**LESSON DEVELOPMENT ONE**

**COUNTING AND WRITING UP TO 1,000**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Guide pupils to counting from 0 up to 49. | Follow the teacher’s lead.  0, 1, 2, 3, 4, 5, 6, 7, 8, 9.  11, 12, 13, 14, 15, 16, 17, 18, 19.  20, 21, - - - - - - - - - - - - -, 28, 29.  30, 31, - - - - - - - - - - - - -, 38, 39.  40, 41, - - - - - - - - - - - - -, 48, 49. | Linking the Previous knowledge to the new lesson – counting up to 49. |
| **Step 2**  **Development**  **(5 minutes)**  **Grouping** | 1. Groups the learners into four groups – A, B, C, and D.  2. Guide the learners to choose a leader and secretary for your group.  3. Gives each group learning materials – writing materials, flashcards and numbers chart. | 1. Belong to a group.  2. Choose their leader and secretary.  ,  3. Received learning materials for their group. | Learner’s group, leader and secretary confirmed. |
| **Step 3**  **Development**  **(5 minutes)** | Let the pupils continue up to 100. | Continue from 50 up to 100 by following the teacher’s lead.  50 to 59.. 61 to 69 up to 100 | Counting up to 100 |
| **Step 4**  **Development**  **(5 minutes)** | Tell pupils that 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 are natural numbers. Other numbers are formed from these ten numbers. Note, 0 is a number.  All the natural numbers has one digit each. Two digits numbers are formed from the ten numbers. For examples, 10 is formed by putting together 1 and 0. 11 is formed by repeating 1 twice. 26 is formed by putting 2 and 6 together.  Ask pupils put 1 and 6, repeat 9 twice, 1 and repeat 0 twice to formed \_\_\_\_, \_\_\_\_ and \_\_\_\_. | Listen to the teacher’s explanation.  Number 16, 99 and 100 | Natural numbers and other numbers. |
| **Step 5**  **Development**  **(5 minutes)** | Tell pupils that 0 is one digit number, 1 is one digit number, 2 is one digit number and 9 is one digit number.  Ask them how many digits is 11, 34, 50 and 100. | Listen to the teacher’s explanation.  11 has two digits, 34 has two digits and 100 has 3 digits. | Number of digits |
| **Step 6**  **Development**  **(5 minutes)** | Count aloud in ones and write down the numbers you count from –  **1. 111, 121, \_\_\_\_, \_\_\_\_, \_\_\_\_, 124, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_, 211.**  2. 100, 110, 120, \_\_\_\_, \_\_\_\_, \_\_\_\_ 160 \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.  **3. \_\_\_\_, 992, 993, \_\_\_\_, \_\_\_\_, 996, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_,** | Groups work | Evaluation |
| **Step 5**  **Development**  **(5 minutes)** | Asks each group to present their answers so that you can compare responses with those of other groups. | Presentation | Presentation |
| **Step 6**  **Conclusion**  **(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  **KEY QUESTIONS**  Count aloud in ones and write down the numbers you count from –  1. 278, 279, \_\_\_\_, \_\_\_\_, 282, \_\_\_\_, \_\_\_\_, \_\_\_\_, 286, \_\_\_\_, \_\_\_\_.  **2. 656, 666, \_\_\_\_, \_\_\_\_, 696, \_\_\_\_ \_\_\_\_, \_\_\_\_, 736, \_\_\_\_, \_\_\_\_.**  3. 118, 119, 120, \_\_\_\_, \_\_\_\_, 123 \_\_\_\_, \_\_\_\_, 126, \_\_\_\_, \_\_\_\_. | The learners listen, ask and answer questions.  **ANSWERS** | Lesson Evaluation and Conclusion |