

# MATHEMATICS SCHEMES OF WORK GRADE 2

**NAME OF THE TEACHER:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_ **TERM: II** **YEAR:** \_\_\_\_\_

Week	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	<b>NUMBERS</b>	<b>Reading numbers</b>	By the end of the lesson, the learner should be able to: a. Read number symbols 51 up to 80 b. Model number symbols of their choice c. appreciate the use of number symbols in day-to-day activities.	The learner is guided to: ● recognize and read numbers 51 to 80 from number cards or charts,	How do you read numbers in symbols?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg.78 KLB Lower Pri. Maths teachers guide grade 2 pg. 1-2	oral questions, written exercise, observation.	
	2		<b>Number using objects</b>	By the end of the lesson, the learner should be able to: a. represent numbers 51 up to 80 using objects b. Model number symbols of their choice c. appreciate number objects in daily activities	The learner is guided to: ● collect safe concrete objects from the environment, ● count concrete objects of given numbers in symbols,	How do you represent numbers using objects?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg.79-80 KLB Lower Pri. Maths teachers guide grade 2 pg. 1-2	oral questions, written exercise, observation.	
	3	<b>Whole numbers</b>	Counting number forward in 5's from 5 to 80	By the end of the lesson, the learner should be able to: a. count numbers forward up to 80 in different situations, b. Practice counting forward in 5's up to 80. c. appreciate number patterns in playing number games.	The learner is guided to: ● count numbers forward up to 80 starting from any point,	How do we get the next number in a number pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg.81 KLB Lower Pri. Maths teachers guide grade 2 pg. 3-5	oral questions, written exercise, observation.	

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	4		Reading and writing numbers up to 80 in symbols	By the end of the lesson, the learner should be able to: a. read and write numbers 5 to 80 in symbols in different situations, b. Practice reading and writing number symbols. c. appreciate number patterns in playing number games.	The learner is guided to: ● recognize and read numbers 5 to 80 in symbols from number cards or charts.	How do we get the next number in a number pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg.82 KLB Lower Pri. Maths teachers guide grade 2 pg. 3-5	oral questions, written exercise, observation.	
	5		Place value of numbers (ones and tens)	By the end of the lesson, the learner should be able to: a. identify the place value of numbers in ones and tens. b. Work place value of different numbers. c. appreciate number patterns in playing number games.	The learner is guided to: ● name and write the numbers in the place value of ones and tens, ● discuss the place value of digits written on the number cards.	How do we get the next number in a number pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg.83 KLB Lower Pri. Maths teachers guide grade 2 pg. 3-5	oral questions, written exercise, observation.	
2	1		Reading and writing numbers in words up to 15	By the end of the lesson, the learner should be able to: a. read and write numbers 1 to 20 in words, b. practice reading and writing numbers in words. c. appreciate number patterns in playing number games.	The learner is guided to: ● read and write numbers 1 to 20 in words,	How do we get the next number in a number pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg.84-85 KLB Lower Pri. Maths teachers guide grade 2 pg. 3-5	oral questions, written exercise, observation.	
	2		Number patterns	By the end of the lesson, the learner should be able to: a. identify missing number patterns. b. work out missing numbers in number patterns up to 80, c. appreciate number patterns in playing number games.	The learner is guided to: ● work out missing numbers in number patterns up to 80, ● make number patterns and share with peers,	How do we get the next number in a number pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg.86 KLB Lower Pri. Maths teachers guide grade 2 pg. 3-5	oral questions, written exercise, observation.	
	3		Number patterns	By the end of the lesson, the learner should be able to: a. identify missing number patterns. b. work out missing numbers in number patterns up to 80, c. appreciate number patterns in playing number games.	The learner is guided to: ● work out missing numbers in number patterns up to 80, ● make number patterns and share with peers,	How do we get the next number in a number pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg.87 KLB Lower Pri. Maths teachers guide grade 2 pg. 3-5	oral questions, written exercise, observation.	

