Grade 2 Mathematics

Term 1 - 45 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

45 complete, ready-to-teach Grade 2 Mathematics lesson plans for Term 1, covering pre-number activities and whole numbers.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Pre-Number Activities	20
1.2	Whole Numbers	25

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Numbers around us

By the end of the lesson, the learner should be able to find numbers in the classroom and the environment

> **Numbers everywhere**
> Numbers are on clocks, calendars, money, phones, matatu number plates, house doors and shop prices.
> Walk round the classroom and find numbers: on the calendar, the clock, books and the door.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Numbers around us

Strand 1.0 Numbers > Sub-strand 1.1 Pre-Number Activities | Lesson 1 of 20 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to find numbers in the classroom and the environment

KEY INQUIRY QUESTION(S)

- How can we represent numbers using objects?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Safety issues**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Number cards 1 to 100 | A 100-square number chart | Counters: bottle tops, sticks, seeds, stones | Rubber bands or strings for bundling sticks in tens

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

number | symbol | ones | tens | bundle | hundred | counter | number chart

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Where do we see numbers at home and at school?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "Numbers everywhere" (learning activity on the next page), explaining as you go. Use number cards 1 to 100, a 100-square number chart, counters: bottle tops, sticks, seeds, stones. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Find a number in your book."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Numbers everywhere

Numbers are on clocks, calendars, money, phones, matatu number plates, house doors and shop prices.

Walk round the classroom and find numbers: on the calendar, the clock, books and the door.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name a place where we see numbers.	**Answers will vary; for example a clock, money, a calendar**
2	What number is on our classroom door?	**Answers will vary**
3	What is today's date on the calendar?	**Answers will vary**
4	Find a number in your book.	**Answers will vary**

WATCH OUT FOR

Learners read 21 as "two one". Say it as "twenty-one".

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can find numbers in the classroom and the environment confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can find numbers in the classroom and the environment accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly find numbers in the classroom and the environment, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet find numbers in the classroom and the environment without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Find numbers up to 20 first.
Learners ready for more	List five places with numbers at home. (Answer: Answers will vary)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "numbers around us" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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Numbers 1 to 50 on the number chart

Strand 1.0 Numbers > Sub-strand 1.1 Pre-Number Activities | Lesson 2 of 20 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to point to and read numbers 1 to 50 on a chart

KEY INQUIRY QUESTION(S)

- How can we represent numbers using objects?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
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KEY WORDS

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THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Count from 1 to 20 together." Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "Reading the number chart" (learning activity on the next page), explaining as you go. Use number cards 1 to 100, a 100-square number chart, counters: bottle tops, sticks, seeds, stones. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Point to 46."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Reading the number chart

The 100-square chart has ten numbers in each row. The first row is 1 to 10, the second row 11 to 20, the third 21 to 30.

The teacher points to a number; learners read it aloud: 17, 23, 35, 48.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Read the number the teacher points to: 23.	**23 (twenty-three)**
2	Which row is 35 in?	**The fourth row**
3	What number comes after 29?	**30**
4	Point to 46.	**Learner points to 46**

WATCH OUT FOR

Learners mix up 14 and 41. Point out which digit is first.