REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 1 MATHEMATICAL ACTIVITIES

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	1
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Mathematical Activities Grade 1 Curriculum Design (KICD)
2. Approved Mathematics Grade 1 Learner's Book
3. Approved Mathematics Grade 1 Teacher's Guide
4. MTP Mathematics Activities Grade 1

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 1 MATHEMATICAL ACTIVITIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **NUMBERS** | Sub-Strand: **Counting 11-20**

SCHOOL	_____
LEARNING AREA	Mathematical Activities
GRADE	1
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	NUMBERS
SUB-STRAND	Counting 11-20
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Count objects from 11 to 20 b) Identify numerals 11-20 c) Develop number sense
KEY INQUIRY QUESTION(S)	How many objects can you count?
CORE COMPETENCY	Mathematical Reasoning; Critical Thinking; Self-Efficacy
VALUES	Accuracy, Patience, Perseverance
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy
LEARNING RESOURCES	Counting objects, numeral cards, learner's book

ORGANISATION OF LEARNING	
INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Counting 11-20 by writing the key inquiry question on the board: "How many objects can you count?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to count objects from 11 to 20. Display the resources for the lesson (Counting objects, numeral cards, learner's book) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Count objects (bottle tops, sticks). Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Count objects from 11 to 20". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Read numeral cards. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How many objects can you count?" and answer it now using the example you just

	completed. Connect explicitly to the SLO: "Identify numerals 11-20". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. Sing counting song. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Counting 11-20 independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Develop number sense".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Counting 11-20? (2) How would you answer "How many objects can you count?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Counting 11-20 in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **NUMBERS** | Sub-Strand: **Writing Numerals 11-20**

SCHOOL	_____
LEARNING AREA	Mathematical Activities
GRADE	1
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	NUMBERS
SUB-STRAND	Writing Numerals 11-20
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Write numerals 11-20 b) Match numeral to quantity c) Build neat writing
KEY INQUIRY QUESTION(S)	How do we write each number?
CORE COMPETENCY	Communication; Self-Efficacy; Creativity
VALUES	Patience, Care, Pride
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Personal Development
LEARNING RESOURCES	Lined books, pencils, numeral chart

ORGANISATION OF LEARNING	
INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Writing Numerals 11-20 by writing the key inquiry question on the board: "How do we write each number?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to write numerals 11-20. Display the resources for the lesson (Lined books, pencils, numeral chart) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Trace numerals. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Write numerals 11-20". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Write between lines. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How do we write each number?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Match numeral to quantity". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. Pair check. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing).

	Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Writing Numerals 11-20 independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build neat writing".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Writing Numerals 11-20? (2) How would you answer "How do we write each number?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Writing Numerals 11-20 in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

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SECTION B: SCHEME OF WORK — GRADE 1 MATHEMATICAL ACTIVITIES TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Numbers	Counting 11-20	a) Count objects from 11 to 20 b) Identify numerals 11-20 c) Develop number sense	How many objects can you count?	Count objects (bottle tops, sticks); read numeral cards; sing counting song	Counting objects, numeral cards, learner's book	Observation, oral, written
1	2	Numbers	Writing Numerals 11-20	a) Write numerals 11-20 b) Match numeral to quantity c) Build neat writing	How do we write each number?	Trace numerals; write between lines; pair check	Lined books, pencils, numeral chart	Written, observation
1	3	Numbers	Counting 21-30	a) Count objects 21-30 b) Read and write numerals 21-30 c) Build counting fluency	Can we count to 30?	Use counting beads; group in tens; sing counting song	Beads, ten-frames, charts	Oral, written
2	1	Numbers	Counting 31-50	a) Count from 31 to 50 b) Group in tens c) Build place value awareness	How do we count larger numbers?	Group bundles of 10 sticks; count in tens; show on number line	Sticks, rubber bands, number line	Oral, observation
2	2	Numbers	Number Order	a) Order numbers 1-50 b) Identify "before", "after", "between" c) Build sequence	Which number comes after?	Number line games; missing-number drills; pair race	Number cards, number line	Written, oral
2	3	Numbers	Comparing Numbers	a) Identify "more than", "less than", "equal" b) Compare two groups c) Build reasoning	Which group has more?	Compare object groups; use > < = signs introduction; pair sorting	Counting objects, sign cards	Oral, written
3	1	Numbers	Addition within 10	a) Add two numbers within 10 b) Use objects to show addition c) Build addition	What happens when we put together?	Use bottle tops; act out story problems; use addition mat	Counters, addition mat	Oral, written, observation
3	2	Numbers	Addition with Pictures	a) Solve picture addition b) Write number sentence c) Connect picture to maths	How do pictures help us add?	Look at picture; count groups; write 3 + 2 = 5; pair work	Picture cards, learner's book	Written, peer
3	3	Numbers	Addition within 20	a) Add numbers with sum to 20 b) Use number line c) Build addition fluency	Can we add bigger numbers?	Hop on number line; bead frame; pair drill	Number line, beads	Oral, written
4	1	Numbers	Addition Word Problems	a) Solve simple word problems b) Identify the addition c) Apply maths to life	How do we use addition in real life?	Read short stories ("Mary has 3 mangoes..."); act out; solve together	Story cards, counters	Oral, written
4	2	Numbers	Subtraction within 10	a) Take away within 10 b) Use objects to show c) Build subtraction concept	What happens when we take away?	Eat bananas (counters!); show subtraction; pair drill	Counters, subtraction mat	Oral, written, observation

