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## LESSON PLAN

### 4th Chapter of 1st Grade Mathematics

## The numbers from 1 to 5

This particular lesson plan can, with minimal modifications, be carried out just as effectively outdoors as in the classroom.

### GOALS

- Recognize various representations of the first five numbers
- Count collections of objects that have between one and five objects
- To create a number from its predecessor by adding a unit.

First we play the game with the swallows as it is described in his book teacher (p. 31). The way the game of swallows is played:

We hand out cards to the students, on each of which there are painted swallows. Each student gets, for example, three cards, if we want each child to play three times. One of the two children looks at his first card and then goes to a corner of the classroom where the teacher has placed boxes with pictures or plastic imitations of swallows, to get as many swallows as the card he looked at shows. If the children's level is high (if most of them already recognize the numbers), instead of pictures or plastic imitations of swallows, the teacher may have put cards with numbers inside the boxes. The student returns with the pictures or imitations of swallows and gives them to the person next to him who checks if there are as many as the card.

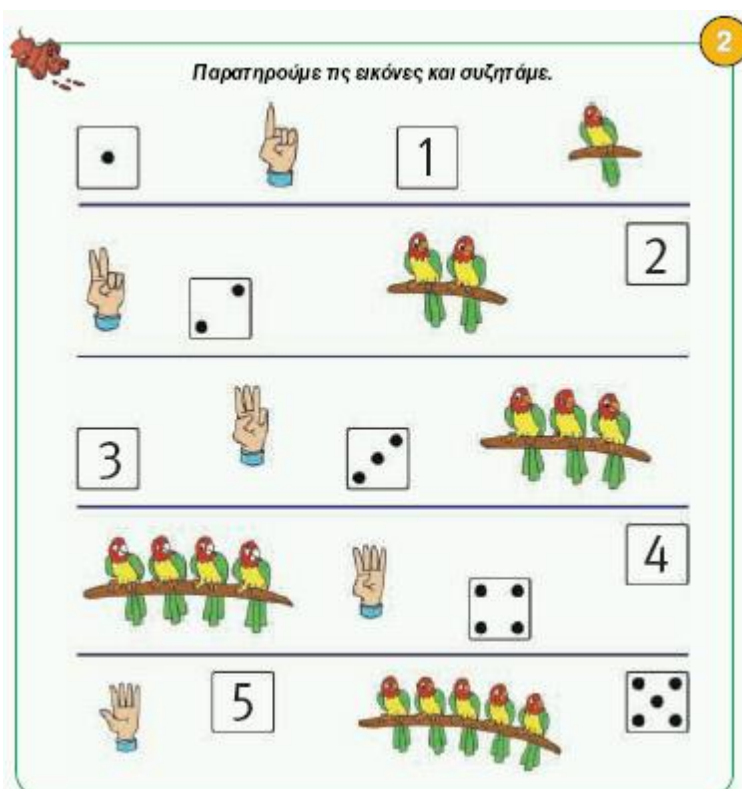
Then we look at the pictures in activity 1 in the student's book and discuss.

Sample questions: How many teddy bears do we see in the first picture? How many does the family in the second picture consist of? How old are the children? What is; Boys; Girls; A boy and a girl? How many birds are there in the third picture? What are they doing, flying or sitting? Then we look at the pictures in activity 2 in the student's book and discuss



Indicative questions: How many dots does the square in the first line have? How many fingers does the hand shown have open? How many little birds are sitting on the branch? What number is written in the box? (Questions are repeated for the remaining four lines).

Then we look at the pictures in activity 3 in the student's book and discuss

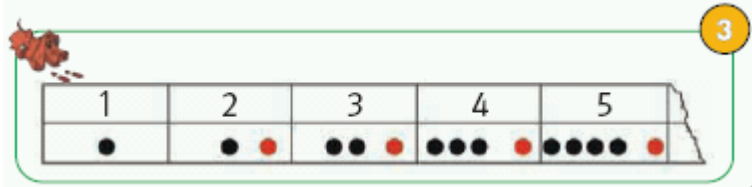


Indicative questions: How many dots does the square in the first line have?

How many fingers does the hand shown have open? How many little birds are sitting on the branch?

What number is written in the box? (Questions are repeated for the remaining four lines)

Then we look at the pictures in activity 3 in the student's book and discuss.



Indicative questions:

For the first square: How many balls does the first square have?

For the second box: I had one bullet and I'm getting one more. How many do I have now?

For the third square: I had two voles and I'm getting one more. How many do I have now?

For the fourth box: I've had three balls and I'm getting one more. How many do I have now?

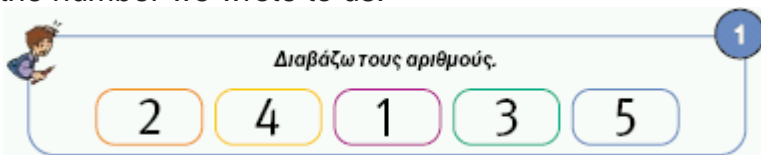
For the fifth square: I had four balls and I'm getting one more. How many do I have now?

Alternatively, to focus students' attention more easily, we can draw the boxes and balls on the board, instead of looking at them from the book.

Then we tell the students to open their workbook.

Activity 1 of the workbook can be done with the help of the board.

We write random numbers from 1 to 5 on the board and each time we ask a student to read the number we wrote to us.



Activities 2, 3, 5 and 6 are done by each student individually and we go around to see if there is anyone who is struggling and needs help.

5

Μετρώ τα μπαλόνια που κρατά κάθε παιδί και συνδέω την εικόνα με τον αντίστοιχο αριθμό.

2 4 3 5

6

Βρίσκω πόσα είναι τα δάχτυλα και τα κυβάκια και τα συνδέω με τους αντίστοιχους αριθμούς.

2 4 3 5

Activity 4 can be done with the help of the table. We draw the squares with the irregularly placed dots and each time we ask a student to count them and tell us how many there are

4

Πόσες είναι οι κουκκίδες;

## EVALUATION

In this phase of the evaluation, we are interested in seeing if the objectives of the chapter have been achieved, i.e. if our students can recognize the different representations of the first five numbers, if they can count collections consisting of one to five objects and if they can create a number from its predecessor by adding a unit.

So at the end of the lesson we do the following:

- to check the achievement of the first objective, we write on the board various numbers from 1 to 5 and each time we ask a student to tell us which number we wrote. We also draw circles or squares containing between one and five dots and ask each time a student to tell us how many dots there are.

to check the achievement of the second objective, we have prepared, with the help of the school computer, pages of A4 size (21X30 cm) with pictures of groups of birds, animals,

things (from 1 to 5) and we show them by asking one student at a time to tell us how much the picture shows.

- to check the third objective we ask students questions. The questions can be of the type "I had a cube and they gave me another one. How much do I have now?" (If we see that our students are struggling, the question can be accompanied by a relevant demonstration: we have some cubes on the desk and show as we ask).

At this point it is worth noting that the game with the swallows that the children play at the beginning of the lesson is also a form of informal-hidden peer assessment since each student checks the one next to him.

## **ANNEX**

TEACHER-STUDENT BOOKS

<http://ebooks.edu.gr/ebooks/v2/classcoursesdiadrastika.jsp?classcode=K01>

PRIMARY A-B MATHS SOFTWARE

<http://ts.sch.gr/repo/online-packages/dim-mathimatika-a-b/d04/cd/maths/>