

Ministry of Education in Guyana

Fun with Numbers



MINISTRY OF EDUCATION
INTERACTIVE INSTRUCTION (IRI)
MATHEMATICS



FUN WITH NUMBERS GRADE
TEACHER'S GUIDE FOR THE 1ST TERM

BEAMS - P GOG/IDB

MINISTRY OF EDUCATION

FUN WITH NUMBERS -GRADE 1

TEACHER'S GUIDE FOR THE 1st TERM

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Published by Ministry of Education.

ACKNOWLEDGEMENTS

The Ministry of Education wishes to acknowledge the critical comments, suggestions, and professional assistance provided by several individuals and groups in the development of the **IRI** Programme for Mathematics and this Teachers' Guide. Their input is going to help to improve the quality of education in Mathematics, specifically, for the grade one children of Guyana. We wish to thank the following groups and individuals:

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FOREWORD

In May 2005, I listened keenly to a presentation from a Consultant from Zambia. The occasion was a Distance Education Conference in Vancouver and the topic was **Interactive Radio Instruction in the Zambian Context**. The presentation was rich and very enlightening. Instruction by radio is alive and well in Zambia and the program is directed to out-of-school youths. It is coordinated by community groups.

The Government of Guyana, through the Ministry of Education, and with assistance from the Inter-American Development Bank, has seen it fit to introduce the Interactive Radio Instruction programme in the school system. An assessment has already been done of the small pilot which was conducted in Georgetown and Region # 9.

I am convinced that the Interactive Radio Instruction Programme can be regarded as a strategy which has endless possibilities if effectively monitored at the level of Central Ministry of Education and efficiently managed at the level of the school. It is a step in the right direction.

The commitment of **Headteachers** and teachers would definitely be critical to the success of the program. **Headteachers** should encourage parents to listen to the broadcast so that they can acquire useful information which would allow them to share the experience of their children in a meaningful way. Our teachers must ensure that the benefits to be derived from the novel programme are realized.

The many who have contributed to the programme must be congratulated. The Government of Guyana must be thanked for providing the opportunity for Educators to embark on a programme which promises to impact positively on numeracy and literacy nationwide.

Ed Caesar
Chief Education Officer
July 28, 2005

PREFACE

Learning by radio is not new to Guyana. However, Interactive Radio Instruction (IRI) builds on our earlier efforts and on the experience of other countries that use the methodology.

The various components of IRI methodology support the classroom effort of teachers in that they are provided with basic initial training for using the methodology supported by a Teacher's Manual and Pupil's Worksheets. There is also a programme offering classroom support to teachers by Mathematics specialists, and opportunity to provide the radio production teams with regular feedback. Such feedback is necessary for continuous improvement of the materials presented.

IRI commences at Grade 1 and gradually will be in the other grades. It has great potential and promise that could positively affect other subjects of the curriculum provided that educators, teachers, parents and pupils continue with their enthusiasm as we move towards sustaining this methodological approach in instructional design.

Best wishes,

Mohandatt Goolsarran
Director
National Centre for Education Resources Development
August 11, 2005

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OVERVIEW: TEACHER'S GUIDE FOR "FUN WITH NUMBERS" GRADE 1 IRI MATHEMATICS

This guide is for you, teacher of Grade 1. It will guide you in implementing the method called Interactive Radio Instruction (IRI) when you are teaching Mathematics to children of Grade 1.

As teachers, we know that there are different ways of teaching something to children; some of them can be more effective than others. Some may require more resources (e.g. books, teaching materials) or may be more appropriate for a particular subject than others, while other teaching techniques can be more appropriate for a particular environment (large classrooms, tables, chairs, or corners for reading, etc.)

Interactive Radio Instruction (IRI) is the name given to a particular educational method that uses radio for effective learning. IRI emphasizes active learning and meaningful interaction between the radio, the teacher and the pupils. This particular method is used in the school to support you in your quest to provide quality Mathematics learning for Guyanese children in Grade 1.

One hundred thirty—six IRI lessons will be delivered to Grade 1 teachers and pupils through broadcasting or CDs via a series of programmes called FUN WITH NUMBERS. Each lesson lasts 50 minutes and is divided in two parts. The first part is AUDIO (25 min.) and the second part is FACE-TO-FACE interaction (25 min.) between the teacher and the pupils. Both parts contain guided, engaging activities for teaching and learning Mathematics. The main purpose of these one hundred thirty-six IRI lessons is to provide an opportunity to the children of Grade 1 to develop their abilities in Mathematics according to the mathematical standards for this Grade. The one hundred thirty—six IRI lessons are distributed through the Term 1, Term 2 and Term 3, and a Teacher's Guide for each of the terms is elaborated for you, teacher.

1. THE EFFECTIVENESS OF TEACHING WITH IRI

The children who participate in IRI lessons will learn Mathematics because of the **carefully planned** combination of technology (radio) and the role of the classroom teacher. The classroom teacher facilitates the process of learning, encourages the children and works with each of them, giving special attention to those who need it.

The order of the activities or exercises and the amount of practice are carefully planned in both the audio and the face-to-face formats to provide the most effective instruction possible. An important reason why children learn so much is that the broadcast or audio section is carefully designed so that the children are always **actively participating**. The radio teacher and other characters speak directly to the children. The children respond orally, by writing, drawing simple pictures, using counters (pebbles), singing and so on.

As you know, children like to be active, and as a result they will also **enjoy the lesson and listen attentively** to the Audio Programme. Children like to do the mathematical exercises or activities and participate in the songs (see the song lyrics for Grade 1 at the end of this guide), riddles, tongue twisters and physical activities which are included within the educational segments in each broadcast or Audio Programme. On the average, children answer questions or perform some other activity every 20 seconds.

The activities and learning situations designed for the face-to-face portion (After-Audio Programme) are also carefully planned, and will help you build on what the pupils have learnt during the Audio Programme. Although each After-Audio activity is carefully planned, it is up to you, the teacher, to lead these activities with your pupils.

2. ELEMENTS THAT IRI MATHEMATICS INCORPORATE IN THE CLASSROOM

Any method, tool, material or concept that enters the classroom **needs a teacher** to put it into practice to ensure effective learning by pupils. In IRI, the teacher is an important person in the learning process. The teacher is a key element in ensuring that the activities and exercises during the Audio Programme and the face-to-face interaction are successful.

What elements does IRI incorporate in the classroom?

2.1 The IRI Mathematics Curriculum is Organised in a Different Way:

The instructional material is selected and organised according to the **abilities** that the children will need to solve any particular exercise, activity or mathematical problem, more than the mathematical content. The exercises or

activities that support the development of **these abilities** can be found in the individual lessons of the Teacher's Guide. This method of organizing the information is designed more for the pupils, than for the teachers. Teachers however, can find mathematical content organised by months, at the end of this guide.

Another aspect of the development of the IRI curriculum for Mathematics is the selection of the mathematical terminology, which is also carefully planned. As teachers, we know that the terms we use during the process of teaching can make a significant difference in the process of learning, especially when teaching Mathematics. The characteristics of a good instructive message are *brevity* and *clarity*. *Brevity* is necessary to maintain the rhythm of the interaction (for IRI programmes, this is every 20 seconds, on average). Teacher, remember that children learn by doing and through repetition. The *clarity* of the instruction is the other element of a good instructive message. For children, the language used must be simple and direct. You have probably recognized that it is better to use words that the children themselves would use to describe a situation. For example, instead of saying "mark the correct answer", it's better to say "write X close to the right answer" or "circle the right answer", or instead of saying, "The door is opened by the boy," it is better to say, "The boy opened the door," etc. As you follow the Audio Programmes for some time, you will become accustomed to the way the instructions are structured and organized, how the Mathematics curriculum is presented across the 136 IRI lessons, and the language that is used to instruct.

The selection of the mathematical terminology such as: "numeral", "number", "digit", "cardinal", "ordinal", "greater than", "less than", "greatest", "least", etc. or symbols such as: $+$, $-$, $=$, $<$, $>$ and others are also carefully planned. Some of the symbols are not used in this grade but the concepts related to those symbols are built carefully (e.g.: $<$ and $>$). We can say the same for the words and their precision when they refer to mathematical concepts. You will find that the use of some mathematical terminology, such as numeral, are postponed to a higher grade, but this does not mean that children will not realise or learn the difference between a name given to a quantity, e.g. "TWO" and the written symbol, such as "2". The development of the Mathematics Curriculum that applies to the Interactive Radio Instruction ensures that children apply well the names that they are learning to the observed magnitudes and use the convenient term to the actions or operations they do.

In addition, you will also find that in teaching topics related to time, especially those that refer to reading of the clock, we will begin with the twelve-hour clock, with which the children are more familiar. Later, we will move to the concept of the twenty-four-hour clock in higher grades.

2.2 Coverage of Mathematics Content in IRI Mathematics:

Scheduling for full coverage of the curriculum during the school hours is always a challenge for us, teachers. Sometimes, at the end of the school year, you may find that there are still many areas or topics of the curriculum

that need to be covered, or maybe some important topics were left out. This, understandably, may worry you, parents, educational authorities and others. The way the IRI curriculum is designed and the time assigned to each lesson (50 min.) ensures that the children will cover close to 100% of the mathematical content selected for this Grade and develop their mathematical abilities according to the standards proposed for this Grade.

You will find a useful resource in this Guide that will help you understand how the mathematical content for Grade 1 is covered. At the end of the Teacher's Guide for each term, we have included a chart displaying the distribution of Mathematics topics across the IRI Mathematics lessons for the respective term. At the end of this Guide you can find the Mathematics topics for the first term. The beginning of the first IRI lesson is scheduled for Monday of the second week of September. Before beginning the first IRI lesson, teachers of Grade 1 will have a few days to read the activities, plan for the After-Audio Programmes and get ready to begin IRI Mathematics for Grade 1.

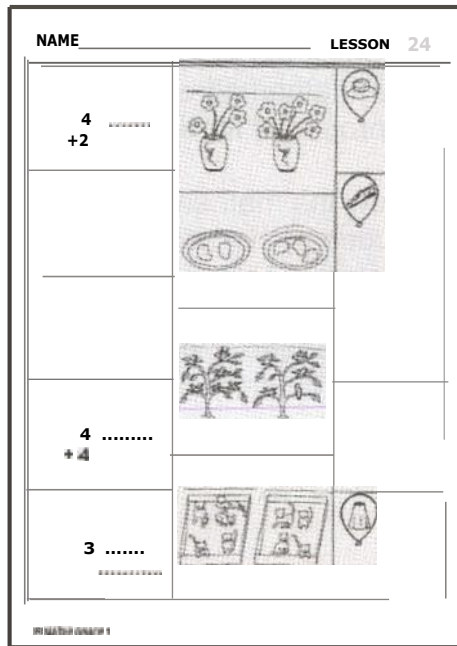
2.3 Basic Materials for Children:

Worksheets:

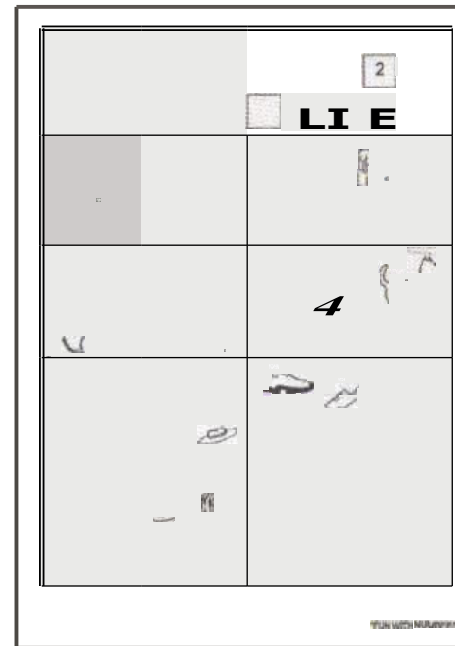
As you plan, also consider using charts to follow the progress of the children. Check the IRI calendar. Sometimes the school may hold activities that require suspension of an IRI class. This must be taken into account during the planning and the organising of the IRI classes on the calendar.

"FUN WITH NUMBERS"

GRADE I

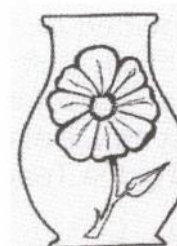


First side of a worksheet



Second side of a worksheet

Generally, the worksheet is a sheet of paper with activities or exercises printed on both sides, and with enough space for children to show their work and provide answers. Worksheets are used throughout the IRI Mathematics lessons, both during and after the Audio Programme. Each page is divided into parts or sections, one for each exercise or activity. One of the difficulties that your pupils may have when they are working with the worksheets is finding the right place on the page. The IRI Mathematics lessons use identifiers or icons for each part of the worksheet. These icons will help the children find the right place on the worksheets while they are listening to and following the instructions, either from the radio characters during the Audio Programme or from you during the After-Audio activities. Here are some examples of identifiers that you will see on the pupils' worksheets:



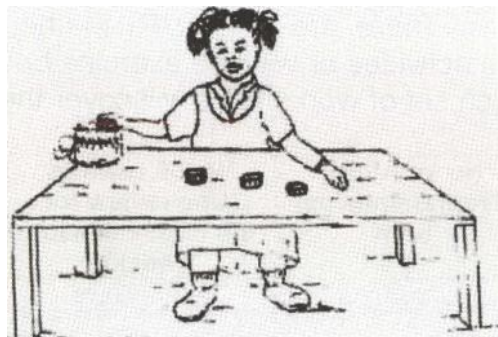
Each child will need two pages of the worksheet for each IRI lesson (these are printed front and back on a single sheet of paper). In general, one page is designed to work with the audio programme and the second page is for the After-Audio, face-to-face activities. There are a few IRI Mathematics lessons for this grade that do not use worksheets; they include only oral activities or will use exercise books. The Ministry of Education will provide three sets of worksheets each year. Each set of worksheets will cover the following number of IRI lessons and reviews:

SCHOOL TERM	No. of Audio Programmes per term	No. of reviews (One review for the Friday of each week)	No. of weeks in which IRI lessons and reviews will be covered
1 Term	52 lessons	13 reviews	13 weeks
Vacation			
2 Term	48 lessons	12 reviews	12 weeks
Vacation			
3 Term	36 lessons	8 reviews	9 weeks
Vacation			
TOTAL	136 lessons	33 reviews	34 weeks

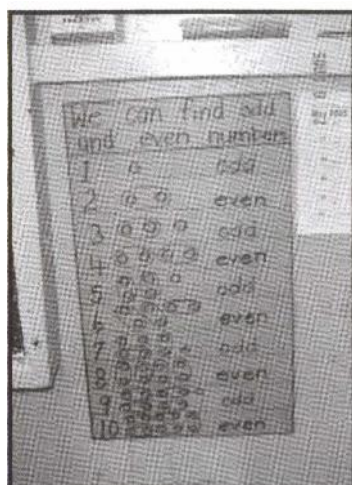
It is very important that each child turns to the correct worksheet for the day's lesson before the IRI programme begins. The worksheets for each term are in book form. Some children may become distracted and try to write in the books before the Audio Programme, play with the pages, or close the book. To avoid this, please ensure that each child has turned to the correct page in the book and is ready to begin before the Audio Programme starts. This will allow the pupil to concentrate on the activities as he/she is directed by the radio characters. In addition to using the worksheets during the activities, the pupils will also use counters, their fingers and other resources that will help them learn Mathematics.

- **Counters:** The IRI Mathematics lessons will also require you and the pupils to have counters. **Counters will not be provided for you. They are objects that you and the pupils can easily collect.** Counters can be a variety of things that the pupils can count, such as pebbles, bottle caps, sticks, etc. The After-Audio lessons will use many counters for estimation or counting in groups of ten's, five's, two's, etc. Some, but not all, of the Audio lessons will also need counters. The number of counters needed for each child and for each lesson is mentioned in the Teacher's Guide.

Storing the Counters: It is recommended that the counters for each child be put into a little cloth pouch which is then placed in a box with the other pouches. Storing the counters in this manner can help you, teacher, to make sure that counters are not lost, that they are handled properly, and reduce the amount of space they require.



Other resources in the classroom. Besides using worksheets and counters, the IRI Mathematics lessons require materials that teachers can easily find around the classroom, such as clocks, calendars, rulers, some shapes that can be identified on doors, windows or bottles. The lessons may also require materials that the children might already have, such as pencils, exercise books and crayons. It is also helpful to enhance the classroom learning atmosphere by decorating the walls with number charts, drawings of shapes, posters with number squares, etc. You can also enhance the classroom learning atmosphere by creating specific learning corners (a store corner or a geometry corner where the children can design geometric shapes, etc.) and creating other materials that facilitate the process of learning for the children.



Odd and Even Numbers created by a teacher and displayed on the classroom wall



Hundred Number Square created by a teacher and displayed on the classroom wall

2.4 Basic Materials for the Teacher:

Radio Receptor/CD Player, Recorded CDs and User's Manual: Each school will receive a radio/CD player. This is considered to be a very important tool for each teacher. The radio/CD player should be used only during the Audio Programme, and stored away in a safe, dry place at all other times. The schools or classrooms that are able to tune in to a radio station and have good AM reception will receive the IRI audio programmes by broadcast, Monday through Thursday from 09:30hrs to 09:55hrs. If you will receive the programme by broadcast, be sure to tune the radio to the correct frequency before 09:30hrs. The other schools or classrooms which do not have good AM reception will use CDs. Each CD contains fourteen (14) IRI Audio Programmes in MP3 format. Whether you receive the programme via broadcast or on CD, all Grade 1 Mathematics students will be listening to and following the same 25 minute programme on any given day. Since the radio/CD player and CDs are very important tools for making IRI a success in your classroom, **it is highly recommended that you read the User's Manual that provides instructions on the proper use and**

care of these tools. You should read this Manual as soon as you receive it and before you begin to use the radio/CD player. The User's Manual will be supplied by your Headteacher.



Sample of IRI materials for Schools

The Teacher's Guide: The information provided to you in the Teacher's Guide for each term is organised by lessons. For each day, the guide provides you with critical information on what to prepare before the programme; what you and the pupils will be doing during the programme; and details on the activities designed for after the Audio Programme, including the answers that are expected from the pupils, which can be seen in the boxes on the left side of each activity, and the time assigned to each activity. It is very important that you **read** the relevant pages of **the Guide for each term one day before each lesson**. By reading the Teacher's Guide for each lesson ahead of time, you will be equipped with the information you need to successfully lead pupils through the activities during and after the Audio Programme.

2.5 Opportunities for Teachers:

One of the most important roles of a teacher is to create a stimulating learning environment for their pupils. For this, you need time to plan, time to create fun and relevant activities, time to check worksheets or papers, and time to select learning resources. The Teacher's Guide for each term allows you, teacher, to optimize your time. Some of the activities that are part of planning are already done, allowing you to spend more time in reading the guide and create or recreate the activities proposed for After-Audio programmes. With the help of the Teacher's Guide, you will be able to focus on the time you spend in preparing for each classroom to make sure that the Mathematics lessons are successful.

Interactive Radio Instruction (IRI) for Mathematics does not intend to give any additional work to teachers but instead will help maximize the time teachers dedicate to their pupils. IRI for Mathematics also gives teachers an opportunity to develop competencies that usually they are not able to develop in a regular classroom. These competencies include observations of each child as they practice and complete various Mathematics activities, during the Audio Programmes, providing focused attention to struggling pupils, and following the progress of pupils. Through IRI, teachers will have the opportunity to improve these skills, among others.

- **Tests and Reviews.** The IRI Mathematics lessons incorporate a weekly test. These tests contain selected topics from the current week's activities. The questions or instruction for the test are delivered through the audio programme and the answers are written by the pupils in their worksheets. Each test lasts a few minutes (approximately, one or two segments long). While other IRI segments will reinforce what pupils have learnt by providing children with the correct answers to the exercises or questions, the test segments will not. For example, a radio character may ask the question "How much is one plus one?" and provide a pause during which the pupils will answer. Typically, this pause will be followed by another radio character answering "Two". However, in the case of a test segment, the correct answer will not be provided after the pause.

The purpose of the test segments is to evaluate pupils' progress so that special attention can be provided to those students who need it. To evaluate the progress of your pupils, you, the teacher, can select an Audio Programme that has a test, or you may select a specific test to gauge the pupils progress on a specific skill. After you select the test, use the corresponding worksheet to write the answers according to the radio characters' instructions. These worksheets with the respective answers will facilitate the checking of all the worksheets with the testing of your pupils. In so doing, you will not only be able to give each child a grade but also be able to record it.

The design of the 136 Audio Programmes for Mathematics of Grade 1 distributed in the three terms also has a REVIEW of the week, which provides activities to be done each Friday for thirty minutes. For this review, the children will use worksheets, exercise books or other materials that can be found around the classroom. You can also use this time to cater to the needs of the children, and provide additional practice in areas where they may be having difficulty. You are encouraged to observe the children during and after each Audio Programme and take notes to design or create review activities for the children or recreate the activities proposed according to the needs of your pupils.

Each test and review activity is an opportunity to follow the progress of your pupils while also keeping a record for each pupil. Using this information, it will be easier for you at the end of each term to prepare a progress report for your students since you have been keeping track of their tests and worksheets throughout the term.

Observation in the IRI classroom: By observing your classroom during an IRI programme, you will be able to easily identify those children who are giving correct answers, writing well, using their fingers in the correct way to find the answers, using the counters appropriately, singing, and so on. As you observe your pupils on a daily basis you will also have the opportunity to identify how each of them approaches mathematical problems and be able to track their difficulties. With these improved skills, you will also be able to identify those pupils who may need special attention and prepare focused activities to help them improve in their difficult areas.

3. PARENTS AND TUTORS PLAY AN IMPORTANT ROLE IN IRI CLASSROOMS

The school culture usually involves parents for specific purposes and during certain occasions. IRI Mathematics for Grade 1, through broadcast, also gives parents and the general community an opportunity to be involved in their children's education in Mathematics. Where possible, parents and the community can be involved by turning their radios on to follow each IRI lesson as it is broadcast. By tuning in, parents will know what their children are learning everyday in Mathematics, and will also be able to provide support to them at home. At home, parents can be involved in their child's progress by reviewing their worksheets. These worksheets are an important reflection of the pupils' progress in Mathematics.

To gather additional support from parents and the community, each school can take the opportunity to help parents understand how IRI Mathematics works. By doing this, parents will provide further support to the teachers by appreciating the efforts that the school is making to improve the quality of Mathematics teaching and learning for their children.

4. THE IMPORTANT ROLE OF THE TEACHER IN THE IRI CLASSROOM

Your role as the classroom teacher is a very important one before, during, and after the Audio Programme. Your preparation before the programme, involvement and observations during the programme, and leadership during the After-Audio activities are key factors in making the lessons successful.

4.1 Before the Audio Programme

You, the teacher, will need to read the Guide of the respective lesson (two pages for each lesson) **one day prior to each lesson**, so that you are aware of what is coming in the Audio Programme and what activities are proposed for the After-Audio portion of the lesson. By reading the Guide ahead of time, you will have time to prepare all the necessary materials and the opportunity to incorporate new activities or revise the proposed After-Audio activities to match the learning needs of your pupils. The first page of the Guide for each lesson mentions the basic materials that are required for that particular IRI lesson. **The materials that are critical for each lesson are the WORKSHEETS and a pencil for each child and, for you, teacher, the Radio/CD player.**

Before the Audio Programme begins, be sure to set the dial in place if you are receiving the audio lesson by broadcast. For those schools with lessons on CDs, be sure to place the CD in the CD player and forward to the respective lesson.

Shortly before the broadcast or the beginning of the Audio Programme

It is important that you, teacher check and ensure that each child has his/her pencil and worksheet, opened at the right page. If the lesson requires counters, they need to be ready too. The lessons must follow the national timetable, particularly in schools receiving the broadcast, which will begin promptly at **09:30hrs** on Monday through Thursday, during the school year.

4.2 During the Audio Programme

The radio characters guide the learning process of Mathematics during the first part (25 min) of the IRI lessons in the classroom. This puts each classroom teacher in a different role. While pupils interact with the radio

² The school should have extra copies of the worksheets in case of need.

4.2 During the Audio Programme

The radio characters guide the learning process of Mathematics during the first part (25 min) of the IRI lessons in the classroom. This puts each classroom teacher in a different role. While pupils interact with the radio characters or the radio teachers, and with each other, classroom teachers have an opportunity to pay attention to their children's different paces of learning and give special support to those who need it. The teachers may also encourage the participation of each pupil, ensure that each pupil is doing his/her mathematical activities correctly. Teachers can also participate in the singing and do the physical activities. For the children, their teacher is the most important person in the classroom, so children will constantly look to their teacher to have the support and guidance they need. With your support, and by using the IRI Mathematics programme as your tool, children will improve their learning in Mathematics.

