PP2 Mathematics

Term 1 - 52 complete lesson plans

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

ABOUT THIS PACK

52 complete, ready-to-teach PP2 Mathematics lesson plans for Term 1, covering sorting and grouping, matching and pairing, ordering, patterns, rote counting, number recognition and counting concrete objects.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Sorting and Grouping	7
1.2	Matching and Pairing	7
1.3	Ordering	8
1.4	Patterns	8
2.1	Rote Counting	6
2.2	Number Recognition	8
2.3	Counting Concrete Objects	8

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.

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

Our play objects

Strand 1.0 Pre-Number Activities > Sub-strand 1.1 Sorting and Grouping | Lesson 1 of 7 | 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 identify play objects in the neighbourhood

KEY INQUIRY QUESTION(S)

- Which objects do you play with?
- How can you group objects you play with?

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	**Love**	Learners help a classmate who is stuck.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Safety**	Learners follow safety rules when using materials and moving about.
PCI	**Environmental education**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

Play objects collected from the school neighbourhood: toys, wood blocks, bottle tops, plastic bottles, balls, leaves | Trays or baskets for groups | Picture cards of objects

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

colour | size | shape | use | texture | rough | smooth | 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 do you play with?" 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 "Collecting play objects" (learning activity on the next page), explaining as you go. Use play objects collected from the school neighbourhood: toys, wood blocks, bottle tops, plastic bottles, balls, leaves, trays or baskets for groups, picture cards of objects. 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: "Which object do you like best?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Collecting play objects

Walk round the school compound in pairs and collect safe play objects: bottle tops, blocks, balls, leaves, plastic bottles.

Back in class, children name each object and say how they play with it.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name an object you collected.	**A bottle top (answers vary)**
2	How do you play with a ball?	**Kick or throw it**
3	What must we not pick up?	**Glass and sharp things**
4	Which object do you like best?	**Answers will vary**

WATCH OUT FOR

Sharp or dirty items; the teacher checks every object.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Collect with a partner.
Learners ready for more	Name three play objects at home. (Answer: Answers will vary)
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 "our play 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

Grouping by colour

Strand 1.0 Pre-Number Activities > Sub-strand 1.1 Sorting and Grouping | Lesson 2 of 7 | 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 group play objects by colour

KEY INQUIRY QUESTION(S)

- Which objects do you play with?
- How can you group objects you play with?

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.
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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
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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Key question: how can you group objects you play with?" 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 "Colour groups" (learning activity on the next page), explaining as you go. Use play objects collected from the school neighbourhood: toys, wood blocks, bottle tops, plastic bottles, balls, leaves, trays or baskets for groups, picture cards of objects. 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: "Where does this yellow top go?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Colour groups

Pour bottle tops and blocks on a mat. Put all the red ones together, then the blue, then the green. Objects in one group are the same colour: that is how they are similar.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Put the red objects together.	**Child sorts**
2	Why are these in one group?	**They are the same colour**
3	How many colour groups did we make?	**Child counts**
4	Where does this yellow top go?	**In the yellow group**

WATCH OUT FOR

Bottle tops in mouths.