**MATHEMATICS ACTIVITIES SCHEME OF WORK FOR GRADE 1 TERM 3**

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| **SCHOOL** | **GRADE** | **LEARNING AREAS** | **TERM** | **YEAR** |
|  | **1** | **MATHEMATICS****ACTIVITIES** | **3** |  |

**GRADE ONE SCHEMES OF WORK**

**MATHEMATICS ACTIVITIES**

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| **Week** | **Lesson** | **Strand** | **Sub-strand** | **Suggested****outcomes** | **Key inquiry****question(s)** | **Learning****experiences** | **Learning****resources** | **Assessment** | **Reflection** |
| **1** | **1** | **Measurement** | **Capacity****(how much a container can hold)** | By the endof the sub- strand the learners should be able to: measure how many count the number of small containers to fill big containers | 1.howmany of the small containers can fill the big container? | Learnersdemonstrate and talk about filling containers | Containersof different sizesGrade one book page58Number chart | The teacherto checkthe work of the learners |  |
|  | **2** | **Measurement** | **Capacity(how****much a container can hold)** | By the endof the sub- strand the learners should be able to: | 1.whichcans hold more or less? | Learnersdemonstrate filling and emptying small and large | Grade onebook page58Containers of different sizes | The teacherto observe the containers |  |

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|  |  |  |  | collect cansfrom the environment andmeasure their capacity |  | containersusing water, sand |  |  |  |
|  | **3** | **Measurement** | **Time(daily****routines)** | By the endof the sub- strand the learners should be able to: observe the pictures | 1.what canyou see in picture 1 and 2? | Guidelearners to observe and talk about the pictures | Grade onebook page59Clock face pictures | The teacherto listen to the answers ofthe learners |  |
|  | **4** | **Measurement** | **Time(daily****routines)** | By the endof the sub- strand the learners should be able to: tell time in according to the pictures | 1.what isthe time in picture 1 and 2? | Guide thelearners to talk about time | Grade onebook page59Clock face | The teacherto observe the work of learners |  |
|  | **5** | **Measurement** | **Time(daily****routines)** | By the endof the topic the learners should be able to: identify at least 3 daily routine activities they do | 1.what dowe do when we wake up in the morning before you come to school? | A fewlearners identify and talk about morning routines activities in an appropriate manner | Clock faceGrade one book page59 pictures | The teacherto listen to learners |  |

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|  |  |  |  | before goingto school |  |  |  |  |  |

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| **2** | **1** | **Measurement** | **Time(daily****routines)** | By the endof the sub- strand the learners should be able to: identify vocabulary related to time(today, yesterday, tomorrow) | 1.how thethings you do are different from what yourmother and father does in the morning? | Guidelearners to talk about activities related to time(today, tomorrow, yesterday) | Grade onebook page59Clock face Picture cut outs | The teacherto observe the work of thelearners |  |
|  | **2** | **Measurement** | **Time(daily****routines)** | By the endof the sub- strand the learners should be able to: demonstrate ability to managetime well when doing activities | 1.what doyou do when you arrive in school? | Learnerssing songs on daily routines | Grade onebook page59Clock face pictures | The teacherto observe the learners activities |  |
|  | **3** | **Measurement** | **Time(daily****routines)** | By the endof the sub- strand the learners should be | 1.whatdoes your mother do when you wake up? | In groups orpairs, learners arrange pictures | Grade onebook page59Picture charts | The teacherto observe the learners |  |

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|  |  |  |  | able to:appreciate what everybody does on a daily activity |  | withvarious daily routine activities in a logical order |  |  |  |
|  | **4** | **Measurement** | **Time(daily****routines)** | By the endof the lesson the learners should be able to: arrange pictureswith various daily routine activities | 1.whatactivities do you dowhen you wake up? | Individuallythe learners to arrange pictures of daily routine logically | Grade onebook page60Picture cut outClock face | The teacherto observe the learners |  |
|  | **5** | **Measurement** | **Time(daily****routines)** | By the endof the topic the learners should be able to: observe the pictures and colour | 1.what doyou do when you wake up in the morning?2.what do you see in the pictures | Learners tosing songs about routines | Grade onebook page60Picture cutouts Picture chart | The teacherto observe the work of thelearners |  |

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| **3** | **1** | **Measurement** | **Time(daily routines)** | By the end of the sub-strand the learners should be able to: | 1.what activity doyou see in the pictures? | Learners to identifyand talk about the activities | Grade one book page60Picture cut outsClock face | The teacher toobserve the learners work |  |