4.3 The After-Audio Programme:

The Guide for each IRI lesson provides activities for the After-Audio Programme. These activities complement the topics that are studied during the Audio Programmes, and many of them present topics that are not in the Audio Programmes (like Geometry, basic Statistics, some topics of Measurement, etc.) but are necessary to learn because they are part of the Mathematics Curriculum for Grade 1. Therefore, **it is essential that you guide your pupils through the activities provided in the After-Audio lessons each day.** You may also find the After-Audio time as an opportunity to create other activities or recreate the ones in this guide to cater for the learning needs of your students.

It is very important to have 50 minutes of mathematics class every day except Fridays, which is dedicated to a 30-minute review of the week. The development of the Standards for the desired level of Grade 1 requires this amount of time for Mathematics classes for children of this Grade.

Please enjoy using IRI Mathematics as a tool to help you teach your Grade 1 Mathematics pupils. If you participate fully and use your creativity to implement the programme in the way most relevant to your pupils, we are confident that you will see progress in their learning and in the attitudes and participation in your Mathematics class.

LESSON 1

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the **classroom**. (Refer to the User's Manual)
- If you receive the programmes by AM broadcast, tune the radio to the correct channel. If you have received the lessons on CD, insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI! calendar.**
- Locate the lyrics for today's song and have the list of the radio characters ready.
- Introduce your students to IRI. Ask them to be attentive and participate when asked to do so.
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 1 (for After-Audio programme)
 - 5 Counters (for After-Audio programme)

2. PART 1: During the Audio Programme

Listening Exercises. General Questions (oral) _____	Counting 1 to 5 with Sound and Song _____ (oral)	Counting 1 to 5 with Fingers (oral) _____	Relation of Objects by their Use (oral)
"Are you in church?" "What is your teacher's name?"	1, 2, 3, 4, 5 (sound of sweet wrappers) Song: "Fun with Numbers"	Showing fingers for: 1, 2, 3, 4, 5	Shovel, Banana, Mango, Hammer, Saw, Papaw, and Cutlass.

Song: "The Spider Song"
Physical Activity: "Ole Grady Says"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

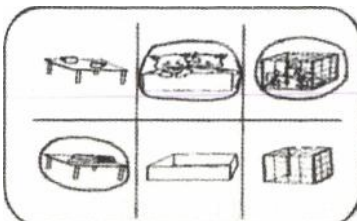


Recalling the Radio Lesson

Encourage the children to talk about the radio programme and characters.
Let some children ask questions about the characters while others give answers.

- Place a list of characters in a visible place in your classroom.

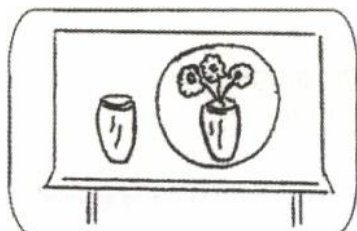
5 min



Counting 1 to 3

- Tell the children to write their names on the worksheet.
Discuss the layout of the worksheet and the objects on the tables.
Ask questions about the number of objects: Such as:-
"Count the cups on the table."
"How many cats are in the boxes?"
"Is there an empty cage?"

5 min



Identifying Common Objects

Draw 2 simple objects on the chalkboard and show how to circle one.
Using the worksheet ask the children to:
"Circle the table with books on it."
"Circle the box that has cats."
"Circle the cage that has rabbits."

5 min

Check the worksheets to see the children's progress and give special attention to those who need it.



Counting 1 to 5

- Using 5 counters per child. Ask the children to lay out the counters in a line, counting them as they lay them out.
Ask the children to: "Pick up three counters from the table." Ask, "How many are in your hand? How many are still on the table? How many do you have altogether?"
Continue with similar instructions and questions.
Finish by asking five children to come out to the front; while the rest count them one at a time.

5 min

Lesson 1
GRADE I

"FUN WITH NUMBERS"

LESSON 21

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom. (Refer to the User's Manual)
- If you receive the programmes by AM broadcast, tune the radio to the correct channel. If you have received the lessons on CD, insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- Locate the lyrics for today's song.
- Participate with the children during the Audio Programme.

■ MAKE SURE THAT EACH CHILD HAS:

- A pencil
- Worksheet: Lesson 2 (for the After-Audio Programme)
- 3 Counters

2. PART 1: During the Audio Programme

Listening Exercises. General Questions (oral)	Counting 1 to 5 with Sound and Song (oral)	Counting 1 to 3 with Counters (oral)	The Number that Comes After or Successor (oral)	Counting 1 to 3 with Counters (oral)
Recognising animals by their sounds	1, 2, 3, 4, 5 (sound of drops of water) Song: Fun with Numbers	Counting groups of 2, 3, 3, 2	After 1 After 2	Counting groups of 3, 2, 3, 2

Song: "The Spider Song"

Physical Activity: "Ole Grady Says"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

10 min

Counting Pictures 1-5

- Help the children to distinguish between the **first** and **second** side of the worksheet.

Tell the children to write their names on the **first** side.

Ask the girls and boys to tell you what they see on the first side. Ask questions like:

"How many trees are there?"

"How many birds are in the trees?"

Tell the children to take their pencils and to circle the following pictures:

"The house with windows."

"The woman sitting on the bench."

"The field with horses."

"The wheelbarrow with one rake."

"The tree with birds."



Counting Pictures 1-5

Ask the children to describe what they see on the second side of the worksheet. Ask them:

"Can the things in the picture be found in a church or a house?"

"Can you see the drink bottles? – how many are there?"

"Can you see the table with plates? – how many plates does it have?"

"How many baskets can you see?"

"How many fruits are in the basket?"

- Tell the children to take their pencils and to circle the following pictures:

"The two bottles of drinks."

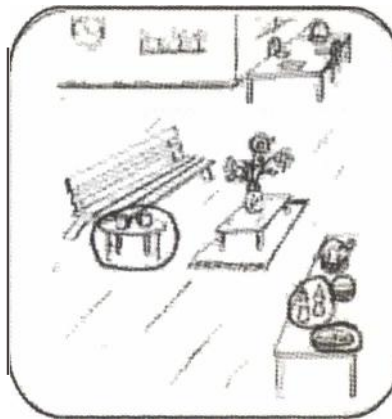
"The cake."

"The table with two cups."

*** *"The table with three persons."*

*** There is no one at the table – This exercise is to ensure that the children are paying close attention.

10 min



Check the worksheets to see the children's progress and give special attention to those who need it.

Lesson 2

"FUN WITH NUMBERS"

GRADE I

LESSON 3

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom. (Refer to the User's Manual)
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- Locate the lyrics for today's song.
- Participate with the children during the Audio Programme.

■ MAKE SURE THAT EACH CHILD HAS:

- A pencil
- Worksheet: Lesson 3 (for the After-Audio Programme)
- 5 Counters

2. PART 1: During the Audio Programme

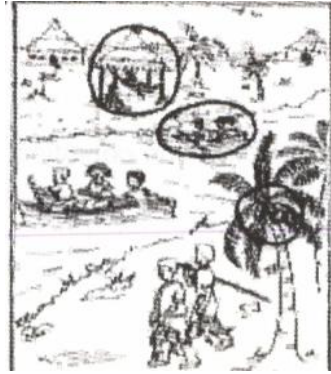
Counting 1 to 5 with Song and Sounds (oral)	Counting 1 to 5 with Counters (oral)	Identifying Common Objects by their Function (oral)	Counting 1 to 5 with Fingers and Song oral	The Number that Comes After or Successor (oral)
Song: Fun with Numbers 1, 2...5 (sound of drumbeat)	Counting groups of 3, 2, 3, 1	Basket, glass, bucket, hat, house, cow-pen, bus, tractor	Show me 2, 5, 3, 2, 4, 5, using your fingers Song: Fun with Numbers	After 2 After 1 After 3 After 1 After 2 After 3

Song: "The Spider Song"

Physical Activity: "Ole Grady Says"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Identifying and Counting Pictures 1 to 4

F. Tell the children to find the first side of the worksheet and to write their name on that side.

➤ Ask **one child** to describe what is on the first side of the worksheet.

Ask general questions such as: *"What do you think this drawing is about?"* or *"Where do you go to fish?"*

Tell the children to use their finger to point to the pictures and answer the questions aloud.

"The tree that has coconuts – how many coconuts does the tree have?"

"Point to the house that has windows – how many windows does it have?"

"Look at the children coming from the creek – how many fish are they carrying?"

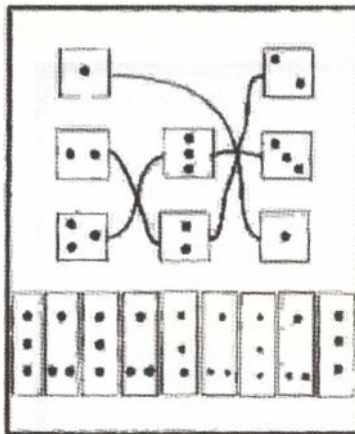
F. Tell the children to take their pencils and circle the following pictures:

"The tree that has coconuts."

"The hut with two persons."

"The boat with two persons."

10 min



Recognizing Patterns in Number Amounts 1 to 3

7- Tell the children to turn to the second side of the worksheet.

Discuss the boxes with different numbers of dots in them. Help the children to count the numbers of dots in each box. Tell the children that some boxes have the same number of dots, but may be drawn in different ways.

Tell the children to take their pencils and draw:

"A line connecting the boxes with one dot"

"A line connecting the boxes with two dots"

"A line connecting the boxes with three dots"

➤ Tell the children to look at the box at the bottom. How many dots are there in the first box and in the next box? What is the difference between the two?

Ask the children how many dots they think would be in the next box?

Tell them to continue the pattern.

10 min

Check the worksheets to see the children's progress and give special attention to those who need it.

LESSON 4

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom. (Refer to the User's Manual)
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- Locate the lyrics for today's song.
- **Have the dotted cards ready.**
- Participate with the children during the Audio Programme.

■ MAKE SURE THAT EACH CHILD HAS:

- A pencil
- Worksheet: Lesson 4
- 5 counters

2. PART I: During the Audio Programme

Counting	Rote 1 to 10 with Song and Sounds (oral)	What Comes After or Successors (oral)		Counting Objects (counters)
1, 2, 3 _10 (sound of drum roll)	Song: March of Numbers 1, 2, 3...10 (sound of drum roll)	After 3 After 1 After 4 After 2 After 3 After 1 After 4	Windows, door, flowers, kittens, plate, coconuts, and pineapples	Groups: 3, 2, 1, 3, 4

Song:

"March of Numbers"

Physical Activity:

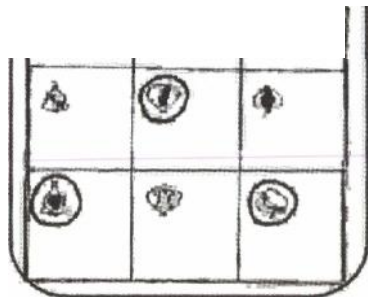
"Marching"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

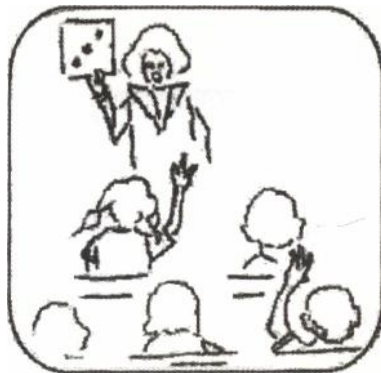
5 min

Recognising Identifiers



- Ask the children to turn to the second side of the worksheet.
 - Explain that some of the worksheets will show similar pictures.
 - Ask them questions such as:
 - "What is drawn on the bell?"
- Tell the children to take their pencils and to circle the following:
- "The bell with the flower."
 - "The balloon with the comb."
 - "The leaf with the banana."

Check the worksheets to see the children's progress and give special attention to those who need it.



Instant Recognition of Number Amounts 1 to 5

- Show three fingers to the class.
- Ask the children, how many? Allow them to count: *one, two, three*.
- Hold up the dotted card '1' and ask the children to match the amount with their fingers.
- Repeat this with numbers 2, 3, 4 and 5.
- Repeat this activity, holding up the cards in random order.
- As they become familiar with the cards ask them if they need to count the dots each time or if they can recognise the number. Take note of the student's approach to counting.

15 min

REVIEW OF WEEK 11

Teacher:

Today there will not be a radio/CD Mathematics lesson; instead we are going to think about the work we have done during this past week.

The main purpose of **review one is** to identify:

- The children's attitudes towards the Audio Programme and the audio characters.
- Their opinions about the melody and lyrics of the song "Fun with Numbers".
- If the pupils have understood the concept of counting covered in the past four days.

There are suggested activities on the next page for you to follow, OR you may want to **create or re-create** activities that focus on the topics covered during Audio and After-Audio lessons this week.

The counting activities suggested are oral – please evaluate how the children participate and take notes on their participation, approach to counting, and progress.

The materials needed for the -

Children: Worksheet for "Review of Week 1"

Teacher: Lyrics of the song "Fun with Numbers"
List of audio characters

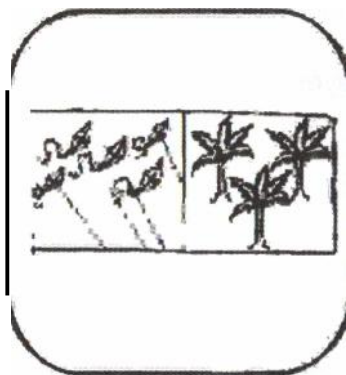
Review activities

TEACHER: Facilitate the following review activities

Song

- Tell the children you are going to review the song "FUN WITH NUMBERS".
Read the lyrics to them, slowly, so that they understand all the words.
Ask them to sing the song with you.

5 min



Counting

- Ask the children to count from one to ten, by saying the number each time after you clap your hands. Repeat counting one to ten again.
Tell the children to turn to today's worksheet, write their name on the line, and put their finger on the kites and count them. The children can count them one at a time using their fingers.
Let the children count the coconut trees in the same way.

5 min

Successors (after)

- Ask the children to say aloud the numbers that come after 3, after after 4, and after 2.

Audio Characters (For this activity, use your list of characters)

- Talk to the children about the audio characters. Ask them questions such as:

"Who is their favourite and why?"

"What do you think the characters look like?"

"What kind of animal is Kiki?" (Parrot)

"What colours do you think Kiki's feathers are?"

"What kind of spider do you think Daisy is?"

- Ask the children to draw a picture of their favourite character in the space given on their worksheet.

10 min

Kiki

Daisy

Dolly

Mark

Check the worksheets to see the children's progress and keep records of the same.

LESSON 5

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the correct CD into the CD Player.
- **Record the lesson number in your IRI calendar.**
- Locate the lyrics for today's song.
- **Have flash cards of numbers and dots for the numbers one and two ready.**
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 5
 - 9 Counters (for the After-Audio Programme)

2. PART 1: During the Audio Programme

Classification (oral)	Counting 1 to 5 with Fingers (oral)	Counting 1 to 10 with Sounds and Song (oral)	Identifying Common Objects (worksheet)	Identifying and Counting Pictures 1 to 4 (worksheet)
Classifying animals, persons, toys and tools	1, 2, 3, 4, 5	1, 2, 3...10 (sound of xylophone) Song: The March of Numbers	Hand, flower and house	Groups of 3, 4 and 2 pictures. Song: The Magic Number Two"

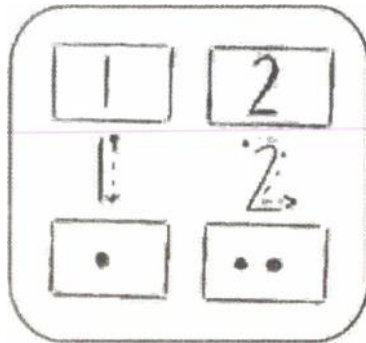
Song: "Fun with Numbers"

Physical Activity: "Ole Grady Says"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

10 min



Reading Numbers 1 and 2

Show children the two flash cards and ask them to read the numbers on the cards.

Ask children to raise their writing hand and draw these numbers in the air.

Explain that for the number one, you start at the top and come straight down.

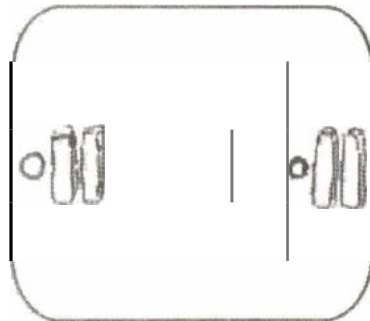
For the number two, start at the top come round in a curve and a straight line across the bottom.

Hold up the dotted number one card – ask the children: *How many dots are there?*

Which number card matches the number of dots?

Repeat this with the dotted number 2 card.

Hold up a flash card with the number 1 or the number 2 on it and ask them to hold up the corresponding number of hands.



Patterns of One and Two

Give each pair of children a set of 3 counters and 6 beads (**or other similar objects.**)

Ask them to arrange the objects into a 1, 2, 1, 2 pattern (**1 counter, 2 beads.**)

Draw the pattern on the chalkboard and discuss how the pattern looks.

(* || * || * ||). Ask questions such as: *"Which picture would come next?" "Which picture would come before?"*

10 min

LESSON 6

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- Locate the lyrics for today's song.
- Participate with the children during the Audio Programme.
- **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 6
 - 5 counters (for the After-Audio Programme)
 - Exercise book for the After-Audio Programme

2. PART 1: During the Audio Programme

Rote count: 1 to 10 with Song and Sound (oral)	Successors (oral)	Reading Numbers worksheet	Counting Pictures (worksheet)
Song: March of Numbers 1, 2, 3..10 (sound of drumbeat)	After 5 After 6 After 2 After 4 After 3 After 5 After 4 After 2 After 6	1 2 1 2 2 1 1 2 2 2	Fruit, glasses, cups, tables and animals 2 3 1 2 3

Song:

"The Spider Song"

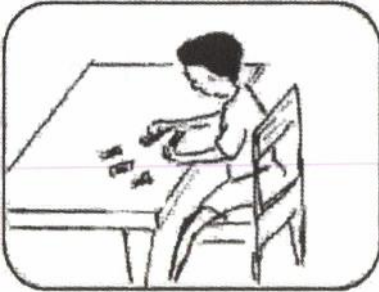
Physical Activity:

"If You Are Happy and You Know It"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Counting 1-5

- Ask the children to lay out 5 counters in a line on their desk, counting them as they lay them out.

Tell the children to pick up four counters from their desk.

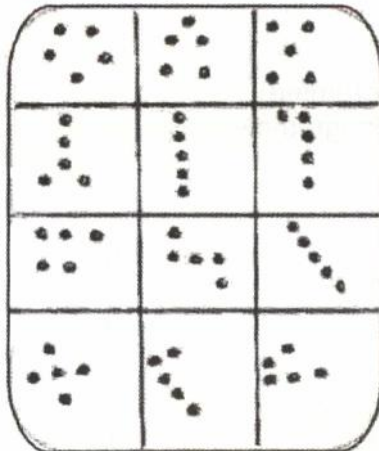
Ask, "How many counters are in your hand? How many are still on the table?"

"How many counters are there altogether?"

Continue with similar instructions and questions.

TEACHER: ALWAYS STRESS THAT THERE IS STILL A TOTAL OF 5 COUNTERS.

5 min



Counting 1 to 5, Patterns of 5

- Ask the children to lay out the 5 counters in one row on their desk. Ask them to place their finger on each counter, one at a time and count from 1 to 5.

Explain that the row is a pattern, draw it on the board. (* * * * *).

Ask them to work in **pairs** to see what other patterns they can make with the five counters. Ask them to note their patterns in their **exercise book**. Walk around the room observing and supporting the children as they discover different patterns.

Discuss the different patterns they made. See how many different patterns students found in the class.

15 min

Lesson 6

LESSON 7

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- Locate the lyrics for today's song.
- **Have flash cards of numbers 1 and 2 ready.**
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 7
 - 4 counters (audio session)

2.

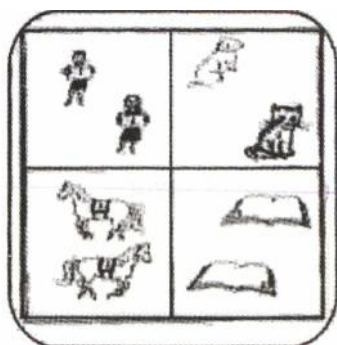
PART 1: During the Audio Programme

Rote Count - 1 to 10 with Song and Sound (oral)	Counting 1 to 5 With Fingers (oral)	Classification (oral)	Readiness For Addition with Counters (oral)	Successors (oral)
1,2,3...10 (Sound of stick hitting wood) Song: March of Numbers	1 finger and 1 finger 2 fingers and 1 finger 2 fingers and 3 fingers 2 fingers and 2 fingers 2 fingers and 3 fingers 4 fingers and 1 finger 3 fingers and 1 finger	Fruits, clothing, toys and tools	3 + 1 2 + 2 1 + 3 2 + 1 1 + 1	After 4 After 3 After 2 After 5 After 3 After 1

Song: "The Spider Song"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Reading Numbers 1-2

5 min

Explain that there are two sides to this worksheet. We will begin on the first side. Ask the children to write their name. Ask them to name what they see on the worksheet (**girl, boy, cat, horses, puppy and books.**) Ask them to look at the numbers on the pictures.

- Write the number 1 and number 2 on the chalkboard. Ask the children first to point to the number "one" on the chalkboard, then "two".

Ask questions such as: *"What number does the girl have?" "What number does the puppy have?"* Ask similar questions for the other drawings.



Counting Pictures 1-4

10 min

Tell the children to turn to the second side of the worksheet. Ask them to name what they see on the worksheet (trees, birds, tables etc).

- Ask them questions such as:

"How many birds are in the first tree?" "How many birds are there in the other tree?"

Ask the children to circle the following with their pencils:

"The tree with three birds."

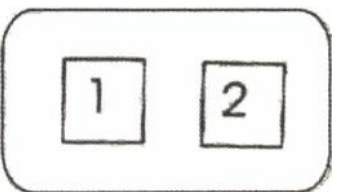
"The table with four pineapples."

"The aquarium with two fish."

"The cake with one candle."

"The lake with three boats."

Check the worksheets to see the children's progress and give special attention to those who need it.



Reading Numbers 1 and 2

5 min

- Show one of the flash cards to the children and ask them to read the number aloud. Repeat this for the other numbers
- Ask the children to do this next activity in silence. Show one card and ask the children to show you the same number of fingers. Repeat with the other card, and continue.

LESSON 8

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your calendar.**
- Locate the lyrics for today's song.
- **Have two sets of flash cards ready: one set of number cards from 1 to 3, and one set of dotted cards.**
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 8
 - 5 counters

2.

PART 1: During the Audio Programme

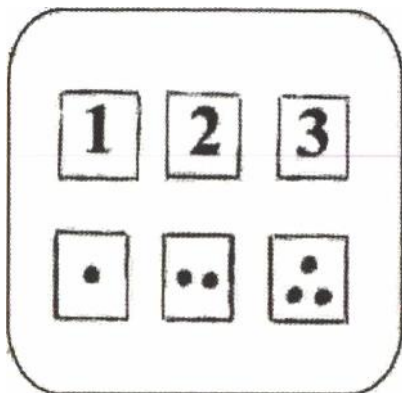
Rote Counting 1 to 10 with Sound and Song (oral)	Successors (oral)	Counting 1 to 5 with Counters (oral)	Counting Objects (worksheet)	Reading Numbers 1 to 3 (worksheet)
1, 2, 3..10 (Sound of footstep)	After 2 After 4 After 1 After 3 After 5 After 2 After 6	1, 2, 3, 4, 5	2 eggs, 4 puppies, 3 kittens and 4 pineapples	1 2 3 1 2 3 2 3 1
Song: March of Numbers				

Song: "The Spider Song"
Physical Activity: "Shake your body rap"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Reading Numbers 1 to 3

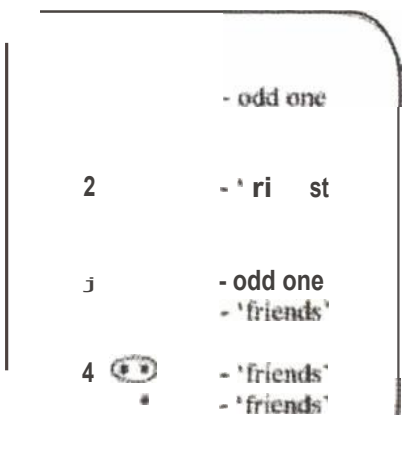
- Have the flash cards for numbers 1, 2 and 3 ready (**both number and dotted cards**). Show students the number cards and ask them to read the numbers aloud. Then to show the same number of fingers as the number on the card shown.
- ✓ Hold up the cards one by one, asking the children "*What number is this?*" Show them in sequence first, and then show them again in random order. Ask 6 children to come to the front of the class and give each of them a number card or dotted card (**Make sure they are not in sequential order**). Ask the rest of the class to match the child holding a number card with the child holding the matching dotted card.

