Grade 2 Mathematics

Term 3 - 50 complete lesson plans

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

ABOUT THIS PACK

50 complete, ready-to-teach Grade 2 Mathematics lesson plans for Term 3, covering mass, capacity, time, money, lines and shapes.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.2	Mass	10
2.3	Capacity	12
2.4	Time	8
2.5	Money	8
3.1	Lines	6
3.2	Shapes	6

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

Heavy and light

By the end of the lesson, the learner should be able to compare masses by holding objects

> **Heavy and light**
> Mass tells us how heavy something is. A stone is heavier than a leaf. A bag of maize is heavier than a bag of sweets.
> Hold two objects and say which is heavier.

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

Heavy and light

Strand 2.0 Measurements > Sub-strand 2.2 Mass | Lesson 1 of 10 | 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 compare masses by holding objects

KEY INQUIRY QUESTION(S)

- Why is it important to know the mass of an object?

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	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Creative thinking**	Developed through the activities in this lesson.
PCI	**Community involvement**	Developed through the activities in this lesson.

LEARNING RESOURCES

A simple beam balance (a stick hanging from the middle with a bag on each end) | A 1 kg packet of sugar or flour | Objects of different masses | A weighing scale if available

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

mass | heavy | light | heavier | lighter | kilogram | kg | balance | weighing scale

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: "Hold a book in one hand and a pencil in the other. Which is heavier?" 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 "Heavy and light" (learning activity on the next page), explaining as you go. Use a simple beam balance (a stick hanging from the middle with a bag on each end), a 1 kg packet of sugar or flour, objects of different masses. 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 something heavier than your book."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Heavy and light

Mass tells us how heavy something is. A stone is heavier than a leaf. A bag of maize is heavier than a bag of sweets.

Hold two objects and say which is heavier.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which is heavier: a book or a pencil?	**A book**
2	Which is lighter: a feather or a stone?	**A feather**
3	What does mass tell us?	**How heavy something is**
4	Find something heavier than your book.	**Answers will vary**

WATCH OUT FOR

Big things are not always heavy (a balloon). Feel, do not guess by size.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Compare very different objects.
Learners ready for more	Order three objects from lightest to heaviest. (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 "heavy and light" 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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Using a beam balance

Strand 2.0 Measurements > Sub-strand 2.2 Mass | Lesson 2 of 10 | 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 compare masses using a beam balance

KEY INQUIRY QUESTION(S)

- Why is it important to know the mass of an object?

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	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
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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

mass | heavy | light | heavier | lighter | kilogram | kg | balance | weighing scale

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 the beam balance. Ask: what will happen if we put a stone on one side?" 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 "Beam balance" (learning activity on the next page), explaining as you go. Use a simple beam balance (a stick hanging from the middle with a bag on each end), a 1 kg packet of sugar or flour, objects of different masses. 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: "Which is heavier: the book or the bottle?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Beam balance

Put one object in each bag. The heavier side goes down; the lighter side goes up. When both are the same mass, the stick is level (balanced).

Compare a stone and a ball, a book and a bottle of water.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which side goes down?	**The heavier side**
2	What does it mean when the stick is level?	**Both sides have the same mass**
3	Compare a stone and a ball.	**Answers will vary**
4	Which is heavier: the book or the bottle?	**Answers will vary**

WATCH OUT FOR

Learners push the balance. Let it settle on its own.