

Lesson Plan

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

Teacher's Name: _____ **Week:** 8 **Day:** 1

Unit 6: Geometry **Topic:** More about Circle

Student Learning Outcomes:

- Identify the figures like semi-circle and quarter-circle.

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.

Teaching and Learning Activities:

25mins

- Tell the students today we are going to learn about circle, semicircle and quarter-circle. Show a flashcard of a circle and ask the students. "Tell the name of this shape?" Appreciate if anyone gives the right answer.
- Draw a circle on the board and cut the circle into two equal parts and explain to the students that each part is called a half circle or semicircle.
- Tell students a circle has no sides and no angles. It is round and has a curved circumference. Some examples of circles from daily life, such as biscuit, wall clock etc. Draw a semicircle on a board by saying that a semicircle has 2 sides. One side is a straight line and the other side is curved. Some examples are rainbow, wedge of water melon.
- Make pairs of students. Give each pair a paper and scissors. Instruct them to cut the paper in circle shape and fold the circle in the middle and then cut from the middle to divide the circle into two equal parts or two semicircles.
- Roam around the class and check their activity they are doing. Instruct them to raise hand when finished and then call one by one each pair to the front of the class to show their working. Guide them if required.
- Appreciate them for their good work. Ask students to open their textbook page 121 and observe the circle and semicircle.

Review:

3mins

Retell students when we divide the circle into two equal parts then each part is called semicircle.

Evaluation:

5mins

To evaluate the students learning, ask them what is circle and what is semi-circle. Draw a circle and semicircle in their notebooks.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 2

Unit 6: Geometry

Topic: More about Circle

Student Learning Outcomes:

- Identify the figures like semi-circle and quarter-circle.

Resource Material:

Chalk/marker, white-/blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Call a student to the front of the class and ask him/her to draw a circle on the board. Ask students to tell the name of the objects that are of circle shape.
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities:

25mins

- Show a flashcard of a circle and ask the students: "Tell the name of this shape?" Appreciate if anyone gives the right answer. Now explain to the students that this shape is called a circle. Now cut it into four equal parts and explain to the students that each part is called a quarter circle. Tell the students that they are going to learn how to identify and describe quarter circles.
- Draw a quarter-circle on the board by saying that a quarter-circle has 3 verticals.
- Tell the students some examples of quarter-circle from daily life such as a quarter-pieces of cake, a quarter slice of pizza.
- Make pairs of students. Give each pair a paper and scissor. Instruct them to cut the paper in circle shape and fold the circle in the middle and then cut from the middle to divide the circle into two equal parts or two semicircles.
- Then cut the semicircle from the middle to get the quarter circle. Roam around the class and check their activity they are doing. Instruct them to raise hand when finished and then call one by one each pair to the front of the class to show their working.
- Guide them if required. Appreciate them for their good work. Ask students to open their textbook page 121 and observe the circle, semicircles and quarter circles.

Review:

3min

Sum up the lesson by retelling students when we divide the circle into two equal parts then each part is called semicircle. When we divide a circle into four equal parts, each part is called quarter.

Evaluation:

5mins

To assess the students learning, ask them to solve Q1 of Exercise 6.2.

Homework:

2mins

Solve the given worksheet.

Name: _____

Subject: Math

Topic Name: More about Circles

1. Count and write the number of semicircles and quarter circles in the given pictures.



Semicircles = _____

Quarter circles = _____



Semicircles = _____

Quarter circles = _____

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 3

Unit 6: Geometry

Topic: Sides and Vertices of 2-D Shapes

Student Learning Outcomes:

- Identify vertices and sides of a triangle, rectangle and square.

