

RATIONALISED CBE LESSON PLANS

GRADE : PP1

TERM : THREE

YEAR :2025

LEARNING AREA: MATHEMATICS ACTIVITIES

TEACHERS NAME:

SCHOOL :

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Time (Daily Routine)

Specific Learning Outcomes:

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

1. Identify daily routine activities done before going to school.
2. Talk about activities related to time.
3. Enjoy doing daily routine activities before going to school.

Key Inquiry Question(s):

The learner is guided to:

- Talk about daily routine activities done at home before going to school.
- Talk about activities related to time (morning, noon, evening).

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Page 71
- Pictures in learner's 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 the key concepts.

Lesson Development (20 minutes):**Step 1:**

- Introduce the concept of daily routine activities before school.
- Engage learners in a discussion about the activities they typically do in the morning.

Step 2:

- Discuss the concept of time and how it relates to their daily routine.
- Guide learners to identify different time periods in the morning (e.g., morning, noon, evening).

Step 3:

- Show pictures of daily routine activities from the learning resources.
- Have learners describe the activities and the time at which they are typically done.

Step 4:

- Engage learners in a role-playing activity where they act out their morning routine and share with the class.

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 a visual timeline of their morning routine using drawings or pictures.
- Ask learners to write a short paragraph describing their favorite part of their morning routine and why.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Time (Daily routine)

Specific Learning Outcomes:

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

1. Identify daily routine activities done before going to school
2. Talk about activities related to time
3. Enjoy doing daily routine activities before going to school

Key Inquiry Question(s):

- Talk about daily routine activities done at home before going to school
- Talk about activities related to time (morning, noon, evening)

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1Page 71
- Pictures in learner's 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: Ask students: What do you do in the morning before going to school?

Step 2: Discuss daily routine activities done before going to school

Step 3: Talk about activities related to time (morning, noon, evening)

Step 4: Explore enjoyable daily routine activities before going to school

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 creating a visual daily routine schedule, writing and illustrating a short story about a morning routine, or acting out a morning routine skit.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Time (Daily Routine)

Specific Learning Outcomes:

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

1. Identify daily routine activities done before going to school.
2. Talk about activities related to time.
3. Enjoy doing daily routine activities before going to school.

Key Inquiry Question(s):

- Talk about daily routine activities done at home before going to school.
- Talk about activities related to time (morning, noon, evening).

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Page 71.
- Pictures in the learner's 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 the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss with students: "What do you do in the morning before going to school?"

Step 2: Engage students in identifying and listing daily routine activities they do before school using pictures provided in the resources.

Step 3: Explore the concept of time by associating different activities with specific times of the day (morning, noon, evening).

Step 4: Have students share and discuss the activities related to time and daily routines.

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 students create a visual daily routine schedule for themselves including time blocks for various activities.
- Engage students in a time-based scavenger hunt around the classroom or school premises.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Time - Daily Routine

Specific Learning Outcomes:

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

1. Identify daily routine activities done before going to school.
2. Talk about activities related to time.
3. Enjoy doing daily routine activities before going to school.

Key Inquiry Question(s):

- Talk about daily routine activities done at home before going to school.
- Talk about activities related to time (morning, noon, evening).

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1, Page 71
- Pictures in learner's 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 the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss morning routine activities such as waking up, brushing teeth, etc.

Step 2: Relate these activities to specific times in the morning.

Step 3: Create a timeline of the morning routine activities in order.

Step 4: Discuss the importance and enjoyment of having a routine before school.

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 students create their own daily routine timeline.
- Conduct a role-playing activity where students act out their morning routines.
- Assign a reflective journal entry on the benefits of having a daily routine before school.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Time(Daily routine)

Specific Learning Outcomes:

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

1. Identify activities done at different times of the day (morning, noon, evening)
2. Arrange pictures of daily activities in order
3. Enjoy arranging pictures of daily activities in order

Key Inquiry Question(s):

- Can you identify activities done at different times of the day?
- How can you arrange pictures of activities done every day?
- Let's sing songs about activities done everyday.
- What can we learn from watching a video clip on activities of the daily routine?

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Page 71-72
- Pictures in learner's 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 the key concepts.

Lesson Development (20 minutes):**Step 1: Morning Activities**

- Discuss and identify activities typically done in the morning.
- Show pictures of morning activities and encourage students to arrange them in order.
- Facilitate a discussion on the importance of a morning routine.

Step 2: Noon Activities

- Explore and list activities commonly done at noon.
- Have students work in groups to arrange pictures of noon activities in sequence.
- Discuss the impact of different activities on one's daily routine.

Step 3: Evening Activities

- Identify and discuss evening activities.
- Guide students to organize pictures of evening activities in the correct order.
- Reflect on the significance of winding down in the evening.

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 memory game related to daily routines.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create a daily routine chart for a fictional character.
- Write a short story using the daily routine activities learned in class.
- Track your own daily activities for a week and compare them with your classmates.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Time (Daily routine)

Specific Learning Outcomes:

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

1. Identify activities done at different times of the day (morning, noon, evening).
2. Arrange pictures of daily activities in order.
3. Enjoy arranging pictures of daily activities in order.

Key Inquiry Question(s):

- Can you identify activities done at different times of the day?
- How can you arrange pictures of activities done every day in groups?
- What are some songs or videos related to daily routine activities?

