RATIONALISED CBE LESSON PLANS

GRADE : PP2

TERM : THREE

YEAR :2025

LEARNING AREA: MATHEMATICS ACTIVITIES

TEACHERS NAME: ……..

SCHOOL :……

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Sides of objects

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify concrete objects found in the market
2. Draw and color concrete objects found in the market
3. Enjoy measuring sides of concrete objects using arbitrary units

Key Inquiry Question(s):

The learner is guided to:

- Collect, observe and talk about different concrete objects found in the market
- Draw and color concrete objects found in the market

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:

- Concrete objects such as books, calendar, Manila paper
- Fun with mathematical activities PP2, Page 52

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to Concrete Objects
- Show examples of concrete objects found in the market.
- Discuss and identify the different objects with learners.

Step 2: Drawing and Coloring
- Instruct learners to draw and color the concrete objects identified in step 1.
- Encourage creativity and attention to detail.

Step 3: Measuring Sides of Objects
- Demonstrate how to measure the sides of objects using arbitrary units (e.g., paper clips).
- Guide learners to measure and compare the sides of different objects.

Step 4: Enjoying the Measurement Process
- Foster enjoyment in measuring sides by making it a fun and engaging activity.
- Encourage learners to share their measurements and observations.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Grade-relevant extended activities might include:
- Creating a collage of different concrete objects with labeled sides
- Playing a measurement game using objects in the classroom
- Estimating and measuring the sides of larger objects in the school environment

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Sides of objects

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify concrete objects found in the market
2. Draw and color concrete objects found in the market
3.Enjoy measuring sides of concrete objects using arbitrary units

Key Inquiry Question(s):

- What concrete objects can we find in the market?
- How can we draw and color the concrete objects found in the market?

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:

- Concrete objects such as books, calendar, manila paper
- Fun with Mathematical Activities PP2

Organization of Learning:

Introduction (5 minutes):
- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Identify Concrete Objects in the Market
- Show images or actual examples of concrete objects found in the market.
- Discuss the shapes and sizes of these objects.

Step 2: Draw and Color Concrete Objects
- Provide drawing materials and ask learners to draw and color the concrete objects they saw.
- Encourage creativity and attention to detail.

Step 3: Measure Sides of Objects Using Arbitrary Units
- Introduce the concept of measuring sides of objects using arbitrary units (e.g., blocks, paper-clips).
- Guide learners to measure the sides of the concrete objects they drew.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics (e.g., measuring sides of various objects).
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage learners to find more concrete objects at home or in their surroundings to draw and measure.
- Create a collage or display of the concrete objects drawn and measured in class.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Measurement - Sides of Objects

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1.State the sides of concrete objects
2.Compare different sides of concrete objects
3.Enjoy measuring sides of concrete objects using arbitrary units

Key Inquiry Question(s):
The learner is guided to:
- Identify sides of different objects
- Compare concrete objects with different sides (long, short)
- Measure sides of concrete objects using arbitrary units (hand span, foot, sticks)

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Concrete objects such as books, calendar, manilla paper
- Fun with Mathematical Activities PP2

Organization of Learning:

Introduction (5 minutes):
- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):
Step 1: Introduce different concrete objects to the learners.
- Let the students observe and identify various sides of the objects.

Step 2: Discuss the concepts of long and short sides.
- Engage the students in comparing the sides of different objects to determine which is longer or shorter.

Step 3: Introduce measuring using arbitrary units.
- Demonstrate how to measure the sides of objects using hand span, foot, and sticks.

Step 4: Guided practice session.
- Allow students to measure the sides of objects themselves using arbitrary units, providing guidance and support as needed.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Provide additional concrete objects for students to measure sides independently.
- Encourage students to create their own measurement tools using everyday objects like paperclips or pencils.
- Organize a measurement scavenger hunt where students need to find objects with specific side lengths using their measuring skills.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Sides of objects

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1.State sides of concrete objects.
2. Compare different sides of concrete objects.
3. Enjoy measuring sides of concrete objects using arbitrary units.

Key Inquiry Question(s):
The learner is guided to:
- Identify sides of different objects.
- Compare concrete objects with different sides (long, short).
- Measure sides of concrete objects using arbitrary units (hand span, foot, sticks).

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Concrete objects such as books, calendar, manila paper.
- Fun with Mathematical Activities PP2.

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce different concrete objects and discuss identifying their sides.

Step 2: Engage learners in comparing the lengths of sides between objects.

Step 3: Demonstrate measuring the sides of objects using arbitrary units like hand span, foot, and sticks.

