

2026 RATIONALIZED LESSON PLAN MATHEMATICS ACTIVITIES

Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *NUMBERS*

SUBSTRAND/SUB-THEME/SUB-TOPIC: *Number concept (sorting and grouping)*

Specific lesson learning outcome.

By the end of the lesson, the learner should be to sort and group objects according to size.

KEY INQUIRY QUESTION (s)

How do you sort and group objects?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Problem solving	• Unity • Respect • Patriotism • responsibility	Self-awareness Self-esteem

LEARNING RESOURCES

Balls.

Books.

Pencils of all different sizes.

Mathematics pupil's book 1 pg.2.

Mathematics teachers guide grade 1 pg. 3.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to sing a song on sorting and grouping.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Using pencils of two different sizes show the learners how to sort and group objects according to size.

Step 2: Guide Learner in pairs or groups to sort and group objects according to size. Learners to share their findings with other groups.

Step 3: Learners to do activities in pupil's book page 2.

SUMMARY

Review the lesson

CONCLUSION (Assessment of Learning)

Learners to sort and group objects according to size.

EXTENSION OF ACTIVITIES

Learners to sort and group objects according to size in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

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LESSON PLAN MATHEMATICS ACTIVITIES

Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *NUMBERS*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Number concept (sorting and grouping)

Specific lesson learning outcome.

By the end of the lesson, the learner should be to sort and group objects according to shape.

KEY INQUIRY QUESTION (s)

How do you sort and group objects?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Problem solving	• Unity • Respect • Patriotism • responsibility	Self-awareness Self-esteem

LEARNING RESOURCES

Paper cut-outs of rectangles, triangles, circles.

Mathematics pupil's book 1 pg.3

Mathematics teachers guide grade 1 pg. 4

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to sort and group objects according to size.

LESSON DEVELOPMENT (Assessment as learning)

For complete schemes ,grade 1-10 & form 1-4 notes, exams, topical questions and answers , setbook guides, setbook videos, setbook questions questions and answers call sir Abraham **0729 125 181**

Step 1: Using different cut-outs, show learners how to sort and group objects according to shape.

Step 2: Guide Learner in pairs or groups to sort and group objects according to shape. Learners to share their findings with other groups.

Step 3: Learners to do activities in pupil's book page 3.

SUMMARY

Review the lesson and make summary.

CONCLUSION (Assessment of Learning)

Learners to sort and group objects according to shape.

EXTENSION OF ACTIVITIES

Learners to sort and group objects according to shape in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *NUMBERS*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Number *concept (pairing and matching)*

Specific lesson learning outcome.

By the end of the lesson, the learner should be to pair and match objects according to size.

KEY INQUIRY QUESTION (s)

How do you pair and match objects?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Problem solving	• Unity • Respect • Patriotism • responsibility	Self-awareness Self-esteem

LEARNING RESOURCES

Bottles.

Blocks of wood.

Mathematics pupil's book 1 pg.4.

Mathematics teachers guide grade 1 pg. 5.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to share their daily experiences on pairing and matching.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Using two groups of objects, show learners how to pair and match according to size of group.

Step 2: Guide Learner in pairs or groups to pair and match objects. Learners to share their findings with other groups.

Step 3: Learners to do activities in pupil's book page 4.

SUMMARY

For complete schemes ,grade 1-10 & form 1-4 notes, exams, topical questions and answers , setbook guides, setbook videos, setbook questions questions and answers call sir Abraham **0729 125 181**

Review the lesson.

CONCLUSION (Assessment of Learning)

Learners to pair and match objects.

EXTENSION OF ACTIVITIES

Learners to practice pairing and matching of objects in school and home environment.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *NUMBERS*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Number *concept (Making patterns)*

Specific lesson learning outcome.

By the end of the lesson, the learner should be to make patterns using objects of different sizes.

KEY INQUIRY QUESTION (s)

How do you make patterns using objects?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Problem solving	• Unity • Respect • Patriotism • responsibility	Self-awareness Self-esteem

LEARNING RESOURCES

Bottles.

Marbles.

Balls all of different sizes.

Mathematics pupil's book 1 pg.5.

Mathematics teachers guide grade 1 pg. 6.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to pair and match objects.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Using two groups of balls show learners how to make patterns according to size.

Step 2: Guide Learner in pairs or groups to make patterns using objects according to size. Learners to share their findings with the other groups.

Step 3: Learners to do activities in pupil's book page 5.

SUMMARY

Review the lesson and make summary.

CONCLUSION (Assessment of Learning)

Learners to display and discuss their patterns

EXTENSION OF ACTIVITIES

Learners to make patterns using objects according to size in school and at home, for example during play activities.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *NUMBERS*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Number *concept (Number names)*

Specific lesson learning outcome.

By the end of the lesson, the learner should be to recite number names in order up to 20

KEY INQUIRY QUESTION (s)

How do you recite number names in order?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Problem solving	• Unity • Respect • Patriotism • responsibility	Self-awareness Self-esteem

LEARNING RESOURCES

Videos.

