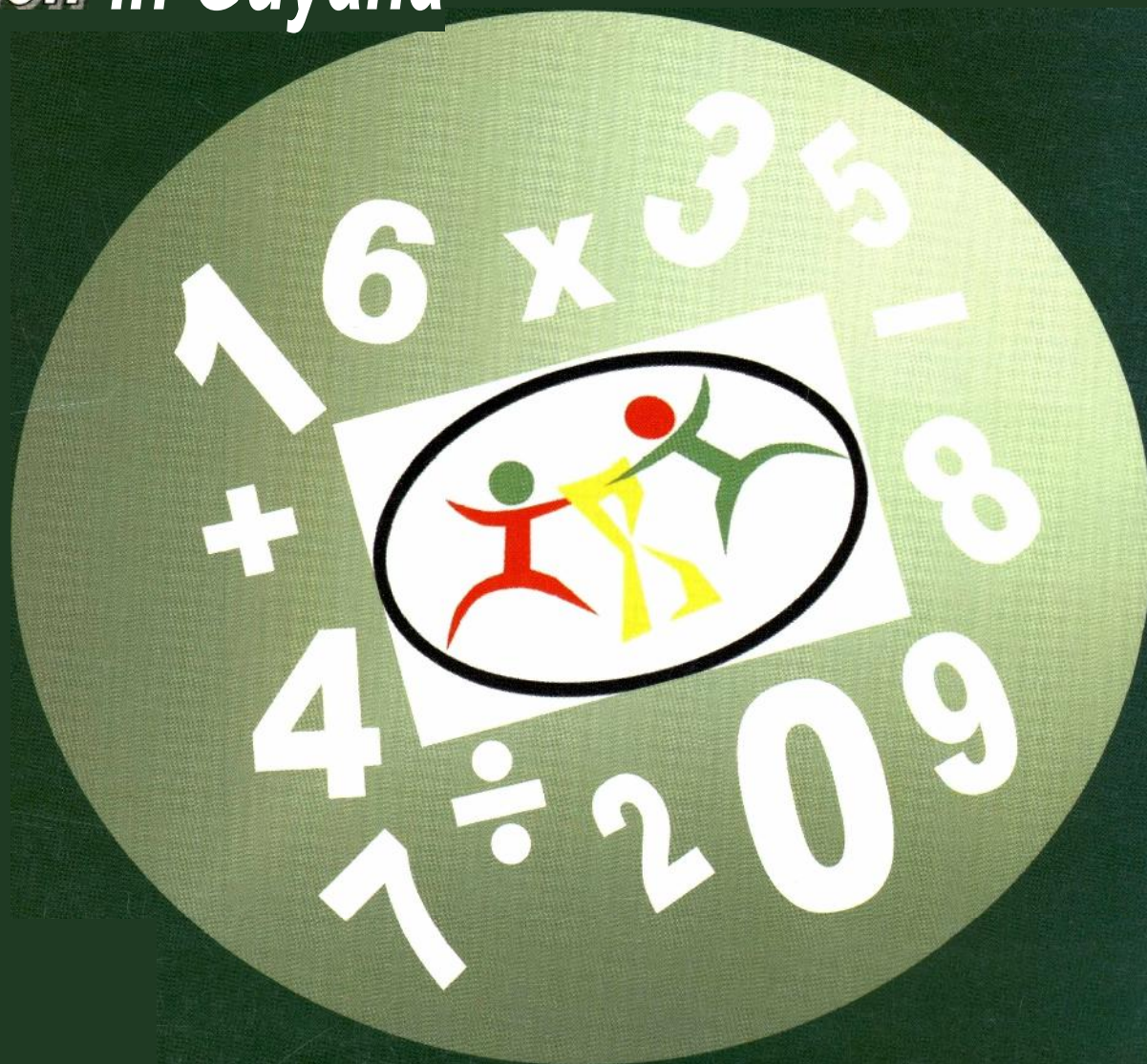


Ministry of Education in Guyana

**Fun
with**



MINISTRY OF EDUCATION
INTERACTIVE RADIO INSTRUCTION IRI
FOR MATHEMATICS



FUN WITH NUMBERS GRADE I
TEACHER'S GUIDE FOR THE 2nd TERM

BEAMS - A GOG/IDB Project

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MINISTRY OF EDUCATION
FUN WITH NUMBERS - GRADE 1
IRI FOR MATHEMATICS
TEACHER'S GUIDE FOR THE 2ⁿ^d TERM,

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FUN WITH NUMBERS

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OVERVIEW:

TEACHER'S GUIDE FOR "FUN WITH NUMBERS"

GRADE 1 IRI MATHEMATICS 2nd TERM

This is the second part of the teacher's guide for the Grade 1 IRI Mathematics series, **"Fun with Numbers"**. The purpose of this guide is to provide you with in-class support for each IRI programme in your Grade 1 Mathematics classroom, while also drawing from observations and feedback received from the first term.

Immediately after this introduction, the first part of this guide will direct you through various Mathematics activities or learning situations that you may encounter in your Grade 1 IRI Mathematics classroom during Term 2. In this section, you will find some reflections on the role of a teacher in an IRI classroom and suggested strategies or methods to finding the solution to a particular Mathematics exercise, problem or activity. These same reflections and strategies are also used in the approach to teaching Mathematics in this IRI series for Grade 1 children.

In the next section, you will find individual guides for each of the 51 IRI lessons in Term 2. This section is the heart of this guide – as it provides you, the teacher, with continued support in your classroom before, during and after each IRI Audio Programme.

The last part of this guide provides supplementary materials that will help you in the effective delivery of the IRI Mathematics lessons. First, there is a table that lists the Mathematics content covered within these 51 lessons; second, the lyrics to each of the songs heard in the programmes; and third, an IRI calendar with suggested dates for each lesson during Term 2.

1. STRUCTURE AND ORGANIZATION OF TERM 2 TEACHER'S GUIDE AND PROGRAMMES

The structure of the Term 2 Teacher's Guide is similar to the one provided in Term 1. For this second term you will have 48 IRI Lessons and 12 Reviews. As you already know, each Mathematics lesson lasts 50 minutes and is divided in two parts. The first part is the AUDIO Programme (25 min.) and the second part is the FACE-TO-FACE interaction between you and your pupils, without audio (25 min). Both parts contain guided, engaging activities for

teaching and learning Mathematics. At the end of each week there is a "review of the week" that is designed to last 30 minutes. For each review session, the guide provides activities that can be recreated by the teacher. Alternatively, the teacher may choose to cater the activities during these 30 minutes to the learning needs of the Grade 1 Mathematics pupils. However you, the teacher, choose to use the time during each review session, the focus of each review is to provide the pupils an opportunity to develop their mathematical skills in the content previously presented. As you use this guide and all other IRI materials, keep in mind that the main purpose of these 48 IRI Lessons and 12 Reviews is to provide the children with an opportunity to develop their abilities in Mathematics up to and beyond the standards for the second term of Grade 1.

As in the first term, the Audio Programmes will be delivered to Grade 1 teachers and pupils either through broadcast or on CD (Compact Disc). In addition to the Audio lesson, each child will also receive the booklet or worksheets for Term 2, while each teacher will receive a copy of this Teacher's Guide.

2. LESSONS LEARNED FROM TERM 1: IMPORTANCE OF THE ROLE OF THE TEACHER AND TOOLS REQUIRED FOR EFFECTIVE LEARNING

The role of the teacher in a successful IRI Mathematics classroom

As you already know, **the teacher's continued participation during the entire Audio Programme is the key to a successful IRI Mathematics lesson.** Your participation includes answering questions posed by the "radio teachers" together with the children, singing along with the songs, taking part in the physical activities, and providing additional support to those pupils who may need it. This level of involvement and participation from the teacher is important to a successful IRI Mathematics lesson. Children see you, their teacher, as the most important person in the classroom and your participation will enrich the learning experience for all children where Interactive Radio Instruction is the medium.

Tools for learning Mathematics effectively with IRI: Radio and CD, worksheets, pencils and counters

- : Being prepared for the IRI audio lesson.** Observations from Term 1 showed that teachers who were prepared with their Audio Programme before the Mathematics lesson began were better able to complete all the given activities within the allotted time. Before the Mathematics lesson is scheduled to begin, tune in to the appropriate channel or insert the CD and ensure that the Audio Programme is playing, so that you, the teacher, are able to address any technical difficulties ahead of time and without disrupting the Audio Programme.

- **Being prepared with the correct worksheet and pencils.** Throughout Term 1 teachers repeatedly noted the importance of being prepared with the correct worksheet before the IRI lesson begins. In Term 1, teachers observed how much the children enjoyed working on their worksheets. To ensure that each of your pupils is able to participate fully in the IRI lessons and complete all activities on their worksheets, it is imperative that you, the teacher, support them in having all the necessary tools ready, including their worksheets and pencils, before the lesson begins. On their worksheets, you may also help them identify the correct place on the page for an exercise and verify that they are writing their responses correctly and in the appropriate space on the worksheet. Another important observation during Term 1 was that the movement of the teacher throughout the classroom – walking around the classroom while observing pupils worksheets, supporting their activities, and encouraging them throughout the lesson—significantly improves the pupils' participation and ultimately, their learning.
- **Using counters effectively.** During the Audio Programme, counters are often used to convey specific mathematical concepts in a tangible way, where pupils are required to manipulate the counters within the time provided. In order to ensure that all pupils are able to participate in activities requiring counters, each pupil must have his or her counters prepared before the IRI lesson begins. With pupils of Grade 1, it is expected and normal that they may begin playing with the counters and therefore, either miss the instructions or be unable to complete the tasks within the time allotted. At this point, it is important for the teacher to intervene and ensure that the pupil is not only following along with the IRI lesson, but also participating and completing the tasks given, including manipulating counters according to the instructions provided.

Time management to maximize "Time on Task"

"Time on task" refers to the time spent by each pupil in completing a task. Maximizing "time on task" is achieved by ensuring that all pupils are prepared with the necessary tools and are following along with the radio teachers so that they can complete each task or activity within the time allotted. Term 1 observations and feedback also showed that children learn how to manage their time in order to complete the given tasks within the allotted time.

During the first term, children learned the importance of paying attention to the radio teacher and following along with the instructions and activities so as not to fall behind the rest of the class. While pupils continue to improve their time management skills and focus their attention on the given task, the teacher is instrumental in teaching children how to best use their time. Time management is also enforced through a regular schedule for IRI lessons. Since IRI Mathematics lessons are scheduled to begin at the same time each day, this can be a cue for pupils to have their worksheets, pencils and counters ready for the day's lesson.

Assessing your pupils

The IRI Mathematics series, "Fun with Numbers", is designed to not only teach Mathematics in a fun and enjoyable way, but also to ensure that pupils are learning the Mathematics content prescribed for Grade 1. While pupils learn Mathematics through games, stories and engaging activities, it is important to keep in mind that each of these elements of the IRI programme is also based on the Grade 1 Mathematics curriculum for the children of Guyana. Therefore, the IRI series can serve as a foundation to you, the teacher, when developing assessment tools for your Grade 1 Mathematics class. Across various resources within the IRI series, you will find a wide range of questions, problems, activities and mathematical games that you may wish to refer to when designing assessment tools for your pupils.

The first resource that you may wish to refer to is the pupil worksheets for IRI. Almost every week of the IRI series includes a test portion in which pupils are asked to respond on their worksheets, and which you, the teacher, keeps a record of. Since these tests are based on the content for Grade 1 Mathematics, you may find them helpful when developing your own assessment tools. Other resources which you may wish to consult include the teacher's guide for IRI (including during and post-broadcast activities) and the IRI programmes themselves.

As you develop questions and activities to include in your assessment tools, you can accumulate them to develop a "bank" of items for assessment of Grade 1 Mathematics. Over time, you may also choose to use the items in your "bank" with other pupils, share with fellow teachers, or adapt for use with other pupils and subject matter. From year to year, you and your fellow teachers can use this "bank" of activities to assess your pupils' learning of the Grade 1 Mathematics content.

Monitoring Learning Needs and Providing Support

Throughout the IRI series, Grade 1 pupils are asked to demonstrate their Mathematical abilities on their worksheets— during activities, games, and through their interactions with the radio characters, other pupils, and you. By closely monitoring your pupils learning needs during these interactions and on their worksheets, you, the teacher, may identify content area where specific pupils need additional support. Based on your observations, you, the teacher, may also choose to cater your weekly review activities to provide focus on particular topics that you have found to be problematic for your class, or as a way to assist specific pupils on specific tasks. By catering the weekly review activities, you can help your pupils master a specific concept or strategy, while also continuing to monitor their learning needs. Teachers in Term 1 found it helpful to use the review activities as they are given in

some weeks, and at other times, chose to cater the activities for their pupils, allowing them to further monitor their pupils' learning needs and spend more time on topics that were difficult and required more time for the pupils.

MATHEMATICS ACTIVITIES DURING AND AFTER THE AUDIO PROGRAMMES, AND DIFFERENT STRATEGIES OF APPROACH

Throughout the Mathematics lesson, there are many opportunities, or situations, to allow the children to develop their mathematical competencies. During the Audio lesson, there is more structure to the activities as they are designed to lead pupils through a specific mathematical concept with a particular strategy, while the After-Audio portion of the lesson is less structured and presents the opportunity for pupils and teachers to apply different strategies to solve the same problem, exercise or complete a given activity. Here are some examples:

- **Counting by 1's and 10's.** This particular topic is presented in a variety of situations in the IRI Mathematics lessons. Below are two such situations that require pupils to count by 1's and/or by 10's. For each situation the possible strategies are provided as a reference for you, the teacher, as you work with your pupils during and after the Audio Programme activities.

Situation 1: Showing a group of **objects** (43) to the children. How many objects are there?

Strategy A:

- Teacher and pupils make a list of the various strategies that each of them would apply to find a solution. This gives the children an opportunity to express their individual strategies and learn about other strategies when their classmates share how they would approach the same situation. By sharing as a class, pupils have the opportunity to learn from each other, listen and speak in turn, compare their own strategy with those of their peers, and justify the decision to use one strategy over another. Pupils can learn why a strategy may or may not have worked by sharing with the class and comparing the strategies presented by other pupils. This process is important for developing mathematical thinking in children.
- To find the solution to this particular situation, pupils may enlist various strategies, including but not limited to: 1) "guessing" – estimation and verification; 2) counting by 1's; 3) counting by 10's and 1's (Ten, twenty, thirty, forty, forty-one, forty-two, forty—three); 4) counting by 10's and 1's with the help of two or three children; 5) dividing the objects into groups and choosing the same

number of children to count each group, then add the results, or 6) counting by a base other than 1's or 10's. Pupils may also present a different strategy other than those listed here.

- Once all the strategies have been presented, teacher and children can discuss the advantages of counting by tens and ones. This can help prepare pupils for the system of base 10, and the mathematical concept of "place value".

This strategy is more appropriate for the After-Audio Programme activities because it requires more time than is usually allotted during the Audio Programme.

Strategy B:

- The teacher or a child regroups the objects: Four groups of 10's and three 1's. Then ask the class to count by 10's and 1's with her/him: Ten, twenty, thirty, forty, forty-one, forty-two, forty-three.

This strategy can be applied either during or after the Audio Programme. For during the Audio Programme, the task of regrouping the objects requires time, especially if it is done by a child. In the interest of time, this task may be completed by more than one pupil or with the help of the teacher.

Situation 2: Showing a **drawing** of pencils with 4 bunches of ten pencils and three separate pencils. How many pencils are there?

Strategy:

- Children count the bunches: ten, twenty, thirty, forty; then count the separate pencils: forty-one, forty-two, forty-three.

This strategy is used during the Audio Programme as it requires a few seconds. It can also be used after the Audio Programme.

Column addition: $ab + bc$ (where $b + c$ is less than 10 and the answer is a two digit number). This topic is presented through a variety of ways in the IRI Mathematics lessons. Below are two situations that require

pupils to perform column addition. For each situation, the possible strategies are provided as a reference for you, the teacher, as you work with your pupils during and after the Audio Programme activities.

Situation 1: Find the answer to

$$\begin{array}{r} 26 \\ + 31 \\ \hline \end{array}$$

Strategy A:

$$\begin{array}{r} 26 \\ + 31 \\ \hline 57 \end{array}$$

Children add the numbers in the ones column ($6 + 1$) and write the answer under the line, in the same column. Next, children add the numbers in the tens column ($2 + 3$) and write the answer under the line in the same column. To answer the question, children read the answer or read the whole exercise (twenty-six plus thirty-one is fifty-seven).

This particular strategy is used throughout the Audio Programme.

Strategy B:

26	20 + 6
<u>+ 31</u>	<u>30 + 1</u>
57	$50 + 7 = 57$

Children write 26 as $20 + 6$, and 31 as $30 + 1$ (decomposition). Then, they add the ones and write 7 under the line in the ones column. The children then add $20 + 30$ by counting by tens or by identifying that 2 tens and 3 tens make 5 tens (50). The answer, 50, is written under the line and below the 30. To answer the question, children add fifty and seven and write the answer, 57, on the same line and after the equal sign. Then, they write 57 under the line and below the number 31.

This strategy is best for the After-Audio Programme activities.

Strategy C:

$$\begin{array}{r} 26 \\ + 31 \\ \hline \end{array}$$

Pupils can use drawings or counters to arrive at the correct answer. For example, the pupils may choose to use drawings of sticks to represent 26 and 31, and add the sticks to determine the answer. When drawing the sticks, it is important for pupils to identify the place value of each digit (the number 6 in 26 represents six ones; while the number 2 represents two tens).

26	(drawings of 2 bunches of ten sticks and 6 sticks)
+ 31	(drawings of 3 bunches of ten sticks and 1 stick)
57	(drawings of 5 bunches of ten sticks and 7 sticks)

This strategy can be applied both during and after the Audio Programme. When used after the Audio Programme, teachers will have more opportunities to discuss the place value of each digit, adding numbers in the ones column before adding numbers in the tens column, and where to write the answer for each.

The strategies described above are just some of the common ways in which this situation can be approached. You, the teacher, may have other strategies that you may want to share with the children, and similarly, the children may also discuss some of their strategies with their peers. These may include mental calculation or making an estimation of the result and then comparing their calculated answer with the estimate.

Situation 2: Mary and Joseph are a team. They are playing against another team of children. Each pupil has 50 balls. The goal is to throw the most balls into a hole in two minutes, with each pupil sitting at the same distance from the hole. During the two minutes, Mary and Joseph threw many balls, but only 31 of Mary's and 26 of Joseph's balls landed in the hole. How many balls are there in the hole?

Strategy A:

Children are invited to use drawings and discuss the word problem in pairs to arrive at the solution. By drawing pictures, pupils can visualize the situation, allowing you, the teacher, to see if the children understand the word problem. As pupils translate the word problem into drawings, you, the teacher, can help them identify the key pieces of data and focus on that information to find the correct answer.

Once pupils have identified the key pieces of data (31 and 26), they may employ a variety of strategies to calculate the answer. Some of these strategies may include mental calculation, drawing the balls and counting them, column addition, and estimation, among others.

Strategy B:

As a class, the teacher and children discuss the word problem. During the discussion, you, the teacher, guide children to identify the key information, and the process needed to arrive at the answer. Once the class agrees that adding 31 and 26 (or 26 and 31) will give them the answer, they may use a variety of strategies to add the two numbers. As a class, you may choose to arrange the numbers in such a way that they can be added using the technique of column addition.

The strategies outlined above are just some of the ways in which pupils can approach each of the learning situations and increase their understanding of the mathematical concepts at hand. Paying attention to those different ways of approaching mathematical activities during and after the Audio Programmes will give you, the teacher, a variety of strategies to use in your Mathematics classroom. You and the pupils may find that some strategies are easier, faster, simpler or richer than others. Supporting children as they recognize, understand and use different strategies will help them succeed in Grade I Mathematics and build a foundation for learning Mathematics in future years.

LESSON 53

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 calendar.**
- *Have the lyrics for the song ready.*
- **Have flash cards for 0-29 ready.**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 53
 - A pencil
 - 9 counters (for the After-Audio session)

PART 1: During the Audio Programme

Successors 1 to 30 (oral)	Rote Counting by tens from 10-100 (oral)	Addition (oral)	Counting by ones from 70 to 80 (oral)	Reading Numbers 20 to 24 (worksheet)	Writing Numbers 20 to 24 (worksheet)	Oral Addition (worksheet)	Money (worksheet)
After 27 After 12 After 23 After 20 After 19	10. 20, 30 . . . 80..90...100	10+6 10 + 8 10+9 20+1 20+5	70, 71, 72 . . .80 40, 41 42 . . . 50	21 24 23 22 21 24 23 22 21 24 23 22	20, 24, 22	10+6 10 + 9 10+7	\$1+\$5 \$10+ \$5 \$5 + \$5

Song:

The Children's Song"

Physical Activity:

"Ole Grady Says"

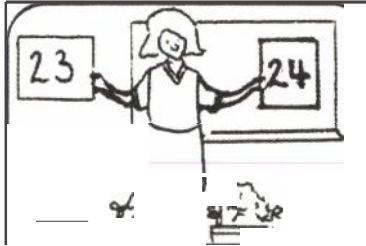
3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

Money

- Complete the money section from the audio session.

2 min

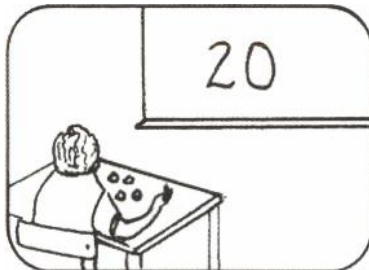


Reading Number 0 to 29 / Greater and lesser than

Use the number cards 0 to 29 and hold up the cards in random order, asking the children to **read** the number aloud. Emphasize numbers 18 to 29.

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

10 min



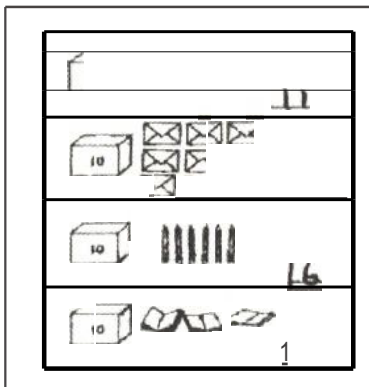
Oral Addition – Counting on from 20

Give the children 9 counters each. Tell them they are going to use the counters to add on from 20. Write **20** on the board.

Tell them the first one is 20 plus 4. Ask them to put four counters in front of them. Tell them to point to the number 20 on the board and say aloud the word 'twenty', then continue counting using the counters in front of them: 21, 22, 23, 24. **(20 plus 4 is 24)**

TEACHER: continue like this for 20+1, 20+2, 20+3...20+9.

10 min



Homework: Teacher, ask the children to turn to the second side of their worksheets and describe the objects in the boxes (10 balls, 10 envelopes, 10 pencils, 10 books) and out side the boxes. Ask them to write the total number of balls, envelopes, pencils and books on the lines as homework for tomorrow.

Lesson 53

LESSON 54

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 54
 - A pencil

2. PART 1: During the Audio Programme

Word problems (oral)	Subtraction (fingers)	Oral Addition (oral)	Reading Numbers 25 to 29 (worksheet)	Adding money (worksheet)
4 - 3	3 - 1	10 + 7	25, 26, 27, 28, 29	\$5 + \$1
1 + 6	4 - 1	20 + 4	25, 26, 27, 28, 29	\$10 + \$5
	5 - 1	20 + 5	25, 26, 27, 28, 29	\$10 + \$1
		30 + 5	25, 26, 27, 28, 29	\$1 + \$1
			25, 26, 27, 28, 29	\$5 + \$5

Song:

"Song for Number Four"

Physical Activity:

On the Farm"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

Money

Complete the money section from the audio session.

2 min

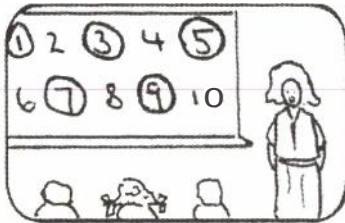
Odd and Even Numbers

Write the numbers 1-10 on the board, **circling only the odd numbers**. Ask the children what they notice about these numbers. (**All the odd numbers are circled**) Discuss how an odd number is followed by an even number, and an even number is followed by an odd number.

Ask individual children to draw dots underneath the numbers and pair them to verify that every other number is odd.

Teacher, ask the children to turn their worksheets and complete the boxes, drawing the dots that are missing (**2 dots, 4 dots, 6 dots, 8 dots, 10 dots**) and tell you the number of dots on each box. Then, ask the children what they notice about these numbers (**even numbers**). Continue in the same way with the number tracks.

13 min

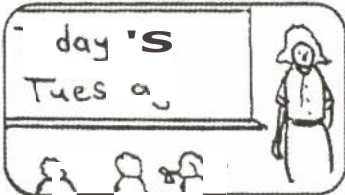


Days of the Week

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?"

5 min

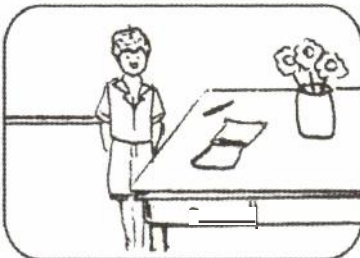


Direction and Movement

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'*)

Introduce next to. Ask a child to come and stand next to your desk. Ask another pupil to stand next to the door, ask others to stand next to different objects or people.

5 min



For the next lesson, you will need two bunches of ten straws each.

Lesson 54

LESSON 55

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 two bunches of ten straws ready.**
- Participate with the children during the Audio lesson.

• MAKE SURE THAT EACH CHILD HAS:

- Worksheet: Lesson 55
- A pencil

2. PART 1: During the Audio Programme

Addition (oral)	Days of the Week (oral)	Counting Complement of Subset (worksheet)	Writing Numbers 20 to 29 (worksheet)	Addition (oral - worksheet)	Greatest and Least 0 to 15 (worksheet)	Money – Value (worksheet)
10 + 7 10 + 6 20 + 2 10 + 9 20 + 4	"Days of the Week"	5 Vs 4 5 Vs 3 6 Vs 3 2 Vs 4	22 29 28 23	10 + 6 10 + 9 20 + 2 10 + 7	6 Vs 7 Vs 9 6 Vs 8 Vs 9 3 Vs 5 Vs 7 1 Vs 2 Vs 4	\$5 + \$1 + \$1 \$1 + \$1 + \$1 \$10 + \$5 + \$1 \$10 + \$10 + \$1

Song:

"The Spider Song"

Physical Activity:

"Ole Grady Says"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

Money

- Complete the money section from the audio session.

