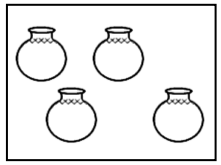
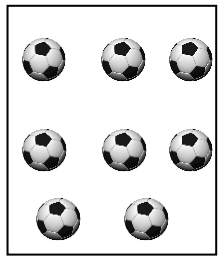
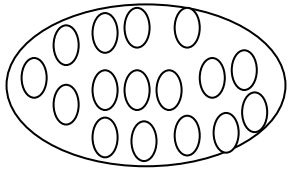
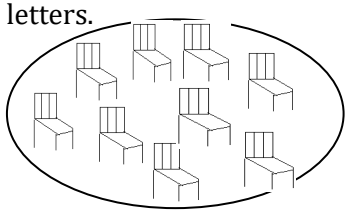
MATHEMATICS SCHEME OF WORK FOR P.2 CLASS TERM ONE

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
1	1	SETS	NAMING SETS	A learner; defines a set and elements/ members. names given sets. counts members in given sets.	A learner; listens, pronounces, reads and writes words related to sets e.g collection, defined, elements, numbers.	A set is a collection of well defined objects. Elements/ members are things found in a set. **Naming sets.** **Examples.**  A set of 4 pots.  A set of 8 balls.	Brainstorming Discussion	Defining a set and elements. Naming sets. Drawing sets.	Real objects	New MK Maths 2000 bk 2 pg 1-2	
	2			- names sets - counts members - draws given sets.	A learner; listens, pronounces, spells and writes words like vowel, naming, set of….. eggs	**Naming sets** **Examples.** a e i o u A set of vowel letters.  A set of 16 eggs.  A set of ……..		Naming sets. Counting members. Drawing sets.			

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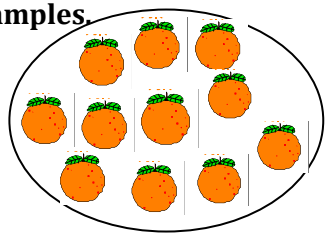
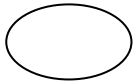
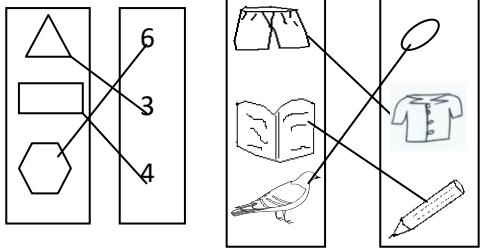
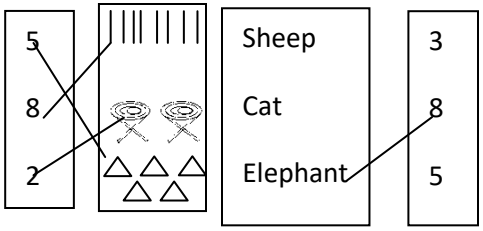
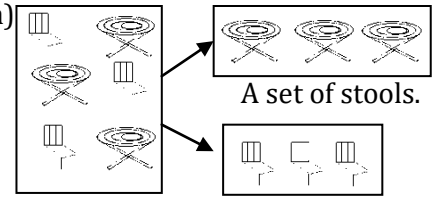
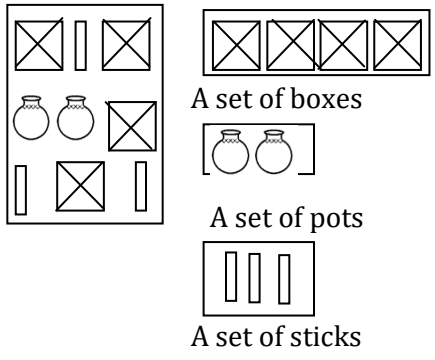
1	3	SETS	NAMING SETS	The learner; defines an empty set (null set). names given sets. counts members in given sets.	A learner; listens, pronounces, reads, spells and writes words like empty set, null sets.	**Naming sets** **Examples.** a)  This set has some members. It has 11 oranges. b)  It is an empty set. An empty set is a set without members. { } or ∅ Symbol to mean an empty set/ null set.	Brainstorming Discussion	Naming given sets. Counting members. Defining an empty set.	Real objects	New MK Maths 2000 bk 2 pg 1-2	
	4	OUR SETS	Compare and match sets.	names sets compares and match sets. draws given sets.	like compare, matching. four three	Comparing and matching sets. **Examples**  	Question and answer Discussion Brain storming	Naming sets. Comparing sets. Matching	Real objects Chalkboard	Pg 3-4	

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
1	5	OUR SETS	Compare and match sets.	The learner; names sets compares and match sets. draws given sets.	The learner; listens, pronounces, reads, spells and writes words and numbers related to sets e.g sheep, elephants, eight, five	Comparing and matching sets. **Examples** 	Question and answer Discussion Brain storming	Counting Matching Naming sets	Real objects Chalkboard	New MK Maths 2000 bk 2 pg 3-4	
2	1		Forming sets	A learner; forms new sets. names sets. draws sets.	A learner; listens, pronounces, spells, reads, and writes words e.g stools, chairs, boxes, sticks	Forming new sets. **Examples.** **New sets** a)  b) 		Drawing Writing Counting Answering questions			

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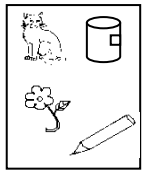
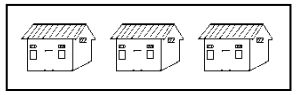
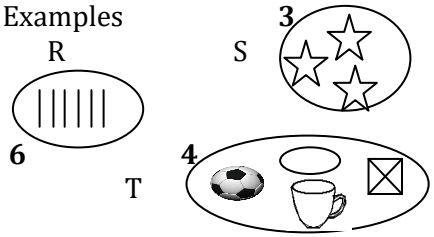
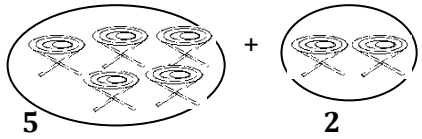
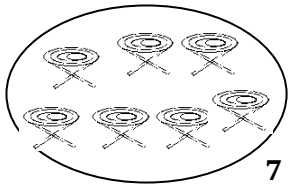
2	2	SETS	Compare sets.	A learner; counts numbers in given sets. compares sets. names sets.	A learner; listens, pronounces, spells, reads, and writes words like; less, more, members.	Comparing sets. Examples O  P  4 2 Set O has 4 members. Set P has 2 members. Set O has more members than set P. Set P has less members than set O. A  3 B  6 Set A has 3 members. Set B has……members. Set A has less members than set B. Set B has……..members than set A.	Question and answer Discussion	Counting members. Naming sets. Comparing sets.	Real objects Chalkboard illustration	New MK Maths 2000 bk 2 pg 6-7	

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
2	3	SETS	Compare sets.	A learner; counts numbers in given sets. compares sets. names sets.	A learner; listens, pronounces, spells, reads, and writes words like - less - more - members	Comparing sets. Examples R S T  6 3 4 Set R has 6 members. Set S has 3 members. Set T has 4 members. Set R has more members than set S. Set T has……..members than set R.	Question and answer Discussion	Counting members. Naming sets. Comparing sets.	Real objects Chalkboard illustration	New MK Maths 2000 bk 2 pg 6-7	
	4		Joining sets.	joins given sets. counts members in given sets. draws given sets.	- sum - total - altogether - plus	Joining sets. Examples 1) 3 + 4 = 7 2)  5 + 2 =  7		Joining sets Counting Writing		Pg 8	

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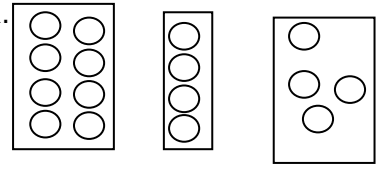
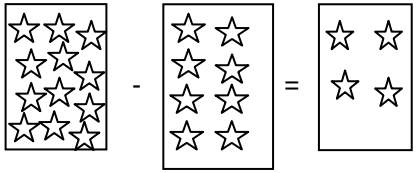
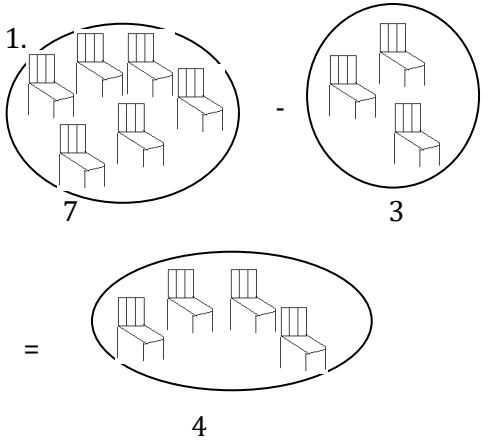
2	5	SETS	Separating sets.	A learner; separates given sets. counts number of members in given sets. draws sets.	A learner; listens, pronounces, spells, reads, and writes words like, take away, minus, subtract, twelve.	Separating sets. Examples 1. -  8 4 4 2.  12 8 4	Question and answer Discussion Brain storming	Separating sets. Counting members. Subtraction	Real objects Chalkboard illustration	New MK Maths 2000 bk 2 pg 9	
3	1			The learner; subtracts sets. counts members in given sets. draws sets.	A learner; listens, pronounces, spells, reads, and writes words like; - seven - chairs - minus - equal to	Separating sets Examples 1.  7 3 4				Pg 10	

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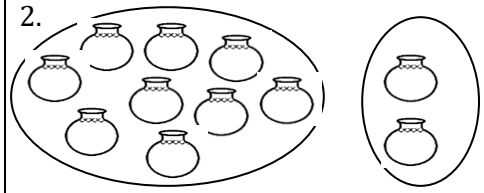
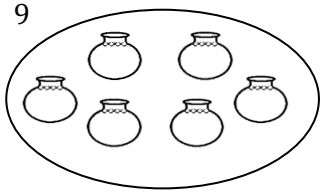
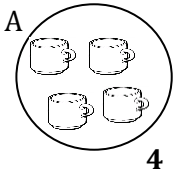
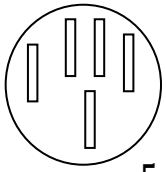
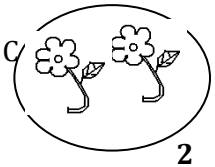
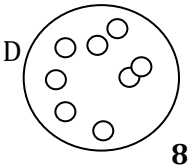
3	1	SETS	Separating sets.	A learner; separates given sets. counts number of members in given sets. draws sets.	A learner; listens, pronounces, spells, reads, and writes words like seven, pots, minus.	2.  9 2 =  7	Question and answer Discussion Brain storming	Separating sets. Counting members.	Real objects Chalkboard illustration	New MK Maths 2000 bk 2 pg 10	
	2		Ordering sets.	names sets. counts members in given sets. orders sets starting with the smallest.	A learner; listens, pronounces, spells, reads, and writes words like; - smallest - first - second - third - last	**Ordering sets starting with the smallest.** A  B  **4** **5** C  D  **2** **8** Set C come first 1st Set A come second 2nd Set B comes third 3rd Set …….comes fourth 4th		Ordering sets starting with the smallest.		Pg 11	

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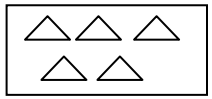
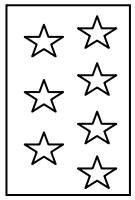
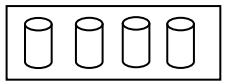
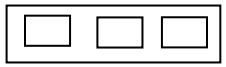
3	3	SETS	Ordering sets.	A learner; counts members in given sets. names sets. orders sets starting with the biggest.	A learner; listens, pronounces, spells, reads, and writes words like; - biggest - comes - fourth - second	Ordering sets atarting with the biggest. **Exmaples** C  **5** D  **7** E  **4** F  **3** Set D comes first 1st Set C comes second 2nd Set E comes third 3rd Set ……comes fourth 4th	Question and answer Discussion Brain storming	Ordering sets starting with the biggest.	Real objects Chalkboard illustration	New MK Maths 2000 bk 2 pg 13	
	4			- writes ordinal numbers in words. - counts ordinal numbers 1st – 20th	A learner; listens, pronounces, spells, reads, and writes words like; - ninth - first - third - twelfth - fifth	Writing ordinal numbers in words. Examples 1st – first 2nd – second 3rd – third 4th – fourth 5 – fifth 6th – sixth 7th - …….. 8th – eighth 9th – ninth 10th - …….. 11th – eleventh 12th – twelfth		Writing ordinal numbers in words.			

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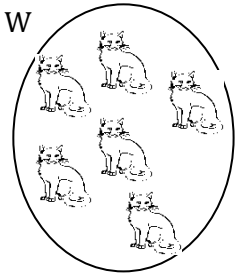
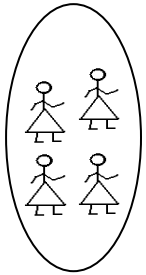
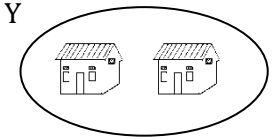
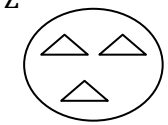
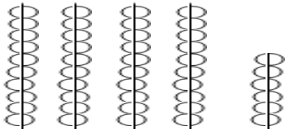
3	5	SETS	Ordering sets.	A learner; counts members in given sets. names sets. orders sets starting with smallest.	A learner; listens, pronounces, spells, reads, and writes words like; smallest, comes, second, fourth	Ordering sets starting with smallest. Examples. W  X  Y  Z  Set Y comes first 1st Set Z comes second 2nd Set X comes …….3rd Set …….comes fourth 4th	Question and answer Discussion Brain storming	Ordering sets starting with the smallest	Real objects Chalkboard illustration	New MK Maths 2000 bk 2 pg 13	
4	1	NUMERATION SYSTEM	Tens and ones	A learner; completes tens and ones. identifies tens and ones. draw bundles of tens and ones.	A learner; listens, pronounces, spells, reads, and writes words like; - tens - ones - thirty three - forty	Filling in tens and ones. Examples 1.  = 3 tens and 3 ones = 33 2.  4 tens and 6 ones = 46		Completing tens and ones	Chalkboard illustration	Pg 14	

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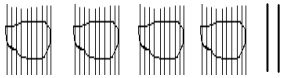
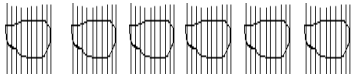
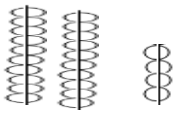
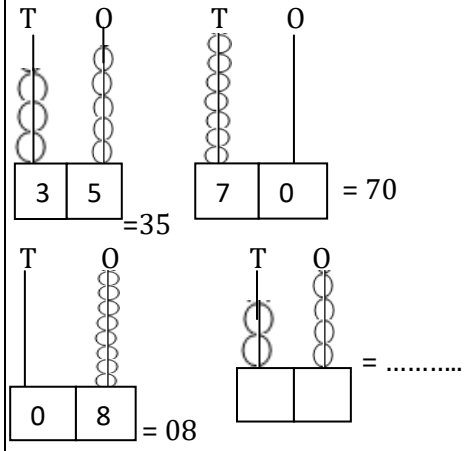
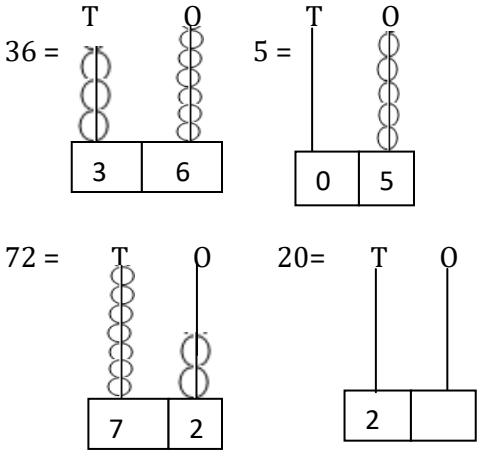
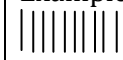
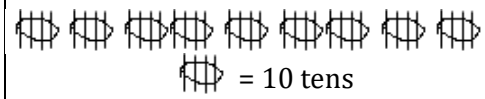
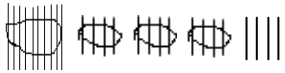
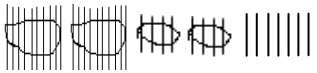
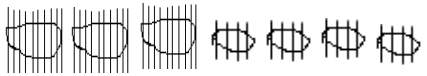
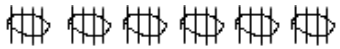
4	1	NUMERATION SYSTEM	Tens and ones	A learner; completes tens and ones. identifies tens and ones. draws tens and ones.	A learner; listens, pronounces, spells, reads, and writes words like; tens, ones, forty	3.  ……..tens and ……..ones = 42 4.  = ……..tens and …….tens = …….	Brain storming Question and answer Discussion Discovery	Completing tens and ones Writing an exercise.	Chalkboard illustration	New MK Maths 2000 bk 2 pg 15	
	2			fills in tens and ones. identifies tens and ones.	A learner; listens, pronounces, spells, reads, and writes words like; tens, ones, seventy	Filling in tens and ones Examples 14 = <u>1</u> tens and <u>4</u> ones 53 = <u>5</u> tens and <u>3</u> ones. ☐ = 2 tens and 9 ones 7 tens and 0 ones = ☐		Filling in tens and ones.			
	3			fills in the missing numbers. identifies place values. draws tens and ones.	A learner; listens, pronounces, spells, reads, and writes words like; thirty, twenty, sixteen	Filling in the missing numbers. **Examples** 1. 32 = 3 tens and 2 ones. 2.  ……tens and ……ones = <u>30</u> 3. 1 tens and 6 ones = **16** 4. …….tens and ……..ones = 57. 5.  …….tens and ……..ones = ☐ 6. 20 = …….tens and …….ones.		Filling in the missing numbers.			

