



TERM 3

WEEK 1: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Numbers

Sub strand /sub-Theme: Taking away.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Count the number of the remaining objects after taking away.

Key inquiry question

1. How many objects are in the set?
2. How many objects are left?

Learning resources: Moran Mathematics Activities Book PP2 pg 46 and47,Songs,Number charts,Bottle tops,Calendars,Flashcards,Counters.

Organization of Learning:

In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by singing songs related to strand for example One-two.
20minutes	Lesson development Step 1 Teacher to explain the word subtraction. Teacher to demonstrate on how to subtract sets of objects not exceeding nine objects and count the remainder. For example 7-3. Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they subtract sets of objects.



5 minutes	<p>Values:cooperation as they count.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 2 Learners to subtract sets of objects with the help of a teacher.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they subtract sets of objects.</p> <p>Values:cooperation as they count.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 3 Learners to subtract sets of objects and count the remainder in class.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they subtract sets of objects.</p> <p>Values:cooperation as they count.</p> <p>Pcl:taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they subtract objects. He/she ask them questions.</p> <p>Extended Activities Learners to subtract sets of objects at home.</p>
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Summary: Learners to be able to subtract numbers.

Reflection in the lesson/self-remarks:

WEEK 1: LESSON 2



SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Numbers

Sub strand /sub-Theme: Taking away.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Write the number of remaining objects after taking away.

Key inquiry question

1. How many objects are in the set?
2. How many objects are left?

Learning resources: Moran Mathematics Activities Book PP2 pg 46 and47,Songs,Number charts,Bottle tops,Calendars,Flashcards,Counters.

Organization of Learning:

In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by singing songs related to strand for example One-two.
20minutes	Lesson development Step 1 Teacher to explain the word subtraction. Teacher to demonstrate on how to subtract sets of objects not exceeding nine objects and count the remainder. For example 7-3. Core competence: Critical Thinking, Problem Solving, communication and collaboration as they demonstrate how to subtract objects. Values:cooperation as they count. Pcl:taking turns as they share objects.



5 minutes	<p>Step 2 Learners to subtract sets of objects with the help of a teacher. Core competence: Critical Thinking, Problem Solving, communication and collaboration as they demonstrate how to subtract objects. Values:cooperation as they count. Pcl:taking turns as they share objects.</p> <p>Step 3 Learners to subtract sets of objects, count and write number of remaining objects in class. Core competence: Critical Thinking, Problem Solving, communication and collaboration as they demonstrate how to subtract objects. Values:cooperation as they count. Pcl:taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they subtract objects. He/she ask them questions. Extended Activities Learners to subtract sets of objects at home.</p>
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Summary: Learners to be able to subtract numbers.

Reflection in the lesson/self-remarks:

WEEK 1: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL
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Strand /Theme: Numbers

Sub strand /sub-Theme: Taking away.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Enjoy the activities of taking away objects and counting the remainders in the day to day life experiences.

Key inquiry question

1. How many objects are in the set?
2. How many objects are left?

Learning resources: Moran Mathematics Activities Book PP2 pg 46 and47,Songs,Number charts,Bottle tops,Calendars,Flashcards,Counters.

Organization of Learning:

In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example One-two.</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to explain the word subtraction. Teacher to demonstrate on how to subtract sets of objects not exceeding nine objects and count the remainder. For example 7-3</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they subtract.</p> <p>Values:cooperation as they count.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 2</p>



5 minutes	<p>Learners to subtract sets of objects with the help of a teacher.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they subtract.</p> <p>Values: cooperation as they count.</p> <p>Pcl: taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to subtract sets of objects count and write number of remaining objects in class.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they subtract.</p> <p>Values: cooperation as they count.</p> <p>Pcl: taking turns as they share objects.</p> <p>Conclusion</p> <p>Teacher to observe learners as they subtract objects. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to subtract sets of objects at home.</p>
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Summary: Learners to be able to subtract numbers.

Reflection in the lesson/self-remarks:

WEEK 1: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Numbers

Sub strand /sub-Theme: Taking away.



Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Observe the pictures and tell a story.

Key inquiry question

1. How many objects are in the set?
2. How many objects are left?

Learning resources: Moran Mathematics Activities Book PP2 pg 46 and47,Songs,Number charts,Bottle tops,Calendars,Flashcards,Counters.

Organization of Learning:

In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example One-two....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to explain the word subtraction. Teacher to tell a story about subtraction. For example Once upon a time there were two antelopes, one was killed...</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they subtract.</p> <p>Values:cooperation as they count.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to do simple subtraction while following the story with the help of the teacher.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they subtract.</p> <p>Values:cooperation as they count.</p>



5 minutes	<p>Pcl:taking turns as they share objects.</p> <p>Step 3 Learners to listen to stories related to taking away.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they subtract.</p> <p>Values:cooperation as they count.</p> <p>Pcl:taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they subtract objects. He/she ask them questions.</p> <p>Extended Activities Learners to subtract sets of objects at home.</p>
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Summary: Learners to be able to subtract numbers.

Reflection in the lesson/self-remarks:

WEEK 1: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Numbers

Sub strand /sub-Theme: Taking away.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Count and take away using ICT device.

Key inquiry question



1. How many objects are in the set?
2. How many objects are left?

Learning resources: Moran Mathematics Activities Book PP2 pg 48, Songs, Number charts, Bottle tops, Calendars, Flashcards, Counters.

Organization of Learning:

In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example One-two.....
20minutes	Lesson development Step 1 Teacher to explain the word subtraction. Teacher to demonstrate on how to take away numbers not exceeding nine with ICT device. Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they subtract. Values: cooperation as they count. Pcl: taking turns as they share objects. Step 2 Learners to do simple subtraction using ICT device with the help of the teacher. Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they subtract. Values: cooperation as they count. Pcl: taking turns as they share objects. Step 3 Learners to do simple subtraction in class using ICT devices.



