Lesson Plan

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

Teacher's Name: _____	**Week:** 9	**Day:** 1

Unit 2: Division	**Topic:** Number Stories Involving Division

Student Learning Outcomes:
- Solve number stories involving division up to 1-digit numbers.

Resource Material:
Chalk/Marker, White/Blackboard, Math Textbook, Wallchart, Worksheet.

Warm-up Activities: 5mins
- Before beginning the lesson, ask students to say "Tasmiya."
- Place 18 beads on the table. Invite 3 students to the front of the class.
- Ask a random student to divide 18 beads among 3 students equally but make sure each student gets at least 6 beads. Observe and correct if needed.

Teaching and Learning Activities: 20mins
- Tell the students that we are going to solve number stories involving division up to 1-digit numbers.
- Place one picture of 20 cupcakes and 5 packets. Write the sum on the board.
- Share these cupcakes equally among 5 packets. How many cupcakes will each packet get? Elaborate the meaning of the word problem to the students, so they can easily find the answers. Paste the wallchart of clue words of division or simply write the clue words on the board and explain it to the students.
- Now tell them that we can find the answer by dividing the number of cupcakes by the number of packets.
  i.e., $20 \div 5 =$ So, each packet will get 4 cupcakes.

Review: 3mins
Tell the students, there are different clue words for division, such as: how many will each get, how many in each group, shared, divided, distributed, equal/equally.

Evaluation: 10min
To assess the students learning, ask them to solve Q1 (a, b) of Exercise 2.32 in their textbooks. Check their work and help them if needed.

Homework: 2mins
Solve Q1 (c) of Exercise 2.32 in their textbook. And solve worksheet at home.

Name: _____	**Subject:** Math	**Topic Name:** Number Stories Involving Division

1. Divide it.

   a) $9 \div 3 =$ ☐

   b) $6 \div 2 =$ ☐

   c) $12 \div 4 =$ ☐

   d) $18 \div 2 =$ ☐

   e) $8 \div 4 =$ ☐

   f) $15 \div 3 =$ ☐

2. Solve the following.

   a) $3\overline{)6}$

   b) $4\overline{)8}$

   c) $5\overline{)10}$

Lesson Plan

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

Teacher's Name: _____	Week: 9	Day: 2

Unit 2: Division	Topic: Mixed Number Stories

Student Learning Outcomes:

- Solve real life situations (using Pakistani currency as well) involving addition, subtraction, multiplication, and division. Give reasons for choosing the correct operation.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Wallchart of clue words of 4 operations

Warm-up Activities:	**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Paste a wallchart of clue words for addition, subtraction, multiplication and division on the board. Ask students to make a story that have both addition and subtraction operation used in.
- Take their responses and appreciate them for their active participation.

Teaching and Learning Activities:	**20mins**

- Tell the students today they are going to learn about mixed number stories.
- Instruct them to open their textbooks. Tell the students to solve the mixed number stories using following steps.
- In first step read the problem carefully.
- In step 2: Underline the clue words to identify the correct number operation.
- In step 3: Write a number sentence.
- In step 4: Solve the word problem.
- Now ask students to read the question 2 in their textbooks.
- "Zohaib had 525 rupees and his mother gave him 280 rupees more. How many rupees did he have altogether?
- Explain the statement and tell we have to find the total amount of rupees Zohaib has. Solve the question as.
  Zohaib has rupees = ⬚ 525
  His mother gave more rupees = ⬚ 280
  Total rupees he had = 525 + 280 = 805
- So, he has 805 total rupees.

Review:	**3mins**

Recall the lesson by writing clue words on the board and instruct them to read the clue words and steps to solve the mixed number stories.

Evaluation:	10mins

To evaluate the students, ask them to tell the steps that are used to solve the mixed number stories. And solve Q2 (b, c) of Exercise 2.32 in their textbooks.

Homework:	2mins

Solve Q2 (c, d, e) of Exercise 2.32 in their textbooks.

Lesson Plan

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

Teacher's Name: _____	**Week:** 9	**Day:** 3

Unit 2: Division	**Topic:** Summary and Review Exercise

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

Resource Material:
Chalk/Marker, White/Blackboard, Math Textbook

Teaching and Learning Activities: 20mins
- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students that they are going to recall all the concepts of the Unit "Division."
- Ask them to solve review exercise on page 84.

Review: 10mins
Roam around the class check their work. Guide them if they needed.

Evaluation: 0mins
N/A

Homework: 10mins
Solve Q2 and Q3 of Review Exercise.

Lesson Plan

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

Teacher's Name: _____	**Week:** 9	**Day:** 4

Unit 3: Fractions	**Topic:** Fractions

Student Learning Outcomes:
- Recognize fractions as equal parts of a whole.

Resource Material:
Chalk/Marker, White/Blackboard, Math Textbook, Worksheet

Warm-up Activities: 5mins
- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Show two chocolate bars to students. Divide one chocolate bar into two equal parts and the second chocolate bar into two unequal parts. Show them to students and ask them to tell which chocolate bar is divided into equal parts.
- Take their responses and appreciate them for their correct answer.

Teaching and learning Activities: 20mins
- Tell the students today they are going to understand the concept of fractions.
- Ask them to open their textbooks.
- Tell about the definition of fractions.
- "A fraction represents parts of a whole object or a collection."
- Tell them that when something is not divided into parts, it is known as one whole.
- Unequal parts have different shapes or equal parts have same shapes.
- Take their responses and appreciate them.

Review: 3mins
Recall the lesson by asking students to recall that fraction is the part of the whole that is divided into equal parts and have same shapes and size.

Evaluation: 10mins
To check the students grip, draw some shapes with equal and unequal parts and instruct them to tell which shapes have equal parts? Take their responses and appreciate them for their correct answer.

Homework: 2mins
Solve Q of Exercise 3.1 in their textbooks page 85. And solve the worksheets.
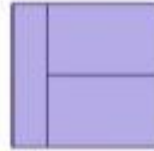
Name: _____   **Subject:** Math   **Topic Name:** Fractions

1. **Color the correct option.**
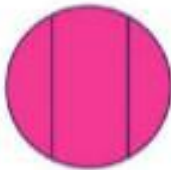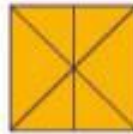
equal / unequal	equal / unequal
equal / unequal	equal / unequal
equal / unequal	equal / unequal
equal / unequal	equal / unequal
equal / unequal	equal / unequal

Lesson Plan

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

Teacher's Name: _____	Week: 9	Day: 5

Unit 3: Fractions	Topic Name: One-Half

Student Learning Outcomes:
- Identify half with the help of objects and figures (without writing 1/2).

Resource Material:
Chalk/Marker, White/Blackboard, Math Textbook, Worksheet, Paper biscuits

Warm-up Activities: 5mins
- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Draw some shapes on the board and divide some shapes into equal and unequal parts. Call a student to the front of the class and ask him/her to point out the shapes that are divided into equal parts.
- Take his/her response and appreciate him/her for correct response.

Teaching and Learning Activities: 20mins
- Tell the students today we are going to learn about one half with the help of figures and objects. Show students paper biscuit and tell them that it is the whole biscuit. Now divide the biscuit into two equal parts and tell them that when we divide the biscuit into two equal parts then each part is called one half of the whole biscuit.
- Tell them that two halves make one whole together.
- Draw different shapes on the board and divide those shapes into two equal parts to show students that each part of these shapes is called one half.

Whole Biscuit → Two equal parts → one-half $\frac{1}{2}$ ⟷ one-half $\frac{1}{2}$
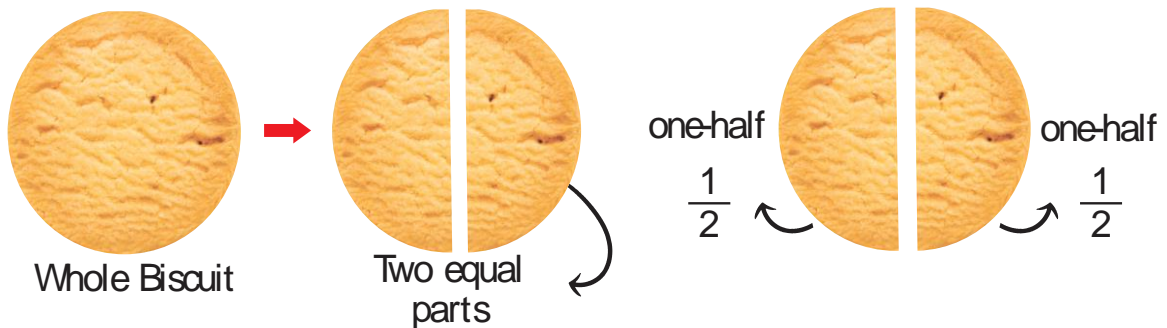
- Tell the students, "When a whole is divided into two equal parts, each part is called one-half of the whole."

Review: 3mins
Describe the lesson by telling students that when a whole is divided into two equal parts, each part is called one half of the whole and two equal halves make one whole.
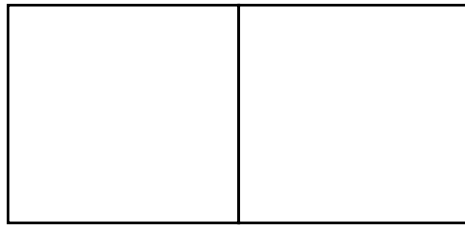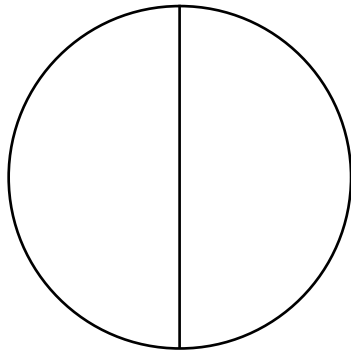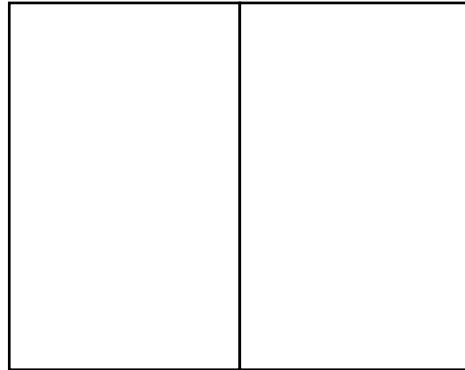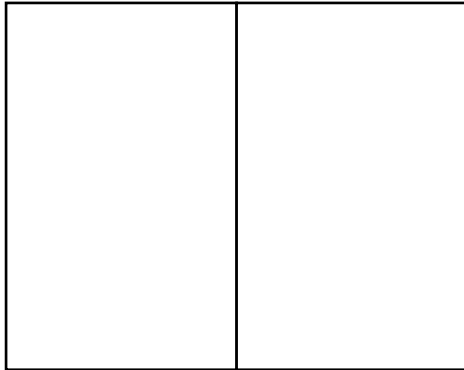
Worksheet

