Grade 2 Mathematics

Term 2 - 55 complete lesson plans

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

ABOUT THIS PACK

55 complete, ready-to-teach Grade 2 Mathematics lesson plans for Term 2, covering addition, subtraction and length.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.3	Addition	25
1.4	Subtraction	20
2.1	Length	10

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

Adding small numbers

By the end of the lesson, the learner should be able to add two 1-digit numbers

> **Adding with counters**
> Put 6 counters, then 3 more. Count all: 6 + 3 = 9.
> Count on from the bigger number: 8 + 5, start at 8 and count 5 more: 9, 10, 11, 12, 13. So 8 + 5 = 13.

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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ELIMU254

Adding small numbers

Strand 1.0 Numbers > Sub-strand 1.3 Addition | Lesson 1 of 25 | 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 add two 1-digit numbers

KEY INQUIRY QUESTION(S)

- How are horizontal addition sentences written vertically?
- When do we regroup during addition?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Social justice**	Every learner gets a turn and a fair chance to answer.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Critical thinking**	Developed through the activities in this lesson.
PCI	**Friendship formation**	Developed through the activities in this lesson.

LEARNING RESOURCES

Bundles of ten sticks and single sticks | A place value chart (tens and ones) | Number cards and a number line 0 to 100 | Counters

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

add | plus | sum | total | altogether | regroup | tens | ones | vertical | horizontal

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: "I have 6 pencils and get 3 more. How many now?" 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	Work through the worked example on the next page, thinking aloud. Use bundles of ten sticks and single sticks, a place value chart (tens and ones), number cards and a number line 0 to 100. Ask learners to predict each step 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: "9 + 4 = ?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Adding with counters

Put 6 counters, then 3 more. Count all: 6 + 3 = 9.

Count on from the bigger number: 8 + 5, start at 8 and count 5 more: 9, 10, 11, 12, 13. So 8 + 5 = 13.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	6 + 3 = ?	**9**
2	8 + 5 = ?	**13**
3	7 + 7 = ?	**14**
4	9 + 4 = ?	**13**

WATCH OUT FOR

Learners count the starting number again. Start counting from the next number.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can add two 1-digit numbers confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can add two 1-digit numbers accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly add two 1-digit numbers, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet add two 1-digit numbers without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Use counters for every sum.
Learners ready for more	Find two numbers that add up to 15. (Answer: Answers will vary; for example 8 + 7)
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 "adding small numbers" 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.

ELIMU254

Adding a 1-digit number to a 2-digit number

Strand 1.0 Numbers > Sub-strand 1.3 Addition | Lesson 2 of 25 | 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 add a 1-digit number to a 2-digit number without regrouping

KEY INQUIRY QUESTION(S)

- How are horizontal addition sentences written vertically?
- When do we regroup during addition?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
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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

add | plus | sum | total | altogether | regroup | tens | ones | vertical | horizontal

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: "Show 23 with bundles and singles." 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	Work through the worked example on the next page, thinking aloud. Use bundles of ten sticks and single sticks, a place value chart (tens and ones), number cards and a number line 0 to 100. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
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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: "70 + 9 = ?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

No regrouping
23 + 4: 2 bundles and 3 singles, add 4 singles. Now 2 bundles and 7 singles: 23 + 4 = 27.
Only the ones change: 3 + 4 = 7.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	23 + 4 = ?	**27**
2	41 + 6 = ?	**47**
3	52 + 5 = ?	**57**
4	70 + 9 = ?	**79**

WATCH OUT FOR

Learners add the 4 to the tens. Ones go with ones.