5 minutes	<p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they subtract.</p> <p>Values: cooperation as they count.</p> <p>Pcl: taking turns as they share objects.</p> <p>Conclusion</p> <p>Teacher to observe learners as they subtract objects. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to subtract sets of objects at home</p>
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Summary: Learners to be able to subtract numbers.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Sides of objects.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Observe different objects with straight sides in the environment

Key inquiry question

1. Which of these sides is longer or shorter?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 49,Songs,Objects in class e.g. chairs, tables.

Organization of Learning:In the Classroom individual and group work.



TIME	CONTENT
5 minutes	Introduction
	Introduce the lesson by reciting a poem related to strand for example measure.....
20minutes	Lesson development
	Step 1
	Teacher to explain what the meaning of measurement. He/she demonstrates on how to measure sides of objects using string.
	Core competence:Critical Thinking, Problem Solving, communication and collaboration as they demonstrates on how to measure sides of objects using string.
	Values:Sharing as use same objects.
	Pcl:taking turns as they share objects.
	Step 2
	Learners to measure sides of objects using string with the help of the teacher.
	Core competence:Critical Thinking, Problem Solving, communication and collaboration as they demonstrates on how to measure sides of objects using string.
	Values:Sharing as use same objects.
	Pcl:taking turns as they share objects.
	Step 3
	Learners to measure sides of objects in groups.
	Core competence:Critical Thinking, Problem Solving, communication and collaboration as they demonstrates on how to measure sides of objects using string.
	Values:Sharing as use same objects.
5 minutes	



	<p>Pcl: taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they measure. He/she ask them questions.</p> <p>Extended Activities Learners to measure sides of a chair using string at home.</p>
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Summary: Learners to develop measuring concept.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Sides of objects.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Identify different sides of objects in the environment.

Key inquiry question

1. Which of these sides is longer or shorter?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 49, Songs, Objects in class e.g. chairs, tables.

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction



<p>20minutes</p> <p>5 minutes</p>	<p>Introduce the lesson by reciting a poem related to strand for example measure.....</p> <p>Lesson development</p> <p>Step 1</p> <p>Teacher to explain what the meaning of measurement. He/she display different sizes objects in the class. Teacher to identify which objects have longer/shorter sides.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify different sizes of objects.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to identify objects which have shorter/longer side with the help of the teacher.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify different sizes of objects.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to compare sides of different objects in class.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify different sizes of objects.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p>
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	<p>Conclusion</p> <p>Teacher to observe learners as they compare sides of objects He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to compare different sides of objects at home.</p>
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Summary: Learners to develop measuring concept.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Sides of objects.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Measure using arms.

Key inquiry question

1. Which side is longer/shorter?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 49,Songs,Objects in class e.g. chairs, tables,Body parts.

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example measure.....</p>



20minutes	Lesson development Step 1 Teacher to explain what the meaning of measurement. He/she display different sizes objects in the class. Teacher to demonstrate on how to measure using arms. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify different sizes of objects in the class. Values: Sharing, cooperation as they measure together. Pcl:Taking turns as they share objects. Step 2 Learners to measure sides of objects using arms with the help of the teacher. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify different sizes of objects in the class. Values: Sharing, cooperation as they measure together. Pcl:Taking turns as they share objects. Step 3 Learners to talk about different sides of objects. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify different sizes of objects in the class. Values: Sharing, cooperation as they measure together. Pcl:Taking turns as they share objects.
5 minutes	Conclusion Teacher to observe learners as they compare sides of objects He/she ask them questions. Extended Activities



	Learners to compare different sides of objects at home.
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Summary: Learners to develop measuring concept.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Sides of objects.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Play with objects with different sides.

Key inquiry question

1. Which side is longer/shorter?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 49,Songs,Objects in class e.g. chairs, tables,Body parts.

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example measure.....
20minutes	Lesson development Step 1



5 minutes	<p>Teacher to explain what the meaning of measurement. He/she display different sizes objects in the class. Teacher to demonstrate on how to measure using arms.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and collaboration as they demonstrate on how to measure using arms.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to measure sides of objects using arms with the help of the teacher.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and collaboration as they demonstrate on how to measure using arms.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to play and talk about different sides of objects.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and collaboration as they demonstrate on how to measure using arms.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Conclusion</p> <p>Teacher to observe learners as they compare sides of objects He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to compare different sides of objects at home.</p>
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Summary: Learners to develop measuring concept.



Reflection in the lesson/self-remarks:

WEEK 2: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Sides of objects.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Compare different sides of objects

Key inquiry question

1. What is the difference between this two side ?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 49,Songs,Objects in class e.g. chairs, tables,Body parts.

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example measure.....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to explain what the meaning of measurement. He/she display different sizes objects in the class. Teacher to identify which objects have longer/shorter sides.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify different sizes of objects.</p>



5 minutes	<p>Value:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 2 Learners to identify objects which have shorter/longer side with the help of the teacher. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify different sizes of objects.</p> <p>Value:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 3 Learners to compare sides of different objects in class. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify different sizes of objects.</p> <p>Value:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they compare sides of objects He/she ask them questions.</p> <p>Extended Activities Learners to compare different sides of objects at home.</p>
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Summary: Learners to develop measuring concept.

Reflection in the lesson/self-remarks:



WEEK 3: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Sides of objects.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Measure and count number of strides using leg.

Key inquiry question

1. What can you say about these sides?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 49,Songs,Objects in class e.g. chairs, table, Class.

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example measure.....
20minutes	Lesson development Step 1 Teacher to explain what the meaning of measurement. Teacher to demonstrate on how to measure sides of class using strides. Core competence:Critical Thinking, Problem Solving, communication and Collaboration as they measure using strides. Values:Sharing, cooperation as they measure together.



5 minutes	<p>Pcl:Taking turns as they share objects.</p> <p>Step 2 Learners to measure sides of class using strides with the help of the teacher. Core competence:Critical Thinking, Problem Solving, communication and Collaboration as they measure using strides.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 3 Learners to measure and compare sides of class using strides. Core competence:Critical Thinking, Problem Solving, communication and Collaboration as they measure using strides.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they measure sides of class. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to measure sides of their house using strides.</p>
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Summary: Learners to develop measuring concept.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 2



SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Sides of objects.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Manipulate objects of different sides in the environment.