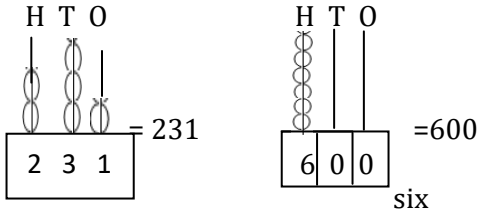
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
4	4	NUMERATION SYSTEM	Tens and ones	A learner; finds numbers from the abacus. draws the abacus. identifies place values.	A learner; listens, pronounces, spells, reads, and writes words like; - abacus - tens - ones - eight	Finding numbers from the abacus. Examples.  	Question and answer Explanation Discussion	Finding numbers from the abacus. Drawing the abacus.	Chalkboard illustration	New MK Maths 2000 bk 2 pg 16	
	5			draws, rings on the abacus. identifies place values. completes the abacus.	A learner; listens, pronounces, spells, reads, and writes words like; - five - seventy - tens - ones	Drawing rings on the abacus. Examples.  		Drawing rings on the abacus.		Pg 17	

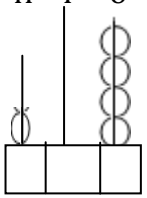
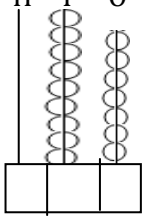
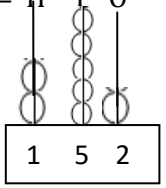
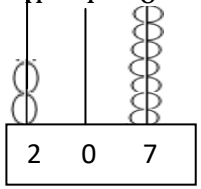
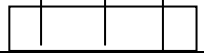
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
5	1	NUMERATION SYSTEM	Hundreds, tens and ones.	A learner; counts in hundreds. counts in hundreds. identifies place values. draws bundles of hundreds.	A learner; listens, pronounces, spells, reads, and writes words like; - hundreds - ones - tens	Counting in hundreds. Example.  = 10 ones = 1 tens  = 10 tens = 1 hundred 100  = 1 hundred = 100  100 100 100 = 3 hundreds = 300  100 100 100 100 100 = 5 hundred = 500	Discussion Brain storming Explanation	Counting in hundreds	Chalkboard illustration	New MK Maths 2000 bk 2 pg 20-21	
	2			counts in hundreds, tens and ones. identifies hundreds, tens and ones. draws bundles of hundreds, tens and ones.	A learner; listens, pronounces, spells, reads, and writes words like	Counting in hundred, tens and ones. Examples. a.  1 hundreds 3 tens and 4 ones = 134 b.  2 hundreds 2 tens and 7 ones = 227 c.  3 hundreds 4 tens and 0 ones = 340		Counting in hundreds, tens and ones. Drawing bundles.		Pg 22	

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
5	3	NUMERATION SYSTEM	Hundreds, tens and ones.	A learner; fills the missing numbers. finds the missing numbers. counts numbers.	A learner; listens, pronounces, spells, reads, and writes words like, two hundred five, four hundred sixty	Filling in the missing numbers. a. 201, 202, 203, 204, 205, 206, 207 b. 400, 410, 420, 430, 440, 450, 460, 470, 480 c. 311, 312, 313, 314, 315, 316, 317, 318, 319	Discussion Brain storming Explanation	Filling in the missing numbers.	Chalkboard illustration		
	4			A learner; fills in hundreds, tens and ones. identifies place values.	A learner; listens, pronounces, spells, reads, and writes words like; one hundred seventy two	Filling in hundreds, tens and ones. Examples 1. 172 = 1 hundreds 7 tens and 2 ones. 2. 365 = 3 hundreds 6 tens and 5 ones. 3. 4 hundreds 1 tens and 0 ones = ☐ 4. ….hundreds 8 tens and ….ones = 289.		Filling in hundreds, tens and ones. Writing Answering questions	A chart	New MK Maths 2000 bk 2 pg 22-23	
	5			identifies place values. fills in hundreds, tens and ones. draws bundles.	A learner; listens, pronounces, spells, reads, and writes words like; - seventy-eight - four hundred seven	Filling in hundreds, tens and ones. 1. 4 hundreds, 2 tens and 6 ones = 426 2. ……hundreds, …….tens and …….ones = 407 3.  …..hundreds, ……tens and …..ones 4. ☐ = 0 hundreds, 7 tens and 8 ones.					

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
6	1	NUMERATION SYSTEM	Hundreds, tens and ones.	A learner; fills in hundreds, tens and ones. completes the given table. identifies place values.	A learner; listens, pronounces, spells, reads, and writes words like; fifty seven	Completing the table. Number: 419 / 57 / ……. / 235 Hundreds: …… / …….. / 6 / …… Tens: ……. / …….. / 1 / …… Ones: …… / …… / 0 / ……..	Discussion Question and answer	Filling in hundreds, tens and ones. Writing Answering questions	A chart	New MK Maths 2000 bk 2 pg 23 - 24	
	2		Number names	reads number names. counts given objects. identifies number symbols.	A learner; listens, pronounces, spells, reads, and writes words like; - two - three - eight - eleven	Reading number names. Examples. 1 One 2 Two 3 Three 4 Four 5 Five 6 ……. 7 Seven 8 Eight 9 Nine 10 11 eleven 12 twelve 13 thirteen 14 fourteen 16 17 20 twenty		Reading and writing number names.			
	3			identifies number symbols. counts objects.	A learner; listens, pronounces, spells, reads, and writes number names like; twenty, thirty, forty, ninety	More number names. Examples 10 10 = 20 Twenty = 30 Thirty = 40 Forty = 50 Fifty		Counting in tens.		Pg 26	

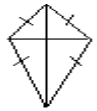
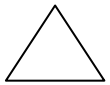
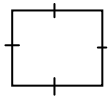
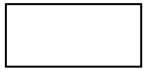
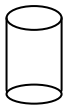
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
6	3	NUMERATION SYSTEM	Number names	A learner; reads number names. counts given objects.	A learner; reads number names. writes number names.	 = 60 Sixty = 70 Seventy = 80 Eighty = 90 Ninety  = 100 One hundred	Discussion Question and answer Discovery	Counting in tens.	A chart	New MK Maths 2000 bk 2 pg 26-27	
	4			counts in hundreds. draws bundles of hundreds.	The learner; listens, pronounces, spells, reads, and writes number names like; hundred, seven, four	Reading more number names. Examples. 1.  100 100 = 200 Two hundred  = 300 Three hundred 400 = Four hundred 500 = Five hundred 600 = Six hundred 700 = Seven hundred 800 = Eight hundred 900 = Nine hundred		Counting in hundreds. Reading and writing number names.			
	5			identifies place values.	The learner; listens, pronounces, spells, reads, and writes number names like; six hundred, twenty – four, seventeen	Writing in figures. Examples 1. Six hundred twenty four. Six hundred 600 twenty four + 24 624		Writing number words in figures.		Pg 28	

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
6	5	NUMERATION SYSTEM	Number names	A learner; identifies place values.	The learner; listens, pronounces, spells, reads, and writes words.	2. Nine hundred seventeen Nine hundred 900 Seventeen + 17 917 3. Two hundred forty =		Writing number words in figures.		Pg 28	
7	1			expands given numbers. identifies place value.	The learner; listens, pronounces, spells, reads, and writes number names like; one, hundred, sixteen, ninety	Writing number figures in words. 1. Write 164 in words. 164 = 100 + 64 = One hundred + sixty four. = One hundred sixty four. 2. Write 716 in words. 716 = 700 + 16 = Seven hundred + sixteen = Seven hundred sixteen. 3. Write 440 in words.	Question and answer Explanation Discussion	Writing figures in words. Expanding numbers.	A chart	Pg 29	
	2			draws abacus. finds numbers on the abacus. counts beads on the abacus.	The learner; listens, pronounces, spells, reads, and writes words like; hundred, thirty, eighty.	Finding numbers on the abacus.  Two hundred thirty one. six hundred		Finding numbers on the abacus. Writing figures in words.		Pg 30	

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MT DS	L/ ACTS	L/ AIDS	REF	REM
7	2	NUMERATION SYSTEM	Number names		The learner; listens, pronounces, spells, reads, and writes words.	H T O  = …… H T O  = ……					
	3	OPERATION ON NUMBERS	Using the abacus.	A learner; identifies hundreds, tens and ones. completes the abacus. draws the abacus.	The learner; listens, pronounces, spells, reads, and writes words like; fifty, seventy, four-hundred.	Complete the abacus. Example. 152 = H T O  One hundred fifty two 207 = H T O  ……, 430 = H T O  ……	Discussion Question and answer	Completing the abacus. Writing figures in words.	A number chart	New MK Maths 2000 bk 2 pg 31	
	4		Addition	counts objects. adds two digit numbers. identifies place values.	The learner; listens, pronounces, spells, reads, and writes words like; add, total, sum, plus, altogether.	Adding two digit numbers. Examples. T O T O T O T O 1 2 2 4 7 2 1 6 + 1 3 + 3 0 + 5 + 5 0 2 5 5 4 7 6 6 6		Adding numbers.	Counters	Pg 34	

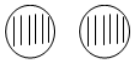
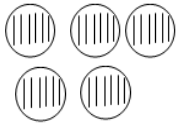
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MT DS	L/ ACTS	L/ AIDS	REF	REM
7	5	OPERATION ON NUMBERS	Addition	A learner; identifies tens and ones. Counts objects. Adds given numbers.	The learner; listens, pronounces, spells, reads, and writes words.	Reading and adding. Examples. **1.** Jane has 12 eggs. Ritah has 7 eggs. How many eggs to they have altogether? T | O 1 | 2 eggs + | 7 eggs 1 9 eggs **2.** Wasswa has 23 sweets. Kato has 14 sweets. How many sweets do they have altogether? T O 2 3 sweets + 1 4 sweets 3 7 sweets **3.** Cate has 26 mangoes. Bob has 3 mangoes. How many mangoes do they have altogether?	Discussion Question and answer Explanation	Reading word problems. Adding	A number chart	New MK Maths 2000 bk 2 pg 35	
8	1			identifies place values. expands numbers.	The learner; listens, pronounces, spells, reads, and writes words.	Write in expanded form Examples. 1. 18 = 10 + 8 2. 42 = 40 + 2 3. 71 = 70 + 1 4. 132 = 100 + 30 + 2 5. 463 = 400 + 60 + 3 6. 23 = 20 + 3		Writing in expanded form.		Pg 37	

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
8	2	OPERATION ON NUMBERS	Addition	A learner; expands given numbers. finds which number has been expanded. identifies place values.	The learner; listens, pronounces, spells, reads, and writes words like; forty, hundred, sixty, ninety	Expanded form. Examples. 1. 48 = 40 + 8 2. 206 = 200 + 00 + 6 3. 193 = 100 + 90 + 3 4. 67 = …….+ ……. Writing in short/ single numeral. 1. 30 + 6 = 36 2. 100 + 50 + 2 = 156 3. 300 + 10 + 9 = …….. 4. 90 + 1 = …….	Discussion Question and answer Explanation	Finding which number has been expanded.	A chart	New MK Maths 2000 bk 2 pg 37-38	
	3			adds three digit figures. counts objects. recognizing place value.	The learner; listens, pronounces, spells, reads, and writes words like; sun, total, plus, altogether.	Adding hundreds, tens and ones. Examples. H T O 1 2 2 + 1 3 6 _____ 140 + 206 = H T O 1 4 0 + 2 0 6 _____ H T O 2 0 7 + 3 0 _____ 340 + 56 =		Adding numbers.			
	4			counts objects. recorgnises place values. adds three digit figures.	The learner; listens, pronounces, spells, reads, and writes words like; books, straws, pencils, altogether.	Read and add. 1. Betty had 123 books. She got 40 more books. How many books does she have now? 1 2 3 books + 4 0 books 1 6 3 books 2. Joy has 260 straws and Bob has 20 straws. How many straws do they have altogether?		Reading and adding.		Pg 39-40	

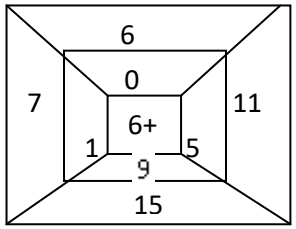
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
8	5	SHAPES	Shapes	A learner; recognizes shapes. draws shapes. names shapes.	A learner; listens, pronounces, reads, and writes words like rectangle, triangle, square, cone.	Counting 300 – 400 Recognizing shapes. Examples.  Kite  triangle  square  cone  oval  rectangle  circle  cylinder	Discussion Question and answer Explanation Brain storming	Counting Naming shapes Drawing shapes.	A chart	New MK Maths 2000 bk 2 pg 72	
9	1	OPERATION ON NUMBERS	Multiplication	multiplies by 2 and 3. - counts objects - make groups	reads numbers multiplied. writes numbers multiplied. pronounces new words like multiplying, times, product of, group of	Counting 400 – 500 Multiplication. Examples. 1 x 2 = 2  2 x 3 = 6  4 X 2 8  7 X 3 21 		Multiplying numbers.	Multiplication tables	New MK Maths 2000 bk 2 pg 44	

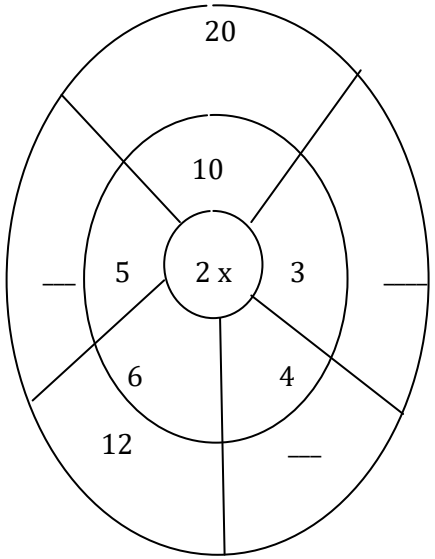
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
9	2	OPERATION ON NUMBERS	Multiplication	A learner; multiplies by 2 and 3. - counts objects - make groups	The learner; listens, pronounces, spells, reads, and writes words related to multiplication, product of, twenty, zero	Multiplying downwards. Examples 1 2 — X 2 — 2 4 2 0 — x 2 — 4 0 1 1 — X 3 — _____ 3 4 — x 2 — _____	Brain storming Discussion Question and answer Explanation	Counting Naming shapes Drawing shapes.	Multiplication tables	New MK Maths 2000 bk 2 pg 43-47	
	3			counts objects. multiplies by 2. makes groups of twos.	reads word numbers related to multiplication e.g wings, eyes, legs, rabbit.	Read and multiply Examples. 1. The fly has 2 wings. How many wings do 3 flies have? 3 flies X 2 wings 6 wings 2. A rabbit has 2 eyes. How many eyes do 10 rabbits have? 1 0 rabbits X 2 eyes 2 0 eyes		Reading and multiplying. Counting Writing			
	4			counts objects. makes groups. multiplies by 3.	The learner; listens, pronounces, spells, reads, and writes words related to multiplication e.g; triangle, stool, sides	Read and multiply. Examples. A triangle has 3 sides. How many sides do 7 triangles have? 7 triangles X 3 sides 21 sides		Multiplying numbers. Making groups.			

