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**WEEK 1: LESSON 1**

**Strand:** Pre Number Activities

**Sub Strand:** Sorting and Grouping

**Specific Learning Outcomes:**

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

- Identify play objects in the immediate neighbourhood.

- Collect play objects from the school neighbourhood.

- Appreciate play objects in the immediate neighbourhood.

**Key Inquiry Question:**

- Which objects do you play with at school?

**Learning Resources:**

- Longhorn Mathematics pp2 pages 1-2

- Play objects

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about different types of objects.

- Engage learners in a discussion by asking them what they remember about play objects. Use visuals or examples from the Longhorn Mathematics resource to spark interest and understanding.

**Lesson Development (20 minutes):**

**Step 1:** Identification

- Begin by asking students to name different play objects they see at school.

- Write their responses on the board and categorize them (e.g., toys, sports equipment).

- Use illustrations from the Longhorn Mathematics book to compare and discuss various play objects.

**Step 2:** Exploration

- Take learners outside (or a designated area) to look for play objects in the school neighbourhood.

- Encourage them to observe and discuss the play objects they see.

- Guide them in forming small groups to share their findings, reinforcing the idea of collaboration and teamwork.

**Step 3:** Collection

- Each group collects one example of a play object (or a drawing or photo if physical collection isn’t possible).

- Allow them time to discuss their object within the group and prepare to present to the class.

**Step 4:** Presentation

- Each group presents their collected object to the class.

- Ask questions like: What is it? Why do you like to play with it? How do you use it?

- This step helps reinforce communication skills and encourages appreciation of others' choices.

**Conclusion (5 minutes):**

- Summarize the key points learned about play objects in the neighbourhood and their importance in play.

- Conduct a brief interactive activity, such as a sorting game, where learners categorize objects into groups based on specific criteria (e.g., color, size, or type).

- Preview the next session, asking students to think about what play objects they would like to explore next time.

**Extended Activities:**

- Have learners create a simple art project where they draw or make a collage of their favorite play objects from home or school.

- Set up a "Play Object Show and Tell" in which students bring in a toy or object to discuss with their classmates.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** PRE NUMBER ACTIVITIES

**Sub Strand:** Sorting and grouping

**Specific Learning Outcomes:**

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

- Identify play objects in the immediate neighbourhood.

- Collect play objects from the school neighbourhood.

- Appreciate play objects in the immediate neighbourhood.

**Key Inquiry Question:**

- Which game do you like playing?

**Learning Resources:**

- Longhorn Mathematics pp2 page 1-2

- Play objects

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on identifying shapes or numbers in the environment.

- Ask the students to share their experiences and what they remember.

- Focus on play objects and discuss concepts from the Longhorn Mathematics pages to set the stage for today's lesson.

**Lesson Development (20 minutes):**

**Step 1:** Identify Play Objects

- Ask students to look around the classroom and school environment to identify various play objects (e.g., balls, blocks, dolls).

- Encourage each student to name one play object they see. Write their responses on a board to visualize the variety.

**Step 2:** Collect Play Objects

- Take the students outside to the schoolyard (or designated safe area).

- Have students collect specific play objects (or make a list of objects they see) while ensuring they remain in groups for safety.

- Prompt them to be mindful of their surroundings and select items that are safe and appropriate.

**Step 3:** Group and Sort Collected Objects

- Back in the classroom, guide learners in grouping the collected play objects by similarities (size, color, type).

- Allow them to discuss their choices and explain why they sorted the items in certain ways.

**Step 4:** Appreciate Play Objects

- Discuss what makes each object fun or interesting.

- Encourage students to share stories about their favorite games involving the identified objects and why they enjoy them.

- Facilitate a discussion on the importance of play in their lives.

**Conclusion (5 minutes):**

- Summarize the key points learned: identifying, collecting, sorting, and appreciating play objects.

- Conduct an interactive activity, such as a "counting game" where students count their sorted play objects and share.

- Briefly preview the next lesson on how to organize objects by different characteristics to prepare students for further exploration.

**Extended Activities:**

- Sorting Game: Students can create a sorting game at home by collecting items from their environment and categorizing them by size, shape, or color, then sharing their results in the next lesson.

- Drawing Exercise: Have students draw and label their favorite play objects and write a short sentence about why they enjoy playing with them.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Pre Number Activities

**Sub Strand:** Sorting and Grouping

**Specific Learning Outcomes:**

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

- List similarities among play objects.

- Colour play items with different colours.

- Appreciate play objects in the immediate neighbourhood.

**Key Inquiry Question(s):**

- How are play items similar?

**Learning Resources:**

- Longhorn Mathematics pp2 page 3-4

- Play objects (e.g., toys, blocks, balls)

- Crayons

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson about shapes and their properties.

- Guide learners to read and discuss the relevant content from Longhorn Mathematics, focusing on identifying and grouping items based on similarities.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Similarities

- Present a variety of play objects.

- Ask learners to observe and discuss what is similar about the objects (e.g., colour, size, shape, texture).

**Step 2:** Grouping Play Objects

- Provide learners with an opportunity to group the objects based on the identified similarities. For instance, group all red objects together, or all round objects together.

- Encourage discussion about why they grouped them in that way.

**Step 3:** Colouring Activity

- Distribute crayons and worksheets with images of the play objects.

- Instruct learners to colour the play items with different colours.

- Emphasize the importance of using various colours and express creativity in their work.

**Step 4:** Sharing and Appreciation

- Have a sharing session where learners present their coloured play items.

- Discuss the play objects found in their immediate neighbourhood and how they can appreciate them.

**Conclusion (5 minutes)**

- Summarize the key points: similarities in objects, the grouping process, and the activity of colouring.

- Conduct a brief interactive activity, such as a quick matching game where learners match items based on similarities.

- Preview the next session, possibly focusing on another aspect of play items, such as counting or patterns.

**Extended Activities**

- Have learners create a "Play Object Collage" where they cut out pictures of play items from magazines or old books and paste them together, categorizing them by colour or type.

- Organize a "Treasure Hunt" where learners find play items around the classroom or schoolyard to classify into groups based on similarities they identified in this lesson.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Pre Number Activities

**Sub Strand:** Sorting and Grouping

**Specific Learning Outcomes:**

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

- List similarities among play objects.

- Colour play items with different colours.

- Appreciate play objects in the immediate neighbourhood.

**Key Inquiry Question:**

- How are play items similar?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 3-4

- Various play objects (blocks, dolls, balls, etc.)

- Crayons

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson, asking students about what they remember.

- Introduce the key inquiry question: "How are play items similar?"

- Show some play objects and ask students to point out any similarities they notice.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Similarities

- Activity:

- Present a selection of play objects and ask learners to describe how they are similar.

- Encourage them to think about colour, size, shape, and texture.

**Step 2:** Categorizing Play Objects

- Activity:

- Have learners sort the play objects into groups based on identified similarities (e.g., all red items together, all soft items together).

- Facilitate a discussion about their choices and why they grouped them that way.

**Step 3:** Colouring Activity

- Activity:

- Give each student a colouring sheet with outlined images of the play items.

- Instruct them to colour each object using different colours, emphasizing creativity and variety.

**Step 4:** Sharing and Appreciating

- Activity:

- Invite students to share their coloured play items with the class.

- Ask them to express what they appreciate about their play objects and how they are similar to others.

**Conclusion (5 minutes)**

- Summarize the key points covered in the lesson: similarities among play objects and how to group them.

- Reinforce the main topics through a quick interactive game where students identify similar play items from the classroom.

- Preview the next session: Discussing shapes of play objects and their uses.

**Extended Activities:**

- Sorting Challenge: Provide students with a collection of various items from home (e.g., buttons, bottle caps) and have them sort these items into categories based on similarities.

- Colour Collage: Ask learners to create a collage using pictures of play items from magazines or online sources, focusing on grouping by colour or shape.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 5**

**Strand:** Pre-Number Activities

**Sub Strand:** Sorting and Grouping

**Specific Learning Outcomes:**

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

- State differences among play items.

- Group play objects according to their color, size, shape, and texture.

- Appreciate play objects in the immediate neighborhood.

**Key Inquiry Question(s):**

- What are the differences among play items?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 5-6

- Various play objects (toys, blocks, etc.)

- Crayons

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin the lesson by asking students to recall what they learned in the previous lesson.

- Display the learning resources and guide learners to read relevant sections. Discuss the importance of being able to describe and compare.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Differences

- Present various play items to the class.

- Encourage students to observe and share aloud what makes these items different (e.g., "This ball is red, but this one is blue." or "This block is big, and this one is small.").

- Discuss differences in color, size, shape, and texture.

**Step 2:** Sorting by Color

- Distribute play objects to small groups.

- Ask each group to sort the objects by color.

- Once sorted, have each group present their sorted objects to the class and explain their choices.

**Step 3:** Sorting by Size and Shape

- In the same groups, prompt students to sort the objects again but this time, by size first and then by shape.

- Rotate among groups to listen to their sorting decisions and provide feedback.

**Step 4:** Texture Sorting

- Introduce the concept of texture.

- Have learners feel different play objects while blindfolded (if possible) or with closed eyes.

- Ask them to group items based on their texture (e.g., soft vs. hard, rough vs. smooth).

**Conclusion (5 minutes)**

- Summarize the key points:

- Differences among play items were identified.

- Objects can be grouped according to color, size, shape, and texture.

- Discuss how these sorting skills apply to objects in their neighborhood.

- Conduct a brief interactive activity: have students draw one play item from each category (color, size, shape, texture) they learned about today.

- Prepare learners for the next session by asking them to think of items in their homes they could sort.

**Extended Activities:**

- Play Object Scavenger Hunt: Encourage students to find different items around their home or classroom that they can sort and categorize when they return to class.

- Art Project: Create a collage using pictures or cutouts of various play items, categorizing them by color, size, shape, or texture, and present to the class.

- Storytime Connection: Read a story that includes varied play items and discuss which categories the items would fit into based on their attributes.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Pre-number Activities

**Sub Strand:** Sorting and Grouping

**Specific Learning Outcomes:**

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

- State differences among play items.

- Group play objects according to their color, size, shape, and texture.

- Appreciate play objects in the immediate neighborhood.

**Key Inquiry Question(s):**

- How can you group objects you play with?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 5-6

- Various play objects (e.g., blocks, balls, dolls)

- Crayons

- Chart paper for grouping demonstration

**Organisation of Learning:**

**Introduction (5 minutes)**

- Briefly review the previous lesson on play objects and their attributes (e.g., size, color).

- Ask students questions about their favorite play objects to engage them and make connections.

- Introduce the concept of sorting and grouping by reading and discussing relevant content from Longhorn Mathematics.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Differences

- Use various play objects to demonstrate differences (e.g., a round ball vs. a square block).

- Encourage learners to discuss what they notice about the objects—prompting them to describe colors, sizes, and shapes.

- Write their responses on the board.

**Step 2:** Sorting by Color

- Provide learners with a mixed collection of colored play objects.

- Guide them to group the objects by color (red, blue, green, etc.).

- Once grouped, ask students to share which colors they have grouped.

- Discuss their choices and encourage them to appreciate different colors.

**Step 3:** Sorting by Size and Shape

- Introduce the next sorting categories: size (big vs. small) and shape (circle, square, triangle).

- Allow learners to sort another set of objects by these attributes.

- Walk around to assist and prompt discussions about why they sorted them the way they did.

**Step 4:** Texture Grouping

- Introduce the idea of texture (smooth, rough, bumpy).

- Use different textured objects for learners to sort (e.g., a smooth ball, a rough rock).

- Discuss how texture feels and how that can change their play experience.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson regarding the differences among objects and the various ways to sort them.

- Conduct a brief interactive activity: have students pick one object from the group and describe its color, size, shape, and texture to their partners.

- Preview the upcoming session on patterns and ask students what types of patterns they can think of with play objects.

**Extended Activities:**

- Take a nature walk to collect different objects (leaves, stones, etc.) and sort them by color, size, shape, and texture.

- Create a "Sorting Booklet" where learners can draw pictures of their favorite play objects, categorizing them into the different groups learned during the lesson.

- Play a sorting game where learners race to sort a group of mixed objects into different baskets based on chosen attributes.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Pre Number Activities

**Sub Strand:** Sorting and Grouping

**Specific Learning Outcomes:**

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

- Name play objects.

- Group play objects according to a given attribute.

- Appreciate play objects in the immediate neighborhood.

**Key Inquiry Question(s):**

- Which attributes can we use to group play items?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 7-8

- Play objects (toys, blocks, etc.)

- Crayons

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on grouping.

- Guide learners to read and discuss relevant content from Longhorn Mathematics, emphasizing the understanding of grouping and sorting play objects.

**Lesson Development (20 minutes)**

**Step 1:** Naming Play Objects

- Display various play objects.

- Ask students to name each object aloud.

- Discuss the functions or uses of each object to create engagement.

**Step 2:** Identifying Attributes

- Introduce the concept of attributes (color, size, shape).

- Show examples of grouping based on these attributes.

- Ask students which attributes they notice in the displayed objects. Prompt with questions like, "What color is this toy?" or "Is it big or small?"

**Step 3:** Grouping Play Objects

- Provide students with play objects and ask them to group them by a chosen attribute (e.g., colors - red toys with red toys).

- Circulate around the room, asking questions and providing support as needed.