2 min

Writing Numbers 20 to 29

- With the children, read the numbers in the first column of the worksheet.
Focus on the numbers one through nine while reading: twenty-one, **two**, **three**...
- Show the children two bunches of ten straws. Tell them that 20 means **2 groups of 10**.
- Draw a large number two on the chalkboard and remind the children of the starting point and finishing point when writing the number 2. Review with them the correct way of writing certain digits that are oftentimes miswritten such as 3, 5, 6 and 9.
- On the worksheet, ask the children to carefully copy the number onto the line beside each number.

8 min

TEACHER: While the pupils are writing on their worksheets, walk around to work with any pupils that may need additional support.

Closed Lines and Properties of Triangles

- Ask the children to look at the second part of their worksheet. Ask what they see. (**open shapes**) Ask them to use their finger to trace the shape. Talk about how their finger has to stop where the line stops.
 - Tell the children that you want them to use their pencil and ruler to draw **one** straight line to close the shape.
 - Ask the children what shape they have made (**triangle**)
 - Discuss the properties of triangles: *A closed shape with 3 straight sides, and three points*
- TEACHER:** Walk around and support any children that need help.
- If there is extra time ask the children to colour in the triangles to ensure that they are closed shapes.

10 min

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 40 objects (or counters) and a box of counters.

Lesson 55

LESSON 56

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 MI calendar.**
- *Have the lyrics for the song ready.*
- **Have 40 objects (or counters) and a box of counters.**
- Participate with the children during the Audio lesson.

• MAKE SURE THAT EACH CHILD HAS:

- Worksheet: Lesson 56
- A pencil
- Counters (for the After-Audio session)

2. PART 1: During the Audio Programme

Greater and Less (oral)	Addition (oral)	Subtraction (with fingers)	Greatest and Least 10 to 19 (worksheet)	Test (worksheet)	Writing Numbers 10 to 29 (dictation/ worksheet)	Reading Numbers 0 to 29 (worksheet)
14 vs 15 17 vs 10 10 vs 15 9 vs 19 13 vs 8	14+1 12+1 17+1 19+1 11+1	3 - 2 4 - 1 5 - 3 4 - 2	10 vs 12 vs 13 14 vs 11 vs 16 17 vs 19 vs 13 13 vs 15 vs 11	Various questions	10 21 25 16 29	10 12 13 15 13 16 22 28 25 24 26 29 25 29 5

Song:

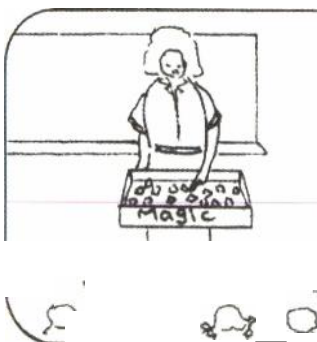
"Let's Make Music"

Physical Activity:

"Ole Grady Says"

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Oral Addition

10 min

- Give each child any number of counters, varying from 1 to 9 counters per child. Have 20 counters for yourself and a box. Tell the children this is the "Magic Box". Put the twenty objects that you have into the Magic Box one by one. As you put them in, ask the children to count them aloud. Ask "How many counters are in the Magic Box? (20) Write 20 on the front of the box or the chalkboard. Ask a child to come out to add his counters to the Magic Box as the children count them aloud.
- Ask the class how many counters were in the box after the teacher put his/her counters in? (20) How many did the pupil add? (5)
Twenty and five is twenty-five. Talk about how you say twenty and then the number added. REPEAT THIS WITH OTHER CHILDREN AND DIFFERENT AMOUNTS OF COUNTERS ($20 + 4$; $20 + 9$; $20 + 7$; $20 + 6$)



Counting 1 to 40 and Estimation

10 min

Show the children 40 objects (bottle caps/corks) in a jar or box, without telling them how many there are. Ask them to think on 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 two children to come out and organize the counters in groups of tens. Then point to each group of ten counters (objects) at a time as the children count them by ten's, aloud. Ask them "How close were you?", "were you nearly right?"

Ask the children to close their eyes – change the number of caps (10)

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

Continue with other amounts below 40 (30, 20).

Lesson 56

REVIEW: WEEK 14

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 week.

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

The children's understanding of days of the week

Their understanding of vocabulary related to Movement and Direction

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.

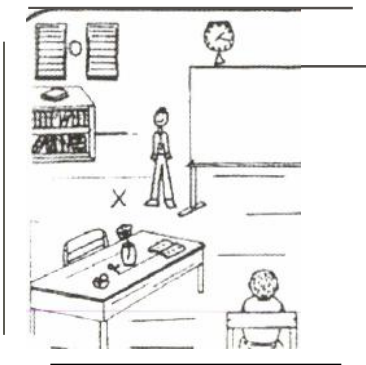
Materials needed for this lesson:

Children:

Worksheet for "Week Fourteen"
A pencil

Review activities







TEACHER: Facilitate the following activities



Direction and Movement

- On their worksheets, ask the children to look at the scene of the classroom. As a class, discuss the scene and the objects that the pupils see. Ask the children to follow these instructions:
 Draw a cross **above** the teacher's table.
 Draw a circle **between** the two windows.
 Draw a triangle **below** the clock.
 Draw a pencil **on** the teacher's table.
 Draw yourself **next to** the chalkboard.

10 min

SUNDAY		
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		

Days of the Week

- Ask the children to turn over their worksheet. Tell them that the days of the week are written down one side, and next to each day there is a picture of a house and a school.
 - Tell the children you are going to say a day of the week and they are going to circle the school if it is a school day or the house if it is the weekend and not a school day.
 - Read the days aloud, in order, to the children.
- Ask questions about the different things the pupils do on different days of the week, for example:

Which day do you go to church?

Do you go to the market on Saturday's with a parent?

If you have music one day at school – which day is that?

In the third box (column) tell them to draw a picture of something they do on each day.

15 min

Review 14

LESSON 57

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 'RI calendar.**
- *Have the lyrics for the song ready.*
- Participate with the children during the Audio lesson.

• MAKE SURE THAT EACH CHILD HAS:

- Worksheet: Lesson 57
- 5 counters
- A pencil

2. PART 1: During the Audio Programme

Rote Counting by Tens, up to 100	Addition (oral)	Subtraction (with fingers)	Reading Numbers 0 to 29 (worksheet)	Writing Numbers 10 to 29 (worksheet)	Greatest and Least 0 to 19 (worksheet)
10.20, 30 . . . 100	10+4 10+8 20+6 20+3	4 - 3 2 - 1 3 - 2 5 - 4	1 2 3 4 5 25 26 27 28 29 10 11 12 13 14 25 26 27 28 29 10 11 12 13 14	21 17 24 19	4 Vs 6 Vs 8 0 Vs 5 Vs 7 8 Vs 7 Vs 10 15 Vs 18 Vs 19

➤ **Physical Activity:** "Actions Game"

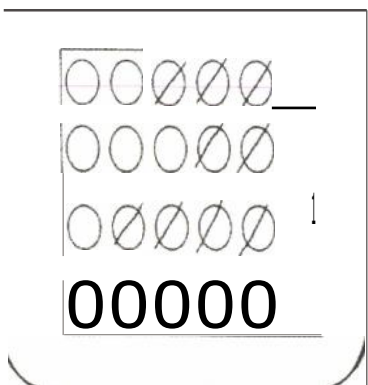
3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

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

Counting by 10's to 100

- to find the number 10. Ask them to look at the numbers below 10 and read them aloud (**20, 30, 40...100**). Make sure that the children are clear on 60 to 100. Ask different groups of children to count in 10's; the girls. then the boys, one side of the room, then the other.

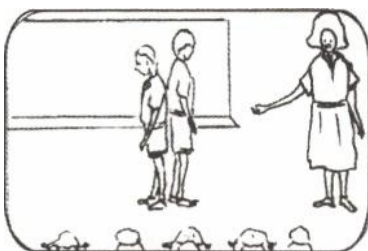


Subtraction with Counters (number bonds to 5)

10 min

- Ask the children to look at the row of circles on the bottom of their worksheet. Ask them to count how many circles are in the first row, below the hundred square (**5**). Tell them that they are going to take-away different amounts from each row.
- "From the first row cross out 3." Ask them how many are left (**2**). "Five take-away 3 is 2."
- "From the next row cross out 2." Ask them how many are left (**3**). "Five take-away 2 is 3."
- "From the next row cross out 4." Ask them how many are left (**1**). "Five take-away 4 is 1."
- "From the last row cross out 1." Ask them how many are left (**4**). "Five take-away 1 is 4."
- TEACHER:** Repeat the same exercises with COUNTERS. Give each child 5 counters.

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



Comparison of Two Heights

10 min

Ask two children to come to the front of the class. (Choose pupils of different heights). Ask them to stand back to back. Ask the class to describe the two pupils, relative to each other.

TEACHER: As the pupils describe the two children at the front of the class, ask them to use terms such as **tall, short, taller, shorter**. Explain that these words are used to describe **height** and that height is similar to length. Unlike length, height is measured from the ground up, while length is measured along the ground (horizontally). Ask other children to come out and compare their heights.

For the next lesson you will need different sizes and kinds of triangles cut out of paper, and 30 objects/counters.

Lesson 57

LESSON 58

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 a range of TRIANGLES for each group of children ready.**
- **Have 30 objects/counters ready.**
- Participate with the children during the Audio lesson.

• MAKE SURE THAT EACH CHILD HAS:

- Worksheet: Lesson 58
- A pencil

2. PART 1: During the Audio Programme

Addition (oral)	Greater and Less (oral)	Addition (oral)	Readiness for Fractions (worksheet)	Reading Numbers 0 to 29 (worksheet)	Successors 1 to 28 (worksheet)	Greatest and Least 20 to 29 (worksheet)
17 + 1 19 + 1 10 + 1 12 + 1 15 + 1	10 Vs 20 11 Vs 10 20 Vs 14 17 Vs 7 9 Vs 12	9 + 1 24 + 1 17 + 1 35 + 1 20 + 1	Half $\frac{1}{2}$ Two parts Three parts	3 6 8 0 3 7 20 24 27 11 15 18 23 26 29	After 15 After 7 After 8 After 14 After 28	20 vs. 23 vs 25 21 vs. 26 vs. 27 27 vs. 28 vs. 29 20 vs. 23 vs. 26 22 vs. 23 vs. 25

Song:

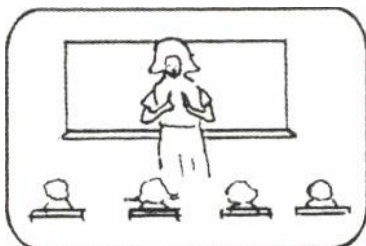
"Fun with Numbers"

Physical Activity:

"Pulling on the Twine"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Counting in 10's to 100

Tell the children you are going to clap and show TEN FINGERS. Tell the pupils that with every clap and ten fingers you want them to count to 100 in 10's. (**Ten, twenty, thirty, forty,hundred**)

Ask the girls to count while the boys gently clap and show ten fingers and vice versa.

5 min

Vocabulary to Describe Triangles (using the paper triangles)

Note: This can be done in small groups

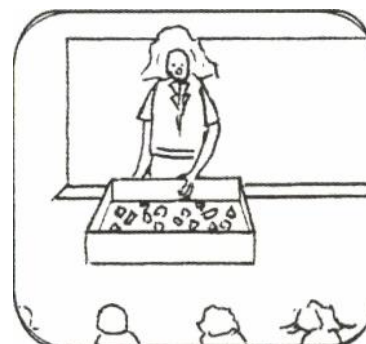
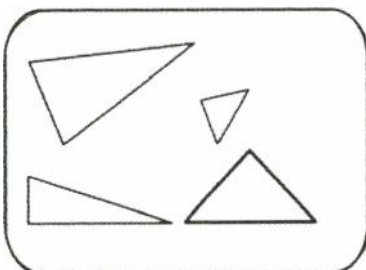
Have different triangles for the children to hold. In GROUPS, ask the children to look at and touch all the different types of triangles and identify what they all have in common (**all have: three sides, straight sides, three corners / points and are closed shapes**)

- Now ask them to see how they are different from each other (**all are: different sizes, turned different ways, some sides different lengths**)

Discuss with the pupils, that even though they are all different, all of them are still triangles

TEACHER: Ask the children to draw and paint some triangles on the second side of their worksheet as a homework.

10 min



Counting 1 to 30 and Estimation

- Show the children 30 objects (bottle caps/corks) in a glass jar or box, without telling them how many there are.
- Ask them, "*How many corks (or bottle caps) do you THINK are in this jar?*" "*Are there more than 5?*", "*More than 40?*", "*How can we check?*"
- Ask one child to come out and pick up one cork (or bottle cap) at a time so that all the children can count them, aloud.
Ask them "*How close were you*", "*Were you nearly right?*"
Ask the children to close their eyes – change the number of caps (**less10**)
- "*Do you think there are more than before /less than before?*" Continue with other amounts.

5 min

* Please read the review for Friday- you will need to prepare for this in advance.

Lesson 58

LESSON 59

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:**

- 5 counters for after the Audio Programme

2. PART 1: During the Audio Programme

Greater and Less (oral)	Addition (oral)	Counting Sounds (oral)	Greater and Least 10 to 19 (oral)	Successors 1 to 98 (oral)	Subtraction (with fingers)	Greater or Least 20 to 29 (oral)
12 Vs 10 16 Vs 20 9 Vs 7 20 Vs 19 11 Vs 18	12+1 19+1 15+ 1 13+1 19+1	5 7 4 6 5	10 Vs 11 13 Vs 12 13 Vs 14 15 Vs 16 19 Vs 18 14 Vs. 15	After 24 After 37 After 52 After 45 After 61	2 - 1 3 - 1 4 - 3 3 - 2 4 - 2	20 Vs 21 25 Vs 26 24 Vs 23 28 Vs 27 28 Vs 29

Song:

Song for Number Four"

Physical Activity:

"Ole Grady Says"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

Checking the Homework:

Take a few minutes to check the pupil's homework (drawings of triangles).



Counting in 10's to 100

Ask different children to count by 10's, from 10 to 30, (**Ten, twenty, thirty**) then from 30-60, 60-80, and 80-100.

On reaching 100 you could ask another child to count from 40-70, 20-60....

5 min



Reading Numbers 0 to 29

- Ask a child to come out to the front of the class, Teacher, whisper the number 27 to the child and ask the pupil to write that number on the chalkboard.

TEACHER: support the child to ensure the number is written correctly.

Ask the rest of the class to read that number aloud.

Ask another child to come out, and whisper to him (or her) a number between **0 and 29**.

Repeat the activity above.

10 min



Oral Subtraction

Give each child five counters. Ask them to put them in a row and count them.

Ask them to take away 3 from the row and tell you how many are left (2).

Ask them to put all five together again.

- CONTINUE LIKE THIS, taking away 1, taking away 4, and taking away 2.

EXTRA TIME: Collect one counter from each child and repeat the activity above, starting with 4 counters.

5 min

Lesson 59

LESSON 60

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 60
 - A pencil

2. PART 1: During the Audio Programme

Greater - Less 20 to 29 (oral)	Counting Sounds (oral)	Oral Addition (worksheet)	Readiness for Fractions (worksheet)	Subtraction (worksheet)	Greatest and Least 0 to 29 (worksheet)
15 Vs 20 30 Vs 20 29 Vs 30 19 Vs 20	6 7 5	18 + 1 24 + 1 35 + 1 11 + 1	Equal parts	6 - 2 2 - 1 3 - 2 4 - 2	0 vs. 5 vs. 7 10 vs. 15 vs. 20 11 vs. 13 vs. 15 23 vs. 28 vs. 27

Song:

"March of Numbers"

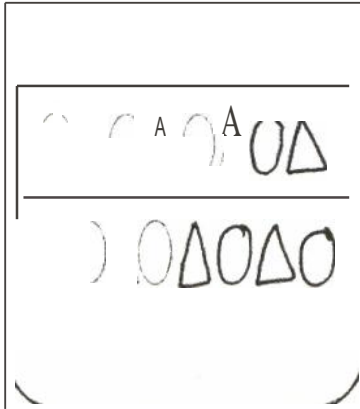
Physical Activity:

"Let's Make Music"

"FUN WITH NUMBERS"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Patterns

Ask the children to look at the shapes on the after audio worksheet.

Ask them to name the two shapes (a **triangle and a circle**)

Talk about the first shape – "What shape is it?", "What is the second shape?", "The next shape?" and so on.

Say with the children "*circle, triangle, circle, triangle, circle, triangle*"

Tell them this is a **pattern**.

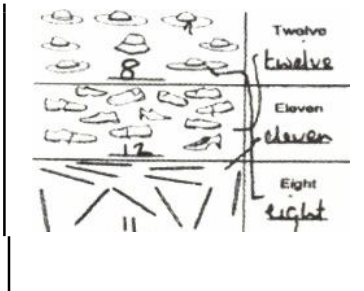
- Ask the children what they think will come next in this pattern? (**a circle**)
And after the circle?" (a triangle)

Ask the children draw the circle and triangle that will follow this pattern.

- Complete the next pattern with the children in the same way.
- Ask the children to take two different colours and colour the pattern.

TEACHER: Walk around the room and ask the children to describe their colour patterns to you. Be sure to check if the children are colouring the triangles one colour and the circles another.

10 min



Number Words

Ask the children to look at the pictures on their worksheet. Ask them to count the number of pictures in each box and write the number on the line.

Ask them to look at the number words in the next boxes and read these aloud.

Ask them to carefully copy the word onto the line below.

Ask them to match the number to the number word with a line.

10 min

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

Lesson 60

REVIEW: WEEK 15

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 week.

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

— For the class to identify and review those topics that they are weak in

Teacher: Using your assessments of the children's worksheets over the past few weeks and your observations, notes and/or grades of each child's performance during the **IRI** Mathematics lesson, identify, for each child, any topics covered in the preceding lessons that they may be weak in. Assign the children tasks to reinforce any areas or topics (reading numbers, writing, patterns, etc.) to improve their mathematical skills in the selected area.

You may ask them to work as a whole class or you may divide them into groups based on their academic ability. If the pupils are working in groups, you may ask each group to focus on a different area or topic of Mathematics.

Materials you may need for this lesson:

- | | |
|------------------|--|
| Teacher: | - Your class assessments and any review activities you prepared for each pupil according to their learning needs |
| Children: | - Exercise books or materials according to the areas or topics you identified. |

***For the next lesson you will need straws OR sticks which the children will be asked to group in tens.**

Review 15

LESSON 61

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 MI calendar.**
 - *Have the lyrics for the song ready.*
 - **Have sticks or straws for the children to bunch together.**
 - Participate with the children during the Audio lesson.
- **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 61
 - A pencil

2. PART 1: During the Audio Programme

Rote Counting (oral)	Addition (oral)	Readiness for Fractions (worksheet)	Test (worksheet)	Reading Numbers (worksheet)		
10, 20, 30 . . . 100	10 + 2 20 + 4 30 + 1 40 + 3 10+5	Equal parts" Two and three parts	Various questions	30	40	50
				30	40	50
				30	<u>40</u>	50
				30	40	50
				30	40	50

Song:

"The March of Numbers"

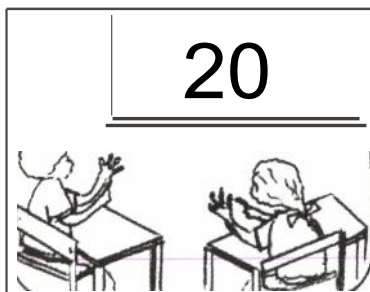
➤ Physical Activity:

"Physical Exercise"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Oral Addition – Counting on From 20

- Tell the children they are going to add on from 20. Write **20** on the board. Tell them the first exercise is 20 plus 4. Ask them to hold up four fingers. Then tell them to point to the 20 on the board and say "twenty", and then count on their fingers: 21, 22, 23 24. End this exercise saying **20 plus 4 is 24.**

10 min

TEACHER: Repeat this activity for 20+5, 20+2.

Change the number on the board to **30**. Ask the children to count on from thirty using their fingers in the same way as before, (30+1 30+2 30+3 30+4 and 30+5).



Counting Objects, Grouped by 10

15 min

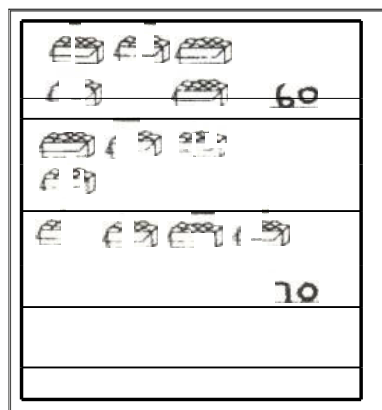
Give out handful of straws or sticks and ties. Ask the children to work in pairs to bunch the straws into groups of 10. **(be sure they are tying groups of 10)**

TEACHER: Walk around and support any children that may need help.

When the children have finished, walk around the classroom and collect the bunches, asking the children to count aloud in 10's as you pick up a bunch and show them.

(Ten, twenty, thirty,)

- Ask the children to look at the second side of their worksheet and count the boxes of ten oranges **(Ten, twenty, ...)**. Ask them to write the number on the line.



Lesson 61

LESSON 62

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 62
 - A pencil

2. PART 1: During the Audio Programme

Subtraction (oral)	Addition (oral)	Reading Numbers (worksheet)	Writing Numbers (worksheet)	Subtraction (oral - worksheet)	Reading Numbers (worksheet)
4 - 3	20 + 6	30 40 50	30 50 40 50	2 - 1	60 70 80 90
2 - 1	10 + 3	30 40 50		4 - 3	60 70 80 90
5 - 4	30 + 8	30 40 50		5 - 4	60 70 80 90
3 - 2	40 + 5	30 40 50		3 - 2	60 70 80 90
4 - 3	20 = 2				

Song:

"The Song for Number Four"

Physical Activity:

"Ole Grady Says"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Comparison of Lengths

Ask the children to work in groups. In their groups, ask them to see who has the **longest** pencil in the group. Allow them some time to talk and decide how to measure the pencils.

TEACHER: IF THE PUPILS AREN'T MEASURING THEIR PENCILS SIDE BY SIDE, THEN ENCOURAGE THEM TO DO SO.

Ask each group to say how they measured and compared their pencils, and whose pencil they identified as the **longest** in the group.

Ask the child with the longest pencil from each group to come out and compare them side by side to find who has the **longest** pencil in the class.

15 min

$$\begin{array}{r}
 3 \\
 2 \\
 5 \\
 \hline
 0 \\
 4 \\
 2 \\
 \hline
 9 \\
 + \\
 0 \\
 0
 \end{array}$$

Column Addition

- Ask the children to look at their worksheet, and tell them that they will now complete the column addition using their fingers to find the answers.
- Ask them to look at the first exercise and read three plus two. Ask the children to hold up 3 fingers on one hand and 2 fingers on the other hand. Ask them to count all the fingers they are holding up (5). Ask them to write that number under the line.

If there is time complete the remaining exercises – or ask the children to complete them for **homework**.

5 min

Lesson 62

LESSON 63

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 sticks or straws to bunch together for the after audio programme activities.**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 63
 - A pencil

2.

PART 1: During the Audio Programme

Rote Counting by 10s up to 100s (oral)	Oral Subtraction (oral)	Oral Addition (oral)	Oral Subtraction (worksheet)	Reading Numbers (worksheet)	Oral Addition (worksheet)
10, 20, 30 . . . 100	5 - 4 5 - 2 5 - 3 5 - 1	6 + 4 5 + 6 4 + 7 5 + 5 8 + 3	4 - 2 3 - 1 5 - 2 5 - 3 4 - 3	70 60 80 90 70 80 60 90 70 60 80 90 60 80 70 90	12 + 1 24 + 1 37 + 1 28 + 1 45 + 1

Song:

"The March of Numbers"

Physical Activity:

"Shake your Body Rap"

3.

TEACHER: Facilitate the following activities

Homework

- If homework was given please check each individual pupil's homework.

2 min

Writing Numbers

Write the number 60 on the chalkboard. Ask the children what the 6 represents. Tell them it is **6 groups of ten**. Point to the zero and explain to the children that it means there aren't any ones. **Zero ones**.

TEACHER: You can also demonstrate this to the pupils using 60 sticks or straws in 6 groups of tens..

Talk to the children about how we write **60** – with a **6** and a **0**. Remind them where to start when writing either of those numbers. Ask the children to write the number in the air with you. Repeat this for **70**, **80** and **90**.

Ask the children to look at the Hundred square on their worksheet. Ask them if they notice anything different – **(some numbers are missing- 60, 70, 80, and 90)**.

Ask the pupils to list the numbers that are missing. Ask them "How did they know that these numbers were missing?", "Did they look at the number that comes before the missing number?", "Did they look at the number that is above the missing number?"

- Ask them to carefully fill in the missing numbers by copying them from the board.

Patterns

- Ask the children to look at the triangles at the bottom of their worksheet.

With the class, talk about the first row of drawings on the worksheets, and ask the children if they can see any other shapes, besides the triangles. **(a circle on the triangle)**

Ask the children if they think there needs to be a circle on another triangle? Say the pattern with the children- circle, no circle, circle, no circle.... Ask them "What should come next?"

- Complete the next row in the same way: Say the pattern (**coloured, not coloured**). With the last row ask the children to make their own pattern by either drawing shapes or by using colour – tell them you are going to ask them to describe their pattern.

TEACHER: Walk around the room asking the children to talk to you about their pattern. REMEMBER – it is their pattern, do not tell them it is wrong.

Ask some children to stand up and describe their pattern to the class.

10 min

10 min

Lesson 63

LESSON 64

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 !RI calendar.**
- *Have the lyrics for the song ready.*
- Participate with the children during the Audio lesson.

