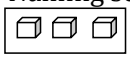
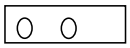
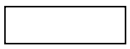
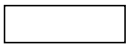
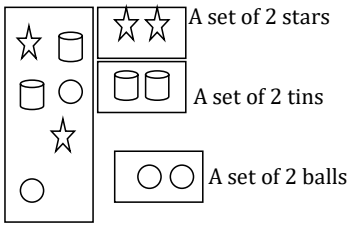
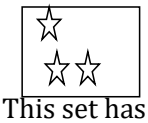
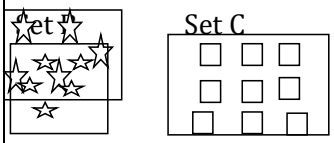
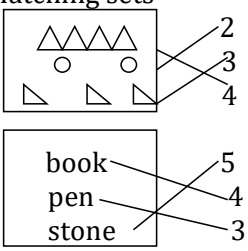


P.2 MATHEMATICS SCHEME OF WORK FOR 1st TERM

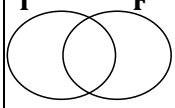
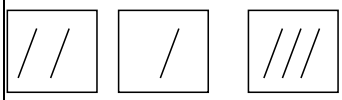
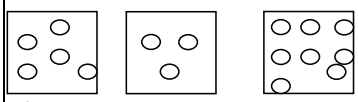
E.L.O The child understands and appreciates the relationship between the school and neighbourhood.

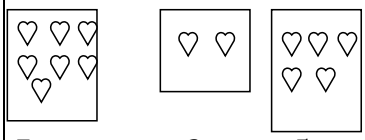
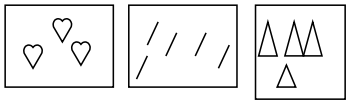
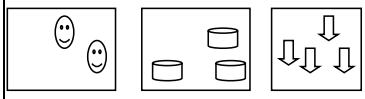
WK	PD	THEME	SUB THEME	CONTENT	COMPETENCES	METHOD	ACTIVITY	INDICATORS OF LIFE SKILLS AND VALUES	L/AIDS	REF	REM
1	1	Our school and neighbourhood	Location Symbols and benefits	Counting 1-99 Reading and writing 1-99	The learner -counts numbers -recites and writes	Question and answer Rote learning Market stall	-counting -reading and writing	-self esteem -self awareness Critical observation	A chart showing numbers 1-99 Chalk board illustration	Thematic curr Bk 2 page 14 Mk Pri MTC book 2 page	

	2			What is a set? Naming sets  A set of 3 boxes  A set of 2 balls  A set of 3 stars	The learner -defines a set -name the sets -draws the sets -counts members in a set Names the formed sets	-explanation -look, say and use Market stall	-defining -drawing -naming -counting	-problem solving -creative thinking -critical thinking	-real objects -books -pencils -chairs -chalk board -illustration	Thematic curr Page 14 Tr's guide page 83	
	3			Drawing the named sets  A set of six bags  A set of 4 pens  A set of 5 balls	-names the sets given -draws the sets -counts the sets correctly	-question and answer -explanation -look say and use	-naming -drawing -counting	-problem solving -creative thinking -critical thinking	-real objects -chalk board -illustration	Thematic curr Page 14 Tr's guide page 83	
	4			Making new sets What is a sub set?  Formig a big set from small sets	-counts the sets given -draws the sets -forms small sets from a big set -names the formed sets.	-explanation -demonstration -question and answer	-drawing -counting -forming set -naming sets	-decision making -critical thinking -sharing	Real objects like books, pencils, cups	Thematic curr Page 14 Tr's guide page 83 A New Mathematics Bk 2 page 5	

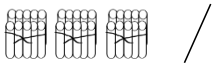
	5			counting sets -How many members are in the set?  This set has 3 members	-counts members in sets -names sets given -draws the sets	explanation -question and answer -demonstration	-counting -drawing -naming -writing	-creative thinking -critical thinking -logical reasoning	Chalk board illustration -real objects like stones, tins	Thematic curr Page 14 Tr's guide page 83	
2	1			-comparing sets using less than or more than  Set B has _____ members than set C Set C has _____ members than set B	The learner -counts members in sets -compares the sets -writes the words correctly -draws the given sets	Question and answer -demonstration -explanation	-counting -comparing -writing -drawing	-sharing -logical reasoning -critical observation	Chalk board illustration -real objects	Thematic curr Page 14 Tr's guide page 83	
	2			Matching sets  book pen stone 2 3 4 5 4 3	-matches sets correctly -draws sets -counts members in a set correctly -compares the sets	-explanation -question and answer -observation	-matching -drawing -writing	-logical reasoning -problem solving	Chalk board illustration -real objects	MK Bk 2 page 4 Thematic Tr's guide page 83	

