**MATHEMATICS ACTIVITIES SCHEME OF WORK FOR GRADE 2 TERM 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | 2 | MATHEMATICS | 3 |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **W**  **e e k** | **L**  **s n** | **Strand** | **Sub**  **strand** | **Specific learning**  **outcomes** | **Key Inquiry**  **questions** | **Learning Experiences** | **Learning**  **Resources** | **Assessment** | **Remarks** |
| 1 | 1 | **Measurement** | Capacit  y | By the end of the lesson  the learner should be  able to 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 | Containers  Water  Jkf primary mathematics learner’s activities book 2 page 83 | Observation  Oral exercise |  |
|  | 2 | **Measurement** | Capacit  y | By the end of the lesson  the learner should be  able to 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 | Jkf primary  mathematics  learner’s activities book 2 page 83  Water  Containers | Observation  writing exercise |  |
|  | 3 | **Measurement** | Capacit  y | By the end of the lesson  the learner should be  able to measure capacity using fixed units | How many  small containers  were used? | Learners to identify the  number of small containers that they used  to fill the big containers  with water | Container  Water  Jkf primary mathematics learner’s activities book 2 page 84 | Observation  writing exercise |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 4 | **Measurement** | Capacit  y | By the end of the lesson  the learner should be able to identify the litre as a unit of measuring capacity | Which unit  can we use to measure capacity? | Learners in pairs/groups  to use 1-liter containers to fill big containers with water and count the number of liters used to fill the big containers | 1-liter  bottles/glasses Water drums Water  Jkf primary mathematics  learner’s activities book 2 page 84 | Observation |  |
|  | 5 | **Measurement** | Capacit  y | By the end of the lesson  the learner should be able to identify the litre as a unit of measuring capacity | Which unit  can we use to measure capacity? | Learners in pairs/groups  to use 1-litre containers to fill big containers with water and count the number of liters used to fill the big containers | Jkf primary  mathematics learner’s activities book2 page 85  Water containers | Observation  Writing exercise |  |
| 2 | 1 | **Measurement** | Capacit  y | By the end of the lesson  the learner should be able to measure capacity in liters | How many  litres? | Learners in pairs/groups  to measure the capacity of different containers | 1-liter  containers | Observation |  |
|  | 2 | **Measurement** | Capacit  y | By the end of the lesson  the learner should be  able to measure capacity in liters | How many  litres? | Learners in pairs/groups  to use large containers to fill 1-litre containers | Containers  Cups /glasses  Water | Observation  Writing exercise |  |
|  | 3 | **Measurement** | Capacit  y | By the end of the lesson  the learner should be  able to measure capacity in liters | How many  containers were used? | Learners in pairs/groups  to use large containers to fill 1-litre containers | Containers  Cups /glasses  Water  Jkf primary mathematics  learner’s  activities book2 page 88-90 | Observation  Writing exercise |  |
|  | 4 | **Measurement** | Capacit  y | By the end of the lesson  the learner should be  able to measure capacity | How many  litres are there? | Learners to play games  involving capacity | Tablet/laptops  Jkf primary mathematics | Observation  Oral exercises |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | in liters |  |  | learner’s  activities book2 page 91 |  |  |
|  | 5 | **Measurement** | Time | By the end of the lesson  the learner should be able to relate the months  of the year with various activities | In which  month do you celebrate your  birthday? | Learners in pairs/groups  to discuss activities that take place in the months  of the year | Charts  Calendar  Jkf primary mathematics  learner’s  activities book2 page 92 | Writing  exercise  Oral exercise |  |
| 3 | 1 | **Measurement** | Time | By the end of the lesson  the learner should be able to relate the months  of the year with various activities | In which  month do we celebrate the  new year? | Learners in pairs/groups  to discuss activities that take place in the months  of the year | Charts  Calendar  Jkf primary mathematics  learner’s  activities book2 page 92-93 | Writing  exercise  Oral exercise |  |
|  | 2 | **Measurement** | Time | By the end of the lesson  the learner should be  able to recite the number of days in each month of  the year | Which month  has the least number of  days? | Learners in pairs/groups  to sing songs, rhymes related to number of days  in the months of the year | Calendar  Charts  Chalkboard  Songs  Jkf primary mathematics  learner’s  activities book2 page 94 | Oral exercise  Recitation  Singing |  |
