



<b>Y1</b>		<i>Lesson Plan 51</i>
<b>Activity</b>  <b>6</b>	<b>Neighbouring Numbers</b> Show me with a number card the number I am describing: <ul style="list-style-type: none"> <li>• the next number smaller (greater) than 2. (1), (3)</li> <li>• the next number smaller (greater) than 5. (4), (6)</li> <li>• the next number smaller (greater) than 3. (2), (4)</li> </ul> <p style="text-align: right;">35 min</p>	<b>Notes</b>  Whole class activity At speed Checking, correcting on number line
<b>7</b>	<b>PbY1a, page 51</b> Q.3 Read: a) <i>Colour in six circles.</i> b) <i>Tick the second circle from the right.</i> <i>What is its position from the left?</i>  T writes '6' 'sixth' and '6th' on BB. Ps read them aloud.  <p style="text-align: right;">40 min</p>	Individual work Discussion on BB Agreement, checking, correcting
<b>8</b>	<b>PbY1a, page 51</b> Q.4 Read: <i>Show the answers by drawing sticks.</i> Review answers with whole class. The ancient Romans used IV instead of 4, V instead of 5 and VI instead of 6. Why do you think they did that? (e.g. fewer sticks used, easier to count for larger numbers)  Let's use the Roman way to show the answers: BB: I + IIIII = IIIII      III + III = IIIII      II + IIII = IIIII Roman: I + V = VI      III + III = VI      II + IV = VI  Hands up those who think the Roman way is easier to read?  <p style="text-align: right;">45 min</p>	Individual work, monitored Discussion on BB  Discussion  Explain on BB: VI = V + I IV = V - I  Ps change answer to Roman numerals in Pbs.



<b>Y1</b>	R: Mental counting C: <b>Using 6, operations</b> E:	<i>Lesson Plan</i> <b>53</b>
<i>Activity</i>		<i>Notes</i>
<b>1</b>	<b>Making 6</b> Ask 7 children (by name) to come out to front of class and stand in a row. Let's count how many there are: '1, 2, 3, 4, 5, 6, 7' Who is first from the left (6th from the right (left), in the middle, etc.)? Now everyone in the row turn and face the BB (away from class). T gives instructions to someone in row. (e.g. 2nd from left, take 1 step backwards; 3rd from right, stamp 6 times; etc.) Who would like to give directions now? T tells 4th P to sit down. Do you think his/her place is still there? Can you make an addition about this? ( $3 + 0 + 3 = 6$ ) T whispers to Ps in row to join hands in a certain way. Let's read out what the row is showing. (e.g. $2 + 1 + 3 = 6$ ) Who would like to come and join up the row in a different way? Class, read out what the row is showing. (e.g. $1 + 2 + 2 + 1 = 6$ ) <p style="text-align: right;">10 min</p>	Whole class activity Class in unison Ask several Ps. (To make sure their right/left is same as class.) Ask several Ps. Discussion Class in unison Class in unison Ask one or two Ps Class in unison
<b>2</b>	<b>PbY1a, page 53</b> Q.1 Read: <i>Write a subtraction about each picture and join it to the number line</i> Talk about what is happening in each picture first. Review with whole class. <p style="text-align: right;">20 min</p>	Individual work Monitored Discussion at BB (drawing or enlarged picture) Agreement, checking
<b>3</b>	<b>Interlude</b> Song, rhyme <p style="text-align: right;">22 min</p>	Whole class in unison
<b>4</b>	<b>PbY1a, page 53, Q.2</b> Look at the first domino. How many balls are on the LHS? (4) How many are on the RHS? (6) <b>A</b> , come and point to these two numbers on the number line. Which is less? (4) How many less? (2) Which is more? (6) How many more? (2) Point to the statement which shows this. ( $4 < 6$ ) Let's read it from left to right: 'four is two less than six' Now let's read it from right to left: 'six is two more than four' <b>B</b> , come and fill in this missing number. (T points) Is he/she correct? Who thinks it should be another number? Why? <b>B</b> , read the statement you have completed: 'four plus two equals six' <b>C</b> , come and fill in the missing numbers for the last statement. Read it out. (e.g. $6 - 4 = 2$ ) Is he/she correct? Who can think of another way? Come and explain to us. (e.g. $6 - 2 = 4$ ) Repeat for 2nd picture. (e.g. $6 > 2$ , $2 + 4 = 6$ , $6 - 4 = 2$ , etc.) Let's see if you can do the last picture without any help. Review with whole class, using number line if there are problems. <p style="text-align: right;">35 min</p>	Whole class activity Drawn on BB or use enlarged picture or OHP Ps copy on own number lines Whole class in unison Discussion, agreement Checking Discussion, agreement Checking All cases shown on BB. Individual work, monitored Agreement, correcting
<b>5</b>	<b>PbY1a, page 53</b> Q.3 See how many of these you can do in 5 minutes! Q.4 T explains task first. (or can be done using number/sign cards) <p style="text-align: right;">45 min</p>	Individual work, monitored Review orally round class.

<b>Y1</b>	R: Operations up to 6 C: <b>Using 3. Equations, inequalities</b> E: <i>Problems in context</i>	<i>Lesson Plan</i> <b>54</b>
<b>Activity</b>		<b>Notes</b>
<b>1</b>	<b>Mental Practice</b> T asks Ps additions or subtractions (0 to 6), e.g. '3 – 2' P answers '1' _____ 5 min _____	Whole class activity, at speed Involve several pupils
<b>2</b>	<b>PbY1a, page 54</b> Q.1 Read: <i>Write additions and subtractions about the pictures.</i> Think carefully about what the picture is telling you. Review with whole class. Deal with one picture at a time. _____ 15 min _____	Individual work Monitored Discussion at BB (drawing or enlarged picture or OHP) Agreement, checking
<b>3</b>	<b>PbY1a, page 54, Q.2</b> a) Look at the BB. Make these two statements on your desks with sign cards and shape cards. Each shape represents a secret number. You must try to find out what number each shape stands for. We know the number of one shape. What is it? ( $\blacksquare = 1$ ) Replace your $\blacksquare$ shapes with '1's. What other shape do we know now? (triangle = $1 + 1 = 2$ ) Replace all your triangles with '2's. What shape do we know now? ( $\bullet = 2 + 2 = 4$ ) Are there any more shapes? (No) b) What would the answer to this be? T draws on BB: $\bullet + \triangle = ?$ A, what do you think? Why? Is he/she correct? Who can come and change the statement into Roman numerals? (Repeat with Ps own suggestions.) _____ 25 min _____	Whole class activity BB: $\bullet = \triangle + \triangle$ $\triangle = \blacksquare + \blacksquare$ $\blacksquare = 1$ $\triangle = 1 + 1 = 2$ $\bullet = 2 + 2 = 4$ $\bullet + \triangle = ?$ $4 + 2 = 6$ $IV + II = VI$
<b>4</b>	<b>Interlude</b> Relaxation _____ 27 min _____	Whole class resting
<b>5</b>	<b>Problems</b> Listen very carefully, picture the stories in your head and show me the answer with a number card when I say. a) Kate bought a pencil for 4p and a ruler for 2p. How many pence did Kate spend? Show me with your number card . . . now! (6) b) Leslie has 1 matchbox car. This is 4 less than the number of cars that Bob has. How many cars do they have altogether? (You may use counters to help you.) Show me with your number card . . . now! (6) _____ 35min _____	Whole class activity Checking, praising Discussion: BB: $4p + 2p = 6p$ Checking, praising Discussion: BB: $1 < 4$ $1 + 5 = 6$ Ps check with counters
<b>6</b>	<b>PbY1a, page 54</b> Q.3 Read: <i>How many coins could be contained in the purse?</i> Make sure that Ps know what '>' and '<' means. Review with whole class. Deal with one part at a time. Q.4 Make the equations with sticks first. Try out different ways. _____ 45min _____	Individual work, monitored Discussion at BB. Agreement, checking with real purse and coins Review with whole class

<b>Y1</b>		<i>Lesson Plan</i> <b>55</b>
<i>Activity</i>	Writing practice, revision, activities, consolidation <i>PbY1a, page 55</i>	<i>Notes</i>

<b>Y1</b>	R: Mental counting C: <b>Writing and using 7; number line</b> E: <i>Roman numbers</i>	<i>Lesson Plan</i> <b>56</b>
<i>Activity</i>		<i>Notes</i>
<b>1</b>	<b>Poster 6</b> Look at this poster. <ul style="list-style-type: none"> <li>• Where are there exactly 7 of something? (RHS of bottom right)</li> <li>• Where do you see more than 7 of something? How many more? (2 more ladybirds than 7, 2 more flying birds than 7, etc.)</li> <li>• Where do you see less than 7 of something? How many less? (3 less flowers than 7, 2 less ducks than 7, etc.)</li> </ul> <p style="text-align: right;">5 min</p>	Whole class activity  Discussion Agreement, checking Praising
<b>2</b>	<b>Posters 2 and 3</b> Look at these posters What things do you see which make 7 altogether? (e.g. <i>Poster 2</i> : 5 apples and 2 children; 3 flowers and 4 buns; 4 people, a ball, a ladybird and a snail, etc. <i>Poster 3</i> : 2 squirrels and 5 hedgehogs; 3 frogs and 4 rabbits; 4 rabbits, a tortoise and 2 squirrels, etc.) <p style="text-align: right;">10 min</p>	Whole class activity  Discussion Agreement, checking Praising
<b>3</b>	<b>Interlude</b> Finger Exercises <p style="text-align: right;">12 min</p>	Whole class in unison
<b>4</b>	<b><i>Tx1a, page 42</i></b> Look at the different pictures of 7. (T talks about each one, especially the Roman numeral, VII.) Everyone stand up. Jump 7 times. Show me 7 fingers. Pat your tummy 7 times. Nod your head 7 times. Knock on your desk 7 times. Stick out your tongue 7 times. etc. Everyone sit down and watch me closely! T writes a large 7 on BB, explaining how to do it. (Repeat a few times.) Everyone write a big 7 in the air (on your desk, thigh, palm, etc.)  <b><i>PbY1a, page 56</i></b> Q.1 Read: <i>Complete the pattern.</i> (Let Ps practice on grid sheets first if necessary.)  Ask pupils who are doing it correctly to show class on BB. <p style="text-align: right;">20 min</p>	Whole class activity  Whole class in unison Checking, praising  Whole class in unison Checking, praising, correcting  Individual work Closely monitored T helping, correcting Praising only
<b>5</b>	<b><i>PbY1a, page 56</i></b> Q.2 Read: <i>Complete the pictures to make 7.</i> (Only rough drawings are needed.) Review with whole class: BB: $5 + 2 = 7$ ; $3 + 4 = 7$ ; $6 + 1 = 7$ ; $1 + 6 = 7$ <p style="text-align: right;">25 min</p>	Individual work Monitored, corrected  Discussion at BB, checking
<b>6</b>	<b><i>PbY1a, page 56</i></b> Q.3 a) Read: <i>Write the numbers from 0 to 7 in the boxes.</i> Let's read them together in increasing (decreasing) order. b) Read: <i>Write the next number smaller and the next number greater than 5, 2 and 6.</i>  You can use your number lines to help you. Review with whole class.	Individual work Self-correcting Individual work Monitored Discussion $4 < 5 < 6$ at BB: $1 < 2 < 3$ $5 < 6 < 7$