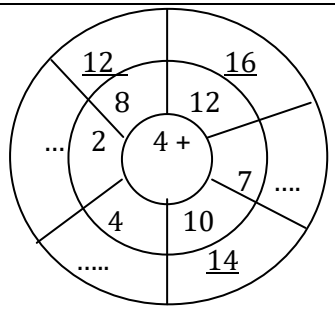
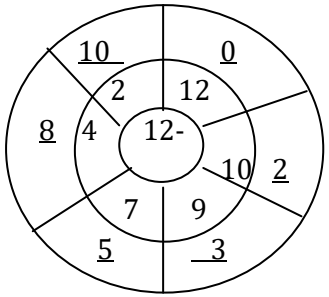
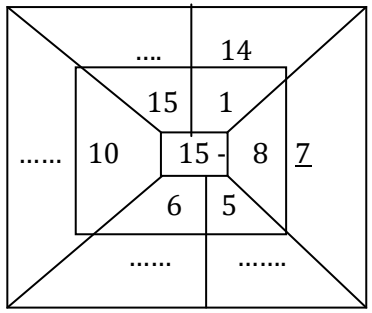
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MT DS	L/ ACTS	L/ AIDS	REF	REM
9	5	OPERATION ON NUMBERS	Multiplication	A learner; counts objects. makes groups. multiplies given numbers.	The learner; listens, pronounces, spells, reads, and writes words related to multiplication e.g times, groups of, product of, zero	Multiplication. Examples 4 x 0 = 0 3 x 4 = 12  1 x 5 = 5  9 x 5 = 45  1 2 X 4 4 8 1 0 X 5 5 0	Discussion Question and answer Explanation	Reading and multiplying. Counting Writing Making groups.	Multiplication tables	New MK Maths 2000 bk 2 pg 43-47	
10	1			makes groups counts objects multiplies by 4	The learner; listens, pronounces, spells, reads, and writes words like; legs, wheels, zero, chairs	Reading and multiplying. Examples 1. A chair has 4 legs. How many legs do chairs have? 3 chairs X 4 legs 12 legs 2. One car has 4 wheels. How many wheels do 20 cars have? 2 0 cars X 4 wheels 8 0 wheels		Reading Multiplying Counting Making groups Writing		Pg 51-52	

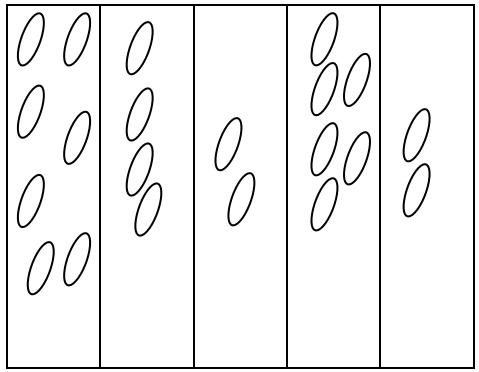
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
10	2	OPERATION ON NUMBERS	Multiplication	A learner; makes groups. counts objects. multiplies by 3.	The learner; listens, pronounces, spells, reads, and writes words like; toes, feet, fingers, hands, five	Read and multiply. Examples. a. There are 5 toes one each foot. How many toes do 3 feets have? 8 feet x 5 toes = 40 toes. b. There are 5 fingers on each hand. How many fingers are there on 4 hands? 4 hands X 5 fingers 21 fingers	Discussion Question and answer Explanation Brain storming	Reading Multiplying Counting Making groups Writing	Multiplication tables	New MK Maths 2000 bk 2 pg 55	
	3					Multiplying by 6. Examples. a. 2 x 6 = 12  1 0 X 6 6 0 b. 0 x 6 = 0 9 X 6 c. 5 x 6 = 30  1 1 X 6 6 6				Pg 56-57	
	4			makes groups counts objects multiplies by 6	reads and writes word problems.	Read and multiply. Examples 1. There are 6 chairs to each table. How many chairs are there to 3 tables?		Reading Multiplying counting		Pg 58	

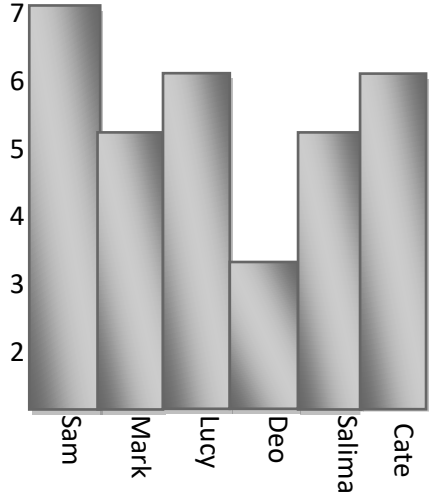
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
10	4	OPERATION ON NUMBERS	Multiplication	A learner; makes groups counts objects multiplies by 6	The learner; listens, pronounces, spells, reads, and writes words like; tables, chairs, packet, pencils	3 tables X 6 chairs 18 chairs 2. If one packet has 6 pencils, how many pencils are there in 6 packets? 6 packets X 6 pencils _____	Discussion Question and answer Explanation Brain storming	Reading Multiplying Counting Making groups Writing	Multiplication tables	New MK Maths 2000 bk 2 pg 58	
	5		Subtraction	counts objects takes away numbers.	A learner; listens, pronounces, reads and writes new words; - take away, subtract. - remain with - minus	Taking away. Examples. a. T O T O T O 1 4 4 2 2 5 - 1 0 - 3 1 - 5 0 4 1 1 2 0 d. 56 – 4 = …….		Reading Counting Subtracting numbers	Counters Real objects	Pg 59	
11	1					More subtraction Examples a) H T O H T O 1 1 1 3 2 4 - 1 1 - 2 1 2 1 0 0 1 1 2 b) H T O 7 8 2 - 3 0 0 _____				Pg 60	

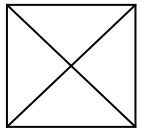
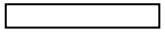
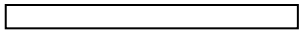
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
11	2	OPERATION ON NUMBERS	Subtraction	A learner; counts objects takes away given numbers. identifies place values.	The learner; listens, pronounces, spells, reads, and writes words like; oranges, remained, give away	Reads and subtract. Examples. 1. A boy has 43 oranges, he gave away 21 oranges. How many oranges remained? 4 3 oranges - 2 1 oranges _____ 2. Mther bought 256 books. She gave away 32 books. How many remained? H T O 2 5 6 books - 3 2 books 2 2 4 books	Discussion Question and answer Explanation	Reading Counting Subtracting numbers.	Real objects	New MK Maths 2000 bk 2 pg 61	
	3		Number sequence.	finds the missing numbers. counts 300 – 400	The learner; listens, pronounces, spells, reads, and writes words like; fifty, forty, hundred	Filling in the missing numbers. Example a) 46, 47, 48, 49, 50, 51, 52, 53, 54 b) 60, 59, 58, 57, 56, 55, 54, 53, 52 c) 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22 d) 10, 20, 30, …. …. …. …. …. …. 100		Filling in missing numbers.	Number chart	Pg 62-63	
	4			counts correctly. adds correctly. completes the table.	The learner; listens, pronounces, spells, reads, and writes words like; nine, eleven, plus, equals.	Completing the puzzle by adding. Examples.  		Adding Counting Writing numbers.	Real objects, counters	Pg 64	

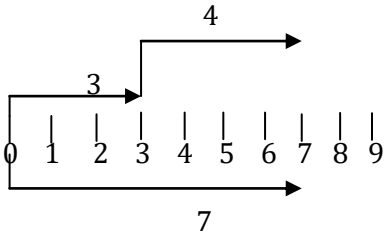
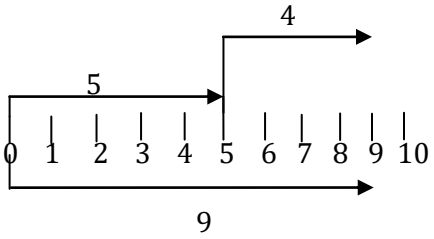
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
		OPERATION ON NUMBERS	Number sequence	A learner; makes groups counts objects multiplies numbers.	The learner; listens, pronounces, spells, reads, and writes words like; product of, times, ten, groups	**Completing the multiplication table.** X 2 3 4 5 2 4 6 8 10 3 6 9 12 15 5 - - - -  	Discussion Question and answer Explanation	Multiplying numbers Writing Making groups	Counters	New MK Maths 2000 bk 2 pg 64	

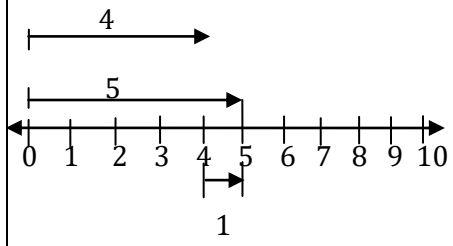
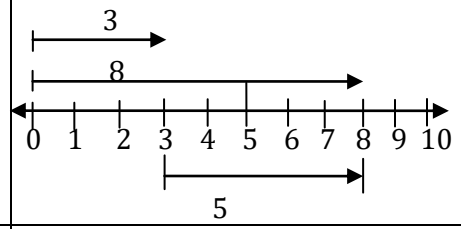
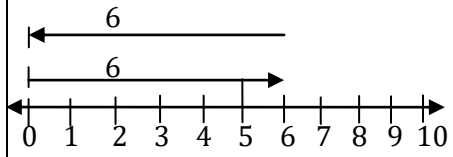
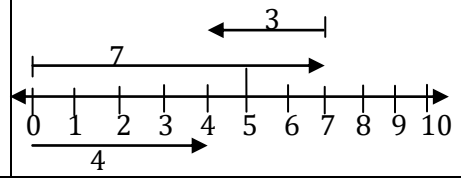
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
11	4	OPERATION ON NUMBERS	Number sequence.	A learner; counts correctly. adds correctly. completes the table.	The learner; listens, pronounces, spells, reads, and writes words like; plus, add, twelve, sixteen.		Discussion Question and answer Explanation	Adding Counting Writing numbers.	Counters Real objects chalkboard illustration	Pg 64	
	5			subtracts correctly. completes the puzzle. counts objects.	The learner; listens, pronounces, spells, reads, and writes words like; minus, remained, take away, fifteen, fourteen	Counting 400 – 500 Completing the puzzle by subtracting.  		Subtracting Counting Writing numbers			

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
1 2	1	GRAPHS	Graphs	A learner; draws graphs. Answers questions about given graphs.	The learner; listens, pronounces, spells, reads, and writes words related to graphs like; - collected - same - more - less - least	Study the picture and answer the questions that follow. Five pupils collected eggs.  Annet Kato Ben Ali Cate a. Kato collected <u>4</u> eggs. b. <u>Ali</u> collected 6 eggs. c. How many eggs did Annet collect? <u>8 eggs</u> d. Who picked the same number of eggs? ……and ……. e. Who picked the least number of eggs? ……..	Discussion Question and answer Explanation	Drawing graph. Writing an exercise. Answering oral questions.	Real objects Chalkboard illustration	New MK Maths 2000 bk 2 pg 65-69	

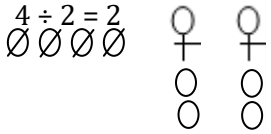
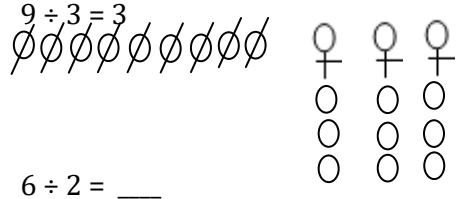
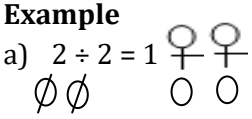
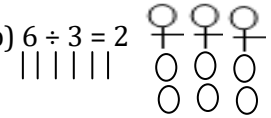
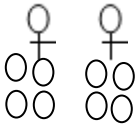
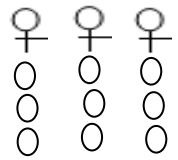
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
1 2	2	GRAPHS	Graphs	A learner; draws graphs. answers questions about given graphs.	The learner; listens, pronounces, spells, reads, and writes words related to graphs e.g; - biggest - highest - smallest - least - altogether	Using the bar graph to answer questions that follow. Examples Six pupils were given books.  a. Who got the biggest number of books? b. Who got the smallest number of books? c. How many books does Deo have? d. ……..and……..got the same number of books. e. How many books do Sam and Mark have altogether?	Discussion Question and answer Explanation	Drawing graph. Answering oral questions. Writing an exercise.	chalkboard illustration	New MK Maths 2000 bk 2 pg 65-69	

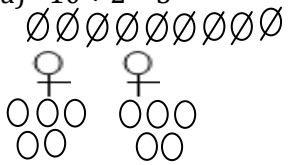
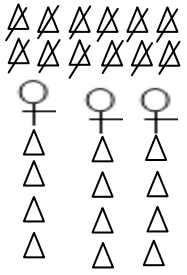
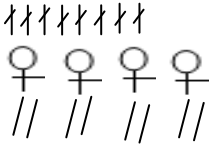
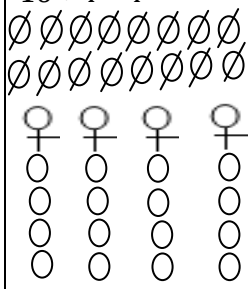
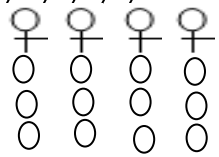
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
1	3	MEASURES	Volume	A learner; compares solid figures. names given solid figures.	The learner; listens, pronounces, spells, reads, and writes words like; - volume - smaller - bigger - box - book	Volume We call size of solid thing volume. Comparing solids Examples A  B  Pot A has a <u>smaller</u> volume than pot B. Pot B has a <u>bigger</u> volume that pot A.   A box has a <u>bigger</u> volume than a book. A book has a …….volume than a box.	Discussion Question and answer Explanation	Comparing volume of different objects.	Real objects	New MK Maths 2000 bk 2 pg 73	
2	4			compares height/ length of different objects.	The learner; listens, pronounces, spells, reads, and writes words like; - longer - shorter - stick - ruler	Comparing height and length. Exmaples. 1. Write longer or shorter. C  D  Stick C is shorter than stick D. Stick D is longer than stick C.		Comparing height and length of objects using longer, shorter.			