10 min

Odd and Even Numbers 1 to 4

- ✓ On the chalkboard draw dots for the numbers 1, 2 and 3. Tell the children that 1 has only one dot while the number two has two dots. Draw a circle around the two dots for number two – tell the children that they are a pair, They are friends".
- Ask the children to look at the dots for number 3. Draw a circle around two of the dots, saying these are a pair, or "friends". Point out to them that there is still one more dot that is not in the circle - an odd one, left on its own.
- Draw four dots on the board – ask the children to count them. Do they think there will be an odd dot in number 4? Draw circles around the two pairs of dots to show that there is not an odd dot (that no dots are left outside of a circle).
- Explain to the children that numbers that have one left on its own after pairing are called **ODD numbers**. Numbers that don't have any dots left after pairing are called **EVEN numbers**.
- Say the numbers 1 to 4 in order. Ask the children to say "odd" or "even" after you say the number, identifying whether the number is an odd number or an even number.

10 min



HOMEWORK: Look in your home for all the places you see numbers (e.g. clock, TV etc.)

Lesson 8

REVIEW OF WEEK 21

Teacher:

Today there will not be an Audio Math lesson; instead we are going to think about the work we have done during this past week.

The main purpose of **review two** is to identify and understand:

- The children's attitudes towards numbers in their environment and in their home.
- Their opinions about the melody and lyrics of the song "The Magic Number Two".
- If the pupils have understood the work on numbers covered in the past four days.

There are suggested activities on the next page for you to follow, OR you may want to **create or re-create** activities that focus on the topics covered during Audio and After-Audio lessons this week.

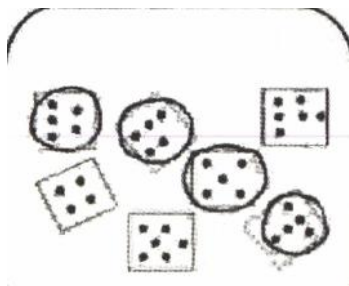
The materials needed for:

Children: Worksheet of "Review of Week 2"
Their homework from the day before

Teacher: Lyrics for the song "The Magic Number is Two"

Review activities

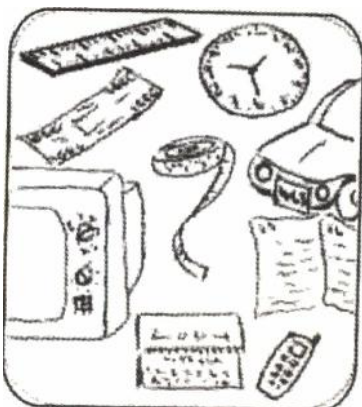
TEACHER: Facilitate the following activities



Recognising Number Amounts

- Ask the children to write their name on the first side of the worksheet, then put their finger on the section with the dotted cards. Ask them to count the dots on the first card by asking them **"How many dots are there?" (5)**
- Ask them to count the dots on all of the cards, then to circle the cards that have five dots. Ask how many cards are **not** circled; and how many dots there are in those cards that are not circled **(4,6,6)**.

5 min



Recall the Audio Programme

- Tell the children you are going to review the song "The Magic Number 2". Read the lyrics for this song to them, slowly, so that they clearly understand all of the words.
- Ask them to sing the song with you.

5 min

Numbers in the Home

- Tell the children to return to their worksheets.
- Ask them to name the objects in their homes that have numbers (e.g. newspapers, TV, clocks, watches, money, house number, bus number, school ruler.)
 - Ask them to draw these objects in the space at the bottom of the worksheet.

10 min

Check the worksheets to see the students' progress and keep record of the same.

Review 2

LESSON 9

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- Locate the lyrics for today's song.
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 9
 - 5 Counters

2.

PART 1: During the Audio Programme

Readiness for Addition with Counters (oral)	Oral story Problems with Counters (oral)	Successors (oral)	Rote Counting 1 to 13 with Sounds (oral)	Reading Numbers 1 to 3 (worksheet)	Oral Story Problems (oral)
1 + 1 2 + 1 3 + 1 2 + 2 1 + 3	1 + 1 2 + 1	After 4 After 2 After 6 After 3	1 2 3 ... 13 (twice)	2 3 1 2 3 1	2 + 1 3 + 2

Song:

"The Spider Song"

3.

PART 2: The After-Audio Programme

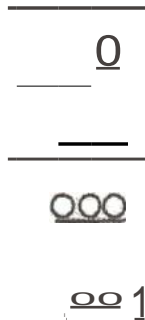
TEACHER: Facilitate the following activities



Reading Numbers 1 to 3

10 min

- Explain that the first side of the worksheet was completed during the Audio lesson, and that they are going to continue working on the second side. Ask them to put their finger on the box with books; then with cars; then with houses and lastly, with shirts. Then ask them to tell you what is on the books, cars, houses and shirts.
- Tell the children to take their pencils and circle the following:
 - "The book with number 2."
 - "The car with number 3."
 - "The house with number 1."
 - "The shirt with number 2."



Matching Amounts to Numbers

10 min

- Ask the children to find the bells on the worksheet and describe what they see close to the bells (**lines**).
- Ask the children to put their finger on the bell with a flower in it, then draw two circles on the line beside it. Ask the children to do each of the following:
 - Beside the bell with a pencil in it, draw one circle.
 - Beside the bell with a ball in it draw three circles.
 - Beside the bell with a book draw two circles.

Check the worksheets to identify any follow up needed with each student. Keep records of the same to monitor the student's progress.

Lesson 9

LESSON 10

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- Locate the lyrics for today's song.
- **Have 6 large objects ready**
- Participate with the children during the Audio Programme.

• MAKE SURE THAT EACH CHILD HAS:

- A pencil
- Worksheet: Lesson 10
- 4 counters

2. PART 1: During the Audio Programme

Rote Counting 1 to 13 with Sounds (oral)	Oral Story Problem with Counters (oral)	Readiness for Addition with Counters (oral)	Successors (oral)	Write Numbers 1 to 3, from Dictation (worksheet)
1, 2, 3...13 (sound of a bell)	$2 + 2$ $3 + 1$	$3 + 1$ $2 + 2$ $1 + 3$ $2 + 2$ The Song for Number 4	After 3 After 7 After 1 After 5 After 4	1 2 3

- **Song:** "One is Important"
- **Physical Activity:** "Physical Exercises"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Counting Pictures 1 to 4

- Ask the children to turn to the second side of the worksheet and look at the boxes with objects in them. Discuss the different objects in the boxes.
- Ask the children to take their pencils in their hands, and do the following:
 - "Look at the flowers in the vases. Circle the vase with four flowers."*
 - "Look at the baskets of fruit. Circle the basket with two fruits."*
 - "Look at pile of books. Circle the pile of three books."*
 - "Look at the branches with leaves. Circle the branch with four leaves."*

5 min

I



Writing Numbers 1 to 4 by Copying

- Ask the children to put their finger on the box with the number 3 in it. Tell them that there is a line below it and that they can copy the number onto that line. **(Do an example on the chalkboard)**
- Ask them to read aloud the numbers in the boxes and then copy that number onto the line below.

5 min

Check the worksheets to see the student's progress and give special attention to those who may need it.



Counting Objects 1-6

- Have six large objects ready to hand out to the children. Show the children the objects grouped together. Tell the children to count the objects, aloud with you. Move the objects one at a time from one side of the table to the other, counting each one as you move them. Put them in a line to show that there are six objects.
- Ask the children to cover their eyes with their hands. Remove some of the objects. Ask the children to look at the objects again and count how many there are.
- Continue this by adding and removing objects 1 to 6.

10 min

Lesson 10

LESSON 11

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your RI calendar.**
- Locate the lyrics for today's song.
- **Get the flash cards for numbers 1 to 6 ready**
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 11
 - 7 counters (for the After-Audio Programme)

2.

PART 1: During the Audio Programme

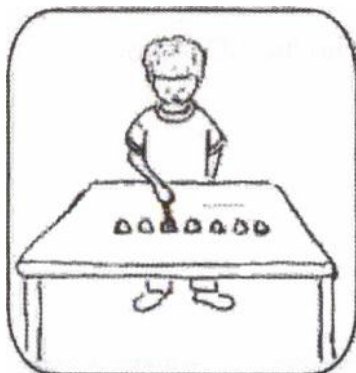
Rote Counting 1 to 15 with Sounds (oral)	Successors (oral)	Oral Story Problems (oral)	Identifying Objects (worksheet)	Reading Numbers 1 to 5 (worksheet)	Writing Numbers 1 to 3 (worksheet)
1, 2, 3...15 (sound of a drumbeat)	After 3 After 7 After 5 After 8 After 4 After 6 After 2	2 + 2 1 + 3 Song for the Number Four	Animals, plate, doll, dress, fruits, shovel.	2 4 3 5 4	2 1 2 3 1

Song: "One is Important"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Counting Objects 1 to 7

Give the children a pile of 7 counters each

(Do not tell them there are 7 counters) Tell the children to count them.

When they have finished ask the children how they counted them.

Ask them questions such as:

"Did they move them from one side to the other?"

"Did they put them in a line and then count them?"

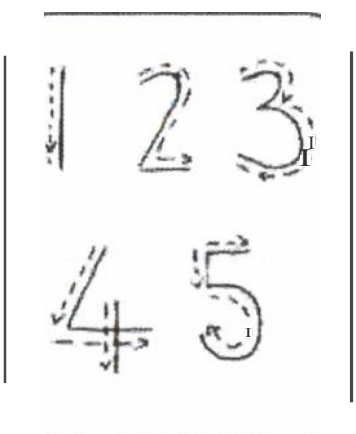
"Did they use their finger to point as they counted?"

"Did they pick them up and count them as they put them down one at a time?"

"How did they know they had counted them all?"

Discuss the various ways of counting that they used, and that there are many different ways to count and still get the same answer.

10 min



Reading and Writing Numbers 1 to 5

Show the children the number flash card 1. Ask them to read it aloud. Then discuss how to write the number "1". Demonstrate this on the chalkboard, and as you write, say "Start at the top and come straight down".

Ask the children to write the number 1 in the air with their finger.

Continue to do the same for 2, 3, 4 and 5. As you demonstrate writing these numbers on the board, say how the number is written.

Ask the children to look at the numbers you have written on the board and answer questions about the way these numbers are written, such as:

"Which numbers have only straight lines?"

"Which numbers have only curved lines?"

"Which numbers have curved and straight lines?"

10 min

Lesson 11

LESSON 12

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD Player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- Locate the lyrics for today's song.
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet : Lesson 12

2. PART 1: During the Audio Programme

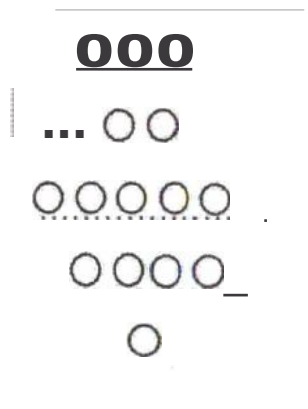
Readiness for Addition with Fingers (oral)	Rote Counting 1 to 20 with Sounds oral)	Successors (oral)	Reading Numbers 1 to 5 (worksheet)	Writing Numbers from Dictation 1 to 5 (worksheet)	Counting 1 to 3 (worksheet)
$2 + 1$ $1 + 3$ $2 + 2$ $2 + 1$	1, 2, 3 ... 20 (sound of drumbeat)	After 4 After 6 After 9 After 8 After 5	$1 \ 2 \ 3 \ 4 \ 5$ $1 \ 2 \ 3 \ 4 \ 5$ $1 \ 2 \ 3 \ 4 \ 5$ $1 \ 2 \ 3 \ 4 \ 5$ Song: One is Important"	$3 \ 1 \ 5 \ 4$ 2	Drawing circles: 2, 1, 3, 2, 1,

➤ **Song:** "Fun with Numbers"
"The Spider Song"



PART 2: The After-Audio Programme

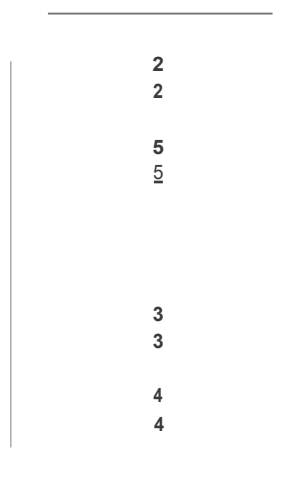
TEACHER: Facilitate the following activities



Reading Numbers 1 to 5

10 min

- Tell the children to turn to the second side of the worksheet and look at the boxes with dotted lines and a number at the end.
Tell the children to follow these instructions:
"Put your finger on the box with a dotted line and the number three at the end."
"On the dotted line draw three circles."
"Look at the number in the box below."
"What number is at the end of that line? (2) Draw this number of circles on the dotted line"
Continue this with the remaining boxes.



Writing Numbers 1 to 5 (copying)

10 min

- Ask the children to look at the boxes with numbers in them. Tell them to place their finger on the box with number 2; then number 5 and so on up to the last number.
- Ask the children to write those numbers with you, either in the air or on the desk using their fingers. Talk about where you start with your finger and finish.
- On the worksheets, ask the children to take their pencils and carefully copy each number onto the line given below the number.
- Ask them to look at the numbers, and say which numbers only have straight lines, which have only curved lines and which ones have both straight and curved lines.

Check the worksheets to see the student's progress and give special attention to those who may need it.

REVIEW OF WEEK 3

Teacher:

Today there will not be a radio/CD Mathematics lesson; instead we are going to review the work we have done during this week.

The main purpose of **review three** is to discover or identify:

- The children's ability to solve problems within stories.
- Their opinion on the melody and lyrics of the song "One is Important".
- If they have understood the work on number amounts covered in the past four days.

There are suggested activities on the next page for you to follow, OR you may want to **create or re-create** activities that focus on the topics covered during Audio and After-Audio lessons this week.

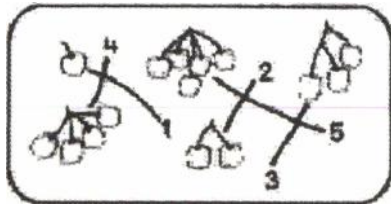
The materials needed for this lesson:

Children: Worksheet for "Review of Week 3"

Teacher: The lyrics to the song "One is Important"

Review activities

TEACHER: Facilitate the following activities



Recognising Number Amounts

- Tell the children to write their name on the worksheet and look at the first box with cherries. Tell them to count the number of cherries in a bunch and draw a line to that number with their pencils.

5 min

Recall the Audio Programme

- Tell the children you are going to review the song "One is Important".
- Read the lyrics to the song, slowly, so that they understand all the words. Tell them to sing the song with you. **(Repeat)**

5 min

Oral Problem Solving

- Tell the children to look at the fruits on their worksheets and put their fingers on the bananas. Tell them to use that picture to help them solve the following problem:

"At the market I bought 2 bananas from one stall and 2 more from another stall. How many pieces of fruit did I buy altogether?"

- Tell them to look at the cherries again. Tell one child to think of a story **(like the one with bananas)** that they can present to the rest of the class. Help the other students answer the question.
- Continue this with the other pictures.

10 min

Check the worksheets so that you can monitor the pupils' progress and keep record of the same. Remember, you can use this information when writing your end of term reports.

Review 3

LESSON 13

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- Locate the lyrics for today's songs.
- **For the numbers 1 through 9, have two sets of flash cards ready: one set of number cards and one set of dotted cards**
- Participate with the children during the AudioProgramme
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 13

2.

PART 1: During the Audio Programme

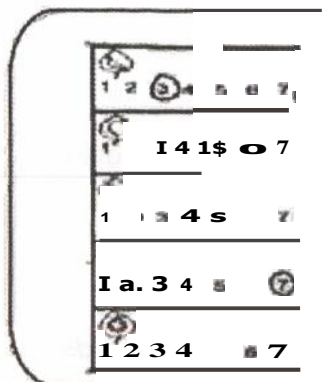
Readiness for Addition with Fingers oral	Rote Counting 1 to 20 with Sounds (oral)	Successors (oral)	Writing Numbers (worksheet)	Ordinals (worksheet)	Readiness for Addition (worksheet)
$2 + 3$ $2 + 2$ $3 + 2$ $4 + 1$	1, 2, 3... 20	After 5 After 8 After 7 After 9 After 10	4, 5, 2, 6	Circle the first or second object	$2 + 1$ $1 + 3$ $3 + 2$ (Drawing circles)

Songs: "The March of Numbers" and "The Magic Number Two"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Reading Numbers 1-7

Tell the children to find the leaves on their worksheets. Ask them to complete the following:

"Look at the leaf with a banana – read the numbers. Circle the number 3."

"Look at the leaf with a mango – circle the number 6."

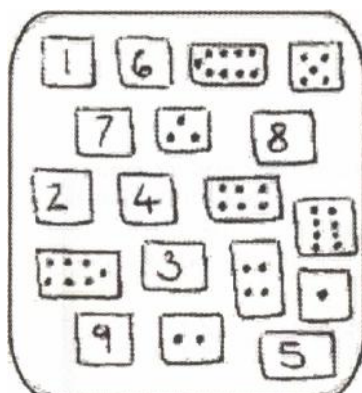
"Look at the leaf with a pear – circle the number 2."

"Look at the leaf with a pineapple – circle the number 7."

"Look at the leaf with a coconut – circle the number 5."

5 min

Check the worksheets to see the pupils' progress.



Reading Numbers 1 to 9 (using number and dotted cards)

Have the number and dotted flash cards for 1 to 9 ready. Show the number cards, one at a time, to the students and ask them to read the number aloud. Repeat this, but this time ask them to read the number and show the correct number of fingers as well. Do this first in order from 1 to 9, then in random order.

Hold up the dotted flash card for 3. Ask the children to tell you the number.

Ask them if they counted the dots or if they recognised the pattern? Repeat this process with the remaining dotted flash cards.

Place all of the dotted flash cards and the number flash cards on the table, and mix them up. Ask individual children to come to the table and match one dotted card with one number card. Continue until all cards have been matched up correctly.

Observe those students who need to count the dots to determine the correct match.

15 min

Lesson 13

LESSON 14

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- Locate the lyrics for today's song.
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 14
 - A pencil

2.

PART 1: During the Audio Programme

Oral Story Problems (oral)	Rote Counting 1 to 20 with Sounds (oral)	Readiness for Addition with Fingers (oral)	Oral Story Problems (oral)	Reading Numbers 1 to 3 (worksheet)
1 + 1 2 + 1	1, 2, 3...20 (sound of a chick)	3 + 1 4 + 1 2 + 4 5 + 1 2 + 3	3 + 3 5 + 1 4 + 2	Draw circles: 3, 2, 1, 3, 2, 1, 3, 1

Song:

"Song for Number Four"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

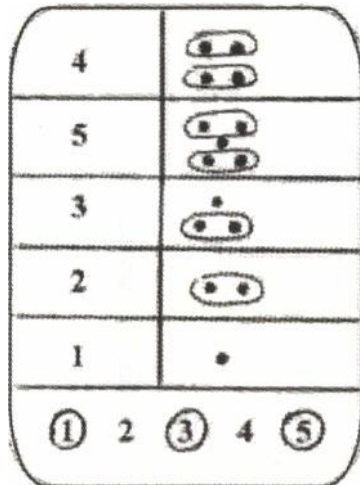
1 2 3 4 5 6

1 2 3 4 5 6

Writing Numbers 1 to 6 by Copying

- Ask the children to look at the first side of their worksheets. Ask them to look at the row of numbers (at the bottom of the page). Read the numbers, aloud, with the children. Discuss with them that this is the correct order of the numbers 1 to 6.
- Tell the children that you are going to identify the numbers that come before and after: **Tell them:**
Put your finger on the number 3. What is the number before it? (2)
Put your finger on the number 5. What is the number after it? (6)
 Tell them to copy the numbers onto the lines below, slowly and carefully.

5 min



Odd and Even Numbers 1 to 5

- Tell the children that we are going to work on the second side of the worksheet. Ask them to put their finger on the number four, and count the dots in the box next to the number 4.
- Tell them to circle each pair of dots in this box (demonstrate this on the board for them first). Ask if any dots are not circled. Remind the children that a number with no odd dots (dots not in a circle) is an **even number**. Ask if four is an odd or an even number.
- Continue to do the same with the numbers 5, 3, 2 and 1.
 - Ask the children to look at the row of numbers at the bottom of the page and read the numbers aloud. Tell them to take their pencils and circle the odd numbers only.

5 min

Check the worksheets to see the progress of the pupils and record the same.

LESSON 15 I

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your MI calendar.**
- Locate the lyrics for today's song.
- Participate with the children during the Audio Programme.

■ MAKE SURE THAT EACH CHILD HAS:

- Worksheet: Lesson 15
- 6 counters (After-Audio session)
- A pencil

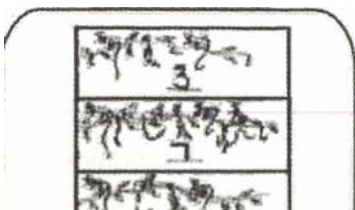
2. PART II: During the Audio Programme

Readiness for Addition with Fingers (oral)	Rote Counting 1 to 20 with Sounds (oral)	Successors (oral)	Successors (worksheet)	Reading Numbers 1 to 7 (worksheet)	Writing Numbers 1 to 7 (worksheet)
3 + 2 2 + 2 5+ 1 2+ 4	1, 2, 3... 20 (To the sound of a drumbeat)	After 4 After 8 After 5 After 9 After 7	After 3 After 1 After 2 After 5 After 4	1 3 5 2 4 5 5 6 7 1 2 5 Circle 3, 5, 6, 2	3, 5, 4, 7, 6

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Counting Pictures 1-7

- Tell the children that they will continue with the worksheet.
- Ask them to look at the monkeys hanging from the branches. Ask the pupils to count the number of monkeys in the first box and write the number on the line below. Ask them to complete the other boxes.

5 min

Check the worksheets to monitor the progress of the pupils and give special attention to those who need it.

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Number Bonds 1-6

Give the children 6 counters each. Explain that we are going to look at all the different ways we can make 6.

Ask the children to put three counters in a line.

Ask them, "*How many are left?*" (3) "*3 and what makes 6?*"

Ask them to put all their counters together again, and then put two in a line.

Ask them, "*How many are left?*" (4) "*2 and what makes 6?*"

Ask the children to put all their counters together again, and then put five in a line.

Ask them, "*How many are left?*" (1) "*5 and what makes 6?*"

Continue the same with **1 + 5**, and **4 + 2**.

Ask the children to say all the different ways to make 6, and record the answers on the board.

15 min

L

LESSON 16

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- Locate the lyrics for today's song.
- Participate with the children during the Audio Programme.
- **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 16

2. PART 1: During the Audio Programme

Rote Counting 1 to 30 with Sounds (oral)	Readiness for Addition with Fingers (oral)	Readiness for Addition (worksheet)	Successors 1 to 4 (worksheet)	Understanding 'More' (worksheet)
1, 2, 3... 30 (sound of a truck horn)	3 + 2 2 + 2 2 + 3 4 + 2	2 + 1 2 + 2 1 + 3 3 + 1 1 + 2	After 2 After 4 After 1 After 3 After 2 After 4 After 1	3 Vs 4 3 Vs 2 2 Vs 1 2 Vs 4 Which picture has more objects?

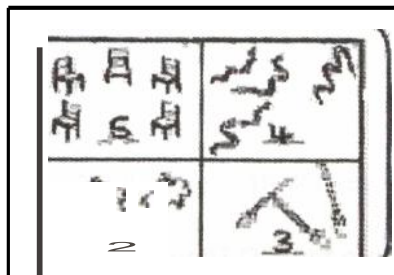
Song: "Song for Number Four"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

5 min



Counting Pictures 1 to 9

Tell the children to look at the second side of the worksheet.

➤ Ask them to be ready to look, count and write a number.

"Count the chairs in the first box and write the number on the line."

"Count the snakes in the next box and write the number on the line."

"Count the rabbits in the next box and write the number on the line."

"Count the shovels in the next box and write the number on the line."

Odd and Even Numbers 1-7

Ask the children to look at the row of numbers (**number track**) and place their finger on the number 1. Ask them to move their finger along the number track and read the numbers aloud.

Ask the children to look at the dots below

"Does the number one have a pair of dots?" (No)

"Does the number two have a pair of dots?" (Yes) "With your pencil draw a circle around the two dots."

"Does the number three have a pair of dots?" (Yes) "With your pencil draw a circle around the two dots." "Is there a dot not circled?" (Yes)

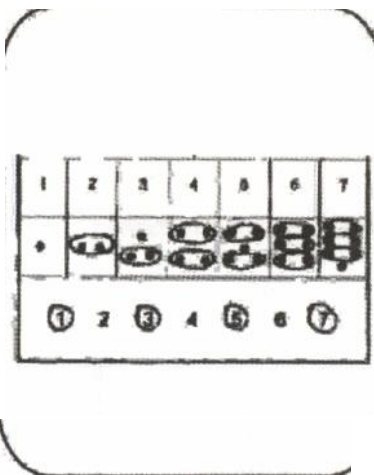
Complete to seven in the same way.

Ask the children to identify which numbers are odd and which ones are even.

