**Mathematics Act. Pupils Bk. 1 ACT. GRADE Two**

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| **School** | **Teacher’s Name** | **Term** | **Year** |
|  |  | *two* |  |

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| **WE****EK** | **LESS****ON** | **STRAND THEME** | **S-STRAND** | **SPECIAL****LEARNING****OUTCOMES** | **KEY****INQUIRY****QUESTIONS** | **LEARNING EXPERIENCE** | **LEARNING RESOURCES** | **ASSESMENT METHOD** | **REF** |
| **1**  | **1**  | **NUMBERS**  | **Number symbols**  | By the end of the sub-strand, the learner should be able to: 1. Read number symbols up to 80
2. appreciate the use of number symbols in day today activities.
 | How do you read numbers in symbols?  | Learners in pairs/groups to play games ofrepresenting numbers 1-100 using safeconcrete objects.• Learners to play digital games ofrepresenting groups with numbers. | Videos, audios, number cards, number charts Maths act. Pupils bk. 1 pg. 71 | oral questions, written exercise, observation.  |   |
|  | **2**  |  | **Number symbols**  | By the end of the sub-strand, the learner should be able to: 1. represent numbers up to 80 using objects
2. appreciate number objects in daily activities
 | How do you represent numbers using objects? | Learners in pairs/groups to play games ofrepresenting numbers 1-100 using safeconcrete objects.• Learners to play digital games ofrepresenting groups with numbers. | Books, pencils, bottles, spoons, number cardsMaths act. Pupils bk. 1 pg. 72 | oral questions, written exercise, observation.  |   |
|  | **3**  |  | **counting**  | By the end of the sub-strand, the learner should be able to: 1. count in 5’s up to 100 forward and backward
2. appreciate counting in daily activities
 | How do you count numbers forward and backward?  | Learners in pairs/groups to play games ofrepresenting numbers 1-100 using safeconcrete objects.• Learners to play digital games ofrepresenting groups with numbers. | Counters, stones, seedsMaths act. Pupils bk. 1 pg. 73-74 | oral questions, written exercise, observation.  |   |
|  | **4**  |  | **Place value** | By the end of the sub-strand, the learner should be able to: 1. identify place value of digits in numbers up to hundreds
2. appreciate place value in real life situations
 | How do you identify the position of a digit in a number? | Learners to work out place value of different numbers  | Number tins, sticks, strawsMaths act. Pupils bk. 1 pg. 75 | oral questions, written exercise, observation.  |  |
|  | **5**  |  | **Number symbols**  | By the end of the sub-strand, the learner should be able to: 1. read and write number symbols up to 80
2. complete various examples in their books

