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

Videos.

Audios.

Number cards.

Number charts.

Mathematics pupil’s book 2 pg.2.

Mathematics teachers guide grade 2 pg. 3

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song on numbers for example, I am number 1, I have come to dance.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to read number symbols 1 up to 20 on number cards.

***Step 2:*** Learners in pairs or groups to read numbers in symbols, 1 u to 20 on number cards. Learners listen to audio on reading of numbers.

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

**SUMMARY**

Review the lesson on reading numbers

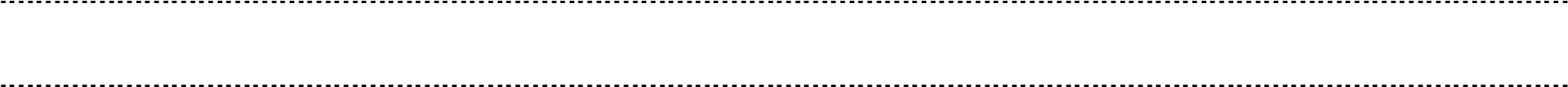
**CONCLUSION (Assessment of Learning)**

Learners to sing a song on numbers for example (girls sing odd numbers and boys sing even numbers)

**EXTENSION OF ACTIVITIES**

Learners to sing songs involving numbers in school and at home, for example during play activities.

**REFLECTION ON THE LESSON/SELF-REMARKS**



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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to read number symbols up to 50.

**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**

Videos.

Audios.

Number cards.

Number charts.

Mathematics Activities pupil’s book 2 pg.3

Mathematics teachers guide grade 2 pg. 4

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups

**INTRODUCTION**

Learners to sing a song on numbers for example, I am number 1, I have come to dance…

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to read number symbols 1 up to 50.

***Step 2:*** Learners in pairs or groups to read numbers in symbols, 1 up to 50. Learners listen to watch a video on counting numbers.

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

**SUMMARY**

Review the lesson on reading numbers

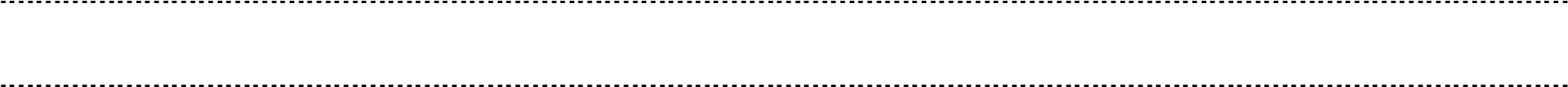
**CONCLUSION (Assessment of Learning)**

Learners to sing a song on numbers for example (girls sing odd numbers and boys sing even numbers)

**EXTENSION OF ACTIVITIES**

Learners to read page numbers in textbooks, religious books at school and at home

**REFLECTION ON THE LESSON/SELF-REMARKS**



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

**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** |
|  |  | **Unity** |  |
|  |  | **Respect** |  |
|  |  | **Patriotism** |  |
|  |  | **responsibility** |  |

**LEARNING RESOURCES**

Books.

Pencils.

Balls.

Bottle tops.

Mathematics Activities pupil’s book 2 pg.4.

Mathematics teachers guide grade 2 pg. 5.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to answer questions on representation of numbers using objects. For example, how many gates, how many doors and/or windows are found at home, how many cups and plates.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how represent numbers 3 and 20 using objects.

***Step 2:*** Draw a two column to represent objects and the corresponding number.

***Step 3:*** Guide learners in pairs or groups to represent numbers using concrete objects. Guide learners to fill in the table.

***Step 4:*** Learners to do activities in pupil’s book page 4.

**SUMMARY**

Review the lesson on reading numbers

**CONCLUSION (Assessment of Learning)**

A few learners represent numbers using objects in front of the class.

**EXTENSION OF ACTIVITIES**

Learners to represent numbers using objects both in school and at home*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**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 50 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**

Marbles.

Crayons.

Bottle tops

Mathematics Activities pupil’s book 2 pg.6-7.

Mathematics teachers guide grade 2 pg. 6.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to represent numbers up to 20 using objects.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to represent numbers s3 and 50 using objects.

***Step 2:*** Draw a two column to represent objects and the corresponding number.

***Step 3:*** Guide learners in pairs or groups to represent numbers up to 50 using objects. Guide learners to fill in the table.

***Step 4:*** Learners to do activities in pupil’s book page 6.

**SUMMARY**

Review the lesson on reading numbers

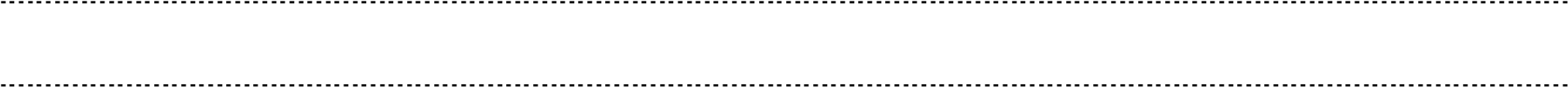
**CONCLUSION (Assessment of Learning)**

Learners to represent numbers using number cards and counters.

**EXTENSION OF ACTIVITIES**

Learners to represent numbers using objects such as counting the number of classes, counting the number of homes in the village.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**LESSON PLAN MATHEMATICS ACTIVITIES**

**Lesson:**

|  |  |  |
| --- | --- | --- |
| **GRADE** | **DATE** | **TIME** |
| TWO |  |  |

**NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Numbers (Counting)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to count in 2s 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**

Counter.

Number line.

Sticks, Straws.

Stones, Seeds.

Grains.

Mathematics Activities pupil’s book 2 pg.8.

Mathematics teachers guide grade 2 pg. 8.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count 1’s up to 10 forward and backward.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to count forward and backward in 2’s up to 20 using a number line.

***Step 2:*** Learners in pairs or groups to practice counting forward and backward in 2’s up to 20 starting from any point. Learners use a number line to count forward and backward.

***Step 3:*** Learners to do activities in pupil’s book page 7

***Step 4:*** Learners to do activities in pupil’s book page 6.

**SUMMARY**

Review the lesson

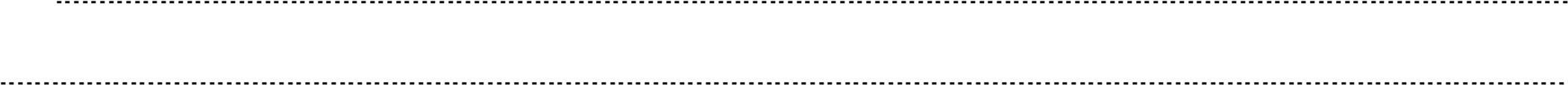
**CONCLUSION (Assessment of Learning)**

Learners to sing a song in relation to counting in 2’s

**EXTENSION OF ACTIVITIES**

During cleaning and ordering items in the school and at home, learners can arrange items by counting in 2’s

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Number***s* **(Counting)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to count in 2s up to 50 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**

Counter.

Number line.

Sticks.

Straws, Stones.

Seeds, Grains.

Mathematics Activities pupil’s book 2 pg.9.

Mathematics teachers guide grade 2 pg. 9.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count in 2’s forward and backward up to 20.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to count forward and backward in 2’s up to 50 using counters.

***Step 2:*** Learners in pairs or groups to count in 2’s up to 50 forward and backward starting from any point using counters.

***Step 3:*** Learners to do activities in pupil’s book page 9

**SUMMARY**

Review the lesson and make summary

**CONCLUSION (Assessment of Learning)**

Learners to play a game of counting in 2’s up to 50

**EXTENSION OF ACTIVITIES**

Learners to be involved in counting in 2’s up to 50 during play time with peers in school and at home.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Number***s* **(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 position 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**

Place value chart.

Sticks.

Straws.

Mathematics Activities pupil’s book 2 pg.10.

Mathematics teachers guide grade 2 pg. 10.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to write numbers in tens and ones

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to represent 45 on the place value chart.

***Step 2:*** Learners in pairs or groups to represent numbers on the place value chart.

***Step 3:*** Learners to do activities in pupil’s book page 10

**SUMMARY**

Review the lesson

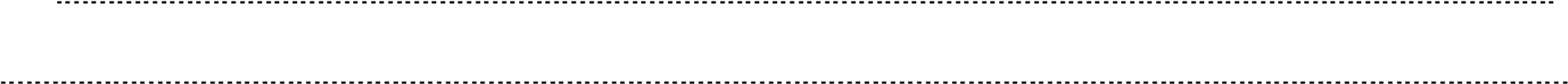
**CONCLUSION (Assessment of Learning)**

Learners to use number cards to represent numbers on the place value chart.

**EXTENSION OF ACTIVITIES**

Learners to count items in school and at home such as seedlings, jerricans, plates, toothbrushes and represent their numbers on place value chart.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Number***s* **(Reading and writing numbers)**

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

How do you read and write numbers?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Activities pupil’s book 2 pg.11.