Key inquiry question

1. What is the difference between this two side?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 49 and 50,Songs,Objects in class e.g. chairs, tables.

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example measure.....
20minutes	Lesson development Step 1 Teacher to explain what the meaning of measurement. He/she display different sizes objects in the class. Teacher to identify which objects have longer/shorter sides. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify different sizes of objects. Values: Sharing, cooperation as they measure together. Pcl:taking turns as they share objects. Step 2



5 minutes	<p>Learners to identify objects which have shorter/longer side with the help of the teacher.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they identify different sizes of objects.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to compare sides of different objects in class.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they identify different sizes of objects.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Conclusion</p> <p>Teacher to observe learners as they compare sides of objects He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to compare sides of different objects at home.</p>
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Summary: Learners to develop measuring concept.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Sides of objects.

Specific learning outcome:



By the end of the end of the sub strand the learner should be able to:

1. Count the number of times the stick fits on the object.

Key inquiry question

1. What can you say about this side?
2. why is this side different?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 49 and 50, Songs, Objects in class e.g. chairs, tables.

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example measure.....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to explain what the meaning of measurement. Teacher to demonstrate on how to measure length of class using sticks. He/she counts how many times the sticks fits on the object.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and collaboration as they measure length of class using sticks.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to measure length of class using sticks with the help of a teacher.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and collaboration as they measure length of class using sticks.</p> <p>Values: Sharing, cooperation as they measure together.</p>



5 minutes	<p>Pcl: taking turns as they share objects.</p> <p>Step 3 Learners to measure length of class using sticks and count how many times stick fit on the class length.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and collaboration as they measure length of class using sticks.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they measure. He/she ask them questions.</p> <p>Extended Activities Learners to measure length of class using sticks and count at home.</p>
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Summary: Learners to develop measuring concept.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Sides of objects.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:



1. Count the number of times the stick fits on the object.

Key inquiry question

1. What can you say about this side?
2. why is this side different?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 49 and 50, Songs, Objects in class e.g. chairs, tables.

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example measure.....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to explain what the meaning of measurement. Teacher to demonstrate on how to measure length of objects using sticks, and a hand span He/she counts how many times the sticks and hand span fits on the object.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they measure length of objects.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to measure length of object and hands using sticks with the help of a teacher.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they measure length of objects.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p>



5 minutes	<p>Step 3 Learners to measure length of objects using sticks and count how many times stick fit on the object.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they measure length of objects.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they measure. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to measure length of class using sticks and count at home.</p>
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Summary: Learners to develop measuring concept.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Sides of objects.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Differentiate sides of objects

Key inquiry question

1. Which side is longer /shorter?



Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 49 and 50, Songs, Objects in class e.g. chairs, tables.

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction
20minutes	<p>Introduce the lesson by reciting a poem related to strand for example measure.....</p> <p>Lesson development</p> <p>Step 1</p> <p>Teacher to explain what the meaning of measurement. He/she display different sizes objects in the class. Teacher to identify which objects have longer/shorter sides.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as identify sizes of objects.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to identify objects which have shorter/longer side with the help of the teacher.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as identify sizes of objects.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to compare sides of different objects in class.</p>



5 minutes	<p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as identify sizes of objects.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they compare sides of objects He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to compare objects of different sizes using ICT device.</p>
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Summary: Learners to develop measuring concept.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Sides of objects.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Enjoy measuring sides of objects using arbitrary units

Key inquiry question

1. Which side is longer /shorter?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 49 and 50, Songs, Objects in class e.g. chairs, tables.



Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example measure.....
20minutes	Lesson development Step 1 Teacher to explain what the meaning of measurement. He/she display different sizes objects in the class. Teacher to identify which objects have longer/shorter sides. Core competence:Critical Thinking, Problem Solving, communication and collaboration as they identify different sizes of objects. Values:Sharing, cooperation as they measure together. Pcl:Taking turns as they share objects. Step 2 Learners to identify objects which have shorter/longer side with the help of the teacher. Core competence:Critical Thinking, Problem Solving, communication and collaboration as they identify different sizes of objects. Values:Sharing, cooperation as they measure together. Pcl:Taking turns as they share objects. Step 3 Learners to compare sides of different objects in class. Core competence:Critical Thinking, Problem Solving, communication and collaboration as they identify different sizes of objects. Values:Sharing, cooperation as they measure together.



5 minutes	<p>Pcl: Taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they compare sides of objects He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to compare objects of different sizes using ICT device.</p>
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Summary: Learners to develop measuring concept.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Mass

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Collect different objects from the environment

Key inquiry question

1. Which object is heavy or light?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 51, Songs, Objects of different mass e.g. feathers, stones, sticks

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT



5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example measure.....
20minutes	Lesson development Step 1 Teacher to explain the meaning of heavy and light. Teacher to display different objects with different mass. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify objects with different mass. Values:Sharing, cooperation as they measure together. Pcl:taking turns as they share objects. Step 2 Learners to collect different materials from environment. Learners to compare the mass of different objects by lifting with the help of the teacher. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify objects with different mass. Values:Sharing, cooperation as they measure together. Pcl:taking turns as they share objects. Step 3 Learners to compare mass of different objects by lifting. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify objects with different mass. Values:Sharing, cooperation as they measure together.
5 minutes	Pcl:taking turns as they share objects.



	<p>Conclusion</p> <p>Teacher to observe learners as they compare mass of different objects. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to compare mass of different mass at home.</p>
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Summary: Learners to develop mass concept.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Mass

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Look at the picture and tell which one is heavier or lighter.

Key inquiry question

1. Which object is heavier or lighter?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 51 and 52,Songs,Objects of different mass e.g. feathers,stones,sticks

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example measure.....</p>



20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to explain the meaning of heavy and light. Teacher to display picture of objects with different mass.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they measure together.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to identify the heavy and light objects in the picture with the help of learners.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they measure together.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to look at the pictures and identify the heavy and light objects.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they measure together.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p>
5 minutes	<p>Conclusion</p> <p>Teacher to observe learners as they compare mass of different objects. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to look at the pictures and helped by parents/caregivers to identify the mass of objects.</p>

Summary: Learners to develop mass concept.



