**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 end  of the sub- strand the learners should be able to: measure how many count the number of small containers to fill big containers | 1.how  many of the small containers can fill the big container? | Learners  demonstrate and talk about filling containers | Containers  of different sizes  Grade one book page  58  Number chart | The teacher  to check  the work of the learners |  |
|  | **2** | **Measurement** | **Capacity(how**  **much a container can hold)** | By the end  of the sub- strand the learners should be able to: | 1.which  cans hold more or less? | Learners  demonstrate filling and emptying small and large | Grade one  book page  58  Containers of different sizes | The teacher  to observe the containers |  |

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|  |  |  |  | collect cans  from the environment and  measure their capacity |  | containers  using water, sand |  |  |  |
|  | **3** | **Measurement** | **Time(daily**  **routines)** | By the end  of the sub- strand the learners should be able to: observe the pictures | 1.what can  you see in picture 1 and 2? | Guide  learners to observe and talk about the pictures | Grade one  book page  59  Clock face pictures | The teacher  to listen to the answers of  the learners |  |
|  | **4** | **Measurement** | **Time(daily**  **routines)** | By the end  of the sub- strand the learners should be able to: tell time in according to the pictures | 1.what is  the time in picture 1 and 2? | Guide the  learners to talk about time | Grade one  book page  59  Clock face | The teacher  to observe the work of learners |  |
|  | **5** | **Measurement** | **Time(daily**  **routines)** | By the end  of the topic the learners should be able to: identify at least 3 daily routine activities they do | 1.what do  we do when we wake up in the morning before you come to school? | A few  learners identify and talk about morning routines activities in an appropriate manner | Clock face  Grade one book page  59 pictures | The teacher  to listen to learners |  |

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|  |  |  |  | before going  to school |  |  |  |  |  |

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| **2** | **1** | **Measurement** | **Time(daily**  **routines)** | By the end  of the sub- strand the learners should be able to: identify vocabulary related to time(today, yesterday, tomorrow) | 1.how the  things you do are different from what your  mother and father does in the morning? | Guide  learners to talk about activities related to time(today, tomorrow, yesterday) | Grade one  book page  59  Clock face Picture cut outs | The teacher  to observe the work of the  learners |  |
|  | **2** | **Measurement** | **Time(daily**  **routines)** | By the end  of the sub- strand the learners should be able to: demonstrate ability to manage  time well when doing activities | 1.what do  you do when you arrive in school? | Learners  sing songs on daily routines | Grade one  book page  59  Clock face pictures | The teacher  to observe the learners activities |  |
|  | **3** | **Measurement** | **Time(daily**  **routines)** | By the end  of the sub- strand the learners should be | 1.what  does your mother do when you wake up? | In groups or  pairs, learners arrange pictures | Grade one  book page  59  Picture charts | The teacher  to observe the learners |  |

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|  |  |  |  | able to:  appreciate what everybody does on a daily activity |  | with  various daily routine activities in a logical order |  |  |  |
|  | **4** | **Measurement** | **Time(daily**  **routines)** | By the end  of the lesson the learners should be able to: arrange pictures  with various daily routine activities | 1.what  activities do you do  when you wake up? | Individually  the learners to arrange pictures of daily routine logically | Grade one  book page  60  Picture cut out  Clock face | The teacher  to observe the learners |  |
|  | **5** | **Measurement** | **Time(daily**  **routines)** | By the end  of the topic the learners should be able to: observe the pictures and colour | 1.what do  you do when you wake up in the morning?  2.what do you see in the pictures | Learners to  sing songs about routines | Grade one  book page  60  Picture cut  outs Picture chart | The teacher  to observe the work of the  learners |  |

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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 do  you see in the pictures? | Learners to identify  and talk about the activities | Grade one book page  60  Picture cut outs  Clock face | The teacher to  observe the learners work |  |

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|  |  |  |  | observe the  pictures and tell time |  |  |  |  |  |
|  | **2** | **Measurement** | **Time(daily**  **routines)** | By the end  of the sub- strand the learners should be able to: observe and tell when certain activities take place | 1.what do  we do when we wake up?  2.what activities do you do when you arrive in school? | Learners to  watch a video on activities of the daily routine | Grade one  book 60  Clock face Digital devices like DVDS Picture cut outs | The  teacher to observe  the work of learners |  |
|  | **3** | **Measurement** | **Money(Kenyan**  **currency) Coins and notes** | By the end  of the sub- topic the learners should be able to: observe and talk about the pictures | 1.what can  you see from the pictures? | Guide  learners to look and talk about the activities in the  pictures | Grade one  book page  61  Shop corner | The  teacher to  Observe  the work of the  learners |  |
|  | **4** | **Measurement** | **Money(Kenyan**  **Currency) Coins and notes** | By the end  of the sub- strand the learners should be able to: talk about different | 1.what do  we use money for? | Guide the  learners to look and talk about different sample currencies | Grade one  book page  61  Coins and notes | The  teacher to observe the learners |  |

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|  |  |  |  | currencies  that we use |  |  |  |  |  |
|  | **5** | **Measurement** | **Money(Kenyan**  **currency) Coins and notes** | By the end  of the sub- strand the learners should be able to: identify different sample coins | 1.what can  you see on the coin?  2. what do we use money for? | Guide the  learners to look and talk about different sample coins | Grade one  book page  62  Coins | The  teacher to observe the learners |  |

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| **4** | **1** | **Measurement** | **Money(Kenyan**  **Currency) Coins and notes** | By the end  of the sub- strand the learners should be able to: identify Kenyan currency from samples given | 1.what can  you see on the coins?  2.what do  we use money for? | A few  learners identify Kenyan coins and notes | Grade one  book page  62  Coins  Shop corner Tins | The  teacher to observe the coins |  |
|  | **2** | **Measurement** | **Money(Kenyan**  **Currency) Coins and notes** | By the end  of the sub- strand the learners should be able to: buy items | 1.what can  you see on the coin? | In groups,  pairs  ,learners  role play buying and selling from a shop | Grade one  book page  62  Coins Shop corner Tins | The  teacher to observe the learners activities |  |

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|  |  |  |  | using  Kenyan coins |  | corner |  |  |  |
|  | **3** | **Measurement** | **Money(Kenyan**  **Currency) Coins and notes** | By the end  of the sub- strand the learners should be able to: trace and shade the coins | 1.what can  you see on the coin?  2.what do we use money for? | A few  learners to identify the traced  coins | Grade one  book page  63  Tins  Coins | The  teacher to observe the coins |  |
|  | **4** | **Measurement** | **Money(Kenyan**  **Currency) Coins and notes** | By the end  of the sub- strand the learners should be able to: match the coins that are the same | 1.which  coins can you see?  2.which coins look the same? | Learners to  match and pair Kenyan currency | Grade one  book page  62  Coins Shop corner Tins | The  teacher to observe the coins |  |
|  | **5** | **Measurement** | **Money(Kenyan**  **Currency) Coins and notes** | By the end  of the sub- strand the learners should be able to: make a simple budget basing on(coins and notes) | 1.which  coins can you see?  2.what can you buy with the coin from the pictures? | Learners to  role play buying and selling from the shop corner | Grade one  book page  64  Coins Shop corner Tins Boxes | The  teacher to observe the learners |  |

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| **5** | **1** | **Measurement** | **Money(Kenyan**  **Currency)**  **Coins and notes** | By the end of the sub-strand  the learners should be able to: appreciate the use of Kenyan currency(coins and notes) in their daily life | 1.what can you see on the  note? | Learners to watch a  video on role playing buying and selling | Grade one book page  65  Coins Shop corner Tins Boxes Digital devices | Teacher to observe  the learners |  |
|  | **2** | **Measurement** | **Money(Kenyan**  **Currency) Coins and notes** | By the end of  the sub-strand the learners should be able to: match notes that are the same | 1.What can we  do with extra money(balance) | Learners to  match and pair Kenyan currency- coins and notes using ICT devices | Grade one  book page  65  Coins Shop corner Digital  devices like computers | Teacher to  observe the learners |  |
|  | **3** | **Measurement** | **Area(surface**  **of objects)** | By the end of  the sub-strand the learners should be able to: count and write the number of books that cover the surface | 1.how many  items can cover this surface? | learners in  pairs count the items on the surface | Tables  Books Hands Grade one book page  66 | Teacher to  observe the learners |  |
|  | **4** | **Measurement** | **Area(surface**  **of objects)** | By the end of  the sub-strand | 1. how many  items can cover | learners are  guided to | Tables  Books | The  teacher to |  |