Step 4: Provide hands-on practice for students to measure the sides of various concrete objects.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to measure the sides of objects at home and record their findings in a notebook.
- Have students draw diagrams of objects they measured and label the lengths of their sides.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Sides of objects

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1.State sides of concrete objects
2.Compare different sides of concrete objects
3.Enjoy measuring sides of concrete objects using arbitrary units

Key Inquiry Question(s):

The learner is guided to:
- identify sides of different objects
- compare concrete objects with different sides (long, short)
- measure sides of concrete objects using arbitrary units (hand span, foot, sticks)

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Concrete objects such as books, calendar, manila paper
- Fun with Mathematical Activities PP2

Organisation of Learning:

Introduction (5 minutes):
- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to Sides
- Show examples of concrete objects with different sides (e.g., books, calendar).
- Discuss what sides are and why it's important to know the lengths of sides.

Step 2: Comparing Sides
- Compare concrete objects with different sides (long, short).
- Guide students in identifying which side is longer and which is shorter.

Step 3: Measuring Sides
- Introduce arbitrary units of measurement (hand span, foot, sticks).
- Demonstrate how to measure the sides of objects using these units.
- Have students measure the sides of the concrete objects provided.

Step 4: Enjoying Measuring
- Engage students in a fun activity where they measure the sides of objects and compare their measurements with a partner.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Students can create their own set of objects with different sides and label them with their measurements.
- Students can measure different sides of objects at home and bring their findings to share with the class in the next lesson.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Mass (Heavy and Light)

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1. Identify concrete objects found in the market
2. Draw concrete objects found in the market
3.Appreciate different masses of concrete objects

Key Inquiry Question(s):
The learner is guided to:
- Collect, carefully observe, and talk about concrete objects
- Lift heavy and light concrete objects

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Stones
- Books
- Plates
- Cups
- Bags
- Fun with Mathematical Activities PP2 Page 55

Organisation of Learning:

Introduction (5 minutes):
- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Sorting Objects
- Show learners a mix of stones, books, plates, cups, and bags.
- Guide them to sort the objects into two groups: heavy and light.
- Discuss their choices and reasons for categorization.

Step 2: Comparing Mass
- Let each student pick up a heavy object and a light object.
- Ask them to compare the mass of the two objects and describe how they feel different.
- Discuss as a group which objects were easier/harder to lift.

Step 3: Drawing Objects
- Provide drawing materials and ask learners to draw the heavy and light objects they encountered.
- Encourage them to pay attention to details like size differences in their drawings.
- Share drawings and discuss the concept of representing objects through art.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz on heavy/light objects.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Suggest grade-relevant extended activities like a scavenger hunt to find heavy and light items at home or in the classroom.

- Have students create a simple balance scale using household items to further explore mass concepts.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Mass (Heavy and Light)

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1.Identify concrete objects found in the market.
2. Draw concrete objects found in the market.
3.Appreciate different masses of concrete objects.

Key Inquiry Question(s):
The learner is guided to:
- Collect, carefully observe, and talk about concrete objects.
- Lift heavy and light concrete objects.

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Stones, books, plates, cups, bags.
- Fun with Mathematical Activities PP2.

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce various concrete objects from the market and categorize them as heavy or light.

Step 2: Demonstrate how to draw these concrete objects based on their mass.

Step 3: Engage learners in hands-on activities where they lift and compare the mass of different concrete objects.

Step 4: Discuss and appreciate the differences in mass among the concrete objects.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Grade-relevant extended activities may include:
- Weighing different objects using a scale to compare their masses.
- Sorting objects into heavy and light categories and creating a visual representation.
- Estimating the mass of everyday items and discussing their findings.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Mass (Heavy and light)

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1.Identify concrete objects found in the market.
2. Draw concrete objects found in the market.
3. Appreciate different masses of concrete objects.

Key Inquiry Question(s):
- How can we distinguish between heavy and light concrete objects?
- How do we observe and compare the masses of different objects?

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Stones, books, plates, cups, bags
- Fun with Mathematical Activities PP2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on measurement.
- Engage learners in reading and discussing relevant content from the learning resources to understand key concepts.

Lesson Development (20 minutes):

Step 1: Exploring Concrete Objects
- Show various concrete objects (stones, books, etc.) to the students. Discuss their characteristics and differences.

Step 2: Comparing Masses
- Have students lift and compare the masses of different objects. Help them distinguish between heavy and light objects.

Step 3: Drawing Concrete Objects
- Encourage students to draw the objects they observed and label them as heavy or light based on their understanding of mass.

Step 4: Appreciating Different Masses
- Engage students in a discussion about the importance of understanding mass differences in everyday life.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce understanding of heavy and light concepts.
- Provide a preview of upcoming topics or questions for the next session.

Extended Activities:

- Ask students to find objects at home and categorize them as heavy or light.
- Conduct a simple balance activity where students can compare the masses of different objects.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Mass (Heavy and Light)

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1.Identify concrete objects based on their mass (heavy and light).
2.Draw concrete objects found in the market and appreciate their different masses.

Key Inquiry Question(s):
- How can we identify heavy and light objects?
- What are some concrete objects you can find in the market with different masses?