|  | 3 | **Measurement** | Time | By the end of the lesson  the learner should be  able to recite the number of days in each month of  the year | Which months  have the same number of days? | Learners in pairs/groups  to sing songs, rhymes related to number of days in the months of the year | Calendar  Charts Chalkboard Songs  Jkf primary mathematics  learner’s  activities book2 page 94 | Oral exercise  Recitation  Singing |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 4 | **Measurement** | Time | By the end of the lesson  the learner should be able to measure time using arbitrary units | At what time  of the day is your shadow longest? | Learners in pairs/groups  to measure time taken to perform an activity using arbitrary units | Jkf primary  mathematics learner’s activities book2 page 95  Charts | Observation  Writing exercise |  |
|  | 5 | **Measurement** | Time | By the end of the lesson  the learner should be able to measure time  using arbitrary units | At what time  of the day is your shadow  shortest? | Learners in pairs/groups  to measure time taken to perform an activity using  arbitrary units | Jkf primary  mathematics  learner’s activities book2 page 95-96  Charts | Observation  Writing exercise |  |
| 4 | 1 | **Measurement** | Time | By the end of the lesson  the learner should be  able to identify the clock face | Do you know  a clock? | Learners to observe a  clock face and discuss the minute hand and the hour hand | Clock  Jkf primary mathematics learner’s activities book2 page 97-98 | Observation |  |
|  | 2 | **Measurement** | Time | By the end of the lesson  the learner should be  able to identify the clock face | Where can  you find a clock? | Learners to observe a  clock face and discuss the minute hand and the hour  hand | Clock  Charts  Jkf primary mathematics learner’s activities book2 page 97-98 | Observation  Oral exercise |  |
|  | 3 | **Measurement** | Time | By the end of the lesson  the learner should be able to read, tell and  write time by hour | What is the  time? | Learner to discus how to  read tell and write time by the hour using both  analog and digital clock | Digital watch  /clock  Analog clock | Observation  Writing exercise  Oral  questions |  |
|  | 4 | **Measurement** | Time | By the end of the lesson  the learner should be able to read, tell and write time by hour | What is the  time? | Learner to discuss how to  read tell and write time by the hour using both analog and digital clock | Digital watch  /clock  Analog clock | Observation  Writing exercise Oral questions |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 5 | **Measurement** | Money | By the end of the lesson  the learner should be able to identify the Kenyan currency coins and notes up to ksh100 | How can you  identify different Kenya currencies? | Learners in pairs/groups  to sort out Kenyan currency coins and notes according to their features up to 100 | Coins  note s  Jkf primary mathematics  learner’s  activities book2 page 101 | Observation |  |
| 5 | 1 | **Measurement** | Money | By the end of the lesson  the learner should be able to identify the Kenyan currency coins and notes up to ksh100 | Ho we sort  and group different currencies? | Learners in groups/pairs  to put different coins and notes together and separate them according to their values and features | Coins  Notes  Jkf primary mathematics  learner’s  activities book2 page 102 | Observation  Oral exercise |  |
|  | 2 | **Measurement** | Money | By the end of the lesson  the learner should be able to count money in sh.1, sh.5, sh.10, sh.20, sh.40, sh.50 up to sh100 | How do we  count different currencies? | Learners in pairs/groups  to count money in sh.5.sh.10, sh.20, sh.40, sh.50 up to sh.100 | Coins  Notes  Jkf primary mathematics  learner’s  activities book2 page 103 | Writing  exercise  oral exercise observation |  |
|  | 3 | **Measurement** | Money | By the end of the lesson  the learner should be able to count money in sh.1, sh.5, sh.10, sh.20, sh.40, sh.50 up to sh100 | Can we find  the value of currencies? | Learners in pairs/groups  to count money in sh.5.sh.10, sh.20, sh.40, sh.50 up to sh.100 | Coins  Notes  Jkf primary mathematics  learner’s  activities book2 page 103 | Writing  exercise  oral exercise observation |  |
|  | 4 | **Measurement** | Money | By the end of the lesson  the learner should be able to represent same amount of money in different denominations | How do we  represent money of different denominations  ? | Learners in pairs/groups  to make same amount of money using different denominations | Coins  Jkf primary mathematics learner’s activities book2 page 104 | Oral exercise  observation |  |
