

GRADE 2 MATHEMATICS ACTIVITIES

TERM ONE SCHEME OF WORK

SCHOOL	PP/GRADE	LEARNING AREAS	TIME	YEAR

WEEK	LESSON	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOME	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCE	LEARNING RESOURCES	ASSESSMENT METHOD	REFL
1	1	NUMBERS	Number concept	By the end of the lesson, the learner should be to read number symbols up to 20.	How do you read number symbols?	Learners to read number names from 1-100. Learners in groups of five to count their fingers and toes. Learners in pairs/groups to play games of representing numbers 1-100 using safe concrete objects. Learners to play digital games of representing groups with numbers.	Videos Audios Number cards Number charts Mathematics Activities pupil's book 2 pg.3 Mathematics teachers guide grade 2 pg. 4	Oral Questions Written exercise observation	
	2			By the end of the lesson, the learner should be to read number symbols up to 50.	How do you read number symbols?	Learners to read number names from 1-100. Learners in groups of five to count their fingers and toes. Learners in pairs/groups to play games of representing numbers 1-100 using safe concrete objects. Learners to play digital games of representing groups with numbers.	Videos Audios Number cards Number charts Mathematics Activities pupil's book 2 pg.3 Mathematics teachers guide grade 2 pg. 4	Oral Questions Written exercise observation	

3				By the end of the lesson, the learner should be to represent numbers up to 20 using objects.	How do you represent numbers using objects?	Learners in pairs/groups to count in 2's and 5's forward and backward starting from any point. Learners in pairs/groups to count their fingers and toes in 2's and 10's forward and backward starting at any point.	Books Pencils Balls Bottle tops Mathematics Activities pupil's book 2 pg.4 Mathematics teachers guide grade 2 pg. 5	Oral Questions Written exercise observation	
4				By the end of the lesson, the learner should be to represent numbers up to 50 using objects.	How do you represent numbers using objects?	Learners in pairs/groups to count in 2's and 5's forward and backward starting from any point. Learners in pairs/groups to count their fingers and toes in 2's and 10's forward and backward starting at any point.	Marbles Crayons Bottle tops Mathematics Activities pupil's book 2 pg.6-7 Mathematics teachers guide grade 2 pg. 6	Oral Questions Written exercise observation	
5				By the end of the lesson, the learner should be to count in 2s up to 20 forward and backward.	How do you count numbers forward and backward ?	Learners in pairs/groups to count in 2's and 5's forward and backward starting from any point. Learners in pairs/groups to count their fingers and toes in 2's and 10's forward and backward starting at any point.	Counter Number line Sticks, Straws Stones, Seeds Grains Mathematics Activities pupil's book 2 pg.8 Mathematics teachers guide grade 2 pg. 8	Oral Questions Written exercise observation	

2	1			By the end of the lesson, the learner should be to count in 2s up to 50 forward and backward.	How do you count numbers forward and backward?	Learners to read number names from 1-100. Learners in groups of five to count their fingers and toes. Learners in pairs/groups to play games of representing numbers 1-100 using safe concrete objects. Learners to play digital games of representing groups with numbers.	Counter Number line Sticks Straws, Stones Seeds, Grains Mathematics Activities pupil's book 2 pg.9 Mathematics teachers guide grade 2 pg. 9	Oral Questions Written exercise observation	
	2			By the end of the lesson, the learner should be to identify place value of digits in numbers up to tens.	How do you identify the position of a digit in a number?	Learners in pairs / groups to discuss place value up to hundreds.	Place value chart Sticks Straws Mathematics Activities pupil's book 2 pg.10 Mathematics teachers guide grade 2 pg. 10	Oral Questions Written exercise observation	
	3			By the end of the lesson, the learner should be to read and write number symbols up to 20	How do you read and write numbers?	Learners in pairs/groups to count in 2's and 5's forward and backward starting from any point. Learners in pairs/groups to count their fingers and toes in 2's and 10's forward and backward starting at any point. Learners in pairs / groups to discuss place value up to hundreds.	Number chart Number cards Video clips Mathematics Activities pupil's book 2 pg.11 Mathematics teachers guide grade 2 pg. 11	Oral Questions Written exercise observation	
	4			By the end of the lesson, the learner should be to read and write number symbols up to 50	How do you read and write numbers in symbols?	Learners in pairs/groups to count in 2's and 5's forward and backward starting from any point. Learners in pairs/groups to count their fingers and toes in 2's and 10's forward and backward starting at any point. Learners in pairs / groups to discuss place value up to hundreds.	Number chart Number cards Video clips Mathematics Activities pupil's book 2 pg.12	Oral Questions Written exercise observation	

