Lesson Plan

Grade: Two	**Subject:** Math	**Term:** 3rd	**Time:** 40mins

Teacher's Name: _____	**Week:** 2	**Day:** 1

Unit 3: Fractions	**Topic:** Summary and Review Exercise

Student Learning Outcomes:

- Recall the concepts of the whole unit.

Resource Material:

Chalk, Marker/ 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 "Fractions".
- Ask them to solve Q1 of review exercise at page 94.

Review:	**5mins**

Tell again the basic concepts and correct their common mistakes.

Evaluation:	**0min**

N/A

Homework:	**5mins**

Revise the classwork.

Lesson Plan

Grade: Two	**Subject:** Math	**Term:** 3rd	**Time:** 40mins

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

Unit 3: Fractions	**Topic:** Summary and Review Exercise

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

Resource Material:
Chalk, Marker/ 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 "fraction".
- Ask them to solve Q (2,3) of revision exercise at page 94.

Review: 5mins
Tell again the basic concepts and correct their common mistakes.

Evaluation: 0mins
N/A

Homework: 5mins
Revise the classwork.

Lesson Plan

Grade: Two	**Subject:** Math	**Term:** 3rd	**Time:** 40mins

Teacher's Name: _____	**Week:** 2	**Day:** 3

Unit 4: Measurement	**Topic:** Length

Student Learning Outcomes:
- Compare the lengths of different objects.

Resource Material:
Chalk/marker, white-/blackboard, Math textbook, crayons, ice cream sticks

Warm-up Activities: 5mins
- Before beginning the lesson, ask students to say "Tasmiya."
- Call a student to the front of the class and provide ice cream sticks to him/her and instruct him/her to measure the length of the desk by using the ice cream sticks. Take his/her response and ask them to tell how many ice cream sticks are used to measure the length of the desk. Appreciate them for the correct working.

Teaching and Learning Activities: 25mins
- Tell the students that today they are going to learn how to compare the length of objects by measuring using non-standard units of length.
- Ask them to open their textbooks to page 95.
- Make two teams; Team A and Team B and give pencils and match stick to each team. Ask the first team to measure the height of the board with pencils and write the findings on the board. Ask Team B to measure the length of the board with the help of the match sticks and write the findings on the board. Now compare the length and height of the board. By comparing, it is observed that the length of the board is longer than its height. Repeat the same activity by asking them to measure the length of their table and chair with the help of handspans and compare which is smaller and which is greater. Take rounds and monitor their working.

Review: 3mins
Revise the lesson by telling the definition of length. Tell the students that the distance between any two points is called length.

Evaluation: 5mins
For better understanding of the students, ask them to solve given example at page 95 of their textbooks.
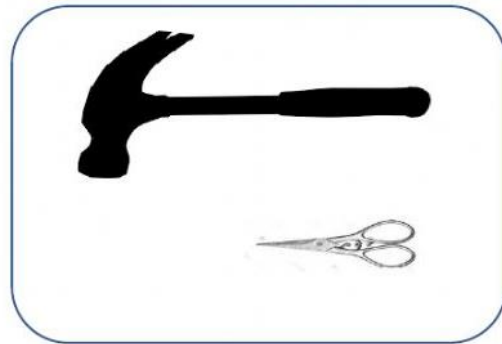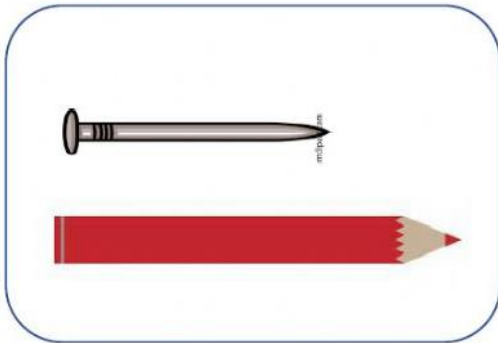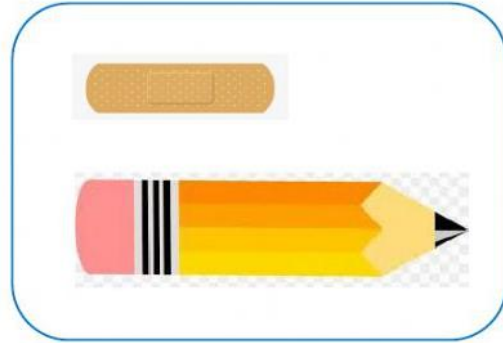
Homework: 2mins
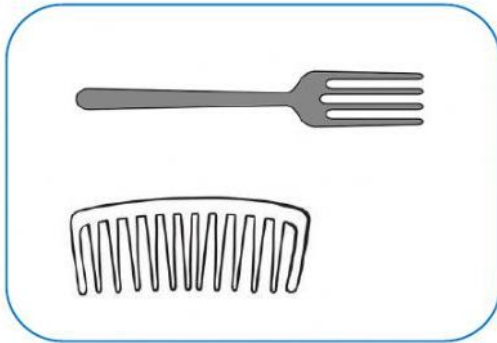Solve the given worksheet.

Name: _____   **Subject:** Math   **Topic Name:** Length

1. Select the object that is longer in each box.

Lesson Plan

Grade: Two	**Subject:** Math	**Term:** 3rd	**Time:** 40mins

Teacher's Name: _____	**Week:** 2	**Day:** 4

Unit 4: Measurement	**Topic:** Standard Units of Length

Student Learning Outcomes:

- Recognize the units of length (meter and centimeters).
- Use standard metric units of length (meter and centimeters) and them abbreviation to measure and record lengths of a variety of objects.

Resource Material:

Chalk/marker, white-/blackboard, Math Textbook, Crayons

Warm-up Activities: 5mins

- Before beginning the lesson, ask student to say "Tasmiya."
- Ask them about their homework. Ask students to measure the length and height of their desks by using crayons and compare the length and height of the table.
- Take their responses and appreciate them for their correct response.

Teaching and Learning Activities: 25mins

- Tell the students today we are going to understand the concepts of meter and centimeter.
- Tell the student, "Meter (m) is the standard unit of length. The length, width and height of longer objects are measured in meters by measuring tape."
- Write on the board the word "meter" and tell them that the short form of writing meter is 'm'.
- Ask the class to guess how long 1 meter is. Then show the class one meter ruler. Explain that the length of the 1-metre ruler is 1 meter or 1 m.
- Ask a student to stand in front of the class and stretch out his/her arms. Use the 1-metre ruler to measure the distance from the tip of one arm to the other.
- Do the same for two more students to show that, in general, the length of the child's arm span is about 1 meter.

Review: 3mins

Tell the students, to describe the length of objects exactly, we need the standard units of length.

Evaluation: 5mins

To assess the students learning, ask them to solve Q (1) of Exercise 4.1 in their textbooks.

Homework: **2mins**

Revise the classwork.

Lesson Plan

Grade: Two	Subject: Math	Term: 3rd	Time: 40mins

Teacher's Name: _____	Week: 2	Day: 5

Unit 4: Measurement	Topic: Standard Units of Length

Student Learning Outcomes:

- Recognize the units of length (meter and centimeters).
- Use standard metric units of length (meter and centimeters) and them abbreviation to measure and record lengths of a variety of objects.

Resource Material:

Chalk/marker, white-/blackboard, Math Textbook

Warm-up Activities: 5mins

- Before beginning the lesson, ask student to say "Tasmiya."
- Ask students what is the short form of meter?
- Take their responses and appreciate them.

Teaching and Learning Activities: 25mins

- Tell the students that we will do an activity to understand the concept of measuring length in centimeters.
- Make pairs of the students. Give each pair a set of 2 strings without telling them their lengths, and ask them to estimate the length of strings using their arm span.
- Explain to the class that besides the meter (m), another standard unit used to measure length is the centimeter. Say aloud the word centimeter and ask the class to repeat after you. Write on the board the word centimeter and tell them that the short form of writing centimeter is 'cm'. Ask the class if anyone knows how long 1 centimeter is. Then ask the students to take out their rulers. Ask them to look for the word 'cm' on the ruler. Help them to recognize the length of 1 cm by looking at the ruler.
- Tell them that we measure the length of smaller objects in centimeters. Ask them to measure the length of their math book using their rulers. Ask them to read out the number from the ruler starting from "0".

Review: 3mins

Recall the lesson by telling a centimeter ruler is dividing into 15 or 30 equal parts. Each part is 1cm long. 100 cm = 1 m.

Evaluation: 5mins

To evaluate the students learning, ask them to solve Q (2,3) of Exercise 4.1 in their textbooks.

Homework: 2mins

Solve the given worksheet.

Worksheet

| Name: _____ | Subject: Math | Topic Name: Length of standard Units |

1. Fill in the proper units (cm or m) for each measurement.

Length of a guitar

1 _____

Length of a tie

90 _____

Height of a wedding cake

1 _____

Length of a peanut

3 _____

Width of a postcard

14 _____

Length of a blue box

70 _____

Lesson Plan

Grade: Two	**Subject:** Math	**Term:** 3rd	**Time:** 40mins

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

Unit 4: Measurement	**Topic:** Addition of Length

Student Learning Outcomes:

- Use addition and subtraction within 100 to solve real-life situations involving lengths in same units.

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 the student: "Which unit is used to measure the length width and height of longer objects?
- Take their responses. Appreciate them for their correct response.

Teaching and Learning Activities: **25mins**

- Tell the students today we are going to learn about addition of units of length.
- Write the following statement on the board.
- A piece of white thread is 58 cm long and another piece is 39 cm long. How much is the total length of both pieces?
- Ask students to read the statement and tell what is given and what we have to find.
- Take their responses and tell them that the length of two pieces is given and we have to find the total length of both pieces.
- For this, we have to add these. Now add step by step on the board and explain each step to them.

$$\text{Length of one piece} = \begin{array}{r} 58 \text{ cm} \\ + 39 \text{ cm} \\ \hline \end{array}$$

$$\text{Length of other piece} = \underline{97 \text{ cm}}$$

- So, the total length of both pieces is 97cm.

Review: **3mins**

Recall the students how to add the units of length by solving example 2 given at page 98 of their textbooks on the board.

Evaluation: **5mins**

To observe the students learning, ask them to solve Q2 (a, b) of Exercise 4.2 in their textbooks. Roam around the class, check their work and correct if needed.

Homework: **2mins**

Solve the worksheet.

| **Name:** _____ | **Subject:** Math | **Topic Name:** Addition of Length |

1. Add the following.

a)   59 cm
  + 33 cm
_____

_____

b)   52 cm
  + 39 cm
_____

_____

c)   70 cm
  + 25 cm
_____

_____

d)   55 m
  + 38 m
_____

_____

e)   81 m
  + 09 m
_____

_____

f)   46 m
  + 16 m
_____

_____