 | how do you read and write numbers? | Learners in pairs/groups to play games ofrepresenting numbers 1-100 using safeconcrete objects.• Learners to play digital games of | Number chart, number cards, videoMaths act. Pupils bk. 1 pg. 76 | oral questions, written exercise, observation.  |   |
| **2**  | **1**  |  | **Number names**  | By the end of the sub-strand, the learner should be able to: 1. read and write numbers up to 15 in words
2. appreciate use of numbers in daily activities
 | How do you recite number names in order? | Learners in pairs/groups to play games ofrepresenting numbers 1-100 using safeconcrete objects.• Learners to play digital games of | Videos, audiosMaths act. Pupils bk. 1 pg. 77 | oral questions, written exercise, observation.  |   |
|  | **2**  |  | **Number patterns** | By the end of the sub-strand, the learner should be able to:1. to work out missing numbers in patterns up to 50 in 2’s
2. complete various exercises in their books
 | How do you read and write in words? | Learners in pairs/groups to play games ofrepresenting numbers 1-100 using safeconcrete objects.• Learners to play digital games of | Cards with numerals and wordsMaths act. Pupils bk. 1 pg. 78 | oral questions, written exercise, observation.  |   |
|  | **3**  |  | **Number patterns**  | By the end of the sub-strand, the learner should be able to: 1. work out missing numbers in patterns up to 100 in 5’s
2. complete various patterns in their exercise books
 | How do you complete number patterns? | Learners in pairs/groups to play games ofrepresenting numbers 1-100 using safeconcrete objects.• Learners to play digital games of | Card with numerals, video clipsMaths act. Pupils bk. 1 pg. 79 | oral questions, written exercise, observation.  |   |
|  | **4**  | **WHOLE NUMBERS**  | **Number patterns** | By the end of the sub-strand, the learner should be able to: 1. identify a quarter as part of a whole
2. identify objects in the immediate environment
3. Appreciate fractions in real life situation
 | How do you complete number patterns? | Learners in pairs/groups to play games ofrepresenting numbers 1-100 using safeconcrete objects.• Learners to play digital games of | Card with numerals, video clipsMaths act. Pupils bk. 1 pg. 80 | oral questions, written exercise, observation.  |   |
|  | **5**  |  | **Fractions** | By the end of the sub-strand, the learner should be able to: 1. Identify a quarter as part of a whole
2. appreciate use of fractions in real life situations
 |  How do you get four equal parts from a whole? | Learners in pairs to fold circular paper cut– outs to get 4 equal parts and identify oneof the parts as a 14of a whole.• Learners to play digital games involvingfractions.• Learners in pairs to practice making halvesand quarters of a whole | Paper cut-outs, manila papersMaths act. Pupils bk. 1 pg. 81 | oral questions, written exercise, observation.  |   |
| **3**  | **1**  |  | **Fractions** | By the end of the sub-strand, the learner should be able to: 1. write a quarter symbols
2. work out examples in their books
 | How do you represent four equal parts from a whole? | Learners in pairs to fold circular paper cut– outs to get 4 equal parts and identify oneof the parts as a 14of a whole.• Learners to play digital games involvingfractions.• Learners in pairs to practice making halvesand quarters of a whole | Paper cut-outs, manila papersMaths act. Pupils bk. 1 pg. 82 | oral questions, written exercise, observation.  |   |
|  | **2**  |  | **Fractions** | By the end of the sub-strand, the learner should be able to: 1. to form a whole using quarters
2. work out examples in their books
 | How do you wrote a quarter using symbols? | Learners in pairs to fold circular paper cut– outs to get 4 equal parts and identify oneof the parts as a 14of a whole.• Learners to play digital games involvingfractions.• Learners in pairs to practice making halvesand quarters of a whole | Paper cut-outs, felt pens, manila paperMaths act. Pupils bk. 1 pg. 83 | oral questions, written exercise, observation.  |   |
|  | **3**  |  | **addition** | By the end of the sub-strand, the learner should be able to: 1. add a 2-digit number to a 1-digit number with regrouping up to a sum of 50 horizontally
2. Appreciate addition in real life situation
 | How do you use parts to from a whole? | Learners to add a 2- digit number to a 1- digitnumber with and with regrouping | Paper cut-outs of different sizes, felt pens, manila paperMaths act. Pupils bk. 1 pg. 84 | oral questions, written exercise, observation.  |   |
|  | **4**  |  | **addition**  | By the end of the sub-strand, the learner should be able to:1. Add a 2-digit number to a 1-digit number with regrouping up to a sum of 50 vertically
2. Appreciate addition in real life situation
 | How do you add a 2-digit number to a 1-digit number?  | Learners to add a 2- digit number to a 1- digitnumber with and with regrouping | Counters, basic addition facts tableMaths act. Pupils bk. 1 pg. 85 | oral questions, written exercise, observation.  |   |
|  | **5**  |  | **addition** | By the end of the sub-strand, the learner should be able to:1. Add a 2-digit number to a 1-digit number with regrouping up to a sum of 100 horizontally
2. Appreciate addition in real life situation
 | How do you add a 2-digit number to a 1-digit number?  | Learners to add a 2- digit number to a 1- digitnumber with and with regrouping | Counters, basic addition facts tableMaths act. Pupils bk. 1 pg. 86 | oral questions, written exercise, observation.  |   |
| **4**  | **1**  |  | **addition** | By the end of the sub-strand, the learner should be able to:1. Add a 2-digit number to a 1-digit number with regrouping up to a sum of 100 vertically
2. Appreciate addition in real life situation
 | How do you add a 2-digit number to a 1-digit number?  | Learners to add a 2- digit number to a 1- digitnumber with and with regrouping | Counters, basic addition facts tableMaths act. Pupils bk. 1 pg. 87 | oral questions, written exercise, observation.  |   |
|  | **2**  |  | **Addition** | By the end of the sub-strand, the learner should be able to:1. add 3- single digit numbers up to a sum of 20 horizontally
2. Work out addition examples in their books
3. Appreciate addition of numbers in real life situation
 | How can you add single digit numbers? | Learners in pairs/groups to collect different safeobjects and use them in addition of 3-single digitnumbers. | CountersMaths act. Pupils bk. 1 pg. 88 | oral questions, written exercise, observation.  |        |
|  | **3**  |  | **Addition** | By the end of the sub-strand, the learner should be able to: 1. add a 2-digit number to a 2-digit number up to a sum of 100 without regrouping horizontally
2. Work out addition examples in their books
3. Appreciate addition of numbers in real life situation
 | How do you add a 2-digit number to a 2-digit number? | Learners in pairs to come up with different waysof adding two 2-digit numbers without and withregrouping. | CountersMaths act. Pupils bk. 1 pg. 89 | oral questions, written exercise, observation.  |   |
|  | **4**  |  | **Addition** | By the end of the sub-strand, the learner should be able to: 1. add a 2- digit number to a 2- digit number up to a sum of 50 with regrouping horizontally
2. Work out addition examples in their books
3. Appreciate addition of numbers in real life situation
 | How do you add a 2-digit number to a 2-digit number? | Learners in pairs to come up with different waysof adding two 2-digit numbers without and withregrouping. | Counters, number cards, number lineMaths act. Pupils bk. 1 pg. 90 | oral questions, written exercise, observation.  |   |
|  | **5**  |  | **Addition** | By the end of the sub-strand, the learner should be able to: 1. add a 2- digit number to a 2- digit number up to a sum of 50 horizontally
2. Work out addition examples in their books
3. Appreciate addition of numbers in real life situation
 | How do you add a 2-digit number to a 2-digit number? | Learners in pairs to come up with different waysof adding two 2-digit numbers without and withregrouping. | Counters, number cardsMaths act. Pupils bk. 1 pg. 91 | oral questions, written exercise, observation.  |   |
| **5**  | **1**  |  | **Addition**  | By the end of the sub-strand, the learner should be able to: 1. work out missing numbers in patterns involving addition up to 50
2. Appreciate addition of numbers in real life situation Appreciate addition of numbers in real life situation
 | How do you work out missing numbers in patterns? | Learners in groups to make patterns usingnumbers up to 100. | Counters, number cardsMaths act. Pupils bk. 1 pg. 92 | oral questions, written exercise, observation.  |   |
|  | **2**  |  | **subtraction** | By the end of the sub-strand, the learner should be able to: 1. Subtract multiples of 10 up to 90 horizontally
2. Work out subtraction examples in their books
3. Appreciate subtraction of numbers in real life situation