Remind them that the numbers with a dot not circled – "odd one out" are **odd numbers** and the ones with all the dots in circles (in pairs) are **even numbers**

➤ Ask the children to circle the numbers at the bottom of the page that are **odd**.

10 min



Oral Story Problem: Present Oral Addition Problems to the Children

Tell them they are going to solve this in their heads and that they can use their fingers to help them (The answer should be no greater than four).

EXAMPLE: "I bought 3 mangoes from the market. My brother gave me one more mango. How many mangoes do I have now?"

5 min

Lesson 16



REVIEW OF WEEK 4

Teacher:

Today there will not be a radio/CD Mathematics lesson; instead we are going to review the work we have done during this week.

The main purpose of **review four** is to identify and know:

- Their opinion on the melody and lyrics of the "Song for Number Four"
- If they have understood the work on numbers covered in the past four days.
- If they understand odd and even numbers, and how to determine whether a number is odd or even.

There are suggested activities on the next page for you to follow, OR you may want to **create or re-create** activities that focus on the topics covered during Audio and After-Audio lessons this week.

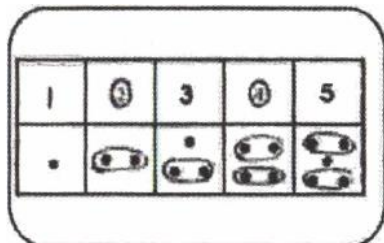
The materials needed for:

Children: Worksheet of "Review of Week 4"

Teacher: Lyrics for the song of today

Review activities

TEACHER: Facilitate the following activities



Recall the Audio Programme

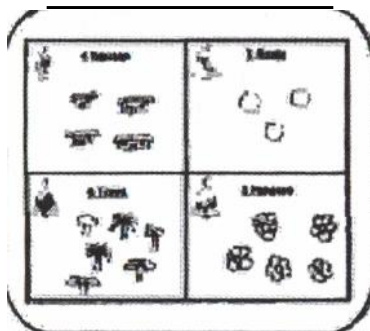
- Tell the children you are going to review the 'Song for Number Four'
- Read the lyrics to them, slowly, so that they understand all of the words.
- Ask them to sing the song with you. **(Repeat)**

5 min

Odd and Even Numbers

- On the worksheets, ask the children to look at the numbers in a row and read them aloud.
- Ask them to circle all the numbers that are even. Remind them that they can circle pairs of dots below the numbers to see if any have an 'odd one out'.

5 min



Reading Numbers

Ask the children to put their finger on the bell with a flower. Tell them to read the number and draw that many houses.

Tell them to put their finger on the bell with a pencil and read the number aloud, then ask them to draw that many rings.

Repeat the exercise with trees and flowers.

Ask the children to turn over their worksheets and draw places or objects where they see numbers **(clocks, calendars, doors of houses, etc.)**

15 min

Check the worksheets to see the progress of the pupils and keep record of the same.

Review 4

LESSON 17

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- Locate the lyrics for today's song.
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 17

2.

PART 1: During the Audio Programme

Rote Counting 1-30 with Sounds (oral)	Oral Problems with Fingers	Readiness for Addition with Fingers (oral)	Readiness for Addition (worksheet)	Successors (worksheet)	Understanding "More" (worksheet)
1, 2, 3... 30 (sound of drumbeat)	2 + 3 3 + 1 2 + 2	4 + 1 3 + 2 3 + 3 4 + 2 5 + 1	1 + 2 3 + 2 1 + 4 3 + 1	After 3 After 5 After 2 After 1 After 7	1 Vs 2 4 Vs 2 3 Vs 2 2 Vs 1 Which picture has more objects?

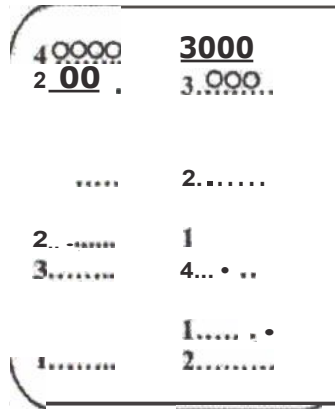
Song:

"Fun with Numbers"

Physical Activity:

"Ole Grady Says"

TEACHER: Facilitate the following activities



Readiness for Addition

10 min

Tell the children to turn to the second side of the worksheet. Ask them to look at the numbers with the dotted lines beside them. Explain that they will read the numbers and draw rings on the dotted lines. Ask them questions such as:

"What is the first number?" (4), "How many rings will you draw on the first line?" (4)

Tell them to draw the four rings on the first dotted line. (o o o o)

➤ Ask the children to complete the rest of the lines in the same way.

- Then, ask the children to look at the first box in their worksheets and ask how much is $4 + 2$? (6). Encourage the children to explain how they found the answer to $4 + 2$.

Ask them to look at the next box and say how much is $3 + 3$. Discuss that in both cases, the answer is six.

➤ Do this with the other boxes. Discuss with the children that there is more than one way to make the same number.

Check the worksheets to identify any follow-up needed of particular children

Adding One

10 min

Draw two circles on the board. Ask the children to count the number of circles.

Draw one more circle on the board – ask *"how many circles are there now?"* (3)

Say that 2 and 1 is three. Three is one more than two.

Draw one more circle on the board – ask *"how many circles are there now?"* (4)

Say that 3 and 1 is four. Four is one more than three.

Continue this pattern through the number 7 (6 and 1)

VP. Ask the children what they notice about adding on one to a number?

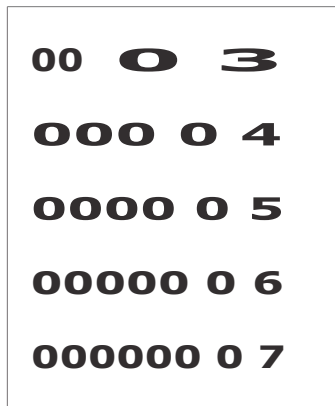
(They should notice that the answer is always the next number – 3, 4, 5, 6, 7.)

Discuss how this is the same pattern as when they work with successors or "after".

After 4 is 5; 4 and 1 is 5

- Look at the pattern that has grown on the board. Discuss with the children how the pattern grows by one each time.

Lesson 17



LESSON 18

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- Locate the lyrics for today's song.
- Participate with the children during the Audio Programme.

■ MAKE SURE THAT EACH CHILD HAS:

- A pencil
- Worksheet: Lesson 18

2. PART 1: During the Audio Programme

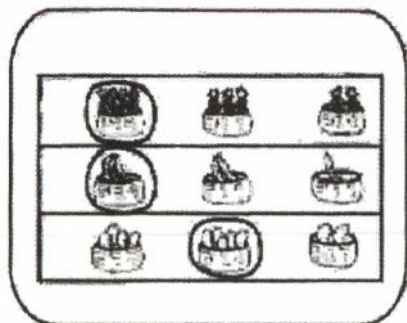
Rote Counting 10 to 20 with Song and Sounds (oral)	Oral Story Problems with Fingers (oral)	Readiness for Addition (worksheet)	Oral Addition with Fingers (worksheet)
Song: March of Numbers	2+ 3 2 + 4	2+ 1 1 + 3 2 + 3 1 + 2	2+ 1 1 + 1 1 + 2 3 + 1
10, 11, 12 ... 20 (Sound of drumbeat)			

Song: "The Spider Song"

Physical Activity: "Ole Grady Says"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



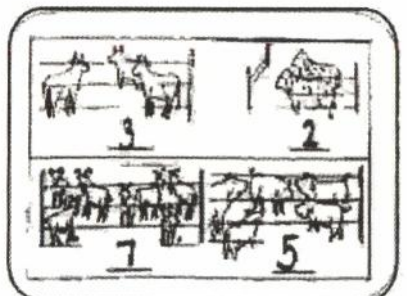
Understanding 'More' - Introducing First, Second and Third

10 min

- Tell the children that they are going to work on the second side of the worksheet.
- Ask them to look at the baskets of fruit. Ask them "Which basket they think is first?" Allow the class to agree that the one on the left, with four pineapples, is **first**. The one next to it, with three pineapples, is **second** and the one on the right, with two pineapples, is **third**.

Ask them, "Which basket has the most pineapples? (the first) Please circle that basket".

- **TEACHER:** Complete the next two rows of baskets in the same way. The children need to use "first", "second" and "third" when they answer your questions.



Counting With a Written Answer

min

- Ask the children to put their finger on the picture of cows. Ask them to count the cows and to write the number on the line below the cows. Give the same instruction for the sheep, goats and pigs.

Writing Successors

5 min

Tell the children that on the last part of the worksheet there are some numbers followed by a line.

- Ask, "What is the first number? And what number follows it? Please write that number on the next line."

Ask the children to complete the rest of the exercises on their own.

1 2
2 3
3 4
4 5

Check the worksheets to see the progress of the pupils and give special attention to those who need it.

* It is important to agree which basket is first (**the basket with four pineapples or the basket on the left side.**) It is also possible to say that the basket on the right side is first.

Lesson 18

LESSON 19



BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- Locate the lyrics for today's song.
- Participate with the children during the Audio Programme.

■ MAKE SURE THAT EACH CHILD HAS:

- A pencil
- Worksheet: Lesson 19

PART During the Audio Programme

Rote Counting '1 to 30 with Sounds (oral)	Oral Story Problem with Fingers (oral)	Oral Addition (worksheet)	More & Fewer (worksheet)	Successors (worksheet)	Successors (Oral)	Readiness for Addition with Fingers (oral)
1, 2, 3... 30 (Sound of drumbeat)	3 + 3 4 + 2	2 + 2 1 + 3	Which picture has less objects?	After 4 After 7 After 6 After 3 After 5	After 3 After 4 After 2	1 + 2 2 + 2

Song:

"The Song for Number Four"

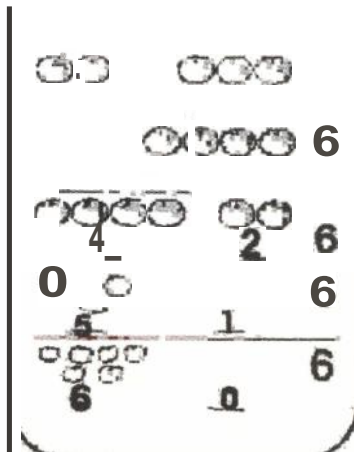
Physical Activity:

"Ole Grady Says"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Number Bonds to 6 (Writing Numbers)

15 min

Remind the children about the part on the audio lesson where they used their fingers to count oranges. First they had 3 oranges and then 3 more. Then they had 2 and 4 oranges

Tell them to look at the first row of oranges on their worksheet and say how they are grouped. **(One group of 3 and one more group of 3.)** Ask them to write the number in each group on the line below and say the total number of oranges. Ask the children to look at the next line of oranges. Ask them *"How have they been grouped?"* **(2 and 4)** Ask the children to write the correct number under each of the groups.

➤ Ask the children to look at the third row of oranges and, in silence, count how many oranges there are in each group and the total number of oranges. Ask them to write these numbers on the lines.

Ask the children to think of two more ways to divide six oranges. Ask them to draw the oranges and write the numbers beneath **(5 and 1 or 1 and 5 or 6 and 0 or 0 and 6)**

TEACHER: Work one-on-one with those students who are having difficulty with this activity. You may want to tell them to use counters or fingers to arrive at the correct answer.

Check the worksheets to identify any follow up needed with particular children.



Oral Story Problem: (Present oral addition problems to the children.)

5 min

Tell them they are going to solve this the problem in their heads, but they can use their fingers. **(The answer should be no greater than six)**

EXAMPLE: "1 bought 4 mangoes from the market. My brother gave me two more. How many do I have now?"

Lesson 19

LESSON 20

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 20
 - Bunches of 10's and ones

2.

PART 1: During the Audio Programme

Rote Counting 10 to 20 and 20 to 30 with Sounds (oral)	Column Addition (worksheet)	More and Less (worksheet)	Successors (worksheet)	Successors (oral)
10, 11, 12... 20	<div> <div>2</div> <div>1</div> <div>3</div> <div>2</div> </div> <div> <div>+1</div> <div>+1</div> <div>+1</div> <div>+2</div> </div>	2 Vs 3 3 Vs 4 1 Vs 2 4 Vs 3 Circle the picture with more... / with less...	After 4 After 8 After 5 After 7 After 6	After 3 After 2 After 4 After 1
21, 22, 23... 30 (Sound of drum roll)				

Entertainment Segment: "The funniest clowns in the world"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Number Sequences

Tell the children to look at the second side of their worksheet.

Tell them to put their finger on the first number track and read the numbers that are there.

➤ Ask them "What number would come after 1?"

TEACHER: COMPLETE THE FIRST NUMBER TRACK WITH THE CLASS.

- Ask the children to complete the other number tracks. Walk around and offer support to students who may need it.

5 min

Check the worksheets to identify any follow up needed of particular children



Describing and Extending Number Sequences

- If possible, take the children outside or into a large space. If this is not possible, tell the children to stand in the classroom. Have the children stand in a large circle. Choose one child to start and count around the circle to see how many people are in the circle (**Teacher, be part of the circle yourself**) Allow the children to count to find the answer, ask questions such as:
 - "If we start with Stephanie with 1, who will be 5?"
 - "If we start with Robert with 3, who will be 11?"
 - "Count on from 7 to 10. How many did we count?" (3)
 - "Who is number 7? What number comes after you?"
 - "Starting at 10, count backwards to 5."
 - "Starting from 12 count on 5 more. What number are we on?"

15 min

Lesson 20

REVIEW OF WEEK 5

Teacher:

Today there will not be a radio/CD Mathematics lesson; instead we are going to review the work we have done during the past five weeks.

The main purpose of **review five** is to identify:

- The children's opinion on the melody and lyrics of the songs in the Audio Programmes.
- How the children are progressing with counting and writing numbers.

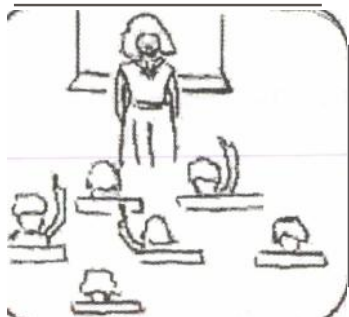
There are suggested activities on the next page for you to follow, OR you may want to **create or re-create** activities that focus on the topics covered during Audio and After-Audio lessons this week.

The materials needed for this review: **Children:** Worksheet each of "Review of Week 5"

Teacher: The lyrics for this week's songs.

Review activities

TEACHER: Facilitate the following activities



Audio Songs

With the children, discuss the songs from the audio programmes. Ask them questions such as:

"Which songs do you look forward to the most?"

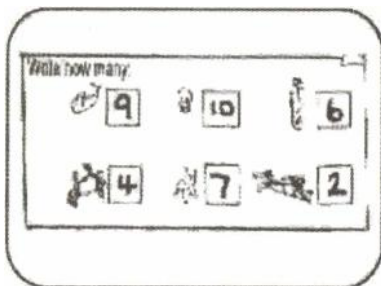
*"Which songs help you the most in **Math**?"*

"Which songs make you want to dance?"

Have a class vote on their favourite song and take notes on the blackboard.

Discuss the number of votes that students gave to each of the songs, and record which songs are the most popular. Write down the names of these songs.

5 min



Counting Pictures and Writing Numbers

- Tell the children to look at their worksheet. Talk to them about the scene that is shown there. Ask them: "Where is it set?" (**under the sea.**) What they see? (**fish, seahorses, crabs, starfish, shells, divers**) Discuss what they think the divers are doing. (**collecting shells**)

Tell them to look at the bottom of the page. Explain that the picture shows what they need to count; after counting, they are to write that number in the box next to the picture.

15 min

Review 5

LESSON 21

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your MI calendar.**
- Locate the lyrics for today's song.
- **Have a clear jar and some small objects ready to use for the After-Audio activities.**
- Participate with the children during the Audio Programme.
- **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 21

2.

PART I: During the Audio Programme

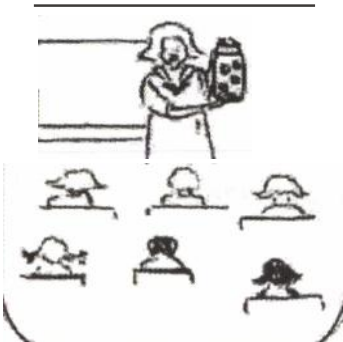
Rote Counting 20-30 with sounds. (oral)	Test (worksheet)	Column Addition (worksheet)	Understanding Zero worksheet)	Oral Addition with fingers)
20, 21, 22... 30 (sound of drumbeat)	Various questions	1 3 2 + 2 + 1 + 3	Two Zero (kittens)	2 + 2
		2 1 + 1 + 4	Zero Two (flowers)	1 + 4
			Zero One (chair)	2 + 3
			Zero One (kittens)	3 + 1
				3 + 2

Song: "The Spider Song"
Physical Activity: "Ole Grady Says"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Estimate a Number

Hold up the jar with 4 objects in it (pencils, counters, etc.). Ask the children to think what number of objects might be in the jar. Ask questions such as:

"Do you think there are more than 3?", "Are there about 5 or 10?"

Take the objects out and count them with the children. Ask if the number they thought of was close, was it nearly right?

9 Turn your back to the children and place a different number of objects into the jar (**no more than 10**).

Repeat the activity.

10 min



Counting 10-20

➤ Ask all the children to count from 10 to 20, aloud, as a group.

Organize or divide the room into two groups. Ask one group to count 11-20 while the other group quietly listens. Then repeat with the second group counting.

Ask the boys to count while the girls listen, then ask the girls to count.

Ask one group to say '10', then the next group to say '11', first group '12', and on until '20'.

10 min

Lesson 21

LESSON 22

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- *Locate the lyrics for today's song.*
- Participate with the children during the Audio Programme.

• MAKE SURE THAT EACH CHILD HAS:

- Worksheet : Lesson 22
- A pencil
- 7 counters

2. PART 11: During the Audio Programme

Rote Count 10-20 and 20-30 with Sounds (oral)	Story Problem (oral)	Column Addition (worksheet)	More and Less (worksheet)	Counting Pictures (worksheet)
10, 11, 12... 20 20, 21, 22....30 (sound of drumbeat)	3 + 3 3 + 2	3 2 4 2 +2 +2 +1 +3	2 Vs 3 4 Vs 1 2 Vs 4 3 Vs 2 5 Vs 1	Counting groups of 3, 0, 2, 1

Song: "The Spider Song"
Physical Activity: "Physical Exercise"

TEACHER: Facilitate the following activities

5 min

Number Sequences

Tell the children to turn to the second side of their worksheet.

Ask them to look at the number track along the top of the page and read the numbers on the track with you.

Tell them to take their pencils and fill in the missing numbers on the number track.

NUMBER TRACK									
1	2	3	4	5	6	7	8	9	

Number Bonds of 7

15 min

- Give the children 7 counters.

Ask them to look at the worksheet and find the leaf with the banana, and in that box, count the number of circles. **(one)**

Ask the children to put their seven counters in a line. Next tell them to move one counter a little way away from the others. On the worksheets, ask them *"How many more circles would you need to draw with the one to make 7 circles?" (six) "Please draw six more circles to make seven."*

TEACHER: ALLOW THEM TIME TO DRAW IN 6 CIRCLES.

Continue this exercise for the remaining boxes with leaves.

Ask the children: *Do you notice any pattern in the circles?*

(On one side the rings increase by one 1,2,3,4,5,6 and on the other they decrease by one as they go down 6,5,4,3,2,1. Show this with counters)

0	000000
00	00000
000	0000
0000	000
00000	00
000000	0

Check the worksheets to identify any follow up needed with particular children.

Lesson 22

LESSON 23

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- *Get the lyrics for today's songs ready.*
- Be ready with some objects (no more than ten) for estimation after the Audio Programme.
- Participate with the children during the Audio Programme.
- **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 23
 - A pencil
 - 5 counters (for the After-Audio Programme)

2.

PART 1: During the Audio Programme

Rote Counting 10 to 20, 30 to 40 with Sounds (oral)	Column Addition (worksheet)	Oral Addition (worksheet)	Reading Numbers (worksheet)	Counting Pictures (worksheet)
10, 11, 12 ...20 30, 31, 32... 40 (sound of drumbeat)	$\begin{array}{r} 4 \quad 2 \quad 2 \\ +1 \quad +3 \quad +2 \\ \hline \end{array}$ $\begin{array}{r} 1 \quad 3 \\ +4 \quad +2 \\ \hline \end{array}$	$\begin{array}{l} 2 + 2 \\ 2 + 1 \\ 3 + 2 \\ 1 + 4 \\ 1 + 3 \end{array}$	$\begin{array}{cccc} 0 & 2 & 7 & 9 \\ 0 & 3 & 4 & 6 \\ 0 & 4 & 7 & 9 \\ 0 & 1 & 4 & 5 \\ 0 & 2 & 4 & \end{array}$	0 2 0 0 1

Songs:

"Song for Number Four"

"The Magic Number is Two"

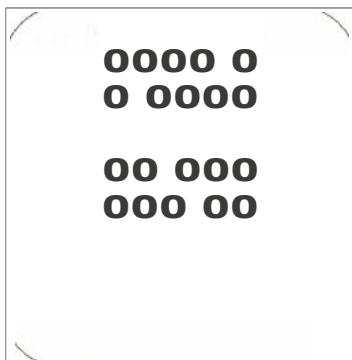
Physical Activity:

"Ole Grady Says"



PART 2: The After-Audio Programme

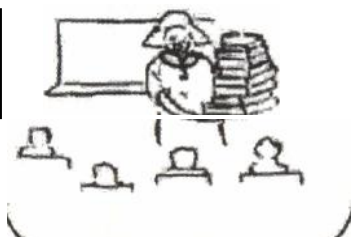
TEACHER: Facilitate the following activities – No worksheet for this session



Making 5

- Give the children five counters each. Ask them to put 4 counters together as one group on the desk, and 1 a little way away. Ask the children *'Are there still 5 counters on the table?'*
Draw the grouping of 4 and 1 on the chalkboard.
Now ask the children to put 1 on one side with the group of 4 a little way apart. Ask if there are still 5 counters? Draw this grouping of 1 and 4 on the chalkboard.
- Tell them to put 2 counters together as one group and **3** a little way apart. Ask if there are still 5 counters? Draw this grouping of 2 and 3 on the chalkboard.
- Ask the children to work in **groups** to see if they can find another way to make 5 using two groups. (**3 and 2**)

15 min



Estimating Numbers

- Place a pile of books in front of the children. (**No more than 10**)
Ask them, *"How many books do you THINK are in this pile?"*
"Are there more than 5? More than 10? How can we check?"
Count the books with the children.
"How close were you? Were you nearly right?"
- Ask the children to close their eyes – change the number of books (**no more than 15**) and repeat the activity.

5 min

Lesson 23

LESSON 24

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- *Get the lyrics for today's song ready.*
- Participate with the children during the Audio Programme.

■ MAKE SURE THAT EACH CHILD HAS:

- A pencil
- Worksheet: Lesson 24

2. PART 1: During the Audio Programme

Rote Counting 30-40 with Sounds (oral)	Story Problems (oral)	Column Addition (worksheet)	More and Less (worksheet)	Write Numbers from Dictation (worksheet)	Oral Addition (oral)						
30, 31, 32 ... 40 (sound of drumbeat)	4+ 2	<table><tr><td>4</td><td>5</td><td>5</td></tr><tr><td>+2</td><td>+ 1</td><td>+ 2</td></tr></table>	4	5	5	+2	+ 1	+ 2	4 Vs 6 2 Vs 3 6 Vs 5 5 Vs 4	8 0 7 9 0	3 + 1 2+ 2 2 + 3 1 + 4 1 + 2
4	5	5									
+2	+ 1	+ 2									

Song:

"Song for Number Four"

Physical Activity:

"Ole Grady Says"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

Order a Given Set of Numbers, Plus Writing Numbers

10 min

Ask the children to turn to the second side of the worksheet. Then, ask them to read the numbers at the top of the page (5, 7, 9, 10, 4, 2.)

Tell the children to put those numbers in order. Ask them: "Which of those numbers should come first?" (2) Tell them to write the number 2 in the first box, from the left.

Ask them "Which is the next number nearest to 27" (4) Tell the children to write that number in the next box, after 2.

TEACHER: CONTINUE TO PUT ALL OF THE OTHER NUMBERS IN THE CORRECT ORDER. (5 7 9 10)

5 7 9 10 4 2

2 4 5 7 9 10



Counting Pictures

10 min

Tell the children to look at the box with girls. Ask them to count the girls and write the number carefully on the line below.

- Ask them to continue to count the other pictures and write the numbers on the lines.

Check the worksheets to identify any follow up needed with particular children.

Lesson 24

REVIEW OF WEEK 6

Teacher:

Today there will not be a radio/CD Mathematics lesson; instead we are going to review the work we have done during this past week.

The main purpose of **review six** is for the children to evaluate their own progression over the last five weeks:

You may carry this out however you wish.

A suggestion would be to give the children their file of worksheets or set of worksheets.

- Allow them to look through it.
- Allow them to compare their sheets with a friend.