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|  |  |  |  | the learners  should be able to: identify surfaces of different objects in the environment | this surface? | observe and  identify different surfaces of objects in the  environment | Hands  Grade one book page  66 | observe  the learners |  |
|  | **5** | **Measurement** | Area(surface of  objects) | By the end of  the sub-strand the learners should be able to: cover the area of different surfaces of objects using smaller objects? | 1.what else can  we use to cover these surfaces?  2. how many small items can cover these surface? | Demonstrate  covering surfaces using small objects from the environment | Tables  Books Hands Grade one book page  67  Feet | The  teacher to observe the learners |  |

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| **6** | **1** | **Measurement** | **Area(surface**  **of objects)** | By the end  of the sub- strand the learners should be able to: appreciate different surfaces in the environment | 1.which  surface is smaller or bigger?  2. what  else can we use to  cover these surfaces? | In groups  learners compare different surfaces in the environment | Tables  Books Hands Grade one book page  66 and 67  Feet | The  teacher to observe the learners |  |
|  | **2** | **Measurement** | **Area(surface**  **of objects)** | By the end  of the sub- strand the | 1. what  else can we use to | demonstrate  covering surfaces | Tables  Books  Hands | The  teacher to observe |  |

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|  |  |  |  | learners  should be able to: cover the area of different surfaces of objects  using bigger objects | cover these  surfaces? | using big  objects in the environment | Grade one  book page  66 and 67  Feet | the  learners |  |
|  | **3** | **Measurement** | **Area(surface**  **of objects)** | By the end  of the sub- strand the learners should be able to: identify surfaces of 3 objects in  the environment | 1.how  many objects can be used to cover the surface?  2.which surface is smaller or bigger? | Learners  cover surfaces of different sizes | Tables  Books Hands Grade one book page  66 and 67  Feet | The  teacher to observe the learners |  |
|  | **4** | **Measurement** | **Area(surface**  **of objects)** | By the end  of the sub- strand the learners should be able to: differentiate Big and  small surface by colouring | 1.which is  the small/big surface? | Learners to  shade or colour surfaces of different objects | Tables  Books Hands Grade one book page  66 and 67 | The  teacher to observe the learners |  |
|  | **5** | **Measurement** | **Area(surface**  **of objects)** | By the end  of the sub- | 1.which is  the | Guide  learners on | Tables  Books | The  teacher to |  |

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|  |  |  |  | strand the  learners should be able to: learn different surfaces using ICT devices | small/big  surface?  2. how many objects can be used to cover the surface? | using the  devices | Hands  Grade one book page  66 and 67  Digital devices like DVDs | observe  the learners |  |

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| **7** | **1** | **Measurement** | **Area(surface**  **of objects)** | By the end of  the sub- strand the learners should be able to: group 3 different surfaces according to size | 1. how  many objects can be used to cover the surface? | Learners  demonstrate surfaces according to sizes(big  ,small) | Tables  Books Hands Grade one book page  66 and 67 | the teacher  to observe the learners |  |
|  | **2** | **Measurement** | **Area(surface**  **of objects)** | By the end of  the sub- strand the learners should be able to: identify and shade big surfaces | 1. how  many objects can be used to cover the surface? | Learners to  shade or colour surface  using the ICT  devices | Tables  Books Hands Grade one book page  66 and 67 | the teacher  to observe the learners |  |
|  | **3** | **Measurement** | **Area(surface**  **of objects)** | By the end of  the sub- strand the | 1.which  objects are heavy or | Learners  discuss in groups | Grade one  book page  54 and 55 | The  teacher to observe |  |

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|  |  |  |  | learners  should be able to: work out different questions on measurement | light? | compare  different mass of objects | Pictures  stones  Sand water chairs | the  learners |  |
| **S** | **4** | **Measurement** | **Time(daily**  **routine)** | By the end of  the sub- strand the learners should be able to: answer different questions on time | 1.what do  you do when you wake up before you come to school? | Learners  role play activities depending on time | Grade one  book page  59 and 60  Past papers | The  teacher to observe the learners |  |
|  | **5.** | **Numbers** | **Sorting and**  **grouping objects according to shape** | By the end of  the sub- strand the learners should be able to: sort different objects by shape | 1.which  shapes can you see?  2.how many shapes can you see? | Learners to  name the shapes in the pictures | Grade one  book page  7 | The  teacher to observe the learners |  |

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