							Mathematics teachers guide grade 2 pg. 12		
3	5		By the end of the lesson, the learner should be to read and write numbers up to 10 in words.	How do you read and write numbers in words?	Learners in pairs/groups to count in 2's and 5's forward and backward starting from any point. Learners in pairs/groups to count their fingers and toes in 2's and 10's forward and backward starting at any point. Learners in pairs / groups to discuss place value up to hundreds.	Cards with numerals and words Video clips Mathematics Activities pupil's book 2 pg.13 Mathematics teachers guide grade 2 pg. 13	Oral Questions Written exercise observation		
	1		By the end of the lesson, the learner should be work out missing numbers in patterns up to 20 in 2's.	How do you complete a number pattern?	Learners in pairs/groups to count in 2's and 5's forward and backward starting from any point. Learners in pairs/groups to count their fingers and toes in 2's and 10's forward and backward starting at any point. Learners in pairs / groups to discuss place value up to hundreds.	Number cards String Rope Video clips Mathematics Activities pupil's book 2 pg.14 Mathematics teachers guide grade 2 pg. 14	Oral Questions Written exercise observation		
	2		By the end of the lesson, the learner should be work out missing numbers in patterns up to 50 in 5's.	How do you complete a number pattern?	Learners in pairs/groups to play games of representing numbers 1-100 using safe concrete objects. Learners to play digital games of representing groups with numbers.	Card with numerals Video clips Mathematics Activities pupil's book 2 pg.15 Mathematics teachers guide grade 2 pg. 15	Oral Questions Written exercise observation		

	3			By the end of the lesson, the learner should be able to identify a half as part of a whole.	How do you get two equal parts of a whole?	Learners to read number names from 1-100. Learners in groups of five to count their fingers and toes. Learners in pairs/groups to play games of representing numbers 1-100 using safe concrete objects. Learners to play digital games of representing groups with numbers.	Paper cut-outs Manila papers Mathematics Activities pupil's book 2 pg.16 Mathematics teachers guide grade 2 pg. 17	Oral Questions Written exercise observation	
	4		Fractions	By the end of the lesson, the learner should be able to identify a half as part of a whole.	How do you get two equal parts of a whole?	Learners in pairs to make circular paper cut- outs. Learners in pairs to fold the circular paper cut – outs into two equal parts and identify one of the parts as a half of the whole written as $\frac{1}{2}$.	Paper cut-outs Manila papers Mathematics Activities pupil's book 2 pg.17 Mathematics teachers guide grade 2 pg. 18	Oral Questions Written exercise observation	
	5			By the end of the lesson, the learner should be able to write a half using symbols.	How do you write a half using numbers?	Learners in pairs to make circular paper cut- outs. Learners in pairs to fold the circular paper cut – outs into two equal parts and identify one of the parts as a half of the whole written as $\frac{1}{2}$.	Paper cut-outs Felt pens Manila papers Mathematics Activities pupil's book 2 pg.18 Mathematics teachers guide grade 2 pg. 19	Oral Questions Written exercise observation	
4	1			By the end of the lesson, the learner should be able to form a whole using halves	How do you use parts to form a whole?	Learners in pairs to make circular paper cut- outs. Learners in pairs to fold the circular paper cut – outs into two equal parts and identify one of the parts as a half of the whole written as $\frac{1}{2}$.	Paper cut-outs of different sizes Felt pens Manila papers Mathematics Activities pupil's book 2 pg.19 Mathematics teachers guide grade 2 pg. 20	Oral Questions Written exercise observation	

