PP1 Mathematics

Term 1 - 50 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

50 complete, ready-to-teach PP1 Mathematics lesson plans for Term 1, covering sorting and grouping, matching and pairing, ordering, patterns, rote counting and number recognition.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Sorting and Grouping	8
1.2	Matching and Pairing	8
1.3	Ordering	8
1.4	Patterns	8
2.1	Rote Counting	8
2.2	Number Recognition	10

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.
- The key content (a worked example, notes or a practical with its expected results), 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.

A TASTE OF LESSON 1

Looking at and talking about objects

By the end of the lesson, the learner should be able to: a) name the colour, size or shape of objects; b) talk about objects in the classroom

> **Talking about objects**
> Pass round a basket of bottle tops, leaves and blocks.
> Each child picks one object and says its colour ("red"), size ("big" or "small") or shape ("round").

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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Looking at and talking about objects

Strand 1.0 Classification > Sub-strand 1.1 Sorting and Grouping | Lesson 1 of 8 | 30 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) name the colour, size or shape of objects; b) talk about objects in the classroom

KEY INQUIRY QUESTION(S)

- Which objects look alike?
- Which objects have same colour, shape or size?
- Which two objects are different?
- Why have you grouped these objects together?
- Why store materials after use?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Sharing**	Developed through the activities in this lesson.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Citizenship**	Learners connect the work to their rights and duties in the community.
PCI	**Life skills**	Learners practise decision making and working with others.

LEARNING RESOURCES

Bottle tops of different colours | Leaves, stones and blocks of different sizes | Shapes cut from card (circles, squares, triangles) | Baskets or boxes for groups

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

same | different | colour | big | small | shape | group

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Key question: which objects look alike? Hold up a red bottle top and a blue one. "What is the same? What is different?"" 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	7	Take learners through "Talking about objects" (learning activity on the next page), explaining as you go. Use bottle tops of different colours, leaves, stones and blocks of different sizes, shapes cut from card (circles, squares, triangles). Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	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	7	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	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What colour is your bottle top?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Talking about objects

Pass round a basket of bottle tops, leaves and blocks.

Each child picks one object and says its colour ("red"), size ("big" or "small") or shape ("round").

Sing a short song: "Red, red, who has red? Show me red!" and children hold up red objects.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Show me something red.	**Child holds up a red object**
2	Is this leaf big or small?	**Child says big or small correctly**
3	Find something round.	**Child picks a round object**
4	What colour is your bottle top?	**Child names the colour**

WATCH OUT FOR

Children putting small objects in their mouths; supervise closely.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use only two colours at first.
Learners ready for more	Find two objects that are the same colour. (Answer: Child finds a matching pair)
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 "looking at and talking about objects" 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.

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Same and different

Strand 1.0 Classification > Sub-strand 1.1 Sorting and Grouping | Lesson 2 of 8 | 30 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) say how two objects are the same; b) say how two objects are different

KEY INQUIRY QUESTION(S)

- Which objects look alike?
- Which objects have same colour, shape or size?
- Which two objects are different?
- Why have you grouped these objects together?
- Why store materials after use?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

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KEY WORDS

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THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Key question: which two objects are different? Show a big ball and a small ball." 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	7	Take learners through "Same and different" (learning activity on the next page), explaining as you go. Use bottle tops of different colours, leaves, stones and blocks of different sizes, shapes cut from card (circles, squares, triangles). Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	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	7	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	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Find a friend wearing the same colour as you."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Same and different

Show two objects at a time: two red tops (same colour), a big and a small stone (different size).
Children say "same" or "different" and tell why.
Play "Odd one out": three red tops and one blue top; who can find the different one?

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Are these two tops the same colour?	**Child says yes or no correctly**
2	Which one is different?	**Child points to the odd one out**
3	How are these two stones different?	**One is big, one is small**
4	Find a friend wearing the same colour as you.	**Child finds a friend**

WATCH OUT FOR

Children saying "different" without a reason; ask "How?".