PP1 Mathematics

Term 3 - 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 3, covering mass (heavy and light), capacity, time (daily routines), money (Kenyan currency) and area (surface of objects).

TOPICS IN THIS PACK

Topic	Name	Lessons
3.2	Mass (Heavy and Light)	10
3.3	Capacity	10
3.4	Time (Daily Routines)	10
3.5	Money (Kenyan currency)	10
3.6	Area (Surface 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

Lifting objects

By the end of the lesson, the learner should be able to lift different objects safely

> **Lifting safely**
> Teacher demonstrates lifting: bend the knees, hold with two hands, lift slowly.
> Children lift a leaf, a book and a small bag of sand.

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.

CONTENTS

No.	Lesson	Topic	Page
1	Lifting objects	3.2 Mass (Heavy and Light)	4
2	Heavy and light	3.2 Mass (Heavy and Light)	7
3	Heavier and lighter	3.2 Mass (Heavy and Light)	10
4	Using a simple balance	3.2 Mass (Heavy and Light)	13
5	See-saw and back-to-back games	3.2 Mass (Heavy and Light)	16
6	Heavy and light in our homes	3.2 Mass (Heavy and Light)	19
7	Ordering by mass	3.2 Mass (Heavy and Light)	22
8	Collecting litter in bags of different sizes	3.2 Mass (Heavy and Light)	25
9	Mass with ICT	3.2 Mass (Heavy and Light)	28
10	Mass review: appreciating heavy and light objects	3.2 Mass (Heavy and Light)	31
11	Full and empty	3.3 Capacity	34
12	Filling and emptying with water	3.3 Capacity	37
13	Filling and emptying with seeds	3.3 Capacity	40
14	Which holds more? Comparing two containers	3.3 Capacity	43
15	How many small ones fill a big one?	3.3 Capacity	46
16	How many small ones from a big one?	3.3 Capacity	49
17	Holds more, holds less: ordering containers	3.3 Capacity	52
18	Containers at home	3.3 Capacity	55
19	Capacity with video and ICT	3.3 Capacity	58
20	Capacity review	3.3 Capacity	61
21	Our morning routine	3.4 Time (Daily Routines)	64
22	Putting the morning in order	3.4 Time (Daily Routines)	67
23	What we do when we arrive at school	3.4 Time (Daily Routines)	70
24	Morning, afternoon, evening and night	3.4 Time (Daily Routines)	73
25	Today, yesterday and tomorrow	3.4 Time (Daily Routines)	76
26	What our families do every day	3.4 Time (Daily Routines)	79
27	Using time well: finishing tasks	3.4 Time (Daily Routines)	82
28	Daily routine songs	3.4 Time (Daily Routines)	85
29	Routines on video	3.4 Time (Daily Routines)	88
30	Time review: my day	3.4 Time (Daily Routines)	91
31	Coins and notes	3.5 Money (Kenyan currency)	94
32	What we see on coins	3.5 Money (Kenyan currency)	97

33	What we see on notes	3.5 Money (Kenyan currency)	100
34	Tracing coins	3.5 Money (Kenyan currency)	103
35	What we use money for	3.5 Money (Kenyan currency)	106
36	Shop corner: buying items	3.5 Money (Kenyan currency)	109
37	Buying and selling with change	3.5 Money (Kenyan currency)	112
38	Saving money	3.5 Money (Kenyan currency)	115
39	A simple budget	3.5 Money (Kenyan currency)	118
40	Money review: using money honestly	3.5 Money (Kenyan currency)	121
41	Surfaces around us	3.6 Area (Surface of Objects)	124
42	Naming surfaces of objects	3.6 Area (Surface of Objects)	127
43	Big and small surfaces	3.6 Area (Surface of Objects)	130
44	Covering a surface with paper squares	3.6 Area (Surface of Objects)	133
45	Covering with leaves and bottle tops	3.6 Area (Surface of Objects)	136
46	Comparing surfaces by covering	3.6 Area (Surface of Objects)	139
47	Covering the floor and a mat	3.6 Area (Surface of Objects)	142
48	Smooth and rough surfaces	3.6 Area (Surface of Objects)	145
49	Making a surface picture	3.6 Area (Surface of Objects)	148
50	Area review: appreciating surfaces	3.6 Area (Surface of Objects)	151

ELIMU254

Lifting objects

Strand 3.0 Measurement > Sub-strand 3.2 Mass (Heavy and Light) | 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 lift different objects safely

KEY INQUIRY QUESTION(S)

- What can you say about this object?
- Which object is heavier or lighter?
- How can you tell the object is heavier?

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	**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	**Sharing**	Developed through the activities in this lesson.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Life skills (safety)**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Light objects (feather, leaf, paper, empty box) | Heavier safe objects (a stone, a book, a filled bottle of sand) | A simple balance made from a hanger, string and two cups | Bags of sand of different sizes

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

heavy | heavier | light | lighter | lift | mass

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: what can you say about this object? Lift a leaf, then a book." 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 "Lifting safely" (learning activity on the next page), explaining as you go. Use light objects (feather, leaf, paper, empty box), heavier safe objects (a stone, a book, a filled bottle of sand), a simple balance made from a hanger, string and two cups. 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 can you say about this stone?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Lifting safely

Teacher demonstrates lifting: bend the knees, hold with two hands, lift slowly.
Children lift a leaf, a book and a small bag of sand.
They say how it felt: "easy" or "hard".

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Lift the leaf. Was it easy or hard?	**Easy**
2	Lift the bag of sand. Was it easy or hard?	**Hard (answers vary)**
3	How should we lift heavy things?	**Bend knees, two hands, slowly**
4	What can you say about this stone?	**It is heavy (answers vary)**

WATCH OUT FOR

Children lifting objects that are too heavy; use safe weights only.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Lift together with the child.
Learners ready for more	Lift two objects, one in each hand. (Answer: Child does so)
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 "lifting 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.

ELIMU254

Heavy and light

Strand 3.0 Measurement > Sub-strand 3.2 Mass (Heavy and Light) | 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 say whether an object is heavy or light

KEY INQUIRY QUESTION(S)

- What can you say about this object?
- Which object is heavier or lighter?
- How can you tell the object is heavier?

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	**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	**Sharing**	Developed through the activities in this lesson.
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LEARNING RESOURCES

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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

heavy | heavier | light | lighter | lift | mass

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: "Is a feather heavy or light?" 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 "Heavy and light" (learning activity on the next page), explaining as you go. Use light objects (feather, leaf, paper, empty box), heavier safe objects (a stone, a book, a filled bottle of sand), a simple balance made from a hanger, string and two cups. 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.
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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: "Name something heavy at home."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Heavy and light

Heavy objects are hard to lift; light objects are easy to lift.

Children sort objects into a "heavy" basket and a "light" basket after lifting each one.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Is a feather heavy or light?	**Light**
2	Is a big stone heavy or light?	**Heavy**
3	Put the light objects here.	**Child sorts correctly**
4	Name something heavy at home.	**A water jerrycan (answers vary)**

WATCH OUT FOR

Judging by size only; a big balloon is light.