2nd CLASS   MATHEMATICS   LESSON PLAN

MONTH : AUGUST   Name of the teacher:

Name of the Lesson	Topic	No. of Periods required		Timeline for Teaching		Any Specific Information
		For Textbook	For Workbook	From	To	
1. Shall We Count	1) Identification of numbers	1	1			
	2) Writing of expanded form	1	1			
	3) Writing of short form	1	1			
	4) Place value and face value of digits in 2-digit numbers	1	1			
	5) Identification of bigger and smaller number	1	1			
	6) Making numbers	1	1			
	7) Arrangement of Ascending and descending order	1	1			
	8) Ascending and descending order	1	1			
	9) Rounding to nearest tens	1	1			
Total		9	9	9 days, 18 Periods required		

Prior Concepts/Skills	Learning Out Comes
Learners should be able to...	Learners should be able to...
1) separate similar things from group, count them and write the symbol up to 99. 2) identify the equal numbers, before, between and after numbers. 3) identify the bigger and smaller numbers. 4) do addition up to total 20. 5) do vertically and Horizontally sums.	1) Identify the numbers below 100. 2) Write expanded form and standard form of 2-digit numbers. 3) Understand the place-value and face-value of any digit in a 2-digit number. 4) Arrange the 2-digit numbers in ascending and descending orders. 5) Rounding to nearest tens of 2-digit numbers.

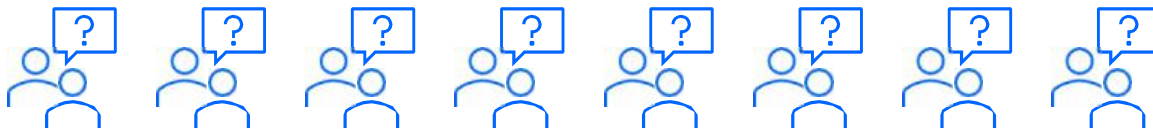|	
6) do subtraction up to 9(not regrouping). 7) to identify Piasa and Rupees. 8) count things in groups. 9) identify the equal numbers, before, between and after numbers.	6) Read and write the 2-digit numbers in words and vice versa. 7) Compare the 2-digit numbers using with appropriate symbols (>, =, <). 8) Make connection to expanded and short form of given 2 – digit number. 9) Represents the numbers up to 99 as numbers using base 10 blocks and vice versa

Teaching Learning Process

1st 45 minutes Period	2nd 45 minutes Period
Induction/Introduction : (Generating interest, informing students about the outcomes and expectations for the lesson) To identify numbers upto99 : conduct an activity ,asking numbers by showing the flash cards which contains numbers 1 to 99. To compare 2 – digit numbers : The teacher can make use of the following additional questions, 1. Do you have a toy train? How many bogies does it have? 2. How many engines does a train have? 3. Have you ever seen a goods train? How many bogies does it have? 4. Does a goods train have more bogies or less? To identify missing numbers : Show the numbers chart 1 to 100 , the teacher will allow the learners to write the missing numbers and by following interactive questions. 1. What is the next number to no 11?	Workbook Activities : Facilitate children to do worksheets individually.

2. What is the number between 63 ----- 65?

3. Write the numbers from 1 to 20 in words. etc.

Through above fun activities we are generating interest, informing students about the outcomes and expectations for the lesson.

Experience and Reflections : *(Task/question that helps students explore the concept and connect with their life)*

TASK No (1) : Showing Video :

Show the counting numbers video up to 100. Make the children to dance for the numbers rhyme : 1,2,3,4,5 claps........

TASK No (2) :

The teacher may give the following activity to highlight the numbers from 20-100

MAKE bundles of ten ones to make a 10, 20, 30, 40, 50 ......so on up to 100.

Through the above tasks that helps students explore the concept and connect with their life.

| Period No.	Explicit Teaching / Teacher modelling (I do)	Group Work (We do)	Independent Work (You do)
1	***Identification of numbers from 1 to 99 (Textbook Page No.1) :*** ***Activity (1) :*** Transaction with the help of Face sheet on page no.1 in the text *The teacher interacts with the learners using the following questions:* ✍ What do you observe in the picture? ✍ What are the children doing? ✍ How many flowers are there in the first box? ✍ How many flowers are there in the second box? ***Activity (2) :*** ✍ Ask the children to count the things in the class room.	✍ Flowers Counting activity. *(Before going to do this activity, Children should collect some flowers.)*	✍ Solve the problems.

2	**Workbook :** ✎ Facilitate the children to do worksheet 1.1 ,page no 2 .		✎ *Do the worksheets individually*
3 4	**Expanded form of Numbers 2 – digit Numbers (TB Page No : 2)** **Activity (1) :** ✎ Arrange some sticks/ straws in front of students. ✎ Divides the students into 2 groups and give 99 sticks. ✎ Each group makes bundles. Each bundle carries 10 sticks. ✎ Ask all the children in the classroom about making of bundles. **Activity (2) :** ✎ Making the flower garlands as in textbook on page no 2 . **Workbook :** ✎ Facilitate the children to do worksheets 1.2 ,1.3 ,page no. 3,4	✎ Discuss and make bundles. ✎ Understand 13 = 10 +3. ✎ 95 = 90 + 5. etc	✎ Makes bundles. ✎ *Do the worksheets individually*
5 6	**The short form of the numbers from 0 to 99.(TB Page No : 3,4)** **Activity (1) :** ✎ Children, sit in semi-circle. ✎ Look at this blue strips and yellow strips. ✎ Blue strips have 10 to 90 numbers in tens. ✎ Yellow strips have 0 to 9 numbers. ✎ Anyone picks one of the blue strips. (ex: 40) ✎ Another one pick one of the yellow strips. (ex:5) ✎ Now, these two strips indicate '40' and '5' and the number is 40 + 5 = 45. **Activity (2) :** ✎ Teacher should arrange the dummy currency in 10-rupee notes and 1-rupee coins.(nine 10-rupee notes and nine 1-rupee coins	✎ Now, you do this group wise. ✎ Divide into 2 groups. ✎ Group-A arrange one blue strip and one yellow strip. ✎ Group-B identify the short form of that number	✎ Learners should follow the instructions and do the exercises/activities by themselves.

