

PP1 RATIONALIZED MATHEMATICS ACTIVITIES SCHEME OF WORK TERM TWO

WEEK	LESSON	STANDARD	S-STRAND	SPECIFIC LEARNINIG 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	Observation oral 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	Observation oral 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	Observation oral 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	Observation oral 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	Observation oral 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	Observation oral questions	