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	4	Addition	Addition with regrouping	By the end of the lesson, the learner should be able to: a. add a 2-digit number to a 1-digit number with regrouping up to a sum of 80 horizontally b. model addition sign c. Appreciate addition in real life situation	The learner is guided to: ● use number cards to add a 2-digit number to a 1-digit number with regrouping,	How do you use parts to from a whole?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 88 KLB Lower Pri. Maths teachers guide grade 2 pg. 6-8	oral questions, written exercise, observation.	
	5		addition with regrouping	By the end of the lesson, the learner should be able to: a. Add a 2-digit number to a 1-digit number with regrouping up to a sum of 80 vertically b. Describe how to add through regrouping. c. Appreciate addition in real life situation	The learner is guided to: ● use number cards to add a 2-digit number to a 1-digit number with regrouping,	How do you add a 2-digit number to a 1-digit number?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 89 KLB Lower Pri. Maths teachers guide grade 2 pg. 6-8	oral questions, written exercise, observation.	
3	1		Add with regrouping	By the end of the lesson, the learner should be able to: a. Add a 2-digit number to a 1-digit number with regrouping up to a sum of 800 horizontally b. Work out addition sums in their books c. Appreciate addition in real life situation	The learner is guided to: ● use number cards to add a 2-digit number to a 1-digit number with regrouping,	How do you add a 2-digit number to a 1-digit number?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 90-91 KLB Lower Pri. Maths teachers guide grade 2 pg. 6-8	oral questions, written exercise, observation.	
	2		Add with regrouping	By the end of the lesson, the learner should be able to: a. Add a 2-digit number to a 1-digit number with regrouping up to a sum of 80 vertically b. Work out examples in their books c. Appreciate addition in real life situation	The learner is guided to: ● use number cards to add a 2-digit number to a 1-digit number with regrouping,	How do you add a 2-digit number to a 1-digit number?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 92 KLB Lower Pri. Maths teachers guide grade 2 pg. 6-8	oral questions, written exercise, observation.	

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	3		<b>Add without regrouping</b>	By the end of the lesson, the learner should be able to: a. add a 2-digit number to a 2-digit number up to a sum of 80 without regrouping horizontally b. Work out addition examples in their books c. Appreciate addition of numbers in real life situation	The learner is guided to: ● in teams, discuss and come up with different ways of adding two 2-digit numbers without regrouping,	How can you add single digit numbers?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 93 KLB Lower Pri. Maths teachers guide grade 2 pg. 6-8	oral questions, written exercise, observation.	
	4		<b>Add without regrouping</b>	By the end of the lesson, the learner should be able to: a. add a 2-digit number to a 2-digit number up to a sum of 80 without regrouping horizontally b. Describe how to add without regrouping. c. Appreciate addition of numbers in real life situation	The learner is guided to: ● in teams, discuss and come up with different ways of adding two 2-digit numbers without regrouping,	How do you add a 2-digit number to a 2-digit number?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 94 KLB Lower Pri. Maths teachers guide grade 2 pg. 6-8	oral questions, written exercise, observation.	
	5		<b>Add with regrouping</b>	By the end of the lesson, the learner should be able to: a. add a 2- digit number to a 2- digit number up to a sum of 80 with regrouping horizontally b. Work out addition examples in their books c. Appreciate addition of numbers in real life situation	The learner is guided to: ● in teams, discuss and come up with different ways of adding two 2-digit numbers with regrouping,	How do you add a 2-digit number to a 2-digit number?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 95-96 KLB Lower Pri. Maths teachers guide grade 2 pg. 6-8	oral questions, written exercise, observation.	
4	1		<b>Add with regrouping</b>	By the end of the lesson, the learner should be able to: a. add a 2- digit number to a 2- digit number up to a sum of 80 with regrouping horizontally b. Explain how to add with regrouping. c. Appreciate addition of numbers in real life situation	The learner is guided to: ● in teams, discuss and come up with different ways of adding two 2-digit numbers with regrouping,	How do you add a 2-digit number to a 2-digit number?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 97-98 KLB Lower Pri. Maths teachers guide grade 2 pg. 6-8	oral questions, written exercise, observation.	