	✍ Facilitate children to understand short form of two-digit numbers using dummy 10 rupees notes and 1-rupee coins. Workbook : ✍ Facilitate the children to do worksheets 1.4 & 1.5,page nos.5 & 6		*✍ Do the worksheets individually*

7	***Place Value - Face Value(TB Page No : 2)***
	Place value and face value activity:
	Activity (1) :
	  ✍ Identification of unknown and new terms by observing the information given in the textbook.
	  ✍ Teacher has to write the terms on the black board and explain them which are identified by the children.
	Activity (2) :
	  ✍ Children, divide into 2 groups.
	  ✍ Group-A says a 2-digit number.
	  ✍ A student form group-B come here and write the expansion form that number on the black board.
	  ✍ Group-B says one expansion form of a 2-digit number.
	  ✍ A student from group-A come here and write the short form of for that.
	  ✍ For example, ask the children in 23 how many tens are there and how many ones are there .
	Activity (3) :
	  ✍ Introduce Place value and Face value concepts by the activities like showing dummy currency notes for the two-digit numbers.
	  ✍ Follow the activities in textbook page no.4
		Group Activity (1)
		  ✍ Children, divide into 2 groups A and B.
		  ✍ Group-A asks group-B, tell a 2-digit number which has '3' in tens place.
		  ✍ Group-B write the suitable number on black board.
		  ✍ Now group-B asks group-A, tell a 2-digit number which has '7' in ones place.
		  ✍ Children, all of you write the place value and face value of digits in the numbers wrote on the black board.
		Group Activity (2)
		  ✍ Children, divide into 2 groups.
		  ✍ Group-A says a number.
			✍ Try these on page no 5 in the textbook.

		? Group-B write the number on black board with places and show the currency equal to the number.	
		? After that write the place and face value of each digit of that number.	
		? Now, group-B say a number.	
		? Group-A do the activity like group-B done before.	
8	Workbook : Facilitate the children to do worksheets 1.6 & 1.7 ,page nos.7 & 8		*Do the worksheets individually*

9	*Bigger - Smaller Numbers : (TB Page No : 2)*
	 Activity : (1)
	 Transaction with the help of activity as given in page no.6
	     ? The teacher takes up the pictures given in the textbook, shows the learners and asks the learners to compare the rupees which were given in the picture and helps the learners to comprehend which
	     ? rupees are less and which rupees are more.
	     ? The following questions can be asked by the teacher to make his or her learners to identify more or less or equal things.
	     ? Observe the page number 6 in your textbook.
		? Divide the children into 2 groups A and B.
		 ? Give 10 to 99 cards and model symbols of >, <, = to each group.
		 ? Children, divide into 2 groups.
		 ? Group-A take 2 number cards and put them on floor, like 65 95
		 ? Group-B put the appropriate symbol
			? Try these on page no 7,in the textbook.
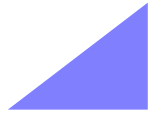
	✎ How much amount girl have in first picture? ✎ Who have more amounts in first picture? ✎ How will you find it? ✎ Observe the remaining pictures. ✎ In last picture how much amount have both brother and sister? **_Activity : (2)_** ✎ Children sit in round form. ✎ Take this folded paper chits. ✎ Children, shuffle these chits and throw them on floor. ✎ Each one take one chit. ✎ (Ask a student) , stand up and say the number you got? (57) ✎ Take the currency equal to your number. ✎ (Ask another student) stand up and say the number you got. (35) ✎ Take the currency equal to your number. ✎ Children, do you know who have more amount. ✎ 1st one had 5 tens and 2nd one had 3 tens. ✎ So, 1st one had more amount, that means 57 is bigger than 35. ✎ Children, which number has bigger in tens place, that is always bigger than other. ✎ We will write it as 57 > 35	card between the two number cards. ✎ Now, group-B take 2 number cards and put them on floor , like 14 41 ✎ Group-A put the appropriate symbol card between the two number cards.	
10	**Workbook :** Facilitate the children to do worksheets 1.8,1.9 ,page nos.9 and 10		_Do the worksheets individually_

11	*Making 2 – digit Numbers (TB Page No : 8 and 9) :*
	Activity (1) :
	    ✎ Make the children to do activities as given in the textbook on page number 8 and 9.
	Activity (2) :
	    ✎ Recall the number identification(0 to 99) ability of the students. Gives flash cards, written 0-99 numbers to the students randomly.
	    ✎ Ask all the children in the classroom about the number on the flash card.
	    ✎ Recall the knowledge of 0-99 with the help of number strip.
	Activity (3) :
	    ✎ Write 0-99 numbers on a ribbon and place it before to the students.
	    ✎ Ask the children to read the numbers on it.
		? Children respond groupwise.
		? Discuss and answer the questions.
			? Try these on page no 9,in the textbook.

12	Workbook : Facilitate the children to do worksheets 1.10 ,page nos.11		*Do the worksheets individually*

13	*Ascending - Descending Order (TB Page No : 9 ,10,11) :*
	Ascending Order :
	Activity (1) :
	    ✎ Make the children to do activities as given in the textbook on page number 9 and 10
	Activity (2) :
	    ✎ Gives flash cards, written 0-99 numbers to the students randomly.
	    ✎ Ask three students to read their numbers.
	    ✎ By comparing their numbers stand in a line from small number to big number.
		? Children respond groupwise.
		? Discuss and answer the questions.
			? Try these on page no 10,in the textbook.

14	✍ Continue this process for 4,5,6 students until they get the idea of Ascending order.
	Activity (3) :
	Run and run - Stand from Small to big Game:
	  ✍ Gives flash cards, written 0-99 numbers to the students randomly to 4 students.
	  ✍ Draw a circle in the middle of the classroom.
	  ✍ Ask the children to stand and run along the circle.
	  ✍ While running say "Small to Big is Ascending Order" .
	  ✍ Whenever teacher says Ascending order Students should stand in a line from small to big.
	Workbook :
	Facilitate the children to do worksheets 1.11 ,page no 12
			Do the worksheets individually

15	**Ascending - Descending Order (TB Page No : 9 ,10,11) :**
	Descending Order :
	Activity (1) :
	  ✍ Make the children to do activities as given in the textbook on page number 11
	Activity (2) :
	  ✍ Gives flash cards, written 0-99 numbers to the students randomly.
	  ✍ Ask three students to read their numbers.
	  ✍ By comparing their numbers stand in a line from Big number to small number.
	  ✍ Continue this process for 4,5,6 students until they get the idea of Descending order.
	Activity (3) :
	Run and run - Stand from Big to Small Game:
		✍ Children respond groupwise.
		✍ Discuss and answer the questions.
			✍ Try these on page no 11,in the textbook.

16	✍ Gives flash cards, written 0-99 numbers to the students randomly to 4 students. ✍ Draw a circle in the middle of the classroom. ✍ Ask the children to stand and run along the circle. ✍ While running say "Big to Small is Descending Order". ✍ Whenever teacher says Descending order Students should stand in a line from big to small. **Workbook :** Facilitate the children to do worksheets 1.12 ;1.13 ,pages 13,14		*Do the worksheets individually*
17 18	**Rounding to Nearest 10s: (Textbook Page No 12)** **Activity (1) : Textbook Activity** ✍ Identification of unknow and new terms by observing the information given in the textbook. ✍ Teacher has to write the terms on the black board and explain them which are identified by the children. **Activity (2) :** ✍ Video regarding rounding and nearest tens to given number has to show to the children for better understanding the concept)- Duration 5 minute. **Workbook :** Facilitate the children to do worksheets 1.14 & 1.15 ,pages .2 & 3	✍ Children respond groupwise. ✍ Discuss and answer the questions.	✍ Try these on page no 11,in the textbook' *Do the worksheets individually*