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Stones, books, plates, cups, bags
- Fun with Mathematical Activities PP2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on measurements.
- Guide learners to read and discuss relevant content from the learning resources to understand the concept of heavy and light objects better.

Lesson Development (20 minutes):

Step 1: Introduce the concept of mass and explain the difference between heavy and light objects.

Step 2: Engage students in a hands-on activity where they categorize the given objects as heavy or light.

Step 3: Provide examples of common objects found in the market and discuss their mass differences.

Step 4: Conduct a group activity where students are asked to lift and compare objects to determine their mass.

Conclusion (5 minutes):

- Summarize the key points learned about identifying heavy and light objects.
- Conduct a brief interactive activity to reinforce the concepts through a quiz or matching game.
- Provide a preview of the upcoming lesson topics on measurement for the next session.

Extended Activities:

- Encourage students to bring different objects from home and classify them based on their masses.
- Create a simple balance scale using household items and have students compare the masses of various objects.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Mass (Heavy and Light)

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1.Mention concrete objects
2.Compare heavy and light concrete objects
3.Appreciate different masses of concrete objects found in the market

Key Inquiry Question(s):
The learner is guided to:
- Compare heaviness of different concrete objects
- Play games of lifting of heavy and light objects (play on a seesaw)
- Watch a video clip on comparison of heavy and light objects

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Stones
- Desks
- Books
- Seesaw
- Fun with Mathematical Activities PP2

Organisation of Learning:

Introduction (5 minutes):
- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to Heavy and Light Objects
- Define heavy and light objects using concrete examples (e.g., stones, desks).

Step 2: Comparing Concrete Objects
- Demonstrate how to compare the heaviness of different concrete objects.

Step 3: Interactive Activity - Play on a Seesaw
- Engage learners in a play activity involving lifting heavy and light objects on a seesaw.

Step 4: Visual Learning with a Video Clip
- Show a video clip demonstrating the comparison of heavy and light objects.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Grade-relevant extended activities could include:
- Weighing different objects using a balance scale
- Sorting objects based on their weight
- Creating a simple chart to record heavy and light objects

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement
Sub strand: Capacity (how much a container can hold)

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1. Identify containers of different sizes
2. Fill and empty small and large containers using sand or water
3.Enjoy drawing containers of different sizes

Key Inquiry Question(s):
The learner is guided to:
- Collect and draw containers of different sizes
- Fill and empty large containers using water or sand
- Watch a video clip on filling and emptying containers of different sizes

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Sand/soil
- Water
- Containers of different sizes
- Fun with Mathematical Activities PP2 Page 58

Organisation of Learning:

Introduction (5 minutes):
- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to different container sizes and their capacities.

Step 2: Filling and emptying small containers using sand or water.

Step 3: Filling and emptying large containers using sand or water.

Step 4: Drawing containers of various sizes.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Grade-relevant extended activities could include measuring and comparing the capacities of different containers using non-standard units like cups or spoons.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Capacity (how much a container can hold)

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify containers of different sizes.
2. Fill and empty small and large containers using sand or water.
3. Enjoy drawing containers of different sizes.

Key Inquiry Question(s):

- How can we identify containers of different sizes?
- Can you demonstrate filling and emptying large containers using water or sand?
- What did you learn from watching the video clip on filling and emptying containers of different sizes?

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:

- Sand/soil
- Water
- Containers of different sizes
- Fun with Mathematical Activities PP2 book

Organisation of Learning:

Introduction (5 minutes):
- Review the previous lesson on measurement.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding key concepts.

Lesson Development (20 minutes):

Step 1: Introduce different containers of varying sizes and shapes to the students.

Step 2: Demonstrate filling and emptying small containers using sand or water.

Step 3: Discuss the concept of capacity and how many small containers can fill a big container.

Step 4: Engage students in drawing different containers of various sizes and filling them with sand or water.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a quiz or matching game.
- Preview upcoming topics or questions to consider for the next session.

Extended Activities:

- Students can bring different containers from home and compare their capacities.
- Conduct a hands-on activity where students fill containers with various objects to estimate their capacity.
- Create a capacity-themed art project where students draw and color different containers.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Capacity

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify containers of different sizes.
2. Compare containers of different sizes.
3. Enjoy comparing containers of different sizes.

Key Inquiry Question(s):

- Compare big and small containers by telling how many small containers fill big containers and vice versa.
- Tell how much a container can hold compared to another one of different size.

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:

- Sand/soil
- Water
- Containers of different sizes (e.g., glass, jug, pot, bottle)
- Fun with Mathematical Activities PP2 book

Organisation of Learning:

Introduction (5 minutes):
- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of capacity and discuss what it means.

Step 2: Demonstrate comparing a jug and a glass in terms of how much liquid they can hold.

Step 3: Engage students in a hands-on activity where they fill containers with sand or water to compare their capacity.

