	Le	esson	Plan				
Grade: Two	Subject: Mat	h	Term: 2 nd		Time: 40mins		
Teacher's Name:	Name: Week:		8	Day:	1		
Unit 2: Multiplica	tion	Topic:	Topic: Review Exercise				
Student Learning	Outcomes:						
Recall the co	oncept of the wh	ole unit.					
Resource Materia	al:						
Chalk/Marker, Whi	ite/Blackboard, N	Math Tex	tbook				
Teaching and Lea	rning Activities:				30mins		
 Before begin 	nning the lesson,	ask stud	lents to say "Ta	smiya."			
Tell students	s today that they	are goi	ng to recall all t	he conce	pts of		
"Multiplicati	ion."						
Ask them to	solve review exe	ercise on	page 74 – 75 Q	(1, 2) in t	heir textbooks.		
Roam aroun	d the class. Chec	k their v	vork. Guide the	m if need	led.		
 Recall some questions. 	steps of multipl	lication.	So that studen	ts can ea	sily attempt all		
Review:					5mins		
Retell the basic cor	ncepts and corre	ct the co	ommon mistake	s.			
Evaluation:					0mins		
N/A							
Homework:					5mins		
Revise the classwo	rk.						

Lesson Plan					
Grade: Two	Subject: Math		Term: 2 nd	Т	ime: 40mins
Teacher's Name: _		Week	:8	Day: 2	
Unit 2: Multiplicati	ion	Topic	Review Exercise		
Student Learning O	Outcomes:				
Recall the cor	ncept of the wh	ole unit			
Resource Material	:				
Chalk/Marker, Whit	e/Blackboard, N	Aath Te	ktbook		
Teaching and Learn	ning Activities:				30mins
 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 con	cepts and corre	ct the c	ommon mistakes		- ·
Evaluation:					0min
N/A.					F
Homework:	L				5min
Revise the classwor	к.				

Grade: TwoSubject: MathTerm: 2^{nd} Time: 40minsTeacher's Name:Week: 8Day: 3Unit 2: DivisionTopic: Recognize and Use Division Symbol \div Student Learning Outcomes:Recognize and use division symbol \div .Resource Material:Chalk/Marker, White/Blackboard, Math TextbookWarm-up Activities:Smins• 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 = 12No. of friends = 3 $12 \div 3 = 4$ Hence each friend gets 4 chocolates.Explain the concept of division through more examples.Review:SminsTo evaluate students learning write some numbers on the board and ask them to solve questions. Check their work and help them if needed.Homework:ZeminsSminsRevise the classwork.Zmins	Lesson Plan						
Unit 2: Division Topic: Recognize and Use Division Symbol ÷ Student Learning Outcomes: • Recognize and use division symbol ÷. 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 (÷). • "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	Grade: Two	Subject: Math	Тег	r m: 2 nd		Time: 40mins	
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Homework: 2mins	_						
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Lesson Plan						
Grade: Two	Subject: Math	Subject: Math Term: 2 nd				
Teacher's Name:		Veek: 8	Day: 4			
Unit 2: Division Topic: Division as Successive Subtraction						
Student Learnin	g Outcomes:					
Recognize	division as successive	subtraction.				
Resource Mater	ial:					
Chalk/Marker, W	hite/Blackboard, Mat	h Textbook.				
Warm-up Activi	ties:		5mins			
 Before beg 	inning the lesson, asl	k students to say "Ta	smiya."			
• 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						

Teaching and Learning Activities:

- Tell the students today they are going to learn about division as successive subtraction.
- Instruct them to open their textbooks.

equally by putting 2 balls in each basket.

- 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:

Tell the students division is the process of successive subtraction.

Evaluation:

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:

Revise the classwork.

2mins

20mins

10mins

3mins

Lesson Plan							
Grade: Two	Subject: Mat	h	Term: 2 nd		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:

- 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:

- 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 - 2 = 5.
- We read it as: 10 divided by 2 equals to 5. Tell them that we use symbol (÷) in division.

Review:

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

Evaluation:

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

Homework:

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

2mins

20mins

5mins

3mins

10mins

Lesson Plan						
Grade: Two	Subject: Math)	Term: 2 nd		Time: 40mins	
Teacher's Name:		Week: 8			<i>r</i> : 6	
Unit 2: Division	Topic: Division	Using M	ultiplication Ta	ble witl	n Remainder Zero	
Student Learning	Outcomes:					
Divide numb	ers within the m	ultiplicat	tion tables with	ı remaiı	nder zero.	
Resource Materia	1:					
Chalk/Marker, Whit	te/Blackboard, N	1ath Text	book			
Warm-up Activitie	es:				5mins	
 Before begin 	ning the lesson,	ask stud	ents to say "Ta	smiya."		
Call four stud	lents to the front	t of the c	lass. Tell the cla	ass you	want to share 10	
candies with	these students	equally.	Ask students:	Can I s	share 10 candies	
equally amo	ng 4 students? 1	Take the	ir responses a	nd try	to share equally.	
Explain to the	e students that 1	0 candie	s can't be share	ed equa	Ily. Now take out	
2 candies and	d 8 candies are le	eft. So, w	ve can share 8 d	candies	equally among 4	
students.						
Teaching and Lear	ning Activities:				20mins	
• Tell the stu	dents today th	ey are	going to und	lerstand	d division using	
multiplicatio	n table with rem	ainder zo	ero.			
• Instruct the s	students to open	their te	xtbooks.			
• Ask the stude	ents to read the o	example				
• Tell them tha	it Hina has 20 ora	anges. Sł	ne wants to put	5 oran	ges 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 × 4 = 20 >						
 Number of baskets = 20 ÷ 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 equa		Ten the				
• Solve it as:			$9 \rightarrow Quo$			
		Divisor →	$\begin{array}{c c} 5 & 45 \rightarrow \text{Divis} \\ 45 & 45 \end{array}$	idend		
• So, one child	got 9 cookies.		0			

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.	