**Step 4:** Creative Expression

- Allow students to draw their favorite play object using crayons.

- Encourage them to write one sentence about how they would group it based on its attribute (e.g., "I have a red ball. It goes with other red toys.").

**Conclusion (5 minutes)**

- Summarize the key points: the names of play objects, how we can group them, and the attributes discussed.

- Conduct a brief interactive activity, asking students to share their drawings and group their play object with a partner.

- Preview the next session by asking, "What other ways can we group things?"

**Extended Activities:**

- At Home Exploration: Encourage learners to go home and find three play items to group based on size or color. They can present their findings in the next class.

- Sorting Game: Create a classroom station with mixed play objects, and set up a sorting game where students can categorize items into different groups based on chosen attributes.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Pre Number Activities

**Sub Strand:** Sorting and Grouping

**Specific Learning Outcomes:**

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

1. State safety measures to be observed when using play items.

2. Group play objects according to a given attribute.

3. Appreciate play objects in the immediate neighborhood.

**Key Inquiry Questions:**

- Name 2 safety measures to observe when using play items.

**Learning Resources:**

- Longhorn Mathematics pp2 pages 7-8

- Play objects (e.g., blocks, balls, dolls)

- Crayons

**Organization of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson's concepts (e.g., counting or colors).

- Guide learners to read and discuss relevant content from the Longhorn Mathematics resource.

- Emphasize understanding safety measures when using play items.

**Lesson Development (20 minutes)**

**Step 1:** Discuss Safety Measures

- Ask learners to share what they do to stay safe when playing.

- Write down their responses on the board.

- Highlight two key safety measures (e.g., "Don’t run while holding sharp objects" and "Always be careful with small pieces").

**Step 2:** Name Play Objects

- Show various play objects to the learners.

- Go around the class, allowing students to name the play objects they see.

- Discuss the uses of these play items (e.g., "What do we do with balls?", "Can we stack blocks?").

**Step 3:** Group Play Objects

- Divide learners into small groups and provide them with a mix of play objects.

- Instruct each group to sort the objects based on one attribute (e.g., color, size, or type).

- Encourage them to explain their reasoning for grouping choices.

**Step 4:** Sing a Song

- Introduce a simple song related to sorting and grouping (e.g., "Heads, Shoulders, Knees, and Toes" with modified lyrics about play objects).

- Let the children sing along, incorporating actions related to the objects they named and grouped.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, reiterating safety measures, the importance of grouping, and the appreciation of play objects.

- Conduct a quick interactive quiz, asking learners to name one safety measure and one way to group objects.

- Preview the next session’s topic (e.g., “Next time, we will learn about counting the play objects we grouped!”) and ask learners to think about their favorite play object at home.

**Extended Activities:**

- Have learners create a collage using pictures of their favorite play objects, and write one safety measure and one grouping attribute for their picks.

- Provide a sorting game at home where learners can assist a parent or guardian in identifying and organizing household items based on attributes like color or size.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 4**

**Strand:** Pre Number Activities

**Sub Strand:** Matching and Pairing

**Specific Learning Outcomes:**

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

- Identify similarities among play objects.

- Collect a variety of play objects from the school neighbourhood.

- Appreciate the use of play objects from the immediate neighbourhood.

**Key Inquiry Question(s):**

- What play items can be found in the school neighbourhood?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 9-10

- Play objects (e.g., balls, jump ropes, sticks, rocks)

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin the lesson by briefly reviewing what was learned in the previous session about play objects.

- Introduce the key inquiry question: "What play items can we find in our school neighbourhood?"

- Guide learners to look at pages 9-10 of the Longhorn Mathematics book and discuss the pictures of different play items, encouraging them to share what they see.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Similarities

- Have students look at various play objects brought to class or displayed on a table.

- Ask them to group similar items together (e.g., all round items, all things that can be thrown).

- Discuss with the class why they chose to group the items in that way.

**Step 2:** Collecting Play Objects

- Take the class on a short walk around the schoolyard or designated area to collect play objects.

- Encourage students to gather items that can be used for play and identify their features (color, size, shape).

- Remind them to look for objects that they can use safely.

**Step 3:** Sharing and Discussing

- Gather back in the classroom and have students share what they found.

- Create a chart on the board with the collected items and group them based on similarities noted earlier.

**Step 4:** Appreciating Local Play Objects

- Discuss how each collected play object can be used for fun.

- Encourage students to think about how these objects contribute to their playtime experiences and why it's important to appreciate what we have around us.

**Conclusion (5 minutes)**

- Summarize the key points: what they learned about matching and pairing objects, and the importance of play objects in their lives.

- Conduct a brief interactive activity, such as a matching game, using the collected items to reinforce concepts.

- Preview the next session by giving a hint about learning more about counting and how many different ways we can play using our items.

**Extended Activities:**

- Create a "Play Object Book" where students can draw or paste pictures of their favorite play items and write a sentence about how they use them.

- Set up a matching game with pictures of different play items and encourage students to match the pictures with their corresponding real-life objects.

- Organize a day where students can bring their favorite play object to class and share why it’s special to them with the class.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 5**

**Strand:** Pre Number Activities

**Sub Strand:** Matching and Pairing

**Specific Learning Outcomes:**

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

- Identify similarities among play objects

- Collect a variety of play objects from the school neighbourhood

- Appreciate the use of play objects from the immediate neighbourhood

**Key Inquiry Question(s):**

- How are play objects similar?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 9-10

- Various play objects (e.g., toys, balls, blocks, etc.)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Start by reviewing the previous lesson about play objects and their uses.

- Read aloud from pages 9-10 of the Longhorn Mathematics resource, discussing the importance of play and the different types of play objects.

- Engage the learners in a brief discussion about their favorite play objects.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Similarities

- Display a collection of play objects in front of the class.

- Ask learners to observe the items and share what they think makes the objects similar (e.g., color, shape, size, purpose).

- Write their responses on the board to create a visual representation of their ideas.

**Step 2:** Exploring the School Neighbourhood

- Explain that they will go on a short walk around the school premises to find different play objects.

- Provide each child with a simple checklist to tick off what they find (e.g., balls, sticks, leaves, etc.).

- Ensure safety during the walk and encourage learners to collect objects that they can later discuss.

**Step 3:** Sharing Findings

- After returning to class, have a sharing session where each child presents one or two items they collected.

- Encourage them to describe the similarities to objects discussed earlier and how these objects can be used in play.

**Step 4:** Appreciating Local Play Objects

- Guide a discussion on how the items they found can be used for play within their local environment.

- Brainstorm with the class about games or activities they can invent using their collected objects, emphasizing creativity and teamwork.

**Conclusion (5 minutes)**

- Summarize the key points of the lesson: identifying similarities, collecting objects, and appreciating local play.

- Conduct a fun interactive activity where students pair up and name their favorite object and one similarity that connects them to another student's favorite object.

- Preview the next lesson topic: "Counting and Grouping", and ask learners what they think comes after identifying objects.

**Extended Activities:**

- Object Gallery: Create a class display where learners can exhibit the play objects they found and write a sentence about what makes them similar.

- Home Play Object Hunt: Assign learners to find and bring in a play object from home that resembles one they've found in school and be ready to explain the similarities.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** PRE NUMBER ACTIVITIES

**Sub Strand:** Matching and Pairing

**Specific Learning Outcomes:**

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

- State the differences of play items in the neighborhood.

- Match play items according to a given attribute.

- Appreciate the use of play objects from the immediate neighborhood.

**Key Inquiry Question(s):**

- How can you pair play items in the neighborhood?

**Learning Resources:**

- Longhorn Mathematics pp2 pages 11-12

- Play objects (toys, blocks, etc.)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on different types of items around us. Ask learners to provide examples of play items they encountered.

- Guide learners to read and discuss relevant content from pages 11-12 of the Longhorn Mathematics book, focusing on the concept of matching and pairing play items.

**Lesson Development (20 minutes):**

**Step 1:** Identify Play Items

- Display various play items. Ask children to identify and name the items. Discuss their colors, shapes, and sizes.

- Example questions: "What is this? How many do we have?"

**Step 2:** State the Differences

- Engage learners in a discussion about how the play items differ. Ask them to observe and state characteristics: “What is different about these two balls? How are they the same?”

- Record key differences on the board: size, color, texture.

**Step 3:** Matching Play Items

- Provide learners with a selection of play items and ask them to group or match items that are similar based on the attributes discussed. (e.g., “Can you find two items that are the same color?”)

- Walk around to assist and encourage teamwork in matching.

**Step 4:** Describe and Appreciate

- Have students share their matched pairs with the class, explaining why they matched them.

- Discuss the importance of these play items in their neighborhood. Why are they important for play? How do they enhance our experiences?

**Conclusion (5 minutes):**

- Summarize the key points and reiterate the learning objectives: identifying, matching, and appreciating play items.

- Conduct a brief interactive activity, such as a "Find the Match" game, where students quickly find another student with the same item.

- Prepare learners for the next lesson by hinting at exploring more about types of objects and their uses.

**Extended Activities:**

- Creative Playtime: Encourage children to create their own matching game using pictures of play items from magazines or drawings. They can then play the game with friends or family.

- Neighborhood Walk: Organize a short walk around the school to identify and discuss different play items in the neighborhood, tagging some that can be matched based on size, color, or function.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Pre Number Activities

**Sub Strand:** Matching and Pairing

**Specific Learning Outcomes:**

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

- State the differences of play items in the neighbourhood.

- Match play items according to a given attribute.

- Appreciate the use of play objects from the immediate neighbourhood.

**Key Inquiry Question(s):**

- How can you match play items?

**Learning Resources:**

- Longhorn Mathematics pp2 page 13-14

- Play objects

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review Previous Lesson: Ask students to recall what they learned in the last lesson about play items.

- Discussion: Guide learners to read and discuss relevant content from the Longhorn Mathematics book. Ask questions that promote understanding of key concepts such as ‘What are play items?’ and ‘Why do we pair them?’

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Differences

- Have students look at various play items in the classroom or brought from home.

- Discuss the differences (size, color, shape, materials).

- Encourage them to express observations, using phrases like “This ball is bigger than that one” or “This toy is red, while this one is blue.”

**Step 2**: Matching by Attributes

- Present the play items again and explain the concept of matching based on specific attributes.

- Organize a matching game where students must find pairs of items that share a common trait (e.g., same color or shape).

- Use direct instruction and guided practice as students search for matches.

**Step 3:** Working with Neighbourhood Items

- Discuss play items found in their neighbourhood (e.g., swings, slides, bicycles).

- Ask learners to group these items based on similarities they observe (e.g., ‘outdoor’ or ‘indoor’ play items).

- Have students share their groupings with a partner, explaining their reasoning.

**Step 4:** Reflection on Play Items

- Facilitate a class discussion on why different play items are important.

- Ask questions such as, “How do these toys help us?” or “What can we learn from them?”

- Reinforce positive responses and encourage learners to appreciate diversity in play.

**Conclusion (5 minutes)**

- Summarize Key Points: Recap the differences observed, matching games played, and the importance of play items in their lives.

- Interactive Activity: Conduct a brief game where each child finds a partner with a matching item based on a given instruction (e.g., “Find someone with a toy that is blue”).

- Preview Next Session: Briefly explain what will be covered in the next lesson, e.g., "Next time, we will learn how to measure play items and compare their lengths."

**Extended Activities:**

- Nature Walk: Take students on a short walk in the neighbourhood to observe and collect simple nature items (like leaves or stones) to match based on size, color, or shape back in the classroom.

- Create a Matching Game: Allow students to create their own matching game at home with play items and bring it to class to share.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Pre-Number Activities

**Sub Strand:** Matching and Pairing

**Specific Learning Outcomes:**

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

- State the differences of play items in the neighborhood.

- Match play items according to a given attribute.

- Appreciate the use of play objects from the immediate neighborhood.

**Key Inquiry Question(s):**

- How can you match pair items?

**Learning Resources:**

- Longhorn Mathematics pp2 pages 15-16

- Play objects

- Pictures of play objects

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by asking learners about the types of play items they have at home.

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

**Lesson Development (20 minutes)**

**Step 1**: Identify Differences

- Introduce various play items (e.g., balls, dolls, toy cars) and have learners describe how they are different (size, shape, color).

- Ask learners to share their own play items and discuss their characteristics.

**Step 2:** Group Discussion

- Divide students into small groups and give each group a set of pictures of play items.

- Have each group discuss and list the attributes of the items shown (e.g., "This ball is bigger than this ball.").

**Step 3:** Matching Activity

- Provide learners with similar play items and instruct them to match items that are alike (by color, size, or type).

- Walk around to assist groups and encourage sharing their reasoning for their matches.

**Step 4:** Reflection and Appreciation

- Lead a group discussion asking students to reflect on how play items from their neighborhood are used.

- Discuss why they appreciate certain play items and how they can use them to have fun and learn.

**Conclusion (5 minutes)**

- Summarize key points: differences in play items, the matching process, and appreciation for local play objects.

- Conduct a brief interactive activity where learners find nearby items and explain how they match with something else.

- Prepare learners for the next session by introducing the next topic: "How can items be sorted?"

**Extended Activities**

- Matching Game: Create a matching game using flashcards with pictures of play items. Learners can play in pairs to enhance matching skills.

