LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Number concept

Specific lesson learning outcome.

By the end of the lesson, the learner should be to sort and group objects according to texture.

KEY INQUIRY QUESTION (s)

How do you sort and group objects?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Soil.

Small stones, tins, paper.

Piece of cloth.

Mathematics pupil's book 1 pg.127.

Mathematics teachers guide grade 1 pg. 154.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to sort and group objects according to colour.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to sort objects using the same of touch according to texture.

Step 2: Guide learners in pairs or groups to feel and sort objects according to texture.

Step 3: Learners to do activities in pupil's book page 127

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to sort and group objects according to texture

EXTENSION OF ACTIVITIES

Learners to identify rough and smooth surfaces in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

_____

_____

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Number concep*t*

Specific lesson learning outcome.

By the end of the lesson, the learner should be to make patterns using objects of different colours.

KEY INQUIRY QUESTION (s)

How do you make patterns using objects?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Cups of different colours

Beads

Plastic bottle tops

Mathematics pupil's book 1 pg.128

Mathematics teachers guide grade 1 pg. 155

ORGANIZATION OF LEARNING

Learners to work in pairs or groups

INTRODUCTION

Learners to make patterns using objects of different shapes.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to form a pattern using cups of different colours.

Step 2: Guide learners in pairs or groups to arrange objects of different colours to form patterns.

Step 3: Learners to do activities in pupil's book page 128

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to display and discuss their patterns.

EXTENSION OF ACTIVITIES

Learners to practice making patterns using objects of different colour in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

_____

_____

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Number concept

Specific lesson learning outcome.

By the end of the lesson, the learner should be to order and sequence objects in descending order.

KEY INQUIRY QUESTION (s)

How do you order and sequence objects?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Paper cut-outs.

Cups, paper strips.

Mathematics pupil's book 1 pg.129.

Mathematics teachers guide grade 1 pg. 156.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups

INTRODUCTION

Learners to order and sequence objects in an ascending order.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to order and sequence cups using the attribute of size irrespective of their colour.

Step 2: Guide learners in pairs or groups to order and sequence objects in descending order.

Step 3: Learners to do activities in pupil's book page 129

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to display and discuss their work

EXTENSION OF ACTIVITIES

Learners to order and sequence objects according to size in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

_____

_____

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Number concept

Specific lesson learning outcome.

By the end of the lesson, the learner should be to recite number names in order up to 50.

KEY INQUIRY QUESTION (s)

How do you recite number names in order?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Audios.

Video clips.

Mathematics pupil's book 1 pg.130.

Mathematics teachers guide grade 1 pg. 157.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to recite number names in order up to 30.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to recite numbers in order up to 50.

Step 2: Guide learners in pairs or groups to recite number names in order up to 50..

Step 3: Learners to do activities in pupil's book page 130.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to do a rhyme on number names in order.

EXTENSION OF ACTIVITIES

Learners to sing songs involving number names in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

_____

_____

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC:_NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Number concept

Specific lesson learning outcome.

By the end of the lesson, the learner should be to represent numbers up to 30 using objects.

KEY INQUIRY QUESTION (s)

How do you represent numbers using objects?

Core competencies	Values	PCIs
● **Learning to learn** ● **Communication and collaboration** ● **Imagination and creativity** ● **Problem solving**	● **Unity** ● **Respect** ● **Patriotism** ● **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Books.

Stones.

Straws, buttons, numbers cards.

Mathematics pupil's book 1 pg.131.

Mathematics teachers guide grade 1 pg. 158.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to represent numbers up to 20 using objects.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to represent numbers up to 30 using objects

Step 2: Guide learners in pairs or groups to represent numbers up to 30 using objects as they fill in the table.

Step 3: Learners to do activities in pupil's book page 131.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to represent umbers up to 30 using objects drawn on a chart.

EXTENSION OF ACTIVITIES

Learners to represent numbers up to 30 using objects in school, at home, according to their order, such as in play activities.

REFLECTION ON THE LESSON/SELF-REMARKS

_____

_____

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Number concept

Specific lesson learning outcome.

By the end of the lesson, the learner should be to demonstrate through counting that a group in all situations has only one count.

KEY INQUIRY QUESTION (s)

How do you demonstrate that a group in all situations has only one count?

Core competencies	Values	PCIs
● **Learning to learn** ● **Communication and collaboration** ● **Imagination and creativity** ● **Problem solving**	● **Unity** ● **Respect** ● **Patriotism** ● **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Pencils.

Stones, bottle-tops.

Buttons.

Mathematics pupil's book 1 pg.133.

Mathematics teachers guide grade 1 pg. 159.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups

INTRODUCTION

Learners to show how conservation of number five using objects in a container.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners by counting that a group in all situations has one count.

Step 2: Guide learners in pairs or groups to count objects arranged vertically and when arranged horizontally to ascertain that in all situations, a group has one count.

Step 3: Learners to do activities in pupil's book page 133.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to arrange objects in different orientation and ascertain that a group has one count in all situations.

EXTENSION OF ACTIVITIES

Learners to practice conservation of numbers using objects arranged in different orientation in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Whole numbers

Specific lesson learning outcome.