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1
- Page 71-72 Pictures in learner's book

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 key concepts.

Lesson Development (20 minutes):

Step 1: Discuss and identify activities done in the morning.

Step 2: Explore activities typically done at noon and their order.

Step 3: Identify and arrange activities for the evening.

Step 4: Engage in a group activity to arrange daily routine activities in the correct order.

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 daily routine timetable for a fictional character.
- Watch a short video on daily routines and compare them with your own.
- Write a short paragraph describing your typical daily routine.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: TIME(Daily routine)

Specific Learning Outcomes:

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

1. Identify activities done at different times of the day (morning, noon, evening)
2. Arrange pictures of daily activities in order
3. Enjoy arranging pictures of daily activities in order

Key Inquiry Question(s):

- Identify activities done at different times of the day
- In groups, arrange pictures of activities done every day
- Sing songs on activities done every day
- Watch a video clip on activities of the daily routine

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Page 71-72
- Pictures in the learner's 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 the key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to different times of the day (morning, noon, evening) and common activities associated with each time.

Step 2: Group activity: Arrange pictures of daily activities in the correct order according to the time of day.

Step 3: Interactive discussion on the importance of daily routines and time management.

Step 4: Watch a short video clip showcasing activities in a daily routine.

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 their own daily routine schedules with pictures and labels for morning, noon, and evening activities.
- Have students share and present their routines to the class, explaining the reasons for their choices.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Time (Daily routine)

Specific Learning Outcomes:

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

1. Identify activities done at different times of the day (morning, noon, evening).
2. Arrange pictures of daily activities in order.
3. Enjoy arranging pictures of daily activities in order.

Key Inquiry Question(s):

- Identify activities done at different times of the day.
- In groups, arrange pictures of activities done every day.
- Sing songs on activities done every day.
- Watch a video clip on activities of the daily routine.

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Pages 71-72
- Pictures in learner's 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 the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss with students which activities are typically done during noon.

Step 2: Brainstorm and list out activities done in the evening.

Step 3: In groups, have students arrange pictures of daily activities in the order they occur during the day.

Step 4: Enjoy a short video clip that showcases activities of the daily routine.

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 students create their own daily routine schedules with pictures and labels.
- Conduct a time-telling activity where students match activities with the corresponding time on a clock.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Money (Kenyan currency)

Specific Learning Outcomes:

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

1. Identify Kenyan currency in one-shilling coin used at home.
2. Trace Kenyan sh.1 coin.
3. Enjoy counting and tracing sh.1 coin on a piece of paper.

Key Inquiry Question(s):

- Identify Kenyan sh.1 coins from a variety of Kenyan coins
- Look at and talk about the Kenyan sh.1 coin
- Trace the Kenyan sh.1 coin

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Page 74-75 (Sh.1 coins)
- Kenyan sh.1 coins for hands-on learning

Organisation of learning:

Introduction (5 minutes):

1. Review the previous lesson on basic money concepts.
2. Engage students in a discussion about Kenyan currency focusing on the sh.1 coin.
3. Introduce the learning resources and emphasize the importance of understanding the key concepts.

Lesson Development (20 minutes):**Step 1:** Examine the Kenyan sh.1 coin

- Show examples of Kenyan sh.1 coins to the students.
- Discuss the features on the coin such as the symbols, patterns, and value.

Step 2: Tracing the sh.1 coin

- Provide students with paper and crayons to trace the sh.1 coin.
- Encourage them to pay attention to details while tracing.

Step 3: Counting sh.1 coins

- Engage students in a counting activity using the sh.1 coins.
- Have students practice counting and sorting the coins.

Conclusion (5 minutes):

- Summarize the key points learned about Kenyan sh.1 coins.
- Conduct a brief interactive activity where students identify and count sh.1 coins.
- Preview upcoming topics on different coins and their values for the next session.

Extended Activities:

- Have students create their own sh.1 coin design.
- Play a game where students have to identify and match different Kenyan coins.
- Ask students to find and bring different denominations of Kenyan coins to compare in the next class.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Money (Kenyan currency)

Specific Learning Outcomes:

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

1. Identify Kenyan currency in one-shilling coin used at home
2. Trace Kenyan sh.1 coin
3. Enjoy counting and tracing sh.1 coin on a piece of paper

Key Inquiry Question(s):

- Identify Kenyan sh.1 coins from a variety of Kenyan coins
- Look and talk about the Kenyan sh.1 coin
- Trace Kenyan sh.1 coin

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Page 74-75
- Sh.1 coins

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on counting and identifying coins in a collection.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts related to Kenyan sh.1 coins.

Lesson Development (20 minutes):**Step 1:** Observation and Discussion

Guide students to observe and discuss the features of the Kenyan sh.1 coin. What can they see on the coin?

Step 2: Tracing Activity

Provide students with sh.1 coins to trace on a piece of paper. Assist them in practicing tracing the coin's outline.

Step 3: Counting Exercise

Engage students in an activity where they count and compare the number of sh.1 coins they have traced.

Step 4: Interactive Game

Play a quick interactive game where students identify and match Kenyan sh.1 coins.