2		Addition	By the end of the lesson, the learner should be able to add a 2-digit number to a 1-digit number up to a sum of 50 horizontally and vertically	How do you add a 2-digit number to a 1-digit number?	Learners in pairs to write addition sentences given in horizontal form vertically according to place value. Learners to add a 2- digit number to a 1- digit number without and with regrouping. Learners to practice addition by skipping on the number line.	Counters Basic addition table Mathematics Activities pupil's book 2 pg.20 Mathematics teachers guide grade 2 pg. 22	Oral Questions Written exercise observation	
3			By the end of the lesson, the learner should be able to add a 2-digit number to a 1-digit number up to a sum of 100 horizontally.	How do you add a 2-digit number to a 1-digit number?	Learners in pairs to write addition sentences given in horizontal form vertically according to place value. Learners to add a 2- digit number to a 1- digit number without and with regrouping. Learners to practice addition by skipping on the number line.	Counters Basic addition table Mathematics Activities pupil's book 2 pg.21 Mathematics teachers guide grade 2 pg. 23	Oral Questions Written exercise observation	
4			By the end of the lesson, the learner should be able to add a 2-digit number to a 1-digit number without regrouping up to a sum of 100 vertically.	How do you add a 2-digit number to a 1-digit number?	Learners in pairs to write addition sentences given in horizontal form vertically according to place value. Learners to add a 2- digit number to a 1- digit number without and with regrouping. Learners to practice addition by skipping on the number line.	Counters Basic addition table Place value apparatus Mathematics Activities pupil's book 2 pg.22 Mathematics teachers guide grade 2 pg. 24	Oral Questions Written exercise observation	
5			By the end of the lesson, the learner should be able to add 3-single digit numbers.	How do you add single digit numbers?	Learners in pairs/groups to collect different safe objects and use them in addition of 3-single digit numbers. Learners in pairs/groups to practice breaking numbers apart to make a 10.	Counters Basic addition table Mathematics Activities pupil's book 2 pg.23 Mathematics teachers guide grade 2 pg. 25	Oral Questions Written exercise observation	

5	1			By the end of the lesson, the learner should be able to add a 2-digit number to a 2-digit number without regrouping up to a sum of 50 horizontally.	How do you add a 2-digit number to a 2-digit number?	Learners in pairs to come up with different ways of adding two 2-digit numbers without and with regrouping.	Counters Basic addition table Place value apparatus Mathematics Activities pupil's book 2 pg.24 Mathematics teachers guide grade 2 pg. 26	Oral Questions Written exercise observation	
	2			By the end of the lesson, the learner should be able to add a 2-digit number to a 2-digit number without regrouping up to a sum of 50 vertically.	How do you add a 2-digit number to a 2-digit number?	Learners in pairs to come up with different ways of adding two 2-digit numbers without and with regrouping.	Counters Basic addition table Place value apparatus Mathematics Activities pupil's book 2 pg.25 Mathematics teachers guide grade 2 pg. 27- 28	Oral Questions Written exercise observation	
	3			By the end of the lesson, the learner should be able to work out missing numbers in patterns involving addition up to 20.	How do you work out missing numbers in patterns?	Learners to play digital games involving addition. Learners in groups to make patterns using numbers up to 100.	Counters Mathematics Activities pupil's book 2 pg.26 Mathematics teachers guide grade 2 pg29	Oral Questions Written exercise observation	
	4			By the end of the lesson, the learner should be able to work out missing numbers in patterns involving addition up to 20.	How do you work out missing numbers in patterns?	Learners to play digital games involving addition. Learners in groups to make patterns using numbers up to 100.	Counters Mathematics Activities pupil's book 2 pg.26 Mathematics teachers guide grade 2 pg29	Oral Questions Written exercise observation	

	5		Subtraction	By the end of the lesson, the learner should be able to subtract 2-single digit numbers horizontally.	How do you subtract single digit numbers?	Learners in pairs /groups to subtract single digit numbers by comparing groups of objects. Learners to subtract up to 2-digit numbers without regrouping in horizontal and vertical forms.	Counters Mathematics Activities pupil's book 2 pg.27 Mathematics teachers guide grade 2 pg31	Oral Questions Written exercise observation	
6	1			By the end of the lesson, the learner should be able to subtract 2-single digit numbers vertically	How do you subtract single digit numbers?	Learners in pairs /groups to subtract single digit numbers by comparing groups of objects. Learners to subtract up to 2-digit numbers without regrouping in horizontal and vertical forms.	Counters Mathematics Activities pupil's book 2 pg.28 Mathematics teachers guide grade 2 pg32-33	Oral Questions Written exercise observation	
	2			By the end of the lesson, the learner should be able to subtract a 1-digit number from a 2-single digit number horizontally.	How do you subtract a 1-digit number from a 2-digit number?	Learners in pairs /groups to subtract single digit numbers by comparing groups of objects. Learners to subtract up to 2-digit numbers without regrouping in horizontal and vertical forms.	Counters Mathematics Activities pupil's book 2 pg.29 Mathematics teachers guide grade 2 pg. 34	Oral Questions Written exercise observation	
	3			By the end of the lesson, the learner should be able to subtract a 2-single digit number using the relationship between addition and subtraction.	How do you work out subtraction using the relationship between addition and subtraction?	Learners in pairs /groups to subtract single digit numbers by comparing groups of objects. Learners to subtract up to 2-digit numbers without regrouping in horizontal and vertical forms.	Counters Mathematics Activities pupil's book 2 pg.31 Mathematics teachers guide grade 2 pg. 37	Oral Questions Written exercise observation	
	4			By the end of the lesson, the learner should be able to work out missing numbers	How do you work out missing numbers in subtraction?	Learners to work out missing numbers in subtraction of up to 2- digit numbers. Learners to play digital games involving subtraction.	Counters Mathematics Activities pupil's book 2 pg.32	Oral Questions Written exercise observation	

				in subtraction of single digit numbers.			Mathematics teachers guide grade 2 pg. 38		
	5			By the end of the lesson, the learner should be able to work out missing numbers in subtraction of single digit numbers.	How do you work out missing numbers in subtraction?	Learners to work out missing numbers in subtraction of up to 2- digit numbers. Learners to play digital games involving subtraction.	Counters Mathematics Activities pupil's book 2 pg.33 Mathematics teachers guide grade 2 pg. 39	Oral Questions Written exercise observation	
7	1		Multiplication	By the end of the lesson, the learner should be able to work out missing number in patterns involving subtraction from 1 up to 20.	How do you work out missing numbers in patterns?	Learners to work out missing numbers in subtraction of up to 2- digit numbers. Learners to play digital games involving subtraction.	Counters Mathematics Activities pupil's book 2 pg.34 Mathematics teachers guide grade 2 pg. 40	Oral Questions Written exercise observation	
	2			By the end of the lesson, the learner should be able to model multiplication as repeated addition up to 2 times.	How do you get the total number of objects in two groups?	Learners in pairs/groups to use counters to represent multiplication as repeated addition. Learners in pairs/groups to use number lines to represent multiplication as repeated addition.	Counters Mathematics Activities pupil's book 2 pg.35 Mathematics teachers guide grade 2 pg. 42	Oral Questions Written exercise observation	
	3			By the end of the lesson, the learner should be able to model multiplication as repeated addition up to 3 times.	How do you get the total number of objects in three groups?	Learners in pairs/groups to use counters to represent multiplication as repeated addition. Learners in pairs/groups to use number lines to represent multiplication as repeated addition.	Counters Mathematics Activities pupil's book 2 pg.36-37 Mathematics teachers guide grade 2 pg. 43	Oral Questions Written exercise observation	

	4			By the end of the lesson, the learner should be able to model multiplication as repeated addition up to 4 times.	How do you get the total number of objects in four groups?	Learners in pairs/groups to use counters to represent multiplication as repeated addition. Learners in pairs/groups to use number lines to represent multiplication as repeated addition.	Counters Mathematics Activities pupil's book 2 pg.38-39 Mathematics teachers guide grade 2 pg. 44	Oral Questions Written exercise observation	
	5			By the end of the lesson, the learner should be able to model multiplication as repeated addition up to 5 times.	How do you get the total number of objects in five groups?	Learners in pairs/groups to use counters to represent multiplication as repeated addition. Learners in pairs/groups to use number lines to represent multiplication as repeated addition.	Counters Mathematics Activities pupil's book 2 pg.40-41 Mathematics teachers guide grade 2 pg. 45-46	Oral Questions Written exercise observation	
8	1			By the end of the lesson, the learner should be able to write repeated addition as multiplication, using the sign "x"	How do you write repeated addition as multiplication using the sign "x"??	Learners to use 'x' sign in writing repeated addition sentences as multiplication.	Counters Mathematics Activities pupil's book 2 pg.42-43 Mathematics teachers guide grade 2 pg. 47	Oral Questions Written exercise observation	
	2			By the end of the lesson, the learner should be able to write multiplication sentences from repeated addition.	How do you write multiplication sentence from repeated addition?	Learners to play digital games involving multiplication. Learners could visit the local market to see how fruits are arranged in groups of 3's, 4's ,5's or 10's a certain number of times.	Counters Mathematics Activities pupil's book 2 pg.44 Mathematics teachers guide grade 2 pg. 48-49	Oral Questions Written exercise observation	
	3			By the end of the lesson, the learner should be able to multiply single digit numbers by 1	How do you multiply single digit	Learners to multiply single digit numbers by 1, 2, 3, 4, 5 and 10.	Counters Mathematics Activities pupil's book 2 pg.45	Oral Questions Written exercise observation	

					numbers by 1?		Mathematics teachers guide grade 2 pg. 50		
4	MEASUREMENT	Length	By the end of the lesson, the learner should be able to measure length using fixed units.	How can you measure length?	Learners in pairs/groups to use sticks of equal length to measure different lengths, record and discuss the results. Learners in pairs/groups to measure length using sticks of different lengths, including 1- metre sticks and identify the 1- metre sticks. Learners to make 1-metre sticks and use them in measuring various lengths within the classroom , record and discuss the results. Learners to play digital games involving length in metres.	Pencils of same length. Mathematics Activities pupil's book 2 pg.46 Mathematics teachers guide grade 2 pg. 52	Oral Questions Written exercise observation		
5			By the end of the lesson, the learner should be able to measure length using fixed units.	How can you measure length?	Learners in pairs/groups to use sticks of equal length to measure different lengths, record and discuss the results. Learners in pairs/groups to measure length using sticks of different lengths, including 1- metre sticks and identify the 1- metre sticks. Learners to make 1-metre sticks and use them in measuring various lengths within the classroom , record and discuss the results. Learners to play digital games involving length in metres.	Stick Classroom wall Mathematics Activities pupil's book 2 pg.47 Mathematics teachers guide grade 2 pg. 53	Oral Questions Written exercise observation		

9	1		Mass	By the end of the lesson, the learner should be able to measure mass using fixed units	How can you measure mass of an object?	Learners in pairs/groups to use items of same mass and a beam balance to measure different masses record and discuss the results. Learners in pairs/groups to use an item equivalent to a 1-kilogram mass and a beam balance to make other 1-kilogram masses and use them to compare other masses. Learner to practice measuring mass in kilograms using a 1- kilogram mass. Learners to play digital games involving mass in kilograms.	Beam balance Mathematics textbooks Stones, bag, sand. Mathematics Activities pupil's book 2 pg.48 Mathematics teachers guide grade 2 pg. 55	Oral Questions Written exercise observation
	2			By the end of the lesson, the learner should be able to measure mass using fixed units	How can you measure mass of an object?	Learners in pairs/groups to use items of same mass and a beam balance to measure different masses record and discuss the results. Learners in pairs/groups to use an item equivalent to a 1-kilogram mass and a beam balance to make other 1-kilogram masses and use them to compare other masses. Learner to practice measuring mass in kilograms using a 1- kilogram mass. Learners to play digital games involving mass in kilograms.	Beam balance Coin Potato Rubber, chalk stick Mathematics Activities pupil's book 2 pg.49 Mathematics teachers guide grade 2 pg. 56	Oral Questions Written exercise observation
	3		Capacity	By the end of the lesson, the learner should be able to measure capacity using fixed units	How can you measure the amount of water a container can hold?	Learners in pairs /groups to use small containers of equal capacity to fill bigger containers of same capacity but different shapes with water and count the number of small containers used to fill them. Learners in pairs/groups to use 1 litre containers to fill big containers with water and count the number of litres used to fill the big containers. Learners in groups to measure the capacity of different containers in litres. Learners to play digital games involving capacity.	Cup Basin Water Bucket, jug, sufuria Mathematics Activities pupil's book 2 pg.50 Mathematics teachers guide grade 2 pg. 58	Oral Questions Written exercise observation

	4			By the end of the lesson, the learner should be able to measure capacity using fixed units	How can you measure the amount of water a container can hold?	Learners in pairs /groups to use small containers of equal capacity to fill bigger containers of same capacity but different shapes with water and count the number of small containers used to fill them. Learners in pairs/groups to use 1 litre containers to fill big containers with water and count the number of litres used to fill the big containers. Learners in groups to measure the capacity of different containers in litres. Learners to play digital games involving capacity.	Cup Basin Water Bucket, jug, sufuria, jerricans Mathematics Activities pupil's book 2 pg.51 Mathematics teachers guide grade 2 pg. 59	Oral Questions Written exercise observation	
	5			By the end of the lesson, the learner should be able to measure capacity using fixed units	How can you measure the amount of water a container can hold?	Learners in pairs /groups to use small containers of equal capacity to fill bigger containers of same capacity but different shapes with water and count the number of small containers used to fill them. Learners in pairs/groups to use 1 litre containers to fill big containers with water and count the number of litres used to fill the big containers. Learners in groups to measure the capacity of different containers in litres. Learners to play digital games involving capacity.	Cup Basin Water Bucket, jug, sufuria, jerrycan Mathematics Activities pupil's book 2 pg.52 Mathematics teachers guide grade 2 pg. 60	Oral Questions Written exercise observation	
10	1		Time	By the end of the lesson, the learner should be able to identify months of the year.	How can you identify the time of the year?	Learners in pairs/groups to discuss activities that take place in the months of the year. Learners in pairs/groups to sing songs, rhymes related to number of days in the months of the year. Learners in pairs/groups to measure time taken to perform an activity using arbitrary units. Learners in pairs/groups to measure time taken to perform an activity using fixed units.	Calendar Digital devices Mathematics Activities pupil's book 2 pg.53 Mathematics teachers guide grade 2 pg. 62	Oral Questions Written exercise observation	

