

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 3

Day: 1

Unit 4: Measurement

Topic: Subtraction of Length

Student Learning Outcomes:

- Use 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 students about their homework. Ask students: "How can we add the units of length?" Take their responses and then call a student to the front of the class and ask him/her to write the units of length and then add them.
- Ask the rest of the class to check his/her work and correct if needed. Repeat this activity with some other students of the class.

Teaching and Learning Activities:

25mins

- Tell students today we are going to learn about subtraction of units of length.
- Write the following statement on the board.
- Alina's doll is 72 cm tall. Arshi's doll is 33cm shorter than Alina's doll. How tall is Arshi's doll?
- What is the difference between the lengths of both dolls?" 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 dolls are given and we have to find the difference between the lengths of both dolls.
- For this, we have to subtract these. Now subtract step by step on the board and explain each step to them. So, Alina's doll is 39 cm tall.

$$\begin{array}{r} 72\text{cm} \\ - 33\text{cm} \\ \hline 39\text{cm} \end{array}$$

Review:

3mins

Retell how to subtract the units of length by solving example 2 given at page 99 of their textbook on the board.

Evaluation:

5mins

To assess the students learning, ask them to solve Q2 (a, b) of Exercise 4.3 in their textbooks. Roam around the class, check their work and correct if needed.

Homework:

2mins

Solve the given worksheet.

Worksheet

Name: _____

Subject: Math

Topic Name: Subtraction of
Length

1. Find the difference.

$$\begin{array}{r} \text{a) } 78 \text{ cm} \\ - 39 \text{ cm} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{b) } 98 \text{ cm} \\ - 68 \text{ cm} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{c) } 72 \text{ cm} \\ - 18 \text{ cm} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{d) } 67 \text{ cm} \\ - 29 \text{ cm} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{e) } 71 \text{ cm} \\ - 23 \text{ cm} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{f) } 65 \text{ cm} \\ - 27 \text{ cm} \\ \hline \\ \hline \end{array}$$

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 3

Day: 2

Unit 4: Measurement

Topic: Mass

Student Learning Outcomes:

- Compare the mass of different objects.

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. 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 long the desk is.
- Appreciate for their correct working.

Teaching and learning Activities:

25mins

- Tell the students today they are going to learn the concept of mass. Ask students to open their textbooks.
- Tell the definition of mass.
- "The quantity of matter in an object is called its mass."
- Write the statement on the board.
- "How much heavier is the flour bag than the packet of washing powder? How to find it?"
- Tell them to find the difference, we measure the quantity of both bags. Hence, after measuring we know that flour bag is heavier than washing powder.
- Tell them some more examples of mass.

Review:

3mins

Retell the students, to measure the mass of objects. We need the standard units of mass.

Evaluation:

5mins

To evaluate the students understanding give them flashcards of different from heavier objects to lighter objects and ask them to sort out, which is heavier and which one is lighter.

Homework:

2mins

Revise the classwork.

Lesson Plan

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

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

Unit 4: Measurement **Topic:** Mass

Student Learning Outcomes:

- Recognize the units of mass, i.e., kilogram, gram.
- Use standard metric units of mass (kilograms and grams) and their abbreviation to measure and record mass of a variety of objects.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Flash cards of weighing scales, weighing balance, Weighing bars of kilogram

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask the students: Define Mass. Take their response and appreciate them for their good response.

Teaching and Learning Activities:

25mins

- Tell students today they are going to understand the concept of mass in kilogram. Tell them, the unit used to measure the weight of large objects is kilogram.
- Point towards a student's bag and tell them that the mass of the bag is measured in kilograms.
- Tell them that we use a weighing balance and weighing bars to measure the mass of the bag.
- Now place the weighing balance on the table and measure the mass of the bag. Repeat this activity by measuring the mass of bags of different students. Tell them that we use kg as the short form for kilograms.
- Point towards the classroom objects whose mass is measured in kilograms. Show flash cards of different objects to students and ask them to tell which objects have mass in kilograms. Take their responses and appreciate them for their correct response.

Review:

3mins

Discuss the lesson by retelling students the standard unit for measuring heavy objects is kilogram. We use "kg" for kilogram in short form.

Evaluation:

5mins

To evaluate the students learning, show them cards of different objects and which object has mass in kilograms/grams.

Homework:

2mins

Solve Q2 of Exercise 4.4 in their Textbook.

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 3

Day: 4

Unit 4: Measurement

Topic: Standard Units of Mass

Student Learning Outcomes:

- Recognize the units of mass, i.e., kilogram, gram.
- Use standard metric units of mass (kilograms and grams) and their abbreviation to measure and record mass of a variety of objects.

Resource Material:

Chalk/marker, white-/blackboard, Math Textbook, weighing balance, Bars, objects whose mass is in grams

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them about their homework. Paste a wallchart of objects of different masses and call a student to the front of the class. Ask him/her to point out the objects that have a mass which is measured in kilograms.
- Take responses and appreciate.

Teaching and Learning Activities:

25mins

- Tell students today we will learn about measuring the mass of light objects.
- Explain to the class that besides kilogram (kg), another standard unit used to measure mass is the "gram". Say aloud the word gram and ask the class to repeat after you.
- Write on the board the word gram and show that the short form of writing gram is "g".
- Place the weighing balance and gram bars on the table. Take the geometry box of one student and measure the mass of it. Its mass is in grams.
- Tell them that the mass of the geometry box is measured in grams. Now point towards the pencils, erasers, and lunch boxes and tell them that all these objects are measured in grams.
- Ask students to observe the classroom objects and tell which objects are measured in grams.
- Take their responses and appreciate them for their correct response.

Review:

3mins

Discuss the lesson by retelling students that to measure the mass of heavy objects, we use kilogram and to measure the mass of light objects, we use gram.