Check For Understanding		
1.Factual Questions	**2.Open Ended/Critical Thinking Questions**	**3.Students Practice Questions**
1) Say the numbers between 13 to 17 . 2) Which is smaller 25 or 52 ? 3) Which is bigger 75 or 25 ? 4) What comes after 10 ? 5) What comes before 100 ? 6) Say the expansion of 31 ? etc.	1) Ramu has Rs.75 and Raju has Rs. 74 . Who has more ? How much ? 2) 57 = ---- + ------ 3) 60 + 2 = ------- 4) 10, 50, 100 .Say the order of the numbers. 5) Nearest number to 39 . etc	1) Do all the Try these questions in the textbook. 2) Complete the exercise on page no.13 in the textbook. 3) Teacher can give more sums like in the Exercise. Example: 50 + 5 =----- ; Expanded form of 99 = --- + --etc.
Assessment	**Teaching Learning Material(TLM)**	
1) Complete the Self-Assessment Worksheet in the Workbook on page No.17 2) Complete the following : (i) 25 = ---- +------(ii) 29 = ------ +------- 3) Write in ascending order : 25, 9, 45, 78 4) Write in descending order : 19, 9, 45,18	Print Material : ❖ 2nd Class Maths Magic (Mathematics Textbook) ❖ 2nd Class Mathematics Workbook. ❖ 2023 – 24 Academic Calendar given by APSCERT/AP Education Department. ❖ 1 and 2 Class Teacher's Handbook. ❖ Shall We Count lesson's Face sheet. ❖ Flash cards of 1 to 99 numbers ,1 to 99 Numbers ribbon ❖ Some flowers for garland ,Picture cards, Dummy Currency notes ❖ Base 10 blocks ,Beads, Charts, Cardboards Digital Material : ❖ My own videos on the lesson ❖ Power point Presentation	

Signature of the Teacher

Signature of the Visiting Officer with Remarks

Signature of the Headmaster

MONTH : SEPTEMBER   Name of the teacher: _____

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
2. Let us Add	1) Additions sums below 20	1	1			
	2) Addition of 2 - digit number with1-digit number	1	1			
	3) Addition of 2 - digit with1- digit number	1	1			
	4) Addition of 2 - digit number (without regrouping)	1	1			
	5) Addition of 2 - digit numbers (without regrouping)	1	1			
	6) Addition of 2 - digit numbers (without regrouping)	1	1			
	7) Addition of 2 - digit numbers with 1-digit number (with regrouping)	1	1			
	8) Addition of 2 - digit numbers (with regrouping)	1	1			
	9) Addition of 2 - digit numbers (with regrouping) – word problems	1	1			
	10) Practice for addition problems	1	1			
	11) Addition of 2 - digit numbers	1	1			
	12) Addition of 2 - digit numbers	1	1			
	13) Identification of money and tender change	1	1			
	14) Math fun activity and colouring	1	1			
	TOTAL	14	14	28		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
Children could ☞ Write expanded form and standard form of 2-digit numbers. ☞ Understand the place-value and face-value of any digit in a 2-digit number.	Pupils will be able to ☞ solve addition problems of 2-digit numbers with and without regrouping (sum ☞ not exceeding 99) ☞ understand the algorithm to solve word problems of addition.

✐ Arrange the 2-digit numbers in ascending and descending orders. ✐ Make connection to expanded and short form of given 2 – digit number. ✐ Represents the numbers up to 99 as numbers using base 10 blocks and vice versa	✐ identify errors and correcting mistakes in addition problem. ✐ solves addition problems in different situations presented through pictures and stories. ✐ frame daily situation problems for given addition facts. ✐ apply the concept of addition in daily life situations. ✐ tender amount up to '100 using notes and coins.

Teaching Learning Process
Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)   Conducting a fun-based activity to make a rapport with learners   Make the children to interact with FACE SHEET (14th page picture of the lesson).
Experience and Reflection: (*Task/question that helps students explore the concept and connect with their life*)   Task : INTERACTION WITH THE PICTURE   Teacher displays the pictures on page no 14 on a chart and asks the interactive questions.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	✐ Additions sums below 20 ✐ Workbook	✐ Textbook Page no – 14 ✐ Teacher displays the pictures on page no 14, asks the following interactive questions. ✐ What do you observe in the picture? ✐ 2. How many tortoises are there?	discuss and respond for the questions groupwise	Children complete the worksheet individually. Work Sheet no - 1
3 4	✐ Addition of 2 - digit number with 1-digit number ✐ Workbook	✐ Textbook Page no – 15 , Making 10 : ✐ The teacher has to inculcate the concept of the addition in learners 1+9 =10,2+8 = 10….	discuss and respond for the questions groupwise	 Work Sheet no - 2

5 6	✍ Addition of 2 - digit with 1- digit number using strip : ✍ Workbook	✍ Textbook Page no - 16 ✍ Using number strip make the children to do additions.	Children do sums groupwise.	Work Sheet no - 3
7 8	✍ Addition of 2 - digit with 1- digit number using 10 blocks ✍ (without regrouping) ✍ Workbook	✍ Textbook Page no – 17 ✍ Using 10 blocks, facilitate children to do additions	✍ Children do sums groupwise.	Work Sheet no - 4
9 10	✍ Addition of 2 - digit numbers (without regrouping) ✍ Workbook	✍ Textbook Page no - 18 ✍ The teacher transacts the concept of addition .	✍ Children do sums groupwise.	Work Sheet no - 5
11 12	✍ Addition of 2 - digit numbers (without regrouping) ✍ Workbook	✍ Textbook Page no - 19, 20, 21 ✍ The teacher transacts the concept of addition without regrouping		Work Sheet no - 6
13 14	✍ Addition of 2 - digit numbers with 1-digit number (with regrouping) ✍ Workbook	✍ Textbook Page no - 22 ✍ The teacher transacts the concept of addition with regrouping	✍ Children do sums groupwise.	Work Sheet no - 7
15 16	✍ Addition of 2 - digit numbers (with regrouping) ✍ Workbook	✍ Textbook Page no - 23 ✍ The teacher transacts the concept of addition with regrouping	✍ Children do sums groupwise.	Work Sheet no - 8
17 18	✍ Addition of 2 - digit numbers (with regrouping) – word problems ✍ Workbook	✍ Textbook Page no - 24 ✍ The teacher transacts the concept of addition with regrouping	✍ Children do sums groupwise.	Work Sheet no - 9

19 20	✍ Practice for addition problems ✍ Workbook	✍ Page no – 25 , Bujji"s book shop ,Try these ✍ The teacher may organize the following additional activity to inculcate the concept of addition.	✍ Children do the activity groupwise.	Work Sheet no 10
21 22	✍ Addition of 2 - digit numbers ✍ Workbook	✍ Textbook page number 25 activity ,	✍ Children do the activity groupwise.	Work Sheet no 11
23 24	✍ Addition of 2 - digit numbers ✍ Workbook	✍ Textbook page number 26 Exercise : I,II sums	✍ Children do the activity groupwise.	Work Sheet no 12
25 26	✍ Identification of money and tender change ✍ Workbook	✍ Textbook Page no - 27 Exercise : IV,V sums	✍ Children do the activity groupwise.	Work Sheet no 13
27 28	✍ Math fun activity/colouring ✍ Workbook	✍ Textbook Page no - 27 Exercise : VI, VII sums Remedial Teaching		Work Sheet no 14

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CHECK FOR UNDERSTANDING		
1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
✍ $27 + 10 = ?$ ✍ $32 + 4 = ?$ $1+9 = ?$ ✍ $5 + 15 = ?$	✍ What must added to 19 to get 25 ? ✍ The number 25 more than 75 is ?	✍ Textbook exercises ✍ Worksheets in workbook.