Mathematics teachers guide grade 2 pg. 11.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups

**INTRODUCTION**

Learners to write numbers in tens and ones

**LESSON DEVELOPMENT (Assessment as learning)**

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

***Step 2:*** Guide Learners in pairs or groups to read and write numbers using number cards such as jumble numbers in a box, then learners play a fishing game of reading and writing

***Step 3:*** Learners to do activities in pupil’s book page 11

**SUMMARY**

Review the lesson .

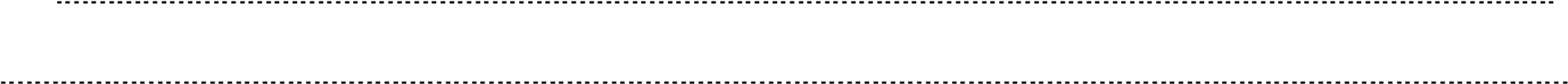
**CONCLUSION (Assessment of Learning)**

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

**EXTENSION OF ACTIVITIES**

*Learners to read and write numbers in school and at home such as on calendars, storybook pages and numbers in religious books.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Number***s* **(Reading and writing numbers)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to read and write number symbols up to 50.

**KEY INQUIRY QUESTION (s)**

How do you read and write numbers in 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 Activities pupil’s book 2 pg.12.

Mathematics teachers guide grade 2 pg. 12.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to read and write number symbols 1 to 20.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to read and write numbers 1 up to 50 using number charts and number cards.

***Step 2:*** Guide Learners in pairs or groups to read and write numbers up to 50 from number cards such as jumble numbers different baskets, then learners play a fishing game of reading and writing numbers.

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

**SUMMARY**

Review the lesson and make summary

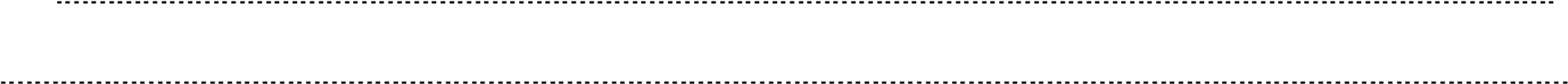
**CONCLUSION (Assessment of Learning)**

Learners to pick numbers from different baskets, read and write them on the board.

**EXTENSION OF ACTIVITIES**

Learners to read and write numbers in school and at home such as on calendars, storybook pages and numbers in religious books.

**REFLECTION ON THE LESSON/SELF-REMARKS**



# NUMBERS

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Number***s* **(Numbers in words)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to read and write numbers up to 10 in words.

**KEY INQUIRY QUESTION (s)**

How do you read and write numbers in words?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Cards with numerals and words.

Video clips.

Mathematics Activities pupil’s book 2 pg.13.

Mathematics teachers guide grade 2 pg. 13.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to answer questions on how to write numbers 1 to 10 in words.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to read and write numbers 1 up to 10 in words from numbers cards. Pick, flash, read and write numbers in words one number at a time.

***Step 2:*** Learners in pairs or groups to read and write numbers up to 10 in words using number cards.

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

**SUMMARY**

Review the lesson and make summary

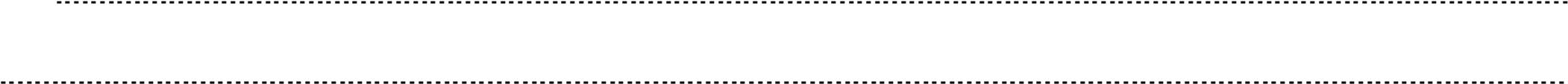
**CONCLUSION (Assessment of Learning)**

Learners to play a spelling game for numbers, having an idea of the first letter or last letter of the word.

**EXTENSION OF ACTIVITIES**

Learners to spell and write numbers up to 10 in words at school, home and in the community.

**REFLECTION ON THE LESSON/SELF-REMARKS**



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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be work out missing numbers in patterns up to 20 in 2’s.

**KEY INQUIRY QUESTION (s)**

How do you complete a number pattern?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 cards.

String .

Rope.

Video clips.

Mathematics Activities pupil’s book 2 pg.14.

Mathematics teachers guide grade 2 pg. 14.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count in 1’s and 2’s up to 10 both forward and backward.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write 12, 14, 16, \_ and 19, 17, 15, \_.

***Step 2:*** Show learners how to identify the rule of the pattern. Work out missing numbers in patterns up to 20.

***Step 3:*** Leaners in pairs or groups to work out missing numbers in patterns up to 20.

***Step 4:*** Learners to do activities in pupil’s book page 14

**SUMMARY**

Review the lesson and make summary.

**CONCLUSION (Assessment of Learning)**

Using a string, suspended number cards forming a pattern with some missing numbers. Ask learners to work out the missing numbers.

**EXTENSION OF ACTIVITIES**

Learners to play digital games involving number patterns, both in school and at home.

**REFLECTION ON THE LESSON/SELF-REMARKS**



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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be work out missing numbers in patterns up to 50 in 5’s.

**KEY INQUIRY QUESTION (s)**

How do you complete a number pattern?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Card with numerals.

Video clips.

Mathematics Activities pupil’s book 2 pg.15.

Mathematics teachers guide grade 2 pg. 15.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count in 5’s up to 50 both forward and backward.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write 20, 25, 35, 40, \_ and 50, 45, 40, 35, 30, \_.

***Step 2:*** Show learners how to identify the rule of the pattern. Work out missing numbers in patterns up to 20.

***Step 3:*** Leaners in pairs or groups to work out missing numbers in patterns up to 50.

***Step 4:*** Learners to do activities in pupil’s book page 15

**SUMMARY**

Review the lesson

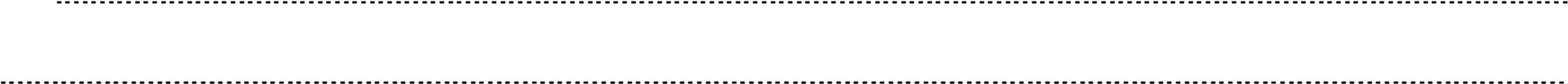
**CONCLUSION (Assessment of Learning)**

Learners to stand on straight lines up to a maximum of 50. Let each 5th count step out of the line. Learners to identify the missing numbers in the line.

**EXTENSION OF ACTIVITIES**

Learners to play digital games involving skip-counting in 5’s using a number, both in school and at home.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Fractions*****(A Half as part of a whole)*****Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify a half as part of a whole.

**KEY INQUIRY QUESTION (s)**

How do you get two equal parts of a whole?

|  |  |  |  |
| --- | --- | --- | --- |
| **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.

Manila papers.

Mathematics Activities pupil’s book 2 pg.16

Mathematics teachers guide grade 2 pg. 17

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to answer questions on how they share items in school, at home and in the community.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to identify a half as part of a whole using cut-outs by folding.

***Step 2:*** Leaners in pairs or groups fold circular paper cut-outs to get two equal parts. Shade one part to identify a half as part of a whole.

***Step 3:*** Learners to do activities in pupil’s book page 16

**SUMMARY**

Review the lesson on reading numbers

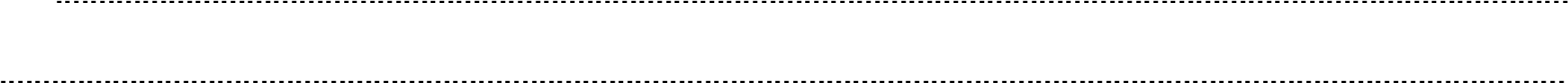
**CONCLUSION (Assessment of Learning)**

Learners to paste halves as parts of wholes on manila papers and display at the learners corner.

**EXTENSION OF ACTIVITIES**

Learners share whole into halves in school, at home and in the community. E.g. bread, chapatti, potatoes, oranges

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Fractions****(A Half as part of a whole) Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify a half as part of a whole.

**KEY INQUIRY QUESTION (s)**

How do you get two equal parts of a whole?

|  |  |  |  |
| --- | --- | --- | --- |
| **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.

Manila papers.

Mathematics Activities pupil’s book 2 pg.17.

Mathematics teachers guide grade 2 pg. 18.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to answer questions on how they share items in school, at home and in the community.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to identify a half as part of a whole using rectangular paper cut-outs by folding.

***Step 2:*** Guide Leaners in pairs or groups fold rectangular paper cut-outs to get two equal parts. Shade one part to identify a half as part of a whole.

***Step 3:*** Learners to do activities in pupil’s book page 17.

**SUMMARY**

Review the lesson and make summary.

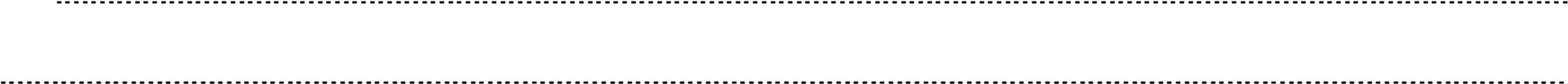
**CONCLUSION (Assessment of Learning)**

Learners to paste halves as parts of wholes on manila papers and display at the learners corner.

