

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 4

Day: 1

Unit 4: Measurement

Topic: Capacity

Student Learning Outcomes:

- Compare capacity of different objects using non-standard units (jug, glass, cup, etc.).

Resource Material:

Chalk/marker, white-/blackboard, Math Textbook, Water bottle

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Ask students: "How can we add and subtract the units of mass?" Take their responses and appreciate them for their correct response. Ask them: "Do you know about capacity?"
- Take their response.

Teaching and Learning Activities:

25mins

- Tell the students that today they are going to learn to compare the capacity of different objects. Tell them that the quantity of a liquid, a container can hold is called its capacity. Place a water bottle, a jug and glasses on the table.
- Tell students first we find the capacity of the water bottle with the help of a non-standard unit such as the glass. Then find the capacity of the jug with the help of the glass. By comparing the capacity of both jug and water bottle we learn that capacity of the jug is more than the water bottle.
- Ask students to look at page 104. The cup contains less tea than the tea pot. So, capacity of the cup is less than that of the teapot.
- Make two groups of students. Give each group cups, a thermos and a pan. Instruct them to find the capacity of the thermos and the pan with the help of the cup. Then tell which one has more capacity and which one has less capacity. Roam around the class, check their working and guide them where needed. Ask them to share their findings with each other.
- Appreciate them for their correct response.

Review:

3mins

Tell the students, sometimes term 'Volume' is also used in place of 'Capacity'.

Evaluation:

5mins

To check out the students learning, ask them to measure the capacity of their water bottles and tell which one has a water bottle with the largest capacity.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 4

Day: 2

Unit 4: Measurement

Topic: Standard Units of Capacity

Student Learning Outcomes:

- Recognize and use the standard metric units of capacity, i.e., liter and milliliter.

Resource Material:

Chalk/marker, white-/blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them to tell: "How can we measure the capacity of two containers?" "What are the non-standard units of capacity?" "How can we compare the capacity of two or more containers?"
- Take their responses and appreciate them for their correct response.

Teaching and learning Activities:

25mins

- Tell the students today they are going to learn about the standard units of capacity.
- Write the word "Capacity" on the board and explain that it means the amount of space inside a container that can hold liquid. Show the students some empty containers of different sizes and shapes, and ask them which they one of them can hold more liquid. Then show them measuring container labelled with 1000ml.
- Call a student to the front of the class with their water bottle and ask him/her to measure the capacity of their water bottle with the help of the 1-litre container. Take his/her response and appreciate them for their active participation. Repeat this activity to some other students of the class.

Review:

3mins

Tell the students "*ℓ*" symbol is used for liter. Liquids like water, milk, petrol are measured in liter.

Evaluation:

5mins

To determine the performance students, ask them: "What is the standard unit of capacity to measure big containers?" Take their response and appreciate them for their correct response.

Homework:

2mins

Revise the classwork and solve Q2 of Exercise 4.7 in their textbooks.

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 4

Day: 3

Unit 4: Measurement

Topic: Standard Units of Capacity

Student Learning Outcomes:

- Recognize and use the standard metric units of capacity, i.e., liter and milliliter.

Resource Material:

Chalk/Marker, White/Blackboard, Glass, Cup, Milliliter container, 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 measure the capacity of big containers more accurately?" "What standard unit of capacity is used to measure the capacity of big containers?"
- Take their responses and appreciate them for their correct response.

Teaching and Learning Activities:

25mins

- Tell students today we will learn about standard units of capacity. Tell them that to measure the capacity of big containers we use liter.
- Ask students: "What unit is used to measure the capacity of small containers?" Take their responses and appreciate if someone gives the right answer. Now tell them that to measure the capacity of small containers we use the standard unit "milliliter."
- Show a milliliter container to students and tell them that this container is used to measure the capacity of small containers more accurately. Place a cup, a glass and a milliliter container on the table.
- Tell them that now we will measure the capacity of the glass and cup with the help of the milliliter container.
- Measure and show the reading to students. Call a student to the front of the class and ask him/her to measure the capacity of the glass. Observe his/her working and guide him/her if required.

Review:

3mins

Tell the students, milliliter is used to measure the capacity of small containers like glass, cup etc. Symbol used for milliliters is "mℓ" $1\ell = 1000\text{m}\ell$

Evaluation:

5mins

To assess the students, ask them to solve Q1,3 of Exercise 4.7 in their textbooks.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 4

Day: 4

Unit 4: Measurement

Topic: Addition of Same Units of Capacity

Student Learning Outcomes:

- Use addition within 100 to solve real-life situations involving capacity 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: "Can you tell the name of five containers whose capacity is measured in liters and five containers whose capacity is measured in milliliters?" Take their responses and appreciate them for their correct response.

