

Lesson Plan

Grade: Two

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 3

Day: 1

Unit 1: Whole Numbers

Topic : Place Value of 3-digit Numbers

Student Learning Outcomes:

- Recognize the place value of a 3-digit number.
- Identify the place value of a specific digit in 3-digit numbers.

Resource Material:

Chalk/marker, white-/blackboard, Maths textbook, Worksheet.

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Ask students what is place value chart? How do we represent numbers in place value chart. Appreciate them for their good response.

Teaching and Learning Activities:

20 mins

- Tell students that they are going to recognise and identify the place value of 3-digit numbers.
- Have students to open page 14. Ask them to observe example 1. Ask them, there are 3 hundreds, 4 tens and 9 ones which makes 349. Explain them that 3 is in hundred place. So its value is 300. 4 is in tens place, its value is 40 and 9 is in ones places, so its value is 9.
- Tell them we can read this number as three hundred and forty-nine.
- Draw a place value chart on the board. Write a number 172 on the board. Call a student to the front of the class. Ask him/her to draw blocks according to the given number. Now call another student to the front of the class and ask them to observe the number in the place value chart and ask them to tell how many hundreds there are in the hundreds column. Take response and tell students 1 is in the hundreds place and its value is 100. Ask students: How many tens are in the tens column. Take their responses and appreciate if someone gives the right answer. There are 7 tens in the tens column its value is 70. Tell students 2 is in the ones place and its value is 2. Repeat this activity by writing different numbers up to 999 on the board and asking them to tell the position of each digit in a number.

Review:

3mins

Recall the lesson by writing some numbers on the board and telling the place and place value of each digit in numbers.

Evaluation:

10mins

To check the understanding of students: Write some 3-digit numbers on the board and ask them to show the place values of these numbers by drawing a place value chart in their notebooks.

Homework:

2mins

Solve the given worksheet.

Worksheet

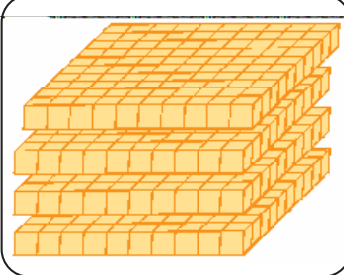
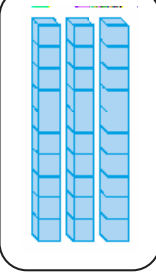
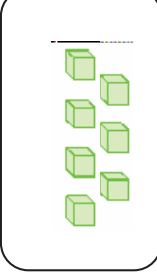
Name: _____

Subject: Maths

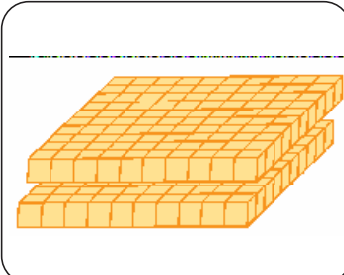
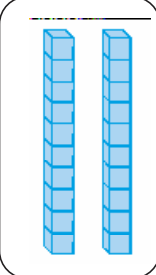

Topic Name: Place Value of 3-digit Numbers

1. Count and write.

a.

Hundreds	Tens	Ones
		
<input type="text"/>	<input type="text"/>	<input type="text"/>

b.

Hundreds	Tens	Ones
		
<input type="text"/>	<input type="text"/>	<input type="text"/>

Lesson Plan

Grade: Two

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 3

Day: 2

Unit 1: Whole Numbers

Topic : Place Value of 3-digit Numbers

Student Learning Outcomes:

- Recognize the place value of a 3-digit number.
- Identify the place value of a specific digit in 3-digit numbers.

Resource Material:

Chalk/marker, white-/blackboard, Maths textbook.

Warm-up Activities:

20mins

Before beginning the lesson, ask students to say "Tasmiyah".

Write different 3-digit numbers on the board and ask students to find the place value of each digit.

