2024 GRADE 1 MATHEMATICS ACTIVITIES

TERM ONE SCHEME OF WORK

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| SCHOOL | GRADE | TEACHERS NAME | TIME | YEAR |
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| WEEK | LSN | STRAND | SUB-STRAND | SPECIFIC LEARNING  OUTCOME | KEY INQUIRY QUESTIONS | LEARNING EXPERIENCE | LEARNING RESOURCES | ASSESSMENT METHOD | REFL |
| 1 | 1 | NUMBERS | Number concept | By the end of the lesson, the learner should be to   1. Sort and group objects according to size. 2. Play digital games involving sorting and grouping 3. Appreciate the importance of sorting and Grouping in real life | How do you sort and group objects? | * Learners in pairs/groups to collect different safe objects * Learners in pairs/groups to sort objects with same attribute and group them together * Learners to play digital games involving sorting and grouping according to different attributes | Balls  Books  Pencils of all different sizes  Mathematics pupil’s book 1 pg.2  Mathematics teachers guide grade 1 pg. 3 | Oral questions  Written exercise  observation |  |
|  | 2 |  | Sorting and grouping | By the end of the lesson, the learner should be to   1. sort and group objects according to shape. 2. Play digital games involving sorting and grouping 3. Appreciate the importance of sorting and Grouping in real life | How do you sort and group objects? | * Learners in pairs/groups to collect different safe objects * Learners in pairs/groups to sort objects with same attribute and group them together * Learners to play digital games involving sorting and grouping according to different attributes | Paper cut-outs of rectangles, triangles, circles.  Mathematics pupil’s book 1 pg.3  Mathematics teachers guide grade 1 pg. 4 | Oral questions  Written exercise  observation |  |
|  | 3 |  | Pairing and matching | By the end of the lesson, the learner should be to   1. pair and match objects according to size. 2. Play digital games involving pairing and matching 3. Appreciate the importance of pairing and matching in real life | How do you pair and match objects? | * Learners in pairs/groups to collect different safe objects * Learners in pairs/groups to sort objects with same attribute and group them together * Learners to play digital games involving pairing and matching according to different attributes | Bottles  Blocks of wood  Mathematics pupil’s book 1 pg.4  Mathematics teachers guide grade 1 pg. 5 | Oral questions  Written exercise  observation |  |
|  | 4 |  | Making patterns | By the end of the lesson, the learner should be to   1. make patterns using objects of different sizes. 2. Play digital games involving making patterns 3. Appreciate the importance of patterns in real life | How do you make patterns using objects? | * Learners in pairs/groups to collect different safe objects * Learners in pairs/groups to sort objects with same attribute and group them together * Learners to play digital games involving making patterns according to different attributes | Bottles  Marbles  Balls all of different sizes  Mathematics pupil’s book 1 pg.5  Mathematics teachers guide grade 1 pg. 6 | Oral questions  Written exercise  observation |  |
|  | 5 |  |  | By the end of the lesson, the learner should be to   1. recite number names in order up to 20 2. play games involving reciting numbers 3. desire to tell the importance of numbers | How do you recite number names in order? | * Learners in pairs/groups to collect different safe objects * Learners in pairs/groups to recite number names in order up to 20 * Learners to play digital games involving sorting and grouping according to different attributes | Videos  Audios  Mathematics pupil’s book 1 pg.6  Mathematics teachers guide grade 1 pg. 7 | Oral questions  Written exercise  observation |  |
| 2 | 1 |  |  | By the end of the lesson, the learner should be to   1. represent numbers up to 10 using objects 2. work out examples in their books 3. desire to tell the importance of numbers | How do you represent numbers using objects? | * Learners in pairs/groups to collect different safe objects * Learners in pairs/groups to represent numbers up to 20 using objects * Learners to play digital games involving numbers | Books  Pencils  Balls, bottles  Number cards, beads, buttons  Mathematics pupil’s book 1 pg.7-8  Mathematics teachers guide grade 1 pg. 8 | Oral questions  Written exercise  observation |  |