• MAKE SURE THAT EACH CHILD HAS:

- 5 counters (for After-Audio Programme)
- Worksheet: Lesson 64 (for After Audio Programme)
- A pencil

2. PART 1: During the Audio Programme

Oral Subtraction (with fingers)	Rote Counting by tens (oral)	Oral Addition (oral)	Oral Subtraction (with fingers)	Successors 1 to 98 (oral)	Addition (oral)	Addition (oral)	Greater or Less (oral)
3 - 1 2 - 1 4 - 1 5 - 1	10. 20, 30 . . . 100 10. 20, 30 . . . 100	19 + 1 49 + 1 39 + 1 59 + 1	5 - 3 4 - 2 3 - 2 4 - 3	After 11 After 81 After 58 After 13 After 2	9 + 1 6 + 1 7 + 4 4 + 6 3 + 7	20 + 1 21 + 1 22 + 1 23 + 1 24 + 1 25 + 1 26 + 1 27 + 1 28 + 1 29 + 1	20 Vs 21 21 Vs 19 27 Vs 20 29 Vs 19 20 Vs 30

➤ Song:

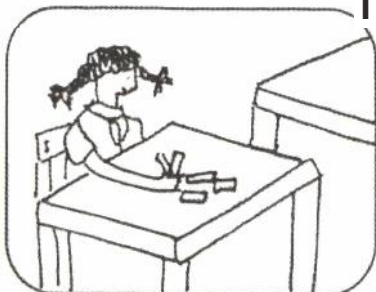
"The Magic Number is Two"

• Entertainment:

"Riddle"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Oral Subtraction

Give each child five counters. Ask them to put the counters in a row and count them.

5 min

- Tell them they are going to take away 2/ **(five take away 2)**
Ask them to take 2 counters away from the row and tell you how many are left. **(3)**
- Continue with the following exercises: 5 take away 4, 5 take away 3, 5 take away 1.

Statistics

Ask the children to look at their after audio worksheet. Tell them that the picture they see is called a graph. This particular graph tells us about the favourite subject of a group of children at a different school.

15 min

Explain that there are two **columns** on the graph. The first column says "Mathematics" under it and the second column says "English". **TEACHER:** Draw two columns on the board and provide additional explanation to the children, if needed, so that they understand what the term '**columns**' means.

Looking at the worksheet, tell the children that each block 1 brick in the first column is 'one child who likes Mathematics. Ask them to count how many children like Mathematics **(5)**. Next, ask them to count how many children like English. **(4)** Ask "how many more children like Mathematics than English?" Talk about how they can answer this question – either by completing the subtraction 5— 4 or by looking at the blocks and counting how many extra blocks are in the Mathematics column than in the English column.

- Ask, "How many children, **altogether**, were asked to tell about their favourite subject?" **(9)** Explain how the children need to count all the blocks to answer this question.
Read each question again to the children and ask them to write the answer on the line.

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 80 sticks or straws for the pupils to count by tens.**

Lesson 64

REVIEW: WEEK 16

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 week.

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

The children's understanding of triangles
--Their ability to count by ten's

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.

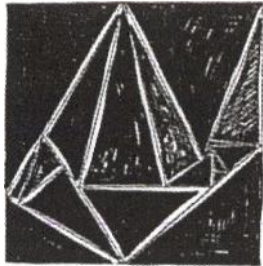
Materials needed for this lesson:

Children:

- Worksheets for "Review Sixteen"
- Pencils
- Sticks/straws (counters) to bunch together

Review activities

TEACHER: Facilitate the following activities



Triangles

Ask the **children** to look at their worksheet. There is a large shape with many shapes inside.

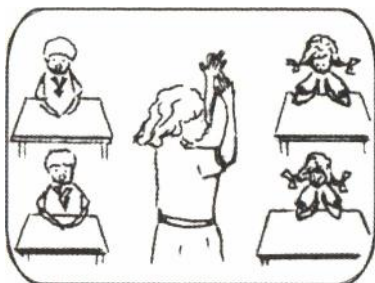
Ask the children if they can name any of the shapes (**triangle**).

Tell them there are a lot of triangles in there. They must carefully look for triangles and colour them in.

TEACHER: Remind them of the properties of a triangle if necessary.
There are some triangles inside triangles – you do not need to show these to the children, but discuss it if they mention it.

15 min

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



Counting in 10's to 100

Tell the children you are going to clap and to every clap you want them to count to 100 in **10's**. (**Ten, twenty, thirty, forty,hundred**)

Then ask the girls to count while the boys gently clap and then vice versa.

Repeat by dividing the class in two sides, with one side clapping and the other side counting, and then vice versa.

Show them a bunch of sticks or straws (**80**) and tell them that we have to count these sticks/straws by 10's. How will we do this? Allow the children to explain and show how to count them.

10 min

Review 16

LESSON 65

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 65
- A pencil

2. PART 1: During the Audio Programme

Readiness for Fractions (worksheet)	Oral Subtraction (worksheet)	Oral Addition (worksheet)	Reading Numbers (worksheet)	Oral Addition (worksheet)	Greater or Less (worksheet)	Successors 1 to 28 (worksheet)
Halve Third 1/2 1/3	3 - 2 4 - 3 5 - 3 5 - 2 4 - 2	29 + 1 49 + 1 19 + 1 39 + 1	30 40 50 30 40 50 10 20 30 60 70 80 70 80 90	9 + 2 7 + 3 1 + 9 3 + 8 5 + 5	29 Vs 30 15 Vs 25 30 Vs 19 21 Vs 29	After 13 After 27 After 25 After 24 After 15

Song:

"The March of Numbers"

Physical Activity:

"If You're Happy and You Know It"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

20	40	50	10	90	70	60	30	80
10	40	60	10	80	90			

7	8	9	10
13	14	8	9
19	20	16	17

$$\begin{array}{r} 3 \\ +4 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 0 \\ +5 \\ \hline 2 \end{array}$$

Successors 1 to 28

Complete the section on successors from the Audio Programme.

Reading and Writing numbers

- Ask the children to look at the first box on their worksheet. Ask them to read the numbers along the top.

Talk about these numbers – all tens (**10, 20, 30...**) and all end in zero.

- Ask the children to find the number **10** and point to it with their finger, then find the number 20, 30 ...90.

Tell the children they are to write the numbers in order underneath.

TEACHER: Work with the children who need help to find the number 10, and to point to it and copy. Ask what is the next one? (**20**). Continue to 90 while helping pupils who may need it..

Successors

Ask the children to look at the next box with numbers followed by a line.

Ask them to read the first number (**7**). Ask "*What number comes after seven?*" (**8**)

Then **explain that 7 plus 1 is 8**. Tell them that the number that '**comes after**' is the **same number as the number you get when adding 1**.

Ask the children to 'add one to each of the numbers and write the answer on the line next to the number. Ask them if they recognize it is the same as the number that comes after.

TEACHER: Walk around and provide additional help to pupils who may need it.

Pay special attention to the answers to 9 and 19 (**the number after 9 is 10 and the number after 19 is 20**)

Column Addition (Homework)

- Ask the children to look at the last box on their worksheet. Tell them that those addition exercises are to be completed for **homework**.
- Tell the children they can draw circles next to each number and count them if they need to. If there is time complete the first one together as a class by drawing 3 circles and then 4 circles, then counting them to find the total and write the answer. Tell them this will be marked in the next class.

2 min

8 min

8 min

2 min

Lesson 65

LESSON 66

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 66
 - A pencil

2. PART 1: During the Audio Programme

Counting by 10's up to 100's (oral)	Subtraction (oral)	Addition (oral)	Reading Numbers 10, 20, ... 90 (worksheet)	Readiness for Fractions (worksheet)	Test (worksheet)
10, 20, 30 ... 100	2 - 1 3 - 1 4 - 1 5 - 1 6 - 1 7 - 1	2 + 2 1 + 3 1 + 1 2 + 2 1 + 2	10 20 30 40 50 60 70 80 50 60 70 80 10 20 30 40 50 60 70 80	1/2 1/3	Various questions

Song:

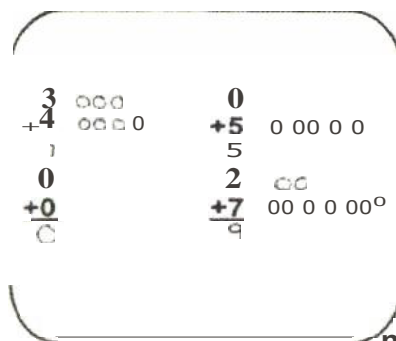
"Fun with Numbers"

Physical Activity:

"Physical Activity"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

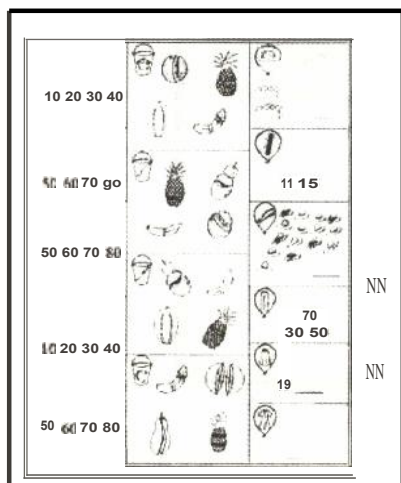


Column Addition

5 min

Ask the children to look at their worksheet from yesterday. Ask them to swap their sheet with a partner and get ready to mark the homework from yesterday. Write the first exercise on the board and ask how many circles there should be beside each number and what the total should be below the line. Continue checking the remaining exercises in the same way. Ask the children to mark or star their friends work.

Check the worksheets to see the children's progress and give special attention to those who need it. Be sure to keep a record of worksheet 66 to monitor each child's progress and learning needs.



Length – Objects Used for Measuring (not standard units)

20 min

Tell the children you need to know how long one of the borders of their worksheets is. Ask them to identify which objects may be used to measure the length of their worksheet. If they only suggest using a ruler, ask them what they could use if there were no rulers in the room.

Encourage the children to think of other objects such as their pencils, erasers, sticks, piece of string, matchsticks... as tools to measure.

- Ask the children to work in pairs to measure their worksheets, with some pupils using pencils while others use string, erasers, etc.

Ask the children to share with the class how long they measured their worksheet to be, using whichever unit (non standard unit) they chose to measure. Encourage them to say "8 matchsticks long" or "5 erasers long" or "4 pencils long", etc. when sharing the length of the border of their worksheet.

Discuss anything that they notice, i.e. that the number of erasers differs in different groups, etc. **TEACHER:** Allow the children to lead the discussion.

*** Please read tomorrow's lesson – you may need to collect items to play the "shopping game"**

Lesson 66

LESSON 67

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 IR! calendar.**
- *Have the lyrics for the song ready.*
- **Have items ready for the "Shopping Game"**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 67 for the After-Audio Programme
 - A pencil

2. PART 1: During the Audio Programme

Addition (oral)	Successor (oral)	Addition (oral)	Subtraction (oral)	Addition (oral)
5 + 5 6 + 5 7 + 5 6 + 4 6 + 6	After 19 After 29 After 39 After 49 After 59 After 69	19 + 29 + 1 39 + 1 49 + 1 59 + 1	5 - 1 3 - 1 7 - 1 9 - 1 16 - 1	15 + 1 19 + 1 29 + 1

Song: The March of Numbers"
Physical Activity: "Ole Grady Says"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

20 min

Money – Shopping Day or Getting Ready For It

Tell the children's you are going to set up 'shops' around the classroom. Have articles for them to sell (fruit, sweets, books pencils, crayons, straws, toys etc.)

With the children make price labels for each of the articles below \$20, such as:

Piece of fruit - \$10

Book - \$15

Pencil - \$5

Distribute some coins and \$20 notes between the children so they may use them to buy items or give change. If you do not have money, the children can use the paper coins and notes from their worksheet (cut them out for the pupils to use).

Discuss with the children how to set up the stalls. Discuss how the buyers will need to ask the price of a specific item they wish to buy, and that the sellers will have to count their money and give change if they need to.

TEACHER: If there is time, let the children play the "Shopping Game", so that they may become familiar with how the game is played. At the end, collect the money, labels, and items for sale so that the pupils can play this game again on another day.



* For tomorrow's lesson you will need rectangular pieces of paper, 50 sticks/straws and 5 ties.

Lesson 67

LESSON 68

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 rectangular pieces of paper ready (for after audio programme)**
- **Have a selection of geometric shapes ready (paper shapes – including circles, triangles, rectangles, etc, for After-Audio Programme).**
- **Have 50 straws / sticks and 5 ties ready.**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 68
 - A pencil

2. PART 1: During the Audio Programme

Subtraction (oral)	Counting With Sounds (oral)	Fractions (worksheet)	Writing Numbers 10, 20...90 (worksheet)	Addition (worksheet)	Counting Picture Groups of 10's (worksheet)	Adding with Coins and Bills (worksheet)
8 -1 5 -1 9 -1 4 -1	10 14 8	1/2 1/3	20 90 50	6 + 6 5 + 7 8 + 2 3 + 7	10 30 20 40	\$10 and \$10 \$5 and \$1 \$5 and \$10 \$1 and \$10

Song:
Physical Activity

"Let's Make Music"
"Shake your Body Rap"

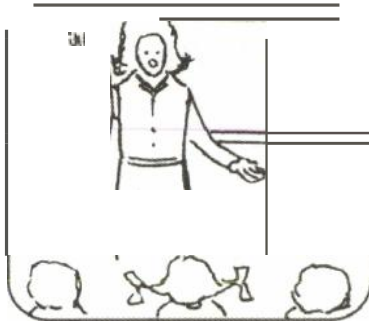
3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

Money

Complete the money section from the audio session

2 min



Readiness for Fractions

Hold up a rectangular piece of paper to the class, cut it into two pieces (make one piece noticeably larger than the other). Show the children the two pieces. Take another piece of paper and fold it carefully in half and cut down the middle (make two equal pieces). Show the two equal pieces to the children, telling them that the rectangle is now in two **equal** parts. Put one half on top of the other so they can see they are **equal**. Show the children the first pieces (unequal pieces) and explain how they are **not equal**. Show them the second pieces (equal pieces) and explain that when we divide something into two **equal parts** we say that we divided it in **half**.

10 min

- Pass out paper shapes to the children and ask them to carefully fold them in such a way that the shapes are divided in **half**, or two **equal** parts. If you have scissors cut the shapes along the fold, cutting them in **half**. Check the parts are equal by placing one half on the other half. (The piece on the bottom should not be visible).



Counting Objects Grouped by 10's

- Put fifty straws or sticks on the table and five ties. Ask a child to come out and count, out loud, ten straws from the table and tie them in a bunch using 1 tie.
TEACHER: help them tie the bunch, if needed.
The child can then hold the bunch up for the class to see, telling them there are **ten** in the bunch.
- Have four more children come out and do the same. At the end, all the straws/sticks have been tied in bunches of ten. Ask the class to count the bunches, aloud, by 10's (**ten, twenty, thirty, forty, fifty**)
- To reinforce, ask the children questions about the bunches, such as:
"How many sticks are in one bunch?"
"How many in two bunches?" ...in three bunches?"... in four bunches?", etc.

10 min

Lesson 68

REVIEW: WEEK 171

Teacher:

Today there will not be a radio/CD Mathematics lesson.

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

- The children's understanding of Money – the purpose of money and how it is used to buy and sell
- The children's understanding of days of the week

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 this lesson:

Children:

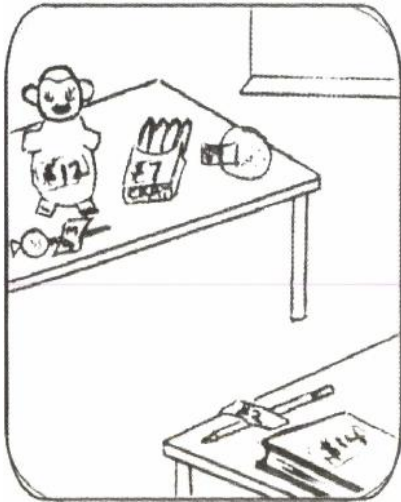
- Paper money used in Lesson 67
- Pencils

Teacher:

- Song sheet (Days of the Week)
- A calendar
- The "shops" set up and labels prepared in Lesson 67

Review activities

TEACHER: Facilitate the following activities



Money – Shopping Day

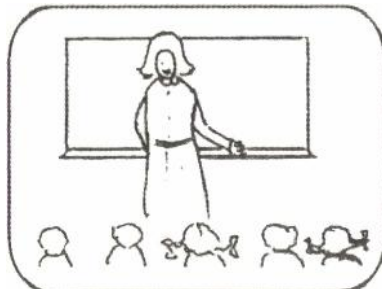
15 min

Using the labels created in Lesson 67 and tables as stalls, set up the 'shops' as you did before around the classroom. Have the articles to sell ready at the stalls (fruit, sweets, books pencils, crayons, straws, toys etc.)

Divide the children into two groups: one group of sellers and one group of buyers. Distribute coins and \$20 notes amongst both groups of children so they may use them to buy and sell items. You may also use the "money" from the worksheet that were cut out in Lesson 67.

Once the stalls have been set up and the children are attending to their stalls, tell the "buyers" that when they want to buy an item they must **ask the price** of that item. Tell the "sellers" that when they sell an item, they must count the money given, and return any change to the buyer if needed. .

TEACHER: let the children play the game for 15 minutes. Supervise them as you walk around. At the end, collect the money, labels and items for sale to use another day.



Days of the Week

5 min

- Tell the children you are going to review the song "Days of the Week "

Ask them questions about the song:

"What do you remember about the song?"

"Who sings the song?"

Read the lyrics of the song to them so that they are clear on all the words.

Ask them to sing the song with you. Repeat.

TEACHER: You can also review the days of the week using the calendar. Show the children the calendar, and ask them to point to one of the days of the week, and list the things they like to do on that particular day (I like to go shopping on Saturday, Sunday, etc.).

Review 17

LESSON 69

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:**
 - 15 counters (for the After-Audio Programme)
 - Worksheet: Lesson 69
 - A pencil
 - Their exercise books for the After-Audio

2. PART 1: During the Audio Programme

Subtraction (with fingers)	Successors (worksheet)	Reading Numbers 30 to 39 (worksheet)	Fractions (worksheet)	Subtraction (worksheet)
4 - 3 5 - 4 6 - 5 7 - 6	After 30 After 32 After 33 After 35 After 36 After 37 After 38 After 39	30. 31, 32, 33, 34, 35, 36, 37, 38, 39 30, 31, 32. 33, 34, 35, 36, 37, 38, 39 30, 31, 32, 33, 34, 35, 36, 37, 38, 39	Halve Thirds 1/2 1/3	4 - 1 6 - 1 9 - 1

Song:

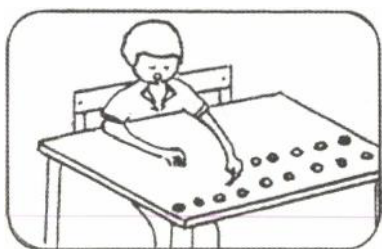
"The Spider Song"

➤ Physical Activity:

If You're Happy and You Know It"

3. PART 2: The After-Audio Programme

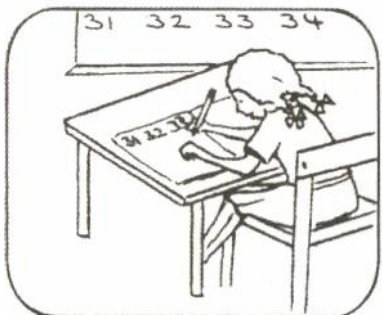
TEACHER: Facilitate the following activities



Addition

Give each child 15 counters; ask them "*How much is 5 plus 9?*"
Tell them that they can check their answer using the counters. Ask them to put 5 counters in a line (row), then put a line (row) of 9 counters below that. Ask them to count how many there are in both lines (rows). **(14)** 5 plus 9 is 14.
Ask them to put their counters back in one pile. Repeat the above activity with 5+4, 9+6, 3+2, 9+3, 6+5, 4+8, 3+6, 10+5, 7+3, 6+6 and 5+7.

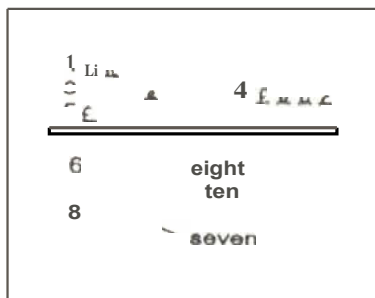
15 min



Writing Numbers

- Ask the children to open their **exercise books**.
TEACHER: write the following numbers on the chalkboard, large enough that the children can see them well: 30, 31, 32, 33, 34. Read the numbers aloud with the children and discuss how they are said (*thirty-one, thirty-two, thirty- **three**, thirty-four*)
- Ask the children to copy these numbers into their exercise book on one line, but leaving a space between each number. Ask them to copy 2 more lines of these numbers. **TEACHER:** Walk around the classroom and help any children who are writing the numbers incorrectly.

5 min



Number Words (homework)

- Ask the children to look at their after audio worksheet. Ask them to read aloud the numbers 1, 2, 3, 4, 5. Ask them to write the number, **in words**, on the lines next to them.
- In the next box down, ask the children to read the numbers and then to connect the number to its name using a line. **(2 two, etc.)**
As homework, ask the children to write the number word beside the number in the last box.

5 min

Lesson 69

LESSON 70

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 70
 - A pencil

PART 1: During the Audio Programme

Reading Numbers 40 to 49 (worksheet)	Fractions (worksheet)	Subtraction (worksheet)	Reading Numbers 40 to 49 (worksheet)	Writing Numbers 10, 20 . . . 90 (worksheet)	Adding with Coins and Bills (worksheet)
40, 41, 42, 43, 44, 45 40, 41, 42, 43, <u>44</u> , 45 40, 41, 42, 43, 44, 45	Halve Thirds 1/2 1/3	5 - 1 3 - 2 4 - 1 5 - 3 4 - 3	46 47 48 45 46 47 41 42 43 47 48 49 40 41 42	20 40 90 30 10	\$5 + \$1 \$5 + \$5 \$20 + \$10 \$10 + \$1 \$20 + \$5

- **Song:** The March of Numbers"
- **Physical Activity:** Physical Exercises"

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

6	
7	AI/LA
8	▲▲▲▲
9	▲▲▲▲
10	IAA

Money

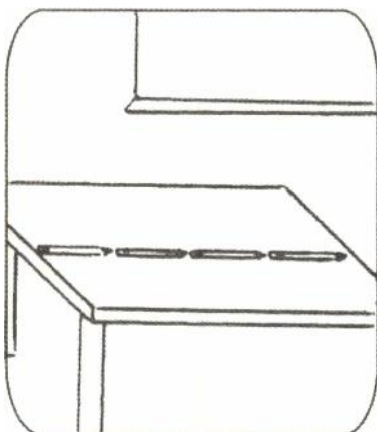
- Complete the money section from the Audio session.

2 min

Writing Numbers – Homework

- As a class, mark the children's homework from yesterday (exercise with number words).

3min



Length – Objects used for Measuring (not standard units)

- Tell the children you need to know how long their tables are. Show them the side that represents the lengths of their tables. Ask them to identify objects that may be used to measure the length of the table. If they only suggest using a ruler, ask them what they could use if there were no rulers in the room.
- Encourage the children to think of other objects such as their hands, or pencils as units (non standard unit) to measure.
- Ask the children to work in groups to measure their tables using their selected unit. One group may lay pencils point to point along the top, another could use exercise books, while another could use their hands.
- Ask the children in one group to share with the class how long they measured their table to be, using whichever unit they chose for measuring. Encourage them to say, "8 pencils long" or "5 books long" when sharing the length of their tables. Discuss anything that they notice, i.e. that the number of pencils differs in different groups.

15 min

TEACHER: Lead the discussion if necessary to talk about how we can measure exactly how long the tables are. **(Everyone needs to measure the same way using the same unit of measurement).**

Lesson 70

LESSON 71

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 IR! calendar.**
- *Have the lyrics for the song ready.*
- **Have a calendar ready.**
- Participate with the children during the Audio lesson.

• MAKE SURE THAT EACH CHILD HAS:

- Worksheet: Lesson 71
- A pencil

2. PART 1: During the Audio Programme

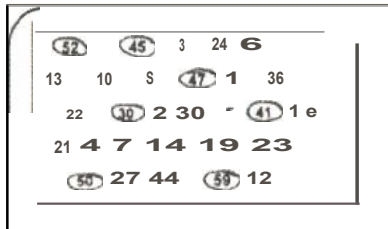
Oral subtraction (fingers)	Reading Numbers 50 to 59 (worksheet)	Test (worksheet)	Oral Subtraction (worksheet)	Column Subtraction (worksheet)
6- 1 8- 3 7- 2 9- 4 7- 2	55 56 57 58 59 55 56 57 58 59 55 56 57 58 59 55 56 57 58 59 55 56 57 58 59	Various questions	6- 1 7- 2 8- 3 9- 4 10-5	4 5 4 5 3 -1 - 4 - 3 - 2 - 1

Song:

"The Song for Number Four"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Reading Numbers

- Ask the children to look at the after audio worksheet. Tell them to silently read the numbers in the first box and circle the following numbers: **47, 52, 30, 45, 29, 36, 23, 50, 41, 59.**

10 min

Counting in Groups of 10

- On their worksheets, ask the children to look at the sacks. Tell them to imagine there are **10 balls** in every sack. Ask them to count the number of balls and write that number on the line.

30

- Complete the first row together. Ask the children, "*How many balls are there?*" Encourage the children to count 10, 20, 30, and write 30 on the line.

- Ask the class to complete the next two rows silently.

TEACHER: Walk around and provide additional support to any pupils who are having difficulty.

5 min

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



Days of the Week (homework)

- Repeat the days of the week with the class, starting with Sunday. As you repeat them, point to that day on the calendar.

- Ask questions such as: "*What day is today?*", "*What days do you come to school?*", "*What day comes after Tuesday?*" ...*after Wednesday?*, *What day will tomorrow be?*", "*What day was yesterday?*"

Ask the children to practice saying the days of the week and showing each day on the calendar at home.