Assessment	TLM
Self-Assessment in the Workbook, Pg.No : 34,35	Print Material : ❖ 2nd Class Maths Magic (Mathematics Textbook) ❖ 2nd Class Mathematics Workbook.

	❖ 2023 – 24 Academic Calendar given by APSCERT/AP Education Department.
	❖ 1 and 2 Class Teacher's Handbook.
	❖ Let us add lesson's Face sheet.
	❖ Flash cards of 1 to 99 numbers ,1 to 99 Numbers ribbon
	❖ Some flowers for garland ,Picture cards, Dummy Currency notes
	❖ Base 10 blocks ,Beads, Charts, Cardboards
	Digital Material :
	❖ My own videos on the lesson
	❖ Power point Presentation
	❖ Diksha material

Signature of the Teacher   **Signature of the Headmaster**

Signature of the Visiting Officer with Remarks

2nd CLASS MATHEMATICS LESSON PLAN

MONTH : SEPTEMBER   Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
3. How much I Left	1) Understand subtraction below 20 (backward counting)	1	1			
	2) Subtraction of 1-digit number from 2-digitnumber (without regrouping)	1	1			
	3) Subtraction of 1-digit number from 2-digit number(with regrouping)	1	1			
	4) Subtraction of 2- digit numbers(without regrouping)	1	1			
	5) Subtraction of 2- digit numbers(without regrouping)	1	1			
	6) Subtraction of 2-digit numbers(with regrouping)	1	1			
	7) Subtraction of 2-digit numbers(with regrouping)	1	1			
	8) Subtraction patterns and reasoning	1	1			
	9) Word problems– subtractions	1	1			
	10) Word problems– subtractions	1	1			
	11) Verification of subtractions	1	1			
	12) Conversion of subtraction facts into addition facts	1	1			
	13) Correction of mistakes in subtraction	1	1			
	TOTAL	13	13	26		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
Children could ✍ Make connection to expanded and short form of given 2 – digit number. ✍ Represents the numbers up to 99 as numbers using base 10 blocks and vice versa ✍ solve addition problems of 2-digit numbers with and without regrouping (sum not exceeding 99) ✍ frame daily situation problems for given addition facts.	**Pupils will be able to** 1) do the subtraction of 2-digit numbers (with and without regrouping) 2) identify the mistakes in subtraction and correct the mistakes. 3) solves subtraction problems in different situations presented through pictures and stories. 4) solve daily life problems/ situations based on subtraction of 2-digit numbers. 5) write the subtraction statements as addition statements (by using symbols).

✍ apply the concept of addition in daily life situations.	6) solve the given subtraction problems using pictures/ things/ spike abacus etc.

Teaching Learning Process
Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson) Conducting a fun-based activity to make a rapport with learners Make the children to interact with FACE SHEET (20th page picture of the lesson).
Experience and Reflection: (Task/question that helps students explore the concept and connect with their life) Task : Teacher may give the following activity to highlight the concept of subtraction by enabling them to take up the in practical work. Arrange the pieces of straws signifying the subtraction . Ex. 5-3 =2 Note : The teacher may add a few more sums according to the learners' need.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	Understand subtraction below 20 (backward counting) TB.P.No :28 Workbook	Ask the children questions on A bazaar in a village as given in the textbook	discuss and respond for the questions groupwise	Work Sheet no - 1
3 4	Subtraction of 1-digit number from 2-digitnumber (without regrouping) TB.P.No :29,30 Workbook	A merchant is selling caps activity Ademma purchased 18 eggs. Activity as given in the textbook	discuss and respond for the questions groupwise	Work Sheet no - 2
5 6	Subtraction of 1-digit number from 2-digit number(with regrouping) TB.P.No :31 Workbook	57 passengers in a bus activity as given in the textbook	Children do sums groupwise.	Work Sheet no - 3

7 8	Subtraction of 2- digit numbers(without regrouping) TB.P.No :32,33 Workbook	Peddanna went to bazaar with 95 activities	✍ Children do sums groupwise.	Work Sheet no - 4
9 10	Subtraction of 2- digit numbers (without regrouping) TB.P.No :34 Workbook	Facilitate the children to do Try these	✍ Children do sums groupwise. ✍ Try these	Work Sheet no - 5
11 12	Subtraction of 2-digit numbers (with regrouping) TB.P.No :35 Workbook	Beemala purchased medicine for 12 activities		Work Sheet no - 6
13 14	Subtraction of 2-digit numbers (with regrouping) TB.P.No :36 Workbook	Try these	✍ Children do sums groupwise.	Work Sheet no - 7
15 16	Subtraction patterns and reasoning TB.P.No :36 Workbook	Textbook activities	✍ Children do sums groupwise.	Work Sheet no - 8
17 18	Word problems– subtractions TB.P.No :37 Workbook	Akbar got 75 chocolates activity.	✍ Children do sums groupwise.	Work Sheet no - 9
19 20	Word problems– subtractions TB.P.No :37 Workbook	A school library has 83 English story books activity	✍ Children do the activity groupwise.	Work Sheet no 10
21 22	Verification of subtractions TB.P.No :38 Workbook	Akbar activity	✍ Children do the activity groupwise.	Work Sheet no 11
23 24	Conversion of subtraction facts into addition facts TB.P.No :39 Workbook	Fact families	✍ Children do the activity groupwise.	Work Sheet no 12
25 26	Correction of mistakes in subtraction TB.P.No :40,41 Workbook	Fact families		Work Sheet no 13

CHECK FOR UNDERSTANDING		
1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
48 – 24 = ? 50 – 10 = ? 67 – 67 = ?	4 + 5 = 9 . Write two subtraction facts. How much is 64 more than 39 ? How much is 27 less than 92 ?	✎ Textbook exercises ✎ Worksheets in workbook.