Step 4: Encourage students to verbalize their observations and conclusions about the capacity of different containers.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as asking students to pair containers based on their capacity.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create a capacity sorting game where students match containers with the correct amount of liquid.
- Ask students to estimate and measure the capacity of various containers using standard measurement units.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Capacity (how much a container can hold)

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1.Identify containers of different sizes
2. Compare containers of different sizes
3. Enjoy comparing containers of different sizes

Key Inquiry Question(s):
- Compare big and small containers by telling how many small containers fill big containers and vice versa
- Tell how much a container can hold compared to another one of different size

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Sand/soil
- Water
- Containers of different sizes
- Fun with mathematical activities PP2

Organisation of Learning:

Introduction (5 minutes):
- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to Containers
- Show various containers of different sizes to the students.
- Discuss what capacity means and how it relates to containers.

Step 2: Comparing Container Sizes
- Have students compare containers and categorize them as big or small.
- Ask students to identify which container can hold more or less water/sand/soil.

Step 3: Filling Containers
- Engage students in a hands-on activity where they fill different containers with water/sand/soil.
- Discuss their observations on the capacity of each container.

Step 4: Group Comparison
- Divide students into groups and have them compare the total capacity of their containers.
- Encourage students to explain their reasoning for their comparisons.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity (e.g., a quiz or group discussion) to reinforce the main topics.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Create a capacity scavenger hunt where students find and compare containers at home.
- Draw pictures or make models of containers to represent their capacity.
- Play a capacity estimation game where students guess how much liquid each container can

hold.

Teacher Self-Evaluation:

WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Capacity (how much a container can hold)

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify containers of different sizes.
2. Compare containers of different sizes.
3. Enjoy comparing containers of different sizes.

Key Inquiry Question(s):

- Compare big and small containers by telling how many small containers fill big containers and vice versa.
- Tell how much a container can hold compared to another one of different size.

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:

- Sand or soil
- Water
- Containers of different sizes
- Fun with Mathematical Activities PP2

Organisation of Learning:

Introduction (5 minutes):
- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to Containers
- Show learners containers of different sizes.
- Discuss the concept of capacity by talking about how much each container can hold.

Step 2: Comparing Containers
- Engage students in comparing containers of different sizes.
- Discuss how to tell which container holds more or less water.

Step 3: Interactive Activity
- Conduct a hands-on activity where students fill different containers with water and compare the amounts held.
- Encourage students to express their findings verbally.

Step 4: Enjoying the Comparison
- Conclude the lesson by allowing students to share their experiences of comparing containers.
- Emphasize the importance of understanding capacity in everyday life.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- For extended activities, students can be given containers of various shapes and sizes to estimate and compare their capacities in a fun and interactive way. They can also create a capacity chart displaying the containers and the amount of water each holds.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Time

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1.Name tools used for telling time
2. Draw tools for telling time
3.Appreciate the use of different tools for telling time

Key Inquiry Question(s):
The learner is guided to:
- Name tools used for telling time
- Draw tools for telling time (clock, calendar, watch)

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social co-hesion • Financial literacy

Learning Resources:
- Fun with mathematical activities PP2 Page 61
- Clock
- Calendar
- Watches

Organisation of Learning:

Introduction (5 minutes):

1. Review the previous lesson.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to Telling Time Tools
- Discuss the importance of tools for telling time.
- Introduce clock, calendar, and watch as tools for telling time.

Step 2: Naming Time-Telling Tools
- Engage learners in identifying and naming the tools for telling time.
- Practice naming each tool with the class.

Step 3: Drawing Time-Telling Tools
- Guide learners in drawing each tool (clock, calendar, watch) on their notebooks.
- Encourage creativity in their illustrations.

Step 4: Understanding the Use of Tools
- Discuss the specific use of each tool when telling time.
- Encourage learners to share examples of when they have seen or used these tools.

Conclusion (5 minutes):

1. Summarize key points and learning objectives achieved during the lesson.
2. Conduct a brief interactive activity to reinforce the main topics.
3. Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Practice telling time using analog clocks and calendars.
- Create a mini project where students design their own unique clocks.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Time

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1. Name tools used for telling time
2. Draw tools for telling time
3. Appreciate the use of different tools for telling time

Key Inquiry Question(s):
The learner is guided to:
- Name tools used for telling time
- Draw tools for telling time (clock, calendar, watch)

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Fun with mathematical activities PP2
- Clock
- Calendar
- Watches

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce different tools used for telling time (clock, calendar, watch).

Step 2: Demonstrate how each tool works in telling time.

Step 3: Engage learners in a hands-on activity where they draw the tools for telling time.

