REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 2 MATHEMATICAL ACTIVITIES

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	2
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Mathematical Activities Grade 2 Curriculum Design (KICD)
2. Approved Mathematics Grade 2 Learner's Book
3. Approved Mathematics Grade 2 Teacher's Guide
4. MTP Mathematics Activities Grade 2

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 2 MATHEMATICAL ACTIVITIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **NUMBERS** | Sub-Strand: **Counting up to 100**

SCHOOL	_____
LEARNING AREA	Mathematical Activities
GRADE	2
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	NUMBERS
SUB-STRAND	Counting up to 100
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Count objects up to 100 b) Identify numerals c) Build number sense
KEY INQUIRY QUESTION(S)	How many can we count?
CORE COMPETENCY	Mathematical Reasoning; Critical Thinking; Self-Efficacy
VALUES	Accuracy, Patience, Perseverance
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy
LEARNING RESOURCES	Counters, number cards

ORGANISATION OF LEARNING	
INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Counting up to 100 by writing the key inquiry question on the board: "How many can we count?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to count objects up to 100. Display the resources for the lesson (Counters, number cards) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Group bundles of 10. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Count objects up to 100". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Count in tens. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How many can we count?" and answer it now using the example you just

	completed. Connect explicitly to the SLO: "Identify numerals". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. Sing counting song. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Counting up to 100 independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build number sense".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Counting up to 100? (2) How would you answer "How many can we count?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Counting up to 100 in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **NUMBERS** | Sub-Strand: **Place Value (tens, ones)**

SCHOOL	_____
LEARNING AREA	Mathematical Activities
GRADE	2
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	NUMBERS
SUB-STRAND	Place Value (tens, ones)
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify tens and ones b) Read 2-digit numerals c) Build place value
KEY INQUIRY QUESTION(S)	What does each digit mean?
CORE COMPETENCY	Mathematical Reasoning; Critical Thinking; Self-Efficacy
VALUES	Accuracy, Patience, Perseverance
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy
LEARNING RESOURCES	Ten-frames, numeral cards

ORGANISATION OF LEARNING	
INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Place Value (tens, ones) by writing the key inquiry question on the board: "What does each digit mean?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify tens and ones. Display the resources for the lesson (Ten-frames, numeral cards) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Use ten-frames. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify tens and ones". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Sort numerals. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What does each digit mean?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Read 2-digit numerals". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. Pair drill. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing).

	Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Place Value (tens, ones) independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build place value".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Place Value (tens, ones)? (2) How would you answer "What does each digit mean?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Place Value (tens, ones) in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

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SECTION B: SCHEME OF WORK — GRADE 2 MATHEMATICAL ACTIVITIES TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Numbers	Counting up to 100	a) Count objects up to 100 b) Identify numerals c) Build number sense	How many can we count?	Group bundles of 10; count in tens; sing counting song	Counters, number cards	Oral, observation
1	2	Numbers	Place Value (tens, ones)	a) Identify tens and ones b) Read 2-digit numerals c) Build place value	What does each digit mean?	Use ten-frames; sort numerals; pair drill	Ten-frames, numeral cards	Written, oral
1	3	Numbers	Comparing Numbers	a) Use >, <, = signs b) Compare 2-digit numbers c) Build reasoning	Which is bigger?	Compare bundles; pair sorting; signs introduction	Number cards, signs	Written, peer
2	1	Numbers	Ordering Numbers	a) Order numbers ascending b) Order descending c) Build sequence	Which comes before/after?	Number line; missing-number drill; pair race	Number line, cards	Written, oral
2	2	Numbers	Skip Counting (2s, 5s, 10s)	a) Count in 2s b) Count in 5s c) Count in 10s	How can we count quickly?	Skip counting song; pair drills; pattern hunt	Counters, songs	Oral, peer
2	3	Numbers	Even and Odd Numbers	a) Identify even numbers b) Identify odd numbers c) Sort	Which numbers can pair up?	Pair counters; sort cards; spot the pattern	Counters, cards	Written, observation
3	1	Numbers	Addition within 50	a) Add two-digit numbers b) Use ten-frames c) Build technique	How do we add bigger numbers?	Use ten-frames; partition; pair drill	Ten-frames, exercise book	Written, oral
3	2	Numbers	Addition with Regrouping	a) Add when ones make ten b) Carry to tens c) Build technique	What happens when ones reach 10?	Demonstrate carry; pair work; verify	Counters, exercise book	Written, peer
3	3	Numbers	Addition Word Problems	a) Translate words to maths b) Solve c) Apply to life	How do we use addition daily?	Read stories; identify; solve together	Story cards, counters	Written, oral
4	1	Numbers	Subtraction within 50	a) Subtract two-digit numbers b) Use ten-frames c) Build technique	How do we take away bigger numbers?	Demonstrate; pair drill; verify	Ten-frames, exercise book	Written, oral
4	2	Numbers	Subtraction with Regrouping	a) Subtract by borrowing b) Use the rule c) Build technique	What if ones are too small?	Demonstrate borrow; pair drill	Counters, exercise book	Written, peer
4	3	Numbers	Subtraction Word Problems	a) Translate words to maths b) Solve c) Apply to life	How do we use subtraction daily?	Read stories; identify; pair solve	Story cards, counters	Written, peer
5	1	Money	Identifying Coins and Notes	a) Name Kenyan coins/notes b) State values c) Build money awareness	What money do we use?	Show real or pretend money; sort; pair quiz	Coins, notes, charts	Oral, observation

5	2	Money	Simple Money Sums	a) Add small money amounts b) Calculate change c) Apply maths	How much do I have? How much change?	Pretend shop; pair role play; calculate	Pretend money, tags	Written, role play
5	3	Money	Saving Money	a) State why we save b) Plan small savings c) Build money habit	Why do we save money?	Discuss saving; plan a goal; pair share	Picture cards, chart	Oral, peer
6	1	Measurement	Length — Comparing	a) Compare lengths b) Order objects by length c) Build measurement	Which is longer?	Compare sticks, pencils; arrange; pair sort	Various objects, ruler	Oral, observation
6	2	Measurement	Length — Measuring	a) Use ruler to measure cm b) Record measurements c) Build practical skill	How long is my pencil?	Demonstrate ruler; pair measure; record	Rulers, paper, pencils	Written, peer
6	3	Measurement	Length Word Problems	a) Solve length problems b) Compare measurements c) Apply maths	Whose pencil is longer? By how much?	Story problems; pair solve; share	Problem cards, rulers	Written, peer
7	1	Measurement	Mass — Heavy and Light	a) Compare mass b) Sort by weight c) Build mass concept	Which is heavier?	Hold two; balance scale; pair sort	Various objects, balance	Oral, observation
7	2	Measurement	Mass — Standard Units (kg)	a) Identify kilogram b) Compare 1kg objects c) Build measurement	What weighs 1 kilogram?	Show 1kg objects; compare; pair share	1kg samples (sugar, beans), scale	Oral, observation
7	3	Measurement	Capacity — Full and Empty	a) Identify full/half/empty b) Pour carefully c) Build capacity	Which container has more?	Pour water; sort containers; pair experiments	Cups, jugs, water	Observation, peer
8	1	Geometry	2D Shapes	a) Identify circle, square, triangle, rectangle b) Trace shapes c) Build shape awareness	What shapes are around us?	Walk and find; trace; pair sort	Shape cards, classroom	Oral, observation
8	2	Geometry	Properties of 2D Shapes	a) Count sides and corners b) Compare shapes c) Build vocabulary	How many sides does a triangle have?	Examine shapes; count; pair quiz	Shape cards, ruler	Oral, written
8	3	Geometry	Patterns	a) Continue patterns b) Create own patterns c) Build sequence skills	Can you continue the pattern?	Look at pattern; predict next; pair create	Shape/colour cards	Observation, peer
9	1	Time	Days of the Week	a) Name days b) Identify today/tomorrow/yesterday c) Build time awareness	What day is today?	Sing days song; class calendar; pair quiz	Calendar, song	Oral, observation
9	2	Time	Reading the Clock	a) Identify hour hand b) Tell time to the hour c) Build time-telling	What time does the clock show?	Look at clock; identify hands; pair drill	Clock face, picture cards	Oral, observation
9	3	Time	Reading the Clock	a) Tell time to the half-hour b) Read 6:30 etc c) Build precision	What is half past?	Demonstrate; pair drill; matching game	Clock face, cards	Written, peer

10	1	Numbers	Mixed Addition	a) Solve mixed addition within 50 b) Use multiple strategies c) Build fluency	How many ways to add?	Mental drills; pair speed game	Number line, cards	Written, peer
10	2	Numbers	Mixed Subtraction	a) Solve mixed subtraction within 50 b) Verify answers c) Build fluency	How do we check our answers?	Drills; verify by addition; pair race	Counters, exercise book	Written, oral
10	3	Numbers	Mixed Word Problems	a) Read and decide operation b) Solve c) Apply maths	Should we add or subtract?	Read story; identify; solve; share	Problem cards, counters	Written, oral
11	1	Application	Maths in the Market	a) Use money in shopping b) Calculate cost c) Apply maths	How much will I spend?	Pretend market; price tags; calculate	Pretend money, items	Role play, written
11	2	Application	Maths at Home	a) Solve home maths problems b) Connect to daily life c) Build relevance	Where do we use maths at home?	Discuss home maths; pair examples	Discussion prompts	Oral, peer
11	3	Application	Maths Games	a) Play number games b) Practise mental maths c) Build enjoyment	Which game did you enjoy?	Bingo; addition race; pair games	Game cards, dice	Observation, peer
12	1	All Strands	Term 2 Revision	a) Recap Term 2 b) Show progress c) Build readiness	What did we learn?	Pair quiz; class game; share favourite	All Term 2 materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Show practical skills c) Self-assess	How do we use what we learned?	Practical tasks; share	Various materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Reflect c) Build readiness	Am I ready for Term 3?	End-of-term assessment; reflection	Assessment paper	Written, self-assessment