Lesson Plan

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

Teacher's Name: _____	**Week:** 9	**Day:** 1

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 about their homework. Ask students: how can we measure the straight line of the given length? Ask them to tell the steps to measure the straight lines.
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: **25mins**
- Tell students today we will learn how to draw a straight line of the given length. To draw a straight line of given length we need a centimeter ruler and pencil. To draw a straight line of length 10 cm first we take a ruler and place the tip of the pencil to 0cm of the rulers. Draw a line along the edge of the ruler and stop at the length required of 10 cm.
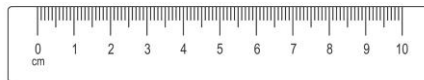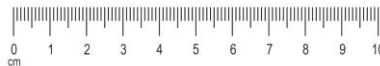
- Make pairs of students and assign two lengths of different measure to students. Ask them to draw these lines in their notebooks. Roam around the class, check their work and guide them if required.

Review: **3mins**

Tell the students, to draw a straight line starting from '0cm' and finish at the required length.

Evaluation: **5min**

To observe the students learning, ask them to solve their textbooks. Roam around the class, check their work and correct if needed.

Homework: **2mins**

Solve Q2 (c, d) of Exercise 6.4 in their textbooks.

Lesson Plan

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

Teacher's Name: _____	**Week:** 9	**Day:** 2

Unit 6: Geometry	**Topic:** Measuring and Drawing Straight Lines

Student Learning Outcomes:
- Make/complete geometrical patterns on square grid according to one or two of the following attributes Shape, Size, Orientation).

Resource Material:

Chalk/marker, white-/blackboard, Math Textbook, A big grid paper

Warm-up Activities: **5mins**
- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Ask them to tell the steps to measure and draw straight lines of the given length.
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: **25mins**
- Tell students today we will learn about the patterns of shapes, colors, size and directions on grid paper.
- Paste a big grid paper on the board. Draw a square and circle in patterns on the grid paper and explain to them these are the pattern of shape. Again, draw big and small triangle on the grid paper in pattern and tell them that these are the patterns of shapes according to their size.
- Draw different patterns on the grid paper and explain to them these patterns.
- Make small groups of students according to the strength of the class. Instruct them to draw different patterns on the grid paper. Roam around the class, check their work and guide them if required.
- Ask them to open their textbooks to observe the patterns.

Review: **3mins**

Tell the students a pattern is a series or sequence of numbers or objects that repeats. Patterns can be changed in the form of size, shape and direction.

Evaluation: **5mins**

To assess the students, ask them to solve Q1 of Exercise 6.5 in their textbooks.

Homework: **2mins**

Solve Q2 (a, b) of Exercise in their textbooks.

Lesson Plan

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

Teacher's Name: _____	**Week:** 9	**Day:** 3

Unit 6: Geometry	**Topic:** Three-Dimensional (3-D) Objects

Student Learning Outcomes:
- Recognize and name 3-D Objects (cubes, cuboid).

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 them to draw a pattern with change in size and shape. Roam around and check their work and appreciate them for their good work. Tell students today we will learn about 3-D shapes. Ask them: Do you know about 3-D shapes?
- Take their responses and appreciate if someone gives the right answer.

Teaching and Learning Activities: 25mins
- Instruct the students to open their textbooks. Tell the students about 3-D shapes. "3-D or three-Dimensional objects have three dimensions. i.e., length, width and height."
- Paste a wall chart of 3-D shapes on the board and tell them that square, rectangle, circle and triangle are flat shapes 2-D shapes whereas 3-D shapes are solids.
- Now Show a big flash card of cube shape to students and ask them: Do you know about this shape?
- Take their responses and tell them that this is a cube shape.
- A cube has 6 "faces", 12 "Edges" and 8 "vertices". It can slide along all the faces.
- Now show a big flash card of cuboid shape to students and ask them: Do you know about this shape?
- Take their response and tell them that this is a cuboid. A cuboid has 6 "Faces", 12 "Edges", and 8 "Vertices".
- It can also slide along all the faces.
- Now paste a wall chart of objects of cube shape and cuboid shape and point out towards the objects and tell them that these are all cube shape. Now ask them to tell the name of some objects that are cube shape and cuboid shape.
- Take their responses and appreciate if someone gives the right answer.

