

KLB Visionary MATHEMATICS ACT. GRADE FOUR 2021/2022

<u>School</u>	<u>Teacher's Name</u>	<u>Term</u>	<u>Year</u>
		<i>Three</i>	

W k	Ls n	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessmen t methods	Refl
1	OPENING/PREPARATIONS								
2	1		Comparing angles using a right angle	By the end of the lesson the learner should be able to a. Compare angles practically b. use IT devices to compare angles c. appreciate use of angles and direction in real life situations.	How do you compare angles?	• Learners in pairs/groups to identify obtuse angles in the environment. • Learners in pairs/groups to identify reflex angles in the environment. • Learners in pairs/groups to compare angles using a right angle. • Learners in pairs/groups/individually to play digital games and learn more about angles	Objects in the environment, paper cut-outs Klb visionary mathematics Grd. 4 learners bk pg. 146-147	Oral questions Written exercise Observation	
	2		Shapes in our environment	By the end of the lesson the learner should be able to a. Identify different shapes in the environment b. use IT devices to identify shapes in our environment c. appreciate use of shapes and direction in real life situations.	How can you identify 2-D shape?	• Learners in pairs/groups/individually to identify shapes in the environment. • Learners in pairs/groups to identify line of symmetry by folding the shape into two equal parts and identify the fold line as line of symmetry.	Cut-outs of rectangles, squares, triangles and circles of different sizes Klb visionary mathematics Grd. 4 learners bk pg. 148	Oral questions Written exercise Observation	
	3		Lines of symmetry for rectangles, squares, triangles and circles	By the end of the lesson the learner should be able to identify lines of symmetry for a. Rectangles and squares b. use IT devices to identify lines of symmetry	How can you identify line of symmetry?	• Learners in pairs/groups/individually to identify shapes in the environment. • Learners in pairs/groups to identify line of symmetry by folding the shape into two equal	Cut-outs of rectangles, squares, triangles and circles of different sizes Klb visionary mathematics Grd.	Oral questions Written exercise	

3				c. appreciate use of shapes and direction in real life situations.		parts and identify the fold line as line of symmetry.	4 learners bk pg. 149-150	Observation	
	4		Lines of symmetry for rectangles, squares, triangles and circles	By the end of the lesson the learner should be able to a. Triangles b. use IT devices to identify lines of symmetry c. appreciate use of shapes and direction in real life situations.	How can you identify line of symmetry?	• Learners in pairs/groups/individually to identify shapes in the environment. • Learners in pairs/groups to identify line of symmetry by folding the shape into two equal parts and identify the fold line as line of symmetry.	Cut-outs of rectangles, squares, triangles and circles of different sizes Klb visionary mathematics Grd. 4 learners bk pg. 149-150	Oral questions Written exercise Observation	
	5		Properties of shapes	By the end of the lesson the learner should be able to a. identify the properties b. use IT devices to identify properties of shapes c. appreciate use of shapes and direction in real life situations.	What are the properties of squares, rectangles and triangles?	• Learners in pairs/groups/individually to make patterns using squares, rectangles and triangles. • Learners in pairs/groups to identify properties of a square practically. • Learners in pairs/groups to identify properties of a rectangle practically. • Learners in pairs/groups to identify properties of a triangle practically. • Learners in pairs/groups to use IT devices to learn more about 2-D shapes and make patterns.	Cut-outs of rectangles, squares, triangles and circles of different sizes Klb visionary mathematics Grd. 4 learners bk pg. 149-150	Oral questions Written exercise Observation	
	1		Properties of shapes	By the end of the lesson the learner should be able to a. identify properties of triangles b. use IT devices to identify properties of shapes c. appreciate use of shapes and direction in real life situations.	What are the properties of squares, rectangles and triangles?	• Learners in pairs/groups/individually to make patterns using squares, rectangles and triangles. • Learners in pairs/groups to identify properties of a square practically. • Learners in pairs/groups to identify properties of a rectangle practically.	Cut-outs of rectangles, squares, triangles and circles of different sizes Klb visionary mathematics Grd. 4 learners bk pg. 149-150	Oral questions Written exercise Observation	

