**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**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 80.

**KEY INQUIRY QUESTION (s)**

How do you read numbers 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.71

Mathematics teachers guide grade 2 pg. 81

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups

**INTRODUCTION**

Learners to read number symbols up to 50

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to read number symbols 1 up to 80 on a number chart.

***Step 2:*** Learners in pairs or groups to read numbers in symbols, 1 u to 80 on number charts. Learners listen to audio on reading of numbers.

***Step 3:*** Learners to do activities in pupil’s book page 71.

**SUMMARY**

Review the lesson.

**CONCLUSION (Assessment of Learning)**

Learners to pick numbers from a box, flash and read.

**EXTENSION OF ACTIVITIES**

Learners to read rental box numbers at the nearest post office.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**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 80 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**

Books.

Pencils.

Bottles.

Spoons.

Number cards.

Mathematics Activities pupil’s book 2 pg.72-73.

Mathematics teachers guide grade 2 pg. 82.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to represent numbers up to 50 using objects.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to represent numbers s using objects.

|  |  |
| --- | --- |
| Number | Objects |
| 5 |  |
| 6 |  |

***Step 2:*** Guide learners in pairs or groups to represent numbers up to 80 using objects. Guide learners to fill in the table.

***Step 3:*** Learners to do activities in pupil’s book page 72.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Learners to use number cards to represent objects drawn on chart.

**EXTENSION OF ACTIVITIES**

Learners to represent numbers using objects for example number of desks in school and number of utensils at home.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**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 5s up to 100 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.

Sticks.

Stones.

Seeds.

Grains.

Mathematics Activities pupil’s book 2 p. 74.

Mathematics teachers guide grade 2 pg. 84.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count 2’s up to 50 forward and backward.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to count forward and backward in 5’s up to 100 using counters.

***Step 2:*** Learners in pairs or groups to practice counting forward and backward in 5’s up to 20 starting from any point using counters.

***Step 3:*** Learners to do activities in pupil’s book page 74

**SUMMARY**

Review the lesson and make summary.

**CONCLUSION (Assessment of Learning)**

Learners to play a game involving counting in 5’s up to 100

**EXTENSION OF ACTIVITIES**

Learners to practice counting in 5’s in school, at home and the community.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to identify place value of digits in numbers up to hundreds.

**KEY INQUIRY QUESTION (s)**

How do you identify the positions 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**

Number tins.

Sticks.

Straws.

Mathematics Activities pupil’s book 2 p. 75.

Mathematics teachers guide grade 2 pg. 85.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to identify the place value of digits in numbers up to tens.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to represent the place value of 100 using number tins.

***Step 2:*** Guide Learners in pairs or groups to represent place value of digits in numbers using number tins.

***Step 3:*** Learners to do activities in pupil’s book page 75.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Learners in turns to represent place value of digits in numbers using place value tins.

**EXTENSION OF ACTIVITIES**

Learners to represent digits in numbers using straws and place value tins in school and at home.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**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 80

**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 p. 76.

Mathematics teachers guide grade 2 pg. 86.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to read and write number symbols up to 50.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to read and write numbers 1 up to 80 using number charts and number cards.

***Step 2:*** Guide Learners in pairs or groups to read and write numbers up to 80 using number cards.

***Step 3:*** Learners to do activities in pupil’s book page 76

**SUMMARY**

Review the lesson.

**CONCLUSION (Assessment of Learning)**

Learners in turns to read and write number symbols up to 80

**EXTENSION OF ACTIVITIES**

Learners to read and write number symbols at school and at home.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**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 15 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 p. 77.

Mathematics teachers guide grade 2 pg. 87.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to answer questions on how to write numbers 11 to 15 words.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to read and write numbers 1 up to 5 in words with more emphasis on 11 to pick 15. Pick, flash, read and write numbers in words; one number at time.

***Step 2:*** Guide Learners in pairs or groups to read and write numbers 1 up to 50 in words using number cards.

***Step 3:*** Learners to do activities in pupil’s book page 77.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Learners to pick, read and write numbers up to 15 in words.

**EXTENSION OF ACTIVITIES**

Learners to prepare cards with numerals and words using papers and read them to their peers during play and to family members.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to work out missing numbers in patterns up to 50 in 2’s.

**KEY INQUIRY QUESTION (s)**

How do you complete number 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**

Cards with numerals.

Video clips.

Mathematics Activities pupil’s book 2 p. 78.

Mathematics teachers guide grade 2 pg. 88.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count in 2’s up to 50 both forward and backward.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1: Write 27, 29, 31, 33, \_\_\_\_\_, 37 and 46, 44, 42, 40, \_\_\_\_, 36.*** Show learners how to identify the rule of the pattern and work out the missing numbers in the patterns.

***Step 2:*** Guide Learners in pairs or groups to work out missing numbers in patterns up to 50.

***Step 3:*** Learners to do activities in pupil’s book page 78

**SUMMARY**

Review the lesson and make summary.

**CONCLUSION (Assessment of Learning)**

Display an incomplete number pattern chart on the board. Learners establish a rule for the pattern and then pick number cards from a box to complete the pattern.

**EXTENSION OF ACTIVITIES**

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

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to work out missing numbers in patterns up to 100 in 5’s.

**KEY INQUIRY QUESTION (s)**

How do you complete number 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**

Cards with numerals.

Video clips.

Number charts.

Mathematics Activities pupil’s book 2 p. 79.

Mathematics teachers guide grade 2 pg. 89.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count in 5’s up to 100 both forward and backward.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1: Write 60, 65, 70, 75, \_\_\_\_\_, 85 and 90, 85, 80, 75, \_\_\_\_, 65.*** Show learners how to identify the rule of the pattern and work out the missing numbers in the patterns.

***Step 2:*** Guide Learners in pairs or groups to work out missing numbers in patterns up to 100.

***Step 3:*** Learners to do activities in pupil’s book page 79

**SUMMARY**

Learners to find missing numbers in patterns of different types/examples.

