

Level 3- Numeracy- Levels at a Glance Teaching Guide

Week 1

TESTING

Pupils often trickle into school during the first week in small numbers. Use this as a time to test and place them into their correct levels. Do not wait for everyone to show up, do them one by one until you have captured them all. Teachers should familiarize themselves with the curriculum by reading pg.

OBJECTIVES

1. Pupils will be able to identify, write and count up to 20
2. Pupils will be able to use a number line to chart number sequence and identify missing numbers
3. Pupils will be able to compare numbers using $<$, $>$, $=$

Materials Needed: Slate, chalk, counters (pebbles, bottlecaps, straws, etc.)

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Teach: 1-5</p> <p>Activity: Counting and Matching 1</p> <p>Word Problem: Who is Right?</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>	<p>Review: 1-5</p> <p>Teach: 6-10</p> <p>Activity: Number Sequence 2</p> <p>Word Problem: Winner and Loser</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>	<p>Review: 1-10</p> <p>Teach: 11-15</p> <p>Activity: Comparing Numbers 3</p> <p>Game: All Aboard</p> <p>Word Problem: Who is Right?</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>	<p>Review: 1- 15</p> <p>Teach: 16- 20</p> <p>Activity: Number Sequence 3</p> <p>Word Problem: Winner and Loser</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>	<p>Review: 1-20</p> <p>Teach: 1- 20</p> <p>Activity: Comparing Numbers 3</p> <p>Game: Board Races</p> <p>Word Problem: Who is Right?</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>

ASSESSMENT

Week 3

1. Write five numbers on the board, ask pupils to identify the numbers and draw that number of objects
2. Write a number line with 3 or 4 digits missing and ask pupils to fill in the missing places.
3. Write three pairs of numbers and have pupils compare them using $<$, $>$ or $=$

OBJECTIVES

1. Pupils will be able to identify, write and count up to 60
2. Pupils will be able to use a number line to chart number sequence and identify missing numbers
3. Pupils will be able to identify the place value of digits in two- digit numbers
4. Pupils will be able to use place value to help them compare numbers using $<$, $>$ and $=$

Materials Needed: Slate, chalk, counters (pebbles, bottlecaps, straws, etc.)

Monday	Tuesday	Wednesday	Thursday	Friday
Review: 1-20	Review: 1- 30	Review: 1-40	Review: 1-50	Review: 1-60
Teach: 21- 30	Teach: 31- 40	Teach: 41- 50	Teach: 51- 60	Teach: 1- 60
Activity: Counting and Matching 4	Activity: Number Sequence 2	Activity: Comparing Numbers	Activity: Counting and Matching 1	Activity: Number Sequence 3
Word Problem: Winners and Losers	Word Problem: Who is Right	Game: All Aboard	Word Problem: Who is Right	Game: Board Races
Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Word Problem: Winners and Losers Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Word Problem: Winners and Losers Reference: 1. Teach; pg 2. Activity; 3. Word Problem;

Assessment (Can be done on slates or in exercise books)

1. Write three numbers on the board, ask pupils to identify the numbers and draw that number of objects

2. Write a number line with 3 or 4 digits missing and ask pupils to fill in the missing places.
3. Write a number and ask pupils to identify the digit in the tens place and the digit in the ones place
4. Write three pairs of numbers and have pupils compare them using $<$, $>$ or $=$

OBJECTIVES

1. Pupils will be able to identify, write and count up to 100
2. Pupils will be able to use a number line to chart number sequence and identify missing numbers
3. Pupils will be able to identify the place value of digits in two- digit numbers
4. Pupils will be able to use place value to help them compare numbers using $<$, $>$ and $=$

Materials Needed: Slate, chalk, counters (pebbles, bottlecaps, straws, etc.)

Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
Review: 1-60	Review: 1-70	Review: 1-80	Review: 1-60	Review: 1-100
Teach: 61-70	Teach: 71- 80	Teach: 81- 90	Teach: 91-100	Teach: 1- 100
Activity: Counting and Matching 2	Activity: Counting and Matching 4	Activity: Number Sequence 2	Activity: Number Sequence 3	Activity: Comparing Numbers 2
Word Problem: Winners and Losers	Word Problem: Who is Right?	Games: All Aboard	Word Problem: Who is Right?	Games: Board Races
Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Word Problem: Winners and Losers Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Word Problem: Winners and Losers Reference: 1. Teach; pg 2. Activity; 3. Word Problem;

ASSESSMENT

1. Write three numbers on the board, ask pupils to count that number of mango leones
2. Write a number line with 3 or 4 numbers missing and ask pupils to fill in the missing places.