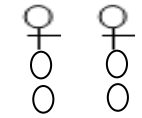
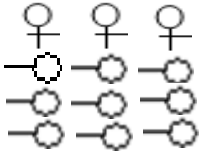
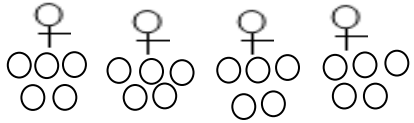
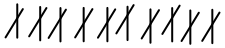
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
		MEASURES	Volume	A learner; compares height/ length of different objects.	A learner; listens, spells, and reads words and sentences related to height/ length e.g; taller, shorter	2. Write taller or shorter. A  B Tree B is ……..than tree A. Tree A is ……..than tree B.		Comparing height and length of objects.	Real objects		
12	5	OPERATION ON NUMBERS	Addition using a number line.	draws a number line. adds using a number line.	The learner; listens, pronounces, spells, reads, and writes words like; line, add, sum, total, plus	Adding using a number line. Examples. a) 3 + 4 = 7  b) 5 + 4 = 9  	Discussion Brain storming	Drawing number line. Adding Counting	Chalkboard illustration		

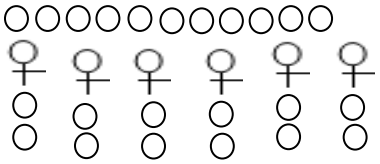
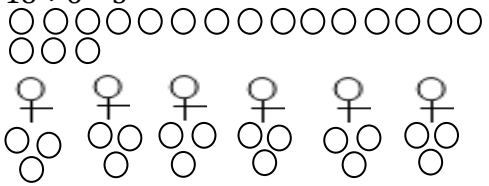
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	L/ ACTS	L/ AIDS	REF	REM
13		OPERATION ON NUMBERS	Subtracting using a number line.	A learner; subtracts numbers counts objects draws a number line.	The learner; listens, pronounces, spells, reads, and writes words like; - minus - take away - subtract - remained	**Subtracting using a number line.** **Examples** 1. 5 – 4 = 1  2. 8 – 3 = 5  	**Brain storming Discussion Discovery**	Subtraction using a number line.	**Counters**	**New MK Maths 2000 book 2 page 60**	
			Subtraction using a number line.	draws a number line. counts objects. subtracts using a number line.	The learner; listens, pronounces, spells, reads, and writes words like; - number line - minus - subtraction	Subtraction using a number line. **Examples** 06 – 6 = 0  7 - 3 = 4  	**Discussion Brainstorming Explanation**	Drawing number line Counting Subtracting numbers			

MATHS SCHEME OF WORK FOR P.2 TERM TWO

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		(DIVISION) OPERATION ON NUMBERS	Division of 1 digit by 1 digit numeral.	A learner; - counts objects. - shares equally - draws objects	A learner; pronounces, reads, spells, and writes new words i.e divide, quotient, share.	**New words.** Divide, share, quotient (÷) **Examples** 1) 4 ÷ 2 = 2  Each child gets 2. 4 ÷ 2 = 2 2) 9 ÷ 3 = 3  3) 6 ÷ 2 = ___ 4) 4 ÷ 2 = ____ 5) 3 ÷ 3 = ____	Discussion Guided discovery Brain storming	Dividing Writing Countin g	Real objects	New Mk maths 2000 bk 2 pg 74-76	
			Division of 1 digit by 1 digit numeral.	-divides given objects equally. -counts given objects. -draws objects.	A learner; pronounces, reads, spells, and writes words i.e divide, share.	**Divide/ share** **Example** a) 2 ÷ 2 = 1  Each gets one. b) 6 ÷ 3 = 2  Each child gets 2. 4 2 ⟌ 8 8 ÷ 2  Each child gets 4. Therefore 8 ÷ 2 = 4 3 3 ⟌ 9 9 ÷ 2  Each child gets 3. Therefore 9 ÷ 3 = 3				

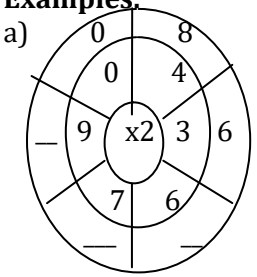
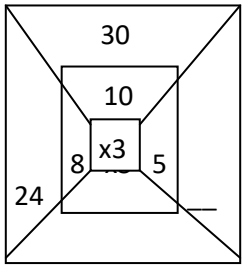
WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		(DIVISION) OPERATION ON NUMBERS	Dividing 2 digits by 1 digit numeral.	A learner; -counts objects. -shares given objects equally. -identifies given numbers.	A learner; pronounces, reads, spells, and writes words e,g each, equally.	**Divide/ share** **Example** a) 10 ÷ 2 = 5  Each child gets 5 b) 14 ÷ 2 = ___ c) 16 ÷ 2 = ___ d) 18 ÷ 3 = ___ e) $3\overline{)15}$ f) $3\overline{)12}$ = 4  Each child gets 4	Guided discovery	Dividing	Real objects	New Mk maths 2000 bk 2 pg 74-76	
			Sharing equally by 4.	-identifies numbers. -counts given objects. -shares given objects equally by 4.	A learner; pronounces, reads, spells, and writes new words i.e divide, share, equally, each	**Share/ divide equally by 4.** **Examples** 8 ÷ 4 = 2  Each child gets 2. 16 ÷ 4 = 4  Each child gets 4. $4\overline{)12}$ = 3  Each child gets 3. $4\overline{)20}$ 24 ÷ 4 = ___	Guided discussion Brain storming	Counting Writing		Pg 78	

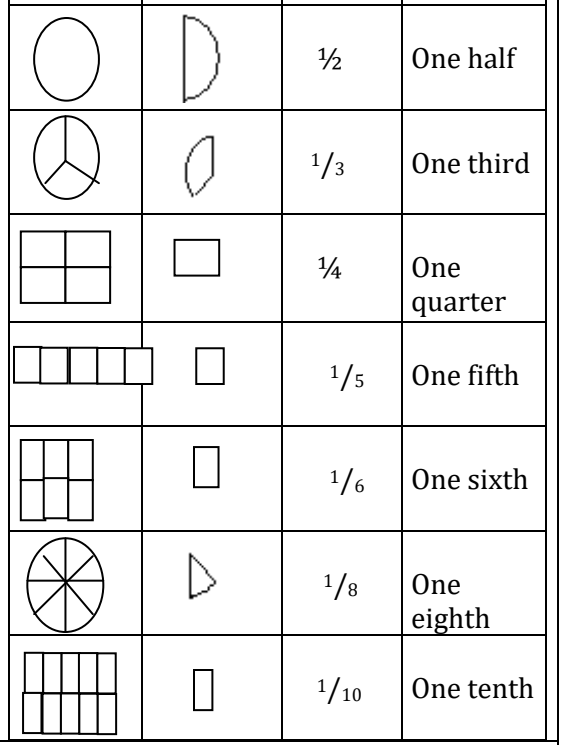
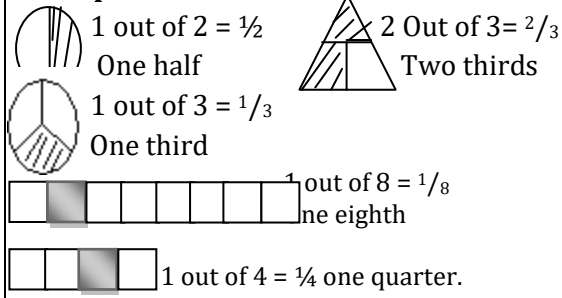
WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		(DIVISION) OPERATION ON NUMBERS	Reading and sharing.	A learner; -identifies numbers. -counts objects. -shares objects equally.	A learner; listens, pronounces, reads, and spells new words e,g - share - divide - equally - quotient	**Reading and sharing equally.** **Examples** a) Share 4 eggs equally between 2 girls. How many does each girl get? 4 ÷ 2 = 2 Ø Ø Ø Ø  **<u>Each girl gets 2 eggs.</u>** b) Divide 9 sweets equally among 3 children. How many does each child get? 9 ÷ 3 = 3   c) What is the quotient of 12 and 2?	Guided discovery Guided discussion Brain storming	Reading Counting Sharing	Real objects	New Mk maths 2000 bk 2 pg 75-77 Pg 78-81	
				-identifies number symbols. -counts objects. -shares given objects equally.	A learner; pronounces, reads, and writes words e.g balls pencils quotient	**Reading and dividing.** **Examples** a) Share 20 balls among 4 boys. How many balls does each boy get? Ø  **<u>Each boy gets 5 balls.</u>** b) Divide 15 pencils equally among 5 pupils. How many does each pupil get? 15 ÷ 5 = 3   **<u>Each pupil gets 3 pencils.</u>**					

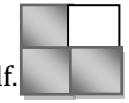
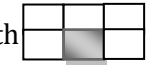
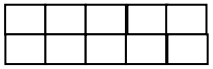
WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		(DIVISION) OPERATION ON NUMBERS	Reading and dividing by 6.	A learner; -identifies number symbols. -counts objects. -divides equally by 6.	A learner; pronounces, reads, and writes words e.g - quotient - oranges - share	**Reading and dividing.** **Examples** a) What is the quotient of 12 and 6? 12 ÷ 6 = 2  **Each child gets 2.** b) Share 18 oranges equally among 6 children. How many does each child get? 18 ÷ 6 = 3  **<u>Each child gets 3 oranges.</u>** c) Divide 30 books equally among 6 pupils. How many does each pupil get?	Guided discovery Guided discussion	Reading Counting Sharing	Real objects	New Mk maths 2000 bk 2 pg 82-83	

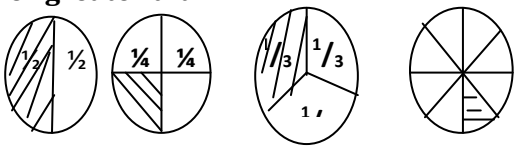
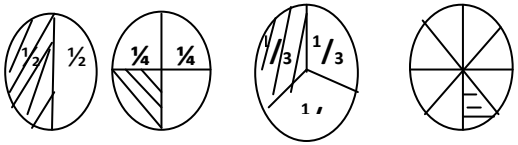
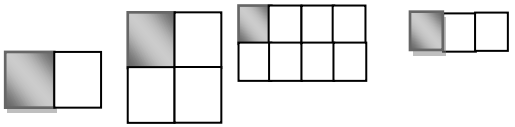
		NUMBER SEQUENCES	Counting in twos.	-counts in twos. -finds and fills in the missing numbers.	A learner; pronounces, reads, and writes new words e,g twos, adding, taking away.	**Counting in twos and finding the missing numbers.** **Examples** a) Keep adding 2. 0, 2, 4, 6, 8, 10 +2 +2 +2 +2 +2 12, 14, 16 +2 +2 b) Keep taking away 2. 20, 18, 16, 14, 12, 10, 8, 6, 4, 2 -2 -2 -2 -2 -2 -2 -2 -2 -2 c) 50, 52, 54, 56, 58, 60, 62, 64, 66 +2 +2 +2 +2 +2 +2 +2 +2	Brain storming	Counting in twos. Finding and filling in the missing number.	Chalkboard illustration	Pg 84	

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		NUMBER SEQUENCES	Counting in threes.	A learner; -counts in threes. -identifies number symbols. -fills in the missing numbers.	A learner; pronounces, reads, and writes given number symbols.	**Counting in three and finding the missing numbers.** **Examples** a) 5, 8, 11, 14, 17, 20, 23, 26, 29, 32 (+3 +3 +3 +3 +3 +3 +3 +3 +3) b) 12, 15, 18, 21, 24, 27, 30, 33, (+3 +3 +3 +3 +3 +3 +3) c) 0, 3, 6, 9, 12, 15, 18, 21, 24 d) 7, 10, 13, 16, ___, ___, 28, ____, 34	Guided discovery	Counting in threes. Writing the next missing numbers.	Chalkboard illustration	New Mk maths 2000 bk 2 pg 84-85	
			Counting in fives.	-counts in fives. -identifies number symbols. -finds and fills in the missing numbers.	A learner; pronounces, reads, and writes number symbols in relation to missing numbers.	**Counting in fives and finding the next missing numbers.** **Examples** Keep adding 5. 2, 7, 12, 17, 22, 27, 32, 37, 42 a) 4, 9, 14, 19, 24, 29, 34, 39, 44 b) 0, 5, 10, 15, __, __, __, __, __, __ Keep taking 5. e) 50, 45, 40, 35, 30, 25, 20, (-5 -5 -5 -5 -5 -5) f) 20, 15, 10, 5, 0, (-5 -5 -5 -5)	Guided discussion	Counting in fives. Writing the next missing numbers.	Counters		
			Counting in tens.	-counts in tens. -identifies numbers. -finds and fills in the missing numbers.	A learner; - pronounces, reads, and writes number symbols related to counting in tens.	**Counting in tens and finding the next missing numbers.** **Examples** **a) Keep adding 10.** i. 0, 10, 20, 30, 40, 50, 60, 70, 80, 90 ii. 8, 18, 28, 38, 48, 58, 68, 78, 88, 98, 108 **b) Keep taking 10.** i. 95, 85, 75, 65, 55, 45, 35, 25, 15, 5 ii. 80, 70, 60, 50, 40, 30, 20, 10	Brain storming	Counting in tens. Writing the next missing numbers			

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		NUMBER SEQUENCES	Complete the multiplication table.	A learner; -makes groups. -counts objects. -multiplies numbers.	A learner; pronounces, reads, and writes number symbols related to multiplication.	**Completing the puzzle.** **Examples.** a)  b)  8 x 3 = 24 10 x 3 = 30 0 x 2 = 0 4 x 2 = 8 3 x 2 = 6	Guided discovery	Multiplying numbers. Writing the missing numbers.	Chalkboard illustration	New Mk maths 2000 bk 2 pg 86	
						Complete the table. **X** | **1** | **2** | **3** | **4** | **5** **2** | — | — | — | 8 | — **3** | — | — | 9 | — | — **5** | — | — | — | — | 25 **10** | — | 20 | — | — | — 2 x 4 = 8 3 x 3 = 9 5 x 5 = 25	Guided discussion	Multiplying Completing table. Counting	Counters		
			Completing the division table.	-counts objects. -identifies number symbols. -shares equally.	A learner; listens, pronounces, reads, and writes number symbols related to completing the division table.	**Completing the division table.** **Examples** **÷** | **2** | **4** | **8** **8** | — | 2 | — **16** | — | — | 2 **24** | 12 | — | — 8 ÷ 4 = 2 16 ÷ 8 = 2 24 ÷ 2 = 12	Brain storming	Dividing Writing numbers Counting			
						÷ | **1** | **2** | **5** | **10** **10** | — | 5 | — | — **20** | — | — | — | 2 **30** | — | — | 6 | — **40** | 40 | — | — | — 10 ÷ 2 = 5 20 ÷ 10 = 2 30 ÷ 5 = 6 40 ÷ 1 = 40					

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		FRACTIONS	Naming fractions.	A learner; -defines a fraction. -names fractions. -draws fractions.	A learner; listens, pronounces, reads, spells, and writes words e.g half, third, quarter, fifth, sixth.	**A fraction** is a part of a whole. **We have** | **We remove** | **We write** | **We read**  ½ One half 1/3 One third ¼ One quarter 1/5 One fifth 1/6 One sixth 1/8 One eighth 1/10 One tenth	Guided discovery Guided discussion Demonstration	Defining a fraction. Naming fractions. Drawing fractions.	Real objects	New Mk maths 2000 bk 2 pg 89-90	
			Writing fractions.	A learner; -identifies given fraction. -draws and shades fractions. -names fractions.	A learner; listens, pronounces, reads, spells and writes words i.e a half, a third, quarters.	**Writing the fractions.** **Examples**  1 out of 2 = ½ One half 2 Out of 3= 2/3 Two thirds 1 out of 3 = 1/3 One third 1 out of 8 = 1/8 ne eighth 1 out of 4 = ¼ one quarter.	Brain storming	Writing fractions.	Chalkboard illustration	Pg 91	

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		FRACTIONS	Naming shaded fractions.	A learner; -identifies fractions and shades. -draws fractions. -names shaded fractions.	A learner; listens, pronounces, spells, and writes words i.e two thirds, three quarters.	**What part is shaded?** **examples**  = ½ one half.  = ¾ Three quarters  = $^{2}/_{3}$ Two thirds  = ___  = $^{3}/_{8}$ Three eighths.  = _____	Guided discovery	Naming shaded fraction. Writing fraction.	Chalkboard illustration	New Mk maths 2000 bk 2 pg 93-94	
			Naming unshaded fractions.	A learner; -names the unshaded fractions. -matches fractions to words. -identifies fractions.	A learner; Pronounces, reads and writes words related to fractions i.e a fifth, three sevenths, six eighths.	**Naming unshaded fractions.**  **= ¾** Three quarters  **= $^{1}/_{3}$** One third  **= $^{6}/_{8}$** Six eighths **Match fractions to words.** **½** two thirds $^{3}/_{7}$ one fifth **¼** one half **$^{2}/_{3}$** one quarter **$^{1}/_{5}$** three sevenths	Guided discussion	Naming unshaded fractions Writing fractions Matching			
			Shading fractions.	A learner; -identifies fractions. -draws given fractions. -shades fractions.	A learner; listens, pronounces, reads, spells and writes words i.e a sixth, two tenths, quarter.	**Shading fractions** **Examples** ½ =  $^{1}/_{6}$ one sixth  ¼ = one quarter  $^{2}/_{4}$ =  Two quarters $^{2}/_{3}$ two thirds  $^{2}/_{10}$ two tenths 	Brain storming	Shading fractions. Reading fractions. Drawing.			

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		FRACTIONS	Comparing the parts of the circle.	A learner; -identifies fractions. -cuts fractions. -draws fractions. -compares fractions.	A learner; listens, pronounces, reads, spells, and writes new words i.e bigger and greater	**Comparing fractions using bigger than or greater than.**  Which is bigger or greater? a) **½** or 1/3 d) ¼ or 1/8 b) **1/3 or ¼** e) 1/8 or ½ c) **2/3 or 1/3** f) 4/8 or 7/8	Guided discovery	Comparing fractions using bigger than.	Chalkboard illustration	New Mk maths 2000 bk 2 pg 96	
				A learner; -identifies fractions. -cuts fractions. -draws fractions. -compares fractions.	A learner; pronounces, reads, spells, and writes i.e less, smaller than.	**Comparing fractions using smaller than.**  Which is smaller? a) 1/3 or ¼ d) ¼ or 1/6 b) 1/6 or 1/3 e) ½ or 1/6 c) ½ or 1/3 f) ¾ or 2/4	Guided discussion	Comparing fractions using smaller than.			
				A learner; -identifies fractions. -draws and shades fractions. -compares fractions using greater than or less than.	A learner; pronounces, reads, spells, and writes words i.e greater than, less than, equal to.	**Comparing fractions using greater than or less than.**  a) ½ is _____ ¼ d) 1/8 _____ ¼ b) ¼ is _____ 1/3 e) ¾ is _____ ¼ c) 1/3 is _____ 1/8 f) 4/6 is _____ 5/6	Brain storming	Comparing fractions using greater than or less than.			

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		FRACTIONS	Adding fractions.	A learner; Identifies fractions. -counts objects. -adds fractions.	The learner; pronounces, reads, and writes fractions.	**Adding fractions.** **Examples.** ½ + ½ = 1 + 1 = 2 = 1 2 2 ¼ + 2/4 = 1 + 2 = ¾ 4 1/7 + 1/7 + 2/7 = 1 + 1 + 2 = 4 7 7 1/10 + 4/10 = 1 + 4 = 5 = 3 10 10 10 1/3 + 1/3 = ____	Guided discovery Guided discussion Brain storming	Adding fractions.	Chalkboard illustration	New Mk maths 2000 bk 2 pg 97	
			Subtracting fractions.	A learner; -identifies fractions. -counts objects. -subtracts fractions.	The learner; pronounces, reads, and writes fractions.	**Subtracting fractions.** **Examples** a) ¾ - ¼ = 3 – 1 = 2/4 4 b) 4/8 – 3/8 = 4 – 3 = 1 8 8 c) 6/10 – 3/10 = 6 – 3 = 3 10 10 d) 4/6 – 2/6 = 4 – 2 = 2 6 6 e) 7/8 – 5/8 = ___		Subtracting fractions.			
			Adding fractions.	A learner; -identifies fractions. -counts objects. -adds fractions.	The learner; pronounces, reads, and writes fractions.	**Adding fractions.** **Examples** a) ¼ + ¼ + ¼ = 1 + 1 + 1 = ¾ 4 b) 5/9 + 2/9 = 5 + 2 = 7 9 9 c) 9/12 + 1/12 = 9 + 1 = 10 10 10 d) 3/8 + 1/8 + 1/8 = _____ e) 1/6 + 1/6 + 2/6 = _____ Word problems.		Adding fractions.			

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		ALGEBRA	Finding the missing numbers.	A learner; -counts objects. -takes away. -finds the missing numbers.	A learner; pronounces, reads and writes number symbols related to finding missing numbers.	**Finding the missing numbers.** **Examples** a) ☐ + 4 = 9 ☐ = 9 – 4 ☐ = 5 b) ☐ + 2 = 7 ☐ = 7 – 2 c) ☐ + 6 = 6 ☐ = 6 – 6 ☐ = 0 d) ☐ + 5 = 10 e) ☐ + 8 = 0	Guided discovery	Counting Subtracting Writing numbers	Chalkboard illustration	New Mk maths 2000 bk 2 pg 98	
				-counts. -subtracts. -finds the missing numbers.	A learner; pronounces, reads and writes number symbols related to finding missing numbers.	**Finding the missing numbers.** **Examples** a) 10 + ☐ = 10 ☐ = 10 – 10 ☐ = 0 b) 7 + ☐ = 12 ☐ = 12 – 7 ☐ = 15 c) 4 + 2 = ☐ d) 8 + ☐ = 11 ☐ = 11 – 8 ☐ = 3 e) 3 + ☐ = 9 f) 6 + ☐ = 7 g) ☐ + 4 = 14	Guided discussion	Counting Taking away Finding missing numbers	Real objects	Pg 99	
				A learner; - identifies numbers symbols. - counts objects. - takes away.	A learner; listens, pronounces, reads, and writes number symbols related to finding missing numbers.	**Finding more numbers.** **Examples.** a) 4 - ☐ = 3 ☐ = 4 – 3 ☐ = 1 b) 9 - ☐ = 3 ☐ = 9 – 3 ☐ = 6 c) 7 - ☐ = 0 d) 8 - ☐ = 2 ☐ = 8 – 2 ☐ = 6 e) 12 - ☐ = 8 f) 14 - ☐ = 9 g) 11 – 9 = ☐	Brain storming	Counting Subtracting Finding missing numbers.		Pg 100	

WK	P D	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		ALGEBRA	Finding missing numbers.	A learner; -counts objects. -adds numbers. -finds missing numbers.	The learner; listens, pronounces, reads and writes number symbols related to finding missing numbers.	**Finding the missing numbers.** **Examples** a) □ - 12 = 2 □ = 2 + 12 □ = 14 b) □ - 7 = 6 □ = 6 + 7 □ = 13 c) □ - 4 = 10 □ = 10 + 4 □ = 14 d) □ - 5 = 9 e) □ - 3 = 0	Guided discovery Guided discussion Brain storming	Counting Adding Finding missing numbers.	Counters	New Mk maths 2000 bk 2 pg 101	
		OPERATION ON NUMBERS	Multiplication.	A learner; -makes groups. -counts objects. -multiplies numbers. -identifies numbers.	The learner; listens, pronounces, reads, and writes number symbols related to multiplication.	**Finding the missing numbers.** **Examples** a) 1 x 2 = 2 b) 6 x 2 = 12 c) 7 x 2 = □ d) 2 x 3 = 6 e) 5 x 3 = 15 f) 10 x 3 = □			A chart showing multiplication tables.	PG 102	
				A learner; -identifies numbers. -counts objects. -multiplies numbers. -finds missing numbers.	The learner; listens, pronounces, reads, and writes number symbols related to multiplication.	**Finding missing numbers.** **Examples** a) 3 x 4 = 12 b) 5 x 4 = 20 c) 0 x 5 = 0 d) 2 x 5 = □ e) 1 x 5 = □ f) 7 x 5 = 35 g) 9 x 4 = □ h) 10 x 5 = 50					

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		OPERATION ON NUMBERS	Finding the missing number. (multiplication)	A learner; -makes groups. -counts. -multiplies by 6.	A learner; pronounces, reads, and writes number symbols related to multiplication.	**Finding the missing numbers.** **Examples** a) 1 x 6 = 6  b) 6 x 0 = 0  c) 6 x 6 = 36 6 + 6 + 6 + 6 + 6 + 6 d) 5 x 6 = 30 6 + 6 + 6 + 6 + 6 e) 2 x 6 = ☐ f) 3 x 6 = ☐ g) 10 x 6 = ☐	Guided discovery	Multiplying by 6	A chart showing multiplication tables.	New Mk maths 2000 bk 2 pg 102	
				A learner; -makes groups. -counts objects. -multiplies by 7.	A learner; pronounces, reads, and writes number symbols related to multiplication.	**Finding more missing numbers.** **Examples** a) 1 x 7 = 7 b) 2 x 7 = 14 c) 3 x 7 = 21 d) 4 x 7 = ☐ e) 5 x 7 = ☐ f) 6 x 7 = 42 g) 7 x 7 = ☐ h) 8 x 7 = 56 i) 9 x 7 = ☐ j) 10 x 7 = ☐ k) 11 x 7 = ☐ l) 12 x 7 = 84 m) 0 x 7= 0	Guided discussion Brain storming	Multiplying by 7		Pg 116	

				A learner; -counts objects. -multiplies by 8. -finds missing numbers.	A learner; pronounces, reads, and writes number symbols related to multiplication.	**Finding missing numbers.** **Examples** a) 8 x 0 = 0 b) 8 x 1 = 8 c) 8 x 2 = ☐ d) 8 x 3 = ☐ e) 8 x 4 = 32 f) 8 x 5 = ☐ g) 8 x 6 = ☐ h) 8 x 7 = ☐ i) 8 x 8 = ☐ j) 8 x 9 = ☐ k) 8 x 10 = 80 l) 8 x 11 = 88 m) 8 x 12 = 96		Multiplying by 8		Pg 117	

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		OPERATION ON	Finding missing numbers. (multiplication)	A learner; -counts objects. -makes groups of 9. -multiplies by 9.	A learner; pronounces, reads, and writes number symbols related to multiplication.	**Multiplying by 9.** **Examples** a) 1 x 9 = 9 b) 2 x 9 = 18 c) 3 x 9 = 27 d) 4 x 9 = 36 e) 5 x 9 = 45 f) 6 x 9 = 54 g) 9 x 0 = 0 h) 7 x 9 = 63 i) 8 x 9 = j) 10 x 9 = k) 11 x 9 = l) 9 x 9 = m) 12 x 9 =	Guided discovery	Multiplying by 9	A chart	New Mk maths 2000 bk 2 pg 118	
				A learner; -multiplies by 10. -makes bundles of ten. -counts correctly.	A learner; pronounces, reads, and writes number symbols related to multiplication.	**Multiplying by 10** **Examples** 1) 10 x 0 = 0 2) 1 x 10 = 10 3) 2 x 10 = 20  4) 4 x 10 = 40  5) 10 x 10 = □ 6) 9 x 10 = □ 7) 11 x 10 = 110 8) 12 x 10 = 120 9) 6 x 10 = □	Guided discussion	Multiplying by 10		Pg 119	
		ALGEBRA	Finding missing numbers.	A learner; -counts objects. -divides equally. -finds missing numbers.	A learner; listens, pronounces, reads, and writes number symbols related to finding missing numbers.	**Finding the missing numbers.** **Examples** a) 3 x □ = 6 □ = 6 ÷ 3 □ = 2 b) 5 x □ = 15 □ = 15 ÷ 5 □ = 3 c) □ x 3 = 9 □ = 9 ÷ 3 d) 5 x □ = 10 □ = 10 ÷ 5 □ = 2 e) □ x 4 = 12 f) □ x 2 = 8 g) 6 x □ = 18	Brain storming	Dividing numbers. Finding missing numbers.	Chalkboard illustration. Counters	Pg 103	

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		ALGEBRA	Finding the missing numbers.	A learner; -divides objects. -counts objects. -finds the missing numbers.	A learner; pronounces, reads, and writes number symbols related to finding missing numbers.	**Finding the missing numbers.** **Examples.** a) 3 x ☐ = 12 ☐ = 12 ÷ 3 ☐ = 4 b) ☐ x 4 = 20 ☐ = 20 ÷ 4 ☐ = 5 c) 7 x ☐ = 35 ☐ = 35 ÷ 7 ☐ = 5 d) 4 x ☐ = 20 e) ☐ x 3 = 24 f) 4 x ☐ = 16 g) 5 x ☐ = 30 ☐ = 30 ÷ 5 ☐ = 6	Guided discovery	Dividing Counting Finding missing numbers.	Counters	New Mk maths 2000 bk 2 pg 103	
				A learner; -counts objects. -divides objects. -finds the missing numbers.	The learner; listens, pronounces, reads, and writes number symbols related to missing numbers.	**Finding more missing numbers.** **Examples** a) ☐ twos = 6 ☐ x 2 = 6 ☐ = 6 ÷ 2 ☐ = 3 b) ☐ threes = 15 ☐ x 3 = 15 ☐ = 15 ÷ 3 ☐ = 5 c) ☐ fours = 8 ☐ x 4 = 8 ☐ = 8 ÷ 4 ☐ = 2 d) ☐ twos = 4 e) ☐ threes = 12 f) ☐ fours = 16	Guided discussion	Counting Dividing Finding missing numbers.		Pg 104	
				A learner; -identifies numbers. -counts objects. -multiplies numbers.	A learner; listens, pronounces, reads, and writes number symbols related to multiplication.	**Complete correctly.** a) 4 threes = <u>12</u> b) 2 fours = <u>8</u> 2 x 4 = 8 c) 3 twos = <u>6</u> 3 x 2 = 6 d) fives = 10 e) sixs = 12	Brain storming	Counting Multiplying Dividing		Pg 105	

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		ALGEBRA	Finding the missing numbers.	A learner; -divides objects. -counts objects. -finds the missing numbers.	A learner; pronounces, reads, and writes number symbols related to finding missing numbers.	**Finding more missing numbers.** **Examples** a) 6 ÷ □ = 3 □ = 6 ÷ 3 □ = 2 b) 15 ÷ □ = 5 □ = 15 ÷ 5 □ = 5 c) 12 ÷ □ = 6 □ = 12 ÷ 6 □ = 2 d) 8 ÷ □ = 2 e) 10 ÷ □ = 5 f) 16 ÷ □ = 4	Guided discovery	Dividing Counting Finding missing numbers.	Counters Chalkboard illustration	New Mk maths 2000 bk 2 pg 105	
				-multiplies numbers. -counts objects. -finds the missing numbers.	A learner; pronounces, reads, and writes number symbols related to finding missing numbers.	**Finding more missing numbers.** **Examples** a) □ ÷ 2 = 3 □ = 3 x 2 □ = 6 b) □ ÷ 3 = 4 □ = 4 x 3 □ = 12 c) □ ÷ 4 = 5 □ = 5 x 4 □ = 20 d) □ ÷ 6 = 1 e) □ ÷ 5 = 2	Guided discussion	Making groups. Multiplying. Counting Finding missing numbers		Pg 106	
				-multiplies numbers. -counts objects. -makes groups.	A learner; pronounces, reads, and writes number symbols related to finding missing numbers.	**Finding the missing numbers.** **Examples** a) □ ÷ 3 = 10 □ = 10 x 3 □ = 30 b) □ ÷ 4 = 6 □ = 4 x 6 □ = 24 c) □ ÷ 2 = 6 □ = 6 x 2 □ = 12 d) □ ÷ 1 = 4 e) □ ÷ 5 = 2 f) □ ÷ 6 = 5 g) □ ÷ 7 = 3	Brain storming	Multiplying numbers Counting Finding the missing numbers			