Reflection in the lesson/self-remarks:

WEEK 4: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Mass

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Lift different objects in the environment for comparing their heaviness.

Key inquiry question

1. Which object is heavy or light?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 51 and 52,Songs,Objects of different mass e.g. feathers,stones,sticks

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example measure.....
20minutes	Lesson development Step 1 Teacher to explain the meaning of heavy and light. Teacher to display different objects with different mass. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as identify mass of different objects.



5 minutes	<p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 2 Learners to compare the mass of different objects by lifting with the help of the teacher. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as identify mass of different objects.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 3 Learners to compare mass of different objects by lifting. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as identify mass of different objects.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they compare mass of different objects. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to lift different objects and compare their mass.</p>
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Summary: Learners to develop mass concept.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 4



SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Mass

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Compare heavy and light objects in the environment.

Key inquiry question

1. Which object is heavier or lighter?
2. How can you tell the object is heavier or lighter?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 51 and 52, Songs, Objects of different mass e.g. feathers, stones, sticks

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example measure.....
20minutes	Lesson development Step 1 Teacher to explain the meaning of heavy and light. Teacher to display different objects with different mass. Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as identify mass of different objects. Values: Sharing, cooperation as they measure together. Pcl: Taking turns as they share objects. Step 2



5 minutes	<p>Learners to collect different materials from environment. Learners to compare the mass of different objects by lifting with the help of the teacher.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as identify mass of different objects.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to compare mass of different objects by lifting.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as identify mass of different objects.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Conclusion</p> <p>Teacher to observe learners as they compare mass of different objects. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to lift different objects and compare their mass.</p>
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Summary: Learners to develop mass concept.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 5



SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Mass

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Observe measuring by lifting from a video and tell the mass of different objects.

Key inquiry question

1. Which object is heavier or lighter?
2. How can you tell the object is heavier or lighter?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 51 and 52, Songs, Objects of different mass e.g. feathers, stones, sticks

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example measure.....
20minutes	Lesson development Step 1 Teacher to explain the meaning of heavy and light. Teacher to play a video of people lifting objects with different mass. Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as identify mass of different objects. Values: Sharing, cooperation as they measure together. Pcl: Taking turns as they share objects.



5 minutes	<p>Step 2</p> <p>Learners to identify the objects that heavy and light from the video with the help of a teacher.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as identify mass of different objects.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to discuss and compare masses of different objects in groups.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as identify mass of different objects.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Conclusion</p> <p>Teacher to observe learners as they compare mass of different objects. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to lift different objects and compare their mass.</p>
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Summary: Learners to develop mass concept.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.



Sub strand /sub-Theme: Mass

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Appreciate objects of different mass in their environment

Key inquiry question

1. Which object is heavier or lighter?
2. How can you tell the object is heavier or lighter?

Learning resources: **Learning resources:** Moran Mathematics Activities Book PP2 pg 51 and 52,Songs,Objects of different mass e.g. feathers,stones,sticks

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example measure.....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to explain the meaning of heavy and light. Teacher to demonstrate on how to measure different objects by lifting.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and collaboration as they lift objects.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to collect objects from different mass from environment. Learners to compare objects of different mass with the help of learners.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and collaboration as they lift objects.</p>



5 minutes	<p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Step 3 Learners to discuss and compare masses of different objects in groups.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and collaboration as they lift objects.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they compare mass of different objects. He/she ask them questions.</p> <p>Extended Activities Learners to lift different objects and compare their mass.</p>
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Summary: Learners to develop mass concept.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Mass

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:



1. Observe and learn the safety measures when lifting heavy objects.

Key inquiry question

1. How should you lift objects?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 53 and 54, Songs, Objects of different mass e.g. feathers, stones, sticks

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example measure.....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to explain the meaning of heavy and light. Teacher to demonstrate on how to measure different objects carefully by lifting.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they measure different objects.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to collect objects from different mass from environment. Learners to compare objects of different mass carefully by lifting with the help of learners.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they measure different objects.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to discuss and compare masses of different objects in groups.</p>



5 minutes	<p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they measure different objects.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they compare mass of different objects. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to lift different objects and compare their mass.</p>
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Summary: Learners to develop mass concept.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Capacity

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Fill and empty different containers with different objects and substances.

Key inquiry question

1. How many of the small containers can fill the big container?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 53 and 54, Songs, Objects of different mass e.g. feathers, stones, sticks



Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example measure.....
20minutes	Lesson development Step 1 Teacher to demonstrate how to fill and empty small and big containers with sand. Core competence:Critical Thinking, Problem Solving, Communication and collaboration as they fill and empty containers. Values:Sharing, cooperation as they fill and empty containers. Pcl:Taking turns as they share objects. Step 2 Learners to fill and empty small and big containers with sand helped by the teacher. Core competence:Critical Thinking, Problem Solving, Communication and collaboration as they fill and empty containers. Values:Sharing, cooperation as they fill and empty containers. Pcl:Taking turns as they share objects. Step 3 Learners to fill and empty small and big containers with sand. Core competence:Critical Thinking, Problem Solving, Communication and collaboration as they fill and empty containers. Values:Sharing, cooperation as they fill and empty containers. Pcl:Taking turns as they share objects.
5 minutes	Conclusion



	<p>Teacher to observe learners as they fill and empty. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to lift and empty sand from small to big containers.</p>
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Summary: Learners to develop concept of filling and emptying.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Capacity

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Compare sizes of containers using through filling and emptying using different substances and objects.

Key inquiry question

1. How many of the small containers can fill the big container?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 53 and 54, Songs, Objects of different mass e.g. feathers, stones, sticks

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example measure.....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p>



5 minutes	<p>Teacher to demonstrate how to fill and empty big containers with small containers.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and collaboration as they fill and empty big containers.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to fill and empty small containers with big containers with the help of a teacher.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and collaboration as they fill and empty big containers.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to fill and empty small containers with big containers and count how many small containers goes into big containers.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and collaboration as they fill and empty big containers.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Conclusion</p> <p>Teacher to observe learners as they fill and empty containers. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to lift and empty sand from small to big containers.</p>
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Summary: Learners to develop concept of filling and emptying.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Capacity

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Differentiate containers that hold less from more

Key inquiry question

1. From the big container, how many small ones can be filled?
2. Which container holds more/less?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 55 and 56, Songs, Sand, Water.

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example measure.....
20minutes	Lesson development Step 1 Teacher to demonstrate how to fill and empty big containers with small containers. Teacher to compare the containers that hold less or more water. Core competence: Critical Thinking, Problem Solving, communication and collaboration as they fill and empty big containers.



5 minutes	<p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 2 Learners to fill and empty small containers with big containers with the help of a teacher. Core competence: Critical Thinking, Problem Solving, communication and collaboration as they fill and empty big containers.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 3 Learners to fill and empty small containers with big containers and compare which holds more or less. Core competence: Critical Thinking, Problem Solving, communication and collaboration as they fill and empty big containers.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they fill and empty containers. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to lift and empty sand from small to big containers.</p>
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Summary: Learners to develop concept of filling and emptying.

Reflection in the lesson/self-remarks:



WEEK 6: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Capacity

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Appreciate the use of objects of different sizes in the environment.

Key inquiry question

1. Which container holds more/less?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 57 and 58,Songs,Sand,Water,ICT device.

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example measure.....
20minutes	Lesson development Step 1 Teacher to display video of emptying and filling.



5 minutes	<p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they fill and empty containers.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 2 Learners to observe and identify the containers that hold more or less with the help of a teacher.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they fill and empty containers.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 3 Learners to watch the video and compare different sizes of containers.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they fill and empty containers.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they fill and empty containers. He/she ask them questions.</p> <p>Extended Activities Learners to compare different sizes of containers at home.</p>
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Summary: Learners to develop concept of filling and emptying.



Reflection in the lesson/self-remarks:

WEEK 6: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Capacity

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Appreciate the use of objects of different sizes in the environment.

Key inquiry question

1. Which container holds more/less?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 57 and 58,Songs,Sand,Water,ICT device.

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example measure.....
20minutes	Lesson development Step 1 Teacher to display video of emptying and filling. Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they empty and fill objects. Values:Sharing, cooperation as they measure together. Pcl: Taking turns as they share objects.



5 minutes	<p>Step 2</p> <p>Learners to observe and identify the containers that hold more or less with the help of a teacher.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they empty and fill objects.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p>
	<p>Step 3</p> <p>Learners to watch the video and compare different sizes of containers.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they empty and fill objects.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p>
	<p>Conclusion</p> <p>Teacher to observe learners as they fill and empty containers. He/she ask them questions.</p>
	<p>Extended Activities</p> <p>Learners to compare different sizes of containers at home.</p>

Summary: Learners to develop concept of filling and emptying.

Reflection in the lesson/self-remarks:

WEEK 6: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL



Strand /Theme: Measurement.

Sub strand /sub-Theme: Time

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Compare sizes of shadows at different times of the day

Key inquiry question

1. Which shadow is longer or shorter?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 57 and 58,Songs,Sand,Water,ICT device.

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example measure.....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to explain what is shadow. He/she takes learners to outside the class. Teacher to look at her shadow.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify their shoulds.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to compare their shadows at different times of the day with the help of the teacher.</p>



5 minutes	Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify their shoulders.
	Values:Sharing, cooperation as they measure together.
	Pcl:Taking turns as they share objects.
	Step 3
	Learners to compare sizes of the shadow at different times of the day.
	Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify their shoulders.
	Values:Sharing, cooperation as they measure together.
	Pcl:Taking turns as they share objects.
	Conclusion
	Teacher to observe learners as they compare their shadows. He/she ask them questions.
	Extended Activities
	Learners to compare their shadows at home.

Summary: Learners to develop concept of time.

Reflection in the lesson/self-remarks:

WEEK 6: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Time

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:



1. Use vocabulary related to time for effective communication

Key inquiry question

1. What time is the shadow shorter or longer?
2. What time do you go to school?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 61 and 62, Songs, Shadows

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example measure.....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to explain vocabulary related to time for example morning, evening etc. He/she takes learners outside the class. Teacher to look at her shadow.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they identify their shadows.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to compare size of shadows at different times of the day with the help of the teacher.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they identify their shadows.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p>



5 minutes	<p>Step 3 Learners to discuss vocabularies used at different times of the day in groups.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they identify their shoulds.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p> <p>Conclusion Teacher to listen to learners as they discuss vocabularies. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to download pictures of shadows at different times of the day.</p>
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Summary: Learners to develop concept of time.

Reflection in the lesson/self-remarks:

WEEK 6: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Time

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Observe tools used for telling time.

Key inquiry question

3. How do we tell time at school or home?



Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 66 and 65, Songs, Shadows

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example measure.....
20minutes	Lesson development Step 1 Teacher to explain tools and animals used to indicate time. For example early in the morning the cock crows. We use watch to tell time etc. Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they identify time. Values: Sharing, cooperation as they different times of day. Pcl: Taking turns as they share objects. Step 2 Learners to identify tools used to tell time with the help of the teacher. Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they identify time. Values: Sharing, cooperation as they different times of day. Pcl: Taking turns as they share objects. Step 3 Learners to discuss tools used to tell time. Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they identify time.



5 minutes	<p>Values:Sharing, cooperation as they different times of day.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Conclusion Teacher to listen to learners as they discuss tools used to tell time. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to identify tools used to tell time at home.</p>
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Summary: Learners to develop concept of time.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Time

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Observe tools used for telling time.

Key inquiry question

1. How do we tell time at school or home?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 66 and 65,Songs,Shadows

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction



<p>20minutes</p>	<p>Introduce the lesson by reciting a poem related to strand for example measure.....</p> <p>Lesson development</p> <p>Step 1</p> <p>Teacher to explain tools and animals used to indicate time. For example early in the morning the cock crows. We use watch to tell time etc.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify animals and tools used to indicate time.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to identify tools used to tell time with the help of the teacher.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify animals and tools used to indicate time.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to discuss tools used to tell time.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify animals and tools used to indicate time.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p>
<p>5 minutes</p>	



	<p>Conclusion</p> <p>Teacher to listen to learners as they discuss tools used to tell time. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to identify tools used to tell time at home.</p>
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Summary: Learners to develop concept of time.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Daily routine.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

3. Name the days of the week and the months of the year

Key inquiry question

1. Which are the days of the week?
2. Which are the months of the year?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 66 and 65,Songs,Shadows

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example Monday.....</p>



20minutes	<p>Lesson development</p> <p>Step 1 Teacher to name days of the week. Teacher to explain activities done on the days of the week.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they explain activities done on the days of the week.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 2 Learners to identify days of the week with the help of the teacher.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they explain activities done on the days of the week.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 3 Learners to identify days of the week in groups.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they explain activities done on the days of the week.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p>
5 minutes	<p>Conclusion Teacher to listen to learners as they identify days of the week. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to identify tools used to tell time at home.</p>



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Summary: Learners to develop concept of days of the week.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Money

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Observe types of Kenyan currency for familiarity

Key inquiry question

1. What can you see on the coin or note?

Learning resources: Learning resources: Moran Mathematics Activities Book PP2 pg 66 and 65, Songs, Shadows

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example Coin.....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to display different samples of currencies. Teacher to identify the currencies.</p>



5 minutes	<p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify currencies.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 2 Learners to identify different sample of currencies with the help of the teacher.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify currencies.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 3 Learners to identify different sample of currencies in groups.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify currencies.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Conclusion Teacher to listen to learners as they identify currencies.</p> <p>Extended Activities</p> <p>Learners to identify currencies found at home.</p>
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Summary: Learners to develop concept of currencies.

Reflection in the lesson/self-remarks:



WEEK 7: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Money

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Identify Kenyan currency coins and notes for distinguishing them from other currencies.

Key inquiry question

What can you see on the coin or note?

Learning resources: Moran Mathematics Activities Book PP2 pg 66 and 65,Songs,Coins,Notes.

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example Coin.....
20minutes	Lesson development Step 1 Teacher to display different samples of currencies. Teacher to identify the features on the currencies. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify currencies. Values:Sharing, cooperation as they measure together.



5 minutes	<p>Pcl:taking turns as they share objects.</p> <p>Step 2 Learners to identify features of different types of currencies with the help of the teacher. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify currencies.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 3 Learners to identify different sample of currencies in groups. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify currencies.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Conclusion Teacher to listen to learners as they identify currencies.</p> <p>Extended Activities Learners to improvise currencie at home.</p>
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Summary: Learners to develop concept of currencies.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 5



SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Money

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Buy items using Kenyan coins and notes of different denominations.

Key inquiry question

1. What item do you need most?
2. What do we use money for?

Learning resources: Moran Mathematics Activities Book PP2 pg 75 and 76,Songs,Coins,Notes.

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example Coin.....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to demonstrate on how to buy and sell different items using the Kenyan currency.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they buy and sell items.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to sell and buy with the help of a teacher.</p>



5 minutes	<p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they buy and sell items.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Step 3 Learners to buy and sell in class.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they buy and sell items.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they buy and sell.</p> <p>Extended Activities Learners to role play buying and selling at home.</p>
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Summary: Learners to develop concept of currencies.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Money

Specific learning outcome:



By the end of the end of the sub strand the learner should be able to:

1. Save money for future use.

Key inquiry question

Where do we keep money?

Learning resources: Moran Mathematics Activities Book PP2 pg 77 and 78, Songs, Coins, Notes.

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example Coin.....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to display pictures of people storing currencies at different places. Teacher to explain on how to keep different currencies.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and collaboration as they identify different currencies.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to identify how to keep money safe with the help of a teacher.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and collaboration as they identify different currencies.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p>



5 minutes	<p>Step 3</p> <p>Learners to role play keeping money in safe place for example in the bank.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and collaboration as they identify different currencies.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p> <p>Conclusion</p> <p>Teacher to observe learners as they role play.</p> <p>Extended Activities</p> <p>Learners to role play keeping money safe at home.</p>
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Summary: Learners to develop concept of currencies.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Money

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Make a simple budget basing on own needs

Key inquiry question

Where do we keep money for future use?



Learning resources: Moran Mathematics Activities Book PP2 pg 77 and 78, Songs, Coins, Notes, Video.

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction
20minutes	<p>Introduce the lesson by reciting a poem related to strand for example Coin.....</p> <p>Lesson development</p> <p>Step 1 Teacher to play video of people making simple budget, buying and selling. Core competence: Critical Thinking, Problem Solving, Communication and collaboration as they identify different currencies. Values: Sharing, cooperation as they measure together. Pcl: Taking turns as they share objects.</p> <p>Step 2 Learners to identify how to keep safe budget with the help of a teacher. Core competence: Critical Thinking, Problem Solving, Communication and collaboration as they identify different currencies. Values: Sharing, cooperation as they measure together. Pcl: Taking turns as they share objects.</p> <p>Step 3 Learners to make simple budget in groups.</p>



5 minutes	<p>Core competence: Critical Thinking, Problem Solving, Communication and collaboration as they identify different currencies.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they make simple budget.</p> <p>Extended Activities</p> <p>Learners to role play keeping money safe at home.</p>
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Summary: Learners to develop concept of currencies.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Area

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Observe objects with different surfaces in the environment

Key inquiry question

How many small pieces can cover a given surface?

Learning resources: Moran Mathematics Activities Book PP2 pg 72 and 80, Big surface, Small surface.

Organization of Learning: In the Classroom individual and group work.



TIME	CONTENT
5 minutes	Introduction
20minutes	<p>Introduce the lesson by reciting a poem related to strand for example Coin.....</p> <p>Lesson development</p> <p>Step 1</p> <p>Teacher to display small and big rectangle shapes. Teacher to identify how many small shapes goes into big shapes.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify how many small shapes goes into big shapes.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to identify how many small shapes go into big shapes with the help of a teacher.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify how many small shapes goes into big shapes.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to measure area of big surface using the small surface.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify how many small shapes goes into big shapes.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p>
5 minutes	



	<p>Conclusion Teacher to observe learners as they measure.</p> <p>Extended Activities Learners to measure area of big surface using small surface at home.</p>
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Summary: Learners to develop concept of area.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Area

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Identify surfaces of different objects in the environment.

Key inquiry question

Which surface is smaller or bigger?

Learning resources: Moran Mathematics Activities Book PP2 pg 80and 81,Big surface,Small surface.

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction Introduce the lesson by reciting a poem related to strand for example</p>



20minutes	<p>Lesson development</p> <p>Step 1 Teacher to display small and big surfaces on the blackboard. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they measure. Values:Sharing, cooperation as they measure together. Pcl:Taking turns as they share objects.</p> <p>Step 2 Learners to identify and compare their area with the help of a teacher. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they measure. Values:Sharing, cooperation as they measure together. Pcl:Taking turns as they share objects.</p> <p>Step 3 Learners to compare the area of small and big surfaces in class. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they measure. Values:Sharing, cooperation as they measure together. Pcl:Taking turns as they share objects.</p>
5 minutes	<p>Conclusion Teacher to observe learners as they measure.</p> <p>Extended Activities Learners to measure area of big surface using small surface at home.</p>



Summary: Learners to develop concept of area.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Area

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Cover surfaces of different objects by using not more than 20 smaller similar objects.

Key inquiry question

What else can we use to cover a given surface?

Learning resources: Moran Mathematics Activities Book PP2 pg 80and 81,Big surface,Small surface.

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example
20minutes	Lesson development Step 1 Teacher to display small and big rectangle shapes. Teacher to identify how many small shapes goes into big shapes. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they measure.



5 minutes	<p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 2 Learners to identify how many small shapes go into big shapes with the help of a teacher. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they measure.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 3 Learners to measure area of big surface using the small surface. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they measure.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they measure.</p> <p>Extended Activities Learners to measure area of big surface using small surface at home.</p>
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Summary: Learners to develop concept of area.

Reflection in the lesson/self-remarks:



WEEK 9: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Capacity

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Appreciate the use of objects of different sizes in the environment.

Key inquiry question

Which container holds more/less?

Learning resources: Moran Mathematics Activities Book PP2 pg 57 and 58,Songs,Sand,Water,ICT device.

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example measure.....
20minutes	Lesson development Step 1 Teacher to display video of emptying and filling. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they empty and fill Values:Sharing, cooperation as they measure together. Pcl:Taking turns as they share objects.



5 minutes	<p>Step 2 Learners to observe and identify the containers that hold more or less with the help of a teacher.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they empty and fill</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 3 Learners to watch the video and compare different sizes of containers.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they empty and fill</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they fill and empty containers. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to fill and empty containers.</p>
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Summary: Learners to develop concept of filling and emptying.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL



Strand /Theme: Measurement.

Sub strand /sub-Theme: Capacity

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Appreciate the use of objects of different sizes in the environment.

Key inquiry question

Which container holds more/less?

Learning resources: Moran Mathematics Activities Book PP2 pg 57 and 58,Songs,Sand,Water,ICT device.

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example measure.....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to display video of emptying and filling.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they empty and fill</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to observe and identify the containers that hold more or less with the help of a teacher.</p>



5 minutes	<p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they empty and fill</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to watch the video and compare different sizes of containers.</p>
	<p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they empty and fill</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p>
	<p>Conclusion</p> <p>Teacher to observe learners as they fill and empty containers. He/she ask them questions.</p>
	<p>Extended Activities</p> <p>Learners to fill and empty containers.</p>

Summary: Learners to develop concept of filling and emptying.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Time



Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Compare sizes of shadows at different times of the day

Key inquiry question

Which shadow is longer or shorter?

Learning resources: Moran Mathematics Activities Book PP2 pg 57 and 58, Songs, Sand, Water, ICT device.

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example measure.....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to explain what is shadow. He/she takes learners to outside the class. Teacher to look at her shadow.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as measure their shadows.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to compare their shadows at different times of the day with the help of the teacher.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as measure their shadows.</p> <p>Values: Sharing, cooperation as they measure together.</p>



5 minutes	<p>Pcl: Taking turns as they share objects.</p> <p>Step 3 Learners to compare sizes of the shadow at different times of the day.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as measure their shadows.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p> <p>Conclusion Teacher to observe learners as they compare their shadows. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to compare sizes of their shadows at home.</p>
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Summary: Learners to develop concept of time.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Time

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Use vocabulary related to time for effective communication

Key inquiry question



1. What time is the shadow shorter or longer?
2. What time do you go to school?

Learning resources: Moran Mathematics Activities Book PP2 pg 61 and 62, Songs, Shadows

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction
20minutes	<p>Introduce the lesson by reciting a poem related to strand for example measure.....</p> <p>Lesson development</p> <p>Step 1</p> <p>Teacher to explain vocabulary related to time for example morning, evening etc. He/she takes learners outside the class. Teacher to look at her shadow.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they measure their shadows.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to compare size of shadows at different times of the day with the help of the teacher.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they measure their shadows.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to discuss vocabularies used at different times of the day in groups.</p>



5 minutes	<p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they measure their shadows.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: taking turns as they share objects.</p> <p>Conclusion Teacher to listen to learners as they discuss vocabularies. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to compare sizes of their shadows at home.</p>
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Summary: Learners to develop concept of time.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Time

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Observe tools used for telling time.

Learning resources: Moran Mathematics Activities Book PP2 pg 66 and 65, Songs, Shadows

Organization of Learning: In the Classroom individual and group work.

Key inquiry question

1. How do we tell time at school or home?

TIME	CONTENT



5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example measure.....
20minutes	Lesson development Step 1 Teacher to explain tools and animals used to indicate time. For example early in the morning the cock crows. We use watch to tell time etc. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify items used to tell time. Values:Sharing, cooperation as they measure together. Pcl:Taking turns as they share objects. Step 2 Learners to identify tools used to tell time with the help of the teacher. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify items used to tell time. Values:Sharing, cooperation as they measure together. Pcl:Taking turns as they share objects. Step 3 Learners to discuss tools used to tell time. Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify items used to tell time. Values:Sharing, cooperation as they measure together. Pcl:Taking turns as they share objects.
5 minutes	Conclusion



	<p>Teacher to listen to learners as they discuss tools used to tell time. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to identify tools that tell time at home.</p>
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Summary: Learners to develop concept of time.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Time

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Observe tools used for telling time.

Key inquiry question

1. How do we tell time at school or home?

Learning resources: Moran Mathematics Activities Book PP2 pg 66 and 65,Songs,Shadows

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example measure.....</p>
20minutes	<p>Lesson development</p>



5 minutes	<p>Step 1</p> <p>Teacher to explain tools and animals used to indicate time. For example early in the morning the cock crows. We use watch to tell time etc.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they indicate tools used to tell time.</p> <p>Values:Sharing, cooperation as they learn together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to identify tools used to tell time with the help of the teacher.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they indicate tools used to tell time.</p> <p>Values:Sharing, cooperation as they learn together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to discuss tools used to tell time.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they indicate tools used to tell time.</p> <p>Values:Sharing, cooperation as they learn together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Conclusion</p> <p>Teacher to listen to learners as they discuss tools used to tell time. He/she ask them questions.</p> <p>Extended Activities</p>
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	Learners to compare sizes of their shadows at home.
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Summary: Learners to develop concept of time.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Daily routine.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Name the days of the week and the months of the year

Key inquiry question

1. Which are the days of the week?
2. Which are the months of the year?

Learning resources: Moran Mathematics Activities Book PP2 pg 66 and 65,Songs,Shadows

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reciting a poem related to strand for example Monday.....
20minutes	Lesson development Step 1 Teacher to name days of the week. Teacher to explain activities done on the days of the week.



5 minutes	<p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify activities done during the days of the week.</p> <p>Values:Sharing, cooperation as they identify days of the week.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 2 Learners to identify days of the week with the help of the teacher.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify activities done during the days of the week.</p> <p>Values:Sharing, cooperation as they identify days of the week.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 3 Learners to identify days of the week in groups</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify activities done during the days of the week.</p> <p>Values:Sharing, cooperation as they identify days of the week.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Conclusion Teacher to listen to learners as they identify days of the week. He/she ask them questions.</p> <p>Extended Activities</p> <p>Learners to compare sizes of their shadows at home.</p>
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Summary: Learners to develop concept of days of the week.

Reflection in the lesson/self-remarks:



WEEK 10: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Money

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Observe types of Kenyan currency for familiarity

Key inquiry question

1. What can you see on the coin or note?

Learning resources: Moran Mathematics Activities Book PP2 pg 66 and 65, Songs, Shadows

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example Coin.....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to display different samples of currencies. Teacher to identify the currencies.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they identify different currencies.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p> <p>Step 2</p>



5 minutes	<p>Learners to identify different sample of currencies with the help of the teacher.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify different currencies.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to identify different sample of currencies in groups.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify different currencies.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Conclusion</p> <p>Teacher to listen to learners as they identify currencies.</p> <p>Extended Activities</p> <p>Learners to download pictures of different currencies.</p>
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Summary: Learners to develop concept of currencies.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Money



Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Identify Kenyan currency coins and notes for distinguishing them from other currencies.

Key inquiry question

What can you see on the coin or note?

Learning resources: Moran Mathematics Activities Book PP2 pg 66 and 65,Songs,Shadows

Organization of Learning:In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example Coin.....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to display different samples of currencies. Teacher to identify the features on the currencies.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify currencies sample.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to identify features of different types of currencies with the help of the teacher.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify currencies sample.</p>



5 minutes	<p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Step 3 Learners to identify different sample of currencies in groups.</p> <p>Core competence:Critical Thinking, Problem Solving, Communication and Collaboration as they identify currencies sample.</p> <p>Values:Sharing, cooperation as they measure together.</p> <p>Pcl:Taking turns as they share objects.</p> <p>Conclusion Teacher to listen to learners as they identify currencies.</p> <p>Extended Activities Learners to download pictures of different currencies.</p>
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Summary: Learners to develop concept of currencies.

Reflection in the lesson/self-remarks:

WEEK10: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Measurement.

Sub strand /sub-Theme: Money

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

1. Buy items using Kenyan coins and notes of different denominations.



Key inquiry question

1. What item do you need most?
2. What do we use money for?

Learning resources: Moran Mathematics Activities Book PP2 pg 75 and 76, Songs, Coins, Notes.

Organization of Learning: In the Classroom individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Introduce the lesson by reciting a poem related to strand for example Coin.....</p>
20minutes	<p>Lesson development</p> <p>Step 1</p> <p>Teacher to demonstrate on how to buy and sell different items using the Kenyan currency.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they identify currencies.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p> <p>Step 2</p> <p>Learners to sell and buy with the help of a teacher.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they identify currencies.</p> <p>Values: Sharing, cooperation as they measure together.</p> <p>Pcl: Taking turns as they share objects.</p> <p>Step 3</p> <p>Learners to buy and sell in class.</p> <p>Core competence: Critical Thinking, Problem Solving, Communication and Collaboration as they identify currencies.</p> <p>Values: Sharing, cooperation as they measure together.</p>



5 minutes	Pcl:Taking turns as they share objects. Conclusion Teacher to observe learners as they buy and sell. Extended Activities Learners to role play buying and selling.
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Summary: Learners to develop concept of currencies.

Reflection in the lesson/self-remarks: