

Lesson Plan

Grade: Two

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 1

Unit 2: Multiplication

Topic: Review Exercise

Student Learning Outcomes:

- Recall the concept of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Teaching and Learning Activities:

30mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students today that they are going to recall all the concepts of "Multiplication."
- Ask them to solve review exercise on page 74 – 75 Q (1, 2) in their textbooks.
- Roam around the class. Check their work. Guide them if needed.
- Recall some steps of multiplication. So that students can easily attempt all questions.

Review:

5mins

Retell the basic concepts and correct the common mistakes.

Evaluation:

0mins

N/A

Homework:

5mins

Revise the classwork.

Lesson Plan

Grade: Two

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 2

Unit 2: Multiplication

Topic: Review Exercise

Student Learning Outcomes:

- Recall the concept of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Teaching and Learning Activities:

30mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students that they are going to recall all the concepts of the Unit "Multiplication."
- Ask them to solve review exercise on page 75 Q (3, 4, 5) in their textbooks. Roam around the class. Check their work. Guide them if needed.
- Recall some steps of multiplication so that students can easily attempt all questions.

Review:

5 min

Retell the basic concepts and correct the common mistakes.

Evaluation:

0min

N/A.

Homework:

5min

Revise the classwork.

Lesson Plan

Grade: Two

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 3

Unit 2: Division

Topic: Recognize and Use Division Symbol \div

Student Learning Outcomes:

- Recognize and use division symbol \div .

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities:

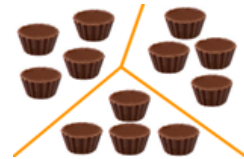
5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell the students today they are going to know about division and its symbol.

Teaching and Learning Activities:

25mins

- Instruct the students to open their notebooks.
- Tell about the definition of "Division". Division is the opposite to multiplication. The symbol used for division is (\div).
- "Division is breaking a number up into an equal number of parts."
- Explain this through an example.
- Let's consider Ali has 12 chocolates and he wants to share them with his 3 friends. How does he divide these chocolates equally among them?
- Tell students he divides 12 by 3.
- It is written as: No. of chocolates = 12
No. of friends = 3
$$12 \div 3 = 4$$
Hence each friend gets 4 chocolates.
- Explain the concept of division through more examples.



Review:

3mins

Revise the concept of division.

Evaluation:

5mins

To evaluate students learning write some numbers on the board and ask them to solve questions. Check their work and help them if needed.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Two

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 4

Unit 2: Division

Topic: Division as Successive Subtraction

Student Learning Outcomes:

- Recognize division as successive subtraction.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook.

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Put three baskets and 6 balls on the table. Ask the students: I want to share these balls in these baskets equally. How many balls should be in one basket?
- Take their responses. Tell the students that we can share the balls in 3 baskets equally by putting 2 balls in each basket.

Teaching and Learning Activities:

20mins

- Tell the students today they are going to learn about division as successive subtraction.
- Instruct them to open their textbooks.
- Ask students to read the statement of the example.
- "Ahmad has 6 chocolate bars. He wants to distribute chocolate bars among his 3 friends equally.
- How many chocolate bars does each friend get?"
- Tell them that he has total 6 chocolate bars and divide 3 chocolate bars in each friend. $6 - 3 = 3$
- 3 chocolate bars are left with Ahmad.
- Ahmad again gives 1 more chocolate bar to each friend. Now each friend has 2 chocolate bars. $3 - 3 = 0$
- Tell them when we subtract 3, two times from 6 and get "0".
- Ahmad has no chocolate bar but his friends have 2 chocolates.
- We can write as $6 \div 3 = 2$. Where " \div " is the symbol for division.

Review:

3mins

Tell the students division is the process of successive subtraction.

Evaluation:

10mins

To assess the students learning, ask them to solve example 2 in their textbooks. Roam around the class, check their work and correct them where needed.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Two

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 5

Unit 2: Division

Topic: Division as Successive Subtraction

Student Learning Outcomes:

- Recognize division as successive subtraction.

Resource Material:

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

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: Which symbol is used for division? How we can divide the number by successive subtraction?
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities:

20mins

- Tell the students today we are going to practice the Division as successive subtraction. Draw 10 candies on the board. Ask: How many candies are drawn on the board? Take their response and appreciate them. Now remove 2 candies and write $10 - 2 = 8$. Tell them that after 1st time subtraction we get 8. Now remove 2 more candies. Write $8 - 2 = 6$. Tell them that after the 2nd time subtraction we get 6. Continue the process until we get 0 answer. Explain them that we get 5 candies. In short $10 \div 2 = 5$.
- We read it as: 10 divided by 2 equals to 5. Tell them that we use symbol (\div) in division.

Review:

3mins

Sum up the lesson by retelling students about division as successive subtraction.

Evaluation:

10mins

To assess the students learning, ask them to solve Q (1) of Exercise 2.29 in their textbooks.

Homework:

2mins

Solve the Q (2) of Exercise 2.29 in their textbooks.

Lesson Plan

Grade: Two

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 6

Unit 2: Division

Topic: Division Using Multiplication Table with Remainder Zero

Student Learning Outcomes:

- Divide numbers within the multiplication tables with remainder zero.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Call four students to the front of the class. Tell the class you want to share 10 candies with these students equally. Ask students: Can I share 10 candies equally among 4 students? Take their responses and try to share equally. Explain to the students that 10 candies can't be shared equally. Now take out 2 candies and 8 candies are left. So, we can share 8 candies equally among 4 students.

Teaching and Learning Activities:

20mins

- Tell the students today they are going to understand division using multiplication table with remainder zero.
- Instruct the students to open their textbooks.
- Ask the students to read the example.
- Tell them that Hina has 20 oranges. She wants to put 5 oranges into a basket. How many baskets does she need?
- Tell them how to solve this sum.
- First recall 5 times table to reach 20. $< 5 \times 4 = 20 >$
- Number of baskets = $20 \div 5$. So, she needs 4 baskets.
- Tell students about division of numbers with remainder zero.
- "When one number divides another number completely, the remainder is 0."
- Solve example in the class. Tell them that 45 cookies are divided into 5 children equally.

- Solve it as:

$$\begin{array}{r} 9 \rightarrow \text{Quotient} \\ \text{Divisor} \rightarrow 5 \overline{) 45} \rightarrow \text{Dividend} \\ \underline{45} \\ 0 \end{array}$$

- So, one child got 9 cookies.

Review:

3mins

Tell the students, division is the process of dividing things into parts or equal group.

Evaluation:**10mins**

To assess their learning, ask them to solve example in their notebooks. Check their work and help them if needed.

Homework:**2mins**

Revise the classwork.