						• Learners in pairs/groups to identify properties of a triangle practically. • Learners in pairs/groups to use IT devices to learn more about 2-D shapes and make patterns.			
	2		Making pattern using shapes	By the end of the lesson the learner should be able to - make patterns using different shapes - use IT devices to make patterns using shapes - appreciate use of shapes and direction in real life situations.	How can you make patterns using shapes?	• Learners in pairs/groups/individually to make patterns using squares, rectangles and triangles. • Learners in pairs/groups to identify properties of a square practically. • Learners in pairs/groups to identify properties of a rectangle practically. • Learners in pairs/groups to identify properties of a triangle practically. • Learners in pairs/groups to use IT devices to learn more about 2-D shapes and make patterns.	Cut-outs of rectangles, squares, triangles and circles of different sizes Klb visionary mathematics Grd. 4 learners bk pg. 154	Oral questions Written exercise Observation	
	3	DATA HANDLING	Collecting and organizing data	By the end of the lesson the learner should be able to - collect data - use IT devices to collect and organize data - appreciate use of frequency tables in representing data in real life situations.	How do you collect and organize data?	• Learners in groups to collect and record data involving real life situations using tally marks. • Learners in pairs/groups/individually to represent data collected from real life situations using frequency tables.	Chart showing collected data Klb visionary mathematics Grd. 4 learners bk pg. 155	Oral questions Written exercise Observation	
	4		Collecting and organizing data	By the end of the lesson the learner should be able to - organize data - use IT devices to collect and organize data - appreciate use of frequency tables in representing data in real life situations.	How do you collect and organize data?	• Learners in groups to collect and record data involving real life situations using tally marks. • Learners in pairs/groups/individually to represent data collected from real life situations using frequency tables.	Chart showing collected data Klb visionary mathematics Grd. 4 learners bk pg. 155	Oral questions Written exercise Observation	

	5		Representing Data using Tally Marks	By the end of the lesson the learner should be able to a. represent data using tally marks b. use IT devices to represent data c. appreciate use of frequency tables in representing data in real life situations.	How do you represent data?	• Learners in pairs/groups/individually to work out questions involving frequency tables representing real life situations. • Learners in pairs/ groups to discuss where frequency tables are used. • Learners in pairs/groups/individually to use IT devices and learn more on data collection	Chart showing collected data Klb visionary mathematics Grd. 4 learners bk pg. 156-157	Oral questions Written exercise Observation	
4	1		Representing Data using Tally Marks	By the end of the lesson the learner should be able to a. represent data using tally marks b. use IT devices to represent data c. appreciate use of frequency tables in representing data in real life situations	How do you represent data?	• Learners in pairs/groups/individually to work out questions involving frequency tables representing real life situations. • Learners in pairs/ groups to discuss where frequency tables are used. • Learners in pairs/groups/individually to use IT devices and learn more on data collection	Chart showing collected data Klb visionary mathematics Grd. 4 learners bk pg. 156-157	Oral questions Written exercise Observation	
	2		Representing data using frequency tables	By the end of the lesson the learner should be able to a. data involving real life situations using frequency tables b. use IT devices to represent data c. appreciate use of frequency tables in representing data in real life situations	How do you represent data?	• Learners in pairs/groups/individually to work out questions involving frequency tables representing real life situations. • Learners in pairs/ groups to discuss where frequency tables are used. • Learners in pairs/groups/individually to use IT devices and learn more on data collection	Chart showing collected data Klb visionary mathematics Grd. 4 learners bk pg. 159-160	Oral questions Written exercise Observation	
	3		Representing data using frequency tables	By the end of the lesson the learner should be able to a. data involving real life situations using frequency tables	How do you represent data?	• Learners in pairs/groups/individually to work out questions involving frequency tables representing real life situations. • Learners in pairs/ groups to	Chart showing collected data Klb visionary mathematics Grd. 4 learners bk pg. 159-160	Oral questions Written exercise Observation	

				b. use IT devices to represent data c. appreciate use of frequency tables in representing data in real life situations		discuss where frequency tables are used. • Learners in pairs/groups/individually to use IT devices and learn more on data collection			
	4		Interpreting frequency tables	By the end of the lesson the learner should be able to a. identify where frequency tables are used b. work out questions involving frequency table in real life situations c. appreciate use of frequency tables in representing data in real life situations	How do you interpret frequency tables? Where can you use frequency tables?	• Learners in pairs/groups/individually to interpret frequency tables representing real life situations.	Chart showing collected data Klb visionary mathematics Grd. 4 learners bk pg. 161-164	Oral questions Written exercise Observation	
	5		Interpreting frequency tables	By the end of the lesson the learner should be able to a. identify where frequency tables are used b. work out questions involving frequency table in real life situations c. appreciate use of frequency tables in representing data in real life situations	How do you interpret frequency tables? Where can you use frequency tables?	• Learners in pairs/groups/individually to interpret frequency tables representing real life situations.	Chart showing collected data Klb visionary mathematics Grd. 4 learners bk pg. 161-164	Oral questions Written exercise Observation	
5	1	ALGEBRA	Using letters to represent numbers	By the end of the lesson the learner should be able to a. represent unknown using letters b. use IT devices for learning and enjoyment, c. appreciate the use of algebraic expressions	How can you represent unknown quantity?	• Learners in pairs/groups/individually to represent the unknown in real life situations using letters. • Learners in pairs/groups/individually to form algebraic expressions to represent real life situations. • Learners in pairs/groups/individuals to simplify algebraic expressions representing real life situations. • Learners in pairs/groups/individually to play	Baskets, real items, charts Klb visionary mathematics Grd. 4 learners bk pg. 165	Oral questions Written exercise Observation	

