PP2 Mathematics

Term 3 - 48 complete lesson plans

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

ABOUT THIS PACK

48 complete, ready-to-teach PP2 Mathematics lesson plans for Term 3, covering mass (heavy and light), capacity (how much a container can hold), time (daily routines), money (Kenyan coins), area (surfaces of objects), lines and shapes.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.2	Mass (Heavy and Light)	8
3.3	Capacity (How Much a Container Can Hold)	8
3.4	Time (Daily Routines)	8
3.5	Money (Kenyan Coins)	8
3.6	Area (Surfaces of Objects)	8
4.1	Lines	3
4.2	Shapes	5

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

Heavy and light

By the end of the lesson, the learner should be able to identify heavy and light objects

> **Lifting**
> Lift a feather and a bag of sand (a small one). Which is heavy? Which is light?

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

Heavy and light

Strand 3.0 Measurement > Sub-strand 3.2 Mass (Heavy and Light) | 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 identify heavy and light objects

KEY INQUIRY QUESTION(S)

- Which object is heavier or lighter?
- How can you tell the object is heavier or lighter?

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

LEARNING RESOURCES

Market objects of different mass: a small bag of sand, bottles of water, stones, wood blocks, fruits, a feather, a sponge | A simple balance (a coat hanger with two cups on strings) | A see-saw (if the school has one)

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 | light | heavier | lighter | lift | balance

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 object is heavier or lighter?" 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" (learning activity on the next page), explaining as you go. Use market objects of different mass: a small bag of sand, bottles of water, stones, wood blocks, fruits, a feather, a sponge, a simple balance (a coat hanger with two cups on strings), a see-saw (if the school has one). 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: "Name something light in class."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Lifting

Lift a feather and a bag of sand (a small one). Which is heavy? Which is light?

Lift safely: bend your knees, hold close, never lift something too heavy.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Is the feather heavy or light?	**Light**
2	Is the sand bag heavy or light?	**Heavy**
3	How do we lift safely?	**Bend knees, hold close**
4	Name something light in class.	**A paper (answers vary)**

WATCH OUT FOR

Only small, safe weights.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Very different objects.
Learners ready for more	Name something heavy 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 "heavy and light" 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

Heavier or lighter? Using our hands

Strand 3.0 Measurement > Sub-strand 3.2 Mass (Heavy and Light) | 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 compare two objects by lifting

KEY INQUIRY QUESTION(S)

- Which object is heavier or lighter?
- How can you tell the object is heavier or lighter?

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	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Cooperation**	Developed through the activities in this lesson.
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LEARNING RESOURCES

Market objects of different mass: a small bag of sand, bottles of water, stones, wood blocks, fruits, a feather, a sponge | A simple balance (a coat hanger with two cups on strings) | A see-saw (if the school has one)

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 | light | heavier | lighter | lift | balance

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: how can you tell the object is heavier or lighter?" 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 "Hand balance" (learning activity on the next page), explaining as you go. Use market objects of different mass: a small bag of sand, bottles of water, stones, wood blocks, fruits, a feather, a sponge, a simple balance (a coat hanger with two cups on strings), a see-saw (if the school has one). 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: "How did you tell?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Hand balance

Hold one object in each hand. The hand that goes down holds the heavier one.

Compare a stone and a sponge, an orange and a grape, a full bottle and an empty bottle.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which is heavier, the stone or the sponge?	**The stone**
2	Which is lighter, the orange or the grape?	**The grape**
3	Which bottle is heavier?	**The full one**
4	How did you tell?	**My hand went down**

WATCH OUT FOR

Dropping objects on feet.