By the end of the lesson, the learner should be to count in 10's up to 50 forward and backward.

KEY INQUIRY QUESTION (s)

How do you count numbers forward and backward?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Straws.

Bottle tops, stones.

Mathematics pupil's book 1 pg.134.

Mathematics teachers guide grade 1 pg. 161.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to count numbers in 5's up to 25 forward and backward.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to count in 10's up to 50 forward and backward.

Step 2: Guide learners in pairs or groups to practice counting in 10's up to 50 forward and backward starting from any point.

Step 3: Learners to do activities in pupil's book page 134.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to count 10's up to 50 forward and backward.

EXTENSION OF ACTIVITIES

Learners to practice counting in 10's up to 50 forward and backward in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Whole numbers

Specific lesson learning outcome.

By the end of the lesson, the learner should be to count in 10's up to 100 forward and backward.

KEY INQUIRY QUESTION (s)

How do you count numbers forward and backward?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Straws.

Bottle tops, stones.

Mathematics pupil's book 1 pg.135.

Mathematics teachers guide grade 1 pg. 162.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to count numbers in 5's up to 50 forward and backward.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to count in 10's up to 100 forward and backward.

Step 2: Guide learners in pairs or groups to practice counting in 10's up to 100 forward and backward starting from any point.

Step 3: Learners to do activities in pupil's book page 135.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to play a game of 10's

EXTENSION OF ACTIVITIES

Learners to practice counting in 10's up to 100 forward and backward in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Whole numbers

Specific lesson learning outcome.

By the end of the lesson, the learner should be to represent numbers up to 50 using objects.

KEY INQUIRY QUESTION (s)

How do you represent numbers using objects?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

• **Problem solving**		

LEARNING RESOURCES

Straws.

Bottle tops, stones, number cards.

Mathematics pupil's book 1 pg.136.

Mathematics teachers guide grade 1 pg. 163.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to represent numbers up to 40 using objects.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to represent numbers up to 50 using objects.

Step 2: Guide learners in pairs or groups to represent numbers up to 50 using objects as they fill in the table.

Step 3: Learners to do activities in pupil's book page 136.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to represent numbers up to 50 using objects drawn on a chart using number cards.

EXTENSION OF ACTIVITIES

Learners to represent numbers up to 50 using objects in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Whole numbers

Specific lesson learning outcome.

By the end of the lesson, the learner should be to identify place value of digits in numbers up to tens.

KEY INQUIRY QUESTION (s)

How do you identify place value of digits in numbers up to tens?

Core competencies	Values	PCIs
• **Learning to learn**	• **Unity** • **Respect**	**Self-awareness** **Self-esteem**

• **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Patriotism** • **responsibility**	

LEARNING RESOURCES

Place value chart.

Number cards.

Mathematics pupil's book 1 pg.138

Mathematics teachers guide grade 1 pg. 164

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to represent place value of digits in numbers up to tens using number tins.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to represent 34 on the place value chart.

Step 2: Guide learners in pairs or groups to represent place value of digits in numbers up to tens on place value charts.

Step 3: Learners to do activities in pupil's book page 138.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to use number cards to represent place value of digits in numbers up to tens on a place value chart.

EXTENSION OF ACTIVITIES

Learners to practice representing place value of digits in numbers up to tens on a place value chart at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Whole numbers

Specific lesson learning outcome.

By the end of the lesson, the learner should be to read and write number symbols up to 50

KEY INQUIRY QUESTION (s)

How do you read and write number symbols?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Number chart, video clips.

Number cards.

Mathematics pupil's book 1 pg.139

Mathematics teachers guide grade 1 pg. 165

ORGANIZATION OF LEARNING

Learners to work in pairs or groups

INTRODUCTION

Learners to read and write number symbols up to 40.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to read and write number symbols 1 up to 50 using number charts and number cards. Pick, flash, read and write; one number at a time.

Step 2: Guide learners in pairs or groups to read and write number symbols using number cards for example jumble numbers in a box, then learners play a fishing game of reading and writing number symbols up to 50.

Step 3: Learners to do activities in pupil's book page 139.

SUMMARY

Review the lesson and make summary points.

CONCLUSION (Assessment of Learning)

Learners to pick, read and write number symbols up to 50.

EXTENSION OF ACTIVITIES

Learners to practice reading and writing number symbols in schools in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Whole numbers

Specific lesson learning outcome.

By the end of the lesson, the learner should be to write numbers up to 10 in words

KEY INQUIRY QUESTION (s)

How do you write numbers in words?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Video clips.

Number cards with numerals and words.

Mathematics pupil's book 1 pg.140.

Mathematics teachers guide grade 1 pg. 166.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to read and write numbers in words up to 5.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to write numbers 1 up to 10 in words. Pick, flash and write numbers in words one number at a time.

Step 2: Guide learners in pairs or groups to read and write numbers up to 10 in words using words using number cards.

Step 3: Learners to do activities in pupil's book page 140.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to pick, read and write numbers up to 10 in words on the board.