Assessment	TLM
Self-Assessment in the Workbook	**Print Material :** ❖ 2nd Class Maths Magic (Mathematics Textbook) ❖ 2nd Class Mathematics Workbook. ❖ 2023 – 24 Academic Calendar given by APSCERT ❖ 1 and 2 Class Teacher's Handbook. ❖ How much I left over ? lesson's Face sheet. ❖ Flash cards of 1 to 99 numbers ,1 to 99 Numbers ribbon ❖ Some flowers for garland ,Picture cards, Dummy Currency notes ❖ Base 10 blocks ,Beads, Charts, Cardboards **Digital Material :** ❖ Diksha material,Google search

Signature of the Teacher   Signature of the Headmaster

Signature of the Visiting Officer with Remarks

2nd CLASS   MATHEMATICS   LESSON PLAN

MONTH : NOVEMBER   Name of the teacher: _____

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
4. Playing with Numbers	1) Revision of numbers below 100	1	1			
	2) Understand the concept of hundred	1	1			
	3) Counting in hundreds	1	1			
	4) Identification and representation of 3-digit numbers	1	1			
	5) Identification and representation of 3-digit numbers	1	1			
	6) Identification, Representation and writing of 3- digit numbers	1	1			
	7) Identification, Representation and writing of 3- digit numbers	1	1			
	8) Writing of 3-digit numbers	1	1			
	9) Writing of 3-digit numbers	1	1			
	10) Identification of next numbers to the given 3-digit numbers	1	1			
	11) Writing of number names	1	1			
	12) Writing of number names	1	1			
	13) Identification of before, after and between numbers	1	1			
	14) Understanding of place and face value of digits in 3-digit numbers	1	1			
	15) Expanded form of 3-digitnumbers	1	1			
	16) Short form of the given expansion form	1	1			
	17) Comparison of two 3-digit numbers using symbols <, =, >	1	1			
	18) Understanding of ascending and descending orders of 3-digit numbers	1	1			
	19) Rounding to nearest hundreds	1	1			
	20) Tender change	1	1			
	TOTAL	20	20	40		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES

Children could	Pupils will be able to
✍ Make connection to expanded and short form of given 2 – digit number.	✍ know the formation of 100.
	✍ count in hundreds up to 900.
✍ Represents the numbers up to 99 as numbers using base 10 blocks and vice versa	✍ say place and face values of digits in the given 3-digit number.
	✍ write the number in expanded form and short form.
✍ apply the concept of addition in daily life situations.	✍ write the given 3-digit numbers in ascending and descending order.
	✍ write all possible 2-digit numbers with the given 3 different digits.
✍ do the subtraction of 2-digit numbers (with and without regrouping)	✍ rounding 3-digit number to its nearest hundreds.
	✍ read and write all 3-digit numbers in words and vice versa.
✍ solve daily life problems/ situations based on subtraction of 2-digit numbers.	✍ compare the 3-digit numbers using appropriate symbols (<, =, >).
	✍ use 3-digit numbers in daily life situations.
	✍ make connection to expand and short form of given 3-digit number.
	✍ tender change for '200 and '500.
	✍ Represents 3-digit numbers using base 10 blocks or dummy currency and vice versa.

Teaching Learning Process
Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)
Conducting a fun-based activity to make a rapport with learners Make the children to interact with FACE SHEET (42nd page picture of the lesson).
Experience and Reflection: *(Task/question that helps students explore the concept and connect with their life)* Task : • Ask students to put their thumbs up if they have ever been shopping and looked at new bikes or scooters. • Show students the example price tag or project the image on the board. Challenge students to tell their elbow partner the number listed on the price tag. • Continue by explaining that bikes and scooters are sometimes a lot of money, or expensive. Tell the students that the number on the price tag is a three-digit number, and today you will learn about them.

- Explain the learning objective for today by explaining to students that they are going to learn how to write and read three-digit numbers using base-ten blocks for support.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	Revision of numbers below 100 Workbook Activity	Text book Page no - 42, 43	discuss and respond for the questions groupwise	Work Sheet no - 1
3 4	Understand the concept of hundred Workbook Activity	Text book Page no - 44	discuss and respond for the questions groupwise	Work Sheet no - 2
5 6	Counting in hundreds Workbook Activity	Text book Page no - 45, 46	Children do sums groupwise.	Work Sheet no - 3
7 8	Identification and representation of 3-digit numbers Workbook Activity	Text book Page no - 47	✍ Children do sums groupwise.	Work Sheet no - 4
9 10	Identification and representation of 3-digit numbers Workbook Activity	Text book Page no - 48	✍ Children do sums groupwise. ✍ Try these	Work Sheet no - 5
11 12	Identification, Representation and writing of 3- digit numbers Workbook Activity	Text book Page no - 48		Work Sheet no - 6
13 14	Identification, Representation and writing of 3- digit numbers Workbook Activity		✍ Children do sums groupwise.	Work Sheet no - 7
15 16	Writing of 3-digit numbers Workbook Activity		✍ Children do sums groupwise.	Work Sheet no - 8
17	Writing of 3-digit numbers		✍ Children do sums	Work Sheet no

18	Workbook Activity		groupwise.	- 9
19 20	Identification of next numbers to the given 3-digit numbers Workbook Activity		✎ Children do the activity groupwise.	Work Sheet no 10
21 22	Writing of number names Workbook Activity		✎ Children do the activity groupwise.	Work Sheet no 11
23 24	Writing of number names Workbook Activity	Text book Page no - 49 Work Sheet no - 12	✎ Children do the activity groupwise.	Work Sheet no 12
25 26	Identification of before, after and between numbers Workbook Activity	Text book Page no - 50 Work Sheet no - 13	Children do the activity groupwise.	Work Sheet no 13
27 28	Understanding of place and face value of digits in 3-digit numbers Workbook Activity	Text book Page no - 51	Children do the activity groupwise.	Work Sheet no - 14
29 30	Expanded form of 3-digitnumbers Workbook Activity	Text book Page no - 52, 53	Children do the activity groupwise.	Work Sheet no - 15
31 32	Short form of the given expansion form Workbook Activity	Text book Page no - 54	Children do the activity groupwise.	Work Sheet no - 16
33 34	Comparison of two 3-digit numbers using symbols <, =, > Workbook Activity	Text book Page no - 54	Children do the activity groupwise.	Work Sheet no - 17
35 36	Understanding of ascending and descending orders of 3-digit numbers Workbook Activity	Text book Page no - 55	Children do the activity groupwise.	Work Sheet no - 18

37 38	Rounding to nearest hundreds Workbook Activity	Text book Page no - 56	Children do the activity groupwise.	Work Sheet no - 19
39 40	Tender change Workbook Activity	Text book Page no - 57	Children do the activity groupwise.	Work Sheet no - 20

<div align="center">CHECK FOR UNDERSTANDING</div>

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
a) 9 9 + 1 = _____ b) 500 + 70 + 4 = _____ c) Number after 326 = _____ d) Place value of '2' in 2 3 1 = _____	Make 2-digit numbers using the given digits. a) 2, 1, 5____,____,____,____, ____, ____, b) 3, 7, 4____,____,____,____, ____, ___	✍ Textbook exercises ✍ Worksheets in workbook.

Assessment	TLM
Self-Assessment in the Workbook	**Print Material :** ❖ 2nd Class Maths Magic (Mathematics Textbook) ❖ 2nd Class Mathematics Workbook. ❖ 2023 – 24 Academic Calendar given by APSCERT ❖ 1 and 2 Class Teacher's Handbook. ❖ How much I left over ? lesson's Face sheet. ❖ Flash cards of 1 to 99 numbers ,1 to 99 Numbers ribbon ❖ Some flowers for garland ,Picture cards, Dummy Currency notes ❖ Base 10 blocks ,Beads, Charts, Cardboards **Digital Material :** ❖ Diksha material,Google search

Signature of the Teacher   Signature of the Headmaster

Signature of the Visiting Officer with Remarks

2ⁿᵈ CLASS   MATHEMATICS   LESSON PLAN

MONTH : NOVEMBER   Name of the teacher: _____

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
5. How Many Times	1) Revision of addition and identification of equal groups	1	1			
	2) Understand the concept of repeated addition	1	1			
	3) Relation between addition and multiplication	1	1			
	4) Relation between addition and multiplication	1	1			
	5) Formation of 1st, 2nd table	1	1			
	6) Formation of 10th and 5ᵗʰ tables	1	1			
	7) Formation of 3ʳᵈ table	1	1			
	8) Formation of 4ᵗʰ table and multiplication by zero	1	1			
	9) Multiplication a number below 20 by below 5 numbers	1	1			
	10) Multiplication – word problems	1	1			
	11) Multiplication – word problems	1	1			
	12) Different methods of multiplication	1	1			
	13) Recapitulation of multiplication	1	1			
	TOTAL	13	13	26		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
Children could 1) say place and face values of digits in the given 3-digit number. 2) write the number in expanded form and short form. 3) write the given 3-digit numbers in ascending and descending order. 4) write all possible 2-digit numbers with the given 3 different digits. 5) make connection to expand and short form of given 3-digit number.	Pupils will be able to 1) count in equal groups. 2) recognize multiplication as repeated addition. 3) construct tables from 1-5 and 10. 4) count numbers with skipping. 5) creates patterns using numbers involving multiplication tables 2, 3, 4, 5 and 10. 6) read a multiplication phrase (3x5) 7) change the multiplication sentence into addition form and vice

6) Represents 3-digit numbers using base 10 blocks or dummy currency and vice versa. 7) Do the additions	versa. 8) show the multiplication form in picture representation and vice versa.

Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson) Conducting a fun-based activity to make a rapport with learners • Draw two circles on the board with five dots in each. Ask students what **addition** problem you've drawn (**5 + 5**). Write the addition problem on the board. • Review the term repeated addition and explain: Each of these circles have five dots, so we are adding the same number twice. This is called **repeated addition** because we are adding the same number, or equal groups, **repeatedly**. • Connect to multiplication and explain, "**Multiplication** is another way to add equal groups. So, when we see an addition problem with equal groups, like this one, we can also think of it as a multiplication problem. We have two equal groups of five, so two times five is equal to **5 + 5**." • Tell students, "Today we are going to practice using repeated addition as a strategy to multiply."
Experience and Reflection: *(Task/question that helps students explore the concept and connect with their life)* Task : • Tell students that you are going to display images and you want them to think about what they are looking at. Explain that they will then discuss their observations with a partner before sharing with the whole group. • Display images of different multiplication strategies without numbers. For example, show skip counting as blank lines separated by commas in a sequence. Give students time to think to themselves. • Instruct students to turn and talk to a partner about what they noticed about the images. Listen for students to name the strategies and make the connection to multiplication.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	Revision of addition and identification of equal groups Workbook Activity	Textbook Page no – 58 Make the children to identify the equal groups as per activity is given in textbook	Children GroupWise discuss and do the activity.	Work Sheet no - 1
3 4	Understand the concept of repeated addition Workbook Activity	Text book Page no – 59 Inroduce ' x ' is a symbol of multiplication and pronounced as 'into'. Repeated addition is called'MULTIPLICATION'.	Try these	Work Sheet no - 2
5 6	Relation between addition and multiplication Workbook Activity	✍ use skip counting and doubling to multiply by 2, ✍ recite ×2 multiplication facts up to 20, ✍ identify patterns in multiples of 2 (including the fact that they are all even numbers) and use these to check answers.	Children GroupWise discuss and do the activity.	Work Sheet no - 3
7 8	Relation between addition and multiplication Workbook Activity	✍ use skip counting and doubling to multiply by 2, ✍ recite ×2 multiplication facts up to 20, ✍ identify patterns in multiples of 2 (including the fact that they are all even numbers) and use these to check answers.	Children GroupWise discuss and do the activity.	Work Sheet no - 4
9 10	Formation of 1st, 2nd table Workbook Activity	Text book Page no – 60 Multiplication Tables: 1 , 2 : Let us count the dolls in each group and write in the form of repeated addition. We will get the multiplication table. Example:	Children GroupWise discuss and do the activity.	Work Sheet no - 5

11 12	Formation of 10th and 5th tables Workbook Activity	Text book Page no - 61 to 64 Let us count marbles Activity	Children GroupWise discuss and do the activity.	Work Sheet no - 6
13 14	Formation of 3rd table Workbook Activity	Text book Page no – 65 Let us count the wheels of autos.	Children GroupWise discuss and do the activity.	Work Sheet no - 7
15 16	Formation of 4th table and multiplication by zero Workbook Activity	Text book Page no – 66 Let us count the legs of cows.	Children GroupWise discuss and do the activity.	Work Sheet no - 8
17 18	Multiplication a number below 20 by below 5 numbers Workbook Activity	Text book Page no – 67 Multiplying with Zero	Children GroupWise discuss and do the activity.	Work Sheet no - 9
19 20	Multiplication - word problems Workbook Activity	Text book Page no - 68, 69 Multiplication in daily life. Facilitate the children how the multiplication problems are used in our daily life situations	**Try these:**	Work Sheet no 10
21 22	Multiplication - word problems Workbook Activity	Text book Page no - 70, 71	**Try these:**	Work Sheet no 11
23 24	Different methods of multiplication Workbook Activity	Text book Page no - 72	Children GroupWise discuss and do the activity.	Work Sheet no 12

25 26	Recapitulation of multiplication Workbook Activity	Text book Page no – 73		Work Sheet no 13

CHECK FOR UNDERSTANDING		
1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
Do the Multiplications.: 24×2 ; 25×3; 36×3	1) There are 4 baskets. Each basket has 5 mangoes. How many mangoes are there in all? 2) A rickshaw can carry 3 persons. How many persons can be carried in 5 rickshaws? 3) Anil has 4 packets of biscuits. Each packet contains 12 biscuits. Find the total number of biscuits?	✍ Textbook exercises ✍ Worksheets in workbook.