**CONCLUSION (Assessment of Learning)**

Learners to fill in missing numbers in a given pattern on a number chart.

**EXTENSION OF ACTIVITIES**

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

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Fractions****(A quarter)**

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

How do you get four equal parts from 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.80.

Mathematics teachers guide grade 2 pg. 91.

**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 quarter as part of a whole using circular cut-outs.

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

***Step 3:*** Learners to do activities in pupil’s book page 80

**SUMMARY**

**Review the lesson.**

**CONCLUSION (Assessment of Learning)**

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

**EXTENSION OF ACTIVITIES**

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

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Fractions****(A quarter)**

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

How do you get four equal parts from 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.81.

Mathematics teachers guide grade 2 pg. 92.

**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 quarter as part of a whole using rectangular cut-outs.

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

***Step 3:*** Learners to do activities in pupil’s book page 81.

**SUMMARY**

Review the lesson.

**CONCLUSION (Assessment of Learning)**

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

**EXTENSION OF ACTIVITIES**

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

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Fractions****(A quarter ¼)**

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

Learners to answer questions on a quarter as part of a whole?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
|  | * **Unity** * **Respect** * **Patriotism** * **responsibility** |  |

**LEARNING RESOURCES**

Paper cut-outs.

Felt pens.

Manila paper.

Mathematics Activities pupil’s book 2 pg.82.

Mathematics teachers guide grade 2 pg. 93.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

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

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to represent a quarter using paper cut-outs. Show learners how to write a quarter as ¼.

***Step 2:*** Leaners in pairs or groups fold rectangular paper and circular paper cut-outs to get quarters. Shade one of the quarters in each cut-out and represent it as 1 out of 4; which is ¼

***Step 3:*** Learners to do activities in pupil’s book page 82.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Learners to draw, shade and label a quarter using symbols.

**EXTENSION OF ACTIVITIES**

Learners to identify a quarter as a symbol in the environment. For example at the Butchery, cereals’ shop, hotel menu.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**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 quarters.

**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 paper.

Mathematics Activities pupil’s book 2 pg.83.

Mathematics teachers guide grade 2 pg. 94.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

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

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to form a whole using quarters of circular paper cut-outs.

***Step 2:*** Leaners in pairs or groups form wholes from quarters of circular paper cut-outs by pairing and sticking on a manila paper.

***Step 3:*** Prepare quarter cut-outs of different sizes.

***Step 4:*** Learners to do activities in pupil’s book page 83

**SUMMARY**

Review the lesson and make summary.

**CONCLUSION (Assessment of Learning)**

Learners to display wholes formed from quarters.

**EXTENSION OF ACTIVITIES**

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

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: 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 with regrouping up to a sum of 50 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 facts table.

Mathematics Activities pupil’s book 2 pg.84.

Mathematics teachers guide grade 2 pg. 96.

**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 14 + 8 =

***Step 2:*** Show learners how to break apart 8 as 6 + 2 and then add 6 to 14 to make a ten.

14 + 8 = 14 + 6 + 2

20 + 2 = 22

22

Therefore, 14 + 8 =

***Step 3:*** Write 35 + 7 =. Guide learners in pairs or groups to add 35 + 7 by breaking apart.

***Step 3:*** Learners to do activities in pupil’s book page84

**SUMMARY**

Review the lesson on addition.

**CONCLUSION (Assessment of Learning)**

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

**EXTENSION OF ACTIVITIES**

Learners to practice addition by breaking apart with their family members.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****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 with regrouping up to a sum of 50 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 facts table.

Place value apparatus.

Mathematics Activities pupil’s book 2 pg.85.

Mathematics teachers guide grade 2 pg. 97-98.

**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 28

|  |
| --- |
|  |

+9

Show learners how to add 8 ones to 9 ones to get 17 one. Show them how to regroup 17 ones as 1 ten and 7 ones, take 1 ten to the ten place. Add the tens as 1 + 2 to get 3 tens.

28

|  |
| --- |
| 37 |

***+9***

***Step 3:*** Guide learners in pairs or groups to add 25 + 7 with regrouping.

***Step 3:*** Learners to do activities in pupil’s book page85

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

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

**EXTENSION OF ACTIVITIES**

Learners to practice addition by breaking apart with their family members.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: 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 with regrouping 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 facts table.

Mathematics Activities pupil’s book 2 pg.86.

Mathematics teachers guide grade 2 pg. 99.

**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 68 + 5 = show learners how to break apart 5 as 2 +3 and then add 2 to 63 to make a ten.

65 + 5 = 68 + 2 + 3

70 + 3 = 73

73

Therefore 68 + 5 =

***Step 3:*** Write 25 + 7 = Guide learners in pairs or groups to add 25 + 7 by regrouping.

***Step 3:*** Learners to do activities in pupil’s book page86

**SUMMARY**

Review the lesson.

**CONCLUSION (Assessment of Learning)**

Learners to add a 2-digit number to a 1-digit number with regrouping up to a sum of 100 horizontally.

**EXTENSION OF ACTIVITIES**

Learners to practice addition with family members.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****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 with 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 facts table.

Place value apparatus.

Mathematics Activities pupil’s book 2 pg.87.

Mathematics teachers guide grade 2 pg. 100-101.

**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 46

|  |
| --- |
|  |

+9

Show learners how to add 6 ones to 9 ones to get 15 ones. Show them how to regroup 15 ones as 1 ten and 5 ones, take 1 ten to the ten place. Add the tens as 1 + 4 to get 5 tens.

46

|  |
| --- |
| 37 |

***+9***

***Step 3:*** Write 67 + 8 = Guide learners in pairs or groups to add 67 + 8 vertically.

***Step 3:*** Learners to do activities in pupil’s book page87

**SUMMARY**

Review the lesson.

**CONCLUSION (Assessment of Learning)**

Learners to add a 2-digit number to a 1-digit number with regrouping up to a sum of 100 vertically.