While: $1\text{kg} = 1000\text{g}$

Evaluation:

5mins

To evaluate the students learning, ask them to make a list of things that have a mass that is measured in grams. Ask student to solve Q3 of Exercise 4.4 on their textbook.

Homework:

2mins

Solve the given worksheet.

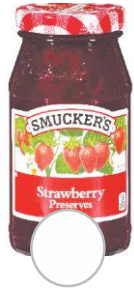
Worksheet

Name: _____

Subject: Math

Topic Name: Standard Units of Mass

1. Which of the following objects will be weighed or measured in kilogram (kg) or grams (g)? Tick (✓) for 'kg' and cross (×) for 'g'.



2. Tick (✓) the suitable unit for each object.

Paint Brush



Gram Kilogram

Cat



Gram Kilogram

Melon



Gram Kilogram

Butterfly



Gram Kilogram

Motorbike



Gram Kilogram

Glass



Gram Kilogram

School Bag



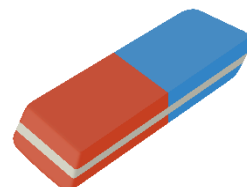
Gram Kilogram

Pencil



Gram Kilogram

Rubber



Gram Kilogram

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 3

Day: 5

Unit 4: Measurement

Topic: Addition of Mass

Student Learning Outcomes:

- Use addition within 100 to solve real-life situations involving mass 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 students: What unit is used to measure light objects? What unit is used to measure heavy objects?

Teaching and Learning Activities:

25mins

- Tell the students today we are going to learn about addition of units of mass.
- Write the following statement on the board: Alia bought bag of flour and 150g of sugar. What is the total mass of flour and sugar?
- 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 mass of flour and sugar is given and we have to find the total mass of both flour and sugar.
- For this, we have to add these. Now add step by step on the board and explain each step to them.
- Make pairs of students. Ask each group to make their own story related to addition of units of mass. Roam around the class and check their work. Then ask each group to come forward and show their working to the whole class. Appreciate them for their good work.
- Now ask them to open their textbooks to page 90 and read the statement of example 2. Then ask them to tell what is given and what we have to find. Take their responses and instruct them to solve the example in their notebooks. Roam around the class, check their work and guide them where needed.

Review:

3mins

Discuss the lesson by retelling students how to add the units of length by solving example on the board.

Evaluation:

5mins

To assess the students learning, ask them to solve Q2 (a, b) of Exercise 4.5 in their textbooks. Roam around the class, check their work and correct if needed.

Homework:

2mins

Solve the given worksheet.

Worksheet

Name: _____

Subject: Math

Topic Name: Addition of Mass

1. Add the following.

$$\begin{array}{r} \text{a)} \quad 67 \text{ g} \\ + 19 \text{ g} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{b)} \quad 48 \text{ g} \\ + 12 \text{ g} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{c)} \quad 36 \text{ g} \\ + 57 \text{ g} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{d)} \quad 27 \text{ kg} \\ + 36 \text{ kg} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{e)} \quad 87 \text{ kg} \\ + 17 \text{ kg} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{f)} \quad 59 \text{ kg} \\ + 13 \text{ kg} \\ \hline \\ \hline \end{array}$$

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 3

Day: 6

Unit 4: Measurement

Topic: Subtraction of Mass

Student Learning Outcomes:

- Use Subtraction within 100 to solve real-life situations involving mass 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 students about their homework. Ask students: "How we can add the units of mass?" Take their responses and then call a student to the front of the class and ask him/her to write the units of mass and then add them. Ask the rest of the class to check his/her work and correct if needed.
- Repeat this activity with some other students of the class.

Teaching and Learning Activities:

25mins

- Tell the students today we are going to learn about subtraction of units of mass.
- Write the following statement on the board. The mass of a sack of apple is 100 kg and a sack of apricot is 75 kg. What is the difference between the mass of both sacks?
- 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 mass of an apple and an apricot is given and we have to find the difference between their masses.
- For this, we have to subtract these. Now subtract step by step on the board and explain each step to them.
- Make pairs of students. Ask each group to make their own story related to subtraction of units of mass. Roam around the class and check their work. Then ask each group to come forward and show their working to the whole class. Appreciate them for their good work.
- Now ask them to open their textbooks to page 90 and read the statement of example 2. Then ask them to tell what is given and what we have to find. Take their responses and instruct them to solve the

example in their notebooks. Roam around the class, check their work and guide them where needed.

Review: **3mins**

Sum up the lesson by retelling students how to subtract the units of mass.

Evaluation: **5mins**

To evaluate the students learning, ask them to solve Q2 (a, b) of Exercise 4.6 in their textbooks. Roam around the class, check their work and correct if needed.

Homework: **2mins**

Solve the given worksheet.

Worksheet

Name: _____

Subject: Math

Topic Name: Subtraction of mass

1. Subtract the following.

$$\begin{array}{r} \text{a) } 64 \text{ g} \\ - 14 \text{ g} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{b) } 17 \text{ g} \\ - 15 \text{ g} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{c) } 81 \text{ g} \\ - 69 \text{ g} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{d) } 46 \text{ kg} \\ - 18 \text{ kg} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{e) } 65 \text{ kg} \\ - 48 \text{ kg} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{f) } 78 \text{ kg} \\ - 49 \text{ kg} \\ \hline \\ \hline \end{array}$$

2. Solve the following.

$8\text{g} - 0\text{g} = \boxed{}$

$13\text{kg} - 2\text{kg} = \boxed{}$

$16\text{g} - 13\text{g} = \boxed{}$

$17\text{g} - 11\text{g} = \boxed{}$

$19\text{kg} - 4\text{kg} = \boxed{}$

$25\text{g} - 19\text{g} = \boxed{}$