  | How do you subtract multiples of 10 up to 90 horizontally?  | Learners to subtract multiples of 10 up to 90 horizontally. | Bundles of stick, tens frameMaths act. Pupils bk. 1 pg. 93 | oral questions, written exercise, observation.  |   |
|  | **3**  |  | **subtraction** | By the end of the sub-strand, the learner should be able to: 1. Subtract multiples of 10 up to 90 vertically
2. Work out subtraction examples in their books
3. Appreciate subtraction of numbers in real life situation
 | How do you add multiples of ten?  | Learners to add multiples of 10 up to a 100 vertically.• Learners to play digital games involving addition. | Bundles of sticks or straws, tens frame?Maths act. Pupils bk. 1 pg. 94 | oral questions, written exercise, observation.  |   |
|  | **4**  |  | **Subtraction**  | By the end of the sub-strand, the learner should be able to: 1. Subtract a 1-digit number from a 2-digit number using the relationship between addition and subtraction
2. Appreciate subtraction of numbers in real life situation
 | How do you subtract numbers using the relationship between addition and subtraction? | Learners to discuss the relationshipbetween addition and subtraction usingnumber families. | Counters, number cards, number lineMaths act. Pupils bk. 1 pg. 95 | oral questions, written exercise, observation.  |   |
|  | **5**  |  | **Subtract**  | By the end of the sub-strand, the learner should be able to: 1. Work out missing number in subtraction of a 1-digit number from a 2-digit number
2. work out sample exercises in their books
3. Appreciate the importance of subtraction in real life situation
 | How do you work out missing numbers in subtraction?  | Learners to work out missing numbersin subtraction of up to 2- digit numbers. | Counters, basic addition tableMaths act. Pupils bk. 1 pg. 96 | written exercise, observation, oral questions.  |   |
| **6**  | **1**  |  | **Subtract**  | By the end of the sub-strand, the learner should be able to:1. Work out missing numbers in subtraction of a 1-digit number from a 2-digit number
2. work out sample exercises in their books
3. Appreciate the importance of subtraction in real life situation
 | How do you work out missing numbers in subtraction?  | Learners to work out missing numbersin subtraction of up to 2- digit numbers. | CountersMaths act. Pupils bk. 1 pg. 97 | written exercise, observation, oral questions.  |   |
|  | **2**  |  | **Subtract**  | By the end of the sub-strand, the learner should be able to: 1. Work out missing numbers in subtraction of a 2-digit number from a 2-digit number
2. work out sample exercises in their books
3. Appreciate the importance of subtraction in real life situation
 | How do you work out missing numbers in subtraction?  | Learners to work out missing numbersin subtraction of up to 2- digit numbers.number from a 2- digit number based on basic addition facts.  | Counters, basic addition tablesMaths act. Pupils bk. 1 pg. 98 | written exercise, observation, oral questions.  |   |
|  | **3**  |  | **Subtract**  | By the end of the sub-strand, the learner should be able to:1. Work out missing numbers in patterns involving subtraction from 1 up to 50
2. work out sample exercises in their books
3. Appreciate the importance of subtraction in real life situation

