GRADE TWO **MATHEMATICS GRADE TWO TERM TWO YEAR 2018**

WEEK	LESSON	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY ENQUIRY QUESTIONS	LEARNING EXPERIENCE	LEARNING RESOURCES	ASSESSMENT METHOD	REFLECTION
1	**PREPARATION**								
2	1 & 2	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: a) represent multiplication as repeated addition using numbers 1 and 2 up to five times,	How do you represent multiplication as repeated addition?	Learners in pairs/groups to use counters to represent multiplication as repeated addition.	Realia Charts	Observation Oral Question Written Question	
	3 & 4	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: a) represent multiplication as repeated addition using numbers 3 and 4 up to five times,	How do you represent multiplication as repeated addition?	Learners in pairs/groups to use counters to represent multiplication as repeated addition.	Realia Charts	Observation Oral Question Written Question	
	5	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: a) represent multiplication as repeated addition using numbers 5 up to five times,	How do you represent multiplication as repeated addition?	Learners in pairs/groups to use number lines to represent multiplication as repeated addition.	Realia Charts	Observation Oral Question Written Question	
3	1	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: a) write repeated addition sentences as multiplication, using '×' sign	How do you represent multiplication as repeated addition?	Learners to use '×' sign in writing repeated addition sentences as multiplication.	Realia Charts	Observation Oral Question Written Question	
	2	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: a) write repeated addition sentences as multiplication, using '×' sign	How do you represent multiplication as repeated addition?	Learners to use '×' sign in writing repeated addition sentences as multiplication.	Realia Charts	Observation Oral Question Written Question	
	3	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to:	How do you represent	Learners to use '×' sign in writing	Realia Charts	Observation Oral Question	

				a) write repeated addition sentences as multiplication, using '×' sign	multiplication as repeated addition?	repeated addition sentences as multiplication.		Written Question	
	4	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: a) multiply single digit numbers by 1and 2.	How do you represent multiplication as repeated addition?	Learners to multiply single digit numbers by 1and 2. Learners to play digital games involving multiplication.	Realia Charts	Observation Oral Question Written Question	
	5	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: a) multiply single digit numbers by 3and 4.	How do you represent multiplication as repeated addition?	Learners to multiply single digit numbers by 3 and 4. Learners to play digital games involving multiplication.	Realia Charts	Observation Oral Question Written Question	
4	1 & 2	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: a) multiply single digit numbers by 5and 10.	How do you represent multiplication as repeated addition?	Learners to multiply single digit numbers by 5 and 10. Learners to play digital games involving multiplication.	Realia Charts	Observation Oral Question Written Question	
	3	**Numbers**	Division	By the end of the sub-strand, the learner should be able to: a) represent division as equal sharing,	How can you share a given number of objects equally?	Learners in pairs/groups to share a given number of objects equally by each picking one object at a time until all are finished and then count how many each got.	Realia Charts	Observation Oral Question Written Question	
	4	**Numbers**	Division	By the end of the sub-strand, the learner should be able to: a) represent division as equal sharing,	How can you share a given number of objects equally?	Learners in pairs/groups to share a given number of objects equally by	Realia Charts	Observation Oral Question Written Question	

						each picking one object at a time until all are finished and then count how many each got.			
	5	**Numbers**	Division	By the end of the sub-strand, the learner should be able to: a) represent division as equal grouping,	How can you share a given number of objects equally?	Learners in pairs/groups to pick an equal number of objects at a time from the main group and count the number of small equal groups formed.	Realia Charts	Observation Oral Question Written Question	
5	1	**Numbers**	Division	By the end of the sub-strand, the learner should be able to: a) use ' ÷ 'sign in writing division sentences	How can you share a given number of objects equally?	Learners to use '÷'sign in writing division sentences. groups formed.	Realia Charts	Observation Oral Question Written Question	
	2	**Numbers**	Division	By the end of the sub-strand, the learner should be able to: a) use ' ÷ 'sign in writing division sentences	How can you share a given number of objects equally?	Learners to use '÷'sign in writing division sentences. groups formed.	Realia Charts	Observation Oral Question Written Question	
	3	**Numbers**	Division	By the end of the sub-strand, the learner should be able to: a) use ' ÷ 'sign in writing division sentences	How can you share a given number of objects equally?	Learners to use '÷'sign in writing division sentences. groups formed.	Realia Charts	Observation Oral Question Written Question	
	4	**Numbers**	Division	By the end of the sub-strand, the learner should be able to: a)divide numbers up to 25 by 2 and 3 without a remainder in real life situations.	How can you share a given number of objects equally?	Learners to divide numbers up to 25 by 2 and 3 without a remainder.	Realia Charts	Observation Oral Question Written Question	
	5	**Numbers**	Division	By the end of the sub-strand, the learner should be able to: a)divide numbers up to 25 by 4 and 5 without a remainder in real life situations.	How can you share a given number of objects equally?	Learners to divide numbers up to 25 by 4 and 5 without a remainder.	Realia Charts	Observation Oral Question Written Question	

6	1 & 2	**Measurement**	Length	By the end of the sub-strand, the learner should be able to: a) measure length using fixed units,	What can you use to measure different lengths?	Learners in pairs/groups to use sticks of equal length to measure different lengths, record and discuss the results.	Realia Charts	Observation Oral Question Written Question	
	3	**Measurement**	Length	By the end of the sub-strand, the learner should be able to: a) identify the metre as a unit of measuring length,	What can you use to measure different lengths?	Learners in pairs/groups to measure length using sticks of different lengths, including 1- metre sticks and identify the 1- metre sticks.	Realia Charts	Observation Oral Question Written Question	
	4	**Measurement**	Length	By the end of the sub-strand, the learner should be able to: a) identify the metre as a unit of measuring length,	What can you use to measure different lengths?	Learners in pairs/groups to measure length using sticks of different lengths, including 1- metre sticks and identify the 1- metre sticks.	Realia Charts	Observation Oral Question Written Question	
	5	**Measurement**	Length	By the end of the sub-strand, the learner should be able to: a) measure length in metres.	What can you use to measure different lengths?	Learners to make 1-metre sticks and use them in measuring various lengths within the classroom , record and discuss the results.	Realia Charts	Observation Oral Question Written Question	
7	1	**Measurement**	Length	By the end of the sub-strand, the learner should be able to: a) measure length in metres.	What can you use to measure different lengths?	Learners to make 1-metre sticks and use them in measuring various lengths within the classroom , record and discuss the results. Learners to play	Realia Charts	Observation Oral Question Written Question	

						digital games involving length in metres.			
	2	**Measurement**	Mass	By the end of the sub-strand, the learner should be able to: a) measure mass using fixed units,	What can we use to measure mass?	Learners in pairs/groups to use items of same mass and a beam balance to measure different masses record and discuss the results.	Realia Charts	Observation Oral Question Written Question	
	3	**Measurement**	Mass	By the end of the sub-strand, the learner should be able to: a) measure mass using fixed units,	What can we use to measure mass?	Learners in pairs/groups to use items of same mass and a beam balance to measure different masses record and discuss the results.	Realia Charts	Observation Oral Question Written Question	
	4	**Measurement**	Mass	By the end of the sub-strand, the learner should be able to: a) identify the kilogram as a unit of measuring mass	What can we use to measure mass?	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.	Realia Charts	Observation Oral Question Written Question	
	5	**Measurement**	Mass	By the end of the sub-strand, the learner should be able to: a) identify the kilogram as a unit of measuring mass	What can we use to measure mass?	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.	Realia Charts	Observation Oral Question Written Question	
8	1	**Measurement**	Mass	By the end of the sub-strand, the learner should be able to:	What can we use to measure mass?	Learner to practice measuring mass in	Realia Charts	Observation Oral Question	

				a) measure mass in kilograms.		kilograms using a 1-kilogram mass. Learners to play digital games involving mass in kilograms.		Written Question	
	2	**Measurement**	Mass	By the end of the sub-strand, the learner should be able to: a) measure mass in kilograms.	What can we use to measure mass?	Learner to practice measuring mass in kilograms using a 1-kilogram mass. Learners to play digital games involving mass in kilograms.	Realia Charts	Observation Oral Question Written Question	
	3	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) measure capacity using fixed units,	What can you use to measure capacity of different containers?	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.	Realia Charts	Observation Oral Question Written Question	
	4	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) measure capacity using fixed units,	What can you use to measure capacity of different containers?	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.	Realia Charts	Observation Oral Question Written Question	
	5	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) measure capacity using fixed units,	What can you use to measure capacity of different containers?	Learners in pairs /groups to use small containers of equal capacity to fill bigger containers of	Realia Charts	Observation Oral Question Written Question	

						same capacity but different shapes with water and count the number of small containers used to fill them.			
9	1	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) identify the litre as a unit of measuring capacity,	What can you use to measure capacity of different containers?	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.	Realia Charts	Observation Oral Question Written Question	
	2	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) identify the litre as a unit of measuring capacity,	What can you use to measure capacity of different containers?	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.	Realia Charts	Observation Oral Question Written Question	
	3	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) measure capacity in litres	What can you use to measure capacity of different containers?	Learners in groups to measure the capacity of different containers in litres.	Realia Charts	Observation Oral Question Written Question	
	4	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) measure capacity in litres	What can you use to measure capacity of different containers?	Learners in groups to measure the capacity of different containers in litres.	Realia Charts	Observation Oral Question Written Question	
	5	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) measure capacity in litres	What can you use to measure capacity of different containers?	Learners in groups to measure the capacity of different containers in litres. Learners to play digital games involving capacity.	Realia Charts	Observation Oral Question Written Question	