You can take this opportunity to work with the children you have observed having difficulty – focus on one topic of Mathematics and work with them to identify their particular area of weakness (reading numbers, writing numbers, oral addition, etc) and help them improve their understanding through targeted activities. You may want to adapt a specific activity provided in weeks 1 to 6 of this Guide to cater to the learning needs of your students.

TEACHER: Note, there is no worksheet for this review

Review 6

LESSON 25

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IR! calendar.**
- *Get the lyrics for today's song ready.*
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 25

2. PART 11: During the Audio Programme

Rote Counting 20-30 with Sound (oral)	Column Addition (worksheet)	More and Less (worksheet)	Oral Addition (worksheet)	Writing Numbers from Dictation (worksheet)	Oral Addition (oral)
20, 21, 22 ... 30 (sound of drumbeat)	$\begin{array}{r} 2 \quad 4 \quad 2 \\ +5 \quad +4 \quad +4 \end{array}$	5 Vs 6 3 Vs 2 4 Vs 5 3 Vs 4 3 Vs 4	$1 + 2$ $3 + 1$ $2 + 3$ $1 + 4$ $2 + 2$	0, 5, 0, 2, 0	$3 + 1$ $3 + 2$ $1 + 4$ $1 + 1$ $2 + 2$

Song: "The March of Numbers"

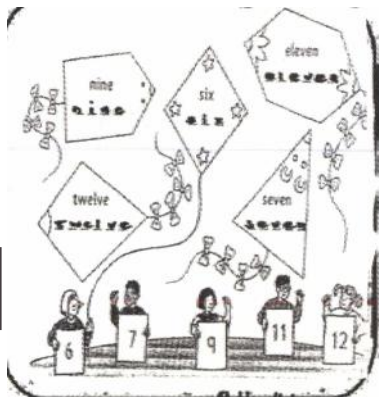
Physical Activity: "Ole Grady Says"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

10 min



Number Words

Tell the children to look at the second side of the worksheet. Ask them to describe what the children in the picture are doing. **(Flying kites.)** Talk briefly about kites.

Tell the children to look at the kites, and **read** the numbers written on the kites. Then, look at the children and the numbers they are holding. Ask them to match the number words to the numbers that the children are holding, drawing a line each time.

Tell the children to **write** the number on each kite onto the dotted line. They can also color one or all the kites.

Check the worksheets to identify any follow up needed with particular children.

10 min



Describing and Extending Number Sequences

If possible take the children outside or into a large space. **(If not, ask the children to stand in the classroom.)**

- Have the children stand in a large circle.
- Choose one child to start and count around the circle to see how many are in the circle. **(Teacher, be part of the circle yourself.)**

Allowing the children to count to find the answer. Ask questions such as:

"If we start with Peter and say that he is 1, who will be 7?"

*"If we start with Robert at 10 and count **backwards** who will be 9?", "Who will be 7?"*

*"Count on from 11 to 14. How many did we count?" **(four)***

"Who is number 12? What number comes after you?"

"Starting at 15 count backwards to 5."

"Starting from 16 count on 5. What number are we on?"

On completion ask the children to return to the classroom or sit-down.

LESSON 26

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- *Get the lyrics for today's song ready.*
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 26

2.

PART 1: During the Audio Programme

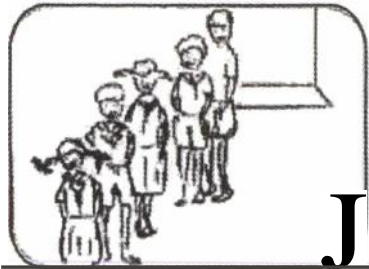
Counting Sounds knocks - oral)	Rote Counting 10-20; 20-30; 30-40 with <u>Sounds</u> (oral)	Oral Addition (oral)	Test (worksheet)	Successors (worksheet)	Successors (worksheet)
Groups of 3, 4, 3, 5	10, 11, 12 ... 20 20, 21, 22 ... 30 (sound of drumbeat)	2 + 3 1 + 4 3 + 3 5 + 1 2 + 4	Various questions	After 5 After 3 After 7 After 2 After 4	After 3 After 6

➤ **Song:** "One is Important"

3.

PART 2: The After-Audio Programme

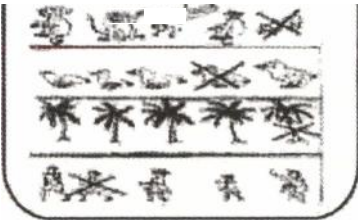
TEACHER: Facilitate the following activities



Ordinals 1 - 5

- Ask five children to come to the front of the classroom and stand in a line, one behind the other. Ask the children "*Who is **first** in the line? **Second... third... fourth.... and fifth...***"
- Talk to the children about how these words tell the **order** of things.
- ✓ Tell them to look at the second side of their worksheet. Tell them to look at the line of dogs, ask which dog is first? Agree with the children that the dog on the left is first. Ask them to mark the third dog with a cross. Then, tell them:
 - Look at the monkeys and mark the fifth monkey with a cross.
 - Look at the chicks and mark the second with a cross.
 - Look at the coconut trees and mark the first with a cross.
 - Look at the children and mark the fourth with a cross.

10 min



Teacher, it is important to agree with the children that each time they begin to count from the left.

Check the worksheets to identify any follow up needed with particular children.

Find One More of a Given Number

- Give the children oral problems to respond to as a group.

*"There are 3 people on the bus. 1 more gets on.
How many children are now on the bus?"*

Teach the children to respond: **"4", "4 is 1 more than 3", "3 and 1 is 4"**

Let the children solve other problems such as:

*"There are 4 children at the table. One more comes to join them.
How many children are at the table now?"*
- Ensure the children give full response so that they begin to understand the link between adding one and successors.

10 min

1



Lesson 26

GRADE

LESSON 27

II. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IR! calendar.**
- *Get the lyrics for today's song ready.*
- Participate with the children during the Audio Programme.
- **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 27

2.

PART 1: During the Audio Programme

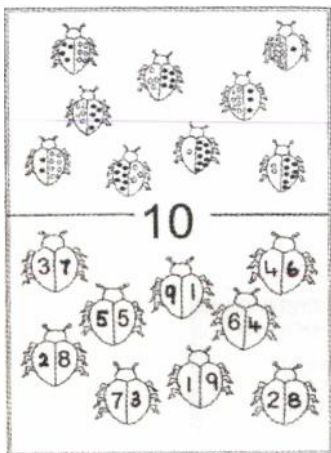
Story Problem (oral)	Oral Addition (oral)	Writing Numbers from Dictation (worksheet)	More and Less (worksheet)	Column Addition (worksheet)												
2+ 4 1 +5	2+ 4 3+ 4 3 +3 2 +5 4 +2	5 0 4 7 2	8 Vs 6 4 Vs 7 4 Vs 6 5 Vs 7 8 Vs 5	<table><tr><td>6</td><td>1</td><td>2</td></tr><tr><td>+3</td><td>+2</td><td>+5</td></tr><tr><td>4</td><td>3</td><td></td></tr><tr><td>+2</td><td>+4</td><td></td></tr></table>	6	1	2	+3	+2	+5	4	3		+2	+4	
6	1	2														
+3	+2	+5														
4	3															
+2	+4															

Song: "One is Important"
Physical Activity: "Physical Exercises"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Number Bonds to 10

15 min

- Tell the children to turn to the second side of the worksheet. Ask them what they see on that side (**ladybugs**). Tell them to look at the first (agree that the first is the one on the top and left) ladybug and count the number of dots. **(4)**
- Tell the children that all of these ladybugs have to show 10 dots on their shells. Ask them how many dots does the first ladybug need on the other side of its shell to make 10? **(6) $(4 + ? = 10)$. The answer is 6)**
Then, tell the children to find the ladybug with the number 4 on her back. Ask them: *"What number do you need to write on the other side of her shell to make 10?"* **(6)**
- Ask them to complete the remaining exercises. Support the children who find this difficult.

Check the worksheets to identify any follow up needed with particular children.

Recognise Even Numbers

5 min

- Write the numbers 1 to 10 on the board. Ask the children to say the **even** numbers aloud. Circle the even numbers as they say them.
Ask the children what they notice. **(Every other number is circled)** Tell them that the even numbers are all the **2's** and when we count in twos we say the even numbers.
- Ask the children *"What is the next even number that comes after 10?"* If you have a number chart in the room help them look for the next number. **(12)**
- Count in two's with the children from 2 to 12.

Lesson 27

LESSON 28

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- *Get the lyrics for today's song ready.*
- Participate with the children during the **Audio Programme.**

■ MAKE SURE THAT EACH CHILD HAS:

- A pencil
- Worksheet: Lesson 281

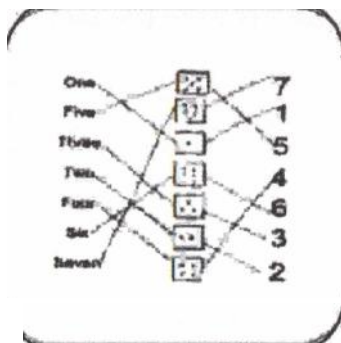
2. PART 1: During the Audio Programme

Story Problem (oral)	Oral Addition (oral)	Addition (worksheet)	Counting Pictures (worksheet)	Counting Subsets (worksheet)	More and Less (worksheet)
4 + 2 2 + 3	3 + 1 2 + 2 3 + 4 5 + 2 6 + 1	2 + 3 1 + 1 3 + 0 1 + 2	Groups of 5, 0, 7, 0	2 of 5 4 of 6 8 of 13 6 of 10 5 of 8	Circling pictures with more or less objects 3 Vs 4 5 Vs 6 2 Vs 1 5 Vs 4 3 Vs 2

Song: "The Spider Song"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



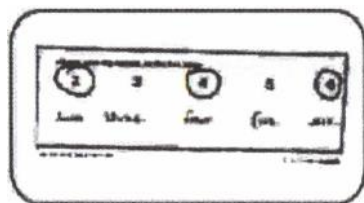
Number Words

- Tell the children to look at the second side of the worksheet. Ask them to find the word that says **one**. Tell them to draw a line from the word to the dot showing **one**, and another line from the dotted card to the number 1. Tell them to find the word that says **two**; again ask them to draw a line to the dotted two cards and then the number 2.

TEACHER: Ask the children to continue alone while you help those who may be having difficulty completing the sheet.

Tell the children to look at the numbers at the bottom of the page. Ask them to spell the numbers on the dotted lines below.

15 min



Odd and Even Numbers

Tell the children to look again at the numbers at the bottom of the page and draw a circle around the even numbers.

5 min

Check the worksheets to identify any follow up needed with particular children.

Lesson 28

REVIEW OF WEEK

Teacher:

Today there will not be a radio/CD Mathematics lesson; instead we are going to think about and review the work we have done during this past week.

The main purpose of **review seven** is to discover:

- The children's ability to spell number words.
- Their understanding of odd and even numbers.

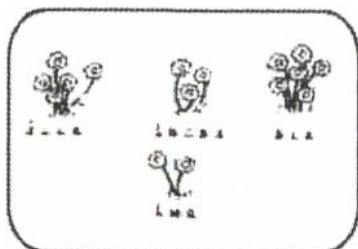
There are suggested activities on the next page for you to follow OR you can **create or re-create** activities relating to the topics covered during Audio and After-Audio sessions from this week.

The materials needed for this lesson:

Children: Worksheet of "Review of Week 7"

Review activities

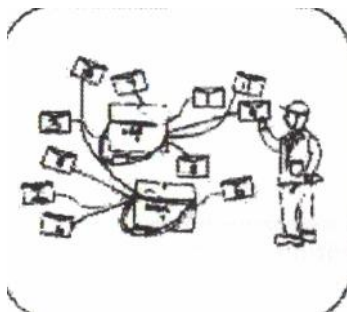
TEACHER: Facilitate the following activities



Spelling Number Words

On the worksheets, ask the children to count, in silence, the number of flowers growing and write the number word for each set, on the dotted line below. **(five, three, six and two)**

10 min



Odd and Even Numbers 1 to 10

- Ask the children to look at the picture of the postman. Tell them they are to help the postman by drawing a line from all the letters with odd numbers to the bag marked odd and from the even numbered letters to the bag marked even. There are some letters that already have a line going to the bags, but there aren't any numbers on them. Ask the children what numbers **could** go on them? Ask them to write numbers on the blank letters.

10 min

EXTRA TIME: Review a song that you have noticed the children do not know all the words of.

LESSON 29

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- *Get the lyrics for today's song ready.*
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 29

2.

PART 1: During the Audio Programme

Successors (oral)	Counting Sounds (oral)	More and Less (worksheet)	Counting Subsets (worksheet)	Oral Addition (worksheet)	Story Problems (oral)
After 6 After 4 After 7 After 3 After 1	Beats of a drum in groups of 4, 5, 2,	3 Vs 5 4 Vs 6	Counting subsets of: 5 of 9 4 of 7 2 of 8 1 of 7 2 of 4	2 + 3 5 + 2 3 + 3 1 + 5 3 + 4	2 + 3 5 + 1

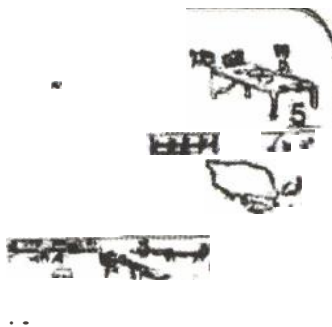
➤ **Song:**

"Fun with Numbers"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Story Problems

- Tell the children to look at the second side of their worksheets. In the first box there is a picture of a market. The first market stall has 3 coconuts for sale and the second stall has 2. Tell the children to write on the line, the number of coconuts the two stalls have altogether.
- In the second box one mother hen has 4 chicks and the next mother hen has 2 chicks. Ask the children to write how many chicks there are altogether, on the line.
- In the final box there are two children playing with marbles. The first child has 5 and the second child has 1. Ask the children to write on the line, the number of marbles they have altogether.
- Give the children two more oral problems to solve, using their fingers or drawing.

TEACHER: Ensure that the answer is 6 or less.

10 min

Check the worksheets to identify any follow up needed with particular children.



Open and Closed "Lines"

- Invite a child to come to the front of the classroom. Tell the child that you are going to place a rope around him/her on the floor. Everyone is to agree that you can't step over the rope to get out.
- Place the rope on the floor around the child in a circle. **(Ensure that the rope has a large gap)** Ask the child if she/he can get out? **(the child should be able to walk through the gap)**
- Invite another child to come to the front and repeat the activity, but this time ensure that the two ends of the rope are touching **(Closed)**. This child cannot get out without stepping over the rope.

10 min

Lesson 29

LESSON 30

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD Player.
- **Record the lesson number in your IRI calendar.**
- *Get the lyrics for today's song ready.*
- Participate with the children during the Audio Programme.
- **MAKE SURE THAT EACH CHILD HAS:**
 - His/her exercise book (for the After-Audio Programme)
 - Worksheet: Lesson 30
 - A pencil

2. PART 1: During the Audio Programme

Successors (oral)	Sufficiency - Enough (oral)	More and Less Introduce "Greater Than" (worksheet)	Adding with Zero (worksheet)	Oral Addition (worksheet)	Story Problems (worksheet)
After 11 After 9 After 16 After 13 After 17	4 for 6 8 for 6 6 for 6	1 Vs 4 5 Vs 2 2 Vs 3	3 + 2 2 + 0 2 + 4 3 + 0 1 + 4	3 + 3 2 + 5 3 + 2 1 + 3	2 + 3 1 + 3

Song:

"Happy Birthday"

Physical Activity:

"Shake your Body Rap"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Number Words

Tell the children to turn to the second side of their worksheet. Tell them to look at the pictures and count the number of pictures in each box, silently, then write the number in words on the line.

(The number words are spelled out at the bottom to help them.)

10 min

Check the worksheets to identify any follow up needed with particular children.



Odd and Even Numbers

Write the numbers 4, 5, 8, 9 on the chalkboard. Tell the children to read the numbers aloud. Then, copy all those numbers into their exercise books and draw the correct number of dots beside each number.

Ask them to look at the number 1 and say if it is odd and even. Let a child explain how he/she knows it is odd. Draw one dot on the board and say that it does not have a pair and therefore the **number one** is odd.

Do the same with the number 4 by circling the pairs of dots and discussing if the **number four** is odd or even.

Allow the children to continue with the rest, OR give them the exercises to complete as homework.

10 min

* Please ensure the children understand that it is the numbers that are odd or even and not the dots.

Lesson 30

LESSON 31

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- *Get the lyrics for today's song ready.*
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 31

2.

PART 1: During the Audio Programme

Counting Sounds (oral)	Oral Addition with Fingers (oral)	Reading Numbers (worksheet)				Test (worksheet)
Groups of 4, 6, 3 (sound of xylophone)	0+3	3	6	8	9	Various questions
	3+2	1	3	0	5	
	5+0	2	6	7	9	
	0+0	0	5	7	9	
		6	3	7	9	

Song:

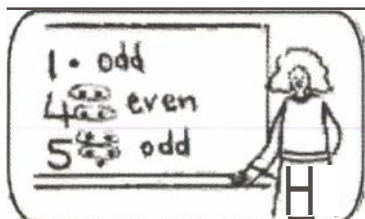
"Song for Number Four"

Physical Activity:

"Ole Grady Says"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Lesson 30 – Homework

If the odd and even exercises from the previous lesson were completed as homework please review and mark that with the children.

3 min

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

Rote Counting – 20 to 30, 30 to 40, 40 to 50, 50 to 60

p. Tell the children to turn to the second side of the worksheet. Ask them to look at the square of numbers. Tell them this is called a **Hundred Square**. Explain that some hundred squares start at one and some start at zero. Ask which does this one start from?

20 min

- Ask the children to find the **number 20**. Tell them **you** are going to count from 20 to 30 while they listen. **TEACHER: EMPHASIS THE 1, 2, 3 IN THE NUMBERS "Twenty-one, twenty-two, twenty-three"** Ask if they can hear the numbers 1 to 9 and point them out in the Hundred Square. Ask them to count with you this time, as you count from 20 to 30.

Invite the girls to count from 30 to 40 and see if the boys can hear the same pattern - 1 to 9. Then, invite the boys to count from 40 to 50 while the girls listen for the pattern.

Tell the children to look at the hundred square and see how the same numbers come below each other.

Ask all the children to count from 50 to 60, stressing the 1 to 9 within each number.

Check the worksheets to see the progress of pupils and give special attention to those who need it.

Lesson 31

LESSON 32I

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your MI calendar.**
- *Get the lyrics for today's song ready.*
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 32
 - 10 counters (for the After-Audio Programme)

2. PART 1: During the Audio Programme

More and Fewer (oral)	Addition (oral)	Rote Counting 20 to 30 (oral)	The Greatest Number (worksheet)	Addition (worksheet)	Reading Numbers (worksheet)	Story Problems (oral)
2 Vs 3 2 Vs 4 2 Vs 5	4 + 1 5 + 0 3 + 3 2 + 0	20,21,22....30 (sound of drumbeat)	2 Vs 7 Vs 6 1 Vs 3 Vs 5	2 + 4 1 + 6 5 + 0 3 + 4	2 1 3 5 0 0 5 <u>1</u> 6 7 3 5 1 2 0	2 + 4 1 + 5

Song:

"The Spider Song"

Physical Activity:

"Shake your Body Rap"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

2	
6	
+	
8	

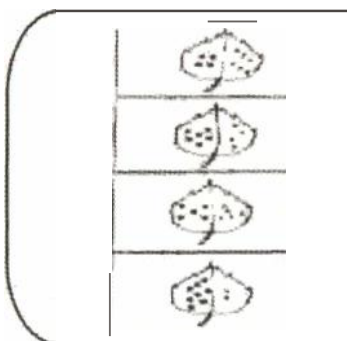
Column Addition

- Tell the children to continue on the second side of their worksheet.
- Ask the children to **read** the first addition ($2 + 6$) and place two counters next to the number 2 and 6 counters next to the number six. Ask them to count the counters and write the number below the line.

TEACHER: CONTINUE WITH THE OTHER EXERCISES IN THE SAME WAY.

Ask some children to explain how they are completing the exercise. Tell the children to take their worksheets home and explain to their parents what they have been doing in Math.

10 min

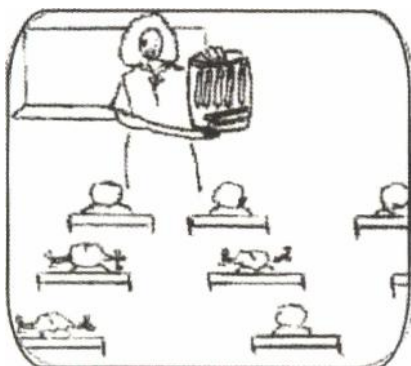


9 Number Bonds to 10

- Tell the children to look at the first leaf and count the number of dots on it (**6**)
- Tell the children that all of these leaves have to make 10 on their parts. Ask them how many dots does the first leaf need to make 10 (**4**). **6 and 4 is 10.**
- Ask them to look at the leaf with 4 dots on one part and draw the required number of dots on the other part to make a total of 10 (**6**)
- Ask them to complete the other leaves. Help those children who find this activity difficult. Help **them** to use their fingers or counters to find each answer.

10 min

Check the worksheets to see the progress of pupils and give special attention to those who need it.



Estimating Quantity

Place a jar of pencils/ sticks in front of the children. (**No more than 20**)
 Ask them, "How many pencils do they **THINK** are in this jar?"
 "Are there more than 5? More than 10? How can we check?"
 Count the pencils with the children, and ask them:
 "How close were you? Were you nearly right?"

5 min

TEACHER: SHOW DIFFERENT NUMBERS OF ITEMS IN THE JAR, LIKE 5 THEN 15 AND ASK QUESTIONS SUCH AS:

"Do you think there are more than before?", "Less than before?", "The same quantity?"

REVIEW OF WEEK 8

Teacher:

Today there will not be a radio/CD Mathematics lesson; instead we are going to review the work we have done during the past few weeks.

The main purpose of **review eight** is:

- For the class to review areas or topics that they are weak on.

Teacher: Using your assessments of the children's worksheets over the past weeks, along with your observations and notes; please assign the children tasks to reinforce any areas or topics you think they are weak on.

You may ask them to work as a whole class or you may divide them into groups based on their academic ability. Each group may focus on different areas or topics of Mathematics.

The materials you may need for this review -

Children:

- The children's worksheets and exercise books

Teacher:

- Your class assessments.

Review 8

LESSON 33

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your MI calendar.**
- *Get the lyrics for today's song ready.*
- Have a rope (50cm or 80 cm) ready for the After-Audio Programme
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 33
 - Counters (for the After-Audio Programme)

2.

PART 1: During the Audio Programme

Counting Sounds (oral)	Oral Addition (oral)	More and Less (Oral)	Writing Numbers worksheet	Greater Than/ Less Than (worksheet)	Word Problems (worksheet)	Successors (worksheet)
Groups of 5, 7, 2	2 + 4 4 + 5 3 + 1	2 Vs 3 5 Vs 1 5 Vs 4 3 Vs 4 2 Vs 1 2 Vs 5	5, 8, 9, 0	2 Vs 1 4 Vs 2	3 + 1 2 + 3	After 6 After 2 After 4 After 5 After 3 After 7

Song: "Song for Number Four"

➤ **Physical Activity:** "Ole Grady Says"

3.

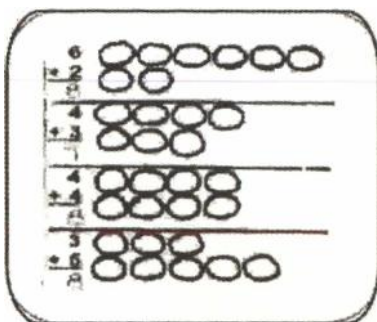
PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

Continue Successors

Ask the children to continue the exercise on successors from the Audio lesson.

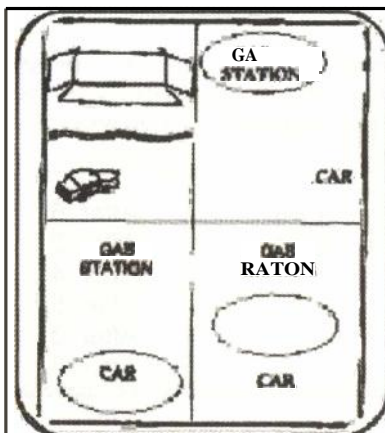
2 min



Column Addition

- Tell the children to continue on the second side of their worksheet.
- Tell the children to look at the first addition ($6 + 2$) and place six counters next to the number 6 and 2 counters next to the number two. Ask them to count all the counters and write the number below the line.
- Tell the children to look at the next one. ($4 + 3$) Then, hold up four fingers on one hand and three on the other hand. Then ask them to count how many fingers they are holding. Ask them to prove their answer by drawing little circles for each number (**only the first exercise**). Ask them to write the total number of rings under the line.
- Allow them to complete the remaining exercises for homework.

