Lesson Plan

| Grade: Two | Subject: Maths | Term: 1st | Time: 40min |

| Teacher's Name: _____ | Week : 4 | Day: 1 |

| Unit 1: Whole Numbers | Topic : Counting in 10s |

Student Learning Outcomes:
- Count and write in 10s (e.g., 10, 20, 30, …).

Resource Material:
Chalk/marker, white-/blackboard, Maths textbook pages 9-10, 100 sticks

Warm-up Activities: 5mins

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

Draw 10 circles on the board. Ask students to count the circles. Take their responses and tell them that there are 10 circles. Tell them that ten ones make one ten.

Teaching and Learning Activities: 25 mins
- Tell students that they are going to read and write in 10s (e.g. 10, 20, 30, …).
- Put sticks on the table. Call a student to the front of the class and ask him/her to count the number of 10 sticks and combine them. Tell students when ten sticks combine, they make a 1 ten stack. Now call another student to the front of the class and ask them to count 10 sticks more and make bundle and then again count. Tell the students the two bundles of 10 sticks show 2 tens or 20. Continue this process until 10 bundles of 10 sticks each are made. Tell students that there 1 ten in 10, 2 tens in 20, 3 tens in 30, 4 tens in 40, up to so on 10 tens in 100.
- Have students open their textbooks page 22. Instruct them to count in tens, 10 – 50 and 210 to 300.

Review: 3mins

Retell students that ten ones make one ten and 10 tens make one hundred.

Evaluation: 5mins

To check the understanding of students by asking them how many tens are in 70? How many ones are there in 100?

Homework: 2mins

Solve the given worksheet.

Name: _____   Subject: Maths   Topic Name: Counting in 10s

1. **Count in 10s and write the missing numbers**.

| 115 | | | | 155 | | | |

| 345 | | 365 | | | 395 | | 415 |

| 560 | | 580 | 590 | | | 620 | |

| 921 | | 941 | | | 971 | | |

Lesson Plan

| Grade: Two | Subject: Maths | Term: 1st | Time: 40min |

| Teacher's Name: _____ | Week : 4 | Day: 2 |

| Unit 1: Whole Numbers | Topic : Backward Counting |

Student Learning Outcomes:
- Count backwards ten steps down from any given number.

Resource Material:

Chalk/marker, white-/blackboard, Worksheet

Warm-up Activities: 5mins

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

Ask students: What is meant by counting a number backwards. Take their responses and tell them that counting backwards in ones means subtracting one continually from the ones place.

Teaching and Learning Activities: 25 mins

- Tell students that they are going to learn counting backwards ten steps down from any given number.
- Put 3-digit number cards from 822 to 813 on the table. Call a student to the front of the class and ask them to count backwards and arrange the cards. The arrangement of number card is 822, 821, 820, 819, 818, 817, 816, 815, 814, and 813. Ask students to observe the arrangement of the number cards. Tell students by observing these numbers we came to know that when we subtract 1 from 822 we get 821, by subtracting 1 from 821 we get 820, by continually subtracting 1 from the ones place again we get 813 after ten steps down.

  822 − 1 = 821, 821 −1 = 820, 820 − 1 = 819, 819 − 1= 818, …, 814 − 1= 813

  Tell them when we count backwards in ones, the ones place is decreased by 1 in each step.

- Call a student to the front of the class and ask them to count backwards ten steps down in ones from 314. Write it on the board. Ask the rest of the class, to check their work and correct it if needed. Appreciate them for their good work. Repeat this activity to some other students.

Review:	3mins

Retell students that by subtracting 1 from the ones place we get the number 1 step back from the given number and by continuing this process we get 10 steps back in ones from any given number.

Evaluation:	5mins

To check the understanding of students: Ask them to write 10 steps back from 849. Roam around the class, check their work and guide them if needed.

Homework:	2mins

Solve the given worksheet.

Worksheet

Name: _____	Subject: Maths	Topic Name: Backward Counting

1. **Count backwards in ten steps and write:**

a.

546

b.

800

c.

910

d.

725

Lesson Plan

| Grade: Two | Subject: Maths | Term: 1st | Time: 40min |

| Teacher's Name: _____ | Week : 4 | Day: 3 |

| Unit 1: Whole Numbers | Topic : Backward Counting |

Student Learning Outcomes:
- Count backwards ten steps down from any given number.

Resource Material:

Chalk/marker, white-/blackboard, Maths textbook, Number cards of tens from 450 to 350.

Warm-up Activities: 5mins

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

Ask students: What is meant by counting a number backwards in ones? Take their responses and tell them that counting backwards in ones means subtracting one continually from the ones place.

Teaching and Learning Activities: 20 mins

- Tell students that they are going to learn counting backwards ten steps down in tens from any given number.

- Put 3-digit number cards from 450 to 350 in tens on the table. Call a student to the front of the class and ask them to count backwards and arrange the cards. The arrangement of number card is 450, 440, 430, 420, 410, 400, 390, 380, 370, 360 and 350. Ask students to observe the arrangement of the number cards. Tell students: by observing we came to know that the tens place of each number is 10 less than the previous number. When we subtract 10 from 450 we get 440, by subtracting 10 from 440- we get 430, by continually subtracting 10 from the place again we get 350 after ten steps down.

  450 − 10 = 440, 440 −10 = 430, 430 − 10 = 420, 420 − 10 = 410, …, 360 − 10 = 350

  Tell them when we count backwards in tens, the tens place is decreased by 1 in each step.

Review: 3mins

Recall the lesson by telling students that subtracting 10 from any number we get 1 step back in tens from the given number.

| Evaluation: | 10mins |

To assess students understanding: Ask them to solve exercise 1.8 page 23.

| Homework: | 2mins |

Solve the given worksheet.

<div align="center">Worksheet</div>

| Name: _____ | Subject: Maths | Topic Name: Backward Counting |

1. Write backward counting 10 steps down from the given numbers.

a.

510

b.

720

Lesson Plan

Grade: Two	Subject: Maths	Term: 1st	Time: 40min

Teacher's Name: _____	Week : 4	Day: 4

Unit 1: Whole Numbers	Topic : Counting in 100s

Student Learning Outcomes:

- Count and write in 100s (e.g. 100, 200, 300, …).

Resource Material:

Chalk/marker, white-/blackboard, Maths textbook, Wallchart of counting in hundreds

Warm-up Activities:	5mins

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

Ask students: How many ones are in one hundred? Tell them that there are 100 ones are in one hundred. Tell them that there are 200 ones in two hundred.

Teaching and Learning Activities:	20 mins

- Tell students that they are going to read and write in 100s (e.g. 100, 200, 300, …).
- Have them open page 24 and count in 100s. Tell them that 100 ones make 1 hundred. Ask them to observe counting given on page 24, from 160 to 960. Tell them by adding 100 in 160, we got 260, then 360, 460 and so on.
- Paste a wallchart of counting in hundred up to 900 on the board. Point out to stack of 1 hundred blocks and tell students there are 100 ones block in one hundred. Now point to stacks of 2 hundred blocks and tell them that there are 2 hundreds in 200. Point to 3 hundred stacks and tell them that there are 3 hundreds in 300. Ask students to tell: How many hundreds are in 700? Take their responses and tell them that there are 7 hundred ones block in 700.

Review:	3mins

Tell the students when we count in hundreds we get 100, 200, 300, 400 and 500………

Evaluation:	10mins

To evaluate students learning ask them how many hundreds are there in 800? Take their responses and appreciate their correct answers.

Homework:	2mins

Solve exercise 1.9 on page 24.

Lesson Plan

Grade: Two	Subject: Maths	Term: 1st	Time: 40min

Teacher's Name: _____	Week : 4	Day: 5

Unit 1: Whole Numbers	Topic : Introduction to 1000

Student Learning Outcomes:

- Recognise that 1000 is one more than 999 and the first 4-digit number.

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 the smallest 2-digit number? What is the greatest 2-digit number? What is the smallest 3-digit number? Take their responses and appreciate them for their correct answers.

Teaching and Learning Activities:	20 mins

- Tell students that they are going to recognise that 1000 is one more than 999 and the first 4-digit number.
- Draw 10 ones blocks on the board and ask students to count and tell how many. Ask students: How many ones in one ten and how many ones are in one hundred? Take their responses and appreciate them for their correct answer. Tell them that there are 10 ones in one ten and there are 100 ones in one hundred. Tell them that 99 is the greatest 2-digit number and when we add 1 more to it we get 100 that is the smallest three-digit number. Ask students what is the greatest 3-digit number. Take their responses and tell them that 999 is the greatest 3-digit number and when we add 1 more to it we get 1000 that is the first 4-digit number. Tell them there are 10 hundreds in one thousand. Ask students to open their textbooks at page 25. And observe the formation of 1000. Roam around the class and guide them where needed.

Review:	3mins

Recall the lesson by telling students that 10 ones make 1 ten, 10 tens make 1 hundred and 10 hundreds make 1 thousand.

Evaluation:	10mins

To check the understanding of students: Ask them how many tens make one thousand? How many ones make 1000?

Homework:	2mins

Revise the classwork.

Lesson Plan

| Grade: Two | Subject: Maths | Term: 1st | Time: 40min |

| Teacher's Name: _____ | Week : 4 | Day: 6 |

| Unit 1: Whole Numbers | Topic : Review Exercise |

Student Learning Outcomes:
- Recall the concept of the whole unit.

Resource Material:
Chalk/marker, white-/blackboard, Maths textbook.

Warm-up Activities: 5mins
Before beginning the lesson, ask students to say "Tasmiyah".
Have students recall the previous concepts by asking some questions. Ask students how they can identify the smallest and greatest numbers. Ask students how we can count in tens and hundreds. Take their responses and appreciate them.

Teaching and Learning Activities: 25 mins
- Explain to students that today they are going to revise the unit 'Whole number'. Recall with them that the ordinal number tells us the position of objects. Now ask them, 'What is the smallest 2-digit number and the greatest 3-digit number?' Ask them to write their answer in their notebooks.
  Ask them to write numbers (61-80) in words in their notebooks.
  Now ask the students to open their Textbook to Page 26 and ask them do Q 1 , Q 2 , 3 and 4 in their textbook.
- Take rounds and appreciate them for correct solutions. Guide them if required.

Review: 8mins
Sum up the lesson by recalling the key points given in summary.

Evaluation: 0min
N/A

Homework: 2mins
Solve Q 5 – 9 Review Exercise.