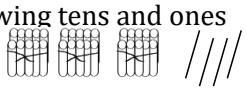
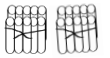
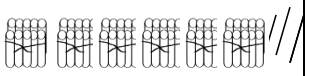
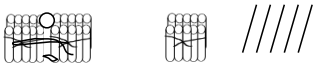
						- demonstration					
	3			Types of sets -equal sets – equal sets are sets with the same type and number of members A B  An empty set is a set with no members. ◯ or { } Subsets: It isa set got from any given set	-defines the sets correctly -draws sets -compares sets -counts the members in sets given	-explanation -demonstration -guided discovery Jig saw puzzles	-counting -drawing -defining -comparing	-logical reasoning -problem solving -co-operation -friendship formation	Real objects Chalk board illustration	Thematic Curr Bk 2 page 14 Tr's guide page 83	
	4			A symbol of an empty ornull set ∅ Equal sets = Union sets ∪ Intersection sets ∩ Non equal sets ≠ Sub set C **<u>A non equal set</u>** A non equal set has the same number but different members e.g {1,2,3,6} C = {a,b,c,d}	-defines the sets correctly -draws sets -compares sets -counts the members in sets given	-explanation -demonstration -guided discovery	-counting -drawing -defining -comparing	-logical reasoning -problem solving -co-operation -friendship formation	Real objects Chalk board illustration	Thematic Curr Bk 2 page 14 Tr's guide page 83	
	5		Causes of problems between	**<u>Union of sets</u>** -a union set is a set got from joining sets. (common members are not repeated) Set 1= {4,2,3}	The learner -joins the sets -lists the members of sets without repeating the	-explanation -question and answer	-writing -joining -listing -answering questions	-creative thinking -problem solving -decision making	-chalk board illustration -real objects	Thematic curr Bk 2 page 15	

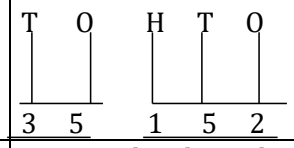
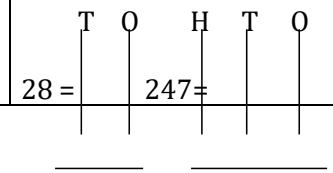
			n school and neighborhood	R = { 6, 2, 9, 8} Set I ∪ R = { 4, 2, 3, 6, 9, 8}	common members. -copies numbers correctly	-guided discovery Run and write			like books, pencils		
3	1			Intersection of sets Intersection means common members in the given sets. Set T = {9,8, 7,,6,3} F = {2,5,8,3} Set T∩F= { 3, 8} Venn diagram **T** **F**  Shading regions on avenn diagram.	-lists common members correctly -copies numbers correctly	-explanation -question and answer -guided discovery Run and write	-writing -listing -copying -drawing a venn diagram	-creative thinking -problem solving -decision making -accuracy	chalk board illustration -real objects like bottle tops	Thematic Curr Bk 2 page 15	
	2			joining sets  2 + 1 = 3  5 + 3 = 8	The learner -counts members in a set -draws sets correctly	-explanation -question and answer -demonstration	-counting -drawing -adding sets	-creative thinking -problem solving -decision making	chalk board illustration -real objects	Thematic Curr Bk 2 page 83	