2				By the end of the lesson, the learner should be able to relate the months of the year with various activities.	What activities take place in a year?	Learners in pairs/groups to discuss activities that take place in the months of the year. Learners in pairs/groups to sing songs, rhymes related to number of days in the months of the year. Learners in pairs/groups to measure time taken to perform an activity using arbitrary units. Learners in pairs/groups to measure time taken to perform an activity using fixed units.	Calendar Digital devices Mathematics Activities pupil's book 2 pg.54 Mathematics teachers guide grade 2 pg. 63	Oral Questions Written exercise observation	
3				By the end of the lesson, the learner should be able to recite the number of days in each month of the year.	How do we tell the number of days in each month of the year?	Learners in pairs/groups to discuss activities that take place in the months of the year. Learners in pairs/groups to sing songs, rhymes related to number of days in the months of the year. Learners in pairs/groups to measure time taken to perform an activity using arbitrary units. Learners in pairs/groups to measure time taken to perform an activity using fixed units.	Calendar Mathematics Activities pupil's book 2 pg.55 Mathematics teachers guide grade 2 pg. 64	Oral Questions Written exercise observation	
4				By the end of the lesson, the learner should be able to measure time using arbitrary units.	How can you tell how long an activity will take?	Learners in pairs/groups to discuss activities that take place in the months of the year. Learners in pairs/groups to sing songs, rhymes related to number of days in the months of the year. Learners in pairs/groups to measure time taken to perform an activity using arbitrary units. Learners in pairs/groups to measure time taken to perform an activity using fixed units.	Chart of the National anthem. Mathematics Activities pupil's book 2 pg.56 Mathematics teachers guide grade 2 pg. 64	Oral Questions Written exercise observation	
5			Money	By the end of the lesson, the learner should be able to identify Kenyan currency coins and notes up to sh. 100.	How do you identify Kenyan currency?	Learners in pairs/groups to sort out Kenyan currency coins and notes according to their features up to sh.100.	Kenyan currency in coins and notes up to a hundred. Mathematics Activities pupil's book 2 pg.57 Mathematics teachers guide grade 2 pg. 67	Oral Questions Written exercise observation	

11	1			By the end of the lesson, the learner should be able to sort Kenyan currency in coins and notes according to their value and features.	How do you identify Kenyan currency?	Learners in groups to put different coins and notes together and separate them according to their values and features.	Kenyan currency in coins and notes up to a hundred. Mathematics Activities pupil's book 2 pg.58 Mathematics teachers guide grade 2 pg. 68	Oral Questions Written exercise observation	
	2			By the end of the lesson, the learner should be able to count money in coins in values of sh.1, sh. 5, sh. 10, sh. 20, sh.40 and sh. 50 up to sh. 100.	How do you count money?	Learners in pairs/groups to count money in sh.1, sh.5, sh.10,sh.20,sh.40, sh.50 up to sh.100.	Kenyan currency in coins up to a hundred. Mathematics Activities pupil's book 2 pg.59 Mathematics teachers guide grade 2 pg. 69	Oral Questions Written exercise observation	
	3			By the end of the lesson, the learner should be able to count money in coins and notes in values of sh.1, sh. 5, sh. 10, sh. 20, sh.40 and sh. 50 up to sh. 100	How do you count money?	Learners in pairs/groups to count money in sh.1, sh.5, sh.10,sh.20,sh.40, sh.50 up to sh.100.	Kenyan currency in coins up to a hundred. Mathematics Activities pupil's book 2 pg.60 Mathematics teachers guide grade 2 pg. 70	Oral Questions Written exercise observation	
	4	GEOMETRY	Lines	By the end of the lesson, the learner should be able to identify straight and curved lines.	How do straight and curved lines look like?	Learners in pairs /groups to model straight and curved lines using sticks plasticine /clay/ papiermache. Learners in groups to model straight and curved lines using strings. Learners in groups to model straight and curved lines by holding their hands.	Piece of rope Pieces of sticks Crayons Chalk Charcoal, materials with straight and curved edged. Mathematics Activities pupil's book 2 pg.61	Oral Questions Written exercise observation	

							Mathematics teachers guide grade 2 pg. 72		
	5			By the end of the lesson, the learner should be able to identify rectangles, circles and triangles.	How does a rectangle, a circle and a triangle look like?	<p>Learners in pairs/groups to sort and group items of different shapes.</p> <p>Learners in pairs/groups to discuss types of lines making different shapes.</p> <p>Learners to identify and name the different shapes found in their classroom.</p>	<p>Paper cut-outs of rectangles, triangles and circle</p> <p>Mathematics Activities pupil's book 2 pg.62-63</p> <p>Mathematics teachers guide grade 2 pg. 74</p>	<p>Oral Questions</p> <p>Written exercise</p> <p>observation</p>	
12-14	ASSESSMENT/ CLOSING								