5 min

Lesson 71

LESSON 72

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 72
 - A pencil

2. PART 1: During the Audio Programme

Subtraction		Reading Numbers 50 - 59 (worksheet)	Writing Numbers 50 to 59 (worksheet)	Fractions (worksheet)	Subtraction (worksheet)	Reading Numbers 10, 20 . . . 90 (worksheet)	Adding With Coins in Groups of 10's (worksheets)
2 - 1	Sunday	50 53 55	54,51,57,52	Half	2 - 1	10 30 70	\$10, \$20, \$30
5 - 1	Monday			Thirds	3 - 2		
4 - 1	Tuesday	56 57 59			4 - 2	30 50 60	\$10, \$20, \$30, \$40
9 - 1	Wednesday			1/2 1/3	5 - 1	20 40 90	\$10, \$20
3 - 1	Thursday	53 55 58					
7 - 1	Friday						
	Saturday	51 54 56				50 70 80	\$10, \$20 , ... \$50

Song:

"Let's Make Music"

Physical Activity:

"Physical Exercises"

PART 2: The After-Audio Programme

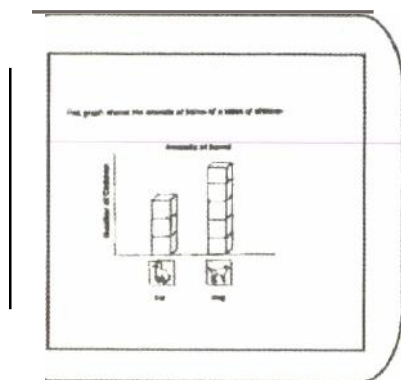
TEACHER: Facilitate the following activities

Money

Complete the money section from the Audio session

2 min

J



Statistics – Reading Block Graphs

Ask the children to look at the graph on their After-Audio worksheet. Tell them that this graph tells us about the pets that a group of children have at home.

- Explain that there are two **columns**: the first column shows the number of children that have a cat at home and the second column shows the number of children that have a dog at home.

Ask the children what each block / brick in the column represents. **(one child)**

Ask them to count how many children have a cat **(3)**, and count how many children have a dog. **(5)** Ask *"How many more children have a dog than a cat?"* **(2)** *"How many children altogether have a dog or cat at home?"* **(8)**

10 min



Money – Equivalent Amounts

On their worksheets, ask the children to look at the coins in the box under the graph. Ask them to count the number of \$10 coins and the number of \$5 coins.

- Ask them *"If you needed to buy something for \$30 – which coins could you use from the box?"* Tell them to mark the coins they would use with a cross.
- Ask them to look at the second box. Name the money that they see in the second box. Again, ask them that if they needed to buy something for \$30, which coins or bill could they use? Tell them to mark the coins or bill they would use with a cross.

5 min

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

Days of the Week – Homework

Tell the children to ask somebody, at home: *"Which day is her or his favorite day, and why?"*

min

Lesson 72

REVIEW: WEEK 18

Teacher:

Today there will not be a radio/CD Mathematics lesson.

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

The children's understanding of money

How they calculate the sum of various coins and write that amount.

The children's ability to organize (combine) dollar coins to make a total of \$20.

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 lesson:

Children:

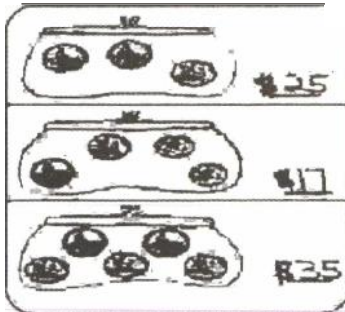
Teacher:

- Worksheet each for "Review Eighteen"

- Dollar coins of 1, 5 and 10 (if possible to make \$20)
or "paper money" from Lesson 67.

Review activities

TEACHER: Facilitate the following activities



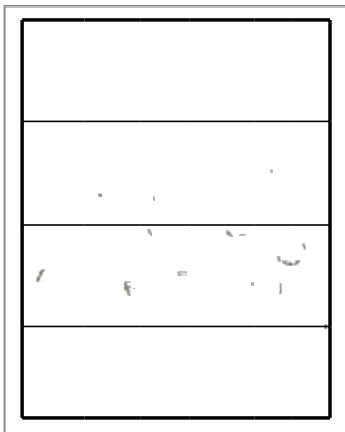
Money (calculating the sum of various coins)

Ask the children to look at their worksheet. On the first side there are coin purses with coins in them. Ask them to count the total value of the coins and write it on the line

Ask them to complete the others in the same way.

Remind them to write the dollar sign (\$) on the second and third answers.

10 min



Making \$20

- Ask the children to turn to the second side of their worksheet. On this side they will find rows of coins. Explain that in each row they will choose those coins that, altogether, make \$20. To do this, they will cross the selected coins and verify that all together the selected coins make a total of \$20.

Ask them to look at the coins in the first row and select coins by placing a cross on them. They should select coins in such way that adding them makes \$20 (\$10 + \$10; \$10 + \$5 + \$5)

- Ask them to do the same on the other rows. Encourage the children to find different combinations of coins to make a total of \$20.

TEACHER: The children can also use the "paper coins" from Lesson 67 for this activity.

10 min

EXTRA TIME

Review the songs that you think the children do not know yet, and as a group, practice singing them. You may want to review the lyrics with the children using the song sheets.

- Review counting by two's while playing 'Stop and Continue'.

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 a large rectangle cut out of paper.

Review 18

LESSON 73

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 a large rectangle (cut out of paper) ready for After-Audio Programme.**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - 10 counters
 - Worksheet: Lesson 73
 - A pencil

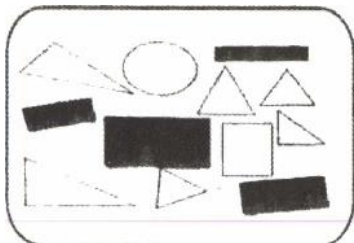
2. PART 1: During the Audio Programme

Subtraction (oral)	Reading Numbers 10, 20,... 90 (worksheet)	Writing Numbers 10, 20,... 90 (worksheet)	Reading Numbers 50 – 59 (worksheet)	Fractions (worksheet)	Column Subtraction (worksheet)
10 - 2 8 - 1 9 - 3 7 - 2	10 20 30 40 50 60 70 80 90 10 20 30 40 50 60 70 80 90 10 20 30 40 50 60 70 80 90	10 40 70	50 51 52 53 54 55 56 57 58 59 50 51 52 53 54 55 56 57 58 59 50 51 52 53 54 55 56 57 58 59	Halve Thirds Fourths 1/2 1/3 1/4	$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$ - 2 $\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$

- **Song:** "The March of Numbers"
- **Physical Activity:** "Physical Exercises"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



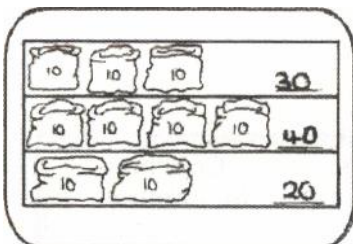
Introducing Rectangles

Ask the children to look at the shapes on their worksheet. Ask them to name any of the shapes on that page (**Circle, triangle**). Let some of the children point to the shape and say the name aloud so all the children can hear. .

10 min

Show the children a large rectangle; and ask them to describe this shape. Explain to them that this shape has **four** straight lines or **sides**. Talk about how **two sides are longer than the other two sides**. Show them the other rectangles and ask the children: "*Which sides are equal?*", "*Which sides are longer than the other sides?*"

Tell the children to colour all the rectangles on the sheet and count them (**4**).



Counting in Groups of 10

- Ask the pupils to look at the sacks on their worksheets. Tell them that there are **10 balls** in every sack. Tell them to count the number of balls and write that number on the line.

5 min

Complete the first row together, and ask "*How many balls are there?*" Encourage the children to count 10, 20, 30 and write 30 on line.

Ask the class to complete the next two rows silently.

TEACHER: Walk around and provide additional help to any children who may need it.

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



Rote Counting by 2's (even numbers)

Ask the children, "*What is the first even number?*" (**2**) Tell them that they are going to count by two's to 20.

5 min

Count with them the first time (**two, four, six...**) Then ask different groups to count by twos, for example, the girls, then the boys, one side of the room then the other).

Ensure that the children recognize that when **counting by two's**, the numbers are all **even numbers**.

Lesson 73

LESSON 74

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 some rectangles ready (the After-Audio Programme).**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Exercise book
 - A pencil
 - Worksheet: Lesson 74 (for after audio programme)
 - 10 counters

2. PART II: During the Audio Programme

Writing Numbers 50 to 59 (notebook)	Oral Subtraction (counters)	Rote Counting (oral)	Days of the week – order (oral)	Addition (oral)	Addition (oral)	Subtraction (oral)
50 55 59 51 53 57 52	8 - 2 9 - 3 7 - 1 10 - 3	2 4 6 8 10	Song – `Days of the Week"	39 + 1 49 + 1 37 + 1 90 + 1 44 + 1 56 + 1 7 + 1	5 + 5 7 + 6 8 + 4 9 + 1 5 + 3 6 + 4	7 - 2 10 - 2 6 - 1 8 - 1

Songs: "The Magic Number is Two"

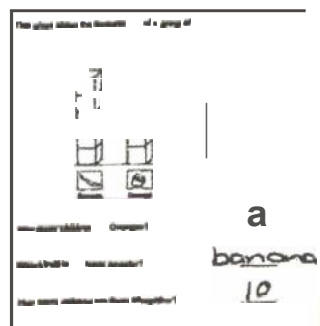
➤ **Physical Activity:** "Shake your Body Rap"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

Statistics – Reading Block Graphs

15 min



Ask the children to look at their after audio worksheet. Tell them that this graph (picture) tells us about the favourite fruit of a group of children.

Tell the children to put their finger on the picture of the banana. Above the banana, there are some blocks – each block represents one child who likes bananas.

Ask them to count the blocks to see how many children like bananas (**5. Five children like bananas**).

TEACHER: Repeat this exercise with the remaining fruits on the graph.

Ask the pupils to look at the graph and say which fruit is the most **popular**. **TEACHER,** discuss the meaning of **popular**(**the one liked by most of the children; the highest column**)

- Then read the questions on the worksheet to the children and allow them time to write the answers. Help them to read the graph before they answer the question.

Fractions – Halves

5 min



Ask the children to look at their worksheet ask them to say the names of the shapes they see there (**Circle, triangle and rectangle**)

Tell the children to look at the line on each shape, which divides the shape into two parts. Tell them that only some lines divide the shape into two **equal** parts. When the line divides the shape into **two equal parts**, then the shape has been divided in **half**.

TEACHER: Draw two rectangles on the board or show the paper rectangles. Divide one rectangle into two equal parts, and the other rectangle into two unequal parts.

With the children, discuss which rectangle has two **equal** parts and draw a circle around it or if you are using paper rectangles, compare the parts with the children to identify the rectangle with two equal parts. When they have identified the correct rectangle, say to the children "it is divided in HALF".

Ask the children to circle the shapes on their worksheet that have been divided in HALF, or two equal parts.

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 seven cards, each with the name of one of the seven days of the week written on it (in large, clear writing).**

Lesson 74

LESSON 75

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 a calendar and seven cards ready (each with the name of one of the seven days of the week written on it)**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 75
 - A pencil

2. PART 1: During the Audio Programme

Subtraction (oral)	Reading Numbers 60 to 69 (worksheet)	Addition (worksheet)	Writing Numbers (worksheet)	Subtraction (worksheet)	Sequences 1 to 10 (worksheet)
6 - 1	60 61 62 63 <u>64</u> ... 68 69	10 + 5	20 50 90	7 - 2	1 2 3 5
10 - 4	60 61 62 ... 66 67 68 69	20 + 4	30	8 - 1	1 2 4
8 - 3	61 62 ... 66 <u>67</u> 68 69	40 + 6		6 - 1	6 8 10
9 - 1	61 ... 65 66 67 68 69	50 + 5			6 7 9
7 - 2					_ 7 _ 9

➤ **Song:**

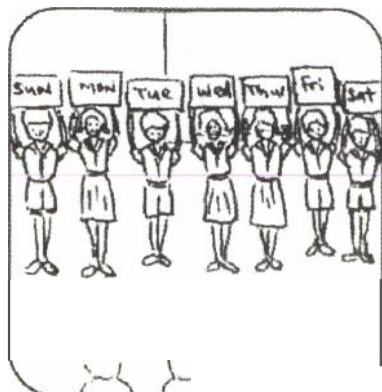
"On the Farm"

Physical Activity:

"Head and Shoulders"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Days of the Week I Ordinals 1st to 7th

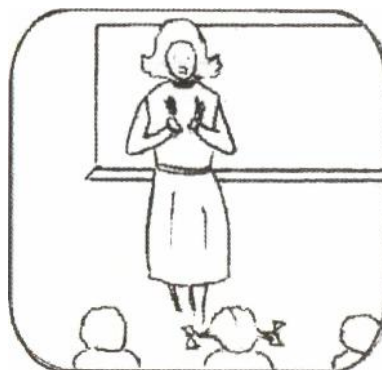
Ask the children to say the days of the week starting with Sunday. As they say the days, use a calendar and point to that day. Repeat this a few times.

- Ask seven children to come out and give each child a card with a day of the week written on it (large enough for all the class to see).
- Ask which day of the week comes **first** and tell the child holding that card to come and be first in the line (**Sunday**). Repeat this with the remaining children, using the terms **second, third, fourth....seventh** to refer to the order of the days of the week..

When the children are in order ask the class to say the days in order and also say 1st to 7th in order, then answer the following:

"Which day is second in the week?", "Saturday is the day of the week.", "Is the fourth day of the week a school day?"

10 min



Patterns

Clap a pattern to the children: *Clap, Clap, Pause, Clap, Clap, Pause*.

Ask the children to listen carefully first and then ask them to join in.

After a short while stop and tell the children they were clapping a **pattern**. Explain that there were two claps, then a pause then 2 more claps, etc. Repeat the clapping and ask them to join in.

If the children are confident with this pattern, try other patterns with them such as *clap, clap, clap, pause, clap, clap, clap pause...* If they are not confident – slow down to a simpler pattern: *clap, click, clap, click ...*

10 min

*For the next lesson, you will need number cards from 0 to 9.

Lesson 75

LESSON 76

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 number cards 0 to 9 ready.**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 76
 - A pencil

2. PART 1: During the Audio Programme

Subtraction (oral)	Addition (worksheet)	Reading Numbers 0 to 69 (worksheet)	Test (worksheet)	Column Subtraction (worksheet)	Reading Subtraction (worksheet)	Sequences 1 to 50 (worksheet)
7 - 1 9 - 4 8 - 2 9 - 3 8 - 1 6 - 4 7 - 2	2 + 2 5 + 3 6 + 6 7 + 3 8 + 5	41 42 45 7 9 12 18 27 45 17 29 32 6 19 65	Various questions	2 3 4 -1 -1 -1 5 6 -1 -1	2 4 -1 -3 5 6 -2 -3 6 4 -2 -2	43 44 3 _____ 40 _____ 42 11 _____ 1

Song:

"On the Farm"

Physical Activity:

"Let's Make Music"

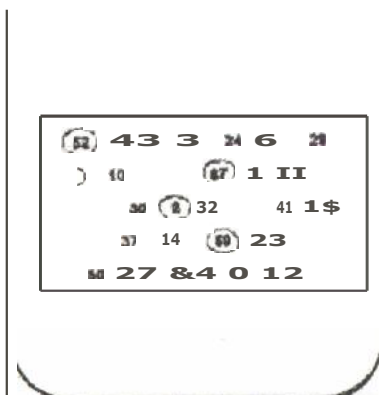
3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

Sequences

Complete the sequence section from the audio session

2 min



Reading Numbers 0 to 69

Have the **number cards** 0 to 9 randomly spaced out on your table or a desk. Ask a child to come out to the front and then you will whisper a number below 69 in their ear. **(for example 42)** Ask the child to find the two digits on your desk that make that number **(for example, 42 – the child would find the 4 and the 2 number cards)**. Help the child locate the correct number cards if needed.

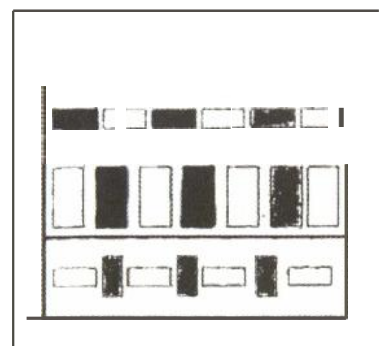
- When the child has the two cards ask them to show you the number – if it is correct, ask the child to show the cards to the rest of the class

TEACHER: write 42 on the board and ask the class to read it aloud.

Continue this with numbers below 69. To **EXTEND** the activity, ask some children to find the number that comes after ... **(for example 43 – child would find 44)**

- Ask the children to look at their after audio worksheet and to circle the following numbers: **65, 69, 58, 52, 67, 2, and 13.**

10 min



Patterns – With Rectangles

On the bottom of their worksheets, ask the children to look at the shapes. Ask them to say the name of the shapes (**rectangle**). Ask them to look at the first row of rectangles and discuss that some are coloured in and some are not (pattern).

Ask the children to say what the beginning of the pattern is. **(Coloured, not coloured, coloured...)** Ask the children what they think should come next and discuss any other possible patterns they may think of. **TEACHER:** There isn't a right or wrong answer any pattern could be accepted.

Ask the children to complete the pattern on the first row.

Complete the next two rows in the same way; on the third row the children are free to make up any pattern they like. To make their pattern, they may choose to colour, shade, cross, etc.

10 min

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

Lesson 76

REVIEW: WEEK 19

Teacher:

Today there will not be a radio/CD Mathematics lesson.

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

- The children's understanding of patterns,
- Their ability to read and create patterns

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.

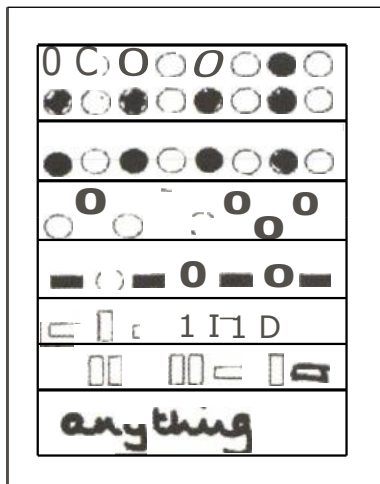
Materials needed for this lesson:

Children:

- Worksheet each for "Review Nineteen"
- Pencils

Review activities

TEACHER: Facilitate the following activities



Patterns

On their worksheets, ask the children to look at the different patterns. Ask them to look at the first one and 'read' it aloud: *Coloured, not coloured, coloured, not coloured, coloured, not coloured. coloured, not coloured.*

20 min

Ask them to copy the pattern onto the row of circles below.

On the next row ask the children to silently 'read' the pattern and follow the pattern to colour the circles that need to be coloured.

On the third row ask the children to 'read' the pattern with you: *down, up, down, up, down.* Ask them if they think that the next circle should be down or up? Tell them to draw the rest of the circles in the appropriate place and following the pattern.

On the fourth row again 'read' the pattern with the children: *rectangle, circle, rectangle, circle.* Ask the children to draw the missing shape.

On the fifth row ask them to look at the pattern and continue the same pattern.

On the sixth row, discuss the pattern with the children: *one flat, two standing up, one flat, two standing up.* Ask the children what do they think will come at the end, and ask them to draw it.

The final row is blank so the children can draw their own pattern.

TEACHER: As the pupils complete the patterns, walk around and talk to individual children about their patterns.

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

EXTRA TIME

Ask the children to tell you different ways to make a total of \$20 using coins of different values.

Review 19

LESSON 77

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 RI calendar.**
- *Have the lyrics for the song ready.*
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 77
 - A pencil
 - 6 counters

2. PART 1: During the Audio Programme

Oral Subtraction (counters)	Successors (oral)	Predecessor 2 to 9 (oral)	Column Addition and Subtraction (worksheet)	Counting by 10's (Worksheet)
3 - 3	After 19	..... 2	2 2	10
5 - 5	After 29	..... 4	- 1 + 2	10, 20
2 - 2	After 39	..... 3	3 4	10, 20, 30
4 - 4	After 49'	..... 5	- 2 - 2	10, 20, 30. 40
6 - 6	After 59	..... 4		
	After 69	..... 5		
	After 79			

Song:

"The Spider Song"

Physical Activity:

"Physical Exercises"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Counting in Groups of 10 up to 60

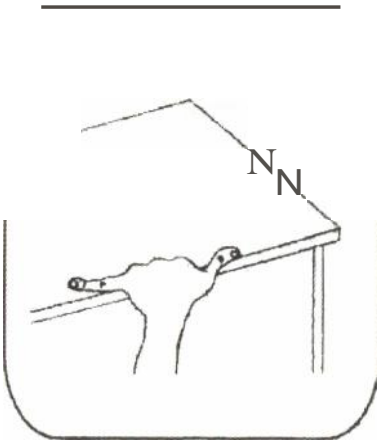
- On their worksheets, ask the children to look at the sacks. Tell them that there are **10 balls** in every sack. Ask them to count the number of balls and write that number on the line.

5 min

Complete the first row together, and ask the children *"How many balls are there?"* Encourage the children to count by tens —10, 20, 30, 40, 50 – and write 50 on line. Ask the class to complete the other rows **silently**.

TEACHER: Walk around the classroom and provide assistance to any children who may need it.

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



Length – Objects Used for Measuring

Tell the children they are going to measure how long their tables are, but this time they are all going to use **hand spans** (as unit) for measuring.

15 min

Ask the children to show you their hand, and to make the biggest space that they can, between their thumb and little finger – this is called a **hand span**.

Let the children, in pairs compare their hand spans to see if they are equal in length. Demonstrate how to measure using hand spans (spreading your thumb and little finger on the table edge, bring your thumb to your finger and then move your finger out as far as possible along the table. In this manner, "walk" your hand to the other end of the table – counting each hand span.

Tell the children to work in groups to measure their table in the same way, using hand spans. Ask them if they all found the length of their tables to be the same number of hand spans. Discuss their findings, i.e. that the length of each person's hand span differs from that of another person.

TEACHER: Leading the discussion, ask pupils to talk about why the answers for each group were different, even though they were all using hand spans to measure the length of the tables.

Lesson 77

LESSON 78

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 78 for after audio programme
 - A pencil

2. PART 1: During the Audio Programme

Successors 1 to 99 (oral)	Greater and Less Unit of time, year (oral)	Subtraction (oral)	Predecessors 2 to 9 (oral)	Addition (oral)	Rote Counting By 2's 2 to 20 (oral)	Subtraction (oral)
After 6 After 35 After 69 After 79 After 63 After 3 After 4 After 83	8 years Vs 6 years 9 years Vs 7 years 7 years Vs 8 years	3 - 3 7 - 7 4 - 4 10 - 10 8 - 8	..... 2 5 4 7 9 3 6	6 + 1 5 + 3 3 + 1 9 + 5 8 + 4	2, 4, 6 . . . 20	3 - 2 3 - 3 5 - 4 5 - 5 4 - 4 5 - 1 4 - 3

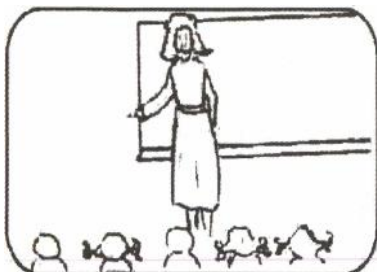
Song:

"March of Numbers" and "Magic Number Two"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Rote Counting by 2's (even numbers)

Tell the children that they are going to count by two's to 20. Ask different groups to count-- the girls, then the boys, one side of the room then the other. Play "Stop and Go" and count by two's. Ask one child to start counting by 2's, then after the pupil has counted a few numbers by twos, say stop and ask another pupil from a different part of the room to continue. On reaching 20, ask another child to start. Ensure that the children recognize that when counting by two's, all the numbers are even numbers.

TEACHER: Ask the children to find the calendar in their worksheet and mark all the EVEN numbers in the two months that they liked the most as homework.

5 min



Ordinals 1st - 6th

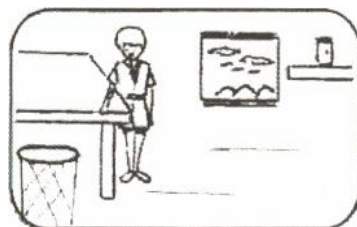
- Ask six children to come to the front of the class. By name, ask the children to form a line in front of you. "*Richard you are to be first, Sam second, Rachel third, Alex fourth, Joe Fifth, Sarah sixth.*"

Once the children are in line ask them to change positions, "*Sam you move to the first position, Joe to the second position...*" etc.

Allow the other children to also select a position for each of the six pupils and ask them to move to those positions.

TEACHER: You can also use the calendar to review ordinals with the children: identify the first, second, third, etc. days of the week.

5 min



Direction and Movement

- Ask the children to locate objects around the classroom using words such as **in front**, **behind**, **in**, **on**, **between** and **next to**. Ask them to name objects that are: **behind** your desk, **in front** of your desk, **in** the box, **on** the table, **between** the door and the window, and **next to** the shelf.

Ask a child to come and stand **next to** your desk. Another to stand **next to** the door, ask others to stand **next to** different objects or people.

10 min

*For the next lesson, you will need sticks or straws to bunch into six groups of tens, and ties (string).

Lesson 78

LESSON 79

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 sticks or straws to group by tens and ties (string) ready.**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 79
 - A pencil

2. PART 11: During the Audio Programme

Subtraction (oral)	Reading Numbers 70 to 79 (worksheet)	Column Addition and Subtraction (worksheet)	Fractions (worksheet)	Oral Subtraction (Worksheet)
3 - 0 5 - 0 7 - 0 4 - 0 9 - 0	70 71 72 73 74 75 70 71 72 73 74 75 70 71 72 73 74 75	<div> <div>3 6</div> <div>+4 + 5</div> </div> <div> <div>5 8</div> <div>:4 - 6</div> </div>	Half, Third, Fourth 1/2 1/3 1/4	4 - 2 4 - 4 5 - 3 5 - 1

➤ **Song:** The Children Song"
Physical Activity: "Physical Exercise"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

Counting by 2's. Checking the homework

If there was homework, please check that each pupil has completed the assignment.

5 min



Counting Objects Grouped by 10's and Estimation

Put about 60 straws or sticks on the table and some ties (pieces of string). Ask them, "How many straws do you THINK are on the table?", "Are there more than 5?", "Are there more than 50?" "How can we check?"

10 min

Ask one child to count aloud ten straws from the table and tie them in a bunch (teacher, you may need to help). The child can then hold the bunch up for the class to see

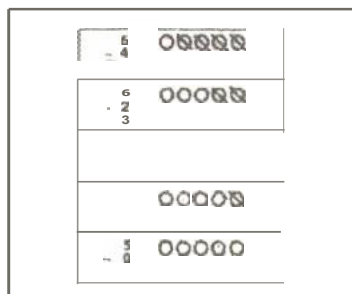
- Have more children come out and do the same. When they cannot make any more bunches of ten ask the pupils to count aloud the bunches (**ten, twenty, etc.**) and any single pieces of straw or sticks remaining on the table.
- Ask questions such as "How close was your estimation", "Were you nearly right?", "How many sticks are in one bunch?", "How many in two bunches, three bunches, four...?", "How many ones are there?"



Rote Counting by 2's

Tell the children that they are going to count by two's to 20. Ask different groups to count-- the girls, then the boys, one side of the room then the other. Play "Stop and Go" while counting by two's. Ask one child to start counting by 2's, then once the pupil has counted a few numbers by twos, say stop and ask another pupil from a different part of the room to continue. On reaching 20, ask another child to start.

5 min



Column Subtraction – Homework

TEACHER: ask the children to turn to second side of their worksheet, where they can find the following exercises:

$$\begin{array}{r} 5 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -0 \\ \hline \end{array}$$

With the pupils, read aloud the first subtraction exercise: 5 minus 4.

Tell them to draw five circles in the space beside the subtraction. Tell them that they have to takeaway 4 from 5, and ask them to cross out 4 circles then count how many are left (1). Tell them to write that number under the line.

- Tell the children to complete the other exercises for **homework**.

Lesson 79

LESSON 801

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:**
 - Colouring pencils – red, green, blue and yellow
 - Worksheet: Lesson 80
 - A pencil

2. PART 1: During the Audio Programme

Subtraction (oral)	Writing Numbers 0 to 69 (worksheet)	Oral Addition (worksheet)	Reading Numbers (worksheet)	Writing Numerals (worksheet)	Column Addition and Subtraction (worksheet)																
10 - 0 8 - 0 8 - 8 5- 0 5 - 5	64 46 57 69	20 + 3 10+9 50+5 40 + 7	41 44 45 50 55 57 70 72 76 65 66 69	62, 16, 31, 40	<table><tr><td>2</td><td>3</td><td>2</td><td>4</td></tr><tr><td>+1</td><td>-1</td><td>+2</td><td>-2</td></tr><tr><td>2</td><td>3</td><td>4</td><td>3</td></tr><tr><td>+3</td><td>-2</td><td>+2</td><td>-3</td></tr></table>	2	3	2	4	+1	-1	+2	-2	2	3	4	3	+3	-2	+2	-3
2	3	2	4																		
+1	-1	+2	-2																		
2	3	4	3																		
+3	-2	+2	-3																		

Song:

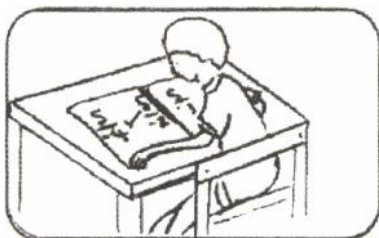
"Song for Number Four"

Physical Activity:

"Let's Make Music"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Column Addition and Subtraction

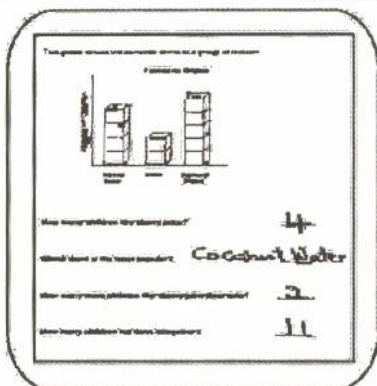
Complete the addition and subtraction section from the audio session

2 min

Column Subtraction – Homework

- With the class, mark the pupils homework from yesterday

5 min



Statistics (reading block graphs)

Ask the children to look at their after audio worksheet. Tell them that this graph tells us about the favourite drinks of a group of children.

Ask the children what each block represents (**a child**). Underneath the first column it says 'Cherry juice'. Ask them to count the number of blocks in this column.

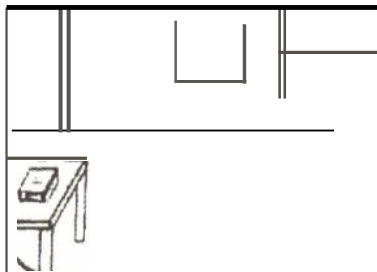
(**Four children like cherry juice**).

TEACHER: do the same for the other drinks.

- Read the questions on the worksheet; ask the children to write the answer on the line — and remind them what the term '**popular**' means.

10 min

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



Direction and Movement

Ask the children to locate objects around the classroom using words such as **in front**, **behind**, **in**, **on**, **between** and **next to**. Ask them to name objects that are: **above** the table, **behind** your desk, **in front** of your desk, **between** the door and the window.

Ask the pupils, "What is **next to** the door?"

10 min

Lesson 80

REVIEW: WEEK 20

Teacher:

Today there will not be a radio/CD Mathematics lesson.

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

- The children's understanding of graphs
- The children's ability to read graphs
- The children's ability to make graphs with the help of their peers and teacher

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.

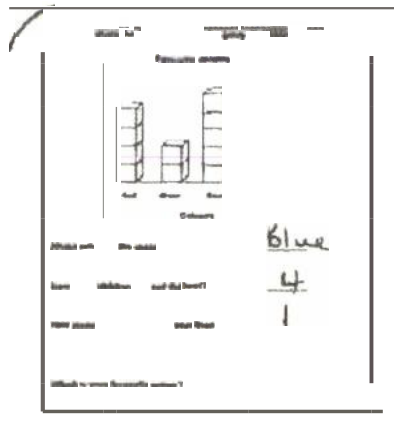
Materials needed for this lesson: **Children:** - Worksheet each for "Review Twenty"
- Coloured pencils – red, green, blue and yellow

Review activities

TEACHER: Facilitate the following activities

Statistics (reading graphs)

20 min



- Tell the children to look at their worksheets. Tell them that this graph tells us about the favourite colours of a group of children.
- Tell the children to put their finger on the first column of blocks. Explain that this column shows the children that like the red colour. Ask them to colour these blocks with a red colour. .
Do the same for the other columns; green and blue (according to the labels provided).
Ask the children what each block represents (**one child**). Ask them to count the red blocks to determine how many children said their favourite colour is red. (**4. Red is the favourite colour of four children**).
TEACHER: Repeat this exercise with the other colours. Then, read the other questions on the worksheet. Ask the children to write the answer on the line.
- Read the last question and tell the children to think quietly of their favourite colour — selecting one from the **following** list: red, green and blue. Tell them to write that colour on the line at the bottom, next to this question:
"Which is your favourite colour?" _____
Ask the children to put up their hand if they wrote **RED**.
TEACHER: count and record the number of children on the board
- Ask the children to put up their hand if they wrote **GREEN**.
TEACHER: count and record the number of children on the board
Ask the children to put up their hand if they wrote **BLUE**
TEACHER: count and record the number of children on the board

IF THERE IS TIME:

- Draw a graph on the board to show the favourite colours of your class.

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

Review 20

LESSON 81

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 MI calendar.**
- *Have the lyrics for the song ready.*
- Participate with the children during the Audio lesson.
- **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 81
 - A pencil
 - 6 counters

PART 1: During the Audio Programme

Oral Subtraction (counters)	Reading Numbers 80 to 89 (worksheet)	Reading Addition and Subtraction Exercises (worksheet)	Reading Numbers 80 to 89 (worksheet)	Test (worksheet)
6 – 0 6 – 1 6 – 2 6 – 3 6 – 4 6 – 5 6 – 6	80, 81, <u>82, 83</u> 84, 85, 86, 87, 88, 89 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 80, 81, 82, 83, 84, 85, 86, 87, 88, 89	$\begin{array}{r} 3 \quad 2 \quad 3 \quad 4 \\ + 2 \quad - 1 \quad + 1 \quad - 2 \end{array}$ $\begin{array}{r} 5 \quad 5 \quad 4 \quad 6 \\ + 4 \quad - 1 \quad + 3 \quad - 5 \end{array}$ $\begin{array}{r} 8 \quad 7 \\ - 6 \quad + 2 \end{array}$	80, 81, 82, 83, 84, 85, 86, 87, 88 89 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 80, 81, 82, 83, 84, 85, 86, 87, 88, 89	Various questions

Song:

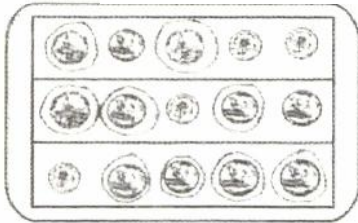
'Let's Make Music'

Physical Activity:

"Head and Shoulders"

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



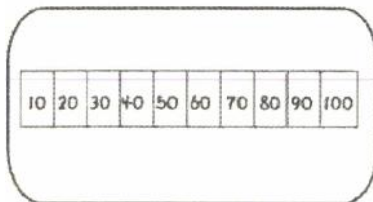
Money – Changing \$20

10 min

Ask the children to look at their after audio worksheet. Show the children a \$20 note, and tell them you need to change your \$20 for coins.

On their worksheets, ask them to look at the first row and circle the coins that would make \$20. Ask some children to explain which coins they circled, and why.

Complete the remaining rows in the same way.



Sequences of 10

5 min

On the pupil's worksheets, ask them to look at the boxes with numbers (some numbers are missing). Read the numbers with the children, and ask them to fill in the missing numbers.

TEACHER: Check to make sure that the children are filling in the correct numbers

$+2$	-3	5
7	4	8
8	7	5
-2	$+2$	1
6	9	6

Column Addition and Subtraction – Homework

5 min

Ask the children to look at their after audio worksheet, at the addition and subtraction exercises. Make sure they notice that some are addition and some are subtraction. Ask them to pay close attention to the signs $+$ and $-$. Review with the children that a $+$ sign means they must add, and that a $-$ sign means that they must take-away.

Read the first exercise with them and ask them to say whether it is addition or takeaway.

Tell them to complete the exercise, and then use their fingers to **check** their answers.

Homework: Tell the children to take the sheet home and complete it at home for homework and bring back tomorrow.

EXTRA TIME Ordinals 1st to 6th

Ask six children to come to the front of the class. By name ask the children to form a line in front of you, in order from 1st to 6th. Tell them: "Richard you are to be first, Sam second, ..., Sarah sixth." **TEACHER:** Highlight to the children that the "positions" or the "places" are in order (1st 2nd ...) and mark each of these places with a chalk.

Once the children are in line ask them to change position, Sam you move to the first position, Joe to second ...etc. until all the children have moved to a new position. You may also involve the other children by asking them to give the six pupils new positions.

For tomorrow's lesson you will need paper rectangles of different sizes

Lesson 81

LESSON 82

1.

BEFORE THE MATHEMATICS CLASS

Teacher:

- Ensure the batteries for the radio are charged or the radio/CD player is working
- Place the radio/CD player in the correct position in the class.
- Tune the radio or have the CD with the respective lesson.
- **Record the lesson number in your IR! calendar.**
- *Have the lyrics for the song ready.*
- **Have paper rectangles of different sizes ready (for each group of children).**
- Be sure, you participate with the children during the Audio lesson.
 - **EACH CHILD SHOULD HAVE:**
 - **Exercise book** for during the Audio Program
 - A pencil

PART 1: During the Audio Programme

Addition (exercise book)	Successors (oral)	Predecessors 2 to 9 (oral)	Subtraction (oral)	Fraction Problems Number of parts (oral)	Addition and Subtraction (oral)
$10 + 1$ $29 + 1$ $34 + 1$ $48 + 1$ $31 + 1$ $17 + 1$ $25 + 1$	After 19 After 9 After 39 After 29 After 49 After 59 After 69	Before 5 Before 3 Before 7 Before 9 Before 4 Before 2 Before 6	$7 - 2$ $7 - 3$ $7 - 4$ $7 - 5$ $7 - 6$ $7 - 1$ $7 - 0$ $7 - 7$	Thirds - 3 equal parts Half - 2 equal parts Fourths - 4 equal parts	$7 + 7$ $6 - 4$ $6 + 5$ $5 + 5$ $6 - 2$ $8 + 5$ $5 - 3$

Song:

"The Children's Song"

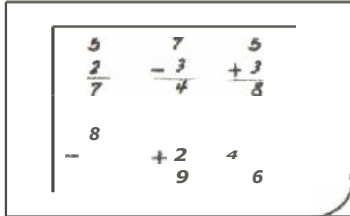
Physical Activity:

"Physical Exercises"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

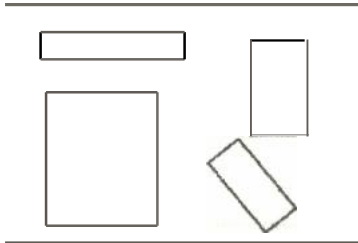


Column Subtraction – Homework

With the class, mark each pupil's homework assignment from yesterday.

5 min

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



Vocabulary to Describe Rectangles

Give the children rectangles of different sizes to hold. In **groups**, ask them to look at all of them and list the "things" (elements or parts) that all of them have in common (**straight sides, four sides, four corners 1 points and closed shapes**)

Now ask them to list those "things" that are different between the rectangles (**different sizes, some sides with different lengths**)

- Emphasize to the children that all rectangles are closed shapes, have four straight sides and four corners.

15 min

7 10 69
29 30 59 60
50

Successors

Ask individual children to say the number that comes after each of the following numbers: **9, 39, 29, 49, 69, and 59**. Ask the same number more than once to review, and with different children.

Ask the whole class to say which number comes after each of these numbers: **9, 39, 29, 49, 69, and 59**.

As a group, discuss with the children about passing from one ten to another, as in **9 to 10, 19 to 20, 29 to 30, 49 to 50, 69 to 70, and 59 to 60**.

5 min

Lesson 82

LESSON 83

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 83
 - A pencil

2.

PART 1: During the Audio Programme

Identifying Bills and Coins (worksheet)	Writing Numbers (worksheet)	Reading Numbers 90 to 99 (worksheet)	Shading Part of Figure - Fractions (worksheet)	Column Subtraction (worksheet)
\$20 \$10 \$5 \$1 \$5 \$10 \$1 \$5 \$10	89, 23, 60, 49, 78	- 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 - 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 - 90 91 92 93 94, 95, 96, 97, 98, 99 - 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 - 90 91, 92, 93, 94, 95, 96, 97, 98, 99	Half 1/2 Thirds 1/3 Fourths 1/4 Half 1/2 Fourths 1/4	4 4 4 4 4 - 3 - 2 - 1 - 4

Song:

"Song for Number Four"

Physical Activity:

"Ole Grady Says"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

Reading Numbers 0 to 99

10 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
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

On their worksheets, tell the children to look at the Hundred square. Ask them to say the number that it starts with (0) and the number that it finish with (99).

Ask the children to point to these numbers (0 and 99).

Ask the children to find the number 20 on the Hundred square, and point to it.

Then, ask a group of children to start reading from 20 to 29, together.

TEACHER: listen to their pronunciation and help them if needed.

Ask another group to read from 30 to 59, and another group to continue reading from 60 to 79. Pay special attention to the pupils as they read from 80 to 99.

Finish by asking the children to circle the following numbers: **18, 28, 38, 48, 58, 68, 78, 88, 98**

Once they have circled these numbers, ask the children to say what they notice about the circled numbers, and to say why they think this is so. **(All numbers are under each other, each one is 10 more than the last.)**

Column Subtraction – Homework

Ask the children to look at their after audio worksheet. With them, read aloud the first subtraction exercise – *5 minus 1*.

5 min

Tell them to draw five circles in the space beside the subtraction. Next, tell them that they have to take-away 1 from that 5 by crossing out 1 circle then count how many circles are left (4). Tell them to write that number under the line.

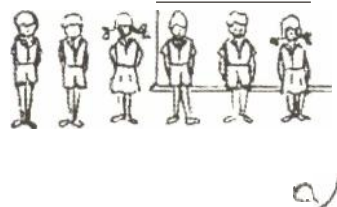
Tell the children to complete the remaining exercises for **homework**.

Ordinals st to 6th

Ask six children to come to the front of the class. By name, ask them to form a line in front of you. *"Richard you are to be first, Sam second, ... Sarah sixth."*

5 min

Once the children are in line ask them to change positions, *"Sam you move to the first position, Joe to the second position..."* etc. Allow the other children to also select a position for the six pupils and ask them to move to those positions.



For tomorrow's lesson you will need the following coins: \$1, \$5, \$10; \$20 and \$100 notes; a calendar; and six cards, each with the name of one of the first six months written on it.

Lesson 83

LESSON 84

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 MI calendar.**
 - *Have the lyrics for the song ready.*
 - Have a **calendar** ready (for the After-Audio Programme) and cards with the first six months
 - **Have \$20 and \$100 notes and \$1, \$5, and \$10 coins ready (for after Audio Programme).**
 - Participate with the children during the Audio lesson.
- **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 84
 - A pencil

2. PART 1: During the Audio Programme

Subtraction (oral)	Reading Numbers (worksheet)	Horizontal Addition (worksheet)	Predecessors 1 to 9 (worksheet)	Counting Groups of tens (worksheet)
$7 - 5$ $6 - 4$ $7 - 3$ $6 - 2$ $7 - 6$	95. 96. 97, 98 50. 51. 52. 53 <u>70.</u> 71, 72, 73 85, 86, 87, 88	$2 + 1 =$ $2 + 2 =$ $1 + 3 =$ $1 + 1 =$	.... 2 ....5 ....9 6	10 10. 20 10, 20, 30 10, 20, 30, 40

Song:

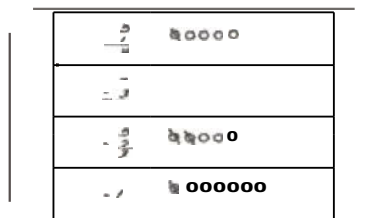
"On the Farm"

Physical Activity:

"Physical Exercises"

PART 2: The After-Audio Programme

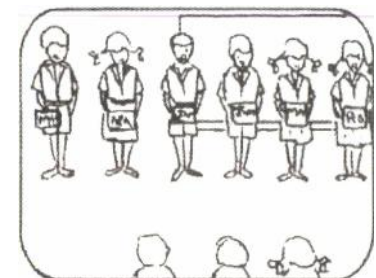
TEACHER: Facilitate the following activities



Column Subtraction – Homework

With the class, mark each pupil's homework from yesterday.

5 min



Months of the Year – Ordinals 1st to 6th

Using a **calendar** repeat the months of the year with the children. If they are very unfamiliar with the names of the months, continue practicing them a few at a time. For example, you may say the first three months and have them repeat those, then say the next three, and so on.

Ask six children to come out give each one a card labeled with one of the first six months of the year. Tell the class that they must now put the children in order according to the cards they are holding. To do this, ask them questions such as:

"Which is the first month. the second month... sixth month of the year?"

Ask the children to describe the order of the months, by filling in the blanks:

February is the ____ month (**second**), January is the ____ month (**first**), and so on.

10 min



Money: Making a Total of \$20

Show the children a \$20 note. Discuss with them that the value of this \$20 note is the same as 20 \$1 coins; (if you have 20 \$1 coins - show them), 4 \$5 coins; and 2 \$10 coins. Record these on the board.

Discuss the value of \$20. Ask them what things they think they can buy with \$20. Once they have had a chance to discuss what items can be purchased with \$20, list the items you think it will buy.

Review the various ways in which to make a total of \$20: ask the children questions such as: *"How many \$10 coins make \$20?", "How many \$5 coins make \$20?"*

TEACHER: You can also use the "paper coins" and "bills" from Lesson 67 if you do not have the necessary coins and notes with you.

10 min

Lesson 84

REVIEW: WEEK 21

Teacher:

Today we are going to concentrate on the work we have done during the past week.

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

- The children's understanding of ordinals 1st to 5th
- Their understanding of direction and movement
- Their understanding of fractions

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.

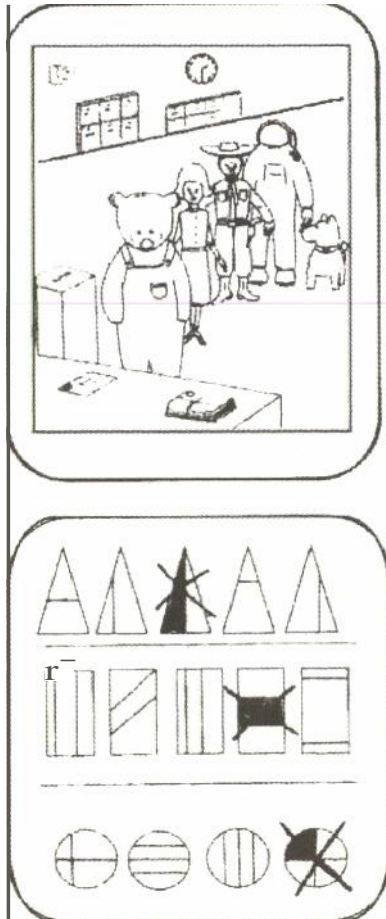
Materials needed for this lesson:

Children:

- Worksheet each for "Review Twenty-One"
- Pencils

Review activities

TEACHER: Facilitate the following activities



Ordinals 1st to 5th - Movement and Direction

- Ask the children to look at their worksheet and write their name on the line.
 - Ask them to look at the picture and tell you what it is showing. (**a post office with toys in a line at the counter**). Discuss what each of the toys are, especially the astronaut. Explain to the children that an astronaut goes into space in a rocket.
 - p- Decide with the children that of all the toys, which toy is first in line and why? (**Teddy because he is at counter**). Then ask the children which toy is second, third, fourth and fifth in line.
- Ask the children who is **last** and why? (**The dog, because he is at the end of the line**)
- Ask questions about the position of the toys, such as; "Which toy is **before** the astronaut?", "Which toy is **between** the cowboy and the teddy bear?", **and** "Which toy is **next to** the dog?"

15 min

TEACHER: Continue to ask similar questions, using the words in **bold** above.

Fractions

- Ask the children to look at the second side of their worksheet. There are some shapes that have been divided into parts. Ask the children, "Which shapes are on the first row?" (**triangles**). "How many parts has each shape been divided into?" (**2**)
- Ask the children to look carefully at the triangles and put a cross on the one that is divided into two equal parts (in **half**). Let the children colour one half of this triangle.
- Ask the children to look at the shapes on the next row. Ask them, "What are these shapes called?" (**rectangles**). "How many parts has each shape been divided into?" (**3**)
- p- Ask the children to look carefully at the rectangles and put a cross on the one that is divided into three equal parts (into **thirds**). Let the children colour one third of this rectangle
- Ask the children to look at the shapes on the next row. Ask them, what are these shapes called?" (**circles**) "How many parts has each shape been divided into?" (**4**)
- Ask the children to look carefully at the circles and put a cross on the one that is divided into four equal parts (into **fourths**). Let the children colour one fourth of this circle.

10 min

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 several paper squares and a paper triangle.

Review 21

LESSON 85

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 a few paper squares and a paper rectangle ready (for the After-Audio Programme).**
- Participate with the children during the Audio lesson.
- **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 85
 - A pencil

2.

PART 1: During the Audio Programme

Subtraction, (oral)	Subtraction (worksheet)	Predecessors 2 to 9 (worksheet)	Horizontal Addition (worksheet)	Writing Numbers (worksheet)
8 - 3 8 - 4 8 - 5 8 - 6 8 - 7	7 - 7 7 - 6 7 - 4 7 - 3	... 3 6 ... 8 ... 7	2 + 5 = 6 + 2 = 4 + 1 = 2 + 7 = 5 + 3 =	62, 84, 91, 79, 68

Song:

The Children's Song"

Physical Activity:

"Physical Exercise"

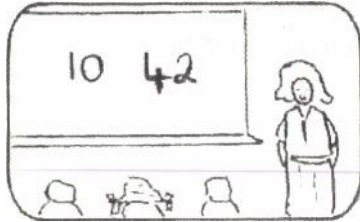
PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

Writing Numbers

Complete the writing section from the audio session: Ask the children to write the following numbers: 9, 79, 68.

3 min



Greater or Less and Reading Numbers 0 to 99

Write the following two numbers **on the board**: 10 and 42. Ask the children to read these aloud. Ask which number is greater and which is less.

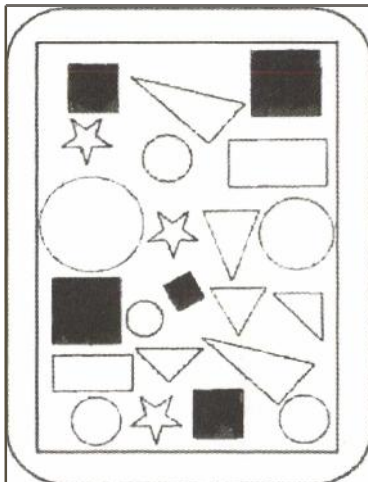
5 min

- Continue to do this activity with other numbers between 0 and 99 (50 vs. 57, 43 vs. 34, etc.) Ask the questions to either individuals or to the whole class.

Introducing Squares

- Ask 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? (**circle, triangle, rectangle, star**).

15 min



Show the children a large paper square; ask which other shape is it similar to? (**Rectangle**). Explain how the square is a closed shape with 4 straight sides and four corners/points. Show the paper rectangle, and discuss with the children how the rectangle has these same characteristics making it similar to the square. Show the children a rectangle and a square and ask them to list the differences between the two shapes. Explain that a square has 4 sides of the **same** length. Show the children a few paper squares of varying sizes. In groups, let them hold the squares and tell them to fold the squares in half to see that the two halves fit exactly onto each other, showing that all the sides of a square are of the same length.

- Ask the children to look at their worksheet and colour all the squares on the sheet, then count them

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

For the next lesson, place objects that are rectangular in shape (such as a box, envelope, or book) around the classroom.

Lesson 85

LESSON 86

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 86
 - Exercise book (for after audio programme)
 - A pencil

2. PART 1: During the Audio Programme

Addition (oral)	Test (worksheet)	Reading Numbers 0 to 100 (worksheet)				Subtraction (Worksheet)	Writing Numbers 0 to 100 (worksheet)	Horizontal Addition (worksheet)
6 + 6 8 + 5 9 + 6 4 + 9	Various questions	86	93	71	100	8 - 1	76, 23, 99, 35	21 + 1=
		83	44	23	72	8 - 2		43+ 1=
		24	85	36	45	8 - 3		15+ 1=
		59	49	60	81	8 - 4		29+ 1=
		91	30	100	55	8 - 5		

Song:

"Fun with Numbers"

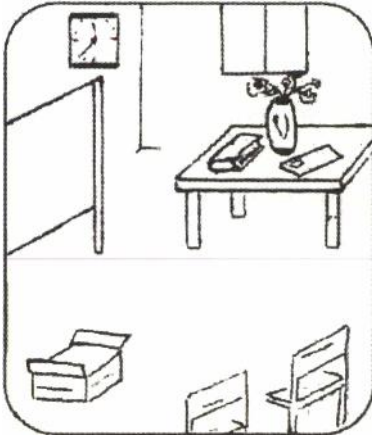
Physical Activity:

"Shake your Body Rap"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Rectangles and Squares in the Environment

Ask the children to look around the classroom to find objects that are in the shape of **rectangles or squares**, or have a rectangular or square part to them. **15 min**

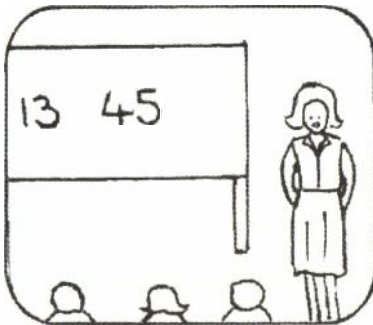
TEACHER: To facilitate this activity, place some square and rectangular objects around the classroom. (**books, boxes, envelopes**). You may also point out that the door and windows are rectangular in shape. Allow the children to explain the difference between a rectangle and a square.

If possible take them outside the classroom into the playground, hall, and patio to look for rectangles. (**look at the side of a building, a step...**)

Homework

Ask the children to look around their home and community for objects that are rectangular in shape. Ask them to draw these objects or bring them in to school. Remind them that they must **ask permission first or go with their parents**.

TEACHER: Start a display table of rectangular things - beginning with objects around the classroom then adding things that the pupils bring in.



Greater or less and reading numbers 0 to 99

Write the following two numbers on the board, 13 and 45. Ask the children to read these numbers silently. Ask "Which number is greater?" and tell them to record the answer in their exercise books.

Continue this activity with other numbers between 0 and 99 (66 vs. 60, 57 vs. 59, 48 vs. 84, etc). For each pair of numbers, ask pupils to say which is greater or lesser, and record the answer in their exercise books.

5 min

Lesson 86

LESSON 87

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 songs ready.*
- **Get a calendar and cards with the names of the months of the year.**
- Participate with the children during the Audio lesson.
- **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 87
 - A pencil

2. PART 1: During the Audio Programme

Months of the Year (oral)	Months of the Year (worksheet)	Addition and Subtraction (oral)	Counting by Two's: 2 to 20 (oral)	Predecessors 2 to 12 (oral)	Addition with 3 Addends (oral)
Jan. Feb. March, April ...Dec	National celebrations and months of the year.	$9 + 5$ $10 - 4$ $7 + 6$	2, 4, 6 . . . 20	.... 5 3 7 10 2 12	$2 + 1 + 1$ $3 + 1 + 2$ $4 + 2 + 1$ $1 + 3 + 1$ $5 + 1 + 2$

Song:

"Months of the Year" and The Magic Number is Two"

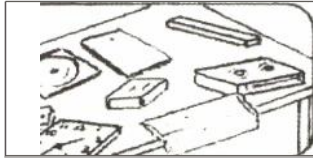
Physical Activity:

"Physical Exercises"

3.

PART 2: The After-Audio Programme

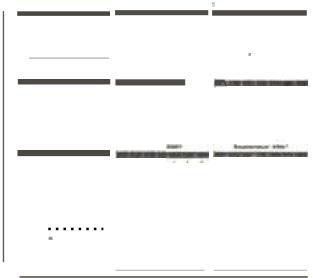
TEACHER: Facilitate the following activities



Rectangles in the Environment

Look at any rectangular objects or pictures that the children have brought in from home. Discuss what they are, whether they are rectangular in shape or not, and how they are used. Add them to the **display table**.

5 min



Months of the Year – Introducing ordinals 7th to 12th

Say the months of the year with the children, using a 12-month calendar. Then ask 12 children to come out to the front of the classroom. Give each of these 12 children a card with the name of one of the months of the year. Tell the class that they have to put the children **in order**, according to the card they are holding. Ask questions such as: "*Which is the first month?*" (**January**) Ask the child with January to come and stand next to you. "*Which month comes after January?*" (**February**) Continue until all twelve children are lined up in the correct order. .

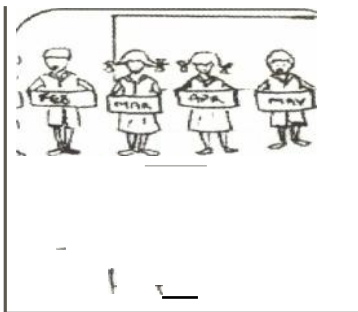
15 min

Count the months with the children (one, two three.... twelve). Point to the child holding that card while counting. Ask, "*How many months are there in a year?*" (**twelve**) Ask the class, "*Which month is the first month?*", ...*the second month?*" "...*the sixth month?*"

- Ask the class "*What comes after sixth?*" Help them with naming the positions, or places, from 7th until 12^m. (**seventh, eighth.... twelfth**)

Ask the class to count, using ordinals, the months of the year. Start by pointing to the pupil holding the 'January' card while the class says 'first'. Continue until December, while the class says 'twelfth'.

With the children, recite the months of the year. Ask them questions such as "*Which month comes after June?*"



EXTRA TIME - Rote counting by 2's

Tell the children that they are going to count by two's to 20 (**two, four, six, eight, etc.**). Ask different groups of children to count —the girls, then the boys, one side of the room then the other.

Play "**Stop and Go**" while counting by 2's. Ask one child to start counting by 2's, then say stop and ask another pupil from a different part of the room to continue. On reaching 20, ask another child to start.



For the next lesson, you will need a metre stick.

Lesson 87

LESSON 88

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 a METRE stick ready**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 88
 - Exercise book
 - A pencil

2. PART 1: During the Audio Programme

Months of the Year- (oral)	Predecessors 2 to 12 (oral)	Oral Addition (worksheet)	Shading Parts of a Shape - Fractions (worksheet)	Reading Numbers 0 to 100 (worksheet)	Counting by 10s up to 100s (worksheet)	Writing Numbers From Dictation (worksheet)
Song: The Months of the Year	.... 9 7 12 10	0 + 5 30 + 6 40 + 1	1/2 2/3 2/4 2/3	29 49 31 40 61 23 39 74 <u>100</u> 100 5 94	10. 20 10, 20, 30. 40. 50 10, 20, 30, 80 10, 20, 30....100	68,56.71

Song:

The Spider Song"

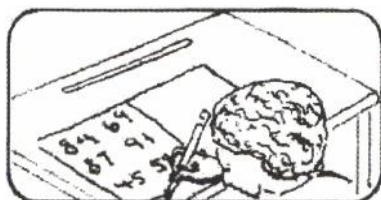
➤ **Physical Activity:**

If You're Happy and You Know It"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Writing Numbers

- In their exercise books, ask the children to write the following numbers: 84, 69, 87, 91, 45, 58. Then check them to be sure they have been written correctly.

2 min

Length – Objects Used for Measuring

Tell the children that you need to know how long the classroom floor is. Ask them how they think they could measure it. If they only suggest using a ruler, ask them what they could use if there were no rulers in the room. Encourage the children to think of ways of measuring, such as leg strides, tables in a row, etc.

20 min

- Tell the children you are going to use leg strides. Demonstrate a leg stride. Ask one child to start at one end of the room and stride to the other, while the rest of the class counts the strides. Ask other children, one by one to repeat the exercise.

Record on the board the number of strides taken by each child. **TEACHER: Be sure to choose children of different heights so strides differ in number.**

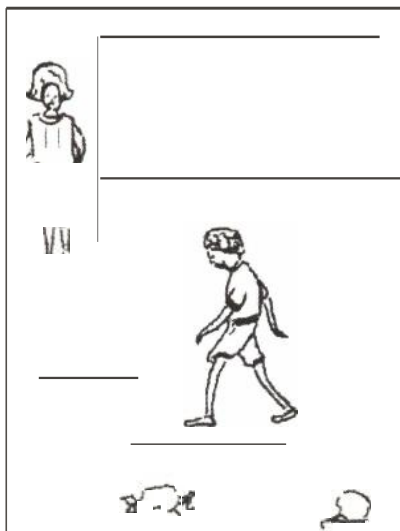
Ask the class if they notice anything about the number of strides it takes to cross the same room (**they are different for different people**).

Ask what they think would happen if you, the teacher, took strides across the classroom — would it take make more or less strides to cross the room than it did for a pupil? Discuss their answers, and allow the children to explain why.

Ask the children if they think using leg strides, or hand spans are a good tool to use for measuring. (**no, because everyone gets a different answer**).

Show them a metre ruler or metre strip of paper, emphasize the name **metre** and explain that all metre rulers are the same length, all over the world. Discuss with the children that this means that if they measure something here and in another part of Guyana, everyone will know it is the same length.

Let the children use a meter (or meter strip of paper) to measure the length of the classroom. Allow them to explain the difference between using this and using strides or hand spans as tools for measuring.



Lesson 88

REVIEW: WEEK 22

Teacher:

Today we are going to concentrate on the work we have done during this week.

The main purpose of **review twenty-two** is to identify:

- The children's ability to distinguish between squares and rectangles
- Their understanding of rectangles in the environment

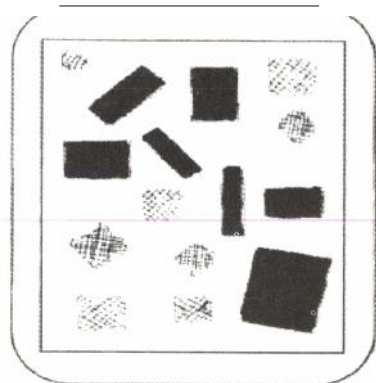
There are suggested activities on the next page for you to follow **OR** you may choose to **create or re-create** other activities to review the topics covered during and after the Audio sessions this week.

Materials needed for the lesson:

- Children:**
- Worksheet each for "Review Twenty -Two"
 - Two colouring pencils each

Review activities

TEACHER: Facilitate the following activities



10 min

Rectangles and Squares

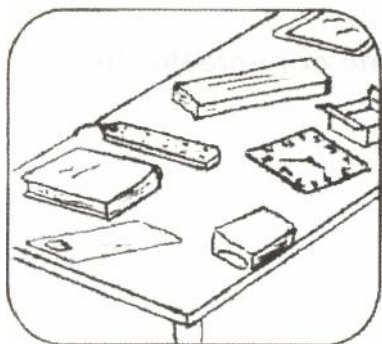
Ask the children to look at their worksheet. What shapes can they see?

(rectangles and squares)

Ask them to tell you the differences between a rectangle and a square.

(all sides are the same/equal length on a square, a rectangle has two long sides and two shorter sides)

Ask the children to colour all of the squares one colour and the rectangles another.



15 min

Rectangles in the Environment

- Talk to the children about the things they found in past lessons that were rectangle or square in shape or had **rectangles** or squares as part of them. Tell them to look at the items on the display table or around the class.
- Ask the children to turn over their worksheets, and in the space provided, draw one or two things they found that were rectangular or square in shape. Ask them to colour the rectangles one colour and the squares another colour.

TEACHER: USE THESE WORKSHEETS AS PART OF THE DISPLAY; SOME SHOWING ONE SIDE AND SOME SHOWING THE OTHER SIDE.

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 28 counters.

Review 22

LESSON 89

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 MI calendar.**
- *Have the lyrics for the song ready.*
- **Get 28 counters (for after the Audio Programme) ready.**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 89
 - Exercise book
 - A pencil

2. PART 1: During the Audio Programme

Subtraction (oral)	Word problems - Addition and Subtraction (oral)	Predecessors 2 to 9 (worksheet)	Writing Numbers 0 to 100 (worksheet)	Column Addition (worksheet)												
6 - 3 8 - 4 7 - 0 5 - 2 4 - 3	8 - 5 7 + 3 5 - 4	. . . 7 . . . 2 . . . 5 . . . 9 . . . 6	46, 98, 56, 9, 70	<table><tr><td>34</td><td>23</td><td>31</td></tr><tr><td>+12</td><td>+14</td><td>+27</td></tr><tr><td>45</td><td></td><td></td></tr><tr><td><u>+21</u></td><td></td><td></td></tr></table>	34	23	31	+12	+14	+27	45			<u>+21</u>		
34	23	31														
+12	+14	+27														
45																
<u>+21</u>																

Song:

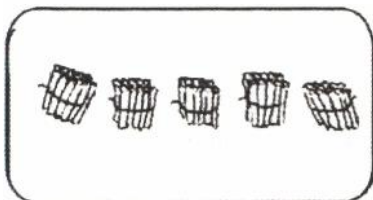
"Fun with Numbers"

Physical Activity:

"If You're Happy and You Know It"

3. PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Counting by 10's

On their worksheets, ask the children to look at the bundles of ten sticks. Keeping in mind that each bundle has ten sticks, ask them to count the sticks by TENS to see how many sticks there are altogether. You can ask one of the children to count again to verify.

5 min

Column Addition

On their worksheets, ask the children to read the first addition exercise, aloud: 14 plus (+) 13.

Using counters, show the children that 14 is one 10 and 4 ones, and that 13 is one 10 and 3 ones.

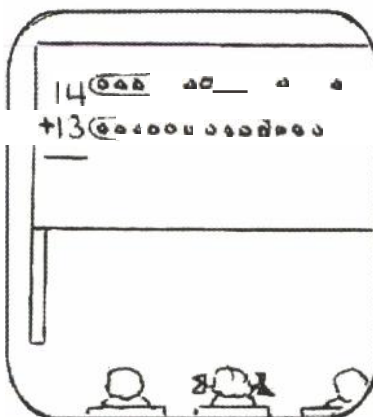
Write '14 + 13' in vertical form on the board and draw fourteen counters next to the number 14. Circle ten of them and leave four single counters. Do the same for 13. Ask the children to follow along on their worksheets. .

With the children, calculate the total number of counters by first adding the single counters (4 + 3), then count by tens the two groups of ten counters (**ten, twenty or 10+10**). Ask the children "How many counters are there altogether?" (27).

Ask them for the answer to the exercise '14 plus 13'. (27) Tell them to write it under the line. Some children can complete this addition with the help of counters (sticks).

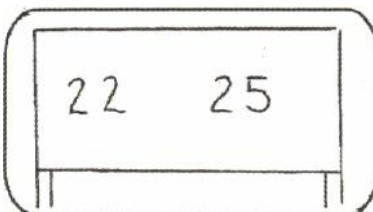
- Complete the other column addition exercises applying the strategy given above to determine the answer. Ask the children to fill in their worksheets as you go through each exercise. Ask questions about each step that the children do (**draw counters, circle them in groups of ten, calculate the total number of counters, etc.**)

15 min



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

5 min



Greater or Less and Reading Numbers 0 to 99

Write the following two numbers on the board: 22 and 25. Ask the children to read these silently. Ask them which number is less, and to write the number in their exercise books.

- Continue this activity with other numbers between 0 and 99 (56 vs. 59, 89 vs. 83, 13 vs. 31, 28 vs. 25, etc.), while asking the pupils to say and write which is greater or less.

For the next lesson, you will need 29 counters.

Lesson 89

LESSON 90

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.*
- **Get 29 counters (for after the audio programme) ready.**
- Participate with the children during the Audio lesson.

• MAKE SURE THAT EACH CHILD HAS:

- Worksheet: Lesson 90
- A pencil

2. PART 1: During the Audio Programme

Addition and Subtraction (story problems) (oral)	Horizontal Addition (worksheet)	Fractions Shading in Parts of a Figure (worksheet)	Successors (worksheet)	Addition and Subtraction (worksheet)	Addition and Subtraction (worksheet)
7 - 3 8 + 6 9 - 4	10 + 3 = 30 + 5 = 40 + 1 = 50 + 2 =	2/3 1/2 3/4 1/3	After 29 --- After 49 After 39 --- After 59 ---	6 + 6 6 - 4 5 + 2 7 + 6	8 - 1 8 + 0 9 - 3 5 - 0

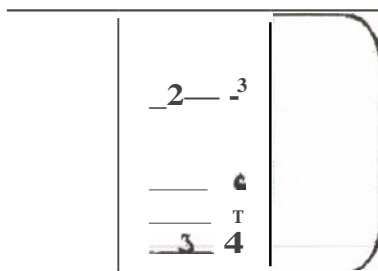
➤ Song:

"Fun with Numbers"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

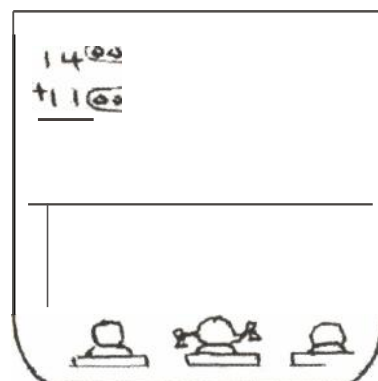


Predecessors (2 to 9)

On their worksheets, ask the children to look at the column of numbers with a line before each number. Ask them to read the first number (**8**). Ask them to say the number that comes before it (**7**), and tell them to write that number on the line before the 8.

Continue with the other numbers in the same way.

5 min



Column Addition

- On their worksheets, ask the children to read the first addition exercise, aloud: 14 plus (+) 11.

Using counters, show them that 14 is one 10 and 4 ones, and that 11 is one 10 and 1 one.

Write '14 + 11' (vertical form) on the board and next to the number 14 draw fourteen counters. Of these 14 counters, circle ten of them and leave four single counters. Do the same for the number 11. Tell the pupils to follow along on their worksheets.

Calculate the total number of counters by adding the single counters (**4 + 1**), and then count by tens the two groups of ten counters (**ten, twenty or 10 + 10**). Ask the children to tell you how many counters there are altogether (**25**). Tell them to write the answer to the exercise, 14 plus 11 (**25**) under the line. You may ask some children to complete this exercise using counters.

➤ With the children, complete the remaining column addition exercises. For example, write '15 + 12' (vertical form) on the chalk board and follow the same strategy as above. For each exercise, ask the children to fill in their worksheets and discuss any questions they may have.

15 min

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 number cards from 0 to 9.

Lesson 90

LESSON 91

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 number cards from 0 to 9 ready.**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 91
 - A pencil
 - Color pencils for after audio programme

2. PART 1: During the Audio Programme

Addition (oral)	Counting by Two's from 2 to 20 (oral)	Subtraction (oral)	Horizontal Subtraction (worksheet)	Test (worksheet)	Subtraction (oral)
$1 + 1 + 4$ $2 + 3 + 1$ $4 + 1 + 2$ $5 + 2 + 1$ $3 + 3 + 4$ $5 + 4 + 3$	2, 4, 6 ... 20	$32 - 1$ $25 - 1$ $16 - 1$ $47 - 1$ $14 - 1$ $28 - 1$ $20 - 1$ $30 - 1$	$8 - 5 =$ $9 - 8 =$ $- 3 =$ $9 - 4 =$ $8 - 6 =$	Various questions	$7 - 2$ $9 - 6$ $6 - 2$ $7 - 7$ $7 - 5$ $3 - 3$

➤ **Song:**

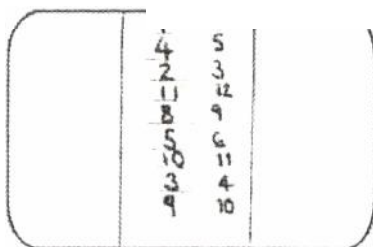
"The Days of the Week"

Physical Activity:

Pretending to be Carpenters"

PART 2: The After-Audio Programme

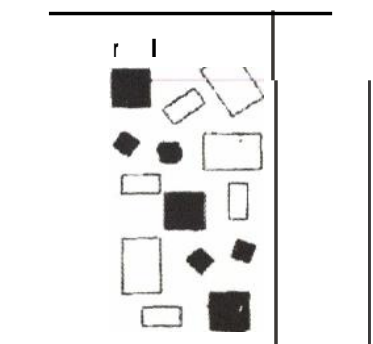
TEACHER: Facilitate the following activities



Predecessors (2 to 12)

On their worksheets, tell the children to look at the column of numbers with a line before each one. Ask them to read the first number aloud (**8**). Ask them, to say the number that comes before it, (**7**) and tell them to write that number on the line before the 8. Continue with the other numbers in the same way.

5 min



The Rectangle and the Square

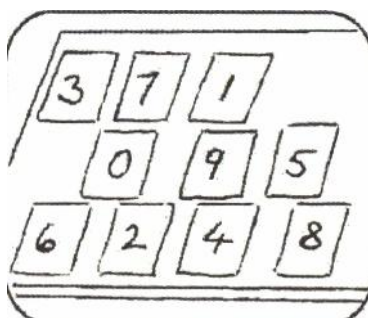
Draw a **square** on the chalkboard, without telling the pupils what shape it is. Ask the pupils to tell you the name of this shape. Ask the children to tell you how they know it is a square. (**4 straight sides all the same length, 4 corners**)

Draw a **rectangle** on the board, and ask the pupils to tell you the name of this shape. Ask the children to list the differences between the two shapes? (**Rectangle: Not all sides are equal in length – 2 sides are short and two sides are long**)

- On their worksheets, tell the children to look at the shapes. Ask them "What are these shapes called?" (**squares and rectangles**) Ask the children to colour in all the **squares**.

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

10 min



Reading Numbers 0 to 99

Have the number cards from 0 to 9 randomly spaced out on your table or a desk.

Ask a child to come out to the front and whisper a number less than 99 in your ear

(**for example, 72**) Ask the child to "make" that number using the cards. For example, to make 72, the child would find the 7 and the 2 number cards. Help the child if needed. When the child has the two cards tell him/her to show you the number to verify that it is correct, and then tell the child to show that number to the rest of the class.

TEACHER: write the number on the board and ask the class to read it aloud.

Continue this with other numbers less than 99 (for example, 87, 45, 12, 96, etc.).

To **EXTEND** this activity, once a number has been selected and the correct cards chosen, ask some children to find the number cards corresponding to the number that comes **AFTER**. For example, after 68, the child would find number cards for 69.

10 min

For the next lesson, you will need the 'months cards', one card each with the name of one of the months written on it.

Lesson 91

LESSON 92

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 the cards with the months of the year ready (for after audio programme)**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 92 (for the After-Audio Programme)
 - A pencil

2. PART 1: During the Audio Programme

Subtraction (oral)	Predecessors 2 to 20 (oral)	Greater or Less (oral)	Month of the Year (oral)	Addition (oral)	Subtraction (oral)	Greater and Less (oral)
24 - 4	...19	14 vs. 26	Song "The Months of the Year"	2 + 1 + 4	17 - 1	2 vs. 4
35 - 5	...15	36 vs. 45		3 + 2 + 3	24 - 1	10 vs. 9
43 - 3	...17	41 vs. 30		4 + 4 + 1	13 - 1	20 vs. 5
28 - 8	..... 10	49 vs. 28		6 + 4 + 2	29 - 1	7 vs. 25
55 - 5	...13	50 vs. 39		5 + 3 + 4	19 - 1	22 vs. 27
					21 - 1	42 vs. 30
						2 vs. 30

➤ **Song:**

"The Months of the Year"

Physical Activity:

"Physical Exercises"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Months of the Year – Ordinals 7th to 12th

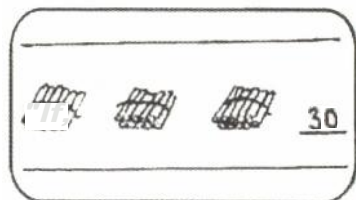
15 min

Say the months of the year with the children, using a 12-month calendar. Then ask 12 children to come out to the front of the classroom. Give each of these 12 children a card with the name of one of the months of the year. Tell the class that they have to put the children **in order**, according to the card they are holding. Ask questions such as: "Which is the first month?" (**January**) Ask the child with January to come and stand next to you. "Which month comes after January?" (**February**). Continue until all twelve children are lined up in the correct order.

Count the months with the children (one, two three.... twelve). Point to the child holding that card while counting. Ask, "How many months are there in a year?" (**twelve**)

Ask the class, "Which month is the first month?", "...the second month?", "...the sixth month?" Using ordinals, ask the class to count the months of the year. Start by pointing to the pupil holding the 'January' card while the class says 'first'. Continue until **December**, while the class says 'twelfth'.

With the children, recite the months of the year. Ask them questions such as "Which month comes after June?", "...after August?"

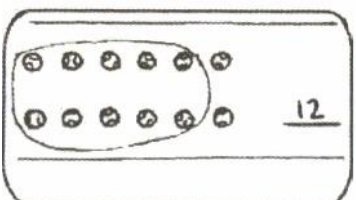


Counting by 10's – Writing Numbers

On their worksheets, tell the children to look at the first box with bundles of ten sticks. Keeping in mind that each bundle has ten sticks, ask them to count the sticks by TENS to see how many sticks there are altogether, and write their answer on the line provided. You can ask one of the children to explain how he/she did this exercise.

5 min

- Ask the children to look at the second box on their worksheets, count the sticks by tens, and write the total number of sticks on the line provided. Let the children complete the remaining exercises individually. **TEACHER:** Walk around the classroom and provide additional help to pupils if needed.



Groups of Tens and Ones – Writing Numbers

Ask the children to turn over their worksheets, and look at the first box with many balls. Ask them to count ten balls and circle them. Ask them "How many single balls are outside the circle?" (**2**) Explain to them that there is ONE group of ten balls and TWO single balls (**12**). Tell the children to write the number '12' on the line. Explain to the children that the number '1' represents the one group of ten balls and that the number '2' represents the two single balls. Ask the children to complete the remaining exercises as homework.

Lesson 92

REVIEW: WEEK 23

Teacher:

Today we are going to concentrate on the work we have done during this week.

The main purpose of **review twenty-three** is to identify

- The children's understanding counting in 10's
- Their understanding predecessors (2 to 12)
- The children's understanding of the months of the year, particularly the ordinal numbers for each month.

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.