<b>Y1</b>		<i>Lesson Plan 56</i>
<b>Activity</b>	<p>On the number line draw:</p> <ul style="list-style-type: none"> <li>• red dots for the numbers 2, 5, 6</li> <li>• green dots for the next smaller numbers</li> <li>• blue dots for the next greater numbers.</li> </ul> <p>c) I am thinking of a number. The next number greater than it is 7. What is the number I am thinking of? Show me with a number card . . . now! (6) Repeat for other numbers.</p> <p style="text-align: right;">38 min</p>	<b>Notes</b>
<b>7</b>	<p><b><i>PbY1a, page 56</i></b></p> <p>Q.4 Read: <i>Show your answers by drawing sticks.</i> Ps to BB to draw their results: e.g.</p> <p>I + IIIII = IIIIIII      III + II = IIIII      III + IIII = IIIIIII</p> <p>Who has done it using Roman numbers? Come and show us. Let's write them using Roman numbers:</p> <p>I + VI = VII      III + II = V      III + IV = VII</p> <p style="text-align: right;">45 min</p>	<p>Individual work, monitored T checking, helping</p> <p>Discussion on BB: VII = V + II</p> <p>Ps write in <i>Pbs</i>.</p>

<h1>Y1</h1>	<p>R: Mental counting                  C: <b>Using 7, number bonds; additions</b>                  E: Sequences</p>	<h2>Lesson Plan 57</h2>																																																																																																																																																																	
<p><b>Activity 1</b></p>	<p><b>Mental addition</b>                  T says an addition (e.g. 4 + 3) to P. P answers with sum (e.g. 7). (up to 7)</p> <p style="text-align: right;">5 min</p>	<p><b>Notes</b></p> <p>Whole class activity                  At speed                  T walking among Ps</p>																																																																																																																																																																	
<p><b>2</b></p>	<p><b>PbY1a, page 57, Q.1</b>                  Read: <i>Bunny starts from zero and jumps to every second number. Colour these points green and the missed points red.</i>  <b>A</b>, come to BB to draw the dots while other Ps work in <i>Pbs</i>.                  Does anyone disagree with what <b>A</b> has done?                  Let's all read the green numbers: '0, 2, 4, 6, (8, 10, 12, . . .)'                  Now let's all read the red numbers: '1, 3, 5, 7, (9, 11, 13, . . .)'</p> <p style="text-align: right;">10 min</p>	<p>Whole class activity but with Ps also working in <i>Pbs</i>                  Discussion at BB, using drawing or enlarged picture.                  In chorus                  Discussion about 'even' and 'odd' numbers</p>																																																																																																																																																																	
<p><b>3</b></p>	<p><b>Dominoes</b></p> <p>a) Find different ways to draw 7 dots on the blank dominoes.  <b>X</b>, come and show us one way. Continue until all cases are shown. (T adds any cases not dealt with).</p> <p>b) <b>PbY1a, page 57</b>                  Q.2 Read: <i>Write down the additions.</i>                  Review solution on BB with whole class.</p> <p style="text-align: right;">20 min</p>	<p>Individual work using copy master</p> <p>Individual work, monitored,                  Discussion at BB                  Agreement, checking</p>																																																																																																																																																																	
<p><b>4</b></p>	<p><b>Interlude</b>                  Exercises or action song</p> <p style="text-align: right;">22 min</p>	<p>Whole class in unison</p>																																																																																																																																																																	
<p><b>5</b></p>	<p><b>Making 7</b></p> <p>a) Using your number strips, show me on your desk different ways to make 7.  <b>A</b>, come and show me one way.                  Is he/she correct?                  Who has another way?                  Ps will find some cases, T adds others (in order as far as possible)                  Lets' read these as additions.</p> <table border="1" data-bbox="794 1265 1066 1758" style="margin-left: auto; margin-right: auto;"> <tr><td colspan="7" style="text-align: center;">7</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td colspan="2">2</td></tr> <tr><td>1</td><td>1</td><td>1</td><td colspan="2">2</td><td colspan="2">2</td></tr> <tr><td>1</td><td colspan="2">2</td><td colspan="2">2</td><td colspan="2">2</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td colspan="3">3</td></tr> <tr><td>1</td><td>1</td><td colspan="2">2</td><td colspan="3">3</td></tr> <tr><td colspan="2">2</td><td colspan="2">2</td><td colspan="3">3</td></tr> <tr><td>1</td><td colspan="3">3</td><td colspan="3">3</td></tr> <tr><td>1</td><td>1</td><td>1</td><td colspan="4">4</td></tr> <tr><td>1</td><td colspan="2">2</td><td colspan="4">4</td></tr> <tr><td colspan="3">3</td><td colspan="4">4</td></tr> <tr><td>1</td><td>1</td><td colspan="5">5</td></tr> <tr><td colspan="2">2</td><td colspan="5">5</td></tr> <tr><td>1</td><td colspan="6">6</td></tr> </table> <p>b) Now show me different ways to make 7 using at most two number strips.  <b>Y</b>, come and show me one way.                  Is he/she correct?                  Who has another way?                  (T displays in systematic order on BB.)                  Lets' read these as additions.</p> <table border="1" data-bbox="794 1780 1066 2038" style="margin-left: auto; margin-right: auto;"> <tr><td colspan="7" style="text-align: center;">7</td></tr> <tr><td>1</td><td colspan="6">6</td></tr> <tr><td>2</td><td colspan="6">5</td></tr> <tr><td colspan="2">3</td><td colspan="5">4</td></tr> <tr><td colspan="3">4</td><td colspan="4">3</td></tr> <tr><td colspan="4">5</td><td colspan="3">2</td></tr> <tr><td colspan="5">6</td><td colspan="2">1</td></tr> <tr><td colspan="7" style="text-align: center;">7</td></tr> </table> <p style="text-align: center;"><math>0 + 7 = 1 + 6 = 2 + 5 = 3 + 4 = 4 + 3 = 5 + 2 = 6 + 1 = 7 + 0 = 7</math></p> <p style="text-align: right;">35 min</p>	7							1	1	1	1	1	1	1	1	1	1	1	1	2		1	1	1	2		2		1	2		2		2		1	1	1	1	3			1	1	2		3			2		2		3			1	3			3			1	1	1	4				1	2		4				3			4				1	1	5					2		5					1	6						7							1	6						2	5						3		4					4			3				5				2			6					1		7							<p>Individual work                  Monitored, helped                  Using enlarged number strips stuck to BB or on OHP.                  Discussion, checking</p> <p>Whole class in chorus (T points to each line)</p> <p>BB:                  0 + 7                  1 + 6                  2 + 5                  3 + 4                  4 + 3                  5 + 2                  6 + 1                  7 + 0</p> <p>Whole class in chorus</p>
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<b>Y1</b>		<i>Lesson Plan 57</i>
<b>Activity</b>  <b>6</b>	<i>PbY1a, page 57</i> Q.3 Read: <i>Solve (Find the solutions)</i> Review orally round the class (one column at a time).  Q.4 Read: <i>Fill in the missing numbers</i> Review with whole class.  <i>45 min</i>	<b>Notes</b>  Individual work, monitored Discussion Checking Self correcting



<b>Y1</b>	R: Operations (0–7) C: <b>Using 7; equations, inequalities</b> E: <i>Problems in context</i>	<i>Lesson Plan</i> <b>59</b>
<b>Activity</b>	<b>Notes</b>	
<b>1</b>  <b>Oral work</b> a) Tell me different ways to describe the number 6. (e.g. $1 + 5$ , $7 - 1$ , one less than 7, one more than 5, even number) b) Tell me different ways to describe the number 7. (e.g. $4 + 3$ , $1 + 6$ , next odd number greater than 5)	Whole class activity  T gives hints if necessary  _____ 5 min _____	
<b>2</b>  <b>Problem</b> Listen carefully, make a picture of the story in your head and show me the answer with a number card when I say. The fairy prince has already cut 5 heads off the 7-headed dragon. How many heads remain on the dragon's neck? Show me . . . now! (2)	Whole class activity Discussion, reasoning BB: $5 + \boxed{2} = 7$ $7 - 5 = \boxed{2}$ Agreement, checking  _____ 8 min _____	
<b>3</b>  <i>PbY1a, page 59</i> Q.1 Read: <i>Fill in the missing numbers.</i> Deal with one column at a time. Review at BB with whole class.	Individual work, closely 1st 1st column: monitored only 2nd/3rd columns: helped too Discussion at BB  _____ 25 min _____	
<b>4</b>  <b>Interlude</b> Song, rhyme, exercises	Whole class in unison  _____ 27 min _____	
<b>5</b>  <i>PbY1a, page 59</i> Q.2 Read: <i>Which numbers could be covered by the hand?</i> <i>Write statements about each balance.</i>  Revise what position of balance means. (If level, LHS = RHS, etc.) Deal with one case at a time. Talk about each picture. Review solutions with whole class. Ps show possible numbers on number line.	Individual work, monitored, helped Discussion at BB, using drawing or enlarged picture <i>Do not expect too much!</i> Ps can use own number lines to help understanding  _____ 35 min _____	
<b>6</b>  <i>PbY1a, page 59, Q.3</i> Revise story of Little Red Riding Hood (with help of Ps). Look at the BB. Little Red Riding Hood has to get through the forest to her Grandmother's house. She has to stick to the paths or she might come to harm. How many ways could she go? <b>A</b> , come and show us one way. Who can show us another way? etc. until all cases shown. How many different routes are there? (6 direct routes of length 4 units but more indirect routes) Which way do you think is best? Why? Which is the shortest? (All the same length)	Whole class activity  Involve several Ps. Drawn on BB or use enlarged copy master/OHP Praising  Discussion  _____ 45 min _____	