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	2		<b>Add multiples of ten without regrouping</b>	By the end of the lesson, the learner should be able to: a. add two multiples of 10 whose sum does not exceed 100, b. work out real examples in their books. c. appreciate the addition of numbers in real-life situations.	The learner is guided to: ● add 2 multiples of ten whose sum does not exceed 100	How do you add a 2-digit number to a 2-digit number?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 99-100 KLB Lower Pri. Maths teachers guide grade 2 pg. 6-8	oral questions, written exercise, observation.	
	3		<b>Add without regrouping</b>	By the end of the lesson, the learner should be able to: a. add two multiples of 10 whose sum does not exceed 100, b. work out real examples in their books. c. appreciate the addition of numbers in real-life situations.	The learner is guided to: ● add 2 multiples of ten whose sum does not exceed 100,	How do you add a 2-digit number to a 2-digit number?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 101-102 KLB Lower Pri. Maths teachers guide grade 2 pg. 6-8	oral questions, written exercise, observation.	
	4		<b>Number patterns</b>	By the end of the lesson, the learner should be able to: a. work out missing numbers in patterns involving addition up to 80 b. identify missing numbers in a pattern c. Appreciate addition of numbers in real life situation Appreciate addition of numbers in real life situation	The learner is guided to: ● work with peers and make patterns using numbers up to 100 and share with others.	How do you work out missing numbers in patterns?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 103 KLB Lower Pri. Maths teachers guide grade 2 pg. 6-8	oral questions, written exercise, observation.	
	5	<b>Subtraction</b>	<b>Subtract without regrouping</b>	By the end of the lesson, the learner should be able to: a. subtract a 2-digit number from a 2-digit number without regrouping, b. Work out subtraction examples in their books c. Appreciate subtraction of numbers in real life situation	The learner is guided to: ● subtract a 2-digit number from a 2-digit number without regrouping using place value apparatus.	How do you work out Missing numbers in number patterns involving subtraction?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 104-105 KLB Lower Pri. Maths teachers guide grade 2 pg. 9-11	oral questions, written exercise, observation.	

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5	1		<b>Subtract without regrouping</b>	By the end of the lesson, the learner should be able to: a. subtract a 2-digit number from a 2-digit number without regrouping, b. Explain how to subtract without regrouping. c. Appreciate subtraction of numbers in real life situation	The learner is guided to: ● subtract a 2-digit number from a 2-digit number without regrouping using place value apparatus,	How do you work out Missing numbers in number patterns involving subtraction?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 106-107 KLB Lower Pri. Maths teachers guide grade 2 pg. 9-11	oral questions, written exercise, observation.	
	2		<b>Subtract 1-digit number from a 2-digit number with regrouping</b>	By the end of the lesson, the learner should be able to: a. subtract a 1-digit number from a 2-digit number with regrouping, b. Work out examples in their books c. Appreciate subtraction of numbers in real life situation	The learner is guided to: ● subtract a 1-digit number from a 2-digit number with regrouping,	How do you work out Missing numbers in number patterns involving subtraction?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 108 KLB Lower Pri. Maths teachers guide grade 2 pg. 9-11	oral questions, written exercise, observation.	
	3		<b>Subtract 1-digit number from a 2-digit number with regrouping</b>	By the end of the lesson, the learner should be able to: a. subtract a 1-digit number from a 2-digit number with regrouping, b. Work out examples in their books c. Appreciate subtraction of numbers in real life situation	The learner is guided to: ● subtract a 1-digit number from a 2-digit number with regrouping,	How do you work out Missing numbers in number patterns involving subtraction?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 109 KLB Lower Pri. Maths teachers guide grade 2 pg. 9-11	written exercise, observation, oral questions.	
	4		<b>Subtract 2-digit number from a 2-digit number with regrouping</b>	By the end of the lesson, the learner should be able to: a. subtract a 2-digit number from a 2-digit number with regrouping, b. Work out examples in their books c. Appreciate subtraction of numbers in real life situation	The learner is guided to: ● subtract a 2-digit number from a 2-digit number with regrouping using place value apparatus,	How do you work out Missing numbers in number patterns involving subtraction?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 110-111 KLB Lower Pri. Maths teachers guide grade 2 pg. 9-11	written exercise, observation, oral questions.	