 | How do you work out missing numbers in patterns?  | Learners to work out missing numbersin subtraction of up to 2- digit numbers. | Counters, basic addition tablesMaths act. Pupils bk. 1 pg. 99 | written exercise, observation, oral questions.  |   |
|  | **4**  |  | **Multiplication**  | By the end of the sub-strand, the learner should be able to: 1. Multiply single digit numbers by 2
2. work out sample exercises in their books
3. Appreciate the importance of multiplication in real life situation

 | How do you multiply single digit numbers by 2? | Learners inpairs/groups to usecounters to representmultiplication asrepeated addition. | Counters, Maths act. Pupils bk. 1 pg. 100 | written exercise, observation, oral questions.  |   |
|  | **5**  |  | **multiplication** | By the end of the sub-strand, the learner should be able to: 1. Multiply single digit numbers by 3
2. work out sample exercises in their books
3. Appreciate the importance of multiplication in real life situation
 | How do you multiply single digit numbers by 3? | Learners to use tablets to workout subtraction of multiples of 10 up to 90.   | countersMaths act. Pupils bk. 1 pg. 101 | written exercise, observation, oral questions.  |   |
| **7**  | **1**  |  | **Multiplication** | By the end of the sub-strand, the learner should be able to: 1. Multiply single digit numbers by 4
2. work out sample exercises in their books
3. Appreciate the importance of multiplication in real life situation