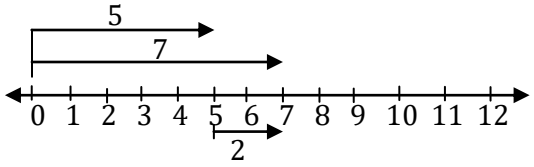
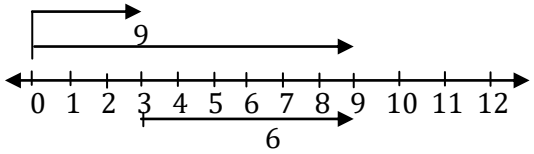
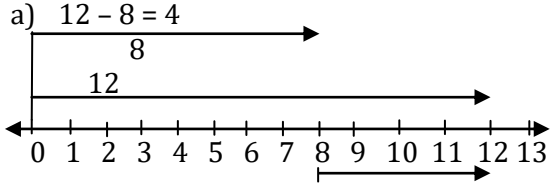
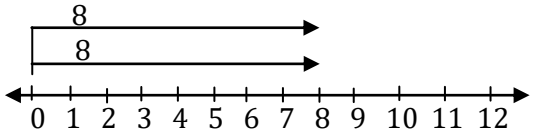
WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		OPERATION ON NUMBERS	Addition without regrouping.	A learner; -counts objects. -adds numbers. -identifies place values.	A learner; pronounces, spells, and writes words i.e sum, total, plus, altogether.	**Adding numbers without regrouping.** **Examples.** a) 72 + 10 = ; 4○○○○ + 9○○○○○ + 7○○○○○ ; 407 + 260 = b) 10 + 6 + 3 = 19 c) 164 + 35 ; 150 + 708 ; 382 + 12	Guided discovery Guided discussion Brain storming	Adding Counting Writing numbers.	Counters Chalkboard illustration	New Mk maths 2000 bk 2 pg 107	
			Addition involving regrouping.	A learner; -counts objects. -adds numbers. -identifies place values.	A learner; listens, pronounces, reads, spells, and writes words i.e Ones, Tens.	**Addition involving regrouping.** **Examples** a) T O: 16 + 7 = 23 (Ones 6+7=13; tens 1+0=1+1=2) b) T O: 79 + 7 = 86 (Ones=9+7=16; Tens=7+0=7+1=8) c) T O: 24 + 19 = 43 (ones 4+9=13; tens=2+1=3+1=4) d) T O: 55 + 35 = 90 e) T O: 18 + 8 =		Adding Counting		Pg 108	
			More addition.	A learner; -counts objects. -adds numbers. -identifies place values.	A learner; pronounces, reads, spells, and writes words i.e Hundreds, Tens, and Ones.	**Adding numbers.** **Examples** a) T O: 12 + 28 = 40 b) T O: 35 + 16 = 51 c) H T O: 327 + 19 = 346 (Ones=7+9=16; Tens=2+1=3+1=4; Hundreds=3+0=3) d) 205 + 148 =		Counting Adding numbers.		Pg 109	

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		OPERATION ON NUMBERS	Addition	A learner; -counts objects. -identifies place values. -adds given numbers.	A learner; pronounces, reads, and writes number symbols related to addition.	**Adding numbers.** **Examples.** a) 2 2 + 8 = ☐ ☐ = 2 2 + 8 3 0 b) 3 7 + 4 9 = ☐ ☐ = 3 7 + 4 9 8 6 c) 8 4 + 1 6 = ☐ ☐ = 8 4 + 1 6 10 0 d) 92 + 19 = ☐ e) 52 + 17 = ☐ f) 68 + 8 = ☐	Guided discovery	Counting Adding Writing numbers	Counters Chalkboard illustration	New Mk maths 2000 bk 2 pg 110	
			Addition involving word problems.	A learner; -identifies place values. -counts objects. -adds numbers.	A learner; listens, pronounces, reads, and writes word numbers related to addition.	**Addition involving word problems.** **Examples** a) Rose had 29 pencils. Her teacher gave her 6 more pencils. How many pencils does Rose have now? 2 9 pencils + 6 pencils 3 5 pencils b) John has 32 cakes. Paul has 19 cakes. How many cakes do they have altogether? 3 2 cakes + 1 9 cakes 5 1 cakes c) Mother has 48 goats. Father has 21 goats. How many goats do they have altogether? d) Sam had 16 balls. His father gave him 7 more balls. How many balls does Sam have altogether?	Guided discussion Brain storming	Reading Counting Adding		Pg 111	

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		OPERATION ON NUMBERS	Addition involving word problems.	A learner; -identifies place values. -counts objects. -adds numbers.	A learner; pronounces, reads and writes word numbers related to addition.	**Read and add.** **Examples** a) Amos had 147 chicks. He bought 72 more chicks. How many chicks does he have altogether? 1 4 7 chicks + 7 2 chicks 2 1 9 chicks b) Ali has 84 mangoes. Alex has 16 mangoes. How many mangoes do they have altogether? 8 4 mangoes + 1 6 mangoes 10 0 mangoes c) Joy has 195 brooms. Ann has 342 brooms. How many brooms do they have altogether?	Guided discovery Guided discussion	Reading Counting Adding numbers.	Counters Chalkboard illustration	New Mk maths 2000 bk 2 pg 111	
			Subtraction without regrouping.	A learner; -counts objects. -takes away objects. -identifies numbers.	A learner; listens, pronounces, reads, spells and writes words i.e take away, subtract, minus, remained.	**Subtraction/ take away.** **Examples** 1) 9 4 − 3 0 = 6 4 2) 4 2 − 2 = 4 0 3) 2 8 7 − 1 0 5 = 1 8 2 4) 3 6 8 − 6 7 = ? 5) 1 7 9 − 1 4 5 = ? 6) 3 9 8 − 8 6 = ?	Brain storming	Counting Subtracting Writing		Pg 112	
			Subtraction involving regrouping.	A learner; -counts objects. -subtracts numbers. -identifies numbers symbols.	A learner; listens, pronounces, reads, spells and writes words i.e take away, subtract, minus, remained.	**Subtraction involving regrouping.** **Examples** T O Open 1 bundle of 10 and add it to 3 to make 13. Take away 7 ones from 13 1 (10+3) / 2 3 − 7 = 3 6 T O 2 (10+5) / 3 5 − 1 8 = 1 7 T O 4 (10+7) / 5 7 − 2 9 = 2 8 3 6 − 9 = ?		Counting Subtracting Writing exercise			

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		OPERATION ON NUMBERS	Subtraction.	A learner; -counts objects. -subtracts numbers. -identifies number symbols.	A learner; pronounces, reads and writes numbers symbols related to subtraction.	**More subtraction.** **Examples** T O: 5 (10+3), ~~6~~ 3, − 3 5, 2 8 T O: 5 (10+4), ~~6~~ 4, − 4 5, 1 9 T O: 2 0, − 9, _____ T O: 8 (10+0), ~~9~~ 0, − 3 9, _____ H T O: 3 7 8, − 9 8, _____ T O: 3 4, − 1 6, _____	Guided discovery	Counting Subtraction Doing an exercise	Counters Chalkboard illustration	New Mk maths 2000 bk 2 pg 113	
				A learner; -identifies place values. -counts objects. -subtracts numbers.	A learner; pronounces, reads and writes numbers symbols related to subtraction.	**Subtraction** **Examples** a) 24 – 7 = □ (1 (10+4)) → □ = ~~2~~ ~~1~~ 4 − 7 = 1 7 b) 37 – 9 = □ (T O: 2 (10+7)) → □ = ~~3~~ ~~2~~ 7 − 9 = 2 8 c) 85 – 36 = □ (7 (10+5)) → □ = ~~8~~ ~~7~~ 5 − 3 6 = 4 9 d) 98 – 59 = □ e) 45 – 37 = □ f) 98 – 79 = □ (T O: 8 (10+8)) → □ = ~~9~~ ~~8~~ − 7 9 = 1 9	Guided discussion Brain storming	Counting Subtracting numbers. Writing an exercise.			

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
		OPERATION ON NUMBERS	Word problems involving subtraction.	A learner; -counts objects. -subtracts numbers. -identifies place values.	A learner; listens, pronounces, reads, and writes numbers related to subtraction.	**Read and subtract.** **Examples** a) A boy had 44 sweets. He gave away 10 sweets. How many sweets remained? T O 4 4 sweets - 1 0 sweets 3 4 sweets remained b) Kato bought 35 books. He gave away 16 books. How many books remained? T O 2 (10+5) 3 5 books - 1 6 books 1 9 books remained c) Penny had 50 tomatoes, 27 tomatoes got rotten. How many tomatoes were good? d) Joan had 26 eggs, 9 eggs got broken. How many eggs remained?	Guided discovery Guided discussion	Reading Subtracting Writing an exercise.	Counters Chalkboard illustration	New Mk maths 2000 bk 2 pg 115	
				A learner; -identifies place values. -counts objects. -subtracts numbers.	A learner; listens, pronounces, reads, and writes numbers related to subtraction.	**Read and subtract.** **Examples** a) Cate had 162 pens. She gave away 47 pens. How many pens remained? H T O 5 (10+2) 1 6 2 pens - 4 7 pens 1 1 5 pens b) Take away 208 chicks from 324 chicks. H T O 1 (10+4) 3 2 4 chicks - 2 0 8 chicks 1 1 6 chicks	Brain storming	Reading Counting Subtracting			

WK	PD	TOPIC	SUB-TOPIC	S. COMPETENCES	L. COMPETENCES	CONTENT	METHODS	ACTS	T/L AIDS	REF	REM
						c) Winnie had 426 oranges, she gave away 60 oranges. How many oranges remained? d) Pauline had 345 cups. She gave away 119 cups. How many cups remained?					
		OPERATION ON NUMBERS	Subtraction	A learner; -draws a number line. -subtracts using a number line. -counts steps on a number line.	A learner; pronounces, reads and writes numbers symbols on a number line.	**Use a number line to subtract.** **Examples** a) 7 – 5 = 2  b) 9 – 3 = 6  c) 6 – 4 = _____ d) 7 – 6 = _____	Guided discovery	Drawing a number line. Subtracting numbers using a number line.	Counters Chalkboard illustration	New Mk maths 2000 bk 2 pg 115	
				A learner; -draws a number line. -subtracts using a number line. -counts steps on a number line.	A learner; pronounces, reads and writes numbers symbols on a number line.	**Use a number line to subtract.** **Examples** a) 12 – 8 = 4  b) 8 – 8 = 0  c) 6 – 4 = _____ d) 10 – 9 = _____	Guided discussion Brain storming	Subtracting numbers using a number line. Writing an exercise.			

MATHS SCHEME OF WORK FOR P.2 TERM THREE

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
1	1	NUMBER SEQUEMNCE	Finding the next missing numbers.	A learner; - counts in2s. - keeps adding 2. - finds the next missing numbers.	A learner; - listens, pronounces, spells, reads and writes number names like forty, ninety, twelve.	**Finding the next missing numbers.** **Examples** 1. 2, 4, 6, 8, 10, 12, 14, 16 +2 +2 +2 +2 +2 +2 +2 2. 18, 20, 22, 24, 26, 28, 30, 32, 34 3. 1, 3, 5, 7, ____, ___, ___	Guided discovery	Finding the next missing numbers.	Counters	New MK Maths book 2 page 121	
	2			A learner; - counts in 3s. - keeps adding 3. - finds the next missing numbers.	A learner; - listens, pronounces, spells reads and writes number names; zero, eighteen, thirty.	**Finding the next missing numbers.** **Examples** 1. 0, 3, 6, 9, 12, 15, 18, 21 +3 +3 +3 +3 +3 +3 +3 2. 14, 17, 20, 23, 26, 29, 32, 35 3. 41, 44, 47, 50, ___, __, __, ___	Brainstorming	Counting in 3s.			
	3			A learner; - counts in 4s. - keeps adding 4. - finds the next missing numbers.	A learner; - listens, pronounces, spells, reads and writes number names; fourteen, twentieth, nineteen	**Finding more number sequences.** **Examples** 1. 4, 8, 12, 16, 20, 24, 28, 32, 36 +4 +4 +4 +4 +4 +4 +4 +4 2. 10, 14, 18, 22, 26, 30, 34, 38, 42 3. 51, 55, 59, 63, ___, __, ___, ___ 4. 36, 40, 44, 48, 52, ___, ___, ___, __	Guided discussion Problem solving	Counting in fours.			

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
1	4	NUMBER SEQUEMNCE	Finding the next missing numbers.	A learner; - counts in 5s. - keeps adding 5. - finds the next missing numbers.	A learner; - listens, pronounces, spells, reads and writes number names like ninth, hundred, fifth.	**Finding the next missing numbers.** **Examples** 1. 0, 5, 10, 15, 20, 25, 30, 35, 40, 45 +5 2. 100, 105, 110, 115, 120, 125, 130 3. 45, 40, 35, 30, ___, ___, 15, ___, __ 0	Guided discovery	Finding the next missing numbers.	Counters	New MK Maths book 2 page 121	
	5			A learner; - counts in 10s. - finds the next missing numbers.	A learner; - reads and writes money.	**Find the next missing numbers** **Examples** 1. 10, 20, 30, 40, 50, 60, 70, 80, 90 +10 +10 +10 +10 +10 +10 +10 +10 2. 90, 80, 70, 60, 50, 40, 30, 20, 10 3. 120, 130, 140, ___, ___, ___, ___		Counting in tens. Writing the next missing numbers.			
2	1	MEASURES (MONEY)	Money	A learner; - defines money. - recognises Uganda money.	A learner; - listens, pronounces, spells, reads and writes number names i.e - sixty - hundred - eighty	**Money** is the medium of exchange. We have coins and paper money (notes) Uganda money We read We write 50 Fifty shillings sh. 50 100 One hundred shillings sh. 100 200 Two hundred shillings sh. 200	Brainstorming Guided discussion	Defining money. Reading and writing money.	Money	Page 122	

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
2	2	MEASURES (MONEY)	Readier and writing money	A learner; - recognises money.	A learner; - listens, pronounces, spells, reads and writes words related to money i.e shillings, fifty, thousand.	**Reading and writing Uganda money.** **Examples** Sh. 50 - Fifty shillings Sh. 100 - One hundred shillings Sh. 150 Sh. 200 Sh. 350 Sh. 500 Sh. 1000 – One thousand shillings Sh. 5000 – Five thousand shillings Sh. 10000 – Ten thousand shillings	Brainstorming	Reading and writing Uganda money.	Real objects	New Mk Maths bk 2 pg 22	
	3		Changing our money.	A learner; - changes Uganda money . - recognises Uganda money.	A learner; - listens, pronounces, spells, reads and writes words related to money e.g one hundred, five thousand	**Changing Uganda money.** **Examples** Sh. 100 = sh. 50 + sh. 50 Sh. 200 = sh. 100 + sh. 100 Sh. 200 = sh. 100 + sh. 50 + sh. 50 Sh. 500 = sh. _____ + sh. _____ + sh. _____	Observation	Changing Uganda money.		Page 123	
	4			A learner; - changes Uganda money. - recognises Uganda money.	A learner; - listens, pronounces, spells, reads and writes words related to money e.g one thousand, two thousand	**Changing Uganda money** **Examples** Sh. 200 = sh. 50 + sh. 50 + sh. 50 + sh. 50 Sh. 1000 = sh. 500 + sh. 500 Sh. 1000=sh. 500 + sh. ___ + sh. __ + sh. __ Sh. 2000 = sh. _____ + sh. _____	Guided discovery	Reading Uganda money. Changing our money.			