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	5		<b>Subtract 2-digit number from a 2-digit number with regrouping</b>	By the end of the lesson, the learner should be able to: a. subtract a 2-digit number from a 2-digit number with regrouping, b. Work out examples in their books c. Appreciate subtraction of numbers in real life situation	The learner is guided to: ● subtract a 2-digit number from a 2-digit number with regrouping using place value apparatus,	How do you work out Missing numbers in number patterns involving subtraction?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 112 KLB Lower Pri. Maths teachers guide grade 2 pg. 9-11	written exercise, observation, oral questions.	
6	1		<b>Subtract multiples of ten</b>	By the end of the lesson, the learner should be able to: a. Subtract multiples of ten using number cards. b. Explain the importance of addition in real life. c. Appreciate the importance of subtraction in real life situation	The learner is guided to: ● subtract lower multiples of 10 from higher multiples of 10 using number cards,	How do you work out Missing numbers in number patterns involving subtraction?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 113-114 KLB Lower Pri. Maths teachers guide grade 2 pg. 9-11	written exercise, observation, oral questions.	
	2		<b>Subtract multiples of ten</b>	By the end of the lesson, the learner should be able to: a. Identify multiples of 10. b. subtract a lower multiple of 10 from a higher multiple of 10, c. appreciate the subtraction of numbers in real-life situations	The learner is guided to: ● subtract lower multiples of 10 from higher multiples of 10 using number cards,	How do you work out Missing numbers in number patterns involving subtraction?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 115-116 KLB Lower Pri. Maths teachers guide grade 2 pg. 9-11	written exercise, observation, oral questions.	
	3		<b>Number patterns</b>	By the end of the lesson, the learner should be able to: a. Work out missing numbers in patterns involving subtraction from 1 up to 80 b. work out sample exercises in their book c. Appreciate the importance of subtraction in real life situation	The learner is guided to: ● in teams, discuss and work out missing numbers in patterns involving subtraction up to 80.	How do you work out Missing numbers in number patterns involving subtraction?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 117 KLB Lower Pri. Maths teachers guide grade 2 pg. 9-11	written exercise, observation, oral questions.	

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	4	Multiplication	Multiplication by 2	By the end of the lesson, the learner should be able to: a. Multiply 1- digit numbers by 2 b. work out multiplication sample exercises in their books c. Appreciate the importance of multiplication in real life situation	The learner is guided to: ● practice using 'x' sign in writing repeated addition sentences as multiplication, ● work with peers and multiply 1-digit numbers by 2	How is multiplication represented as repeated addition?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 118 KLB Lower Pri. Maths teachers guide grade 2 pg. 12-13	written exercise, observation, oral questions.	
	5		Multiplication by 3	By the end of the lesson, the learner should be able to: a. Multiply 1- digit numbers by 3 b. work out sample exercises in their books c. Appreciate the importance of multiplication in real life situation	The learner is guided to: ● practice using 'x' sign in writing repeated addition sentences as multiplication, ● work with peers and multiply 1-digit numbers by 3	How is multiplication represented as repeated addition?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 119 KLB Lower Pri. Maths teachers guide grade 2 pg. 12-13	written exercise, observation, oral questions.	
7	1		Multiplication by 4	By the end of the lesson, the learner should be able to: a. Multiply 1- digit numbers by 4 b. work out multiplication sample exercises in their books. c. Appreciate the importance of multiplication in real life situation	The learner is guided to: ● practice using 'x' sign in writing repeated addition sentences as multiplication, ● work with peers and multiply 1-digit numbers by 4	How is multiplication represented as repeated addition?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 120 KLB Lower Pri. Maths teachers guide grade 2 pg. 12-13	written exercise, observation, oral questions.	
	2		Multiplication by 5	By the end of the lesson, the learner should be able to: a. Multiply 1- digit numbers by 5 b. work out sample multiplication exercises in their books. c. Appreciate the importance of multiplication in real life situation	The learner is guided to: ● practice using 'x' sign in writing repeated addition sentences as multiplication, ● work with peers and multiply 1-digit numbers by 5	How is multiplication represented as repeated addition?	KLB Lower Pri. Maths pupil's book 2 pg. 121 KLB Lower Pri. Maths teachers guide grade 2 pg. 12-13		
	3	Division	Division by 4	By the end of the lesson, the learner should be able to: a. divide numbers up to 25 by 4 without a remainder b. work out division examples in their books c. appreciate the application of division of numbers in real-life situations.	The learner is guided to: ● organize numbers up to 25 into groups of 4 without a remainder, ● play games involving division using digital devices or other resources with peers.	How can you share a given number of objects equally?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg.122-123 KLB Lower Pri. Maths teachers guide grade 2 pg14-15	written exercise, observation, oral questions	