**EXTENSION OF ACTIVITIES**

Learners share whole into halves in school, at home and in the community. E.g. bread, chapatti, potatoes, oranges.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Fractions****(A Half (1/2) Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to write a half using symbols.

**KEY INQUIRY QUESTION (s)**

How do you write a half using numbers?

|  |  |  |  |
| --- | --- | --- | --- |
| **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.

Felt pens.

Manila papers.

Mathematics Activities pupil’s book 2 pg.18.

Mathematics teachers guide grade 2 pg. 19.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to answer questions on a half as part of a whole.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to represent a half using paper cut-outs by folding. Show learners how to write a half in symbols as ½

***Step 2:*** Guide Leaners in pairs or groups fold rectangular and circular cut-outs to get halves. Shade one of the halves in each cut-out and represent it as 1 out of 2; of which is ½

Learners to do activities in pupil’s book page 18

and make summary

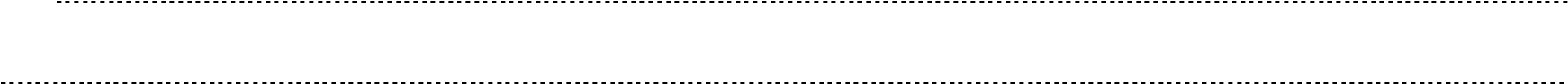
**CONCLUSION (Assessment of Learning)**

Learners to draw, shade and label a half using symbols on the board.

**EXTENSION OF ACTIVITIES**

Learners identify a half as a symbol in the environment. E.g. the butchery, cereal shop and hotel menu*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Fractions****(Making a whole)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to form a whole using halves

**KEY INQUIRY QUESTION (s)**

How do you use parts to form a whole?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 different sizes.

Felt pens.

Manila papers.

Mathematics Activities pupil’s book 2 pg.19.

Mathematics teachers guide grade 2 pg. 20.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to answer questions how to form wholes using different parts.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to form a whole using halves of circular paper cut-outs by pairing and sticking on paper.

***Step 2:*** Guide Leaners in pairs or groups to form whole from halves of circular paper cut-outs by pairing and sticking on a manila paper

Learners to do activities in pupil’s book page 19

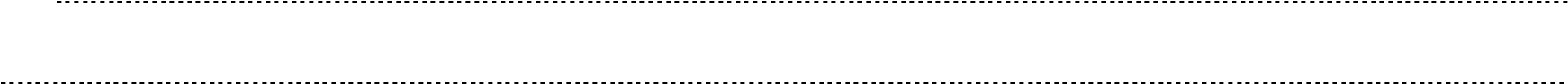
on fractions

Learners to display wholes formed from halves on the board.

**EXTENSION OF ACTIVITIES**

Learners to form wholes by combining halves of different colours and sizes from the environment*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition****(add)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add a 2-digit number to a 1-digit number up to a sum of 50 horizontally and vertically

**KEY INQUIRY QUESTION (s)**

How do you add a 2-digit number to a 1-digit 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**

Counters .

Basic addition table.

Mathematics Activities pupil’s book 2 pg.20.

Mathematics teachers guide grade 2 pg. 22.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add a 2-digit number to a 1-digit number up to a sum of 20.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write 23 + 5 = \_

***Step 2:*** Show learners how to add 5 to 23 by counting on, 5 steps from 23 as 24 25, 26, 27, 28

***Step 3:*** Write 32 + 4 =. Guide learners in pairs or groups to count forward 4 steps from 32 to get the answer

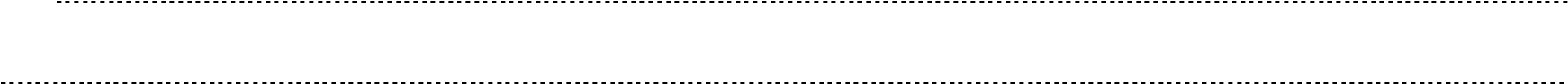
Learners to do activities in pupil’s book page 20

Learners to add a 2-digit number to a 1-digit number up to a sum of 50 horizontally and vertically.

**EXTENSION OF ACTIVITIES**

Learners to practice addition by counting forward.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**LESSON PLAN MATHEMATICS ACTIVITIES**

**Lesson:**

|  |  |  |
| --- | --- | --- |
| **GRADE** | **DATE** | **TIME** |
| TWO |  |  |

**NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition** *(***add)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add a 2-digit number to a 1-digit number up to a sum of 100 horizontally.

**KEY INQUIRY QUESTION (s)**

How do you add a 2-digit number to a 1-digit 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**

Counters .

Basic addition table.

Mathematics Activities pupil’s book 2 pg.21.

Mathematics teachers guide grade 2 pg. 23.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add a 2-digit number to a 1-digit number up to a sum of 50.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write 52 + 6 = \_

***Step 2:*** Show learners how to add 6 to 52 by counting on, 6 steps from 52 as 53, 54, 55, 56, 57, 58

***Step 3:*** Write 73 + 4 =. Guide learners in pairs or groups to count forward 4 steps from 73 to get the answer

Learners to do activities in pupil’s book page 21

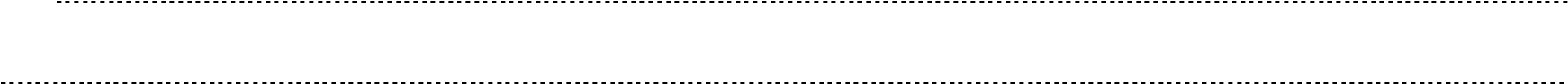
and make summary.

Learners to add a 2-digit number to a 1-digit number without regrouping up to a sum of 100 horizontally.

**EXTENSION OF ACTIVITIES**

Learners to practice addition by counting forward with their family.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition****(add)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add a 2-digit number to a 1-digit number without regrouping up to a sum of 100 vertically.

**KEY INQUIRY QUESTION (s)**

How do you add a 2-digit number to a 1-digit 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**

Counters .

Basic addition table.

Place value apparatus.

Mathematics Activities pupil’s book 2 pg.22.

Mathematics teachers guide grade 2 pg. 24.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add a 2-digit number to a 1-digit number up to a sum of 50.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write 86 + 3 = \_

***Step 2:*** Show learners how to write 86 + 6 according to place value. Add 3 ones to 6 to get 9 ones, write 9 in the ones place. Bring down 8 in the tens place. Write the addition sentence.

***Step 3:*** Write 64 + 5 =. Guide learners in pairs or groups to cork out 64+5 vertically.

***Step 3:*** Learners to do activities in pupil’s book page 22.

**SUMMARY**

Review the lesson .

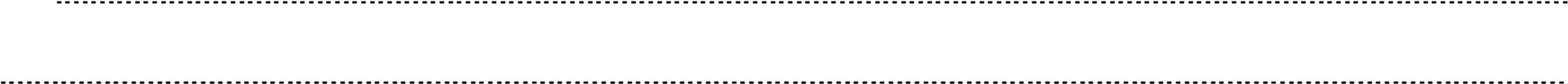
**CONCLUSION (Assessment of Learning)**

Learners to add a 2-digit number to a 1-digit number without regrouping up to a sum of 100 vertically.

**EXTENSION OF ACTIVITIES**

Learners to practice addition with family members*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition****(add)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add 3-single digit numbers.

**KEY INQUIRY QUESTION (s)**

How do you add single digit numbers?

|  |  |  |  |
| --- | --- | --- | --- |
| **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.

Basic addition table.

Mathematics Activities pupil’s book 2 pg.23.

Mathematics teachers guide grade 2 pg. 25.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add a 2-digit number.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write 3 + 2 + 4 = \_

***Step 2:*** Show learners how to add 3-single digit numbers by adding 3+2 = 5 and then 5+4 = 9.

***Step 3:*** Write 5 + 1 =. Guide learners in pairs or groups to add the 3-single digit numbers.

***Step 3:*** Learners to do activities in pupil’s book page 23

**SUMMARY**

Review the lesson

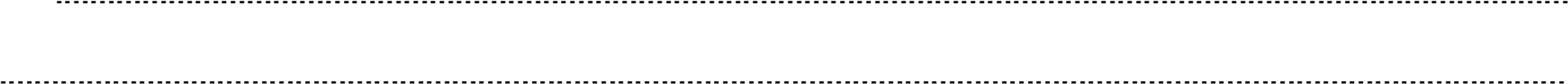
**CONCLUSION (Assessment of Learning)**

Learners to add 3-single digit numbers

**EXTENSION OF ACTIVITIES**

Learners to practice adding single digit numbers with the family numbers.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition****(add)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add a 2-digit number to a 2-digit number without regrouping up to a sum of 50 horizontally.

**KEY INQUIRY QUESTION (s)**

How do you add a 2-digit number to a 2-digit 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**

Counters.

Basic addition table.

Place value apparatus.

Mathematics Activities pupil’s book 2 pg.24.

