

**GRADE ONE SCHEMES OF WORK MATHEMATICS TERM 3 2018**

<b>Week</b>	<b>Lesson</b>	<b>Strand</b>	<b>Sub-strand</b>	<b>Suggested outcomes</b>	<b>Key inquiry question(s)</b>	<b>Learning experiences</b>	<b>Learning resources</b>	<b>Assessment</b>	<b>Reflection</b>
<b>1</b>	<b>1</b>	<b>Measurement</b>	<b>Capacity (how much a container can hold)</b>	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	
	<b>2</b>	<b>Measurement</b>	<b>Capacity(how much a container can hold)</b>	By the end of the sub-strand the learners should be able to: collect cans from the environment and measure their capacity	1.which cans hold more or less?	Learners demonstrate filling and emptying small and large containers using water, sand	Grade one book page 58 Containers of different sizes	The teacher to observe the containers	
	<b>3</b>	<b>Measurement</b>	<b>Time(daily routines)</b>	By the end of the sub-	1.what can you see in	Guide learners to	Grade one book page	The teacher to listen to	

				strand the learners should be able to: observe the pictures	picture 1 and 2?	observe and talk about the pictures	59 Clock face pictures	the answers of the learners	
	<b>4</b>	<b>Measurement</b>	<b>Time(daily routines)</b>	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	
	<b>5</b>	<b>Measurement</b>	<b>Time(daily routines)</b>	By the end of the topic the learners should be able to: identify at least 3 daily routine activities they do before going to school	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	

<b>2</b>	<b>1</b>	<b>Measurement</b>	<b>Time(daily routines)</b>	By the end of the sub-strand the learners	1.how the things you do are different	Guide learners to talk about activities	Grade one book page 59 Clock face	The teacher to observe the work of the	
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				should be able to: identify vocabulary related to time(today, yesterday, tomorrow)	from what your mother and father does in the morning?	related to time(today, tomorrow, yesterday)	Picture cut outs	learners	
	<b>2</b>	<b>Measurement</b>	<b>Time(daily routines)</b>	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	
	<b>3</b>	<b>Measurement</b>	<b>Time(daily routines)</b>	By the end of the sub-strand the learners should be able to: appreciate what everybody does on a daily activity	1.what does your mother do when you wake up?	In groups or pairs, learners arrange pictures with various daily routine activities in a logical order	Grade one book page 59 Picture charts	The teacher to observe the learners	
	<b>4</b>	<b>Measurement</b>	<b>Time(daily routines)</b>	By the end of the lesson	1.what activities do	Individually the	Grade one book page	The teacher to observe	

				the learners should be able to: arrange pictures with various daily routine activities	you do when you wake up?	learners to arrange pictures of daily routine logically	60 Picture cut out Clock face	the learners	
	<b>5</b>	<b>Measurement</b>	<b>Time(daily routines)</b>	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	

<b>3</b>	<b>1</b>	<b>Measurement</b>	<b>Time(daily routines)</b>	By the end of the sub-strand the learners should be able to: observe the pictures and tell time	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	
	<b>2</b>	<b>Measurement</b>	<b>Time(daily routines)</b>	By the end of the sub-strand the learners should be	1.what do we do when we wake up? 2.what	Learners to watch a video on activities of the daily	Grade one book 60 Clock face Digital devices like	The teacher to observe the work of learners	

				able to: observe and tell when certain activities take place	activities do you do when you arrive in school?	routine	DVDS Picture cut outs		
	<b>3</b>	<b>Measurement</b>	<b>Money(Kenyan currency) Coins and notes</b>	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	
	<b>4</b>	<b>Measurement</b>	<b>Money(Kenyan Currency) Coins and notes</b>	By the end of the sub- strand the learners should be able to: talk about different currencies that we use	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	
	<b>5</b>	<b>Measurement</b>	<b>Money(Kenyan currency) Coins and notes</b>	By the end of the sub- strand the learners should be able to:	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	Grade one book page 62 Coins	The teacher to observe the learners	