Conclusion (5 minutes):

- Summarize key points learned about Kenyan sh.1 coins during the lesson.
- Conduct a brief interactive activity for reinforcement, such as a coin identification quiz.
- Preview upcoming topics or questions to consider for the next session, like identifying different denominations of Kenyan coins.

Extended Activities:

- Encourage students to create their own set of coins using craft materials to reinforce their understanding of coin features.
- Initiate a group activity where students can act out a shopping scenario using sh.1 coins for practical application.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Money (Kenyan currency)

Specific Learning Outcomes:

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

1. Identify Kenyan currency in one-shilling coin used at home.
2. Trace a Kenyan sh.1 coin.
3. Enjoy counting and tracing sh.1 coin on a piece of paper.

Key Inquiry Question(s):

- Can you identify a Kenyan sh.1 coin from a variety of Kenyan coins?
- What can you observe and discuss about the Kenyan sh.1 coin?
- How do you trace a Kenyan sh.1 coin?

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Page 74-75
- Sh.1 coins

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson on basic concepts of money and coins.
- 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 Kenyan one-shilling coin. Discuss its features and value.

Step 2: Demonstrate how to trace a sh.1 coin on a piece of paper.

Step 3: Engage learners in a counting activity involving sh.1 coins.

Step 4: Encourage learners to trace the sh.1 coin independently and discuss their observations.

Conclusion (5 minutes):

- Summarize key points learned during the lesson about the Kenyan sh.1 coin.
- Conduct a brief interactive activity to reinforce the main topics, such as a coin recognition game.
- Preview upcoming topics or questions to consider for the next session.

Extended Activities:

- Create a simple shopping activity using sh.1 coins to practice counting and making transactions.
- Design a collage using images of different Kenyan coins to reinforce coin recognition skills.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Money (Kenyan currency)

Specific Learning Outcomes:

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

1. Identify Kenyan currency in one-shilling coin used at home.
2. Trace a Kenyan sh.1 coin.
3. Practice counting by tracing sh.1 coins on a piece of paper.

Key Inquiry Question(s):

- How can we identify Kenyan sh.1 coins from a variety of Kenyan coins?
- What features can we observe on the Kenyan sh.1 coin?
- How do we trace a Kenyan sh.1 coin?

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1Page 74-75
- Sh.1 coins

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson on basic concepts of currency.
- Guide learners to read and discuss relevant content about Kenyan currency, focusing on the key concepts.

Lesson Development (20 minutes):**Step 1: Observation**

- Introduce the Kenyan sh.1 coin and ask students what they observe on the coin.

Step 2: Tracing Activity

- Provide students with sh.1 coins to trace on a piece of paper.

Step 3: Counting Practice

- Engage students in counting exercises using the traced sh.1 coins.

Step 4: Discussion

- Facilitate a discussion on the importance of understanding the value of different coins in daily life.

Conclusion (5 minutes):

- Summarize key points discussed during the lesson.
- Conduct a brief interactive activity to reinforce identifying and tracing sh.1 coins.
- Preview upcoming topics or questions to consider in the next session.

Extended Activities:

- Create a pretend shopping scenario where students practice identifying and counting sh.1 coins.
- Design a collage using images of different Kenyan coins to reinforce visual recognition.
- Discuss the importance of financial literacy and saving money for the future.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Money (Kenyan currency - 1 shilling coins)

Specific Learning Outcomes:

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

1. Identify Kenyan sh. 1 coins from a variety of Kenyan coins.
2. Count money in sh.1-coin up to 9.
3. Enjoy counting money in sh.1 coin up to 9.

Key Inquiry Question(s):

- Can you identify Kenyan sh. 1 coins?
- How do you count money in 1 shilling coins up to 9?
- Have you seen pictures of Kenyan shilling coins in a video?

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Page 76-79 (Sh.1 coins)
- Digital devices for multimedia content

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on money and coins.
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding the key concepts related to Kenyan sh. 1 coins.

Lesson Development (20 minutes):**Step 1: Identifying Kenyan Sh. 1 Coins:**

- Show different Kenyan coins to the students.
- Ask the students to identify the sh. 1 coins from the collection.
- Discuss the features of the sh. 1 coin and its value.

Step 2: Counting Money in Sh. 1 Coin Up to 9:

- Provide examples of various amounts in sh. 1 coins.
- Have students practice counting money in sh. 1 coin up to 9 individually and in groups.

Step 3: Enjoying Counting Money in Sh. 1 Coin Up to 9:

- Engage students in a fun activity where they simulate purchasing items using sh. 1 coins.
- Encourage students to enjoy counting and exchanging money in a playful manner.

Conclusion (5 minutes):

- Summarize the key points about identifying and counting Kenyan sh. 1 coins.
- Conduct a brief interactive activity to reinforce counting skills using sh. 1 coins.
- Preview upcoming topics or questions for the next lesson.

Extended Activities:

- Assign homework tasks where students have to create their own money counting games using sh. 1 coins.
- Conduct a mini-project where students design a budget for a make-believe shopping trip using sh. 1 coins.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Money (Kenyan currency)

Specific Learning Outcomes:

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

1. Identify Kenyan sh. 1 coins from a variety of Kenyan coins
2. Count money in sh. 1 coin up to 9
3. Enjoy counting money in sh. 1 coin up to 9

Key Inquiry Questions:

- Identify Kenyan sh. 1 coins
- In groups, count money in 1 shilling coin up to 9
- Watch a video on pictures of Kenyan sh. coins

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1, Pages 76-79
- Sh. 1 coins
- Digital devices

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 sh. 1 coins

- Show examples of Kenyan sh. 1 coins and discuss their features.
- Encourage students to identify and differentiate sh. 1 coins from other Kenyan coins.

