PP1 Mathematics

Term 2 - 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 2, covering counting concrete objects, number sequencing, number writing, number puzzle and sides of objects.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.3	Counting Concrete Objects	10
2.4	Number Sequencing	10
2.5	Number Writing	10
2.6	Number Puzzle	10
3.1	Sides of Objects	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

Counting objects 1 to 3

By the end of the lesson, the learner should be able to count up to 3 objects, touching each one

> **Touch and count**
> Teacher puts out 3 stones and touches each one: "one, two, three. Three stones."
> The last number we say tells how many.

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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ELIMU254

Counting objects 1 to 3

Strand 2.0 Numbers > Sub-strand 2.3 Counting Concrete Objects | Lesson 1 of 10 | 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 count up to 3 objects, touching each one

KEY INQUIRY QUESTION(S)

- How many objects are these?
- How many learners are in your group?
- How many boys or girls are in your group?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Sharing**	Developed through the activities in this lesson.
VALUE	**Unity**	Learners share materials fairly and work as one team.
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, stones, seeds, sticks | Number flash cards 1-9 | Cups and spoons | A picture of the Kenyan flag

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

how many | count | one for each | more | fewer | altogether

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: how many objects are these? Show 2 bottle tops." 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 "Touch and count" (learning activity on the next page), explaining as you go. Use bottle tops, stones, seeds, sticks, number flash cards 1-9, cups and spoons. 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: "Give me 3 seeds."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Touch and count
Teacher puts out 3 stones and touches each one: "one, two, three. Three stones."
The last number we say tells how many.
Children count 1, 2 and 3 objects, touching each.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	How many stones are these? (2)	**Two**
2	Count these tops and touch each one.	**Child counts three, touching each**
3	Give me 1 stick.	**Child gives one**
4	Give me 3 seeds.	**Child gives three**

WATCH OUT FOR

Counting faster than touching; one touch, one number.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can count up to 3 objects, touching each one confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can count up to 3 objects, touching each one accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly count up to 3 objects, touching each one, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet count up to 3 objects, touching each one without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Move each object aside as it is counted.
Learners ready for more	Show 3 objects and the card 3. (Answer: Child matches)
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 "counting objects 1 to 3" 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

Counting objects 4 to 6

Strand 2.0 Numbers > Sub-strand 2.3 Counting Concrete Objects | Lesson 2 of 10 | 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 count up to 6 objects

KEY INQUIRY QUESTION(S)

- How many objects are these?
- How many learners are in your group?
- How many boys or girls are in your group?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Sharing**	Developed through the activities in this lesson.
VALUE	**Unity**	Learners share materials fairly and work as one team.
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, stones, seeds, sticks | Number flash cards 1-9 | Cups and spoons | A picture of the Kenyan flag

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

how many | count | one for each | more | fewer | altogether

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: "Count 3 tops. Now add one more. How many?" 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 "Counting to 6" (learning activity on the next page), explaining as you go. Use bottle tops, stones, seeds, sticks, number flash cards 1-9, cups and spoons. 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: "How many eyes do you have?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Counting to 6
Children count 4, 5 and 6 objects, moving each one aside as they count.
Count body parts: 2 eyes, 5 fingers, 2 legs, 10 toes.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	How many tops? (5)	**Five**
2	Give me 4 sticks.	**Child gives four**
3	How many fingers on one hand?	**Five**
4	How many eyes do you have?	**Two**

WATCH OUT FOR

Counting the same object twice.