Time

Lesson plan and teacher's notes · Grade 1 Mathematics · 2 periods of 40 minutes

School	(write school name)	**Teacher**	(write name)
Date	(date)	**Class**	Grade 1
Subject	Mathematics	**Enrolment**	Boys ___ Girls ___ Total ___
Time	80 minutes	**Topic**	Time

Learners name the times of the day, put the days of the week in order, and name and order the months of the year. They use songs, picture study, card games, a human calendar and a classroom calendar. Two periods: the first covers times of the day and days of the week, the second covers months and the calendar.

Specific outcomes

By the end of the lesson, learners should be able to:

1. Say the activities that happen in the morning, afternoon and evening
2. Sort pictures into daytime and nighttime
3. Name the seven days of the week in order and say the day before and after a given day
4. Name the twelve months in order and say how many months are in a year
5. Use a calendar to find today's day, the month, and the days and weeks in the month

Prior knowledge

- Learners know words such as today, yesterday and tomorrow
- Learners can say what they do at home and at school
- Learners can count to 12

Teaching and learning materials

- Chalk and board
- Picture charts and posters of morning, afternoon and evening activities
- Video clips of activities at different times of the day if a device is available
- Day cards and month cards, each day with its own colour
- A classroom calendar or printable calendars for each group
- Pictures of the sky in the day and at night

References

Ministry of Education (CDC) Grade 1 Mathematics syllabus and module; 25Schools learners' note: Time.

Lesson development

Stage and time	Teacher activities	Learner activities
P1 Hook and morning brainstorm 10 min	Say that there is time to wake up, go to school, play, eat and sleep. Ask learners what activities happen in the morning. Draw a circle on the board, write Morning inside, and write learners' ideas around it. Write wrong ideas on another part of the board to discuss later. Add ideas they left out.	Give ideas about the morning and listen to others.
P1 Picture study and song 15 min	Display a picture of a child waking up with the sun rising. Ask learners to make a story from it and say what is happening in each part. Ask: What time of the day is it, and why do you think so. Make up a morning song or rhyme with the class. Use the same approach for afternoon and evening.	Tell a story from the picture, say the time of the day and give a reason, and join in the song.
P1 Day and night sorting 8 min	Show a video clip or pictures of activities at different times of the day. Give pairs pictures of daytime and nighttime skies. Ask them to sort the pictures into two groups and give a reason for each.	Sort pictures and explain.
P1 Days of the week 10 min	Ask: What is the day today. What was yesterday. What is tomorrow. What do you do on this day every week. Ask about the weather today, yesterday and tomorrow. Sing a song about the days with clapping. Explain that in the Zambian calendar Sunday is the first day of the week.	Answer the questions, sing and clap, and say the days in order.
P1 Days card game and conclusion 2 min	Give each day its own colour card. A learner puts the Monday card on the desk. Ask which day comes before and which after. End by asking three learners to say the days in order.	Place cards before and after Monday and say the days in order.
P2 Recall and weekday talk 8 min	Ask learners to say the days of the week. Ask what they do on each day, which days they go to school and which they do not, and what they do on days without school. Ask: What is your favourite day and why.	Say the days, talk about each day, and give a reason for their favourite.
P2 Calendar and months 17 min	Show a classroom calendar. Ask for the day and the current month, and what happens in this month. Ask learners to count the days and weeks in the month. Sing a months song with clapping. Ask: How many months are in a year.	Read the calendar, count days and weeks, sing and clap.

P2 Human calendar 10 min	Put twelve month cards on the table. Call twelve learners and give each a card. They line up from January to December while the class counts. Mix the cards and let them line up again. If the class has fewer than twelve, adapt the activity.	Line up in order and count the months.

Teacher's content notes

Read these before the lesson. They are what you need to know, not what to copy onto the board.

Times of the day

Learners identify activities in the morning, afternoon and evening through brainstorming, picture study, a song and a video. Wrong ideas are written separately and discussed later to clear misconceptions. A sorting game separates daytime and nighttime sky pictures. In the extension, learners watch a shadow at different times of the day and see that its position changes.

Days of the week

Learners say the current day, yesterday and tomorrow, learn the order of the days through songs with hand movements, and play a card game with a different colour for each day. The Zambian calendar used in the syllabus takes Sunday as the first day. Sticking the day card on the board each school day helps learners remember.

Weeks and months

Learners look at a calendar to state the number of days and weeks in the current month, learn the twelve months through songs and a human calendar, and use the calendar to answer questions about the first, last and seventh month.

Weather and months

Learners say which months are cold, hot, rainy or likely to have floods, and how to take care of themselves in each. One month can be associated with more than one weather pattern.

Questions to ask during the lesson

Question	Expected answer
A boy wakes up when the sun is rising and eats breakfast. (a) What time of the day is it. (b) What time comes after it. (c) Name one other activity in the morning.	(a) Morning. (b) Afternoon. (c) A correct answer, for example washing or going to school.
The class plays the days card game. A girl places the Monday card on the desk. (a) Which day comes before Monday. (b) Which day comes after Monday. (c) Which day is the first day of the week in the Zambian calendar.	(a) Sunday. (b) Tuesday. (c) Sunday.