Assessment	TLM
Self-Assessment in the Workbook	Print Material : ❖ 2nd Class Maths Magic (Mathematics Textbook) and Mathematics Workbook. ❖ 2023 – 24 Academic Calendar given by APSCERT ❖ 1 and 2 Class Teacher's Handbook. ❖ Flash cards of 1 to 99 numbers ,1 to 99 Numbers ribbon ❖ Some flowers for garland ,Picture cards, Dummy Currency notes ❖ Base 10 blocks ,Beads, Charts, Cardboards Digital Material : Diksha material, Google search
Signature of the Teacher	Signature of the Headmaster

Signature of the Visiting Officer with Remarks

		2nd CLASS MATHEMATICS LESSON PLAN					

MONTH : DECEMBER		Name of the teacher:					
Name of the Lesson	Topic		No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
			TB	WB	FROM	TO	
6. SHARE IT	1) Revision of addition and identification of equal groups		1	1			
	2) Understand the concept of repeated addition		1	1			
	3) Relation between addition and multiplication		1	1			
	4) Relation between addition and multiplication		1	1			
	5) Formation of 1st, 2nd table		1	1			
	6) Formation of 10th and 5th tables		1	1			
	7) Formation of 3rd table		1	1			
	8) Formation of 4th table and multiplication by zero		1	1			
	9) Multiplication a number below 20 by below 5 numbers		1	1			
	10) Multiplication – word problems		1	1			
	TOTAL		13	13	26		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
Children could 1) write all possible 2-digit numbers with the given 3 different digits. 2) make connection to expand and short form of given 3-digit number. 3) Represents 3-digit numbers using base 10 blocks or dummy currency and vice versa. 4) Do the additions ,subtractions, multiplications	Pupils will be able to ❖ identify division as sharing equally. ❖ recognize the symbol of division '÷'. ❖ identify division as repeated subtraction. ❖ do division up to 20 numbers by using numbers below 5. ❖ complete the division fact by finding the missing part (divisor or dividend) ❖ read and write the division symbol and use it in mathematical statements. ❖ apply division in day-to-day life situations and solve the problems. ❖ show the division form in picture representation and vice versa.

Teaching Learning Process
Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)
• Provide vocabulary cards to students with key terminology they will use throughout the lesson. Include words, such as: distribute, division, equal groups, divide, equation.
Experience and Reflection:*(Task/question that helps students explore the concept and connect with their life)*
Task : • Invite six students to the front of the classroom to participate in acting out a word problem.   • Read the following word problem: "It is the beginning of a new school year! Six students have one package of 18 pencils. They want to share the pencils equally. How many pencils will each student get?"   • Explain that to solve this problem, you must divide, or separate the pencils into equal groups, each with the same number of pencils.   • Display 18 pencils and ask a different student to act as the "leader" and to distribute the pencils among the students.   • Explain that together, you have just solved the division problem. You started with 18 pencils, and shared them equally between six students, proving that 18 divided by 6 is 3.   • Write the equation on the board for all students to see: $18 \div 6 = 3$

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	Identification of equal groups Text book Page no – 74 Workbook Acrivity	Let us play a game.	Children GroupWise discuss and do the activity.	Work Sheet no - 1
3 4	Making equal groups Text book Page no – 75 Workbook Acrivity	Make the objects in equal groups.	Children GroupWise discuss and do the activity.	Work Sheet no - 2
5	Understanding the division by equal distribution	Make the objects in equal groups.	Children GroupWise discuss and do the activity.	Work Sheet no - 3

6	Text book Page no – 75 Workbook Acrivity		**Make the objects in equal groups.**	
7 8	Writing division form for equal distribution Text book Page no – 76 Workbook Acrivity	Explaining the division by doing subtraction:	Do repeated subtraction and write division form.	Work Sheet no - 4
9 10	Understanding the division by Repeated subtraction Text book Page no – 77 Workbook Acrivity	Division by doing subtraction:	Children GroupWise discuss and do the activity.	Work Sheet no - 5
11 12	Writing division form for repeated subtraction Text book Page no – 77 Workbook Acrivity	Division by doing subtraction:	Children GroupWise discuss and do the activity.	Work Sheet no - 6
13 14	Division of numbers below 20 with numbers below 5 Text book Page no – 78 Workbook Acrivity	Share it! (Division regular form) If 6 balls are kept in 2 boxes equally, how many balls will be there in each box?	Children GroupWise discuss and do the activity.	Work Sheet no - 7
15 16	Division of numbers below 20 with numbers below 5 Text book Page no – 78 Workbook Acrivity	Share it! (Division regular form)	Children GroupWise discuss and do the activity.	Work Sheet no - 8
17 18	Division – word problems Text book Page no – 79 Workbook Acrivity	Explaining the division in regular way as using tables.	Children GroupWise discuss and do the activity.	Work Sheet no - 9
19 20	Division – word problems Text book Page no – 80 Workbook Acrivity	Explaining the division in regular way as using tables.	**Try these: Do the Exercise**	Work Sheet no 10

CHECK FOR UNDERSTANDING		
1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities

Do the following divisions. $8 \div 2$, $6 \div 3$, $9 \div 3$	Surya distributed 12 guavas each time equally among 4 pupils given below. Then how many fruits each pupil will get?	✍ Textbook exercises ✍ Worksheets in workbook.

Assessment	TLM
Self-Assessment in the Workbook	**Print Material :** ❖ 2nd Class Maths Magic (Mathematics Textbook) and Mathematics Workbook .❖ 2023 – 24 Academic Calendar given by APSCERT ❖ 1 and 2 Class Teacher's Handbook. ❖ Flash cards of 1 to 99 numbers ,1 to 99 Numbers ribbon ❖ Some flowers for garland ,Picture cards, Dummy Currency notes ❖ Base 10 blocks ,Beads, Charts, Cardboards **Digital Material :** Diksha material, Google search

Signature of the Teacher   **Signature of the Headmaster**

Signature of the Visiting Officer with Remarks

2nd CLASS   MATHEMATICS   LESSON PLAN

MONTH : JANUARY   Name of the teacher: _____

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
7. SHAPES AROUND US	1. Match the 3D objects with their similar shape	1	1			
	2. Understanding of rolling and sliding	1	1			
	3. Tracing along the edges of 3D shape/ object	1	1			
	4. Tracing along the edges of 3D shape/ object	1	1			
	5. Identification of shapes in given picture by colouring and counting.	1	1			
	6. Understand the concept of patterns	1	1			
	7. Extension of Patterns	1	1			
	TOTAL	7	7	14		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
Children could ✎ Say some mathematical shapes around us like circle ,cone etc. ✎ identify the Patterns (Shapes). ✎ identify the Growing Patterns (Shapes).	Pupils will be able to ✎ makes 3D objects by using 2D shapes. ✎ identify the next figures in a shapes pattern. ✎ identify the patterns in given number series or alphabet and extend the pattern. ✎ identifies the objects which are rolls, slide for given objects. ✎ identifies 3D shapes in objects (without using the names of the shapes) ✎ understand and counts the 2D shapes which are formed by tracing along the ✎ edges of 3D objects are used in our daily life.