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	4		<b>Division by 5</b>	By the end of the lesson, the learner should be able to: a. divide numbers up to 25 by 5 without a remainder b. work out division examples in their books c. appreciate use mass in real life situation	The learner is guided to: ● organize numbers up to 25 into groups of 5 without a remainder, ● play games involving division using digital devices or other resources with peers.	How can you share a given number of objects equally?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg.124 KLB Lower Pri. Maths teachers guide grade 2 pg14-15	written exercise, observation, oral questions	
	5	<b>Fractions</b>	<b>A quarter as part of a whole</b>	By the end of the lesson, the learner should be able to: a. Identify a quarter as part of a whole b. Model a quarter of a whole c. appreciate use of fractions in daily life activities.	The learner is guided to: ● fold circular paper cut-outs to get 4 equal parts and identify one of the parts as a $\frac{1}{4}$ of a whole,	How do you get four equal parts from a whole?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 125 KLB Lower Pri. Maths teachers guide grade 2 pg. 16-18	oral questions, written exercise, observation.	
8	1		<b>A quarter as part of a whole</b>	By the end of the lesson, the learner should be able to: a. Identify a quarter as part of a whole b. Model a quarter of a whole c. appreciate use of fractions in daily life activities.	The learner is guided to: ● fold circular paper cut-outs to get 4 equal parts and identify one of the parts as a $\frac{1}{4}$ of a whole,	How do you represent four equal parts from a whole?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 126 KLB Lower Pri. Maths teachers guide grade 2 pg. 16-18	oral questions, written exercise, observation.	
	2		<b>A <math>\frac{1}{4}</math> as part of a whole</b>	By the end of the lesson, the learner should be able to: a. identify a $\frac{1}{4}$ as part of a whole in different situations, b. apply fractions in day-to-day activities, c. appreciate use of fractions in daily life activities.	The learner is guided to: ● fold circular paper cut-outs to get 4 equal parts and identify one of the parts as a $\frac{1}{4}$ of a whole,	How do you wrote a quarter using symbols?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 127 KLB Lower Pri. Maths teachers guide grade 2 pg. 16-18	oral questions, written exercise, observation.	
	3		<b>Making a whole using quarters</b>	By the end of the lesson, the learner should be able to: a. Form a whole using quarters b. work out examples in their books c. appreciate use of fractions in daily life activities.	The learner is guided to: ● practise making or sharing items in halves or quarters of a whole,	How can you share a given number of objects equally?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 128 KLB Lower Pri. Maths teachers guide grade 2 pg. 16-18	written exercise, observation, oral questions.	

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	4	<b>MEASUREME NT</b>	<b>Measuring Length</b>	By the end of the lesson, the learner should be able to: a. identify the unit for measuring length b. measure lengths of objects in the classroom c. appreciate measuring length using fixed units in real-life situations.	The learner is guided to: ● use sticks of equal length to measure the lengths of different objects and record the measurement.	How is the length of an object measured?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 129 KLB Lower Pri. Maths teachers guide grade 2 pg. 19-20	written exercise, observation, oral questions	
	5		<b>Metre as a unit of measuring length</b>	By the end of the lesson, the learner should be able to: a. Measure length using the metre b. identify the metre as a unit of measuring length c. appreciate measuring length using fixed units in real-life situations.	The learner is guided to: ● in teams, use locally available materials to make 1-metre sticks and use them to measure the length of various objects within the classroom and record the measurements,	How is the length of an object measured?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 129 KLB Lower Pri. Maths teachers guide grade 2 pg. 19-20	written exercise, observation, oral questions	
9	<b>HALF TERM</b>								
10	1	<b>Mass</b>	<b>Kilogram as a unit of measuring mass</b>	By the end of the lesson, the learner should be able to: a. Identify kilogram as a unit of measuring mass b. Measure mass using arbitrary units c. Appreciate use mass in real life situation	The learner is guided to: ● use an item equivalent to a 1-kilogram mass and a beam balance to measure the mass of different objects in kilograms accurately,	Why is it important to know the mass of an object?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 131 KLB Lower Pri. Maths teachers guide grade 2 pg. 21-22	written exercise, observation, oral questions	
	2		<b>Making a 1 kg mass</b>	By the end of the lesson, the learner should be able to: a. Make a 1-kg mass b. demonstrate use of mass in real life situation c. Appreciate measuring mass in real life situations	The learner is guided to: ● visit a shop or market and assist vendors in measuring the mass of items such as beans, maize, rice, and flour using fixed units, for example, an empty 1-kilogram container, ● measure the mass of different items in kilograms using a 1-kilogram container,	Why is it important to know the mass of an object?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 132 KLB Lower Pri. Maths teachers guide grade 2 pg. 21-22	written exercises, observation, oral questions	