Audios.

Mathematics pupil's book 1 pg.6.

Mathematics teachers guide grade 1 pg. 7.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners sing a song on number names.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to recite number names 1 up to 20.

Step 2: Guide Learner in pairs or groups to recite number names in order, 1 up to 20.

Step 3: Learners to do activities in pupil's book page 6.

SUMMARY

Review the lesson and make summary notes.

For complete schemes ,grade 1-10 & form 1-4 notes, exams, topical questions and answers , setbook guides, setbook videos, setbook questions questions and answers call sir Abraham **0729 125 181**

CONCLUSION (Assessment of Learning)

Learners to sing a song on number names.

EXTENSION OF ACTIVITIES

Learners to sing songs involving number names in order, in school and at home, for example during play activities

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *NUMBERS*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Number *concept (Numbers using objects)*

Specific lesson learning outcome.

By the end of the lesson, the learner should be to represent numbers up to 10 using objects

KEY INQUIRY QUESTION (s)

How do you represent numbers using objects?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Problem solving	• Unity • Respect • Patriotism • responsibility	Self-awareness Self-esteem

LEARNING RESOURCES

Books.

Pencils.

Balls, bottles.

Number cards, beads, buttons.

Mathematics pupil's book 1 pg.7-8.

Mathematics teachers guide grade 1 pg. 8.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners sing a song on number names.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to represent numbers up to 10 using objects. Draw a two column table to represent the number and corresponding objects.

Step 2: Guide Learner in pairs or groups to represent numbers up to 10 using objects. Guide learners to fill in the table.

For complete schemes ,grade 1-10 & form 1-4 notes, exams, topical questions and answers , setbook guides, setbook videos, setbook questions questions and answers call sir Abraham **0729 125 181**

Step 3: Learners to do activities in pupil's book page 7.

SUMMARY

Review the lesson.

CONCLUSION (Assessment of Learning)

Learners to represent numbers up to 10 using objects.

EXTENSION OF ACTIVITIES

Learners to practice representing numbers up to 10 using objects in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

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LESSON PLAN MATHEMATICS ACTIVITIES

Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *NUMBERS*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Whole Numbers

Specific lesson learning outcome.

By the end of the lesson, the learner should be to count in 1's up to 20 forward and backward.

KEY INQUIRY QUESTION (s)

How do you count numbers forward and backward?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Problem solving	• Unity • Respect • Patriotism • responsibility	Self-awareness Self-esteem

LEARNING RESOURCES

Straws.

Bottle tops.

Stones, beads, buttons, sticks.

Mathematics pupil's book 1 pg.9.

Mathematics teachers guide grade 1 pg. 10.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners sing a song on number names.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to count in 1's up to 20 forward and backward.

Step 2: Guide Learner in pairs or groups to count in 1's up to 20 forward and backward starting from any point.

Step 3: Learners to do activities in pupil's book page 9.

SUMMARY

For complete schemes ,grade 1-10 & form 1-4 notes, exams, topical questions and answers , setbook guides, setbook videos, setbook questions questions and answers call sir Abraham **0729 125 181**

Review the lesson.

CONCLUSION (Assessment of Learning)

Learners to sing a song related to counting in 1's up to 20.

EXTENSION OF ACTIVITIES

Learners to practice counting in 1's up to 20 in school and at home with family.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *NUMBERS*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Whole Numbers

Specific lesson learning outcome.

By the end of the lesson, the learner should be to count in 2's up to 20 forward and backward.

KEY INQUIRY QUESTION (s)

How do you count numbers forward and backward?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Problem solving	• Unity • Respect • Patriotism • responsibility	Self-awareness Self-esteem

LEARNING RESOURCES

Counters.

Mathematics pupil's book 1 pg.10.

Mathematics teachers guide grade 1 pg. 11.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to count in 1's up to 20 forward and backward.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to count in 2's up to 20 forward and backward.

Step 2: Guide Learner in pairs or groups to count in 2's up to 20 forward and backward starting from any point.

Step 3: Learners to do activities in pupil's book page 10.

SUMMARY

Review the lesson and make summary

CONCLUSION (Assessment of Learning)

For complete schemes ,grade 1-10 & form 1-4 notes, exams, topical questions and answers , setbook guides, setbook videos, setbook questions questions and answers call sir Abraham **0729 125 181**

Learners to sing a song related to counting in 2's

EXTENSION OF ACTIVITIES

Learners to practice counting in 2's up to 20 in school and at home with family.

REFLECTION ON THE LESSON/SELF-REMARKS

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LESSON PLAN MATHEMATICS ACTIVITIES

Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *NUMBERS*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Whole Numbers

Specific lesson learning outcome.

By the end of the lesson, the learner should be to represent numbers up to 20 using objects.

KEY INQUIRY QUESTION (s)

How do you represent numbers using objects?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Problem solving	• Unity • Respect • Patriotism • responsibility	Self-awareness Self-esteem

LEARNING RESOURCES

Counters.

Mathematics pupil's book 1 pg.11

Mathematics teachers guide grade 1 pg. 12.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to represent numbers up to 10 using objects.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to represent numbers up to 20 using objects. Draw a two column table to represent the number and corresponding objects.

Step 2: Guide Learner in pairs or groups to represent numbers up to 20 using objects. Guide learners to fill the table.

Step 3: Learners to do activities in pupil's book page 11.

SUMMARY

Review the lesson.

For complete schemes ,grade 1-10 & form 1-4 notes, exams, topical questions and answers , setbook guides, setbook videos, setbook questions questions and answers call sir Abraham **0729 125 181**

CONCLUSION (Assessment of Learning)

Learners to represent numbers up to 20 using objects.

EXTENSION OF ACTIVITIES

Learners to practice representing numbers up to 20 using objects, in school and with family members.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *NUMBERS*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Whole Numbers (Tens and ones)

Specific lesson learning outcome.

By the end of the lesson, the learner should be to identify place value of digits in numbers up to tens.

KEY INQUIRY QUESTION (s)

How do you identify the place value of a digit in a number?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Problem solving	• Unity • Respect • Patriotism • responsibility	Self-awareness Self-esteem

LEARNING RESOURCES

Sticks.

Straws.

Place value tins, place value trays, abacus, bottle tops.

Mathematics pupil's book 1 pg.12.

Mathematics teachers guide grade 1 pg. 13.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to discuss items found in bundles. For example, s bunch of bananas, a bundle of kales, and a bundle of firewood.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to represent 12 using bundles of sticks. Count 12 sticks. Tie 10 sticks to make a bundle of ten and 2 loose sticks. 12 is 1 ten 2 ones.

Step 2: Guide Learner in pairs or groups to represent place value of digits in numbers using bundles of sticks.

Step 3: Learners to do activities in pupil's book page 12.

For complete schemes ,grade 1-10 & form 1-4 notes, exams, topical questions and answers , setbook guides, setbook videos, setbook questions questions and answers call sir Abraham **0729 125 181**

SUMMARY

Review the lesson

CONCLUSION (Assessment of Learning)

Learners to identify place value of digits in numbers.

EXTENSION OF ACTIVITIES

Learners to practice representing place value of digits in numbers using bundles of sticks.

REFLECTION ON THE LESSON/SELF-REMARKS

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LESSON PLAN MATHEMATICS ACTIVITIES

Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *NUMBERS*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Whole Numbers (Reading numbers)

Specific lesson learning outcome.

By the end of the lesson, the learner should be to read number symbols up to 20.

KEY INQUIRY QUESTION (s)

How do you read number symbols?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Problem solving	• Unity • Respect • Patriotism • responsibility	Self-awareness Self-esteem

LEARNING RESOURCES

Number chart.

Number cards.

Video clips.

Mathematics pupil's book 1 pg.13.

Mathematics teachers guide grade 1 pg. 14.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Sing a song on reading numbers

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to read number symbols 1 up to 20 using number charts, video or number cards.

Step 2: Guide Learner in pairs or groups to read number symbols 1 to 20.

Step 3: Learners to do activities in pupil's book page 13.

SUMMARY

For complete schemes ,grade 1-10 & form 1-4 notes, exams, topical questions and answers , setbook guides, setbook videos, setbook questions questions and answers call sir Abraham **0729 125 181**

Review the lesson.

CONCLUSION (Assessment of Learning)

Learners to arrange in order and read jumbled number cards.

EXTENSION OF ACTIVITIES

Learners to read number symbols on calendars, wall clocks, classroom doors and mobile phones among others in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN MATHEMATICS ACTIVITIES

Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *NUMBERS*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Whole Numbers (Writing numbers)

Specific lesson learning outcome.

By the end of the lesson, the learner should be to write number symbols up to 20.

KEY INQUIRY QUESTION (s)

How do you write number symbols?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Problem solving	• Unity • Respect • Patriotism • responsibility	Self-awareness Self-esteem

LEARNING RESOURCES

Number chart.

Number cards.

Video clips.

Mathematics pupil's book 1 pg.14.

Mathematics teachers guide grade 1 pg. 15.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Sing a song on reading numbers.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners how to read number and write number symbols 1 up to 20 using number charts and number cards.

Step 2: Guide Learner in pairs or groups to read and write number symbols 1 up to 20 using number cards, such as jumbled numbers in a box, learners play a fishing game of reading and writing.

Step 3: Learners to do activities in pupil's book page 14.

For complete schemes ,grade 1-10 & form 1-4 notes, exams, topical questions and answers , setbook guides, setbook videos, setbook questions questions and answers call sir Abraham **0729 125 181**

SUMMARY

Review the lesson and make summary.

CONCLUSION (Assessment of Learning)

Learners to pick numbers from a box, read and write them.

EXTENSION OF ACTIVITIES

Learners to read and write number symbols 1 up to 20 in school and at home.

REFLECTION ON THE LESSON/SELF-REMARKS