EXTENSION OF ACTIVITIES

Learners to practice reading and writing numbers up to 10 in words in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Whole numbers

Specific lesson learning outcome.

By the end of the lesson, the learner should be to work out missing numbers in patterns up to 20.

KEY INQUIRY QUESTION (s)

How do you work out missing numbers in patterns?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Video clips.

Number cards.

Mathematics pupil's book 1 pg.141.

Mathematics teachers guide grade 1 pg. 167

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to work out missing numbers in patterns up to 10.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Write. 11, 12, 13, 14, 15, _____, 17, 18, 19, 20 and 11, 12, _____, 14, 15, 16, 17, 18, 19, ____. Show learners how to identify the rule in the pattern and work out missing numbers in patterns 1 up to 20.

Step 2: Guide learners in pairs or groups to work out missing numbers in patterns 1 up to 20.

Step 3: Learners to do activities in pupil's book page 141.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to work out missing numbers in patterns up to 20.

EXTENSION OF ACTIVITIES

Learners to play games involving patterns both in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

_____

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Whole numbers

Specific lesson learning outcome.

By the end of the lesson, the learner should be to create number patterns up to 20.

KEY INQUIRY QUESTION (s)

How do you create number patterns?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Video clips.

Number cards.

Mathematics pupil's book 1 pg.142.

Mathematics teachers guide grade 1 pg. 168

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to work out missing numbers in patterns up to 20.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to identify a rule for a pattern. Choose a starting point and then create number patterns up to 20.

Step 2: Guide learners in pairs or groups to create number patterns up to 20.

Step 3: Learners to do activities in pupil's book page 142.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Put 20 numbers in a basket on the teacher's table. Having a rule of increasing by 5 and starting at 5, create number pattern. Stick number 5 on the wall. Learners to identify the next number, pick the number and stick it next to number 5. The process continues in turns until the patterns is created.

EXTENSION OF ACTIVITIES

Learners to play games involving number patterns both in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Whole numbers

Specific lesson learning outcome.

By the end of the lesson, the learner should be to create and extend number patterns up to 20.

KEY INQUIRY QUESTION (s)

How do you create and extend number patterns?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Video clips.

Number cards.

Mathematics pupil's book 1 pg.143.

Mathematics teachers guide grade 1 pg. 169.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups

INTRODUCTION

Learners to create and extend number patterns up to 10

LESSON DEVELOPMENT (Assessment as learning)

Step 1: identify a rule for the pattern. Choose a starting point. Create and extend number patterns up to 20.

Step 2: Guide learners in pairs or groups to create number patterns up to 20.

Step 3: Learners to do activities in pupil's book page 143.

SUMMARY

Review the lesson and make summary points.

CONCLUSION (Assessment of Learning)

Put 20 numbers in a basket on the teacher's table. Having a rule of increasing by 5 and starting at 5, create number pattern. Stick number 5 on the wall. Learners to identify the next number, pick the number and stick it next to number 5. The process continues in turns until the patterns is created. Extend the number pattern.

EXTENSION OF ACTIVITIES

Learners to play games involving number patterns both in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition

Specific lesson learning outcome.

By the end of the lesson, the learner should be to add 3-single digit numbers up to a sum of 10 in word task

KEY INQUIRY QUESTION (s)

How do you add 3-single digit numbers?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Counters.

Mathematics pupil's book 1 pg.144.

Mathematics teachers guide grade 1 pg. 171.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to add 3-single digit numbers up to a sum of 10.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Write Amina has 3 balls. James has 2 balls and Anyango has 1 ball. How many balls do they have altogether? Show learners how to develop an additional sentence in symbols from the word sentence as

$3 + 2 + 1 = \square$

Step 2: Guide learners in pairs or groups to work out word tasks involving addition of 3-single digit numbers up to a sum of 10 in word tasks.

Step 3: Learners to do activities in pupil's book page 144.

SUMMARY

Review the lesson and make summary points.

CONCLUSION (Assessment of Learning)

Learners to work out word task involving addition of 3-single digit numbers up to a sum of 10.

EXTENSION OF ACTIVITIES

Learners to practice adding 3-single digit numbers involving word tasks with the family members.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ **Lesson: _____**

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition

Specific lesson learning outcome.

By the end of the lesson, the learner should be to add a 2-digit number to a 1-digit number with sum up to 100 horizontally.

KEY INQUIRY QUESTION (s)

How do you add a 2-digit number to a 1-digit number?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Counters.

Basic addition table.

Mathematics pupil's book 1 pg.145.

Mathematics teachers guide grade 1 pg. 172.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to add 2-digit number to a 1-digit number up to a sum of 50.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Write [ ]5 = show learners how to add 5 to 54 by counting forward, 5 steps from 54 to get the answer 59

Step 2: Write [ ]5 = Guide learners in pairs or groups to add a 2-digit number to a 1-digit number with sum up to 100 horizontally.

Step 3: Learners to do activities in pupil's book page 145.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to add a 2-digit number to a 1-digit number with sum up to 100 horizontally.

EXTENSION OF ACTIVITIES

Learners to practice adding 2-digit number to 1-digit number with sum up to 100 horizontally in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition

Specific lesson learning outcome.