5 min



Inside - Outside/ Open – Close

- Have a toy car or picture of a car, a box and a rope ready to show to the children. Agree with the children that the box is the gas station and the car needs to get gas, but **the car cannot go over the rope**.
- Give one child the car, 'to drive to the gas station'. Place the rope down in a straight line (**open line**) between the car and the gas station to stop the car reaching the gas station. Ask "How can the car get to the gas station now?" (**The car can drive around the rope**)
- Ask the children in **groups** to think of a way to use the rope to stop the car from getting to the gas station (**rope around the gas station or around the car – close lines**).
- Ask the groups to demonstrate their ideas. See if any groups enclose the rope around either the car or the gas station. Ask them what happens if the closed rope is in the middle of the gas station and the car? (**the car can get to the gas station**)

15 min

Lesson 33

LESSON 34

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- Get the lyrics for today's song ready.
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 34
 - Exercise book

2.

PART I: During the Audio Programme

Successors (oral)	Oral Addition with Fingers (oral)	More and Less (worksheet)	Story (word) Problems (worksheet)
After 19	$5 + 5$	3 Vs 2	$3 + 2$
After 15	$5 + 0$	5 Vs 3	$4 + 1$
After 9	$0 + 0$	4 Vs 3	$1 + 3$
After 18	$4 + 0$	2 Vs 1	
After 29	$0 + 3$	6 Vs 4	

Song:

"The Children's Song"

Physical Activity:

If You are Happy and You Know it"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

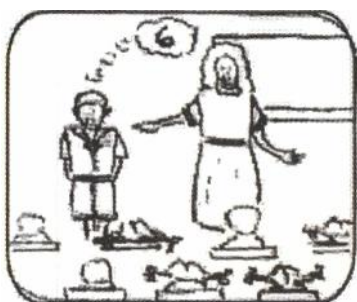


Closed and Open Lines

- Tell the children to look at the second side of their worksheet. Ask them to look at the two shapes at the top of the worksheet and tell you about the two shapes. **(what they look like... one is closed and one is open)**
- Ask them to move their finger around the edge of the open shape. Discuss how they stop when the line stops. Ask them to do the same with the closed shape; does their finger have to stop?
- Tell them to look at the shapes below and colour the shapes. Discuss what happens when they try to colour inside open lines.

15 min

Check the worksheets to identify any follow up needed with particular children



Number Properties

- Ask one child to write a number between 1 and 6 in their exercise book. Tell them not to tell you the number, as you are going to try and think what the number could be by asking questions. They can only answer your questions by saying "YES" or "NO".
Ask questions such as:
"Is it an even number— odd number?" *Does it come after.... (4)?"*
"Are all the lines straight when writing the number?"
Ask 3 to 5 questions before guessing the number.
- Invite the child to come to the front and tell you a secret number. Then allow the class to ask similar questions to the child. REPEAT.

10 min

LESSON 35

Lesson 34



BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- Get the lyrics for today's songs ready.
- Participate with the children during the Audio Programme.

• MAKE SURE THAT EACH CHILD HAS:

- Worksheet: Lesson 35 (for the After-Audio only)



PART 1: During the Audio Programme

Counting Sounds (oral)	Rote Counting 30 to 40 with Sounds (oral)	Sufficiency or Enough (oral)	Successors (oral)	Word Problem (oral)	Oral Addition with fingers (oral)	Oral Addition with Zero (oral)
Groups of 3, 6 and 4	30, 31, 32 ... 40 (Sound of drumbeat)	3 covers for 4 notebooks. 5 covers for 4 notebooks.	After 29 After 14 After 19 After 12 After 29	3 - 1	4 + 3 7 + 2 2 + 5 4 + 4 1 + 7	2 + 0 4 + 0 1 + 0 3 + 0 0 + 2

Song:

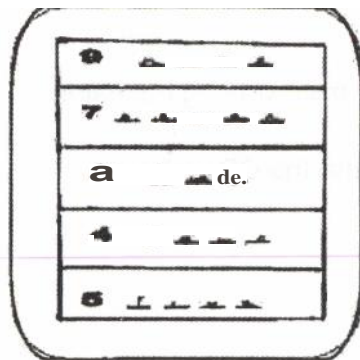
"The Magic Number Two" & "March of Numbers"

Physical Activity:

"Ole Grady Says"

3. PART 2: The After-Audio Programme

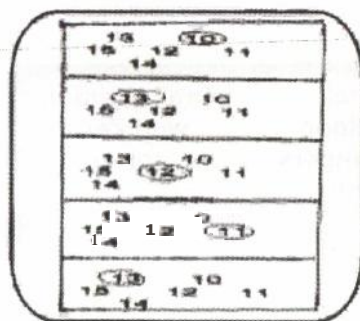
TEACHER: Facilitate the following activities



Number Words

- Tell the children to look at the first side of the worksheets and find the numbers that are in the first column. Tell them to read those numbers aloud. **(9, 7, 2, 4, 5)** Tell them to look again at the number 9, and spell it on the lines next to the number. There is one line for each letter of the word.
- Ask the children to continue to spell the other numbers on the lines.
- **TEACHER:** Support any child that may need help.

5 min



Reading Numbers 10 to 13

- Ask the children to read the numbers in the top box, together. Ask them to circle the number 10 in the first box. Then circle the following:
Number 13 in the next box
Number 12 in the next one
Number 11 in the next box
Number 13 in the last one

5 min



Sufficiency I Enough

- Tell the children to turn to the second side of their worksheet. Tell them to look at the chairs and people. Ask, "*Are there enough chairs for everyone to sit down?*" Ask them to draw a line connecting one person and one chair to see if there is enough.
- Ask them to look at the bowls and the cats. Are there enough bowls for all the cats? Again encourage them to draw lines to connect one cat and one bowl. Continue to do the other exercises in the same way.

10 min

Check the worksheets to identify any follow-up needed with particular children.

Lesson 35

LESSON 36

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- Get the lyrics for today's song ready.
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 36
 - Pencil

2.

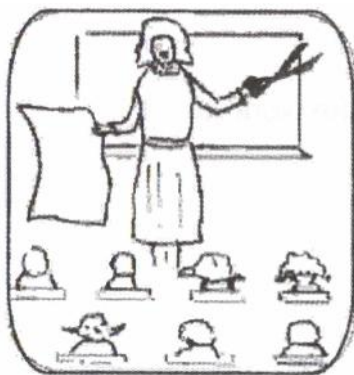
PART 11: During the Audio Programme

Successors (oral)	Oral Addition (oral)	Counting Subsets (worksheet)	Test (worksheet)	Reading and Copying Numbers worksheet
After 19	7 + 1	3, 7, 3	Various questions	10 11 12 13
After 14	3 + 4			
After 9	2 + 0			
After 17	4 + 4			

3.

PART 2: The After-Audio Programme

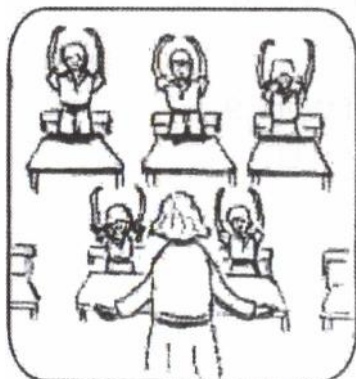
TEACHER: Facilitate the following activities



Closed and Open Lines

r Take a large piece of paper (**old newspaper**) and a pair of scissors. Tell the children you, are going to cut out a shape from the paper using a **closed line**. Ask the children to remind you what is special about a closed line. (**the two "ends meet"**). Draw a closed line on the paper, then take a pair of scissors and cut along that line. While cutting along the line, ask the children what they think will happen. (**The shape (interior) will fall away from the paper**). Show the cut-out shape to the children. Now, tell them you are going to cut a shape using an **open line**. Draw an open line and cut along that line. Again ask the children what they think will happen. Cut the line and show the children how the shape cannot leave the paper "until the two ends meet".

10 min



Movement and Direction

r TEACHER: Ask questions, encouraging the children to locate objects. Focus on the words **above**, **below**, **in front** and **behind** by asking them questions such as the following:

"Name something that is **above** the door."

"Name something that is **behind** your desk"

"Name something that is **in front** of your desk."

Finish by asking the children to stand up and follow your instructions. Tell them to put their hands **above** their heads, put their hands **below** their chins, put their hands **behind** their ears.

10 min

Writing Numbers

TEACHER: Tell the children to look at the list of words on their worksheet. Ask them to read the first word (**one**) and write the number one (**1**) on the line. Ask the children to complete the next lines in the same way.

Lesson 36

REVIEW OF WEEK 9

Teacher:

Today there will not be a radio/CD Mathematics lesson; instead we are going to review the work we have done during this week.

The main purpose of **review nine** is to identify and improve:

- The children's understanding of open and closed shapes

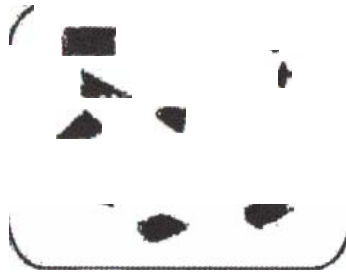
There are suggested activities on the next page for you to follow OR you can **create or re-create** activities relating to the areas or topics covered during the Audio and the After-Audio sessions from this week.

The materials needed for this review -

Children: Worksheet of "Review of Week 9"
Pencils and colouring pencils

Review activities

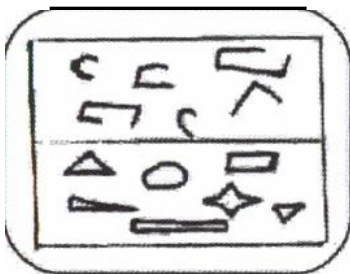
TEACHER: Facilitate the following activities



Closed and Open "Lines"

- Ask the children to look at the first side of the worksheet. There are some shapes whose outlines are open. Ask the children to complete the outlines to make it closed and colour in the shapes.

10 min



Closed and Open "Lines"

- Ask them to turn to the second side of the worksheet. It is blank but divided into two sections or parts. Ask them to draw some shapes whose outlines are **open** in the first box. **TEACHER:** Walk around and observe. Ask them to draw some shapes whose outlines are **closed** in the second box.

10 min

Review 9

LESSON 37

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- Get the lyrics for today's song ready.
- Participate with the children during the Audio Programme.
- **MAKE SURE THAT EACH CHILD HAS:**
 - A Pencil
 - Worksheet: Lesson 37
 - 8 counters (for the After-Audio sessions)

2.

PART 1: During the Audio Programme

Counting with Sounds (oral)	Rote Counting 40-50 and 20-30 with Sounds (oral)	Greater and Less (oral)	Oral Addition (oral)	Writing Numbers 10-13 (worksheet)	Story or word Problems (worksheet)	Reading and Copying Numbers 10-13 (worksheet)
Groups of 6, 4, 7, 5 (knocks)	40, 41, 42 50 20, 21, 22 30 (sound of drumbeat)	3 Vs 2 3 Vs 4	4 + 5 2 + 6 5 + 0	10, 11, 12	3 + 3 5 + 1	10 11 12 13 10 11 12 13 10 11 12 13

Physical Activity: "Ole Grady Says"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

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Number Bonds of 8

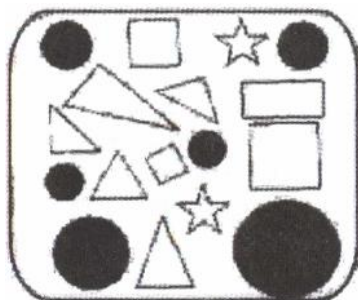
Remind the children of the audio lesson when Dolly and Daisy were talking about different ways to make 8.

- 5> Tell the children to turn to the second side of their worksheet, and look in the first box. Ask them to silently count the number of circles and say how many more will they need to make eight? Ask them to draw circles to make 8.

Complete the next two boxes in the same way.

- Give 8 counters to each child. Ask the children to work **in pairs**, using their counters to see how many other ways they can make 8. Invite individual children to come to the front and show the different ways on the board.

10 min



Introducing Circles

Tell the children to look at the shapes on their worksheet. Ask them if they know the names of any of the shapes on that page. (**square, circle, triangle, rectangle, star**) **TEACHER: DO NOT TEACH THESE NAMES NOW.**

Show the children a large **circle**; explain how it is round in shape with no straight lines. Talk about how circles can be different sizes.

Ask the children to find all the circles on the sheet and count them. Allow the children to colour the circles.

10 min

Check the worksheets to identify any follow up needed with particular children.

LESSON 38

Lesson 3

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IR! calendar.**
- Get the lyrics for today's song ready.
- Participate with the children during the Audio Programme.
- **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 38
 - 5 counters (for the After-Audio Programme)

2.

PART 1: During the Audio Programme

Word or Story Problems (oral)	More and Less (worksheet)	Oral Addition (worksheet)	Writing Numbers 10 to 13 (worksheet)	Reading Numbers 10 to 13 (worksheet)	Reading Addition Exercises (worksheet)
3 + 6 4 - 1	3 Vs 0	2 + 4	13 10 12	10 11 12 13	2 4 3 +2 +1 +2
	0 Vs 6	5 + 1		10 11 12 13	4 2 5 +2 +5 +1
	1 Vs 0	3 + 2		10 11 12 13	
	4 + 4				

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities – no worksheet



Rote Counting: 20-30, 30-40, 40-50, 50-60 60-70

Organize the children into **groups**, either by rows or tables. Tell one group to count from 20 to 30. While they count, let the other groups clap softly together.

Tell the next group to count from 30 to 40 and the next from 40 to 50 and the final group to count from 60 to 70. While each group counts, ask the remaining groups to clap softly.

5 min



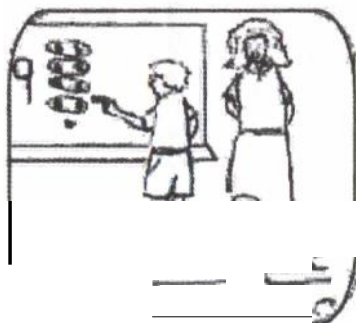
Readiness for Subtraction

Give the children five counters each. Ask them to lay them out in a line and **take-away 2** (pick them up) from the five and ask, "*How many are left?*"

Tell them to lay all five back out and **take-away 1**, ask "*How many are left?*"

- **TEACHER:** continue with different examples of taking-away from 5.

5 min



Odd and Even Numbers

r Write the number 8 on the board. Ask the children if it is odd or even. (**even**) Ask how they know it is even.

Invite a child to come to the front and draw eight dots on the board, then circle the pairs.

This will help reinforce that 8 is an even number for any children having difficulty.

Write the number 9 on the board, ask if it is odd or even and how they know. (**odd**)

Then invite a child to draw the dots and circle the pairs to show that one dot is left out.

- **TEACHER:** Also discuss how the number 9 is after 8 and if 8 is even, nine must be odd since the number order is odd, even, odd, even. Demonstrate:

1 2 3 4 5 6 7 8 9 10

odd even odd even odd even odd even odd even

10 min

* For the next lesson you will need to have a collection of circles in different sizes for the children to use.

Lesson 38

LESSON 39

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- Get the lyrics for today's song ready.
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 39

2. PART 1: During the Audio Programme

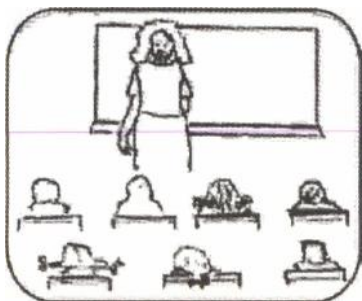
Greater and Less (worksheet)	Money (worksheet)	Story or Word Problem (worksheet)	Reading Numbers 10 to 15 (worksheet)	Reading Addition (worksheet)
2 Vs 0	\$1 \$5	3 + 4	10 11 12 13 14 15	2 1
5 Vs 3	\$10	6 + 0	10 11 12 13 14 15	+0 +1
2 Vs 1	\$1 \$5			6 3
6 Vs 7	\$10			+0 +5
4 Vs 7	\$1 \$5			
	\$10			

- **Song:** "One is Important"
- **Physical Activity:** "Ole Grady Says"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

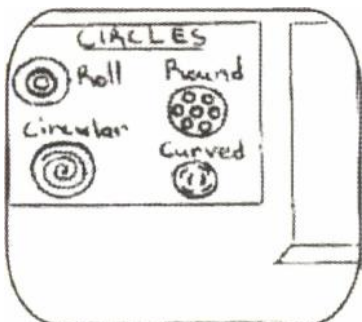


Making 5 (Number Bonds)

- Tell the children you are going to call out a number below 5 and they are to call back the number that, with your number, will make 5.
Give an example; *'If I say 1 – you must think what needs to be added to 1 to make 5.'* Let the children tell you 4. Once they understand you call out 1 they call back 4.

Begin by calling the numbers in order forwards, 1, 2, 3, 4 AND 5 and then backwards, 4, 3, 2, 1 and zero. If the children understand the exercise, start to call out the numbers in random order.

10 min



Vocabulary for Circles

Have a range of circles (cut out of cardboard, lids from containers, etc) to show to the children. Give at least two circles to every table of children.

Ask them to look and play with the circle and think of words that describe them. Record the words that the children say. Help them to think of words such as **curve, round, can roll, flat, circular, closed line**

TEACHER: MAKE A DISPLAY OF THE CIRCLES AND THE DESCRIBING WORDS IN THE CLASSROOM – use art lessons to paint circles in the circles for the display.

10 min

Lesson 39

LESSON 401

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- Get the lyrics for today's song ready.
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - An exercise book (for the After-Audio Programme)
 - \$1, \$5 and \$10 coins (for the After-Audio Programme)
 - Worksheet: Lesson 40
 - A pencil

2.

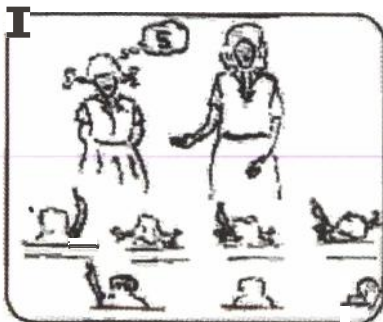
PART 1: During the Audio Programme

Successors (Oral)	Story or Oral Problem (oral)	Reading Numbers 10 to 15 (worksheet)	Writing Numbers 10 to 15 (worksheet)	Greater and Less (worksheet)	Addition (worksheet)
After 9	2 + 5	10 11 12 13 14 15	10 12 11 15 14	5 Vs 7	4 + 4
After 18	4 - 2			3 Vs 6	3 + 3
After 29		10 11 12 13 14 15		4 Vs 2	5 + 2
After 15					
After 39					

- **Song:** "The Children's Song"
- **Physical Activity:** "Ole Grady Says"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Number Properties

- Invite a child to come to the front and whisper to you a secret number **below 6**. Allow the rest of the class to ask the child questions about the number. Remind them, they can only ask questions where the answer is YES or NO. Questions such as:
"Is it an even number odd number?", "Does it come after...,?"
'Are all the lines straight when writing the number?"
 Allow them to ask 3 or 5 questions before "guessing" the number.
- REPEAT with a different child thinking of a secret number.

5 min



Money – Familiarity with the Coins

- Tell the children to look at the coins on the second side of their worksheet and tell you the value of any of those coins and describe each of them.. Give the children some 1, 5, and 10 dollar coins to look at and ask them to describe what they see on either side of the coins. Ask them to draw around the coins in their exercise books, and copy the markings off the coins. Show the children how to do rubbings of the coins in their exercise books
- **TEACHER: FIND OUT WHAT CONTACT THEY HAVE WITH MONEY**
Ask questions such as:
"Do you ever use money, if so what do you buy?"
"What could you buy with \$10, \$5?"
TEACHER: USE THIS SESSION TO ASSESS WHICH CHILDREN ARE FAMILIAR WITH USING MONEY.
- Finish by holding up coins and asking *"What coin is this?"* Ask them to mark the respective coin on their worksheet. Do the same with the other coins.

15 min

Lesson 40

REVIEW OF WEEK 10

Teacher:

Today there will not be a radio/CD Mathematics lesson; instead we are going to review the work we have done during this week.

The main purpose of review ten is to identify and know:

- The children's opinion on the melody and lyrics of the "Children's Song"
- Their understanding of number bonds to 5

There are suggested activities on the next page for you to follow OR you can create or re-create activities relating to the topics covered during the Audio and the After-Audio sessions from this week.

The materials needed for this review -

Children: Worksheet of "Review of Week 10"
5 counters

Teacher: Lyrics for the "Children's Song"

Review activities

TEACHER: Facilitate the following activities



Recall the Audio Programme

Tell the children you are going to review "The Children's Song"

Ask them questions about the song:

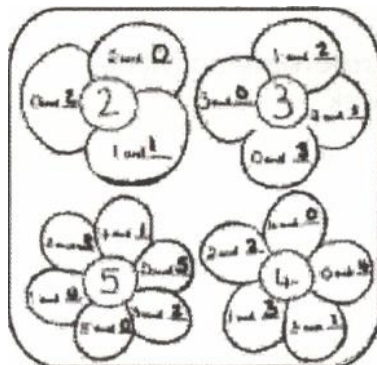
"What do you remember about the song?"

"Whose song is it?"

Read the lyrics for the song to them so that they understand all the words.

Invite them to sing the song with you. **(Repeat)**

5 min



Number Bonds to 5

Tell the children to look at their worksheets. There are four large flowers with numbers in them. Ask them to put their finger on the flower with a 2 in the middle. **15 min**

Tell them that numbers in the petals all need to make 2. Tell them to write on the lines the numbers that are needed to make 2.

Demonstrate on the board if necessary.

Continue this exercise for the flowers with 3, 4 and 5 in the middle. Ask the children to complete the sheet.

TEACHER: Support those students who may have difficulty with this exercise. They may require counters.

Review 10

LESSON 41

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your MI calendar.**
- Get the lyrics for today's song ready.
- **Have the number cards from 0 to 15 ready.**
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 41

2.

PART 1: During the Audio Programme

Successors 1 to 49 (Oral)	Test (worksheet)	Reading Numbers 0 to 9 (worksheet)	Greater and Less 0 to 9 (worksheet)	Reading Numbers 10 to 15 (worksheet)	Writing Numbers 10 to 15 (worksheet)
After 23	Various questions	0 6 8	6 vs. 4	10 11 12 <u>13</u> 14 15	15 13 14 10 11
After 27		1 3 5	5 vs. 7	10 11 12 13 14 15	
After 29		1 7 9	9 vs. 6	10 11 12 13 14 15	
After 34				10 11 12 13 14 15	
After 39				10 11 12 13 14 15	

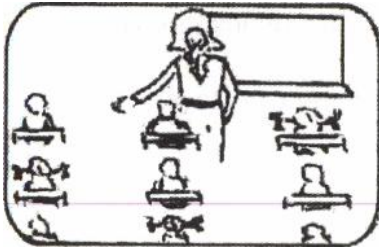
Song: "The Children's Song"

Physical Activity: "Ole Grady Says"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



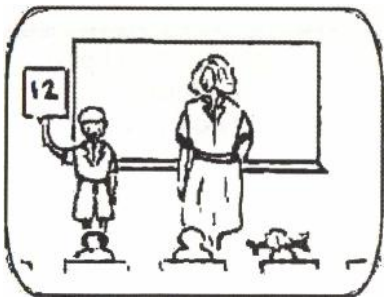
Rote Counting: 20 to 30, 30 to 40, 40 to 50, 50 to 60

5 min

Organise the children into groups, either by rows or tables.

Tell one group to count from 20 to 30. While they count, ask the rest of the class to gently make a sound with their ruler or hands for each number.

- Then, invite the other group to count from 30 to 40 and the next from 40 to 50, the final group from 50 to 60. While each group counts, the rest of the children should make a sound with their ruler or hands for each number.



Reading Numbers

15 min

- Place the number cards 0 to 15 on a table, in random order. Invite a child to come to the front. Whisper a number to him/her and ask him/her to find that number card. Tell him/her to hold the card up to the class for the class to read that number aloud. Continue this with different children.

- Once all the cards have been taken, let the children to stand in line holding the cards. Ask the rest of the class questions such as "**What number does Sam have?**"
- Tell the children holding the cards to return them to the table putting those cards in the correct order.

For tomorrow's lesson you will need a range of circle and oval cut-outs for the children.

Lesson 41

LESSON 42

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- Get the lyrics for today's song ready.
- Have the circles and oval cut-outs ready.
- **Have 30 objects or counters ready** (for the After-Audio Programme)
- Participate with the children during the Audio Programme.

• MAKE SURE THAT EACH CHILD HAS

- A pencil
- Worksheet: Lesson 42

2.

