**Mathematics Act. Pupils Bk. 2 ACT. GRADE Two**

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

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| WEEK | LESSON | STRAND THEME | S-STRAND | SPECIALLEARNINGOUTCOMES | KEYINQUIRYQUESTIONS | 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. Model number symbols of their choice
3. 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. 2pg. 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. Model number symbols of their choice
3. 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. 2pg. 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. count their body parts
3. 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. 2pg. 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. work out examples in their books
3. 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. 2pg. 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. model number symbols of their choice
3. 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. 2pg. 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. name their body parts
3. 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. 2pg. 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. appreciate the importance of patterns in daily life
3. 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. 2pg. 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
3. develop curiosity in completing patterns
 | 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. 2pg. 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. 2pg. 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. Model a quarter of a whole
3. 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 14 of 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. 2pg. 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
3. develop interest in fractions
 | 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 14 of 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. 2pg. 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
3. develop interest in dealing with fractions
 | 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 14 of 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. 2pg. 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. model addition sign
3. 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. 2pg. 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. Model addition sign
3. 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. 2pg. 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. Work out addition sums in their books
3. 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. 2pg. 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. Work out examples in their books
3. 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. 2pg. 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. 2pg. 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. 2pg. 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. 2pg. 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. 2pg. 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. identify missing numbers in a pattern
3. 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. 2pg. 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. 2pg. 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. 2pg. 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. Work out examples in their books
3. 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. 2pg. 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. 2pg. 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. 2pg. 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. 2pg. 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. 2pg. 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. 2pg. 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. 2pg. 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 in pairs/groups to usecounters to representmultiplication as repeated addition. | countersMaths act. Pupils bk. 2pg. 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
2. Appreciate equal sharing in real life
3. Model division sign
 | 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 oneobject at a time until all are finished andthen count howmany each got. | Bottle tops, seeds, sticks, balls, marbles, stones, grainsMaths act. Pupils bk. 2pg. 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. Work out examples in their books
3. 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 in pairs/groups to share a given number ofobjects equally by each picking one object at a time untilall are finished and then count how many each got. | Bottle tops, seeds, sticks, balls, marbles, stones, grainsMaths act. Pupils bk. 2pg. 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. model the division sign
3. appreciate the importance of division in real life situation
 | How do you write equal sharing and equal grouping using the sign? | Learners in pairs/groups to share a given number ofobjects equally by each picking one object at a time untilall are finished and then count how many each got. | Bottle tops, seeds, sticks, balls, marbles, stones, grainsMaths act. Pupils bk. 2pg. 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. model the division sign
3. appreciate the importance of division in real life situation
 | How can you measure the length of the teachers table? | Learners in pairs/groups to share a given number of objects equally by each picking oneobject at a time until all are finished and then count howmany each got. | Bottle tops, seeds, sticks, balls, marbles, stones, grains Maths act. Pupils bk. 2pg. 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. work out examples in their books
3. appreciate use mass in real life situation
 | How can you divide numbers? | Learners in pairs/groups to share a given number of objects equally by each picking oneobject at a time until all are finished and then count howmany each got. | Balloons, counters, marblesMaths act. Pupils bk. 2pg. 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. measure lengths of objects in the classroom
3. Appreciate use length in real life situation
 | What can we use to get the same length for the same object? | Learners in pairs/groups to usesticks of equal length to measure different lengths,record and discussthe results | Colored sticks of different lengthsMaths act. Pupils bk. 2pg. 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. measure lengths of objects in the classroom
3. Appreciate use length in real life situation
 | Why do you use the metre in measuring length? | Learners in pairs/groups to usesticks of equal length to measure different lengths,record and discuss the results | 1-metre sticksMaths act. Pupils bk. 2pg. 110 | written exercise, observation, oral questions  |   |
|  | **4-5** | **HALF TERM** |
| **9** | **1** |  | **Mass**  | By the end of the sub-strand, the learner should be able to: 1. Identify kilogram as a unit of measuring mass
2. Measure mass using arbitrary units
3. Appreciate use mass in real life situation
 | What can we use to get the same mass for the same object? | Learners in pairs/groups to useitems of same mass and a beam balance to measure differentmasses record and discuss the results. | Coins, beam balance, sand, wood, bagMaths act. Pupils bk. 2pg. 111 | written exercise, observation, oral questions  |  |
|   | **2**  |  | **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 in pairs/groups to useitems of same mass and a beam balance to measure differentmasses record and discuss the results. | 1-kg mass, soil, sand, seedsMaths act. Pupils bk. 2pg. 112 | written exercises, observation, oral. questions  |   |
|  | **3**  |  | **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 small containers of equalcapacity to fill bigger containers of same capacity butdifferent shapes with water andcount the number of small containers used to fill them. | Jug, jug basin, bucket, jerrycanMaths act. Pupils bk. 2pg. 113 | written exercises, observation, oral. questions  |   |
|   | **4** |  | **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 small containers of equalcapacity to fill bigger containers of same capacity butdifferent shapes with water andcount the number of small containers used to fill them. | Water jugsMaths act. Pupils bk. 2pg. 114 | written exercises, observation, oral. questions  |   |
|   | **5** |  | **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 small containers of equalcapacity to fill bigger containers of same capacity butdifferent shapes with water andcount the number of small containers used to fill them. | Water, jerrycan, sufuria, 1-litreMaths act. Pupils bk. 2pg. 115 | written exercises, observation, oral. questions  |   |
|  10 | **1** |  | **Time**  | By the end of the sub-strand, the learner should be able to:1. Measure time using arbitrary units
2. Tell of the activities that take place in school
3. Appreciate the importance of time at home in daily life
 | How can you tell how long an activity takes? | Learners in pairs/groups todiscuss activities that take place in the months of the year. | Chart on national anthemMaths act. Pupils bk. 2pg. 116 | oral questions**,** written exercises, observation  |   |
|   | **2** |  | **Time**  | By the end of the sub-strand, the learner should be able to: 1. Measure time
2. Tell of the activities that take place in school
3. Appreciate the importance of time in daily life
 |  How can you tell how long an activity takes? | Learners in pairs/groups todiscuss activities that take place in the months of the year. | Chart on national anthemMaths act. Pupils bk. 2pg. 117 | oral questions**,** written exercises, observation  |   |
|  | **3**  |  | **Time**  | By the end of the sub-strand, the learner should be able to: 1. Identify clock face
2. Tell of the activities that take place in school
3. Appreciate the importance of a clock in daily life
 | How can you tell time? | Learners in pairs/groups todiscuss activities that take place in the months of the year. | Analogue clocksMaths act. Pupils bk. 2pg. 118 | oral questions**,** written exercises, observation  |   |
|  | **4** |  | **Time**  | By the end of the sub-strand, the learner should be able to: 1. Read and tell time by the hour
2. Draw a clock face
3. Appreciate the importance of time in daily life
 | How can you tell time? | Learners in pairs/groups todiscuss activities that take place in the months of the year. | Analogue clocksMaths act. Pupils bk. 2pg. 119 | oral questions**,** written exercises, observation  |   |
|  | **5**  |  | **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. Identify the different denominations of Kenyan currency
3. Demonstrate the importance of money in real life situation
 | What can you do with money? | Learners in pairs/groups to sortout Kenyan currency coins andnotes according to their features up to sh.100.Learners in groups to put different coins and notes together and separate themaccording to their value and features | Classroom shop, moneyMaths act. Pupils bk. 2pg. 120 | oral questions**,** written exercises, observation  |   |
| **11** | **1** |  | **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. Identify the different denominations of Kenyan currency
3. Demonstrate the importance money in real life
 | How can you represent the same amount of money in different forms? | 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 themaccording to their value and features | Real money in notes and coinsMaths act. Pupils bk. 2pg. 121 | oral questions**,** written exercises, observation  |   |
|  | **2** |  | **Money**  | By the end of the sub-strand, the learner should be able to: 1. Differentiate needs and wants
2. Identify the different denominations of Kenyan currency
3. Appreciate the importance of choosing between needs and wants
 | How can you choose what to do with your money? | Learners in pairs/groups to sort out Kenyan currency coins and notes according totheir features up to sh.100.Learners in groups to put different coins and notes together and separate themaccording to their value and features | Pictures of toys, water, food, dress, bar soap, ballMaths act. Pupils bk. 2pg. 122 | written exercises, oral questions, observation  |   |
|  | **3** |  **MEASUREMENT** | **Money** | By the end of the sub-strand, the learner should be able to: 1. Appreciate spending and saving in real life
2. Identify the different denominations of Kenyan currency
3. 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. 2pg. 123 | written exercises, oral questions, observation |   |
|  | **4** |  **GEOMETRY** | **Straight line**  | By the end of the sub-strand, the learner should be able to: 1. Make straight lines
2. Model straight lines
3. 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. 2pg. 124 | written exercises, oral questions, observation  |   |
|  | **5** |  | **straight lines**  | By the end of the sub-strand, the learner should be able to: 1. draw straight lines
2. Model straight lines
3. 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. 2pg. 125 | written exercises, oral questions, observation |   |
| **12** | **1** |  | **shapes**  | By the end of the sub-strand, the learner should be able to: 1. Identify ovals
2. Model various shapes
3. 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. 2pg. 126 | written exercises, oral questions, observation  |   |
|  | **2** |  | **shapes** | By the end of the sub-strand, the learner should be able to: 1. Make patterns using circles shapes
2. Model various shapes
3. 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. 2pg. 127 | written exercises, oral questions, observation  |   |
|  | **3-5** | **REVISION** |
| **13** | **ASSESSMENT/CLOSING** |