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	3	Capacity	Measuring capacity	By the end of the lesson, the learner should be able to: a. Measure capacity using fixed units b. demonstrate use of capacity in real life situation c. Appreciate capacity in real life situations	The learner is guided to: ● use small containers of equal capacity to fill bigger containers of the same capacity but different shapes with water, count the number of small containers used to fill the big containers,	Why do containers have different capacities?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 133 KLB Lower Pri. Maths teachers guide grade 2 pg. 23-24	written exercises, observation, oral. questions	
	4		A litre as a unit of measuring capacity	By the end of the lesson, the learner should be able to: a. Identify the litre as a unit of measuring capacity b. demonstrate use of capacity in real life situation c. Appreciate capacity in real life situations	The learner is guided to: ● use 1-litre containers to fill bigger containers with water, and count the number of litres used to fill the big containers. Use water properly to avoid wetting floors.	Which commodities can be measured in terms of litres?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 134-135 KLB Lower Pri. Maths teachers guide grade 2 pg. 23-24	written exercises, observation, oral. questions	
	5		Measuring capacity in litres	By the end of the lesson, the learner should be able to: a. Measure capacity in litres b. demonstrate use of capacity in real life situation c. Appreciate capacity in real life situations	The learner is guided to: ● in teams, discuss and measure the capacity of different containers in litres accurately,	How can you measure the capacity of container?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 136 KLB Lower Pri. Maths teachers guide grade 2 pg. 23-24	written exercises, observation, oral. questions	
II	1	Time	Measuring time	By the end of the lesson, the learner should be able to: a. Measure time using arbitrary units b. Tell of the activities that take place in school c. appreciate keeping time in day-to-day activities	The learner is guided to: ● discuss and relate time by hour using the length of a shadow of an object such as a tree in the environment,	How do we use calendars and clocks to track time?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 137 KLB Lower Pri. Maths teachers guide grade 2 pg. 24-26	oral questions, written exercises, observation	
	2		Measuring time	By the end of the lesson, the learner should be able to: a. Measure time using arbitrary units. b. Tell of the activities that take place in school c. appreciate keeping time in day-to-day activities	The learner is guided to: ● discuss and relate time by hour using the length of a shadow of an object such as a tree in the environment,	How do we use calendars and clocks to track time?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 138 KLB Lower Pri. Maths teachers guide grade 2 pg. 24-26	oral questions, written exercises, observation	

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	3		<b>A clock face</b>	By the end of the lesson, the learner should be able to: a. Identify clock face b. Tell of the activities that take place in school c. appreciate keeping time in day-to-day activities	The learner is guided to: ● discuss places where clocks are displayed and how they look, ● observe a clock face and discuss the minute and hour hand	How do we use calendars and clocks to track time?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 139 KLB Lower Pri. Maths teachers guide grade 2 pg. 24-26	oral questions, written exercises, observation	
	4		<b>Reading and telling time</b>	By the end of the lesson, the learner should be able to: a. Read and tell time by the hour b. Draw a clock face c. appreciate keeping time in day-to-day activities	The learner is guided to: ● discuss how to read, tell and write time by the hour using both the analogue and digital clock,	How do we use calendars and clocks to track time?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 140-141 KLB Lower Pri. Maths teachers guide grade 2 pg. 24-26	oral questions, written exercises, observation	
	5	<b>Money</b>	<b>Counting coins</b>	By the end of the lesson, the learner should be able to: a. count the number of sh. 10 and sh. 20 coins in different situations b. Identify the different denominations of Kenyan currency c. appreciate the use of money in buying items.	The learner is guided to: ● in teams, make sh. 10 and sh. 20 coins paper cut-outs, sort and count the number of sh. 10 and sh. 20 coins paper cut-outs,	What can you do with money?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 142-143 KLB Lower Pri. Maths teachers guide grade 2 pg. 27-29	oral questions, written exercises, observation	
12	1		<b>Counting 50 shillings notes</b>	By the end of the lesson, the learner should be able to: a. count the number of sh. 50 notes in different situations b. Identify the different denominations of Kenyan currency c. appreciate the use of money in buying items.	The learner is guided to: ● work collaboratively, to make sh. 50 and sh. 100 notes paper cut-outs, sort and count the number of sh. 50 and sh. 100 notes paper cut-outs,	How can you represent the same amount of money in different forms?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 144-145 KLB Lower Pri. Maths teachers guide grade 2 pg. 27-29	oral questions, written exercises, observation	
	2		<b>Counting 100 shillings notes</b>	By the end of the lesson, the learner should be able to: a. count the number of sh. 100 notes in different situations b. Identify the different denominations of Kenyan currency c. appreciate the use of money in buying items.	The learner is guided to: ● work collaboratively, to make sh. 50 and sh. 100 notes paper cut-outs, sort and count the number of sh. 50 and sh. 100 notes paper cut-outs,	How can you choose what to do with your money?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 146-147 KLB Lower Pri. Maths teachers guide grade 2 pg. 27-29	written exercises, oral questions, observation	