Resource Material:

Chalk/marker, white-/blackboard, Math Textbook

Warm-up Activities:

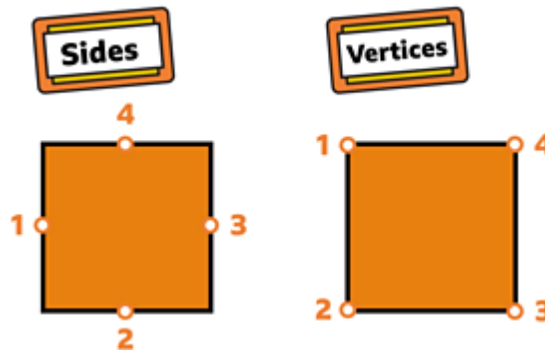
5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them about their homework. Call a student to the front of the class and ask him/her to draw a circle, semicircle and quarter circle.
- Ask the rest of the class to check whether he/she is doing correctly.

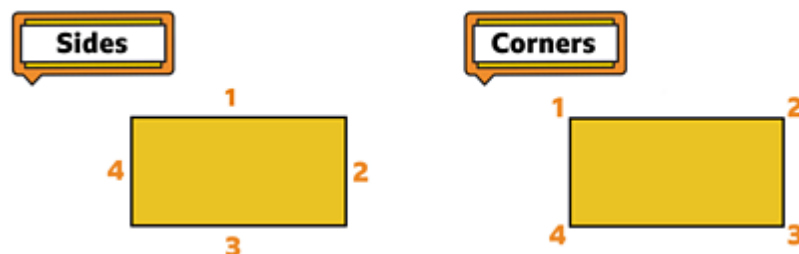
Teaching and Learning Activities:

25mins

- Tell the students today we are going to learn about sides and vertices of 2-D shapes.
- Draw a square on the board and point out towards the sides of the square and tell them that a square has four sides and then point out towards the vertices and tell them that it has four vertices or corners.



- Now draw a rectangle on the board and point out towards its sides and tell them that it has four sides but all sides are not equal in length only opposite sides are equal in length. Now point out towards its vertices and count and tell it has four vertices.



- Now ask students to draw square and rectangle in their notebooks and point out its sides and corners. Roam around and check their work and guide them if required.

Review:**3mins**

Discuss the lesson by telling students about sides and corners of square and rectangle.

Evaluation:**5mins**

To assess the students learning, ask them: How many sides a square has? How many sides and corners a rectangle has? How many sides of the square are equal in length? How many sides of rectangle are equal in length?

Homework:**2mins**

Revise the classwork.

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 4

Unit 6: Geometry

Topic: Sides and Vertices of 2-D Shapes

Student Learning Outcomes:

- Identify vertices and sides of a triangle, rectangle and square.

Resource Material:

Chalk/marker, white-/blackboard, Math Textbook, Flash cards of shapes

Warm-up Activities:

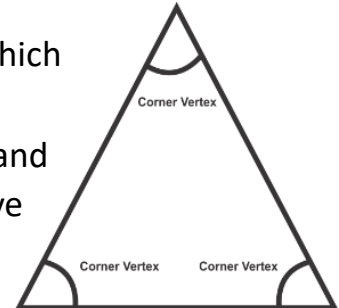
5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Call a student to the front of the class and ask him/her to draw a square and mention its sides and corners. Call another student to the front of class and ask him/her to draw rectangle and mention its sides and corners.

Teaching and Learning Activities:

25mins

- Tell students today we will learn about the sides and vertices of triangle. Draw triangle on the board and point out its sides and vertices and tell them that a triangle has three sides that may be equal or unequal. Point out towards the vertices of the triangle and tell them that a triangle has three vertices or corners.
- Show flash cards of different triangle to students in which sides of the triangle are equal or unequal.
- Ask students to open their textbook page 120 and observe the shapes and their sides and corners. Give each student flash card of square, rectangle and triangle. Instruct them to mention the sides and vertices of these shapes. Roam around and check their work.
- Discuss with them about their common mistakes.



Review:

3mins

Tell the lesson by telling students about sides and corners of square, rectangle and triangle.

Evaluation:

5mins

To assess the students learning, draw shape and mention its sides and corners. Ask them to solve Q2 of Exercise 6.1.

Homework:

2mins

Solve the Q1 of Exercise 6.1 in their textbooks.

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 5

Unit 6: Geometry

Topic: Straight Lines and Curves

Student Learning Outcomes:

- Differentiate between a straight line and a curve
- Identify straight lines and curves from the given drawings.

Resource Material:

Chalk/marker, white-/blackboard, Math Textbook

Warm-up Activities:

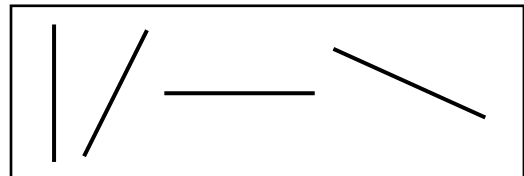
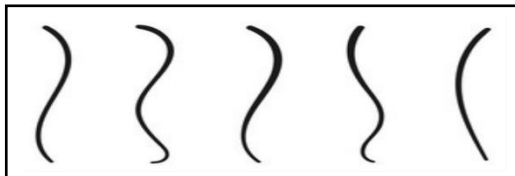
5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them about their homework. Draw a square, triangle and rectangle on the board and ask students to tell: How many sides and vertices a **square** has? How many sides and vertices a **triangle** has? How many sides and vertices a **rectangle** has?
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities:

25mins

- Tell students today we will learn about straight lines and curves. Draw some straight lines on the board and explain to the students that these are straight lines. Draw some curve lines on the board and explain to the students that these are the curve lines.
- Now ask the students to look around in the classroom for straight lines and curve lines. Give chance to every student for response.
- Draw some straight lines in a box and some curves in a box. First point out towards the straight lines and explains to them these line moves straight so these are straight lines.
- Ask the students to look at the lines (as shown in box). Explain to the students that all of these are straight lines. Ask students to look at these lines (as shown in the box).



- Explain to the students that all of these are curved lines. Tell them that a straight line does not change its direction whereas the curves change their directions. Now draw a **square** and point out its sides and tell them that all sides of a square have straight lines.

- Now draw a **semicircle** and quarter circle and point out towards its straight and curved lines. Tell them that a semicircle has one straight line and one curved line. Whereas a quarter circle has one curved and two straight lines.

Review:

3mins

Discuss the lesson by retelling students about the straight lines and curved lines. Ask them to open their textbook and observe the line and the shapes that show straight lines and curved lines.

Evaluation:

5mins

To assess the students learning, ask them to solve Q1 of Exercise 6.3 in their textbooks. Roam around the class, check their work and correct if needed.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Two

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 6

Unit 6: Geometry

Topic: Measuring and drawing Straight Lines

Student Learning Outcomes:

- Use ruler to draw a straight line of given length (exclude fractional length).

Resource Material:

Chalk/marker, white-/blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: What is meant by straight lines? What is meant by curved lines? How many straight lines a rectangle has? How many curves and straight lines a triangle has?
- Take their responses and appreciate them for their correct response.

Teaching and Learning Activities:

25mins

- Tell students today we will learn about how to draw a straight line of the given length. Tell students we draw a line of 5 cm by using pencil and centimeter ruler. Take a ruler and put tip of the pencil at point zero of the ruler.
- Tell them that to draw a line, always start from 0cm of the rulers. Put the tip of the pencil at point "0" and then moves along the ruler and stop at 5 cm of the ruler. Now remove the ruler and give name A and B both ends of the ruler. This is the straight line of 5 cm.
- Draw lines of different measures on the board for more practice.
- Call a student to the front of the class and ask him/her by using ruler, draw a straight line of 2 cm long. Take their response and ask the rest of the class to observe and draw a line of correct length.
- Take their responses and appreciate them for their correct response.

Review:

3mins

Sum up the lesson by re-telling students how to draw a straight line by using ruler on the board.

Evaluation:

5mins

To evaluate the students learning, ask them to draw a line of 5 cm in their notebooks. Take their responses and appreciate them for their correct response.

Homework:

2mins

Solve Q1 (a, b, c) of Exercise 6.4 in their textbooks.