- Make pairs of students. Give each pair flash cards of 3-D shapes. Instruct them to observe, identify and separate out the objects that are of cube shape and cuboid shape. Roam around the class and check their work. Guide them where needed. Now call one by one each pair to the front of the class and ask them to present their work to the whole class. Appreciate them for their good work.

Review: **3mins**

Sum up the lesson by re-telling students about the cube shape and cuboid shape. Tell them a cuboid has same number of faces, edges and vertices like cube.

Evaluation: **5mins**

To evaluate the students, ask them: to complete the given worksheet 1. Roam around the class and check their work.

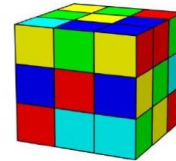**Homework:**   **2mins**
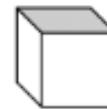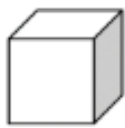
Solve the worksheet 2.

Name: _____	**Subject:** Math	**Topic Name:** Three-Dimensional (3-D) Objects

1. Tick the objects that have a cube shape.

2. Identify the shapes of cuboids.

Lesson Plan

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

Teacher's Name: _____	**Week:** 9	**Day:** 4

Unit 6: Geometry	**Topic:** Three-Dimensional (3-D) Objects

Student Learning Outcomes:

- Recognize and name 3-D Objects (cylinder).

Resource Material:

Chalk/Marker, White/Blackboard, objects of cylinder shape and cone shape, a big flash card of cylinder shape and cone shape, worksheets, Math Textbook

Warm-up Activities: **5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Ask students to tell the name of some objects that are of cuboid in shapes.
- Take their responses and appreciate them for their correct answers.

Teaching and learning Activities: **25mins**

- Tell students today we will learn about cylinder. Show a big flash card of cylinder shape to students and ask them: Do you know about this shape?
- Take their responses and tell them that this is a cylinder shape.
- Cylinder has 3 "faces" 2 "Edges" and "0" "vertices". It can slide along 2 plane faces and roll along 1 curved face. Now show a big flash card of cone shape to students and ask them: Do you know about this shape?
- Take their responses and tell them that is a cone shape. A cone has 2 "faces", 1 "Edges" and 1 "vertex", It can slide along 1 plane face and roll along 1 curved face. Now paste a wall chart of objects of cylinder shapes and cone shapes Point out towards the objects and tell them that these are all cylinder shapes and these are cone shapes.
- Now ask them to tell the name of some objects that are cylinder shape and cone shapes. Take their responses and appreciate if someone gives the right answer. Make pairs of students. Give each pair flash cards of 3-D shapes. Instruct them to observe, identify and separate out the objects that are of cylinder shape and cone shapes. Roam around the class and check their work.
- Guide them where needed. Now call one by one each pair to the front of the class and ask them to present their work to the whole class. Appreciate them for their good work.

Review: **3mins**

Tell the students. Cylinder doesn't have any corner or vertex. Tell the students about cylinder and cone shape.