Mathematics teachers guide grade 2 pg. 26.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add a 2-digit number to a one digit number up to a sum of 50.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write 23 + 15 = \_

***Step 2:*** Show learners how to add 23 + 15 = \_ by adding 5 ones to 3 ones to get 8 ones. Add 1 ten to 2 tens to get 3 tens. Write 3 tens and 8 ones as 38

***Step 3:*** Write 32 + 14 =. Guide learners in pairs or groups to add 32 + 14

***Step 3:*** Learners to do activities in pupil’s book page 24

**SUMMARY**

Review the lesson and make summary.

**CONCLUSION (Assessment of Learning)**

Learners to add a 2-digit number to a 2-digit number without regrouping up to a sum of 50 horizontally

**EXTENSION OF ACTIVITIES**

Learners to practice addition of up to 2-digit numbers with family members.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition****(add)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add a 2-digit number to a 2-digit number without regrouping up to a sum of 50 vertically.

**KEY INQUIRY QUESTION (s)**

How do you add a 2-digit number to a 2-digit 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**

Counters.

Basic addition table.

Place value apparatus.

Mathematics Activities pupil’s book 2 pg.25.

Mathematics teachers guide grade 2 pg. 27- 28.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add a 2-digit number to a 1-digit number up to a sum of 50.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write 34

# + 13

***Step 2:*** Show learners how to add the ones as 4 + 3 =7 ones and tens as 3+ 1 = 4 tens. Emphasize that 7 is written in the ones place and 4 in the tens place

***Step 3:*** Write 22 + 11 =. Guide learners in pairs or groups to add

***Step 3:*** Learners to do activities in pupil’s book page 25

**SUMMARY**

Review the lesson.

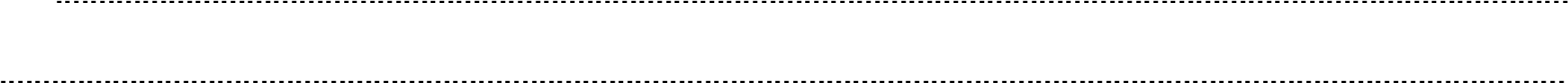
**CONCLUSION (Assessment of Learning)**

Learners to add a 2-digit number to a 2-digit number without regrouping up to a sum of 50 vertically

**EXTENSION OF ACTIVITIES**

Learners to practice addition of up to 2-digit numbers with family members.

**REFLECTION ON THE LESSON/SELF-REMARKS**



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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to work out missing numbers in patterns involving addition up to 20.

**KEY INQUIRY QUESTION (s)**

How do you work out missing numbers in patterns?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Activities pupil’s book 2 pg.26.

Mathematics teachers guide grade 2 pg29.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add single digit number.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write the pattern 6, 9, 12, \_, 18

***Step 2:*** Show learners how to work out the missing number in the pattern 6, 9, 12, \_, 18 by adding 3 to a

number to get the next number; 6+3=9, 9+3=12, 12+3=15. The missing number in the pattern in 15.

***Step 3:*** Write the pattern 11, 13, 15, \_, \_. Guide learners in pairs or groups to work out missing numbers in patterns 11, 13, 15, \_, \_

***Step 3:*** Learners to do activities in pupil’s book page 26

**SUMMARY**

Review the lesson

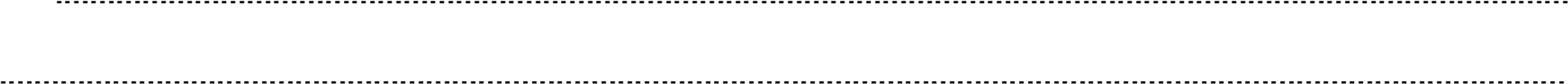
**CONCLUSION (Assessment of Learning)**

Learners to work out missing numbers in patterns up to 20.

**EXTENSION OF ACTIVITIES**

Learners to practice working out missing numbers in pattern with family members.

**REFLECTION ON THE LESSON/SELF-REMARKS**



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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to work out missing numbers in patterns involving addition up to 20.

**KEY INQUIRY QUESTION (s)**

How do you work out missing numbers in patterns?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Activities pupil’s book 2 pg.26.

Mathematics teachers guide grade 2 pg29.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add single digit number.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write the pattern 6, 9, 12, \_, 18

***Step 2:*** Show learners how to work out the missing number in the pattern 6, 9, 12, \_, 18 by adding 3 to a

number to get the next number; 6+3=9, 9+3=12, 12+3=15. The missing number in the pattern in 15.

***Step 3:*** Write the pattern 11, 13, 15, \_, \_. Guide learners in pairs or groups to work out missing numbers in patterns 11, 13, 15, \_, \_

***Step 3:*** Learners to do activities in pupil’s book page 26

**SUMMARY**

Review the lesson

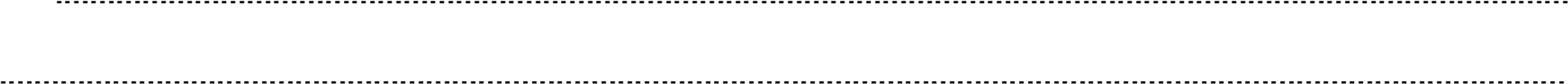
**CONCLUSION (Assessment of Learning)**

Learners to work out missing numbers in patterns up to 20.

**EXTENSION OF ACTIVITIES**

Learners to practice working out missing numbers in pattern with family members.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**LESSON PLAN MATHEMATICS ACTIVITIES**

**Lesson:**

|  |  |  |
| --- | --- | --- |
| **GRADE** | **DATE** | **TIME** |
| TWO |  |  |

**NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to subtract 2-single digit numbers horizontally.

**KEY INQUIRY QUESTION (s)**

How do you subtract single digit numbers?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Activities pupil’s book 2 pg.27.

Mathematics teachers guide grade 2 pg31.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count 1 to 20.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write the pattern 7 – 4 = \_ show learners how to subtract 7 – 4 by counting 4 steps backwards from 7 as 6, 5, 4, 3

***Step 2:*** Write 8- 2 =\_ Guide learners in pairs or groups to work out 8 – 2 =

***Step 3:*** Learners to do activities in pupil’s book page 27

**SUMMARY**

Review the lesson .

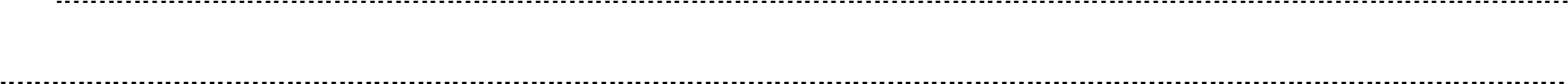
**CONCLUSION (Assessment of Learning)**

Learners to work out subtraction of 2-single digit numbers horizontally.

**EXTENSION OF ACTIVITIES**

Learners to practice subtraction of single digit numbers with family members.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to subtract 2-single digit numbers vertically

**KEY INQUIRY QUESTION (s)**

How do you subtract single digit numbers?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Activities pupil’s book 2 pg.28.

Mathematics teachers guide grade 2 pg32-33.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count 1 to 20.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write the pattern 9

# -5

***Step 2:*** Show learners how to work out 9-5 using a number line by starting at 9 and moving 5 steps backwards to get 4

***Step 3:*** pattern 6

-4

Guide learner in pairs or groups to work out.

***Step 3:*** Learners to do activities in pupil’s book page 28

**SUMMARY**

Review the lesson

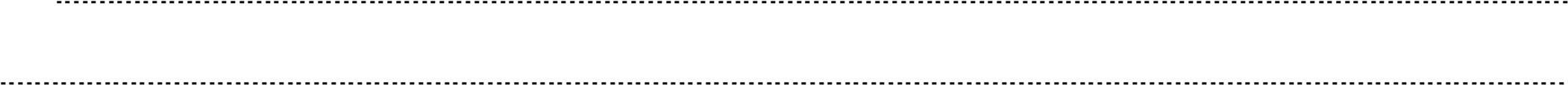
**CONCLUSION (Assessment of Learning)**

Learners to work out subtraction of 2-single digit numbers vertically.

**EXTENSION OF ACTIVITIES**

Learners to practice subtraction of single digit numbers with family members.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to subtract a 1-digit number from a 2-single digit number horizontally.

**KEY INQUIRY QUESTION (s)**

How do you subtract a 1-digit number from a 2-digit 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**

Counters.

Mathematics Activities pupil’s book 2 pg.29.

Mathematics teachers guide grade 2 pg. 34.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count 1 to 20.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write the 13 – 8 =\_\_\_\_\_\_

***Step 2:*** Show learners how to work out 9-5 by breaking apart 8 as 3 and 5 then subtracting 3 from 13 to make a ten and subtract 5 from 10

To get 5

***Step 3:*** Write 82 – 7 =\_\_\_\_\_\_\_ Guide learners in pairs or groups to work out 82 – 7 by breaking apart.

***Step 3:*** Learners to do activities in pupil’s book page 29

**SUMMARY**

Review the lesson on reading numbers.