|  | 5 | **Measurement** | Money | By the end of the lesson  the learner should be | How do we  represent | Learners in pairs/groups  to make same amount of | Coins  Jkf primary | Observation  Writing |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | able to represent same  amount of money in different denominations | money of  different denominations  ? | money using different  denominations | mathematics  learner’s activities book2 page 105 | exercise |  |
| 6 | 1 | **Measurement** | Money | By the end of the lesson  the learner should be able to relate money to  goods and services up to  sh,100 | How can you  identify goods? | Learners in 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 | Chalkboard  Charts  Jkf primary mathematics learner’s activities book2 page 106 | Observation  Writing exercise |  |
|  | 2 | **Measurement** | Money | By the end of the lesson  the learner should be able to differentiate  between needs and  wants in real life context | How do you  differentiate needs and  wants? | Learners in groups /pairs  to classify needs and wants | Work books  Jkf primary mathematics  learner’s  activities book2 page 108 | Observation  Writing exercise |  |
|  | 3 | **Measurement** | Money | By the end of the lesson  the learner should be able to appreciate  spending and saving of money in real life  situations | How can you  save money? | Learners to discuss the  importance of saving  Learners to play digital games involving money | Jkf primary  mathematics  learner’s  activities book2 page 109 | Writing  exercise observation |  |
|  | 4 | **Geometry** | Lines | By the end of the lesson  the learner should be able to draw and model straight lines | what types of  lines do you know? | Learners in pairs/groups  to model straight and curved lines using sticks plasticine /clay/papier Mache | sticks plasticine  /clay/papier  Mache  Jkf primary mathematics  learner’s  activities book2 page 111 | Observation  Writing exercise |  |
|  | 5 | **Geometry** | Lines | By the end of the lesson  the learner should be able to draw and model  straight lines | what types of  lines do you know? | Learners in pairs /groups  to model straight and curved lines using strings | Strings | Observation  Writing exercises |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7 | 1 | **Geometry** | Lines | By the end of the lesson  the learner should be able to draw and model curved lines | what types of  lines do you know? | Learners in groups/pairs  to model straight and curved lines by holding their hands  Learners to model straight and curved lines  using learner digital devices | Jkf primary  mathematics learner’s activities book 2 page 113 | Observation  Oral exercise |  |
|  | 2 | **Geometry** | Shapes | By the end of the lesson  the learner should be able to identify  rectangles, circles, triangles, ovals and  squares | What shapes  can you identify in  your environment? | Learners in pairs/groups  to sort and group to discuss types of lines  making different shapes | Objects within  the environment  Jkf primary mathematics  learner’s  activities book 2 page 115 | 0bservation  Oral exercises |  |
|  | 3 | **Geometry** | Shapes | By the end of the lesson  the learner should be able to identify  rectangles, circles,  triangles, ovals and squares | What shapes  can you identify in  your  environment? | Learners in pairs/groups  to discuss types of lines making different shapes | Cartons  Balls  Jkf primary mathematics learner’s activities book 2 page 117 | Observation  Writing exercise |  |
|  | 4 | **Geometry** | Shapes | By the end of the lesson  the learner should be able to appreciate  making patterns  involving rectangles, circles, ovals and  squares | What shapes  can you identify in  your  environment? | Learners to make patterns  of their choice using the five shapes  Learners in groups to  make patterns, colour them and share with other  groups | Jkf primary  mathematics  learner’s activities book 2 page 118 | Writing  exercise |  |
|  | 5 | **Geometry** | Shapes | By the end of the lesson  the learner should be able to appreciate  making patterns | What shapes  can you identify in  your | Learners to make patterns  of their choice using the five shapes  Learners in groups to | Jkf primary  mathematics  learner’s  activities book 2 | Observation  Writing exercise |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | involving rectangles,  circles, ovals and squares | environment? | make patterns, colour  them and share with other groups | page 119 |  |  |
| 8 |  | | | | | | | | |