- Neighborhood Scavenger Hunt: Ask learners to find objects in their neighborhood that match specific attributes (e.g., "Find three red items").

- Artwork Display: Encourage learners to draw their favorite play items and explain how they can be matched based on attributes.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 4**

**Strand:** Pre Number Activities

**Sub Strand:** Matching and Pairing

**Specific Learning Outcomes:**

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

- Identify safety measures to be observed when using play items.

- Describe the use of play objects matched or paired.

- Appreciate the use of play objects from the immediate neighborhood.

**Key Inquiry Questions:**

- Which safety measures should you observe when using play items?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 17-18

- Play objects chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about matching and pairing.

- Guide learners to read and discuss relevant content from pages 17-18 of their Longhorn Mathematics book, emphasizing safety when using play items.

**Lesson Development (20 minutes):**

**Step 1:** Identify Safety Measures

- Discuss with the class: "What do we need to do to stay safe while playing?"

- List safety measures on the board (e.g., checking if toys are not broken, playing in safe areas).

- Have students take turns sharing if they have ever had a safety issue while playing and how they resolved it.

**Step 2:** Matching Play Objects

- Show different play objects from the chart.

- Have learners pair up play objects that are similar (e.g., two balls, two dolls).

- Encourage them to explain why they paired the objects (color, size, type).

**Step 3:** Describe Use of Play Objects

- Ask students to describe how they would use the play objects they matched.

- Model how to create a simple sentence about each pair (e.g., "I can throw the ball outside" or "I can play dress-up with my dolls").

**Step 4**: Appreciate Local Play Objects

- Engage the learners in a discussion about playgrounds or play items they have in their community.

- Encourage them to share where these items are located (e.g., at the park, at home) and how they are fun or useful.

**Conclusion (5 minutes):**

- Summarize the key points discussed: safety measures, matching and pairing of objects, and local play items.

- Conduct a brief interactive activity: Have students pick one play object and share with the class one safety measure and one way they could use it.

- Preview the next session by asking students to think about a game they play and how they would describe it using matching and pairing.

**Extended Activities:**

- Create a safety poster: Students can draw and label safety measures for different play objects.

- Play a matching game with real or printed images of play objects that allows them to pair and describe their uses.

- Organize a "Show and Tell" where students bring a play item from home, describe its use, and discuss any safety tips they think are important.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 5**

**Strand:** Pre Number Activities

**Sub Strand**: Matching and Pairing

**Specific Learning Outcomes:**

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

1. Identify safety measures to be observed when using play items.

2. Describe the use of play objects that are matched or paired.

3. Appreciate the use of play objects from the immediate neighborhood.

**Key Inquiry Question:**

- What is the importance of play objects to children?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 19-20

- Play objects chart

**Organisation of Learning**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to recall what they learned about play objects.

- Guide learners in reading and discussing relevant content from pages 19-20, highlighting safety and usage of play items.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Safety Measures

- Begin by discussing safety measures while using play items.

- Ask questions like, "What should we do to stay safe while playing?"

- Write down responses on the board (e.g., "Don't run with sharp objects", "Always ask an adult for help").

**Step 2:** Matching Play Objects

- Introduce different play objects (e.g., balls, dolls, blocks).

- Group the objects and ask students to identify which items can be matched or paired together (e.g., two blocks of the same color).

- Use the play objects chart to visually demonstrate matching and pairing.

**Step 3:** Describing the Use of Play Objects

- Show a couple of matched play objects and ask students to describe how they can play together (e.g., "We can build a tower with these blocks").

- Encourage learners to think of fun games involving paired objects.

**Step 4:** Appreciating Local Play Objects

- Discuss play objects that can be found in their neighborhoods (e.g., swings in a park, games played with friends).

- Ask students to share examples of what they see and how they play with those items.

**Conclusion (5 minutes):**

- Summarize the key points: the importance of safety when using play items, matching and pairing, and appreciating local resources.

- Engage students in a quick interactive game where they can match objects or share a safety tip they learned.

- Preview the next lesson on counting and sorting objects to build excitement.

**Extended Activities:**

- Art Activity: Create a collage of play objects from various sources (magazines, drawings) and label them with safety tips.

- Outdoor Play: Organize an outdoor matching game using actual play items where students will find and pair objects around the schoolyard, reinforcing their understanding of matching and safety in a real-world setting.

- Story Time: Read a story that features different play objects and discuss how characters use them safely, emphasizing the importance of the objects in their play.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Pre Number Activities

**Sub Strand:** Ordering

**Specific Learning Outcomes:**

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

- Identify play objects of different sizes in the immediate neighbourhood.

- Collect play objects in the school neighbourhood.

- Appreciate different play objects in the immediate environment.

**Key Inquiry Question(s):**

- Name play objects of different sizes?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 20-21

- Various play items (toys, sports equipment, etc.)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Start with a quick review of the previous lesson on sizes (small, medium, large).

- Ask learners to share examples of objects that are small, medium, or large in their homes or at school.

- Guide learners to read and discuss pages 20-21 of the Longhorn Mathematics resource, focusing on different sized play objects.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Sizes

- Present a variety of play objects of different sizes (e.g., small ball, large jump rope).

- Instruct learners to sort these objects into three groups: small, medium, and large.

**Step 2:** Collecting Objects

- Take the class outside to collect play objects from the school neighbourhood.

- Encourage learners to identify and gather objects of different sizes as they go (e.g., small twigs, large stones).

**Step 3:** Discussing Differences

- Once back in class, have learners present the objects they collected.

- Facilitate a discussion about why they categorized them as they did. Encourage the use of descriptors like "tall," "short," "big," and "tiny."

**Step 4:** Appreciation of Play Objects

- Ask learners to express what they like about the various objects based on their size and shape.

- Engage them in a brief drawing activity where they illustrate their favorite play object collected and label its size.

**Conclusion (5 minutes)**

- Summarize the key points discussed, emphasizing the importance of recognizing size differences among play objects.

- Conduct a brief interactive activity where learners can call out either a small or large object from their school neighborhood.

- Preview the next session by asking questions like, "What sizes can we use in games?"

**Extended Activities:**

- Create a "Size Chart" poster where learners can bring in more objects from home to classify and display according to their size (small, medium, large).

- Organize a "Play Object Size Hunt," where learners take turns finding an object of a specified size around the classroom or schoolyard.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Pre Number Activities

**Sub Strand:** Ordering

**Specific Learning Outcomes:**

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

- Identify play objects of different sizes in the immediate neighbourhood.

- Arrange play objects according to size in ascending order.

- Appreciate different play objects in the immediate environment.

**Key Inquiry Question(s):**

- How do you arrange objects in ascending order?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 20-21

- Various play items (toys, blocks, or natural items like stones or sticks)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students to recall what they learned about sizes and comparisons.

- Guide learners to read pages 20-21 from the Longhorn Mathematics resource and discuss the examples provided, ensuring to highlight the concept of size comparison.

**Lesson Development (20 minutes)**

**Step 1:** Identify Play Objects

- Take the learners outside (or to an appropriate learning space) and ask them to locate and select various play objects of different sizes.

- Encourage them to discuss together why they chose certain items and how they differ in size.

**Step 2:** Class Discussion

- Gather the learners in a group and ask them to describe the objects they found.

- Facilitate a discussion on how to compare the sizes of the items identified, emphasizing the relative size (larger, smaller).

**Step 3:** Arrange Objects

- Using the selected objects, guide the learners to arrange them in an ascending order based on size.

- Make this a hands-on activity, allowing learners to physically move the objects as they arrange them.

**Step 4:** Reflect and Appreciate

- Have a conversation about the differences in the objects they arranged.

- Ask questions like: "Why do you think this object is bigger than that one?" and "How do you feel about the different shapes and sizes of the objects?" to promote appreciation.

**Conclusion (5 minutes)**

- Summarize the key points: identifying sizes, arranging in order, and appreciating diversity in play objects.

- Conduct a brief interactive game where learners can take turns picking an object and stating whether it is larger or smaller than a preset size (e.g., "Is it bigger than my hand?").

- Preview the next session by hinting at exploring patterns using these objects.

**Extended Activities:**

1. Size Hunt: Have learners go on a 'size hunt' at home or in the play area where they can find objects that they can measure with a non-standard unit (like using their hands or feet) and report back in the next class.

2. Collage Creation: Ask learners to create a size collage using pictures of objects from magazines, then arrange them in ascending order and present to the class.

3. Storytime: Integrate storytelling with objects from the lesson. Ask them to create a short story that involves the objects arranged by size.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** PRE NUMBER ACTIVITIES

**Sub Strand:** Ordering

**Specific Learning Outcomes:**

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

- Identify play objects of different sizes in the immediate neighbourhood.

- Arrange play objects according to size in ascending order.

- Appreciate different play objects in the immediate environment.

**Key Inquiry Question(s):**

- How do you arrange objects in ascending order?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 21-22

- Various play items (toys of different sizes)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking learners about any shapes and sizes they learned about.

- Guide learners to read and discuss relevant content from the learning resources to refresh their memories about ordering objects by size. Emphasize the importance of size in everyday life and how it helps us organize items.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Objects

- Take learners outside or to a designated area where they can find play objects of different sizes (e.g., balls, blocks, stuffed animals).

- Ask each learner to select one object and describe its size compared to others (big, medium, small).

**Step 2**: Grouping Objects

- Have students gather their objects together and help them start to group them according to size (big, medium, small).

- Encourage them to communicate with each other about their objects and why they chose to group them in that way.

**Step 3**: Arranging in Ascending Order

- Once grouped, guide learners to further arrange the objects in ascending order – from the smallest to the biggest.

- Use a large space on the floor or a long table where students can line their objects up in a row.

**Step 4:** Reflection and Discussion

- Sit in a circle and discuss what they have done. Ask questions like “Which was the smallest object?” and “What did you like best about arranging the objects?”

- Reinforce terminology such as ‘ascending order’ and talk about the importance of size in different contexts (like fitting things into a box).

**Conclusion (5 minutes)**

- Summarize key points about identifying and arranging objects by size.

- Conduct a brief interactive activity, such as a “size scavenger hunt” where students have to find items in the classroom that can be ordered by size.

- Preview the next lesson by asking questions like “Next time, what will we do with these objects?” and hint at moving into measuring sizes.

**Extended Activities:**

- Create a mini art project where learners draw their favorite play objects in order of size.

- Encourage students to take a picture of three objects at home, print them out, and bring them to class for a sorting session.

- Play a game where students stand in a line according to their own heights (ascending order) to reinforce the concept of ordering sizes.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** Pre Number Activities

**Sub Strand:** Ordering

**Specific Learning Outcomes:**

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

- Outline safety measures to be observed when using play items.

- Arrange play objects according to size in descending order.

- Appreciate different play objects in the immediate environment.

**Key Inquiry Question:**

- How do you arrange objects in descending order?

**Learning Resources:**

- Longhorn Mathematics pp2 pages 21-22

- Various play items (blocks, toys, etc.)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson, asking the learners what they remember and linking it to the new topic of ordering.

- Guide students to read and discuss relevant content from the learning resources, highlighting key concepts such as safety and size.

**Lesson Development (20 minutes)**

**- Step 1:** Discuss Safety Measures

- Introduce safety measures by asking students questions about how they can stay safe while playing with different items.

- Create a list of safety rules together (e.g., "Don’t run with sharp objects," "Keep small toys away from babies").

- Encourage students to share their own experiences related to safety while playing.

**- Step 2:** Identify and Collect Play Items

- Have students gather various play items around the classroom (blocks, stuffed animals, etc.).

- Ensure every student has access to a variety of sizes. Ask them to name each object as they collect them.

**- Step 3:** Arrange by Size in Descending Order

- Instruct students to arrange their collected items from the largest to the smallest.

- Walk around the classroom, assisting learners and asking questions such as "Which one is bigger?" and "Can you find something smaller?"

- Allow students to demonstrate their arrangements to their peers.

**- Step 4:** Group Discussion and Appreciation

- Bring the class together to discuss the different play items they arranged.

- Ask students to share their thoughts on their favorite items and why.

- Encourage them to appreciate the differences in size and shape by having a mini-exhibition of their arranged items.

**Conclusion (5 minutes)**

- Summarize key points, reiterating the safety measures discussed and the process of arranging objects in descending order.

- Conduct a brief interactive activity, such as a “Sorting Challenge,” where students quickly group items into sizes on command.

- Preview the next session by introducing a topic related to grouping or comparing objects and ask students to consider what items they might group.

**Extended Activities:**

- At Home Activity: Encourage children to find three objects at home and arrange them by size with their parents, taking pictures of their arrangements.

- Art Activity: Have children draw their favorite play item and write one safety rule and one reason why they like it.

- Sorting Game: Set up a sorting game using pictures of objects of various sizes, reinforcing the concept of ordering with visual aids.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 5**

**Strand:** Pre-Number Activities

**Sub Strand**: Ordering

**Specific Learning Outcomes:**

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

- Outline safety measures to be observed when using play items.

- Arrange play objects according to size in descending order.

- Appreciate different play objects in the immediate environment.

**Key Inquiry Question(s):**

- Why should you observe safety when using play items?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 22-23

- Various play items (toys of different sizes)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing what was learned in the previous session about play items.

- Engage the learners in a discussion about the importance of using play items safely.

- Invite students to look at the pictures in their textbooks (pages 22-23) and highlight any safety measures they can observe from the images.

**Lesson Development (20 minutes):**

**Step 1:** Discuss Safety Measures

- Ask students, "What do you think we can do to stay safe while playing?"

- Guide them to outline key safety measures, such as:

- Keep the play area tidy to avoid tripping.

- Do not run while holding sharp or small objects.

- Use toys as they are meant to be used.

- Write their ideas on the board, reinforcing that safety is very important when having fun with their toys.

**Step 2:** Demonstrate Arrangement by Size

- Introduce a variety of play items and demonstrate how to arrange these objects by size (from largest to smallest).

- Ask students to help you arrange some play items in a descending order on a table.

- Discuss what is larger and what is smaller as you arrange them.

**Step 3:** Hands-On Activity - Group Work

- Divide the class into small groups and provide each group with a set of play items of varying sizes.

- Instruct each group to arrange their items from largest to smallest. Encourage teamwork and communication among group members.

**Step 4:** Presentation and Sharing

- Invite each group to present their arranged items to the class.

- Ask them to explain what safety measures they followed during their activity and share their thoughts on different play items.

**Conclusion (5 minutes):**

- Summarize key points discussed during the lesson: safety measures, the concept of size ordering, and appreciation of play items.

- Conduct a brief interactive game where students take turns naming one safety rule or one toy from their environment.

- Prepare them for the next session by telling them they will learn how to compare two different play items.

**Extended Activities:**

- Create a Safety Poster: Have students create a poster illustrating one safety measure they learned today.

- “Size Scavenger Hunt”: Encourage students to find items at home that can be arranged from large to small and bring them for a show-and-tell next class.

- Drawing Activity: Ask students to draw their favorite play item and label it as "big," "medium," or "small."

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Pre-Number Activities

**Sub Strand:** Ordering

**Specific Learning Outcomes:**

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

- Identify pictures of objects in a digital device.

- Arrange pictures of objects according to size in ascending and descending order.

- Appreciate different play objects in the immediate environment.

**Key Inquiry Question(s):**

- How do you order play objects in the school neighborhood?

**Learning Resources:**

- Longhorn Mathematics pp2 pages 22-23

- Pictures

- Digital devices (tablets, computers, etc.)

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by asking learners what they remember about objects and their characteristics.

- Guide learners to read and discuss relevant content from the learning resources, focusing on how objects can be different sizes and how we can put them in order.

**Lesson Development (20 minutes)**

**Step 1:** Identify Objects

- Show learners a variety of pictures of objects on a digital device.

- Ask them to name each object and discuss its characteristics.

- Initiate a brief discussion on how size is one way to compare and categorize objects.

**Step 2:** Ascending Order

- Provide students with pictures of objects of different sizes (e.g., small, medium, large).

- Guide them to arrange the pictures in ascending order (from smallest to largest).

- Have students explain their reasoning as they arrange the pictures.

**Step 3:** Descending Order

- Challenge the learners to rearrange the same pictures into descending order (from largest to smallest).

- Encourage them to verbalize their thought processes as they rearrange the images.

- Discuss the differences between ascending and descending orders.

**Step 4:** Appreciation of Play Objects

- Have learners look around the classroom or a designated area to identify real play objects.

- Ask them to point out the different sizes and share how they would arrange these objects in both ascending and descending order.

- Foster a discussion about their favorite play objects and why size might affect how they play.

**Conclusion (5 minutes)**

- Summarize key points: identification of objects, the concept of size, and the ordering process.

- Engage students in a brief interactive activity where they can match sizes of objects from pictures with real objects around them.

- Preview the next session's topics by asking what they think comes after ordering, such as measuring objects or comparing them in different ways.

**Extended Activities**

- Object Hunt: Have students participate in a “size hunt” around the classroom or playground to find objects of specific sizes and categorize them.

- Creative Sorting: Give students a variety of craft materials (different sizes of blocks, buttons, or paper shapes) and ask them to create a collage in ascending or descending order.

- Story Time: Read a story that involves items being ordered or compared in size, and have discussions about the themes of the story regarding size and organization.

**Teacher Self-Evaluation:**

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|  | **PP2** | **MATHEMATICS ACTIVITIES** |  |  |  |

**WEEK 5: LESSON 2**

**Strand:** PRE NUMBER ACTIVITIES

**Sub Strand:** ORDERING

**Specific Learning Outcomes:**

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

- Identify pictures of objects in a digital device.

- Arrange pictures of objects according to size in ascending and descending order.

- Appreciate different play objects in the immediate environment.

**Key Inquiry Question(s):**

- Name the pictures?

**Learning Resources:**

- Longhorn Mathematics pp2 pages 23-24

- Pictures

- Digital devices (e.g., tablets, smartboards)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review Previous Lesson: Ask students to recall the last topic discussed and how it relates to today's topic on ordering.

- Read and Discuss: Guide learners to read relevant content from the learning resources. Encourage them to share their thoughts on what ordering means and where they might see this in their environment.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Pictures

- Activity: Show pictures of different objects on the digital device.

- Task: Ask students to name each picture as it appears. Encourage them to focus on the characteristics of each object.

**Step 2:** Discussing Sizes

- Activity: Introduce the concept of size by comparing a few of the objects already identified.

- Task: Ask students which objects are bigger or smaller. Discuss their thoughts on why certain objects might be larger or smaller than others.

**Step 3:** Arranging in Ascending Order

- Activity: Choose a set of three objects.

- Task: Guide students to arrange the pictures from the smallest to the largest. Assist where necessary, ensuring they understand how to identify size differences.

**Step 4:** Arranging in Descending Order

- Activity: Repeat the previous activity but this time arrange the objects from largest to smallest.

- Task: Reinforce the concept by asking students to explain their reasoning as they arrange the objects.

**Conclusion (5 minutes)**

- Summarize Key Points: Recap what was learned during the lesson about identifying and ordering objects by size.

- Interactive Activity: Conduct a quick “show and tell” where students can bring in or describe their favorite play object and suggest where it might fit in size order compared to others.

- Preview Next Session: Introduce the concept of grouping objects by different attributes, such as color or type.

**Extended Activities:**

- Sorting Game: Create a sorting game using a mix of pictures of different objects, where students can work in pairs to sort them by size.

- Outdoor Exploration: Take learners outside to find real objects in the environment (sticks, stones, etc.) and practice ordering them by size.

- Art Activity: Have students draw their favorite objects and label them as small, medium, or large, further exploring the size concepts.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Pre Number Activities

**Sub Strand:** Patterns

**Specific Learning Outcomes:**

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

- Identify similarities among play objects in the immediate neighbourhood.

- Make patterns using play objects according to a given attribute (shape and colour).

- Enjoy making patterns with different play objects from the immediate environment.

**Key Inquiry Question:**

- How do you arrange play items to make patterns?

**Learning Resources:**

- Longhorn Mathematics pp2 page 23-24

- Play objects chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on identifying objects.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of patterns, shapes, and colors.

**Lesson Development (20 minutes)**

**- Step 1:** Identification of Similarities

- Activity: Show pictures or actual play objects from the immediate area.

- Ask students to identify objects that look similar (color, shape, size) and discuss how they are the same.

**- Step 2:** Grouping Objects

- Activity: Have students work in pairs or small groups to sort a selection of play objects by a given attribute (e.g., all red objects together, all circular objects together).

- Encourage them to explain their choices to their peers.

**- Step 3:** Creating Patterns

- Activity: Using the sorted objects, students will create their own patterns on a desk or on the floor (e.g., red ball, blue block, red ball, blue block).

- Walk around to observe and offer guidance.

**- Step 4:** Sharing Patterns

- Activity: Invite pairs or small groups to share their patterns with the class, explaining the attributes they used to create them.

- Discuss different patterns created by different pairs to highlight creativity.

**Conclusion (5 minutes)**

- Summarize key points: similarities in objects, how to create patterns, and the attributes used in patterns.

- Conduct a brief interactive activity where learners can name objects from their environment that could create a pattern (e.g., "What if we use leaves, twigs, and stones to make patterns?").

- Preview: Mention that in the next session, they will explore more about patterns and how they are found in nature.

**Extended Activities:**

- Pattern Walk: Organize a short walk around the school or playground where students collect different objects (leaves, stones, etc.) to bring back and use for creating patterns.

- Pattern Art: Use crayons or colored markers to create pattern drawings on paper, encouraging creativity while reinforcing the concept of patterns.

- Pattern Matching Game: Create a simple matching game using cards that show different patterns. Students can work in pairs or small groups to match the cards correctly.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 4**

**Strand:** Pre Number Activities

**Sub Strand:** Patterns

**Specific Learning Outcomes:**

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

- Identify similarities among play objects in the immediate neighborhood.

- Make patterns using play objects according to a given attribute.

- Enjoy making patterns with different play objects from the immediate environment.

**Key Inquiry Question(s):**

- What is the importance of making patterns?

**Learning Resources:**

- Longhorn Mathematics pp2 pages 25-26

- Play objects chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson about patterns.

- Engage learners in a discussion about what they remember, prompting them to identify any patterns they encountered in their everyday lives.

- Introduce the day’s focus on identifying objects in their surroundings and making patterns based on specific attributes like color and shape.

**Lesson Development (20 minutes)**

**Step 1:** Identify Similarities

- Show learners various play objects (e.g., toys, blocks, or natural items) and help them identify similarities in color, shape, or size.

- Encourage each student to hold up an object and describe it (e.g., “This ball is red.”).

**Step 2:** Group Play Objects

- Divide learners into small groups and provide each group with a selection of play objects.

- Ask them to sort the objects into groups based on one attribute (e.g., all red objects together).

**Step 3:** Create Patterns

- Have each group create a simple pattern using their sorted objects, such as alternating colors (red, blue, red, blue).

- Provide guidance and suggestions as needed, encouraging creativity and exploration as they develop their patterns.

**Step 4:** Share and Discuss

- Invite each group to share their created pattern with the class.

- Facilitate a discussion about the patterns and why they chose those specific objects and arrangements.

- Prompt them to consider how patterns can be found everywhere in their environment.

**Conclusion (5 minutes)**

- Summarize the key points learned today, highlighting the fun in identifying similarities and creating patterns.

- Conduct a brief interactive activity where students create a quick pattern using their bodies (e.g., clap, stomp, clap, stomp) to embody the learning in a playful way.

- Preview the next lesson by asking, “What new patterns can we find in the world around us?”

**Extended Activities:**

1. Pattern Hunt: Encourage learners to go on a ‘pattern hunt’ at home or in their neighborhood, where they identify and draw patterns they observe in nature or architecture.

2. Pattern Art Project: Allow learners to create an art piece by making a collage with cut-out shapes or colored paper, focusing on creating distinct patterns.

3. Pattern Games: Introduce pattern-related games such as ‘Simon Says’ using patterns (e.g., “Simon says clap, clap, stomp, clap, clap, stomp”).

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 5**

**Strand:** Pre-Number Activities

**Sub Strand:** Patterns

**Specific Learning Outcomes:**

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

- List differences among play objects.

- Fill in the missing play objects in a pattern.

- Enjoy making patterns with different play objects from the immediate environment.

**Key Inquiry Question(s):**

- Name the differences among the collected play objects?

**Learning Resources:**

- Longhorn Mathematics PP2, page 25-26

- Play objects chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson with the learners, discussing what they learned about shapes and colors.

- Guide learners to read and discuss relevant content from pages 25-26 of their math book, focusing on understanding how to identify differences in objects and create patterns.

**Lesson Development (20 minutes):**

**Step 1:** Discussing Differences

- Present various play objects (e.g., balls, blocks, dolls) to the class.

- Ask students to describe the differences among these objects (size, color, shape).

- Encourage students to take turns sharing their observations, promoting communication and critical thinking.

**Step 2:** Creating a Pattern

- Introduce simple patterns using the objects shown (e.g., red ball, blue ball, red ball).

- Ask the class to identify the pattern.

- Work together to fill in the missing object in a displayed pattern. For example, show: red ball, blue ball, \_\_ (students fill in the blank).

**Step 3:** Hands-on Pattern Activity

- Allow students to select their own play objects from the classroom.

- In small groups, have students create their own patterns using their chosen objects and share them with their peers.

**Step 4:** Sharing Patterns

- Let each group present their patterns to the class.

- Ask them to explain the differences in their chosen objects and the patterns they created.

**Conclusion (5 minutes):**

- Summarize the key points: understanding differences in objects and the creation of patterns.

- Conduct a fun interactive activity, such as a "pattern dance" where students create movements in a pattern (e.g., clap, stomp, clap).

- Preview the next lesson topic: “Introduction to Shapes,” and ask students to think about shapes they see around them.

**Extended Activities:**

- Have students create a "Pattern Book" at home where they can draw or collect pictures of patterns they see in their environment (like stripes on shirts or patterns in tiles).

- Conduct a "Pattern Scavenger Hunt" in the classroom or outside, where learners look for patterns in nature or on school grounds, encouraging them to describe the differences they observe.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** Pre-Number Activities

**Sub Strand:** Patterns

**Specific Learning Outcomes:**

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

- Outline different shapes.

- Draw different shapes using digital devices to make patterns.

- Enjoy making patterns with different play objects from the immediate environment.

**Key Inquiry Questions:**

- Name 2 shapes?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 27-28

- Various play objects (blocks, toys, etc.)

**Organisation of Learning**

**Introduction (5 minutes):**

1. Review the previous lesson by engaging learners in a short discussion about what they learned.

2. Ask questions related to shapes they already know.

3. Introduce today's theme by highlighting the importance of patterns and shapes in our daily lives.

**Lesson Development (20 minutes):**

**Step 1:** Outline Different Shapes

- Present a variety of shapes (circle, square, triangle, rectangle) using real-life objects or images.

- Invite students to name and describe each shape.

- Encourage them to identify shapes in their environment (e.g., classroom objects).

**Step 2:** Drawing Shapes Using Digital Devices

- Introduce digital drawing tools (such as a tablet or computer application).

- Demonstrate how to create basic shapes using the software.

- Pair students to practice drawing different shapes on their devices.

**Step 3:** Creating Patterns with Shapes

- Explain what a pattern is using simple examples (e.g., circle, square, circle, square).

- Instruct students to create their patterns by combining shapes drawn on their devices.

- Allow students to share their patterns with the class.

**Step 4:** Hands-On Activity with Play Objects

- Provide various play objects for each learner.

- Encourage students to create their patterns using the objects, arranging them in a sequence.

- Facilitate a sharing session where students can showcase their patterns to peers.

**Conclusion (5 minutes):**

1. Summarize the key points from the lesson, emphasizing the shapes outlined and patterns created.

2. Conduct a brief interactive activity where students can name shapes they used in their patterns.

3. Preview the next lesson, which may include further exploration of patterns or introducing spatial awareness.

**Extended Activities:**

- Shape Scavenger Hunt: Ask learners to find and bring in objects from home that match specific shapes discussed in class.

- Shape Collage: Have students create a collage using magazine cutouts of different shapes, then classify them into groups (e.g., circles, squares).

- Shape Storytime: Encourage students to create a short story featuring the shapes they learned about, integrating both drawings and written descriptions.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** Pre Number Activities

**Sub Strand:** Patterns

**Specific Learning Outcomes:**

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

- Outline different shapes.

- Draw different shapes using digital devices to make patterns.

- Enjoy making patterns with different play objects from the immediate environment.

**Key Inquiry Question(s):**

- Name the drawn shapes?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 27-28

- Play objects (e.g., blocks, toys, natural materials such as leaves or stones)

**Organisation of Learning**

**Introduction (5 minutes):**

- Review the previous lesson by briefly discussing what was learned about shapes and patterns.

- Guide learners to read pages 27-28 from the Longhorn Mathematics resource, encouraging them to discuss the shapes they see and their characteristics. Highlight the importance of identifying shapes in patterns.

**Lesson Development (20 minutes):**

**Step 1:** Outline Different Shapes

- Begin by introducing common shapes (circle, square, triangle, rectangle).

- Show physical examples using play objects (like blocks) and ask students to identify and name the shapes displayed.

- Involve students by asking them to group the play objects according to shapes.

**Step 2:** Draw Different Shapes

- Transition to digital devices (tablets or educational apps) where students can draw shapes.

- Demonstrate how to choose different shapes and draw them using the digital tool.

- Allow students to practice drawing shapes independently while providing assistance as needed.

**Step 3:** Create Patterns with Shapes

- Once learners are comfortable with drawing shapes, guide them to create simple patterns using the shapes they have drawn digitally.

- Encourage students to think of patterns as alternating shapes (e.g., circle, square, circle, square).

- Show them how to use different colors to enhance their patterns.

**Step 4:** Play with Objects

- Let students create physical patterns using play objects from their immediate environment.

- Encourage them to experiment with arranging their objects in different patterns while naming the shapes they are using.

- Ask them to present their patterns to the class, explaining the shapes involved.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson:

- Identifying and outlining different shapes

- Drawing shapes digitally

- Creating patterns using both digital and physical objects

- Conduct a brief interactive activity where students point out different shapes in their surrounding classroom environment as a reinforcement.

- Preview the upcoming topic about exploring more complex patterns or introducing symmetry.

**Extended Activities:**

- Give learners a homework assignment to collect objects from home (e.g., buttons, leaves) that fit a specific shape category (like circles or squares) and create a pattern.

- Introduce an art project where they use cut-out shapes of various colors to create paper mosaics, focusing on patterns and arrangements.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Pre Number Activities

**Sub Strand:** Patterns

**Specific Learning Outcomes:**

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

- Outline different shapes

- Draw different shapes using digital devices to make patterns

- Enjoy making patterns with different play objects from the immediate environment

**Key Inquiry Question(s):**

- How can we color the drawn shapes?

**Learning Resources:**

- Longhorn Mathematics pp. 29-30

- Play objects

**Organisation of Learning**

**Introduction (5 minutes):**

- Review the previous lesson on shapes and patterns.

- Show examples of various shapes (circle, square, triangle) and ask students to identify them.

- Guide learners in reading and discussing content from pages 29-30 of the Longhorn Mathematics resource, focusing on key concepts of shapes and patterns.

**Lesson Development (20 minutes):**

**Step 1:** Outline Different Shapes

- Use visual aids (e.g., flashcards) to introduce different shapes.

- Encourage students to verbalize the names and features of each shape (e.g., number of sides, corners).

- Ask students to draw the shapes they have identified on individual whiteboards.

**Step 2:** Introduce Digital Drawing

- Show students how to use a simple drawing application on a digital device (e.g., tablet or computer).

- Instruct them to select and draw the shapes they have learned about.

- Encourage creativity by having students create a simple pattern with the shapes they drew.

**Step 3:** Creating Patterns with Play Objects

- Distribute various play objects (blocks, buttons, etc.) among the students.

- Ask students to arrange the objects to create their own patterns (for example, circle, square, circle, square).

- Allow students to share their patterns with the class.

**Step 4:** Coloring Shapes

- Return to the digital drawing application and demonstrate how to color the shapes they've created.

- Using their digital devices, students will color the drawn shapes, experimenting with different colors and combinations.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson, emphasizing the distinction of shapes and creating patterns.

- Conduct a brief interactive activity where students shout out their favorite shape or pattern and encourage them to color it before the lesson ends.

- Preview the next session by asking students what other objects they think might have shapes around them in their home environment or school.

**Extended Activities:**

1. Shape Hunt: Encourage students to go on a “shape hunt” at home or in their environment to find items shaped like the shapes they learned about (e.g., circular plates, square boxes).

2. Pattern Book: Create a pattern book where students can draw different shapes and color them, while also writing or naming their patterns on each page.

3. Digital Pattern Creation: Encourage students to explore creating more complex patterns using different shapes on digital drawing platforms or apps.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Rote counting

**Specific Learning Outcomes:**

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

- Rote count numbers 1-30 to develop numeracy skills.

- Copy numbers 1-30.

- Enjoy rote counting in everyday life.

**Key Inquiry Question(s):**

- How can you count numbers 1-30?

**Learning Resources:**

- Longhorn Mathematics PP2 pages 29-30

- Number chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson focusing on numbers and counting.

- Engage learners in a discussion about where they see numbers or count in everyday life (e.g., counting toys, snacks, steps).

- Introduce today’s topic: Rote counting numbers 1-30 using the number chart.

**Lesson Development (20 minutes)**

**Step 1:** Rote Counting Together

- Gather students in a circle.

- Use the number chart to count aloud together from 1 to 30.

- Encourage students to repeat after you, ensuring proper pronunciation.

- Ask a few students to lead the counting for practice.

**Step 2:** Individual Practice

- Provide students with individual worksheets or paper to practice copying numbers 1-30.

- Circulate around the room to assist and provide positive feedback.

- Encourage students to say each number as they write to reinforce learning.

**Step 3:** Interactive Counting Activity

- Have students stand up.

- Call out a number between 1-30 and have the students jump that many times (e.g., “Jump 15 times!”).

- This will incorporate physical activity and help solidify their counting skills.

**Step 4:** Counting in Everyday Life

- Discuss how we can find opportunities for counting in daily activities, like when shopping or during play.

- Show them a few simple counting games or songs they can use at home or with friends.

**Conclusion (5 minutes)**

- Summarize the key points learned today: counting 1-30, copying numbers, and enjoying counting in daily life.

- Conduct a brief interactive quiz where students take turns counting aloud or demonstrating their written numbers.

- Preview the next session where they will learn about number patterns and sequences.

**Extended Activities:**

- Counting Hunt: Create a simple scavenger hunt where children need to find objects in their environment and count them (e.g., how many green objects?)

- Counting Songs: Encourage students to sing counting songs or rhymes at home (like "Five Little Ducks" or "Ten in the Bed").

- Art Integration: Have students create a number poster using drawings and stickers, illustrating numbers 1-30 for display in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 5**

**Strand:** NUMBERS

**Sub Strand:** Rote Counting

**Specific Learning Outcomes:**

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

- Rote count numbers 1-30 to develop numeracy skills.

- Copy numbers 1-30.

- Enjoy rote counting in everyday life.

**Key Inquiry Question:**

- What is rote counting?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 30-31 (number chart)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the session by briefly reviewing the previous lesson on numbers. Ask the students to share what they remember.

- Introduce the concept of rote counting. Ask the students if they have ever counted out loud with family or friends and how that felt.

- Show the number chart on pages 30-31 and highlight the numbers 1-30, leading to a discussion about their importance.

**Lesson Development (20 minutes)**

**Step 1:** Rote Counting

- Engage the students in a group activity where they stand up and count aloud together from 1 to 30. Incorporate actions (e.g., clapping hands or jumping) for each number to make it lively.

**Step 2:** Individual Practice

- Distribute worksheets with blank spaces below the numbers 1-30. Ask students to copy the numbers as they appear on the board or the number chart. Circulate around the room to assist those who may need help.

**Step 3:** Counting Games

- Organize a counting game using a ball. Students will pass the ball to each other while counting in sequence. If someone misses a number, they have to start from the beginning. This encourages participation in a fun way.

**Step 4:** Real-Life Application

- Discuss everyday situations where counting is used (e.g., counting fruits while shopping, counting toys at home). Encourage students to share examples, reinforcing the idea that counting is everywhere in daily life.

**Conclusion (5 minutes)**

- Recap the key points learned in the lesson, highlighting the importance of being able to count and recognize numbers.

- Conduct an interactive counting quiz where students raise their hands to answer questions about numbers randomly.

- Briefly preview what the students will learn in the next session about using numbers in simple addition.

**Extended Activities:**

- Number Scavenger Hunt: Create a list of objects in the classroom or home that students can count (e.g., books, chairs). Have students take a tally of how many they find.

- Counting Songs: Encourage learners to sing counting songs or rhymes that help reinforce the numbers from 1-30.

- Craft Activity: Have students create a counting book where they draw or paste pictures of items corresponding to each number from 1 to 30.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Rote counting

**Specific Learning Outcomes:**

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

- Rote count numbers 1-30.

- Rote count numbers 1-30 using actions.

- Enjoy rote counting in everyday life.

**Key Inquiry Questions:**

- Fill in the missing numbers: 1, 2, \_\_, 4, \_\_, 5.

**Learning Resources:**

- Longhorn Mathematics PP2, pages 30-31

- Number chart

- Counting songs/chant (optional)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson briefly (perhaps counting to 20).

- Guide learners to read and discuss the number chart from the learning resources. Focus on numbers 1-30.

- Ask learners if they see any patterns in the numbers.

**Lesson Development (20 minutes)**

**Step 1:** Rote Counting from 1 to 10

- Begin by counting from 1 to 10 together as a class.

- Use hand motions, such as raising hands or hopping, to engage learners.

- Encourage learners to repeat after the teacher, incorporating rhythmic clapping or chanting for enjoyment.

**Step 2:** Rote Counting from 11 to 20

- Introduce the next set of numbers by showing the number chart.

- Count from 11 to 20 using actions (e.g., taking steps forward for each number).

- Ask volunteers to lead the counting, reinforcing their confidence.

**Step 3:** Rote Counting from 21 to 30

- Display numbers 21 to 30 on the number chart.

- Count together as a class, emphasizing the distinct sounds and cadence of each number.

- Use a fun action, like spinning around, for each ten (i.e., 20, 30) to make it lively.

**Step 4:** Fill in the Missing Numbers Activity

- Write the sequence on the board: 1, 2, \_\_, 4, \_\_, 5.

- Ask students to participate by filling in the blanks verbally.

- Have a few learners explain how they figured out the missing numbers.

**Conclusion (5 minutes)**

- Summarize the key points: What numbers did we learn today? How did we count them?

- Conduct a brief interactive activity where students can count objects in the classroom or use counting songs.

- Prepare learners for the next session by introducing the idea of counting in everyday life (e.g., number of toys, books, etc.).

**Extended Activities:**

- Counting Scavenger Hunt: Learners can find objects around the classroom that correspond to numbers 1-30 (e.g., 5 pencils, 10 books) and write them down.

- Number Stories: Encourage students to create a short story using numbers (e.g., "I have 3 apples, and my friend gave me 2 more. How many do I have?").

- Counting Games: Utilize online games or apps that focus on rote counting for further engagement and practice.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** NUMBERS

**Sub Strand:** Rote Counting

**Specific Learning Outcomes:**

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

- Rote count numbers 1-30 for developing numeracy skills

- Watch video clips on rote counting with actions

- Enjoy rote counting in everyday life

**Key Inquiry Question(s):**

- Fill in the missing numbers? 11, 12, \_\_, 14, \_\_

**Learning Resources:**

- Longhorn Mathematics pp2 page 32-33

- Number chart

- Digital devices

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson on counting.

- Ask the students how many numbers they can count to and reiterate the importance of rote counting for everyday activities.

- Guide learners to read and discuss relevant content from the Longhorn Mathematics resource, focusing on rote counting and its application.

**Lesson Development (20 minutes)**

**Step 1:** Rote Counting Practice

- Start with the whole class counting together from 1 to 30. Encourage learners to use hand movements or clapping for each number they say to make it more engaging.

- Afterwards, allow students to count in pairs, helping each other maintain focus and accuracy.

**Step 2:** Watch a Video Clip

- Show a fun and engaging video clip that features rote counting (e.g., a song or animation). Ensure the video includes actions that students can mimic.

- After viewing, ask questions about what they saw to reinforce the connection between counting and enjoyment.

**Step 3:** Interactive Fill-in-the-Blank Activity

- Present the missing number inquiry question on a board or digital device: 11, 12, \_\_, 14, \_\_.

- In small groups, encourage students to discuss and fill in the blanks using their knowledge from previous counting exercises.

**Step 4:** Everyday Counting Discussion

- Engage the class in a discussion about where they see numbers in their daily lives (e.g., counting apples, days of the week, etc.).

- Invite a few students to share situations when they’ve counted things outside of school.

**Conclusion (5 minutes)**

- Recap the key points learned: counting from 1-30 and filling in missing numbers.

- Conduct a brief interactive activity, such as counting objects in the classroom, to reinforce the day's topics.

- Prepare learners for the next session by teasing future counting activities, such as skip counting or counting backwards.

**Extended Activities:**

- Encourage learners to practice rote counting at home and track their counting in daily activities (e.g., counting steps, toys, etc.).

- Provide a fun worksheet with counting games or a counting craft project where children can create a number book from 1 to 30 and illustrate it with items from their lives.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** NUMBERS

**Sub Strand:** Rote Counting

**Specific Learning Outcomes:**

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

- Rote count numbers 1-30 to develop numeracy skills.

- Watch video clips on rote counting with actions.

- Enjoy rote counting in everyday life.

**Key Inquiry Question(s):**

- Can we count numbers 1-30 loudly on the chart together?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 32-33

- Number chart

- Digital devices (for video clips)

**Organisation of Learning**

**Introduction (5 minutes)**

1. Begin by greeting the learners and reviewing what they learned in the previous lesson.

2. Ask students to recall any number sequences they practiced and engage them in a short discussion about counting.

3. Introduce the concept of rote counting and its importance in daily life. Present the number chart to the class.

**Lesson Development (20 minutes)**

**Step 1:** Rote Counting Practice

- Gather students in a circle and start with counting from 1 to 10 together. Encourage them to count loudly and confidently, modeling your voice to maintain enthusiasm.

- Gradually increase the count, moving from 1-10 to 1-20, incorporating movement (like clapping hands or tapping feet) to keep them engaged.

**Step 2:** Introducing the Number Chart

- Display the number chart and guide students in pointing to each number while counting aloud together.

- Challenge them to count from 21 to 30, encouraging them to use finger counting for numbers they might find tricky.

**Step 3**: Watching Video Clips

- Use digital devices to show a fun, engaging video clip that features rote counting using actions. Pause occasionally to have students perform the actions along with the video to reinforce learning through movement.

**Step 4:** Counting in Everyday Life

- Engage students in a discussion about times when they might count in daily activities (e.g., counting toys, friends, or snacks).

- Encourage them to share their experiences with counting outside the classroom.

**Conclusion (5 minutes)**

1. Summarize the key points discussed during the lesson: the importance of rote counting, the numbers 1-30, and making counting fun.

2. Conduct an interactive counting game where students can practice counting objects in the classroom (e.g., counting pencils, books, etc.).

3. Prepare the learners for the next session by sharing that they will explore numbers beyond 30 and learn how to add and subtract.

**Extended Activities:**

- Home Assignment: Encourage learners to find objects at home and count them with their family members, such as counting fruits or toys. They can keep a small count journal.

- Art Integration: Have students create a "Counting Book" where they draw pictures of groups of objects representing numbers 1-30 and label them.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** NUMBERS

**Sub Strand:** Number Recognition

**Specific Learning Outcomes:**

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

- Identify number symbols 1-20 for developing numeracy skills.

- Observe and read number symbols on flashcards or number charts.

- Appreciate the use of numbers in everyday life experience.

**Key Inquiry Question(s):**

- Can you read the numbers on the chart?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 34-35 (number chart).

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on basic numeracy skills (e.g., counting 1-10).

- Ask students questions about what they learned last time, guiding them to reflect on their prior knowledge.

- Introduce the number chart on pages 34-35 and explain its importance in recognizing numbers.

**Lesson Development (20 minutes):**

**Step 1:** Explore the Number Chart

- Display the number chart and point to each number from 1-20.

- Ask learners to read the numbers aloud, encouraging group participation.

**Step 2:** Flashcard Activity

- Distribute flashcards with numbers 1-20.

- In pairs, learners take turns showing the flashcard to their partner, who must say the number out loud.

- Monitor the pairs and provide assistance where needed to ensure correct pronunciation and recognition.

**Step 3:** Everyday Numbers Discussion

- Discuss how we use numbers in daily life (e.g., counting items, telling time, prices).

- Encourage students to share examples, enhancing their understanding of numbers as practical tools.

**Step 4:** Interactive Game

- Play a quick number recognition game. Call out a number, and learners must point to the correct number on the chart or their flashcards.

- Offer small rewards or praises for correct answers to motivate the students.

**Conclusion (5 minutes):**

- Summarize the key points: recognizing numbers 1-20 and using them in daily life.

- Reinforce the concepts learned through a quick interactive activity, such as a number scavenger hunt in the classroom (find objects corresponding to a number).

- Briefly preview what will be covered in the next session (e.g., introducing addition with numbers).

**Extended Activities:**

- Encourage learners to create a numbers book, where they can draw or cut out images representing each number from 1-20.

- Suggest a family activity where students can count items at home (e.g., toys, fruits, etc.) and report back on the numbers they found.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:**

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

- Identify number symbols 1-20 to develop numeracy skills.

- Observe and read number symbols on flash cards or number charts.

- Appreciate the use of numbers in everyday life experiences.

**Key Inquiry Question(s):**

- Which numbers can you see on flash cards?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 34-35

- Number chart

- Flash cards with numbers 1-20

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson, asking students what numbers they learned.

- Introduce the concept of number recognition by holding up a number flash card and asking students to read the number aloud.

- Discuss briefly where they see these numbers in their daily lives (e.g., on houses, in shops).

**Lesson Development (20 minutes)**

**Step 1:** Number Flash Card Recognition

- Display flash cards of numbers 1-20 one at a time.

- Ask students to say the number out loud.

- Encourage them to raise their hands when they see a number they can identify.

**Step 2:** Using the Number Chart

- Show students the number chart from Longhorn Mathematics.

- Point to each number in sequence and have the class read along together, reinforcing pronunciation and recognition.

**Step 3:** Interactive Number Games

- Play a simple game where you call out a number, and the students must find and hold up the corresponding flash card.

- This can be done in small groups to foster collaboration and peer learning.

**Step 4:** Real-Life Number Exploration

- Discuss with learners how numbers are present in everyday situations (like counting fruits, toys, etc.).

- Ask them to name a number and give an example of where they might see it (e.g., “3 apples,” “5 fingers,” etc.).

**Conclusion (5 minutes)**

- Summarize the key points: recognizing numbers 1-20 is important, and we see numbers all around us.

- Conduct a quick interactive quiz: show a flash card and ask students to shout out the number.

- Prepare them for the next session by hinting that they will learn how to write numbers correctly.

**Extended Activities:**

- Number Hunt: Create a scavenger hunt where children find items around the classroom that correspond to a number (e.g., find 4 pencils).

- Count and Color: Provide a coloring sheet with numbers 1-20 where they must color in each number after counting items in a picture.

- Daily Number Journal: Encourage students to keep a journal for a week where they document one number they see each day and draw a picture related to that number.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Number Recognition

**Specific Learning Outcomes:**

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

- Identify number symbols on flashcards or charts.

- Arrange number flashcards from 1-20 to develop symbolic representation of numbers.

- Appreciate the use of numbers in everyday life experiences.

**Key Inquiry Question(s):**

- Which number can you see on the flash card? (Example: 7)

**Learning Resources:**

- Longhorn Mathematics PP2, pages 36-37

- Number chart

- Flashcards

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students to contribute any numbers they learned about.

- Guide learners in reading and discussing relevant content from the learning resources, reinforcing the understanding of key concepts about number recognition.

**Lesson Development (20 minutes)**

**Step 1:** Number Identification

- Show learners flashcards with numbers 1-20.

- Ask them individually to identify the number on each flashcard.

- Encourage them to shout out the number and do a quick thumbs up if they recognize it.

**Step 2:** Arranging the Flashcards

- Distribute flashcards randomly to small groups.

- Instruct each group to arrange their cards in order from 1 to 20.

- Walk around to assist and prompt groups, reinforcing the concept of ordinal arrangement.

**Step 3:** Hands-on Activity

- Create a quick game where you call out a number, and students must find or show the corresponding flashcard from their group.

- This reinforces identification and speed in recognizing numbers.

**Step 4:** Applying Numbers in Everyday Life

- Discuss with students where they see numbers in their daily lives: on buses, houses, prices in stores, etc.

- Encourage them to share instances where they have used numbers, enhancing the appreciation for numbers beyond the classroom.

**Conclusion (5 minutes)**

- Summarize the key points discussed, reiterating the importance of recognizing and arranging numbers.

- Conduct a brief interactive activity, such as a number song or a counting chant, to reinforce the topics learned.

- Prepare learners for the next session by introducing the idea of comparing numbers (more or less) and asking them to think about how they might explore that concept at home.

**Extended Activities:**

- Create a number collage using cutouts or drawings of items that represent numbers (for example, 3 apples, 5 balloons).

- Encourage parents to help their children identify numbers in their environment, such as on street signs or during shopping, and bring in one example to share during the next lesson.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Number Recognition

**Specific Learning Outcomes:**

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

- Identify number symbols on flashcards or charts.

- Arrange number flashcards from 1 to 20 to develop symbolic representation of numbers.

- Appreciate the use of numbers in everyday life experiences.

**Key Inquiry Question:**

- Which number can you see on the flashcard? (e.g., 10)

**Learning Resources:**

- Longhorn Mathematics PP2 pages 36-37

- Number chart

- Flashcards with numbers 1-20

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by asking learners to share what they learned about numbers.

- Guide students to read and discuss relevant content from the learning resources, emphasizing understanding of the numbers and their symbols.

**Lesson Development (20 minutes)**

**Step 1:** Number Identification

- Show flashcards to the students one by one, asking them to identify the numbers.

- Encourage participation by asking questions: “Who can tell me what number this is?”

**Step 2:** Number Arrangement

- Distribute flashcards numbered 1 to 20 to the students.

- Instruct them to arrange their flashcards in order from 1 to 20 on their desks or on the floor.

- Walk around to assist and correct any misplacements.

**Step 3:** Symbolic Representation Discussion

- Engage the class in a discussion about what numbers represent. Ask questions like: “What does the number 3 mean? Can you think of three apples?”

- Use examples from their environment to illustrate the use of numbers, such as counting steps or toys.

**Step 4:** Interactive Practice

- Use the number chart to guide students in a fun counting exercise.

- Get them to count together from 1 to 20, pointing to the respective numbers on the chart.

- You can also introduce a simple game where students have to find a certain number among the flashcards.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson and review the learning objectives.

- Conduct an interactive activity, such as a quick flashcard quiz where students raise their hands to identify numbers shown.

- Prepare learners for the next session by hinting at topics to be covered, such as comparing numbers or simple addition.

**Extended Activities:**

- Number Hunt: Create a scavenger hunt where students find and collect items corresponding to a specific number (e.g., find 5 small blocks).

- Number Art: Have students create a poster using their favorite number, decorating it with drawings or cutouts of items representing that number (for example, 4 stars).

- Home Connection: Encourage learners to identify numbers they see at home or in the neighborhood and share them in the next class.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:**

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

1. Identify and type number symbols using digital devices.

2. Match number symbols that look alike.

3. Appreciate the use of numbers in everyday life experiences.

**Key Inquiry Question(s):**

- How can we match number symbols that look alike?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 38-39

- Digital devices (tablets, computers)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing the previous session’s content, focusing on the importance of numbers in our daily lives.

- Display pages 38-39 from the Longhorn Mathematics book and engage students in a discussion about number symbols. Ask guiding questions to assess their prior knowledge.

**Lesson Development (20 minutes)**

**Step 1:** Recognizing Number Symbols

- Show different number symbols (0-9) on the digital device.

- Encourage students to identify each symbol. Use touch technology to allow students to select and highlight the numbers.

**Step 2:** Typing Number Symbols

- Instruct students to open a simple text editor on the digital device.

- Guide them to type out the numbers you've displayed (0-9), focusing on correct formation and placement of each number.

**Step 3:** Matching Number Symbols

- Present a series of number pairs on the screen (e.g., 2 and 2, 5 and 5, 3 and 8).

- Ask students to identify which numbers look alike and use drag-and-drop features (if available) or write them down.

**Step 4:** Practical Application of Numbers

- Have a short discussion on where they see numbers in everyday life (e.g., house numbers, prices in stores, bus numbers).

- Show real-life images, including these numbers, to connect their learning to daily experiences.

**Conclusion (5 minutes)**

- Summarize the key points: identifying, typing, and matching number symbols.

- Engage students in an interactive 'Number Match Game' where they pair up with a partner and verbally match numbers they recall from the lesson.

- Preview the next session by introducing the concept of counting in groups or exploring basic addition.

**Extended Activities:**

1. Number Hunt: Encourage students to find and photograph number symbols from their environment (e.g. street signs, supermarket prices) and share them in the next class.

2. Digital Treasure Map: Create a simple map on a digital device where students can plot numbers they find around school or home, reinforcing their recognition skills.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Number Recognition

**Specific Learning Outcomes:**

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

- Identify and type number symbols using digital devices

- Match number symbols that look alike

- Appreciate the use of numbers in everyday life experiences

**Key Inquiry Question(s):**

- How do you type number symbols using digital devices?

**Learning Resources:**

- Longhorn Mathematics PP2 pages 38-39

- Digital devices chart

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on basic number recognition. Ask students to recall some of the numbers they learned about.

- Guide learners to read and discuss the relevant content from Longhorn Mathematics, specifically focusing on number symbols and their significance in daily activities.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Number Symbols

- Present a series of number symbols (0-9) on the board or display them using a digital device.

- Ask students to identify the symbols and say them out loud.

- Provide a brief discussion on how we use these symbols in everyday life (e.g., counting, money).

**Step 2:** Typing Number Symbols

- Show students how to type number symbols on various digital devices (e.g., tablets, computers).

- Demonstrate this on a digital device using a projector or smartboard, emphasizing the location of number keys on the keyboard.

- Allow students to practice typing numbers on their own devices, guiding them as needed.

**Step 3:** Matching Similar Number Symbols

- Prepare a matching activity where students match written numbers with their corresponding number symbols.

- Use printed cards or an interactive digital tool to facilitate this activity.

- Encourage students to work in pairs to make it more engaging.

**Step 4:** Appreciation of Numbers in Everyday Life

- Lead a discussion on where they encounter numbers in real life (e.g., sports scores, prices, age).

- Ask students to share a brief example of how they used numbers in their own lives recently.

**Conclusion (5 minutes)**

- Summarize the key points learned: identifying symbols, typing them, and their importance in our daily lives.

- Conduct a brief interactive activity, such as a quick quiz or group discussion, to reinforce the main topics.

- Prepare learners for the next session by introducing the topic of addition and subtraction, prompting them to think of examples where they used addition outside of class.

**Extended Activities:**

- Create a Number Chart: Have learners create a colorful number chart that includes both the number symbols and objects representing those numbers (e.g., 1 apple, 2 bananas, etc.). This can be displayed in the classroom.

- Number Hunt: Organize a classroom scavenger hunt where students find items corresponding to certain numbers (e.g., find 3 books, 4 pencils) and then present them to the class.

- Digital Storytelling: Encourage students to create a simple digital story or presentation using number symbols, showcasing how numbers are used in their favorite activities or games.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 5**

**Strand:** NUMBERS

**Sub Strand:** Number Recognition

**Specific Learning Outcomes:**

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

- Identify number symbols that are alike

- Play number recognition games such as fishing and snake and ladder

- Appreciate the use of numbers in everyday life experiences

**Key Inquiry Question:**

- Which number recognition games can you play?

**Learning Resources:**

- Longhorn Mathematics pp2, pages 39-40

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students what they remember about numbers and their uses.

- Guide learners to read and discuss relevant content from the learning resources. Emphasize understanding of number symbols and their importance in daily life.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Alike Number Symbols

- Use flashcards with various number symbols (0-10).

- Ask learners to find and group similar numbers (e.g., all the number 2 cards together).

- Discuss which numbers are alike and how they are used (e.g., "Why do we use number 1 when counting?").

**Step 2:** Introduction to Number Recognition Games

- Introduce the concepts behind the games: fishing game and snake and ladder.

- Describe how these games can help recognize numbers in a fun way.

**Step 3:** Playing the Fishing Game

- Set up the fishing game where learners have to fish out number cutouts from a 'pond' using magnetic fishing rods.

- As they pull each number out, they will call out the number and identify if it matches with any previously learned numbers.

**Step 4:** Snake and Ladder Game

- Divide students into small groups and give each group a snake and ladder game board.

- Explain the rules of the game and how to move based on the numbers on the dice.

- Allow time for students to play, encouraging them to shout out the numbers they land on.

**Conclusion (5 minutes)**

- Summarize key points from the lesson: the importance of number recognition, the similar symbols, and how fun games reinforce learning.

- Conduct a brief interactive activity, such as a quick number match game in groups.

- Prepare learners for the next session by previewing upcoming topics, such as basic addition or introducing more complex numbers.

**Extended Activities:**

- Create a “Number Hunt” at home where learners can find and list everyday items that represent different numbers (e.g., count apples, shoes, etc.).

- Encourage them to play number recognition games with family members to strengthen their skills.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Number Recognition

**Specific Learning Outcomes:**

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

- Identify number symbols that are alike

- Play number recognition games such as fishing game and snake and ladder games

- Appreciate the use of numbers in everyday life experiences

**Key Inquiry Question:**

- What is the importance of playing number recognition games?

**Learning Resources:**

- Longhorn Mathematics pp2 pages 39-40

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the Previous Lesson:

Begin with a quick review of the last lesson's content. Ask students to share what they remember about numbers.

- Discuss Learning Resources:

Introduce the day's materials (pages 39-40 from Longhorn Mathematics). Discuss the importance of recognizing numbers, particularly in everyday situations.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Alike Number Symbols

- Activity: Use visual aids (flashcards with numbers) to show different number symbols.

- Instructions: Ask students to group the flashcards by identifying which numbers look alike (e.g., 2 and 3).

- Discussion: Talk about what makes each number unique or similar.

**Step 2:** Number Recognition Game - Fishing Game

- Activity: Set up a fishing game where students use magnetic fishing rods to "catch" fish with numbers on them.

- Instructions: When they catch a fish, they must correctly identify and say the number out loud.

- Encouragement: Allow students to celebrate each catch with a cheer to build excitement.

**Step 3:** Number Recognition Game - Snake and Ladder

- Activity: Divide students into small groups and provide them with a snake and ladder game board.

- Instructions: Each time it’s a player’s turn, they must roll the dice, count their spaces, and recognize the number they land on.

- Peer Support: Encourage students to help one another with number reading as they play.

**Step 4:** Discussing Numbers in Daily Life

- Activity: Lead a discussion on where we see numbers in our daily lives (e.g., in prices, clocks, house numbers).

- Questions: Ask students how numbers help us in organizing and understanding the world around us.

**Conclusion (5 minutes)**

- Summarize Key Points:

Recap the activities and highlight the significance of numbers in various contexts.

- Interactive Activity:

Play a quick number identification chant or song to reinforce learning.

- Preview the Next Session:

Briefly introduce what will be covered in the following lesson (e.g., more games and the addition of numbers).

**Extended Activities:**

- Home Activity: Encourage learners to find and count numbers around their home (like clock times, page numbers in books), and share their findings in the next class.

- Number Art: Have students create their own number collage using magazine cutouts or drawings to highlight numbers they recognize.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** NUMBERS

**Sub Strand:** Counting Concrete Objects

**Specific Learning Outcomes:**

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

- Identify concrete objects found in the school.

- Collect concrete objects found in the school.

- Appreciate the use of concrete objects in real life.

**Key Inquiry Question:**

- What are concrete objects?

**Learning Resources:**

- Longhorn Mathematics pp2 page 40-41 (concrete objects)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking questions about familiar numbers and counting.

- Guide learners to read and discuss relevant content from Longhorn Mathematics, focusing on what concrete objects are and examples they might encounter in school.

**Lesson Development (20 minutes):**

**Step 1:** Identification

- Encourage learners to look around the classroom and school.

- Ask them to name some concrete objects they see (e.g., books, pencils, chairs).

- Use visual aids or pictures from the learning resources to reinforce understanding.

**Step 2:** Collection

- Take the class on a short tour around the school (if possible) to collect concrete objects.

- Provide bags or baskets for learners to gather items (e.g., leaves, small stones, paper clips).

- As they collect, prompt them to count their items.

**Step 3:** Sharing

- Return to the classroom and allow each learner to share what they found.

- Encourage them to count their objects aloud to practice their counting skills.

**Step 4:** Application

- Discuss how the collected objects can be used in real life (e.g., leaves for art projects, stones for counting games).

- Lead a simple conversation about how concrete objects help us in daily activities.

**Conclusion (5 minutes):**

- Summarize key points: What are concrete objects? Where did we find them? How can we use them?

- Conduct a brief interactive activity, such as a counting game with the collected items (e.g., “How many leaves do we have in all?”).

- Prepare learners for the next session by asking, “What other objects do you think we can count next time?”

**Extended Activities:**

- Create a concrete object collage: Have learners draw or collect pictures of various concrete objects they encounter at home or in their community.

- Start a class “Counting Wall” where they can add pictures and counts of different objects each week.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** Numbers

**Sub-Strand:** Counting Concrete Objects

**Specific Learning Outcomes:**

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

- Identify concrete objects found in the school.

- Collect concrete objects found in the school.

- Appreciate the use of concrete objects in real life.

**Key Inquiry Question(s):**

- What concrete objects can you find in our school?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 40-41 (concrete objects)

- Various concrete objects found around the school (e.g., pencils, books, erasers, toys, etc.)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the Previous Lesson: Begin with a short recap of what was learned in the previous class—focus on counting and why it is important.

- Discussion: Introduce the key inquiry question by asking students to think about things they see in their classrooms and around the school. Engage them in a conversation to list a few familiar objects.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Objects

- Activity: Take students around the classroom or schoolyard. Ask them to name and point out various concrete objects (e.g., chairs, tables, plants).

- Discussion: For each object identified, ask students how many they see. Encourage counting them out loud as a group.

**Step 2:** Collecting Objects

- Activity: Have students form small groups and provide each group with a bag. Ask them to collect different concrete objects around the classroom (e.g., classroom supplies like crayons and paper) and bring them back.

- Counting: Once they return, ask each group to count the items collected and share their numbers with the class.

**Step 3:** Sharing and Appreciating

- Discussion: Have each group present their objects and discuss how each item is used in school or home.

- Connecting to Real Life: Encourage students to think about how these objects are useful not just in school, but also in daily life.

**Step 4:** Reflection and Counting

- Activity: Return to the classroom and create a collective chart on the board reflecting the different concrete objects and their counts. Discuss totals as a class.

- Interactive counting game: Engage students in a fun counting activity where they either clap, jump, or use a rhythm to count together up to the total.

**Conclusion (5 minutes)**

- Summarize: Recap what concrete objects are, the importance of counting, and how we use these objects every day.

- Interactive Activity: Play a quick game where you name an object, and students have to show the number of that object with their hands.

- Prepare for Next Session: Briefly inform them that the next lesson will be about grouping objects to learn more about addition.

**Extended Activities:**

1. Object Hunt at Home: Assign learners to find five concrete objects at home and prepare to share how they use them in their daily lives during the next class.

2. Create a Collage: Students can create a collage using pictures cut out from magazines of objects they use at school and home, then label them with the count.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Counting Concrete Objects

**Specific Learning Outcomes:**

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

- Name concrete objects found in the school

- Count concrete objects found in school from 1-20 to develop numeracy skills

- Appreciate the use of concrete objects in real life

**Key Inquiry Question(s):**

- How can we use concrete objects?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 42-43

- Concrete objects (e.g., blocks, books, stationery items)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Briefly review the previous lesson, asking questions about what they learned related to numbers and counting.

- Guide learners to read and discuss the content from pages 42-43, focusing on identifying and understanding concrete objects.

**Lesson Development (20 minutes)**

**- Step 1:** Identify Concrete Objects

- Gather various concrete objects found around the classroom/school (e.g., pencils, books).

- Ask students to name these objects, encouraging them to use descriptive words.

**- Step 2:** Grouping and Counting

- Group the concrete objects into small clusters based on a specific criterion (color, size, or type).

- Have students count the objects in each group and write the corresponding numbers (1-20) on the board.

**- Step 3:** Order and Compare

- Discuss which groups have more or fewer objects.

- Reinforce number words and counting by arranging the groups from least to most and practicing phrases like “more than” and “less than.”

**- Step 4:** Practical Application

- Lead a discussion on how counting and recognizing objects helps us in real life (e.g., during shopping, organizing materials).

- Encourage students to share examples of when they counted things outside of school.

**Conclusion (5 minutes)**

- Summarize the key points covered in the lesson (identifying, counting, and understanding how concrete objects are useful).

- Conduct a quick interactive game where students count and name their favorite object in the classroom.

- Prepare learners for the next session by previewing the topic of "Ordering Numbers" and asking questions such as, “Have you ever had to line up things in order?”

**Extended Activities:**

1. Nature Walk: Take a short walk around the school to find and count various nature objects (leaves, stones) and report back to the class.

2. Counting Book: Have students create a small counting book where they draw or paste pictures of concrete objects they find in daily life and write the corresponding numbers.

3. Object Hunt: Organize a scavenger hunt around the classroom where students work in pairs to find and count objects, documenting their findings.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 5**

**Strand:** NUMBERS

**Sub Strand:** Counting concrete objects

**Specific Learning Outcomes:**

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

- Name concrete objects found in the school.

- Count concrete objects found in school from 1 to 20 to develop numeracy skills.

- Appreciate the use of concrete objects in real life.

**Key Inquiry Question(s):**

- How many concrete objects are on the teacher's table?

**Learning Resources:**

- Longhorn Mathematics pp2 page 42-43 (concrete objects)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on counting numbers from 1 to 10.

- Engage the learners by asking them to recall any concrete objects discussed in the last lesson.

- Guide learners to read and discuss relevant content from pages 42-43 of the Longhorn Mathematics book, emphasizing understanding the key concepts of counting.

**Lesson Development (20 minutes)**

**Step 1:** Identification of Objects

- Show various concrete objects on the teacher's table (e.g., pencils, erasers, books).

- Ask students to name each object as you hold them up.

- Write down the names of the objects on the board.

**Step 2:** Counting Together

- Encourage students to count the objects on the table together as a group.

- Count them aloud in unison. You can count from 1 to 20, emphasizing each number.

- Repeat the counting process, this time asking individual students to count specific objects.

**Step 3:** Exploring the School Environment

- Take the class on a short walk around the classroom or school (if possible).

- Have the learners identify and count other concrete objects (e.g., chairs, bookshelves, plants) and link them to their function in the school setting.

- Ask guiding questions like "How many chairs are in our classroom?"

**Step 4:** Group Activity

- Divide the class into small groups and give each group a set of concrete objects (e.g., blocks, counting cubes).

- Instruct each group to work together, count their objects from 1 to 20, and then present how many concrete objects they found to the class.

**Conclusion (5 minutes)**

- Summarize the key points learned today about naming and counting concrete objects.

- Conduct a brief interactive activity such as a counting game or song related to the numbers learned.

- Prepare learners for the next session by giving them a preview of upcoming topics, such as exploring additional counting activities and more complex numbers.

**Extended Activities:**

- Home Activity: Encourage students to count the concrete objects they have at home with their family and bring their findings back to class.

- Art Project: Have students collect pictures or drawings of concrete objects and create a collage that they can present in the next class, explaining the use of each object.

- Math Journals: Ask students to keep a math journal where they can draw or write about different concrete objects they encounter throughout the week, including the counts.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** NUMBERS

**Sub-Strand:** Counting Concrete Objects

**Specific Learning Outcomes:**

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

- Identify concrete objects found in the school.

- Match number symbols 1-20 with concrete objects.

- Appreciate the use of one-to-one correspondence in real life.

**Key Inquiry Question(s):**

- Which number matches these objects?

**Learning Resources:**

- Longhorn Mathematics PP2, pages 44-45

- Concrete objects (e.g., blocks, counting bears, pencils)

- Chart for numbers 1-20

**Organisation of Learning**

**Introduction (5 minutes):**

- Review the previous lesson on counting.

- Guide learners to read aloud and discuss pages 44-45 from Longhorn Mathematics, emphasizing the importance of connecting numbers with real objects.

**Lesson Development (20 minutes):**

**Step 1:** Identify Concrete Objects

- Gather learners in a circle.

- Show various concrete objects found around the school (e.g., books, pencils, erasers).

- Ask students to name the objects and demonstrate how to count them one by one.

**Step 2:** Matching Numbers to Objects

- Display a chart with number symbols from 1 to 20.

- Provide each student with concrete objects.

- Ask them to count the objects and find the corresponding number on the chart.

- Encourage students to work in pairs to match their objects with the correct number.

**Step 3:** Practicing One-to-One Correspondence

- Conduct a quick activity where you call out a number (1-20) and ask students to show that many fingers.

- Discuss the concept of one-to-one correspondence – explaining that each finger represents one item.

**Step 4:** Group Activity

- Divide learners into small groups.

- Assign each group a set of concrete objects and ask them to count and match to the number chart together.

- Let each group present their matched objects and demonstrate their counting process.

**Conclusion (5 minutes):**

- Summarize the key points learned: identifying concrete objects, matching numbers, and understanding one-to-one correspondence.

- Lead a brief interactive game where the teacher holds up a number symbol, and students quickly find that many objects around the classroom.

- Preview the next session, which will build on this counting knowledge by introducing basic addition using concrete objects.

**Extended Activities:**

- Number Hunt: Have students search the classroom or school for specific numbers of items (e.g., "Find 3 leaves!").

- Counting Books: Encourage learners to create a simple counting book where they draw or paste pictures of objects corresponding to numbers 1-10.

- Home Exploration: Send students home with a worksheet where they can count objects in their home and report back next class.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Counting Concrete Objects

**Specific Learning Outcomes:**

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

- Identify concrete objects found in the school.

- Match number symbols 1-20 with concrete objects.

- Appreciate the use of one-to-one correspondence in real life.

**Key Inquiry Question(s):**

- How can we count the things we see around us in our school?

- Why is it important to match numbers with objects?

**Learning Resources:**

- Longhorn Mathematics pp2 pages 44-45

- Concrete objects (e.g., blocks, balls, books)

- Chart with numbers 1-20

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson on counting.

- Engage learners in a discussion about what counting means and where they see numbers around them.

- Introduce the key concepts by guiding learners to read the relevant content from the learning resources.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Objects

- Take the students outside or around the classroom.

- Ask them to look for different concrete objects (e.g., balls, books, chairs).

- Together, make a list of the objects identified on the board.

**Step 2:** Number Matching

- Present the chart with numbers 1-20.

- Ask learners to select a number and find that many concrete objects (e.g., for number 3, they can find 3 blocks).

- Guide them to match the number with the correct quantity of objects.

**Step 3:** One-to-One Correspondence

- Discuss the concept of one-to-one correspondence, explaining that each object should match one number.

- Use the chart to demonstrate this concept by counting out loud while pointing to the objects.

**Step 4:** Group Activity

- Divide the class into small groups.

- Give each group a set of concrete objects and let them count and match them to the numbers on the chart.

- Encourage them to check each other's work for understanding.

**Conclusion (5 minutes)**

- Summarize the key points: identification of objects, matching numbers, and understanding one-to-one correspondence.

- Conduct a brief interactive activity where students pick an object, say how many there are, and match it to the correct number on the chart.

- Preview the next lesson: counting in different contexts (e.g., at home, in nature).

**Extended Activities:**

- Have students create a counting book using pictures of objects found around the school, labeling each with the corresponding number.

- Encourage a scavenger hunt for numbers around the school where they find objects that correspond with numbers they pick from a box.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Counting Concrete Objects

**Specific Learning Outcomes:**

By the end of the lesson, learners will be able to:

- Identify pictures of concrete objects using digital devices.

- Count concrete pictures of objects from 1-20 using digital devices.

- Appreciate the use of one-to-one correspondence in real life.

**Key Inquiry Question:**

- What are the names of the pictures of concrete objects?

**Learning Resources:**

- Longhorn Mathematics pp2 pages 46-47 (Concrete Objects)

- Digital Devices (e.g., tablets, computers)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start with a quick review of the previous lesson to refresh learners' memories.

- Ask learners to share what they remember about counting and identifying objects.

- Read and discuss the relevant content from the learning resources, focusing on the key concepts of counting and concrete objects.

**Lesson Development (20 minutes):**

**Step 1:** Identify Concrete Objects

- Use digital devices to display pictures of concrete objects (e.g., blocks, fruits, animals).

- Ask students to name each object as you show it.

- Encourage teamwork: have students work in pairs to list as many objects as they can identify together.

**Step 2:** Explore Counting with Digital Devices

- Use the digital device to display a single image of several concrete objects (e.g., 5 apples).

- Guide learners to count the objects displayed on the screen verbally.

- Encourage students to use their fingers to count along as a way to improve their counting skills.

**Step 3:** One-to-One Correspondence Activity

- Provide each learner with a simple worksheet showcasing an image of objects (e.g., groups of 1-20).

- Ask them to draw a line from each object to the correct number or to count the objects in pairs, reinforcing the one-to-one correspondence concept.

**Step 4:** Group Activity

- Divide learners into small groups. Each group will use a digital device to find and count items around them, either in their environment (like classroom objects) or using online resources.

- Let each group report back with their findings and counts.

**Conclusion (5 minutes):**

- Summarize the key points: identification of concrete objects, counting 1-20, and the importance of one-to-one correspondence.

- Conduct a fun interactive quiz or game where learners can shout out answers or hold up cards showing the number of objects they counted.

- Preview upcoming topics such as addition with concrete objects to spark interest.

**Extended Activities:**

- Ask learners to go on a "counting scavenger hunt" at home or in the classroom, where they find and count 10 different objects.

- Encourage learners to create their own digital slideshow displaying concrete objects they find and provide the count for each.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Counting Concrete Objects

**Specific Learning Outcomes:**

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

- Identify pictures of concrete objects using digital devices.

- Count concrete pictures of objects from 1-20 using digital devices.

- Appreciate the use of one-to-one correspondence in real life.

**Key Inquiry Questions:**

- Can you name the pictures of concrete objects?

**Learning Resources:**

- Longhorn Mathematics pp2, pages 46-47

- Digital devices (tablets or computers with image-based counting apps)

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Greet the class and review key points from the previous lesson about counting.

2. Engage students in a discussion about what they learned, encouraging them to share their thoughts on counting objects they see in their daily lives.

3. Introduce today’s focus on identifying and counting pictures of concrete objects using digital devices.

**Lesson Development (20 minutes):**

**Step 1:** Identify Pictures of Concrete Objects

- Use a digital device to display images of various concrete objects (e.g., fruits, toys, animals).

- Ask students to look closely at each picture and name the objects they see. Write their responses on the board.

**Step 2:** Counting Concrete Objects

- Introduce a counting app on the digital device that features concrete objects. Select a picture that shows a specific number of objects (e.g., three apples).

- Demonstrate how to count the objects in the image, stressing the importance of counting one at a time (one-to-one correspondence).

- Have students take turns using the app to count objects in different images.

**Step 3:** Group Counting Activity

- Divide the class into small groups and give them laptops/tablets.

- Each group selects an image of concrete objects and counts them together, using the one-to-one correspondence method. They share their count with the class.

**Step 4:** Discussion of One-to-One Correspondence

- Lead a discussion about where students see one-to-one correspondence in daily life (e.g. pairing socks, placing plates on the table).

- Use visual examples or real objects in the classroom to reinforce the concept.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson: identifying and counting pictures of objects, and the concept of one-to-one correspondence.

- Conduct a quick interactive activity—an object counting game where students raise their hands when they know the answer to how many objects in a picture.

- Briefly preview what students will be learning in the next session (e.g., addition of concrete objects).

**Extended Activities:**

- Home Challenge: Ask students to count different types of objects around their home (e.g., books, toys, or spoons) and share their findings in the next class.

- Create a Counting Book: Have students create their own counting book with drawings or pictures of objects they can count from 1-20, encouraging creativity and reinforcing their counting skills.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Counting Concrete Objects

**Specific Learning Outcomes:**

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

- List concrete objects

- Play video games using concrete objects

- Appreciate the use of one-to-one correspondence in real life

**Key Inquiry Question:**

- Which video games can you play on concrete objects?

**Learning Resources:**

- Longhorn Mathematics pp2 pages 46-47

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reminding learners of the previous lesson on counting and identifying concrete objects.

- Read together from the learning resources (pp 46-47) to highlight the importance of counting and recognizing objects.

- Encourage discussion about the objects they see around them and introduce the key inquiry question.

**Lesson Development (20 minutes)**

**- Step 1:** Listing Concrete Objects

- Have learners look around the classroom and identify 5 different concrete objects.

- Use a chart to list the objects as students share. (e.g., books, pencils, tables, etc.)

- Emphasize the importance of counting and identifying each object.

**- Step 2:** Introduction to Video Games

- Discuss with learners any video games they know that can use physical items.

- Examples may include hopscotch, counting games, or scavenger hunts.

- Encourage learners to think of how these games use real objects for play.

**- Step 3:** One-to-One Correspondence Activity

- Use small objects (e.g., counting bears, blocks) for a hands-on activity.

- Ask learners to match each object to another, illustrating one-to-one correspondence.

- Discuss how this relates to counting in playtime activities.

**- Step 4:** Integrating Learning

- Together, brainstorm a few new games that can be created using the concrete objects listed earlier.

- Highlight the importance of counting and recognizing objects while playing these creative games.

**Conclusion (5 minutes)**

- Summarize the lesson by revisiting the specific learning outcomes.

- Conduct a brief interactive game where learners must identify an object from the list and state how they can use it for play.

- Generate excitement for the next lesson, hinting that it will involve creating their own counting game with objects they choose.

**Extended Activities:**

1. Object Scavenger Hunt: Organize a scavenger hunt where students must find specific objects around their home or school and count them.

2. Classroom Game Creation: Have students work in small groups to create a simple game using concrete objects they’ve learned to count.

3. Story Time: Read a picture book that involves counting and discuss what objects were counted throughout the story.

**Teacher Self-Evaluation:**