 | How do you multiply single digit numbers by 4? | Learners inpairs/groups to usecounters to representmultiplication asrepeated addition. | countersMaths act. Pupils bk. 1 pg. 102 | written exercise, observation, oral questions.  |   |
|  | **2**  |  | **Division**  | By the end of the sub-strand, the learner should be able to: 1. Represent division as equal sharing
 | How can you share a given number of objects equally?  | Learners inpairs/groups to sharea given number ofobjects equally byeach picking oneobject at a time untilall are finished andthen count howmany each got. | Bottle tops, seeds, sticks, balls, marbles, stones, grainsMaths act. Pupils bk. 1 pg. 103 | written exercise, observation, oral questions.  |   |
|  | **3**  |  | **Division** | By the end of the sub-strand, the learner should be able to: 1. Represent division as equal grouping
2. appreciate the importance of division in real life situation

  | How can we make groups with equal number of objects from a given number of objects? | Learners inpairs/groups to sharea given number ofobjects equally byeach picking oneobject at a time untilall are finished andthen count howmany each got. | Bottle tops, seeds, sticks, balls, marbles, stones, grainsMaths act. Pupils bk. 1 pg. 104 | written exercise, observation, oral questions  |  |
|  | **4**  |  | **Division**  | By the end of the sub-strand, the learner should be able to: 1. represent equal sharing and equal grouping using the division sign “÷”
2. appreciate the importance of division in real life situation
 | How do you write equal sharing and equal grouping using the sign? | Learners inpairs/groups to sharea given number ofobjects equally byeach picking oneobject at a time untilall are finished andthen count howmany each got. | Bottle tops, seeds, sticks, balls, marbles, stones, grainsMaths act. Pupils bk. 1 pg. 105 | written exercise, observation, oral questions  |   |
|  | **5**  |  | **Division**  | By the end of the sub-strand, the learner should be able to: 1. to use division sign (÷) in writing division sentences
2. appreciate the importance of division in real life situation
 | How can you measure the length of the teachers table? | Learners inpairs/groups to sharea given number ofobjects equally byeach picking oneobject at a time untilall are finished andthen count howmany each got. | Bottle tops, seeds, sticks, balls, marbles, stones, grains Maths act. Pupils bk. 1 pg. 107 | written exercise, observation, oral questions  |   |
| **8**  | **1**  |  | **Division** | By the end of the sub-strand, the learner should be able to: 1. divide numbers up to 10 by 2 and 3 without remainder
2. appreciate use mass in real life situation

  | How can you divide numbers? | Learners inpairs/groups to sharea given number ofobjects equally byeach picking oneobject at a time untilall are finished andthen count howmany each got. | Balloons, counters, marblesMaths act. Pupils bk. 1 pg. 108 | written exercise, observation, oral questions  |   |
|  | **2**  |  **MEASUREMENT** | **Length** | By the end of the sub-strand, the learner should be able to: 1. identify the metre as a unit of measuring length
2. Appreciate use length in real life situation

  | What can we use to get the same length for the same object? | Learners inpairs/groups to usesticks of equallength to measuredifferent lengths,record and discussthe results | Colored sticks of different lengthsMaths act. Pupils bk. 1 pg. 109 | written exercise, observation, oral questions  |   |
|  | **3**  |  | **Length**  | By the end of the sub-strand, the learner should be able to: 1. Measure length using the metre
2. Appreciate use length in real life situation

  | Why do you use the metre in measuring length? | Learners inpairs/groups to usesticks of equallength to measuredifferent lengths,record and discussthe results | 1-metre sticksMaths act. Pupils bk. 1 pg. 110 | written exercise, observation, oral questions  |   |
|  | **4**  |  | **Mass**  | By the end of the sub-strand, the learner should be able to: 1. Identify kilogram as a unit of measuring mass
2. Appreciate use mass in real life situation