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|  |  |  |  | observe thepictures and tell time |  |  |  |  |  |
|  | **2** | **Measurement** | **Time(daily****routines)** | By the endof the sub- strand the learners should be able to: observe and tell when certain activities take place | 1.what dowe do when we wake up?2.what activities do you do when you arrive in school? | Learners towatch a video on activities of the daily routine | Grade onebook 60Clock face Digital devices like DVDS Picture cut outs | Theteacher to observethe work of learners |  |
|  | **3** | **Measurement** | **Money(Kenyan****currency) Coins and notes** | By the endof the sub- topic the learners should be able to: observe and talk about the pictures | 1.what canyou see from the pictures? | Guidelearners to look and talk about the activities in thepictures | Grade onebook page61Shop corner | Theteacher toObservethe work of thelearners |  |
|  | **4** | **Measurement** | **Money(Kenyan****Currency) Coins and notes** | By the endof the sub- strand the learners should be able to: talk about different | 1.what dowe use money for? | Guide thelearners to look and talk about different sample currencies | Grade onebook page61Coins and notes | Theteacher to observe the learners |  |

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|  |  |  |  | currenciesthat we use |  |  |  |  |  |
|  | **5** | **Measurement** | **Money(Kenyan****currency) Coins and notes** | By the endof the sub- strand the learners should be able to: identify different sample coins | 1.what canyou see on the coin?2. what do we use money for? | Guide thelearners to look and talk about different sample coins | Grade onebook page62Coins | Theteacher to observe the learners |  |

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| **4** | **1** | **Measurement** | **Money(Kenyan****Currency) Coins and notes** | By the endof the sub- strand the learners should be able to: identify Kenyan currency from samples given | 1.what canyou see on the coins?2.what dowe use money for? | A fewlearners identify Kenyan coins and notes | Grade onebook page62CoinsShop corner Tins | Theteacher to observe the coins |  |
|  | **2** | **Measurement** | **Money(Kenyan****Currency) Coins and notes** | By the endof the sub- strand the learners should be able to: buy items | 1.what canyou see on the coin? | In groups,pairs,learnersrole play buying and selling from a shop | Grade onebook page62Coins Shop corner Tins | Theteacher to observe the learners activities |  |

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|  |  |  |  | usingKenyan coins |  | corner |  |  |  |
|  | **3** | **Measurement** | **Money(Kenyan****Currency) Coins and notes** | By the endof the sub- strand the learners should be able to: trace and shade the coins | 1.what canyou see on the coin?2.what do we use money for? | A fewlearners to identify the tracedcoins | Grade onebook page63TinsCoins | Theteacher to observe the coins |  |
|  | **4** | **Measurement** | **Money(Kenyan****Currency) Coins and notes** | By the endof the sub- strand the learners should be able to: match the coins that are the same | 1.whichcoins can you see?2.which coins look the same? | Learners tomatch and pair Kenyan currency | Grade onebook page62Coins Shop corner Tins | Theteacher to observe the coins |  |
|  | **5** | **Measurement** | **Money(Kenyan****Currency) Coins and notes** | By the endof the sub- strand the learners should be able to: make a simple budget basing on(coins and notes) | 1.whichcoins can you see?2.what can you buy with the coin from the pictures? | Learners torole play buying and selling from the shop corner | Grade onebook page64Coins Shop corner Tins Boxes | Theteacher to observe the learners |  |

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| **5** | **1** | **Measurement** | **Money(Kenyan****Currency)****Coins and notes** | By the end of the sub-strandthe learners should be able to: appreciate the use of Kenyan currency(coins and notes) in their daily life | 1.what can you see on thenote? | Learners to watch avideo on role playing buying and selling | Grade one book page65Coins Shop corner Tins Boxes Digital devices | Teacher to observethe learners |  |
|  | **2** | **Measurement** | **Money(Kenyan****Currency) Coins and notes** | By the end ofthe sub-strand the learners should be able to: match notes that are the same | 1.What can wedo with extra money(balance) | Learners tomatch and pair Kenyan currency- coins and notes using ICT devices | Grade onebook page65Coins Shop corner Digitaldevices like computers | Teacher toobserve the learners |  |
|  | **3** | **Measurement** | **Area(surface****of objects)** | By the end ofthe sub-strand the learners should be able to: count and write the number of books that cover the surface | 1.how manyitems can cover this surface? | learners inpairs count the items on the surface | TablesBooks Hands Grade one book page66 | Teacher toobserve the learners |  |
|  | **4** | **Measurement** | **Area(surface****of objects)** | By the end ofthe sub-strand | 1. how manyitems can cover | learners areguided to | TablesBooks | Theteacher to |  |