						- observation					
	3			Separating sets  7 - 2 = 5	-counts members in the sets -separates members -draws the sets -writes the members correctly	-demonstration -explanation -guided discovery	-drawing -counting -separating -writing	-creative thinking -problem solving -decision making	chalk board illustration -real objects	Thematic Curr Bk 2 page 83	
	4			Ordering sets from the smallest to the biggest then from the biggest to thesmallest  3 5 4 	-draws the sets -counts members in a set correctly -writes the numbers correctly -compares the sets correctly	-explanation -question and answer -observation -guided discovery	-drawing -counting -writing -ordering	-orderliness -critical thinking -creative thinking	-real objects -chalk board illustrations	Mk Mathematics Bk 2 page 11 Thematic trs guide page 83 Thematic curr page 14	
	5			Place values Identifying ones tens and hundreds One digit 1-9 Two digits 10 -99 Three digits 100 -999 (hundreds)>drawing bundles	-counts tens and ones correctly -draws the bundles -writes numbers correctly	Explanation Question and answer Demonstration	Writing Drawing Counting	-creative thinking -logical reasoning -problem solving Accuracy	-a chart showing tens and ones -tens ones -real objects	Mk Math BK 2 page 14	

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				Place values of tens and ones  3 tens 3 ones = 33  3 tens 7 ones = 37		Observation					
4	1			Filling in tens and ones 24 = 2 tens 4 ones 59= 5 tens 9 ones ___ tens ___ ones = 60 ____ tens ____ ones = 19	Fills tens and ones correctly Gives the correct number	Explanation -question and answer -guided discovery	-writing -filling -reading	Creative thinking -problem solving	-chalk board illustration -real objects	Mk Mathematics Bk 2 page 15 Pr. MTc for UG.	
	2			Recognising place values of two digits Fill in tens and ones 24 = 2 tens and 4 ones 53= 5 tens and 3 ones 50 + 3 = 53	-fills in tens and ones '-writes tens -reads tens and ones	-explanation -question and answer	-filling in tens and ones -writing	-creative thinking -logical reasoning	-chalk board illustration -real objects	Mk Mathematics Bk 2 page 15 Pr. MTc for UG. 10	
E.L.O :				***The child understands and appreciates the cultural practices, values and norms in the community.***							
	3	Our home and co	Relationship among fam	Filling in tens and ones giving a total 9 tens and 3 ones = ___ 7 tens and 4 ones = _____ 1 ten and 6 ones = _____	-reads tens and ones -writes -counts -recognizes tens and ones	explanation -question and answer	-writing -reading -recognize tens and ones	-creative thinking -logical reasoning Critical observation	Chalk board illustration	MK BK 2 page 15	

		m mu nit y	ily me mb ers			Demonstr ation observati on					
	4			Drawing tens and ones 34 =  15 =  21 =  63 = 	-counts tens and ones -draws tens and ones -reads -writes tens and ones	Explanati on Question and answer – demonstr ation Observati on	- recognizin g -drawing tens and ones Reading Writing	-creative thinking -problem solving	Chalk board illustrati on	Themat ic curr Bk 2 page 17 MK BK 2 page 24	
	5			Place values of hundreds tens and ones  2 hundreds 1 tens 5 ones  1 hundreds 2 tens 3 ones	-reads hundreds and tens and ones -writes tens and ones -draws hundreds, tens and ones	Explanati on Question and answer	-counting -drawing tens and ones	-creative thinking -problem solving	Chalk board illustrati on	Themat ic curr Bk 2 page 17 MK BK 2 page 24	
5	1		Rel atio nsh ip am ong fam	How many hundreds tens and ones HTO 3 4 5 = 3 hundreds 4 tens and 5 ones HTO	The learner -counts hundreds tens and ones -writes hundreds tens ad ones	- explanati on -question and answer	-counting -drawing -writing -filling in hundreds, tens and ones	-creative thinking -problem solving -orderliness	-chalk board illustrati on	Themat ic curr Bk 2 page 17 MK Mathe	

			ily me mb ers	1 7 9 = 1 hundred 7 tens 9ones HTO 421 = 4 hundred ___ tens ___ ones HTO 3 74 = ___ hundereds ___ tens ___ ones	-fills in hundreds tens and ones	Demonstration				matics BK 2 page 23- 24	
	2			Filling in hundreds tens and ones HTO 206 = 2 hundreds 0tens and 6 ones HTO 421 = 4 hundreds ____ tens ____ ones HTO 374 = ___ hundreds ____ tens ____ ones	The learner -counts hundreds tens and ones -reads hundreds tens and ones -writes/ copies the given information correctly	-explanation -question and answer -guided demonstration	-filling in hundreds tens and ones	-logical thinking -problem solving	The abacus -chalk board illustration	MK BK page 16 Trs guide 105	
	3			Showing numbers on the abacus  	-counts beads correctly -draws the abacus -writes numbers correctly	explanation -question and answer -guided demonstration	-counting -drawing - writing	-logical thinking -problem solving	The abacus -chalk board illustration	MK BK page 16	
	4			Drawing beads on the abacus  	-counts beads on the abacus -draws beads on the abacus	-guided demonstration	-counting -drawing -writing	-creative thinking -problem solving	Chalk board illustration -abacus	MK BK 2 page 21	