  | What can we use to get the same mass for the same object? | Learners inpairs/groups to useitems of same massand a beam balanceto measure differentmasses record anddiscuss the results. | Coins, beam balance, sand, wood, bagMaths act. Pupils bk. 1 pg. 111 | written exercise, observation, oral questions  |  |
|  | **5**  |  | **Mass** | By the end of the sub-strand, the learner should be able to: 1. Make a 1-kg mass
2. demonstrate use of mass in real life situation
3. Appreciate measuring mass in real life situations
 | How can we get the same measure of mass for the same object each time we measure? | Learners inpairs/groups to useitems of same massand a beam balanceto measure differentmasses record anddiscuss the results. | 1-kg mass, soil, sand, seedsMaths act. Pupils bk. 1 pg. 112 | written exercises, observation, oral. questions  |   |
| **9**  | **1**  |  | **Capacity**  | By the end of the sub-strand, the learner should be able to: 1. Measure capacity using fixed units
2. demonstrate use of capacity in real life situation
3. Appreciate capacity in real life situations
 | How can you find the amount of water a container holds? | Learners in pairs/groups to use smallcontainers of equalcapacity to fillbigger containers ofsame capacity butdifferent shapeswith water andcount the number ofsmall containersused to fill them. | Jug, jug basin, bucket, jerrycanMaths act. Pupils bk. 1 pg. 113 | written exercises, observation, oral. questions  |   |
|  | **2**  |  | **Measuring capacity**  | By the end of the sub-strand, the learner should be able to: 1. Identify the litre as a unit of measuring capacity
2. demonstrate use of capacity in real life situation
3. Appreciate capacity in real life situations
 | How can you find the capacity of a container? | Learners in pairs/groups to use smallcontainers of equalcapacity to fillbigger containers ofsame capacity butdifferent shapeswith water andcount the number ofsmall containersused to fill them. | Water jugsMaths act. Pupils bk. 1 pg. 114 | written exercises, observation, oral. questions  |   |
|  | **3**  |  | **Measuring capacity**  | By the end of the sub-strand, the learner should be able to: 1. Measure capacity in litres
2. demonstrate use of capacity in real life situation
3. Appreciate capacity in real life situations
 | How can you measure the capacity of container? | Learners in pairs/groups to use smallcontainers of equalcapacity to fillbigger containers ofsame capacity butdifferent shapeswith water andcount the number ofsmall containersused to fill them. | Water, jerrycan, sufuria, 1-litreMaths act. Pupils bk. 1 pg. 115 | written exercises, observation, oral. questions  |   |
|  | **4**  |  | **Time**  | By the end of the sub-strand, the learner should be able to:1. Measure time using arbitrary units
2. Appreciate the importance of time at home in daily life
 | How can you tell how long an activity takes? | Learners inpairs/groups todiscuss activitiesthat take place in themonths of the year. | Chart on national anthemMaths act. Pupils bk. 1 pg. 116 | oral questions**,** written exercises, observation  |   |
|  | **5**  |  | **Time**  | By the end of the sub-strand, the learner should be able to: 1. Measure time
2. Appreciate the importance of time in daily life
 |  How can you tell how long an activity takes? | Learners inpairs/groups todiscuss activitiesthat take place in themonths of the year. | Chart on national anthemMaths act. Pupils bk. 1 pg. 117 | oral questions**,** written exercises, observation  |   |
| **10**  | **1**  |  | **Time**  | By the end of the sub-strand, the learner should be able to: 1. Identify clock face
2. Appreciate the importance of a clock in daily life

  | How can you tell time? | Learners inpairs/groups todiscuss activitiesthat take place in themonths of the year. | Analogue clocksMaths act. Pupils bk. 1 pg. 118 | oral questions**,** written exercises, observation  |   |
|  | **2**  |  | **Time**  | By the end of the sub-strand, the learner should be able to: 1. Read and tell time by the hour
2. Appreciate the importance of time in daily life
 | How can you tell time? | Learners inpairs/groups todiscuss activitiesthat take place in themonths of the year. | Analogue clocksMaths act. Pupils bk. 1 pg. 119 | oral questions**,** written exercises, observation  |   |
|  | **3**  |  | **Money**  | By the end of the sub-strand, the learner should be able to:1. Relate money to goods and services up to 100 shillings
2. Demonstrate the importance of money in real life situation

