

GRADE 4 RATIONALIZED MATHEMATICS LESSON PLANS

TERM 3 - KLB VISIONARY

WEEK 1

Lesson 1

SCHOOL	LEARNING AREA	GRADE	ROLE	TIME
	Mathematics	4		

- **STRAND:** MEASUREMENT
- **SUB-STRAND:** Money
- **SPECIFIC LEARNING OUTCOMES:** By the end of the lesson, the learner should be able to:
 - Convert shillings into cents and cents into shillings.
 - Participate in shopping activities involving money.
 - Appreciate the use of money in day-to-day activities.
- **KEY INQUIRY QUESTION(S):** How do we use money in daily activities?
- **LEARNING RESOURCES:**
 - KLB Visionary Grade 4 page 130-133
 - Real money (coins and notes) or classroom replicas
 - Charts showing conversion between shillings and cents
- **ORGANISATION OF LEARNING:** Learners will work in pairs and small groups for role-playing activities.

INTRODUCTION The teacher will start a discussion about shopping, asking learners what they buy at the local kiosk and what they use to pay for the items. This will lead to identifying different denominations of coins and notes.

LESSON DEVELOPMENT The learner is guided to:

- **STEP 1:** Identify and name the different coins and notes used in Kenya.
- **STEP 2:** Discuss the relationship between shillings and cents (1 shilling = 100 cents).
- **STEP 3:** Practice converting given amounts of shillings into cents (e.g., Sh. 5 = $5 \times 100 = 500$ cents).
- **STEP 4:** Practice converting given amounts of cents into shillings (e.g., 300 cents = $300 / 100 =$ Sh. 3).

CONCLUSION The teacher will summarize the conversion process and give a few oral questions to test understanding, such as "How many cents are in 2 shillings?" and "How many shillings are in 500 cents?"

EXTENDED ACTIVITIES Learners to ask their parents or guardians for different coins and notes, and practice converting their values to cents at home.

REFLECTION ON THE LESSON

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Lesson 2

SCHOOL	LEARNING AREA	GRADE	ROLE	TIME
	Mathematics	4		

- **STRAND:** MEASUREMENT
- **SUB-STRAND:** Money
- **SPECIFIC LEARNING OUTCOMES:** By the end of the lesson, the learner should be able to:
 - Convert shillings into cents and cents into shillings.
 - Participate in shopping activities involving money.
 - Appreciate the use of money in day-to-day activities.
- **KEY INQUIRY QUESTION(S):** How do we use money in daily activities?
- **LEARNING RESOURCES:**
 - KLB Visionary Grade 4 page 130-133
 - Classroom shop with priced items
 - Play money
- **ORGANISATION OF LEARNING:** Learners will engage in a role-playing activity in groups.

INTRODUCTION Review the conversion between shillings and cents from the previous lesson. Ask learners to share their experiences from the extended activity.

LESSON DEVELOPMENT The learner is guided to:

- **STEP 1:** Set up a classroom shop with various items, each with a price tag.
- **STEP 2:** In groups, learners take turns being the shopkeeper and the customer.