				_____ _____	-writes numbers correctly	-question and answer - explanation		-critical thinking		Trs guide 105	
	5			Finding the place value of 6 in 560 2 ① 3 4 2 ④	-finds the place value of the circled digit	- explanation -question and answer	- identifying -writing	-logical thinking -problem solving	-chalk board illustration	MK BK 21 page 16	
6	1			Expanded form T O 6 3 = (6 x 10)+(3x1) 60 + 3 55 = (5x10)+(5x1) 50+ 5 100 + 40 + 2 142 = What number has been expanded? 100 + 20 + 5 Finf the value of the circled digit.	-reads the number correctly -writes -expands the number given	- observation - explanation - demonstration	- expanding -drawing -reading -writing numbers	-problem solving -orderliness	Chalk board illustration -sticks	Mk Bk 2 page 29 Pr. Mathematics for Uganda Bk 2 page 14	
	2			Numerals -counting and writing number names 1 -33 1-one 7-seven 2-two 8-eight 3-three 9-nine 4-four 10- ten 5-five 11-eleven 6-six 12- twelve	The learner -counts numbers 1-33 -reads numbers correctly -writes number names correctly -matches the numbers with words	-look and say - explanation -writing -matching	-counting -reading -writing -matching	-critical thinking -orderliness -articulation of words	-a chart showing numbers	Thematic curr P.2 page 14 Tr's guided page 148 Mk page 24	

	3			Writing number names (10,20, -100) 10-ten 70 –seventy 20-twenty 80- eighty 30 – thirty 90 –ninety 40 – forty 100- one hundred 50 – fifty 60 – sisty	-counts numbers 10 - 100 -reads number names correctly -matches the numbers with words	-question and answer - explanation - discussion Market stall	-counting -reading -writing -matching	-critical thinking -logical reasoning -articulation of words	A chart showing numbers -names chalk board illustration	Thematic curr P.2 page 14 Tr's guide page 148 Mk page 24	
	4		Roles of different people in the community	Number names in hundreds 100-one hundred 200 – two hundred 300 – three hundred 400 – four hundred 500 – five hundred	-counts in hundreds -reads number names -matches the numbers to words -writes number names correctly	Question and answer - explanation - discussion Market stall	-counting -reading -matching -writing	-critical thinking -logical reasoning -articulation of words	A chart showing number names -chalk board illustration	MK MTC BK 2 page 26	
	5			Counting 1- 50 1,2,3,4,5,6,7,8,9,10,11,12, 13,14,15,16, 17,18, 19,……..50 Counting 50 -100	-counts 1-50 -lists numbers 1-50 -writes numbers correctly	-question and answer Explanation	-counting -reading -writing -listing	Critical thinking -logical reasoning	Chalk board illustration -a chart showing	Thematic curr Bk 2 page 18	

				50, 51, 52, 53,54,55,56,57,58,59, ……100	-counting numbers 50 – 100 -lists numbers 10 -100 - write numbers correctly				numbers 50 -100		
7	1			Filling in numbers 1- 100 0, 1,2,3, __, 5,6, 7, ___,___ 10,11,12,13____, ___, ____ 21,22,23,24, ___, ___, ___ 50, 51,52,53 __, ___, ___	-fills in numbers -lists numbers -reads the numbers -writes the numbers	Question and answer - explanation -look say and use	-counting -reading -writing -listing	Critical thinking -logical reasoning	Chalk board illustration -a chart showing numbers 1-100	Thematic curr Bk 2 page 18	
	2			Counting numbers from 100 – 1000 100, 101, 102, 302, ____ 130, 131, 132, 133, ___, ___ 201, 202, 203, ___, ___, ___	-reads the numbers -writes numbers -fills in numbers 100-1000 -counts numbers 100-1000 -lists numbers 100 -1000	Explanation -question and answer -guided discovery	Counting -reading -listing -filling in missing numbers	-critical thinking -problem solving -logical reasoning	Chalk board illustration -a chart showing numbers 100-1000	Thematic curr Bk 2 page 18 Tr's guide 148	
	3		Cultural practices	What number comes before <u>13,</u> 14 <u>9</u>, 10 14-1 10-9 = 9	-finds numbers before -recognizes given numbers	- explanation	-finding numbers before	-creative thinking -critical thinking	- chalkboard illustration	- thematic curr Bk 2 page 18	