**EXTENSION OF ACTIVITIES**

Learners to practice addition with family members*.*

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****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 3-single digit numbers up to a sum of 20.

**KEY INQUIRY QUESTION (s)**

How do you add single digit numbers?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
|  | * **Unity** * **Respect** * **Patriotism** * **responsibility** |  |

**LEARNING RESOURCES**

Counters .

Basic addition facts table.

Mathematics Activities pupil’s book 2 pg.88.

Mathematics teachers guide grade 2 pg. 102

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups

**INTRODUCTION**

Learners to add a 2-single digit numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write 7 + 5 + 3 = show learners how to add 5 to 7 to get 12, then add 3 to 12 to get 15 as

7 + 5 = 12, 12 + 3 = 15

Therefore, 7 + 5 + 3 = 15

***Step 3:*** Write 6 + 4 + 8 = Guide learners in pairs or groups to work out 6 + 4 + 8

***Step 3:*** Learners to do activities in pupil’s book page88

**SUMMARY**

Review the lesson and make summary

**CONCLUSION (Assessment of Learning)**

Learners to add 3-single digit numbers up to a sum of 20.

**EXTENSION OF ACTIVITIES**

Learners to practice addition of single digit numbers with their family members.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****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 2-digit number up to a sum of 100 without regrouping 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.

Place value apparatus.

Mathematics Activities pupil’s book 2 pg.89.

Mathematics teachers guide grade 2 pg. 103.

**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 64 + 23 = show learners how to add 4 ones to 3 ones to get 7 ones to write 7 in ones place. Show them

how to add 6 tens to 2 tens to get 8 tens and to write 8 in the tens place.

87

Therefore, 64 + 23 =

***Step 3:*** Write 53 + 26 = Guide learners in pairs or groups to work out 53 + 26

***Step 3:*** Learners to do activities in pupil’s book page89

**SUMMARY**

Review the lesson and make summary.

**CONCLUSION (Assessment of Learning)**

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

**EXTENSION OF ACTIVITIES**

Learners to practice adding a 2-digit number to a 2-digit number with their family members.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****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 2-digit number up to a sum of 50 with regrouping 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.

Place value apparatus.

Mathematics Activities pupil’s book 2 pg.89.

Mathematics teachers guide grade 2 pg. 103.

**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 18 + 27 = show learners how to add 8 ones to 7 ones to get 15 ones. Show them how to regroup 15 ones as 1 ten and 5 ones, then take the 1 ten to the tens place. Add the tens as 1 + 1 + 2 to get 4

18

+21

***Step 3:*** Write 26 + 19 = Guide learners in pairs or groups to work out 26 + 19

45

***Step 3:*** Learners to do activities in pupil’s book page90

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Learners to add a 2-digit number to a 2-digit number up to a sum of 50 with regrouping horizontally.

**EXTENSION OF ACTIVITIES**

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

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****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 2-digit number up to a sum of 50 with regrouping 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.

Place value apparatus.

Basic addition facts table.

Mathematics Activities pupil’s book 2 pg.90.

Mathematics teachers guide grade 2 pg. 105-106.

**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 31

***+***19

Show learners how to add 1 ones to 9 ones to get 10 ones. Show them how to regroup 10 ones as 1 ten and 0 ones. Explain to the learners to write 0 in the ones place, then take the 1 ten to the tens place

Add the tens as 1 + 3 + 1 to get 5

31

+19

50

***Step 3:*** Write 26

+18

Guide learners in pairs or groups to work out 26 + 18

***Step 3:*** Learners to do activities in pupil’s book page91

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Learners to add a 2-digit number to a 2-digit number up to a sum of 50 with regrouping vertically.

**EXTENSION OF ACTIVITIES**

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

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****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 2-digit number up to a sum of 50 with regrouping 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.

Place value apparatus.

Basic addition facts table.

Mathematics Activities pupil’s book 2 pg.93.

Mathematics teachers guide grade 2 pg. 107.

**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 the pattern 17, 19, 21, 23, \_\_\_\_\_, 27

Show learners how to work out the missing number in the pattern 17, 19, 21, 23, \_\_\_\_, 27 by adding 2 to a number to get the next number.

The missing number is 25. Therefore the pattern is 17, 19, 21, 23, 25, and 27

***Step 3:*** Write the pattern 16, 20, 24, 28, \_\_\_, \_\_\_

Guide learners in pairs or groups to work out missing numbers in the patterns.

***Step 3:*** Learners to do activities in pupil’s book page92

**SUMMARY**

Review the lesson.

**CONCLUSION (Assessment of Learning)**

Learners to work out missing numbers in patterns involving addition up to 50.

**EXTENSION OF ACTIVITIES**

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

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to subtract multiples of 10 up to 90 horizontally.

**KEY INQUIRY QUESTION (s)**

How do you subtract tens?

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

Bundles of sticks.

Tens frame.

Mathematics Activities pupil’s book 2 pg.93.

Mathematics teachers guide grade 2 pg. 109.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to make bundles of 10 sticks.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write the pattern 70 – 30 =

Show learners how to work 70 – 30. Explain to the learners that 70 is 7 tens and 30 is 3 tens. Show learners how to subtract 3 tens from 7 tens to get 4 tens. Write 4 tens as 40.

40

Therefore 70 – 30 =

***Step 3:*** Write the pattern 60 – 20

Guide learners in pairs or groups to work out 60 - 20

***Step 3:*** Learners to do activities in pupil’s book page93

**SUMMARY**

*Review the lesson*

**CONCLUSION (Assessment of Learning)**

Learners to subtract multiples of 10 up to 90 horizontally.

**EXTENSION OF ACTIVITIES**

Learners to practice subtraction of multiples of 10 up to 90 with family members

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to subtract multiples of 10 up to 90 vertically.

**KEY INQUIRY QUESTION (s)**

How do you subtract tens?

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

Bundles of sticks.

Tens frame.