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
2	**5**	**MEASURES (MONEY)**	**Adding our money.**	A learner; - counts objects. - adds our money. - identifies place values.	A learner; - listens, pronounces, spells, reads and writes words related money e.g shillings, mango(es), pancake(s)	**Adding Uganda money** **Examples** 1. Sh. 100 + sh. 100 = sh. 200 2. Sh. 200 + Sh. 300 = Sh. 500 3. Sh. 250 + Sh. 150 = Sh. 400 3. 1 mango Sh. 50; 2 mangoes sh. 50 + sh. 50 = Sh. 100	Brainstorming	Adding money. Reading and writing money.	Real objects Counters	**New MK Maths book 2 pg 124**	
3	**1**			A learner; - adds our money. - identifies place values. - counts objects.	A learner; - listens, pronounces, spells, reads and writes words related to money e.g pineapple(s), costs, banana(s), shillings.	**Adding our money** **Examples** 1 pineapple costs sh. 350 1 mango costs sh. 50 1 banana costs sh. 100 Find the cost of; a. 1 pineapple and 1 mango Sh. 350 + Sh. 50 = Sh. 400 b. 2 pineapples. Sh. 350 + Sh. 350 = Sh. 700 c. 2 bananas and 1 pineapple Sh. 100 + Sh. 100 + Sh. 350 = Sh. 550	Guided discussion Guided discovery	Identifying place values. Adding our money.	Real objects Counters		

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
3	2	MEASURES (MONEY)	Adding our money.	A learner; - adds our money. - counts objects. - identifies place values.	A learner; - listens, pronounces, reads and writes word problems and numbers related to our money e.g sum, sh. 250, sh. 600	**Reading and adding our money.** **Examples** 1. What is the sum of sh. 250 and sh. 600? Sh. 250 + Sh. 600 Sh. 850 2. Nakato has sh. 100. Babirye has 200. How much money do they have altogether? Sh. 100 + Sh. 200 Sh. 300 3. Mr. Lule gave money to his three children. Jim got sh. 200, Mary got sh. 150 and Lucy got sh. 50. How much is this altogether?	Brainstorming Guided discovery	Reading and adding Uganda money.	Counters	New MK Maths 2000 book 2 page 128	
	3	MONEY	Multiplying money	A learner; - multiplies your money. - counts objects. - makes groups.	A learner; - listens, pronounces, spells, reads and writes words related to our money e.g book(s), cake(s), pencil(s)	**Multiplying of our money** **Examples** 1 book costs sh. 300 2 books cost Sh. 300 X 2 Sh. 600 b. 4 books cost Sh. 300 X 4 Sh. 1200 1 cake costs sh. 350 3 cakes cost Sh. 350 X 3 _____	Guided discussion	Multiplying our money.	Counters Real objects	Page 125	

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
3	4	MEASURES (MONEY)	Multiplying our money.	A learner; - multiplies our money. - identifies place values. - counts objects.	A learner; - listens, pronounces, spells, reads and writes words related to money e.g - brush(es) - pancake(s) - multiply	**Multiplying our money.** **Examples** 1. A brush costs sh. 550. 2 brushes cost: Sh. 550 X 2 = Sh. 1100 3 brushes cost: Sh. 550 X 3 = Sh. 1650 2. A pancake costs Sh. 100 4 pancakes cost Sh. 100 X 4 = Sh. 400 3. 5 pancakes cost ……. 4. Multiply sh. 400 by 4.	Guided discovery Brainstorming	Multiplying our money. Counting	Counters	Ne MK Maths book 2 page 125	
	5			A learner; - identifies place values. - multiplies our money. - makes groups.	A learner; - pronounces, reads and writes words related to money e.g - ball(s) - pencil(s) - cost	**More multiplication of Uganda money.** **Examples** A ball costs sh. 250 3 balls cost sh. 250 X 3 = Sh. 500 2) 2 balls cost Sh. 250 X 2 = Sh. 500 3) A pencil costs sh. 50 5 pencils cost Sh. 50 X 5 = Sh. 250 3) What is the cost of 7 pencils? 4)	Guided discussion	Making groups Writing exercise	Real objects		

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
4	1	MEASURES (MONEY)	Multiplying our money.	A learner; - multiplies our money. - makes groups. - identifies place values.	A learner; - listens, pronounces, spells, reads and writes words related to money e.g - bought - sells - similar	**Reading and multiplying our money.** **Examples** 1. Merl bought 3 books. Each book costs sh. 200. How much money did she pay? Sh. 200 X 3 Sh. 600 2. Mr. Ssaali sells a pencil at sh. 100. He sold 4 pencils. How much money did he get? Sh. 100 X 4 Sh. 400 If a cup costs sh. 500. What is the cost of 5 similar cups?	Brainstorming Guided discovery	Reading and multiplying our money.	Counters Real objects	New Mk Maths 2000 book 3 pg 128	
	2		Subtraction of money.	A learner; - subtracts our money. - counts objects. - identifies place values.	A learner; - listens, pronounces, spells, reads and writes words related to money e.g - subtract - take away - minus - remained	**Subtraction of our money** **Examples** 1. Sh. 250 - Sh. 200 Sh. 050 2. HTO Sh. 600 - Sh. 250 Sh. 350 3. Sh. 700 - Sh. 400 Sh. 300 4. Sh. 800 - Sh. 800 _____ 5. Sh. 350 - Sh. 120 _____	Guided discussion	Subtracting our money. Counting objects.	Counters Real objects	Page 127	

<table>
<tr><th>WK</th><th>PD</th><th>TOPIC</th><th>SUB-TOPIC</th><th>SUBJECT COMPETENCE</th><th>LANGUAGE COMPETERNCE</th><th>CONTENT</th><th>METHODS</th><th>L/ACTIVITIES</th><th>T/L AIDS</th><th>REF</th><th>REM</th></tr>
<tr>
<td></td>
<td>3</td>
<td>MEASURES</td>
<td>Subtraction of money.</td>
<td>A learner;
- subtracts our money.
- counts objects.
- identifies place values.</td>
<td>A learner;
- listens, pronounces, spells, reads and writes words related to money e.g
- left
- remained
- bottle of soda(s)</td>
<td>Finding how much is left.
<table>
<tr><th>I had sh.</th><th>I bought</th><th>How much was left?</th></tr>
<tr><td>Sh. 850</td><td>A bottle of soda at sh. 500.</td><td>Sh. 850
- Sh. 500
Sh. 350</td></tr>
<tr><td>Sh. 900</td><td>A bottle of soda at sh. 500 and a pencil at sh. 100.
Sh. 100 + sh. 500 = Sh. 600</td><td>Sh. 900
- Sh. 600
Sh. 300</td></tr>
</table>
</td>
<td>Brainstorming

Guided discovery

Guided discussion</td>
<td>Subtracting our money.

Counting objects.</td>
<td>Counters

Real objects</td>
<td>Page 127</td>
<td></td>
</tr>
</table>

<table>
<tr>
<td>4</td>
<td>4</td>
<td></td>
<td>Subtraction of our money.</td>
<td>A learner;
- subtracts our money.
- identifies place values.
- counts objects.</td>
<td>A learner;
- listens, pronounces, reads and writes words related to our money e.g
- how much
- five hundred
- shilling</td>
<td>Finding how much is left.
Examples
<table>
<tr><td>I had</td><td>I bought</td><td>How much money is left?</td></tr>
<tr><td>Sh. 500</td><td> 
Sh. 200</td><td>Sh. 500
- Sh. 200
Sh. 300</td></tr>
<tr><td>Sh. 600</td><td> 
 
Sh. 100
Sh. 300
+ Sh. 100
Sh. 400</td><td>Sh. 600
- Sh. 400
Sh. 200</td></tr>
</table></td>
<td>Brainstorming

Guided discussion

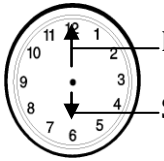
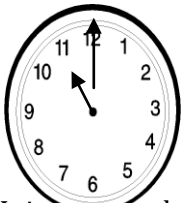
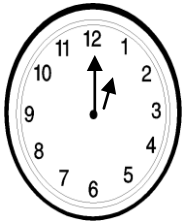
Explanation

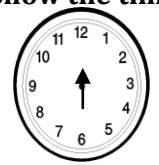
Guided discovery</td>
<td>Subtracting our money.

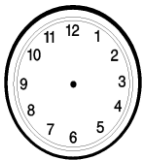
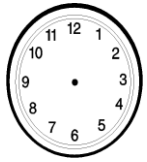
Reading word problems.</td>
<td>Counters

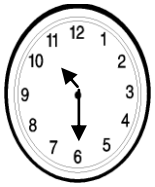
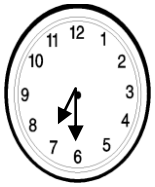
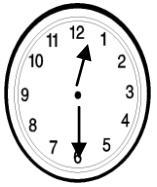
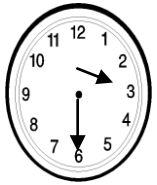
Real objects</td>
<td>New MK Maths book 2 page 127</td>
<td></td>
</tr>
</table>

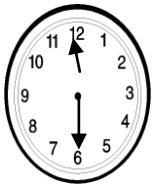
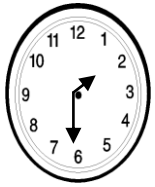
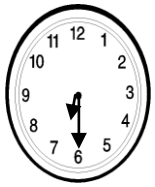
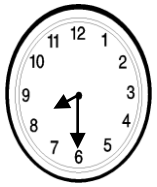
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
4	**5**	**MEASURES (MONEY)**	**Subtraction of our money.**	The learner; - subtracts our money. - counts objects. - identifies place values.	A learner; - listens, pronounces, spells, reads and writes words related money e.g - gave away - remained - left - had	Reading and subtracting out money. **Examples** 1) Cate had sh. 200, she gave away sh. 100 to Alice. How much, money remained? Sh. 200 - Sh. 100 Sh. 100 2) Rose had sh. 500, she bought a book at sh. 300, how much money was left? Sh. 500 - Sh. 300 Sh. 200 3) Jona had sh. 300. How bought pancakes for sh. 250. How much money was left? 4) Bob had sh. 750. He gave sh. 200 to his brother. How much money was left?	Brainstorming Guided discussion Explanation Guided discovery	Finding how much money was left.	Counters Real objects	**New MK Maths book 2 page 128**	
5	**1**		**Shopping list.**	A learner; - answers questions about the shopping list. - identifies place values. - adds money	A learner; e.g - rubber - book - pen - cost	**SHOPPING LIST** **Study the shopping list below and answer questions about it.** A rubber costs sh. 200 A book costs sh. 400 A pencil costs sh. 50 A pencil costs sh. 500 **Questions:** 1. What is the cost of a pencil? Sh. 50	Brainstorming Guided discussion Guided discovery	Reading and answer questions about the shopping list.	Chalkboard illustration.		

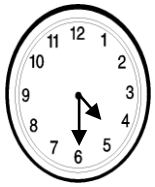
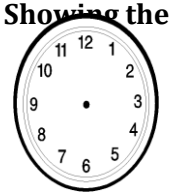
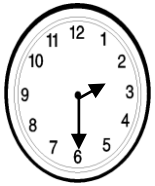
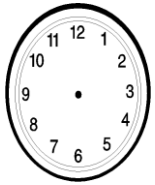
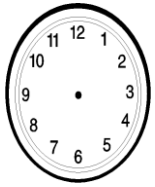
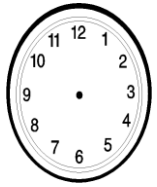
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
5	2	MEASURES (TIME)	Telling time.	A learner; - tells how many minutes make an hour. - states the hours in a day. - draws clock faces.	A learner; - listens, pronounces, reads and writes words like; - minutes - hours - of the clock	**TIME** 24 hours make a day. There are 60 minutes in an hour. O'clock → of the clock **Telling time** When telling time the long hand reads the minutes while the short hands reads time in hours. **Examples**  Long hand Short hand It is 6 o'clock.  It is 11 o'clock.  It is ____o'clock.  It is 1 o'clock.	Brainstorming Guided discussion Guided discovery	Telling time. Drawing clock faces.	Chalkboard illustration. Clock face	New MK Maths book 2 page 131	

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
5	3	MEASURES (TIME)	What is the time?	A learner; - tells time. - draws clock faces. - shows the time on the clock face.	A learner; - listens, pronounces, reads and writes words related to time e.g - twelve - nine - eleven - o'clock	**Telling time** **Examples** What is the time? 1.  3.  It is 4 o'clock. It is 9 o'clock. 2.  It is ____o'clock. **Show the time.**   It is 2 o'clock. It is 10 o'clock.	Guided discovery Brainstorming	Telling the time.	Clock face	New MK Maths 2000 book 3 page 131	

	4		**Showing the time.**	A learner; - shows the time on the clock face. - draws a clock face. - tells the time.	A learner; - listens, pronounces, reads and writes words related to time e.g - eight o'clock - five o'clock - four o'clock	**Showing the time.** **Examples** 1.  It is 12 o'clock. 3.  It is 4 o'clock. 2.  It is 5 o'clock. 4.  It is 8 o'clock.	Guided discussion	Showing the time.	Clock face		

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
5	5	MEASURES (TIME)	Telling time	A learner; - tells how many minutes are in a half an hour. - tells the time. - draws clock faces.	A learner; - listens, pronounces, reads and writes words related to time.	**What is the time?** There are 30 minutes in a half of an hour. When the long hand reaches 6, we say that it is a half past. **Examples.**   It is a half past 10. It is a half past 7.   It is a half past ___ It is a half past ____	Guided discussion Brainstorming	Telling time.	Clock face.	New MK Maths book 2 page 132.	

6	**1**			A learner; - tells the time. - draws clock faces.	A learner; - listens, pronounces, reads and writes words related to time e.g - a half past - 30 minutes	**Telling the time.**   It is a half past 11. It is a half past 2.   It is a half past ___ It is a half past ___	Guided discovery	Telling time.			

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
6	2	MEASURES (TIME)	Telling time	A learner; - tells the time. - shows the time on clock faces.	A learner; - listens, pronounces, reads and writes words related to time e.g a half past, long hand	**Telling the time. Showing the time.**   It is a half past 4. It is a half past 11.	Guided discussion	Telling and showing time.	Clock face		
	3		Showing the time.	A learner; - tells the time. - shows the time on the clock faces.	- a half - past - one - seven	**Showing the time.** **Examples**   It is a half past 2. It is a half past 11.   It is a half past 9. It is a half past 5.	Guided discovery	Showing time on clock faces.		New MK Maths book 2 pg 132	

	4		**Days of the week.**	A learner; - tells the days of the week. - counts days the days of the week. - answers questions about days of the week.	A learner; - reads, spells and writes the days of the week e.g - Sunday - Thursday - Wednesday	**Days of the week.** 1st Sunday 2nd Monday 3rd Tuesday 4th Wednesday 5TH Thursday 6th Friday 7th Saturda	Brainstorming	Telling the days of the week. Writing	A chart	**Page 133**	

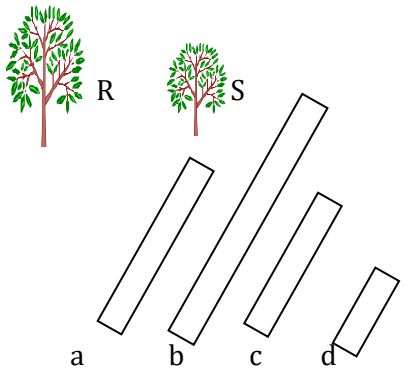
<table>
<tr><th>WK</th><th>PD</th><th>TOPIC</th><th>SUB-TOPIC</th><th>SUBJECT COMPETENCE</th><th>LANGUAGE COMPETERNCE</th><th>CONTENT</th><th>METHODS</th><th>L/ACTIVITIES</th><th>T/L AIDS</th><th>REF</th><th>REM</th></tr>
<tr><td></td><td></td><td rowspan="3">MEASURES</td><td></td><td></td><td></td><td>Fill in the missing days.
Friday, Saturday, _____, _____, _____, Wednesday, _____
What is the third day of the week?
How many days are there in 2 weeks?</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>6</td><td>5</td><td>Days of the week.</td><td>A learner;
- names days of the week.
- fills the missing days of the week.</td><td>A learner;
- reads, spells and writes the days of the week correctly like; Saturday, Tuesday, Tuesday, Friday</td><td>Days of the week
Complete the table.<table><tr><th>Today</th><th>2 days from today</th><th>6 days from today</th></tr><tr><td>Monday</td><td>Wednesday</td><td>Sunday</td></tr><tr><td>Wednesday</td><td>_____</td><td>Tuesday</td></tr><tr><td>Thursday</td><td>_____</td><td>_____</td></tr><tr><td>Saturday</td><td>_____</td><td>_____</td></tr><tr><td>Sunday</td><td>_____</td><td>Saturday</td></tr></table></td><td>Brainstorming

Guided discovery

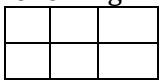
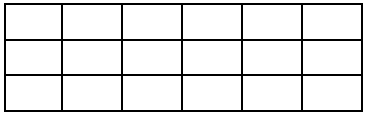
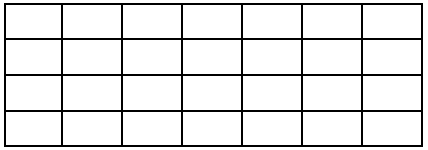
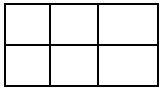
Guided discussion</td><td>Completing the table.</td><td>A chart</td><td>New MK Maths bk 2 pg 133</td><td></td></tr>
<tr><td>7</td><td>1</td><td>Months of the year.</td><td>A learner;
- tells the months of the year.
- counts the months of the year.</td><td>A learner;
- listens, pronounces, reads and writes the months of the year.
- spells the months of the year i.e January, February, August</td><td>Months of the year.
There are twelve months in a year, namely;
January 1st July 7th
February 2nd August 8th
March 3rd September 9th
April 4th October 10th
May 5th November 11th
June 6th December 12th
Reading, spelling, filling missing letters and about the months of the year.</td><td>Naming the months of the year.</td><td>A chart.</td><td>Page 133-134</td><td></td></tr>
</table>

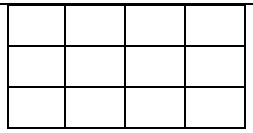
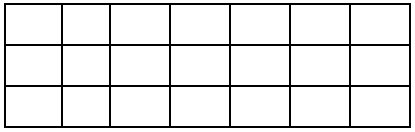
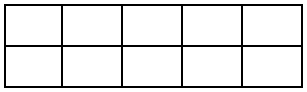
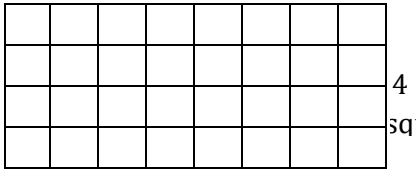
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
7	2	MEASURES	Months of the year.	A learner; - answers questions about the months of the year. - names the months of the year.	A learner; - listens, pronounces, reads and writes the months of the year. - spells the months of the year i.e - April - July - December	**Months of the year.** Reading and answering questions about the months of the year. 1. Which months comes after January? February 2. How many months make a year? Twelve months make a year. 3. December is the last months of the year. 4. What is the fifth month of the year?	Brainstorming Guided discovery Guided discussion	Answering questions about the months of the year.	A chart.	New MK Maths book 2 page 133 – 134	
	3			A learner; - states the months of the year. - answers questions about the months of the year.	A learner; - listens, pronounces, reads and writes the months of the year. - spells the months of the year i.e - October - November - September	**Months of the year.** Reading and answering questions about the months of the year. **Examples.** 1. Which month comes after March? April 2. _____comes after September. 3. What month comes after October? 4. _____comes after February. 5. How many months are there in 2 years?		Reading and answering questions about the months of the year.	A chart.		

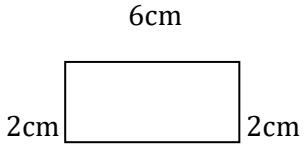
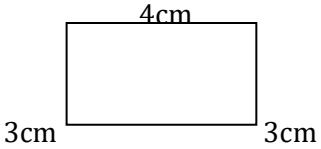
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
7	4	MEASURES	Months of the year.	A learner; - names the months of the year. - answers questions about the months of the year.	A learner; - listens, pronounces, reads, spells and writes words and sentences related to months of the year i.e before, month, year.	**Months of the year.** Reading and answering questions about the months of the year. **Examples** 1. **May** comes before June. 2. Which month comes before August? July 3. What month comes before November? October 4. **June** comes before July.	Brainstorming Guided discovery Guided discussion	Answering questions related to months of the year.	A chart	New MK Maths bk 2 pg	
	5		Measuring length.	A learner; - identifies body parts used to measure length. - measures length body parts.	A learner; - reads, spells and writes words related to measuring length e.g palm, handspan, fathom, stide	**Measuring length.** Things used to measure length include; Hand span Foot Palm Fathom Stride Subit Arm's length Measuring length by making strides, foot, paces, hand span, fathoms and cubit.	Demonstration Brainstorming Discussion Explanation	Naming body parts used to measure length.	Real objects	Page 136	

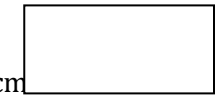
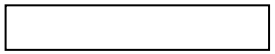
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
8	1	MEASURES	Measuring length.	A learner; - compares length using shorter, taller or longer. - draws different objects.	A learner; - pronounces, reads, spells and writes words related to measuring length e.g taller, shorter, longer	**Comparing length using shorter, taller, longer** **Examples**  i. Tree R is **taller** than tree S. ii. Tree S is **shorter** than tree R. iii. Which piece of paper is the shortest? **Paper d.** iv. Which piece of paper is the longest? v. Paper b is _____than paper C.	Demonstration Brainstorming Discussion Explanation	Comparing length using taller or shorter or longer.	Real objects	New MK Maths bk 2 pg 136	
	2		Comparing length.	A learner; - compares length using longer or shorter.	A learner; - pronounces, reads and writes words related to measuring length i.e stride, late, first.	**Comparing length using shorter or longer.** **Examples** 1. Mary has a shorter stride and John has a longer stride. a) Who will be late for school? b) Who will reach school first? Okello and Barigye are running. Okello is faster than Barigye. a) Okello has a ___stride than Barigye. b) Barigye is _____stride than Okello.	Guided discussion Guided discovery Brainstorming	Comparing length. Answering questions.	Real objects	Page 136	

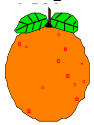
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
8	3	MEASURES	Measuring length.	A learner; - adds metres. - counts objects. - names the standard unit for measuring length.	A learner; - listens, pronounces, reads and writes words related to measuring length e.g metres, addition, sum, total	**Add length** The common standard measure for length is a metre (m) **Examples** 1. 2 metres + 3 metres = 5 metres 2. 6 metres + 4 metres = 10 metres 3. 1 4m + 4m 4. 1 6m + 4 2m 5. 16m + 42m = ___ 6. 12m + 5m = ___m	Guided discovery	Adding length Counting Writing	Counters	New MK Maths bk 2 pg 140	
	4		Adding length.	A learner; - adds metres. - identifies place values. - counts objects.	A learner; - listens, pronounces, reads and writes words related to measuring length e.g rope, metres.	**Adding word problems.** **Examples** Ali made a rope of 10 metres. Ben made a rope of 8 metres of ropes did they make altogether? 1 0m + 8m 1 4 + 1 0	Brainstorming	Reading and adding length in metres.	Counters	New MK Maths bk 2 pg 140	
	5		Subtracting length.	A learner; - subtracts metres. - counts objects. - identifies place values.	A learner; - listens, pronounces, reads and writes words e.g metres, subtract, take away, minus.	**Subtracting length in metres.** **Examples** 1. 4metres – 2metres = 2 metres 2. 6 metres – 0metres = 6 metres 3. 2 1m - 9m = 2 1m - 9m = 1 2m 3 7m - 1 0m =	Guided discussion	Subtracting length in metres.	Counters	New MK Maths bk 2 pg 140	

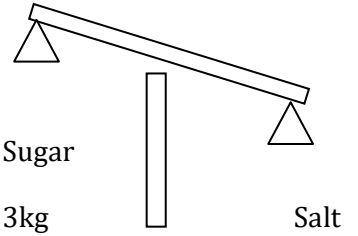
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
9	1	MEASURES	Measuring area.	A learner; - counts the square metres. - draws squares and rectangles.	A learner; - listens, pronounces, reads and writes words i.e - square - metres	**Counting and writing the square metres.** **Example** How many square metres cover the following?  8 square metres.  18 square metres  28 square metres	Guided discovery Brainstorming Guided discussion	Counting and writing square metres. Multiplying squares to find the area.	Chalkboard illustration Counters	New MK Maths bk 2 pg 142	
	2		Finding area.	A learner; - multiplies squares. - counts squares. - draws squares and rectangles.	A learner; - reads and writes words related to area e.g - length - width - multiply - product	**Measuring area.** **Examples**  2squares 3 squares 3 squares along the length. 2 squares along the width. Multiply 3 squares by 2 squares. 3 x 2 = 6 squares					

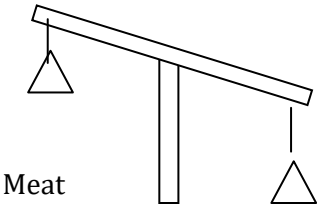
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
9		MEASURES				 3 squares 4 squares = 4 squares x 3 squares = 12 squares.  3 squ 87 squares					
	3	Finding area.	A learner; - counts squares. - multiplies squares.	A learner; - reads and writes words related to area e.g - squares - multiply - products	Finding the number of squares by multiplying. **Examples**  2 squares 5 squares 5 squares x 2 squares = 10 squares  4 squares 8 squares 8 x 4 = 32 squares	Guided discovery Brainstorming Guided discussion	Multiplying squares. Writing	Counters	New MK Maths book 2 page 142	

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
9	4	MEASURES	Finding perimeter.	A learner; - finds the perimeter. - adds correctly. - counts objects.	A learner; - listens, pronounces, reads and writes words related to perimeter i.e - perimeter - side - plus	Finding the perimeter. **Examples**  Perimeter = S + S + S + S P = 2cm + 6cm + 2cm + 6cm P = 16cm  P = S + S + S + S P = 3cm + 4cm + 3cm + 4cm P = 14cm	Guided discovery Brainstorming Guided discussion	Finding the perimeter. Adding numbers.	Counters	New MK Maths book 2 page 142	

	5			A learner; - finds the perimeter. - adds numbers.	A learner; - reads and writes words related to perimeter e.g - centimetre(s) - metre(s)	Finding the perimeter. **Examples** 3cm 2cm  2cm 3cm P = S + S + S + S P = 2cm + 3cm + 2cm + 3cm P = 10cm 8cm 1cm  1cm 8cm P = S + S + S P = 1cm + 8cm + 1cm + 8cm P = 18cm	Guided discussion Guided discovery Question and answer	Finding the perimeter. Adding numbers.	Counters		

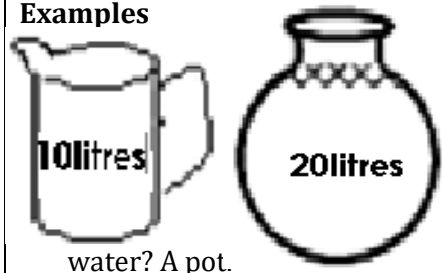
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
10	1	MEASURES	Measuring weight.	A learner; - compares weight using lighter or heavier. - draws objects.	A learner; - reads, spells and writes words and sentences related to weight e.g - heavier - lighter	**Comparing weight of objects.** Which is heav **Examples**   The orange is lighter than the pawpaw. The pawpaw is heavier than the tomato.   A cup full of sand. A cup full of stones 1. Which one do you think is heavier? _____ 2. Which one is lighter? _____	Guided discussion Guided discovery	Comparing weight.	Real objects.	New MK Maths book 2 page 142	

	2		**Measuring weight using weighing scale.**	A learner; - answers questions using weighing scale. - names items we measures.	A learner; - spells, read and writes words related to measuring weight e.g - kilograms - grams - maize - flour	Weight is measured in kilograms (kg) and grams (g). Things we measure are; beans, sugar, salt, rice, meat, maize, flour, flour … **Use the weighing scale below to answer questions.**  Sugar 3kg Salt 5kg	Question and answer	Answering oral and written questions.		**Page 144**	

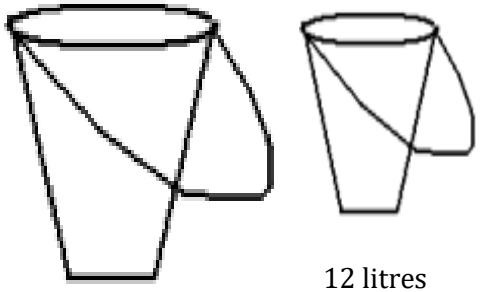
WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
10		MEASURES				Questions. a. Which item is lighter? Sugar b. Which item is heavier? Salt c. How many kilograms does salt weigh? _____ d. Find their total weight.	Brainstorming				
	3		Measuring weight.	A learner; - states things measured. - answers questions about weighing scale.	A learner; - listens, pronounces, reads and writes words and sentences about a weighing scale e.g - weighs - which is heavier? - total - lighter	**Study the weighing scale below and answer questions about it.**  Meat 6kg Beans 10kg **Questions:** a. Which item weighs 10kg? **Beans** b. How many kg does meat weigh? **6kg** c. Which item is heavier? **Beans** d. Which one is lighter? e. Find their total weight?	Guided	Answering questions about the weighing scale.	Real objects	**Ne New MK Maths book 2 page 144**	

	4		**Adding weight.**	A learner; - adds weight. - counts objects.	A learner; - spells words like grams, kilograms. - reads and writes weight in kilograms and grams.	**Adding weight in kg and g.** **Examples** 1. 4kg + 2kg = 6kg 2. 5kg + 7kg 12kg 3. 1g + 5g = 6g 4. 36kg + 15kg = _____	discussion Guided discovery	Adding g and kg.	Counters	**Page 147**	

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
					A learner; - reads and writes weight in kilograms and grams.	5. 10g + 27g = _____ 10g + 10g 37g 6. 14g + 20g = _____					
10	5	MEASURES	Subtracting weight.	A learner; - subtracting kg and g. - counts objects.	A learner; - listens, pronounces, reads, spells, and writes words e.g take away, kilograms, grams.	**Subtracting weight in kg and g.** **Examples** 1. 7g – 4g = 3g 2. 13kg – 10kg = 3kg 3. 6kg – 0kg = _____ 4. 64g – 27g = 64g - 27g 37g 5. 83kg – 43kg = _____	Guided discussion	Subtracting g and kg.	Counters	Page 147	
11	1		Capacity	A learner; - tells common containers used to keep liquids. - draws common containers.	A learner; - reads, spells and writes words and sentences related to capacity e.g - liquids - buckets - jugs - less - more	**Common containers used to keep liquids.** mugs, buckets, bottles, drums, tanks, jugs, pots, jerrycans etc. **Which container holds less or more water?**   A pot holds **more** water than a mug. A mug holds **less** water than a pot.	Brainstorming Guided discovery	Naming common containers for keeping liquids. Telling which container holds more or less water.	Real objects.	Ne New MK Maths book 2 page 148	

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
11		MEASURES	Capacity			 a. A bucket holds _____water than a drum. b. Which item holds more water? ____	Guided discussion				
	2			A learner; - answers questions about measuring capacity. - draws pictures.	A learner; - reads, spells and writes words related to capacity e.g - litres - altogether - water	**Study the pictures below.** **Examples**  water? A pot. b) How many litres does a jug hold? 10 litres. c) Which container holds less water? A jug. d) How many litres do the two containers hold altogether? 10litres + 20litres _____	Brainstorming Guided discovery	Answering questions about containers used to keep liquids.	Real objects.	Ne New MK Maths book 2 page 148	

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
11	3	MEASURES	Adding litres.	A learner; - counts objects. - adds litres and half litres. - identifies place values.	A learner - spells, reads and writes words related to measuring capacity a.g litres, add, sum	**Adding litres** **Examples** a) ½ lire + ½ litre = 1 + 1 = 2 = 1 litre 2 2 b) 1 litre + 4 litres = 5 litres c) Add: 20 litres + 10 litres = 30 litres 20 + 10 30 d) 4 1 litres + 1 9 litres _____	Brainstorming Guided discussion Guided discovery	Adding litres	Counters	Ne New MK Maths book 2 page 150 – 151	
	4		Subtracting litres.	A learner; - counts objects. - subtracts litres. - identifies place values.	A learner - spells, reads and writes words i.e - litres - subtract - minus - difference	**Subtracting litres .** **Examples** 1. 8 litres = 6 litres = 2 litres 2. 13 litres – 2 litres = 11 litres 3. 4 6litres - 4 0 litres 0 6 litres 4. Subtract 9 litres from 22 litres. 2 2 litres - 9 litres 1 3 litres 5. Subtract: 37litres – 12 litres.		Subtracting litres.	Counters		

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETERNCE	CONTENT	METHODS	L/ACTIVITIES	T/L AIDS	REF	REM
11	5	**MEASURES**	**Studying pictures and answering questions.**	A learner; - answers oral and written questions. - adds litres. - subtracts litres.	A learner - pronounces, spells, reads and writes words like; - less - more - total - subtract	**Study the pictures below.** **R** **S**  12 litres 15litres a. Which bucket holds less water? **Bucket S.** b. Which bucket holds more water? **Bucket R.** c. How many litres does bucket S hold? _____ d. Add 15 litres + 12litres = _____litres. e. Subtract: 15 litres – 12 litres = _____	Brainstorming Guided discussion Guided discovery	Answering oral and written questions.	Counters	**Ne New MK Maths book 2 page 150 – 151**	