Week 5

3. Write a number and ask pupils to identify the digit in the tens place and the digit in the ones place
4. Write three pairs of numbers and have pupils compare them using $<$, $>$ or $=$

OBJECTIVES

1. Pupils will be able to perform basic addition and subtraction without carryover using one and two digit numbers
2. Pupils will be able to use a number line to perform basic addition and subtraction without carryover using one and two digit numbers
3. Pupils will be able to identify the place value of the sum or difference in addition/ subtraction problems
4. Pupils will be able to use place value to help them compare numbers using $<$, $>$ and $=$

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Review: 1-100</p> <p>Teach: Place Value (Charts)</p> <p>Activity: Grouping/ Place Value 1</p> <p>Word Problem: Who is Right?</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>	<p>Review: Place Value (Charts)</p> <p>Teach: Place Value (Straws)</p> <p>Activity: Grouping/ Place Value 2</p> <p>Word Problem: Winners and Losers</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>	<p>Review: Place Value (Straws)</p> <p>Teach: Place Value (Currency)</p> <p>Activity: Grouping/ Place Value 3</p> <p>Word Problem: Who is Right?</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>	<p>Review: Place Value (Currency)</p> <p>Teach: Place Value</p> <p>Activity: Place Value Hop</p> <p>Word Problem: Winners and Losers</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>	<p>Review: Place Value</p> <p>Teach: Place Value Overall Review</p> <p>Activity: Group/ Place Value 3 War!</p> <p>Word Problem: Who is Right?</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>

ASSESSMENT

1. Ask pupils to perform ten basic addition and subtraction without carryover using one and two digit numbers
2. Ask pupils to use a number line to perform four basic addition and subtraction without carryover using one and two digit numbers
3. Ask pupils to identify the place value of the sum or difference in all of the addition/ subtraction problems they solve
4. Ask pupils to use place value to help them compare the numbers they are adding and subtracting using $<$, $>$ and $=$

Week 6

OBJECTIVE

5. Pupils will be able to perform basic addition and subtraction without carryover using one and two digit numbers
6. Pupils will be able to use a number line to perform basic addition and subtraction without carryover using and one and two digit numbers
7. Pupils will be able to identify the place value of the sum or difference in addition/ subtraction problems
8. Pupils will be able to use place value to help them compare numbers using <, > and =

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Review: Place Value</p> <p>Teach: Addition 1- 10</p> <p>Activity: Addition Drills 1</p> <p>Word Problem: Word Drills</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>	<p>Review: Addition 1- 10</p> <p>Teach: Addition 1- 99 (No Carry Over)</p> <p>Activity: Addition Drills 1</p> <p>Game: All Aboard</p> <p>Word Problem: Word Drills</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>	<p>Review: Addition 1- 99 (No Carry Over)</p> <p>Teach: Subtraction 1- 10</p> <p>Activity: Subtraction Drills 1</p> <p>Word Problem: Word Drills</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>	<p>Review: Subtraction 1- 10</p> <p>Teach: Subtraction 1- 99 (No Borrowing)</p> <p>Activity: Subtraction Drills 1</p> <p>Word Problem: Word Drills</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>	<p>Review: Subtraction 1- 99 (No Borrowing)</p> <p>Teach: Addition/ Subtraction review</p> <p>Activity: Bingo</p> <p>Word Problem: Word Drills</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>

ASSESSMENT

1. Ask pupils to solve three basic addition and subtraction problems without carryover using one digit numbers
2. Ask pupils to use a number line to show how they arrived at their answers for the three basic addition and subtraction without carryover using and one digit numbers
3. Ask pupils to identify the place value of each of the digits in the sum or difference in the three addition/ subtraction problems
4. Pupils will be able to use place value to help them compare numbers using <, > and =
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Week 7

OBJECTIVE

1. Pupils will be able to count in multiples of two
2. Pupils will be able to perform multiplication problems with 2's
3. Pupils will be able to identify the place value of the sum or difference in addition/ subtraction problems
4. Pupils will be able to use place value to help them compare numbers using <, > and =