Mathematics Activities pupil’s book 2 pg.94.

Mathematics teachers guide grade 2 pg. 110.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to subtract multiples of 10 up to 50.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write 50

–20

Show learners how to work 50 – 20 by first subtracting the ones (0 – 0 = 0 ones) then the tens (5 – 2 = 3 tens) and writing the digits in their correct place.

***Step 3:*** Write the pattern 70

–50

Guide learners in pairs or groups to work out 70 - 50

***Step 3:*** Learners to do activities in pupil’s book page 94.

**SUMMARY**

Review the lesson and make summary.

**CONCLUSION (Assessment of Learning)**

Learners to subtract multiples of 10 up to 90 vertically.

**EXTENSION OF ACTIVITIES**

Learners to practice subtraction of multiples of 10 up to 90 with family members.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**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-digit number using the relationship between addition and subtraction.

**KEY INQUIRY QUESTION (s)**

How do you subtract numbers 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.

Basic addition table.

Mathematics Activities pupil’s book 2 pg.95.

Mathematics teachers guide grade 2 pg. 111.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add and subtract single digit numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

15

***Step 1:*** Write 7 + 8 = and 8 + 7 =

15

15 - = 17 15 - = 8

Show learners how to write 7 + 8 = 15 as 15 – 8 = 7 and 8 + 7 = 15 as 15 – 8 = 7. Explain to the learners the numbers 7, 8, 15 make a number fact family.

Therefore 7 + 8 = 15 and 8 + 7 = 15

15 – 8 = 7 and 15 – 7 = 8

15

15

***Step 2:*** Write 6 + 9 = and 9 + 6 =

Guide learners in pairs or groups to use 6 + 9 = 15 and 9 + 6 = 15 to work out the related subtraction sentence.

***Step 3:*** Learners to do activities in pupil’s book page 95

**SUMMARY**

Review the lesson on subtraction.

**CONCLUSION (Assessment of Learning)**

Learners to subtract a 1-digit number from a 2-digit numbers using the relationship between addition and subtraction.

**EXTENSION OF ACTIVITIES**

Learners to practice subtraction of numbers using the relationship between addition and subtraction with family members.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**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 a 1-digit number from a 2-digit number.

**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.

Basic addition table.

Mathematics Activities pupil’s book 2 pg.95.

Mathematics teachers guide grade 2 pg. 111.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add and subtract single digit numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write 13 - = 5

Show learners how to work out the missing number in

13 - = 5

by subtracting the smaller number from the bigger number as 13 – 5 = 8. Explain to the learner that the numbers 5, 8, 13 is a number fact family.

Therefore, 13 - = 5

***Step 2:*** Write 64 - = 59

Guide learners in pairs or groups to work out the missing number in

64 - = 59

***Step 3:*** Learners to do activities in pupil’s book page 96

**SUMMARY**

Review the lesson on subtraction and make summary.

**CONCLUSION (Assessment of Learning)**

Learners to work out missing numbers using fact family.

**EXTENSION OF ACTIVITIES**

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

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**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 a 1-digit number from a 2-digit number.

**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.97.

Mathematics teachers guide grade 2 pg. 113.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add and subtract single digit numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write - 4 = 6

Show learners how to work out the missing number in

* 13 = 5

by adding the two given numbers as 4 + 6 = 10. The missing number is 10.

10

Therefore, - 4 = 6

***Step 2:*** Write - 7 = 69

Guide learners in pairs or groups to work out the missing number in

* - 7 = 69

***Step 3:*** Learners to do activities in pupil’s book page 97

**SUMMARY**

Review the lesson.

**CONCLUSION (Assessment of Learning)**

Learners to work out missing numbers using fact family.

**EXTENSION OF ACTIVITIES**

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

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**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 a 2-digit number from a 2-digit number.

**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.98.

Mathematics teachers guide grade 2 pg. 114.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to add and subtract single digit numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write 59- = 34

Show learners how to work out the missing number in

13 - = 34

by subtracting the smaller number from the bigger number as 59 – 34 = 25. The missing number is 25.

25

Therefore, 59 - = 34

***Step 2:*** Write 77 - = 26

Guide learners in pairs or groups to work out the missing number in

77 - = 26

***Step 3:*** Learners to do activities in pupil’s book page 98.

**SUMMARY**

*Review the lesson*

**CONCLUSION (Assessment of Learning)**

Learners to work out missing numbers in subtraction of 2- digit numbers.

**EXTENSION OF ACTIVITIES**

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

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**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 patterns involving subtraction from 1 up to 50.

**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.99.

Mathematics teachers guide grade 2 pg. 115.

**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 39, 37, 35, \_\_\_\_\_\_

Show learners how to work out the missing number in patterns 39, 37, 35, \_\_\_\_\_ by subtracting 2 from a number to get the next number.

39 – 2 = 37 37 – 2 = 35, 35 – 2 = 33

The missing number is 33

The pattern is 39, 37, 35, 33

***Step 2:*** Write the pattern 47, 45, 43, \_\_\_\_

Guide learners in pairs or groups to work out the missing number in pattern

47, 45, 43, \_\_\_\_\_

***Step 3:*** Learners to do activities in pupil’s book page 99

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Learners to work out missing numbers in patterns involving subtraction from 1 up to 50.

**EXTENSION OF ACTIVITIES**

Learners to practice working out missing numbers in patterns involving subtraction from 1 up to 50 with family members.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to multiply single digit numbers by 2.

**KEY INQUIRY QUESTION (s)**

How do you multiply single digit numbers by 2?

|  |  |  |
| --- | --- | --- |
| **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.100.

Mathematics teachers guide grade 2 pg. 117.

**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

 

 

 

3 + 3 = 6

Show learners that 2 groups with 3 objects each is written as 2 × 3 and to write the multiplication sentence as 2 × 3 = 6

 

 

 

***Step 2:*** Draw and is

4 + 4 = 8

Guide learners in pairs or groups to multiply single digit numbers by 2.