  | What can you do with money? | Learners inpairs/groups to sortout Kenyancurrency coins andnotes according totheir features up tosh.100.Learners in groupsto put different coinsand notes togetherand separate themaccording to their value and features | Classroom shop, moneyMaths act. Pupils bk. 1 pg. 120 | oral questions**,** written exercises, observation  |   |
|  | **4**  |  | **Money**  | By the end of the sub-strand, the learner should be able to: 1. Represent the same amount of money in different denominations
2. Demonstrate the importance money in real life

 | How can you represent the same amount of money in different forms? | Learners inpairs/groups to sortout Kenyancurrency coins andnotes according totheir features up tosh.100.Learners in groupsto put different coinsand notes togetherand separate themaccording to their value and features | Real money in notes and coinsMaths act. Pupils bk. 1 pg. 121 | oral questions**,** written exercises, observation  |   |
|  | **5**  |  | **Money**  | By the end of the sub-strand, the learner should be able to: 1. Differentiate needs and wants
2. Appreciate the importance of choosing between needs and wants
 | How can you choose what to do with your money? | Learners inpairs/groups to sortout Kenyancurrency coins andnotes according totheir features up tosh.100.Learners in groupsto put different coinsand notes togetherand separate themaccording to their value and features | Pictures of toys, water, food, dress, bar soap, ballMaths act. Pupils bk. 1 pg. 122 | written exercises, oral questions, observation  |   |
| **11**  | **1**  |  | **Money** | By the end of the sub-strand, the learner should be able to: 1. Appreciate spending and saving in real life
2. Appreciate the importance of spending in real life situation
 | Why do you save money? | Learners inpairs/groups to sortout Kenyancurrency coins andnotes according totheir features up tosh.100.Learners in groupsto put different coinsand notes togetherand separate themaccording to their value and features | Real money in coins and notesMaths act. Pupils bk. 1 pg. 123 | written exercises, oral questions, observation |   |
|  | **2** |  **GEOMETRY** | **Straight line**  | By the end of the sub-strand, the learner should be able to: 1. Make straight lines
2. Appreciate the importance of straight line
 | How do you make lines? | Learners to practice making straight lines on the ground and in their books.  | Sticks, strings, plasticine, chalk, crayons, chalkMaths act. Pupils bk. 1 pg. 124 | written exercises, oral questions, observation  |   |
|  | **3** |  | **straight lines**  | By the end of the sub-strand, the learner should be able to: 1. draw straight lines
2. Appreciate the importance of straight line
 | How can you draw straight lines? | Learners to practice making straight lines on the ground and in their books.  | Sticks, strings, plasticine, chalk, crayons, chalkMaths act. Pupils bk. 1 pg. 125 | written exercises, oral questions, observation |   |
|  | **4** |  | **shapes**  | By the end of the sub-strand, the learner should be able to: 1. Identify ovals
2. Appreciate shapes in the immediate environment
 | How do ovals look like? | Learners in pairs /groups discuss the types of lines that make rectangles, circles, triangles and name them.  | Circular cut-outs, circular objects within the environment, oval objectsMaths act. Pupils bk. 1 pg. 126 | written exercises, oral questions, observation  |   |
|  | **5** |  | **shapes** | By the end of the sub-strand, the learner should be able to: 1. Make patterns using circles shapes
2. Appreciate shapes in the immediate environment
 | How do you make patterns using shapes?  | Learners in pairs /groups discuss the types of lines that make rectangles, circles, triangles and name them.  | Cut- outs of rectangles, circles, and triangles of different sizes Maths act. Pupils bk. 1 pg. 127 | written exercises, oral questions, observation  |   |
|  | I CAN DO TERM 2/END TERM 2 EXAMS  |