Twelve children stand in a line holding month cards for the human calendar. (a) How many months are they showing. (b) Which month stands first. (c) Which month stands last.	(a) Twelve. (b) January. (c) December.

Worked examples for the board

Finding the day before and after

Step 1: Say today is Wednesday. Step 2: The day before is Tuesday. Step 3: The day after is Thursday. Step 4: Check on the day cards by placing Tuesday on the left and Thursday on the right of Wednesday.

Counting months with the human calendar

Step 1: Give twelve learners a month card each. Step 2: They stand in order from January to December. Step 3: The class counts them: one, two, three up to twelve. Step 4: Say there are twelve months in a year.

Board plan

Write the title Time. Draw a circle with Morning and learners' ideas around it. Write the days of the week in a column, 1 Sunday to 7 Saturday. Write the months in three columns of four. Add the words morning, afternoon, evening.

Number	Day
1	Sunday
2	Monday
3	Tuesday
4	Wednesday
5	Thursday
6	Friday
7	Saturday

The finished board: days of the week

Mistakes to expect

Learners often think	Put it right
Monday is the first day of the week.	Explain that the official Zambian calendar used in the syllabus takes Sunday as the first day. Count the days on a calendar with the learners.
Only one kind of weather happens in a month.	Tell learners that one month can have more than one weather pattern. Ask what the weather was like this week.
Morning is the same as day and evening is the same as night.	Explain that the day has morning, afternoon and evening. Sort pictures of the daytime sky and the nighttime sky to show day and night.

Differentiation

Learners who struggle

Teach three days at a time with the colour cards. Let learners point to the card while they say the day. In the second period use only the current month and the one before and after it. Give a sentence frame: Today is ... It is the month of ...

Learners who finish early

Ask learners to say what comes two days after Monday, and the month two months before the current one. Ask them to say which months are rainy and why we must take care. Let them make their own day or month card set.

Hearing or visual impairment

For learners with a visual impairment, use songs, clapping and the human calendar, and let them feel raised or cut-out letters on the cards. For learners with a hearing impairment, face them, use picture charts and colour cards, and write each day and month on the board.

No projector, no printing

Draw the calendar on the board or on a large sheet of paper. Make day and month cards from used paper and colour them with charcoal, chalk or crayons. Use the sun's position and shadows outdoors instead of a video. Use songs and clapping for every part.

If time is short

Keep the morning song, the days card game and the human calendar. Move the shadow activity and the weather by month questions to the next lesson.

Evaluation

Question or task	A correct answer shows
Today is Thursday. Lungu's teacher asks him about the week. (a) What day was yesterday. (b) What day will tomorrow be. (c) How many days are in a week.	(a) Wednesday. (b) Friday. (c) Seven. Learners say the days in the right order.
A girl looks at the classroom calendar in June. Her teacher asks about the year. (a) How many months are in a year. (b) Which is the first month. (c) What do people do at breakfast time, morning or evening.	(a) Twelve. (b) January. (c) Morning. Learners tick or say the correct answers.

Homework

At home look at a calendar. (a) Write the days of the week in order. (b) Say the month we are in. (c) Say how many months are in a year.

Extra practice with answers

Question	Answer

1. Chilufya looks at a picture with the rising sun and a child brushing her teeth. (a) What time of the day is it. (b) How do you know. (c) What does she do after she wakes up.	(a) Morning. (b) The sun is rising. (c) A correct answer, for example washes.
2. The days are mixed up on the table: Wednesday, Friday, Thursday, Monday, Tuesday. (a) Which day starts the school week among these. (b) Which day comes after Wednesday. (c) Which day comes before Friday.	(a) Monday. (b) Thursday. (c) Thursday.
3. A teacher writes three month names on the board for the class to put in order, but she writes them mixed up on purpose: March, January and February. (a) Which comes first. (b) Which comes last. (c) Write them in order.	(a) January. (b) March. (c) January, February, March.
4. A boy looks at the calendar and says October is a hot month with Independence Day. (a) Which month is he talking about. (b) What is celebrated in that month. (c) How many months are in the year.	(a) October. (b) Independence Day. (c) Twelve.

Answers to the learners' check-yourself questions

1. How many days are in a week.
   Seven.
2. How many months are in a year.
   Twelve.
3. What is the first month of the year.
   January.
4. Which day comes after Monday.
   Tuesday.
5. Mwila wakes up and sees the sun rising. She washes and walks to school. (a) What time of the day is it. (b) What time of the day comes after it. (c) What do you do in the morning.
   (a) Morning. (b) Afternoon. (c) A correct answer, for example wake up, wash and go to school.
6. Today is Wednesday. Banda asks his teacher about the days. (a) What day was yesterday. (b) What day will tomorrow be. (c) How many days are in the week.
   (a) Tuesday. (b) Thursday. (c) Seven.

Teacher's reflection

What went well:

What I will change next time:

Learners who need follow-up: