

Lesson Plan

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

Teacher's Name: _____ **Week:** 6 **Day:** 1

Unit 5: Time **Topic:** Time, Hours and Minutes

Student Learning Outcomes:

- Recognize the number of hours in a day and numbers of minutes in an hour.

Resource Material:

Chalk/marker, white-/blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Show a big clock to students and ask them what is this and why we use this. Take their response and appreciate them for their correct answer.

Teaching and Learning Activities:

25mins

- Tell students today we will learn to read and write time in hours and minutes.
- Instruct the students to open their textbooks. First tell the students about time. "The shortest possible interval between two continuous events is called time. It may be past, present or future."
- Tell them, there are also other units: minutes, hours, days, weeks, months, years and centuries. Now show the students a big clock and ask them to identify the different parts of it (the hour hand/short hand, the minute hand/long hand, and the second hand).
- Take their responses and tell them that the short hand tells us hours and long hand tells us minutes.
- Now point out towards the numbers written on it and tell them that there are 12 numbers on the clock face. This shows that there are 12 hours. When an hour hand moves from one number to the next number one hour has passed and when minute hand moves from one number to the next number then 5 minutes have passed. When minute hand completes one round around the clock then one hour has passed.
- Tell them that there are 60 minutes in one hour as there are 5 minutes between two marks.
- Tell them that in a day the hour hand completes two rounds around the clock, this shows that there are 24 hours in a day.

Review:

3mins

Tell the students: 1 hour = 60 minutes, 24 hours = 1 days. A clock completes 2 rounds of 12 hours in a day to complete 24 hours.

Evaluation:**5mins**

To analyze the students learning, give them examples of different times and ask students to identify the hour and minute.

How many hours in a day? How many minutes in one hour? Ask them to solve an example given at page 110. Check their work and help them if needed.

Homework:**2mins**

Tell students to practice telling time at home. Solve the given worksheet.

Worksheet


Name: _____

Subject: Math

Topic Name: Time, Hours and Minutes

1. Look at the position of the hands in each clock and answer the questions.

1




Hour hand is at

Minute hand is at

Detailed description: A circular analog clock with numbers 1 through 12. The hour hand is a thick orange line pointing exactly to the 12. The minute hand is a thinner yellow line pointing to the 3.

2



Hour hand is at

Minute hand is at

Detailed description: A circular analog clock with numbers 1 through 12. The hour hand is a thick orange line pointing exactly to the 9. The minute hand is a thinner yellow line pointing exactly to the 12.

3



Hour hand is at

Minute hand is at

Detailed description: A circular analog clock with numbers 1 through 12. The hour hand is a thick orange line pointing to the 12. The minute hand is a thinner yellow line pointing to the 3.

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 6

Day: 2

Unit 5: Time

Topic: Reading and Writing the Time

Student Learning Outcomes:

- Read and write the time from a clock in hours and minutes (with five-minute intervals). e. g. read 8:15 as eight fifteen and 8:50 as eight fifty.

Resource Material:

Chalk/marker, white-/blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Show a clock to students and ask them to tell how many numbers are written on the clock face? How many small divisions between two numbers? How many minutes does in one hour have? When minute hand moves from one number to next number then how many minutes have passed?
- Take their responses and appreciate them for their correct answer.

Teaching and learning Activities:

25mins

- Tell the students that today they are going to learn how to read and write the time.
- Instruct the students to open their textbooks.
- Ask them to look at the position of the hour and minute hand on the clock to determine the hour and minute. If the minute hand is at 12 and hour hand is at 6. So, the time is 6^oclock or 6:00. After 5 minutes, the minute hand is at 1. It has moved from 12 to 1. Now the time is 6:05. We read it as "six five".
- Tell students to read the time in minutes, we look at the number to which minute hand points. Tell them we use skip counting by 5 to read the position of the minute hand on the clock face i.e., 5, 10, 15, 20 and so on.
- Now ask the students: What time is the clock showing if the minutes hand moved from 1 to 2? Appreciate if anyone gives the right answer.
- Repeat this activity till the concept of all students will be clear.
- Make pairs of students. Give each pair one flash card of time written on it. Now instruct them to set the clock according to the time given to them.
- Roam around the class and check their work. Now call one by one each pair to the front of the class and ask them to show their clock time to the rest of the class. Appreciate them for their good work.

Review:

3mins

Discuss the lesson by retelling students between two numbers of the clock there are 4 small divisions. When minute hand moves from one number to the next then 5 minutes have passed.

Evaluation:

5mins

To observe the students, ask them to solve Q1 (a-c) or Q3 of Exercise 5.1 given in the textbook.

Homework:

2mins

Solve Q2 or Q3 of Exercise 5.1 given in textbook.

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 6

Day: 3

Unit 5: Time

Topic: Drawing Hands of the Clock

Student Learning Outcomes:

- Draw hands of a clock to show time in hours and minutes (with five minutes intervals).

Resource Material:

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

Warm-up Activities:

5mins

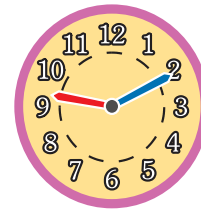
- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Draw two clocks of different time shown on the board. Tell the students to look at the clocks and ask them: Can you tell the time on each clock?
- Take responses and appreciate if anyone gives the right answer. Now explain to the students that clock B shows the time "5^o clock" and clock A shows the time "30 minutes past 2."



Teaching and Learning Activities:

25mins

- Tell the students that they are going to learn how to tell the time to 5 minutes using clock and draw hands on the clock according to the given time.
- Show a clock to students and ask them to look at this clock. Explain to the students that the minute hand is at 8. The hour hand is at 5. So, the time is 5:40. And we read it as "Five forty."
- Now explain to the students to look the next clock at this page.
- Tell the students that the minute hand is at 2. The hour hand is at 9. So, the time is 9:10. And we read it as "nine ten".
- Now ask the students: What time will this clock be showing if the minutes hand is at 3? Take responses and appreciate if anyone gives the right answer.
- Explain to them if the minutes hand is at 3, and the minute hand is at 15 time is i.e., 9:15. We read it as "nine fifteen". Now explain to them that there are 5 minutes between each number on the clock.
- Give each student a flash card of time. Ask students to draw a clock in their notebook and then show that time in the clock and then draw another clock



and show next five minutes on the clock the time given to them. Roam around the class, check their work and guide them if required.

Review:

3mins

Tell the lesson by saying that there are 60 minutes in one hour, i.e., when minutes hand is at 12. So, 12 times 5 is equal to 60.

Evaluation:

5mins

To observe the students, set different times on the clock and then ask students to observe and read the time on clock and tell what time is it. And also solve Q1 of Exercise 5.3 in their textbooks. Check their work and help them if needed.

Homework:

2mins

Solve the given worksheet.

Worksheet

Name: _____

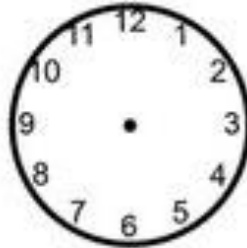
Subject: Math

Topic Name: Drawing Hands of the Clock

1. Draw hands on the face of each clock to show the time.



1:00



3:00



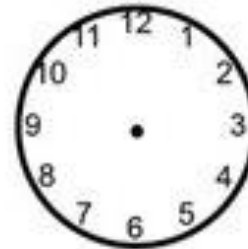
8:00



4:00



2:00



11:00

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 6

Day: 4

Unit 5: Time

Topic: Time a.m. and p.m.

Student Learning Outcomes:

- Recognize a.m. and p.m.

Resource Material:

Chalk/marker, white-/blackboard, Math Textbook, Flash cards of a girl having breakfast

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask the students about their homework.

Teaching and Learning Activities:

25mins

- Tell the students today they are going to understand the time in a.m. and p.m.
- Instruct the students to open their textbooks.
- Explain the students, there are 24 hours in a day (and night). Therefore, the hour hand completes 2 rounds in a day.
- Each day is divided into 2 parts. Each part is called meridiem.
- The first part of the day is from midnight to noon. It is called ante meridiem.
- We write it as a.m. with the time.
- Now tell the students the second part of the day from noon to midnight is called post meridiem.
- We write it as p.m. with the time.
- Show a flash card of a girl having breakfast. Ask them to look at the given picture. Ask them to read the statement and explain it in their words.
- Then explain to them that "Ayesha has her breakfast at 6:50 in the morning".
- Ask them to look at the clock (shown in the picture).
- Tell them that the time is 6:50. Now explain to the student that we use a.m. because it is morning.

Review:

3mins

Sum up the lesson by re-telling the students that the first 12-hours period is designated as a.m. which runs after 12 midnight to just before 12 p.m. at noon.

Evaluation:

5mins

To assess the students learning, ask students different question related to time as a.m. Show different activity cards and ask students what we use for these activity a.m. or p.m. And to solve Q2 of Exercise 5.2 in their textbooks.

Homework:

2mins

Solve the given worksheet.

Worksheet

Name: _____

Subject: Math


Topic Name: Time a.m. and p.m.

1. Write the time with "a.m." or "p.m." for each activity.

1 Playing in the evening

a.m.

p.m.



2 Eating breakfast

a.m.

p.m.



3 Sleeping at night

a.m.

p.m.



4 Going to school

a.m.

p.m.



5 Waking up

a.m.


p.m.



6 Doing your homework

a.m.

p.m.



Lesson Plan

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

Teacher's Name: _____ **Week:** 6 **Day:** 5

Unit 5: Time **Topic:** Time a.m. and p.m.

Student Learning Outcomes:

- Recognize a.m. and p.m.

Resource Material:

Chalk/marker, white-/blackboard, Math Textbook, Picture cards of different activities of the day

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Ask students: "What is meridiem? "What is post meridiem"? "What is ante meridiem?"
- Take their responses and appreciate them for their correct response.

Teaching and Learning Activities:

25mins

- Tell the students that they are going to learn how to tell the time and related words such as a.m. and p.m.
- Show the student a picture card and explain the situation given in the picture. For example: "It is Sunday."
- Ali and his friends are playing football. Look at the clock (shown in the picture). Explain to them that it is 12:15 in the afternoon." Now explain to the student that we use p.m. to tell the time between 12 noon and 12 midnight. So, we write it as 12:15 p.m.
- Show a picture card to the students and ask the students to look at the given picture.
- Ask them to explain it in their own words. Then explain to them that "Ayesha is going to school at 7:25 in the morning".
- Ask them to look at the clock (shown in the picture). Tell them that the time is 7: 25. Now explain to the student that we use a.m. because it is morning.

Review:

3mins

Discuss the lesson by re-telling the students that the abbreviation of a.m. and p.m. is ante meridiem and post meridiem.

Evaluation:

5mins

To evaluate the learning of the students, ask them to open their textbooks to page 106 and solve Q1 of Exercise 5.2 in their textbooks.

Homework:

2mins

Solve Q3 of Exercise 5.2 in their textbooks.

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 6

Day: 6

Unit 5: Time

Topic: Solar Calendar

Student Learning Outcomes:

- Use solar calendar to find a particular date/day.

Resource Material:

Chalk/marker, white-/blackboard, Math Textbook, Picture cards of different activities of the day

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Show a clock to students and ask them what time is on the clock. Show different flash cards of activities of the day and ask them to tell what time we use for these activities a.m. or p.m.
- Take their responses and appreciate them for their good work.

Teaching and Learning Activities:

25mins

- Tell students today we will learn about solar calendar.
- Paste a wallchart of solar calendar and tell them that this is a solar calendar and it tells us day, date and months. Tell them that there are 12 months in a year.
- Point out towards the calendar and tell them that its starts from January and end with December.
- Tell them some months are of 30 days and some are of 31 days and February has 28 days.
- Tell students when we want to find a particular date first, we search for the month and then date and the day.
- Now search different day and dates from the calendar to tell students how to find the day and date from the calendar.



Review:

3mins

Tell the students the solar calendar completes when the earth revolves once around the sun.

Evaluation:

5mins

To evaluate the students learning, ask them to tell what day is on 25th of December and what day is on 1st May. Take their responses and appreciate them for their correct response.

Homework:

2mins

Revise the classwork.