***Step 3:*** Learners to do activities in pupil’s book page 100.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Learners to multiply single digit numbers by 2.

**EXTENSION OF ACTIVITIES**

Learners to practice how to multiply single digit numbers by 2 with family members.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

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

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

How do you multiply single digit numbers by 3?

|  |  |  |
| --- | --- | --- |
| **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.101.

Mathematics teachers guide grade 2 pg. 118.

**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

 

 

 

4 + 4 + 4 = 12

Show learners that 3 groups with 4 objects each is written as 3 × 4 and to write the multiplication sentence as 3 × 4 = 12

 







***Step 2:*** Draw and and is is

2 + 2 + 2 = 6

Guide learners in pairs or groups to multiply single digit numbers by 3.

***Step 3:*** Learners to do activities in pupil’s book page 101.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Learners to multiply single digit numbers by 3

**EXTENSION OF ACTIVITIES**

Learners to practice how to multiply single digit numbers by 3 with family members.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to multiply single digit numbers by 4.

**KEY INQUIRY QUESTION (s)**

How do you multiply single digit numbers by 4?

|  |  |  |
| --- | --- | --- |
| **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.102.

Mathematics teachers guide grade 2 pg. 119.

**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 is

 

 

 

 

 

3 + 3 + 3 + 3 = 12

Show learners that 4 groups with 3 objects each is written as 4 × 3 and to write the multiplication sentence as 4 × 3 = 12





***Step 2:*** Draw and and and is is





4 + 4 + 4 + 4 = 12

Guide learners in pairs or groups to multiply single digit numbers by 4.

***Step 3:*** Learners to do activities in pupil’s book page 102.

**SUMMARY**

*Review the lesson.*

**CONCLUSION (Assessment of Learning)**

Learners to multiply single digit numbers by 4

**EXTENSION OF ACTIVITIES**

Learners to practice how to multiply single digit numbers by 4 with family members.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to represent division as equal sharing.

**KEY INQUIRY QUESTION (s)**

How can you share a given number of objects equally?

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

Bottle tops.

Seeds.

Sticks.

Balls, marbles, stones, grains.

Mathematics Activities pupil’s book 2 pg.103.

Mathematics teachers guide grade 2 pg. 121.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share their experience on sharing items equally at home and at school.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Share 6 bottle tops equally between 2 learners by giving each learner a bottle top at a time. Count the number of bottle tops each learner gets.

***Step 2:*** Guide learners in pairs or groups to share objects equally and then count how many each has.

***Step 3:*** Learners to do activities in pupil’s book page 103.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Learners to share items equally

**EXTENSION OF ACTIVITIES**

Learners to practice sharing at home.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to represent division as equal grouping.

**KEY INQUIRY QUESTION (s)**

How can we make groups with equal number of objects from a given number of 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**

Bottle tops.

Seeds.

Sticks.

Balls, marbles, stones, grains.

Mathematics Activities pupil’s book 2 pg.104.

Mathematics teachers guide grade 2 pg. 122.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share their experiences in forming equal groups at school.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to form groups of 3 from 12 seeds. Count the number of groups formed.

***Step 2:*** Guide learners in pairs or groups to form groups of 4 from 20 sticks. Count and write the number of groups formed. Learners to share their results with other groups.

***Step 3:*** Learners to do activities in pupil’s book page 104.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions on equal grouping

**EXTENSION OF ACTIVITIES**

Learners to practice putting objects into groups with equal numbers at home.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to represent division as equal sharing and equal grouping using the division sign. “ ÷ “.

**KEY INQUIRY QUESTION (s)**

How do you write equal sharing and equal grouping using the sign?

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

Bottle tops.

Seeds.

Sticks.

Balls, marbles, stones, cups, pencils, wooden blocks.

Mathematics Activities pupil’s book 2 pg.105.

Mathematics teachers guide grade 2 pg. 123.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share their experiences on sharing and equal grouping.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Draw 10 bottle tops. Show learners how to share 10 bottle tops equally between 2 learners.

Write the division sentence as 10 ÷ 2

Draw 6 cups. Show learners how to put 6 cups into 3 equal groups.

Write the division sentence as 6 ÷ 3

***Step 2:*** Guide learners in pairs or groups to share equally and also form groups with equal number of objects. Learners to use division sign to represent equal sharing and equal grouping.

***Step 3:*** Learners to do activities in pupil’s book page 105.

**SUMMARY**

Review the lesson.

**CONCLUSION (Assessment of Learning)**

Learners to represent equal sharing and equal grouping using division “÷” sign.

**EXTENSION OF ACTIVITIES**

Learners to practice representing equal sharing and equal grouping as division with family members*.*

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to represent division as equal sharing and equal grouping using the division sign. “ ÷ “ in writing division sentences.

**KEY INQUIRY QUESTION (s)**

How do you represent equal sharing or equal grouping using 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**

Bottle tops.

Seeds.

Sticks.

Balls, marbles, stones, cups, pencils, wooden blocks.

Mathematics Activities pupil’s book 2 pg.107.

Mathematics teachers guide grade 2 pg. 124.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share objects equally and form equal groups in the classroom.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show how to represent equal sharing with the division symbol by sharing 6 balls among 3 learners. Show learners how to represent equal grouping with the division symbol by putting 8 balls into groups of 2

***Step 2:*** Guide learners in pairs or groups to share equally and also form groups with equal numbers and write division sentences for the activities.

***Step 3:*** Learners to do activities in pupil’s book page 107

**SUMMARY**

Review the lesson and make summary points.

**CONCLUSION (Assessment of Learning)**

Learners to write division sentences to represent equal sharing and equal grouping.

**EXTENSION OF ACTIVITIES**

Learners to practice writing division sentences to represent equal sharing or equal grouping at home.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to divide numbers up to 10 by 2 and 3 without remainder.

**KEY INQUIRY QUESTION (s)**

How can you divide 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**

Balloons.