Teaching and learning Activities:

25 mins

- Tell students that they are going to recognise and identify the place value of 3-digit numbers.
- Ask students to open their textbooks at page 11. Tell students the place value of a digit determines the value of the digit in any number. Ask students to observe examples 1, and 2 given on the textbook page 11-12. Ask them to draw a place value chart in their notebooks and solve the Q 1 of exercise 1.4 in their notebooks and Q 2 in their textbooks. Roam around the class, check their work and guide them if required. Appreciate them for their active participation and good work.

Review:

3mins

Write some 3-digit numbers on the board and underline the one digit in each number. Ask students to observe and identify the place value of the underlined digit in a number.

Evaluation:

5mins

To check the understanding of students by asking to draw a place value chart and show number 739 in the chart and tell the place of each digit in this number.

Homework:

2mins

Solve Q 3 and 4 on textbook page 16.

Lesson Plan

Grade: Two

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 3

Day: 3

Unit 1: Whole Numbers

Topic : Comparing Numbers

Student Learning Outcomes:

- Compare 2-digit numbers with 3-digit numbers.

Resource Material:

Chalk/marker, white-/blackboard, Maths textbook, Worksheet.

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Write a 2-digit number, and 3-digit number, on the board. Ask students to tell: How many tens, ones and hundreds, are there in the numbers? Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities:

25 mins

- Tell students that they are going to compare 2-digit and 3-digit numbers.
- Draw a place value chart on the board. Show a 2-digit number for example 36 and a 3-digit number 944 in the place value chart. Call a student to the front of the class and ask them to write the place value of each digit in these numbers on the board. Ask the rest of the class; observe their working and correct if needed. After this tell the students as the number 944 has a 3-digit number and 36 is a two-digit number. In 944 the 9 is in the hundreds place; and in the number 36, the digit in the hundreds place is zero or nothing. So 944 is greater than 36. Tell students every 3-digit number is greater than every 2-digit number.
- Write any 2-digit and 3-digit numbers on the board. Then ask students which number is greater and which number is smaller. Ask them to make place value chart in their notebooks and then compare the numbers. Check their work and guide them if needed.

Review:

3mins

Recall the lesson by telling students that 2-digit numbers are always smaller than 3-digit numbers.

Evaluation:

5mins

To check the understanding of students: ask them to compare some 2-digit and 3-digit numbers.

Homework:

2mins

Solve the given worksheet.

Worksheet

Name: _____

Subject: Maths

Topic Name: Comparing Numbers

1. Compare the numbers and fill in the boxes with 'greater than' 'smaller than' or 'equal to'.

a.

H	T	O
3	4	5
	6	8

345 is _____ 68

b.

H	T	O
	7	2
1	2	5

72 is _____ 125

c.

H	T	O
1	3	2
1	3	2

132 is _____ 132

d.

H	T	O
5	8	2
	8	7

582 is _____ 87

Lesson Plan

Grade: Two

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 3

Day: 4

Unit 1: Whole Numbers

Topic : Comparing Numbers

Student Learning Outcomes:

- Compare 3-digit numbers with 3-digit numbers.

Resource Material:

Chalk/marker, white-/blackboard

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Ask students: Which is smaller, a 2-digit number or a 3-digit number? Take their responses and Tell them that 2-digit numbers are always smaller than 3-digit numbers because the hundreds place digit in a 2-digit number is always 0.

Teaching and Learning Activities:

25 mins

- Tell students that they are going to compare 3-digit numbers.
- Have them open their textbook page 17 and observe the example 2. Tell the students that always start comparing the left-most digit. In case, when there are both 3-digit then first compare digits at hundreds place. In example 2, 5 hundreds is greater than 4 hundreds, so 542 is greater than 408.

If both digits in hundreds place is same, then compare the digits in tens place. Ask students to observe example 3 and 4 on page 18.

- Ask students to write any two 3-digit numbers in their notebooks. Then show the numbers in the place value chart and tell which number is greater and which number is smaller. Roam around the class, check their work and guide them if needed.

Review:

3mins

Recall the lesson by telling students that by using a place value chart we can easily compare the numbers. Tell them that when we start to compare numbers always start from the left.

Evaluation:

5mins

To check the understanding of students: Ask them to write two 3-digit numbers in their notebooks and compare that number and tell which one is smaller than the other.