10	1	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) relate the months of the year with various activities,	In which month do you celebrate your birth day?	Learners in pairs/groups to discuss activities that take place in the months of the year.	Realia Charts	Observation Oral Question Written Question	
	2	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) relate the months of the year with various activities,	In which month do you celebrate your birth day?	Learners in pairs/groups to discuss activities that take place in the months of the year.	Realia Charts	Observation Oral Question Written Question	
	3	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) recite the number of days in each month of the year,	In which month do you celebrate your birth day?	Learners in pairs/groups to sing songs, rhymes related to number of days in the months of the year.	Realia Charts	Observation Oral Question Written Question	
	4	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) recite the number of days in each month of the year,	In which month do you celebrate your birth day?	Learners in pairs/groups to sing songs, rhymes related to number of days in the months of the year.	Realia Charts	Observation Oral Question Written Question	
	5	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) measure time using arbitrary units,	In which month do you celebrate your birth day?	Learners in pairs/groups to measure time taken to perform an activity using arbitrary units.	Realia Charts	Observation Oral Question Written Question	
11	1	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) measure time using fixed units,	Which month has the least number of days?	Learners in pairs/groups to measure time taken to perform an activity using fixed units.	Realia Charts	Observation Oral Question Written Question	
	2	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) measure time using fixed	Which month has the least number of days?	Learners in pairs/groups to measure time taken	Realia Charts	Observation Oral Question Written	

				units,		to perform an activity using fixed units.		Question	
	3	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) identify the clock face,	Which month has the least number of days?	Learners to discuss places where they have seen clocks displayed as well as how they look like.	Realia Charts	Observation Oral Question Written Question	
	4	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) identify the clock face,	Which month has the least number of days?	Learners to discuss places where they have seen clocks displayed as well as how they look like.	Realia Charts	Observation Oral Question Written Question	
	5	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) read, tell and write time by the hour.	Which month has the least number of days?	Learners to observe a clock face and discuss the minute hand and the hour hand. Learners to discuss how to read, tell and write time by the hour using both the analogue and digital clock.	Realia Charts	Observation Oral Question Written Question	
12	1 & 2	**Measurement**	Money	By the end of the sub-strand, the learner should be able to: a) identify Kenyan currency coins and notes up to sh.100,	How can you identify different Kenyan currencies?	Learners in pairs/groups to sort out Kenyan currency coins and notes according to their features up to sh.100. Learners in groups to put different coins and notes together and separate them according to their	Realia Charts	Observation Oral Question Written Question	

						values and features.			
	3	**Measurement**	Money	By the end of the sub-strand, the learner should be able to: a) count money in sh.1, sh.5, sh.10, sh.20, sh.40, sh.50 up to sh.100,	How can you identify different Kenyan currencies?	Learners in pairs/groups to count money in sh.1, sh.5, sh.10,sh.20,sh.40, sh.50 up to sh.100.	Realia Charts	Observation Oral Question Written Question	
	4	**Measurement**	Money	By the end of the sub-strand, the learner should be able to: a) count money in sh.1, sh.5, sh.10, sh.20, sh.40, sh.50 up to sh.100,	How can you identify different Kenyan currencies?	Learners in pairs/groups to count money in sh.1, sh.5, sh.10,sh.20,sh.40, sh.50 up to sh.100.	Realia Charts	Observation Oral Question Written Question	
	5	**Measurement**	Money	By the end of the sub-strand, the learner should be able to: a) represent same amount of money in different denominations,	How can you identify different Kenyan currencies?	Learners in pairs/groups to make same amount of money using different denominations.	Realia Charts	Observation Oral Question Written Question	
13	1 & 2	**Measurement**	Money	By the end of the sub-strand, the learner should be able to: a) relate money to goods and services up to sh.100,	How can you identify different Kenyan currencies?	Learners in pairs/groups to discuss items they cannot do without and those that are necessary but they can do without up to a value of sh.100.	Realia Charts	Observation Oral Question Written Question	
	3	**Measurement**	Money	By the end of the sub-strand, the learner should be able to: a) differentiate between needs and wants in real life context,	How can you identify different Kenyan currencies?	Learners in pairs/groups to classify needs and wants.	Realia Charts	Observation Oral Question Written Question	
	4 & 5	**Measurement**	Money	By the end of the sub-strand, the learner should be able to: a) Appreciate spending and	How can you identify different Kenyan currencies?	Learners to discuss the importance of saving.	Realia Charts	Observation Oral Question Written	

				saving of money in real life situations.		Learners to play digital games involving money.		Question	
14	**C.A.T**								