|  | 2 |  | Whole numbers | By the end of the lesson, the learner should be to   1. Count in 1’s up to 20 forward and backward. 2. Count objects in their class 3. Appreciate the importance of counting in daily life | How do you count numbers forward and backward? | * Learners in pairs/groups to count by 1’s and 2’s up to 20 starting from any point using concrete objects as well as body parts * Learners to take turns in counting * Learners in pairs/groups to count by 1’s and 2’s using a number line | Straws  Bottle tops  Stones, beads, buttons, sticks  Mathematics pupil’s book 1 pg.9  Mathematics teachers guide grade 1 pg. 10 | Oral questions  Written exercise  observation |  |
|  | 3 |  |  | By the end of the lesson, the learner should be to   1. Count in 2’s up to 20 forward and backward. 2. Count objects in their class 3. Appreciate the importance of counting in daily life | How do you count numbers forward and backward? | * Learners in pairs/groups to count by 1’s and 2’s up to 20 starting from any point using concrete objects as well as body parts * Learners to take turns in counting * Learners in pairs/groups to count by 1’s and 2’s using a number line | Counters  Mathematics pupil’s book 1 pg.10  Mathematics teachers guide grade 1 pg. 11 | Oral questions  Written exercise  observation |  |
|  | 4 |  |  | By the end of the lesson, the learner should be to   1. Represent numbers up to 20 using objects. 2. Work out examples in their books 3. Appreciate the importance of representing numbers in daily life | How do you represent numbers using objects? | * Learners in pairs/groups to count by 1’s and 2’s up to 20 starting from any point using concrete objects as well as body parts * Learners to take turns in counting * Learners in pairs/groups to count by 1’s and 2’s using a number line | Counters  Mathematics pupil’s book 1 pg.11  Mathematics teachers guide grade 1 pg. 12 | Oral questions  Written exercise  observation |  |
|  | 5 |  |  | By the end of the lesson, the learner should be to   1. Identify place value of digits in numbers up to ten. 2. Work out examples in their books 3. Desire to tell the use of place value in real life | How do you identify the place value of a digit in a number? | * Learners to take turns in counting * Learners in pairs/groups to count by 1’s and 2’s using a number line * Learners to identify place value of ones and tens | Sticks  Straws  Place value tins, place value trays, abacus, bottle tops  Mathematics pupil’s book 1 pg.12  Mathematics teachers guide grade 1 pg. 13 | Oral questions  Written exercise  observation |  |
| 3 | 1 |  |  | By the end of the lesson, the learner should be to   1. Read number symbols up to 20. 2. Appreciate the importance of number symbols | How do you read number symbols? | * Learners in pairs/groups to read number symbols up to 20 | Number chart  Number cards  Video clips  Mathematics pupil’s book 1 pg.13  Mathematics teachers guide grade 1 pg. 14 | Oral questions  Written exercise  observation |  |
|  | 2 |  |  | By the end of the lesson, the learner should be to   1. Write number symbols up to 20. 2. Appreciate the importance of number symbols 3. Work out examples in their books | How do you write number symbols? | Learners in pairs to recite and write numbers 1-50 in symbols  Learners to practice writin numbers 1-10 in words | Number chart  Number cards  Video clips  Mathematics pupil’s book 1 pg.14  Mathematics teachers guide grade 1 pg. 15 | Oral questions  Written exercise  observation |  |
|  | 3 |  |  | By the end of the lesson, the learner should be to   1. work out missing numbers in patterns up to 5 in 1’s 2. play digital games involving patterns 3. appreciate the use of patterns in daily life | How do you work out missing numbers in a pattern? | Learners to identify missing numbers in number patterns up to 20 | Number cards with numerals  Video clips  Mathematics pupil’s book 1 pg.15  Mathematics teachers guide grade 1 pg. 16 | Oral questions  Written exercise  observation |  |