Counters.

Marbles.

Mathematics Activities pupil’s book 2 pg.108.

Mathematics teachers guide grade 2 pg. 125.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share objects equally and to form groups with equal objects.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Write 10 ÷ 2 = and 6 ÷ 3 = . Show learners how to work out 10 ÷ 2 by sharing 10 balloons equally between 2

Learners for each to get 5 and 6 ÷ 3 by grouping 6 marbles into 3 groups of 2 marbles each.

2

5

Therefore 10 ÷ 2 = and 6 ÷ 3 =

***Step 2:*** Guide learners in pairs or groups to use equal sharing and equal grouping to divide numbers. Learners to share their results with the other groups.

***Step 3:*** Learners to do activities in pupil’s book page 108

**SUMMARY**

Review the lesson and make summary.

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions on division of numbers.

**EXTENSION OF ACTIVITIES**

Learners to practice dividing numbers with family members.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: MEASUREMENT**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify the metre as a unit of measuring length.

**KEY INQUIRY QUESTION (s)**

What can we use to get the same length for the same 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**

Coloured sticks of different lengths including a 1- metre stick.

Mathematics Activities pupil’s book 2 pg.109

Mathematics teachers guide grade 2 pg. 127

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups

**INTRODUCTION**

Learners to suggest objects they can use to measure length.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to measure the length of the chalkboard using Coloured sticks. Record the measure for each stick.

***Step 2:*** Guide learners in pairs or groups to measure length using the Coloured sticks. Learners record the lengths and share with other groups. Guide learners in identifying the metre as a unit of measuring length

***Step 3:*** Learners to do activities in pupil’s book page 109

**SUMMARY**

Review the lesson and make summary

**CONCLUSION (Assessment of Learning)**

Learners to compare lengths using the metre stick.

**EXTENSION OF ACTIVITIES**

Learners to discuss with family members the use of metre to measure length.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****MEASUREMENT**

**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 the metre.

**KEY INQUIRY QUESTION (s)**

What do we use in measuring 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**

1- Metre stick.

Mathematics Activities pupil’s book 2 pg.110

Mathematics teachers guide grade 2 pg. 128

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups

**INTRODUCTION**

Learners to use sticks to measure length

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to measure the length of the shorter side of the classroom wall using a 1-metre stick.

***Step 2:*** Guide learners in pairs or groups to measure length using 1-metre sticks and record. Learners to share their findings with other groups. Explain that the length of objects is the same across the groups because the unit of measure is uniform.

***Step 3:*** Learners to do activities in pupil’s book page 110

**SUMMARY**

Review the lesson .

**CONCLUSION (Assessment of Learning)**

Learners to measure length using 1-metre sticks.

**EXTENSION OF ACTIVITIES**

Learners to measure length in metres in the environment.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: MEASUREMENT**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify kilogram as a unit of measuring mass.

**KEY INQUIRY QUESTION (s)**

What can we use to get the same mass for the same 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**

Coins.

Exercise books.

School bag.

Beam balance.

Wood, packets of chalk.

Mathematics Activities pupil’s book 2 pg.111.

Mathematics teachers guide grade 2 pg. 130.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share their experiences on measuring mass.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Using the beam balance, show learners how to balance 1-kg mass with sand.

***Step 2:*** Guide learners in pairs or groups to balance 1-kg mass with soil. Learner to record the mass and share with other groups. Guide learners in identifying kilogram as a unit of measuring mass.

***Step 3:*** Learners to do activities in pupil’s book page 111.

**SUMMARY**

Review the lesson and make summary.

**CONCLUSION (Assessment of Learning)**

Learners to balance 1-kg mass with different mass of items.

**EXTENSION OF ACTIVITIES**

Learners to identify objects with a mass of 1kg at home.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****MEASUREMENT**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to make a 1-kg mass.

**KEY INQUIRY QUESTION (s)**

How can we get the same measure of mass for the same object each time we measure?

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

1-kg mass.

Soil .

Sand, seeds.

Beam balance.

Wood, packets of chalk.

Mathematics Activities pupil’s book 2 pg.112.

Mathematics teachers guide grade 2 pg. 131.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to name items measured in kilograms.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Using the beam balance and the 1-kg mass, show learners how to make 1-kg mass using soil.

***Step 2:*** Guide learners in pairs or groups to make 1-kg mass using soil, seeds, stones.

***Step 3:*** Learners to do activities in pupil’s book page 112

**SUMMARY**

Review the lesson.

**CONCLUSION (Assessment of Learning)**

Learners to compare the 1-kg mass made.

**EXTENSION OF ACTIVITIES**

Learners to identify items measured in kilograms in the environment.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****MEASUREMENT**

**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 find the amount of water a container holds?

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

Jug.

Basin .

Jerrycan.

Sufuria.

Mathematics Activities pupil’s book 2 pg.113

Mathematics teachers guide grade 2 pg. 133

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share experience on filling of containers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to find the number of jugs full of water that fill a basin. The number of jugs full of water that fill the basin.

***Step 2:*** Guide learners in pairs or groups to find the number of jugs full of water that fill given containers. Learners to share their finding with the other groups.

***Step 3:*** Learners to do activities in pupil’s book page 113

**SUMMARY**

Review the lesson on capacity*.*

**CONCLUSION (Assessment of Learning)**

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

**EXTENSION OF ACTIVITIES**

Learners to find the capacity of containers in the environment using other containers.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****MEASUREMENT**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify the litre as a unit of measuring capacity.

**KEY INQUIRY QUESTION (s)**

How can you find the capacity of a container?

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

Jug .

Water .

Bowl.

1-litre tin.

Mathematics Activities pupil’s book 2 pg.114.

Mathematics teachers guide grade 2 pg. 134.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share experience on pouring water from a small container to a larger container.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to find the amount of water a bucket can hold. Fill the bucket with water using a jug and record the number of jus. Fill the same bucket using a 1-litre tin and record the number of cans. Write the number of jugs full of water and number of tins that fill the bucket.