Step 4: Discuss the importance of using different tools for telling time in various situations.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have learners create their own clocks using paper plates and split pins.
- Organize a time-telling scavenger hunt around the classroom or school.
- Ask learners to create a daily schedule using a calendar and practice reading the time on it.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Time

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify tools used for telling time.
2.Compare the sizes of shadows at different times of the day.
3.Appreciate the use of different tools for telling time.

Key Inquiry Question(s):
- What tools are used for telling time?
- How do the sizes of shadows change at different times of the day (morning, noon, evening)?

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Fun with Mathematical Activities PP2

Organisation of Learning:

Introduction (5 minutes):
- Review the previous lesson on basic concepts of time.

- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding the key concepts related to time and shadows.

Lesson Development (20 minutes):

Step 1: Introduction to tools used for telling time (e.g., clock, hourglass).

Step 2: Observing and comparing the sizes of shadows at different times of the day.

Step 3: Experimentation with creating shadows and understanding their relationship to time.

Step 4: Reflecting on the importance of tools and shadows in telling time.

Conclusion (5 minutes):

- Summarize key points about tools for telling time and the relationship between shadows and time.
- Engage in a brief interactive activity where students create shadows using different objects.
- Provide a preview of upcoming topics on time measurement for the next session.

Extended Activities:

- Encourage students to create a shadow clock using a sundial or a sun clock to understand the movement of shadows throughout the day.
- Have students draw their own shadow timelines depicting the changes in shadow lengths at different times of the day.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Time

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify days of the week in the correct order
2. Arrange flashcards of the days of the week in a sequence
3. Appreciate the use of different tools for telling time

Key Inquiry Question(s):

The learner is guided to:

- Identify days of the week in the correct order
- Arrange flashcards of the days of the week in a sequence

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:

- Fun with Mathematical Activities for PP2
- Flashcards
- Chart

Organisation of Learning:

Introduction (5 minutes):
- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to Days of the Week
- Engage students in a discussion about the concept of days of the week.

Step 2: Identifying Days of the Week
- Introduce flashcards of the days of the week and guide students to identify and name each day in correct order.

Step 3: Arranging Flashcards
- Provide students with a set of shuffled flashcards and instruct them to work together to arrange the flashcards in the correct sequence.

Step 4: Tools for Telling Time
- Introduce different tools for telling time such as analog clocks, digital clocks, and calendars. Discuss the purpose and use of each tool.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a group quiz on the days of the week.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create a weekly schedule using the days of the week.
- Play a time-telling game where students practice reading the time on analog clocks.
- Conduct a calendar activity where students mark important dates or events using stickers.

Teacher Self-Evaluation:

WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub-Strand: Time

Specific Learning Outcomes:

-By the end of the lesson learners should be able to:

1.State the months of the year
2. Use digital devices to search for the months of the year
3. Arrange flashcards of the months of the year in a sequence
4.Appreciate the use of different tools for telling time

Key Inquiry Question(s):
- What are the months of the year?
- How can digital devices help us learn about the months of the year?
- Why is it important to arrange the months of the year in a sequence?

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Fun with Mathematical Activities PP2
- Flash cards
- Chart

- Digital devices
- Calendar

Organisation of Learning:

Introduction (5 minutes):
- Review the previous lesson on basic concepts of time.
- Guide learners to read and discuss relevant content from the learning resources to understand the key concepts.

Lesson Development (20 minutes):

Step 1: Demonstrate how to use digital devices to search for and learn about the months of the year

Step 3: Engage students in arranging flashcards of the months of the year in the correct sequence.

Step 4: Introduce different tools for telling time and discuss their importance in daily life.

Conclusion (5 minutes):

- Summarize key points about the months of the year and tools for telling time.
- Conduct an interactive activity where students can quiz each other on the order of the months.
- Preview upcoming topics or questions to consider for the next session.

Extended Activities:

- Have students create their own calendar for a month with special events marked.
- Ask students to create a timeline of their day using the months of the year.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Money

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1. Identify different Kenyan coins
2. Draw different Kenyan coins
3. Appreciate the value of different coins of Kenyan currency in everyday life

Key Inquiry Question(s):
The learner is guided to:
- Identify different Kenyan coins
- Draw different Kenyan coins

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Fun with Mathematical Activities PP2 Page 66
- Pictures of 1-shilling coin, 5-shilling coin, 10-shilling coin, 20-shilling coin

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to Kenyan Coins
- Show pictures of different Kenyan coins and ask students to identify and name each coin.
- Discuss the value and appearance of each coin.

Step 2: Drawing Kenyan Coins
- Provide paper and pencils to students.
- Instruct students to draw different Kenyan coins they have learned about.
- Encourage creativity and attention to detail.

Step 3: Identifying Coin Values
- Engage students in a simple activity where they have to match the value of a coin with its corresponding picture.
- Reinforce the concept of coin value through discussion.

Step 4: Real-Life Applications
- Discuss with students how we use coins in everyday life for buying things.
- Give examples of items they can buy with different coins.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a coin identification game.
- Preview upcoming topics or questions to consider for the next session.

Extended Activities:

- Encourage students to practice identifying and drawing coins at home.
- Ask students to bring different coins from home the next day for a show-and-tell activity to reinforce learning.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Money

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1.Identify different Kenyan coins.
2.Draw different Kenyan coins.
3. Appreciate the value of different coins of Kenyan currency in everyday life.

Key Inquiry Question(s):
The learner is guided to:
- Identify different Kenyan coins.
- Draw different Kenyan coins.

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Fun with Mathematical Activities PP2
- 1 shilling coin
- 5 shilling coin
- 10 shilling coin
- 20 shilling coin

Organisation of Learning:

Introduction (5 minutes):
- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to Kenyan Coins
- Show learners different Kenyan coins (1 shilling, 5 shilling, 10 shilling, and 20 shilling).
- Discuss the differences in colors, sizes, and values of each coin.
- Engage students in identifying and naming each coin.

Step 2: Drawing Kenyan Coins
- Provide students with paper and markers.
- Guide them to draw the different Kenyan coins they have just learned about.
- Encourage creativity and accuracy in their drawings.

Step 3: Value of Coins in Everyday Life
- Discuss the value of each coin and its practical use in everyday transactions.
- Engage students in role-playing activities where they practice using the coins to make payments for items of varying costs.

Step 4: Review and Reflection
- Summarize the key points learned about Kenyan coins.
- Allow students to share their drawings and explain their understanding of the coins.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create a simple pretend store using the coins and practice making transactions.

- Have students sort a collection of mixed coins and identify the total value.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Money

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify different Kenyan coins
2.Count money in one Kenyan shilling up to 20
3.Appreciate the value of Kenyan coins

Key Inquiry Question(s):
- Identify different Kenyan coins
- Count money in one Kenyan shilling up to 20

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Fun with Mathematical Activities PP2
- Kenyan shilling denominations: 1 coin, 5 coin, 10 coin, 20 coin

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce and display different Kenyan coins (sh. 1, sh. 5, sh. 10, and sh. 20). Discuss the value of each coin.

Step 2: Guide learners in counting money using sh. 1 coins up to 20. Practice counting in groups and individually.

Step 3: Demonstrate how to combine different coin denominations to reach specific values (e.g., make 20 shillings using a combination of sh. 1, sh. 5, and sh. 10 coins).

Step 4: Provide practical exercises where learners count money, identify coins, and create specific totals using various coin combinations.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a coin-counting game.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Encourage learners to create their own coin-counting games at home using different denominations.
- Ask students to bring in a few coins of different values to practice counting and exchanging for different combinations.
- Invite students to discuss the importance of money and saving in everyday life.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Money

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify different Kenyan coins
2.Count money in one Kenyan shilling up to 20
3. Appreciate the value of Kenyan coins

Key Inquiry Question(s):

- Can you identify different Kenyan coins?
- How many sh.1 coins make 20 shillings?

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:

- Fun with mathematical activities PP2
- Sh.1 coin
- Sh.5 coin
- Sh.10 coin
- Sh.20 coin

Organization of Learning:

Introduction (5 minutes):
- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce and show examples of different Kenyan coins.

Step 2: Practice counting money in one Kenyan shilling up to 20 using the coins provided.

Step 3: Guided activity: How many sh.1 coins make 20 shillings?

Step 4: Discuss the value and importance of Kenyan coins.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create a pretend shop where students can practice buying and selling using the Kenyan coins.
- Design a money chart showing different combinations to make 20 shillings.
- Role-play scenarios where students have to use the correct coins to make specific amounts.

Teacher Self-Evaluation:

WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Money

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1.Identify the number symbols of the coins
2.Use digital devices to watch a video clip of different Kenyan currency coins

Key Inquiry Question(s):
The learner is guided to:
- Identify the number symbols of the coins
- Use digital devices to watch a video clip of different Kenyan currency coins

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Fun with Mathematical Activities PP2
- Chart
- Digital devices

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss and identify the different Kenyan currency coins shown in the video clip.

Step 2: Practice identifying the number symbols of each coin using the chart.

Step 3: Engage in interactive activities where students match the coins with their corresponding values.

Step 4: Discuss the importance of understanding the value of different coins in real-life situations.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Provide grade-relevant worksheets where students practice counting and adding different coin values.
- Encourage students to create their own pretend play scenarios involving buying and selling using the coins discussed in the lesson.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Area (surfaces of objects)

Specific Learning Outcomes:
- By the end of the lesson, the learner is able to:

1. Identify surfaces of concrete objects
2.Color the surfaces of concrete objects
3. Appreciate different surfaces of concrete objects

Key Inquiry Question(s):
The learner is guided to:
- Identify surfaces of concrete objects
- Color the surfaces of concrete objects

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Fun with mathematical activities PP2 Page 72

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1:
- Introduce the concept of surfaces on concrete objects.
- Show examples of various concrete objects with different surfaces.

Step 2:
- Engage learners in a discussion on identifying and counting the surfaces of these objects.

Step 3:
- Demonstrate how to color the surfaces of concrete objects.
- Provide learners with coloring materials to practice coloring the surfaces themselves.

Step 4:
- Encourage learners to appreciate the different surfaces they have identified and colored.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create a simple worksheet where learners can identify and color surfaces of various objects at home.
- Encourage learners to explore their environment to find different objects with unique surfaces.
- Have a group discussion where learners share and compare the surfaces they have discovered.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Area (surfaces of objects)

Specific Learning Outcomes:

- By the end of the lesson, the learner will be able to:

1. Identify surfaces of concrete objects
2. Color the surfaces of concrete objects
3.Appreciate different surfaces of concrete objects

Key Inquiry Question(s):

The learner will be guided to:

- Identify surfaces of concrete objects
- Color the surfaces of concrete objects

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:

- Fun with Mathematical Activities PP2
- Concrete objects

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of surfaces on concrete objects.

Step 2: Demonstrate how to identify surfaces on different objects, such as a box or a book.

Step 3: Engage learners in a hands-on activity where they color different surfaces of concrete objects.

Step 4: Discuss with learners the importance of recognizing and appreciating the different surfaces they encounter in daily life.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to find and identify surfaces of different objects at home and draw/color them.
- Discuss the importance of surface area in real-world applications, such as measuring the amount of wrapping paper needed to wrap a gift box.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Area (surfaces of objects)

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1. Identify surfaces of concrete objects
2. Count small similar objects that cover a given surface of a concrete object
3. Appreciate different surfaces of concrete objects

Key Inquiry Question(s):
The learner is guided to:
- Identify surfaces of concrete objects
- Count small similar objects that cover a given surface of a concrete object

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Fun with Mathematical Activities for PP2

Organisation of Learning:

Introduction (5 minutes):
- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of identifying surfaces of concrete objects.

Step 2: Demonstrate counting small similar objects that cover a given surface of a concrete object.

Step 3: Engage students in a hands-on activity where they explore different surfaces of concrete objects using small objects.

Step 4: Facilitate a discussion on the various surfaces observed and encourage students to appreciate the differences.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- To deepen understanding, students can be encouraged to explore different objects around them and identify their surfaces. They can also create their own concrete object models using small objects to cover surfaces.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Area (Surfaces of Objects)

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify surfaces of concrete objects
2.Count small similar objects that cover a given surface of concrete object
3.Appreciate different surfaces of concrete objects

Key Inquiry Question(s):
- How can we identify surfaces of concrete objects?
- How many small similar objects can cover a given surface of a concrete object?

Core competencies	Val-ues	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Fun with mathematical activities PP2
- Concrete objects

Organisation of Learning:

Introduction (5 minutes):

1. Review the previous lesson.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of identifying surfaces of concrete objects.

Step 2: Demonstrate how to count small similar objects covering a given surface.

Step 3: Have learners practice counting objects on different surfaces.

Step 4: Encourage learners to appreciate the diversity of surfaces on concrete objects.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
-Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:
- Provide grade-relevant extended activities such as creating their own concrete objects and calculating the number of objects needed to cover different surfaces.

Teacher Self-Evaluation:

WEEK 6: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Measurement

Sub Strand: Area (Surfaces of Objects)

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1. Collect concrete objects and observe their different surfaces.
2.Shade or color the surface of different drawn pictures of objects using digital devices.

Key Inquiry Question(s):
The learner is guided to:
- Collect concrete objects and observe their different surfaces.
- Shade or color the surface of different drawn pictures of objects using digital devices.

Core competencies	Values	PCIs
• Learning to learn • Critical thinking and problem solving • Citizenship	• Love • Respect • Responsibility	• Safety • Hygiene • Social cohesion • Financial literacy

Learning Resources:
- Fun with Mathematical Activities PP2
- Concrete objects

Organisation of Learning:

Introduction (5 minutes):
- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce different coloring materials such as crayons, markers, and colored pencils.

Step 2: Demonstrate how to color the surfaces of objects using the different materials.

Step 3: Provide concrete objects for students to practice coloring the surfaces.

Step 4: Use digital devices to create drawings of objects with surfaces to be colored.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students identify and color surfaces of objects.
- Prepare learners for the next session by previewing upcoming topics or questions to consider.

