Lesson Plan

Grade: Two	**Subject:** Math	**Term:** 2nd	**Time:** 40mins

Teacher's Name: _____	**Week:** 6	**Day:** 1

Unit 2: Multiplication	**Topic:** Counting in steps of 4

Student Learning Outcomes:

- Complete number sequences in steps of 4.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook page 66

Warm-up Activities:	**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Draw 3 boxes on the board and draw 4 stars in each box. Then ask them to count the stars in each box and tell how many stars are there in each box? And then ask them to tell how many stars are in three boxes.
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities:	**20mins**

- Tell the students today they are going to learn number sequences in steps of 4.
- Ask students to open their textbook to page 66 and draw a number line and tell them that we can show this using number line. Ask them to look at the number line. And ask to observe the froggy jumping in steps 4.
- First jump is from 4 to 8, second jump is from 8 to 12 and in the same way continue and jump from 36 to 40.

$$4 \xrightarrow{+4} 8 \xrightarrow{+4} 12 \xrightarrow{+4} 16 \xrightarrow{+4} 20 \xrightarrow{+4} 24 \xrightarrow{+4} 28 \xrightarrow{+4} 32 \xrightarrow{+4} 36 \xrightarrow{+4} 40$$

- Ask students to draw number line in their notebook and count in steps of 4 and show this on number lines by jumping. Roam around and check their work and guide them if required.

Review:	**3mins**

Explain the lesson by re-telling students how can we count numbers in steps of 4 by drawing number line on the board?

Evaluation:	**10mins**

To check the students grip, ask them to count in steps of 4 and write the number in their notebook and show this using number line.

Homework:	**2mins**

Revise and solve the given worksheet.

Worksheet

Name: _____   **Subject:** Math   **Topic:** Counting in steps of 4

1. **Count in steps 4 and complete the sequence.**

   0 + ⬜ + 8 + ⬜ + 16 + ⬜

   24 + ⬜ + 32 + ⬜ + 40

2. **Complete the sequence.**

 + + = ⬜

Lesson Plan

Grade: Two	**Subject:** Math	**Term:** 2nd	**Time:** 40mins

Teacher's Name: _____	**Week:** 6	**Day:** 2

Unit 2: Multiplication	**Topic:** Counting in Steps of 5

Student Learning Outcomes:
- Complete number sequences in steps of 5.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities: 5mins
- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students how many prayers he offer in a day? There answer should be 5. Then ask them how many prayers they offer in 5 days. Take their responses and appreciate them for their correct answer that is 25.

Teaching and learning Activities: 20mins
- Tell the students today they are going to learn counting in steps 5.
- Ask students to open their textbook and draw a number line on the board and tell them that we can show this using number line.
- Ask them to look at the number line. And ask to observe the froggy jumping in steps 5.

$$5 \xrightarrow{+5} 10 \xrightarrow{+5} 15 \xrightarrow{+5} 20 \xrightarrow{+5} 25 \xrightarrow{+5} 30 \xrightarrow{+5} 35 \xrightarrow{+5} 40 \xrightarrow{+5} 45 \xrightarrow{+5} 50$$

- First jump is from 5 to 10, second jump is from 10 to 15 and in the same way continue and jump from 45 to 50.
- Ask students to draw number line in their notebook and count in steps of 5 and show this on number lines by jumping. Roam around and check their work and guide them if required.

Review: 3mins

Recall the lesson by telling students how we can count numbers in steps of 5 by drawing number line on the board.

Evaluation: 10mins

To analyze the students grip, ask them to count in steps of 5 and write the number in their notebook and show this using number line. Check their work and appreciate them.

Homework: 2mins

Revise the classwork.

Lesson Plan

Grade: Two	**Subject:** Math	**Term:** 2nd	**Time:** 40mins

Teacher's Name: _____	**Week:** 6	**Day:** 3

Unit 2: Multiplication	**Topic:** Counting in Steps of 10

Student Learning Outcomes:

- Complete number sequences in steps of 10.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them to count fingers of both hands.
- Take their response and tell them there are 10 fingers on their both hands.

Teaching and Learning Activities: 20mins

- Tell the students today they are going to learn counting in steps of 10.
- Ask students to open their textbook.
- Draw a number line on the board to show with counting in steps of 10.
- Ask them to look at the number line to observe the froggy jumping in steps of 10.
- First jump is from 10 to 20, second jump is from 20 to 30 and in the same way continue and jump from 90 to 100.

$$10 \xrightarrow{+10} 20 \xrightarrow{+10} 30 \xrightarrow{+10} 40 \xrightarrow{+10} 50 \xrightarrow{+10} 60 \xrightarrow{+10} 70 \xrightarrow{+10} 80 \xrightarrow{+10} 90 \xrightarrow{+10} 100$$

- 10 times 10 = 10 x 10 = 100
- Ask students to draw number line in their notebook and count in steps of 10 and show this on number lines by jumping.
- Roam around and check their work and guide them if required.

Review: 3mins

Sum up the lesson by re-telling students how we can count numbers in steps of 10 by drawing number line on the board.

Evaluation: 10mins

To analyze the student level of understanding, ask them to count in steps of 10 and write the number in their notebook and show this using number line.

Homework: 2mins

Ask to solve the worksheet and revise the classwork.

Worksheet

Name: _____	**Subject:** Math	**Topic Name:** Counting in steps of 10

1. Count in steps 10 and complete the sequence.

a. [0] + [10] = [   ]

b. [10] + [10] = [   ]

c. [20] + [   ] = [30]

d. [30] + [10] = [   ]

e. [   ] + [10] = [50]

f. [50] + [   ] = [60]

2. Count by 10s fill in the missing numbers.

	20		
60		80	
		140	
160			200

3. Counting in 10s and fill in the boxes in the correct order.

	20							90	

Lesson Plan

Grade: Two	**Subject:** Math	**Term:** 2nd	**Time:** 40mins

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

Unit 2: Multiplication	**Topic:** Multiplication Table of 2

Student Learning Outcomes:

- Develop multiplication table of 2.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Worksheet

Warm-up Activities:	**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Call a student to the front of the class and ask him/her to draw number line on the board and show counting in steps of 2 on the number line.
- Take his/her response and appreciate for the good work.

Teaching and Learning Activities:	**20mins**

- Tell the students today they are going to learn table of 2.
- Paste a wallchart of table 2 on the board. Tell the students in the 2 times table, we add the number (1-10) to itself (in other words, double it).
- For Example:

$$1 \times 2 = 1 + 1 = 2$$
$$2 \times 2 = 2 + 2 = 4$$
$$3 \times 2 = 3 + 3 = 6$$
$$4 \times 2 = 4 + 4 = 8$$
$$5 \times 2 = 5 + 5 = 10$$
$$6 \times 2 = 6 + 6 = 12$$
$$7 \times 2 = 7 + 7 = 14$$
$$8 \times 2 = 8 + 8 = 16$$
$$9 \times 2 = 9 + 9 = 18$$
$$10 \times 2 = 10 + 10 = 20$$

- Ask students to learn 2 times table using this trick. Revise the 2 times table 3 or 4 times loudly with the class. Write the dodging of 2 times table on the board and ask the students to give the answer one by one.

Review:	**3mins**

Retell the lesson by asking students to open their textbook page 68 and read the table in loud voice.

Evaluation:	**10mins**

To evaluate the students learning ask them to write the table of 2 in their notebooks.

Homework:	**2mins**

Learn 2-times table and solve worksheet.

Worksheet

Name: _____	Subject: Math	Topic Name: Multiplication Table of 2

1. **Count in steps of 2 and write in empty boxes.**

1		3		5
	7		9	
		13		15
	17		19	20
21	22	23	24	25

2. **Multiply the numbers by the center number.**
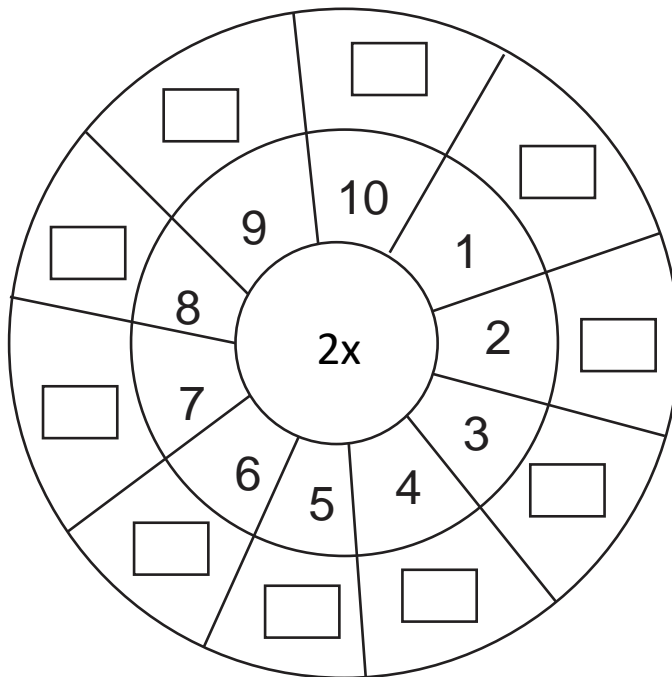
Lesson Plan

| **Grade:** Two | **Subject:** Math | **Term:** 2nd | **Time:** 40mins |

| **Teacher's Name:** _____ | **Week:** 6 | **Day:** 5 |

| **Unit 2:** Multiplication | **Topic:** Multiplication Table of 3 |

Student Learning Outcomes:
- Develop multiplication tables of 3.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Math Textbook page 68, Pictures of 4 sets of 3 beads, Wallchart

Warm-up Activities: **5mins**
- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework.

Teaching and Learning Activities: **20mins**
- Tell the students today they are going to learn table of 3.
- Paste pictures of 4 sets of Beads on the board with 3 Beads in each set. Ask the students: How many beads are there altogether? Now write: 4 groups of 3. 4 threes = 3 + 3 + 3 + 3 = 4 × 3 = 12
- Draw a pattern on the board.

$$3 \xrightarrow{+3} 6 \xrightarrow{+3} 9 \xrightarrow{+3} 12 \xrightarrow{+3} 15 \xrightarrow{+3} 18 \xrightarrow{+3} 21 \xrightarrow{+3} 24 \xrightarrow{+3} 27 \xrightarrow{+3} 30$$

- Tell the students by counting in threes or by adding threes we get the multiplication table of 3. Ask the students to open their Textbook to Page 56. Read aloud the multiplication table of 3 and ask the whole class to repeat after you in loud voice. Repeat this again and again.
- Paste the wallchart of table of 3 on the board and call a student to the front of the class and ask him/her to read the table in loud voice and ask the rest of the class to follow him/her and learn the table of 3.
- Repeat this activity to some other students of the class and appreciate them for their active participation.

Review: **3mins**

Sum up the lesson by asking them to open their textbook page 68 and learn the table of 3 in loud voice.

Evaluation: **10mins**

To analysis the students ask them to write the table of 3 in their notebooks. Roam around the class, check their work and guide them if required.

Homework: **2mins**

Learn the table of 3 and solve the worksheet.

Worksheet

| Name: _____ | **Subject:** Math | **Topic Name:** Multiplication Table of 3 |

1. **Count in steps of 3 and complete the empty boxes.**

1	2		4	5
	7	8		10
11		13	14	15
16	17		19	20
	22	23		25
26		28	29	30

2. **Count the objects in each group of stars and then fill in the given boxes.**

| 2 | sets of 3 | | 2 | x | 3 | = | 6 |

| ☐ | sets of 3 | | ☐ | x | ☐ | = | ☐ |

| ☐ | sets of 3 | | ☐ | x | ☐ | = | ☐ |

| ☐ | sets of 3 | | ☐ | x | ☐ | = | ☐ |

Lesson Plan

Grade: Two	**Subject:** Math	**Term:** 2nd	**Time:** 40mins

Teacher's Name: _____	**Week:** 6	**Day:** 6

Unit 2: Multiplication	**Topic:** Multiplication of Table of 4

Student Learning Outcomes:

- Develop multiplication tables of 4.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook page 69, Worksheet, Pencils

Warm-up Activities:	**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell them that we will do an activity to learn the multiplication table of 4.

Teaching and Learning Activities:	**25mins**

- Tell them that we will do an activity to learn the multiplication table of 4.
- Make six groups of class and give each group 4 pencils.
- Ask the students: How many pencils are there altogether? Call a member of a group and ask him/her to explain it how many pencils do all the groups have.   6 groups of 4 = 6 fours = 4 + 4 + 4 + 4 + 4 + 4 = 6 × 4 = 24
- Draw a pattern on the board.

$$4 \xrightarrow{+4} 8 \xrightarrow{+4} 12 \xrightarrow{+4} 16 \xrightarrow{+4} 20 \xrightarrow{+4} 24 \xrightarrow{+4} 28 \xrightarrow{+4} 32 \xrightarrow{+4} 36 \xrightarrow{+4} 40$$

- Tell the students by counting on in fours or by adding four repeatedly, we get the multiplication table of 4.
- Ask the students to open their Textbook. Read aloud the multiplication table of 4 and ask the whole class read aloud with you. Ask them to read the table 4 again and again.

Review:	**3mins**

Revise the lesson by pointing towards the table of 4 wallchart and ask them to read the table of 4 with you in loud voice.

Evaluation:	**10mins**

To analyze the learning of the students, draw some groups of 4 objects on board and ask them to count and write the multiplication sentence for the given groups of objects.

Homework:	**2mins**

Complete the given worksheet at home.

Worksheet

| Name: _____ | **Subject:** Math | **Topic Name:** Multiplication Table of 4 |

1. **Fill in the boxes with correct answer.**

a) 3 groups of 4

  3 fours = 4 + 4 + 4

    = 3 x 4

    = ☐

b)
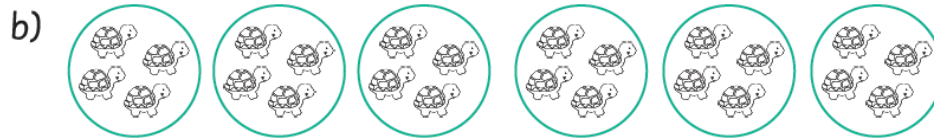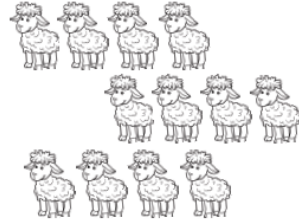
☐ groups of 4

☐ fours = ☐ + ☐ + ☐ + ☐ + ☐ + ☐

    = ☐ x ☐

    = ☐

2. **Multiply and color the correct answer.**

a) 6 × 4 = ☐   15   24   30

b) 8 × 4 = ☐   20   30   36

c) 4 × 4 = ☐   16   20   36