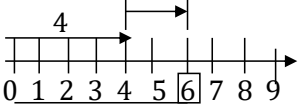
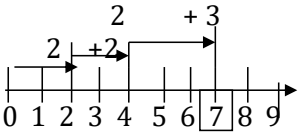
			and valve community	11, 12 7, 8 12-1 8-1	-lists numbers correctly -writes numbers before And show the working ' -counts correctly	-demonstration -guided discovery	-recognizing -listing -writing	-problem solving -logical reasoning -co-operations	-counters		
	4			What number comes after 21, 22 10, 11 21 + 1 = 10+ 1 40, 41 53, 54 40+ 1 53+1	-finds the number after -recognizes given numbers -lists numbers -writes numbers after and shows working	-explanation -demonstration -guided discovery	-finding numbers after -recognizing numbers -listing -writing	-creative thinking -co-operation -problem solving -logical reasoning	-chalk board illustration -counters	Thematic curr Bk 2 page 18 teachers guide page 148	
	5			What numbers comes between 13, 14,15 36, 37, 38 13, 14, 15 36, 37, 38 13+1 38-1	-finds the number between -lists numbers -writes numbers after and shows the working	-explanation -demonstration -guided discovery	-finding -recognizing -listing -writing	-creative thinking -co-operation -problem solving -logical reasoning	Chalk board illustration -counters	Thematic curr Bk 2 page 18 teachers guide page 148 Improve your MTC BK 2 page 15	
8	1			Re-arranging (ascending order) from the smallest 22,23, 66, 11, 44, 55,	The learner	-explanation	-writing -listing	-creative thinking	Chalk board	Thematic curr Bk 2	

<table>
<tr><td></td><td></td><td></td><td></td><td>11, 22, 333, 44, 55, 66
-9,2,7,10,6,8
2,6, 7, 8, 9, 10</td><td>-writes the numbers in ascending order
-lists the numbers correctly</td><td>-question and answer</td><td></td><td>-co-operation
-problem solving
-logical reasoning</td><td>illustration
-
counters</td><td>page 18 Improve your MTC BK 2 page 15 148</td><td></td></tr>
<tr><td></td><td>2</td><td></td><td></td><td>Re-arranging (descending order) from the biggest
38, 28, 78, 68, 58, 48, 98
98, 78, 68, 58, 48, 38, 28,

1,2,3,4,5,6,7,8

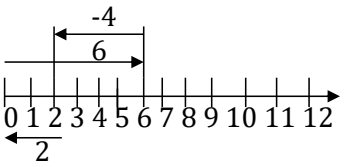
8, 7, 6, 5, 4, 3, 2, 1
Forming big and small numbers from the given digits.</td><td>-writes the numbers in descending order
-lists the numbers correctly</td><td>-explanation
-question and answer</td><td>-writing
-listing
-reading</td><td>-creative thinking
-co-operation
-problem solving
-logical reasoning</td><td>Chalk board illustration
--a chart showing numbers</td><td>Thematic curr Bk 2 page 18
-improve your mathematics Bk 2 page 15</td><td></td></tr>
<tr><td colspan="12">E.L.O: The child understands and appreciates the value of taking care of his/ her body and the surroundings</td></tr>
<tr><td></td><td>3</td><td>The human body and health</td><td>Parts of the body</td><td>Finding missing numbers in tables
<table><tr><td>+</td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>0</td><td>0</td><td>1</td><td>2</td><td>3</td><td>__</td></tr><tr><td>1</td><td>1</td><td>2</td><td>3</td><td>___</td><td>5</td></tr><tr><td>2</td><td>2</td><td>3</td><td>__</td><td>__</td><td>5</td></tr><tr><td>3</td><td>__</td><td>__</td><td>5</td><td>6</td><td>7</td></tr></table></td><td>-finds the missing number
-draws the table
-fills in missing numbers and add the numbers correctly</td><td>-explanation
-question and answer</td><td>-filling in
-writing
-drawing</td><td>-creative thinking
-co-operation
-problem solving
-logical reasoning</td><td>Chalk board illustration
--a chart showing numbers</td><td>Thematic curr Bk 2 page 18</td><td></td></tr>
</table>