| **Evaluation:** | **5mins** |

To assess the students, ask them: to complete the given worksheet 1. Roam around the class and check their work.
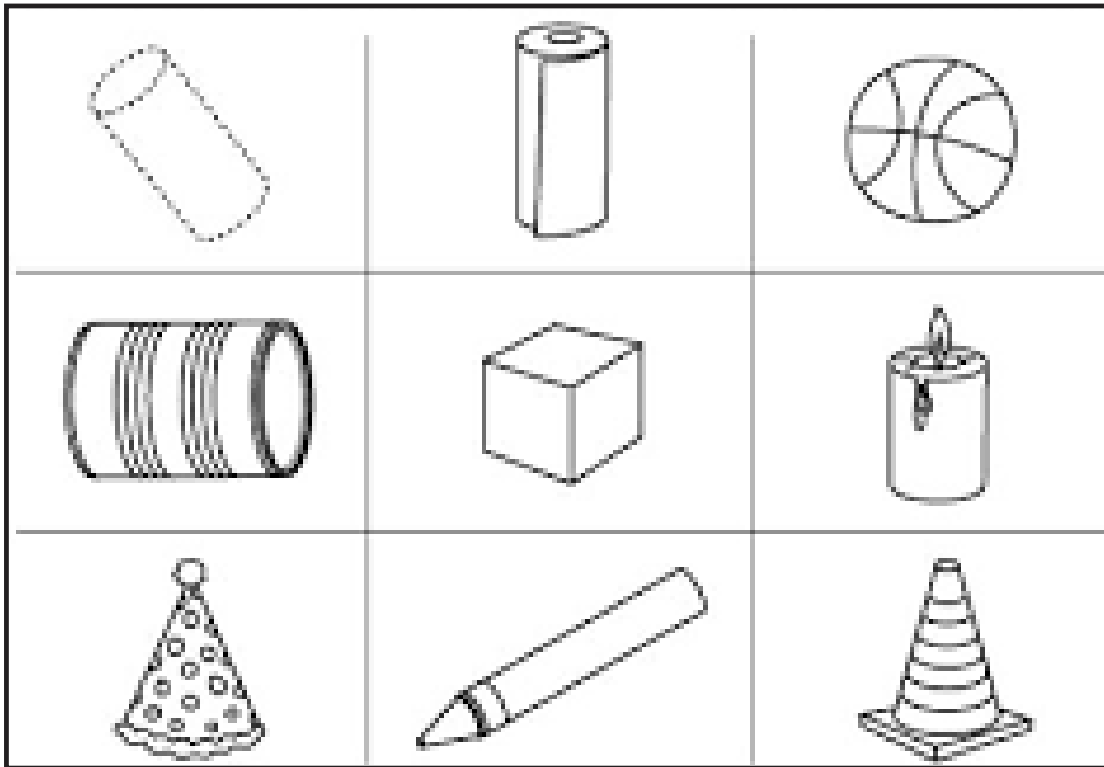
| **Homework:** | **2mins** |

Solve worksheet 2.

Name: _____   **Subject:** Math   **Topic Name:** Three-Dimensional (3-D) Objects

1. Color the cylinder-shaped objects.

Lesson Plan

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

Teacher's Name: _____	**Week:** 9	**Day:** 5

Unit 6: Geometry	**Topic:** Three-Dimensional (3-D) Objects

Student Learning Outcomes:
- Recognize and name 3-D Objects (Sphere).

Resource Material:
Chalk/Marker, White/Blackboard, objects of sphere shape, a big flash card of sphere shape, worksheets, Math Textbook

Warm-up Activities: 5mins
- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Ask students to tell the name of some objects that are of cylindrical and cone shaped.
- Take their responses and appreciate them for their correct answers.

Teaching and Learning Activities: 25mins
- Tell students today we will learn about sphere. Now show a big flash card of sphere shape to students and ask them: Do you know about this shape?
- Take their responses and tell them that this is a sphere shape.
- A sphere has 1 "Face", 0 "Edges" and 0 "vertices". It can roll in all directions.
- Now ask them to tell the name of some objects that are sphere shape. Take their responses and appreciate if someone gives the right answer.
- Make pairs of students. Give each pair flash cards of 3-D shapes. Instruct them to observe, identify and separate out the objects that are of sphere shape. Roam around the class and check their work.
- Guide them where needed. Now call one by one each pair to the front of the class and ask them to present their work to the whole class. Appreciate them for their good work.

Review: 3mins
Sum up the lesson by re-telling students about objects that are of sphere shape to them. Ask them to open their textbook page 126 and ask them to observe the sphere shape objects.

Evaluation: 5mins
To evaluate the students, ask them to solve Q1 of Exercise 6.6 in their textbooks.

Homework: 2mins
Solve the given worksheet.

| Name: _____ | Subject: Math | Topic Name: Three-Dimensional (3-D) Objects |

1. Circle the sphere shape objects.

Lesson Plan

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

Teacher's Name: _____	**Week:** 9	**Day:** 6

Unit 6: Geometry	**Topic:** Summary and Review Exercise

Student Learning Outcomes:

- Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook pages 127 and 128

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 "Geometry".
- Ask them to solve Q1,2 of review exercise on page 127 and 128. Roam around the class. Check their work. Guide them if needed. Recall some steps of addition so that students can easily attempt all questions.

Review:	**5mins**

Retell the basic concepts and correct the command mistakes.

Evaluation:	**0mins**

N/A

Homework:	**5mins**

Revise the classwork.