***Step 2:*** Guide learners in pairs or groups to measure the capacity of a bucket using a jug and repeat using 1-litre tins. Explain that the number of 1-litre tins used give the capacity of the bucket in litres.

***Step 3:*** Learners to do activities in pupil’s book page 114.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Learners to compare capacity of containers using the litre.

**EXTENSION OF ACTIVITIES**

Learners to identify containers in the environment whose capacity is given in litres*.*

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: MEASUREMENT**

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

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to measure capacity in litres.

**KEY INQUIRY QUESTION (s)**

How can you measure the capacity of a container?

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

Jerrycan.

Water.

Sufuria.

1-litre tin.

Mathematics Activities pupil’s book 2 pg.115.

Mathematics teachers guide grade 2 pg. 135.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to name containers they commonly use.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to find the capacity of a pot using a 1- litre. Explain to the learners that the capacity of the pot in litres is equal to the number of 1-litre tin that filled it.

***Step 2:*** Guide learners in pairs or groups to measure the capacity of a jerrycan and a sufuria using 1-litre tins. Learners to share findings with other groups.

***Step 3:*** Learners to do activities in pupil’s book page 115

**SUMMARY**

Review the lesson and make summary notes.

**CONCLUSION (Assessment of Learning)**

Learners to give the capacity of a given container in litres.

**EXTENSION OF ACTIVITIES**

Learners to measure capacity of containers in litres at home*.*

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****MEASUREMENT**

**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 takes?

|  |  |  |
| --- | --- | --- |
| **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 on National Anthem in Kiswahili.

Mathematics Activities pupil’s book 2 pg.116.

Mathematics teachers guide grade 2 pg. 137.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song while clapping.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to time the singing of the first stanza of the national Anthem in Kiswahili by nodding at equal intervals. Have a learner count the number of nods as you sing. Write on the board the number of nods.

***Step 2:*** Guide learners in pairs or groups to sing the National Anthem in Kiswahili while foot thumping. Record the number of foot thumps. Repeat the activity using nods and thump clicks. Learners to share their findings with other groups.

***Step 3:*** Learners to do activities in pupil’s book page 116

**SUMMARY**

Review the lesson and make summary.

**CONCLUSION (Assessment of Learning)**

Learners to sing a familiar song while foot thumping and record the number of foot thumps.

**EXTENSION OF ACTIVITIES**

Learners to practice timing of activities in the community.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****MEASUREMENT**

**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 fixed units.

**KEY INQUIRY QUESTION (s)**

How can you tell how long an activity takes?

|  |  |  |
| --- | --- | --- |
| **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 on National Anthem.

Mathematics Activities pupil’s book 2 pg.117.

Mathematics teachers guide grade 2 pg. 138.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song while nodding.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to time the singing of the first stanza of the national Anthem using nods at equal intervals. Pick one learner to record the number of nods. Write on board the number of nods.

***Step 2:*** Guide learners in pairs or groups to sing the National Anthem while nodding and record the number of nods. Repeat the activity using another familiar song. Learners to share their findings with other groups.

***Step 3:*** Learners to do activities in pupil’s book page 117

**SUMMARY**

Review the lesson.

**CONCLUSION (Assessment of Learning)**

Learners to sing a familiar song while nodding and record the number of nods.

**EXTENSION OF ACTIVITIES**

Learners to practice timing of activities in the community.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: TIME (clock face)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify clock face.

**KEY INQUIRY QUESTION (s)**

How can you tell time?

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

Analogue clocks.

Mathematics Activities pupil’s book 2 pg.118.

Mathematics teachers guide grade 2 pg. 139.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share their experiences with clocks.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how a clock face and explain and explain its features. Draw the clock face on the board.

***Step 2:*** Guide learners in pairs or groups to identify the features of a clock face. Learners to share their findings with other groups.

***Step 3:*** Learners to do activities in pupil’s book page 118

**SUMMARY**

Review the lesson and make summary.

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions on the clock face.

**EXTENSION OF ACTIVITIES**

Learners to explore features of clock faces at home.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: TIME (reading and telling time)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to read and tell time by the hour.

**KEY INQUIRY QUESTION (s)**

How can you tell time?

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

Analogue clocks.

Mathematics Activities pupil’s book 2 pg.119.

Mathematics teachers guide grade 2 pg. 140.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share their experiences on how they tell time.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Using a clock face, explain how to tell time by the hour. Draw a clock face indicating time by the hour.

***Step 2:*** Using the clock face, Guide learners in pairs or groups to tell time by the hour. Learners to share their findings with the other groups.

***Step 3:*** Learners to do activities in pupil’s book page 119.

**SUMMARY**

Review the lesson and make summary

**CONCLUSION (Assessment of Learning)**

Learners to tell time by the hour.

**EXTENSION OF ACTIVITIES**

Learners to tell time by the hour at home.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: MONEY (buying and selling)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to relate money to goods and services up to 100 shillings.

**KEY INQUIRY QUESTION (s)**

What can you do with 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**

Classroom shop.

Money.

Mathematics Activities pupil’s book 2 pg.120.

Mathematics teachers guide grade 2 pg. 142.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share their experiences on use of money.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Role play shopping activities for goods up to 100 shillings.

***Step 2:*** Guide learners in pairs or groups to role play use of money in shopping activities and paying for services. Learners to share experiences with other groups.

***Step 3:*** Learners to do activities in pupil’s book page 120.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Learners to tell what goods they can buy and services they can pay for with money.

**EXTENSION OF ACTIVITIES**

Learners to participate in shopping activities and services in the community.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: MONEY (change)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to represent the same amount of money in different denominations.

**KEY INQUIRY QUESTION (s)**

How can you represent the same amount of money in different forms?

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

Real money in notes and coins.

Mathematics Activities pupil’s book 2 pg.121.