	4			Operation on whole numbers Adding tens and ones vertically T O T O 2 1 6 2 2 +3 + 3 + 0 4 5 1 9 2 6	-adds numbers correctly -writes the numbers correctly -counts the beads correctly	-explanation -demonstration -question and answer	-counting -adding -writing -reading	-critical thinking -creative thinking Accuracy	Chalk board illustration -counters	Thematic curr Bk 2 page 18	
	5			Adding tens and ones T O T O T O 3 6 + 2 1 = 5 7 T O T O T O 1 6 + 2 3 = 3 9 T O s/w 3 6 | 6+1=7 +2 1 | 3+2=5 5 7	-adds numbers correctly -reads the numbers -writes numbers -counts correctly Re-arranges vertically	-explanation -question and answer	-counting -adding -reading -writing	-orderliness -critical thinking -problem solving -concern and care	-counters -chalk board illustration	Thematic curr Bk page 18	
9	1		Parts of the body	Adding in an expanded form T O 20 + 5 2 5 20 + 5 +1 2 10 + 2 3 7 30 + 7		-explanation -question and answer	-counting -adding -writing	-creative thinking -logical reasoning -orderliness -problem solving	Real objects -straws -sticks -bottle tops	Thematic Tr's guide page 17 NCDC pr. For Ug page 14	

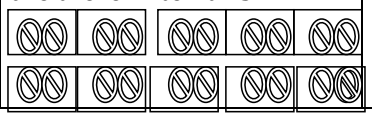
	2			Adding three digit numbers (vertical) H T O 5 3 2 | 500 + 30 + 2 2 3 4 | 200+ 30 + 4 7 6 6 H T O 2 5 1 | 200 + 50 + 1 3 4 4 | 300 + 40 + 4 5 9 5 | 500 + 90 + 4	-adds three digit numbers vertically -counts and gives correct answers -writes the numbers correctly	Explanation - demonstration	-adding -counting -reading	-problem solving Creative thinking	Chalk board illustration	Thematic cirr bk 2	
	3			Addition with carrying vertically 1 4 8 8 + 2 = 10 + 2 1 + 4 = 5 5 0 1 0	-adds three digit numbers vertically -counts and gives correct numbers -writes the numbers correctly	Explanation -question and answer	-counting -adding - interpreting -reading	-problem solving -creative thinking	Chalk board illustration	Thematic curr bk 20 Mk MTC BK 2	
	4		Sanitation	Number line addition using numberline 2 and 3 numbers 4 + 2 = 6 + 2  6 2+2+3 = 7  	-adds using a number line - counting steps correctly -draws and marks number line	- explanation - demonstration -question and answer	-counting -adding -drawing	-creative thinking - effectiveness -accuracy -love and concern -decision making	Chalk board illustration	Thematic curr Bk 2 NCDC Mathematics for Ug Bk 2	

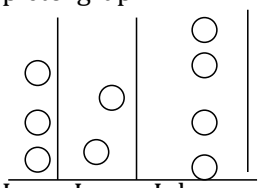
	5		Personal hygiene	Word problems in addition Anna has 3 apples Rona has 8 apples How many apples do they have altogether 3 apples +8 apples 11 apples What is the total of 13 and 20 s/w 1 3 | 3 + 0 = 3 +2 0 | 1 + 2 = 3 3 3 |	-interprets information correctly -adds correctly and give correct answer -counting beads correctly -reads the words correctly	-explanation -question and answer	-counting -adding -interpreting -reading	-problem solving -creative thinking	Chalk board illustration -real objects	Thematic Curr Bk 2 page 20 MK Mathematics Bk 2	
10	1		Sanitation	More word problems in addition Jane has 12 eggs. Ruth has 7 eggs. How many eggs do they have altogether s/w 1 2 eggs | 2 + 7 =9 + 7 eggs | 1+ 0 =1 1 9 eggs	-interprets information correctly -adds and gives correct answers -counts the beads correctly -reads words with correct pronunciation	-counting -interpreting -adding -counting -reading	-explanation -question and answer	-problem solving -creative thinking	Chalk board illustration -counters	MK BK 2 page 35 Thematic	
	2			Subtracting tens and ones horizontally T O T O T O T O 2 4 - 1 2 = 1 2 2 4 - 1 2	-subtracts numbers correctly and gives correct answers	-counting -subtracting -writing	-explanation	-problem solving -orderliness -critical thinking	Counters -chalk board illustration	Primary Maths Bk 2 page 39	