Teaching Learning Process
Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)
Conducting a fun-based activity to make a rapport with learners

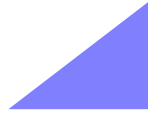Make the children to interact with FACE SHEET

Experience and Reflection:
(Task/question that helps students explore the concept and connect with their life)

Task :

- Display examples of 2-D and 3-D shapes using blocks and flat shapes.

- Hold up a 2-D shape, like a square, and ask students to identify the shape and share what attributes it has. Answers should include four sides, four corners, and a flat shape.

- Ask students to look around the classroom and find something in the shape of a square.

- Explain that this is a 2-D shape. Say, "Now I will show you some 3-D shapes."

- Show an example of 3-D shapes like a cube, pyramid, triangular prism, and rectangular prism one at a time. Before showing a shape, pair up your students and have one partner cover their eyes. Have the other partner describe the shape to them. See if they can guess the shape based on the description.

- Explain that today they will be learning more about and building their own 3-D shapes.

Note : The teacher may add a few more sums according to the learners' need.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	Match the 3D objects with their similar shape Workbook Activity	Text book Page no - 81	Say objects in round shape	Work Sheet no - 1
3 4	Understanding of rolling and sliding Workbook Activity	Text book Page no - 82, 83 Teacher should observe carefully. that each object should be kept on slanting object in different positions.	Observe the pictures and answer the questions.	Work Sheet no - 2
5	Tracing along the edges of 3D shape/ object	Text book Page no - 84	Trace the outlines of different 3D objects.	Work Sheet no - 3

6	Workbook Activity			
7

8 | Tracing along the edges of 3D shape/ object

Workbook Activity | Text book Page no - 85 | Preparation of 3D objects with 2D shapes | Work Sheet no - 4 |
| 9

10 | Identification of shapes in given picture by colouring and counting.

Workbook Activity | Text book Page no - 86 | Project work: | Work Sheet no - 5 |
| 11
12 | Understand the concept of patterns
Workbook Activity | Text book Page no - 87 | Colour the shapes according to pattern. | Work Sheet no - 6 |
| 13
14 | Extension of Patterns
Workbook Activity | Text book Page no - 88, 89, 90, 91 | Observe the Pattern in numbers: | Work Sheet no - 7 |

CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
Count the number of shapes according to the colour.

No. of ● shapes = [   ] , No. of ● shapes = [   ]

No. of ● in [   ] | Collect easily available leaves from your surroundings and trace out the shapes of leaves on a paper, colour those shapes and write the names of leaves. | Textbook activities, Workbook activities. |

Assessment	TLM	
	TLM	
Self-Assessment in the Workbook	Print Material :	Digital Material :
Diksha material, Google search

	❖ 2nd Class Maths Magic (Mathematics Textbook) ❖ 2nd Class Mathematics Workbook. ❖ 2023 – 24 Academic Calendar given by APSCER T❖ 1 and 2 Class Teacher's Handbook. ❖ Flash cards of shapes ,2d – 3d shapes	
Signature of the Teacher	Signature of the Visiting Officer with Remarks	Signature of the Headmaster

	❖ 2nd Class Maths Magic (Mathematics Textbook) ❖ 2nd Class Mathematics Workbook. ❖ 2023 – 24 Academic Calendar given by APSCER T❖ 1 and 2 Class Teacher's Handbook. ❖ Flash cards of shapes ,2d – 3d shapes	
Signature of the Teacher Signature of the Visiting Officer with Remarks		Signature of the Headmaster

MONTH : FEBRUARY   Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
8. MY DIARY	1. Understanding daily routines and their sequence	1	1			
	2. Understand the concept of days in a week in sequential order	1	1			
	3. Understand the concept of yesterday, today, tomorrow	1	1			
	4. Understand the concept of months in a year	1	1			
	5. Sequential order of months in a year	1	1			
	6. Understand the concept of months in a year	1	1			
	7. Understand the concept of seasons	1	1			
	8. Reading of time in hours	1	1			
	9. Drawing of hands of clock to the given time	1	1			
	TOTAL	9	9	18		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
Children could Pupils will be able to identify the Morning, Afternoon, Evening, Night.	Pupils will be able to ✎ say the names of the days/ months in sequential order. ✎ identify the sequence of events happening in terms of hours/ days. ✎ arrange the incidents happening in daily life in sequential order. ✎ read the clock in hours. ✎ identify the fruits/ vegetables available in different seasons/ months. ✎ draw the hands of clock to the given time.

Teaching Learning Process
Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)
Conducting a fun-based activity to make a rapport with learners Make the children to interact with FACE SHEET (92-page picture of the lesson).

- Task :

- Provide students with pictures of an analog clock with parts labeled in both English and their home language . Parts may include: hour hand, minute hand, numbers, hour, minutes, etc.

- Ask students to come up to the front of the room to find the analog clock. Encourage and guide students to point and orally label the parts of each clock, using their pictures for support.

Note :The teacher may add a few more sums according to the learners' need.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	Understanding daily routines and their sequence **Workbook Activity**	Textbook Page no - 92, 93	pupils observe the picture.	Work Sheet no - 1
3 4	Understand the concept of days in a week in sequential order. **Workbook Activity**	Textbook Page no - 94, 95	understand the concept of time	Work Sheet no - 2
5 6	Understand the concept of yesterday, today, tomorrow. **Workbook Activity**	Textbook Page no - 96	Write the names of the weekdays from the given jumbled words and match them with the sequential order.	Work Sheet no - 3
7 8	Understand the concept of months in a year **Workbook Activity**	Textbook Page no - 97	discuss the number of months in the year and their order.	Work Sheet no - 4
9 10	Sequential order of months in a year **Workbook Activity**	Textbook Page no - 97		Work Sheet no - 5
11 12	Understand the concept of months in a year **Workbook Activity**	Textbook Page no - 98	Fill the name s of months.	Work Sheet no - 6

13 14	Understand the concept of seasons. **Workbook Activity**	Textbook Page no - 98		Work Sheet no - 7
15 16	Reading of time in hours **Workbook Activity**	Textbook Page no - 99	Write the time in the given clock.	Work Sheet no - 8
17 18	Drawing of hands of clock to the given time **Workbook Activity**	Textbook Page no - 100, 101, 102	Write a daily schedule of activities.	Work Sheet no - 9

CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
I) Fill in the blanks. 1) Write the day that comes two days before Friday 2) The day that comes after Sunday is …… 3) The day between Monday and Wednesday is 4) Generally, school holiday falls on … 5) A week has …………………. days.	1) What will be the day on the 7 th day from today? 2) We celebrate our Independence Day in the month of……………… 3) The month between April and June is ….	✍ Textbook exercises ✍ Worksheets in workbook.

Assessment	TLM
Self-Assessment in the Workbook	**Print Material :** ❖ 2nd Class Maths Magic (Mathematics Textbook) , Mathematics Workbook .❖ 2023 – 24 Academic Calendar given by APSCERT ❖ 1 and 2 Class Teacher's Handbook. ❖ Model Clocks, Time showing charts **Digital Material :** ❖ Diksha material, Google search