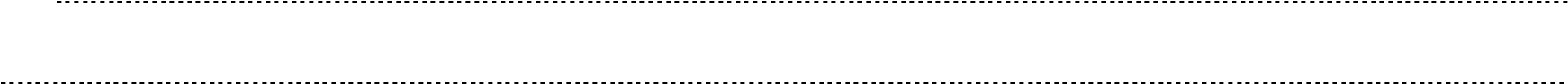
**CONCLUSION (Assessment of Learning)**

Learners to subtract a 1-digit number from a 2-digit number by breaking apart.

**EXTENSION OF ACTIVITIES**

Learners to practice subtraction a 1-digit number from a 2-digit number with family members*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction****(add and subtract)****Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to subtract a 2-single using the relationship between addition and subtraction.

**KEY INQUIRY QUESTION (s)**

How do you work out subtraction using the relationship between addition and subtraction?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Activities pupil’s book 2 pg.31.

Mathematics teachers guide grade 2 pg. 37.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to subtract single digit numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write 9 - 2 = \_

***Step 2:*** Show learners how to work out 9- ***2*** by counting on from 2 up to 9 as; 3, 4, 5, 6, 7, 8, 9. Explain to the learners that there are 7 steps from 2 to 9. Therefore the missing number is 7 ***Step 3:*** Write 4-3 = \_ Learners in pairs or groups to work it out.

***Step 3:*** Learners to do activities in pupil’s book page 30

**SUMMARY**

Review the lesson

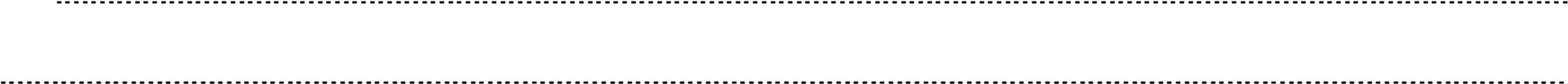
**CONCLUSION (Assessment of Learning)**

Learners to subtract 2-single digit numbers using the relationship between addition and subtraction.

**EXTENSION OF ACTIVITIES**

Learners to subtract a-single digit numbers using the relationship between addition and subtraction with family members.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to work out missing numbers in subtraction of single digit numbers.

**KEY INQUIRY QUESTION (s)**

How do you work out missing numbers in subtraction?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Activities pupil’s book 2 pg.32.

Mathematics teachers guide grade 2 pg. 38.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to subtract single digit numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write - 3 = 5. Show learners how to work out the missing number by adding the two numbers in the subtraction sentence as

3+5 =8. Explain to the learners that 3, 5 and 8 make a number family of 8. The missing number is 8.

***Step 2:*** Write - 6= 5. Guide learners in pairs or groups to work out

***Step 3:*** Write 4-3 = \_ Learners in pairs or groups to work it out.

***Step 3:*** Learners to do activities in pupil’s book page 32

**SUMMARY**

Review the lesson.

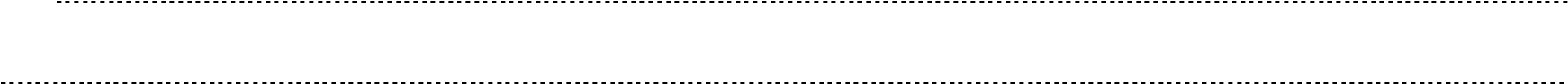
**CONCLUSION (Assessment of Learning)**

Learners to work out missing numbers in subtraction of single digit numbers.

**EXTENSION OF ACTIVITIES**

Learners to practice working out missing numbers in subtraction with family members.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to work out missing numbers in subtraction of single digit numbers.

**KEY INQUIRY QUESTION (s)**

How do you work out missing numbers in subtraction?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Activities pupil’s book 2 pg.33.

Mathematics teachers guide grade 2 pg. 39.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to subtract single digit numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write 8 - = 6. Show learners how to work out the missing number by subtracting the smaller number from bigger number as 8-6 = 2

Step 2: Explain to the learners that 2, 6 and 8 make family of 8. The missing number is 2.

***Step 3:*** Write 5 - = 1. Guide learners in pairs or groups to work out

***Step 4:*** Learners to do activities in pupil’s book page 333

**SUMMARY**

Review the lesson and make summary.

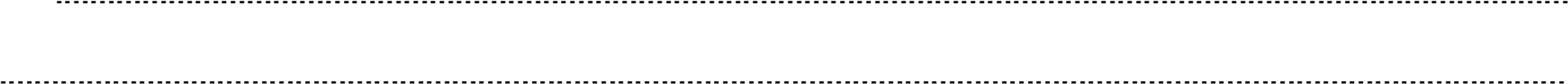
**CONCLUSION (Assessment of Learning)**

Learners to work out missing numbers in subtraction of single digit numbers.

**EXTENSION OF ACTIVITIES**

Learners to practice working out missing numbers in subtraction with family members.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction****(number patterns)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to work out missing number in patterns involving subtraction from 1 up to 20.

**KEY INQUIRY QUESTION (s)**

How do you work out missing numbers in patterns?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Activities pupil’s book 2 pg.34.

Mathematics teachers guide grade 2 pg. 40.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to subtract single digit numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write the pattern 19, 16, 13, \_

Step 2: Show learners how to work out the missing number in the pattern 19, 16, 13, \_ by subtracting 3 from a number to at the next number 19 – 3 =16. The missing number is 10.

***Step 3:*** Write the pattern 13, 11, 9, \_. Guide learners in pairs or groups to work out missing numbers in the pattern.

***Step 4:*** Learners to do activities in pupil’s book page 34

**SUMMARY**

Review the lesson

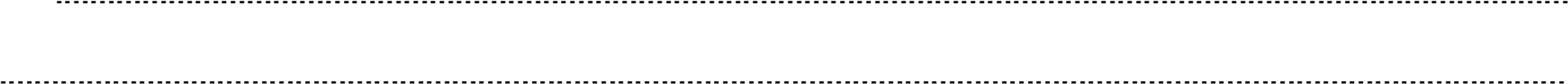
**CONCLUSION (Assessment of Learning)**

Learners to work out missing numbers in patterns from 1 up to 20.

**EXTENSION OF ACTIVITIES**

Learners to practice working out missing numbers in school and at home.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**LESSON PLAN MATHEMATICS ACTIVITIES**

**Lesson:**

|  |  |  |
| --- | --- | --- |
| **GRADE** | **DATE** | **TIME** |
| TWO |  |  |

**NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Multiplication (Repeated addition)****Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to model multiplication as repeated addition up to 2 times.

**KEY INQUIRY QUESTION (s)**

How do you get the total number of objects in two groups?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Activities pupil’s book 2 pg.35.

Mathematics teachers guide grade 2 pg. 42.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add single digit numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Draw and is

Step 2: Show learners how to get the total number of objects by putting the two groups of objects together and writing the repeated addition.

And is

1 + 1 = 2

***Step 3:*** Draw and is Guide learners in pairs or groups to get the total number of objects and writing the repeated addition

Learners to do activities in pupil’s book page 35

Review the lesson

Learners to model multiplication as repeated addition up to 2 times

**EXTENSION OF ACTIVITIES**

Learners to practice modelling multiplication as repeated addition up to 2 times with family members.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Multiplication (Repeated addition)****Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to model multiplication as repeated addition up to 3 times.

**KEY INQUIRY QUESTION (s)**

How do you get the total number of objects in three groups?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Activities pupil’s book 2 pg.36-37.

Mathematics teachers guide grade 2 pg. 43.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add single digit numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Draw and and is

Step 2: Show learners how to get the total number of objects by putting the three groups of objects together and writing the repeated addition.

And and is

1 + 1 + 1 = 3

***Step 3:*** Draw and and is Guide learners in

pairs or groups to get the total number of objects and writing the repeated addition

Learners to do activities in pupil’s book page 36

Review the lesson.

Learners to model multiplication as repeated addition up to 3 times.

**EXTENSION OF ACTIVITIES**

Learners to discuss with their parents how to put objects together.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Multiplication (Repeated addition)****Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to model multiplication as repeated addition up to 4 times.

**KEY INQUIRY QUESTION (s)**

How do you get the total number of objects in four groups?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Activities pupil’s book 2 pg.38-39.

Mathematics teachers guide grade 2 pg. 44.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add single digit numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Draw and and and is

Step 2: Show learners how to get the total number of objects by putting the four groups of objects together and writing the repeated addition.

And and and is

2 + 2 + 2 + 2 = 8

***Step 3:*** Draw and and is Guide learners in

pairs or groups to get the total number of objects in the four groups and writing the repeated addition

Learners to do activities in pupil’s book page 38

Review the lesson

Learners to model multiplication as repeated addition up to 4 times

**EXTENSION OF ACTIVITIES**

Learners to discuss with their parents how to put objects together.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Multiplication (Repeated addition)****Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to model multiplication as repeated addition up to 5 times.

**KEY INQUIRY QUESTION (s)**

How do you get the total number of objects in five groups?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Activities pupil’s book 2 pg.40-41.

Mathematics teachers guide grade 2 pg. 45-46.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add single digit numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Draw and and and and is

Step 2: Show learners how to get the total number of objects by putting the four groups of objects together and writing the repeated addition.

And and and and is

3 + 3 + 3 + 3 + 3 = 15

***Step 3:*** Draw and is

and

and

and



Guide learners in pairs or groups to get the total number of objects in the five groups and writing the repeated addition

***Step 4:*** Learners to do activities in pupil’s book page 40

**SUMMARY**

Review the lesson

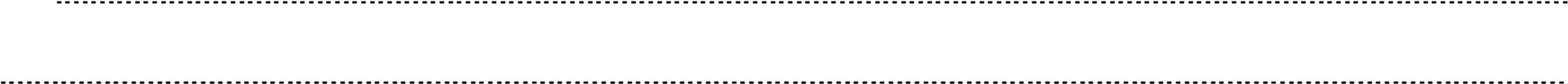
**CONCLUSION (Assessment of Learning)**

Learners to model multiplication as repeated addition up to 5 times.

**EXTENSION OF ACTIVITIES**

Learners to discuss with their parents how to put objects together.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Multiplication (Multiplication “x” sign)****Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to write repeated addition as multiplication, using the sign “x”

**KEY INQUIRY QUESTION (s)**

How do you write repeated addition as multiplication using the sign “x”??

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Activities pupil’s book 2 pg.42-43.

Mathematics teachers guide grade 2 pg. 47.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add single digit numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Draw and

4 + 4

Show learners how to write repeated addition as multiplication using

And

4 + 4

Step 2: Explain that there are 2 groups each with 4 objects and this written as 2 × 4 .Emphasize that the first number in the multiplication represents the number of groups and the second number represents the number of objects in each group.

Therefore 4 + 4 is same as 2 fours written as 2 × 4

Step 3: Draw and and is

Guide learners in pairs or groups to get the total number of objects in the five groups and write the repeated addition.

***Step 4:*** Learners to do activities in pupil’s book page 41

**SUMMARY**

Review the lesson

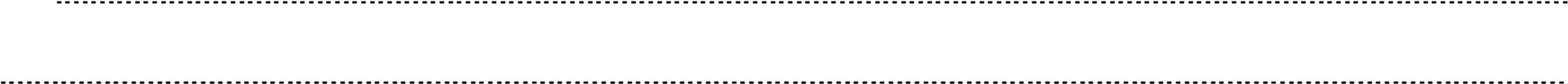
**CONCLUSION (Assessment of Learning)**

Learners to write repeated addition as multiplication using the sin “x”

**EXTENSION OF ACTIVITIES**

Learners to practice how to write repeated addition as multiplication in school and at home.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**LESSON PLAN MATHEMATICS ACTIVITIES**

**Lesson:**

|  |  |  |
| --- | --- | --- |
| **GRADE** | **DATE** | **TIME** |
| TWO |  |  |

**NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Multiplication**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to write multiplication sentences from repeated addition.

**KEY INQUIRY QUESTION (s)**

How do you write multiplication sentence from repeated addition?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Activities pupil’s book 2 pg.44.

Mathematics teachers guide grade 2 pg. 48-49.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add single digit numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Draw and

is



Show learners how to write a multiplication sentence from the repeated addition as.

And is



3 + 3 = 6

Step 2: Explain that there are 2 groups each with 3 objects and this written as 2 × 3=6 .Emphasize that the first number in the multiplication represents the number of groups and the second number represents the number of objects in each group.

Therefore 3 + 3=6 is same as 2 fours written as 2 × 3 = 6

Step 3: Draw and and is

2 + 2 + 2 = 6

Guide learners in pairs or groups to write multiplication sentences from repeated addition.

***Step 4:*** Learners to do activities in pupil’s book page 44

**SUMMARY**

Review the lesson

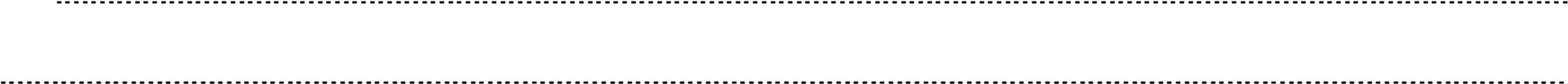
**CONCLUSION (Assessment of Learning)**

Learners to write multiplication sentences from repeated addition.

**EXTENSION OF ACTIVITIES**

Learners to practice how to write multiplication sentence from repeated addition with their family members.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Multiplying by 1**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to multiply single digit numbers by 1

**KEY INQUIRY QUESTION (s)**

How do you multiply single digit numbers by 1?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Activities pupil’s book 2 pg.45.

Mathematics teachers guide grade 2 pg. 50.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add single digit numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Draw and 1 group of 2 objects.

Show learners that 1 group of 2 objects is written as 1 × 2 and to write the multiplication sentence 1 × 2 = 2



Step 2: Draw And

1 group of 6 objects. Guide learners in pairs or groups to multiply single digit numbers by 1.

***Step 3:*** Learners to do activities in pupil’s book page 45

**SUMMARY**

Review the lesson and make summary.

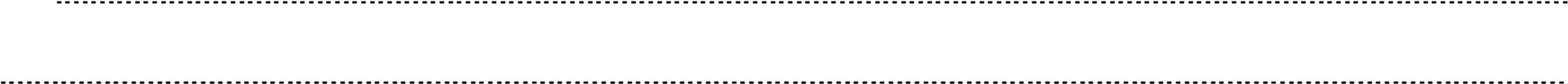
**CONCLUSION (Assessment of Learning)**

Learners to multiply single digit numbers by 1.

**EXTENSION OF ACTIVITIES**

Learners to practice how to multiply single digit numbers by 1 with family members.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: LENGTH**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to measure length using fixed units.

**KEY INQUIRY QUESTION (s)**

How can you measure length?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Pencils of same length.

Mathematics Activities pupil’s book 2 pg.46.

Mathematics teachers guide grade 2 pg. 52.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to measure length using arbitrary units.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to measure the length of teacher’s table using a pencil. The length should be in number of pencils.

Step 2: Guide learners in pairs or groups to measure other lengths using pencils of equal length. Learners to share their findings with other group members.

***Step 3:*** Learners to do activities in pupil’s book page 46

**SUMMARY**

Review the lesson and make summary.

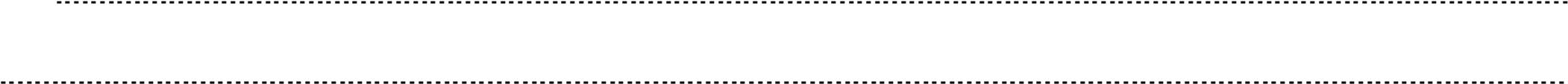
**CONCLUSION (Assessment of Learning)**

Learners to measure other lengths using pencils in the classroom.

**EXTENSION OF ACTIVITIES**

Learners to measure length of objects using fixed units at home.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: LENGTH**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to measure length using fixed units.

**KEY INQUIRY QUESTION (s)**

How can you measure length?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Stick.

Classroom wall.

Mathematics Activities pupil’s book 2 pg.47.

Mathematics teachers guide grade 2 pg. 53.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to name items that could be used to measure length.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to measure the length of classroom wall using a stick. The length of the classroom wall should be in terms of the number of sticks.

Step 2: Guide learners in pairs or groups to measure other lengths using sticks of equal length. Learners to share their findings with other group members.

***Step 3:*** Learners to do activities in pupil’s book page 47.

**SUMMARY**

Review the lesson

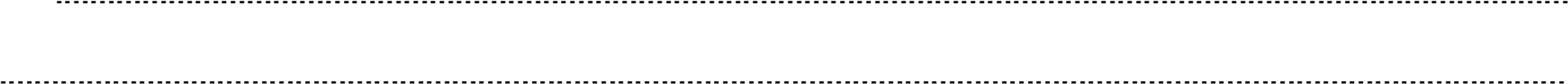
**CONCLUSION (Assessment of Learning)**

Learners to measure other lengths using sticks in the classroom.

**EXTENSION OF ACTIVITIES**

Learners to measure length of objects using in the environment.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Mass**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to measure mass using fixed units.

**KEY INQUIRY QUESTION (s)**

How can you measure mass of an object?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Beam balance.

Mathematics textbooks.

Stones, bag, sand.

Mathematics Activities pupil’s book 2 pg.48.

Mathematics teachers guide grade 2 pg. 55.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to compare mass of objects in the classroom heavier than, lighter than or same as.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in using a beam balance. Show learners how to measure mass of a block of wood using mathematics textbooks. The mass of the block of wood in terms of the textbooks.

Step 2: Guide learners in pairs or groups to measure the mass of different objects in the classroom using mathematics textbooks. Learners to share their findings with other groups.

***Step 3:*** Learners to do activities in pupil’s book page 48

**SUMMARY**

Review the lesson on mass.

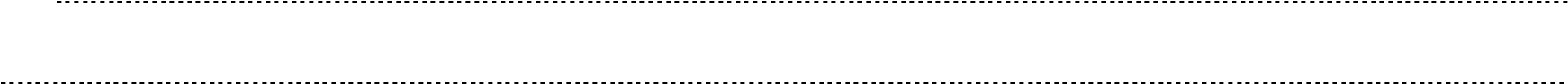
**CONCLUSION (Assessment of Learning)**

Learners to measure the mass of objects in the classroom using mathematics textbooks.

**EXTENSION OF ACTIVITIES**

Learners to measure the mass of objects in the environment using fixed units.

**REFLECTION ON THE LESSON/SELF-REMARKS**



*MEASUREMENT* **SUBSTRAND/SUB-THEME/SUB-TOPIC: Mass**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to measure mass using fixed units.

**KEY INQUIRY QUESTION (s)**

How can you measure mass of an object?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Beam balance.

Coin.

Potato.

Rubber, chalk stick.

Mathematics Activities pupil’s book 2 pg.49.

Mathematics teachers guide grade 2 pg. 5.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to give the mass of the objects measured using mathematics textbooks.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in using a beam balance. Show learners how to measure mass of an exercise book using coins. The mass of the exercise book in terms of coins.

Step 2: Guide learners in pairs or groups to measure the mass of different objects in the classroom using coins and beam balance. Learners to share their findings with other groups.

Learners to do activities in pupil’s book page 49.

Review the lesson.

Learners to measure the mass of objects in the classroom using coins.

**EXTENSION OF ACTIVITIES**

Learners to measure the mass of objects in the environment using fixed units.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Capacity**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to measure capacity using fixed units

**KEY INQUIRY QUESTION (s)**

How can you measure the amount of water a container can hold?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Cup.

Basin.

Water.

Bucket, jug, sufuria.

Mathematics Activities pupil’s book 2 pg.50.

Mathematics teachers guide grade 2 pg. 58.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share experiences on filling containers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to find out the number of cups full of water that fill a basin. Write the number of cups that fill the basin.

Step 2: Guide learners in pairs or groups to find the numbers of cups of water that fill given containers.

Learners to share their findings with other groups.

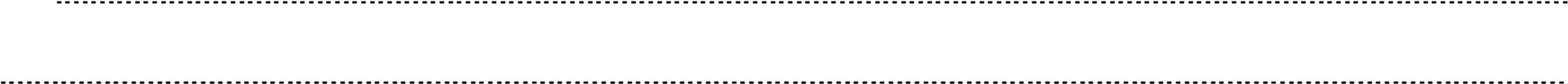
Learners to do activities in pupil’s book page 50

Learners to measure the capacity of other containers in the classroom using cups.

**EXTENSION OF ACTIVITIES**

Learners to practice measuring the capacity of containers in the environment using other containers.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Capacity**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to measure capacity using fixed units.

**KEY INQUIRY QUESTION (s)**

How can you measure the amount of water a container can hold?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Cup.

Basin.

Water.

Bucket, jug, sufuria, jerricans.

Mathematics Activities pupil’s book 2 pg.51.

Mathematics teachers guide grade 2 pg. 59.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share experiences on filling containers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to find out the number of bottles full of water that fill a basin. Write the number of bottles that fill the basin.

Step 2: Guide learners in pairs or groups to find the numbers of bottles of water that fill given containers. Learners to share their findings with other groups.

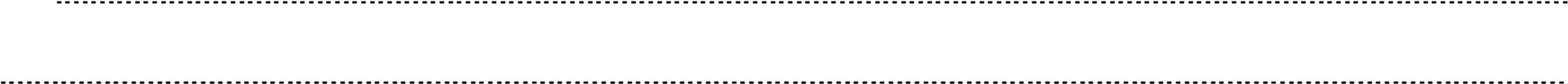
Learners to do activities in pupil’s book page 51.

Learners to measure the capacity of other containers in the classroom using a bottles.

**EXTENSION OF ACTIVITIES**

Learners to practice measuring the capacity of containers in the environment using a container.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Capacity**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to measure capacity using fixed units.

**KEY INQUIRY QUESTION (s)**

How can you measure the amount of water a container can hold?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Cup.

Basin.

Water.

Bucket, jug, sufuria, jerry can.

Mathematics Activities pupil’s book 2 pg.52.

Mathematics teachers guide grade 2 pg. 60.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share experiences on filling containers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to find out the number of tins full of water that fill a basin. Write the number of tins that fill the basin.

Step 2: Guide learners in pairs or groups to find the numbers of tins of water that fill given containers.

Learners to share their findings with other groups.

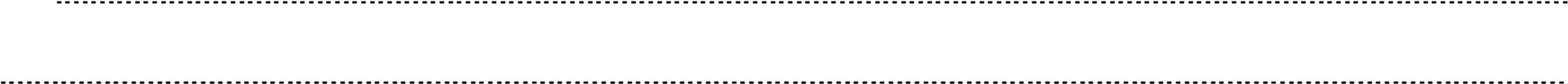
Learners to do activities in pupil’s book page 52

Learners to state the steps in finding the amount of water a container can hold using a tin.

**EXTENSION OF ACTIVITIES**

Learners to measure the capacity of containers in the environment by using other small containers.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Time**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify months of the year.

**KEY INQUIRY QUESTION (s)**

How can you identify the time of the year?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Calendar.

Digital devices.

Mathematics Activities pupil’s book 2 pg.53.

Mathematics teachers guide grade 2 pg. 62.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song on the days of the week.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Using the calendar, show learners the months of the year. Play a digital song on the months of the year. Read and write the months of the year on the board.

Step 2: Guide learners in pairs or groups to read and write the months of the year. Lead learners in singing a song on the months of the year.

***Step 3:*** Learners to do activities in pupil’s book page 53.

**SUMMARY**

Review the lesson on time.

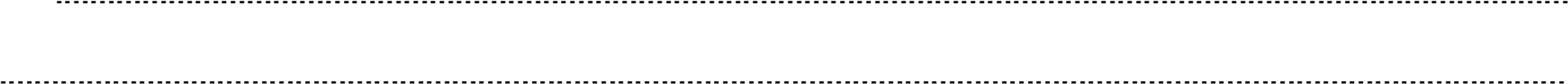
**CONCLUSION (Assessment of Learning)**

Learners to sing a song on the months of the year.

**EXTENSION OF ACTIVITIES**

Learners to explore songs on months of the year from digital devices in the community.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Time**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to relate the months of the year with various activities.

**KEY INQUIRY QUESTION (s)**

What activities take place in a year?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Calendar.

Digital devices.

Mathematics Activities pupil’s book 2 pg.54.

Mathematics teachers guide grade 2 pg. 63.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to name activities that take place in a year.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to relate month of the year to various activities in school, at home and in the community. Write the months and the corresponding activities.

Step 2: Guide learners in pairs or groups to relate months of the year with various activities. Learners to share their results with other groups.

***Step 3:*** Learners to do activities in pupil’s book page 54

**SUMMARY**

Review the lesson and make summary.

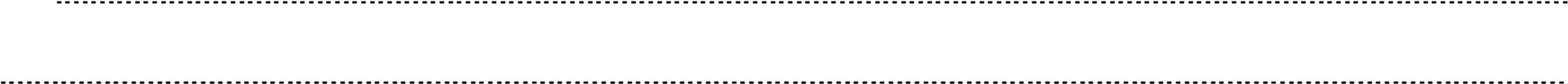
**CONCLUSION (Assessment of Learning)**

Learners to relate months of the year to the events and activities in the school, at home and in the community.

**EXTENSION OF ACTIVITIES**

Learners to relate months of the year to activities at home and in the community.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Time**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to recite the number of days in each month of the year.

**KEY INQUIRY QUESTION (s)**

How do we tell the number of days in each month of the year?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Calendar.

Mathematics Activities pupil’s book 2 pg.55.

Mathematics teachers guide grade 2 pg. 64.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song on the months of the year.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Using the calendar, show learners the number of days in each month of the year. Play a digital song on the number of days in each month of the year. Write the months and the corresponding number of days.

Step 2: Guide learners in pairs or groups to identify the number of days for each month on the calendar. Learners to recite the number of days each month of the year.

***Step 3:*** Learners to do activities in pupil’s book page 55

**SUMMARY**

Review the lesson.

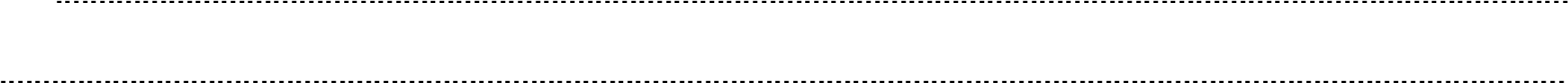
**CONCLUSION (Assessment of Learning)**

Learners to sing songs or recite poems on the number of days in a month.

**EXTENSION OF ACTIVITIES**

Learners to find out how the number of days in a month were identified at home and the community in the earlier days.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Time**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to measure time using arbitrary units.

**KEY INQUIRY QUESTION (s)**

How can you tell how long an activity will take?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Chart of the National anthem.

Mathematics Activities pupil’s book 2 pg.56.

Mathematics teachers guide grade 2 pg. 64.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a familiar song while clapping.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to time an activity through clapping at equal intervals. Sing the first stanza of the national anthem as a learner counts the number of claps. Write the number of claps.

Step 2: Guide learners in pairs or groups to sing the first stanza of the national anthem while clapping, tapping or thumb clicking at equal intervals. Learners to count the number of claps, taps or thumb clicks. Learners to share their results with other groups.

***Step 3:*** Learners to do activities in pupil’s book page 56

**SUMMARY**

Review the lesson on time.

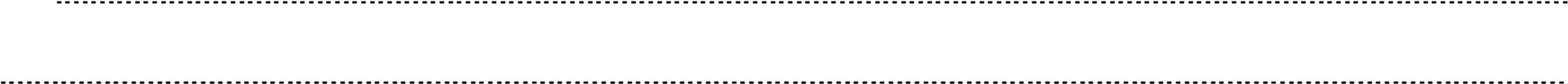
**CONCLUSION (Assessment of Learning)**

Learners to sing the first stanza of the National Anthem while counting number of claps, taps and thumb clicks.

**EXTENSION OF ACTIVITIES**

Learners to practice timing activities by clapping, tapping and thumb clicking at home.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Money**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify Kenyan currency coins and notes up to sh. 100.

**KEY INQUIRY QUESTION (s)**

How do you identify Kenyan currency?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Kenyan currency in coins and notes up to a hundred.

Mathematics Activities pupil’s book 2 pg.57.

Mathematics teachers guide grade 2 pg. 67.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share their experiences with money.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners the features on the coins and notes of Kenyan currency. Write the features of the coins and notes.

Step 2: Guide learners in pairs or groups to identify the features on the coins and notes of Kenyan currency. Learners to share the features identified with other groups.

***Step 3:*** Learners to do activities in pupil’s book page 57

**SUMMARY**

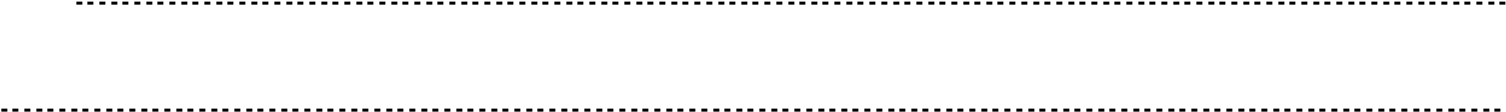
**Review the lesson**

**CONCLUSION (Assessment of Learning)**

Learners to identify features on the coins and notes.

Learners to discuss the features of Kenyan currency with family members.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Money**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to sort Kenyan currency in coins and notes according to their value and features.

**KEY INQUIRY QUESTION (s)**

How do you identify Kenyan currency?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Kenyan currency in coins and notes up to a hundred.

Mathematics Activities pupil’s book 2 pg.58.

Mathematics teachers guide grade 2 pg. 68.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share their experiences with money.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to sort Kenyan currency coins and notes according to value and features.

Step 2: Guide learners in pairs or groups to sort Kenyan currency in notes and coins according to value and features. Learners to share their work with other groups.

***Step 3:*** Learners to do activities in pupil’s book page 58.

**SUMMARY**

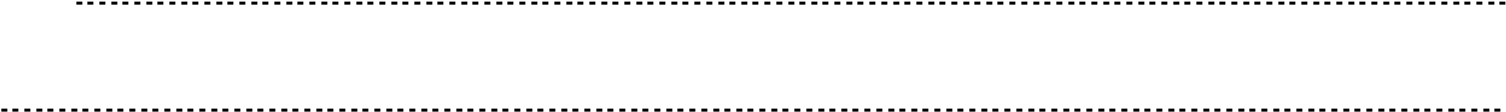
Learners to sort out money according to value.

**CONCLUSION (Assessment of Learning)**

Learners ask and answer questions on value and features of Kenyan currency.

Learners to discuss the features of Kenyan currency with family members.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Money**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to count money in coins in values of sh.1, sh. 5, sh. 10, sh. 20, sh.40 and sh. 50 up to sh. 100.

**KEY INQUIRY QUESTION (s)**  How do you count money?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Kenyan currency in coins up to a hundred.

Mathematics Activities pupil’s book 2 pg.59

Mathematics teachers guide grade 2 pg. 69

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share their experiences with money.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Using coins show learners how to count money.

Step 2: Guide learners in pairs or groups to count and find the total amount of money. Learners to share their results with other groups.

***Step 3:*** Learners to do activities in pupil’s book page 59

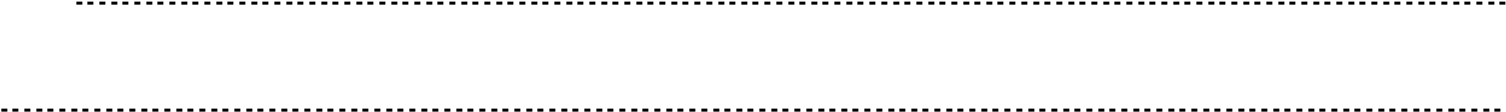
**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)** Learners to discuss how to count money.

Learners to help in counting money at home and in the community.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Money**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to count money in coins and notes in values of sh.1, sh. 5, sh. 10, sh. 20, sh.40 and sh. 50 up to sh. 100.

**KEY INQUIRY QUESTION (s)**  How do you count money?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Kenyan currency in coins up to a hundred.

Mathematics Activities pupil’s book 2 pg.60.

Mathematics teachers guide grade 2 pg. 70.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share money.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Using coins and notes, show learners how to count money.

Step 2: Guide learners in pairs or groups to count and find the total amount of money. Learners to share their results with other groups.

***Step 3:*** Learners to do activities in pupil’s book page 60

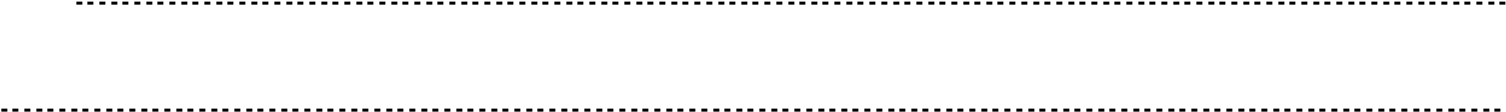
**SUMMARY**

Review the lesson**.**

**CONCLUSION (Assessment of Learning)** Learners to discuss how to count money.

Learners to help in counting money at home and in the community.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**GEOMETRY****SUBSTRAND/SUB-THEME/SUB-TOPIC: LINES**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify straight and curved lines.

**KEY INQUIRY QUESTION (s)**

How do straight and curved lines look like?

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

Piece of rope.

Pieces of sticks.

Crayons.

Chalk.

Charcoal, materials with straight and curved edged.

Mathematics Activities pupil’s book 2 pg.61

Mathematics teachers guide grade 2 pg. 72

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share money.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Explain the straight line formation of learners queuing to get into the bus and patients seated in a hospital. Explain the semi-circular formation of learners, teachers and flag post during assembly and the arrangement of water jerricans.

Step 2: Guide learners in pairs or groups to identify straight and curved lines in the environment.

***Step 3:*** Learners to do activities in pupil’s book page 61

**SUMMARY**

Learners to draw lines.

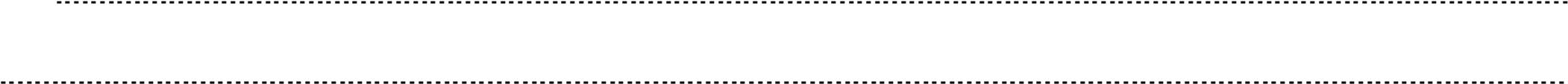
**CONCLUSION (Assessment of Learning)**

Learners to sing a song moving along a straight and semi-circular formation.

**EXTENSION OF ACTIVITIES**

Learners to identify straight and curved lines in school, at home and in the community for example rivers, footpaths, roads with meanders and straight formations.

**REFLECTION ON THE LESSON/SELF-REMARKS**



**GEOMETRY****SUBSTRAND/SUB-THEME/SUB-TOPIC: LINES**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify rectangles, circles and triangles.

**KEY INQUIRY QUESTION (s)**

How does a rectangle, a circle and a triangle look like?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 and circle.

Mathematics Activities pupil’s book 2 pg.62-63.

Mathematics teachers guide grade 2 pg. 74.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share their experiences on circles, triangles and circles and draw them in the air.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Using paper cut-outs, stick the circular, triangular and rectangular shapes on the board. Label the shapes.

Step 2: Guide learners in pairs or groups to identify paper cut-outs of triangles, rectangles and circles. Paste them on the labeled chart.

***Step 3:*** Learners to do activities in pupil’s book page 62

**SUMMARY**

Review the lesson and make summary.

**CONCLUSION (Assessment of Learning)**

Learners to pick paper cut-outs with assorted shapes from a box and stick them on the board.

**EXTENSION OF ACTIVITIES**

Learner’s sort, group and name triangular, circular and rectangular objects in school and at home.

**REFLECTION ON THE LESSON/SELF-REMARKS**