By the end of the lesson, the learner should be to add a 2-digit number to a 1-digit number with sum up to 100vertically.

KEY INQUIRY QUESTION (s)

How do you add a 2-digit number to a 1-digit number?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Counters.

Basic addition table.

Mathematics pupil's book 1 pg.146.

Mathematics teachers guide grade 1 pg. 173.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to add 2-digit number to a 1-digit number up to a sum of 50 horizontally.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Write [ ]2 = show learners that 65 + 2 is also written as

65

+2

67

Step 2: Write 83

+3

Guide learners in pairs or groups to add a 2-digit number to a 1-digit number with sum up to 100 vertically.

Step 3: Learners to do activities in pupil's book page 146.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to add a 2-digit number to a 1-digit number with sum up to 100 vertically.

EXTENSION OF ACTIVITIES

Learners to play digital games in addition in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition

Specific lesson learning outcome.

By the end of the lesson, the learner should be to add multiples of ten with sum up to 100 vertically.

KEY INQUIRY QUESTION (s)

How do you add tens?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Counters.

Basic addition table

Mathematics pupil's book 1 pg.147.

Mathematics teachers guide grade 1 pg. 174.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to add 2-digit number to a 1-digit number up to a sum of 50 horizontally.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Write

+20

Show learners how to work out by first adding the ones (0 + 0 = 0) then the tens (6 + 2 = 8) to get the answer.

Step 2: Write 50

+10

Guide learners in pairs or groups to add multiples of 10 with sum up to 100 vertically.

Step 3: Learners to do activities in pupil's book page 147.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to add multiples of ten with sum up to 100 vertically.

EXTENSION OF ACTIVITIES

Learners to play digital games in addition in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition

Specific lesson learning outcome.

By the end of the lesson, the learner should be to work out missing numbers in number patterns involving addition up to 100.

KEY INQUIRY QUESTION (s)

How do you work out missing numbers in a pattern?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Counters.

Basic addition table

Mathematics pupil's book 1 pg.148.

Mathematics teachers guide grade 1 pg. 175.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to add multiples of 10 up to 100.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Write 10, 20, 30, _____, _____ Show learners how to work out the missing number in the pattern by adding 10.

Step 2: Guide learners in pairs or groups to work out missing numbers in patterns up to 100, by adding 10.

Step 3: Learners to do activities in pupil's book page 148.

SUMMARY

Review the lesson and make summary points.

CONCLUSION (Assessment of Learning)

Learners to work out missing numbers in patterns involving addition up to 100.

EXTENSION OF ACTIVITIES

Learners to play digital games in addition in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction

Specific lesson learning outcome.

By the end of the lesson, the learner should be to subtract 1-digit number from a 2-digit number involving basic addition facts in word tasks.

KEY INQUIRY QUESTION (s)

How do you subtract 1-digit number from a 2-digit number?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Counters.

Basic addition table.

Mathematics pupil's book 1 pg.149.

Mathematics teachers guide grade 1 pg. 177.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to subtract a 1-digit number from a 2-digit number.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: What is 11 take away 5? Show learners that 11 take away 5 is written as 11- 5= and use basic addition table to get the answer

Step 2: What is 14 take away 8? Guide learners in pairs or groups to work out given word tasks and share their results with other groups.

Step 3: Learners to do activities in pupil's book page 149.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to subtract a 1-digit number from a 2-digit number in word tasks.

EXTENSION OF ACTIVITIES

Learners to practice subtraction of 1-digit number from a 2-digit number in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction

Specific lesson learning outcome.

By the end of the lesson, the learner should be to work out subtraction based on basic addition facts using the relationship between addition and subtraction.

KEY INQUIRY QUESTION (s)

How do you subtract 1-digit number from a 2-digit number?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Counters.

Basic addition table.

Mathematics pupil's book 1 pg.150.

Mathematics teachers guide grade 1 pg. 178-179.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to write two subtraction sentences from a given addition sentence.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Write ☐ 6 = show learners that 13 – 6 = ☐ is same as

9 + ☐ = 13

9 + 7 = 13

Therefore 13 – 6 = 7

Step 2: Write 17 – ☐ = 9 Guide learners in pairs or groups to work out subtraction using the relationship between addition and subtraction.

Step 3: Learners to do activities in pupil's book page 150.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to work out subtraction using the relationship between addition and subtraction.

EXTENSION OF ACTIVITIES

Learners to practice subtraction by relating addition to subtraction with family members.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction

Specific lesson learning outcome.

By the end of the lesson, the learner should be to subtract multiples of 10 up to 90 in word tasks.

KEY INQUIRY QUESTION (s)

How do you subtract tens?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Bundles of sticks.

Hundred chart.

Mathematics pupil's book 1 pg.151.

Mathematics teachers guide grade 1 pg. 180.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to make bundles of 10 sticks.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Write Tony has 50 oranges. He sells 30 oranges. How many oranges are left? Show learners how to work out the question by arranging it vertically as

50

+30

Explain to the learners how to subtract the ones (0 – 0 = 0) tens (5 – 5 = 2) then write the digits in their correct place value.