Homework:

2mins

Ask the students to solve Exercise 1.5 on page 19.

Lesson Plan

Grade: Two

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 3

Day: 5

Unit 1: Whole Numbers

Topic : Ordering Numbers

Student Learning Outcomes:

- Arrange numbers up to 999, written in mixed form, in ascending or descending order.

Resource Material:

Chalk/marker, white-/blackboard, Maths textbook, Worksheet.

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Ask students: How do we compare 3-digit numbers? Write different 3-digit numbers on board, ask them to compare and tell which one is smaller than the other.

Teaching and Learning Activities:

20 mins

- Tell students that they are going to compare and order numbers in ascending and descending order.
- Draw a place value chart on the board. Show three 3-digit numbers for example 942, 561, 782 in a place value chart. Call a student to the front of the class and ask them to write the place value of each digit in those numbers. Ask the rest of the class to observe their work and correct if needed. Ask students to observe the digit at the hundreds place. Tell them that the digit 9 at the hundreds place is greater than the digits 5 and 7. So 942 is the largest number. Tell them that the digit 5 is smaller than the digits 9 and 7 so the number 561 is the smallest.
- Tell the students now we arrange these numbers from smallest to greatest as 561, 782 and 942. Tell them that when we arrange numbers from smallest to greatest it is called ascending order or increasing order. Now arrange the numbers from largest to smallest number that is 942, 782, 561 and tell them that it is called descending order or decreasing order.
- Write any three or four 3-digit numbers on the board. Then tell them that to arrange these numbers in ascending and descending order. Roam around the class, check their work and guide them if needed.

Review: 3mins

Recall the lesson by telling the students that when we arrange numbers from smallest to greatest number it is called increasing or ascending order and when we arrange numbers from greatest to smallest number, it is called descending or decreasing order.

Evaluation: 10mins

To check the understanding of students: ask them to solve following numbers:

a.	317,438,979	b.	112,835,914
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Homework: 2mins

Solve the given worksheet.

Worksheet

Name: _____	Subject: Maths	Topic Name: Ordering Numbers
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1. Arrange these numbers in ascending and descending order.

a.	264,673,253,197
Ascending order:	
Descending order:	
b.	130,125,119,205
Ascending order:	
Descending order:	
c.	987,342,222,345
Ascending order:	
Descending order:	
d.	812,346,312,237
Ascending order:	
Descending order:	

Lesson Plan

Grade: Two

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 3

Day: 6

Unit 1: Whole Numbers

Topic : Ordering Numbers

Student Learning Outcomes:

- Arrange numbers up to 999, written in mixed form, in increasing or decreasing order.

Resource Material:

Chalk/marker, white-/blackboard, Maths textbook

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Ask students: What is meant by ascending and descending order? Take their responses and appreciate them for their correct answers.

Teaching and Learning Activities:

20 mins

- Tell students that they are going to compare and order numbers in ascending and descending order.
- Write three 3-digit numbers for example 345,394,315 on the board. Call a student to the front of the class and ask them draw place value chart and to write the place value of each digit in those numbers. Ask students observe the digit at the hundreds place. Tell them that the digit 3 at the hundreds place is the same. Now ask them to compare the digit at tens place. By comparing we came to know that the digit 9 at tens place is greater than the digit 4 and 1 so, 394 is the greatest number. The digit 1 in the tens place is smaller than the digits 4 and 9 so, 315 is the smallest number. Tell the students now we arrange these numbers from smallest to greatest as 315, 345, 394. Tell them that when we arrange numbers from smallest to greatest it is called ascending order or increasing order. Now arrange the numbers from largest to smallest number that is 394, 345, 315 and tell them that it is called descending order or decreasing order.
- Have them open textbook page 20, and observe the example.

Review: 3mins

Tell students that by comparing numbers we can arrange the numbers in ascending and descending order.

Evaluation: 10mins

To check the understanding of students: Ask them to solve Exercise 1.6 Q1 and 2.

Homework: 2mins

Solve Q 3 of Exercise 1.6 at page 21 of their textbook.