Step 2: Counting money in sh. 1 coin up to 9

- Provide students with practice exercises to count money in sh. 1 coins up to 9.
- Guide students through the process of adding and counting using sh. 1 coins.

Step 3: Enjoy counting money in sh. 1 coin up to 9

- Engage students in a fun activity where they have to count and exchange sh. 1 coins with their classmates.
- Encourage students to enjoy the process of counting money and reinforce their understanding of the concept.

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 or counting game.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Grade-relevant extended activities may include creating a visual chart of different Kenyan coins, playing interactive money counting games online, or setting up a pretend shop to practice using sh. 1 coins for transactions. These activities can help deepen understanding and application of the concepts discussed in the lesson.

Teacher Self-Evaluation:

WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Money (Kenyan currency)

Specific Learning Outcomes:

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

1. Identify Kenyan sh. 1 coins from a variety of Kenyan coins
2. Count money in sh. 1 coin up to 9
3. Enjoy counting money in sh. 1 coin up to 9

Key Inquiry Question(s):

- Identify Kenyan sh. 1 coins
- In groups, count money in 1 shilling coin up to 9
- Watch a video on pictures of Kenyan shillings coins

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Page 76-79
- Digital devices

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 Kenyan sh. 1 coins and their features. Show different examples to familiarize students with the coin.

Step 2: Practice counting money in 1 shilling coin up to 9 using real or visual aids to enhance comprehension.

Step 3: Engage students in a fun activity where they can enjoy counting money in sh. 1 coins in groups.

Step 4: Watch a video on pictures of Kenyan shilling coins to reinforce understanding and recognition 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:

- Create a pretend shop where students can practice buying items and making change using Kenyan sh. 1 coins.
- Encourage students to explore different ways to make combinations of sh. 1 coins to reach specific amounts.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Money (Kenyan currency)

Specific Learning Outcomes:

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

1. Identify Kenyan Sh. 1 coins.
2. Count money in Sh. 1 coins up to 9.
3. Enjoy counting money in Sh. 1 coin up to 9.

Key Inquiry Question(s):

- How do you identify Kenyan Sh. 1 coins?
- How can you count money in 1 Shilling coin up to 9?
- What can you learn from pictures of Kenyan Sh. coins?

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Page 76-79
- Digital devices

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson on counting money.
- Guide learners to read and discuss relevant content from the learning resources to understand key concepts.

Lesson Development (20 minutes):

Step 1: Introduce Kenyan Sh. 1 coins to learners. Discuss the features and significance.

Step 2: Practice counting money in Sh. 1 coins up to 9 together as a class.

Step 3: Watch a video showing pictures of various Kenyan Sh. coins. Discuss differences and similarities.

Step 4: Engage learners in hands-on activities where they count and sort Sh. 1 coins.

Conclusion (5 minutes):

- Summarize key points about identifying and counting Kenyan Sh. 1 coins.
- Conduct a brief interactive activity to reinforce learning, such as a counting game.
- Provide a preview of upcoming topics or questions to consider for the next session.

Extended Activities:

- Create a pretend store where students can "buy" items using Sh. 1 coins.
- Have students create their own Sh. 1 coins using art materials and practice counting with them.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Area (surface of objects)

Specific Learning Outcomes:

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

1. Identify surfaces of concrete objects found at home.
- 2.Shade or color drawn surfaces of objects.
3. Appreciate different surfaces in the environment.

Key Inquiry Question(s):

- Observe and identify different surfaces of concrete objects (tables, chairs, desks, blackboard).
- Shade or color drawn surfaces of objects.

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Page 80-81

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on measurement.

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

Lesson Development (20 minutes):

Step 1: Name concrete objects in the classroom and discuss their surfaces.

Step 2: Demonstrate how to shade or color drawn surfaces of objects.

Step 3: Engage students in identifying and appreciating different surfaces in their environment.

- Step 4: Review key concepts and provide practical examples for reinforcement.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce understanding.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Encourage students to find and measure the areas of different objects at home.
- Have them create a collage using different textured materials to explore surfaces.
- Engage students in a hands-on project where they design and measure the surface area of a model house using graph paper.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Area (surface of objects)

Specific Learning Outcomes:

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

1. Identify surfaces of concrete objects found at home
- 2.Shade or color drawn surfaces of objects
- 3.Appreciate different surfaces in the environment

Key Inquiry Question(s):

- Observe and identify different surfaces of concrete objects such as tables, chairs, desks, and blackboards
- Shade or color drawn surfaces of objects

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Page 80-81

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:** Identify and list concrete objects in the classroom like tables, chairs, etc.

Step 2: Discuss the surfaces of these objects and their shapes.

Step 3: Demonstrate shading or coloring the surfaces of drawn objects on the board.

Step 4: Compare and appreciate different surfaces in the classroom environment.