Teaching and Learning Activities:

25mins

- Tell students today we will learn about the addition of same units of capacity.
- Write the following statement on the board. Ali has two glasses. Glass A has capacity of 3 liter and 250ml. Glass B has capacity of 4 liter and 200ml. What is the capacity of both glasses?
- "Alina poured 2l and 46 ml of water in a glass and then poured 3l 37ml more. How much water is in the glass now?"
- 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 capacity of both glasses is given and we have to find the total capacity of both glasses. To do this, we have to add these.
- Now add step by step on the board and explain each step to them.

- Solution:

$$\begin{array}{r|l} & \text{l} & \text{ml} \\ \hline & 2 & 46 \\ \text{Water poured in both glass} = & + 3 & 37 \\ \hline & 5 & 83 \\ \text{More water poured} = & & \end{array}$$

So, there is 5l 83 ml of water in the glass.

- Make pairs of students. Ask each pair make their own story related to the addition of units of capacity. Roam around the class and check their work. Then ask each of them 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 96 and read the statement of example 2. Then 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**

Retell students how to add the same units of capacity by solving examples on the board.

Evaluation:**5mins**

To assess the students, ask them to solve Q2 (a, b) of Exercise 4.8 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: Additional of Same
Units of Capacity

1. Solve the following.

$$\begin{array}{r} \text{a) } 2\text{ l } 45\text{ ml} \\ + 3\text{ l } 15\text{ ml} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{b) } 3\text{ l } 76\text{ ml} \\ + 4\text{ l } 15\text{ ml} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{c) } 5\text{ l } 59\text{ ml} \\ + 6\text{ l } 39\text{ ml} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{d) } 6\text{ l } 75\text{ ml} \\ + 2\text{ l } 65\text{ ml} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{e) } 7\text{ l } 45\text{ ml} \\ + 3\text{ l } 30\text{ ml} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{f) } 4\text{ l } 29\text{ ml} \\ + 7\text{ l } 56\text{ ml} \\ \hline \\ \hline \end{array}$$

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 4

Day: 5

Unit 4: Measurement

Topic: Subtraction of Same Units of Capacity

Student Learning Outcomes:

- Use subtraction within 100 to solve real-life situations involving capacity 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 do we add units of capacity?" Take their responses and then write the two units of capacity and call a student to the front of the class. Now ask him/her to add these units. Ask the rest of the class to check whether he/she is correct or not.

Teaching and Learning Activities:

25mins

- Tell students today we will learn about subtraction of same units of capacity.
- Write the following statement on the board.
- "A milkman sold 86l of milk on first day and 58l on the second day. How much less milk is sold on the second day than the first day?"
- Ask students to read the statement and tell what is given and what we have to find. Take their responses.
- Now subtract step by step on the board and explain each step to them.
- Solution:

$$\begin{array}{r} \text{Milk sold on first day} = 86 \text{ l} \\ - 58 \text{ l} \\ \hline \end{array}$$

$$\text{Milk sold on second day} = \underline{28 \text{ l}}$$

- So, the milkman sold 28l lesser milk on the second day than the first day.
- Make pairs of students. Ask each group make their own story related to the subtraction of same units of capacity. 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.

Review:

3mins

Retell students how to subtract the same units of capacity.

Evaluation:

5mins

To assess the students, ask them to solve Q2 (a, b) of Exercise 4.9 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 Same
Units of Capacity

1. Subtract the following.

$$\begin{array}{r} \text{a) } 5\text{ l } 85\text{ ml} \\ + 2\text{ l } 67\text{ ml} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{b) } 7\text{ l } 98\text{ ml} \\ + 5\text{ l } 59\text{ ml} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{c) } 3\text{ l } 75\text{ ml} \\ + 2\text{ l } 18\text{ ml} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{d) } 8\text{ l } 65\text{ l} \\ + 6\text{ l } 48\text{ l} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{e) } 5\text{ l } 43\text{ l} \\ + 3\text{ l } 17\text{ l} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{f) } 9\text{ l } 73\text{ l} \\ + 3\text{ l } 24\text{ l} \\ \hline \\ \hline \end{array}$$

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 4

Day: 6

Unit 4: Measurement

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:

30mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students that they are going to recall all the concepts of the Unit "Measurement".
- Ask them to solve Q (1,2,4) review exercise at page 108-109.

Review:

5mins

Sum up the lesson by recalling the key points given in summary.

Evaluation:

0mins

N/A

Homework:

5mins

Revise the classwork.