

WEEK	LESSON	STRAND	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
2	1-2	NUMBERS	Counting concrete objects	By the end of the sub-strand, the learner should be able to count concrete objects 1-3 for development of numeracy skills and associating a group of objects with a number symbol	How many objects are these?	Critical thinking and problem solving	Honesty	Learners demonstrate counting objects 1-3	Charts realia	Observational questions	
	3-4		Counting concrete objects	By the end of the sub-strand, the learner should be able to count concrete objects 3-6 for development of numeracy skills and associating a group of objects with a number symbol	How many objects are these?	Critical thinking and problem solving	Honesty	Learners demonstrate counting objects 3-6	Charts realia	Observational questions	
	5		Counting concrete objects	By the end of the sub-strand, the learner should be able to	How many objects are these?	Critical thinking and problem solving	Honesty	Learners demonstrate counting objects	Charts realia	Observational questions	

				count concrete objects 6-9 for development of numeracy skills and associating a group of objects with a number symbol				6-9			
3	1-2		Counting concrete objects	By the end of the sub-strand, the learner should be able to demonstrate one to one correspondence while counting concrete objects	How many learners are in your group	Critical thinking and problem solving	Honesty unity	Learners play counting games involving counting objects 1-9 Learners match numerals with concrete objects for numbers 1-9	Charts Realia	Observational questions	
	3-4		Counting concrete objects	By the end of the sub-strand, the learner should be able to enjoy counting concrete objects within their environment	How many learners are in your group	Critical thinking and problem solving	Honesty unity	In groups or pairs, individually, learners count people or objects in their class up to 9.	Charts realia	Observational questions	
	5		Counting concrete objects	By the end of the sub-strand, the learner should be able to appreciate the use of one to one correspondence in	How many learners are in your group	Critical thinking and problem solving	Honesty unity	In groups or pairs, individually, learners count people or objects in their class up to 9.	Charts realia	Observational questions	

				real life situations							
4	1-2		Number sequencing	By the end of the sub-strand, the learner should be able to: identify number symbols 1-3 as indicated on number cards or charts for development of numeracy skills and for ordering numbers	How many learners are in your group	Critical thinking and problem solving	Honesty unity	Learners randomly pick number cut outs/number cards from a pile and identify the number	Charts realia	Observational questions	
	3-4		Number sequencing	By the end of the sub-strand, the learner should be able to: identify number symbols 3-6 as indicated on number cards or charts for development of numeracy skills and for ordering numbers	How many learners are in your group	Critical thinking and problem solving	Honesty unity	Learners randomly pick number cut outs/number cards from a pile and identify the number	Charts realia	Observational questions	
	5		Number sequencing	By the end of the sub-strand, the learner should be able to identify number symbols 6-9 as indicated on number	How many learners are in your group	Critical thinking and problem solving	Honesty unity	Learners randomly pick number cut outs/number cards from a pile and identify the number	Charts realia	Observational questions	

				cards or charts for development of numeracy skills and for ordering numbers :							
5	1-2		Number sequencing	By the end of the sub-strand, the learner should be able to: arrange number cards in sequence 1-4	How many learners are in your group	Critical thinking and problem solving	Honesty unity	Learners demonstrate arranging numbers in sequence 1-4	Charts realia	Observational questions	
	3-4		Number sequencing	By the end of the sub-strand, the learner should be able to: arrange number cards in sequence 5-9	How many learners are in your group	Critical thinking and problem solving	Honesty unity	Learners demonstrate arranging numbers in sequence 5-9	Charts realia	Observational questions	
	5		Number sequencing	By the end of the sub-strand, the learner should be able to: arrange number cards in sequence for completing sequence puzzles	How many learners are in your group	Critical thinking and problem solving	Honesty unity	A few learners demonstrate arranging numbers 1-9 in sequence	Charts realia	Observational questions	

6	1-2		number writing	By the end of the sub-strand, the learner should be able to: identify number symbols 1- 4 for development of numeracy skills	How do we write this number symbol (1, 2, 3, 4, 5, 6, 7, 8, 9)	Critical thinking and problem solving	Honesty unity	Teacher demonstrates number formation from number cut outs	Charts realia	Observational questions	
	3-4		number writing	By the end of the sub-strand, the learner should be able to: identify number symbols 5- 9 for development of numeracy skills	How do we write this number symbol (1, 2, 3, 4, 5, 6, 7, 8, 9)	Critical thinking and problem solving	Honesty unity	Teacher demonstrates number formation from number cut outs	Charts realia	Observational questions	
	5		number writing	By the end of the sub-strand, the learner should be able to: join dots to form number symbols 1-9 on a surface	How do we write this number symbol (1, 2, 3, 4, 5, 6, 7, 8, 9)	Critical thinking and problem solving	Honesty unity	Learners Join dots to form number symbols up to 9	Charts realia	Observational questions	
7	1-2		number writing	By the end of the sub-strand, the learner should be able to: trace number symbol cut-outs 1-9 on a surface	How do we write this number symbol (1, 2, 3, 4, 5, 6, 7, 8, 9)	Critical thinking and problem solving	Honesty unity	In groups or pairs, individually, learners trace number cut-outs up to 9	Charts realia	Observational questions	

	3-4		number writing	By the end of the sub-strand, the learner should be able to: model number symbols 1-9 using materials in their environment	How do we write this number symbol (1, 2, 3, 4, 5, 6, 7, 8, 9)	Critical thinking and problem solving	Honesty unity	In groups or pairs, individually, learners model number symbols to at least 9	Charts realia	Observatio oral questions	
	5		number writing	By the end of the sub-strand, the learner should be able to: write number symbols 1-9 on a surface	How do we write this number symbol (1, 2, 3, 4, 5, 6, 7, 8, 9)	Critical thinking and problem solving	Honesty unity	Learners write number symbols 1-9 on a surface	Charts realia	Observatio oral questions	
8	1-2		Number puzzle	By the end of the sub-strand, the learner should be able to identify different parts of numerals 1- for development of number concept	Which number can be formed using these pieces	Critical thinking and problem solving	Honesty unity	Learners look at and talk about different parts of number symbols	Charts realia	Observatio oral questions	
	3-4		Number puzzle	By the end of the sub-strand, the learner should be able to identify different	Which number can be formed using	Critical thinking and problem solving	Honesty unity	Learners look at and talk about different parts of number symbols	Charts realia	Observatio oral questions	

				parts of numerals 5-9 for development of number concept	these pieces						
	5		Number puzzle	By the end of the sub-strand, the learner should be able to join different parts of numbers to form complete number symbols 1-9	Which number can be formed using these pieces	Critical thinking and problem solving	Honesty unity	Demonstrate how to join different parts of numerals to form a complete numeral	Charts realia	Observational questions	
9	1-2		Number puzzle	By the end of the sub-strand, the learner should be able to relate number symbols 1-9 with the objects in the environment	Which number can be formed using these pieces	Critical thinking and problem solving	Honesty unity	In pairs or groups learners join different parts of number symbols to form a complete numeral	Charts realia	Observational questions	
	3-4		Number puzzle	By the end of the sub-strand, the learner should be able to enjoy completing number puzzles and relate number symbols with the objects in the environment for enjoyment	Which number can be formed using these pieces	Critical thinking and problem solving	Honesty unity	Learner listen to and sing songs on number symbols as they complete the number numeral	Charts realia	Observational questions	
	5		Number	By the end of the	Which	Critical thinking	Honesty	Learners	Charts	Observatio	

			puzzle	sub-strand, the learner should be able to use ICT to complete number puzzles 1-9	number can be formed using these pieces	and problem solving	unity	complete number puzzles using ICT	realia	oral questions	
10	1-2	MEASUREMENT	Sides of objects	By the end of the sub-strand, the learner should be able to identify different sides of objects in the environment	Which of these sides is longer/shorter	Critical thinking and problem solving	Honesty unity	Guide learners to talk about different sides of objects in the environment	Charts realia	Observational questions	
	3-4		Sides of objects	By the end of the sub-strand, the learner should be able to name different sides of objects in the environment	Which of these sides is longer/shorter	Critical thinking and problem solving	Honesty unity	Guide learners to talk about different sides of objects in the environment	Charts realia	Observational questions	
	5		Sides of objects	By the end of the sub-strand, the learner should be able to differentiate sides of objects	Which of these sides is longer/shorter	Critical thinking and problem solving	Honesty unity	Guide learners to compare objects with different sides	Charts realia	Observational questions	
11	1-2		Sides of objects	By the end of the sub-strand, the learner should be able to	Which of these sides is longer/shorter	Critical thinking and problem solving	Honesty unity	Few learners demonstrate comparison of objects with	Charts realia	Observational questions	

				play with objects with different sides				different sides			
	3-4		Sides of objects	By the end of the sub-strand, the learner demonstrate comparison of objects with different sides should be able to	Which of these sides is longer/ shorter	Critical thinking and problem solving	Honesty unity	Few learners demonstrate comparison of objects with different sides	Charts realia	Observatio oral questions	
	5		Sides of objects	By the end of the sub-strand, the learner should be able to enjoy measuring sides of objects using arbitrary units such as hand, feet etc.	Which of these sides is longer/ shorter	Critical thinking and problem solving	Honesty unity	In groups or pairs, individually, learners measure sides of objects using arbitrary units (hand, foot, sticks	Charts realia	Observatio oral questions	
12			Mass	By the end of the sub-strand, the learner should be able to: lift different objects in their environment.	What can you say about this object	Critical thinking and problem solving	Honesty unity	Demonstrate lifting objects of different mass. Few learners demonstrate lifting objects of different mass	Charts realia	Observatio oral questions	
			Mass	By the end of the sub-strand, the learner should be able to:	What can you say about this object	Critical thinking and problem solving	Honesty unity	Demonstrate lifting objects of different mass. Few learners	Charts realia	Observatio oral questions	