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 students bring in pictures or drawings of objects with different surface areas to analyze.
- Ask students to measure and calculate the area of surfaces of objects at home or in the classroom.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Area (Surface of Objects)

Specific Learning Outcomes:

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

1. Identify surfaces of concrete objects found at home.
2. Shade or color drawn surfaces of objects.
3. Appreciate different surfaces in the environment.

Key Inquiry Question(s):

- Observe and identify different surfaces of concrete objects such as tables, chairs, desks, and blackboards.
- Shade or color drawn surfaces of objects.

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1, Pages 80-81

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson on measurement concepts.
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding key concepts related to surface area.

Lesson Development (20 minutes):

Step 1: Name concrete objects in the classroom and identify their surfaces.

Step 2: Demonstrate shading or coloring drawn surfaces of objects to calculate area.

Step 3: Discuss and compare different types of surfaces in the environment.

Step 4: Engage learners in hands-on activities to practice identifying and measuring surfaces.

Conclusion (5 minutes):

- Summarize key points covered in the lesson on surface area.
- Conduct a brief interactive activity to reinforce understanding of surface areas.
- Provide a preview of upcoming topics or questions to consider for the next session.

Extended Activities:

- Grade-relevant extended activities could include measuring the surface area of objects in the classroom using grid paper, creating artwork with different shaded surfaces, or going on a surface area scavenger hunt around the school to identify various surfaces.

Teacher Self-Evaluation:

WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Area (surface of objects)

Specific Learning Outcomes:

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

1. Identify surfaces of concrete objects found at home
2. Shade or color drawn surfaces of objects
3. Appreciate different surfaces in the environment

Key Inquiry Question(s):

- Observe and identify different surfaces of concrete objects like tables, chairs, desks, and blackboards
- Shade or color drawn surfaces of objects

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1, Pages 80-81

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources to understand key concepts.

Lesson Development (20 minutes):

Step 1: Introduce and name concrete objects in the classroom.

Step 2: Have students observe and identify different surfaces of concrete objects.

Step 3: Practice shading or coloring drawn surfaces of objects.

Step 4: Discuss and appreciate different surfaces in the environment.

Conclusion (5 minutes):

- Summarize key points and learning objectives.
- Conduct a brief interactive activity to reinforce the main topics.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Ask students to find and measure the areas of different surfaces in their homes.
- Challenge students to create their own drawings of objects with multiple surfaces to calculate total area.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Area (Surface of Objects)

Specific Learning Outcomes:

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

- 1.Count small similar objects that cover a given surface of concrete objects.
- 2.Cover surfaces of concrete objects using smaller objects.
- 3.Appreciate different surfaces in the environment.

Key Inquiry Question(s):

- In groups, count small similar objects that cover a given surface of concrete objects.
- Cover surfaces of concrete objects such as teacher's table, top of desk using smaller objects.

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Page 82-83

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 the concept of area and how it is measured.

Step 2: Demonstrate counting small objects to cover a given surface area.

Step 3: Practice covering different surfaces using smaller objects in groups.

Step 4: Explore and appreciate different surfaces in the environment.

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:

- Calculate the area of various objects using small objects as units.
- Create a real-world scenario where students have to cover a specific area using given objects.
- Estimate and measure the area of different surfaces in the school environment.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Area (Surface of Objects)

Specific Learning Outcomes:

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

1. Count small similar objects that cover a given surface of concrete objects
2. Cover surfaces of concrete objects using smaller objects
3. Appreciate different surfaces in the environment

Key Inquiry Question(s):

- In groups, count small similar objects that cover a given surface of concrete objects
- Cover surfaces of concrete objects such as teacher's table, top of desk using smaller objects

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Page 82-83

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 covering a surface with small objects.

Step 2: Demonstrate how to count and cover surfaces using smaller objects.

Step 3: Encourage group work to practice covering different surfaces.

Step 4: Discuss the different surfaces in the environment and their importance.

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:

- Engage students in a practical activity where they measure and cover surfaces in the class-room using small objects.
- Ask students to explore their surroundings and identify different surfaces, discussing how they can be covered with smaller objects.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS			

Strand: Measurement

Sub Strand: Area (surface of objects)

Specific Learning Outcomes:

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

- 1.Count small similar objects that cover a given surface of concrete objects.
2. Cover surfaces of concrete objects using smaller objects.
3. Appreciate different surfaces in the environment.

Key Inquiry Question(s):

- In groups, count small similar objects that cover a given surface of concrete objects such as the teacher's table, top of the desk using smaller objects.

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Page 82-83

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on measurement.

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

Lesson Development (20 minutes):

Step 1: Introduce the concept of area and explain how it is measured using small similar objects.

Step 2: Demonstrate counting small objects to cover a surface area on a concrete object.

Step 3: Provide practice opportunities for students to cover surfaces of concrete objects using smaller objects in groups.

Step 4: Discuss and compare different surfaces in the environment, emphasizing the importance of understanding area measurement.

Conclusion (5 minutes):

- Summarize the key points covered in the lesson regarding area measurement.
- Conduct a brief interactive activity, such as a group discussion or a quiz, to reinforce the main topics learned.
- Preview upcoming topics or questions for the next session to prepare learners for further exploration of measurement concepts.