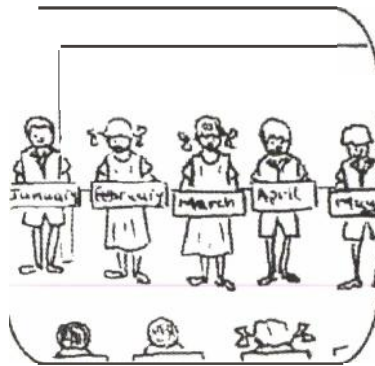
Materials needed for this lesson:

Children:

- Worksheet each for "Review Twenty-Three"
- A pencil

Review activities

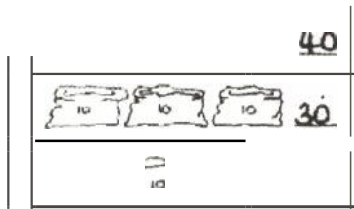
TEACHER: Facilitate the following activities



Months of the Year

- Say the months of the Year with the children, as a class. Then ask them questions about the months, such as *"Which months are you on vacation?"*, *"Which months do you come to school?"*, *"In which month is your birthday?"*, *"In which month does Christmas come?"* Ask the pupils to pay special attention to the ordinal number for each month when answering.
- Tell the children you are going to review the song "Months of the Year" with them. Start by asking them questions about the song:
"What do you remember about the song?"
"Who sings the song?"
 Read the lyrics to the song to them so that they are clear on all the words.
 Ask them to sing the song (**Repeat**)

10 min

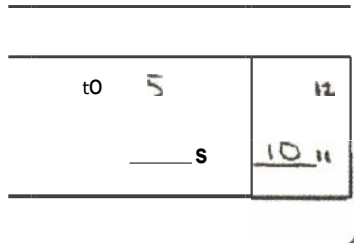


Counting in Tens

- On their worksheets, tell the children to look at the sacks with balls in them. Ask them *"How many balls are in every sack?"* (**ten**) Tell them to **silently** count the number of balls and write that number on the line.

TEACHER: For those children who may need additional help, you may ask them to make groups of ten counters and count the counters by tens. If there are not enough counters for each pupil, the children can work in groups.

10 min



Predecessors (2 to 12)

- On their worksheets, ask the children to look at the numbers that have a line before each number. Ask them to **silently** read each number and write the number that comes before it **on the line**.

5 min

Check the worksheets to see the children's progress and give special attention to those who need it. You may also want to collect and keep a record of the pupils work.

For the next lesson, you will need the 'months cards'.

Review 23

LESSON 93

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 MI calendar.**
- *Have the lyrics for the song ready.*
- **Have the cards with the months of the year ready (for after audio programme)**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - 9 counters (for the After-Audio Programme)
 - Worksheet: Lesson 93
 - A pencil

2. PART 1: During the Audio Programme

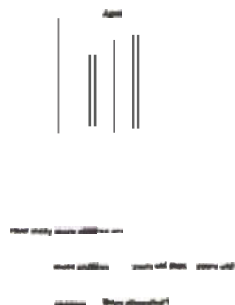
Ordinals (worksheet)	Greatest and Least 0 to 99 (worksheet)	Predecessors 2 to 12 (worksheet)	Writing Numbers (worksheet)	Subtraction (oral)	Successors (oral)
1 st , 2 nd , 3 rd	50 vs. 53 vs. 55 37 vs. 38 vs. 59 54 vs. 57 vs. 59 73 vs. 75 vs. 77	....8 9 7 ...12	25,49,66,87,99	7-3 7 - 5 5 - 4 4 - 3 7 - 2 4 - 0	After 93 After 8 After 18 After 98 After 15 After 40

Song: The Spider Song"

3.

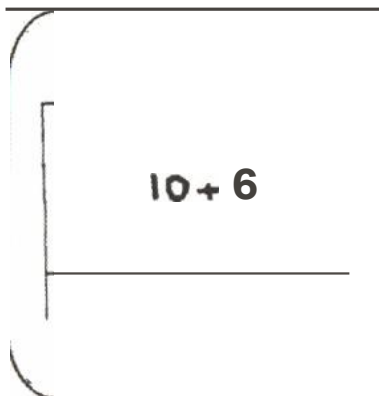
PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Statistics (reading graphs)

- Ask the children to look at the graph on their worksheet. Tell them that this graph tells us about the ages of a group of children. Review with them the meaning of a "graph" (**a picture/ chart that gives us information – show them some examples**). **15 min**
Ask the children what each block represents (**one child**). On the graph, underneath the first column, is the number 5. That column shows the children who are 5 years old. Ask them to count the number of blocks to find out how many children are five years old (**4. Four children are 5 years old**).
TEACHER: Complete the remaining two columns, for ages 6 and 7, in the same way. Read the questions on the worksheet, and ask the children to write the answer on the line. As they answer, ask the children to also explain each answer using the graph.
- Create a graph of your own showing the ages of the children in the class. Ask some of the children their ages and show those ages on the chalkboard, using a similar graph.



Oral Addition – Counting On

- Give the children 9 counters each. Tell the children they are going to add on from 10, using their counters. **10 min**
Write ' $10 + 6 =$ ' on the board. Ask the children to make a row of 6 counters. Then tell them to image ten counters and say '**ten**', and continue counting using the counters in front of them saying: 11, 12, 13, 14, 15, 16. To complete the exercise, say "**10 plus 6 is 16**".
- TEACHER:** Continue like this for the remaining exercises. For example, write ' $10+3$ ', and ask them to make a row of three counters, then count on from ten. . Now tell them they are going to count on from 20. Write ' $20 + 7$ ' on the board. Ask them to make a row of seven counters, and after saying 'twenty' to continue counting using their counters, saying: 21, 22, 23, 24, 25, 26, 27. To complete the exercise, say "**20 plus 7 is 27**".
- Continue with the following exercises: $20 + 8$, and $20 + 5$.

For the next lesson, you will need a metre stick, or a piece of paper cut to 1 metre long.

Lesson 93

LESSON 94

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 a metre stick or paper (1 metre long) ready.**
- Participate with the children during the Audio lesson.
- **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 94
 - A pencil

2. PART 1: During the Audio Programme

Predecessors 2 to 20 (oral)	Column Addition (worksheet)	Fractions (worksheet)	Addition (worksheet)	Identifying Coins and Bills (worksheet)	Greater and Less (oral)	Horizontal Subtraction (worksheet)
... 18	13 23	1/2 1/2	30+2	\$ 20	95 Vs 4	8 - 6 =
..... 14	+24 +12		20+9	\$ 5	15 Vs 46	9 - 3 =
..... 12		1/3 1/3	40 + 5	\$100	33 Vs 17	7 - 4 =
..... 16	25		50+3	\$10	84 Vs 59	5 - 2 =
..... 19	+21				30 Vs 10	8 - 5 =
..... 15						
..... 20						
..... 10						

Song:

"Guyana's Children"

➤ Physical Activity:

"Let's 'Make' Music"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

Horizontal Addition

Complete the horizontal addition section from the Audio session.

5 min

Money

Tell the children to pretend that they are in the market and need to buy some food. At one stall they buy fruit for \$20 and vegetables for \$10. **TEACHER:** Ask the children to calculate how much they spent in total. Then ask one of the children to write ' $\$20 + \$10 =$ ' on the board and the answer. To help the pupils determine the correct answer, you may use the paper coins and bills from Lesson 67.

Discuss with the children one of the strategies they could have used to find the answer: count in tens to add 20 and 10. **(20, and one more ten is 30)**

Tell the children that they are going to continue buying things. At the next stall they buy three things, which cost them \$20, \$10 and \$10. **TEACHER:** Write this on the board – ' $\$20 + \$10 + \$10$ '. Ask the children to tell you the total and write it on the board. Again, discuss counting in tens.

Continue with the following exercises: \$10, \$10 and \$10; then \$20, \$20 and \$10.

Length: the metre as an instrument (tool) for measuring length

Show the children a **metre stick or a length of paper cut to a metre long**. Ask them if they know what it is called. Tell them it is a **metre** and it is used to measure LENGTH.

Ask them, "Who would use metres in their work?" (Seamstresses for measuring material)

Hold up the metre for the children to see. Ask them to tell you whether the length of the door is more or less than one metre. Hold the stick by the door for the children to see.

- Ask the same questions about the length of your table; of a pencil; of the wall. etc.

5 min

Properties of 2 Dimensional Shapes (only 4 shapes)

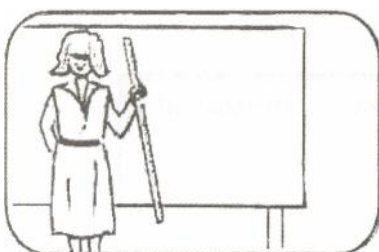
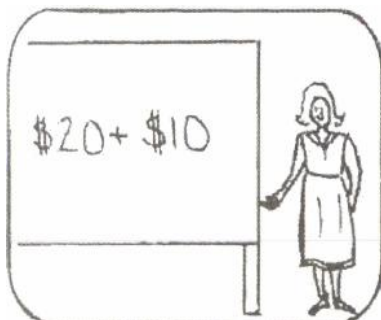
- Review shapes while playing "I'm thinking of a shape". For example, ask: "I'm thinking of a shape that has 3 points. it is a closed shape. and has 3 straight sides. What shape am I thinking of?" (**triangle**);

"I'm thinking of a closed shape without straight lines that can roll. What shape am I thinking of?" (**circle**):

"I'm thinking of a closed shape with 4 straight sides. and all the sides are the same length. What shape am I thinking of?" (**square**)

Lesson 94

5 min



LESSON 95

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 counters ready for each child**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Counters
 - Worksheet: Lesson 95
 - A pencil

2. PART 1: During the Audio Programme

Addition (worksheet)	Fractions Reading (worksheet)	Counting by Tens up to 90 (worksheet)	Subtraction (oral)	Adding with Bills and Coins (worksheet)
40 + 9 30 + 6 60 + 1 70 + 5	1/2 1/3 1/2 1/3 1/2 1/3 1/2 1/3	10, 20, 30 . . . 70 10, 20, 30 . . . 60 10, 20, 30 . . . 90 10, 20, 30 . . . 80	8 - 4 3 - 3 7 - 6 8 - 1 3 - 2 1 - 1 8 - 0	\$ 20 + \$5 \$ 20 + \$10 \$ 20 + \$1

Song:

"Song for Number Four"

Physical Activity: "Physical Exercise"

3.

PART 2: The After-Audio Programme

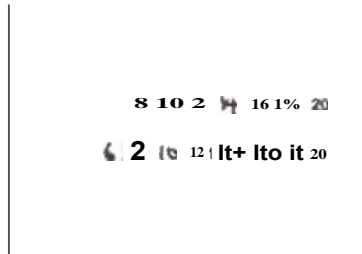
TEACHER: Facilitate the following activities

Money

- Complete the addition exercises for money from the Audio session

Sequencing by 2's (2 to 20)

10 min



Ask the children count by 2's from 2 to 20. On their worksheets, tell them to look at the number tracks. "What number do the tracks start with?" (2) "...and finish at?" (20)

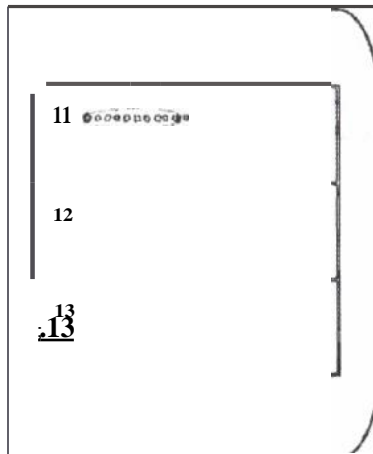
Tell the children to look at the first track, and tell you what they think the missing numbers are. (6, 14, 18) Ask them to fill in the missing numbers on their worksheets.

When the first track is completed ask the children what they notice about the numbers on the track (2; 2+2; 2+2+2, etc.). Discuss the pattern: All come in patterns of two's and are even numbers. **TEACHER:** Review with the children the meaning of the word 'even', using drawings of balls for 2, 4, etc.

Look at the second track and ask the children to tell you which numbers are missing. (6, 8, 10, 14, 16, 18) Ask them to complete the track.

Column Addition

10 min



Ask the children to look at their worksheets, and read the first addition exercise: 11 plus (+) 11.

Using counters, show the children that 11 is one 10 and 1 one. Show the same for the other number 11. Write '11 + 11' (vertical form) on the board. Next to each of the number 11's, draw eleven counters. Next, circle ten of them and leave one single counter in each case. Tell the children to follow along on their worksheets.

- Calculate the total number of counters by adding the single counters (1 + 1), and then counting by tens the two groups of ten counters (ten, twenty or 10+10). Ask the children "Now many counters are there altogether?" (22). Let them answer, saying "11 plus 11", and answer 22. Write the answer under the line. You may also ask some children to complete this exercise using counters.

Complete the remaining column addition exercises with the children. For example, write '15 + 12' (vertical form) on the chalk board and follow the same strategy as above. For each exercise, tell the children to fill in their worksheets and discuss any questions they may have related to drawing counters, circling them in groups of ten, calculating the total number of counters, etc.

For Review Twenty-Four, you will need to ensure that the portfolios for each pupil are ready.

Lesson 95

LESSON 96

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 96
 - A pencil

2. PART 1: During the Audio Programme

Subtraction (oral)	Predecessors 2 to 50 (oral)	Successors of Numbers that end in 9 (oral)	Test (worksheet)	Fractions, Reading (worksheet)	Column Addition (worksheet)
34 - 1 25 - 1 46 - 1 59 - 1 11 - 1	..... 45 38 23 12 49	After 19 After 29 After 69 After 49 After 59	Various questions	1/2 1/3 1/4	<div>14 23 12</div> <div>+20, +40, +10</div> <div>28</div> <div>+40</div>

Song:

One is Important"

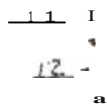
Physical Activity:

"Shake your Body Rap"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



3

Predecessors (2 to 20)

On their worksheets, ask the children to look at the column of numbers with a line before each one. Ask them to read the first number aloud (1). Ask them to tell you the number that comes before 18, (17) and write that number on the line before the 18. Complete the remaining exercises in the same way.

5 min

1

Sequencing by 2's (2 to 20)

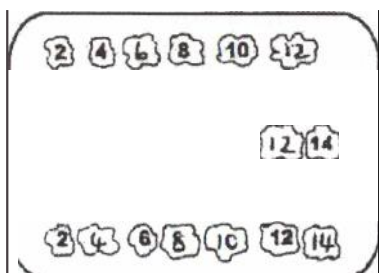
On their worksheets, ask the children to look at the clouds with numbers in them. Ask them if they notice any number patterns, and if so, to tell you what the pattern is. (**all the 2's, all the 4's, all the 6's, etc.**)

Ask them to look at the first line of clouds and read the numbers in the first two clouds aloud. Ask, "What number do you think comes next in the cloud?" (6) Tell them to fill in the missing numbers (6, 12)

Ask the children to complete the next two rows individually.

TEACHER: Provide additional help to pupils if they need it.

5 min



Statistics - Reading Graphs

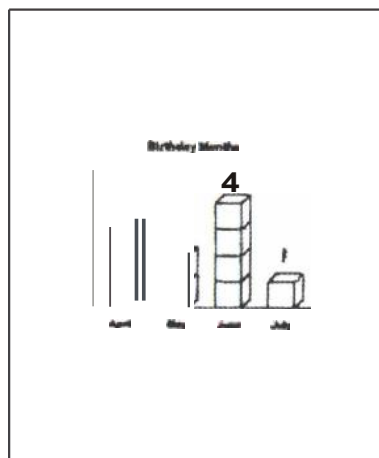
Ask the children to look at the graph (remind them that 'graph' is what we call the picture on their worksheet). This graph tells us about the birthdays of a group of children.

On their worksheets, show them the four columns and explain that each column tells us the number of children that have their birthdays during April, May, June or July.

Ask the children what each block represents (**one child**). Ask them to find the word 'April' on the graph. **TEACHER:** You may want to write 'April' on the board to help them. Ask them to find out how many children have a birthday in April by counting the blocks above April (**3. Three children have birthdays in April**). **TEACHER:** Do the same for the remaining months – May, June and July.

- Once they have determined the number of children having birthdays in each of the four months, ask them questions such as, "How many birthdays are in April?", "...in May?", "How many more birthdays are there in April than in May?" "...than in June?", "How many total birthdays are there in the four months?"

10 min



Lesson 96

REVIEW: WEEK 24

Teacher:

The main purpose of review twenty-four is for the children to evaluate their own progress during the IRI Mathematics lessons (during and after Audio Programmes), and be rewarded by knowing that they are learning.

For this, you will need to have a set of worksheets (last week, last two weeks, or more) ready for each child. You can select the worksheets so that they reflect the children's progress in various areas of Mathematics, for example in writing numbers, adding numbers, taking away, writing numbers before and after, etc. During the review process, you may either choose to have the children observe their worksheets individually or in groups.

For this review, give each child his or her file of worksheets (portfolio), and:

- Allow them to look at it and tell the class what they like about their worksheets (portfolio).
- Allow them to talk about any specific worksheets or exercises that they particularly liked, with a friend or a group of friends.

OR

- Identify one or more focus areas or topics from the worksheets – such as writing numbers, patterns, ordinals, subtraction, etc. Tell each child to look at their worksheets and discuss how they have improved in one or more of these focus areas or topics.

TEACHER:

You can take this opportunity to work with the children whom you have observed to have difficulties. With each child, select one area of Mathematics and work with them to identify their weaknesses in that area, and to discuss how they may be able to improve their skills. For your future reference, you may want to take note of the children comments.

For the next lesson, you will need a metre stick or a piece of paper, cut to the length of 1 metre.

LESSON 97

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 a metre stick or a piece of paper, cut to a metre long, ready.**
- Participate with the children during the Audio lesson.

• MAKE SURE THAT EACH CHILD HAS:

- Worksheet: Lesson 97 (for after audio programme)
- A pencil

2. PART 1: During the Audio Programme

Less 0 to 70 (oral)	Predecessors 2 to 50 (oral)	Word Problems Money - Change (oral)	Rote Counting by Five's 5 to 50 (oral)	Addition (oral)	Successors (oral)	Greater and Less (oral)
41 Vs 36 22 Vs 17 69 Vs 56	....28....36 43 25....18....50	\$5 - \$3 \$10 - \$8 \$10 - \$6 \$5 - \$1	5, 10, 15 . . .50	2 + 5 + 1 6 + 4 3 + 2 + 4 6 + 1 + 1	After 9 After 19 After 29 After 39 After 49 After 59 After 69 After 79 After 89 After 99	90 Vs 80 40 Vs 30 90 Vs 80 10 Vs 80 90 Vs 30

➤ Song:

The Children of Guyana"

Physical Activity:

"The Wash Day"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

Sequences by 2's

10 min

Tell the children to count by two's to 20. Ask the children *"When counting by 2's, what is the next number to come after 20?"* (22) Write the number 22 on the board.

Count with the children from 22 to 30 by 2's (24, 26, 28, 30)

Ask different groups of children to count by two's from 2 to 30' for example, the girls, then the boys.

Tell the children to look at the number tracks on their worksheet. Ask them, *"What number does the first number track start with?"* (2)...*"and finish with?"* (20).

Ask the children to tell you what they think the missing numbers are on the first track.

(4, 10, 14, 16) Ask them to fill in the missing numbers.

Look at the second track and ask the children *"What number does it start with?"* "and finish with?" (10 and 28) Ask the children to tell you which numbers are missing. (14, 18, 24, 26) Ask them to complete the track.

Complete the third track in the same way (12, 14, 20, 24, 28)

When all the number tracks are complete, ask the pupils to tell you what they notice about these numbers. With the children, discuss how the numbers are all by 2's, and that they are all even numbers.

Reading Numbers

10 min

Ask the children to look at the after audio worksheet. Ask them to **silently** read the numbers in the box and circle the following numbers: 77, 58, 18, 85, 67, and 36.

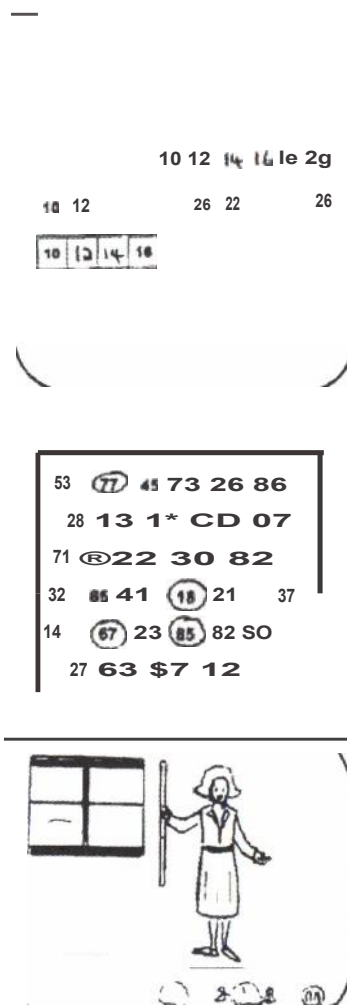
TEACHER: Ask the children to exchange their worksheets with a partner, and correct their partner's worksheet if needed. (circle number 77, 58, etc.).

Length

5 min

Show the children a metre stick or a length of paper cut to a metre long. Ask them, *"What is this called?"* (a metre). Ask for examples of objects that can be measured with the metre, allowing the children to explain how they would measure the object. Hold up the metre stick or paper for the children to see. Ask them if they think that the length of the window is more or less than one metre. Hold the stick by the window so that the children can verify their answers. Continue with other objects: yourself, a child, a book, etc.

Lesson 97



LESSON 98

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 98
- A pencil
- 9 Counters (for the After-Audio Programme)

2. PART 1: During the Audio Programme

Rote Counting By Five's From 5 to 50 (oral)	Subtraction (oral)	Addition (oral)	Ordinals 1 st to 5 th (worksheet)	Fractions Reading (worksheet)	Circle a Group of 10 out of a Group of Objects (worksheet)
5, 10, 15 . . . 50	19 - 9 24 - 4 38 - 8 47 - 7	20 + 2 50 + 1 30 + 5 40 + 9	1 st 2 nd 3 rd , 4 th	1/2 1/3 1/4 112 1/3 1/4 1/2 1/3 1/4 1/2 1/3 1/4	Ten of twelve balls Ten of fourteen Ten of eleven

➤ Song:

"Fun with Numbers"

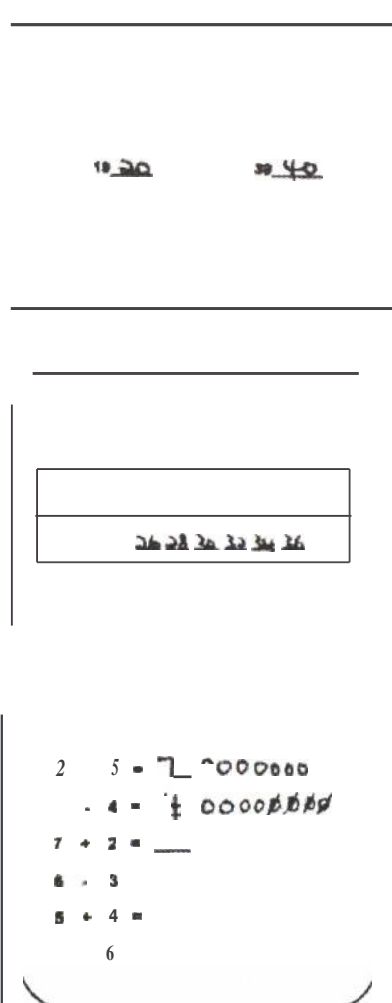
Physical Activity:

"Ole Grady Says"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities



Successors

On their worksheets, tell the children to look at the first box with numbers followed by a line. Ask them to read the first number **(19)**. Ask "*What number comes after nineteen?*" **(20)**, and write the answer on the line. Explain that 19 is the last number that starts with 'tens' (10, **11**, ...**18**, **19**), therefore, the number after it starts with the next set of 'tens', the 20's. **(20, 21, 22, ...29)**.

5m.0

Tell the children to look at the next number **(29)**. Tell them that this is the last number in the twenty's. Ask "*What number starts the next tens?*" **(30)**, and write the answer on the line next to the number. Tell them to read the last number **(39)**. Ask "*What number comes after it?*" **(40)** Explain them that this number starts the next group of tens.

Sequences of 2's

Tell the children to count by two's from 2 to 20, **(two, four, six... twenty)** Ask "*What comes next?*" **(22, 24... continue to 30)**. Ask them "*What they think would come after 30?*" On the board, write 32, 34, 36, 38, 40.

10 min

On their worksheets, ask the children to write from 2 to 20 by two's **(2, 4, 6, ... 20)**, taking note that the number 2 is already written.

On the next line ask them "*What number is written on the first line?*" **(20)** Ask them to complete that line, counting by two's from 20 **(22, 24, ...30, 32, 34...38)**.

5 min

Horizontal Addition and Subtraction

On the last box of their worksheets, tell the children to look at the addition and subtraction exercises. Explain that the addition exercises have a **plus** sign and the subtraction exercises have a **minus** sign. DRAW a + and – sign on the board and ask them to read both symbols.

On their worksheets, ask the children to read the first exercise **(two plus five)** Ask "*How much is 2+5?*" **(seven)**. Ask them to verify their answer using counters, and write the answer, **(seven)** on the line.

Tell the children to read the second exercise **(eight minus four)**. Ask them "*What is 8 -4?*" **(four)**, and write the answer on the line. Ask them to verify their answer using counters.

Assign the remaining exercises **for homework**, allowing each child to take home his/her worksheet. Remind them that they can use their fingers or draw circles to find the answer.

For the next lesson, you will need the number cards from 0 to 9, but with two '0' cards.

Lesson 98

LESSON 99

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 the number cards from 0 to 9 ready (with two '0' cards)**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 99
 - A pencil

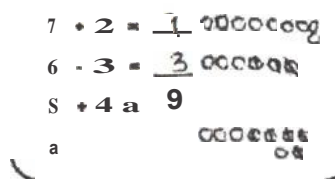
2. PART 1: During the Audio Programme

Word Problems (addition and subtraction) (oral)	Ordinals 1 st to 5 th (worksheet)	Fractions (worksheet)	Column Addition (worksheet)	Writing Fractions (worksheet)	Counting by 10' (worksheet)
$\$ 13 \quad \$ 3$ $7 + 4$ $9 - 9$	1 st , 2 nd , 3 rd , 4 th and 5 th	$\frac{1}{2}$ $\frac{2}{3}$ $\frac{2}{4}$ 3/4	$\begin{array}{r} 25 \\ +13 \end{array}$ $\begin{array}{r} 32 \\ +16 \end{array}$	$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$	10...20... 30...40...50 10...20... up to 80 10...20... up to 60

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

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

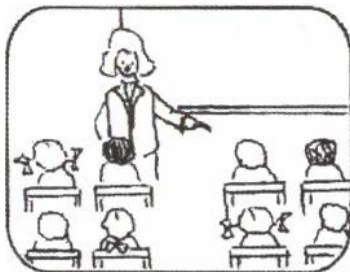


Homework – Horizontal Addition and Subtraction

Ask the children to look at their homework from yesterday. Ask them to swap worksheets with the person next to them to mark each exercise. Help the children correct their homework.

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

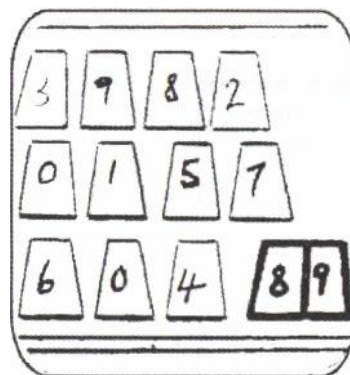
5 min



Rote Counting by 2's

Tell the children that they are going to count by two's to 30. Ask different groups to count; the girls, then the boys, one side of the room then the other. Play "Stop and Go" and review counting by 2's. Ask one child to start counting by 2's, then say stop and ask another pupil from a different part of the room to continue. Ask the children, "What is the next number to come after 30?" (**32**) Write 32 on the board. Ask the children to continue counting by 2's up to 40 (**34, 36, 38, 40**). Ask the children to count by two's from 2 to 40. Finish by asking different groups to count; the girls, then the boys.

10 min



Reading Numbers 0 to 100

Have the number cards from 0 to 9 randomly spaced out on your table or a desk (**have two zero cards**). Ask a child to come out to the front and you whisper a number less than 100 into her/his ear, (**for example, 89**). Ask the child to find the number cards that make this number (**for example, 89 – the child would find the 8 and the 9**) Help the child select the correct cards.

When the child has the two correct cards ask her/him to show you the number so that you can write that number on the chalkboard. Ask the rest of the class to read it aloud. Continue this with other numbers less than 100. To EXTEND, once the correct number cards have been selected, you may ask children to find the number cards for the number that comes after... (for **example after 97, the child would find number cards 9 and 8 to make 98**)

5 min

For the next lesson, you may choose to use 3 paper squares per child during the after Audio Programme activities.

Lesson 99

LESSON 100

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 three paper squares per child ready (for after audio programme)**
- Participate with the children during the Audio lesson.
 - **MAKE SURE THAT EACH CHILD HAS:**
 - Worksheet: Lesson 100
 - A pencil
 - Exercise book

2. PART 1: During the Audio Programme

Subtraction (oral)	Word Problem (Money - Change) (oral)	Counting Tens From 10 to 90 (worksheet)	Fractions Shading Parts of Shapes (worksheet)	Groups of 10 out of a Groups of Objects. (worksheet)	Horizontal Subtraction and Addition (worksheet)
18 - 1 26 - 1 34 - 1 19 - 1 45 - 1 48 - 1	\$10 - \$6 \$5 - \$2 \$10 - \$8	10, 20, 30 ... 90 10, 20, 30 ... 50 10, 20, 30 ... 80 10, 20, 30 ... 60 10, 20, 30 ... 70	1/3 1/2 3/4 2/3	Ten of 14 balls, Ten of 12 balls Ten of 16 balls	6 - 4 = 6 + 4 = 5 - 3 = 5 + 3 = 7 - 4 = 7 + 4 =

Song: The March of Numbers"

Physical Activity: "Let's Make Music"

3.

PART 2: The After-Audio Programme

TEACHER: Facilitate the following activities

Horizontal Addition and Subtraction

Complete the addition and subtraction section from the audio session.

Fractions

Teacher, draw three squares on the blackboard. Divide one square in half, one into thirds and one into fourths. Write the fractions $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ below the squares, as shown.

Ask the children "What are these shapes called?" (**squares**). Looking at the first square, ask the children to count how many equal parts there are. (2) Ask "Is this square divided in half or into thirds?" (**Half, it is divided in half.**)

- Ask the children to look at the fractions written below each square. Ask them to point to one half ($\frac{1}{2}$). Ask one of the children to colour just one half of the square, and draw a line from the part of the square that is coloured to the fraction that says ' $\frac{1}{2}$ '.
- Ask them to count the number of equal parts that the second square has been divided into (3) Ask "How do you call something that has been divided into 3 equal parts?" (**Thirds, it is divided into thirds**). Let another child colour one third" of the square. **TEACHER:** tell them that they could colour any one of the three parts as all are equal.
- Ask them "Which of the written fractions represents one third?" ($\frac{1}{3}$) Ask the child to draw a line from the part of the square that is coloured to the fraction that says ' $\frac{1}{3}$ '.
- Ask them to count the number of equal parts that the last square has been divided into. (4) Ask "How do you call something that has been divided into 4 equal pads?" (**Fourths, it is divided into fourths**).
- Ask them to point to the fraction that represents one fourth? ($\frac{1}{4}$) Ask one of the children to colour one fourth of the square and draw a line from the coloured part to the fraction that says ' $\frac{1}{4}$ '.
- Write ' $\frac{1}{2}$ ' on the blackboard and ask the children copy this fraction into their exercise books, repeating it along the row. Ask them to do the same with ' $\frac{1}{3}$ ' and ' $\frac{1}{4}$ '.

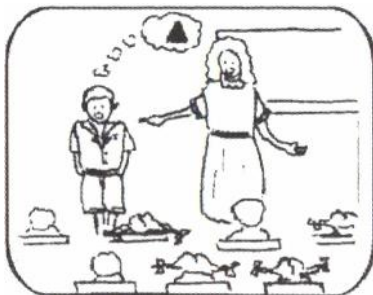
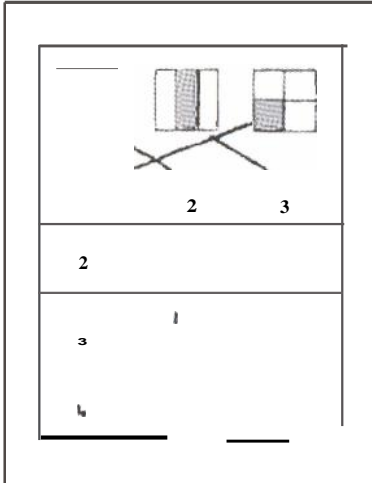
15 min

TEACHER: This activity can be done using three 'paper squares' per child or group of children. The children can follow the same instructions given above.

Properties of 2D shapes

- Play "I'm thinking of a shape". Ask the children to draw the shapes as you give them clues such as: "I'm thinking of a closed shape with 4 equal straight sides."

5 min



*What shape is it?" (square), "I'm thinking of a closed shape without straight lines.
A wheel is this shape. What shape is it?" (circle)*

Lesson 100

REVIEW: WEEK 25

Teacher:

Today there will not be a radio/CD Mathematics lesson.

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

- The children's understanding of a metre
- The children's ability to complete sequences of 2's (2 to 30)

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 lesson:

Children: - Worksheet each for "Review Twenty-Five"
- A pencil

Teacher: - Metre stick

Review activities

TEACHER: Facilitate the following activities



Length: Understanding a Metre

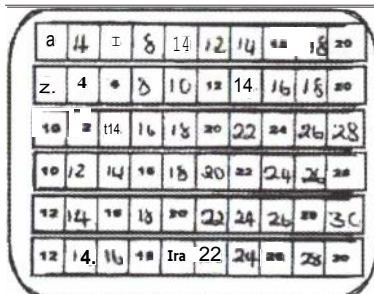
15 min

Show a metre stick to the classroom and ask them to tell you how it is used. Allow the children to use this metre stick to check if the height of the door is **more** or less than 1 metre. Allow them to do the same with their height, and the length of their desk (table).

- On their worksheets, ask the children to identify the pictures in the top box. (A **palm tree, a classmate, a cup, back of a chair**)
- Ask the children to tell you which of these objects, in real life, would be **more** than one **metre high** (or tall) and to explain their answer. Ask them to colour the objects that would be **more** than a metre.

Ask them to identify the pictures in the second box (**a comb, a chalkboard, a teacher's table, a book**).

Ask the children to tell you which of these objects, in real life, would be **less** than one metre high (or tall). Ask them to colour the ones that would be **less** than a metre.



Sequences of 2's (2 to 30)

10 min

- Ask the children to turn to the second side of their worksheet, and look at the number tracks for counting by two's. Ask the children to look carefully at the number tracks and complete the lines of 2's.

TEACHER: Work closely with the children that need the most help in completing the grids. Also note that not all the children need to complete all the grids provided.

- TEACHER: You may also wish to ask them to complete two of the number tracks and share their answers (to verify that they are correct) before completing the next two rows. It is up to you to select the method that is best suited for your pupils.

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

For the next lesson, you will need matches or sticks.

Review 25

MATHEMATICS CONTENT FOR TERM 2

CONTENT OF MATHEMATICS	Month 4 List of Topics	Month 5 List of Topics	Month 6 List of Topics
NUMERATION, COUNTING	<ul style="list-style-type: none"> - Rote counting, intuitive counting, continuous counting up to 100 (writing the answer, with drawings, with sounds using fingers, using counters, hundred square, etc.) - Rote counting by 10's, up to 100 - Counting 1 to 7, 1 to 15, 1 to 40 (with objects, pictures, sounds) - Counting groups of 10's up to 100. - Counting elements (1 to 9) of the complement of a subset. 	<ul style="list-style-type: none"> - Rote counting, intuitive counting, "keep counting" up to 100. - Rote counting by 2's, to 10; to 20 - Counting from 1 to 25 (with sounds using fingers, counters, hundred square, etc.) - Counting by 10's up to 100. - Counting subsets and a complement of a subset. 	<ul style="list-style-type: none"> - Rote counting by 5's - Counting by 2's, from 2 to 20 - Counting by 10's up to 100, grouping objects by 10's, (pictures, sounds, etc.). - Counting groups of 10's and 1's.
SUCCESSORS	<ul style="list-style-type: none"> - From 1 to 28; from 1 to 98 (Oral, written answers, written exercises, flash cards, number square) - Successors of a9: e.g.: after 19; after 29, after 39. - Sequences 	<ul style="list-style-type: none"> - Successor: 1 to 99 (Oral, written answers, written exercises) - Successors of numbers that end in 9 (a9) (e.g.: after 29, after 49, after 19, after 69) - Recognize successors of the number a as the number a + 1 (e.g.: 7 +1 is 8 and 8 comes after 7) - Sequences from 1 to 10; 1 to 50 (e.g.: writing the missing numbers) 	<ul style="list-style-type: none"> - Successors: 1 to 99. - Successor of numbers that end in 9 (a9) (e.g. after 49, after 39, after 59) - Sequences of 10's
PREDECESSORS		<ul style="list-style-type: none"> - Predecessor: Numbers between 2 and 9; 1 and 9; 2 and 9, 2 and 12. 	<ul style="list-style-type: none"> - Predecessor: Numbers between 2 and 9; 2 and 12; 2 and 20, 2 and 50
GREATEST AND LEAST	<ul style="list-style-type: none"> - "Greater", "Less" from 0 to 15, 10 to 19, 0 to 19 and 20 to 29, 0 to 29. - Most and least; 1 to 6 - Greatest and Least: 10 to 19; 20 to 29; 0 to 29; 20 to 29. E.g.: 13 vs. 15 vs. 11, 28 vs. 29 vs. 27 	<ul style="list-style-type: none"> - Greatest and least: 0 to 15; 10 to 19; 0 to 19; 20 to 29; 0 to 29 (e.g.: 3 vs. 5 vs. 7; 10 vs. 14 vs. 11; 0 vs. 5 vs. 7) - Greater and less: e.g.: 10 vs. 15 ; 28 vs. 29 	<ul style="list-style-type: none"> - More and Fewer with bills and coins. - Greater and less with number from 0 to 100. - Greatest and least with numbers from 0 to 100.

CONTENT OF MATHEMATICS	Month 4 List of Topics	Month 5 List of Topics	Month 6 List of Topics
NUMERATION, READING AND WRITING	<p>Reading 20 to 24; 25 to 29; 0 to 29; 30 0 39; 40 to 49 50 (with flashcards, drawings, symbols or representations on worksheets (numerals))</p> <p>Reading: 10, 20, 30, ...90</p> <p>Writing from 20 to 24; 10 to 29; 30 to 39; 40 to 49 and 50 to 59 (dictation and copying).</p> <p>- Writing: 10, 20, 30 ...90</p> <p>- <u>Number words (one digit numbers)..</u></p>	<p>- Reading number such as 10, 20, 30, 40, 50, 60, 70, 80, 90</p> <p>- Reading numbers from 50 to 59, 60 to 69, 0 to 69, 70 to 79, 80 to 89, 90 to 99, 0 to 99 and 0 to 79 (with flash cards, circling, etc.)</p> <p>Writing 10, 20, ... 90</p> <p>Writing from 50 to 59, 0 to 69; 0 to 79, 0 to 89, 0 to 99 and 0 to 100.</p> <p>Number words (one digit numbers).</p>	<p>- Read from 0 to 69; 70 to 79; 80 to 89; 90 to 100. (circling and with cards)</p> <p>- Write from 0 to 100 (by dictation, writing numbers as part of an answer, copying them)</p>
OPERATION: ADDITION	<p>ORAL:</p> <p>- Case: Adding $a0 + b$, which sum is greater or equal to 16 and less or equal to 29. E.g.: $10 + 6$, $10 + 8$, $20 + 1$</p> <p>Case: Adding $10 + a$ E.g.: $10 + 1$, $10 + 5$, $10 + 9$.</p> <p>- Case: Adding $a0 + b$, where $a < 4$ (e.g.: $30 + 5$, $20 + 9$, $10 + 2$)</p> <p>Case: Adding $ab + 1$, where b can not be 9 (e.g.: $27 + 1$, $34 + 1$)</p> <p>- Case: $10 < a + b < 15$. E.g.: $6 + 5$.</p> <p>- Case: $a9 + 1$. E.g.: $19 + 1$, $29 + 1$.</p> <p>Case: $11 < a + b < 12$. E.g.; $9 + 2$</p> <p>Case: $1 \leq a + b \leq 5$. E.g.: $0 + 5$, $3 + 1$.</p> <p>Case: Adding $a + b < 9$. E.g.: $7 + 2$, $1 + 4$</p> <p>Case: Adding $a + b < 12$. E.g.: $9 + 3$, $6 + 0$.</p> <p>COLUMN:</p> <p>$n + 1$, with an answer between 1 and 9 and $a + b$, with an answer between 0 and 9.</p> <p>e.g.: 6 0</p>	<p>ORAL:</p> <p>- Case: $0 < N + 1 < 99$. E.g.: $56 + 1$, $89 + 1$, $53 + 1$, $76 + 1$, etc.</p> <p>- Case: $0 \leq a + b \leq 14$. E.g.: $6 + 8$, $8 + 4$.</p> <p>- Case: $0 < N + 1 < 49$. E.g.: $30 + 1$, $45 + 1$, $28 + 1$.</p> <p>Case: $0 \leq a + b \leq 18$. E.g.: $9 + 9$, $7 + 6$, $5 + 4$.</p> <p>Case: Adding $a0 + b$, a is a number between 1 and 4. (e.g.: $30 + 1$, $40 + 1$, $20 + 1$) .</p> <p>Case: Addition with 3 addends: $a + b + c \leq 10$, $a + b + c \leq 12$</p> <p>COLUMN:</p> <p>- Column addition: $0 < a + b < 9$.</p> <p>e. g. $\begin{array}{r} 4 \quad 5 \quad 5 \\ +3 \quad +2 \quad +0 \end{array}$</p> <p>HORIZONTAL:</p> <p>- $0 \leq a + b \leq 9$. E.g.: $5 + 4 =$, $2 + 6 =$</p> <p>- $0 < N + 1 < 49$. E.g.: $30 + 1$, $45 + 1$</p>	<p>ORAL:</p> <p>- Case: $a0 + b$. E.g.: $70 + 3$, $60 + 9$.</p> <p>- Case: $a + b$, with a sum between 0 and 14; a sum between 0 and 18 (e.g.: $6 + 8$; $9 + 9$)</p> <p>- Case: $n + 1$ with a sum between 1 to 29; 1 to 49</p> <p>Case: $a + b + c < 12$ (e.g.: $4 + 3 + 2$)</p> <p>COLUMN:</p> <p>- Case: $a + b$ with a sum less than 9.</p> <p>e. g.: $\begin{array}{r} 6 \\ +2 \\ \hline 20 \\ +5 \end{array}$</p> <p>- Case: $ab + cd$ without regrouping.</p> <p>e.g.: $\begin{array}{r} 52 \\ +41 \end{array}$</p> <p>HORIZONTAL:</p> <p>Case: $a + b = 9$ (e.g.: $3 + 6$; $5 + 2 =$)</p> <p>Case: $a0 + b =$ E.g.: $50 + 4 =$</p> <p>Case: $a + b < 12$. E.g.: $6 + 5 =$</p>

CONTENT OF MATHEMATICS	Month 4 List of Topics	Month 5 List of Topics	Month 6 List of Topics
	+ 1 + 7		
OPERATION: SUBTRACTION	ORAL (with counters, lingers, pictures) <ul style="list-style-type: none"> - Case: Readiness for subtraction: $a - b$, the answer is between 1 and 8 and $2 < a < 9$. E.g.: $2 - 1$, $8 - 5$. - Case: $a - 1$; where a is a number between 1 and 5 ($4 - 1$, $1 - 1$, etc.) - Case: $a - b = 1$, where "a" is a number between 1 and 5 (e.g.: $4 - 3$, $5 - 4$, $6 - 5$) or "a" is a number between 2 and 10 (e.g.: $2 - 1$, $9 - 8$, $10 - 9$) - Case: $1 < a - b < 4$, a is a number between 1 and 5. E.g.: $2 - 1$, $4 - 3$. - Case: $1 < 5 - b < 4$, b is a number between 1 and 4. E.g.: $5 - 4$, $5 - 2$, $5 - 1$. 	ORAL: <ul style="list-style-type: none"> - Case $a - b = 1$, a is a number between 1 and 5 (e.g.: $4 - 4$, $2 - 2$) - Cases: $a - b$ with an answer between 1 and 4, 1 and 5, 1 and 8, 5 and 8. (e.g.: $3 - 2$, $6 - 1$, $7 - 3$, $9 - 4$) - Case: $a - 1$; e.g.: $5 - 1$, $4 - 1$, $3 - 1$, $2 - 1$, $1 - 1$. - Case: $1 - b = 0$. E.g.: $2 - 2$, $3 - 3$, $5 - 5$ - Case: $0 < a - b < 4$ E.g.: $5 - 1$, $4 - 4$, $3 - 1$ - Case: $0 < a - 0 < 9$. E.g.: $4 - 0$, $6 - 0$, $9 - 0$ - Case: $a - b = 5$, a is a number between 5 and 10 (e.g.: $5 - 0$, $6 - 1$, $7 - 2$). COLUMN: <ul style="list-style-type: none"> - Case: $a - b$ with answer between 1 and 4. e.g.: $\begin{array}{r} 5 \\ - 3 \\ \hline 2 \end{array}$ 	ORAL: <ul style="list-style-type: none"> - Case $a - b \leq 4$ (e.g.: $5 - 1$; $3 - 2$) - Case: $1 \leq a - b < 8$. E.g.: $8 - 4$, $7 - 0$ - Case: $6 - b$; $7 - b$; $8 - b$ and b is a number between 0 and 8 (e.g.: $6 - 4$; $7 - 7$; $8 - 4$). - Case: $a - 0$; $a - a$ (e.g.: $4 - 0$; $4 - 4$) - Case: $ab - 1$ (e.g.: $12 - 1$; $20 - 1$) - Case: $ab - b$ ($15 - 5$; $17 - 7$) COLUMN: <ul style="list-style-type: none"> - Case $a - b$ is between 5 and 9, for this a is a number between 5 and 9. $\begin{array}{r} 8 \\ - 3 \\ \hline 5 \end{array}$ - Cases: $a - b \leq 4$ and h can not be zero $\begin{array}{r} 5 \\ - 3 \\ \hline 2 \end{array}$ - Case $a - b$ is between 0 and 9 $\begin{array}{r} 9 \\ - 0 \\ \hline 9 \end{array}$ HORIZONTAL: <ul style="list-style-type: none"> - $a - b \leq 9$ (e.g.: $6 - 5 = 1$; $8 - 3 = 5$)
		- Case: $\begin{array}{r} 2 \\ - 1 \\ \hline 1 \end{array}$	- Case: Reading addition and subtraction exercises. - Cases: $a + b$ is less or equal to 15 (oral and column) e.g.: $8 + 7$; $5 + 5$ - Case: $a - b$ is less than 9 (oral and column) e.g.: $5 - 3$; $7 - 4$
		Reading and writing their answer. - Cases: Oral addition and subtraction: $a + h \leq 15$, $a - b < 9$. E.g.: $9 + 5$, $8 - 1$.	
WORD PROBLEMS	<ul style="list-style-type: none"> - Stories, where addition and subtraction are applied to find the answer. - Value of two coins. - Comparing coins (more or less). 	<ul style="list-style-type: none"> - Stories, where addition and subtraction are applied to find the answer. - Value of group of coins and bills. - Days of the week and ordinals. - Months of the year. 	Word problems related to: <ul style="list-style-type: none"> - Money: Coins and bills. - Months of the year. - Time - The application of horizontal subtraction.

CONTENT OF MATHEMATICS	Month 4 List of Topics	Month 5 List of Topics	Month 6 List of Topics
	- Stories with days of the week.	- Stories using fractions (half, thirds and fourths .	- Fractions. - Sale and buy - change
FRACTIONS	- Readiness for fractions: e.g. two equal parts, three equal parts	- Readiness for fractions: e.g. two equal parts, three equal parts. Dividing shapes in half, into thirds, into fourths. - Counting parts of a divided shape: halves, thirds, fourths. Shading parts. - Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ - Reading and writing fractions.	- Fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$. Reading and writing. - Recognize parts of a shape as halves, thirds, fourths (e.g.: shading $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{1}{3}$).
ORDINALS	- Ordinals: First, and Second	- Ordinals First to Fifth and First to Seventh. - Ordinals with months of the year.	- Ordinals to 6th - Ordinals with months of the year: 7th to 12 th and 1 st to 12 th .
ESTIMATION	- Groups of 1 to 40.	- Estimation with groups of objects between 1 and 30; 1 and 40 and application of more, less and counting by 10's.	
ODD AND EVEN NUMBERS	- Odd and even numbers: 1 to 10.	- Even numbers 1 to 10; 1 to 20. - Counting by 2's up to 20, saying the even numbers. - Odd numbers up to 20.	- Counting by 2's up to 20, saying the even numbers.
GEOMETRY	- Direction and movement: above, below, in front, behind, between, on, in., next to. - Close and open "lines" (segments) - 2D shapes: Recognizing and focusing on triangles, properties of triangles, vocabulary. - Circle.	- Direction and movement: above, below, in front, behind, between, on, in., next to. - Shapes: Triangle, circle and their properties. - Open and closed lines. - Rectangle - Vocabulary	- Shapes: Rectangle and square, properties. - Directions and movement: above, below, in front, behind, between, on, in., next to. - Properties of shapes: rectangle, square, circle and triangle.
PATTERNS	- Patterns with shapes, counters and drawings.	- Patterns with shapes, numbers, colors, and others.	
LENGTH	- Comparing lengths: Shorter, longer, longest, shortest - Height, comparing.	- Length of objects using non- standard units. (objects, hand span) - Comparing lengths: Shorter, longer, longest, shortest	- Lengths of different objects. - Comparing lengths of different objects. - The standard unit: METRE
TIME	- Days of the week, names (song) - Days of the week and events (e.g.: School's days, days at home)	- Days of the week and events (e.g.: drawing of "things" I like to do on Sunday" - Days of the week and ordinals.	- Months of the year and the calendar. - Months of the year and events (e.g.: National holidays)

CONTENT OF MATHEMATICS	Month 4 List of Topics	Month 5 List of Topics	Month 6 List of Topics
		<ul style="list-style-type: none"> - Days of the week and the calendar - Months of the year and ordinals. 	
MONEY	<ul style="list-style-type: none"> - Recognizing coins and adding them (e.g.: \$1 + \$5, \$5 + \$5, \$10 + \$10 + \$1) - Equivalent amount. 	<ul style="list-style-type: none"> - Recognizing coins and bills and adding them - Shopping using coins and bills (\$20) - Adding groups of coins and a bill in groups of 10's - Equivalence: e.g.: \$20 equivalent to two \$10 or one \$10 and two \$5 or four \$5. 	<ul style="list-style-type: none"> - Equivalence: e.g.: \$ 10 is two \$5 - Value of groups of coins (\$1, \$5, \$10) and bills (\$20, \$100).
STATISTIC (BASIC)	- Reading graphs (two and three columns)	<ul style="list-style-type: none"> - Reading graphs (two and three columns and different topics). - Collecting data and making a graph (three columns). 	- Reading graphs (two and three columns and different topics) and interpretation of the data.
WEIGHT			- Wight (Mass): Light and heavy

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 had,
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.

LET'S MAKE MUSIC

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.

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.

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 I

The cow go moo, moo,
The cow go moo, moo,
The cow go moo, moo,
The cow go moo, moo.

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

Verse 2

Horse go neigh ... *(repeat four times)*
Turkey go 00000 ... *(repeat four times)*
Chicks go chick, chick ... *(repeat four times)*

Verse 3

Birds go (whistle ...) - *(repeat four times)*
Pig go oink, oink ... - *(repeat four times)*
Donkey go hee-haw ... - *(repeat four times)*

Duck go 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

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*)

I WOULD FLY

Verse

If I had wings like a Kiskadee,
Or I had wings like a Bluesakee,
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

MINISTRY OF EDUCATION
INTERACTIVE RADIO INSTRUCTION-IRI
FOR MATHEMATICS



FUN WITH NUMBERS-GRADE 1
TEACHER'S GUIDE FOR THE 2ⁿ^d TERM

BEAMS - A GOG/IDB Project

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