Grade 4 Mathematics

Term 3 - 46 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

46 complete, ready-to-teach Grade 4 Mathematics lesson plans for Term 3, covering time, money, position and direction, angles, 2-D shapes, data and use of letters.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.6	Time	10
2.7	Money	8
3.1	Position and direction	4
3.2	Angles	4
3.3	2-D shapes	6
4.1	Data	8
5.1	Use of letters	6

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- A worked example, then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Reading the analogue clock: o'clock, half past, quarter past, quarter to

Strand 2.0 MEASUREMENT > Sub-strand 2.6 TIME | Lesson 1 of 10 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) read the time on an analogue clock to the hour, half hour and quarter hour; b) say which hand is the hour hand and which is the minute hand

KEY INQUIRY QUESTION(S)

- Why is it important to tell time?
- How do we work out how long an activity takes?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Imagination and creativity**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Life skills**	Learners practise decision making and working with others.

LEARNING RESOURCES

Analogue clock face with moving hands (cardboard and a paper fastener) | Digital clock or a phone clock | Class timetable and a calendar | Stopwatch or phone timer | Chalkboard and chalk | Cards with times written on them

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

a.m. | p.m. | noon | midnight | hour | minute | duration | analogue clock | digital clock

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "What time did you wake up today? How did you know? Show me where the hands of the clock were." Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use analogue clock face with moving hands (cardboard and a paper fastener), digital clock or a phone clock, class timetable and a calendar. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "The long hand is at 9 and the short hand is close to 5. What is the time?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Reading the clock

The short hand shows the hours and the long hand shows the minutes. When the long hand points to 12, it is o'clock: short hand at 7 is 7 o'clock.

Long hand at 6 is half past the hour: short hand between 4 and 5 with the long hand at 6 is half past four (4:30).

Long hand at 3 is quarter past; long hand at 9 is quarter to the next hour. Short hand near 5 with the long hand at 9 is quarter to five (4:45).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	The short hand is at 7 and the long hand at 12. What is the time?	**7 o'clock**
2	The short hand is between 4 and 5 and the long hand is at 6. What is the time?	**Half past four (4:30)**
3	The long hand is at 3 and the short hand is just past 2. What is the time?	**Quarter past two (2:15)**
4	The long hand is at 9 and the short hand is close to 5. What is the time?	**Quarter to five (4:45)**

WATCH OUT FOR

Learners read the hour hand where it points, without noticing it is between two numbers. Ask: has the hour hand passed the number yet?

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can read the time on an analogue clock to the hour, half hour and quarter hour confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can read the time on an analogue clock to the hour, half hour and quarter hour accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly read the time on an analogue clock to the hour, half hour and quarter hour, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet read the time on an analogue clock to the hour, half hour and quarter hour without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Use a moving cardboard clock: the learner turns the minute hand slowly and watches the hour hand move a little.
Learners ready for more	Show quarter past 9 and quarter to 10 on your clock. What do you notice about the hour hand? (Answer: For quarter past 9 the hour hand is just after 9; for quarter to 10 it is nearly at 10)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "reading the analogue clock: o'clock, half past, quarter past, quarter to" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

ELIMU254

Reading time to the minute and to five minutes

Strand 2.0 MEASUREMENT > Sub-strand 2.6 TIME | Lesson 2 of 10 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) read time on an analogue clock to the nearest five minutes; b) tell the time in words using "past" and "to"

KEY INQUIRY QUESTION(S)

- Why is it important to tell time?
- How do we work out how long an activity takes?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Imagination and creativity**	Learners make up their own examples, patterns or ways of showing the idea.
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KEY WORDS

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THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Count in fives from 0 to 60. Now look at the numbers on the clock: which minute is the 4 worth? The 7?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use analogue clock face with moving hands (cardboard and a paper fastener), digital clock or a phone clock, class timetable and a calendar. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
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Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Write "ten minutes to four" in figures."	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Minutes past and minutes to

Each number on the clock face stands for 5 minutes: 1 is 5 minutes, 2 is 10, 3 is 15, 4 is 20, 5 is 25, 6 is 30, 7 is 35 and so on.

When the long hand is on the right side (12 to 6) we say "minutes past": long hand at 4 is 20 minutes past. On the left side (6 to 12) we say "minutes to": long hand at 8 is 40 minutes past or 20 minutes to the next hour.

Short hand just before 6 with the long hand at 8 is 20 minutes to 6 (5:40).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	The long hand points at 5. How many minutes past the hour is it?	**25 minutes past**
2	The long hand is at 2 and the short hand is just past 9. What is the time?	**10 minutes past 9 (9:10)**
3	The long hand is at 8 and the short hand is just before 6. What is the time?	**20 minutes to 6 (5:40)**
4	Write "ten minutes to four" in figures.	**3:50**