						digital games involving algebraic expressions.			
	2		Forming algebraic expressions involving addition	By the end of the lesson the learner should be able to a. form algebraic expressions involving addition in real life situation b. use IT devices to form algebraic equations c. appreciate the use of algebraic expressions	How can you form algebraic expressions involving addition?	• Learners in pairs/groups/individually to represent the unknown in real life situations using letters. • Learners in pairs/groups/individually to form algebraic expressions to represent real life situations. • Learners in pairs/groups/individuals to simplify algebraic expressions representing real life situations. • Learners in pairs/groups/individually to play digital games involving algebraic expressions.	Baskets, real items, charts Klb visionary mathematics Grd. 4 learners bk pg. 165-166	Oral questions Written exercise Observation	
	3		Forming algebraic expressions involving subtraction	By the end of the lesson the learner should be able to a. form algebraic expression involving subtraction in real life situation b. use IT devices to form algebraic equations c. appreciate the use of algebraic expressions	How can you form algebraic expressions involving subtraction?	• Learners in pairs/groups/individually to represent the unknown in real life situations using letters. • Learners in pairs/groups/individually to form algebraic expressions to represent real life situations. • Learners in pairs/groups/individuals to simplify algebraic expressions representing real life situations. • Learners in pairs/groups/individually to play digital games involving algebraic expressions.	Baskets, real items, charts Klb visionary mathematics Grd. 4 learners bk pg. 167	Oral questions Written exercise Observation	
	4		Forming algebraic expressions involving multiplication	By the end of the lesson the learner should be able to a. form algebraic expression involving subtraction in real life situation b. use IT devices to form algebraic equations	How can you form algebraic expressions involving multiplication?	• Learners in pairs/groups/individually to represent the unknown in real life situations using letters. • Learners in pairs/groups/individually to form algebraic expressions to represent real life situations.	Baskets, real items, charts Klb visionary mathematics Grd. 4 learners bk pg. 167-168	Oral questions Written exercise Observation	

				c. appreciate the use of algebraic expressions		• Learners in pairs/groups/individuals to simplify algebraic expressions representing real life situations. • Learners in pairs/groups/individually to play digital games involving algebraic expressions.				
	5		Forming algebraic expressions involving division	By the end of the lesson the learner should be able to a. form algebraic expression involving subtraction in real life situation b. use IT devices to form algebraic equations c. appreciate the use of algebraic expressions	How can you form algebraic expressions involving division?	• Learners in pairs/groups/individually to represent the unknown in real life situations using letters. • Learners in pairs/groups/individually to form algebraic expressions to represent real life situations. • Learners in pairs/groups/individuals to simplify algebraic expressions representing real life situations. • Learners in pairs/groups/individually to play digital games involving algebraic expressions.	Baskets, real items, charts Klb visionary mathematics Grd. 4 learners bk pg. 168	Oral questions Written exercise Observation		
6	1		Simplifying algebraic expressions	By the end of the lesson the learner should be able to a. simplify algebraic expressions b. use IT devices to simplify algebraic expressions c. appreciate the use of algebraic expressions	How can you simplify algebraic expressions?	• Learners in pairs/groups/individually to represent the unknown in real life situations using letters. • Learners in pairs/groups/individually to form algebraic expressions to represent real life situations. • Learners in pairs/groups/individuals to simplify algebraic expressions representing real life situations. • Learners in pairs/groups/individually to play digital games involving algebraic expressions.	Charts with worked examples, practice cards Klb visionary mathematics Grd. 4 learners bk pg. 169	Oral questions Written exercise Observation		
7-8		END TERM ASSESSMENT/CLOSING								