Extended Activities:

- Encourage students to explore coloring different objects at home and bring them to share with the class.
- Create a digital art project where students draw objects and color their surfaces using digital tools.
- Integrate a storytelling activity where students describe the colored surfaces of objects in their drawings.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Geometry

Sub Strand: Lines

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1.Identify lines on concrete objects
2. Form lines using concrete objects
3.Enjoy forming lines using concrete objects

Key Inquiry Question(s):
The learner is guided to:
- Observe concrete objects and talk about lines found in them (straight, zigzag, wavy)
- Arrange concrete objects one after the other to form lines

Core competencies	Values	PCIs
• Citizenship • Imagination and creativity	• Unity • Responsibility	• Safety • Hygiene

Learning Resources:
- Fun with Mathematical Activities PP2 Page 74 - Chart

Organisation of Learning:

Introduction (5 minutes):
- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce different types of lines (straight, zigzag, wavy) using concrete objects.

Step 2: Demonstrate how to identify and trace lines on objects.

Step 3: Guide students to form lines using various concrete objects.

Step 4: Engage students in a hands-on activity to enjoy forming lines using objects.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to explore their surroundings and identify lines in different objects.
- Provide drawing materials for students to sketch lines they observe in their environment.
- Play a game where students have to draw different types of lines based on verbal descriptions.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Geometry

Sub Strand: Lines

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1. Identify lines on concrete objects
2. Join dots to draw lines
3. Enjoy joining dots to form lines of concrete objects

Key Inquiry Question(s):
The learner is guided to:
- Identify lines on concrete objects
- Join dots to draw lines

Core competencies	Values	PCIs
• Citizenship • Imagination and creativity	• Unity • Responsibility	• Safety • Hygiene

Learning Resources:
- Fun with Mathematical Activities PP2 chart

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of lines and discuss different examples of lines in everyday objects.

Step 2: Demonstrate how to join dots to draw simple lines on paper or a whiteboard.

Step 3: Provide hands-on practice for students to join dots and draw lines on their own using crayons or markers.

Step 4: Engage students in a fun activity where they need to identify lines on various objects around the classroom.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to draw different shapes using the lines they have learned about.
- Ask students to find and bring examples of lines from home for a show-and-tell activity.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Geometry

Sub Strand: Shapes

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1. Identify different shapes
2.Draw and color different shapes
3.Enjoy drawing and coloring different shapes

Key Inquiry Question(s):
The learner is guided to:
- Identify different shapes
- Draw and color different shapes

Core competencies	Values	PCIs
• Citizenship • Imagination and creativity	• Unity • Responsibility	• Safety • Hygiene

Learning Resources:
- Cut outs of different shapes
- "Chart Fun with mathematical activities pp2" Page 75

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce different shapes to the students. Show examples of shapes such as circle, square, triangle, rectangle, etc.

Step 2: Engage students in a interactive activity where they have to name and identify the shapes shown in images or cutouts.

Step 3: Demonstrate to students how to draw and color different shapes. Encourage them to practice drawing these shapes.

Step 4: Provide coloring sheets with various shapes and let students color them creatively.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Suggest that students create their own shape book where they draw, color, and label various shapes they have learned about during the lesson.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Geometry

Sub Strand: Shapes

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify different shapes
2. Draw and color different shapes
3. Enjoy drawing and coloring different shapes

Key Inquiry Question(s):
- Identify different shapes: triangle, square, circle, rectangle, oval
- Draw and color different shapes

Core competencies	Values	PCIs
• Citizenship • Imagination and creativity	• Unity • Responsibility	• Safety • Hygiene

Learning Resources:
- Cut outs of different shapes
- Chart
- Fun with Mathematical Activities PP2 Page 75

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of shapes and discuss the characteristics of each shape (triangle, square, circle, rectangle, oval).

Step 2: Show examples of each shape using the cut outs and encourage learners to identify and name each shape.

Step 3: Demonstrate how to draw and color each shape on a chart, allowing learners to practice alongside.

Step 4: Engage learners in a hands-on activity where they create their own shapes and color them.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Provide worksheets or online games for learners to practice identifying and drawing different shapes independently.
- Encourage learners to find everyday objects that resemble the shapes discussed in class and share their findings the next day.

Teacher Self-Evaluation:

WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	MATHEMATICS			

Strand: Geometry

Sub Strand: shapes

Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:

1. Model different shapes
2. Use digital devices to identify different shapes
3.Enjoy the use of digital devices in learning

Key Inquiry Question(s):
The learner is guided to:
- Model different shapes using clay or plasticine
- Use digital devices to identify different shapes

Core competencies	Values	PCIs
• Citizenship • Imagination and creativity	• Unity • Responsibility	• Safety • Hygiene

Learning Resources:
- Fun with mathematical activities PP2
- Digital devices
- Clay or plasticine

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce basic shapes and their characteristics.

Step 2: Demonstrate how to model shapes using clay or plasticine.

Step 3: Engage learners in a hands-on activity to create their own shapes.

Step 4: Use digital devices to identify and classify different shapes.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage learners to explore shapes in their environment and identify real-life examples.
- Create a shape scavenger hunt where students have to find and name different shapes around the classroom or at home.

Teacher Self-Evaluation: