GRADE 2 MATHEMATICS ACTIVITIES

TERM ONE SCHEME OF WORK

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| SCHOOL | GRADE | TEACHERS NAME | TIME | YEAR |
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| WEEK | LSN | STRAND | SUB-STRAND | SPECIFIC LEARNING  OUTCOME | KEY INQUIRY QUESTIONS | LEARNING EXPERIENCE | LEARNING RESOURCES | ASSESSMENT METHOD | REFL |
| 1 | 1 | NUMBERS | Number concept | By the end of the lesson, the learner should be to   1. read number symbols up to 20. 2. Play games on number representation using concrete objects 3. Appreciate the importance of numbers in real life | How do you read number symbols? |  | Videos  Audios  Number cards  Number charts  Mathematics Activities pupil’s book 2 pg.3  Mathematics teachers guide grade 2 pg. 4 | Oral Questions  Written exercise  observation |  |
|  | 2 |  |  | By the end of the lesson, the learner should be to   1. read number symbols up to 50. 2. Play games on number representation using concrete objects 3. Appreciate the importance of numbers in real life | How do you read number symbols? |  | Videos  Audios  Number cards  Number charts  Mathematics Activities pupil’s book 2 pg.3  Mathematics teachers guide grade 2 pg. 4 | Oral Questions  Written exercise  observation |  |
|  | 3 |  |  | By the end of the lesson, the learner should be to   1. Represent numbers up to 20 using objects. 2. Work out examples in their books 3. Appreciate the role of numbers in real life | How do you represent numbers using objects? |  | Books  Pencils  Balls  Bottle tops  Mathematics Activities pupil’s book 2 pg.4  Mathematics teachers guide grade 2 pg. 5 | Oral Questions  Written exercise  observation |  |
|  | 4 |  |  | By the end of the lesson, the learner should be to   1. Represent numbers up to 50 using objects. 2. Play digital games of representing groups with numbers 3. Appreciate the role of numbers in real life | How do you represent numbers using objects? |  | Marbles  Crayons  Bottle tops  Mathematics Activities pupil’s book 2 pg.6-7  Mathematics teachers guide grade 2 pg. 6 | Oral Questions  Written exercise  observation |  |
|  | 5 |  |  | By the end of the lesson, the learner should be to   1. Count in 2s up to 20 forward and backward. 2. Count their fingers and toes in 2’s 3. Desire to count concrete objects in the environment | How do you count numbers forward and backward? |  | Counter  Number line  Sticks, Straws  Stones, Seeds  Grains  Mathematics Activities pupil’s book 2 pg.8  Mathematics teachers guide grade 2 pg. 8 | Oral Questions  Written exercise  observation |  |
| 2 | 1 |  |  | By the end of the lesson, the learner should be to   1. Count in 2s up to 50 forward and backward. 2. Count their fingers and toes in 2’s 3. Desire to count concrete objects in the environment | How do you count numbers forward and backward? |  | Counter  Number line  Sticks  Straws, Stones  Seeds, Grains  Mathematics Activities pupil’s book 2 pg.9  Mathematics teachers guide grade 2 pg. 9 | Oral Questions  Written exercise  observation |  |
|  | 2 |  |  | By the end of the lesson, the learner should be to   1. Identify place value of digits in numbers up to tens. 2. Work out examples in the books 3. Appreciate the importance of place value in real life | How do you identify the position of a digit in a number? |  | Place value chart  Sticks  Straws  Mathematics Activities pupil’s book 2 pg.10  Mathematics teachers guide grade 2 pg. 10 | Oral Questions  Written exercise  observation |  |
|  | 3 |  |  | By the end of the lesson, the learner should be to   1. read and write number symbols up to 20 2. identify number symbols 3. appreciate the importance of symbols | How do you read and write numbers? | Learners to read and write number symbols | Number chart  Number cards  Video clips  Mathematics Activities pupil’s book 2 pg.11  Mathematics teachers guide grade 2 pg. 11 | Oral Questions  Written exercise  observation |  |
|  | 4 |  |  | By the end of the lesson, the learner should be to   1. read and write number symbols up to 50 2. identify number symbols 3. appreciate the importance of symbols | How do you read and write numbers in symbols? | Learners to read and write number symbols in their books | Number chart  Number cards  Video clips  Mathematics Activities pupil’s book 2 pg.12  Mathematics teachers guide grade 2 pg. 12 | Oral Questions  Written exercise  observation |  |
|  | 5 |  |  | By the end of the lesson, the learner should be to   1. Read and write numbers up to 10 in words. 2. identify number symbols 3. appreciate the importance of symbols | How do you read and write numbers in words? | Learners to read and write number symbols in words in their books | Cards with numerals and words  Video clips  Mathematics Activities pupil’s book 2 pg.13  Mathematics teachers guide grade 2 pg. 13 | Oral Questions  Written exercise  observation |  |
| 3 | 1 |  |  | By the end of the lesson, the learner should be   1. identify missing number patterns 2. Work out missing numbers in patterns up to 20 in 2’s. 3. desire to complete various patterns | How do you complete a number pattern? | Learners dto identify missing number patterns  Complete various patterns in real life | Number cards  String  Rope  Video clips  Mathematics Activities pupil’s book 2 pg.14  Mathematics teachers guide grade 2 pg. 14 | Oral Questions  Written exercise  observation |  |
|  | 2 |  |  | By the end of the lesson, the learner should be   1. work out missing numbers in patterns up to 50 in 5’s. 2. Work out missing numbers in patterns up to 20 in 2’s. 3. desire to complete various patterns | How do you complete a number pattern? | Learners dto identify missing number patterns  Complete various patterns in real life | Card with numerals  Video clips  Mathematics Activities pupil’s book 2 pg.15  Mathematics teachers guide grade 2 pg. 15 | Oral Questions  Written exercise  observation |  |
|  | 3 |  |  | By the end of the lesson, the learner should be able to   1. Identify a half as part of a whole. 2. Draw half as part of a whole 3. Appreciate the role of fractions | How do you get two equal parts of a whole? | Learners to play digital games involving fractions  Draw half as part of a whole | Paper cut-outs  Manila papers  Mathematics Activities pupil’s book 2 pg.16  Mathematics teachers guide grade 2 pg. 17 | Oral Questions  Written exercise  observation |  |
|  | 4 |  | Fractions | By the end of the lesson, the learner should be able to   1. Identify a half as part of a whole. 2. Draw half as part of a whole 3. Appreciate the role of fractions | How do you get two equal parts of a whole? |  | Paper cut-outs  Manila papers  Mathematics Activities pupil’s book 2 pg.17  Mathematics teachers guide grade 2 pg. 18 | Oral Questions  Written exercise  observation |  |
|  | 5 |  |  | By the end of the lesson, the learner should be able to   1. Write a half using symbols. 2. Identify half using symbols 3. Develop curiosity in explaining half as part of a whole | How do you write a half using numbers? |  | Paper cut-outs  Felt pens  Manila papers  Mathematics Activities pupil’s book 2 pg.18  Mathematics teachers guide grade 2 pg. 19 | Oral Questions  Written exercise  observation |  |
| 4 | 1 |  |  | By the end of the lesson, the learner should be able to   1. form a whole using halves 2. identify halves used to form a whole 3. appreciate the importance of fractions | How do you use parts to form a whole? |  | 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 | Oral Questions  Written exercise  observation |  |
|  | 2 |  | Addition | By the end of the lesson, the learner should be able to   1. add a 2-digit number to a 1-digit number up to a sum of 50 horizontally and vertically 2. come up with a two digit number and a 1-digit number 3. appreciate adding numbers in real life | How do you add a 2-digit number to a 1-digit number? |  | Counters  Basic addition table  Mathematics Activities pupil’s book 2 pg.20  Mathematics teachers guide grade 2 pg. 22 | Oral Questions  Written exercise  observation |  |
|  | 3 |  |  | By the end of the lesson, the learner should be able to   1. Add a 2-digit number to a 1-digit number up to a sum of 100 horizontally. 2. come up with a two digit number and a 1-digit number 3. appreciate adding numbers in real life | How do you add a 2-digit number to a 1-digit number? |  | Counters  Basic addition table  Mathematics Activities pupil’s book 2 pg.21  Mathematics teachers guide grade 2 pg. 23 | Oral Questions  Written exercise  observation |  |
|  | 4 |  |  | By the end of the lesson, the learner should be able to   1. Add a 2-digit number to a 1-digit number without regrouping up to a sum of 100 vertically. 2. come up with a two digit number and a 1-digit number 3. appreciate adding numbers in real life | How do you add a 2-digit number to a 1-digit number? |  | Counters  Basic addition table  Place value apparatus  Mathematics Activities pupil’s book 2 pg.22  Mathematics teachers guide grade 2 pg. 24 | Oral Questions  Written exercise  observation |  |
|  | 5 |  |  | By the end of the lesson, the learner should be able to   1. Add 3-single digit numbers. 2. come up with a 3-single digit number 3. appreciate adding numbers in real life | How do you add single digit numbers? |  | Counters  Basic addition table  Mathematics Activities pupil’s book 2 pg.23  Mathematics teachers guide grade 2 pg. 25 | Oral Questions  Written exercise  observation |  |
| 5 | 1 |  |  | By the end of the lesson, the learner should be able to   1. add a 2-digit number to a 2-digit number without regrouping up to a sum of 50 horizontally. 2. Work out examples in their books 3. Appreciate addition of numbers in real life | How do you add a 2-digit number to a 2-digit number? |  | Counters  Basic addition table  Place value apparatus  Mathematics Activities pupil’s book 2 pg.24  Mathematics teachers guide grade 2 pg. 26 | Oral Questions  Written exercise  observation |  |
|  | 2 |  |  | By the end of the lesson, the learner should be able to   1. Add a 2-digit number to a 2-digit number without regrouping up to a sum of 50 vertically. 2. Work out examples in their books 3. Appreciate addition of numbers in real life | How do you add a 2-digit number to a 2-digit number? |  | Counters  Basic addition table  Place value apparatus  Mathematics Activities pupil’s book 2 pg.25  Mathematics teachers guide grade 2 pg. 27- 28 | Oral Questions  Written exercise  observation |  |
|  | 3 |  |  | By the end of the lesson, the learner should be able to   1. work out missing numbers in patterns involving addition up to 20. 2. Identify missing number in patterns 3. Develop curiosity in completing missing number patterns | How do you work out missing numbers in patterns? |  | Counters  Mathematics Activities pupil’s book 2 pg.26  Mathematics teachers guide grade 2 pg29 | Oral Questions  Written exercise  observation |  |
|  | 4 |  |  | By the end of the lesson, the learner should be able to   1. work out missing numbers in patterns involving addition up to 20. 2. Identify missing number in patterns 3. Develop curiosity in completing missing number patterns | How do you work out missing numbers in patterns? |  | Counters  Mathematics Activities pupil’s book 2 pg.26  Mathematics teachers guide grade 2 pg29 | Oral Questions  Written exercise  observation |  |
|  | 5 |  | Subtraction | By the end of the lesson, the learner should be able to   1. Subtract 2-single digit numbers horizontally. 2. Work subtraction sums in their books 3. Appreciate the importance of subtraction | How do you subtract single digit numbers? |  | Counters  Mathematics Activities pupil’s book 2 pg.27  Mathematics teachers guide grade 2 pg31 | Oral Questions  Written exercise  observation |  |
| 6 | 1 |  |  | By the end of the lesson, the learner should be able to   1. subtract 2-single digit numbers vertically 2. Work subtraction sums in their books 3. Appreciate the importance of subtraction | How do you subtract single digit numbers? |  | Counters  Mathematics Activities pupil’s book 2 pg.28  Mathematics teachers guide grade 2 pg32-33 | Oral Questions  Written exercise  observation |  |
|  | 2 |  |  | By the end of the lesson, the learner should be able to   1. Subtract a 1-digit number from a 2-single digit number horizontally. 2. Work subtraction sums in their books 3. Appreciate the importance of subtraction | How do you subtract a 1-digit number from a 2-digit number? |  | Counters  Mathematics Activities pupil’s book 2 pg.29  Mathematics teachers guide grade 2 pg. 34 | Oral Questions  Written exercise  observation |  |
|  | 3 |  |  | By the end of the lesson, the learner should be able to   1. Subtract a 2-single using the relationship between addition and subtraction. 2. Work subtraction sums in their books 3. Appreciate the importance of subtraction | How do you work out subtraction using the relationship between addition and subtraction? |  | Counters  Mathematics Activities pupil’s book 2 pg.31  Mathematics teachers guide grade 2 pg. 37 | Oral Questions  Written exercise  observation |  |
|  | 4 |  |  | By the end of the lesson, the learner should be able to   1. Work out missing numbers in subtraction of single digit numbers. 2. Identify missing number patterns 3. Develop curiosity in completing number patterns | How do you work out missing numbers in subtraction? |  | Counters  Mathematics Activities pupil’s book 2 pg.32  Mathematics teachers guide grade 2 pg. 38 | Oral Questions  Written exercise  observation |  |
|  | 5 |  |  | By the end of the lesson, the learner should be able to   1. Work out missing numbers in subtraction of single digit numbers. 2. Identify missing number patterns 3. Develop curiosity in completing number patterns | How do you work out missing numbers in subtraction? |  | Counters  Mathematics Activities pupil’s book 2 pg.33  Mathematics teachers guide grade 2 pg. 39 | Oral Questions  Written exercise  observation |  |
| 7 | 1 |  |  | By the end of the lesson, the learner should be able to   1. work out missing number in patterns involving subtraction from 1 up to 20. 2. Identify missing number patterns 3. Develop curiosity in completing number patterns | How do you work out missing numbers in patterns? |  | Counters  Mathematics Activities pupil’s book 2 pg.34  Mathematics teachers guide grade 2 pg. 40 | Oral Questions  Written exercise  observation |  |
|  | 2 |  | Multiplication | By the end of the lesson, the learner should be able to   1. Model multiplication as repeated addition up to 2 times. 2. Work out multiplication sums in their books 3. Desire to explain the importance of multiplication | How do you get the total number of objects in two groups? |  | Counters  Mathematics Activities pupil’s book 2 pg.35  Mathematics teachers guide grade 2 pg. 42 | Oral Questions  Written exercise  observation |  |
|  | 3 |  |  | By the end of the lesson, the learner should be able to   1. Model multiplication as repeated addition up to 3 times. 2. Work out multiplication sums in their books 3. Desire to explain the importance of multiplication | How do you get the total number of objects in three groups? |  | Counters  Mathematics Activities pupil’s book 2 pg.36-37  Mathematics teachers guide grade 2 pg. 43 | Oral Questions  Written exercise  observation |  |
|  | 4 |  |  | By the end of the lesson, the learner should be able to   1. Model multiplication as repeated addition up to 4 times. 2. Work out multiplication sums in their books 3. Desire to explain the importance of multiplication | How do you get the total number of objects in four groups? |  | Counters  Mathematics Activities pupil’s book 2 pg.38-39  Mathematics teachers guide grade 2 pg. 44 | Oral Questions  Written exercise  observation |  |
|  | 5 |  |  | By the end of the lesson, the learner should be able to   1. Model multiplication as repeated addition up to 5 times. 2. Work out multiplication sums in their books 3. Desire to explain the importance of multiplication | How do you get the total number of objects in five groups? |  | Counters  Mathematics Activities pupil’s book 2 pg.40-41  Mathematics teachers guide grade 2 pg. 45-46 | Oral Questions  Written exercise  observation |  |
| 8 | 1 |  |  | By the end of the lesson, the learner should be able to   1. write repeated addition as multiplication, using the sign “x” 2. Work out multiplication sums in their books 3. Desire to explain the importance of multiplication | How do you write repeated addition as multiplication using the sign “x”?? |  | Counters  Mathematics Activities pupil’s book 2 pg.42-43  Mathematics teachers guide grade 2 pg. 47 | Oral Questions  Written exercise  observation |  |
|  | 2 |  |  | By the end of the lesson, the learner should be able to   1. Write multiplication sentences from repeated addition. 2. Work out multiplication sums in their books 3. Desire to explain the importance of multiplication | How do you write multiplication sentence from repeated addition? |  | Counters  Mathematics Activities pupil’s book 2 pg.44  Mathematics teachers guide grade 2 pg. 48-49 | Oral Questions  Written exercise  observation |  |
|  | 3 |  |  | By the end of the lesson, the learner should be able to   1. multiply single digit numbers by 1 2. Work out multiplication sums in their books 3. Desire to explain the importance of multiplication | How do you multiply single digit numbers by 1? |  | Counters  Mathematics Activities pupil’s book 2 pg.45  Mathematics teachers guide grade 2 pg. 50 | Oral Questions  Written exercise  observation |  |
|  | 4 | MEASUREMENT | Length | By the end of the lesson, the learner should be able to   1. Measure length using fixed units. 2. Define the term length 3. Appreciate the importance length in real life | How can you measure length? |  | Pencils of same length.  Mathematics Activities pupil’s book 2 pg.46  Mathematics teachers guide grade 2 pg. 52 | Oral Questions  Written exercise  observation |  |
|  | 5 |  |  | By the end of the lesson, the learner should be able to   1. Measure length using fixed units. 2. Define the term length 3. Appreciate the importance length in real life | How can you measure length? |  | Stick  Classroom wall  Mathematics Activities pupil’s book 2 pg.47  Mathematics teachers guide grade 2 pg. 53 | Oral Questions  Written exercise  observation |  |
| 9 | 1 |  | Mass | By the end of the lesson, the learner should be able to   1. measure mass using fixed units 2. play digital games involving mass in kilograms 3. appreciate the importance of mass | How can you measure mass of an object? |  | Beam balance  Mathematics textbooks  Stones, bag, sand.  Mathematics Activities pupil’s book 2 pg.48  Mathematics teachers guide grade 2 pg. 55 | Oral Questions  Written exercise  observation |  |
|  | 2 |  |  | By the end of the lesson, the learner should be able to   1. measure mass using fixed units 2. play digital games involving mass in kilograms 3. appreciate the importance of mass | How can you measure mass of an object? |  | Beam balance  Coin  Potato  Rubber, chalk stick  Mathematics Activities pupil’s book 2 pg.49  Mathematics teachers guide grade 2 pg. 56 | Oral Questions  Written exercise  observation |  |
|  | 3 |  | Capacity | By the end of the lesson, the learner should be able to   1. measure capacity using fixed units 2. play digital games involving capacity 3. appreciate the importance of capacity | How can you measure the amount of water a container can hold? |  | Cup  Basin  Water  Bucket, jug, sufuria  Mathematics Activities pupil’s book 2 pg.50  Mathematics teachers guide grade 2 pg. 58 | Oral Questions  Written exercise  observation |  |
|  | 4-5 | HALF TERM | | | | | | | |
| 10 | 1 |  |  | By the end of the lesson, the learner should be able to   1. measure capacity using fixed units 2. play digital games involving capacity 3. appreciate the importance of capacity | How can you measure the amount of water a container can hold? |  | Cup  Basin  Water  Bucket, jug, sufuria, jerricans  Mathematics Activities pupil’s book 2 pg.51  Mathematics teachers guide grade 2 pg. 59 | Oral Questions  Written exercise  observation |  |
|  | 2 |  |  | By the end of the lesson, the learner should be able to   1. measure capacity using fixed units 2. play digital games involving capacity 3. appreciate the importance of capacity | How can you measure the amount of water a container can hold? |  | Cup  Basin  Water  Bucket, jug, sufuria, jerrycan  Mathematics Activities pupil’s book 2 pg.52  Mathematics teachers guide grade 2 pg. 60 | Oral Questions  Written exercise  observation |  |
|  | 3 |  | Time | By the end of the lesson, the learner should be able to   1. Identify months of the year. 2. Play digital games involving time 3. Appreciate the importance of time | How can you identify the time of the year? |  | Calendar  Digital devices  Mathematics Activities pupil’s book 2 pg.53  Mathematics teachers guide grade 2 pg. 62 | Oral Questions  Written exercise  observation |  |
|  | 4 |  |  | By the end of the lesson, the learner should be able to   1. relate the months of the year with various activities 2. Play digital games involving time 3. Appreciate the importance of time | What activities take place in a year? |  | Calendar  Digital devices  Mathematics Activities pupil’s book 2 pg.54  Mathematics teachers guide grade 2 pg. 63 | Oral Questions  Written exercise  observation |  |
|  | 5 |  |  | By the end of the lesson, the learner should be able to   1. Recite the number of days in each month of the year. 2. Play digital games involving time 3. Appreciate the importance of time | How do we tell the number of days in each month of the year? |  | Calendar  Mathematics Activities pupil’s book 2 pg.55  Mathematics teachers guide grade 2 pg. 64 | Oral Questions  Written exercise  observation |  |
| 11 | 1 |  |  | By the end of the lesson, the learner should be able to   1. Measure time using arbitrary units. 2. Play digital games involving time 3. Appreciate the importance of time | How can you tell how long an activity will take? |  | Chart of the National anthem.  Mathematics Activities pupil’s book 2 pg.56  Mathematics teachers guide grade 2 pg. 64 | Oral Questions  Written exercise  observation |  |
|  | 2 |  | Money | By the end of the lesson, the learner should be able to   1. Identify Kenyan currency coins and notes up to sh. 100. 2. Model or draw Kenyan currency 3. Appreciate the importance of money in real life | How do you identify Kenyan currency? |  | 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 | Oral Questions  Written exercise  observation |  |
|  | 3 | MEASUREMENT | Money | By the end of the lesson, the learner should be able to   1. Sort Kenyan currency in coins and notes according to their value and features. 2. Model or draw Kenyan currency   Appreciate the importance of money in real life | How do you identify Kenyan currency? |  | 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 | Oral Questions  Written exercise  observation |  |

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|  | 4 |  |  | By the end of the lesson, the learner should be able to   1. Count money in coins in values of sh.1, sh. 5, sh. 10, sh. 20, sh.40 and sh. 50 up to sh. 100. 2. Model or draw Kenyan currency   Appreciate the importance of money in real life | How do you count money? |  | Kenyan currency in coins up to a hundred.  Mathematics Activities pupil’s book 2 pg.59  Mathematics teachers guide grade 2 pg. 69 | Oral Questions  Written exercise  observation |  |
|  | 5 |  |  | By the end of the lesson, the learner should be able to   1. 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 2. Model or draw Kenyan currency   Appreciate the importance of money in real life | How do you count money? |  | Kenyan currency in coins up to a hundred.  Mathematics Activities pupil’s book 2 pg.60  Mathematics teachers guide grade 2 pg. 70 | Oral Questions  Written exercise  observation |  |
| 12 | 1 | GEOMETRY | Lines | By the end of the lesson, the learner should be able to   1. Identify straight and curved lines. 2. Model straight or curved lines 3. Appreciate the Importance of lines | How do straight and curved lines look like? |  | 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 | Oral Questions  Written exercise  observation |  |
|  | 2 |  |  | By the end of the lesson, the learner should be able to   1. Identify rectangles, circles and triangles. 2. Model various shapes in the immediate environment 3. Appreciate the Importance of shapes in the immediate environment | How does a rectangle, a circle and a triangle look like? |  | Paper cut-outs of rectangles, triangles and circle  Mathematics Activities pupil’s book 2 pg.62-63  Mathematics teachers guide grade 2 pg. 74 | Oral Questions  Written exercise  observation |  |
|  | 3-5 | REVISION | | | | | | | |
| 13 | ASSESSMENT/CLOSING | | | | | | | | |