| **Name:** _____ | **Subject:** Math | **Topic Name:** One-Half |

1. **Color the shape that is cut in half.**
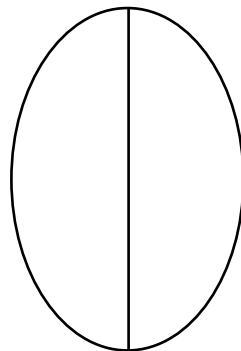
Lesson Plan

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

Teacher's Name: _____	**Week:** 9	**Day:** 6

Unit 3: Fractions	**Topic:** One-Third and One-Quarter

Student Learning Outcomes:

- Identify one third with the help of objects and figures (without writing 1/3, 1/4).

Resource Material:

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

Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Show flash cards of shapes that are divided into equal halves and some that are not divided into equal halves. Call a student to the front of the class and ask him/her to separate out the flash cards of the shapes that are divided into equal halves.

Teaching and Learning Activities: 20mins

- Tell the students today we are going to learn about one-third and one-quarter with the help of figures and objects.
- Show students chocolate bar and tell them that it is the whole chocolate bar.
- Now divide the chocolate bar into three equal parts and tell them that when we divide the chocolate bar into three equal parts then each part is called one third of the whole bar.
- Tell them that three thirds make one whole together.
- Draw different shapes on the board and divide those shapes into three equal parts.
- Now show students paper biscuit and tell them that it is the whole biscuit. Divide the biscuit into four equal parts and tell them that when we divide the biscuit into four equal parts then each part is called one quarter of the whole biscuit. Tell them that four quarters make one whole together.
- Draw different shapes on the board and divide those shapes into four equal parts. Then shade one part to show students that each part of these shapes is called one quarter.

Review: 3mins

Sum up the lesson by explaining students the "One-third and one-quarter" given at page 86 to 87 of their textbooks.

Evaluation: 5mins

To check their understanding, ask them to complete the given worksheet. Roam around and check their work and guide them if they needed.

Homework: **2mins**
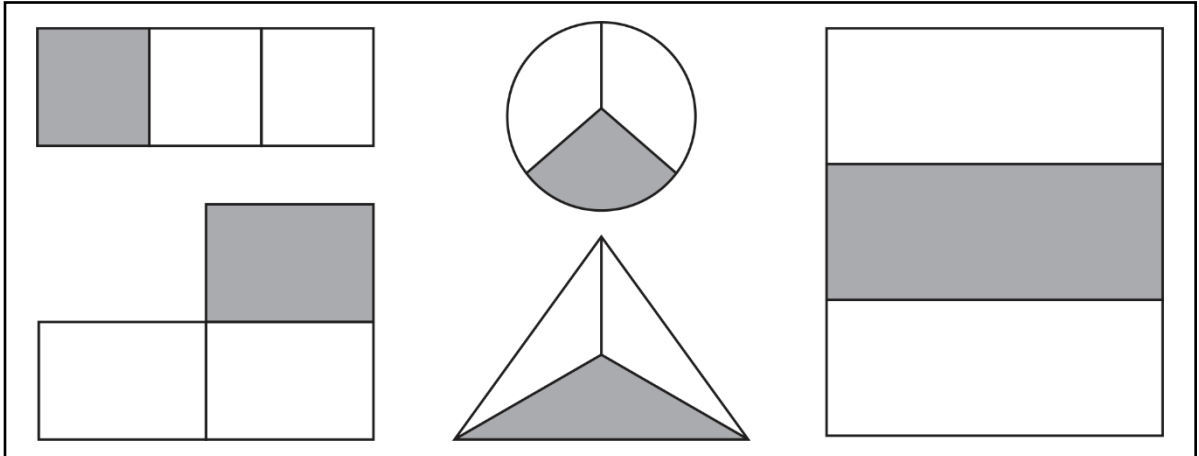
Solve Exercise 3.3 or 3.4 in their textbook.

| Name: _____ | Subject: Math | Topic Name: One-Third and One-Quarter |

1. **Tick (✓) the shape that is one-third colored.**

2. **Color each shape that has four equal parts.**