Step 2: Write Amina had 80 camels. She gave Ann 10 camels. How many camels was she left with?

Guide learners in pairs or groups to subtract multiples of 10 up to 90 in word tasks

Step 3: Learners to do activities in pupil's book page 151.

SUMMARY

Review the lesson and make summary points.

CONCLUSION (Assessment of Learning)

Learners to subtract multiples of 10 up to 90 in word tasks.

EXTENSION OF ACTIVITIES

Learners to practice subtraction of multiples of 10 up to 90 in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: NUMBERS

SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction

Specific lesson learning outcome.

By the end of the lesson, the learner should be to work out missing numbers in patterns involving subtraction up to 100.

KEY INQUIRY QUESTION (s)

How do you work out missing numbers in patterns?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Counters.

Number cards.

Mathematics pupil's book 1 pg.152.

Mathematics teachers guide grade 1 pg. 181.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to make bundles of 10 sticks.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Write 35, 30, 25, 20, _____ Show learners how to count backward in 5's from 35. The missing number is 15.

Step 2: Write 67, 65, 63, 62, _____Guide learners in pairs or groups to work out missing numbers in the patterns involving subtraction up to 100.

Step 3: Learners to do activities in pupil's book page 152.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to work out missing numbers in patterns involving subtraction up to 100.

EXTENSION OF ACTIVITIES

Learners to play digital games on number patterns in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: MEASUREMENT

SUBSTRAND/SUB-THEME/SUB-TOPIC: Length

Specific lesson learning outcome.

By the end of the lesson, the learner should be to compare length of objects directly

KEY INQUIRY QUESTION (s)

How do you compare length of two objects?

Core competencies	Values	PCIs
● **Learning to learn** ● **Communication and collaboration** ● **Imagination and creativity** ● **Problem solving**	● **Unity** ● **Respect** ● **Patriotism** ● **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Sticks.

Biro pens.

Ropes.

Mathematics pupil's book 1 pg.153.

Mathematics teachers guide grade 1 pg. 183.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups

INTRODUCTION

Learners to mention items they have in class and their uses.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to compare the lengths of different sticks. Describe using the words longer than, shorter than or same as. Write on board the results of the comparison.

Step 2: Guide learners in pairs or groups to compare lengths of different objects to find out which are loner than, shorter than or same as. Learners to share their results with the rest of the groups.

Step 3: Learners to do activities in pupil's book page 153.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to identify objects that are shorter than, longer than or same as from a group.

EXTENSION OF ACTIVITIES

Learners to compare objects using the words shorter than, longer than or same as in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: MEASUREMENT

SUBSTRAND/SUB-THEME/SUB-TOPIC: Length

Specific lesson learning outcome.

By the end of the lesson, the learner should be to conserve length through manipulation

KEY INQUIRY QUESTION (s)

What happens to the length of an object when is at different positions?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Sticks

Strings

Mathematics pupil's book 1 pg.154

Mathematics teachers guide grade 1 pg. 184

ORGANIZATION OF LEARNING

Learners to work in pairs or groups

INTRODUCTION

Learners to identify objects that are longer than, shorter than or same as.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to compare lengths of objects at different positions. Explain that changing of positions of an object does not change its length.

Step 2: Guide learners in pairs or groups to compare lengths of objects at different position. Learners to share results with other groups.

Step 3: Learners to do activities in pupil's book page 154.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to demonstrate that length of an object remains the same at different positions.

EXTENSION OF ACTIVITIES

Learners to practice conserving length with family members.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: MEASUREMENT

SUBSTRAND/SUB-THEME/SUB-TOPIC: Length

Specific lesson learning outcome.

By the end of the lesson, the learner should be to conserve length through manipulation

KEY INQUIRY QUESTION (s)

What happens to the length of an object when is at different positions?

Core competencies	Values	PCIs
● **Learning to learn** ● **Communication and collaboration** ● **Imagination and creativity** ● **Problem solving**	● **Unity** ● **Respect** ● **Patriotism** ● **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Sticks.

Strings.

Mathematics pupil's book 1 pg.154.

Mathematics teachers guide grade 1 pg. 184.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups

INTRODUCTION

Learners to identify objects that are longer than, shorter than or same as.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to compare lengths of objects at different positions. Explain that changing of positions of an object does not change its length.

Step 2: Guide learners in pairs or groups to compare lengths of objects at different position. Learners to share results with other groups.

Step 3: Learners to do activities in pupil's book page 154.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to demonstrate that length of an object remains the same at different positions.

EXTENSION OF ACTIVITIES

Learners to practice conserving length with family members.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: MEASUREMENT

SUBSTRAND/SUB-THEME/SUB-TOPIC: Length

Specific lesson learning outcome.

By the end of the lesson, the learner should be to measure length using arbitrary units.

KEY INQUIRY QUESTION (s)

How can you measure the length of your desk?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

• **Problem solving**		

LEARNING RESOURCES

Desks.

Tables.

Pencil, exercise books.

Mathematics pupil's book 1 pg.155

Mathematics teachers guide grade 1 pg. 185

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to measure length of their desks using handspan.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to measure the short length of the classroom using a learner's stride. Write the number of strides.

Step 2: Guide learners in pairs or groups to measure the lengths of their desks using their exercise books. Learners to share their results with other groups.

Step 3: Learners to do activities in pupil's book page 155.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to measure other lengths using a pencil, stick or an exercise book.

EXTENSION OF ACTIVITIES

Learners to measure other lengths using different items in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: MEASUREMENT

SUBSTRAND/SUB-THEME/SUB-TOPIC: Mass

Specific lesson learning outcome.

By the end of the lesson, the learner should be to compare mass of objects directly.

KEY INQUIRY QUESTION (s)

How do you compare mass of different objects?

Core competencies	Values	PCIs
● **Learning to learn**	● **Unity** ● **Respect**	**Self-awareness** **Self-esteem**

• **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Patriotism** • **responsibility**	

LEARNING RESOURCES

Small stones, pieces of chalk.

Books, pencils, ruler.

Beam balance.

Mathematics pupil's book 1 pg.156.

Mathematics teachers guide grade 1 pg. 187.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups

INTRODUCTION

Learners to mention objects in the classroom.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to directly compare mass of different objects using a beam balance. Write on the board the objects as "heavier than", "lighter than" or "same as" another object

Step 2: Guide learners in pairs or groups to compare mass of different objects to identify the objects as heavier than, lighter than or same as. Learners to share their findings with the other groups.

Step 3: Learners to do activities in pupil's book page 156.

SUMMARY

Review the lesson and make summary points.

CONCLUSION (Assessment of Learning)

Learners to select and compare objects and tell those that se "heavier than", "lighter than" or "same as"

EXTENSION OF ACTIVITIES

Learners to compare the mass of objects in the environment and describe them using the words heavier than, lighter than, or same as.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: MEASUREMENT

SUBSTRAND/SUB-THEME/SUB-TOPIC: Mass

Specific lesson learning outcome.

By the end of the lesson, the learner should be to conserve mass through manipulation

KEY INQUIRY QUESTION (s)

What happens to the mass of an object when its shape changes?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Bottle tops.

Beam balance.

Soft stone, hammer.

Mathematics pupil's book 1 pg.157.

Mathematics teachers guide grade 1 pg. 188.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to compare mass of different objects.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Balance two bottle tops on a beam balance. Crush some of the bottle tops to change their shape and balance them against the other bottle tops. Explain that the bottle tops have the same mass before and after crushing.

Step 2: Guide learners in pairs or groups to balance three pieces of chalk on each side of the beam balance. Crush three pieces of chalk on each side of the beam balance with the other three whole pieces. Learners to share their experiences with other groups.

Step 3: Learners to do activities in pupil's book page 157.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to ask and answer questions on conservation of mass.

EXTENSION OF ACTIVITIES

Learners to compare the mass of objects in the environment.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: MEASUREMENT

SUBSTRAND/SUB-THEME/SUB-TOPIC: Mass

Specific lesson learning outcome.

By the end of the lesson, the learner should be to measure mass using arbitrary units

KEY INQUIRY QUESTION (s)

How can you measure the mass of an object?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Textbooks, exercise books,

Pebbles.

Beam balance.

Mathematics pupil's book 1 pg.158

Mathematics teachers guide grade 1 pg. 190

ORGANIZATION OF LEARNING

Learners to work in pairs or groups

INTRODUCTION

Learners to compare mass of objects directly.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: show learners that the mass of a textbook can be measured using exercise books or using pebbles on a beam balance. Write the findings on the board.

Step 2: Guide learners in pairs or groups to measure the mass of several objects in terms of the textbooks using the beam balance. Learners to share their experiences with other groups.

Step 3: Learners to do activities in pupil's book page 158.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to measure mass of other objects using exercise books and pebbles.

EXTENSION OF ACTIVITIES

Learners to measure the mass of objects using other smaller masses at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: MEASUREMENT

SUBSTRAND/SUB-THEME/SUB-TOPIC: Capacity

Specific lesson learning outcome.

By the end of the lesson, the learner should be to compare capacity of containers directly.

KEY INQUIRY QUESTION (s)

How do you compare capacity of containers?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Water.

Buckets, jugs.

Sufuria, kettles, basins, bottles.

Mathematics pupil's book 1 pg.159.

Mathematics teachers guide grade 1 pg. 191.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to identify different types of containers found at school.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Using different types of containers show learners how to identify which container hold more, less or same as through emptying and filling.

Step 2: Guide learners in pairs or groups to fill and empty different types of containers to identify which holds more, less or same as. Learners to share their findings with other groups.

Step 3: Learners to do activities in pupil's book page 159.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to discuss how to compare capacities of different containers.

EXTENSION OF ACTIVITIES

Learners to practice comparing capacities of containers in the environment and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: MEASUREMENT

SUBSTRAND/SUB-THEME/SUB-TOPIC: Capacity

Specific lesson learning outcome.

By the end of the lesson, the learner should be to conserve capacity through manipulation.

KEY INQUIRY QUESTION (s)

What happens to the amount of water in a container of its transferred to bigger container?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Water.

Buckets, jugs.

Sufuria, kettles, basins, bottles.

Mathematics pupil's book 1 pg.160.

Mathematics teachers guide grade 1 pg. 192.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to name containers that hold the same amount of water.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Fill a bottle with water and empty into a sufuria. Transfer the water back to the bottle. Explain to the learners that the amount of water remains the same even when transferred into another container.

Step 2: Guide learners in pairs or groups to fill a container with water and pour it into a bigger container. Observe what happens and pour the water back into the first container. Learners to share their observations with other groups.

Step 3: Learners to do activities in pupil's book page 160.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to ask and answer questions on conservation of capacity.

EXTENSION OF ACTIVITIES

Learners to discuss conservation of capacity with family members at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ **Lesson: _____**

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *MEASUREMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Capacity

Specific lesson learning outcome.

By the end of the lesson, the learner should be to measure capacity using arbitrary units.

KEY INQUIRY QUESTION (s)

How do you measure the amount of water a container can hold?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Water.

Buckets, jugs.

Sufuria, kettles, cups, tins, jerry can.

Mathematics pupil's book 1 pg.161.

Mathematics teachers guide grade 1 pg. 193.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to name containers used in daily life.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Through emptying and filling activities, show the learners the number of times each of the given containers can fill a jerrycan.

Step 2: Guide learners in pairs or groups to use a small container to fill a larger container with water. Learners to count the number of small containers that are used to fill the larger container. Learners to share their findings with other groups.

Step 3: Learners to do activities in pupil's book page 161.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to measure the capacities of given containers using smaller containers.

EXTENSION OF ACTIVITIES

Learners to discuss conservation of capacity with family members at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ **Lesson: _____**

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: MEASUREMENT

SUBSTRAND/SUB-THEME/SUB-TOPIC: Capacity

Specific lesson learning outcome.

By the end of the lesson, the learner should be to measure capacity of a given container using smaller containers.

KEY INQUIRY QUESTION (s)

How do you measure the amount of water a container can hold?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Water.

Buckets, jugs.

Sufuria, kettles, cups, tins, jerry can.

Mathematics pupil's book 1 pg.162.

Mathematics teachers guide grade 1 pg. 194.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to name containers used in daily life.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Through emptying and filling activities, show the learners the number of times each of the given smaller containers can fill a basin. Write on the board the number of times.

Step 2: Guide learners in pairs or groups to use a smaller container to fill a larger container with water. Learners to count the number of small containers that are used to fill the larger container. Learners to share their findings with other groups.

Step 3: Learners to do activities in pupil's book page 162.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to measure the capacities of given containers using smaller containers.

EXTENSION OF ACTIVITIES

Learners to practice measuring capacity of containers with family members.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *MEASUREMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Time

Specific lesson learning outcome.

By the end of the lesson, the learner should be to relate days of the week with activities at home.

KEY INQUIRY QUESTION (s)

What do you do on different days of the week at home?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Calendar.

Digital devices.

Travel timetables.

Mathematics pupil's book 1 pg.163.

Mathematics teachers guide grade 1 pg. 196.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to share experiences on their daily activities at home.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Write the days of the week on the board. Share with learners the activities done on different days of the week at home. Write the days of the week and the activities at home on the board.

Step 2: Guide learners in pairs or groups to discuss the activities they do at home on each day of the week. Learners to share their findings with other groups.

Step 3: Learners to do activities in pupil's book page 163.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to name activities for each day at home.

EXTENSION OF ACTIVITIES

Learners to share their own experiences on activities at home with the other learners.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: MEASUREMENT

SUBSTRAND/SUB-THEME/SUB-TOPIC: Time

Specific lesson learning outcome.

By the end of the lesson, the learner should be to relate days of the week with activities at school.

KEY INQUIRY QUESTION (s)

What do you do on different days of the week at home?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Time table.

School routine.

Mathematics pupil's book 1 pg.164.

Mathematics teachers guide grade 1 pg. 197.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to share experiences on their daily activities at school.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Write the days of the week on the board. Share with learners the activities done on different days of the week at school. Write the days of the week and the activities at school on the board.

Step 2: Guide learners in pairs or groups to discuss the activities they do at school on each day of the week. Learners to share their findings with other groups.

Step 3: Learners to do activities in pupil's book page 164.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to name activities for each day at school.

EXTENSION OF ACTIVITIES

Learners to share their own experiences on activities at school with the other learners.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: MEASUREMENT

SUBSTRAND/SUB-THEME/SUB-TOPIC: Money

Specific lesson learning outcome.

By the end of the lesson, the learner should be to identify and sort Kenyan currency coins and notes by value and features up to sh. 100

KEY INQUIRY QUESTION (s)

How do you identify Kenyan currency?

Core competencies	Values	PCIs
● **Learning to learn** ● **Communication and collaboration** ● **Imagination and creativity** ● **Problem solving**	● **Unity** ● **Respect** ● **Patriotism** ● **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Real money in notes and coins.

Mathematics pupil's book 1 pg.165.

Mathematics teachers guide grade 1 pg. 199.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to share experiences with money in notes and coins.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners Kenyan currency coins and notes and identify their features and value.

Step 2: Guide learners in pairs or groups to sort the Kenyan currency coins and notes according to their value and features. Learners share their observations on the features of the coins and notes with the other groups.

Step 3: Learners to do activities in pupil's book page 165.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to identify the value and features on the notes and coins.

EXTENSION OF ACTIVITIES

Learners to discuss the features on the notes and coins with family members.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: MEASUREMENT

SUBSTRAND/SUB-THEME/SUB-TOPIC: Money

Specific lesson learning outcome.

By the end of the lesson, the learner should be to carry out shopping activities in the classroom shop using coins and notes up to sh. 100.

KEY INQUIRY QUESTION (s)

What do you consider when shopping?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Real money in notes and coins.

Imitation money.

Mathematics pupil's book 1 pg.166.

Mathematics teachers guide grade 1 pg. 200.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to share experiences on shopping activities.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to do shopping activities using the classroom shop.

Step 2: Guide learners in pairs or groups to role play buying and selling in the classroom shop. Discuss shopping activities and share with other groups.

Step 3: Learners to do activities in pupil's book page 166.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to carry out shopping activities in the classroom shop

EXTENSION OF ACTIVITIES

Learners to participate in shopping activities using money in coins and notes.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: GEOMETRY

SUBSTRAND/SUB-THEME/SUB-TOPIC: Shapes

Specific lesson learning outcome.

By the end of the lesson, the learner should be to sort and group objects according to shape.

KEY INQUIRY QUESTION (s)

How do you sort and group objects?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Objects of different shapes and sizes.

Mathematics pupil's book 1 pg.167.

Mathematics teachers guide grade 1 pg. 202.

ORGANIZATION OF LEARNING

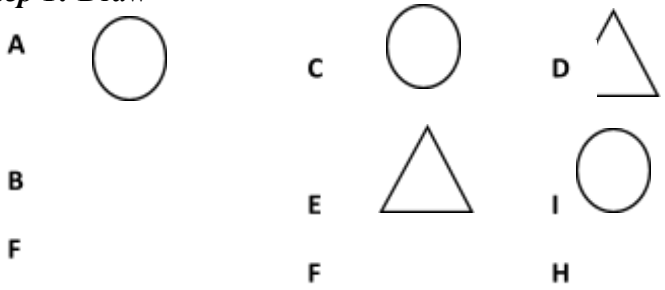
Learners to work in pairs or groups.

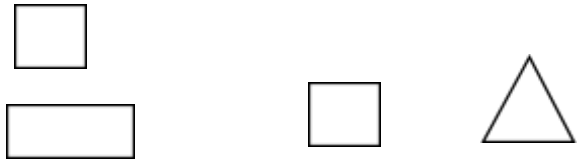
INTRODUCTION

Learners to identify different shapes and in the classroom.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Draw





Show learners how to sort and group different objects according to shape.

Step 2: Guide learners in pairs or groups to sort and group different objects according to shape (rectangles, triangles and circles)

Step 3: Learners to do activities in pupil's book page 167.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to sort and group objects according to shapes.

EXTENSION OF ACTIVITIES

Learners to practice sorting and grouping objects with family members.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: GEOMETRY

SUBSTRAND/SUB-THEME/SUB-TOPIC: Shapes

Specific lesson learning outcome.

By the end of the lesson, the learner should be to make patterns using rectangles, circles and triangles.

KEY INQUIRY QUESTION (s)

How do you make patterns using shapes?

Core competencies	Values	PCIs
• **Learning to learn** • **Communication and collaboration** • **Imagination and creativity** • **Problem solving**	• **Unity** • **Respect** • **Patriotism** • **responsibility**	**Self-awareness** **Self-esteem**

LEARNING RESOURCES

Paper cut-outs of rectangles, triangles and circles.

Mathematics pupil's book 1 pg.168.

Mathematics teachers guide grade 1 pg. 203

ORGANIZATION OF LEARNING

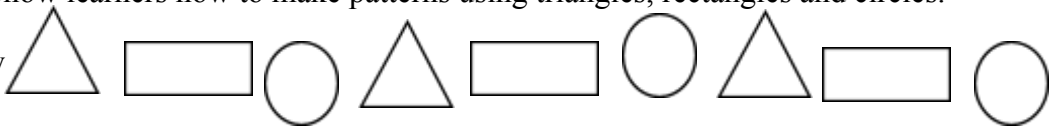
Learners to work in pairs or groups.

INTRODUCTION

Learners to draw rectangles, triangles and circles.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to make patterns using triangles, rectangles and circles.

Draw 

Step 2: Guide learners in pairs or groups to make patterns using concrete objects then draw the pattern

Step 3: Learners to do activities in pupil's book page 168.

SUMMARY

Review the lesson and make summary points

CONCLUSION (Assessment of Learning)

Learners to draw patterns involving rectangles, triangles and circles.

EXTENSION OF ACTIVITIES

Learners to identify patterns with triangular, rectangular and circular shapes in the environment.

REFLECTION ON THE LESSON/SELF-REMARKS