|  | 4 |  |  | By the end of the lesson, the learner should be to   1. create number patterns up to 10 2. play digital games involving patterns 3. appreciate the use of patterns in daily life | How do you create number patterns? | Learners to identify missing numbers in number patterns up to 20 | Number cards with numerals  Video clips  Mathematics pupil’s book 1 pg.16  Mathematics teachers guide grade 1 pg. 17 | Oral questions  Written exercise  observation |  |
|  | 5 |  | Addition | By the end of the lesson, the learner should be to   1. Model addition as putting objects together up to a sum of 5. 2. Use “+” and “=” signs in writing addition 3. Desire to tell the importance of addition | How do you get the total number of objects from two groups? | * Learners in pairs/groups to put two groups of objects together and count and et the total * Learners to us “+” and “=” signs in writing addition * Learners to add 2-single digit numbers by skipping on a number line * Learners to add 2-single digit number using the family of 10 | Counters  Mathematics pupil’s book 1 pg.17  Mathematics teachers guide grade 1 pg. 19 | Oral questions  Written exercise  observation |  |
| 4 | 1 |  |  | By the end of the lesson, the learner should be to   1. Model addition as putting objects together up to a sum of 10. 2. Use “+” and “=” signs in writing addition 3. Desire to tell the importance of addition | How do you get the total number of objects from two groups? | * Learners in pairs/groups to put two groups of objects together and count and et the total * Learners to us “+” and “=” signs in writing addition * Learners to add 2-single digit numbers by skipping on a number line * Learners to add 2-single digit number using the family of 10 | Counters  Mathematics pupil’s book 1 pg.18  Mathematics teachers guide grade 1 pg. 20 | Oral questions  Written exercise  observation |  |
|  | 2 |  |  | By the end of the lesson, the learner should be to   1. Model addition as putting objects together up to a sum of 15. 2. Use “+” and “=” signs in writing addition 3. Desire to tell the importance of addition | How do you get the total number of objects from two groups? | * Learners in pairs/groups to put two groups of objects together and count and et the total * Learners to us “+” and “=” signs in writing addition * Learners to add 2-single digit numbers by skipping on a number line * Learners to add 2-single digit number using the family of 10 | Counters  Mathematics pupil’s book 1 pg.19  Mathematics teachers guide grade 1 pg. 21 | Oral questions  Written exercise  observation |  |
|  | 3 |  |  | By the end of the lesson, the learner should be to   1. Model addition as putting objects together up to a sum of 20. 2. Use “+” and “=” signs in writing addition 3. Desire to tell the importance of addition | How do you get the total number of objects from two groups? | * Learners in pairs/groups to put two groups of objects together and count and et the total * Learners to us “+” and “=” signs in writing addition * Learners to add 2-single digit numbers by skipping on a number line | Counters  Mathematics pupil’s book 1 pg.20  Mathematics teachers guide grade 1 pg. 22 | Oral questions  Written exercise  observation |  |
|  | 4 |  |  | By the end of the lesson, the learner should be to   1. represent addition as putting objects together by using “+” 2. play digital games involving addition 3. Desire to tell the importance of addition | How do you get the total number of objects from two groups? | * Learners to represent addition as putting objects together by using “+” | Counters  Mathematics pupil’s book 1 pg.21  Mathematics teachers guide grade 1 pg. 23 | Oral questions  Written exercise  observation |  |
|  | 5 |  |  | By the end of the lesson, the learner should be to   1. Write and use the equal (=) sign in addition sentences. 2. play digital games involving addition 3. Desire to tell the importance of addition | How do you represent the equal sign in addition sentences? | * Learners in pairs/groups to put two groups of objects together and count and et the total * Learners to us “+” and “=” signs in writing addition * Learners to add 2-single digit numbers by skipping on a number line * Learners to add 2-single digit number using the family of 10 | Counters  Mathematics pupil’s book 1 pg.22  Mathematics teachers guide grade 1 pg. 24 | Oral questions  Written exercise  observation |  |
| 5 | 1 |  |  | By the end of the lesson, the learner should be to   1. Write addition sentences. 2. play digital games involving addition 3. Desire to tell the importance of addition | How do you write addition sentences? | * Learners in pairs/groups to put two groups of objects together and count and et the total * Learners to us “+” and “=” signs in writing addition * Learners to add 2-single digit numbers by skipping on a number line * Learners to add 2-single digit number using the family of 10 | Counters  Mathematics pupil’s book 1 pg.23  Mathematics teachers guide grade 1 pg. 25 | Oral questions  Written exercise  observation |  |
|  | 2 |  |  | By the end of the lesson, the learner should be to   1. Add 2-single digit numbers up to a sum of 5 horizontally. 2. play digital games involving addition 3. Desire to tell the importance of addition | How do you add 2-single digit numbers? | Learners to add 2-single digit number by counting | Counters  Mathematics pupil’s book 1 pg.24  Mathematics teachers guide grade 1 pg. 26 | Oral questions  Written exercise  observation |  |
|  | 3 |  |  | By the end of the lesson, the learner should be to   1. Add 2-single digit numbers up to a sum of 5 vertically. 2. play digital games involving addition 3. Desire to tell the importance of addition | How do you add 2-single digit numbers? | Learners to add 2-single digit number by counting | Counters  Mathematics pupil’s book 1 pg.25  Mathematics teachers guide grade 1 pg. 27 | Oral questions  Written exercise  observation |  |
|  | 4 |  |  | By the end of the lesson, the learner should be to   1. Add 2-single digit numbers up to a sum of 10 horizontally. 2. play digital games involving addition 3. Desire to tell the importance of addition | How do you add 2-single digit numbers? | Learners to add 2-single digit number by counting | Counters  Mathematics pupil’s book 1 pg.26  Mathematics teachers guide grade 1 pg. 28 | Oral questions  Written exercise  observation |  |
|  | 5 |  |  | By the end of the lesson, the learner should be to   1. Add 2-single digit numbers up to a sum of 10 vertically. 2. play digital games involving addition 3. Desire to tell the importance of addition in real life situation | How do you add 2-single digit numbers? | Learners to add 2-single digit number using the family of 10 | Counters  Mathematics pupil’s book 1 pg.27  Mathematics teachers guide grade 1 pg. 29 | Oral questions  Written exercise  observation |  |
| 6 | 1 |  |  | By the end of the lesson, the learner should be to   1. work out missing numbers in number patterns involving addition up to 10 2. appreciate the importance of patterns in real life | How do you work out missing numbers in patterns? | Learners to make patterns involving addition with numbers up to 100 | Counters  Mathematics pupil’s book 1 pg.28  Mathematics teachers guide grade 1 pg. 30 | Oral questions  Written exercise  observation |  |
|  | 2 |  | Subtraction | By the end of the lesson, the learner should be to   1. Model subtraction up to 5 as taking away using objects. 2. Play digital games involving subtraction 3. Appreciate the use of subtraction in daily life situations | How do you show taking away using objects? | Learners in pairs/groups to model subtraction using concrete objects | Counters  Mathematics pupil’s book 1 pg.29  Mathematics teachers guide grade 1 pg. 33 | Oral questions  Written exercise  observation |  |
|  | 3 |  |  | By the end of the lesson, the learner should be to   1. Model subtraction up to 10 as taking away using objects. 2. Play digital games involving subtraction 3. Appreciate the use of subtraction in daily life situations | How do you show taking away using objects? | Learners in pairs/groups to model subtraction using concrete objects | Counters  Mathematics pupil’s book 1 pg.30  Mathematics teachers guide grade 1 pg. 34-35 | Oral questions  Written exercise  observation |  |
|  | 4 |  |  | By the end of the lesson, the learner should be to   1. model subtraction up to 20 as taking away using objects 2. Play digital games involving subtraction 3. Appreciate the use of subtraction in daily life situations | How do you show taking away using objects? | Learners in pairs/groups to model subtraction using concrete objects | Counters  Mathematics pupil’s book 1 pg.31  Mathematics teachers guide grade 1 pg. 36-37 | Oral questions  Written exercise  observation |  |
|  | 5 |  |  | By the end of the lesson, the learner should be to   1. Write and use subtraction sign (-) in representing subtraction. 2. Play digital games involving subtraction 3. Appreciate the use of subtraction in daily life situations | How do you show taking away using objects? | Learners to use “-“ and “=” signs in writing subtraction sentences | Counters  Mathematics pupil’s book 1 pg.32  Mathematics teachers guide grade 1 pg. 38 | Oral questions  Written exercise  observation |  |
| 7 | 1 |  |  | By the end of the lesson, the learner should be to   1. Write and use subtraction sign (=) in representing subtraction. 2. Play digital games involving subtraction 3. Appreciate the use of subtraction in daily life situations | How do you show taking away using objects? | Learners to use “-“ and “=” signs in writing subtraction sentences | Counters  Mathematics pupil’s book 1 pg.33  Mathematics teachers guide grade 1 pg. 39 | Oral questions  Written exercise  observation |  |
|  | 2 |  |  | By the end of the lesson, the learner should be to   1. Write subtraction sentences using the subtraction sign (-) and equal (=) sign. 2. Play digital games involving subtraction 3. Appreciate the use of subtraction in daily life situations | How do you write subtraction sentences? | Learners to use “-“ and “=” signs in writing subtraction sentences | Counters  Mathematics pupil’s book 1 pg.34  Mathematics teachers guide grade 1 pg. 40 | Oral questions  Written exercise  observation |  |
|  | 3 |  |  | By the end of the lesson, the learner should be to   1. Subtract 2-single digit numbers horizontally. 2. Play digital games involving subtraction 3. Appreciate the use of subtraction in daily life situations | How do you subtract 2-single digit numbers? | Learners in pairs/groups to subtract by counting backwards | Counters  Mathematics pupil’s book 1 pg.35  Mathematics teachers guide grade 1 pg. 41 | Oral questions  Written exercise  observation |  |
|  | 4 |  |  | By the end of the lesson, the learner should be to   1. Work out missing numbers involving subtraction up to 10. 2. Play digital games involving patterns 3. Appreciate the use of subtraction in daily life situations | How do you work out missing numbers in patterns? | Learners in pairs/groups to create patterns involving subtraction | Counters  Number cards  Mathematics pupil’s book 1 pg.36  Mathematics teachers guide grade 1 pg. 42 | Oral questions  Written exercise  observation |  |
|  | 5 | MEASUREMENT | Length | By the end of the lesson, the learner should be to   1. Compare length of objects directly. 2. Tell the use of length in day-to-day life 3. Play games on length | How do you compare length of two objects? | Learners in pairs or groups to compare objects directly to identify objects which are longer than , shorter than or same as | Sticks  Pencils, biro pens,  Trees,  Textbooks  Mathematics pupil’s book 1 pg.37  Mathematics teachers guide grade 1 pg. 44 | Oral questions  Written exercise  observation |  |
| 8 | 1 |  |  | By the end of the lesson, the learner should be to   1. Conserve length through manipulation. 2. Tell the use of length in day-to-day life 3. Play games on length | What happens to the length of an object when it is straight and when it is not straight? | Learners in pairs or groups to compare objects directly to identify objects which are longer than , shorter than or same as | Ropes  Strings  Mathematics pupil’s book 1 pg.38  Mathematics teachers guide grade 1 pg. 45 | Oral questions  Written exercise  observation |  |
|  | 2 |  |  | By the end of the lesson, the learner should be to   1. Measure length using arbitrary units. 2. Tell the use of length in day-to-day life 3. Play games on length | How can you find the length of the teacher’s table? | Learners in pairs/groups to measure lengths using different objects as arbitrary units and discuss the measurements from various groups | Desks  Tables  Textbooks, a chart of a handspan  Mathematics pupil’s book 1 pg.39  Mathematics teachers guide grade 1 pg. 46 | Oral questions  Written exercise  observation |  |
|  | 3 |  |  | By the end of the lesson, the learner should be to   1. Measure length using arbitrary units. 2. Tell the use of length in day-to-day life 3. Play games on length | How can you find the length of the classroom? | Learners in pairs/groups to measure lengths using different objects as arbitrary units and discuss the measurements from various groups | Classroom floor  Wall  Mathematics pupil’s book 1 pg.40  Mathematics teachers guide grade 1 pg. 47 | Oral questions  Written exercise  observation |  |
|  | 4 |  | Mass | By the end of the lesson, the learner should be to   1. Compare mass of objects directly. 2. Demonstrate the importance of mass in daily life 3. Play digital games involving mass | How do you compare the mass of two objects? | Learners in pairs/groups to use an identified mass to compare the mass of other objects | Exercise books  Textbooks  Pencils, dusters, school bags, shoes  Mathematics pupil’s book 1 pg.41  Mathematics teachers guide grade 1 pg. 49 | Oral questions  Written exercise  observation |  |
|  | 5 |  |  | By the end of the lesson, the learner should be to   1. Conserve mass through manipulation. 2. Demonstrate the importance of mass in daily life 3. Play digital games involving mass | What happens to the mass of an object when its shape changes? | Learners to demonstrate that change of shape does not change the mass of an object | Plascticine  Clay  Beam balance, rolling pin  Mathematics pupil’s book 1 pg.42  Mathematics teachers guide grade 1 pg. 50 | Oral questions  Written exercise  observation |  |
| 9 | 1 |  |  | By the end of the lesson, the learner should be to   1. Measure mass using arbitrary units. 2. Demonstrate the importance of mass in daily life 3. Play digital games involving mass | How can you find the mass of an object? | Learners in pairs/groups to use an identified mass to compare the mass of other objects | Beam balance  Bottle tops  Exercise books, textbooks, marbles, and ruler  Mathematics pupil’s book 1 pg.43  Mathematics teachers guide grade 1 pg. 51 | Oral questions  Written exercise  observation |  |
|  | 2 |  | Capacity | By the end of the lesson, the learner should be to   1. Compare capacity of containers directly. 2. Demonstrate the use of capacity in daily life 3. Play digital games on capacity | How do you compare capacity of two containers? | Learners to fill containers  Learners to compare capacity  Learners to measure capacity | Water  Basin  Bottles, jugs, sufuria, cup, tins  Mathematics pupil’s book 1 pg.44  Mathematics teachers guide grade 1 pg. 53 | Oral questions  Written exercise  observation |  |
|  | 3 |  |  | By the end of the lesson, the learner should be to   1. Conserve capacity through manipulation. 2. Demonstrate the use of capacity in daily life 3. Play digital games on capacity | What happens to the amount of water in a container when it is poured into a bigger container? | Learners to fill containers  Learners to compare capacity  Learners to measure capacity | Water  Bottles  Jugs, tins  Mathematics pupil’s book 1 pg.45  Mathematics teachers guide grade 1 pg. 54 | Oral questions  Written exercise  observation |  |
|  | 3-4 | HALF TERM | | | | | | | |
| 10 | 1 |  |  | By the end of the lesson, the learner should be to   1. find out which containers hold the same amount of water. 2. Demonstrate the use of capacity in daily life 3. Play digital games on capacity | How can you establish that containers can hold the same amount of water? | Learners to fill containers  Learners to compare capacity  Learners to measure capacity | Water  Bottles, bucket  Jugs, tins  Mathematics pupil’s book 1 pg.46  Mathematics teachers guide grade 1 pg. 55 | Oral questions  Written exercise  observation |  |
|  | 2 |  |  | By the end of the lesson, the learner should be to   1. measure the capacity of a given container using smaller containers 2. Demonstrate the use of capacity in daily life 3. Play digital games on capacity. | How can you measure how much a container can hold? | Learners to fill containers  Learners to compare capacity  Learners to measure capacity | Water  Bottles, bucket  Jugs, tins  Mathematics pupil’s book 1 pg.47  Mathematics teachers guide grade 1 pg. 56 | Oral questions  Written exercise  observation |  |
|  | 3 |  | Time | By the end of the lesson, the learner should be to   1. Tell the daily activities at home. 2. Observe the importance of time in their daily life 3. Play games involving time | What activities are carried out at home? | Learners to tell activities that take place daily at school | Picture of a homestead  Mathematics pupil’s book 1 pg.48  Mathematics teachers guide grade 1 pg. 58 | Oral questions  Written exercise  observation |  |
|  | 4 |  |  | By the end of the lesson, the learner should be to   1. tell the daily activities at school 2. Observe the importance of time in their daily life 3. Play games involving time. | What activities are carried out at school? | Learners to tell activities that take place daily at school | Picture of a school environment  Mathematics pupil’s book 1 pg.49  Mathematics teachers guide grade 1 pg. 59 | Oral questions  Written exercise  observation |  |
|  | 5 |  |  | By the end of the lesson, the learner should be to   1. Identify the times of the day. 2. Observe the importance of time in their daily life 3. Play games involving time | How do you tell the times of the day? | Learners to identify times of the day | Picture of a school environment  Mathematics pupil’s book 1 pg.50  Mathematics teachers guide grade 1 pg. 60 | Oral questions  Written exercise  observation |  |
| 11 | 1 |  | Money | By the end of the lesson, the learner should be to   1. Identify and sort Kenyan currency coins and notes up to sh. 100. 2. Tell the importance of money in real life 3. Play digital games involving money | How do you identify Kenyan money? | Learners to identify and sort out kenyan currency according to different denominations | Real money in notes and coins  Mathematics pupil’s book 1 pg.51  Mathematics teachers guide grade 1 pg. 62 | Oral questions  Written exercise  observation |  |
|  | 2 |  |  | By the end of the lesson, the learner should be to   1. Identify goods and services. 2. Tell the importance of money in real life 3. Play digital games involving money | How do you spend money? | Learners to identify goods and services | Picture of goods and services  Mathematics pupil’s book 1 pg.52  Mathematics teachers guide grade 1 pg. 63 | Oral questions  Written exercise  observation |  |
|  | 3 |  | Money | By the end of the lesson, the learner should be to   1. Relate money to goods and services up to sh. 100 in shopping activities. 2. Tell the importance of money in real life 3. Play digital games involving money | What can you buy with money? | Learner in pairs or groups to relate money to goods and services | Classroom shop  Mathematics pupil’s book 1 pg.53  Mathematics teachers guide grade 1 pg. 64 | Oral questions  Written exercise  observation |  |
|  | 4 | GEOMETRY | Line | By the end of the lesson, the learner should be to   1. Identify straight lines. 2. draw straight lines 3. Tell the importance of lines in real life | How do you identify straight line? | Learners to identify a straight line and draw | Books  Pieces of sticks  Crayons, chalk, charcoal  Mathematics pupil’s book 1 pg.54  Mathematics teachers guide grade 1 pg. 66 | Oral questions  Written exercise  observation |  |
| 12 | 1 |  | Line | By the end of the lesson, the learner should be to   1. Identify curved lines. 2. draw curved lines 3. Tell the importance of lines in real life | How do you identify curved line? | Learners to identify a curved line and draw | Books  Pieces of sticks  Crayons, chalk, charcoal  Mathematics pupil’s book 1 pg.55  Mathematics teachers guide grade 1 pg. 67 | Oral questions  Written exercise  observation |  |
|  | 2 |  | Shapes | By the end of the lesson, the learner should be to   1. Identify rectangles within the environment. 2. Draw rectangles 3. Appreciate the importance of shapes in real life | How do rectangles look like? | Learners to identify rectangles in the environment | Objects with different shapes,  Rectangular cut-outs  Mathematics pupil’s book 1 pg.56  Mathematics teachers guide grade 1 pg. 69 | Oral questions  Written exercise  observation |  |
|  | 3 |  | Shapes | By the end of the lesson, the learner should be to   1. Identify triangles within the environment. 2. Draw triangles 3. Appreciate the importance of shapes in real life | How do triangles look like? | Learners to identify triangles in the environment | Objects with different shapes,  Rectangular cut-outs  Mathematics pupil’s book 1 pg.57  Mathematics teachers guide grade 1 pg. 70 | Oral questions  Written exercise  observation |  |
|  | 4-5 | REVISION EXCERCISE | | | | | | | |
| 13 |  | END TERM ASSESSMENT | | | | | | | |