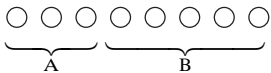
<b>Y1</b>		<i>Lesson Plan</i> <b>60</b>
<i>Activity</i>	Writing practice, revision, activities, consolidation <i>PbY1a, page 60</i>	<i>Notes</i>

<b>Y1</b>	<p>R: Mental counting  C: <b>Writing and using 8;number line</b>  E: <i>Roman numbers</i></p>	<i>Lesson Plan</i> <b>61</b>
<i>Activity</i>		<i>Notes</i>
<b>1</b>	<p><b>(a) Posters 9 and 10</b>  Look at these pictures carefully.  In which pictures are there at least 8 animals?  (Wolf and the seven little kids: <math>7 + 1 = 8</math>)  (Wedding of Cricket and Mouse: 8)  (The Ugly duckling: <math>4 + 4 + 1 = 9 &gt; 8</math>)  (Little pig and the wolves: <math>1 + 10 = 11 &gt; 8</math>)</p> <p><b>(b)</b> Combine things from the 2 pictures to make 8.  (e.g. 3 rabbits and 5 birds, 2 goats and 6 mice, etc.)</p> <p><b>(c)</b></p> <ul style="list-style-type: none"> <li>• Hold up 8 fingers.</li> <li>• Clap your hands 8 times.</li> <li>• Pat your head 8 times.</li> </ul> <p style="text-align: right;"><i>10 min</i></p>	<p>Whole class activity</p> <p>Discussion, agreement</p> <p>Checking</p> <p>Discussion, agreement</p> <p>Checking</p> <p>Whole class in unison</p>
<b>2</b>	<p><b>Interlude</b>  Finger exercises</p> <p style="text-align: right;"><i>12 min</i></p>	<p>Whole class in unison</p>
<b>3</b>	<p><b><i>Tx1a, page 45</i></b>  Look at the different pictures of 8. (T talks about each one.)  Look at the Roman numeral, VIII, instead of IIIIIII.</p> <p>Everyone point to 8 on your number line. Which number is 1 (2,etc.) less than 8?</p> <p>T writes a big '8' on BB, explaining how to do it. Repeat a few times.  Everyone write a big 8 in the air (on your neighbour's back, etc.)</p> <p><b><i>PbY1a, page 61</i></b>  Q.1 Read: <i>Continue the pattern.</i>  (Let Ps practice on grid sheets first if necessary.)  Ask pupils who are doing it correctly to show class on BB.</p> <p style="text-align: right;"><i>25 min</i></p>	<p>Whole class activity</p> <p>Discussion</p> <p>BB: <math>V + III = VIII</math></p> <p>Ask several Ps</p> <p>Whole class in unison</p> <p>Individual work</p> <p>Closely monitored</p> <p>T checking, correcting</p> <p>Praising only</p>
<b>4</b>	<p><b><i>PbY1a, page 61</i></b>  Q.2 Read: <i>Complete the pictures to make 8.</i>  Rough drawings only are needed (or use dots/crosses).</p> <p style="text-align: right;"><i>30 min</i></p>	<p>Individual work</p> <p>Monitored, corrected</p> <p>Discussion, checking on BB  (Drawing or enlarged picture)</p>
<b>5</b>	<p><b><i>PbY1a, page 61, Q.3</i></b>  Everyone look at this number line. (T writes in '0' in 1st box.)  Ps come out to write in each number to 8.</p> <p><b>A</b>, come and draw a red dot at the point 'zero' on the line.</p> <p><b>B</b>, come and draw a red dot on the line at every 2nd point after zero.  These numbers are called <i>even</i> numbers.</p> <p><b>C</b>, come draw green dots at the other points. These are called <i>odd</i> numbers.</p> <p>Let's read out the even (odd) numbers. (0, 2, 4, 6, 8) (1, 3, 5, 7)  What can you say about them? (even numbers can be shared equally between two people but with odd numbers, there is always one left over; even + even = even; odd + odd = even; even + odd = odd; next number smaller than an odd number is an even number, etc.)</p> <p style="text-align: right;"><i>40 min</i></p>	<p>Whole class activity</p> <p>Draw on BB or use enlarged picture or OHP</p> <p>Ps copy in <i>Pbs</i></p> <p>Whole class in unison</p> <p>Discussion</p> <p>Demonstrate with counters and Ps at front of class.  (or Ps working in pairs)</p>

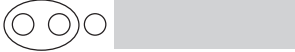
<b>Y1</b>		<i>Lesson Plan 61</i>
<b>Activity</b> <b>6</b>	<p><i>PbY1a, page 61</i></p> <p>Q.4 Read: a) <i>Colour in eight circles.</i>  b) <i>Tick the fourth circle from the right.</i>  <i>What is its position from the left?</i></p> <p>Review at BB with whole class.</p> <p style="text-align: right;"><i>45 min</i></p>	<b>Notes</b>  Individual work Discussion at BB Agreement, checking

<b>Y1</b>	R: Mental counting C: Using 8; addition facts E:	<i>Lesson Plan</i> <b>62</b>
<b>Activity</b>		<b>Notes</b>
<b>1</b>	<b>Mental addition</b> T says an addition (0 to 8) to P. P answers with sum. <div style="text-align: right;">5 min</div>	Whole class activity Involve all Ps
<b>2</b>	<b>PbY1a, page 62, Q.1</b> We are going to pretend to be a bunny jumping along this number line. Bunny starts from '0' and has to reach the number '8' in just two jumps. a) <b>A</b> , come and explain what bunny did the first time. (Bunny jumped two places from 0 and landed at the number 2, then he jumped six places from 2 and landed at 8.) $2 + 6 = 8$ b) <b>B</b> , come and show us what bunny did the 2nd time. (Bunny jumped seven places from 0 and landed at the number 7, then he jumped one place from 7 and landed at 8.) $7 + 1 = 8$ c) <b>C</b> , come and show us what bunny did the 3rd time. (Bunny jumped four places from 0 and landed at the number 4, then he jumped four places from 4 and landed at 8.) $4 + 4 = 8$ Who can come and show us another way that bunny could jump? (e.g. $3 + 5 = 8$ ) <div style="text-align: right;">10 min</div>	Whole class activity Drawn on BB or use enlarged picture or OHP  T helps with language  T helps with language Ps copy in <i>Pbs</i>  T helps with language Ps copy in <i>Pbs</i> Discussion, agreement checking
<b>3</b>	<b>Dominoes</b> a) Find different ways to draw 8 dots altogether on the dominoes. <b>X</b> , come and show us one way. Continue until all cases are shown. (T adds any cases not dealt with). b) <b>PbY1a, page 62</b> Q.2 Read: <i>Write down the additions.</i> Review solution with whole class on BB <div style="text-align: right;">20 min</div>	Individual work using copy master Reviewed on BB.  Individual work, monitored, Discussion at BB Agreement, checking
<b>4</b>	<b>Interlude</b> Song or rhyme <div style="text-align: right;">22 min</div>	Whole class in unison
<b>5</b>	<b>Making 8</b> a) Show me on your desk different ways to make 8. You must use only one kind of number strip in each row. Show me with a number card how many times you used the 8 (1, 2, 4) number strip. Show me . . . now! (1, 8, 4, 2) b) Show me on your desks different ways to make 8 using only two number strips. <b>Y</b> , come and show me one way. Is he/she correct? Who has another way? (T displays in systematic order on BB.) Lets' read these as additions. $0 + 8 = 1 + 7 = 2 + 6 = 3 + 5 = 4 + 4 = 5 + 3 = 6 + 2 = 7 + 1 = 8 + 0$ <div style="text-align: right;">37 min</div>	Individual work Monitored, helped Discussion on BB Preparation for multiplication/division  Individual work Monitored Discussion, checking BB: $0 + 8 = 8$ $1 + 7 = 8$ $2 + 6 = 8$ etc. Whole class in unison
<b>6</b>	<b>PbY1a, page 62</b> Q.3 Let's see how many of these you can do in 5 minutes. <div style="text-align: right;">45 min</div>	Individual work, monitored Reviewed orally round class.

<b>Y1</b>	R: Mental counting C: <b>Using 8; addition and subtraction</b> E: <i>Logic Problem</i>	<i>Lesson Plan</i> <b>63</b>
<b>Activity</b>		<b>Notes</b>
<b>1</b>	<b>Mental practice</b> T says an addition/subtraction (0 to 8) to P. P gives answer. <div style="text-align: right;">_____ 5 min _____</div>	Whole class activity At speed Involve all Ps
<b>2</b>	<i>PbY1a, page 63</i> Q.1 Read: <i>Each plate had 8 plums on it. How many have been eaten? Write a subtraction for each.</i> Review on BB with whole class. <div style="text-align: right;">_____ 10 min _____</div>	Individual work Monitored, helped Discussion, agreement, checking
<b>3</b>	<i>PbY1a, page 63</i> Q.2 Read: <i>Write additions and subtractions for the pictures.</i> Talk about each picture first. What does it show? Review solutions with whole class. Discuss any mistakes. <div style="text-align: right;">_____ 20 min _____</div>	Individual work, monitored, helped Discussion, agreement Draw on BB or use enlarged picture or OHP
<b>5</b>	<b>Interlude</b> Exercises <div style="text-align: right;">_____ 22 min _____</div>	Whole class in unison
<b>6</b>	<b>Problem</b> Listen very carefully, picture the story in your head, and show me the answer with a number card when I say. You may use counters to help you. Kate bought 3 cakes and this was 2 less than the cakes Bob bought. How many cakes did Bob buy? Show me . . . now! (5) A, come and explain how you got your answer. Who agrees/disagrees? Who can come and write an addition (subtraction) about it? <div style="text-align: right;">_____ 30 min _____</div>	Whole class activity Repeat slowly a few times Discussion, reasoning BB: $3 + 2 = \boxed{5}$ $\boxed{5} - 3 = 2$ $\boxed{5} - 2 = 3$ checking
<b>6</b>	<b>Logic Problem</b> Listen very carefully, picture the story in your head and see if you agree with what I say. A scientist found that a snake was 4 m long from its nose to the end of its tail. Then he found that this same snake was 4 m long from the end of its tail to its nose. So the length of this snake is 8 m. Hands up all those who agree. Who doesn't agree? Why? <div style="text-align: right;">_____ 35 min _____</div>	Whole class activity Discussion (draw on BB or use a toy snake) Agreement
<b>7</b>	<i>PbY1a, page 63</i> Q.3 Deal with one column at a time. Review orally around class. Mistakes corrected by Ps showing equation on number line. Q.4 Read: <i>Write the numbers 0 to 8 in the large boxes in decreasing order.</i> <i>Write the correct signs in the small boxes</i> Make sure Ps know what 'decreasing' means. Review with whole class. Read: '8 is greater than 7 which is greater than 6, etc ' <div style="text-align: right;">_____ 45 min _____</div>	Individual work, monitored Discussion, checking Individual work, monitored T helping, praising Whole class in unison

<b>Y1</b>	R: Operations (0 to 8) C: <b>Using 8; equations, inequalities</b> E: <i>Problem in context</i>	<i>Lesson Plan</i> <b>64</b>								
<b>Activity</b>		<b>Notes</b>								
<b>1</b>	<b>Oral work</b> Let's see how many different ways we can think of to describe these numbers. a) 5 (e.g. $1 + 4$ , $3 + 1 + 1$ , $7 - 2$ , $8 - 3$ , 3rd odd number, next number greater than 4, one less than 6, etc.) b) 7 (e.g. $3 + 4$ , $8 - 1$ , 4th odd number, 2 more than 5, next number greater than 6, etc.) c) 8 (e.g. $2 + 6$ , $2 + 3 + 3$ , 4th even number, 2 lots of 4, etc.) <div style="text-align: right;">5 min</div>	Whole class activity  Involve several Ps  T gives hints if Ps stuck								
<b>2</b>	<b>Problem</b> Listen carefully and picture the story in your head. You may use counters to help you. Ann and Betty have £8 altogether. Ann has £2 less than Betty. How much money does each have? Ask several Ps. Let's check who is correct. Discuss strategies for solution. e.g. BB: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>A</td><td>1</td><td>2</td><td>3</td></tr><tr><td>B</td><td>3</td><td>4</td><td>5</td></tr></table> or use two Ps and real coins. <div style="text-align: right;">12 min</div>	A	1	2	3	B	3	4	5	Whole class activity T repeats several times Encourage contributions from several Ps BB: $3 + 5 = 8$ $5 - 2 = 3$ 
A	1	2	3							
B	3	4	5							
<b>3</b>	<b>PbY1a, page 64</b> Q.1 Read: <i>Write additions and subtractions for the pictures.</i> Deal with one picture at a time. Talk about it first. Review on BB with whole class. Who can say a different sentence about the picture? <div style="text-align: right;">23 min</div>	Individual work Monitoring, helping Discussion, agreement Drawn on BB or use enlarged picture or OHP								
<b>4</b>	<b>Interlude</b> Relaxation <div style="text-align: right;">25 min</div>	Whole class								
<b>5</b>	<b>PbY1a, page 64</b> Q.2 Read: <i>Fill in the missing numbers.</i> Review with whole class. Discuss mistakes at number line. <div style="text-align: right;">35 min</div>	Individual work, monitored Help given with inequalities Self correction								
<b>6</b>	<b>PbY1a, page 64, Q.3</b> Look at the first balance. What can you say about it? (LHS = RHS) Let's all read the equation. 'Something plus 2 equals 8 minus one.' <b>A</b> , come and write in the first line of the working. Is he/she correct? What does the RHS of the equation equal? ( $8 - 1 = 7$ ) <b>B</b> , come and complete the 2nd line of the working. Let's all read it: 'Something plus two equals seven'. Who knows what number is under the card? (5) $\boxed{5} + 2 = 7$ <b>C</b> , come and show it on the number line. Is he/she correct? Repeat 2nd and 3rd balances in a similar way, but for the inequalities elicit that the number covered up could be one of several. (Balance 2 $\boxed{\times}$ : 0, 1, 2, 3, 4) (Balance 3 $\boxed{\times}$ : 6, 7, 8, ...)	Whole class activity Use enlarged picture or OHP In chorus  Discussion, checking Ps copy in <i>Pbs</i>  In chorus  Discussion, checking  Discussion, checking Ask several Ps Ps copy in <i>Pbs</i>								
45 min										

<b>Y1</b>		<i>Lesson Plan</i> <b>65</b>
<i>Activity</i>	Writing practice, revision, activities, consolidation <i>PbY1a, page 65</i>	<i>Notes</i>

<b>Y1</b>	R: Mental counting C: <b>Revision and practice (0–8)</b> E: <i>Creative problems</i>	<i>Lesson Plan</i> <b>66</b>
<i>Activity</i>		<i>Notes</i>
<b>1</b>  <b>Oral work</b> Let's see how many different ways we can think of to describe the number 3 (6, 8, 1, 4, 2, 5, 0). (e.g. 3: 1 + 2, 1 + 1 + 1, 4 – 1, 8 – 5, odd, next number greater than 2, next number smaller than 4, etc.) <div style="text-align: right;"><i>10 min</i></div>		Whole class activity Class checks whether each response is correct. T writes cases on BB
<b>2</b>  <b>a) Talking about 8</b> T asks 4 Ps to come to front of class. How many children are there? (4) How many arms can you see? (8, i.e. 2 + 2 + 2 + 2 or '2' four times) What other things can you see 8 of (or 2 four times)? (e.g. eyes, legs, knees, shoes, elbows, thumbs, etc.)  <b>b) Posters 2 and 4</b> Look at both pictures. Tell me things which make: i) at least 8 altogether (e.g. 7 people and 3 flowers; 2 beds, 2 balls and 5 apples) ii) exactly 8 altogether (e.g. 5 children and 3 cats; 2 beds, 5 dolls and one clock) iii) not more than 8 things altogether (e.g. 1 car, 1 butterfly and 5 children; 4 children and 2 adults, 1 picture on the wall, etc.) <div style="text-align: right;"><i>20 min</i></div>		Whole class activity Preparation for multiplication  or talk about things in the classroom i) $\geq 8$ ii) $= 8$ iii) $\leq 8$
<b>3</b>  <b>Interlude</b> Song, rhyme, relaxation <div style="text-align: right;"><i>22 min</i></div>		Whole class in unison
<b>4</b>  <b>PbY1a, page 66</b> Q.1 a) Read: <i>Continue the pattern.</i> Everyone put 8 counters on your desk. Cover up 5 of them. How many are left uncovered? (3) Put these 3 counters into groups of two (pairs). How many groups can you make? (1) How many counters are left over? (1) Repeat for 4, 3, 2, 1, 0 counters covered up. How many 2's are in 4 (6, 8)? (2, 3, 4)  b) Read: <i>Take away 2 as many times as possible.</i> Put 3 counters on your desk. How many times can you take away 2 counters? (1) How many are left over? (1) Repeat for 4, 5, 6, 7, 8 counters. How many times can we take 2 away from 4 (6, 8)? (2, 3, 4) <div style="text-align: right;"><i>32 min</i></div>		Individual work, monitored T shows on BB too:  $3 = 2 + \boxed{1}$ Ps write missing numbers in <i>Pbs</i>  T shows on BB too. Ps write in <i>Pbs</i> $5 - 2 - 2 = 1$ , etc. Preparation for multiplication and division with remainder
<b>5</b>  <b>PbY1a, page 66</b> Q.2 Can be done as whole class activity or as individual work with T explaining task beforehand. Review solution with whole class at BB.  Q.3 Read: <i>There are 8 tulips in a vase, some red and some yellow. How many red and how many yellow tulips could there be?</i> Review with whole class. <div style="text-align: right;"><i>45 min</i></div>		Draw on BB or use enlarged picture or OHP $\triangle = 1$ , $\square = 2$ , $\square = 3$ , $\triangle = 4$ , $\circ = 5$ , Individual work, monitored Discussion at BB Checking, praising

<b>Y1</b>	R: Mental Counting C: <b>Revision and practice (0 to 8)</b> E:	<i>Lesson Plan</i> <b>67</b>
<i>Activity</i>		<i>Notes</i>
<b>1</b>	<b>Mental practice</b> T says an addition/subtraction (0 to 8) to P. Ps show answers with number cards. <div style="text-align: right;">5 min</div>	Whole class activity At speed T notes wrong answers
<b>2</b>	<b>Oral work</b> Let's see how many different ways we can think of to describe this number. (0 to 8) <div style="text-align: right;">10 min</div>	Whole class activity Encourage contributions from all Ps.
<b>3</b>	<b>Posters 7 and 8</b> Look carefully at these posters <i>Poster 7:</i> Where can you see things which add up to 8? (e.g. 3 balls + 1 clock + 4 people ; 5 vehicles + 3 balls; 6 stripes on zebra crossing + 2 children, etc.) <i>Poster 3:</i> What can you see 8 of in this picture? (e.g. streets) <div style="text-align: right;">15 min</div>	Whole class activity Ask several Ps T writes additions on BB Talk about number of elements in each addition (or Ps to poster to show 8)
<b>3</b>	<b>Interlude</b> Exercises <div style="text-align: right;">17 min</div>	Whole class in unison
<b>4</b>	<i>PbY1a, page 67</i> Q.1 Read: <i>How many lines make up each shape?</i> Write the number of sticks in the box. Check by making each shape with sticks (straws) on your desk. <div style="text-align: right;">25 min</div>	Individual work Discussion at BB Monitored Checking, correcting
<b>5</b>	<i>PbY1a, page 67</i> Q.2 Read: <i>Solve these equations.</i> Deal with one column at a time. Review orally round the class. All mistakes discussed at number line. <div style="text-align: right;">35 min</div>	Individual work Discussion on BB Checking, self-correcting
<b>6</b>	<b>Ordinal Numbers</b> T asks 8 children to stand in a line facing away from the class. Class gives instructions such as: '2nd from left, hold up your right hand', '4th and 6th from left change places,' '1st from right turn around', '8th from right sit down', etc. In what position is A, etc.? (e.g. 2nd from right and 7th from left) <div style="text-align: right;">40 min</div>	Whole class activity Encourage contributions from many Ps.  Ask for both directions.
<b>7</b>	<i>PbY1a, page 67</i> Q.3 Read: <i>The total number of dots on opposite sides of the dice is 7. How many dots are on the bottom of the dice?</i> Review with whole class. T writes additions on BB. What number is on the bottom of this face? (e.g. 2, 6) Which sides add up to 8? (None) <div style="text-align: right;">45 min</div>	Individual work BB: $4 + 3 = 7$ , etc. T holds up large model dice (Ps shout out in unison) Praising

<b>Y1</b>	R: C: <b>Revision and practice (0 to 8)</b> E: <i>Logic statements, shapes</i>	<i>Lesson Plan</i> <b>68</b>
<b>Activity</b>		<b>Notes</b>
<b>1</b>	<b>Mathematical Logic</b> Ps lay out own shape sets on desks. T hides one card behind her back. You must ask me questions to find out which card I am hiding but I am only allowed to answer 'yes' or 'no'. (Ps: Is it big? Is it black? Is it a circle? etc.) P who gets it right then hides a card while class asks him/her questions. <div style="text-align: right;">5 min</div>	Whole class activity Ps learn to ask logical questions, keep in mind what has already been asked, and then reach a conclusion.
<b>2</b>	<b>Secret Numbers</b> I am thinking of a number between 0 and 8. You must ask me questions to find out what it is. I can only answer 'yes' or 'no'. (Ps: Is it odd? Is it smaller than 5? etc.) <div style="text-align: right;">10 min</div>	Whole class activity T gives hints if Ps stuck Involve as many Ps as possible
<b>3</b>	<b>PbY1a, page 68</b> Q.2 a) Read: <i>Write inside each shape how many sides it has. Put signs between them.</i> T makes sure Ps know what 'side' means. Revise meaning of <, > signs. Review with whole class. b) Read: <i>Write down the number of vertices below each shape.</i> T explains what 'vertices' means (point where lines meet, corners). How are they shown on these shapes? (dots) Review on BB with whole class (using models if possible). <div style="text-align: right;">20 min</div>	Individual work Monitored, helped Discussion Drawn on BB or use enlarged picture or OHP or make with sticks (straws) with plasticine at corners and stuck to BB.
<b>4</b>	<b>Interlude</b> Song, verse, exercises <div style="text-align: right;">22 min</div>	Whole class in unison
<b>5</b>	<b>PbY1a, page 68, Q.2</b> Look at these pictures. What can you say about the first picture? (Circle; triangle in middle; number 8 is in middle of triangle and numbers 1, 5 and 2 are round the edge.) What do you notice about the numbers 1, 5 and 2? (add up to 8) What might the rule be? (Numbers round edge add up to number in middle.) Let's use this rule for the other pictures. Ps write in the missing numbers using this rule. Is the rule true for all the pictures? (Yes) Let's all read the additions. (T points to each in turn.) <div style="text-align: right;">30 min</div>	Whole class activity Drawn on BB or use enlarged picture or OHP Discussion, agreement BB: $1 + 5 + 2 = 8$ Ps copy in <i>Pbs</i> . $3 + 2 + \boxed{3} = 8$ $4 + 4 + \boxed{0} = 8$ $1 + 6 + \boxed{1} = 8$ In chorus
<b>6</b>	<b>PbY1a, page 68</b> Q.3 and 4 Listen carefully, picture the story in your head and write the answer as a subtraction in your <i>Pb</i> . Deal with one question at a time. T reads problem several times. Ask several Ps for their answers. Ps act out story at front of class to check correct answer. <div style="text-align: right;">40 min</div>	Individual work Discussion on BB. Q.3: $8 - 5 = 3$ $5 + 3 = 8$ Q.4: $7 - 3 = 4$ $3 + 4 = 7$ Agreement, checking

<b>Y1</b>		<i>Lesson Plan 68</i>
<b>Activity</b> <b>7</b>	<p><i>PbY1a, page 68</i></p> <p>Q.5 Read: <i>Which can go faster? Put them in order starting with the slowest.</i></p> <p>See what Ps can do without help. Review with whole class.</p> <p><b>A</b>, how many pictures are there? (6) Which number did you put for the slowest (fastest)? (1, 6)</p> <p><b>B</b>, what did you put as number 1 (the slowest)? Who agrees? Who put something else as number 1? etc.</p> <p>Who has never been on a bicycle (walked a long distance, watched a snail move, gone for a drive, been on roller skates, been in an airoplane)?</p> <p>Who would like to tell them what it is like?</p> <p style="text-align: right;"><i>45 min</i></p>	<p style="text-align: center;"><b>Notes</b></p> <p>Individual work Monitored</p> <p>Discussion Agreement</p> <p>Hands up</p> <p>If time!</p>

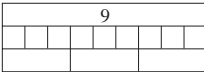
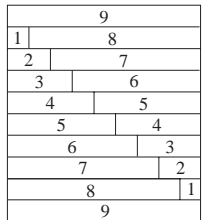
<b>Y1</b>	R: C: <b>Revision (0 to 8); test</b> E:	<i>Lesson Plan</i> <b>69</b>
<b>Activity</b>	<b>Notes</b>	
<b>1</b>  This lesson will be a test to see what you have learned.  <i>PbY1a, page 69</i> Q.1 Read: <i>Number these rectangles in decreasing height order. (4)</i> <i>Tick the fifth from the right. (1)</i>  _____ 6 min _____	Individual work (4 min) Checking (2 min) <div style="border: 1px solid black; padding: 2px; display: inline-block;">5 marks</div>	
<b>2</b>  <i>PbY1a, page 69</i> Q.2 Read: <i>Write in the number of dots. (4)</i> <i>Put in the correct signs. (4)</i>  _____ 16 min _____	Individual work (6 min) Checking (4 min) <div style="border: 1px solid black; padding: 2px; display: inline-block;">8 marks</div>	
<b>3</b>  <b>Exercises (BB)</b> a) $2 + 3 =$ b) $6 - 3 =$ c) $4 + 1 + 2 =$ $7 + 1 =$ $8 - 5 =$ $3 + 3 + 2 =$ $5 + 2 =$ $4 - 4 =$ $7 - 1 + 2 =$ $0 + 4 =$ $7 - 0 =$ $3 + 5 - 7 =$  _____ 28 min _____	Individual work (9 min) Checking (3 min) Ps may use fingers, etc. <div style="border: 1px solid black; padding: 2px; display: inline-block;">12 marks</div>	
<b>4</b>  <i>PbY1a, page 69</i> Q.3 Read: <i>Which numbers make the inequality true?</i> <i>Choose from numbers 0 to 8.</i> <i>Show your answers on the number line.</i>  _____ 38 min _____	Individual work (8 min) Checking (2 min) Ps may use fingers, etc. <div style="border: 1px solid black; padding: 2px; display: inline-block;"><math>1 + 2 + 2 + 2 = 7</math> marks</div>	
<b>5</b>  <b>Exercises (BB)</b> Read: <i>Fill in the missing numbers.</i>  a) $\square + 2 = 8$ b) $8 - \square = 3$ c) $\square - 3 + 4 = 8$ $5 - \square = 2$ $\square - 6 = 1$  _____ 45 min _____	Individual work (5 min) Checking (2 min) Ps may use fingers, etc. <div style="border: 1px solid black; padding: 2px; display: inline-block;"><math>(1+1)+(1+1)+4 = 8</math> marks</div>	

**TOTAL: 40 marks**

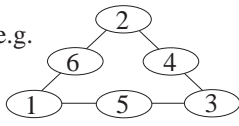
<b>Y1</b>		<i>Lesson Plan</i> <b>70</b>
<i>Activity</i>	Writing practice, revision, activities, consolidation Review of test in Lesson 69 <i>PbY1a, page 70</i>	<i>Notes</i>

<b>Y1</b>	R: Mental counting C: <b>Writing and using 9; number line</b> E: <i>Roman numbers</i>	<i>Lesson Plan</i> <b>71</b>
<i>Activity</i>		<i>Notes</i>
<b>1</b>	<b>Posters 9 and 10</b> Look at these pictures carefully. <ul style="list-style-type: none"> <li>• Which picture has exactly 9 animals? (The ugly duckling)</li> <li>• Combine things from the 2 pictures to make 9. (e.g. 6 mice and 3 rabbits, 2 goats and 7 little pigs, etc.)</li> <li>• Click your fingers 9 times.</li> <li>• Stamp your right foot 9 times.</li> <li>• Raise your arms 9 times.</li> </ul> <p style="text-align: right;"><i>10 min</i></p>	Whole class activity Discussion, agreement Checking Whole class in unison, counting aloud to 9.
<b>2</b>	<b>Interlude</b> Finger exercises <p style="text-align: right;"><i>12 min</i></p>	Whole class in unison
<b>3</b>	<b><i>Tx1a, page 48</i></b> Look at the different pictures of 9. (T talks about each one.) Look at the Roman numeral, IX, instead of IIIIIIII. Everyone point to 9 on your number line. Which number is 1 (2, etc.) less than 9? T writes a big '9' on BB, explaining how to do it. Repeat a few times. Everyone write a big 9 in the air (on your desk, etc.) <b><i>PbY1a, page 73</i></b> Q.1 Read: <i>Continue the pattern.</i> (Let Ps practice on grid sheets first if necessary.) Ask pupils who are doing it correctly to show class on BB. <p style="text-align: right;"><i>20 min</i></p>	Whole class activity Discussion Ask several Ps Whole class in unison Individual work Closely monitored T checking, correcting Praising only
<b>4</b>	<b>Interlude</b> Song or rhyme <p style="text-align: right;"><i>22 min</i></p>	Whole class in unison
<b>5</b>	<b><i>PbY1a, page 71</i></b> Q.2 Read: <i>Complete the pictures to make 9.</i> Rough drawings only are needed (or use dots/crosses). <p style="text-align: right;"><i>30 min</i></p>	Individual work Monitored, corrected Discussion, checking on BB (Drawing or enlarged picture)
<b>6</b>	<b><i>PbY1a, page 71</i></b> Q.3 a) Read: <i>Write the numbers 0 to 9 in the boxes.</i> <b>A</b> , read out the numbers you have written. Who disagrees? What number is 5th (2nd, 8th, etc) from the left (right)? What is the position of number 8 (2, etc.)? b) Read: <i>Jump from 0 in steps of 2.</i> <i>Put these numbers in increasing order.</i> (Make sure that Ps know what increasing means.) <b>B</b> , read out the numbers you have written, Who disagrees? Let's all read these numbers out in <i>decreasing</i> order. These numbers are called <b>even</b> numbers. They can all be shared evenly between 2 people. Ps check with counters.	Individual work, monitored Whole class activity Ps can give instructions too. Individual work, monitored Whole class in unison BB: even 2, 4, 6, 8 In pairs

<b>Y1</b>		<i>Lesson Plan 71</i>
<b>Activity</b>	<p>c) Read: <i>Jump back from 9 in steps of 2.</i>  <i>Put these numbers in decreasing order.</i></p> <p><b>C</b>, read out the numbers you have written. Who disagrees?  Let's all read these numbers out in <i>increasing</i> order.</p> <p>These numbers are called <b>odd</b> numbers.  They cannot be shared equally between 2 people – there is always an odd one over.  Ps check with counters.</p> <p style="text-align: right;"><i>40 min</i></p>	<p style="text-align: center;"><b>Notes</b></p> <p>Individual work, monitored</p> <p>Whole class in unison</p> <p>BB: even            odd  2, 4, 6, 8    1, 3, 5, 7, 9</p> <p>In pairs</p>
<b>7</b>	<p><b>PbY1a, page 71</b></p> <p>Q.4 Read: <i>Show the answers by drawing sticks.</i>  Review answers with whole class.</p> <p>Let's use the Roman way to show the answers:</p> <p>BB:    IIII + III = IIIIIII    II + IIIIIII = IIIIIIIII    IIII + IIIII = IIIIIIIII</p> <p>Roman: IV + III = VII        II + VII = IX        IV + V = IX</p> <p>Can anyone work out what number the Romans used X for? (10)</p> <p>The Romans wrote 9 as 10 – 1. (Show clock with Roman numerals.)</p> <p style="text-align: right;"><i>45 min</i></p>	<p>Individual work, monitored</p> <p>Discussion on BB</p> <p>Discussion</p> <p>Ps write out equations as Roman numerals in <i>Pbs</i>.</p> <p>BB: X – I = IX  10 – 1 = 9</p>

<b>Y1</b>	R: Mental counting C: Using 9, number bonds; additions E:	<i>Lesson Plan</i> <b>72</b>
<b>Activity</b>		<b>Notes</b>
<b>1</b>	<b>Mental Practice</b> T says an addition or subtraction (0 to 9). P gives answer. _____ 5 min _____	Whole class activity At speed T walking among Ps
<b>2</b>	<b>PbY1a, page 72, Q.1</b> We are going to pretend to be a bunny jumping along this number line. Bunny starts from '0' and has to reach the number '9' in just two jumps. a) <b>A</b> , come and explain what bunny did the first time. (Bunny jumped six places from 0 and landed on the number 6, then he jumped three places from 6 and landed on 9.) $6 + 3 = 9$ b) <b>B</b> , come and show us what bunny did the 2nd time. (Bunny jumped two places from 0 and landed on the number 2, then he jumped seven places from 2 and landed on 9.) $2 + 7 = 9$ c) <b>C</b> , come and show us what bunny did the 3rd time. (Bunny jumped five places from 0 and landed on the number 5, then he jumped four places from 5 and landed on 9.) $5 + 4 = 9$ Who can come and show us another way that bunny could jump? (e.g. $1 + 8 = 9$ ) _____ 10 min _____	Whole class activity Drawn on BB or use enlarged picture or OHP  T helps with language  T helps with language Ps copy in <i>Pbs</i>  T helps with language Ps copy in <i>Pbs</i>  Discussion, agreement checking
<b>3</b>	<b>Dominoes</b> a) Find different ways to draw 9 dots altogether on the dominoes. X, come and show us one way. Continue until all cases are shown. (T adds any cases not dealt with). b) <b>PbY1a, page 72</b> Q.2 Read: <i>Write down the additions.</i> Review solution with whole class on BB _____ 20 min _____	Individual work using copy master of blank dominoes Reviewed on BB.  Individual work, monitored, Discussion at BB Agreement, checking
<b>4</b>	<b>Interlude</b> Exercises or action song _____ 22 min _____	Whole class in unison
<b>5</b>	<b>Making 9</b> a) Show me on your desk different ways to make 9.  You must use only one kind of number strip in each row. Show me with your fingers how many times you used the 9 (1, 3) number strip. Show me . . . now! (1, 9, 3) b) Show me on your desks different ways to make 9 using only two number strips.  <b>Y</b> , come and show me one way. Is he/she correct? Who has another way? (T displays in systematic order on BB.) Lets' read these as additions. $0 + 9 = 1 + 8 = 2 + 7 = 3 + 6 = 4 + 5 = 5 + 4 = 6 + 3 = 7 + 2 = 8 + 1 = 9 + 0$ _____ 37 min _____	Individual work Monitored, helped Discussion on BB Preparation for multiplication/division  Individual work Monitored Discussion, checking BB: $0 + 9 = 9$ $1 + 8 = 9$ $2 + 7 = 9$ etc. Whole class in unison
<b>6</b>	<b>PbY1a, page 72</b> Q.3 See how many you can do in 5 minutes! _____ 45 min _____	Individual work, monitored Reviewed orally round class.

<b>Y1</b>	R: Mental counting C: <b>Using 9; additions, subtractions</b> E: <i>Problems in context</i>	<i>Lesson Plan</i> <b>73</b>
<i>Activity</i>		<i>Notes</i>
<b>1</b>	<b>Making 9</b> Ask 10 children (by name) to come out to front of class and stand in a row. Let's count how many there are: '1, 2, 3, 4, 5, 6, 7, 8, 9, 10' Who is first from the left (5th from the right (left), etc.)? T tells line to join hands and then tells 6th P to sit down. Can you make an addition about this? ( $5 + 0 + 4 = 9$ ) Who can make another addition about 9? (e.g. $2 + 3 + 2 + 0 + 2 = 9$ ) (Ps in line join hands/space out to show it.) T tells 3 Ps to sit down. Who can make a subtraction about this? <div style="text-align: right;"><i>10 min</i></div>	Whole class activity Class in unison Ask several Ps. 6th P's place kept open Class in unison Ask one or two Ps BB: $9 - 3 = 7$
<b>2</b>	<b>PbY1a, page 73</b> Q.1 Read: <i>Each plate had 8 pears on it. How many pears have been eaten? Write a subtraction for each.</i> Review on BB with whole class. <div style="text-align: right;"><i>15 min</i></div>	Individual work Monitored, helped Discussion, agreement, checking
<b>3</b>	<b>PbY1a, page 73</b> Q.2 Read: <i>Write additions and subtractions for the pictures.</i> Talk about each picture first. What does it show? Review solutions with whole class. Discuss any mistakes. <div style="text-align: right;"><i>22 min</i></div>	Individual work Monitored Discussion at BB (drawing or enlarged picture) Agreement, checking
<b>4</b>	<b>Interlude</b> Relaxation <div style="text-align: right;"><i>24 min</i></div>	Whole class resting
<b>5</b>	<b>Problem</b> Listen carefully, picture the story in your head and show me the answer with a number card. You may use counters to help you. Tom has 2 stamps, which is 5 less than the number of stamps Jenny has. a) How many stamps does Jenny have? b) How many stamps do they have altogether? c) Make a subtraction to check it is correct. <div style="text-align: right;"><i>32 min</i></div>	Individual work for a), b) Monitored (T repeats several times) Whole class discussion on BB Agreement, checking c) Whole class with T's help
<b>6</b>	<b>PbY1a, page 73</b> Q.3 Read: <i>Solve these equations.</i> Deal with each column at a time. Set a time limit per column (e.g. 2 minutes). Review orally round the class. <div style="text-align: right;"><i>40 min</i></div>	Individual work, monitored Discuss mistakes at number line. Self-correction
<b>7</b>	<b>PbY1a, page 73</b> Q.4 Read: <i>Fill in the missing numbers.</i> T explains task first. Review orally with whole class. <div style="text-align: right;"><i>45 min</i></div>	Individual work Self-correction.

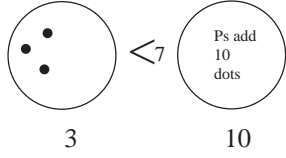
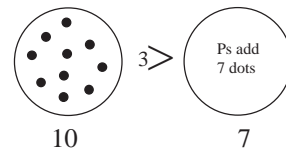

<b>Y1</b>	R: Operations (0 to 9) C: <b>Using 9. Equations, inequalities</b> E:	<i>Lesson Plan</i> <b>74</b>
<i>Activity</i>		<i>Notes</i>
1	<b>Mental Practice</b> T asks Ps additions or subtractions (0 to 9). P gives answers. _____ 5 min _____	Whole class activity, at speed Involve several pupils
2	<b>Oral Work</b> Tell me different ways to describe 3 (8). _____ 8 min _____	Whole class activity Agreement, checking
3	<b>Poster 5</b> Look carefully at this picture. <ul style="list-style-type: none"> <li>Where can you see things which add up to 9 altogether? (e.g. 4 trees + 5 ducks, 4 frogs + 2 tortoises + 1 stork + 1 squirrel + 1 pheasant)</li> <li>What things can you see exactly 9 of in this picture? (birds flying)</li> </ul> _____ 12 min _____	Whole class activity Ps come to poster to point while class keeps count. BB: $4 + 5 = 9$ (e.g.) $4 + 2 + 1 + 1 + 1 = 9$
4	<b>PbY1a, page 74</b> Q.1 Read: <i>Write an addition and subtraction about each picture.</i> Think carefully about what the picture is telling you. Review with whole class. Deal with one picture at a time. _____ 22 min _____	Individual work Monitored Discussion at BB (drawing or enlarged picture or OHP) Agreement, checking
5	<b>Interlude</b> Action song _____ 24 min _____	Whole class in unison
6	<b>PbY1a, page 74</b> Q.2 Read: <i>Fill in the missing numbers.</i> <b>Columns 1 and 2</b> Deal with one at a time. Review with whole class on BB and at number line. Class reads each column aloud. <b>Column 3</b> Lets's all read the first inequality: 'One plus five is three less than four plus something' <b>A</b> , what does the LHS make? ( $1 + 5 = 6$ ) <b>B</b> , come and put your finger on 6 on the number line. How many less than the RHS is this? ( $3$ ) So what must the RHS equal? ( $6 + 3 = 9$ ) <b>C</b> , come and point to RHS of inequality. ( $4 + \square$ ) What does it equal? ( $9$ ) Who can tell me the missing number now? ( $4 + 5 = 9$ ) Repeat for remaining inequalities. Class reads aloud solved inequalities forwards and backwards. _____ 40 min _____	Individual work, monitored Discussion, agreement, checking, self-correcting In unison  Whole class activity  In unison Discussion, checking Ps do same on individual number lines too. Discussion, checking  BB: $1 + 5 < 3 \quad 4 + \boxed{5}$ $6 < 3 \quad 9$ Ps follow on own number lines In unison
7	<b>PbY1a, page 74</b> Q.3 Read: <i>Draw different numbers of eggs on the plates so that there are 9 eggs in total along each line.</i> T explains task. Review with whole class. _____ 45 min _____ <div style="text-align: right; margin-top: 10px;">             e.g.  </div>	Individual work, monitored Discussion at BB (drawing or enlarged picture or OHP) Agreement, checking

<b>Y1</b>		<i>Lesson Plan</i> <b>75</b>
<i>Activity</i>	Writing practice, revision, activities, consolidation <i>PbY1a, page 75</i>	<i>Notes</i>

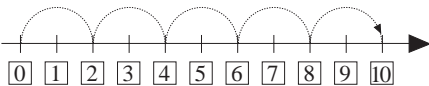
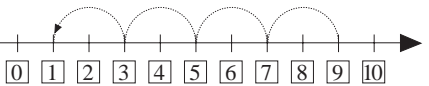
<b>Y1</b>	<p>R: Mental addition, subtraction up to 9</p> <p>C: <b>Writing/using 10; number line; number bonds, (&lt;, &gt;, +, -, =)</b></p> <p>E: <i>3- and 4-element sums</i></p>	<i>Lesson Plan</i> <b>76</b>
<b>Activity</b>		<b>Notes</b>
<b>1</b>	<p><b>Soft ball play</b></p> <p>T throws ball to P saying an addition or subtraction (0 to 9). P throws ball back to T saying answer.</p> <p style="text-align: right;">_____ 5 min _____</p>	<p>Whole class activity At speed Involve several Ps</p>
<b>2</b>	<p><b>Poster 10</b></p> <p>Look at the 'Little Pig and the Wolves' picture.</p> <ul style="list-style-type: none"> <li>• Who can tell us the story? Talk about the picture.</li> <li>• How many wolves are in the picture? Let's all count the tails! (10)</li> <li>• Who knows how many animals there are? (10 wolves + 1 pig = 11)</li> <li>• How many more wolves are there than pigs? (9 more)</li> </ul> <p style="text-align: right;">_____ 10 min _____</p>	<p>Whole class activity Ask several Ps to contribute Ps count as T points Praising BB: <math>10 + 1 = 11</math> <math>1 + 9 = 10</math></p>
<b>3</b>	<p><b>Tx1a, page 51</b></p> <p>Look at the different pictures of 10. (T talks about each one.) Look at the Roman numeral, X, instead of I I I I I I I I I I</p> <p>What is different about 10 from numbers 0 to 9? (2 digits, made up of numbers already learned: 1 and 0)</p> <ul style="list-style-type: none"> <li>• Show me 10 fingers.</li> <li>• Knock on your desk 10 times.</li> <li>• Raise your arms 10 times.</li> <li>• Put 10 counters on your desk Share them with your neighbour. How many counters do you each have? (5) How many left over? (0)</li> <li>• Show me 10 using your number cards.</li> </ul> <p>A, come and point to 10 on the number line. Is he/she correct?</p> <p style="text-align: right;">_____ 20 min _____</p>	<p>Whole class activity Discussion</p> <p>Whole class in unison</p> <p>Individual work Closely monitored T checking, correcting Praising only</p>
<b>4</b>	<p><b>Interlude</b></p> <p>Song or rhyme</p> <p style="text-align: right;">_____ 22 min _____</p>	<p>Whole class in unison</p>
<b>5</b>	<p><b>PbY1a, page 76</b></p> <p>Q.1 Read: <i>Write the numbers from 0 to 10 in the boxes below.</i> C, read out the numbers you have put, in <b>increasing</b> order. D, read out the numbers you have put in <b>decreasing</b> order. Who agrees/disagrees? (Hands up)</p> <p>Read: <i>Draw a red dot on 0, a green dot on 1, a red dot on 2, a green dot on 3 and so on.</i></p> <p>Let's read out the red numbers. What kind are they? (even) Let's read our the green numbers. What kind are they? (odd) Let's count down from 10 to 0 in 2's. (10, 8, 6, 4, 2, 0)</p> <p style="text-align: right;">_____ 30 min _____</p>	<p>Individual work, closely monitored</p> <p>Checking, correcting</p> <p>Individual work, monitored</p> <p>Whole class in unison</p> <p>T checking, praising</p>
<b>6</b>	<p><b>PbY1a, page 76</b></p> <p>Q.2 Read: <i>Continue the pattern</i> Take your time and try to be as neat as you can.</p> <p style="text-align: right;">_____ 40 min _____</p>	<p>Individual work Closely monitored T helping, correcting, praising</p>

<b>Y1</b>		<i>Lesson Plan 76</i>
<b>Activity</b> <b>7</b>	<p><i>PbY1a, page 76</i></p> <p>Q.3 Read: <i>Write additions and subtractions for these shapes.</i> Deal with one part at a time. Review with whole class.</p> <p>BB:     a)     △ △ △ △ △ △     ○ ○ ○ ○</p> <p style="padding-left: 100px;"><math>6 + 4 = 10</math>            <math>4 + 6 = 10</math></p> <p style="padding-left: 100px;"><math>10 - 4 = 6</math>            <math>10 - 6 = 4</math></p> <p>          b)     △ △ △ △ △ △ △ △ △ △     ○</p> <p style="padding-left: 100px;"><math>9 + 1 = 10</math>            <math>1 + 9 = 10</math></p> <p style="padding-left: 100px;"><math>10 - 1 = 9</math>            <math>10 - 9 = 1</math></p> <p><b>Extension</b>    Q.4    Similar to above.</p> <p style="text-align: right;"><i>45 min</i></p>	<p style="text-align: center;"><b>Notes</b></p> <p>Individual work</p> <p>Discussion, checking</p> <p>Self-correction from BB</p> <p>Individual work</p> <p>Discussion, checking</p> <p>Self-correction from BB</p>

<b>Y1</b>	R: Mental counting, operations C: <b>Using 10; number line; number bonds</b> , (<, >, +, -, =) E: <i>Equations</i>	<i>Lesson Plan</i> <b>77</b>																						
<b>Activity</b>  <b>1</b>	<b>Number cards</b> T holds up a 1-digit number. Ps hold up the number which needs to be added to make 10. (You may use your fingers to help you.) 5 min	<b>Notes</b>  Whole class activity At speed Quick check of Ps' knowledge																						
<b>2</b>	<b>Making 10</b> a) Show me on your desks different ways to make 10 using only two number strips. <b>X</b> , come and show me one way. Is he/she correct? Who has another way? (T displays in systematic order on BB.)  On the blank page in your <i>Pbs</i> write down, neatly and in order, all the additions for 10.  How many are there? (11) Who can tell me what they are?  Let's all read them together. ('zero plus ten equals ten', etc.) 25 min <table border="1" data-bbox="826 528 1074 801" style="margin-left: auto; margin-right: auto;"> <tr><td colspan="2">10</td></tr> <tr><td>1</td><td>9</td></tr> <tr><td>2</td><td>8</td></tr> <tr><td>3</td><td>7</td></tr> <tr><td>4</td><td>6</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>4</td></tr> <tr><td>7</td><td>3</td></tr> <tr><td>8</td><td>2</td></tr> <tr><td>9</td><td>1</td></tr> <tr><td colspan="2">10</td></tr> </table>	10		1	9	2	8	3	7	4	6	5	5	6	4	7	3	8	2	9	1	10		Individual work (or in pairs) Closely monitored Discussion on BB Involve several Ps (With Ps' help)  Individual work, monitored BB: $0 + 10 = 10$ $1 + 9 = 10$ $2 + 8 = 10$ etc. Class in unison
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<b>4</b>	<b>Interlude</b> Relaxation 27 min	Whole class resting																						
<b>5</b>	<b>PbY1a, page 77</b> Q.1 Read: <i>There were 10 mushrooms on each plate.</i> <i>How many mushrooms have been taken away?</i> <i>Write equations about the each plate</i> Deal with one plate at a time. Review with whole class at BB. Use real mushrooms and paper plates.  Show Ps that the correct answers to match the pictures and given equations are: i) $6 + 4 = 10$ rather than $4 + 6 = 10$ $10 - 4 = 6$ $10 - 6 = 4$ ii) $3 + 7 = 10$ rather than $7 + 3 = 10$ $10 - 7 = 3$ $10 - 3 = 7$ iii) $8 + 2 = 10$ rather than $2 + 8 = 10$ $10 - 2 = 8$ $10 - 8 = 2$ 35 min	Individual work, monitored Discussion, agreement, checking, self-correcting  Whole class activity Discuss why the equations in the 2nd column do not describe the pictures in the <i>Pb</i> . Demonstrate what the pictures would look like if equations in 2nd column were true.																						
<b>6</b>	<b>PbY1a, page 77</b> Q.2 Read: <i>There were 10 beads on every piece of string but some have fallen off. Write subtractions for each string.</i> Deal with one string at a time. Review with whole class. 40 min	Individual work, monitored Discussion, agreement, Correcting mistakes Praising																						
<b>7</b>	<b>PbY1a, page 77</b> Q.3 Read: <i>Fill in the missing numbers.</i> Let's all read them in increasing (decreasing) order. a) Put your finger on number 4. Where would we end up if moved 5 to the right of 4? (9) Join up a) to number line. Repeat for b) and c)  Q.4 Read: <i>Fill in the missing numbers.</i> Review orally, with whole class following on number line in Q.3. 45 min	Individual work, monitored In chorus  Class shout out in unison  Individual work (Discuss reverse: 7 back to 2)																						

<b>Y1</b>	R: Mental counting, operations C: <b>Writing and using 10; number line, number bonds,</b> E: <i>Problems in context</i>	<i>Lesson Plan</i> <b>78</b>
<b>Activity</b>		<b>Notes</b>
<b>1</b>	<b>Mental Practice</b> T says an addition/subtraction (0 to 10) and Ps give answer. _____ 5 min _____	Whole class activity At speed Involve many Ps
<b>2</b>	<b>Equations</b> Everyone look at the BB. We are going to complete the drawings and write equations about them. a) <b>A</b> , how many dots are in the circle on the LHS? (3) Come and write it beneath the circle. 3 is 7 less than the number of dots in the RHS circle. <b>B</b> , come and draw in the correct number of dots. Let's count them. (10) Is he/she correct? Let's check. <b>X</b> , come and put your finger on the 10 on the number line. How many less is the number 3? <b>X</b> counts down to 3. (7) So was <b>B</b> correct? (Yes) Who can come and write an equation about the dots? Is he/she correct? Who can write a different equation? b) As for a), involving different Ps. _____ 10 min _____	Whole class activity BB: a)  3                      10 $3 + 7 = 10$ $10 - 7 = 3$ b)  10                      7 $10 - 3 = 7$ $7 + 3 = 10$ $10 - 7 = 3$
<b>3</b>	<b>Problems</b> Listen carefully, picture it in your heads, and show me the answer with a number card when I say. a) There were 6 fish in a tank. Nick put in another 4 fish. How many fish are in the tank now? Show me . . . now! (10) b) There were 10 apples in a basket. Julie ate 2 of them and gave away 3 to her sister. How many apples are left in the basket? Show me . . . now! (5) <b>A</b> , can you explain how you worked it out? Who did it a different way? Let's draw it on the BB and describe the story using numbers and signs (mathematical language). <b>A</b> and <b>B</b> to BB to write how they worked out the problem. Which way is correct? (both correct) We could also write it all as one equation like this. T explains (with Ps help) what each number relates to. Everyone copy these down in your exercise books. _____ 24 min _____	Whole class activity Ask P with right answer to give his reasoning BB: $6 + 4 = 10$ Praising Ps explain to class BB:  $P_1: 10 - 2 = 8 \quad 8 - 3 = 5$ $P_2: 2 + 3 = 5 \quad 10 - 5 = 5$ T: $10 - 2 - 3 = 5$ Discussion, agreement (or on squared paper, 1 digit per square)
<b>4</b>	<b>Interlude</b> Song, rhyme, exercises _____ 26 min _____	Whole class in unison
<b>5</b>	<b>PbY1a, page 78, Q.1</b> Do orally round class, with T saying subtraction and P giving answer. _____ 30 min _____	Whole class activity, at speed Mix up the subtractions

<b>Y1</b>		<i>Lesson Plan 78</i>
<b>Activity</b> <b>6</b>	<p><i>PbY1a, page 78</i></p> <p>Q.2 Read: <i>Write in the boxes the number of cherries.</i> T explains task. Deal with one picture at a time. Review with whole class at BB.</p> <p>What is different about the two pictures? (Top picture has only pairs of cherries. Bottom picture has pairs + single cherries.) What do we call the numbers in the top picture? (even) What do we call the numbers in the bottom picture? (odd)</p> <p style="text-align: right;"><i>40 min</i></p>	<p><b>Notes</b></p> <p>Individual work Discussion (drawn on BB or use enlarged picture or OHP) Agreement, checking Discussion, agreement T reminds Ps how to decide whether number is even/ odd</p>
<b>7</b>	<p><i>PbY1a, page 78</i></p> <p>Q.3 Read: <i>Complete the sums.</i> Deal with one column at a time. Review orally round the class, using number line where there are difficulties. Ask for all versions in the 'open' equations. Check against number line.</p> <p style="text-align: right;"><i>45 min</i></p>	<p>Individual work, monitored Discussion, agreement Checking, self-correction Praising creativity</p>

<h1>Y1</h1>	<p>R: Mental counting; operations (0 to 10)  C: <b>Writing and using 10; number line; practice</b>  E: <i>Odd and even numbers</i></p>	<h2>Lesson Plan 79</h2>
<p><b>Activity</b></p> <p><b>1</b></p>	<p><b>Problems</b></p> <p>Listen carefully, think about what I am saying, then show me the answer with a number card when I tell you.</p> <p>a) I thought of a number. If I add 6 to it, the sum is 10. What is the number I first thought of? Show me . . . now! (4)</p> <p>b) I thought of a number. If I take 2 away from that number, the answer is 8. What is the number I first thought of? Show me . . . now! (10)</p> <p style="text-align: right;"><i>10 min</i></p>	<p><b>Notes</b></p> <p>Whole class activity</p> <p>Ps who answered correctly tell class their reasoning.</p> <p>a) e.g.. <math>\square + 6 = 10</math> or <math>10 - 6 = 4</math></p> <p>b) e.g. <math>\square - 2 = 8</math> <math>8 + 2 = 10</math></p>
<p><b>2</b></p>	<p><b>PbY1a, page 79</b></p> <p>Q.1 Read: <i>Write the numbers below the line.</i></p> <p><b>A</b>, come and do it on the BB while the rest do it in their <i>Pbs</i>. Who wrote the same as <b>A</b>? Who disagrees?</p> <p>Rabbit starts from bush 0 and jumps 2 bushes to the right each time. Rabbit jumps 5 times.</p> <p><b>B</b>, come to the BB and draw rabbit's jumps. The rest of you draw them in your <i>Pbs</i> too.</p> <p>BB: </p> <p>Where does rabbit end up? (10)</p> <p>Draw red dots at the places where rabbit lands.</p> <p>Write these numbers in increasing order in your <i>Pbs</i>.</p> <p>What kind of numbers are these? (even)</p> <p>Let's all read them together.. '0, 2, 4, 6, 8, 10'</p> <p style="text-align: right;"><i>20 min</i></p>	<p>Whole class activity but Ps work in <i>Pbs</i> at same time</p> <p>Preparation for multiplication</p> <p>Ps work in <i>Pbs</i> at same time</p> <p>Checking, correcting</p> <p>Discussion, agreement</p> <p>Individual work In unison In chorus</p>
<p><b>3</b></p>	<p><b>PbY1a, page 79</b></p> <p>Q.2 Everyone put your finger on the place where the 9 should be. Jump 2 places to the left 4 times, drawing a green dot on all the places you land.</p> <p><b>X</b>, come an show us on the BB the jumps you did . Is he/she correct? Who disagrees?</p> <p>BB: </p> <p>Where did you end up? (1)</p> <p>Let's read the numbers you landed on. '9, 7, 5, 3, 1'</p> <p>What kind of numbers are these? (odd)</p> <p>Fill in the missing numbers in the sequences in your <i>Pbs</i>.</p> <p>Review with whole class, referring to number line if problems.</p> <p style="text-align: right;"><i>30 min</i></p>	<p>Individual work Monitored, helped Preparation for division</p> <p>Discussion, agreement</p> <p>Checking, correcting</p> <p>In chorus</p> <p>Individual work, monitored Discussion, agreement</p>
<p><b>4</b></p>	<p><b>Interlude</b></p> <p>Song, rhyme, exercises</p> <p style="text-align: right;"><i>32 min</i></p>	<p>Whole class in unison</p>

<b>Y1</b>		<i>Lesson Plan 79</i>
<b>Activity</b>		<b>Notes</b>
<b>5</b>	<p><i>PbY1a, page 79</i></p> <p>Q.3 Read: <i>Which numbers could I be thinking of? Mark them on the number line.</i></p> <p>a) <i>Odd numbers greater than 6.</i> Mark them with green dots. Let's all read them out: '7, 9, 11' Are these the only odd numbers greater than 6? (No) Who can show us another on the number line? Is he/she correct? We can write it down like this.</p> <p>b) <i>Even numbers smaller than 5.</i> Mark them with red dots. <b>A</b>, what did you put? (4, 2, 0) Who agrees? Are these the only even numbers smaller than 5? (-2, . . .)</p> <p>b) <i>The next nearest odd number to 7.</i> Mark with a blue dot. <b>C</b>, what did you put? (e.g. 5) Who thinks another number? (e.g. 9) Which of them is correct? (Both correct)</p> <p style="text-align: right;"><i>40 min</i></p>	<p>Individual work Monitored</p> <p>In chorus Discussion, reasoning Checking, agreement</p> <p>BB: a) <math>6 &lt; 7, 9, (11), \dots</math> b) <math>5 &gt; 4, 2, 0, (-2), \dots</math> c) <math>5 &lt; 7 &gt; 9</math></p> <p>Individual work Discussion, Reasoning, checking Agreement</p>
<b>6</b> <b>Extension</b>	<p><i>PbY1a, page 79</i></p> <p>Q.4 Read: <i>Fill in the missing numbers.</i> Let's see how many of these you can do in 5 minutes. Use your number line to help you. Review orally round class.</p> <p style="text-align: right;"><i>45 min</i></p>	<p>Individual work Monitored</p> <p>Mistakes corrected at number line</p>

<b>Y1</b>		<i>Lesson Plan</i> <b>80</b>
<i>Activity</i>	Revision exercises from <i>PbY1a, page 80</i>	<i>Notes</i>