PART 11: During the Audio Programme

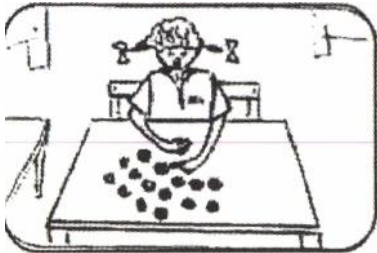
Addition and Subtraction Problems oral	Greater and Less - 0 to 9 (oral)	Oral Addition $a + b$ between 1 and 9 (oral)	Successors 1 to 49 (oral)	Reading Numbers 10 to 15 (worksheet)	Writing Numbers 0 to 15 (worksheet)	Money (worksheet)
5 + 1	2 Vs 4	5 + 1	After 9	10 15 13 11	9 15 6 13	\$1 \$5 \$10
3 - 2	3 Vs 1	1 + 2	After 19	11 10 15 14	12	\$1 \$5 \$10
1 + 4	2 Vs 5	4 + 3	After 29	10 11 12 15		\$1 \$5 \$10
	5 Vs 1	2 + 1	After 39	14 10 11 13		\$1 \$5 \$10
	6 Vs 2	5 + 3	After 49			\$1 \$5 \$10

Song: "The Children's Song"

3.

PART 2: The After-Audio Programme

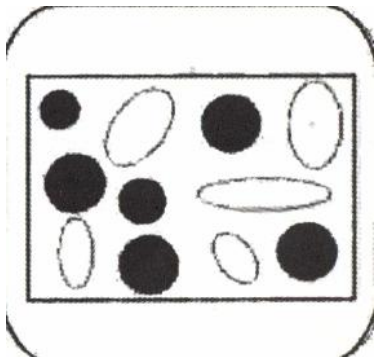
TEACHER: Facilitate the following activities



Counting Objects 1 to 30

- r Show the children a handful of objects; show them different amounts between 10 and 30. Tell the children to silently count these objects. Ask some children *"How many objects do we have?"* Ask them to count to verify their answer and hold up each object so that the whole class can count them.

5 min



Properties of a Circle

- p Tell the children to look at the first box on the worksheet that has one big shape. Ask them to think of words to describe the shape. **(round, curved, closed, CIRCLE)**
- Tell the children to look at the shape in the next box. Ask them *"Is it a curved and closed?"* **(yes)** Tell them that this shape is called **'oval'**.
- Have some circles and ovals cut out ready for the children. Ask them to look and play with the two shapes and discuss how they are different.
- Discuss the differences – **(oval will not roll, and it is not round)**
- Tell the children to look at the bottom of their worksheets and colour only the circles.

15 min

Check the worksheets to identify any follow up needed with particular children.

* For tomorrow you need 2 sticks – one short and one long, and some \$1, \$5 and \$10 coins

LESSON 43 1

Lesson 42

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- Get the lyrics for today's song ready.
- Get coins for each group of children (group by table or bench) ready for the After-Audio Programme.
- Participate with the children during the Audio Programme.
- **MAKE SURE THAT EACH CHILD HAS**
 - A pencil
 - Worksheet: Lesson 43.
 - 5 counters

2. PART 1: During the Audio Programme

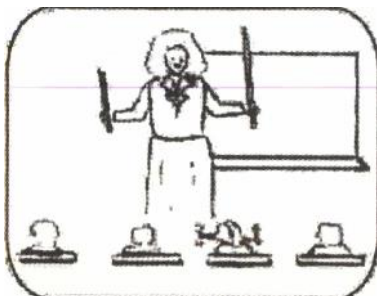
Readiness for Subtraction (counters)	Greater and Less 10 to 15 worksheet	Reading Numbers 16 to 19 worksheet	Oral Addition (worksheet)	Reading Addition Exercises (worksheet)
4— 1	10 Vs 12	16 17 18 19	1 +2	3 5 +2 +4
5— 2	14 Vs 15	16 17 18 19	4+2	7 1 +2 +2
4-3	11 Vs 10	16 17 18 19	3+5	0 1 +3 +5
				7 0 + +8

- **Song:** "Song for Number Four"
Physical Activity: "Ole Grady Says"

3.

PART 2: The After-Audio Programme

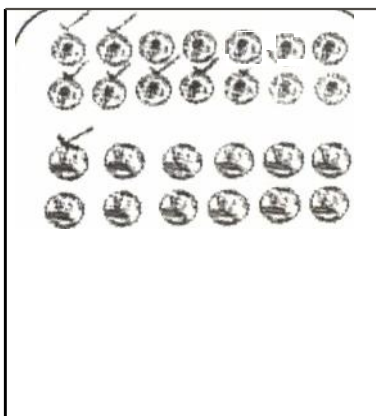
TEACHER: Facilitate the following activities



Comparison of Two Lengths

- Hoed up two sticks, one much shorter than the other. Ask the children what is the difference between the two sticks. **(one is short and one is long)** Hold up the long stick and ask the children to say if it is long or short. Repeat with the short stick.
- The children work in pairs and look at their pencils. Let them decide who has the long pencil and who has the short pencil. Tell everyone with the long pencils to hold them up and then everyone with the short pencils.

10 min



Money – The Value of the Coins

- **TEACHER:** You can use the second side of the worksheet for this activity, it has drawings of coins or you can use real coins for each group of children. **10 min**
 - Give out five \$1 coins to each group of children (at each table or bench). Let the children place the dollar coins in a line on the table. Tell them that the cost of a candy sweet is \$2. Ask them to show what coins they would use to buy it. Continue with different amounts up to \$5.
 - Give out one \$5 coin to each group. Tell them a chocolate costs \$5 and ask them to show two ways to pay for it **(five \$1 coins or one \$5 coin)**. Tell the children that five \$1 coins are the same as one \$5.
- Ask the children how they would pay for something that costs \$6, \$7, \$8, \$9 and \$10.
- TEACHER:** Walk around and observe the children separating the coins during this activity.
- Finally, reinforce the concept that five \$1 coins are equal to one \$5 coin.

LESSON 44

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- Get the lyrics for today's song ready.
- **Get the number cards from 1 to 19 ready.**
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - 12 counters
 - A pencil
 - Worksheet: Lesson 44

2.

PART 1: During the Audio Programme

Readiness for Subtraction (counters)	Oral Addition (oral)	Greater and Less 0 to 15 counters)	Reading Numbers 16 to 19 (worksheet)	Reading Addition (worksheet)	Greater and Less with Money
4 - 1 3 - 2	7 + 1 9 + 1 12 + 1 17 + 1 25 + 1	3 Vs 4 Vs 5 3 Vs 5 Vs 2	16 17 18 19 16 17 18 19 16 17 18 19	$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$	\$1 Vs \$10 \$1 Vs \$5 \$5 Vs \$10

Song: "Song for Number Four"

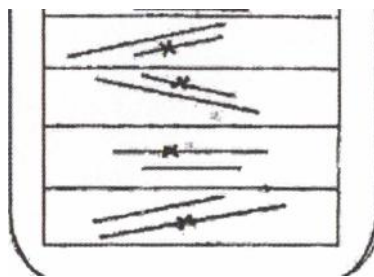
Physical Activity: "Ole Grady Says"

“FUN WITH MURDERERS”

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Comparison of Two Lengths

min

Tell the children to continue on the second side of their worksheet. Look at the first box, at the two lines.. Tell them to put a cross on the **longer** line or colour the longer line.

Tell them to look in the next box down and put a cross on the **shorter** line.

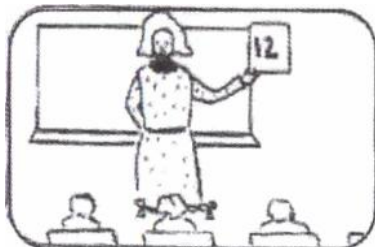
Then, tell the children:

In the next box put a cross on the **shorter** line,

In the next box put a cross on the **longer** line.

In the final box put a cross on the **longer** line.

Check the worksheets to identify any follow up needed with particular children.



Reading Numbers 0 to 19 and Successors

10 min

Hold up a number card between 0 and 19 and ask one child to read the number aloud. Ask another to tell you the number that comes after it.

Continue like this with the other cards, ensuring that you are not holding them up in order.



Oral Story Problem (Present Oral Addition Problems to the Children)

5 min

➤ Tell them they are going to solve the problems in their heads, but they can use their fingers to help them (**The answer should be no greater than 10.**)

EXAMPLE: "I bought 5 bananas from the market. My brother gave me two more. How many do I have now?"

“FUN WITH NUMBERS”

REVIEW OF WEEK 11

Teacher:

Today there will not be a radio/CD Mathematics lesson; instead we are going to review the work we have done during this week.

The main purpose of **review eleven** is to know:

- The children's opinion of the IRI programme

There are suggested activities on the next page for you to follow or you can **create or re-create** activities relating to the topics covered during the Audio and the After-Audio sessions from this week.

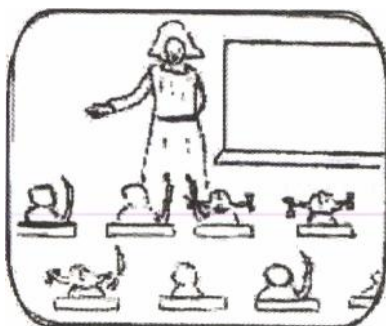
The materials needed for this review -

Children: Worksheet of "Review of Week 'I 'I"
Colouring Pencils

Teacher: Song sheet

Review activities:

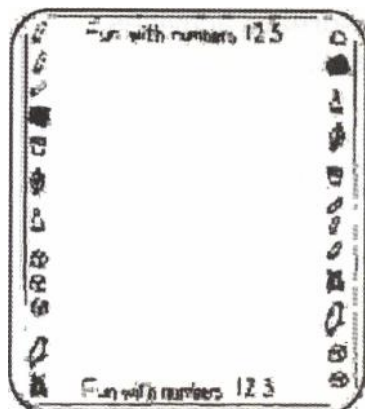
TEACHER: Facilitate the following activities



Review the Songs

- List the names of the songs used in the Audio Programme on the board.
Read the list to them and tell them to think in their head of ONE which is their favourite.
- Tell the children to raise one hand when you say the name of their favourite song.
Remind them that they can only put their hand up ONCE.
- List the children's votes on the board and you may sing the most popular song with them.

5 min



RI Poster

Tell the children to look at their worksheet. They will see the beginning of a poster about IRI Mathematics. Read the writing on the poster and discuss the pictures on the border. Discuss with the children the things they like about the programme and list some of the following on the board:

The names of the characters.

The names of some of the songs.

Words such as: Fun, enjoy, dancing, etc.

Areas of math: adding, taking away, counting, circles, games, counters, etc.

In the box, tell the children to draw and write pictures of IRI Math

EXAMPLES: A child doing the lesson.

The characters on the radio.

Their favourite activity.

15 min

Review 11

LESSON 45

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- Get the lyrics for today's song ready.
- Participate with the children during the Audio Programme.

• MAKE SURE THAT EACH CHILD HAS:

- A pencil
- Worksheet: Lesson 45

2. PART 11: During the Audio Programme

Oral Addition Sum between 2 and 9 (oral)	Reading Numbers 0 to 19 (worksheet)	Writing Numbers from Dictation 16 to 19 (worksheet)	Greater and Less 0 to 15 (worksheet)	Word Problems (worksheet)
3 + 1	10 11 12 13 14 15	18 16 17 16	0 Vs 4	7 - 1
2 + 2	10 11 12 13 14 15		10 Vs 15	4 + 2
5 + 3	10 11 12 13 14 15		11 Vs 13	

➤ Song:

"Song for Number Four"

Physical Activity:

"Ole Grady Says"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

3 5



Spelling Number Words

The children to look at the second side of their worksheet and read aloud the numbers in the top box. Tell them to write the number in words on the line below. Tell them to match the number word to the correct amount of dots. Tell them to look at the next box. Ask if any of the children can read the number words out loud. Help them to sound them out if needed.

- Tell the children to copy the word onto the line below. Tell them to match the number word to the number and then the number to the correct number of dots.

10 min

Check the worksheets to identify any follow up needed with particular children.



Rote Counting 10 to 20, 20 to 30 ...80

Organise the children into groups, either by rows or tables.

Invite one group to count from 20 to 30. While they count, tell the rest of the class to gently make a sound with their ruler or hands for each number.

- Allow the next group to count from 30 to 40 and the next from 40 to 50, the next from 60 to 70 and the final group to count from 70 to 80.

In the same way as above continue to count, but this time, count from 15 to 25, 25 to 35, and so on.

10 min

LESSON 46

Lesson 45

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- Get the lyrics for today's song ready.
- **Have the number cards from 1 to 15 ready.**
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 46
 - 11 counters

2. PART 1: During the Audio Programme

Greater and Less (oral)	Word Problems (oral)	Addition "Sum between 1 and 11" counters	Greater and Less with Money (worksheet)	Test (worksheet)
10 Vs 2	5 - 4	5 + 5	\$1 Vs \$10	Various questions
10 Vs 9	2 + 2	4 + 7	\$1 Vs \$5	
3 Vs 13			\$5 Vs \$10	
12 Vs 15				
14 Vs 11				
11 Vs 9				

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Reading Numbers 1 to 15 | Greater Than and Less Than

Hold up the number cards from 1 to 15 in random order. Tell the children to read the number aloud as you hold up each card.

Hold up two cards at the same time and ask the children to say the number which is greater or less than the other.

10 min



Movement and Direction

Ask questions that will encourage the children to locate objects. Review the words **above**, **below**, **in front** and **behind**, by asking them to:

Name something that is **above** the window.

Name something that is **behind** your desk.

Name something that is **in front** of your desk.

Introduce the word **between** by explaining that it means to have two objects on either side. Take two chairs and invite a child to stand **between** them. Then invite another child to stand **between** two tables.

Invite 4 children to come up to the front and invite another child to come and stand between two of them. "Stand **between** Peter and Kala." Invite other children to come and stand between the other children.

Occasionally stop and count the number of children at the front to reinforce counting.

TEACHER: Ask the children to do the drawings requested on the second side of their worksheets as home work.

10 min

LESSON 47

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IR! calendar.**
- Get the lyrics for today's song ready.
- **Have the number cards from 0 to 19 ready.**
- Participate with the children during the Audio Programme.

• MAKE SURE EACH CHILD HAS:

- A pencil
- Worksheet: Lesson 47
- A ruler (for the After-Audio Programme)

2.

PART 1: During the Audio Programme

Readiness for subtraction Results from 1 to 8 (oral)	Counting - Complement of the Subset (worksheet)	Reading Numbers 0-19 (worksheet)	Most and Least with Money (worksheet)	Successors 1 to 14 (worksheet)
7 - 1	3 Vs 7	6 7 9	\$1, \$5, \$10	After 10
9 - 2	3 Vs 5	10 11 12		After 13
8 - 4	2 Vs 8	4 6 7		After 9
5 - 3	4 Vs 6	7 8 10		

Song:

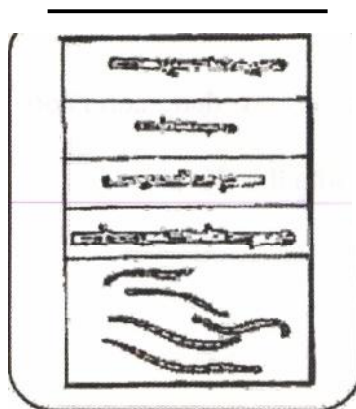
"Let's Make Music"

Physical Activity:

"Ole Grady Says"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Comparing Lengths

Tell the children to look at the second side of their worksheet. In the top box there is a pipe. Tell them to use their pencil and ruler to draw a line underneath that is **longer** than the pipe. Continue like this for the other boxes:

10 min

Draw a **shorter** line.

Draw a **shorter** line.

Draw a **longer** line.

- Tell the children to look at the worms at the bottom. Talk about how some are long and some are short. Introduce the words **longest** and **shortest**. Explain that longest means **the one that is longer than all the others**, and shortest means **the one that is shorter than all the others**.
- Ask the children to circle the **shortest** worm.

Check the worksheets to identify any follow up needed with particular children.



Circles in the Environment

The children are to look around the classroom to find objects that are circular or have a circular part to them.

10 min

TEACHER: Ensure that some circular things have been placed in the classroom. If possible take them outside the classroom into the playground, hall, and the library to look for circular objects.

Homework

Let the children look around their home and community for circular things. Tell them to draw circular objects or bring them to school – **asking permission first**.

TEACHER: Start a display table of circular things in your classroom

Lesson 47

LESSON 48

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure that the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- Have the lyrics for today's song ready.
- **Have nineteen straws (small sticks) ready.**
- Participate with the children during the Audio Programme.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - A pencil
 - Worksheet: Lesson 48
 - Coins of \$1, \$5 and \$10 (for the After-Audio Programme)

2. PART 1: During the Audio Programme

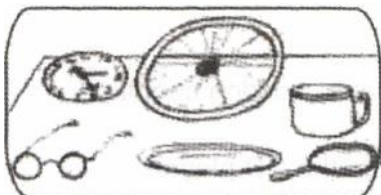
Addition (oral)	Reading Numbers 0 to 19 worksheet	Successors 1 to 14 worksheet	Greatest and Least 0 to 15 worksheet	Writing Numbers 0 to 19 worksheet
9 + 1	2 4 6	After 14	10 Vs 15 Vs 8	17 19 10 12
8 + 2	15 14 16	After 1	14 Vs 13 Vs 11	
	18 19 11 12	After 6	9 Vs 6 Vs 13	
	5 0 19 18	After 13		
	0 4 3 10			

Song: "Let's Make Music"

Physical Activity: "Ole Grady Says"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Circles in the Environment

7- Look at any circular objects or pictures that the children have brought in from home. Discuss what they are and how they are used. Add them to the display table.

5 min



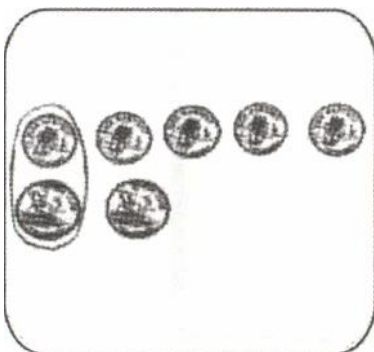
Addition (Counting on From 10)

Count out with the children 10 straws and tie them in a bunch, tell them this is **one group of 10**.

Tell them that they are going to add to this bunch of 10. Show the bunch of 10 and 1 single straw. Ask them how much is 10 and 1?

- Repeat this with the bunch of ten and adding to it 2 to 9 single straws. Present these in order first and then again in random order. Count the single straws with the children, always starting from 11, 12, 13....and so on.
- **TEACHER:** Tell the children to look at the second side of their worksheets. Tell them to do each exercise counting by tens and ones and write the total number of pencils on the line.

5 min

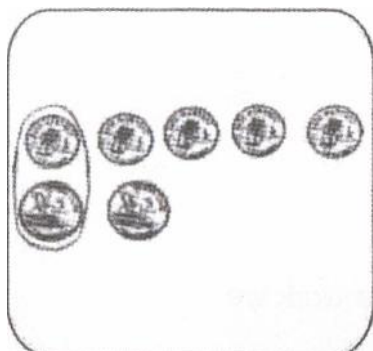


Money – Equivalent Amounts

- Give out five \$1 coins and two \$5 coins to each child. Let them place the coins in front of them. Tell them that the cost of a candy sweet is \$6. Ask them to show which coins they would use to buy it. Continue with amounts from \$6 -\$9.
TEACHER: Walk around and observe them separating the coins during this activity. Ask the children which coins they would use to buy something that costs \$10. Talk about how they could use a \$5 coin and five \$1 coins or two \$5 coins. Ask if there is another way to pay for something costing \$10? Show the children the \$10 coin. Reinforce the concept that two \$5 coins are equal to one \$10 coin. Also review the concept that five \$1 coins are equal to one \$5 coin.

10 min

Lesson 48



Money – Equivalent Amounts

- r Give out five \$1 coins and two \$5 coins to each child. Let them place the coins in front of them. Tell them that the cost of a candy sweet is \$6. Ask them to show which coins they would use to buy it. Continue with amounts from \$6 -\$9.

TEACHER: Walk around and observe them separating the coins during this activity.

- r Ask the children which coins they would use to buy something that costs \$10. Talk about how they could use a \$5 coin and five \$1 coins or two \$5 coins. Ask if there is another way to pay for something costing \$10? Show the children the \$10 coin. Reinforce the concept that two \$5 coins are equal to one \$10 coin. Also review the concept that five \$1 coins are equal to one \$5 coin.

10 min

Lesson 48

REVIEW OF WEEK 12

Teacher:

Today there will not be a radio/CD Mathematics lesson; instead we are going to review the work we have done during this week.

The main purpose of **review twelve** is to know if the children can identify:

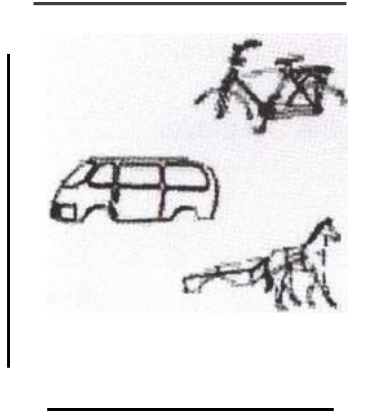
- Circles in the environment

There are suggested activities on the next page to follow OR you can **create or re-create** activities relating to the topics covered during the Audio and the After-Audio sessions from this week.

The materials needed for this review -	Children:	Worksheet of "Review of Week 12" Pencil
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Review activities

TEACHER: Facilitate the following activities



Circles In The Environment

Tell the children to write their name on their worksheet and look at the pictures on the first side. Talk about the pictures and ask what is missing.

(all the wheels) Talk about the shape of wheels, why circles are the best shape for wheels **(because they roll)**.

Ask the children to draw all the missing wheels.

20 min



Talk to the children about the other things they found that were circular or had circles on them. Look at the items on the display table.

Tell the children to turn over their worksheets and, in the space provided, draw those things they found that were circular.

TEACHER: USE THESE WORKSHEETS AS PART OF YOUR DISPLAY, BY POSTING SOME WORKSHEETS WITH THE FIRST SIDE SHOWING, AND SOME WITH THE SECOND SIDE SHOWING. YOU MAY ALSO WANT TO ASK THE CHILDREN TO SHOW THEIR WORKSHEETS TO THEIR PARENTS.

Review 12

LESSON 49

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- *Have the lyrics for the song ready.*
- Participate with the children during the Audio lesson.

• MAKE SURE THAT EACH CHILD HAS:

- Worksheet: Lesson 49
- A pencil

2. PART 1: During the Audio Programme

Oral Addition (oral)	Counting with Sounds (oral)	Greater and Less 0 to 15 (oral)	Complement of a Subset (worksheet)	Word Problems with Money (worksheet)	Value of Two Coins (Worksheet)
10 + 1	40, 41, 42 . . . 50;	15 Vs 10	2 Vs 5	4 - 3	\$1 + \$5
10 + 2		12 Vs 2	5 Vs 3	1 + 7	\$5 + \$5
10 + 3	50, 51, 52 . . . 60	8 Vs 15	3 Vs 4		\$5 + \$1
10 + 4		11 Vs 15			\$10 + \$1
10 + 5					\$5 + \$10
10 + 6					
10 + 7					
10 + 8					
10 + 9					

Song:

"The Magic Number is Two"

Physical Activity:

"Let's Make Music"

3.

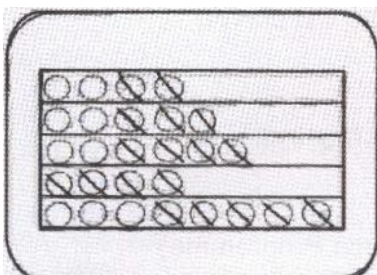
PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

Money

Complete the money section from the Audio session.

3 min



Readiness for Subtraction

- On their worksheets, ask the children to look at the small circles in a line. Ask them to count how many circles are in the first line (4). Tell them we are going to "take away" 2 circles. Ask them to cross out two circles.
- Let them count the ones not crossed out and tell you how many are left (2)
- Continue like this for the remaining boxes; 5 - 3, 6 - 4, 4 - 4, 8 - 5.

7 min

Rote Counting – 80 to 100

Tell the children to look at the square of numbers. Remind them it is called a **Hundred Square**. Ask, "Which number does this hundred square start from?" (1)

10 min

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Ask them to find the **number 81**. Tell them **you** are going to count from 81 to 90, while they listen quietly. **TEACHER:** As you count, EMPHASIZE the words "one", "two", "three"..., when you say "**eighty-one, eighty-two, eighty-three**". Ask if they can hear the numbers 1 to 9. Remind them that in this case, they must remember to say eighty first.
- Ask them to look at the next row where all the numbers start with the number 9. Ask them if they know how to say the numbers beginning with a nine (**ninety**). Count with them from 90 to 100, ensuring that they all know the number 100.
- Ask one child to start counting aloud from 45; and ask the others to quietly follow along on the 100 square. At any number say "STOP" and ask another child to continue.

EXTRA TIME: Use the 100 square to identify number patterns with the pupils. Ask them if they notice that the number pattern **under 10** is 20, 30, 40, 50, and so on. Ask them if they notice that the number pattern **under 1** is 11, 21, 31, 41 so on.

Check the worksheets to see the children's progress and give special attention to those who need it.