Mathematics teachers guide grade 2 pg. 143.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share their experiences with money and its value.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to represent 5 shilling and 10 shilling shillings in different denominations. Write 5 shillings and 10 shillings and their equivalent in different denominations.

***Step 2:*** Guide learners in pairs or groups to represent same amounts of money in different denominations. Explain to the learner that this is called change.

***Step 3:*** Learners to do activities in pupil’s book page 121

**SUMMARY**

Review the lesson.

**CONCLUSION (Assessment of Learning)**

Learners to represent given amount of money in different denominations.

**EXTENSION OF ACTIVITIES**

Learners to assist their parents in getting and giving change.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: MONEY (Needs and wants)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to differentiate needs and wants.

**KEY INQUIRY QUESTION (s)**

How can you choose what to do with your 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**

Picture of toys.

Water.

Food.

Dress, bar soap, ball.

Mathematics Activities pupil’s book 2 pg.122.

Mathematics teachers guide grade 2 pg. 144.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share how they can spend a given amount of money.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Display and explain pictures of goods that can be bought with money. Explain to the learners that there are some things we cannot do without and other that we can do without. Write the needs and wants from the pictures displayed.

***Step 2:*** Guide learners in pairs or groups to identify needs and wants. Learners to share their findings with other groups.

***Step 3:*** Learners to do activities in pupil’s book page 122

**SUMMARY**

Review the lesson and make summary.

**CONCLUSION (Assessment of Learning)**

Learners to share on their experience in making choices between needs and wants.

**EXTENSION OF ACTIVITIES**

Learners to participate in making choices on spending money at home.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: MONEY (Spending and saving)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to appreciate spending and saving in real life.

**KEY INQUIRY QUESTION (s)**

Why do you save 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**

Real money in coins and notes.

Mathematics Activities pupil’s book 2 pg.123.

Mathematics teachers guide grade 2 pg. 145.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to share their experience on saving money.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Share with learners your experiences on spending wisely and saving money.

***Step 2:*** Guide learners in pairs or groups to discuss experiences on spending and saving money. Explain situations when one can save money

***Step 3:*** Learners to do activities in pupil’s book page 123.

**SUMMARY**

Review the lesson and make summary.

**CONCLUSION (Assessment of Learning)**

Learners to identify situations when they can save money.

**EXTENSION OF ACTIVITIES**

Learners to participate in spending and saving money in the community.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****GEOMETRY**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: LINES (making straight lines)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able make straight lines.

**KEY INQUIRY QUESTION (s)**

How do you make straight lines?

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

Plascticine.

Clay.

Water, a piece of rope.

Baking dough, string, rope.

Mathematics Activities pupil’s book 2 pg.124

Mathematics teachers guide grade 2 pg. 147

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to draw straight line in the air.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to model straight lines using paper marche or clay or Plascticine or baking dough.

***Step 2:*** Guide learners in pairs or groups to model straight lines using paper Marche or Plascticine or baking dough

***Step 3:*** Learners to do activities in pupil’s book page 124

**SUMMARY**

Review the lesson.

**CONCLUSION (Assessment of Learning)**

Learners to display and discuss models of straight lines made during the lesson.

**EXTENSION OF ACTIVITIES**

Learners to model straight lines in school, at home and in the community.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: GEOMETRY**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: LINES (drawing straight lines)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able draw straight lines.

**KEY INQUIRY QUESTION (s)**

How do you draw straight lines?

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

Pieces of sticks.

Crayons.

Chalk and charcoal.

Mathematics Activities pupil’s book 2 pg.125.

Mathematics teachers guide grade 2 pg. 148.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to draw straight line in the air.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Show learners how to draw straight lines using pieces of stick, crayons, chalk or charcoal.

***Step 2:*** Guide learners in pairs or groups to draw straight lines using pieces of sticks, crayons, chalk or charcoal.

***Step 3:*** Learners to do activities in pupil’s book page 125.

**SUMMARY**

Review the lesson on drawing lines and make summary.

**CONCLUSION (Assessment of Learning)**

Learners to draw straight lines in their exercise books.

**EXTENSION OF ACTIVITIES**

Learners to practice drawing straight lines in school, at home and in the community during playtime*.*

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****GEOMETRY**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: SHAPES (ovals)**

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

How do ovals 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, circles and oval objects.

Mathematics Activities pupil’s book 2 pg.126.

Mathematics teachers guide grade 2 pg. 150.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to identify circles, rectangles and triangles in the classroom.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Using paper cut-outs show learners how an oval shape looks like.

***Step 2:*** Guide learners in pairs or groups how to identify oval shapes among triangles, rectangles and circles. Paste them on labelled chart.

***Step 3:*** Learners to do activities in pupil’s book page 126.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

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

**EXTENSION OF ACTIVITIES**

Learners to sort, group and name oval objects in school and at home.

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

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: GEOMETRY**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Making patterns**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to make patterns using rectangles, triangles, circles and ovals.

**KEY INQUIRY QUESTION (s)**

How do you make patterns using shapes?

|  |  |  |
| --- | --- | --- |
| **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, circles and oval of different colours.

Mathematics Activities pupil’s book 2 pg.127.

Mathematics teachers guide grade 2 pg. 151.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to identify circles, rectangles and triangles in the classroom.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Using paper cut-outs of different shapes, show learners how to make patterns.

Draw rectangle/circle/rectangle/circle…..

Draw circle/oval/circle/oval….

Draw triangle/oval/rectangle/triangle/oval/rectangle...

***Step 2:*** Guide learners in pairs or groups how to make pattern using oval shapes among triangles, rectangles, circles and ovals. Paste them on the labelled chart.

***Step 3:*** Learners to do activities in pupil’s book page 127

**SUMMARY**

Review the lesson and make summary.

**CONCLUSION (Assessment of Learning)**

Learners to display patterns made in their learning corner.

**EXTENSION OF ACTIVITIES**

Learners to make patterns using rectangles, triangles, circles and ovals in school and at their home

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