Extended Activities:

- For extended activities, students can measure and compare different surfaces within the classroom or school environment using small objects.
- Encourage students to create their own mathematical problems related to area measurement and solve them individually or in groups.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS ACTIVITIES			

Strand: Measurement

Sub Strand: Area (Surface of Objects)

Specific Learning Outcomes:

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

1. Count small similar objects that cover a given surface of concrete objects
2. Cover surfaces of concrete objects using smaller objects
3. Appreciate different surfaces in the environment

Key Inquiry Question(s):

- In groups, count small similar objects that cover a given surface of concrete objects. Cover surfaces of concrete objects such as the teacher's table, top of the desk using smaller objects.

Core competencies	Values	PCIs
• Communication and collaboration • Critical thinking and Problem solving	• Love • Respect	• Safety • Financial literacy • Hygiene

Learning Resources:

- Mentor Mathematical Activities PP1 Page 82-83

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 covering surfaces with small objects, provide examples, and discuss why it is important in real-life scenarios.

Step 2: Demonstrate how to count small similar objects to cover a given surface by using hands-on activities.

Step 3: Guide students to cover surfaces of concrete objects such as desks or tables using smaller objects, encouraging teamwork and critical thinking.

Step 4: Discuss the different surfaces in the environment and relate it to the concept of area coverage with small 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 students with various concrete objects and small objects to cover their surfaces, encouraging them to explore and experiment with different arrangements.
- Challenge students to find the most efficient way to cover a surface with the least number of small objects.

Teacher Self-Evaluation:

WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS ACTIVITIES			

Strand: Geometry

Sub Strand: Lines

Specific Learning Outcomes:

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

1. Identify lines on concrete objects found at school.
2. Join dots to form straight and wavy lines.
3. Enjoy joining dots to form lines.

Key Inquiry Question(s):

- Collect concrete objects found at school.
- Observe objects and talk about lines (straight and wavy line).
- Join dots to form straight and wavy lines.

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

Learning Resources:

- Mentor Mathematical Activities PP1 Pages 85-86
- Books
- Charts

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:**

- Collect concrete objects found at school.
- Observe and identify lines present on these objects.

Step 2:

- Demonstrate how to join dots to form straight lines.
- Give examples and provide practice opportunities for the learners.

Step 3:

- Introduce wavy lines and show how to join dots to form them.
- Allow students to practice creating wavy lines themselves.

Step 4:

- Engage learners in enjoyable activities involving joining dots to form various types of lines.
- Encourage creativity and exploration.

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 students create line art using different patterns and shapes.
- Play interactive games involving recognizing and drawing lines.
- Take a walk around the school to identify lines in the environment and discuss their characteristics.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS ACTIVITIES			

Strand: Geometry

Sub-Strand: Lines

Specific Learning Outcomes:

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

1. Identify lines on concrete objects found at school
2. Join dots to form straight and wavy lines
3. Enjoy joining dots to form lines

Key Inquiry Question(s):

- How can we collect concrete objects found at school?
- How do we observe objects and talk about lines (straight and wavy lines)?
- How can we join dots to form straight and wavy lines?

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

Learning Resources:

- Mentor Mathematical Activities PP1 Page 85-86
- Books
- Charts

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: Identifying Lines on Objects**

- Show pictures of various objects found at school.
- Ask students to identify and discuss the lines (straight and wavy) present on those objects.
- Encourage students to point out and describe the lines they see.

Step 2: Joining Dots to Form Lines

- Provide worksheets with dots arranged in different patterns.
- Ask students to connect the dots to form straight and wavy lines.
- Discuss the patterns they create and how they represent lines.

Step 3: Enjoying Line Formation

- Engage students in a hands-on activity where they use craft materials to create their own patterns of lines.
- Encourage students to enjoy the process of joining dots to form different types of lines.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students identify and draw lines on objects in the classroom.
- Preview upcoming topics or questions related to lines for the next session.

Extended Activities:

- Create a scavenger hunt where students search for objects with specific types of lines.
- Have students design their own line patterns and challenge their peers to identify the type of lines used.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS ACTIVITIES			

Strand: Geometry

Sub Strand: Lines

Specific Learning Outcomes:

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

1. Identify lines on concrete objects found at school.
2. Join dots to form straight and wavy lines.
3. Enjoy joining dots to form lines.

Key Inquiry Question(s):

- Collect concrete objects found at school.
- Observe objects and talk about lines (straight and wavy lines).
- Join dots to form straight and wavy lines.

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

Learning Resources:

- Mentor Mathematical Activities PP1 Pages 85-86
- Books
- Charts

Organization of Learning:

Introduction (5 minutes):

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

Lesson Development (20 minutes):**Step 1: Identify Lines on Objects**

- Show pictures of various concrete objects found at school to the students.
- Ask them to identify and describe the lines (straight and wavy) they see on each object.

Step 2: Joining Dots to Form Lines

- Provide the students with paper and pencils.
- Demonstrate how to join dots to form straight and wavy lines.
- Allow students to practice joining dots to create their own lines.

Step 3: Practical Activity - Creating Lines

- Give students different objects with dots.
- In pairs, ask them to join the dots to form lines (straight and wavy) on the objects.
- Encourage discussion and sharing of their creations.

Step 4: Reflect and Discuss (5 minutes)

- Review with students the importance of lines in geometry.
- Facilitate a discussion on how lines are used in everyday objects and designs.

Conclusion (5 minutes):

- Summarize the key points about lines discussed during the lesson.
- Conduct a brief interactive activity where students can identify lines in their surroundings.
- Preview upcoming topics or questions to consider for the next session.

Extended Activities:

- Have students find and bring more examples of objects from their surroundings with different types of lines.
- Ask students to create their own line patterns using different shapes and colors.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS ACTIVITIES			

Strand: Geometry

Sub Strand: Lines

Specific Learning Outcomes:

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

1. Form lines using concrete objects.
2. Draw straight and wavy lines.
3. Model straight and curved lines.
4. Enjoy forming lines using concrete objects.

Key Inquiry Question(s):

- What can we use to draw a straight line?
- How can we model straight and curved lines?

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

Learning Resources:

- Mentor Mathematical Activities PP1 Page 85-86
- 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 the concept of lines and discuss their importance in geometry.

Step 2: Demonstrate how to draw a straight line using a ruler and pencil.

Step 3: Provide opportunities for students to practice drawing straight lines on paper.

Step 4: Use clay or plasticine to model straight and curved lines, encouraging tactile learning.

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 group discussion.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create their own geometric shapes using lines and concrete objects.
- Encourage students to explore the concept of symmetry in relation to lines and patterns.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS ACTIVITIES			

Strand: Geometry

Sub Strand: Lines

Specific Learning Outcomes:

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

1. Form lines using concrete objects
2. Draw straight and wavy lines
3. Model straight and curved lines
4. Enjoy forming lines using concrete objects

Key Inquiry Question(s):

- What can we use to draw a straight line?

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

Learning Resources:

- Mentor Mathematical Activities PP1 Page 85-86
- Clay or plasticine

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: Introducing Lines

- Use concrete objects like clay or plasticine to form straight lines.
- Discuss the characteristics of straight lines.

Step 2: Drawing Lines

- Demonstrate how to draw straight lines on paper using a ruler.
- Encourage students to practice drawing straight and wavy lines independently.

Step 3: Modeling Lines

- Ask students to model straight and curved lines using clay or plasticine.
- Discuss the differences between straight and curved lines.

Step 4: Enjoying Line Formation

- Engage students in a hands-on activity where they can enjoy forming lines using concrete objects.
- Encourage creativity in line formation.

Conclusion (5 minutes):

- Summarize key points about forming, drawing, and modeling lines.
- Conduct a brief interactive activity where students identify different types of lines.
- Prepare learners for the next session by introducing upcoming topics or questions to consider.

Extended Activities:

- Ask students to observe lines in their surroundings and categorize them as straight or curved.
- Challenge students to create a line art masterpiece using different types of lines.

Teacher Self-Evaluation:

WEEK 6: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS ACTIVITIES			

Strand: Geometry

Sub Strand: Lines

Specific Learning Outcomes:

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

1. Form lines using concrete objects
2. Draw straight and wavy lines
3. Model straight and curved lines
4. Enjoy forming lines using concrete objects

Key Inquiry Question(s):

- How can we form lines using concrete objects?
- How can we draw straight and wavy lines?
- How can we model straight and curved lines?

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

Learning Resources:

- Mentor Mathematical Activities PP1 Page 85-86
- Clay or plasticine

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on geometry and lines.
- Encourage learners to read and discuss relevant content from the learning resources, focusing on understanding key concepts.

Lesson Development (20 minutes):**Step 1: Exploring Straight Lines**

- Discuss what objects can be used to draw a straight line.
- Demonstrate how to draw a straight line using a ruler or other objects.

Step 2: Investigating Wavy Lines

- Introduce the concept of wavy lines and their characteristics.
- Encourage students to draw wavy lines using different materials.

Step 3: Modeling Straight and Curved Lines

- Provide clay or plasticine for students to model straight and curved lines.
- Discuss the differences between straight and curved lines.

Step 4: Enjoying Line Formation

- Engage students in a hands-on activity where they form lines using concrete objects.
- Encourage creativity and exploration in line formation.

Conclusion (5 minutes):

- Summarize the key points learned about forming lines and their characteristics.
- Conduct a brief interactive activity reinforcing the main topics discussed.
- Provide a preview of upcoming topics or questions to consider for the next session.

Extended Activities:

- Have students explore different types of lines in their environment and identify examples of straight, wavy, and curved lines.
- Create a mini-exhibition showcasing student-drawn lines and models.
- Challenge students to design a geometric pattern using the concept of lines.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS ACTIVITIES			

Strand: Geometry

Sub Strand: Shapes

Specific Learning Outcomes:

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

1. Identify shapes on concrete objects
2. Draw and color the shapes
3. Enjoy drawing and coloring shapes

Key Inquiry Question(s):

- Observe objects in school and talk about shapes on the objects (books, blackboard, clock)
- Draw and color the shapes

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

Learning Resources:

- Mentor Mathematical Activities PP1 Page 87-89
- Books
- Blackboard
- Clock
- Table

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 objects in the classroom (books, blackboard, clock, table). Ask students to identify and discuss the shapes present on each object.

Step 2: Demonstrate how to draw and color basic shapes (circle, square, triangle) on each object discussed in step 1.

Step 3: Provide the students with drawing materials and ask them to draw and color shapes on a worksheet, resembling the objects in the classroom.