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|  |  |  |  | the learnersshould be able to: identify surfaces of different objects in the environment | this surface? | observe andidentify different surfaces of objects in theenvironment | HandsGrade one book page66 | observethe learners |  |
|  | **5** | **Measurement** | Area(surface ofobjects) | By the end ofthe sub-strand the learners should be able to: cover the area of different surfaces of objects using smaller objects? | 1.what else canwe use to cover these surfaces?2. how many small items can cover these surface? | Demonstratecovering surfaces using small objects from the environment | TablesBooks Hands Grade one book page67Feet | Theteacher to observe the learners |  |

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| **6** | **1** | **Measurement** | **Area(surface****of objects)** | By the endof the sub- strand the learners should be able to: appreciate different surfaces in the environment | 1.whichsurface is smaller or bigger?2. whatelse can we use tocover these surfaces? | In groupslearners compare different surfaces in the environment | TablesBooks Hands Grade one book page66 and 67Feet | Theteacher to observe the learners |  |
|  | **2** | **Measurement** | **Area(surface****of objects)** | By the endof the sub- strand the | 1. whatelse can we use to | demonstratecovering surfaces | TablesBooksHands | Theteacher to observe |  |

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|  |  |  |  | learnersshould be able to: cover the area of different surfaces of objectsusing bigger objects | cover thesesurfaces? | using bigobjects in the environment | Grade onebook page66 and 67Feet | thelearners |  |
|  | **3** | **Measurement** | **Area(surface****of objects)** | By the endof the sub- strand the learners should be able to: identify surfaces of 3 objects inthe environment | 1.howmany objects can be used to cover the surface?2.which surface is smaller or bigger? | Learnerscover surfaces of different sizes | TablesBooks Hands Grade one book page66 and 67Feet | Theteacher to observe the learners |  |
|  | **4** | **Measurement** | **Area(surface****of objects)** | By the endof the sub- strand the learners should be able to: differentiate Big andsmall surface by colouring | 1.which isthe small/big surface? | Learners toshade or colour surfaces of different objects | TablesBooks Hands Grade one book page66 and 67 | Theteacher to observe the learners |  |
|  | **5** | **Measurement** | **Area(surface****of objects)** | By the endof the sub- | 1.which isthe | Guidelearners on | TablesBooks | Theteacher to |  |

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|  |  |  |  | strand thelearners should be able to: learn different surfaces using ICT devices | small/bigsurface?2. how many objects can be used to cover the surface? | using thedevices | HandsGrade one book page66 and 67Digital devices like DVDs | observethe learners |  |

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| **7** | **1** | **Measurement** | **Area(surface****of objects)** | By the end ofthe sub- strand the learners should be able to: group 3 different surfaces according to size | 1. howmany objects can be used to cover the surface? | Learnersdemonstrate surfaces according to sizes(big,small) | TablesBooks Hands Grade one book page66 and 67 | the teacherto observe the learners |  |
|  | **2** | **Measurement** | **Area(surface****of objects)** | By the end ofthe sub- strand the learners should be able to: identify and shade big surfaces | 1. howmany objects can be used to cover the surface? | Learners toshade or colour surfaceusing the ICTdevices | TablesBooks Hands Grade one book page66 and 67 | the teacherto observe the learners |  |
|  | **3** | **Measurement** | **Area(surface****of objects)** | By the end ofthe sub- strand the | 1.whichobjects are heavy or | Learnersdiscuss in groups | Grade onebook page54 and 55 | Theteacher to observe |  |

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|  |  |  |  | learnersshould be able to: work out different questions on measurement | light? | comparedifferent mass of objects | PicturesstonesSand water chairs | thelearners |  |
| **S** | **4** | **Measurement** | **Time(daily****routine)** | By the end ofthe sub- strand the learners should be able to: answer different questions on time | 1.what doyou do when you wake up before you come to school? | Learnersrole play activities depending on time | Grade onebook page59 and 60Past papers | Theteacher to observe the learners |  |
|  | **5.** | **Numbers** | **Sorting and****grouping objects according to shape** | By the end ofthe sub- strand the learners should be able to: sort different objects by shape | 1.whichshapes can you see?2.how many shapes can you see? | Learners toname the shapes in the pictures | Grade onebook page7 | Theteacher to observe the learners |  |

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| **13** | **ASSESSMENT** |  |  |