				identify different sample coins		coins			
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<b>4</b>	<b>1</b>	<b>Measurement</b>	<b>Money(Kenyan Currency) Coins and notes</b>	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	
	<b>2</b>	<b>Measurement</b>	<b>Money(Kenyan Currency) Coins and notes</b>	By the end of the sub-strand the learners should be able to: buy items using Kenyan coins	1.what can you see on the coin?	In groups, pairs ,learners role play buying and selling from a shop corner	Grade one book page 62 Coins Shop corner Tins	The teacher to observe the learners activities	
	<b>3</b>	<b>Measurement</b>	<b>Money(Kenyan Currency) Coins and notes</b>	By the end of the sub-strand the learners should be able to:	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	

				trace and shade the coins					
	<b>4</b>	<b>Measurement</b>	<b>Money(Kenyan Currency) Coins and notes</b>	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	
	<b>5</b>	<b>Measurement</b>	<b>Money(Kenyan Currency) Coins and notes</b>	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	

<b>5</b>	<b>1</b>	<b>Measurement</b>	<b>Money(Kenyan Currency) Coins and notes</b>	By the end of the sub-strand the learners should be able to: appreciate the use of Kenyan	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	Teacher to observe the learners	
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				currency(coins and notes) in their daily life			Boxes Digital devices		
	<b>2</b>	<b>Measurement</b>	<b>Money(Kenyan Currency) Coins and notes</b>	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	
	<b>3</b>	<b>Measurement</b>	<b>Area(surface of objects)</b>	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	
	<b>4</b>	<b>Measurement</b>	<b>Area(surface of objects)</b>	By the end of the sub-strand the learners should be able to: identify surfaces of different objects in the environment	1. how many items can cover this surface?	learners are guided to observe and identify different surfaces of objects in the environment	Tables Books Hands Grade one book page 66	The teacher to observe the learners	
	<b>5</b>	<b>Measurement</b>	Area(surface of objects)	By the end of the sub-strand	1.what else can we use to cover	Demonstrate covering	Tables Books	The teacher to	



				the learners should be able to: cover the area of different surfaces of objects using smaller objects?	these surfaces? 2. how many small items can cover these surface?	surfaces using small objects from the environment	Hands Grade one book page 67 Feet	observe the learners	
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<b>6</b>	<b>1</b>	<b>Measurement</b>	<b>Area(surface of objects)</b>	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	
	<b>2</b>	<b>Measurement</b>	<b>Area(surface of objects)</b>	By the end of the sub-strand the learners should be able to: cover the area of different surfaces of objects using bigger	1. what else can we use to cover these surfaces?	demonstrate covering surfaces using big objects in the environment	Tables Books Hands Grade one book page 66 and 67 Feet	The teacher to observe the learners	

				objects					
	<b>3</b>	<b>Measurement</b>	<b>Area(surface of objects)</b>	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	
	<b>4</b>	<b>Measurement</b>	<b>Area(surface of objects)</b>	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	
	<b>5</b>	<b>Measurement</b>	<b>Area(surface of objects)</b>	By the end of the sub-strand the learners should be able to: learn different surfaces using ICT devices	1.which is the small/big surface? 2. how many objects can be used to cover the surface?	Guide learners on using the devices	Tables Books Hands Grade one book page 66 and 67 Digital devices like DVDs	The teacher to observe the learners	

<b>7</b>	<b>1</b>	<b>Measurement</b>	<b>Area(surface of objects)</b>	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	
	<b>2</b>	<b>Measurement</b>	<b>Area(surface of objects)</b>	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	
	<b>3</b>	<b>Measurement</b>	<b>Area(surface of objects)</b>	By the end of the sub-strand the learners should be able to: work out different questions on measurement	1.which objects are heavy or light?	Learners discuss in groups compare different mass of objects	Grade one book page 54 and 55 Pictures stones Sand water chairs	The teacher to observe the learners	
<b>S</b>	<b>4</b>	<b>Measurement</b>	<b>Time(daily routine)</b>	By the end of the sub-strand the	1.what do you do when you	Learners role play activities	Grade one book page 59 and 60	The teacher to observe	

				learners should be able to: answer different questions on time	wake up before you come to school?	depending on time	Past papers	the learners	
	<b>5.</b>	<b>Numbers</b>	<b>Sorting and grouping objects according to shape</b>	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	

<b>13</b>	<b>ASSESSMENT</b>		
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