4	3	Numbers	Subtraction with Pictures	a) Solve picture subtraction b) Write number sentence c) Connect picture to maths	How do pictures help us subtract?	Cross out objects; write 5 - 2 = 3; pair work	Picture cards, books	Written, peer
5	1	Numbers	Identifying Coins	a) Identify Kenyan coins (1, 5, 10) b) Name each coin c) Build money awareness	What money do we use in Kenya?	Show real coins; sort by value; pair identify	Real or pretend coins, charts	Oral, observation
5	2	Numbers	Identifying Notes	a) Identify Kenyan notes (50, 100) b) Compare with coins c) Build money awareness	Which is more, a coin or a note?	Show notes; compare; pair drill	Pretend notes, charts	Oral, observation
5	3	Numbers	Buying and Selling	a) Use money in pretend shop b) Add small amounts c) Apply maths to daily life	How do we buy things with money?	Set up pretend shop; role play buyer and seller; calculate change	Pretend money, items, shop setup	Role play, oral, observation
6	1	Measurement	Comparing Lengths	a) Compare lengths (longer, shorter) b) Order three objects by length c) Build measurement	Which is longer?	Compare pencils, sticks, books; arrange shortest to longest; pair sorting	Pencils, sticks, books, ruler	Oral, observation, peer
6	2	Measurement	Measuring with Hand-spans	a) Use hand-span to measure b) Record measurements c) Build practical measurement	How can we measure with our hands?	Measure desk in hand-spans; pair measure; compare results	Hands, desks, books	Oral, written, observation
6	3	Measurement	Measuring with Footsteps	a) Use footsteps to measure distance b) Compare results c) Apply non-standard measurement	How many steps from here to the door?	Walk and count footsteps; compare with friends; discuss why results differ	Open space, classroom	Oral, observation
7	1	Measurement	Heavy and Light	a) Identify heavy vs light objects b) Compare two objects by weight c) Build mass concept	Which is heavier?	Hold two objects; compare; sort items into heavy/light	Various objects, balance scale	Oral, observation
7	2	Measurement	Full and Empty	a) Identify full, half-full, empty containers b) Pour water carefully c) Build capacity concept	Which is full, half, empty?	Pour water in cups; sort containers; pair experiments	Cups, water, jugs	Observation, oral
7	3	Measurement	More and Less	a) Compare quantities of liquid b) Pour from one container to another c) Build capacity	Which container holds more?	Pour from cup to glass; compare; pair experiments	Cups, glasses, water	Observation, peer
8	1	Geometry	Identifying 2D Shapes	a) Identify circle, square, triangle, rectangle b) Trace shapes c) Build shape awareness	What shapes do you see around you?	Walk and find shapes; trace with finger; pair sort cards	Shape cards, classroom objects	Oral, observation
8	2	Geometry	Drawing Shapes	a) Draw circle, square, triangle, rectangle b) Colour shapes c) Develop fine motor	How do we draw shapes correctly?	Trace then draw; colour each; share work	Paper, pencils, crayons	Written, peer

8	3	Geometry	Patterns with Shapes	a) Identify and continue patterns b) Use shapes to create patterns c) Build sequence	Can you continue the pattern?	Look at pattern; predict next; pair create own	Shape cards, paper	Observation, peer
9	1	Time	Days of the Week	a) Name days of the week b) Identify today and tomorrow c) Build time awareness	What day is today?	Sing days song; class calendar; pair quiz	Calendar, song	Oral, observation
9	2	Time	Activities at Different Times	a) Identify morning, afternoon, evening, night b) Match activities to time c) Build daily routine	When do we eat breakfast?	Match activity cards to time; sing routine song; pair share	Picture cards, song	Oral, observation
9	3	Time	Reading the Clock	a) Identify the hour hand b) Tell time to the hour c) Build time-telling	What time does the clock show?	Look at clock; identify hour hand; pair drill	Clock face, picture cards	Oral, observation
10	1	Numbers	Mixed Addition	a) Solve addition within 20 b) Use multiple strategies c) Build fluency	How many ways can we add?	Mental addition drills; use number line; pair speed game	Number line, cards	Oral, written
10	2	Numbers	Mixed Subtraction	a) Solve subtraction within 20 b) Use objects and number line c) Build fluency	How do we take away bigger numbers?	Use beads; number line; pair drill	Beads, number line	Oral, written
10	3	Numbers	Word Problems Mixed	a) Read and solve simple word problems b) Decide add or subtract c) Apply maths	Should we add or take away?	Read story; identify operation; solve; share	Story cards, counters	Oral, written
11	1	Application	Maths in the Market	a) Use addition with money b) Calculate total cost c) Apply maths to shopping	How much will I spend?	Pretend market; price tags; calculate total	Pretend money, items, tags	Role play, written
11	2	Application	Maths at Home	a) Solve home-based word problems b) Connect maths to daily life c) Build relevance	Where do we use maths at home?	Discuss home maths (cooking, dividing food); pair examples	Discussion prompts	Oral, peer
11	3	Application	Maths Games	a) Play number games b) Practise mental maths c) Build enjoyment	Which game did you enjoy?	Number bingo; addition race; pair games	Game cards, dice	Observation, peer
12	1	All Strands	Term 2 Revision	a) Recap counting, addition, subtraction b) Use multiple strategies c) Show progress	What have we learned?	Quick-fire questions; pair quiz; class game	All Term 2 materials	Oral, written
12	2	All Strands	Term 2 Revision	a) Recap measurement, shapes, time, money b) Show practical skills c) Build readiness	How do we use what we learned?	Practical tasks; measure, sort, identify	Various materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate Term 2 skills b) Show readiness for Term 3 c) Self-assess	Am I ready?	End-of-term assessment; reflection sheet	Assessment paper	Written, self-assessment