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Review: in, on, under, over, behind, between, out, far, near, beside</p> <p>Topic: I am, You are, We are</p> <p>Vocab: Expressions and Prepositions (I am behind, I am in, etc.)</p> <p>Story: Little Tiger, Big Tiger</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: I am, You are, We are</p> <p>Topic: can/ like</p> <p>Vocab: Cooking Terms/ Food Items</p> <p>Story: Little Tiger, Big Tiger</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: I am, You are, We are, I can, I like</p> <p>Topic: like to</p> <p>Vocab: Verbs</p> <p>Story: Little Tiger, Big Tiger</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: I am, You are, We Are, Can, Like, Like to</p> <p>Topic: Have/ want</p> <p>Vocab: ANY (Tools/ Vegetables/ Fruits/ Cooking Items)</p> <p>Story: Little Tiger, Big Tiger</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: I am, You are, We Are, Can, Like, Like to, Have/ want</p> <p>Topic: I am, You are, We Are, Can, Like, Like to, Have/ want</p> <p>Vocab: ANY (Verbs/ Expressions/ Tools/ Fruits/ Cooking Items)</p> <p>Story: Little Tiger, Big Tiger</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

ASSESSMENT

1. Ask pupils to form three 3-5 word sentences using sentence stems with a combination of sight words, prepositions and vocabulary
2. Ask pupils to read, write, spell and identify at least ten vocabulary words
3. Ask pupils to read short sentences from a short story or book

OBJECTIVES

1. Pupils will review writing and sounding out all letters in the alphabet
2. Pupils will review writing and reading at least twenty 2 and 3 letter words and non-words by blending sounds
3. Pupils will review the writing, reading and rhyming of at least ten sight words.
4. Pupils will review vocabulary words from previous lessons

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Teach: REVIEW Letters S,A,T,P,I,N, G,O,L,F,U,B,C (s/k),</p> <p>Vocab: REVIEW Food</p> <p>Story: Madam Kuma and Mr. Omari</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Teach: REVIEW Letters Q, E, H, R, M, D, J, V,W,X,Y,K, Z</p> <p>Vocab: REVIEW Vegetables/ Fruits</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Teach: REVIEW All Letters</p> <p>Vocab: REVIEW Cooking Terms</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Teach: REVIEW Sight Words be, in, us, me, no, up, if, do, so, or, my, on, we</p> <p>Vocab: REVIEW Things in Kitchen</p> <p>Story: Helpful Afi</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Teach: REVIEW Sight Words cat, lip, one, fly, him, all, was, yes, did</p> <p>Vocab: REVIEW Food, Vegetables/ Fruits/ Cooking Terms/ Things in Kitchen</p> <p>Story:</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

ASSESSMENT

1. Ask pupils to identify, write and sound out at least five letters in the alphabet
2. Ask pupils to form at least five 2 and 3 letter words and non-words by blending sounds
3. Pupils will review the writing, reading and rhyming of at least ten sight words.
4. Pupils will review vocabulary words from previous lessons

OBJECTIVES

1. Pupils will be able to spell and read at least six prepositions
2. Pupils will be able to rhyme at least six two/three/four letter words.
3. Pupils will be able to use sight words, prepositions and vocabulary to form 3- 5 word sentences using sentence stems
4. Pupils will be able to read, write, spell and identify at least ten vocabulary words
5. Pupils will review vocabulary words from previous lessons

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Teach: REVIEW Rhyming; if, do, so, or, my, on, we, be, in, us, me, no, up, cat, lip, one, fly, him, all, was, yes, did</p> <p>Vocab: REVIEW Tools</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Teach: REVIEW Prepositions; in, on, under, over, behind, between, far, near</p> <p>Vocab: REVIEW Expressions</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Topic: REVIEW Sentences; I am, You are, We Are,</p> <p>Vocab: REVIEW Animals</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Topic: REVIEW Sentences; Can, Like, Like to,</p> <p>Vocab: REVIEW Expressions</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Topic: REVIEW Sentences; Have, Want</p> <p>Vocab: REVIEW Food</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

1. Ask pupils to spell at least six prepositions
2. Ask pupils to rhyme at least six two/three/four letter words.
3. Ask pupils to form three 3-5 word sentences using sentence stems with a combination of sight words, prepositions and vocabulary
4. Ask pupils to read, write, spell and identify at least ten vocabulary words

Week 11- 12

Monday	Tuesday	Wednesday	Thursday	Friday
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Literacy and Numeracy Post Tests