

# Lesson Plan

**Grade:** Two      **Subject:** Math      **Term:** 2<sup>nd</sup>      **Time:** 40mins

**Teacher's Name:** \_\_\_\_\_      **Week:** 3      **Day:** 1

**Unit 2:** Numbers Operation (Subtraction)      **Topic:** Addition of 3-digit Numbers in Mixed Form

## Student Learning Outcomes:

- Analyze simple situations identifying correct operation of addition with carrying in mixed form.

## Resource Material:

Chalk/marker, White-/blackboard, Math Textbook page 59

## Warm-up Activities:

**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them about their homework.
- Ask students to tell the clue words that are used for addition and subtraction. Take their responses and appreciate them for their correct answer.

## Teaching and Learning Activities:

**20mins**

- Tell the students today they are going to learn addition in mixed form.
- Have students open their textbooks to page 59. Write a statement "In a garden, there are 15 purple flowers and 8 white flowers. How many flowers are there altogether"?
- Call a student to the front of the class and ask him/her to read the statement and tell what we have to find. Take his/her response and appreciate if he/she gives the right answer. Now tell them that when we have to find the total numbers of flowers in the garden then add 15 and 8.
- Now solve step by step on the board and find the total numbers of flowers.
- Roam around the class. Appreciate students for their good work.

## Review:

**3mins**

Recall the lesson by explaining to students about the problem that involves in addition operations.

## Evaluation:

**10mins**

To assess the students learning, ask them to tell the clue words that are used for addition and by using that clue word, make a story of addition in mixed form.

## Homework:

**2mins**

Ask them to solve Q2 (d) of Exercise 2.21 in their textbook.

# Lesson Plan

<b>Grade:</b> Two	<b>Subject:</b> Math	<b>Term:</b> 2 <sup>nd</sup>	<b>Time:</b> 40mins
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<b>Teacher's Name:</b> _____	<b>Week:</b> 3	<b>Day:</b> 2
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<b>Unit 2:</b> Numbers Operation (Subtraction)	<b>Topic:</b> Addition of 3-digit Number in Mixed Form
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## Student Learning Outcomes:

- Analyze simple situations identifying correct operation of addition with carrying in mixed form.

## Resource Material:

Chalk/marker, White-/blackboard, Math Textbook page 59

## Warm-up Activities:

**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them about their homework.
- Ask students to tell the clue words that are used for addition and subtraction.
- Take their responses and appreciate them for their correct answer.

## Teaching and learning Activities:

**20mins**

- Tell the students today they are going to practice addition operation of 3-digit number in mixed form.
- Make groups of students. Instruct them to open their notebooks.
- Write an example on the board. And ask them to solve the example. "Ali has Rs 455 and he borrows 305 from his friend Hadi. How much amount of money has Ali now?"
- After completing their work instruct them to present their work to the front of the class.
- Check their work and appreciate them for their good work.

## Review:

**3mins**

Revise the lesson by explaining to students about the problem that involves in addition operations.

## Evaluation:

**10mins**

To evaluate the students learning, ask them to tell the clue words that are used for addition and by using that clue word make a story of addition in mixed form.

## Homework:

**2mins**

Ask them to revise the classwork given in their textbook.

# Lesson Plan

Grade: Two

Subject: Math

Term: 2<sup>nd</sup>

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 3

Day: 3

Unit 2: Numbers Operation  
(Subtraction)

Topic: Subtraction of 3-digit Numbers (with  
borrowing) in Mixed Form

## Student Learning Outcomes:

- Analyze simple situations identifying correct operation of addition with carrying in mixed form.

## Resource Material:

Chalk/marker, White-/blackboard, Math Textbook page 59

## Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them about their homework.
- Ask students to tell the clue words that are used for subtraction.
- Take their responses and appreciate them for their correct answer.

## Teaching and Learning Activities:

20mins

- Tell the students today they are going to understand to subtract 3-digit in mixed form.
- Call a student to the front of the class and ask him/her to read the statement and tell what we have to find. Take his/her response and appreciate if he/she gives the right answer. Now tell them that when have to we find the total number of chairs in school. We have to 235 from 678 subtract. Now solve step by step on the board and find the total number of chairs.
- "There are 678 chairs and 235 desks in a school. How many more chairs are there than desks.?"
- Roam around the class and check their work.

## Review:

3mins

Recall the lesson by explaining to students about the problem that involves in subtraction operations.

## Evaluation:

10mins

To understand the students learning, ask them to tell the clue words that are used for subtraction and by using that clue word make a story of subtraction in mixed form.

## Homework:

2mins

Ask them to solve Q2 (c) of Exercise 2.21 in their textbooks.

# Lesson Plan

Grade: Two

Subject: Math

Term: 2<sup>nd</sup>

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 3

Day: 4

Unit 2: Number Operations  
(Subtraction)

Topic: Addition of 3-digit Numbers (with  
borrowing) in Mixed Form

## Student Learning Outcomes:

- Analyze simple situations identifying correct operation of addition with carrying in mixed form.

## Resource Material:

Chalk/marker, White-/blackboard, Math Textbook

## Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them about their homework.
- Ask students to tell the clue words that are used for subtraction.
- Take their responses and appreciate them for their correct answer.

## Teaching and Learning Activities:

20mins

- Tell the student today they are going to practice subtraction of 3-digit in mixed form.
- Make two groups of students. Ask them to make their own word problem of subtraction in mixed form. Roam around the class, check their work and guide them where needed. Now, one by one, call each group to the front of the class and ask him/her to present their work to the whole class.
- Appreciate them for their good work.

## Review:

3mins

Recall the lesson by explaining to students about the problem that involves in subtraction operations.

## Evaluation:

10mins

To check out the students learning, ask them to tell the clue words that are used for subtraction and by using that clue word make a story of subtraction in mixed form.

## Homework:

2mins

Ask them to revise the classwork.

# Lesson Plan

**Grade:** Two      **Subject:** Math      **Term:** 2<sup>nd</sup>      **Time:** 40mins

**Teacher's Name:** \_\_\_\_\_      **Week:** 3      **Day:** 5

**Unit 2:** Subtraction      **Topic:** Mental Calculation

## Student Learning Outcomes:

- Subtract numbers up to 50 using mental calculation strategies.

## Resource Material:

Chalk/marker, White-/blackboard, Math Textbook

## Warm-up Activities:

**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them about their homework.
- Ask students to tell the clue words that are used for subtraction.
- Take their responses and appreciate them for their correct answer.

## Teaching and Learning Activities:

**20mins**

- Tell the students today they are going to learn to subtract number up to 50 using mental calculation strategies.
- Instruct them to open their textbooks to page 60.
- Check their work and help them if needed. Appreciate them for their good work. Tell the student the definition of mental calculation.
- Doing calculation in one's mind without using a pencil, paper, calculator or other aids is called mental calculation.
- Ask the students to observe the example.
- Tell them first we break down 48 into multiples of 4 tens, and 8 ones. And 17 into multiples of 1 Tens and 7 ones.
- Now subtract the ones from ones. 7 ones subtract from 8 ones. We get 1 one in 2<sup>nd</sup> step.
- Then in step 3 subtract the multiples of tens from tens as 1 Tens subtract from 4 Tens and get 3 tens.
- In step 4 add the results of step 2 and step 3 as  $1 + 30 = 31$ .

## Review:

**3mins**

Tell the students about mental strategy.

## Evaluation:

**10mins**

To evaluate the students learning ask them to solve Q1 of Exercise 2.22 in their textbooks. Check their work and help them if needed.

## Homework:

**2mins**

Solve the Q2 of exercise 2.22 in their textbook.

# Lesson Plan

Grade: Two

Subject: Math

Term: 2<sup>nd</sup>

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 3

Day: 6

Unit 2: Subtraction

Topic: Mental Calculation

## Student Learning Outcomes:

- Subtract numbers up to 50 using mental calculation strategies.

## Resource Material:

Chalk/marker, White-/blackboard, Math textbook

## Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them about their homework.
- Ask students to tell the clue words that are used for subtraction. Take their responses and appreciate them for their correct answer.

## Teaching and Learning Activities:

20mins

- Tell the students today they are going to practice the next questions of mental calculation strategies.
- Make groups of students.
- Instruct them to open their textbook.
- Ask them to solve the Q3 review exercise (a, b, c) in the form of groups. After completing their work ask a student to present his/her work in front of the class.
- Appreciate he/she for her/his good work.
- Ask students to continue their activity step by step.
- Check their work and help them if required.

## Review:

3mins

Tell the students about mental strategy.

## Evaluation:

10mins

To understand the students learning ask them to solve Q3 (a, b, c) of Exercise 2.22 in their notebooks.

## Homework:

2mins

Ask them to solve Q3 (d, e, f) of Exercise 2.22 in their textbooks.