				T O T O T O 3 5 - 2 0 = 1 5	-counts correctly		-question and answer - demonstration			MK Maths Bk 2 page 59	
	3			More subtraction vertically T O 7 5 5 - 4 = 1 - 2 4 7 – 2 = 5 5 1	-subtracts numbers correctly and gives correct answers (vertically) -reads numbers -counts correctly	-counting - subtracting -writing	- explanation -question and answer - demonstration	-problem solving -orderliness -critical thinking	Counters -chalk board illustration	Primary Maths Bk 2 page 39 MK Maths Bk 2 page 59	
	4		Personal hygiene	Subtracting hundreds tens and ones (horizontal) H T O H T O H T O 7 2 5 – 3 1 2 = 4 1 3 5 – 2 = 3 7 – 3 = 4 2 –1= 1 H T O 7 2 5 - 3 1 2 4 1 3	-subtracts hundreds tens and ones and gets correct answers -count correctly	- explanation -question and answer - demonstration	-counting - subtracting -writing	-problem solving -critical thinking	Counters -chalk board illustration	MK Bk 2 page 60 Thematic curr page 17	
	5			Subtracting hundreds tens and ones (vertically H T O 3 2 4 | 4 -3 = 1 -2 1 3 | 2 -1 = 1 1 1 1 3 -2 = 1	-subtracts and gives correctly answers -counts correctly -re-arranges vertically	- explanation -question and answer - demonstration	-counting - subtracting -writing	Critical thinking -problem solving -orderliness	- counters -chalk board	MK BK 2 page 60 Thematic curr Bk 2 page 17 Trs themati	

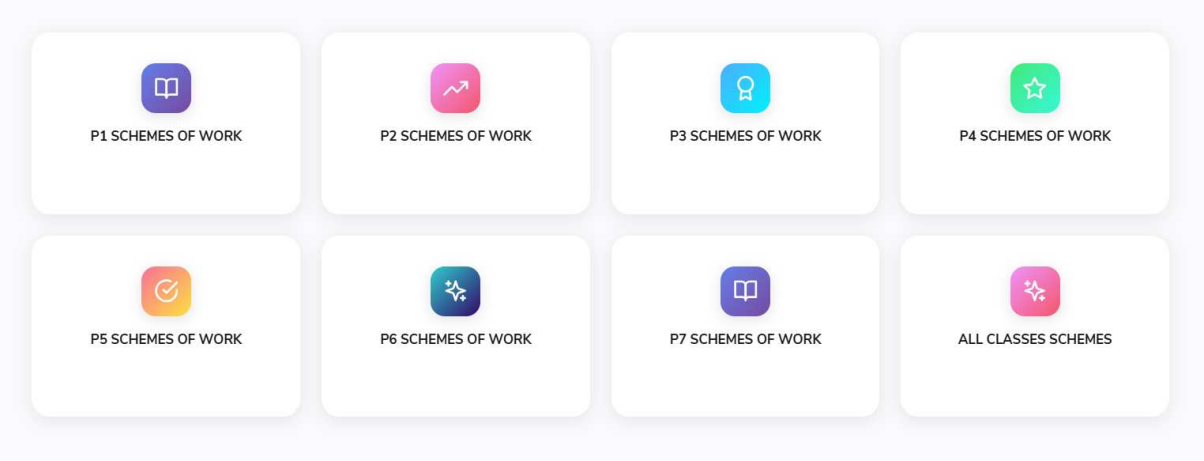
										c page 150	
11	1			Subtracting with regrouping 3 4 10 + 4 - 7 2 7 5 4 10 + 4 = 14 -1 9 3 5	-regrouping and subtracts correctly -counts beads correctly	Explanation	-borrowing -subtracting -writing -counting	-problem solving -critical thinking -orderliness	Chalk board -counters	MK Bk 2 page 112	
	2			Subtracting using a number line 6 – 4 = 2  	-subtracts using a number line -counts steps correctly -draws and makes the number line	Explanation demonstration -counts steps correctly -draws and marks the number line	--drawing a number line	-problem solving -critical thinking -orderliness -love and concern -accuracy	Chalk board -counters	MK Bk 2 page 112	
	3			Word problems in subtraction -Adia had 12 mangoes she ate 9 of them. How many mangoes remained ? take away 15 from 19	-interprets information correctly -subtracts and gives correct answers	Explanation -question and answer	-counting -interpreting	-problem solving -creative thinking	-chalk board illustration -counters	MK BK 2 page`` 112	

				s/w - 9 1 9 | 9 – 5 = 4 3 - 1 5 | 1 - 1 =0 0 4	-counts correctly	Demonstration Observation	-subtracting -reading			Thematic curr page 50	
	4			More subtraction in word problems A class has 40 children 10 of them are present s/w 4 0 | 0 - 0 = 0 -1 0 | 4 -1 = 3 3 0	-interprets information correctly -subtracts and gives correct answers	-explanation -question and answer	-counting Interpreting -reading -subtracting	-problem solving -creative thinking -critical thinking	-chalk board illustration -counters	MK BK 2 page`` 113	
	5	Food and nutrition	Classification of foods	Multiplication Multiplying by regrouping 3 x 2 = 6 ⊘⊘⊘ ⊘⊘⊘ 5 x 5 = 25 ||||| ||||| ||||| ||||| ||||| Five groups of two ♡♡ ♡♡ ♡♡ ♡♡ ♡♡ 5 X 2 =	-multiplies by regrouping -reads the numbers correctly -writes numbers correctly -draws pictures correctly -counts the beads correctly	-explanation -question and answer	-counting Writing -reading -Multiplying	-problem solving -creative thinking -critical thinking	-chalk board illustration -A chart showing tables	Thematic curr Bk 2 page 23 MK Bk page 42-45	
12	1			Multiplying vertically 3 3 3 x 3 = 9 X 3 9 9 4 2 2 x 2 = 8 X 2 4 x 2 = 8	-multiplies numbers vertically -counts the beads correctly	-explanation -question and answer	-counting Writing -reading -Multiplying	-problem solving -creative thinking -critical thinking	-chalk board illustration -tables	MK Bk 2 page 42-45	

				8 4			-reciting tables 2 and 3				
	2			Multiplication as repeated addition '2 x 5 = 10 (5 + 5) 3 x 4 = 12 (4 +4+4) 2 x 3 = 6 (3+3)	-multiplies numbers given using repeated addition -counts objects correctly and gives correct answers	-explanation -question and answer	-counting -Writing -reading -Multiplying -reciting	-problem solving -creative thinking -critical thinking	-chalk board illustration -tables	MK Bk 2 Math page 116 – 117	
	3			Multiplication sentences  4 groupss of 2  3 groups of 4	-multiplies ingroups -draws the groups correctly -counts in groups	-explanation -question and answer	-counting -Multiplying -drawing	-problem solving -creative thinking -critical thinking	-chalk board illustration -tables	NCDC Primary Mathematics for Ug Bk 2 page 25	
	4			Word problems in multiplication 1. What is the product of 3 and 2? 3 x 2 = 6  2. There are two pencils in each tin. How many pencils are there in ten tins 	-interprets the information correctly -reads the words correctly -multiplies and gives correct answers -counts correctly	-explanation -question and answer	-counting -Multiplying -interpreting -reading	-problem solving -creative thinking -critical thinking	-chalk board illustration -tables	MK Bk 2 Math page 43 – 53	

				10 x 2 = 20 pencils							
	5			picto graph  Jean Joan John Who has many balls?	-interprets information correctly -reads and answers questions correctly	-guided discovery -explanation -question and answer	-drawing -interpreting the picto graph	-logical reasoning -critical thinking -accuracy	-real objects -chalkboard illustration	NCDC Primary Mathematics for Ug Bk 2 5	

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