Week	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3		<b>Adding money</b>	By the end of the lesson, the learner should be able to: a. add two denominations of money with a sum not exceeding sh. 100, b. Practice adding money in different situations. c. appreciate the use of money in buying items.	The learner is guided to: ● add two denominations of money with a sum not exceeding sh. 100	How different are Kenyan currency denominations ?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 148-149 KLB Lower Pri. Maths teachers guide grade 2 pg. 27-29	written exercises, oral questions, observation	
	4	<b>GEOMETRY</b>	<b>Model Straight line</b>	By the end of the lesson, the learner should be able to: a. Identify straight lines b. model straight lines in different ways, c. recognize the use lines in real-life situations.	The learner is guided to: ● model straight lines by holding their hands in different ways; upward, horizontal, diagonal,	How are lines used in real life?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 150 KLB Lower Pri. Maths teachers guide grade 2 pg. 30-31	written exercises, oral questions, observation	
	5		<b>Drawing straight lines</b>	By the end of the lesson, the learner should be able to: a. draw straight lines in different ways b. Identify straight lines c. recognize the use lines in real-life situations.	The learner is guided to: ● draw straight lines on manila papers and books using pencils, crayons rulers, or sticks	How are lines used in real life?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 151 KLB Lower Pri. Maths teachers guide grade 2 pg. 30-31	written exercises, oral questions, observation	
13	1		<b>Model Curved line</b>	By the end of the lesson, the learner should be able to: a. Identify curved lines b. model curved lines in different ways, c. recognize the use lines in real-life situations.	The learner is guided to: ● model curved lines by holding their hands in different ways; upward, horizontal, diagonal,	How are lines used in real life?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 152 KLB Lower Pri. Maths teachers guide grade 2 pg. 30-31	written exercises, oral questions, observation	
	2		<b>Draw Curved line</b>	By the end of the lesson, the learner should be able to: a. draw curved lines in different ways b. Identify curved lines c. recognize the use lines in real-life situations.	The learner is guided to: ● draw curved lines on manila papers and books using pencils, crayons rulers, or sticks	How are lines used in real life?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 153 KLB Lower Pri. Maths teachers guide grade 2 pg. 30-31	written exercises, oral questions, observation	

Week	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3	Shapes	Triangles, squares, rectangles, circles and ovals	By the end of the lesson, the learner should be able to a. identify different shapes in the environment, b. Observe pictures of different shapes in the environment. c. appreciate the use of shapes in forming patterns in fabrics.	The learner is guided to: ● recognize and name different shapes in the environment (triangles, rectangles, squares, circles, and ovals),	How can patterns be made using shapes?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 154-155 KLB Lower Pri. Maths teachers guide grade 2 pg. 30-31	Oral Questions Written exercise observation	
	4		<b>Drawing shapes (Triangles, squares and rectangles)</b>	By the end of the lesson, the learner should be able to a. draw shapes in different ways, b. identify different shapes in the environment, c. appreciate the use of shapes in forming patterns in fabrics.	The learner is guided to: ● draw triangles, rectangles, squares on manila papers and display them in the learning environment,	How can patterns be made using shapes?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 156-157 KLB Lower Pri. Maths teachers guide grade 2 pg. 30-31	Oral Questions Written exercise observation	
	5		<b>Drawing shapes (circles and ovals)</b>	By the end of the lesson, the learner should be able to a. draw shapes in different ways, b. identify different shapes in the environment, c. appreciate the use of shapes in forming patterns in fabrics.	The learner is guided to: ● draw circles, and ovals on manila papers and display them in the learning environment,	How can patterns be made using shapes?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 2 pg. 158 KLB Lower Pri. Maths teachers guide grade 2 pg. 30-31	Oral Questions Written exercise observation	
14	<b>END TERM II ASSESSMENT/CLOSING</b>								