* For the next lesson you will need 3 pieces of string/rope of different lengths

Lesson 49

LESSON 50

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- *Have the lyrics for the song ready.*
- **Have 3 lengths of rope ready (if possible, have a set of these ropes for each group)**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 50 (for the After-Audio Programme)
 - A pencil
 - 9 counters (for during the Audio Programme)

2. PART 1: During the Audio Programme

Oral Addition (oral)			Days of the Week (oral)	Addition with Fingers (oral)	Successors to 69 (oral)	Readiness for Subtraction (counters)	Successors to 69 (oral)	Oral Addition (oral)
1 + 1	2 + 1	3 + 1	"Days of the Week"	2 + 1	After 15	5 - 3	After 9	20 + 1
4 + 1	5 + 1	6 + 1		0 + 3	After 25	4 - 2	After 19	23 + 1
7 + 1	8 + 1	9 + 1		1 + 0	After 29	6 - 1	After 29	16 + 1
10 + 1	11 + 1	12 + 1		6 + 1	After 19	9 - 3	After 21	13 + 1
13 + 1	14 + 1	15 + 1		3 + 2	After 24		After 19	11 + 1
16 + 1	17 + 1	18 + 1			After 29		After 27	
19 + 1							After 29	

Song:

"Song for Number Four"

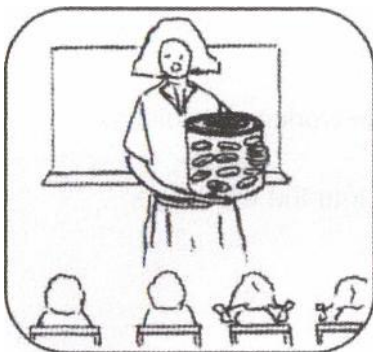
Physical Activity:

"Shake your Body Rap"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Counting 1-30 and Estimation

10 min

Show the children 30 objects (bottle caps/corks) in a jar or box without telling them how many there are. Ask them to think in the number of objects, and look carefully in the jar or box, allowing them to explore different ways of estimating the total number of objects in the jar.

Ask them, *"How many corks (or bottle caps) do you THINK are in this jar?"*

"Are there more than 10?", "More than 100?", "How can we check?"

Ask one child to come up and pick out one cork at a time so that all the children can count them as a group. Ask them *"How close were you?", "Were you nearly right?"*

- Ask the children to close their eyes – change the number of corks (take away 5)

Ask them to open their eyes and estimate the total number of objects now in the jar.

Ask *"Do you think there are more than before / less than before?"*

Continue with other numbers of objects less than 30.



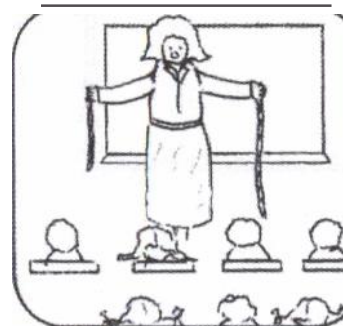
Days of the Week

5 min

- Recite the days of the week, asking the children to say them with you.

- Ask questions such as: *"What day is today?", "What days do you come to school?", "What days do you stay at home?", "What day will tomorrow be?"*

- **TEACHER:** Ask the children to draw things that they like to do on Sunday on one side of the worksheet and as homework, ask them to draw things that they like to do on Monday (school day) on the other side of the worksheet



Comparing Length

5 min

Show the children one long piece of string/rope and one short piece.

Ask them *"Which is shorter?", "Which is longer?"* Now show them a third piece which is the shortest length. Ask the children, is it short or long?

Discuss how one is the longest and one is the shortest out of this group of three.

TEACHER: If it's possible, divide the children into groups and allow them to compare the length of the ropes or strings and verify the answer to each

"FUN WITH NUMBERS"

GRADE I

LESSON 511

question.

Lesson 50



BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IR! calendar.**
- *Have the lyrics for the song ready.*
- Participate with the children during the Audio lesson.
- **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 51
 - A pencil
 - 9 counters (for the After-Audio Programme)



PART 11: During the Audio Programme

Oral Addition - Sum (oral)	Reading Numbers 20 to 24 (worksheet)	Test (worksheet)	Word Problem (worksheet)	Counting Pictures 1 to 15 (worksheet)
1 + 4	20 21 22 23 24	Various questions	6 + 1	9 12 14 12
2 + 3	20 21 22 23 24		3 2	
2 + 5	20 21 22 23 24		1 + 3	
7 + 0	20 21 22 23 24			
4 + 4	20 21 22 23 24			

Song:

"The Children's Song"

Physical Activity:

"Cooking in the Kitchen"

3.

PART 2: The After-Audio Programme

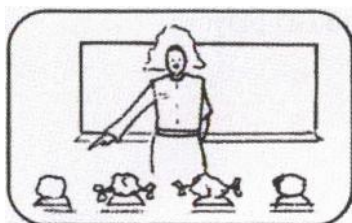
TEACHER: Facilitate the following activities

Counting Pictures

Complete the counting section from the audio session.

3 min

1



Rote Counting 1 to 100

Choose a child to begin counting aloud from 50. Tell him/her that when you clap he/she can stop counting, and then say the name of another child to continue. Stop at numbers such as; 59, 68, 73, 83, 90, 100.

TEACHER: Choose children from different parts of the classroom to ensure that all pupils are paying attention.

min



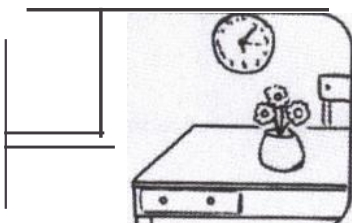
Oral Addition – Counting on from 10

Give the children 9 counters each. Tell them they are going to use the counters to add on from 10. Write **10** on the board.

Tell them the first one is 10 plus 3. Ask them to put three counters in front of them. Tell them to point to the number 10 on the board and say aloud the word "ten", then continue counting using the counters in front of them: 11, 12, 13. **(10 plus 3 is 13)**

TEACHER: Continue like this for 10+4, 10+5, 10+6, 10+7, 10+8, 10+9 – **count some aloud with the class and some silently.**

10 min



Direction and Movement

Ask questions, encouraging the children to locate various objects around the classroom using words such as **above, below, in front, behind** and **between**. For example, ask the pupils to name something that is **above** the table, **behind** your desk, **in front** of your desk, **between** the door and the window. (*focus on the word 'between'*)

Discuss the words on and in; and the difference between the two. Place a box on your desk, and select pupils to come out and put an object either on or in the box.

5 min

Lesson 51

LESSON 52

1. BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure the batteries for the radio are charged and the radio/CD player is in working condition.
- Place the radio/CD player in the appropriate location in the classroom.
- Tune the radio to the correct channel or insert the CD with today's lesson into the CD player.
- **Record the lesson number in your IRI calendar.**
- *Have the lyrics for the song ready.*
- Participate with the children during the Audio lesson.

• MAKE SURE THAT EACH CHILD HAS:

- Worksheet: Lesson 52
- A pencil
- 5 counters

2. PART 1: During the Audio Programme

Rote Counting 10 to 100 (oral)	Readiness for Subtraction (counters)	Reading Numbers 20 to 24 (worksheet)	Writing Numbers (worksheet)	Addition (worksheet)	Addition (worksheet)
10, 20, 30 . . . 100	2 -1	20 23 <u>21</u> 24	20 21 22 23	2 + 1	7 + 1
	3 -1	20 24 21 23		4 + 0	9 + 1
	4 -2	21 24 23 22		2 + 2	13 + 1
	5 -4	21 24 23 22		3 + 1	10 + 1

Song:

"The March of Numbers"

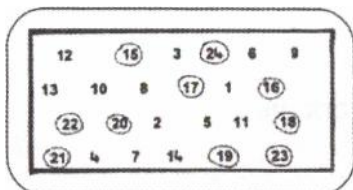
Physical Activity:

"Ole Grady Says"



PART 2: The After-Audio Programme

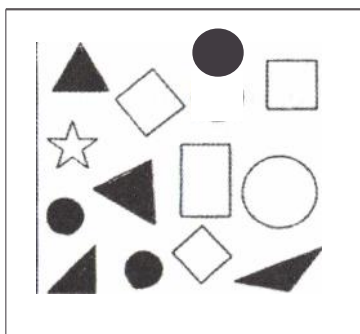
TEACHER: Facilitate the following activities



Reading Numbers 0 to 24, Emphasis on 15 to 24

Ask the children to look at the after audio worksheet. Ask them to read the numbers in the first box, **silently**, and circle the following numbers: **17, 23, 18, 20, 15, 19, 21, 16, 24, 22.**

5 min



Recognising 2D Shapes

Ask the children to look at the shapes on the worksheet. Ask them to trace the outline of a shape to see if it is **closed** or **open**.

Ask them the name of the shape that is circular, and can roll. **(circle)** Ask them to count the number of circles on the sheet. Ask the children to choose one colouring pencil (or crayon) and colour in all the circles with the same colour.

Ask them if they know the name of any other shapes on the sheet.

TEACHER: listen to their responses but do not teach them the names of the given shapes. As they are responding, focus their attention and responses to the **triangle**.

- Draw a triangle on the board; explain that all closed shapes with three sides are called **triangles**. Ask them to count the number of triangles on the sheet. Ask the children to choose a different colouring pencil (or crayon) than the one used for the circles and colour in all the triangles with this colour.

10 min

Check the worksheets to see the children's progress and give special attention to those who need it.

Rote Counting 60 to 100

Play the counting game from yesterday – starting at 60.

5 min

Lesson 52

REVIEW: WEEK 13

Teacher:

Today there will not be a radio/CD Mathematics lesson; instead we are going to review the work we have done during this past week.

The main purpose of **review thirteen** is to identify:

- The children's understanding of length
- Their ability to identify circles in pictures

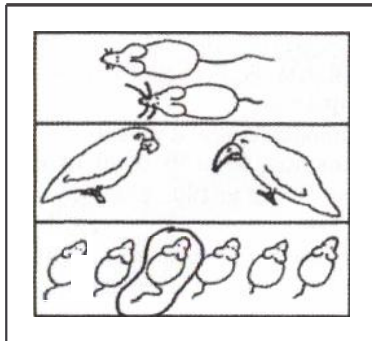
There are suggested activities on the next page for you to follow **OR** you may choose to **create** or **re-create** other activities to review the topics covered during and after the Audio sessions this week.

Materials needed for this review -

- Children:**
- Worksheet for "Week 13"
 - Pencil
 - A piece of string/rope for each child

Review activities

TEACHER: Facilitate the following activities



Length

On the first side of their worksheets, ask the children to look at the picture of the mouse in the first box. There is also an outline for a second mouse.

10 min

Tell the children that they will complete the drawing for the second mouse by following these instructions:

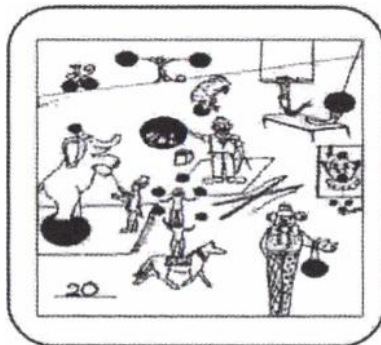
Draw a tail on the second mouse that is **shorter** than the tail on the first mouse.

On the second mouse, draw whiskers that are **longer** than the whiskers on the first mouse.

TEACHER: Encourage the children to use the piece of string/rope to measure the length of the tail or whiskers on the first mouse, and use it as a guide when drawing the tail or whiskers on the second mouse. The children can do the same in the following exercises.

Ask the children to look at the pictures of the parrots. Ask them to draw a **longer** beak on the second parrot than the first parrot.

Ask them to look at the mice at the bottom of the page and circle the mouse with the **longest** tail.



Identifying Circles

On the second side of the worksheet, ask the children to look at the scene of a circus. Discuss the scene with the children – have they ever been to the circus? Seen one on TV? Seen one in a book?

10 min

Ask the children to look at the shapes in the picture. Do they see any circles? Show the children some of the circles in the picture. Ask them to colour the circles. Ask the children to count the number of circles they found and write the number on the line.

Extra Time – Select a song that the children may not know all the lyrics to, and review the lyrics with the children.

MATHEMATICS CONTENT FOR TERM

CONTENT OF MATHEMATICS	Month 1 List of Topics	Month 2 List of Topics	Month 3 List of Topics
NUMERATION, COUNTING	<ul style="list-style-type: none"> - Rote counting, intuitive counting, continuous counting up to 30 (writing answers, with drawings, with sounds using fingers, counters or concrete materials) - Recognising number amounts using cards and numbers at home, streets, etc. 	<ul style="list-style-type: none"> - Counting up to 40 - Continue counting e.g. 20 to 50; 30 to 40, 25 to 35, etc. - Incorporation of ZERO when counting - Counting elements of sets (groups) and subsets. (writing answers, with drawings, with sounds using fingers, number square, counters or concrete materials) 	<ul style="list-style-type: none"> - Counting up to 50 - Counting complement of a subset - Continue counting 40 to 50, 60 to 70, etc. - Counting by 10s up to 100, grouping objects by 10s. (writing answers, with drawings, with sounds using fingers, number square, counters or concrete materials)
SUCCESSORS NUMBER SEQUENCES	<ul style="list-style-type: none"> - Successors, number from 1 to 10 (Oral, written answers, written exercises) 	<ul style="list-style-type: none"> - From 1 to 10 - Successors of 9 and 19 (Oral, written answers, written exercises) - Number sequence from 1 to 10 - Number sequence: Describing and extending it. Number track. - Numbers in order. 	<ul style="list-style-type: none"> - From 1 to 69 - Successors of 9, 19, 29, and 39.
GREATEST AND LEAST		<ul style="list-style-type: none"> - More and less: 1 to 6; 0 to 9 - Greatest: Groups of number from 1 to 9 - More and less (with counters, pictures) - Most and fewest: 1 to 6; - Introduction of "greater than"; - Sufficiency - Enough 	<ul style="list-style-type: none"> - More and less: 0 to 15 - Greater and less from 0 to 9, 10 to 15 - More, 3 alternatives - Greatest and least: 0 to 15; and from 0 to 29 - More and less with coins of different values. Least and most with coins. - Fewer, fewest
NUMERATION, READING AND	<ul style="list-style-type: none"> - Reading 1 to 9 (with flashcards, drawings, symbols or representations on worksheets) 	<ul style="list-style-type: none"> - Read from 1 to 7 and 0 to 9 - Write from 0 to 9 (copying and dictation). - Number words, spelling numbers up to ten. 	<ul style="list-style-type: none"> - Read from 0 to 9; 10 to 13; 10 to 15; 0 to 15; 16 to 19; 0 to 19, 20 to 24 - Write <u>from 0 to 9; 10</u> to 13; 10 to 15; 0 to

CONTENT OF MATHEMATICS	Month 1 List of Topics	Month 2 List of Topics	Month 3 List of Topics
WRITTEN	- Writing from 1 to 7.		15; 16 to 19; 0 to 19..
CLASSIFICATION BASIC CONCEPTS RELATED TO THE USE OF THE RADIO	<ul style="list-style-type: none"> - Listening exercises, general questions - Identification of common objects - Relation of objects by their use - Recognising icons or identifiers. - Classification of objects by their function - Name the radio characters. 	- Sufficiency	
OPERATION: ADDITION	<ul style="list-style-type: none"> - Readiness for addition: Number bonds to 7 (orally, with counters, fingers and drawings). - Adding 1 : 2 + 1, 3 + 1, 4 + 1, 5 + 1, 6 + 1, 7 + 1. 	<ul style="list-style-type: none"> - Readines for addition: Number bonds to 7 - Readiness for additions with 0. - Oral addition, sum is between 1 and 7. (written responses, fingers, pictures, counters) - Use of the word "ADD". - Column addition: $1 < a + b < 9$. e. g. $\begin{array}{r} 4 \quad 5 \\ +3 \quad +4 \end{array}$ 	<ul style="list-style-type: none"> - Oral addition with a sum between 1 and 11; $a + 0$ and $a + 1$ up to 29 (written response, fingers, pictures, counters) - Oral addition, $10 + a$, where a is a number between 1 and 9: e.g. $10 + 4$, $10 + 8$ - Reading addition exercises. - Column addition: including 0. $\begin{array}{r} 0 \quad 6 \\ +9 \quad +2 \end{array}$ etc. - Introduction of term SUM.
OPERATION: SUBTRACTION			<ul style="list-style-type: none"> - Readiness for subtraction, $1 < a + b < 8$, e.g.: $8 - 4$, $5 - 3$ (with fingers, counters, drawings)
WORD PROBLEMS	<ul style="list-style-type: none"> - Stories or word problems applying addition: $a < a + b < 6$ fusing counters, pictures, oral answers) - Stories proposed by children using pictures (At the market I bought 2 bananas from one stall and 2 more from another stall. How many pieces of fruit do I have?) 	- Word problems (stories) – addition: $1 < a + b < 6$	Word problems related to: <ul style="list-style-type: none"> - Recognising coins. - Comparing the value of coins. - Buying and selling. - Value of coins and group of coins - $0 < a + b < 9$ - Oral subtraction problems: $a - b$, where $1 < b < a$ - Oral subtraction and addition problems.
ORDINALS	- Ordinals: First, and Second	<ul style="list-style-type: none"> - Ordinals First to Fifth - Ordinals with <u>months</u> of the year. 	

CONTENT OF MATHEMATICS	Month 1 List of Topics	Month 2 List of Topics	Month 3 List of Topics
ESTIMATION		<ul style="list-style-type: none"> - Estimation with objects: Below 10, below 15, below 20 including vocabulary. - Estimation: Use of the term "SUFFICIENT" 	Sufficient
ODD AND EVEN NUMBERS	<ul style="list-style-type: none"> - Odd and even numbers: 1 to 4, 1 to 5, 1 to 7 and 1 to 10. 	<ul style="list-style-type: none"> - Even numbers 1 to 12. - Counting by 2's, saying the even numbers. - Odd numbers up to 10. 	<ul style="list-style-type: none"> - Focus on 8 and 9 and the order of odd and even up to 10.
SHAPES		<ul style="list-style-type: none"> - Notions of open and closed "lines" - Closed "lines" and different shapes - Open - close and inside - outside 	<ul style="list-style-type: none"> - Open and closed; inside and outside - Circle, properties and vocabulary to describe it. Recognising circles.
MOVEMENT AND DIRECTION		<ul style="list-style-type: none"> - Above, below, in front and behind. 	<ul style="list-style-type: none"> - Above, below, in front, behind and between.
PATTERNS	<ul style="list-style-type: none"> - Patterns using dots from 1 to 3, - Patterns of 1 and 2 with counters. - Patterns of 5 dots. - Counters and drawings applying 1 and 2; from 1 to 5. 		
MONEY			<ul style="list-style-type: none"> - Describing coins and familiarity with their value. - Equivalence
TIME			<ul style="list-style-type: none"> - Days of the week
LENGTH			<ul style="list-style-type: none"> - Lengths of different objects. - Comparing lengths of different objects. Shorter, longer. - <u>Longest</u>, shortest,

IRI SONGS FOR GRADE ONE

Composed by PETER CALLENDER

THE CHILDREN'S SONG

Verse 1

We are the flowers, beautiful and bright,
Whether yellow, red, brown or white,
We are so special in our own little way,
Reaching for the stars as we learn and play.

CHORUS

Let's sing a song for all the children,
Let's lift our voices for the little ones,
With life and laughter to brighten up your
day,
So let's be joyful in every way,

Singing la, la, la,
la, la, la,
la, la, la,
la, la, la, la. (repeat)

Verse 2

In the morning like the birds we sing,
We add rich music to everything,
Even when times are bad,
Or you're feeling sad,
With our happy faces we'll make you glad.

FUN WITH NUMBERS

We're going to have fun with numbers,
So much fun with numbers,
We're going to have fun with numbers,
It's so easy you will see.

It's so simple you will see,
Now listen very carefully,
Whether one, two or three,
This game was meant for you and me,
One, two, three, four, five,
It keeps your mind alive.

THE MAGIC NUMBER IS TWO

CHORUS

The magic number is two,
The magic number is two,
This song is for me and you,
And all the children too.

Verse

Two hands for holding,
Two feet for walking,
Two eyes for seeing,
Two ears for hearing.

THE INSTRUMENT SONG

CHORUS

Come on boys and girls,
Let's make music for the world,
Our instruments we will play,
And make music every day.

Verse 1

We will play on the drum,
We will play on the trumpet,
We will play on the piano,
We will play on the sitar.

Verse 2

We will play with the tambourine,
We will play on the flute,
We will play on the guitar,
We will play on the violin.

Verse 3

We will play on the banjo,
We will play with the shak-shak,
We will play on the steel pan,

We'll play with the harmonium
I WOULD FLY

Verse
If I had wings like a Kiskadee,
Or I had wings like a Blue sakee,
I would fly, up, up in the sky
Like the birds that fly so high.

CHORUS
Fly, fly, fly, fly,
Way up in the sky.

I will fly, fly, fly, fly,
Way up in the sky

Verse
Two little birds sitting on the wall
One name Seeta
One name Paul.

Fly away Seeta
Fly away Paul

Lift your wings and fly above all.

ON THE FARM

CHORUS
On the farm with Mr. Joe,
I love how the animals go,
On the farm with Mr. Joe,
Hear what the animals say.

Verse 1
The cow goes moo, moo,
The cow goes moo, moo,
The cow goes moo, moo,
The cow goes moo, moo.

Sheep goes maa, baa, - (repeat four times)
Dogs goes arf, woof, arf, - (repeat four times)

Verse 2
Horse goes neigh ... (repeat four times)
Turkey goes 00000 ... (repeat four times)
Chicks goes chick, chick.... (repeat four times)

Verse 3
Birds goes (whistle ...) – (repeat four times)
Pig goes oink, oink ... - (repeat four times)
Donkey goes hee-haw ... – (repeat four times)
Duck goes quack, quack ... - (repeat four times)

ONE IS IMPORTANT

CHORUS
One is important you'll see,
One is important to me,
One is important you must agree,
One is important to you and me,
La, la, la, la, la, la, la, la, la, la, la.

Verse
One sun to light our day,
One tree to plant along the way,
One moon to shine by night,
One smile to make your face bright.

THE SPIDER SONG

Verse
Incy, wincy spider went up the water pane,
Down came the rain and washed her in the drain,
Out came the sun dried up all the rain
boys and girls she will play again.

CHORUS
Who's that Spider?
It's incy, wincy Spider.
Who's that Spider?
It's incy, wincy Spider.
(twice)

SONG FOR THE NUMBER FOUR

CHORUS

This song is about the number four,
Sing it, sing it, sing some more,
This song is about the number four,
Sing it, sing it, sing some more.

Verse

Four hooves has a cow,
Four hooves has a horse,
Four hooves has a cow,
Four hooves has a horse.

Four wheels has a car,
Four letters spell the word star,
Four wheels has a car,
Four letters spell the word star.

CHORUS

F-O-U-R, FOUR
F-O-U-R, FOUR
F-O-U-R, FOUR
F-O-U-R, FOUR

"SONG FOR THE MONTHS OF THE YEAR"

CHORUS

There are twelve months in the year
Twelve months in the year
Twelve months in the year

Let's sing:

January, February, March, April, May,
June, July, August, September, October,
November, December.

Twelve months in the year.

Verse

The year begins in January,
February gives us Mashramani,
March and April – Phagwah and Easter.
May-June rains, It's time to shelter.
July-August – Our schools' Vacation.
September, we celebrate our education.
October, November, please remember
The two months before December.

MARCH OF NUMBERS

On we go marching along
Marching along, marching along
On we go marching, marching along we
go.

We would count from one to ten,
One to ten, one to ten,
We would count from one to ten,
Join us my friend.
One, two, three, four, five,
Six, seven, eight, nine, ten. (twice)

THE DAYS OF THE WEEK SONG

CHORUS

There are seven days in the week
Seven days in the week
Seven days in the week
Seven days in the week.

Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday and Saturday.
One, two, three, four, five, six, seven
Seven days in the week.

Verse

Sunday for the Horse
Monday for the Cow
Tuesday for the Dog
He goes bow, wow, wow.
Wednesday for the Parrot
Thursday for the Hen
Friday for the Lion
Roaring in the Den,
But the spider said I want to play
So I will take Saturday.

We're thankful for each day of the
week.

We're thankful for each of the week.
One, two, three, four, five, six, seven,
Seven days in the week.

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

THE CHILDREN OF GUYANA

Verse

Flowers of one garden
Beautiful and bright
We are special
Yellow, black or white.
Reaching for the star
We work and play
Happy and joyful
All through the day

CHORUS:

We are the children of Guyana
The children of the world
We are the children of Guyana
All the boys and girls. (repeat)

Verse

We are all different living in this land,
Learning together, we all are one
Beautiful, intelligent, precious too
We will join and sing for you.

CHORUS

We are the children of Guyana
The children of the world
We are the children of Guyana
All the boys and girls. (repeat)

Printed by
Ramsaywack Arjune Printing & Graphic Arts Services
143 Second & School Streets, Grove Housing Scheme, **E.B.D.**
Tel/Fax: 592-266-2781