Step 4: Encourage students to share and discuss their drawings with their peers, highlighting the shapes they have identified and colored.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students can match shapes to objects in the classroom.
- Prepare learners for the next session by providing a preview of upcoming topics related to shapes in the environment.

Extended Activities:

- Assign students a shape scavenger hunt where they have to find and draw different shapes in their homes or neighborhood.
- Encourage students to create a shape collage using cut-out shapes from magazines or colored paper.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS ACTIVITIES			

Strand: Geometry

Sub Strand: Shapes

Specific Learning Outcomes:

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

1. Identify shapes on concrete objects
2. Draw and color the shapes
3. Enjoy drawing and coloring shapes

Key Inquiry Question(s):

- Observe objects in school and talk about shapes on the objects (books, blackboard, clock)
- Draw and color the shapes

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

Learning Resources:

- Mentor Mathematical Activities PP1 Pages 87-89
- Books
- Blackboard
- Clock
- Table

Organisation of Learning:

Introduction (5 minutes):

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

Lesson Development (20 minutes):**Step 1: Observing Shapes**

- Show various objects in the classroom such as books, blackboard, clock, and table.
- Encourage students to identify and discuss the shapes present on each object.

Step 2: Drawing Shapes

- Provide students with paper and crayons.
- Instruct them to choose an object and draw the shapes they see on it.
- Encourage creativity and attention to detail.

Step 3: Coloring Shapes

- After drawing the shapes, have students color them in using different colors.
- Emphasize the importance of neatness and staying within the lines.

Step 4: Enjoying Drawing and Coloring

- Allow students to share their drawings with their classmates.
- Encourage positive feedback and a supportive learning environment.

Conclusion (5 minutes):

- Summarize the key points about shapes observed and drawn during the lesson.
- Conduct a brief interactive activity where students can quiz each other on shapes.
- Preview upcoming topics on shapes for the next session.

Extended Activities:

- Suggest students draw a picture at home and identify and color the shapes within it.
- Ask students to find objects at home with different shapes and share them with the class in the next session.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS ACTIVITIES			

Strand: Geometry

Sub Strand: Shapes

Specific Learning Outcomes:

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

1. Identify shapes on concrete objects.
2. Draw and color the shapes.
3. Enjoy drawing and coloring shapes.

Key Inquiry Question(s):

- Observe objects in school and talk about shapes on the objects (books, blackboard, clock).
- Draw and color the shapes.

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

Learning Resources:

- Mentor Mathematical Activities PP1, Pages 87-89
- Books
- Blackboard
- Clock
- Table

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: Observing Shapes**

- Give examples of objects in the school where learners can observe different shapes.
- Discuss and identify shapes found on the objects mentioned.

Step 2: Drawing Shapes

- Encourage learners to draw and label the shapes they observed.
- Provide assistance and guidance as needed.

Step 3: Coloring Shapes

- Ask learners to color the shapes they have drawn, showing attention to detail.
- Discuss the importance of precision in coloring for better understanding.

Step 4: Sharing and Reflection

- Allow learners to share their drawings with the class.
- Lead a reflection session on the experience of drawing and coloring 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:

- Create a shape scavenger hunt around the school premises.
- Ask learners to bring in objects from home with different shapes for a show-and-tell session.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS ACTIVITIES			

Strand: Geometry

Sub Strand: Shapes

Specific Learning Outcomes:

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

1. Form shapes using concrete objects
2. Model or join dots to form the shapes
3. Appreciate shapes of concrete objects found at school

Key Inquiry Question(s):

- Arrange concrete objects one after the other to form shapes (rectangle, circle, triangle)
- Model or join dots to form the shapes

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

Learning Resources:

- Mentor Mathematical Activities PP1Page 87-89

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 shapes by showing examples of a rectangle, circle, and triangle using concrete objects.

Step 2: Engage students in a hands-on activity where they use concrete objects to form the shapes demonstrated.

Step 3: Guide students to model or join dots to recreate the shapes on paper or board.

Step 4: Encourage students to appreciate and identify shapes of concrete objects found in the classroom or school environment.

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:

- Engage students in a scavenger hunt around the school to identify different shapes of objects.
- Provide students with shape templates and ask them to create their own shape patterns or designs.

Teacher Self-Evaluation:

WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	MATHEMATICS ACTIVITIES			

Strand: Geometry

Sub Strand: Shapes

Specific Learning Outcomes:

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

1. Form shapes using concrete objects
2. Model or join dots to form shapes
3. Appreciate shapes of concrete objects found at school

Key Inquiry Question(s):

- How can we arrange concrete objects to form shapes like rectangles, circles, and triangles?
- How can we model or join dots to form shapes?

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

Learning Resources:

- Mentor Mathematical Activities PP1Page 87-89

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 shapes and ask students to identify and name different shapes.

Step 2: Engage students in a hands-on activity where they form shapes using concrete objects.

Step 3: Demonstrate how to model or join dots to form various shapes such as rectangles, circles, and triangles.

Step 4: Have students practice modeling or joining dots to create shapes independently.

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 shape identification game.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students draw shapes they see in their immediate surroundings and label them.
- Create a scavenger hunt where students search for objects in the classroom that represent different shapes.
- Encourage students to create their own shapes using playdough or other art materials.

Teacher Self-Evaluation: