PP2 Mathematics

Term 2 - 50 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

50 complete, ready-to-teach PP2 Mathematics lesson plans for Term 2, covering number sequencing, number value, number writing, putting together, taking away and sides of objects.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.4	Number Sequencing	8
2.5	Number Value	8
2.6	Number Writing	8
2.7	Putting Together	10
2.8	Taking Away	8
3.1	Sides of Objects	8

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Picking and naming numbers

By the end of the lesson, the learner should be able to identify numbers picked at random

> **Lucky dip**
> Children pick a card from a pile without looking, read the number aloud and stand in a line holding it.
> The class says if the line is in order or not.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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ELIMU254

Picking and naming numbers

Strand 2.0 Numbers > Sub-strand 2.4 Number Sequencing | Lesson 1 of 8 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to identify numbers picked at random

KEY INQUIRY QUESTION(S)

- Which number is written on the card, chart or board?
- Which number comes before this number?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Life skills**	Learners practise decision making and working with others.

LEARNING RESOURCES

Number cards and cut-outs 1-20 | A number line on the floor | Number puzzles

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

before | after | between | next | sequence | missing

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Key question: which number is written on the card?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "Lucky dip" (learning activity on the next page), explaining as you go. Use number cards and cut-outs 1-20, a number line on the floor, number puzzles. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Who has the biggest?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Lucky dip
Children pick a card from a pile without looking, read the number aloud and stand in a line holding it.
The class says if the line is in order or not.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Pick a card and read it.	**Child reads**
2	Is our line in order?	**Answers will vary**
3	Who has the smallest number?	**Child answers**
4	Who has the biggest?	**Child answers**

WATCH OUT FOR

Children unsure of a number; help kindly.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can identify numbers picked at random confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can identify numbers picked at random accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly identify numbers picked at random, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet identify numbers picked at random without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Use cards 1-10.
Learners ready for more	Read your partner's card. (Answer: Child reads)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "picking and naming numbers" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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Putting 1-10 in sequence

Strand 2.0 Numbers > Sub-strand 2.4 Number Sequencing | Lesson 2 of 8 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to arrange cards 1-10 in sequence

KEY INQUIRY QUESTION(S)

- Which number is written on the card, chart or board?
- Which number comes before this number?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Life skills**	Learners practise decision making and working with others.

LEARNING RESOURCES

Number cards and cut-outs 1-20 | A number line on the floor | Number puzzles

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

before | after | between | next | sequence | missing

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Children holding cards 1-10: can you line up in order?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "Human number line" (learning activity on the next page), explaining as you go. Use number cards and cut-outs 1-20, a number line on the floor, number puzzles. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Is 7 more than 6?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Human number line

Ten children with cards 1-10 line up from smallest to biggest. Each number is one more than the one before. Then groups arrange cut-outs 1-10 on the table.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Line up in order.	**Children arrange**
2	Who is after 4?	**The child with 5**
3	Arrange your cut-outs 1-10.	**Child arranges**
4	Is 7 more than 6?	**Yes, one more**

WATCH OUT FOR

Pushing in the line.