



AFAQ SUN SERIES

Lesson Plans Mathematics

2

Total: SLO = 79

Total: LPs = 210



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 1**

Unit Name: **Topic:** Orientation **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Introduce themselves and learn about their class name, section, and names of other classmates.

Resource Materials:

Chalk/marker, white-/blackboard, flashcards in the shape of flowers, paper bags, flash cards of vegetables, toys and fruits, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Welcome students to their new classroom.

Main Activities/Concept Building: (25 min)

Tell students they are going to introduce themselves and learn the names of their classmates.

Activity 1:

Write your name on a big flash card and paste it on the board. Introduce yourself to students and tell them about your favourite things to do. Give each student a flash card in the shape of a flower and instruct them to write their names on the cards with the correct spelling. Ask them to write their favourite things (colour, food, game, etc.) on the petals of the flowers. After this, take the flower cards from students and paste them on the board. Call them one by one to the front of the class and ask them to tell their name and favourite things. Repeat this activity with all of the students.

Activity 2:

Bring a bag to the class. Inside the bag, there can be flash cards of things that represent you and things you like.

Now give each student a bag made of card paper. Place a basket of things (fruit cards, vegetable cards, toy cards) on the table. Instruct students to come to the front of the class one by one and then fill their bags with their favourite things. Then ask them to show their favourite things to the class.

Sum-up: (3 min)

Sum up the lesson by retelling your name. Randomly ask students to tell the name of one of their classmates.

Assessment: (5 min)

To check the understanding of students, paste the name card of a student on the board. Ask students to point to the student whose name card is pasted on the board.

Homework: (2 min)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Worksheet

Name: _____

Date: _____



Self-Introduction

Paste your picture

What is your name? _____

What is your date of birth? _____



How old are you? _____

How many brothers and sisters are you? _____

What is the name of your school? _____



What is your favourite subject? _____



What food do you like to eat? _____

What game do you like to play? _____



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 2**

Unit Name: Whole Numbers **Topic: Ordinal Numbers** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Write ordinal numbers from first to twentieth.

Resource Materials:

Chalk/marker, white-/blackboard, number cards 1-20, calendar

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask them: Who came first, second and third in the previous class? Take their responses and tell them that today they are going to learn about ordinal numbers.

Main Activities/Concept Building: (30 min)

Activity 1:

Put number cards 1 to 20 on the table. Now call twenty students to the front of the class. Give each student a number card randomly. Now ask them to arrange themselves in a queue according to the number cards given to them in sequence from 1 to 20 from right to left. Now say the name of any student in the queue. Tell them their position in the queue. Point towards each student in the queue and say, 'First, second, third, fourth, fifth ... twentieth.' Tell students that ordinal numbers tell us the position of objects. Call the names of some other students in the queue, and ask them to tell their position in the queue. Repeat this activity by changing the position of students.

Next, make two groups (Group A and Group B) of students. Call group A and distribute ordinal number cards (in numeral and word form). Ask them to get themselves arranged in correct sequence from the 1st to the 20th. After they are done, give an opportunity to the other group to check whether the students of Group A have been arranged correctly or not. Similarly, repeat this with Group B. Clap for the group that performs better.

Sum-up: (3 min)

Sum up the lesson by retelling students that ordinal numbers tell us the position of objects

Assessment: (0 min)

N/A

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 3**

Unit Name: Whole Numbers **Topic: Ordinal Numbers** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Write ordinal numbers from first to twentieth.

Resource Materials:

Chalk/marker, white-/blackboard, papers with 20 circles of different sizes, wallchart of 20 animal races, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students:

What are ordinal numbers?

When do we use ordinal numbers in our daily lives?

Take their responses and appreciate them.

Main Activities/Concept Building: (25 min)

Activity 1:

Write ordinal numbers as '1st', '2nd', '3rd', '4th' ... '20th' on the board. Write the ordinal numbers in words as 'first', 'second', 'third', 'fourth', ..., twentieth together with the 1st, 2nd, 3rd, ...20th. Then ask the students to read the words with you as F-I-R-S-T for first then S-E-C-O-N-D as second with spelling up to twentieth.

Next, have students write out the first twenty ordinal numbers in their notebooks (in numerals and words).

Scramble the spelling of random ordinal numbers on the board. For example, UORHTF. Ask students to raise their hands if they can unscramble the number name. Take their responses and appreciate them.

Repeat this activity for various numbers.

Activity 2:

Paste the animal race wallchart on the board. Instruct students to observe the animals and their positions in the race. Ask students: Tell the name of the animal that comes first in the race. Take their responses and then point to that animal. Repeat this activity by saying different names of animals that are in the race and asking them their positions in the race.

Sum-up: (3 min)

Sum up the lesson by retelling students about ordinal numbers and their uses in our daily lives.

Assessment: (5 min)

N/A

Homework: (2 min)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Worksheet

Name: _____

Date: _____

Observe and write the position of the animals given below.



is in _____ position.



is in _____ position.



is in _____ position.



is in _____ position.

Colour the 6th, 13th and 19th umbrella from left to right.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 4**

Unit Name: Whole Numbers **Topic: Ordinal Numbers** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Write ordinal numbers from first to twentieth.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 1 and 2

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students to tell: What is the fifth day of the week? What is the 10th month of the year?

What is the position of March in the calendar? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Tell students they are going to write ordinal numbers from first to twentieth.

Activity 1:

Draw 20 balloons in a row on the board. Call a student to the front of the class and ask them to circle the 12th balloon from the right and write its position on the board. Take their responses and appreciate them for their correct answer. Repeat this activity by calling random students to the board one by one and instructing them to circle any balloon and write the position of that balloon below it.

Ask students to open their textbooks at page 1. Instruct them to observe the position of the animals and birds given. Now say the name of any animal or bird that is in their textbooks and ask students to tell the position of that animal or bird.

Sum-up: (3 min)

Sum up the lesson by retelling students that ordinal numbers tell the position of the objects by drawing different numbers of objects in a row on the board and by writing their positions in words.

Assessment: (5 min)

To check the understanding of students, ask them to complete the question in their textbooks on page 2 of 'Learning Check 1.1'.

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 5**

Unit Name: Whole numbers **Topic: Number Names** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

Write numbers 1-20 in words.

Resource Materials:

Chalk/marker, white-/blackboard, 20 balls, basket, number cards 1-20 in numerals and words, textbook page 4, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Draw different numbers of objects in different numbers of sets. Ask students to count the number of objects in each set and say the number. Call a student to the front of the class and ask them to count and write the number of objects below each set of objects.

Main Activities/Concept Building: (25 min)

Activity 1:

Put 20 balls in a basket. Take one ball from the basket and ask students how many balls are there in your hand. They must say 'one'. Write one on the board and tell them that the number name for 1 is one. Now take two balls and ask them to count and tell the number of balls that is 2. Now write 2 and the number name 'two' on the board and tell them the number name for 2 is two. Ask them to read the spelling in a loud voice. Repeat this activity with numbers up to 20.

Say a number and ask them to point to that number and then number name of that number on the board.

Ask them to say loudly the number name and spell it. Repeat this activity with some other students.

Activity 2:

Make two groups of students. Give one group number cards 1 to 20 and the other group the number name cards up to 20. Instruct one group to show a number card and ask the other group to look at the number and show its number name card. Repeat this activity with other numbers. Appreciate students for their correct answers.

Sum-up: (3 min)

Sum up the lesson by asking students to read the numbers and number names from 1 to 20 from page 4 in their textbooks.

Assessment: (5 min)

To check the understanding of students, write some numbers on the board and ask students to tell the number names for them.

Homework: (2 min)

Learn the numbers and number names from 1 to 20 with their spelling. Solve the attached worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Worksheet

Name: _____

Date: _____

Write the numbers for the given numbers in words.

a)	Fourteen	
b)	Twenty	
c)	Eighteen	
d)	Sixteen	
e)	ten	
f)	thirteen	
g)	nineteen	
h)	twelve	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 6**

Unit Name: Whole numbers **Topic: Numbers in numeral and words** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Write numbers 21-40 in words.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 4 and 5, number and number name cards 21-40

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students about their homework. Call a student to the front of the class and ask them to draw 5 circles on the board and then write different numbers and number names for them. Ask the rest of the class to say the numbers and the number names aloud and learn their spelling. Repeat this activity with some other students. Appreciate students for their correct answers.

Main Activities/Concept Building: (25 min)

Tell students they are going to read and write numbers from 21 to 40 in numerals and words.

Activity 1:

Paste a wallchart of numbers up to 40 on the board. Say the number twenty-one and ask students to follow you and say aloud the number names up to 29 with their spelling. Point to the number 30 and tell students the number name for 30 is thirty. Say number names from 30 to 39 and their spelling and ask them to repeat them with you. Point to the number 40 and tell them that we say this number 'forty'. Ask them to repeat the number name for 40 and its spelling. Now call a student to the front of the class and ask them to read the numbers and number names up to 40 and their spelling in a loud voice.

Activity 2:

Put number name cards up to 40 on the table in front of students. Call a student to the front of the class and ask them to write the numbers from 21 to 25 on the board. After this, instruct them to find out the number name cards of 21 to 25 and paste them below the numbers. Ask the rest of the class to read aloud the number names written on the board. Now call another student to the front of the class and ask them to write numbers from 26 to 30 on the board. Then instruct them to find out number name cards for these numbers and paste the exact number name card below each number. Repeat this activity to some other students for the numbers up to 40. Ask them to read aloud the numbers and number names up to 40. Appreciate them for their good work.

Sum-up: (3 min)

Sum up the lesson by asking students to read the numbers and numbers names up to 40 given on pages 4 and 5 of the textbook.

Assessment: (5 min)

To check the understanding of students, say random numbers from 21-40 and ask students to write the number name for that numbers in their notebooks. Roam around the class, check their work and guide them if needed.

Homework: (2 min)

Learn the numbers and number names up to 40. Write number names from 1 to 40 in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 7**

Unit Name: Whole numbers **Topic: Numbers in numeral and words** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Write numbers 41-60 in words.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 5, number and number name cards 41-60, wallchart of numbers up to 60

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students about their homework. Write random numbers up to 40 on the board. Ask students to tell their number names and spell those numbers aloud. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Tell students they are going to read and write numbers from 41 to 60 in numerals and words.

Activity 1:

Paste a wallchart of numbers up to 60 on the board. Say a number 41 and number name forty-one and ask students to follow you and say aloud the numbers and number names up to 49 with their spelling. Point out number 50 and tell students the number name for 50 is fifty. Say number and number names 50 to 59 and their spelling and ask them to repeat them with you. Point out to the number 60 and tell them that we say this number 'sixty'. Ask them to repeat the number name for 60 with its spelling. Now call a student to the front of the class and ask them to read the numbers and number names up to 60 and their spelling in a loud voice.

Activity 2:

Put number name cards up to 60 on the table in front of students. Call a student to the front of the class and ask them to write numbers from 41 to 45 on the board. After this, instruct them to find out the number name cards of 41 to 45 and paste them below the numbers. Ask the rest of the class read the number names written on the board in a loud voice. Now call another student to the front of the class and ask them to write numbers from 46 to 50 on the board. Then instruct them to find out number name cards for these numbers and paste the exact number name card below each number. Repeat this activity to some other students for the numbers up to 60. Ask them to read the numbers in words in a loud voice up to 60. Appreciate them for their good work.

Sum-up: (3 min)

Sum up the lesson by asking students to read number and numbers names up to 41-60 on page 5 of the textbook.

Assessment: (5 min)

To check the understanding of students, say random numbers from 41-60 and ask students to write the number name for that numbers in their notebooks. Roam around the class, check their work and guide them if needed.

Homework: (2 min)

Learn the numbers and number names up to 60. Write number names from 1 to 60 in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 1**

Unit Name: Whole numbers **Topic: Numbers in numeral and words** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Write numbers 61-80 in words.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 5 and 6, number and number name cards 61-80, wallchart of numbers up to 80

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students about their homework. Write random numbers up to 60 on the board. Ask students to tell their number names and spell those numbers aloud. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Tell students they are going to read and write numbers from 61 to 80 in numerals and words.

Activity 1:

Paste a wallchart of numbers up to 80 on the board. Say a number 61 and number name sixty-one and ask students to follow you and say number and number names up to 69 and their spelling in a loud voice. Point out number 70 and tell students the number name for 70 is 'seventy'. Say the number names from 70 to 79 and their spelling and ask them to repeat them with you. Point to the number 80 and tell them that we use the number name 'eighty' for this number. Ask them to repeat the number name for 80 and its spelling. Now call a student to the front of the class and ask them to read the numbers and number names up to 80 and their spelling in a loud voice.

Activity 2:

Put number name cards up to 61-80 on the table in front of students. Call a student to the front of the class and ask them to write the numbers from 61 to 65 on the board. After this, instruct them to find out the number name cards of 61 to 65 and paste them below the numbers. Ask the rest of the class read the number names written on the board in a loud voice. Now call another student to the front of the class and ask them to write the numbers 66-70 on the board. Then instruct them to find out the number name cards for these numbers and paste the exact number name card below each number. Repeat this activity with some other students for the numbers up to 80. Ask them to read the number names up to 80 in a loud voice. Appreciate them for their good work.

Sum-up: (3 min)

Sum up the lesson by asking students to read the numbers and numbers names from 61 to 80 on pages 5 and 6 of the textbook.

Assessment: (5 min)

To check the understanding of students, say random numbers from 61 to 80 and ask students to write the number names for those numbers in their notebooks. Roam around the class, check their work and guide them if needed.

Homework: (2 min)

Learn the numbers and number names up to 80. Write number names from 1 to 80 in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 2**

Unit Name: Whole numbers **Topic: Numbers in numeral and words** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Write numbers 81-100 in words.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 6, number and number name cards 81-100, wallchart of numbers up to 100

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students about their homework. Write random numbers up to 80 on the board. Ask students to tell their number names and spell those numbers in a loud voice. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Tell students they are going to read and write numbers from 81 to 100 in numerals and words.

Activity 1:

Paste a wallchart of numbers up to 100 on the board. Say the number 81 and ask students to follow you and say the number names from 81 to 89 and their spelling in a loud voice. Point to number 90 and tell students the number name for 90 is 'ninety'. Say number and number names 90 to 99 and their spelling and ask them to repeat them with you. Point to the number 100 and tell them that we use the number name 'hundred' for this number. Ask them to repeat the number name for 100 and their spelling. Now call a student to the front of the class and ask them to read the numbers up to 100 and their spelling in a loud voice.

Activity 2:

Put number name cards up to 81-100 on the table in front of students. Call a student to the front of the class and ask them to write numbers from 81 to 85 on the board. After this, instruct them to find out the number name cards of 81 to 85 and paste them below the numbers. Ask the rest of the class read the number names written on the board in a loud voice. Now call another student to the front of the class and ask them to write numbers from 86 to 90 on the board. Then instruct them to find out number name cards for these numbers and paste the exact number name card below each number. Repeat this activity to some other students for numbers up to 100. Ask them to read the numbers in words in a loud voice up to 100. Appreciate them for their good work.

Sum-up: (3 min)

Sum up the lesson by asking students to read number and numbers names up to 81-100 on page 6 of the textbook.

Assessment: (5 min)

To check the understanding of students, say random numbers from 81-100 and ask students to write the number name for that numbers in their notebooks. Roam around the class, check their work and guide them if needed.

Homework: (2 min)

Learn the numbers and number names up to 100. Write number names from 1 to 100 in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 3**

Unit Name: Whole numbers **Topic: Numbers in numeral and words** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Write numbers 1-100 in words.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 4 -7, wallchart of numbers up to 100

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students about their homework. Write number 85 on the board and ask students to tell the number name of this number. Take their responses and appreciate them for their correct answers. Repeat this activity with some other numbers too.

Main Activities/Concept Building: (2 min)

Tell students they are going to read and write numbers 1-100 in numerals and words.

Activity 1:

Paste a wallchart of numbers 1-100 in numerals and words. Call a student to the front of the class and ask them to read the numbers up to 20 in a loud voice. Call another student to the front of the class and ask them to read the numbers up to 40 in a loud voice. Repeat this activity for numbers and number names up to 100.

Activity 2:

Draw a table with two columns on the board. Write numbers in one column and number names in the second. Make two groups of students. Call one student of a group and ask them to write a number. Call a student of the other group and ask them to write the number name for that number in the number name column. Check if they write the correct number name and its correct spelling. Repeat this activity with some members of both groups. Now ask the second group to write numbers and the first group members write the number names for that numbers. Appreciate them for their good response.

Sum-up: (3 min)

Sum up the lesson by asking students to read number and number names from 1 to 100 on pages 4-6 of the textbook.

Assessment: (10 min)

To check the understanding of students: Ask them to write the number names for the given numbers in Q1 of 'Learning Check 1.2'. Ask students to write numerals for the given number names in Q2. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Complete Q3 given on textbook page 7.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 4**

Unit Name: Whole numbers **Topic: Numbers to 999** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Read numbers up to 999.

Write numbers up to 999 as numerals.

Resource Materials:

Chalk/marker, white-/blackboard, 10 disposable glasses, 100 beads

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students about their homework. Write some 2-digit numbers on the board. Ask students to read those numbers in a loud voice.

Main Activities/Concept Building:

(2 min)

Tell students they are going to read and write numbers up to 250.

Activity 1:

Put a hundred beads and 10 glasses to the front of the class. Call a student to the front of the class. Instruct them to count 10 beads and put one glass. Now ask students: How many ones make one ten. Take their response and tell them that 10 ones make one ten. Ask them to count ten beads and put them in the second glass, and repeat this activity until all glasses are filled with beads. Tell the students there are 10 glasses and in each glass there are 10 beads. Now ask them to tell how many beads are in 10 glasses? Take their responses and tell them that there are 100 beads in ten glasses. This shows that there are 10 tens in one hundred. Tell the students 10 is the smallest 2-digit number and 100 is the smallest 3-digit number.

Activity 2:

Write numbers 1 to 250 on the board. Read the numbers and ask students to read with you in a loud voice. Ask students to read the numbers with you 2 to 3 times in a loud voice. Now call a student to the front of the class, say a number for example 167 and ask them to point that number on the board. Repeat this activity with some other students. Appreciate students for their active class participation.

Sum-up:

(3 min)

Sum up the lesson by retelling students, there are 10 ones in one ten, 10 tens in one hundred. Tell them that 100 is the smallest 3-digit number.

Assessment:

(10 min)

To check the understanding of students, write some numbers on the board and ask students to read that numbers.

Homework:

(2 min)

Write the numbers from 1 to 250 in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 5**

Unit Name: Whole numbers **Topic: Numbers to 999** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Read numbers up to 999.

Write numbers up to 999 as numerals.

Resource Materials:

Chalk/marker, white-/blackboard, worksheet, textbook page 12, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Call a student to the front of the class. Say the number 145 and ask them to write that number on the board. Say another number and ask them to write that number on the board. Take their responses and appreciate them for the correct answers.

Main Activities/Concept Building: (25 min)

Tell students that they are going to read and write numbers up to 500.

Activity 1:

Write numbers 400 to 450 on the board. Read the numbers and instruct students to read with you in a loud voice. Ask students to read the numbers two to three times with you. Call a student to the front of the class and ask them to read the numbers from 400 to 450 in a loud voice by pointing to the numbers. Repeat this activity to some other students. Appreciate students for their active participation.

Activity 2:

Give worksheets to students. Ask students to follow the instruction and write the missing numbers in a given sequence. Roam around the class, check their work and guide them if required.

Sum-up: (3 min)

Sum up the lesson by retelling students how to read and write numbers in numerals by writing some numbers on the board and asking them to read those numbers.

Assessment: (5 min)

To check the understanding of students, call some random students one by one on the board. Say numbers and ask them to write that number on the board.

Homework: (2 min)

Write numbers from 1 to 500 in their notebooks. Solve Q4 in your textbook on page 12.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Worksheet

Name: _____

Date: _____

Write the missing numbers.

309		311						317	
319									328
	330				334				
		341							
						355			
359									368

Write numbers from 400 to 450.

400								408
								426
427								
445								

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 6**

Unit Name: Whole numbers **Topic: Numbers to 999** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Read numbers up to 999.

Write numbers up to 999 as numerals.

Resource Materials:

Chalk/marker, white-/blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Call a student to the front of the class. Ask them to read and write the numbers from 340 to 370 on the board. Ask the rest of the class to check whether they write it correctly. Instruct them to correct if needed.

Main Activities/Concept Building: (25 min)

Tell students that they are going to read and write numbers up to 750.

Activity 1:

Write numbers 670 to 700 on the board. Read the numbers and instruct students to read with you in a loud voice. Ask students to read the numbers two to three times with you. Call a student to the front of the class and ask them to read the numbers from 670 to 700 in a loud voice by pointing to the numbers.

Repeat this activity to some other students. Appreciate students for their active participation.

Call another student to the front of the class and ask them to write the number 688 on the board. Tell students we can read this number as six hundred and eighty-eight.

Activity 2:

Give worksheets to students. Ask students to follow the instruction and write the missing numbers in a given sequence. Roam around the class, check their work and guide them if required.

Sum-up: (3 min)

Sum up the lesson by retelling students how to read and write numbers in numerals by writing some numbers on the board and asking them to read that numbers.

Assessment: (5 min)

To check the understanding of students, ask students to write numbers from 520 to 540 in their notebooks. Roam around and check their work.

Homework: (2 min)

Write the numbers from 1 to 750 in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Worksheet

Name: _____

Date:

Write the missing numbers in the given sequence.

560					565				
-----	--	--	--	--	-----	--	--	--	--

675								684
-----	--	--	--	--	--	--	--	-----

721						727			
-----	--	--	--	--	--	-----	--	--	--

Write the numbers 591 to 650.

[illegible]

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 7**

Unit Name: Whole numbers **Topic: Numbers to 999** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Read numbers up to 999.

Write numbers up to 999 as numerals.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 8-9, 12-13

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask student: How many ones are in one ten? How many tens are in one hundred? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Tell students that they are going to read and write numbers up to 999.

Activity 1:

Tell students we can read and write numbers with the help of number blocks. Draw ones, tens and hundreds blocks on the board and tell students about it. Draw ten ones blocks and ask them to count and tell how many are of these blocks. Take their responses that must be 10 blocks. Tell the students when ten ones block join together, they make 1 tens block; and when 10 tens blocks join together, they make 100. Draw 2 hundred blocks, 3 tens blocks and 4 ones blocks to represent numbers 234 on the board. Now call a student to the front of the class and ask them to count each type of block and write the number of blocks below each of them. After this ask students to read the number by joining that numbers together. Tell them that we can read this number as two hundred and thirty-four. Repeat this activity by drawing different numbers of blocks.

Activity 2:

Ask students to open their textbooks at pages 8 and 9. Ask the students to count the blocks and read the numbers given on page 9 of their textbook. Tell students 100 is the smallest 3-digit number and 999 is the greatest 3-digit number.

Sum-up: (3 min)

Sum up the lesson by retelling students with the help of blocks of hundred, tens and ones we can read and write numbers easily by drawing some number blocks on the board.

Assessment: (5 min)

To check the understanding of students by them how many hundreds, tens and ones blocks are in 899. Take their responses and appreciate them for their correct answer.

Homework: (2 min)

Solve Qs 3 and 5 on pages 12 and 13 of 'Learning Check1.3' in your textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 1**

Unit Name: Whole numbers **Topic: Counting in Tens** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

Count and write in 10s (e.g. 10, 20, 30, ...).

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 10, 12, 100 sticks

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Draw 10 squares on the board. Ask students to count the squares. Take their responses and tell them that there are 10 squares. Tell them that ten ones make one ten.

Main Activities/Concept Building: (25 min)

Tell students that they are going to read and write in 10s (e.g. 10, 20, 30, ...)

Activity 1:

Put sticks on the table. Call a student to the front of the class and ask them to count the number of 10 sticks and combine the sticks. Tell students when ten sticks combine, they make a 1 ten stack. Now call another student to the front of the class and ask them to count 10 sticks and make bundles and then again count 10 more sticks and make a bundle. Tell the students the two bundles of 10 sticks show 2 tens or 20. Continue this process until 10 bundles of 10 sticks each are made. Tell students there 1 ten in ten, tens in 20, 3 tens in 30, 4 tens in 40, up to so on 10 tens in 100.

Activity 2:

Ask the students to open their textbooks at page 10. Tell them that 10 ones make one ten. Instruct them to count and read the numbers in tens. Call a student in front of the class. Ask them to tell how many tens are in 70. Take their response and tell them that 7 tens are in 70. Now ask them to draw blocks on the board that shows 7 tens or 70. Ask the rest of the class, to check work and correct if needed.

Sum-up: (3 min)

Sum up the lesson by retelling students that ten ones make one ten and 10 tens make one hundred.

Assessment: (5 min)

To check the understanding of students by asking them how many tens are in 60? How many ones are there in 100?

Homework: (2 min)

Solve Qs 1 and 5 on page 12 of 'Learning Check 1.3' in your textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 2**

Unit Name: Whole numbers **Topic: Counting in hundreds** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

Count and write in 100s (e.g. 100, 200, 300, ...).

Resource Materials:

Chalk/marker, white-/blackboard, play money cards of tens and hundreds, wallchart of counting in hundreds

Teaching & Learning Activities:

Opening Activities/Warm-up:

(10 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students: How many ones are in one hundred? How many hundreds are there in 200? Take their responses and tell them that there are 100 ones are in one hundred. Tell them that there are 2 hundreds in 200.

Main Activities/Concept Building:

(25 min)

Tell students that they are going to read and write in 100s (e.g. 100, 200, 300, ...)

Activity 1:

Paste a wallchart of counting in hundred up to 900 on the board. Point out to stack of 1 hundred blocks and tell students there are 100 ones block in one hundred. Now point to stacks of 2 hundred blocks and tell them that there are 2 hundreds in 200. Point to 3 hundred stacks and tell them that there are 3 hundreds in 300. Similarly repeat this up to 900.

Activity 2:

Give play money cards of tens and hundred to each student. Ask them to count 10 tens of money cards and ask them how much money they collect. Take their responses that must be 100. Now ask them to collect two hundred-rupee notes and tell how many hundreds are there now. Take their response and appreciate them for their correct answer.

Sum-up:

(3 min)

Sum up the lesson by retelling students when we count in hundreds we get 100, 200, 300, 400 and 500.

Assessment:

(5 min)

To check the understanding of students by asking them how many hundreds are there in 400? Take their responses and appreciate their correct answers.

Homework:

(2 min)

Write counting in hundreds in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 3**

Unit Name: Whole numbers **Topic: Counting in Hundreds** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

Count and write in 100s (e.g. 100, 200, 300, ...).

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 11-12

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students: How many hundreds are there in 300? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Tell students that they are going to read and write in 100s (e.g. 100, 200, 300, ...)

Activity 1:

Ask the students to open their textbooks at page 11. Tell them that 100 ones make one hundred. Instruct them to count and read the numbers in hundreds. Ask students to count and tell: how many hundreds are there in 800? How many hundreds are there in 600? Repeat this for different numbers. Give them worksheet to solve.

Sum-up: (3 min)

Sum up the lesson by retelling students that 100 ones make one hundred, 10 tens make 100 and nine hundreds make 900.

Assessment: (5 min)

To check the understanding of students, write counting in hundred in sequences by missing some numbers. ask them to count in hundreds and write the missing numbers.

Homework: (2 min)

Solve Q2 on page 12 of 'Learning Check1.3' in your textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

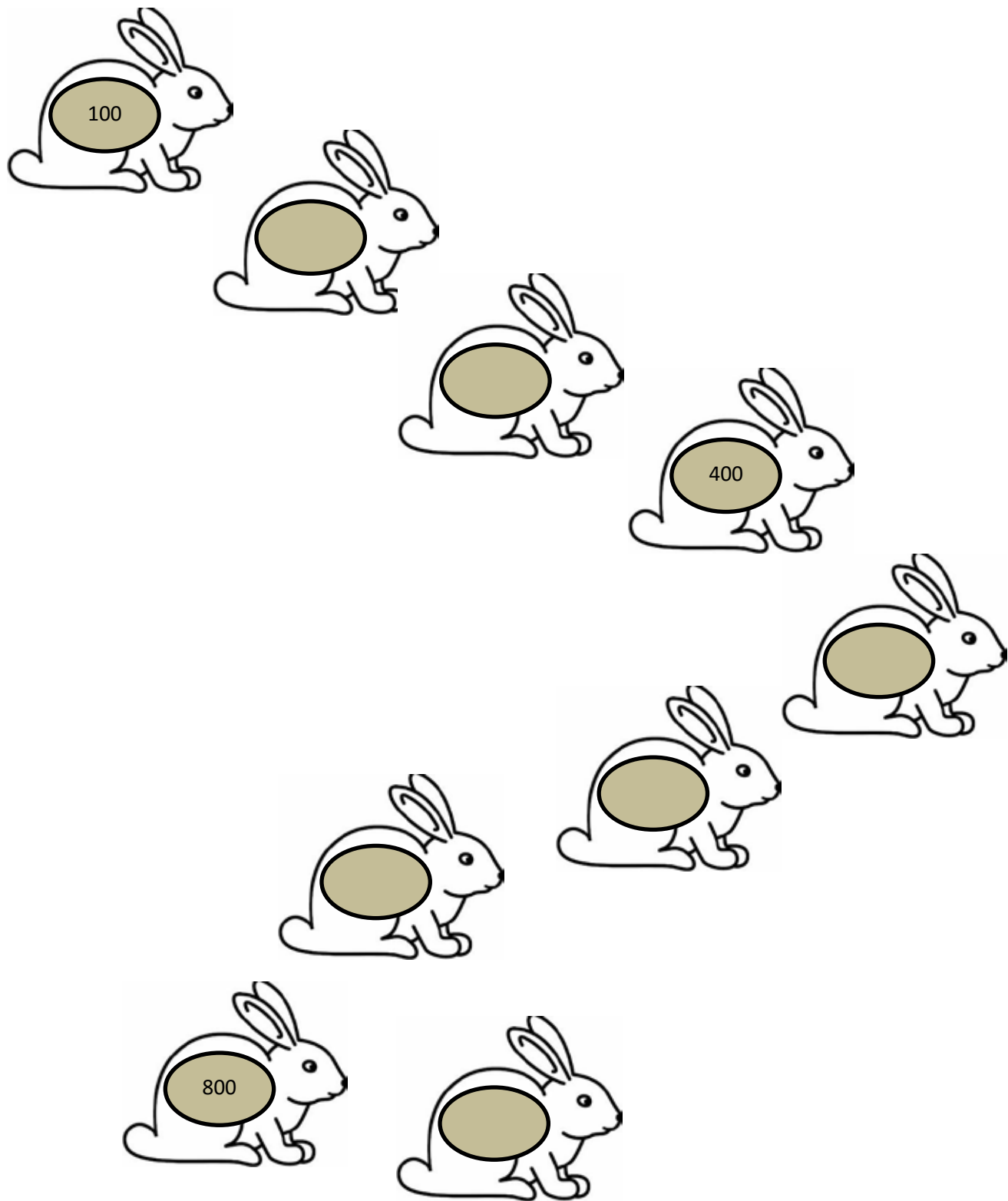
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Worksheet

Name: _____

Date: _____

1. Count in 100s and write thye numbers.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 4**

Unit Name: Whole numbers **Topic: Place value** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

Recognize the place value of a 3-digit number.

Identify the place value of a specific digit in 3-digit numbers.

Resource Materials:

Chalk/marker, white-/blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Write a number, for example 341, on the board. Ask students to read the number. Call a student to the front of the class and ask them to write the number in words. Take their responses and appreciate them for their good response.

Main Activities/Concept Building: (25 min)

Tell students that they are going to recognise the place value of 3-digit numbers.

Activity 1:

Draw a place value table with hundreds, tens and ones columns on the board. Draw 2 blocks of hundred in the hundreds column, 3 blocks of tens in the tens column, 7 ones in the ones column. Now ask students to count hundreds blocks in the hundreds column. Take their response and tell them that there are two hundred blocks in the hundreds column and write 2 below the hundreds column. Now ask them to count the number of tens blocks in the tens column. Take their response that must be 3 and then write 3 below the tens column. At the end count the number of ones in the ones column and write 7 below the ones column. Now ask students to combine 237 and read the number that is 2 hundred and thirty-seven. Tell students the place value of each digit in a number tells us the position of that digit in a number. Ask them to observe the number 237. The digit to the left of the number represents hundreds. This shows that 2 is in the hundreds place and its value is 200. The digit 3 is in the tens place and its value is 30, the digit 7 is in the ones place and its value is 7. Repeat this activity to some other numbers and explain to the students the place value of the numbers.

Sum-up: (3 min)

Sum up the lesson by retelling students that place value of each digit in a number tells us the position of that digit in a number.

Assessment: (5 min)

To check the understanding of students write some numbers on the board and ask students to tell the place value of each digit in a number.

Homework: (2 min)

Revise the concept at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 5**

Unit Name: Whole numbers **Topic: Place Value** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

Recognize the place value of a 3-digit number.

Identify the place value of a specific digit in 3-digit numbers.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 16

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Draw a place value chart on the board and represent any number in a chart. Call a student to the front of the class and ask them to count hundreds, tens and ones blocks in each column and then find the number.

Appreciate them for their good response.

Main Activities/Concept Building: (25 min)

Tell students that they are going to recognise and identify the place value of 3-digit numbers.

Activity 1:

Draw a place value table on the board. Write a number 489 on the board. Call a student to the front of the class. Ask them to draw blocks according to the given number. Now call another student to the front of the class and ask them to observe the number in the place value table and ask them to tell how many hundreds there are in the hundreds column. Take response and tell students 4 is in the hundreds place and its value is 400. Ask students: How many tens are in the tens column. Take their responses and appreciate it if someone gives the right answer. There are 8 tens in the tens column or 8 is in the tens place and its value is 80. Tell students 9 is in the ones place and its value is 9. Repeat this activity by writing different numbers up to 999 on the board and asking them to tell the position of each digit in a number.

Sum-up: (3 min)

Sum up the lesson by writing some numbers on the board and telling the place and place value of each digit in numbers.

Assessment: (5 min)

To check the understanding of students: Write some 3-digit numbers on the board and ask them to show the place values of these numbers by drawing a place value chart in their notebooks.

Homework: (2 min)

Complete Q1 of Learning Check 1.4 in your textbook on page 16.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 6**

Unit Name: Whole numbers **Topic: Place Value** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

Recognize the place value of a 3-digit number.

Identify the place value of a specific digit in 3-digit numbers.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 14-16

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students: How can we find the place of any digit in a number? Take their responses and tell them that with the help of a place chart we can find the place value of each digit in a number.

Main Activities/Concept Building: (25 min)

Tell students that they are going to recognise and identify the place value of 3-digit numbers.

Activity 1:

Make two groups of students according to the strength of the class. Ask students to draw a place value table in their notebooks. Give 3-digit number cards to each group. Instruct them to show these numbers in the place value table and then write the place and place value of each digit in numbers. Roam around the class, check their work and guide them if needed. Instruct them to raise their hand when finished. Then call one by one each group to the front of the class and ask them to represent their work. Appreciate them for their good work.

Activity 2:

Ask students to open their textbooks at page 14. Tell students the place value of a digit determines the value of the digit in any number. Ask students to observe examples 1, 2, and 3 given on the textbook pages 14 and 15. Ask them to draw a place value table in their notebooks and solve the examples given in the textbook in their notebooks. Roam around the class, check their work and guide them if required.

Appreciate them for their active participation and good work.

Sum-up: (3 min)

Sum up the lesson by retelling students that the place value of any digit in a number tells its position in a number. Ask them to observe example 4 in the textbook on page 15 and observe and identify the place value of the underlined digit in a number.

Assessment: (5 min)

To check the understanding of students by asking to draw a place value chart and show number 607 in the chart and tell the place of each digit in this number.

Homework: (2 min)

Complete Q2 of Learning Check 1.4 in your textbook on page 16.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 7**

Unit Name: Whole numbers **Topic: Comparing Numbers** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Compare 2-digit numbers with 3-digit numbers (hundreds, tens and ones).

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 18

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Write a 2-digit number, for example 47, and 3-digit number, like 314, on the board. Ask students to tell:

How many tens and ones are in 47 and how many hundreds, tens and ones are there in the number 314?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Tell students that they are going to compare 2-digit and 3-digit numbers.

Activity 1:

Draw a place value chart on the board. Show a 2-digit number for example 56 and a 3-digit number 845 in the place value chart. Call a student to the front of the class and ask them to write the place value of each digit in these numbers on the board. Ask the rest of the class; observe their working and correct if needed. After this tell the students as the number 845 has a 3-digit number and 56 is a two-digit number. In 845 the 8 is in the hundreds place; and in the number 56, the digit in the hundreds place is zero or nothing. So 845 is greater than 56. Tell students every 3-digit number is greater than every 2-digit number.

Activity 2:

Ask students to write any 2-digit and 3-digit numbers in their notebooks. Then show the numbers in the place value table and tell which number is greater and which number is smaller. Roam around the class, check their work and guide them if needed.

Sum-up: (3 min)

Sum up the lesson by retelling students that 2-digit numbers are always smaller than 3-digit numbers. Ask them to open their textbooks at page 18 and observe example 2.

Assessment: (5 min)

To check the understanding of students: ask them to compare some 2-digit and 3-digit numbers.

Homework: (2 min)

Revise the class work.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 1**

Unit Name: Whole numbers **Topic: Comparing Numbers** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Compare 3-digit numbers with 3-digit numbers (hundreds, tens and ones).

Resource Materials:

Chalk/marker, white-/blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students: Which is smaller, a 2-digit number or a 3-digit number? Take their responses and tell them that 2-digit numbers are always smaller than 3-digit numbers because the hundreds place digit in a 2-digit number is always 0.

Main Activities/Concept Building: (25 min)

Tell students that they are going to compare 3-digit numbers.

Activity 1:

Draw a place value chart on the board. Show two 3-digit numbers for example 116 and 445 in the place value chart. Call a student to the front of the class and ask them to write the place value of each digit in these numbers on the board. Ask the rest of the class; observe their working and correct if needed. Tell the students when we compare the digit of any number always start comparing number from the left side. After this tell the students as in the number 116 there are 1 one hundred and in number 445 the number of hundred is 4. Tell students as digit 4 is greater than the digit 1 so, 445 is greater than 116 or 116 is smaller than 445.

Activity 2:

Ask students to write any two 3-digit numbers in their notebooks. Then show the numbers in the place value table and tell which number is greater and which number is smaller. Roam around the class, check their work and guide them if needed.

Sum-up: (3 min)

Sum up the lesson by retelling students that by using a place value table we can easily compare the numbers. Tell them that when we start to compare numbers always start from the left.

Assessment: (5 min)

To check the understanding of students: Ask them to write two 3-digit numbers in their notebooks and compare that number and tell which one is smaller than the other.

Homework: (2 min)

Revise the class work.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 2**

Unit Name: Whole numbers **Topic: Comparing Numbers** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Compare 3-digit numbers with 3-digit numbers (hundreds, tens and ones).

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 17-19

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Write two 3-digit numbers, 678 and 423, on the board. Ask students to compare these numbers and tell which number is smaller. Take their responses and tell them that as 4 hundred is smaller than 6 hundred, 678 is greater than 423 or 423 is smaller than 678.

Main Activities/Concept Building: (25 min)

Tell students that they are going to compare 3-digit numbers.

Activity 1:

Draw a place value chart on the board. Write two 3 -digit numbers for example 788 and 794 on the board. Call a student to the front of the class and ask them to show these numbers in the place value chart and write the place value of each digit in that number. Ask the rest of the class; observe their working and correct if needed. Tell the students when we compare the digit of any number always start comparing number from the left side. Ask students to observe the digit at the hundreds place. As the digits 7 at hundred places are same. So we compare the digits at tens place. The digit 8 at tens place are smaller than the digit 9 so, the number 794 is greater than 788.

Activity 2:

Ask students to write any two 3-digit numbers in their notebooks. Then show the numbers in the place value table and tell which number is greater and which number is smaller. Roam around the class, check their work and guide them if needed.

Sum-up: (3 min)

Sum up the lesson by retelling students that by using a place value table we can easily compare the numbers. Ask students to open their textbooks at pages 17 and 18 and observe examples 1 and 3.

Assessment: (5 min)

To check the understanding of students: Ask them to write two 3-digit numbers in their notebooks and compare that number and tell which one is smaller than the other.

Homework: (2 min)

Solve Q1 of 'Learning Check 1.5' given on page 19 of your textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 3**

Unit Name: Whole numbers **Topic: Comparing Numbers** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Identify the smallest/largest number in a given set of numbers.

Resource Materials:

Chalk/marker, white-/blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Give students 3-digit number cards. Ask them to use two cards at a time and compare and tell which one is smaller.

Main Activities/Concept Building: (25 min)

Tell students that they are going to compare and identify which number is smallest or largest in a given number.

Activity 1:

Draw a place value chart on the board. Show three 3-digit numbers for example 114, 218 and 349 in the place value chart. Call a student to the front of the class and ask them to write the place value of each digit in those numbers. Ask the rest of the class; observe their working and correct if needed. Ask students to observe the digit at the hundreds place. Tell them that the digit 3 at the hundreds place is greater than the digit 1 and 2. So 349 is the largest number. Tell them that digit 1 is smaller than the digits 2 and 3 so the number 114 is the smallest.

Activity 2:

Ask students to write any three or four 3-digit numbers in their notebooks. Then show the numbers in the place value table and tell which number is largest and which number is smallest in a given set of numbers. Roam around the class, check their work and guide them if needed.

Sum-up: (3 min)

Sum up the lesson by retelling students that by comparing numbers we can find out which number is greatest and which number is smallest in a given set of numbers.

Assessment: (5 min)

To check the understanding of students: write four 3-digit numbers on the board and ask them to compare and tell which number is largest and which one is smallest in a given set of numbers.

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 4**

Unit Name: Whole numbers **Topic: Comparing Numbers** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Identify the smallest/largest number in a given set of numbers.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 20

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Write three 3-digit numbers on the board whose hundreds place digits are different. Ask students to compare these numbers by using a place value table and find out which one is the largest and which one is the smallest number.

Main Activities/Concept Building: (25 min)

Tell students that they are going to compare and identify which number is smallest or largest in a given number.

Activity 1:

Draw a place value chart on the board. Show three 3-digit numbers for example 652, 609 and 615 in the place value chart. Call a student to the front of the class and ask them to write the place value of each digit in those numbers. Ask the rest of the class; observe their working and correct if needed. Ask students observe the digit at the hundreds place. The digit 6 in the hundreds place are the same in three numbers. So we compare the digits at tens place. Tell them that the digit 5 at the hundreds place is greater than the digit 1 and 0. So 652 is the largest number. Tell them that the digit 0 is smaller than the digits 5 and 1 so the number 609 is the smallest.

Activity 2:

Ask students to write any three or four 3-digit numbers in their notebooks. Then show the numbers in the place value table and tell them which number is the largest and which number is the smallest in a given set of numbers. Roam around the class, check their work and guide them if needed.

Sum-up: (3 min)

Sum up the lesson by retelling students that by comparing numbers we can find out which number is greatest and which number is smallest in a given set of numbers.

Assessment: (5 min)

To check the understanding of students: write three or four 3-digit numbers on the board and ask them to compare and tell which number is largest and which one is smallest in a given set of numbers.

Homework: (2 min)

Solve Q2 of 'Learning Check 1.5' given on textbook page 20.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 5**

Unit Name: Whole numbers **Topic: Ascending and descending order** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Arrange numbers up to 999, written in mixed form, in increasing or decreasing order.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 20

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students: How do we compare 3-digit numbers? Take their responses and ask them to write numbers in their notebooks and compare and tell which one is smaller than the other.

Main Activities/Concept Building: (25 min)

Tell students that they are going to compare and arrange numbers in ascending and descending order.

Activity 1:

Draw a place value chart on the board. Show three 3-digit numbers for example 942, 561, 782 in a place value chart. Call a student to the front of the class and ask them to write the place value of each digit in those numbers. Ask the rest of the class to observe their work and correct if needed. Ask students to observe the digit at the hundreds place. Tell them that the digit 9 at the hundreds place is greater than the digits 5 and 7. So 942 is the largest number. Tell them that the digit 5 is smaller than the digits 9 and 7 so the number 561 is the smallest.

Tell the students now we arrange these numbers from smallest to greatest as 561, 782 and 942. Tell them that when we arrange numbers from smallest to greatest it is called ascending order or increasing order. Now arrange the numbers from largest to smallest number that is 942, 782, 561 and tell them that it is called descending order or decreasing order.

Activity 2:

Ask students to write any three or four 3-digit numbers in their notebooks. Then show the numbers in the place value table and tell them that to arrange these numbers in ascending and descending order. Roam around the class, check their work and guide them if needed.

Sum-up: (3 min)

Sum up the lesson by retelling students that by comparing numbers we can arrange the numbers in ascending and descending order. Tell them that when we arrange numbers from smallest to greatest number it is called increasing or ascending order and when we arrange numbers from greatest to smallest number, it is called descending or decreasing order.

Assessment: (5 min)

To check the understanding of students: write four 3-digit numbers on the board and ask them to compare and arrange these numbers in ascending order.

Homework: (2 min)

Solve Q3 of Learning Check 1.5 on your textbook page 20.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 6**

Unit Name: Whole numbers **Topic: Ascending and descending order** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Arrange numbers up to 999, written in mixed form, in increasing or decreasing order.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 20

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students: What is meant by ascending and descending order? Take their responses and appreciate them for their correct answers. Tell them about ascending and descending order.

Main Activities/Concept Building: (25 min)

Tell students that they are going to compare and arrange numbers in ascending and descending order.

Activity 1:

Draw a place value chart on the board. Show three 3-digit numbers for example 845, 873, 815 in the place value chart. Call a student to the front of the class and ask them to write the place value of each digit in those numbers. Ask students observe the digit at the hundreds place. Tell them that the digit 8 at the hundreds place is the same. Now ask them to compare the digit at tens place. By comparing we came to know that the digit 7 at tens place is greater than the digit 4 and 1 so, 873 is the greatest number. The digit 1 in the tens place is smaller than the digits 4 and 7 so, 815 is the smallest number.

Tell the students now we arrange these numbers from smallest to greatest as 815, 845, 873. Tell them that when we arrange numbers from smallest to greatest it is called ascending order or increasing order. Now arrange the numbers from largest to smallest number that is 873, 845, 815 and tell them that it is called descending order or decreasing order.

Activity 2:

Ask students to write any three or four 3-digit numbers in their notebooks. Then show the numbers in the place value table and tell them that to arrange these numbers in ascending and descending order. Roam around the class, check their work and guide them if needed.

Sum-up: (3 min)

Sum up the lesson by retelling students that by comparing numbers we can arrange the numbers in ascending and descending order. Tell them that when we arrange numbers from smallest to greatest number it is called increasing or ascending order and when we arrange numbers from greatest to smallest number it is called descending or decreasing order.

Assessment: (5 min)

To check the understanding of students: What is meant by ascending and descending order? Ask them to write three 3-digit numbers and arrange them in ascending and descending order.

Homework: (2 min)

Solve Q4 of Learning Check 1.5 on your textbook page 20.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 7**

Unit Name: Whole numbers **Topic: Counting backward** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Count backwards ten steps down in ones from any given number.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 21

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Call a student to the front of the class. Ask them to write backwards counting from 100 to 70. Take their responses and appreciate them for their good response.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn counting backwards ten steps down in ones from any given number.

Activity 1:

Put 3-digit number cards from 345 to 355 on the table. Call a student to the front of the class and ask them to count backwards and arrange the cards. The arrangement of number card is 355, 354, 353, 352, 351, 350, 349, 348, 347, 346 and 345. Ask students to observe the arrangement of the number cards. Tell students by observing ones place of these numbers we came to know that when we subtract 1 from 355 we get 354, by subtracting 1 from 354 we get 353, by continually subtracting 1 from the ones place again we get 345 after ten steps down.

$355 - 1 = 354$, $354 - 1 = 353$, $353 - 1 = 352$, $352 - 1 = 351$, ..., $346 - 1 = 345$

Tell them when we count backwards in ones, the ones place is decreased by 1 in each step.

Activity 2:

Call a student to the front of the class and ask them to count backwards ten steps down in ones from 516.

Write it on the board. Ask the rest of the class, to check their work and correct it if needed. Appreciate them for their good work. Repeat this activity to some other students.

Sum-up: (3 min)

Sum up the lesson by retelling students that by subtracting 1 from the ones place we get the number 1 step back from the given number and by continuing this process we get 10 steps back in ones from any given number. Ask students to open their textbooks at page 21 and ask them to observe example 1.

Assessment: (5 min)

To check the understanding of students: What is meant by 10 steps back in ones from any given number. Ask them to write 10 steps back from 607. Roam around the class, check their work and guide them if needed.

Homework: (2 min)

Solve Q1 of Learning Check 1.6 on your textbook page 21.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 1**

Unit Name: Whole numbers **Topic: Counting backward** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

Count backwards ten steps down in tens from any given number.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 21, numbers cards of tens from 610 to 510

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students: What is meant by counting a number backwards in ones? Take their responses and tell them that counting backwards in ones means subtracting one continually from the ones place.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn counting backwards ten steps down in tens from any given number.

Activity 1:

Put 3-digit number cards from 610 to 510 in tens on the table. Call a student to the front of the class and ask them to count backwards and arrange the cards. The arrangement of number card is 610, 600, 590, 580, 570, 560, 550, 540, 530, 520 and 510. Ask students to observe the arrangement of the number cards. Tell students: by observing we came to know that the tens place of each number is 10 less than the previous number. When we subtract 10 from 610 we get 600, by subtracting 10 from 600 we get 590, by continually subtracting 10 from the place again we get 510 after ten steps down.

$610 - 10 = 600$, $600 - 10 = 590$, $590 - 10 = 580$, $580 - 10 = 570$, ..., $520 - 10 = 510$

Tell them when we count backwards in tens, the tens place is decreased by 1 in each step.

Activity 2:

Call a student to the front of the class and ask them to count backwards ten steps down in tens from 990.

Write it on the board. Ask the rest of the class, to check their work and correct it if needed. Appreciate them for their good work. Repeat this activity to some other students.

Sum-up: (3 min)

Sum up the lesson by retelling students that by subtracting 10 from any number we get 1 step back in tens from the given number. counting ten steps down in tens means the tens place is decreasing by 1 in each step. Ask students to open their textbooks at page 21 and ask them to observe example 2.

Assessment: (5 min)

To check the understanding of students: What is meant by 10 steps back in tens from any given number. Ask them to write 10 steps back from 367. Roam around the class, check their work and guide them if needed.

Homework: (2 min)

Solve Q2 of Learning Check 1.6 on your textbook page 21.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 2**

Unit Name: Whole numbers **Topic: Counting backward** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Recognize that 1000 is one more than 999 and the first 4-digit number.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 22

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students: What is the smallest 2-digit number? What is the greatest 2-digit number? What is the smallest 3-digit number? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Tell students that they are going to recognise that 1000 is one more than 999 and the first 4-digit number.

Activity 1:

Draw 10 ones blocks on the board and ask students to count and tell how many. Ask students: How many ones in one ten and how many ones are in one hundred? Take their responses and appreciate them for their correct answer. Tell them that there are 10 ones in one ten and there are 100 ones in one hundred. Tell them that 99 is the greatest 2-digit number and when we add 1 more to it we get 100 that is the smallest three-digit number. Ask students what is the greatest 3-digit number. Take their responses and tell them that 999 is the greatest 3-digit number and when we add 1 more to it we get 1000 that is the first 4-digit number. Tell them there are 10 hundreds in one thousand. Ask students to open their textbooks at page 22. And observe the formation of 1000. Roam around the class and guide them where needed.

Sum-up: (3 min)

Sum up the lesson by retelling students that 10 ones make 1 ten, 10 tens make 1 hundred and 10 hundreds make 1 thousand.

Assessment: (5 min)

To check the understanding of students: Ask them how many tens are there in one thousand?

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 3**

Unit Name: Whole numbers **Topic: Summary and Review Exercise** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recall the concept of the whole unit (Summary and review exercise).

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 23-24

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Have students recall the previous concepts by asking some questions. Ask students how many ones are there in one ten and how many tens are in 1 hundred. Ask students how we can count in tens and hundreds. Take their responses and appreciate them.

Main Activities/Concept Building: (25 min)

Activity 1:

Explain to students that today they are going to revise the whole unit 'Whole number'. Recall with them that the ordinal number tells us the position of objects. Now ask them, 'What is the greatest 2-digit number and the smallest 3-digit number?' Ask them to write their answer in their notebooks.

Say some numbers 1 to 100 and ask them to write those numbers in words in their notebooks.

Now ask the students to open their Textbook to Page 24 and ask them to do Q 1 in their book. Ask them to solve Q2 and Q3 of 'Review Exercise' in their textbook.

Take rounds and praise them for correct solutions. Guide them if required.

Sum-up: (3 min)

Sum up the lesson by recalling the key points of the units to students and discussing new words that are used in this unit.

Assessment: (5 min)

To check the understanding of students, ask them when we use ordinal numbers.

Homework: (2 min)

Solve Qs 4 and 5 of the review exercise.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 4**

Unit Name: Whole numbers **Topic: Summary and Review Exercise** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recall the concept of the whole unit (Summary and review exercise).

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 23-25

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Have students recall the previous concepts by asking them some questions. Ask students: What is meant by the place value of any digit in a number? How can we compare and order 3-digit numbers? What is meant by ten steps back from any given numbers? Take their responses and appreciate them.

Main Activities/Concept Building: (25 min)

Activity 1:

Explain to students that today they are going to revise the whole unit 'Whole number'. Recall with them that how we can count forward and backwards from any number. Ask them How can we find the place value of each digit in a number.

Now ask the students to open their Textbook to Page 24 and ask them to do Q 6 to 10 of 'Review Exercise' in their textbook. Take rounds and praise them for correct solutions. Guide them if required.

Sum-up: (3 min)

Sum up the lesson by recalling the key points of the units to students and discussing new words that are used in this unit.

Assessment: (5 min)

To check the understanding of students: How can we compare numbers? What is meant by counting 10 steps down from any given numbers in tens and ones?

Homework: (2 min)

Solve Qs 11 to 14 of the review exercise given on textbook page 25.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 5**

Unit Name: Whole numbers **Topic: Revision** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of ordinal numbers, number in word, numbers up to 999 of unit 'Whole Numbers'.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Write some 3-digit numbers on the board. Ask students to read those numbers.

Main Activities/Concept Building: (35 min)

Activity 1:

Give the worksheet to students. Instruct them to complete the worksheet correctly by following the instructions. Roam around the class, check their work and guide them if needed.

Sum-up: (0 min)

Assessment: (0 min)

Homework: (0 min)

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Worksheet

Name: _____

Date: _____

1. Colour the circle in 8th, 12th, 20th position from left to right.



2. Write the number in words.

Number	Number in words	Number	Number in words
29		58	
34		63	
47		72	
51		89	

3. Write numerals for the given number names.

Number in words	Number	Number in words	Number
Nineteen		Fifty-two	
Twenty-five		Seventy-one	
Thirty-seven		Eighty-four	
Forty-eight		Ninety-nine	

4. Write the missing numbers.

723									732
									752

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 6**

Unit Name: Whole numbers **Topic: Revision** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the place value of numbers, comparing numbers 'Whole Numbers'.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask students: What is meant by the place value of numbers? How can we compare the numbers? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (35 min)

Activity 1:

Give the worksheet to students. Instruct them to complete the worksheet correctly by following the instructions. Roam around the class, check their work and guide them if needed.

Sum-up: (0 min)

Assessment: (0 min)

Homework: (0 min)

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Worksheet

Name: _____

Date: _____

1. Write the value of underlined digit in each of the following numbers.

Numbers	Value
5 <u>8</u> 9	
<u>2</u> 90	
7 <u>3</u> 3	
1 <u>7</u> 7	
2 <u>0</u> 9	
<u>4</u> 13	

2. Compare and write greater than or smaller than.

314		338
-----	--	-----

422		412
-----	--	-----

782		194
-----	--	-----

3. Compare and circle the smallest number.

726	914	645	823
-----	-----	-----	-----

566	632	478	321
-----	-----	-----	-----

839	125	215	209
-----	-----	-----	-----

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 7**

Unit Name: Whole numbers **Topic: Revision** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of ordering numbers, counting backwards of unit 'Whole Numbers'.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, 'Assalaamu Alaikum' and start with the name of Allah.

Ask students: How are you? Encourage them to say, 'Alhamdulillah'.

Ask student: What is meant by ascending and descending order? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (35 min)

Activity 1:

Give the worksheet to students. Instruct them to complete the worksheet correctly by following the instructions. Roam around the class, check their work and guide them if needed.

Sum-up: (0 min)

Assessment: (0 min)

Homework: (0 min)

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 min

Worksheet

Name: _____

Date: _____

1. Write the given numbers in ascending order.

Numbers	Descending order
234, 210, 276	
932, 744, 823	
267, 297, 257	

2. Write the given numbers in descending order.

Numbers	Descending order
178, 198, 166	
524, 529, 521	
733, 723, 743	

3. Count 10 steps backwards in ones and write the missing numbers.

607					602				
-----	--	--	--	--	-----	--	--	--	--

4. Count ten steps backwards in tens and write the missing numbers.

599			596						
-----	--	--	-----	--	--	--	--	--	--

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 1**

Unit Name: Addition **Topic:** Addition of 1-digit numbers **Date:**

Objective(s):

At the end of this period, the students will be able to:

Add ones and ones.

Solve real-life number stories, involving addition of 1-digit numbers with carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 29, basket, Balls, two dices

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask the students: How are you? Encourage them to say, "Alhamdulillah".

Ask students: How can we add two 1-digit numbers?

Take their responses and appreciate if someone gives the right answer. Tell them that today we are going to learn about how to add 1-digit numbers with carrying.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell students today we are going to learn about addition of 1-digit numbers. Put a basket of balls up to 10 and two dices on the table to the front of the class. Now roll two dices at a time and show the number of dots to students. For example the dots comes on dice are 4 and 2. Then count the dots on both dices and tell it is 6 dots altogether then take out the numbers of balls from the basket according the total number of dotes on dices. Call a student to the front of the class and instruct them to roll two dices at a time and then count the dots on both dices altogether and then take out the balls from the basket according to the dots on two dices. Repeat this activity with random number of students.



Activity 2:

Instruct them to open their textbooks to page 29 and read the statement of the example given on the page. Ask them to tell what is given and what we have to find. Take their responses and tell them we have to find the total number of balls that Ali has. Draw a place value table and draw blocks according to the given number of balls that are 6 and 8 then count and add the blocks that are 14. In 14 there are 1 ten and 4 ones so draw a stack of ten in the tens column and 4 blocks in the ones column to show the addition of 6 and 8 blocks and then write 1 in the tens column and 4 in the ones column. Now write the numbers 6 and 8 vertically and add ones in ones and tens in tens step by step on the board and explain it to students. Ask them to write any two 1-digit numbers in their notebooks and solve it. Roam around the class, check their work and guide them if required. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling them how to add two 1-digit numbers by using a place value chart.

Assessment:

(5 min)

To assess the learning of the students, ask them to add 9 and 7 by drawing blocks in the place value table.

Homework:

(2 min)

Solve Q (a, b, c, d) of 'Learning Check 2.1' in their textbooks on page 29.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 2**

Unit Name: Addition **Topic:** Addition of 1-digit numbers **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Add ones and ones.

Solve real-life number stories, involving addition of 1-digit numbers with carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 29, Worksheet, clothespins

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about the worksheet they got for homework.

Next ask a few questions relevant to the addition of 1-digit numbers. Ask them how we add two 1-digit numbers and ask them about the steps. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building:

(22 min)

Activity1:

Make pairs of students. Give each pair clothespins of two colours up to 9.

Instruct them to count the pins of each colour and then write the numbers of pins on their notebook. Then count the numbers of two colour pins altogether

the tell how many pins they have altogether. After completing their work

instruct them to present their work to the front of the class. Appreciate them for their correct answer.



Activity2:

Make pairs of students and ask them to write any two 1-digit numbers in their notebooks. Instruct them to draw a place value table and draw blocks according to numbers in the place value table. Then count the blocks and add them. Then tell how many blocks there are altogether. Then ask them to write the numbers vertically and add them step by step. Roam around the class, check their work and guide them if needed.

Now ask each one by one to come one by one to the front of the class and present their work to the whole class. Ask the rest of the class to check their working and correct it if needed.

Sum Up:

(3 min)

Based on the questions solved by students, retell the basic concepts and correct the common mistakes.

Assessment:

(8 min)

To assess the students learning, ask them to solve the given worksheet. Roam around the class, check their work and guide them if needed.

Homework:

(2 min)

Solve Q (e, f, g, h) of 'Learning Check 2.1' in their textbooks on page 29.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Add the following.

8
+ 6

5
+ 5

9
+ 4

7
+ 5

2
+ 9

6
+ 7

9
+ 9

4
+ 6

8
+ 9

2. Sana has 8 squared-shaped buttons and 5 circle-shaped buttons. How many buttons does she have in all?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 3**

Unit Name: Addition **Topic: Addition of 2-digit and 1-digit Numbers** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Add ones and 2-digit numbers with carrying.

Solve real-life number stories, involving addition of 2-digit numbers with carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 28, 30 and 32

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask them to tell how we add two 1-digit numbers by using place value table. Take their responses and instruct them to add 7 and 9 by using place value table.

Main Activities/Concept Building: (22 min)

Activity 1:

Ask them to open their textbooks to page 28. Ask them to look at the picture and the question given on the page. Ask them if they can answer it. Take their responses and tell them that they will learn the answer after completing this topic.

Tell them that today we are going to learn addition of 2-digit and 1-digit numbers. Ask them to open their textbooks to page 30 and read the statement of the example given. Ask them to tell what is given and what we have to find in the example. Take their responses and tell them that we have to find the total money Faisal has after getting money from his mother. Tell them that now we add Rs 54 and Rs 7. For this, draw a place value table on the board and draw a block of tens and ones that represent tens and ones and also draw blocks that represent 7 ones. Now tell them that when we add 7 ones and 4 ones we get 11 ones that is equal to 1 ten and 1 one. Then move 1 ten to the tens column and write 1 below in the ones column. Now add the tens. Explain each step to students.

Sum Up: (3 min)

Sum up the lesson by retelling about addition of 2-digit and 1-digit numbers using a place value table. Also discuss with them the answer of the question given on page 1.

Assessment: (5 min)

Ask them to solve Q1 (a, b) of Learning Check 2.2 at page 31 of their textbooks.

Homework: (2 min)

Solve Q1 (c, d, e) and Q2 of Learning Check 2.2 at pages 31 and 32 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 4**

Unit Name: Addition **Topic: Addition of 2-digit numbers with carrying** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Add ones and 2-digit numbers with carrying.

Solve real-life number stories, involving addition of 2-digit numbers with carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 32

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them: How do we add one digit and 2-digit numbers with carrying? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Put two baskets on the table. Put 1-digit numbers in one basket and 2-digit numbers in the second basket. Now call a student to the front of the class and ask him/her to choose one card from each basket and then write the numbers on the board. Next, draw a place value table on the board and show blocks of tens and ones in the table according to the numbers. Instruct him/her to add it step by step on the board and explain it to the whole class. Ask the rest of the class to check their work and correct it if needed. Repeat this activity the whole class. Appreciate the students for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining the steps to add 2-digit and 1-digit numbers.

Assessment: (5 min)

Ask them to solve the given worksheet. Roam around the class, check their working and guide them if needed.

Homework: (2 min)

Solve Q1 (f-j) and Q3 of Learning Check 2.2 at page 32.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Add the following.

$$\begin{array}{r} 35 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ + 5 \\ \hline \end{array}$$

2. Azan has 28 chocolate candies and 9 orange-flavoured candies. How many candies does he have altogether?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 5**

Unit Name: Addition **Topic: Addition of 2-digit numbers with carrying** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Add 2-digit numbers and 2-digit numbers with carrying.

Solve real-life number stories, involving addition of 2-digit numbers with carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 30, 31 and 32

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Write 2-digit and 1-digit number on the board. Call a student to the front of the class and ask him/her to add these numbers step by step on the board and explain it to the whole class. Ask the rest of the class to check their work and correct him/her if required.

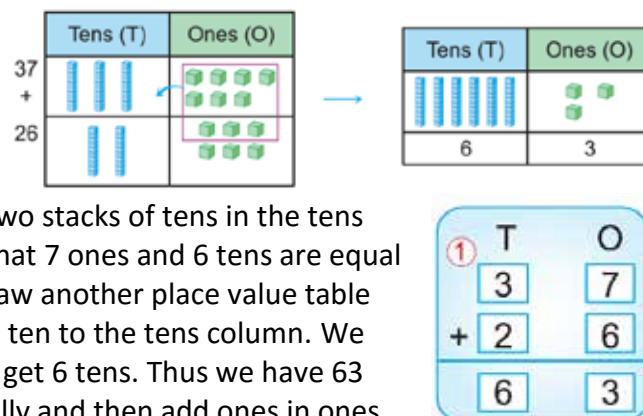
Main Activities/Concept Building:

(25 min)

Activity 1:

Ask students to open their textbooks to page 30. Ask them to read the statement of the example and tell what is given and what we have to find. Take their responses and tell them that we have to find the total number of seashells that Ali and Hassan have. For this,

we have to add 37 and 26. Now draw a place value table on the board and draw 3 stacks of tens and 7 blocks of ones in the place value table to represent 37. Now draw two stacks of tens in the tens column and 6 ones blocks in the ones column. Tell them that 7 ones and 6 tens are equal to 13 ones. In 13 ones there are 1 ten and 3 ones. Now draw another place value table and draw 3 ones blocks in the ones column and move one ten to the tens column. We now have 3 tens, 2 tens and 1 ten so we add the tens and get 6 tens. Thus we have 63 seashells altogether. Write the numbers 37 and 26 vertically and then add ones in ones and tens in tens step by step and explain each step to them. Ask students to solve the example in their notebooks step by step again. Roam around the class, check their work and guide them if needed.



Sum Up:

(3 min)

Explain the addition of 2-digit numbers with carrying by solving examples on the board.

Assessment:

(5 min)

Ask them to solve Q1 (k, l) of Learning Check 2.2 at page 32 in their textbooks.

Homework:

(2 min)

Solve Q1 (m, n, o) of Learning Check 2.2 at page 32.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 6**

Unit Name: Addition **Topic: Addition of 2-digit numbers with carrying** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Add 2-digit numbers and 2-digit numbers with carrying.

Solve real-life number stories, involving addition of 2-digit numbers with carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 31, 32 and 33

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework. Ask them how we can add two digit numbers by using place value table.

Take their responses and tell them that we can add two digit numbers by adding ones in ones and tens in tens.

Main Activities/Concept Building:

(22 min)

Activity 1:

Make groups of two students. Give each group beads of two colours and two strings of small size. Give each group two number cards of two digit numbers. Ask them to observe the numbers and then tell how many tens and ones are there in each number. Tell them to put 10 beads in one string to represent 1 ten. Ask them to show the numbers by using beads as tens and ones. Now add ones beads and then add the tens beads. Tell how many total numbers of beads that shows that addition of these two 2-digit numbers. Ask them to represent their work to the whole class when finished.



Activity 2:

Make two groups of students. Ask each group to make their own word problem related to addition of 2-digit numbers then solve it step by step by using place value table in their notebooks. Ask them to come one by one on the board and present their work to whole class. Ask the rest of the class, check their work and guide if required. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling students about the clue words of addition.

Assessment:

(8 min)

To assess the students learning, ask them to write any 2-digit numbers in their notebooks and add them. Ask them to solve Q1 (p, q) at page 32 of their textbooks.

Homework:

(2 min)

Solve Q1 (r, s, t) and Q4 of Learning Check 2.2 at pages 32 and 33 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 7**

Unit Name: Addition **Topic: Addition of 3-digit numbers without carrying** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Add 3-digit numbers and ones without carrying.

Solve real-life number stories involving addition of 3-digit numbers without carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 34 and 37

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Ask students: Can you tell the steps to add 2-digit numbers?

Take their responses and appreciate them for their correct response.

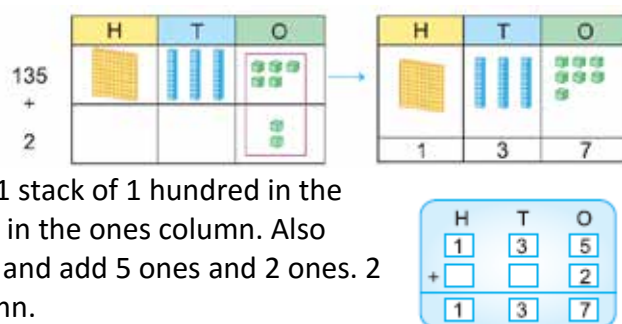
Main Activities/Concept Building:

(22 min)

Activity 1:

Ask students to open their textbooks to page 34. Instruct them to read the statement of the example and tell what is given and what we have to find. Take their responses and appreciate if someone gives the right answer. Now tell them we have to find the total number of candies that Sana has. For this, we have to add 135 and 2. Draw a place value table on the board with hundreds, tens and ones column. Draw 1 stack of 1 hundred in the hundreds column, 3 tens in the tens column and 5 ones in the ones column. Also draw 2 ones in the ones column. Count the ones blocks and add 5 ones and 2 ones. 2 ones and 5 ones make 7 so we write 7 in the ones column.

Now write the numbers vertically, add step by step and explain it to them.



Activity 2:

Ask students to write a 3-digit number and 1-digit number in their notebooks. Ask them to add the numbers by using place value table and add ones in one and tell the result. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by explaining the Notable Note given on page 34 of their textbooks.

Assessment:

(8 min)

To assess the learning of the students, ask them to write one 3-digit number and one 1-digit number and add them without carrying.

Homework:

(2 min)

Solve Q1 (a, b, c, d) of Learning Check 2.3 at page 37 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 1**

Unit Name: Addition **Topic: Comparing and ordering Numbers** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Add 3-digit numbers and ones without carrying.

Solve real-life number stories involving addition of 3-digit numbers without carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 37 and 38, Number cards 1-9

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask them to tell the rule to add two numbers. Take their responses and tell them that when we add numbers, start adding numbers from the right. First add ones, then tens and then hundreds.

Main Activities/Concept Building:

(22 min)

Activity 1:

Make two groups of students. Give each group number cards 1 to 9. Instruct them to make some 3-digit numbers. Ask them to take any one number from 3-digit numbers and one number card from 1 to 9 and then add the 3-digit number and the 1-digit number. After doing this, call each group one by one to the front and ask them to present their work to the class. Ask the rest of the class to check their work and correct it if needed. Ask them to open their textbooks and revise the example given in their textbooks.

Sum Up:

(3 min)

Sum up the lesson by explaining to students how to add 3-digit and 1-digit numbers by using a place value table by solving examples on the board.

Assessment:

(8 min)

Ask them to make some 3-digit numbers by using the digits 5, 3, 8, 4, 9 and then add the ones from 1 to 9 one by one in these 3-digit numbers. Roam around the class, check their work and guide them if needed.

Homework:

(2 min)

Solve Q1 (e, f, g, h) and Q2 of Learning Check 2.3 at pages 37 and 38 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 2**

Unit Name: Addition **Topic: Addition of 3-digit Numbers** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Add 3-digit numbers and 2-digit numbers without carrying

Solve real-life number stories involving addition of 3-digit numbers without carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 35 and 37

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students: Can you tell how we to add 3-digit and 1-digit numbers? Take their responses and tell them that we can add numbers by using a place value table and to start adding from the right.

Main Activities/Concept Building:

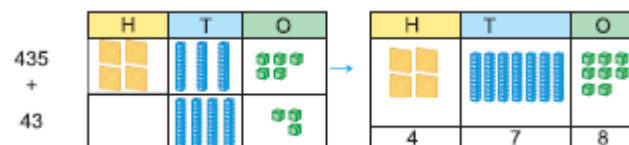
(22 min)

Activity 1:

Have students open their textbooks to page 34. Ask them to read the statement of the example given on page 34. Ask them to tell what we have to find. Take their responses and tell them that in a park there are 435 rose plants and 43 jasmine plants. We have to find the total number of plants in the park. For this, we have to add 435 and 43. Now draw a strip to show the numbers 435 and 43.



Then draw a place value table on the board and show the numbers in the place value table by drawing hundreds, tens and ones blocks. Now add ones in ones and tens in tens. 5 ones and 3 ones make 8 ones. 3 tens and 4 tens make 7 tens.



Write the numbers vertically on the board and then add them step by step and explain to students.



them work

Ask them to write any 3-digit number and 2-digit number on the board and ask to add these numbers in their notebooks. Roam around the class, check their and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by explaining to students how we can add 3- and 2-digit numbers by using a place value table.

Assessment:

(8 min)

To assess the students learning, ask them to tell the steps to solve 3-digit and 2-digit numbers. Ask them to solve Q1 (I, j) at page 37 of their textbooks.

Homework:

(2 min)

Solve Q1 (k, l, m, n) of Learning Check 2.3 at page 37 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 3**

Unit Name: Addition **Topic: Comparing and ordering Numbers** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Add 3-digit numbers and 2-digit numbers without carrying

Solve real-life number stories involving addition of 3-digit numbers without carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 37 and 38, Number cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Call a student to the front of the class and ask him/her to tell the steps to add the numbers. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Make two groups of students. Give each group number cards 1 to 9. Instruct them to make some 3-digit and 2-digit numbers. Ask them to take one number card of 3-digit numbers and one number card of 2-digit numbers and then add the 3-digit number and the 2-digit number. After doing this, call each group one by one to the front and ask them to present their work to the class. Ask the rest of the class to check their work and correct it if needed. Ask them to open their textbooks and revise the example given in their textbooks.

Sum Up: (3 min)

Sum up the lesson by explaining to students when we add numbers, we add ones in ones, tens in tens and hundreds in hundreds by solving examples on the board.

Assessment: (8 min)

To assess the students learning, ask them to write some 3-digit and 2-digit numbers in their notebooks and then add the 3-digit numbers and 2-digit numbers.

Homework: (2 min)

Solve Q1 (o, p) and Q3 of Learning check 2.3 on pages 37 and 38 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 4**

Unit Name: Addition **Topic: Addition of 3-digit numbers without carrying** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Add 3-digit numbers and 3-digit numbers without carrying.

Solve real-life number stories involving addition of 3-digit numbers without carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 36 and 37

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Call a student to the front of the class and ask him/her to write one 3-digit number and one 2-digit number and then add them step by step on the board. Ask the rest of the class to check their work and correct it if needed. Appreciate them for their good work.

Main Activities/Concept Building:

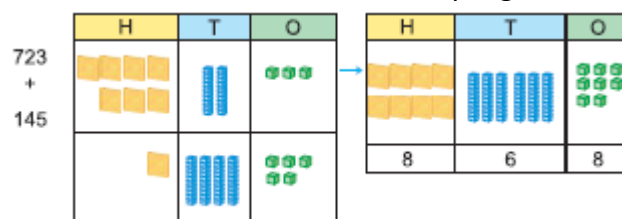
(22 min)

Activity 1:

Have students open their textbooks to page 36. Ask them to read the statement of the example given on page 36. Ask them to tell what we have to find. Take their responses and tell them that in a farm there are 723 birds and 145 animals. We have to find the total number of animals and birds in the farm. For this, we have to add 723 and 145.

Now draw a place value table on the board and show the numbers in the place value table by drawing hundreds, tens and ones blocks. Then add ones in ones and tens in tens and hundreds in hundreds. 3 ones and 5 ones make 8 ones. 2 tens and 4 tens make 6 tens. 7 hundreds and 1 hundred make 8 hundreds.

Write the numbers vertically on the board and then add them step by step and explain it to students.



H	T	O
7	2	3
+ 1	4	5
8	6	8

Ask them to write any two 3-digit numbers on the board and ask them to add these numbers in their notebooks. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by explaining to students the Notable Note given in their textbooks on page 36.

Assessment:

(8 min)

To assess the students learning, ask them to tell the steps to add 3-digit numbers by solving some questions in their notebooks.

Homework:

(2 min)

Solve Q1 (q, r, s, t) of Learning Check 2.3 on page 37 of the textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 5**

Unit Name: Addition **Topic: Addition of 3-digit numbers without carrying** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Add 3-digit numbers and 3-digit numbers without carrying.

Solve real-life number stories involving addition of 3-digit numbers without carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 35-39

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework. Ask them to tell the steps to add 3-digit numbers. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (22 min)

Activity 1:

Make pairs of the students. Put 3-digit number cards on the table at the front of the class. Call a student to the front of the class and ask him/her to choose two cards at a time and write the numbers on the board vertically. Then have him/her draw a place value table and show blocks according to the numbers in the table in each column. Ask them to add the numbers step by step and explain it to the whole class. Ask the rest of the class to check their work and correct it if needed.



Repeat this activity with each pair of the class to reinforce the concept of addition of 3-digit numbers without carrying to students.

Sum Up: (3 min)

Sum up the lesson by repeating the addition of 3-digit numbers by adding two 3-digit numbers on the board.

Assessment: (8 min)

To assess the students learning, ask them to solve 'Quick Check' given in their textbooks on page 35.

Homework: (2 min)

Solve Q1 (u, v, w, x) and Q4 of Learning Check 2.3 on pages 38 and 39 of the textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 6**

Unit Name: Addition **Topic: Addition of 3-digit numbers with carrying** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Add 3-digit numbers and 1-digit numbers with carrying of tens and hundreds.

Solve real-life number stories involving addition of 3-digit numbers with carrying of tens and hundreds.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 39, 40 and 43

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

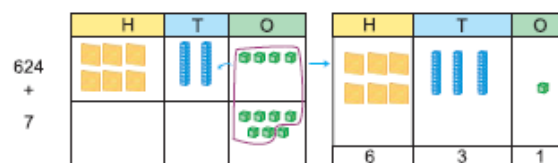
Call a student to the front of the class and ask him/her to write any 3-digit numbers and add them without carrying. Ask the rest of the class check their work and guide them if needed. Ask them about the terms that are used for addition. Take their responses and tell them about the terms that are used for addition.

Main Activities/Concept Building:

(22 min)

Activity 1:

Have students open page 39 of their textbooks. Ask them to read the statement of the example given on page 39. Ask them to tell what is given in the statement and what we have to find. Take their responses and tell them that we have to find the number of beads Asma has altogether. For this, we add the numbers 624 and 7. Draw a place value table on the board and show blocks according the numbers 624 and 7 in the hundreds, tens and ones column. Tell them that first we add the blocks in the ones column. 4 ones and 7 ones make 11 and in 11 there are 1 ten and 1 one so we move 1 ten to the tens column by drawing 1 tens block in the tens column and write 1 in the ones column by drawing one ones block in the ones column.



Now write the numbers 624 and 7 vertically and add them by regrouping step by step explaining each step to them.

Repeat the addition of 3-digit numbers and 1-digit numbers by solving some questions on the board.

Sum Up:

(3 min)

Sum up the lesson by explaining the steps of addition of 3-digit numbers and 1-digit numbers and repeating the terms associated with these operations.

Assessment:

(8 min)

Ask them to solve Q1 (a- b) of ‘Learning Check 2.4’ at page 43 of their textbooks.

Homework:

(2 min)

Solve Q1 (c, d) of ‘Learning Check 2.4’ at page 43 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 7

Unit Name: Addition

Topic: Addition of 3-digit numbers with carrying

Date:

Objective(s):

At the end of this period, the students will be able to:

Add 3-digit numbers and 1-digit numbers with carrying of tens and hundreds.

Solve real-life number stories involving addition of 3-digit numbers with carrying of tens and hundreds.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 40 and 43, 3 dices, 3-digit and 1-digit number cards, basket

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework. Ask them to tell what is meant by regrouping. Take their responses and tell them that when we add numbers and their sum is greater than ten, then we group the numbers in tens and ones and carry forward tens in the tens column and write ones in the ones column.

Main Activities/Concept Building:

(25 min)

Activity 1:

Put three dices on the table. Call a student to the front of the class and instruct him/her to throw the three dices at a time. Note the dots of three dices and make a 3-digit number then again throw one dice and count the number of dots on dice. Ask them to show that 3-digit number and 1-digit number in the place value table by drawing place value table on the board and then add that numbers. Repeat this activity with some other random students and appreciate them.



Activity 2:

Put two baskets on the table. Put 3-digit number cards in one basket and 1-digit number cards in the second basket. Call a student to the front of the class and ask him/her to choose one card from each basket then write the numbers on the board. Instruct them to draw a place value table on the board and show the numbers in the place value table. Ask them to add the numbers step by step on the board and explain each step to the whole class. Repeat the same activity with each student of the class. Appreciate them for their active participation in the class.

Sum Up:

(3 min)

Sum up the lesson by repeating the steps to add 3-digit numbers and 1-digit numbers with carrying.

Assessment:

(5 min)

Ask them to solve 'Quick Check' given at page 40 of the textbook in their notebooks.

Homework:

(2 min)

Solve Q1 (e, f, g, h) of 'Learning Check 2.4' at page 43 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 1**

Unit Name: Addition **Topic: Addition of 3-digit numbers with carrying** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Add 3-digit numbers and 2-digit numbers with carrying of tens and hundreds.

Solve real-life number stories involving addition of 3-digit numbers with carrying of tens and hundreds.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 40 and 43

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Write a 1-digit number and a 3-digit number on the board. Call a student to the front of the class and ask him/her to solve it step by step and explain it to the whole class.

Appreciate them for their good work.

Main Activities/Concept Building:

(22 min)

Activity 1:

Write a 3-digit and a 2-digit number for example 249 and 26 on the board. Ask students: How can we add these numbers? Take their responses and then draw a place value table on the board and show blocks according to the numbers 249 and 26. Tell them that first we add ones in ones. 9 ones and 6 ones make 15 and in 15 there are 1 ten and 5 ones so write 5 in the ones column and carry forward 1 ten in the tens column. Tell them to now add tens in tens. 4 tens, 2 tens and 1 ten make 6 tens. At the end we add the hundreds, 2 hundreds and zero hundred equals to 2 hundreds.

Ask them to write any one 3-digit number and one 2-digit number in their notebooks and then add the numbers step by step. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by repeating the steps to add 3-digit numbers and 2-digit numbers with carrying.

Assessment:

(8 min)

To assess the students learning, ask them to write any 2-digit number and 3-digit number and add them in their notebooks. Roam around the class, check their work and guide them if required.

Homework:

(2 min)

Solve Q1 (I, j) of ‘Learning Check 2.4’ at page 43 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 2**

Unit Name: Addition **Topic: Addition of 3-digit numbers with carrying** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Add 3-digit numbers and 2-digit numbers with carrying of tens and hundreds.

Solve real-life number stories involving addition of 3-digit numbers with carrying of tens and hundreds.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 40, 41 and 43

Teaching & Learning Activities:

Opening Activities/Warm-up:

(3 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework.

Call a student to the front of the class and ask him/her to tell the steps of addition of two numbers. Take their response and appreciate them for their correct answer.

Main Activities/Concept Building:

(22 min)

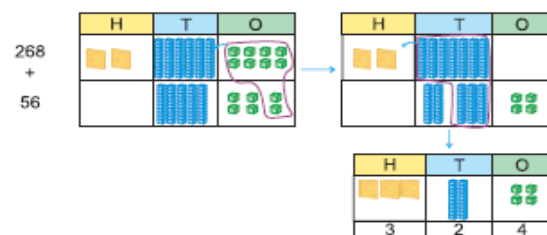
Activity 1:

Have students open their textbooks to page 40. Ask them to read the statement of the example given on page 40. Ask them to tell what we have to find. Take their responses and tell them that Asim bought a book and a geometry box and we have to find the total money he spent in all. For this, we have to add Rs 268 and Rs 56.

Now draw a place value table on the board and show the numbers in the place value table by drawing hundreds, tens and ones blocks. Then add ones in ones and tens in tens. 8 ones and 6 ones make 14 ones. We take 1 ten to the tens columns and write 4 in the ones column. Now add the tens, 1 ten + 6 tens + 5 tens = 12 tens. So we take 1 hundred to the hundreds column and write 2 in the ones column. At the end, we add hundreds. 1 hundred and 2 hundreds make 3 hundreds.

Write the numbers vertically on the board and then add them step by step and explain it to students.

Write the numbers vertically on the board and then add them step by step and explain it to students.



Ask them to write any 3-digit number and 2-digit number on the board and ask them to add these numbers in their notebooks. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by explaining to students how we can add 3- and 2-digit numbers with carrying by using a place value table.

Assessment:

(8 min)

To assess the students learning, ask them to tell the steps to add 3-digit numbers and 2-digit numbers.

Homework:

(2 min)

Solve Q1 (k, l) of Learning Check 2.4 at page 43 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 3**

Unit Name: Addition **Topic: Addition of 3-digit numbers with carrying** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Add 3-digit numbers and 2-digit numbers with carrying of tens and hundreds

Solve real-life number stories involving addition of 3-digit numbers with carrying of tens and hundreds.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 43 and 44

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Write two random 3-digit numbers and 2-digit numbers on the board.

Call one student to the board and ask him/her to add these. Also ask him/her to explain the steps of addition. Appreciate him/her and help if required.

Main Activities/Concept Building: (22 min)

Activity 1:

Make two groups of students. Give each group number cards 1 to 9. Instruct them to make some 3-digit and 2-digit numbers. Ask them to take one number card of 3-digit numbers and one number card of 2-digit numbers and then add the 3-digit number and the 2-digit number. After doing this, call each group one by one to the front and ask them to present their work to the class. Ask the rest of the class to check their work and correct it if needed. Ask them to open their textbooks and revise the example given in their textbooks.

Sum Up: (3 min)

Sum up the lesson by explaining to students when we add numbers, we add ones in ones, tens in tens and hundreds in hundreds by solving examples on the board.

Assessment: (8 min)

To assess the students learning, ask them to write some 3-digit numbers and 2-digit numbers in their notebooks and then add the 3-digit numbers and 2-digit numbers with carrying.

Homework: (2 min)

Solve Q1 (m, n, o, p) and Q3 of Learning Check 2.4 on pages 43 and 44 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 4**

Unit Name: Addition **Topic: Addition of 3-digit numbers with carrying** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Add 3-digit numbers and 3-digit numbers with carrying of tens and hundreds.

Solve real-life number stories involving addition of 3-digit numbers with carrying of tens and hundreds.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 43, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Write a 2-digit number and a 3-digit number on the board. Call a student to the front of the class and ask him/her to solve it step by step and explain it to the whole class.

Appreciate them for their good work.

Main Activities/Concept Building:

(20 min)

Activity 1:

Write two 3-digit numbers for example 324 and 317 on the board. Ask students: How can we add these numbers? Take their responses and then draw a place value table on the board and show blocks according to the numbers 324 and 317. Tell them that first we add ones in ones. 4 ones and 7 ones make 11 and in 11 there are 1 ten and 1 one so write 1 in the ones column and carry forward 1 ten in the tens column. Tell them to now add tens in tens: 1 ten + 2 tens + 1 ten = 4 tens. At the end, we add the hundreds. 3 hundreds and 3 hundreds is equal to 6 hundreds.

Ask them to write any two 3-digit numbers in their notebooks and then add the numbers step by step.

Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by repeating the steps to add 3-digit numbers and 3-digit numbers with carrying.

Assessment:

(10 min)

To assess the students learning, ask them to solve the given worksheet. Roam around the class, check their work and guide them if required.

Homework:

(2 min)

Solve Q1 (q, r) of ‘Learning Check 2.4’ at page 43 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Add the following.

$$\begin{array}{r} 176 \\ + 284 \\ \hline \end{array}$$

$$\begin{array}{r} 956 \\ + 78 \\ \hline \end{array}$$

$$\begin{array}{r} 755 \\ + 177 \\ \hline \end{array}$$

$$\begin{array}{r} 595 \\ + 218 \\ \hline \end{array}$$

$$\begin{array}{r} 666 \\ + 327 \\ \hline \end{array}$$

$$\begin{array}{r} 836 \\ + 109 \\ \hline \end{array}$$

2. Write vertically and add the following.

$$658 + 423$$

$$596 + 227$$

$$372 + 584$$

$$617 + 329$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 5**

Unit Name: Addition **Topic: Addition of 3-digit numbers with carrying** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Add 3-digit numbers and 3-digit numbers with carrying of tens and hundreds.

Solve real-life number stories involving addition of 3-digit numbers with carrying of tens and hundreds.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 41-43

Teaching & Learning Activities:

Opening Activities/Warm-up:

(3 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework.

Call a student to the front of the class and ask him/her to tell the steps of addition of two numbers. Take their response and appreciate them for their correct answer.

Main Activities/Concept Building:

(22 min)

Activity 1:

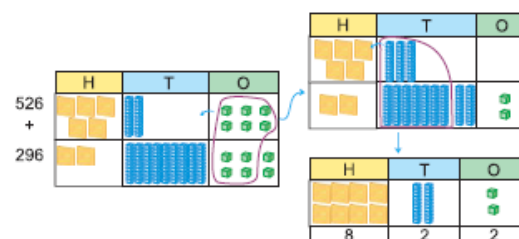
Have students open their textbooks to page 41. Ask them to read the statement of the example given on page 40. Ask them to tell what we have to find. Take their responses and tell them that in a school there are 526 girls and 296 boys. We have to find the total number of students in the school.

Now draw a place value table on the board and show the numbers in the place value table by drawing hundreds, tens and ones blocks. Then add ones in ones and tens in tens and hundreds in hundreds. 6 ones and 6 ones make 12 ones. We take 1 ten to the tens columns and write 2 in the ones column.

Now add the tens: 1 ten + 2 tens + 9 tens = 12 tens. So we take 1 hundred to the hundreds column and write 2 in the ones column. At the end, we add hundreds. 1 hundred, 5 hundreds and 2 hundreds make 8 hundreds.

Write the numbers vertically on the board and then add them step by step and explain it to students.

Ask them to write any two 3-digit numbers on the board and ask them to add these numbers in their notebooks. Roam around the class, check their work and guide them if required.



Sum Up:

(3 min)

Sum up the lesson by explaining to students how we can add 3-digit numbers with carrying by using a place value table.

Assessment:

(8 min)

To assess the students learning, ask them to solve “Quick Check part a” given on page 42 of the textbook in their notebooks.

Homework:

(2 min)

Solve Q1 (s, t) of Learning Check 2.4 at page 43 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 6**

Unit Name: Addition **Topic: Addition of 3-digit numbers with carrying** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Add 3-digit numbers and 3-digit numbers with carrying of tens and hundreds

Solve real-life number stories involving addition of 3-digit numbers with carrying of tens and hundreds.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 43-45, number cards 0-9

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Write two random 3-digit numbers on the board. Call one student to the board and ask him/her to add these. Also ask him/her to explain the steps of addition. Appreciate him/her and help if required.

Main Activities/Concept Building: (22 min)

Activity 1:

Make two groups of students. Give each group number cards 1 to 9. Instruct them to make some 3-digit numbers. Ask them to take two number cards of 3-digit numbers and then add the 3-digit numbers. After doing this, call each group one by one to the front and ask them to present their work to the class. Ask the rest of the class to check their work and correct it if needed. Ask them to open their textbooks and revise the example given in their textbooks by solving them in their notebooks.

Sum Up: (3 min)

Sum up the lesson by explaining to students when we add numbers, we add ones in ones, tens in tens and hundreds in hundreds by solving examples on the board.

Assessment: (8 min)

To assess the students learning, ask them to solve “Quick Check part b” given on page 42 of the textbook in their notebooks.

Homework: (2 min)

Solve Q1 (u, v, w, x) and Q4 of Learning Check 2.4 on pages 44 and 45 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 7

Unit Name: Addition

Topic: Revision (Summary and Review Exercise)

Date:

Objective(s):

At the end of this period, the students will be able to:

Recall the concept of the whole unit (Summary and Review Exercise).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 45 and 46

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of the Unit “Addition”.

Ask them the following questions to let them revise the basic concepts:

- How can we add two numbers?
- What are the clue words used for addition?

Main Activities/Concept Building:

(30 min)

Activity:

Activity 1:

Have students open pages 45 and 46 of their textbooks. Ask them to solve Q1 and Q2 of “Unit Check Addition” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up:

(3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 45.

Assessment:

(0 min)

N/A

Homework:

(2 min)

Revise classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 1**

Unit Name: Addition **Topic:** Revision (Summary and Review Exercise) **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recall the concept of the whole unit (Summary and Review Exercise).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 45-47

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of the Unit “Addition”.

Ask them the following questions to let them revise the basic concepts:

- How can we add two 3-digit numbers with carrying using a place value table?
- Find the sum of the smallest 3-digit number and the greatest 3-digit number.

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 45 and 46 of their textbooks. Ask them to solve Q3 and Q4 of “Unit Check Addition” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 45.

Assessment: (0 min)

N/A

Homework: (2 min)

Revise classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 2**

Unit Name: Addition **Topic:** Revision (Summary and Review Exercise) **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recall the concept of the whole unit (Summary and Review Exercise).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 45-47

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of the Unit “Addition”.

Ask them the following questions to let them revise the basic concepts:

- How can we add two 3-digit numbers without carrying using a place value table?
- Find the sum of the smallest 3-digit number and the greatest 3-digit number.

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 45 and 46 of their textbooks. Ask them to solve Q5 and Q6 of “Unit Check Addition” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 45.

Assessment: (0 min)

N/A

Homework: (2 min)

Revise classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 3**

Unit Name: Subtraction **Topic: Subtraction of ones from 2-digit numbers** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Subtract 1-digit numbers from 2-digit numbers with borrowing.

Solve real-life number stories of subtraction of 2-digit numbers with borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 49 and 51

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students: How can we subtract numbers? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(23 min)

Activity 1:

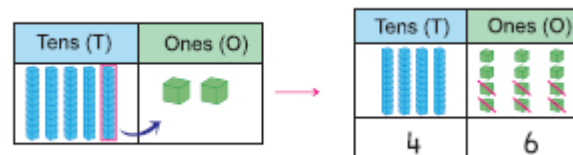
Tell them that today we are going to learn about subtraction of 1-digit numbers from 2-digit numbers.

Have students open page 49 of their textbooks. Instruct them to read the statement of the example given on page 49. Ask them to tell what is given and what we have to find. Take their responses and tell them that we have to find how many toys Hina has left.

For this, we have to subtract 6 from 52. Now draw a place value table on the board and draw blocks that represent 52 and 6. Then we subtract 6 ones from 2

ones that is not possible. We take 1 ten from the 5 tens and we have 12 ones. Then subtract 6 ones from 12 ones, we have 6 ones left. Next subtract the tens, we get 4 tens.

Now write the numbers 52 and 6 vertically and step by step solve it on the board and explain it to them.



Sum Up:

(3 min)

Sum up the lesson by explaining the clue words that are used for subtraction.

Assessment:

(7 min)

To assess the students learning, ask them to write any 2-digit numbers and 1-digit numbers in their notebooks and subtract the 1-digit numbers from the 2-digit numbers. Roam around the class, check their work and guide them if required.

Homework:

(2 min)

Solve Q1 (a, b, c, d) of Learning Check 2.5 at page 51 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 4**

Unit Name: Subtraction **Topic: Subtraction of ones from 2-digit numbers** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Subtract 1-digit numbers from 2-digit numbers with borrowing.

Solve real-life number stories of subtraction of 2-digit numbers with borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 51, Number cards of 2-digits and 1-digit

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask students to tell the steps of subtraction of 2-digit numbers and 1-digit numbers. Take their responses and appreciate them for their good work.

Main Activities/Concept Building: (20 min)

Activity 1:

Write a 2-digit and 1-digit number for example 24 and 9 on the board. Put two colour crayons on the table. Call a student to the front of the class and ask him/her to observe the number and separate out tens and ones of 2-digit number and then count one colour crayons to show tens and other colour crayons to show ones. Instruct them to subtract the number of 1-digit number crayons from the 2-digit number of crayon and then write the answer of subtraction on the board. Repeat the activity with some other students of the class randomly.

Activity 2:

Put two baskets on the table. One basket will have 2-digit number cards and the other basket will have 1-digit number cards. Call students one by one and ask them to pick one card from each basket randomly and subtract the 1-digit numbers from the 2-digit numbers step by step on the board. The remaining students will check if he/she is solving it correctly or not. Repeat this activity till all students have their turns.

Sum Up: (3 min)

Sum up the lesson by explaining the clue words that are used for subtraction by giving different examples.

Assessment: (5 min)

To assess the students, write a 2-digit numbers and a 1-digit number on the board and instruct them to solve it step by step in their notebooks by using a place value chart.

Homework: (2 min)

Solve Q1 (d, e, f) of Learning Check 2.5 at page 51 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 5**

Unit Name: Subtraction **Topic: Subtraction of ones from 2-digit numbers** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Subtract 1-digit numbers from 2-digit numbers with borrowing.

Solve real-life number stories of subtraction of 2-digit numbers with borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 49, 51 and 52,

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework. Write a 2-digit and 1-digit number on the board. Call a student to the front of the class and ask him/her to subtract these numbers by using place value table. Ask the rest of the class to check their working and correct if needed.

Main Activities/Concept Building: (22 min)

Activity 1:

Make pairs of the students. Ask each pair to write two numbers (2-digit and 1-digit) in their notebooks and subtract them step by step using a place value table. Roam around the class, check their work and guide them if required. Now call each pair one by one to the front and ask them to present their work to the class. The rest of the class should check their work and correct it if needed. Repeat this activity with each pair of the class. Appreciate them for their good work.

Now ask them to open their textbooks to page 49 and revise the example by solving it in their notebooks.

Sum Up: (3 min)

Sum up the lesson by explaining how we can subtract numbers. Tell them that we always subtract the smaller numbers from the greater numbers.

Assessment: (5 min)

Ask them to write a 2-digit number and 2-digit number in their notebooks and then write them vertically and subtract.

Homework: (2 min)

Solve Q1 (g, h) and Q3 of Learning Check 2.5 at pages 51 and 52 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 6**

Unit Name: Subtraction

Topic: Subtraction of 2-digit numbers

Date: _____

Objective(s):

At the end of this period, the students will be able to:

Subtract 2-digit numbers from 2-digit numbers with borrowing.

Solve real-life number stories of subtraction of 2-digit numbers with borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 50 and 51

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Write a subtraction sentence on the board. Solve it with the help of students by asking them to raise their hands and tell the steps for solving it. Appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

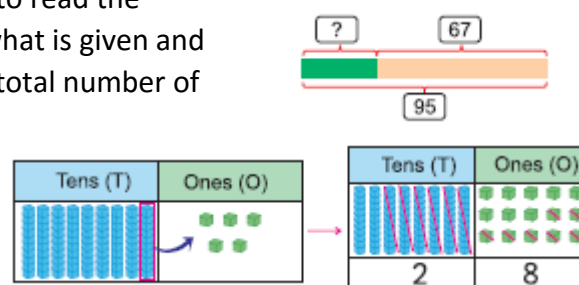
Activity 1:

Have students open page 50 of their textbooks. Instruct them to read the statement of the example given on page 50. Ask them to tell what is given and what we have to find. Take their responses and tell them that total number of

seats in a hall and the occupied seats in a hall are given and we have to find the number of seats that are left. For this, we have to subtract 67 from 95. Now draw a strip or bar to represent the numbers. Then draw a place value table and show blocks according to the numbers. We have to subtract 6

ones from 5 ones that is not possible. Now we have to borrow 1 ten from 9 tens we have 15 ones. Subtract 7 from 15 we get 8. Then subtract the tens: 8 tens – 6 tens = 2 tens. We can write 2 in the tens columns.

Finally write the numbers vertically and subtract the smaller number from the greater one step by step and explain it to them.



Sum Up:

(3 min)

Sum up the lesson by explaining the steps to subtract 2-digit numbers.

Assessment:

(5 min)

Ask them to write two 2-digit numbers and then subtract the smaller number from the greater number.

Homework:

(2 min)

Solve Q1 (i, j, k, l) of Learning Check 2.5 at page 51 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 7**

Unit Name: Subtraction

Topic: Subtraction of 2-digit numbers

Date:

Objective(s):

At the end of this period, the students will be able to:

Subtract 2-digit numbers from 2-digit numbers with borrowing.

Solve real-life number stories of subtraction of 2-digit numbers with borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 51-53, Two rolling dices

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students: What are the clue words that we use for subtraction of two numbers?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Put two rolling dices on the table to the front of the class. Call a student to the front of the class and ask him/her to roll the two dices at a time and note the dots on dices as two 2-digit number. Then ask them again roll the two dices at a time and note the dots on two dices as tens and ones and write 2-digit numbers by the value showing the dices two times. Now instruct to subtract the 2-digit number by using place value table step by step and explain each step to the whole class. Repeat this activity to some other students.

Activity 2:

Make small groups of students according to the strength of the class. Ask each group to write two 2-digit numbers in their notebooks. Instruct them to subtract the smaller number from the greater number by using a place value table. Ask them to raise their hands when finished. Now call one group to the front and show their work to the whole class. Ask the rest of the class to check their work and correct it if possible. Repeat the same activity with other groups of the class. Appreciate them for their good work and active participation.

Sum Up:

(3 min)

Sum up the lesson by explaining the basic clue words that are used for subtraction.

Assessment:

(5 min)

To check their understanding, ask them to solve Q4 of Learning Check at pages 52 and 53 of their textbooks.

Homework:

(2 min)

Solve Q1 (m, n, o, p) and Q2 of Learning Check 2.5 at pages 51 and 52 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 1

Unit Name: Addition

Topic: Revision

Date:

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Addition”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to addition of 2-digit numbers and 1-digit numbers.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building:

(30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up:

(5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Add the following.

35
+ 19

68
+ 46

47
+ 7

17
+ 27

84
+ 6

71
+ 9

72
+ 19

29
+ 38

56
+ 8

2. Usman has 24 red balloon and 38 green balloons. How many balloons does he have altogether?

--

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 2

Unit Name: Addition

Topic: Revision

Date:

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Addition”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to addition of 3-digit numbers without carrying.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building:

(30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up:

(5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

3. Add the following.

$$\begin{array}{r} 111 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 327 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 431 \\ + 57 \\ \hline \end{array}$$

$$\begin{array}{r} 581 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 666 \\ + 333 \\ \hline \end{array}$$

$$\begin{array}{r} 725 \\ + 13 \\ \hline \end{array}$$

4. Wali has two storybooks. One storybook has 132 pages and other storybook has 23 pages. How many pages do both books have?

5. Dania has 117 blue marbles and 42 yellow marbles. How many marbles does she have altogether?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 3**

Unit Name: Addition **Topic:** Revision **Date:**

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Addition”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to addition of 3-digit numbers without carrying.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Add the following.

3 3 0
+ 2 4 4

1 8 2
+ 1 0 4

4 3 3
+ 1 5 4

8 4 6
+ 1 4 2

5 4 7
+ 2 1 0

6 9 9
+ 1 0 0

2. There are 321 boys and 422 girls in a school. How many boys and girls are there altogether?

--

3. The cost of a thermos is Rs 670 and the cost of a kettle is Rs 300. What is the total cost of the thermos and the kettle?

--

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 4**

Unit Name: Addition **Topic:** Revision **Date:**

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Addition”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to addition of 3-digit numbers.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Add the following.

188

+ 99

783

+ 7

555

+ 55

844

+ 85

589

+ 36

921

+ 97

2. Tahir has 122 pencils. He bought 99 pencils more. How many total pencils does he have now?

3. Fatima bought a book for Rs 388 and a pencil for Rs 9. How much money did she spend in all?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 5**

Unit Name: Addition **Topic:** Revision **Date:**

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Addition”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to addition of 3-digit numbers.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Add the following.

2 3 7
+ 1 9 9

4 6 3
+ 3 8 9

7 4 9
+ 2 1 8

6 4 8
+ 2 4 8

6 6 6
+ 3 5 5

2 8 5
+ 2 8 5

2. Anum collects 198 silver coins and 109 gold coins. How many coins does she collect altogether?

--

3. Zaheer has Rs 450 and his father gave him Rs 388. How much money does he have now?

--

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 6**

Unit Name: Subtraction **Topic:** Revision **Date:**

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Subtraction”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to subtraction of 1-digit numbers from 2-digit numbers.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Subtract the following.

$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ - 3 \\ \hline \end{array}$$

2. Rania has 41 blue beads and 29 red beads. How many more blue beads does Rania have than red beads?

3. Zaman saw 32 sparrows and 17 parrots in a bird shop. How many less parrots are there than sparrows in the bird shop?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 7**

Unit Name: Subtraction **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Subtraction”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to subtraction of 2-digit numbers

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Subtract the following.

$$\begin{array}{r} 28 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ - 46 \\ \hline \end{array}$$

$$\begin{array}{r} 91 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ - 45 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ - 29 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ - 58 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ - 48 \\ \hline \end{array}$$

2. Fawaz has Rs 98 and his friend has Rs 49. How much more money does Fawaz have than his friend?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 1**

Unit Name: Subtraction **Topic:** Subtraction of 1-digit numbers from 3-digit numbers **Date:**

Objective(s):

At the end of this period, the students will be able to:

Subtract 1-digit from 3-digit number without borrowing.

Solve real life number stories of subtraction up to 3 digits without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 53 and 56

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework.

Ask students: Can you tell the steps to subtract 2-digit from 1-digit and 2-digit numbers?

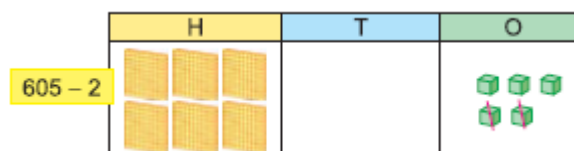
Take their responses and appreciate them for their correct response.

Main Activities/Concept Building:

(22 min)

Activity 1:

Ask students to open their textbooks to page 53. Instruct them to read the statement of the example and tell what is given and what we have to find. Take their responses and appreciate if someone gives the right answer. Now tell them there are 605 balls that Asad has and out of these balls there are 2 balls of blue colour. We have to find the number of balls other than blue, for this we have to subtract 2 from 605. Draw a place value table on the board with hundreds, tens and ones column. Draw 6 stack of 1 hundred in the hundreds column, 0 tens in the tens column and 5 ones in the ones column. Now cross out the 2 ones from the ones column. So, we have 3 blocks of ones in the ones column left. Now write the numbers vertically, subtract step by step and explain it to them.



	H	T	O
	6	0	5
-			2
	6	0	3

Activity 2:

Ask students to write a 3-digit number and 1-digit number in their notebooks. Ask them to subtract the numbers by using place value table and subtract ones from ones and tell the result. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by explaining students we always subtract smaller number from the greater number and always start subtraction from the right or from the ones place.

Assessment:

(8 min)

To assess the learning of the students, ask them to write one 3-digit number and one 1-digit number and add them without carrying.

Homework:

(2 min)

Solve Q1 (a, b, c) of Learning Check 2.6 at page 56 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 2**

Unit Name: Subtraction **Topic:** Subtraction of 1-digit numbers from 3-digit numbers **Date:**

Objective(s):

At the end of this period, the students will be able to:

Subtract 1-digit from 3-digit number without borrowing.

Solve real life number stories of subtraction up to 3 digits without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 56, Number cards 1-9

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask them to tell the rule to subtract two numbers. Take their responses and tell them that when we subtract numbers, start subtracting numbers from the right. First subtract ones, then tens and at the end hundreds.

Main Activities/Concept Building: (22 min)

Activity 1:

Make two groups of students. Give each group number cards 1 to 9. Instruct them to make some 3-digit numbers. Ask them to take any one number from 3-digit numbers and one number card from 1 to 9 (such that the subtraction is without borrowing) and then subtract the 1-digit number from the 3-digit number. After doing this, call each group one by one to the front and ask them to present their work to the class. Ask the rest of the class to check their work and correct it if needed. Ask them to open their textbooks and revise the example given in their textbooks.

Activity 2:

Give them worksheet and ask them to solve it by following instruction. Roam around the class, check their and discuss with them about their common mistakes. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining to students how to subtract 3-digit and 1-digit numbers by using a place value table by solving examples on the board.

Assessment: (8 min)

Ask them to make some 3-digit numbers by using the digits 5, 3, 8, 4, 9 and then add the ones from 1 to 9 one by one in these 3-digit numbers. Roam around the class, check their work and guide them if needed.

Homework: (2 min)

Solve Q1 (d, e, f, g, h) of Learning Check 2.6 at pages 56 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Subtract the following.

$$\begin{array}{r} 285 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 568 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 939 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 784 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 461 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 166 \\ - 5 \\ \hline \end{array}$$

2. Amir has 109 stickers. He pastes 8 stickers to his notebook. How many stickers are left with him?

3. A baker baked 218 bakery items. Out of this 6 are cupcakes. How many other items he baked?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 3**

Unit Name: Subtraction **Topic:** Subtraction of 2-digit numbers from 3-digit numbers **Date:**

Objective(s):

At the end of this period, the students will be able to:

Subtract 2-digit number from 3-digit number without borrowing.

Solve real life number stories of subtraction up to 3 digits without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 54 and 56

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students: Can you tell how we to subtract 1-digit and 3-digit numbers? Take their responses and tell them that we can subtract numbers by using a place value table and to start subtracting from the right.

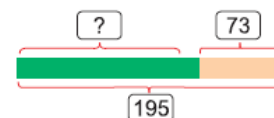
Main Activities/Concept Building:

(22 min)

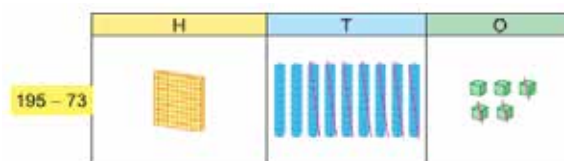
Activity 1:

Have students open their textbooks to page 54. Ask them to read the statement of the example given on page 54. Ask them to tell what we have to find. Take their responses and tell them that in a stationary store, 195 stationary items were sold in an hour.

Among these, 73 were pencils. How many other items were sold. To find the number of other items were sold we have to subtract 73 from 195. Now draw a strip to show the numbers 73 and 195.



Then draw a place value table on the board and show the numbers in the place value table by drawing hundreds, tens and ones blocks. Now subtract ones from ones and tens from tens. When we subtract 3 ones from 5 ones we get 2 ones and when we subtract 7 ones from 9 ones we get 2 ones and hundred remains the same.



Write the numbers vertically on the board and then add them step by step and explain to students.



Ask them to write any 3-digit number and 2-digit number on the board and ask them to subtract these numbers in their notebooks. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by explaining to students how we can subtract 3- and 2-digit numbers by using a place value table.

Assessment:

(8 min)

To assess the students learning, ask them to tell the steps to solve 3-digit and 2-digit numbers. Ask them to solve Q1(l, j) of "learning check 2.6" in their textbook page 56.

Homework:

(2 min)

Solve Q1 (k, l) of Learning Check 2.6 at page 56 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 4**

Unit Name: Subtraction **Topic:** Subtraction of 2-digit numbers from 3-digit numbers **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Subtract 2-digit number from 3-digit number without borrowing.

Solve real life number stories of subtraction up to 3 digits without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 54 and 56, Number cards, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Call a student to the front of the class and ask him/her to tell the steps to subtract the numbers. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Make two groups of students. Give each group number cards 1 to 9. Instruct them to make some 3-digit and 2-digit numbers. Ask them to take one number card of 3-digit numbers and one number card of 2-digit numbers and then subtract the 3-digit number and the 2-digit number. After doing this, call each group one by one to the front and ask them to present their work to the class. Ask the rest of the class to check their work and correct it if needed. Ask them to open their textbooks and revise the example given in their textbooks.

Sum Up: (3 min)

Sum up the lesson by explaining to students when we subtract numbers, we subtract ones from ones, tens from tens and hundreds from hundreds by solving examples on the board.

Assessment: (8 min)

To assess the students learning, ask them to write some 3-digit and 2-digit numbers in their notebooks and then subtract the 2-digit numbers from 3-digit numbers. Ask them to complete the given worksheet move around the class, check their work and guide them if required.

Homework: (2 min)

Solve Q1 (m, n, o, p) and Q2 of Learning check 2.6 on pages 56 and 57 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Subtract the following.

$$\begin{array}{r} 178 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 294 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 778 \\ - 64 \\ \hline \end{array}$$

$$\begin{array}{r} 844 \\ - 33 \\ \hline \end{array}$$

$$\begin{array}{r} 563 \\ - 40 \\ \hline \end{array}$$

$$\begin{array}{r} 189 \\ - 71 \\ \hline \end{array}$$

2. Ali has Rs 988. He gave Rs 84 to a needy kid. How much money left with him?

3. Ferhan has a candy jar of 280 candies. If he distributes 70 candies. How many candies left with him?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 5**

Unit Name: Subtraction **Topic:** Subtraction of 3-digit numbers from 3-digit numbers **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Subtract 3-digit numbers from 3-digit numbers without borrowing.

Solve real life number stories of subtraction up to 3 digits without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 55-56

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Call a student to the front of the class and ask him/her to write one 3-digit number and one 2-digit number and then add them step by step on the board. Ask the rest of the class to check their work and correct it if needed. Appreciate them for their good work.

Main Activities/Concept Building:

(22 min)

Activity 1:

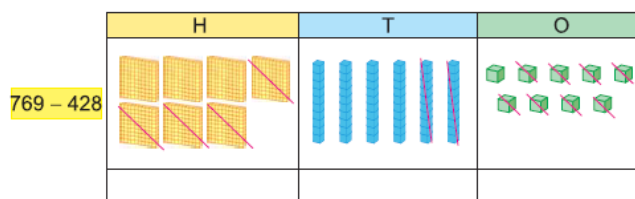
Have students open their textbooks to page 55. Ask them to read the statement of the example given on page 55. Ask them to tell what we have to find. Take their responses and tell them that in a farm there are 769 fruit trees. Out of these, 428 are orange trees.

We have to find the number of other trees in the form. For this we have to subtract 428 from 769.

Now draw a place value table on the board and show the numbers in the place value table by drawing hundreds, tens and ones blocks. Then subtract ones

from ones and tens from tens and hundreds from hundreds. When we subtract 8 ones from 9 ones we get 1 one. When we subtract 2 ones from 6 ones we get 4 ones and when we subtract 4 ones from 7 ones we get 3 ones. Write the numbers vertically on the board and then subtract them step by step and explain it to students.

Ask them to write any two 3-digit numbers on the board and ask them to subtract these numbers in their notebooks. Roam around the class, check their work and guide them if required.



H	T	O
7	6	9
– 4	2	8
3	4	1

Sum Up:

(3 min)

Sum up the lesson by explaining to students when we subtract two 3-digit numbers always start to subtract numbers from right and always subtract numbers ones from ones, tens from tens and hundreds from hundreds.

Assessment:

(8 min)

To assess the students learning, ask them to tell the steps to subtract 3-digit numbers by solving Quick check at page 54 of the textbook in their notebook.

Homework:

(2 min)

Solve Q1 (q, r, s, t) of Learning Check 2.6 on page 56 of the textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 6**

Unit Name: Subtraction **Topic:** Subtraction of 3-digit numbers from 3-digit numbers **Date:**

Objective(s):

At the end of this period, the students will be able to:

Subtract 3-digit numbers from 3-digit numbers without borrowing

Solve real life number stories of subtraction up to 3 digits without borrowing.
without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 57 and 58

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework. Ask them to tell the steps to subtraction of 3-digit numbers. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building:

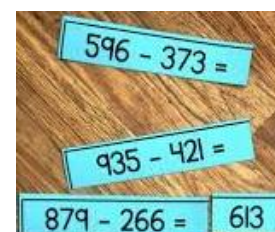
(22 min)

Activity 1:

Make pairs of the students. Put 3-digit number cards on the table at the front of the class. Call a student to the front of the class and ask him/her to choose two cards at a time and write the numbers on the board vertically. Then have him/her draw a place value table and show blocks according to the numbers in the table in each column.

Ask them to subtract the numbers step by step and explain it to the whole class. Ask the rest of the class to check their work and correct it if needed.

Repeat this activity with each pair of the class to reinforce the concept of subtraction of 3-digit numbers without borrowing to students.



Sum Up:

(3 min)

Sum up the lesson by repeating the subtraction of 3-digit numbers by subtracting two 3-digit numbers on the board.

Assessment:

(8 min)

To assess the students learning, ask them to solve Q1(u, v, w, x) in their textbook page 57. Roam around the class, check their work and guide if required.

Homework:

(2 min)

Solve Q3 and Q4 of Learning Check 2.6 on pages 57 and 58 of the textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 7**

Unit Name: Subtraction **Topic: Subtraction of 3-digit numbers with borrowing** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Subtract 1-digit number from 3-digit number with borrowing.

Solve real life number stories of subtraction up to 3 digits with borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 58, 59 and 62

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Call a student to the front of the class and ask him/her to write any 3-digit numbers and subtract them without borrowing. Ask the rest of the class check their work and guide them if needed. Ask them about the terms that are used for subtraction. Take their responses and tell them about the terms that are used for subtraction.

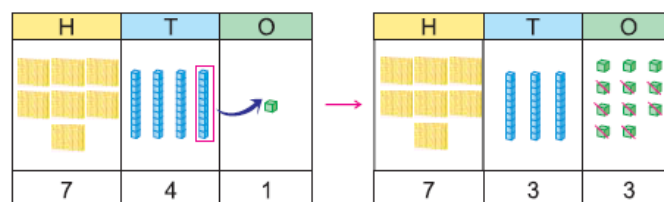
Main Activities/Concept Building:

(22 min)

Activity 1:

Have students open page 58 of their textbooks. Ask them to read the statement of the example given on page 39. Ask them to tell what is given in the statement and what we have to find. Take their responses and tell them that there are 741 animals in a zoo.

If there are 8 elephant then find the animals other than elephant in the zoo, for this we have to subtract 8 from 741. Draw a place value table on the board and show blocks according the numbers 741 in the hundreds, tens and ones column. Tell



them that first we subtract 8 ones from 1 one that is not possible, so we borrow 1 ten or 10 ones from the tens column. Now we have 11 ones.

Subtract 8 ones from 11 ones we get 3 ones.

Now write the numbers 741 and 8 vertically and subtract them by regrouping step by step explaining each step to them.

Repeat the subtraction of 3-digit numbers and 1-digit numbers by solving some questions on the board.



Sum Up:

(3 min)

Sum up the lesson by explaining the steps of subtraction of 1-digit numbers from 3-digit numbers and repeating the terms associated with these operations.

Assessment:

(8 min)

Ask them to solve Q1 (a- b) of 'Learning Check 2.7' at page 62 of their textbooks.

Homework:

(2 min)

Solve Q1 (c, d) of 'Learning Check 2.7' at page 42 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 1**

Unit Name: Subtraction **Topic: Subtraction of 1 and 3-digit numbers with borrowing** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Subtract 1-digit number from 3-digit number with borrowing

Solve real life number stories of subtraction up to 3 digits with borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 62, 3 dices, 3-digit and 1-digit number cards, basket

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Ask students how we can subtract 1-digit numbers from 3-digit numbers with borrowing. Take their responses and appreciate if someone give the right answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Put three dices on the table. Call a student to the front of the class and instruct him/her to throw the three dices at a time. Note the dots of three dices and make a 3-digit number then again throw one dice and count the number of dots on dice. Ask them to show that 3-digit number and 1-digit number in the place value table by drawing place value table on the board and then subtract that numbers. Repeat this activity with some other random students and appreciate them.



Activity 2:

Put two baskets on the table. Put 3-digit number cards in one basket and 1-digit number cards in the second basket. Call a student to the front of the class and ask him/her to choose one card from each basket then write the numbers on the board. Instruct them to draw a place value table on the board and show the numbers in the place value table. Ask them to subtract the numbers step by step on the board and explain each step to the whole class. Repeat the same activity with each student of the class. Appreciate them for their active participation in the class.

Sum Up: (3 min)

Sum up the lesson by repeating the steps to subtract 3-digit numbers and 1-digit numbers with borrowing.

Assessment: (5 min)

Ask them to solve the given worksheet. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Solve Q1 (e, f) of ‘Learning Check 2.7’ at page 62 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Subtract the following.

$$\begin{array}{r} 351 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 244 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 154 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 874 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 582 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 661 \\ - 8 \\ \hline \end{array}$$

2. Umar has Rs 120. He bought a pencil in Rs 9. How much amount left with him?

3. Zaheer has 215 candles in a box. There are 8 candies that are broken into two pieces. How many candles left with him?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 2**

Unit Name: Subtraction **Topic: Subtraction of 3-digit Numbers** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Subtract 1-digit number from 3-digit number with borrowing.

Solve real life number stories of subtraction up to 3 digits with borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 62

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Write a 1-digit number and a 3-digit number on the board. Call a student to the front of the class and ask him/her to solve it step by step and explain it to the whole class.

Appreciate them for their good work.

Main Activities/Concept Building:

(22 min)

Activity 1:

Make two groups of students. Give each group five cards of 3-digit numbers and 5 cards of 1-digit number. Instruct them to take any one card of 3-digit number and one card of 1-digit number and then subtract these numbers. Repeat the same activity with the other number cards.

Now call each group one by one on the board and ask them to paste their working on the board in front of class and explain each step of subtraction of numbers to the whole class.

Appreciate the for their good work.

Sum Up:

(3 min)

Sum up the lesson by repeating the steps to subtract the one digit numbers from 3-digit numbers.

Assessment:

(8 min)

To assess the students ask them to show the numbers 415 and 9 in the place value table and then subtract. Roam around the class, check their work and appreciate them for their good and active participation.

Homework:

(2 min)

Solve Q1 (g, h) of ‘Learning Check 2.7’ at page 62 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 3**

Unit Name: Subtraction **Topic: Subtraction of 3-digit Numbers** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Subtract 2-digit number from 3-digit number with borrowing.

Solve real life number stories of subtraction up to 3 digits with borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 62

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Write a 1-digit number and a 3-digit number on the board. Call a student to the front of the class and ask him/her to solve it step by step and explain it to the whole class.

Appreciate them for their good work.

Main Activities/Concept Building:

(22 min)

Activity 1:

Write a 3-digit and a 2-digit number for example 324 and 49 on the board. Ask students: How can we subtract these numbers? Take their responses and then draw a place value table on the board and show blocks according to the numbers 324. Tell them that first we subtract ones from ones. As 9 ones cannot be subtracted from 4 ones. So, we borrow 1 ten as 10 ones from the 2 tens. Now we have 14 ones. When we subtract 9 ones from 14 ones we get 5 ones. Now we subtract 4 tens from 1 ten. It is not possible as 1 ten is smaller than 4 tens. So we borrow 1 hundred or 10 tens from the hundred columns. Now we have 11 tens. Now we subtract 4 ten from 11 tens we get 7 ten. So the answer is 275.

Ask them to write any one 3-digit number and one 2-digit number in their notebooks and then subtract the numbers step by step. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by repeating the steps to subtract 2-digit numbers from 3-digit numbers.

Assessment:

(8 min)

To assess the students learning, ask them to write any 2-digit number and 3-digit number and subtract them in their notebooks. Roam around the class, check their work and guide them if required.

Homework:

(2 min)

Solve Q1 (i, j) of ‘Learning Check 2.7’ at page 62 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 4**

Unit Name: Subtraction **Topic: Subtraction of 3-digit numbers with borrowing** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Subtract 2-digit number from 3-digit number with borrowing.

Solve real life number stories of subtraction up to 3 digits with borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 59, 60 and 62

Teaching & Learning Activities:

Opening Activities/Warm-up:

(3 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework.

Call a student to the front of the class and ask him/her to tell the steps of subtraction of two numbers.

Take their response and appreciate them for their correct answer.

Main Activities/Concept Building:

(22 min)

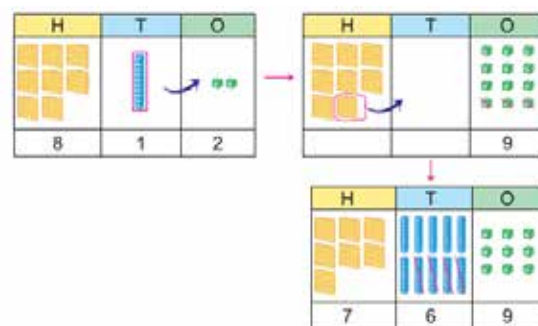
Activity 1:

Have students open their textbooks to page 59. Ask them to read the statement of the example given on page 40. Ask them to tell what we have to find. Take their responses and tell them that in a hall there are 812 seats. 43 seats are reserved. And we have to find the number of seats that are not reserved. For this we have to subtract 43 from 812. Now draw a place value table on the board and show the numbers in the place value table by drawing hundreds, tens and ones blocks.

Then subtract tens from tens and hundreds from hundreds. First subtract the ones as 3 ones cannot be subtracted from 2 ones so we borrow 1 ten from the tens column and we have 12 ones and 0 tens. By subtracting 3 ones from the 12 ones we get 9 ones.

Now we subtract the tens. 4 tens cannot be subtracted from 0 tens so, we borrow 1 hundred from the hundred columns and now we have 10 tens. By subtracting 4 tens from 10 tens we get 6 tens.

Write the numbers vertically on the board and then subtract them step by step and explain it to students.



Ask them to write any 3-digit number and 2-digit number on the board and ask them to subtract these numbers in their notebooks. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by explaining to students how we can 2-digit numbers from 3-digit numbers with borrowings by using a place value table.

Assessment:

(8 min)

To assess the students learning, ask them to tell the steps to add 3-digit numbers and 2-digit numbers.

Homework:

(2 min)

Solve Q1 (k, l) of Learning Check 2.7 at page 62 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 5**

Unit Name: Subtraction **Topic: Subtraction of 3-digit numbers with borrowing** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Subtract 2-digit number from 3-digit number with borrowing.

Solve real life number stories of subtraction up to 3 digits with borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 62

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Write two random 3-digit numbers and 2-digit numbers on the board.

Call one student to the board and ask him/her to subtract these. Also ask him/her to explain the steps of subtraction. Appreciate him/her and help if required.

Main Activities/Concept Building: (22 min)

Activity 1:

Make two groups of students. Give each group number cards 1 to 9. Instruct them to make some 3-digit and 2-digit numbers. Ask them to take one number card of 3-digit numbers and one number card of 2-digit numbers and then subtract 2-digit number from 3-digit number. After doing this, call each group one by one to the front and ask them to present their work to the class. Ask the rest of the class to check their work and correct it if needed. Ask them to open their textbooks and revise the example given in their textbooks.

Sum Up: (3 min)

Sum up the lesson by explaining to students when we add numbers, we subtract ones from ones tens from tens, hundreds from hundreds by solving examples on the board.

Assessment: (8 min)

To assess the students learning, ask them to write some 3-digit numbers and 2-digit numbers in their notebooks and then subtract the 2-digit numbers from 3-digit numbers with borrowing.

Homework: (2 min)

Solve Q1 (m, n, o, p) of Learning Check 2.7 on pages 62 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 6**

Unit Name: Addition **Topic: Addition of 3-digit numbers without carrying** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Subtract 3-digit number from 3-digit number with borrowing.

Solve real life number stories of subtraction up to 3 digits with borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 35-39

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework. Ask them to tell the steps to subtract 3-digit numbers. Take their responses and appreciate them for their correct answers.

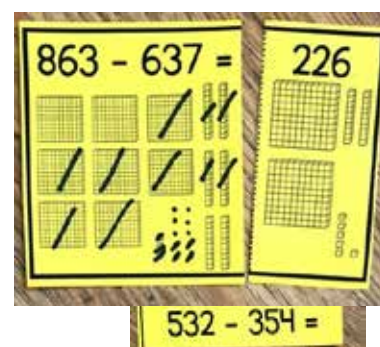
Main Activities/Concept Building:

(22 min)

Activity 1:

Make pairs of the students. Put 3-digit number cards on the table at the front of the class. Call a student to the front of the class and ask him/her to choose two cards at a time and write the numbers on the board vertically. Then have him/her draw a place value table and show blocks according to the numbers in the table in each column. Ask them to subtract the numbers step by step and explain it to the whole class. Ask the rest of the class to check their work and correct it if needed.

Repeat this activity with each pair of the class to reinforce the concept of addition of 3-digit numbers without carrying to students.



Sum Up:

(3 min)

Sum up the lesson by repeating the subtraction of 3-digit numbers by subtracting two 3-digit numbers on the board.

Assessment:

(8 min)

To assess the students learning, ask them to solve 'Quick Check part a and b' given in their textbooks on page 61.

Homework:

(2 min)

Solve Q1 (q, r, s, t) and Q2 of Learning Check 2.7 on pages 62 and 63 of the textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 7**

Unit Name: Subtraction **Topic: Subtraction of 3-digit numbers with borrowing** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Subtract 3-digit number from 3-digit number with borrowing.

Solve real life number stories of subtraction up to 3 digits with borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 60-63

Teaching & Learning Activities:

Opening Activities/Warm-up:

(3 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework.

Call a student to the front of the class and ask him/her to tell the steps of subtraction of two numbers.

Take their response and appreciate them for their correct answer.

Main Activities/Concept Building:

(22 min)

Activity 1:

Have students open their textbooks to page 60. Ask them to read the statement of the example given on page 40. Ask them to tell what we have to find. Take their responses and tell them that Uzma had Rs 960.

She spent 752 to buy a book. We have to find the money left with her, for this we have to subtract 752 from 960.

Now draw a place value table on the board and show the numbers in the place value table by drawing hundreds,

tens and ones blocks. First subtract 2 ones from 0 ones

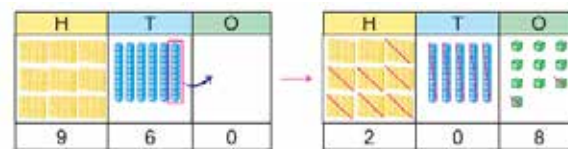
that is not possible so we borrow 1 ten from the 6 tens

and now subtract 2 ones from 10 ones we get 8 ones. Now subtract tens from tens 5 tens – 5 tens = 0 tens.

.

Write the numbers vertically on the board and then subtract them step by step and explain it to students.

Ask them to write any two 3-digit numbers on the board and ask them to subtract these numbers in their notebooks. Roam around the class, check their work and guide them if required.



Sum Up:

(3 min)

Sum up the lesson by explaining to students how we can subtract 3-digit numbers with borrowing by using a place value table.

Assessment:

(8 min)

To assess the students learning, ask them to solve “Quick Check part c” given on page 61 of the textbook in their notebooks.

Homework:

(2 min)

Solve Q1 (u, v, w, x) of Learning Check 2.7 at page 63 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 1**

Unit Name: Subtraction **Topic: Subtraction of 3-digit numbers with borrowing** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Subtract 3-digit number from 3-digit number with borrowing.

Solve real life number stories of subtraction up to 3 digits with borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 63 and 64, number cards 0-9

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Write two random 3-digit numbers on the board. Call one student to the board and ask him/her to add these. Also ask him/her to explain the steps of addition. Appreciate him/her and help if required.

Main Activities/Concept Building: (22 min)

Activity 1:

Make two groups of students. Give each group number cards 1 to 9. Instruct them to make some 3-digit numbers. Ask them to take two number cards of 3-digit numbers and then subtract the 3-digit numbers. After doing this, call each group one by one to the front and ask them to present their work to the class. Ask the rest of the class to check their work and correct it if needed. Ask them to open their textbooks and revise the example given in their textbooks by solving them in their notebooks.

Sum Up: (3 min)

Sum up the lesson by explaining to students when we subtract two 3-digit numbers always subtract ones from ones, tens from tens and hundreds from hundred.

Assessment: (8 min)

To assess the students learning, ask them to solve Q3 and Q4 of the “Learning check 2.7” in their textbook page 63 and 64

Homework: (2 min)

Solve Q1 (u, v, w, x) in their textbook and Q5 in their notebook of Learning Check 2.7 on pages 63 and 64 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 2**

Unit Name: Addition **Topic: Addition of 3-digit numbers with carrying** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Analyze simple situations identifying correct operation of addition and subtraction with carrying/borrowing in mixed form.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages

Teaching & Learning Activities:

Opening Activities/Warm-up: (3 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework.

Ask students to tell the clue words that are used for addition and subtraction. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Write a statement “ **Ali has Rs 455 and his friend Tahir has Rs 321. Now find how much money does Ali and Tahir has and find the difference between the Ali and Tahir money.**

Call a student to the front of the class and ask him/her to read the statement and tell what we have to find. Take his/her response and appreciate if he/she gives the right answer. now tell them that when we find the total one that Ali and Tahir has altogether we have to add 455 and 321. Now solve step by step on the board and find the total amount that Ali and Tahir has. Now tell them that to find who have more money and by how much we have to subtract 321 from 455. Now subtract the numbers on the board and explain each step to them.

Activity 2:

Make two groups of students. ask them to make their own word problem of addition and subtraction in mixed form. Roam around the class, check their work and guide them where needed. Now one by one call each group to the front of the class and ask him/her to present their work to the whole class. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining to students about the problem that have involve both addition and subtraction operations.

Assessment: (8 min)

To assess the students learning, ask them to tell the clue words that are used for addition and subtraction and by using that clue word make a story of addition and subtraction in mixed form.

Homework: (2 min)

Solve the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 3**

Unit Name: Subtraction **Topic: Revision (Summary and Review Exercise** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recall the concept of the whole portion.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 64-65

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of the Unit “Subtraction”.

Ask them the following questions to let them revise the basic concepts:

How we can subtract two numbers?

What are the clue words that are used for subtraction?

Main Activities/Concept Building: (22 min)

Activity:

Have students open pages 65 and 66 of their textbooks. Ask them to solve Q1 and Q2 of “Unit Check Addition” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 64.

Assessment: (0 min)

N/A

Homework: (2 min)

Revise classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Unit Name: Addition **Topic:** Addition of 3-digit numbers with carrying **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Recall the concept of the whole portion.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 64 and 66

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of the Unit “Subtraction”.

Ask them the following questions to let them revise the basic concepts:

- How can we subtract two 3-digit numbers with borrowing using a place value table?
- Find the difference of the smallest 3-digit number and greatest 3-digit number?

Main Activities/Concept Building: (20 min)

Activity:

Have students open pages 65 of their textbooks. Ask them to solve Q3, Q4 and Q5 of “Unit Check Subtraction” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 64.

Assessment: (0 min)

N/A

Homework: (2 min)

Revise classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Unit Name: Multiplication **Topic:** Multiplication as Repeated addition **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Multiplication as repeated addition and use multiplication symbol "x".

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 68, candies,

Teaching & Learning Activities:

Opening Activities/Warm-up:

(3 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework.

Call 5 students to the front of the class. Give each student two candies. Then ask the students: How many candies are there altogether? Take their responses and tell them that there are ten candies in all..

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell them that we will learn about multiplication as repeated addition and the multiplication symbol that is used for multiplication of two numbers.

Draw 5 cars on the board and ask the students: How many wheels are there of one car? Take their response that is 4 wheels. Now ask the students to count and tell how many wheels are there of 5 cars.

Take their responses and tell them by using repeated addition we can find out the number of wheels.

$$4 + 4 + 4 + 4 + 4 = 20$$

$$5 \text{ groups of } 4 = 20$$

or

$$5 \text{ fours} = 20$$

Repeat this activity by drawing 6 beads of 5 groups and ask them: How many beads are there altogether?

Activity 2:

Ask the students to open their Textbook to Page 68. Instruct them to read the example given in the textbook and observe the apples in each basket. Now ask students to tell how many basket and how many apples in each basket" Call a student to the front and ask him/her to explain it to other students and tell what we have to find and how. Now ask the whole class to solve it in their Notebook by repeated addition. Walk around the class and guide them where necessary. Appreciate the students for their efforts.

Sum Up:

(3 min)

Sum up the lesson by explaining to students how we multiply numbers by repeated addition and explain notable note given at page 68.

Assessment:

(8 min)

To assess the students learning, what symbol is used for multiplication and tell how we can write the repeated addition if we have 5 cats and each cat have two eyes.

Homework:

(2 min)

Solve Q1 of Learning Check 2.8 at page 69 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 6**

Unit Name: Multiplication **Topic:** Multiplication as Repeated addition **Date:**

Objective(s):

At the end of this period, the students will be able to:

multiplication as repeated addition and use multiplication symbol "x".

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 68 and 69, pencils, chairs

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Call 3 students to the front of the class. Give each student two pencils. Then ask the students: How many pencils do they have altogether? Take their responses and tell them that there are 6 pencils in all. Explain to the class to see that the number 2 is added 3 times to get 6. i.e. $2 + 2 + 2 = 6$ Tell them that it shows 3 groups of 2 equals 6 and we can say in another way as 3 twos = 6.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell the students that today they are going to learn multiplication as repeated addition.

Place 3 chairs at the front of the class. Ask the students to count the legs of each chair separately and tell the total number of legs of 3 chairs. Take responses and encourage them. Explain to the class to see that the number 4 is added 3 times to get 12. i.e. $4 + 4 + 4 = 12$. Tell them that it shows 3 groups of 4 equals 12 and we can say in another way as 3 fours = 12. Repeat this activity by showing of 5 groups of 3 beads and ask them: How many beads are there altogether? Invite a random student to come to the board and ask him/her to write it as repeated addition. Encourage him/her by clapping.

Activity 2:

Draw 5 tricycles on the board. Ask them to look at the tricycles and tell how many wheels a tricycle has?

Call a student to the front and ask him/her to explain it to the other students and tell what we have to find and how. Now ask the whole class to count the wheels of each tricycle separately and tell the total number of wheels of 5 tricycles. Take responses and encourage them. Explain to the class that the number 3 is added 5 times to get 15. i.e. $3 + 3 + 3 + 3 + 3 = 15$. Tell them that it shows 5 groups of 3 equals 15 and we can say in another way as 5 threes = 15.

Sum Up:

(3 min)

Sum up the lesson by explaining to students multiplication as repeated addition and explain notable note given at page 68.

Assessment:

(8 min)

To assess the students learning, ask them a hand has 5 fingers then tell how many fingers 7 hands are?

Take their responses and then ask them by solving it by repeated addition in their notebook and show it to the whole class.

Homework:

(2 min)

Solve Q2 and Q4 of Learning Check 2.8 on pages 68 and 69 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 7

Unit Name: Multiplication

Topic: Multiplication as Repeated addition

Date:

Objective(s):

At the end of this period, the students will be able to:

Recognize multiplication as repeated addition and use multiplication symbol "x".

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 68, 69 and 70

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. What is the result of multiplication of two numbers called? Which symbol is used to represent multiplication? Take their responses and tell them that the result of multiplication is called product and 'x' is used for multiplication.

Main Activities/Concept Building:

(25min)

Activity 1:

Make small groups of students and give each group 3 cards of multiplication as repeated addition. Instruct them to write the multiplication sentence for these repeated addition. Roam around the class, check their work and discuss with about their common mistakes.

Activity 2:

Ask students to open their textbook page 68 and look at the pencils holders and ask them to tell how many pencils are in each holder. Take their responses and tell them that there are 5 pencils are in each holder and then write this in form of repeated addition and then write it as 2 times 5 and then write multiplication sentence for this and explain each step to students.

Sum Up:

(3 min)

Sum up the lesson by explaining to student's multiplication as repeated addition and explain notable note given at page 69.

Assessment:

(5 min)

To assess the students ask them to solve "Quick Check given at page 69 of their textbook.

Homework:

(2 min)

Solve Q3 of Learning Check 2.8 on pages 68 and 69 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 1**

Unit Name: Multiplication

Topic: Counting in steps of 2

Date:

Objective(s):

At the end of this period, the students will be able to:

Complete number sequences in steps of 2.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 71 and 72, disposable glasses, buttons

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask them to tell how many eyes do you have? How many feet do you have and how many hands do you have? Take their responses and appreciate them for their good responses.

Main Activities/Concept Building:

(25 min)

Activity 1:

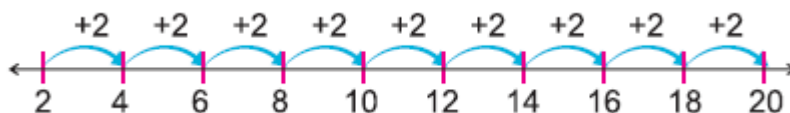
Make two groups of students. Give each group 10 disposable glasses and 20 buttons. Instruct each group to put 2 buttons in each glass and write 2 on the first glass and then put 2 buttons in the second glass and write 2 on that glass and continue this process and put two buttons in the last glass. After doing this call one group to the front of the class and ask them: how many buttons are in first glass, their answer should be 2 and then ask them how many buttons in the second glass, their answer should be two buttons. Now ask them how many buttons are in first and second glass altogether, their answer should be 4. Now ask them how many buttons are in three glasses. Take their responses and write $2 + 2 + 2$ on the board and tell them that there are 6 buttons in three glasses by continuing this process, ask them how many buttons are in three glasses, their answer should be 20 then write 2, 4, 6, 8, 10, 12, 14, 16, 18, 20.

Tell them that by counting in 2s we get 20 after ten steps.

Activity 2:

Ask students to open their textbook to page 71 and ask them to count the number of flowers in each plant. As there are two plants, $2 + 2 = 4$, $4 + 2 = 6$, $6 + 2 = 8$... $18 + 2 = 20$, so there are 20 flowers in 10 plants.

Now draw a number line and tell them that we can show this using number line. Ask them to look at the number line. First jump is from 2 to 4, second jump is from 4 to 6 and in the same way continue and jump from 18 to 20.



Ask students to draw number line in their notebook and count in steps of two and show this on number lines by jumping. Roam around and check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by re-telling students how we can count numbers in steps of 2 by drawing number line on the board.

Assessment:

(5 min)

To assess the students, ask them to count in steps of two and write the number in their notebook and show this using number line.

Homework:

(2 min)

Solve Q1(part a) of Learning check 2.9" in their textbook page 72.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 2**

Unit Name: Multiplication

Topic: Counting in steps of 3

Date:

Objective(s):

At the end of this period, the students will be able to:

Complete number sequences in steps of 3.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 71 and 72, disposable glasses, buttons

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Call three students to the front of the class and give each student 3 pencils. Now ask the rest of the class to count the number of pencils in hand of the student. Take their responses that should be 3. Appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

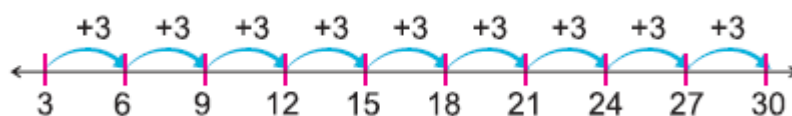
Make two groups of students. Give each group 10 disposable glasses and 30 beads. Instruct each group to put 3 beads in each glass and write 3 on the first glass and then put 3 beads in the second glass and write 3 on that glass and continue this process and put 3 beads in the last glass. After doing this call one group to the front of the class and ask them: how many beads are in first glass, their answer should be 3 and then ask them how many beads in the second glass, their answer should be two beads. Now ask them how many beads are in first and second glass altogether, their answer should be 6. Now ask them how many beads are in three glasses. Take their responses and write $3 + 3 + 3$ on the board and tell them that there are 9 beads in three glasses by continuing this process, ask them how many beads are in ten glasses, their answer should be 30 then write 3, 6, 9, 12, 15, 18, 21, 24, 27, 30.

Tell them that by counting in 3s we get 30 after ten steps.

Activity 2:

Ask students to open their textbook to page 71 and draw a number line and tell them that we can show this using number line. Ask them to look at the number line. First jump is from 3 to 6, second jump is from 6 to 9 and in the same way continue and jump from 27 to 30.

Ask students to draw number line in their notebook and count in steps of 3 and show this on number lines by jumping. Roam around and check their work and guide them if required.



Sum Up:

(3 min)

Sum up the lesson by re-telling students how we can count numbers in steps of 3 by drawing number line on the board.

Assessment:

(5 min)

To assess the students, ask them to count in steps of 3 and write the number in their notebook and show this using number line.

Homework:

(2 min)

Solve Q1(part b) of Learning check 2.9" in their textbook page 72.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 3**

Unit Name: Multiplication **Topic: Counting in steps of 4** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Complete number sequences in steps of 4.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 71 and 72, disposable glasses, sticks

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Draw 3 square on the board and draw 4 circles in each square. then ask them to count the circles in each square and tell how many circles are in one square and then ask them to tell how many circles are in three square. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

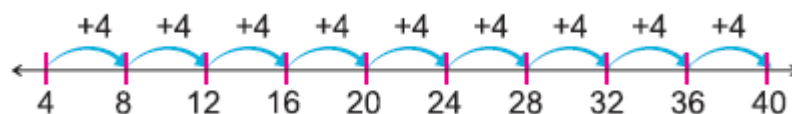
Make two groups of students. give each group 10 disposable glasses and 40 sticks. Instruct each group to put 4 sticks in each glass and write 4 on the first glass and then put 4 sticks in the second glass and write 4 on that glass and continue this process and put 4 sticks in the last glass. After doing this call one group to the front of the class and ask them: how many sticks are in first glass, there answer should be 4 and then ask them how many sticks in the second glass, there answer should be two sticks. Now ask them how many sticks are in first and second glass altogether, there answer should be 8. Now ask them how many sticks are in three glasses. Take their responses and write $4 + 4 + 4$ on the board and tell them that there 12 sticks in three glasses by continuing this process, ask them how many sticks are in ten glasses, there answer should be 40 then write 4, 8, 12, 16, 20, 24, 28, 32, 36, 40.

Tell them that by counting in 4s we get 40 after ten steps.

Activity 2:

Ask students to open their textbook to page 71 and draw a number line and tell them that we can show this using number line. Ask them to look at the number line. First jump is from 4 to 8, second jump is from 8 to 12 and in the same way continue and jump from 36 to 40.

Ask students to draw number line in their notebook and count in steps of 4 and show this on number lines by jumping. Roam around and check their work and guide them if required.



Sum Up: (3 min)

Sum up the lesson by re-telling students how we can count numbers in steps of 4 by drawing number line on the board.

Assessment: (5 min)

To assess the students, ask them to count in steps of 4 and write the number in their notebook and show this using number line.

Homework: (2 min)

Solve Q1(part c) of Learning check 2.9” in their textbook page 72.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 4**

Unit Name: Multiplication

Topic: Counting in steps of 5

Date:

Objective(s):

At the end of this period, the students will be able to:

Complete number sequences in steps of 5.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 72, disposable glasses, marbles

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask students how many prayers he offer in a day there answer should be 5. Then ask them how many prayers he offer in 5 days. Take their responses and appreciate them for their correct answer that is 25.

Main Activities/Concept Building:

(25 min)

Activity 1:

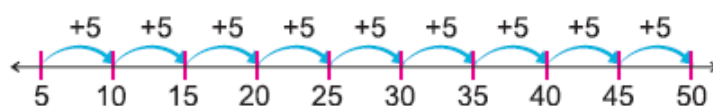
Make two groups of students. give each group 10 disposable glasses and 50 marbles. Instruct each group to put 5 marbles in each glass and write 5 on the first glass and then put 5 marbles in the second glass and write 5 on that glass and continue this process and put 5 marbles in the last glass. After doing this call one group to the front of the class and ask them: how many marbles are in first glass, there answer should be 5 and then ask them how many marbles in the second glass, there answer should be two marbles. Now ask them how many marbles are in first and second glass altogether, there answer should be 10. Now ask them how many marbles are in three glasses. Take their responses and write $5 + 5 + 5$ on the board and tell them that there 15 marbles in three glasses by continuing this process, ask them how many marbles are in ten glasses, there answer should be 50 then write 5, 10, 15, 20, 25, 30, 35, 40, 45, 50.

Tell them that by counting in 5s we get 50 after ten steps.

Activity 2:

Ask students to open their textbook to page 72 and draw a number line on the board and tell them that we can show this using number line. Ask them to look at the number line. First jump is from 5 to 10, second jump is from 10 to 15 and in the same way continue and jump from 45 to 50.

Ask students to draw number line in their notebook and count in steps of 5 and show this on number lines by jumping. Roam around and check their work and guide them if required.



Sum Up:

(3 min)

Sum up the lesson by re-telling students how we can count numbers in steps of 5 by drawing number line on the board.

Assessment:

(5 min)

To assess the students, ask them to count in steps of 5 and write the number in their notebook and show this using number line.

Homework:

(2 min)

Solve Q1(part d) of Learning check 2.9" in their textbook page 72.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 5**

Unit Name: Multiplication **Topic: Counting in steps of 10** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Complete number sequences in steps of 10.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 72, disposable glasses, erasers

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask them how many fingers of two hand. Take their response and tell them there are 10 fingers of our hand.

Main Activities/Concept Building:

(25 min)

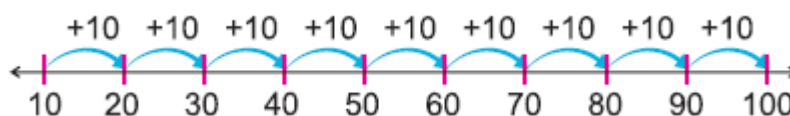
Activity 1:

Make two groups of students. give each group 10 disposable glasses and 100 erasers. Instruct each group to put 10 erasers in each glass and write 10 on the first glass and then put 10 erasers in the second glass and write 10 on that glass and continue this process and put 10 erasers in the last glass. After doing this call one group to the front of the class and ask them: how many erasers are in first glass, there answer should be 10 and then ask them how many erasers in the second glass, there answer should be two erasers. Now ask them how many erasers are in first and second glass altogether, there answer should be 4. Now ask them how many erasers are in three glasses. Take their responses and write $10 + 10 + 10$ on the board and tell them that there 6 erasers in three glasses by continuing this process, ask them how many erasers are in ten glasses, there answer should be 100 then write 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. Tell them that by counting in 10s we get 100 after ten steps.

Activity 2:

Ask students to open their textbook to page 72 and draw a number line on the board with counting in steps of 10 and tell them that we can show this using number line. Ask them to look at the number line. First jump is from 10 to 20, second jump is from 20 to 30 and in the same way continue and jump from 90 to 100.

Ask students to draw number line in their notebook and count in steps of 10 and show this on number lines by jumping. Roam around and check their work and guide them if required.



Sum Up:

(3 min)

Sum up the lesson by re-telling students how we can count numbers in steps of 10 by drawing number line on the board.

Assessment:

(5 min)

To assess the students, ask them to count in steps of 10 and write the number in their notebook and show this using number line.

Homework:

(2 min)

Solve Q1(part e) of Learning check 2.9" in their textbook page 72.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 6**

Unit Name: Multiplication

Topic: Table of 2

Date:

Objective(s):

At the end of this period, the students will be able to:

Develop multiplication tables of 2.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 73 and 78, wallchart of table 2

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Call a student to the front of the class and ask him/her to draw number line on the board and show counting in steps of 2 on the number line. Take his/her response and appreciate for the good work.

Main Activities/Concept Building:

(25 min)

Activity 1:

Paste a wallchart of table 2 on the board. Tell the students in the 2 times table, we add the number (1-10) to itself (in other words, double it).

For Example:

$$\begin{aligned}
 1 \times 2 &= 1 + 1 = 2 \\
 2 \times 2 &= 2 + 2 = 4 \\
 3 \times 2 &= 3 + 3 = 6 \\
 4 \times 2 &= 4 + 4 = 8 \\
 5 \times 2 &= 5 + 5 = 10 \\
 6 \times 2 &= 6 + 6 = 12 \\
 7 \times 2 &= 7 + 7 = 14 \\
 8 \times 2 &= 8 + 8 = 16 \\
 9 \times 2 &= 9 + 9 = 18 \\
 10 \times 2 &= 10 + 10 = 20
 \end{aligned}$$

Ask students to learn 2times tables using this trick. Revise the 2times table 3 or 4 times loudly with the class. Write the dodging of 2 times table on the board and ask the students to give the answer one by one.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 73 and read the table in loud voice.

Assessment:

(5 min)

To assess the students learning ask them to write the table of 2 in their notebooks.

Homework:

(2 min)

Solve Q1 (table of 2) of Learning Check 2.10 at page 78 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 7**

Unit Name: Multiplication

Topic: Table of 2

Date:

Objective(s):

At the end of this period, the students will be able to:

Develop multiplication tables of 2.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 73, worksheet, number card 1 to 10, cards of multiplication of table 2

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Paste a wallchart of table 2 on the board and ask students to learn with you the table of 2 in loud voice.

Main Activities/Concept Building:

(22 min)

Activity 1:

Revise the 2 times table with the class. Play a game to test the student's ability to recall the multiplication table of 2. Divide the class into two groups; give each group a set of numbered cards from 1 to 10. Shuffle the cards. Ask the one group to show a number. Ask the other group to multiply the number by 2 and tell the answer loudly. Instruct the students that every correct answer will be awarded 2 points. Play 2 rounds of the game and acknowledge the group with the highest scores.

Activity 2:

Make pairs of students and give each group multiplication table of and ask them to read the table of 2 and then arrange these cards in order. Take their responses and then instruct them to come forward and place the cards in sequence on the table to the front of the class. Then write the table on the board. Repeat this activity to some pairs of students randomly.

Sum Up:

(3 min)

Sum up the lesson by explaining students by counting in steps of 2 we the multiplication table of 2.

Assessment:

(8 min)

To check their understanding, ask them dogging table of 2 and then call random student to the front of the class and ask them to write table on the board.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Count in steps of 2 and colour the correct numbers that comes in the table of 2.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

2. Write the correct answers in the given boxes.

$1 \times 2 = \boxed{2}$

$2 \times 2 = \boxed{}$

$3 \times 2 = \boxed{}$

$4 \times 2 = \boxed{}$

$5 \times 2 = \boxed{}$

$6 \times 2 = \boxed{}$

$7 \times 2 = \boxed{}$

$8 \times 2 = \boxed{}$

$9 \times 2 = \boxed{}$

$10 \times 2 = \boxed{}$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 1

Unit Name: Multiplication

Topic: Table of 3

Date:

Objective(s):

At the end of this period, the students will be able to:

Develop multiplication tables of 3.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, textbook page 74 and 78

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Draw two sets of balls on the board with three balls in each set. Ask the students: Which statement is true?



There are 2 groups of 3.



There are 3 groups of 2.

Take responses and explain them



Main Activities/Concept Building:

(25 min)

Activity 1 :

Paste 4 sets of beads on the board with 3 beads in each set. Ask the students: How many beads are there altogether? Now write: 4 groups of 3

$$4 \text{ threes} = 3 + 3 + 3 + 3$$

$$= 4 \times 3 = 12$$

Draw a pattern on the board.

$$\begin{array}{cccccccccccc}
 +3 & +3 & +3 & +3 & +3 & +3 & +3 & +3 & +3 & +3 \\
 3 & 6 & 9 & 12 & 15 & 18 & 21 & 24 & 27 & 30
 \end{array}$$

Tell the students by counting on in threes or by adding threes we get the multiplication table of 3. Ask the students to open their Textbook to Page 30. Read aloud the multiplication table of 3 and ask the whole class read aloud with you. Repeat this again and again.

Activity 2 :

Paste the wallchart of table of 3 on the board and call a student to the front of the class and ask him/her to read the table in loud voice and ask the rest of the class to follow him/her and learn the table of 3. Repeat this activity to some other students of the class and appreciate them for their active participation in class.

Sum Up:

(3 min)

Sum up the lesson by asking them to open their textbook page 74 and learn the table of 3 in loud voice.

Assessment:

(5 min)

To assess the students ask them to write the table of 3 in their notebooks. Roam around the class, check their and guide them if required.

Homework:

(2 min)

Solve Q1 (table of 3) of Learning Check 2.10 at page 78 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 Periodic Unit: 1 Week: 5 Lesson Plan: 2

Unit Name: Multiplication Topic: Table of 3 Date:

Objective(s):

At the end of this period, the students will be able to:

Develop multiplication tables of 3.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, number card 1-10, multiplication table of 3 cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Paste a wallchart of table 3 on the board and ask students to learn with you the table of 3 in loud voice.

Main Activities/Concept Building:

(22 min)

Activity 1:

Revise the 3 times table with the class. Play a game to test the student's ability to recall the multiplication table of 3. Divide the class into two groups; give each group a set of numbered cards from 1 to 10. Shuffle the cards. Ask the one group to show a number. Ask the other group to multiply the number by 3 and tell the answer loudly. Instruct the students that every correct answer will be awarded 2 points. Play 2 rounds of the game and acknowledge the group with the highest scores.

Activity 2:

Make pairs of students and give each group multiplication table of 3 and ask them to read the table of 3 and then arrange these cards in order. Take their responses and then instruct them to come forward and place the cards in sequence on the table to the front of the class. Then write the table on the board. Repeat this activity to some pairs of students randomly. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by explaining students by counting in steps of 3 we the multiplication table of 3.

Assessment:

(8 min)

To check their understanding, ask them dogging table of 3 and then call random student to the front of the class and ask them to write table on the board.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Count in steps of 3 and colour the correct numbers that comes in the table of 3.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

2. Count the objects in each group of flowers and then fill in the given boxes.



sets of 3 x =



sets of 3 x =



sets of 3 x =



sets of 3 x =

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 3

Unit Name: Subtraction

Topic: Revision

Date:

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Subtraction”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to subtraction of 1- and 2-digit numbers from 3-digit numbers without borrowing.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building:

(30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up:

(5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Subtract the following.

$$\begin{array}{r} 418 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 679 \\ - 64 \\ \hline \end{array}$$

$$\begin{array}{r} 354 \\ - 42 \\ \hline \end{array}$$

$$\begin{array}{r} 746 \\ - 35 \\ \hline \end{array}$$

$$\begin{array}{r} 535 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 996 \\ - 51 \\ \hline \end{array}$$

2. There are 217 sticker in a box. Amna paste 6 stickers on the notebook. How many stickers are left?

3. The cost of burger is 175 and the cost of chocolate is 24. What is the difference between the cost of both prices?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 4**

Unit Name: Subtraction **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Subtraction”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to subtraction of 3-digit numbers.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Subtract the following.

4 8 5
– 3 5 3

7 1 8
– 2 0 6

9 4 6
– 1 2 5

5 5 7
– 2 1 2

6 8 3
– 1 2 0

8 9 9
– 6 5 4

2. There are 324 animals in the zoo. If there are 222 are birds. How many other animals in the zoo?

--

3. Hamad has Rs 567 and he spend Rs 302 to buy a book. How much amount left with him?

--

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 5**
Unit Name: Subtraction **Topic:** Revision **Date:**

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Subtraction”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to subtraction of 3-digit numbers with borrowing.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building:

(30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up:

(5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Subtract the following.

$$\begin{array}{r} 214 \\ - 56 \\ \hline \end{array}$$

$$\begin{array}{r} 752 \\ - 88 \\ \hline \end{array}$$

$$\begin{array}{r} 637 \\ - 58 \\ \hline \end{array}$$

$$\begin{array}{r} 463 \\ - 74 \\ \hline \end{array}$$

$$\begin{array}{r} 930 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 129 \\ - 64 \\ \hline \end{array}$$

2. A shopkeeper sold 178 eggs in one day and 98 eggs in the second day. How many more eggs he sold in the first day than in the second day?

3. Arif bought 128 candies. Out of which 9 are chocolate candies. How many are of other candies?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 6**

Unit Name: Subtraction **Topic:** Revision **Date:**

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Subtraction”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to subtraction of 3-digit numbers with borrowing.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Subtract the following.

$$\begin{array}{r} 625 \\ - 429 \\ \hline \end{array}$$

$$\begin{array}{r} 582 \\ - 178 \\ \hline \end{array}$$

$$\begin{array}{r} 830 \\ - 215 \\ \hline \end{array}$$

$$\begin{array}{r} 902 \\ - 758 \\ \hline \end{array}$$

$$\begin{array}{r} 461 \\ - 327 \\ \hline \end{array}$$

$$\begin{array}{r} 738 \\ - 299 \\ \hline \end{array}$$

2. Qaiser has Rs 582. he spend Rs 499. How much money left with him ?

3. In a form there are 340 are orange trees and 509 are mango trees. How many more mango trees are there than orange trees?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 7**

Unit Name: Multiplication **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Multiplication”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to counting in steps of 2, 3, 4, 5 and 10 and table of 2 and 3

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

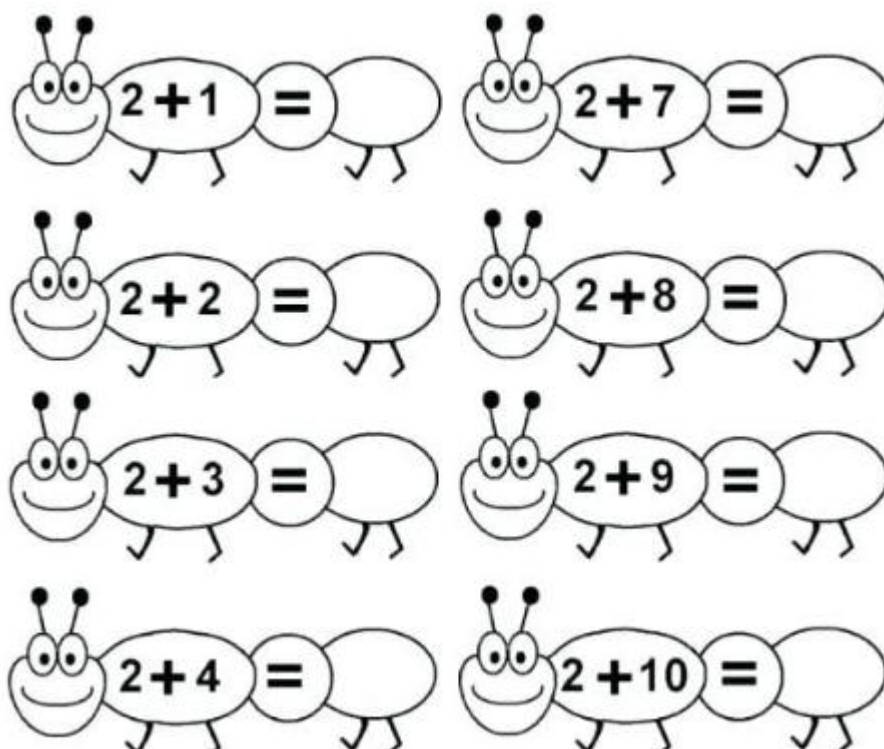
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	2		40 Min

Worksheet

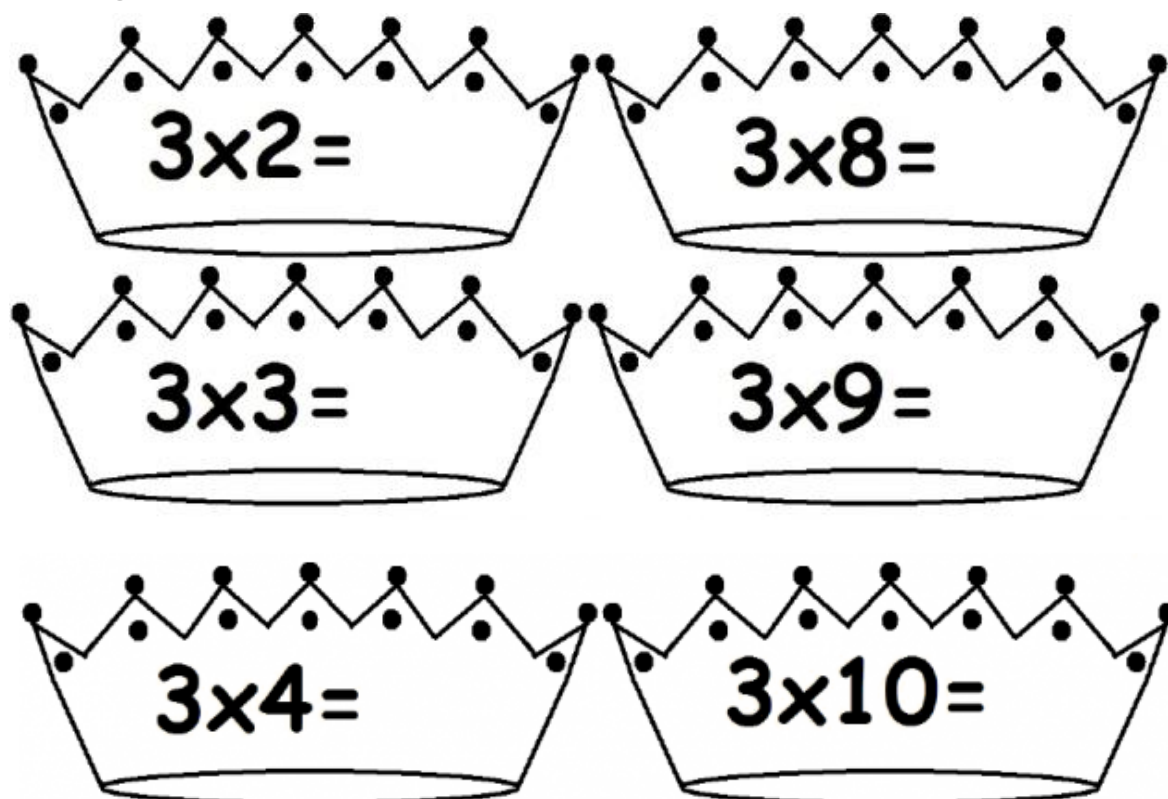
Name: _____

Date: _____

1. By counting in steps of 2 and by recalling the table of 2, complete the following.



2. By counting in steps of 3 and by recalling the table of 3, complete the following.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 1**

Unit Name: Multiplication **Topic:** Multiplication Table of 4 **Date:**

Objective(s):

At the end of this period, the students will be able to:

Develop multiplication tables of 4.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 75, worksheet, wallchart of table 4

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Draw three sets of squares on the board with four squares in each set. Ask the students: Which statement is true?

There are 4 groups of 3.

There are 3 groups of 4. Take responses and explain them.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell them that we will do an activity to learn the multiplication table of 4.

Make six groups of class and give each group 4 candies. Ask the students: How many candies are there altogether? Call a member of a group and ask him/her to explain it how many candies do all the groups have.

$$\begin{aligned}
 6 \text{ groups of } 4 &= 6 \text{ fours} = 4 + 4 + 4 + 4 + 4 + 4 \\
 &= 6 \times 4 = 24
 \end{aligned}$$

Draw a pattern on the board.

$$\begin{array}{cccccccccc}
 +4 & +4 & +4 & +4 & +4 & +4 & +4 & +4 & +4 & +4 \\
 4 & 8 & 12 & 16 & 20 & 24 & 28 & 32 & 36 & 40
 \end{array}$$

Tell the students by counting on in fours or by adding four repeatedly, we get the multiplication table of 4.

Ask the students to open their Textbook to Page 76. Read aloud the multiplication table of 4 and ask the whole class read aloud with you. Ask them to read the table 4 again and again.

Activity 2:

Paste the wallchart of table of 4 on the board and call a student to the front of the class and ask him/her to read the table in loud voice and ask the rest of the class to follow him/her and learn the table of 4. Repeat this activity to some other students of the class and appreciate them for their active participation in class.

Sum Up:

(3 min)

Sum up the lesson by pointing towards the table of 4 wallchart and ask them to read the table of 4 with you in loud voice.

Assessment:

(8 min)

To assess the learning of the students, draw some groups of 4 objects and ask them to count and write the multiplication sentence for the given groups of objects.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Fill in the boxes with correct answer.

a) 3 groups of 4

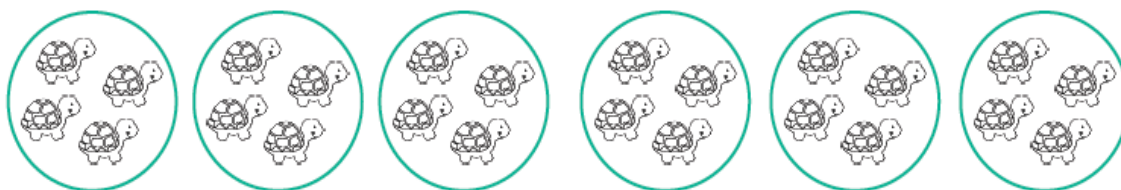
$$3 \text{ fours} = 4 + 4 + 4$$

$$= 3 \times 4$$

$$= \boxed{}$$



b)



$\boxed{}$ groups of $\boxed{4}$

$$\boxed{} \text{ fours} = \boxed{} + \boxed{} + \boxed{} + \boxed{} + \boxed{} + \boxed{}$$

$$= \boxed{} \times \boxed{}$$

$$= \boxed{}$$

2. Match with the correct answer.

$$7 \times 4$$

$$24$$

$$3 \times 4$$

$$32$$

$$8 \times 4$$

$$16$$

$$6 \times 4$$

$$12$$

$$4 \times 4$$

$$28$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 2**

Unit Name: Multiplication **Topic:** Multiplication Table of 4 **Date:**

Objective(s):

At the end of this period, the students will be able to:

Develop multiplication tables of 4.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 75 and 78, Worksheet, Flash cards of multiplication table of 4, 40 ice cream sticks, 10 disposable cups, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Draw 28 apples on the board. Call a student to the front of the class and ask him/her to draw circles around the apples such that there are 4 apples in each circle. Then ask them: How many groups can be formed?

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell them that we will do an activity to learn the multiplication table of 4.

Make four groups of the students. Give each group 40 ice-cream sticks and 10 disposable cups. Now ask them to put four cream sticks in each cup. Ask them to tell: How many groups of four are made? Give blank papers to each group and ask them to write the multiplication sentences for the number of groups of cream sticks and tell how many cream sticks are there altogether? Walk around and help them if needed. Clap for the group that finishes first. Tell the students by skip counting in fours we get the multiplication table of 4. Ask students to open their Textbook to Page 75. Instruct them to read aloud the multiplication table of 4.

Activity 2:

Make pairs of students and give each group flash cards multiplication table of 4 in random form and ask them to read the table of 4 and then arrange these cards in order. Take their responses and then instruct them to come forward and place the cards in sequence on the table to the front of the class. Then write the table on the board. Repeat this activity to some pairs of students randomly. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by explaining students by counting in steps of 4 we can get the multiplication table of 4.

Assessment:

(8 min)

To assess the students learning, ask them to solve the given worksheet. Roam around the class, check their work and guide them if needed.

Homework:

(2 min)

Solve Q2 of "Learning Check 2.10" at pages 78 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Multiply and colour the correct answer.

a) $5 \times 4 =$   

b) $10 \times 4 =$   

c) $2 \times 4 =$   

2. Complete the multiplication table of 4.

$1 \times 4 =$	
$2 \times 4 =$	
$3 \times 4 =$	
$4 \times 4 =$	
$5 \times 4 =$	
$6 \times 4 =$	
$7 \times 4 =$	
$8 \times 4 =$	
$9 \times 4 =$	
$10 \times 4 =$	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 3**

Unit Name: Multiplication **Topic:** Multiplication Table of 5 **Date:**

Objective(s):

At the end of this period, the students will be able to:

Develop multiplication tables of 5.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 76, worksheet, Wallchart of table 5

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask them: How many fingers are there in one hand? Take their responses that are 5. Now ask them to count and tell the number of the fingers of both hands.

Main Activities/Concept Building: (22 min)

Activity 1:

Draw four sets of apples/leaves on the board with 5 leaves in each set. Ask the students: Which statement is true? There are 4 groups of five. There are 5 groups of four.

Tell them that there are 4 groups of five.

Now write on the board: 4 groups of 5 = 4 fives = $5 + 5 + 5 + 5$
 $= 4 \times 5 = 20$

Tell the students it means there are 20 apples/leaves altogether. Draw a pattern of counting on in fives on the board.

	+5		+5		+5		+5		+5		+5		+5		+5		+5		+5		+5
5	10		15		20		25		30		35		40		45		50				

Tell the students by counting on in fives or by adding fives we get the multiplication table of 5. Ask the students to open their Textbook to Page 76. Read aloud the multiplication table of 5 and ask the whole class read aloud with you. Ask the students to read the table 5 again and again.

Activity 2:

Paste the wallchart of table of 5 on the board and call a student to the front of the class and ask him/her to read the table in loud voice and ask the rest of the class to follow him/her and learn the table of 5. Repeat this activity to some other students of the class and appreciate them for their active participation in class.

Sum Up: (3 min)

Sum up the lesson by pointing towards the table of 5 wallchart and ask them to read the table of 5 with you in loud voice.

Assessment: (8 min)

To assess the learning of the students, draw some groups of 5 objects and ask them to count and write the multiplication sentence for the given groups of objects.

Homework: (2 min)

Complete the given worksheet

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

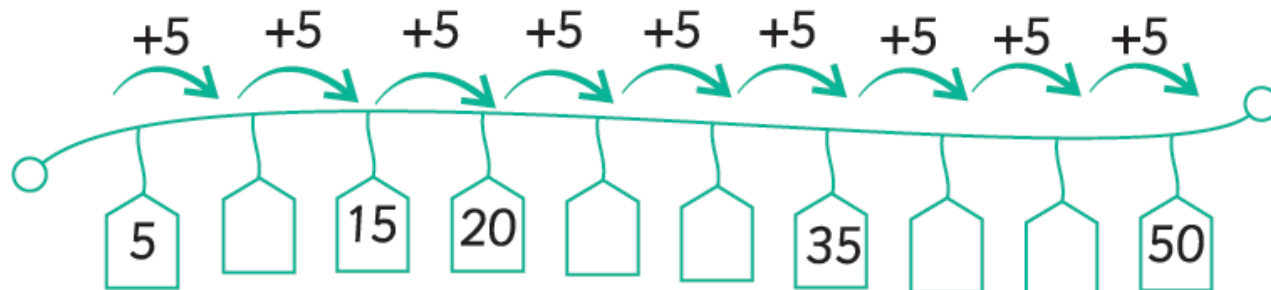
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

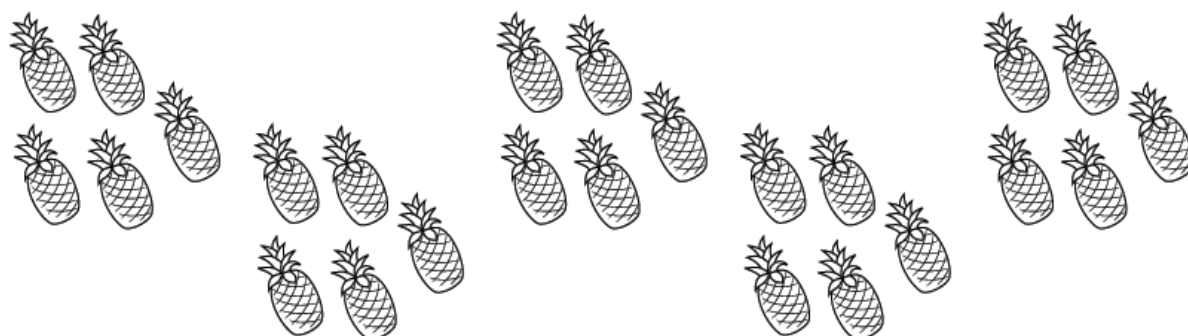
Name: _____

Date: _____

1. Observe the pattern and fill in the missing numbers.



2. Fill in the box with correct answer.



5 groups of 5

5 fives = $5 + 5 + 5 + 5 + 5$

= 5×5

=

3. Count on fives and fill in the given boxes.

a) 5 20 25 .

b) 15 30 40 .

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 4**

Unit Name: Multiplication **Topic:** Multiplication Table of 5 **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Develop multiplication tables of 5.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 76 and 79, Worksheet, Flash cards of multiplication table of 5, 50 stickers, 10 blank papers, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Draw 28 apples on the board. Call a student to the front of the class and ask him/her to draw circles around the apples such that there are 4 apples in each circle. Then ask them: How many groups can be formed?

Main Activities/Concept Building: (22 min)

Activity 1:

Tell them that we will do an activity to learn the multiplication table of 5.

Make five groups of the students according to the strength of the class. Give each group 50 stickers and 10 blank papers. Now ask them to paste 5 stickers on one Page. Ask them to tell: How many groups of fives are made? Ask them to write the multiplication sentences for number of groups of stickers and tell: How many stickers are there altogether? Walk around and help them if needed. Clap for the group who finishes first. Tell students by skip counting in fives we get the multiplication table of 5. Ask students to open their Textbook to Page 76. Instruct them to read aloud the multiplication table of 5.

Activity 2:

Make pairs of students and give each group flash cards multiplication table of 5 in random form and ask them to read the table of 5 and then arrange these cards in order. Take their responses and then instruct them to come forward and place the cards in sequence on the table to the front of the class. Then write the table on the board. Repeat this activity to some pairs of students randomly. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining students by counting in steps of 5 we can get the multiplication table of 5.

Assessment: (8 min)

To assess the students learning, ask them to solve the given worksheet. Roam around the class, check their work and guide them if needed.

Homework: (2 min)

Solve Q3 of "Learning Check 2.10" at pages 79 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

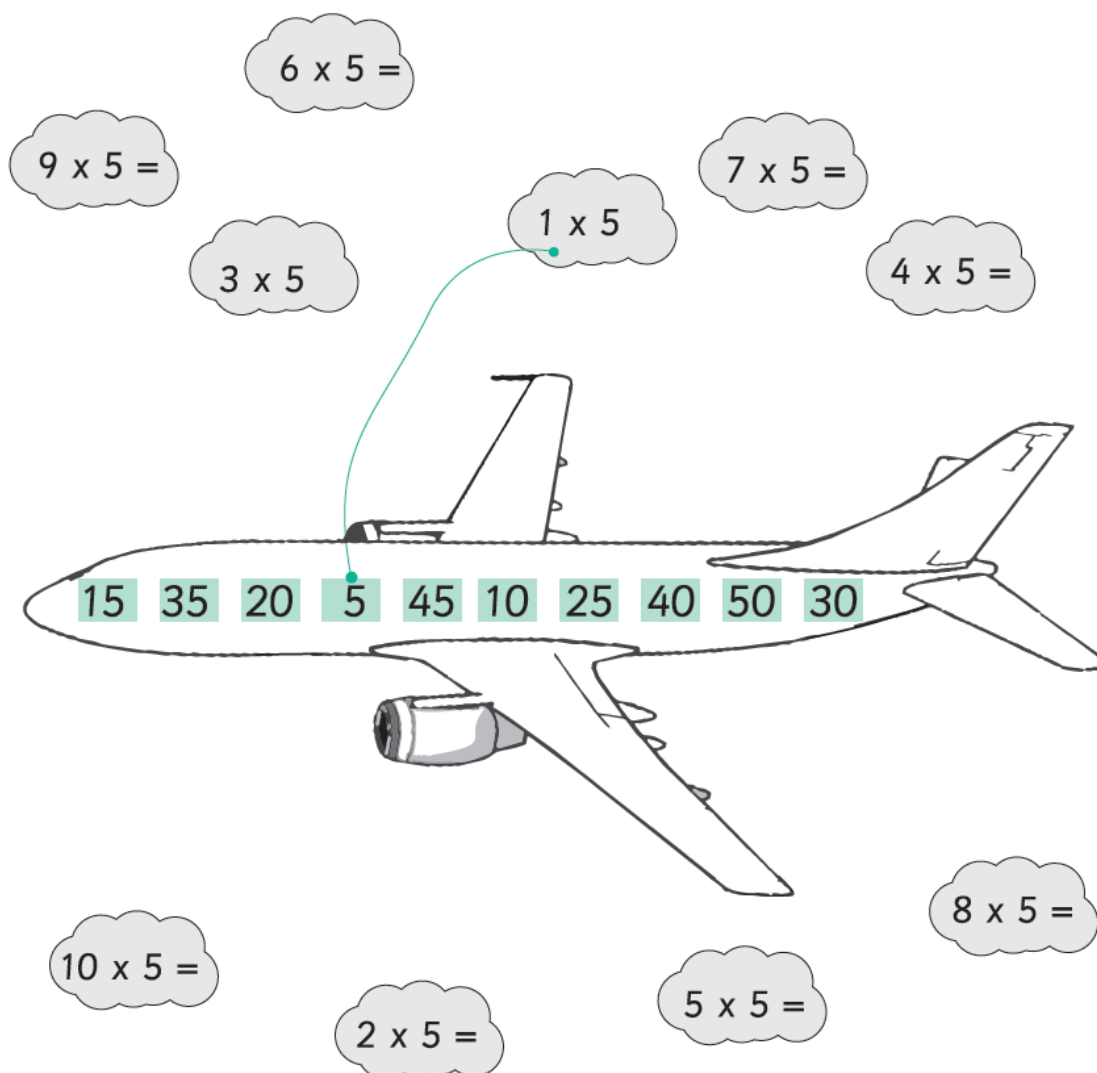
Date: _____

1. There are 5 apples in a basket. How many apples are there in 2 baskets?



$$\begin{aligned}
 \square \text{ fives} &= \square + \square \\
 &= \square \times \square \\
 &= \square
 \end{aligned}$$

2. Multiply and match with the correct answer.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 5**

Unit Name: Multiplication **Topic:** Multiplication Table of 10 **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Develop multiplication tables of 10.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 77, worksheet, Wallchart of table 10

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Place base ten rods (each consists of 10 cubes) on the table. Put two rods together and tell the students there are two groups of 10. Similarly put another rod together and tell the students there are 3 groups of 10. $3 \text{ tens} = 3 \times 10 = 30$

Tell the students there are 30 unit cubes altogether.

Main Activities/Concept Building: (22 min)

Activity 1:

Draw seven sets of balls on the board with 10 balls in each set. Ask the students: Which statement is true? There are 7 groups of ten. There are 10 groups of 7.

Tell them that there are 7 groups of ten.

Now write on the board: $7 \text{ groups of } 10 = 7 \text{ tens} = 10 + 10 + 10 + 10 + 10 + 10 + 10$
 $= 7 \times 10 = 70$

Tell the students it means there are 20 apples/leaves altogether. Draw a pattern of counting on in fives on the board.

	+10	+10	+10	+10	+10	+10	+10	+10	+10	+10
10	20	30	40	50	60	70	80	90	100	

Tell the students by counting on in tens or by adding tens in tens we get the multiplication table of 10. Ask the students to open their Textbook to Page 77. Read aloud the multiplication table of 10 and ask the whole class read aloud with you. Ask the students to read the table 10 again and again.

Activity 2:

Paste the wallchart of table of 10 on the board and call a student to the front of the class and ask him/her to read the table in loud voice and ask the rest of the class to follow him/her and learn the table of 10.

Repeat this activity to some other students of the class and appreciate them for their active participation in class.

Sum Up: (3 min)

Sum up the lesson by pointing towards the table of 10 wallchart and ask them to read the table of 10 with you in loud voice.

Assessment: (8 min)

To assess the learning of the students, draw some groups of 10 objects and ask them to count and write the multiplication sentence for the given groups of objects.

Homework: (2 min)

Complete the given worksheet

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Colour this chart to show the number pattern in the multiplication table of 10.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



2. How many dots on 4 ladybirds?

$$\begin{aligned}
 \square \text{ tens} &= \square + \square + \square + \square \\
 &= \square \times \square \\
 &= \square
 \end{aligned}$$



3. Multiply and colour the correct answer.

a) 6 x 10 = (39) (59) (60)

b) 10 x 10 = (100) (1000) (70)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 6**

Unit Name: Multiplication **Topic:** Multiplication Table of 10 **Date:**

Objective(s):

At the end of this period, the students will be able to:

Develop multiplication tables of 10.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 77 and 79, Worksheet, Flash cards of multiplication table of 5, 50 stickers, 10 blank papers, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Draw 20 beads on the board. Call a student to the front of the class and ask him/her to draw circles around the beads such that there are 10 beads in each circle. Then ask them: How many groups of beads can be formed?

Main Activities/Concept Building: (22 min)

Activity 1:

Tell them that we will do an activity to learn the multiplication table of 10.

Make five groups of the students according to the strength of the class. Give each group 100 stickers and 10 blank papers. Now ask them to paste 10 stickers on one Page. Ask them to tell: How many groups of tens are made? Ask them to write the multiplication sentences for number of groups of stickers and tell: How many stickers are there altogether? Walk around and help them if needed. Clap for the group who finishes first. Tell students by skip counting in tens we get the multiplication table of 10. Ask students to open their Textbook to Page 77. Instruct them to read aloud the multiplication table of 10.

Activity 2:

Make pairs of students and give each group flash cards multiplication table of 10 in random form and ask them to read the table of 10 and then arrange these cards in order. Take their responses and then instruct them to come forward and place the cards in sequence on the table to the front of the class. Then write the table on the board. Repeat this activity to some pairs of students randomly. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining students by counting in steps of 10 we can get the multiplication table of 10.

Assessment: (8 min)

To assess the students learning, ask them to solve the given worksheet. Roam around the class, check their work and guide them if needed.

Homework: (2 min)

Solve Q4 of “Learning Check 2.10” at pages 79 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

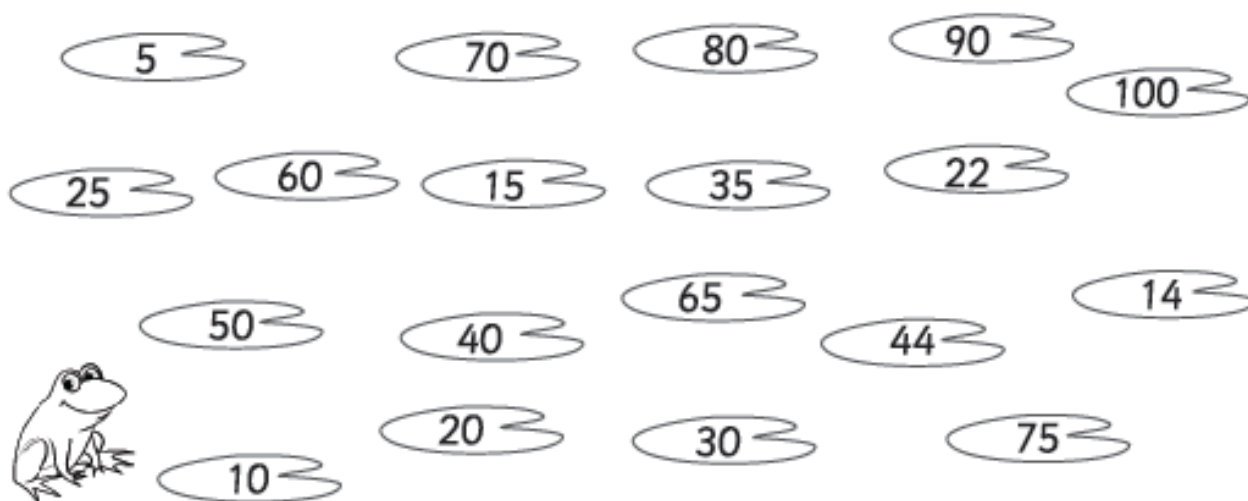
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Count in tens and colour the lily pads to help the frog reach the other side.



2. Count and match.



$$3 \times 10 =$$

$$6 \times 10 =$$

$$1 \times 10 =$$

$$10 \times 10 =$$

$$8 \times 10 =$$

100

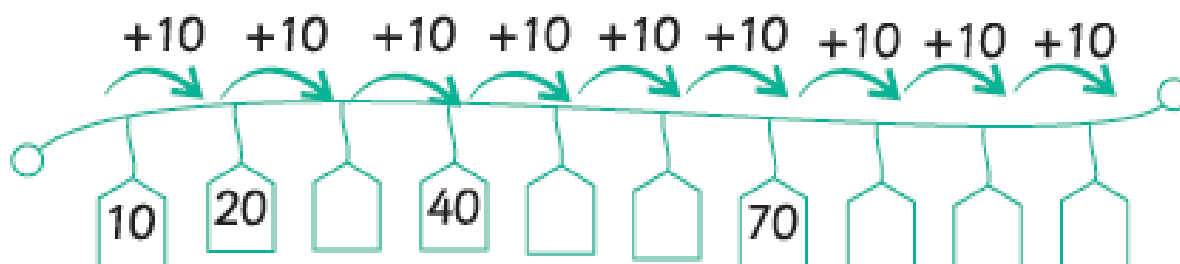
80

30

10

60

3. Complete the pattern by filling in the boxes.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 7**
Unit Name: Multiplication **Topic: Multiplication within table** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Write number sentence for multiplication from the picture.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 80, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(8 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Write some multiplication sentences on the board:

$$2 \times 2 = \underline{\quad}, 3 \times 4 = \underline{\quad}, 6 \times 5 = \underline{\quad}, 7 \times 4 = \underline{\quad}, 3 \times 5 = \underline{\quad}, 7 \times 10 = \underline{\quad}.$$

Tell the students that if they have memorized all the tables then they can easily solve the multiplication sentences. Now call a student to the front of the class and ask him/her to complete the given sentences.

Take his/her response and ask the rest of the class to check and correct if needed. Appreciate them for their good response.

Main Activities/Concept Building:

(20 min)

Activity 1:

Tell them that we will do an activity to write number sentence for multiplication from the given pictures under multiplication tables 2, 3, 4, 5 and 10.

Draw 6 groups of 4 flowers and write the multiplication sentence as: $\underline{\quad} \times 4 = \underline{\quad}$



Now ask students: How many flowers are in one circle? How many groups of flowers?

Take their responses and tell them that there are 4 flowers in each circle and there are 7 circles.

Tell them that by repeated addition we can find how many flowers are in all circles.

$$4 + 4 + 4 + 4 + 4 + 4 + 4 = 28$$

$$7 \text{ group of } 4 = 28$$

$$7 \times 4 = 28$$

Write different equation on the board and ask students to find the missing number in the given multiplication sentences. Roam around the class, check their work and guide them where required.

Sum Up:

(3 min)

Sum up the lesson by explaining how we can write the sentence for multiplication from the picture by giving different example to them.

Assessment:

(8 min)

To assess the students' learning ask them to solve the given worksheet. Roam around the class, check their work and guide them if required.

Homework:

(2 min)

Solve Q5 of 'Learning Check 2.10' at page 80 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

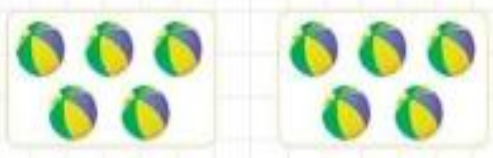
Date: _____

1. Write the multiplication sentences from the given pictures.



_____ + _____ + _____ = _____

_____ X _____ = _____



_____ + _____ = _____

_____ X _____ = _____



_____ + _____ + _____ + _____ + _____ = _____

_____ X _____ = _____



_____ + _____ + _____ = _____

_____ X _____ = _____



_____ + _____ + _____ + _____ + _____ = _____

_____ X _____ = _____



_____ + _____ = _____

_____ X _____ = _____



_____ + _____ + _____ = _____

_____ X _____ = _____



_____ + _____ + _____ + _____ + _____ = _____

_____ X _____ = _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 1**

Unit Name: Multiplication

Topic: Multiplication within table

Date:

Objective(s):

At the end of this period, the students will be able to:

Write number sentence for multiplication from the picture.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 80, multiplication sentence cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework. Draw 5 groups of 10 apples on the board. Call a student to the front of the class and ask him/her to look at the groups of apples and write the multiplication sentence for the given groups of apples. Take his/her response and ask the rest of the class to look at his work and correct if needed. Appreciate them for their good response.

Main Activities/Concept Building:

(22 min)

Activity 1:

Make pairs of students. Put multiplication equation cards of finding unknown numbers in a bowl to the front of the class. Instruct each pair to come forward and select two cards from the bowl and then find the known numbers by solving that in their notebook. Ask them to raise their hand when finished. Roam around the class and check their work. Now ask each pair to come forward to the front of the class and present their work to the whole class. Appreciate them for their good work and discuss with them their common mistakes.

Activity 2:

Write the equation on the board.

$$\underline{\quad} \times 5 = 25$$

Tell students we can also find the unknown number by counting leaves in each vase that is 5 and then count the number of vases that are 5. Now count the number of leaves in all vases we can get the total number of leaves or by repeated addition we can find the unknown. Tell students we have to find the number of groups or number of vases. Solve the example step by step on the board and explain each step to them.



Sum Up:

(3 min)

Sum up the lesson by drawing groups of objects and ask them to write the multiplication sentences for the given groups of objects.

Assessment:

(8 min)

Ask them to solve the given worksheet. Roam around the class, check their work and guide them if required.

Homework:

(2 min)

Solve Q5 of 'Learning Check 2.10' at page 80 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Complete the following.



2 — 4 — 6 — 8 — 10 — 12 — 14

— x — = —



○ — ○ — ○ — ○ — ○ — ○ — ○

— x — = —



○ — ○ — ○ — ○ — ○ — ○

— x — = —



○ — ○ — ○ — ○ — ○ — ○

— x — = —



○ — ○ — ○ — ○ — ○ — ○ — ○ — ○

— x — = —

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 2**

Unit Name: Multiplication **Topic: Multiplication within table** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Write number sentence for multiplication from the picture.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 80 and 81

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Draw 4 groups of 3 stars on the board. Call a student to the front of the class and ask him/her to write the multiplication sentence for the given groups of stars. Take his/her responses and appreciate them for their good response.

Main Activities/Concept Building:

(22 min)

Activity 1:

Call a student to the front of the class and ask him/her to write a multiplication equation with one unknown quantity. Then ask them to solve it step by step by repeated addition and then by drawing objects according to the numbers written and find missing numbers in that equation. Take his/her responses and appreciate them for their correct answer. Ask the rest of the class to check their work and correct if required. Repeat this activity to each student of the class. Appreciate them for their good work.

Activity 2:

Make pairs of students. Instruct each pair to write three sentences for multiplication and then draw objects according to the multiplication sentence and complete it. Then call one by one each pair to the front of the class and instruct them to show their working to whole class. Repeat this activity to the each pair of the class. Discuss with them about their common mistakes. Appreciate them for their active participation in class.

Sum Up:

(3 min)

Sum up the lesson by re-telling students about how to complete the multiplication sentences by using skip counting or by using repeated addition.

Assessment:

(8 min)

To assess the students ask them to complete the given worksheet. Roam around the class, check their work and appreciate them for their good and active participation.

Homework:

(2 min)

Solve Q6 of ‘Learning Check 2.10’ at page 80 and 81 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

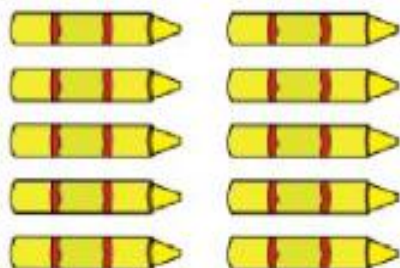
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

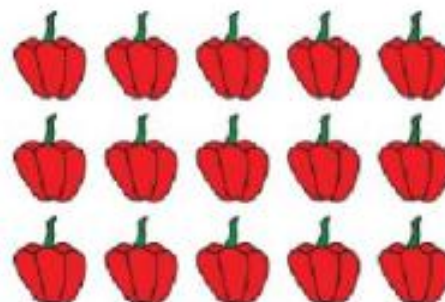
Name: _____

Date: _____

1. Complete the following.



$$\underline{\quad} \times 2 = \underline{\quad}$$



$$3 \times \underline{\quad} = \underline{\quad}$$



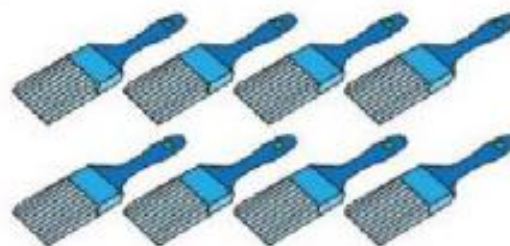
$$4 \times \underline{\quad} = \underline{\quad}$$



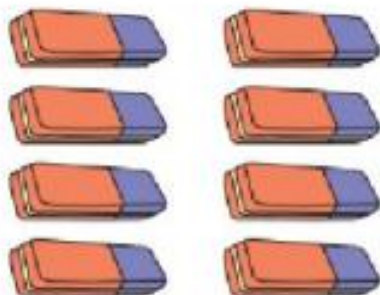
$$\underline{\quad} \times 3 = \underline{\quad}$$



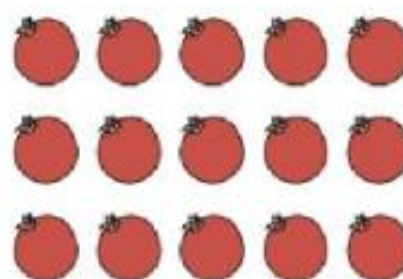
$$\underline{\quad} \times \underline{\quad} = 4$$



$$2 \times \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \times 4 = \underline{\quad}$$



$$\underline{\quad} \times \underline{\quad} = 15$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 3**

Unit Name: Multiplication **Topic: Real-life Situations** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Solve number stories on multiplication up to 1-digit numbers.

Multiply numbers within multiplication table.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 81 and 82

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Ask them about their homework. Draw 6 groups of 10 circles on the board. Call a student to the front of the class and ask him/her to count the number of groups and number of circles in each group. Then write multiplication sentence for the given groups of circles. Take his/her response and appreciate for their good efforts.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell students we are going to learn about multiplication stories of 1-digit numbers.

Write a statement on the board “Fatima bought 7 wrapping sheets. She will use one sheet to cover the 2 notebooks. How many notebooks can she cover?” Explain the statement of the problem to students. tell students about the clue words that are used for multiplication by pasting wallchart on the board or by simply writing clue words on the board. Tell them since there are 5 sheets and each sheet is used to cover 2 notebooks. So ask them to recall the multiplication table of 2.

$$\begin{aligned} 5 \text{ times } 2 &= 5 \text{ twos} \\ &= 5 \times 2 \\ &= 10 \end{aligned}$$

$$\begin{array}{r} 5 \\ \times 2 \\ \hline 10 \end{array}$$

Ask the students to make their own word problem and solve it in their Notebook and share it with their class-mates. Check their work and help them where needed.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 81 and read and solve the example 1 in their notebook.

Assessment:

(8 min)

To assess the students learning, ask them to solve the given worksheet. Roam around the class, check their work and guide them where needed.

Homework:

(2 min)

Solve Q1 of ‘Learning Check 2.11’ at page 82 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. There are 6 horses and each has 4 legs. How many legs are there altogether?

2. There are 10 packs and in each pack there are 10 pencils. How many pencils are in all packs altogether?

3. If there are 8 baskets and there are 5 oranges in each basket. How many oranges are in all baskets?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 4**

Unit Name: Multiplication **Topic: Real-life Situations** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Solve number stories on multiplication up to 1-digit numbers.

Multiply numbers within multiplication table.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 81 and 82

Teaching & Learning Activities:

Opening Activities/Warm-up: (3 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Write the statement on the board. “There are 5 Pages in a storybook. If there are 4 storybooks: How many Pages all the books have altogether?” Ask the students to read the statement and tell what we have to find. Appreciate if someone gives the right answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Write the statement on the board “There are 9 tacky packs of biscuits. And there are 3 biscuits in each pack. How many biscuits are there altogether” Ask them to read the statement of the example given. Ask them to tell what we have to find. Take their responses and tell them that there are 9 tacky packs and 3 biscuits are in each pack. And we have to find the number of total number of biscuits. For this we have to multiply 9 by 3. Now solve it step by step on the board and explain each step to them. Also tell them about the clue words that are used for multiplication.

Activity 2:

Ask students to make their own word problem within the multiplication tables. Roam around the class and check their work. Instruct them to raise their hand when finished. Ask them to come one by one to the front of the class and share their statement to the whole class and then solve it on the board. Check their work and discuss with them about their common mistakes.

Sum Up: (3 min)

Sum up the lesson by explaining to students the notable note given on textbook page 81 of their textbook.

Assessment: (8 min)

To assess the students learning, ask them to tell about the clue words that are used for multiplication. Take their responses and appreciate them for their correct answers.

Homework: (2 min)

Solve Q2 of “Learning Check 2.11” at page 82 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 5**

Unit Name: Multiplication **Topic: Real-life Situations** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Solve number stories on multiplication up to 1-digit numbers.

Multiply numbers within multiplication table.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 81-83

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Write two random 3-digit numbers and 2-digit numbers on the board.

Call one student to the board and ask him/her to subtract these. Also ask him/her to explain the steps of subtraction. Appreciate him/her and help if required.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell them that we will do an activity to understand the word problems of multiplication.

Write a statement on the board “Saba bought 6 packets of chocolates. Each packet had 10 chocolates in it. How many chocolates were there altogether?”

Explain the statement of the problem to students. Tell the students altogether mean we have to multiply the packets to number of chocolates. Now solve it on the board step by step.

6 times 10 = 6 tens = $6 \times 10 = 60$

So tell them that there are 60 chocolates in 6 packets. Ask the students to make their own word problem and solve it in their Notebook and share it with their class fellows. Check their work and help them where needed.

Ask students to open their textbook page 81. And read the statement of the example 2. Ask them to tell what is given and what we have to find. Instruct them to solve the given examples in their notebook. Roam around the class, check their work and guide them if required.

Sum Up: (3 min)

Sum up the lesson by explaining to multiply two numbers. Explain to them how we can identify a statement is the multiplication statement. Tell them that clue words help us to identify the given statement is the multiplication statement.

Assessment: (8 min)

To assess the students learning, ask them to solve Q3 of “Learning check 2.11” given at textbook page 82. Roam around the class, check their work and correct if needed.

Homework: (2 min)

Solve Q4 of “Learning Check 2.11” on page 83 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 6**

Unit Name: Multiplication **Topic: Summary and review Exercise** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recall the concept of the whole portion.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 83, 84 and 85

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of the Unit “Multiplication”.

Ask them the few questions to let them revise the basic concepts of multiplication:

What symbol used for multiplication?

What is meant by step counting in 2, 3, 4, 5 and 10s?

Main Activities/Concept Building: (22 min)

Activity:

Activity 1:

Have students open pages 84 of their textbooks. Ask them to solve Q1, Q2 and Q3 of “Unit Check Multiplication” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 83.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q4 and Q5 given at page 85 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 7**

Unit Name: Multiplication **Topic: Summary and review Exercise** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recall the concept of the whole portion.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 83, 85- 88

Teaching & Learning Activities:

Opening Activities/Warm-up:

(3 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of the Unit “Multiplication”.

Ask them the few questions to let them revise the basic concepts of multiplication:

What are the clue words that are used for multiplication?

Ask them to recall the multiplication table of 2, 3, 4, 5 and 10.

Main Activities/Concept Building:

(22 min)

Activity:

Activity 1:

Have students open pages 85 and 86 of their textbooks. Ask them to solve Q6, Q7, Q8 and Q9 of “Unit Check Multiplication” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up:

(3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 83.

Assessment:

(0 min)

N/A

Homework:

(2 min)

Solve Q10, Q11 and Q12 given at page 87 and 88 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 1**
Unit Name: Division **Topic: Division as Repeated Subtraction** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recognize and use division symbols $\div$.

Recognize division as successive subtraction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 89, 90 and 91, flash cards of stars

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Put three buckets and 6 balls on the table. Ask the students: I want to share these balls in these buckets equally. How many balls should be in one bucket? Take their responses and encourage them for their replies. Tell the students we can share the balls in 3 buckets equally by putting 2 balls in each bucket.

Main Activities/Concept Building: (22 min)

Activity 1:

Ask them to open their textbooks to page 89. Ask them to look at the picture and the question given on the page. Ask them if they can answer it. Take responses and tell them that they will get to know the answer after completing this topic.

Tell the students that today they are going to learn about division as successive subtraction.

Hold 9 flash cards of stars in your hand and draw 3 circles on the board. Tell the students there are 9 stars in my hand. How many stars should be placed in each circle equally? Take their replies. Now tell them: Let's paste first one star in each circle. We have pasted 3 stars in three circles. Now we have left 6 stars.

$9 - 3 = 6$, again paste three stars one by one in each circle. Now we have: $6 - 3 = 3$. Now have 3 stars. Again paste one by one each star in three circles. Now we have $3 - 3 = 0$. This shows that after pasting three stars in each circle we have left 0 stars. If we paste 3 stars in each circle, then all the stars can be shared equally in three circles. Tell them that by successive subtraction we can find how many stars can be pasted in each circle.

Tell them that by subtracting 3 times 3 from 9 we get 0. So, we can write it as $9 \div 3 = 3$ where “ $\div$ ” is the symbol for division.

Now take 3 more stars and ask the students: Can they be shared equally in 3 circles? Take their responses and share the stars in 3 circles equally by using the same method. Explain to them that division is a method which helps us to divide objects into equal groups in our daily life. Tell them that

Sum Up: (3 min)

Sum up the lesson by explaining students about division as successive subtraction by solving examples on the board. Explain the answer of question given at page 89 and notable Note at page 90 of their textbook.

Assessment: (8 min)

To assess the students' learning, ask them to solve the given worksheet. Roam around the class, check their work and correct them where needed.

Homework: (2 min)

Solve Q1 and Q2 of “Learning Check 2.12” on pages 91 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Divide the following by successive subtraction.

a) $25 \div 5$

b) $12 \div 3$

c) $36 \div 4$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 2**

Unit Name: Division **Topic: Division as Repeated Subtraction** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recognize division as successive subtraction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 90 and 92

Teaching & Learning Activities:

Opening Activities/Warm-up:

(3 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework.

Ask students: Which symbol is used for division? How we can divide the number by successive subtraction.

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell them today we are going to learn Division using Subtraction. Draw 8 cupcakes on the board. Ask: How many cupcakes are on the board. Take their response and appreciate them. Now remove 2 cupcakes and write $8 - 2 = 6$. Tell them that after 1st time subtraction we get 6. Now remove 2 more cupcakes.

Write $6 - 2 = 4$. Tell them that after the 2nd time subtraction we get 4. Continue the process until get 0 answer. Explain them that we get 4 cupcakes. In short $8 \div 2 = 4$.

We read it as: 8 divided by 2 equals 4. Tell them that we use $\div$ in division.

Activity 2:

Make two groups of students. Instruct first group to divide 16 candies into 4 groups by successive subtraction. Instruct the second group to divide 45 candies equally in 9 equal groups by successive subtraction. Roam around the class, check their work. Ask them to raise your hand when finished. Now call one by one each group to the front of the class and ask him/her to present their work to the whole class. Check their work and discuss with them about their common mistakes. Appreciate the group who done first.

Ask students to open their textbook page 90 and 91 and solve the given examples in the notebooks. Roam around the class, check their work and guide them where needed.

Sum Up:

(3 min)

Sum up the lesson by re-telling students successive subtraction as division and explain notable note given at page 91 of their textbook.

Assessment:

(8 min)

To assess the students learning, ask them to solve "Quick Check" given at page 90 of their textbook in their notebook. Ask them to solve the Q3 of "Learning check 2.12" at page 92 of their textbook.

Homework:

(2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Divide the following by successive subtraction.

a) $50 \div 10$

b) $18 \div 2$

c) $21 \div 3$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 3**

Unit Name: Division **Topic: Division under multiplication table** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Divide numbers within the multiplication tables with remainder zero.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 93, candies

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Call four students to the front of the class. Tell the class you want to share 10 candies with these students equally. Ask students: Can I share 10 candies equally among 4 students? Take their responses and try to share equally. Explain to the students that 10 candies can't be shared equally. Now take out 2 candies and 8 candies are left. So, we can share 8 candies equally among 4 students.

Main Activities/Concept Building:

(25 min)

Activity 1:

Write statement of the question on the board that is there are 9 cupcakes. Put them in three plates equally such that no cupcake is left. Ask students how we can distribute these cupcakes in three plates so that there is no cupcake left. Take their responses and tell them that first place one cupcake in each plate such that three plates have 3 cupcakes. Now again put one cupcake in three plates so each plate has 2 cupcakes now. Put one cupcake more in each plate so each plate has 3 cupcakes and now zero cupcake left. This shows that when we divide 9 cupcakes in 3 plates then each plate has 3 cupcakes.

$$9 \div 3 = 3 \text{ or } 9 \text{ divided by } 3 \text{ is equal to } 3$$

Now write the statement on the board "If 10 balloons divided equally among 5 children. How many balloons does each child get?" Ask them to solve it in their Notebook. Walk around the class and guide them where necessary. Appreciate the students for their efforts.

Sum Up:

(3 min)

Sum up the lesson re-telling students how we can divide numbers such that remainder will be zero by solving different examples on the board.

Assessment:

(5 min)

To assess their learning, ask them to divide 40 candies in four students such that each one get equal number of candies and zero candies are left.

Homework:

(2 min)

Solve Q1 and Q2 of "Learning Check 2.13" given at page 93 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 4**
Unit Name: Division **Topic: Division under multiplication table** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Divide numbers within the multiplication tables with remainder zero.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 92- 95, Worksheet, pencils, boxes, blank paper, stickers

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of the Unit “Subtraction”.

Ask them the following questions to let them revise the basic concepts:

Main Activities/Concept Building:

(20 min)

Activity:

Tell the students that today they are going to learn about division within the multiplication table with remainder zero.

Divide the class into 2 groups. Give 3 boxes and 18 pencils to each group. Ask them to share these pencils equally in the given boxes. Roam around the class and help them if needed. After completing this activity, ask them: How many pencils are there in each box? Take their responses and encourage them by clapping.

As by dividing 18 pencils in 3 boxes we have 6 pencils in each box. $18 \div 3 = 6$

Ask the students: There are 14 erasers and you want to share them with 2 friends, how many erasers each friend will get? Take their responses and encourage them by clapping.

Activity 2:

Instruct students to work in pair. Distribute a blank sheet to each pair and ask them to draw 4 circles on the paper. Provide 20 stickers of toy car to each pair. Ask them to divide 20 stickers in 4 circles equally. Roam around the class and help them if needed. Take their responses and check if they can pasting the stickers equally in each circle. Later, ask them to open their Textbook to Page 92 and 93. Instruct them to observe the example 1 and example 2 given at textbook. Ask them to solve the examples in their notebook. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by re-telling students that when we divide a number by itself, the answer is always 1 and when we divide a number by 1 the answer is the number itself.

Assessment:

(10 min)

To assess the students’ learning ask them to complete the given worksheet. Roam around the class, check their work and guide them where needed.

Homework:

(2 min)

Solve Q3, Q4 and Q5 of “Learning Check 2.13” given at page 94 and 95 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Divide the following.

a) $14 \div 2$

b) $6 \div 3$

c) $12 \div 4$

d) $10 \div 5$

e) $16 \div 2$

f) $36 \div 4$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 5**

Unit Name: Division **Topic:** Real-life Situation **Date:**

Objective(s):

At the end of this period, the students will be able to:

Solve number stories involving division up to 1-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 95 and 96,

Teaching & Learning Activities:

Opening Activities/Warm-up: (3 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Place 18 beads on the table. Invite 3 students to the front of the class.

Ask a random student to divide 18 beads among 3 students equally but make sure each student gets at least 6 beads. Ask them to recall the previous lessons regarding division and re-tell them division means to share equal objects into groups.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell the students that we are going to solve number stories involving division up to 1-digit numbers.

Place one picture of 12 oranges and 3 kids. Write the word problem on the board.

There are 12 oranges. Share these oranges equally among 3 kids. How many oranges will each child get?

Elaborate the meaning of the word problem to the students, so they can easily find the answers. Tell that clue words help us to know about the problems. Paste the wallchart of clue words of division or simply write the clue words on the board and explain it to students. Now write the word problem on the board:

In a class, the teacher shared 16 cupcakes equally between 4 students. How many cupcakes did each student get? Now ask them: What is given and what we have to find? Take their responses and tell them that it is given that the number of cupcakes 16 and 4 students and we need to find the number of cupcakes each child will get. Ask them: Can anyone tell how many cupcakes each child will get? Take their responses and encourage them. Now tell them that we can find the answer by dividing the number of cupcakes by the number of students.

$$\text{i.e. } 16 \div 4 = 4$$

So, each child will get 4 cupcakes.

Sum Up: (3 min)

Sum up the lesson by explaining to students the notable note given at page 95 of their textbook.

Assessment: (8 min)

To assess the students learning, ask them to make their own word problem of division by using clue words and share it with class-mates.

Homework: (2 min)

Solve Q1 of Learning Check 2.14 at page 96 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 6**

Unit Name: Division **Topic:** Real-life Situation **Date:**

Objective(s):

At the end of this period, the students will be able to:

Solve number stories involving division up to 1-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 95 and 96

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Draw 24 balloons on the board and ask students to divide these balloons in to four groups. Guide the students if required. Ask them: How many balloons are in each group? Take their responses and appreciate them for the correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell the students that today they are going to learn real life situation of division.

Write the word problem on the whiteboard: There are 20 crayons. Share them equally between 4 students. How many crayons will each student get? Ask students: What is given and what do we need to find? Take their response and help them if needed. Ask students can anyone explain the problem? Take them responses and ask some of them to explain it. Appreciate them for the correct explanation. Solve the problem on the board. Tell them that it is given that there are 20 crayons and 4 students. Explain to them that we need to find the number of crayons each child will get. Now tell them that we can find the answer by dividing the numbers of crayons by the number of students.

$$20 \div 4 = 5$$

So, each child will get 5 crayons.

Activity 2:

Ask students to open their textbook page 95. Ask them to read the statement of the example 1 and 2. Instruct them to solve the given examples in their notebooks. Roam around the class, check their work and guide them where needed. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining to how we can identify the real life situation is the division problem. Tell them that clue words help us to find the problem is division problem or not.

Assessment: (8 min)

To assess the students learning, ask them to solve Q2 and Q3 of Learning Check 2.14 at page 96 of their textbooks.

Homework: (2 min)

Solve Q4 and Q5 of Learning Check 2.14 at page 96 of their textbooks

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 7**

Unit Name: Division **Topic:** Mixed Stories **Date:**

Objective(s):

At the end of this period, the students will be able to:

Solve real life situations (using Pakistani currency as well) involving addition, subtraction, multiplication, and division. Give reasons for choosing the correct operation.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 98, wallchart of clue words of 4 operations

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask students: Which symbol is used for addition, subtraction, multiplication and division? How we can identify the given problem is addition, subtraction, multiplication or division problem. Take their responses and appreciate for their correct answer.

Main Activities/Concept Building: (25min)

Activity 1:

Write the statement "There are 213 red button and 415 blue buttons are in a jar. How many buttons are there in the jar and how many more blue buttons than re buttons in the jar?". Ask students to read the statement and tell what are given and what we have to find. Paste the wallchart of clue words of addition, subtraction, multiplication and division on the board. Take their responses and tell them that as red and blue buttons are given and we have to find the total number of buttons for this we have to add 213 and 415. Then add and find the total number of buttons step by step on the board. Now tell them that as we have to find how many more blue buttons than red buttons for this we have to subtract 213 from 415. Then solve it step by step the problem on the board and explain it to them.

Activity 2:

Make small groups of students and instruct them to make their own word problems that have mixed number operations. Roam around the class, check their work and guide them if required. Then call one group to the front of the class and ask them to write their real-life problem on the board and ask the rest of the class to read the statement and tell which operations are used to solve this problem. Take their responses and appreciate them for their correct answer. Now repeat this activity to each student to the class.

Sum Up: (3 min)

Sum up the lesson by explaining to student's about mixed number stories by writing different examples on the board.

Assessment: (5 min)

To assess the students' ask them to tell the clue words that are used for addition and subtraction.

Homework: (2 min)

Solve Q1 of Learning Check 2.15 on pages 98 of their textbooks in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 1**

Unit Name: Division **Topic:** Mixed Stories **Date:**

Objective(s):

At the end of this period, the students will be able to:

Solve real life situations (using Pakistani currency as well) involving addition, subtraction, multiplication, and division. Give reasons for choosing the correct operation.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 97 and 98, wallchart of clue words of 4 operations

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Paste a wallchart of clue words for addition, subtraction, multiplication and division on the board. Ask students to make a story that have both addition and subtraction operation used in. Take their responses and appreciate them for their active participation.

Main Activities/Concept Building: (25 min)

Activity 1:

Write the statement “There are 5 pencils in one pencil box. How many pencils are in 3 pencil boxes? If there are 18 pencils are in 2 boxes then find the number of pencils in each box.” Ask students to read the statement and tell what are given and what we have to find. Take their responses and tell them that as pencil in one box is given and we have to find the number of pencils in 3 boxes for this we have to multiply 5 by 3 that is $5 \times 3 = 15$. So there are 5 pencils in 3 boxes. Tell them that in the second portion the number of pencils in 2 boxes is given and we have to find the number of pencils in one box for this we have to divide 18 by 2. $18 \div 2 = 9$.

Then solve it step by step the problem on the board and explain it to them.

Activity 2:

Make small groups of students and instruct them to make their own word problems that have mixed number operations. Roam around the class, check their work and guide them if required. Then call one group to the front of the class and ask them to write their real-life problem on the board and ask the rest of the class to read the statement and tell which operations are used to solve this problem. Take their responses and appreciate them for their correct answer. Now repeat this activity to each student to the class.

Sum Up: (3 min)

Sum up the lesson by asking students to open their textbook page 97 and instruct them to read the clue words and steps to solve the mixed number stories.

Assessment: (5 min)

To assess the students, ask them to tell the steps that are used to solve the mixed number stories.

Homework: (2 min)

Solve Q2 of Learning Check 2.15 on pages 98 of their textbooks in their notebook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 2**

Unit Name: Division **Topic: Summary and review exercise** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 98, 99 and 100

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of the Unit “Division”.

Ask them the few questions to let them revise the basic concepts of division:

What is meant by division?

When we divide a number by another number what is their result called?

Main Activities/Concept Building:

(30 min)

Activity:

Activity 1:

Have students open pages 99 and 100 of their textbooks. Ask them to solve Q1, Q2 and Q3 of “Unit Check Division” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up:

(3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 98 and 99.

Assessment:

(0 min)

N/A

Homework:

(2 min)

Solve Q4 and Q5 given at page 100 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 3**

Unit Name: Division **Topic: Summary and review exercise** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 98 and 101

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Tell students that they are going to recall all the concepts of the Unit "Division".

Ask them the few questions to let them revise the basic concepts of division:

What symbol used for division?

What are the clue words that are used for addition, subtraction, multiplication and division?

Main Activities/Concept Building: (30 min)

Activity:

Have students open pages 101 of their textbooks. Ask them to solve Q6, Q7 and Q8 of "Unit Check Division" in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 98.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q9 given at page 101 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 4**

Unit Name: Fractions

Topic: Fractions

Date:

Objective(s):

At the end of this period, the students will be able to:

Recognize fractions as equal parts of a whole.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 102-105, two blank papers, two chocolate bars

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Show two chocolate bars to students. Divide one chocolate bar into two equal parts and the second chocolate bar into two unequal parts. Show them to students and ask them to tell which chocolate bar is divided into equal parts. Take their responses and appreciate them for their correct answer.

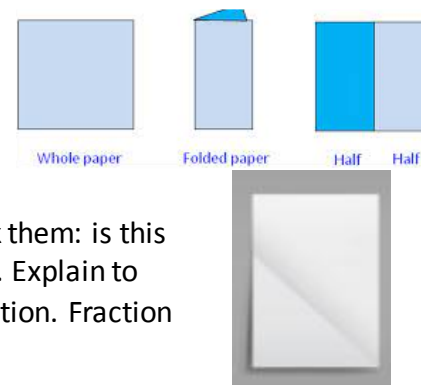
Main Activities/Concept Building:

(25 min)

Activity 1:

Take two papers of same size and fold one paper from the mid and divide it into two equal parts. Then show that paper to students and tell them that the folding line show that the paper is divided into two equal parts. Tell them that two parts of the paper have same size and same shape. Explain to them when we divide a shape or object into equal parts then each part is the fraction of the whole.

Now fold the second paper from the side and show it to students and ask them: is this paper is divided into equal parts. Take their responses that must be "No". Explain to them when we divide a paper into unequal parts that parts not show fraction. Fraction shows only part of the whole that is divided into equal parts.



Activity 2:

Ask students to open their textbook to page 103 and ask them to observe the cake. Ask them to tell which cake shows fraction. Take their responses and tell them that the cake that is divided into two equal parts and each part have same shape and size that cake is the fraction of the whole cake. Ask them to observe the shapes given at page 103 that are divided into equal parts and observe the shapes at page 104 that is divided into unequal parts.

Sum Up:

(3 min)

Sum up the lesson by re-telling students fraction is the part of the whole that is divided into equal parts.

Assessment:

(5 min)

To assess the students, ask them to open their textbook page 102 and tell which pizza is divided into equal parts? Take their responses and appreciate them for their correct answer.

Homework:

(2 min)

Solve Q1 and Q2 of "Learning check 3.1" in their textbook page 104 and 105.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 5**

Unit Name: Fractions **Topic: One-Half, One-third and one-Quarter** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Identify half with the help of objects and figures (without writing $\frac{1}{2}$).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 72, disposable glasses, erasers

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Draw some shapes on the board and divide some shapes into equal and unequal parts. Call a student to the front of the class and ask him/her to point out the shapes that are divided into equal parts. Take his/her response and appreciate them for their correct response.

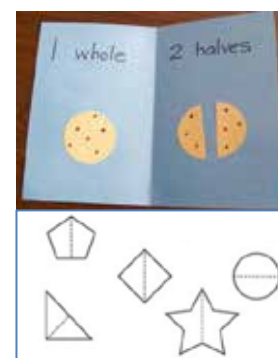
Main Activities/Concept Building:

(25 min)

Activity 1:

Tell students today we are going to learn about one half with the help of figures and objects. Show students paper biscuit and tell them that it is the whole biscuit. Now divide the biscuit into two equal parts and tell them that when we divide the biscuit into two equal part then each part is called one half of the whole biscuit. Tell them that two halves make one whole together.

Draw different shapes on the board and divide that shapes into two equal parts to show students that each part of these shapes are called one half.



Activity 2:

Ask students to open their textbook to page 106 and look at the watermelon slices that are divided into two equal parts, each part is called one half of the watermelon. Ask them to observe the shapes that are divided into equal halves. Ask them to draw different shapes in their notebook and then divide them into equal halves. Roam around the class, check their work and guide them if required. Appreciate them for their active participation in the class.

Sum Up:

(3 min)

Sum up the lesson by re-telling students when a whole is divided into two equal parts, each part is called one half of the whole and two equal halves make one whole.

Assessment:

(5 min)

To assess the students, ask them to complete the given worksheet. Roam around the class, check their work and guide them if required.

Homework:

(2 min)

Solve Q1 of "Learning Check 3.2" given at page 108 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

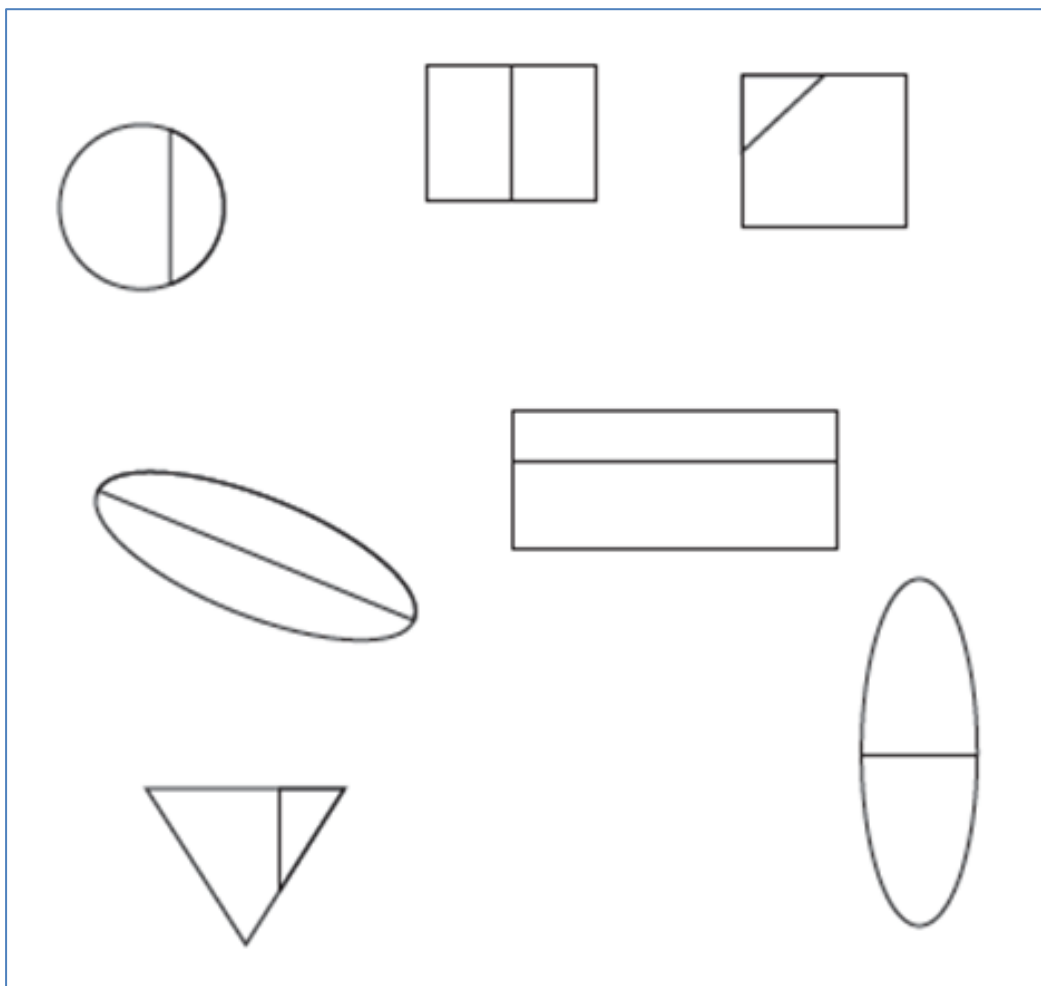
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

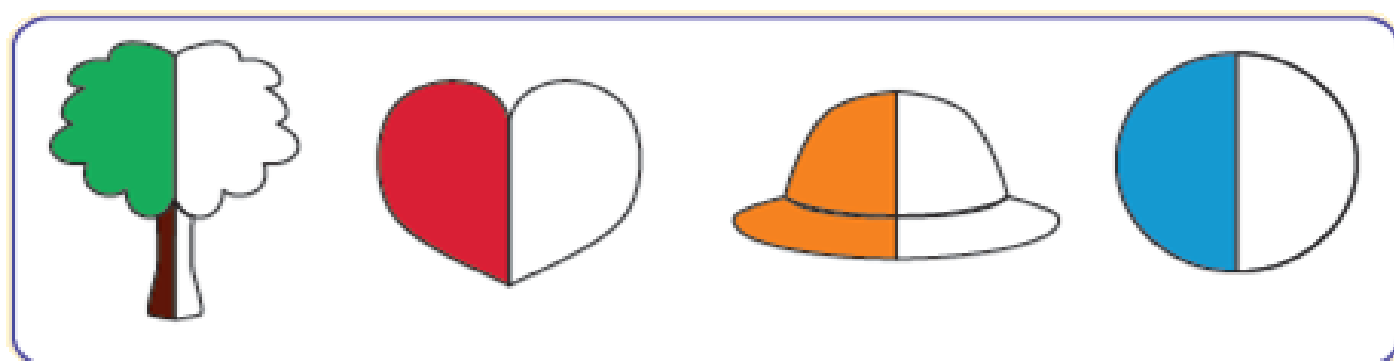
Name: _____

Date: _____

1. Colour the shape that is cut in half.



2. Colour the missing half in each of these.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 6**

Unit Name: Fractions **Topic: One-Half, One-third and one-Quarter** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Identify one fourth with the help of objects and figures (without writing $\frac{1}{4}$).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 106-108, Worksheet, paper biscuit

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Show flash cards of shapes that are divided into equal halves and some that are not divided into equal halves. Call a student to the front of the class and ask him/her to separate out the flash cards of the shapes that are divided into equal halves.

Main Activities/Concept Building:

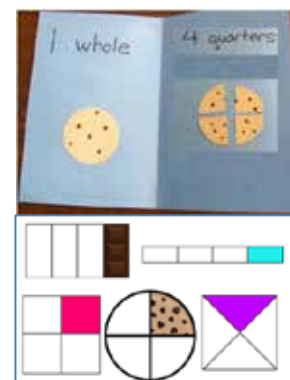
(25 min)

Activity 1:

Tell students today we are going to learn about one quarter with the help of figures and objects. Show students paper biscuit and tell them that it is the whole biscuit. Now divide the biscuit into four equal parts and tell them that when we divide the biscuit into four equal parts then each part is called one quarter of the whole biscuit. Tell them that four quarters make one whole together.

Draw different shapes on the board and divide that shapes into four equal parts.

Then shade one part to show students that each part of these shapes is called one quarter.



Activity 2:

Ask students to open their textbook to page 106 and look at the watermelon slices that are divided into four equal parts, each part is called one quarter of the watermelon. Ask them to observe the shapes that are divided into equal quarters at page 107 of their textbook. Ask them to draw different shapes in their notebook and then divide them into equal quarters. Roam around the class, check their work and guide them if required. Appreciate them for their active participation.

Sum Up:

(3 min)

Sum up the lesson by re-telling students when a whole is divided into four equal parts, each part is called one fourth or quarter of the whole and four equal quarters make one whole.

Assessment:

(5 min)

To assess the students, ask them to complete the given worksheet. Roam around the class, check their work and guide them if required. Also ask them to solve Quick check given at page 107 of their textbook.

Homework:

(2 min)

Solve Q2 of "Learning Check 3.2" given at page 108 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

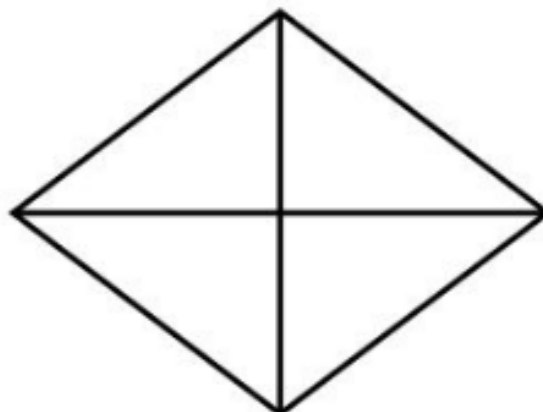
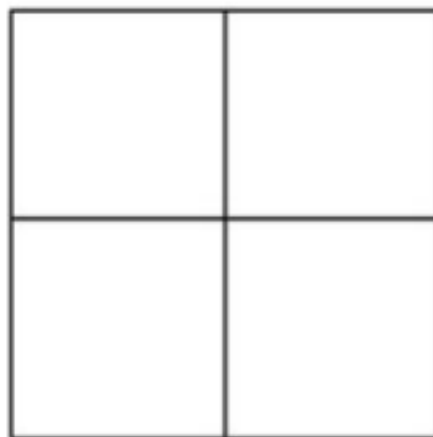
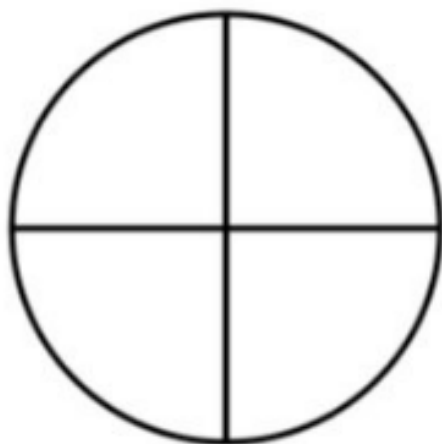
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

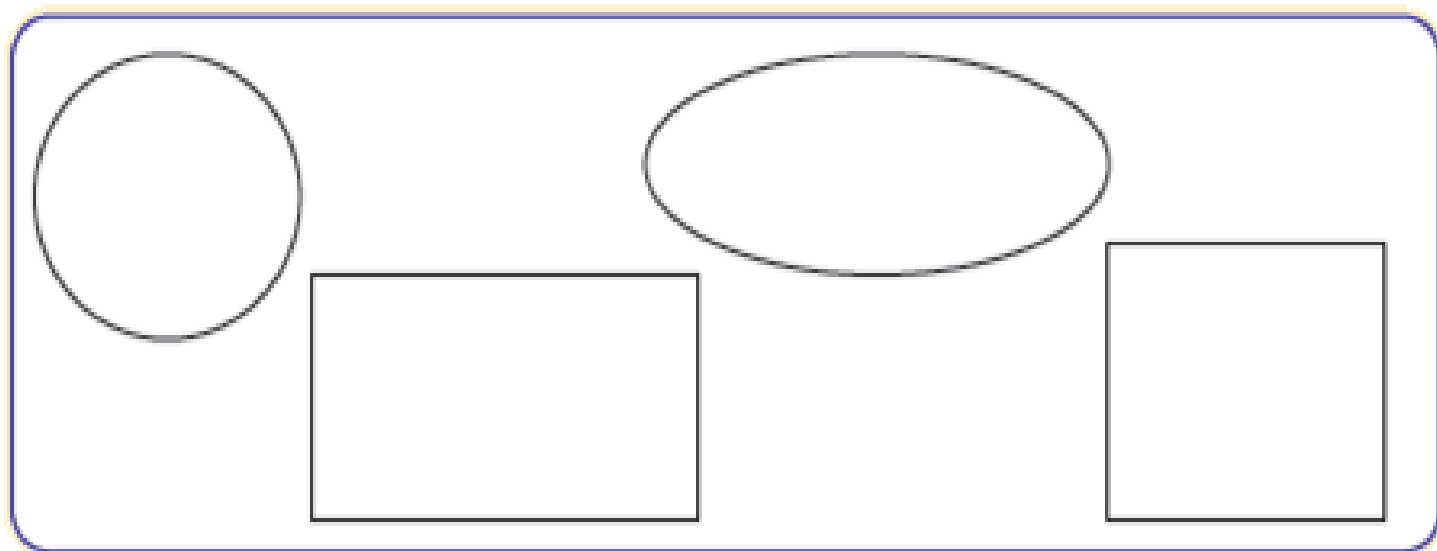
Name: _____

Date: _____

1. Colour the shape to show one quarter.



3. Draw lines to divide the shape into quarters.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 7**

Unit Name: Fractions **Topic: One-Half, One-third and one-Quarter** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Identify one third with the help of objects and figures (without writing $\frac{1}{3}$).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 107 and 108, worksheet, chocolate bar

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Show flash cards of shapes that are divided into equal quarters and some that are not divided into equal quarters. Call a student to the front of the class and ask him/her to separate out the flash cards of the shapes that are divided into equal quarters.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we are going to learn about one third with the help of figures and objects. Show students chocolate bar and tell them that it is the whole chocolate bar. Now divide the biscuit into three equal parts and tell them that when we divide the chocolate bar into three equal parts then each part is called one third of the whole bar. Tell them that three thirds make one whole together.



Draw different shapes on the board and divide that shapes into three equal parts. Then shade one part to show students that each part of these shapes is called one third.

Activity 2:

Ask students to open their textbook to page 107 and look at the watermelon slices that are divided into three equal parts, each part is called one third of the watermelon. Ask them to observe the shapes that are divided into equal thirds. Ask them to draw different shapes in their notebook and then divide them into equal quarters. Roam around the class, check their work and guide them if required.

Sum Up: (3 min)

Sum up the lesson by explaining students the notable note given at page 108 of their textbook.

Assessment: (8 min)

To check their understanding, ask them to complete the given worksheet. Roam around and check their work and guide them where needed.

Homework: (2 min)

Solve Q3 of “Learning Check 3.2” given at page 108 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

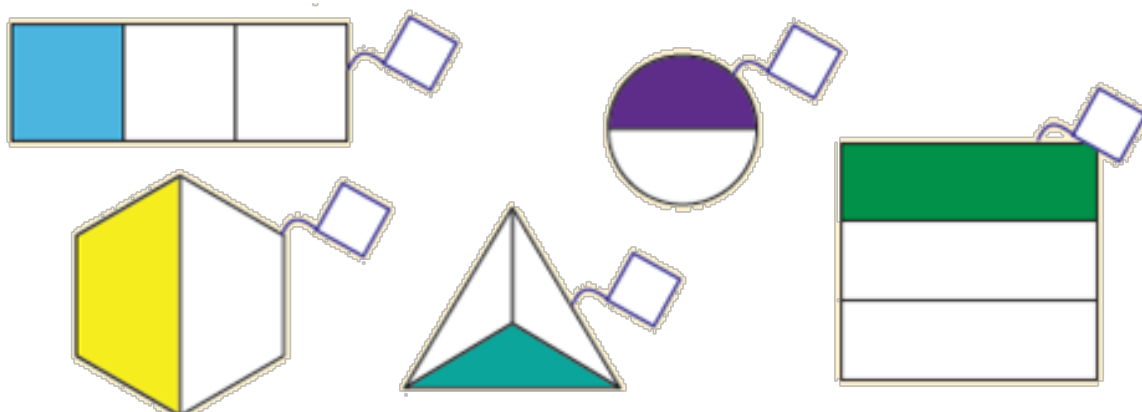
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

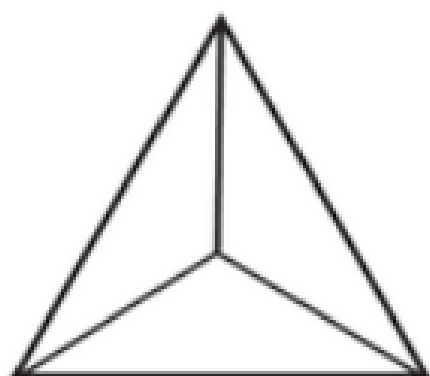
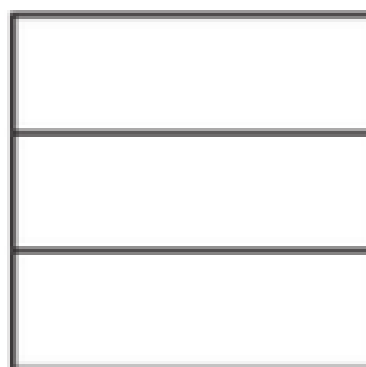
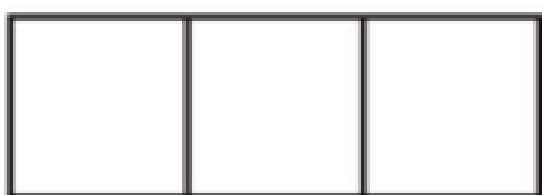
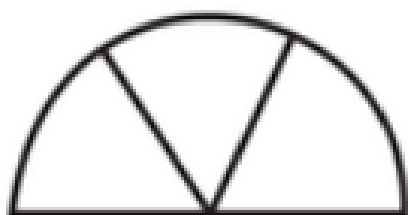
Name: _____

Date: _____

1. Tick (✓) the shape that is one-third coloured.



2. Colour the shape to show one third.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 1**

Unit Name: Multiplication **Topic:** Revision **Date:**

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Multiplication”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to tables of 4, 5 and 10.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

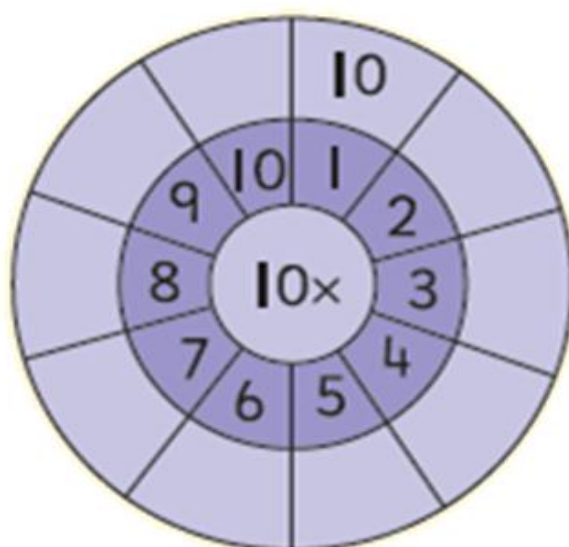
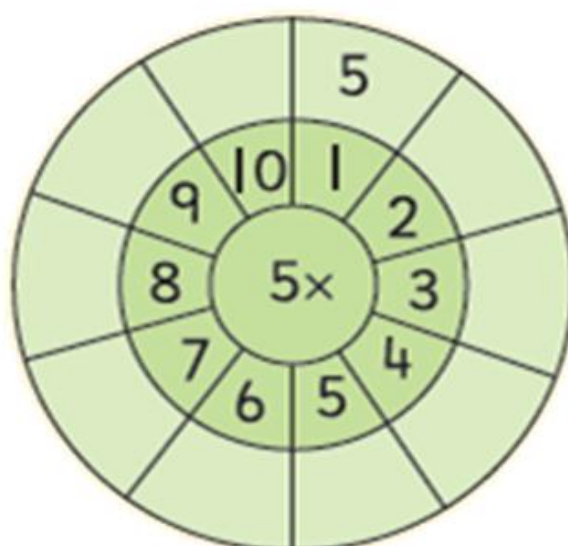
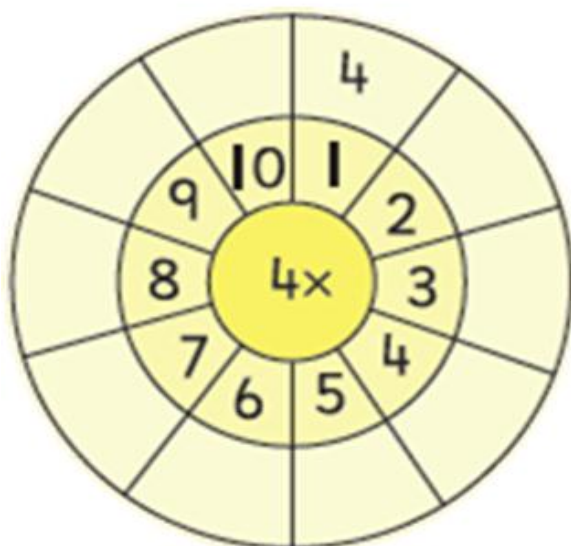
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Complete the following.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 2**

Unit Name: Multiplication **Topic:** Revision **Date:**

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Multiplication”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to multiplication of numbers within the multiplication table.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

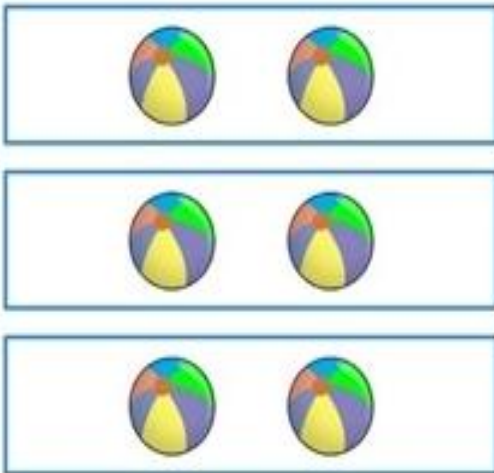
Worksheet

Name: _____

Date: _____

1. Complete the following multiplication sentences.

1



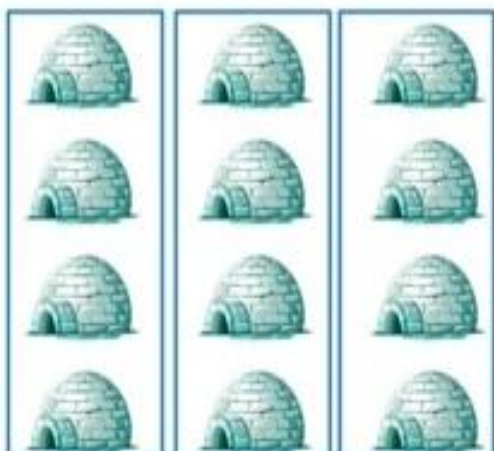
Addition expression :

++

Multiplication expression :

×

2



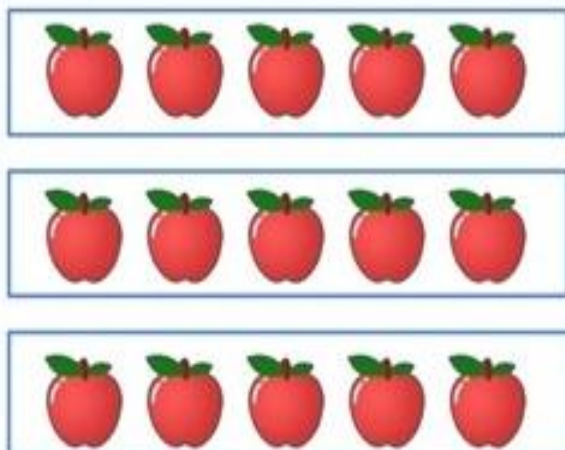
Addition expression :

++

Multiplication expression :

×

3



Addition expression :

++

Multiplication expression :

×

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2

Periodic Unit: 2

Week: 5

Lesson Plan: 3

Unit Name: Multiplication

Topic: Revision

Date:

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “multiplication”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to multiplication stories of 1-digit numbers and clue words that are used for multiplication.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building:

(30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up:

(5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. There are 4 erasers in one pack. How many erasers are in 6 packs?

2. There are 5 flowers in one vase. How many flowers are in 7 such vases?

3. How many eyes do 9 cats have?

4. There are 3 pencils in one pack. How many pencils are in 4 packs?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 4**

Unit Name: Division **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Division”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to successive subtraction as division.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Divide using successive subtraction.

$$25 \div 5 = \underline{\hspace{2cm}}$$

$$25 - 5 = \underline{\hspace{2cm}} \quad \text{(1st time subtraction)}$$

$$20 - 5 = \underline{\hspace{2cm}} \quad \text{(2nd time subtraction)}$$

$$\underline{\hspace{1cm}} - 5 = \underline{\hspace{2cm}} \quad \text{(3rd time subtraction)}$$

$$\underline{\hspace{1cm}} - 5 = \underline{\hspace{2cm}} \quad \text{(4th time subtraction)}$$

$$\underline{\hspace{1cm}} - 5 = \underline{\hspace{2cm}} \quad \text{(5th time subtraction)}$$

2. Divide the following by successive subtraction.

a) $24 \div 4$

b) $27 \div 3$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 5**

Unit Name: Division **Topic:** Revision **Date:**

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Division”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to division of numbers under multiplication table.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Divide 6 fish equally in 2 jars.



$$\square \div \square = \square$$

2. Share 15 cupcakes equally in 5 groups.



$$\square \div \square = \square$$

3. Divide and colour the correct answer.

a) $8 \div 2 = \square$

4

16

10

b) $10 \div 5 = \square$

2

5

15

c) $36 \div 4 = \square$

8

9

7

d) $60 \div 10 = \square$

16

60

6

e) $30 \div 3 = \square$

3

10

13

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 6**

Unit Name: Division **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Division”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to real life situation of division of numbers under multiplication tables.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Sara has 30 beads. She wants to put 10 beads in each string. How many strings does she need?

2. Amir learned 27 pages of the storybook in 3 days with an equal number of pages each day. How many pages did he learn daily?

3. Anum wants to distribute 16 candies among 2 children. How many candies did each child get?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 7**

Unit Name: Fraction **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Fraction”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to fraction and half, one third and one fourth of the whole.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

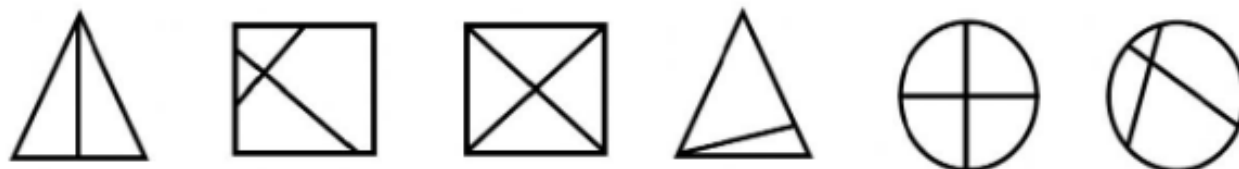
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

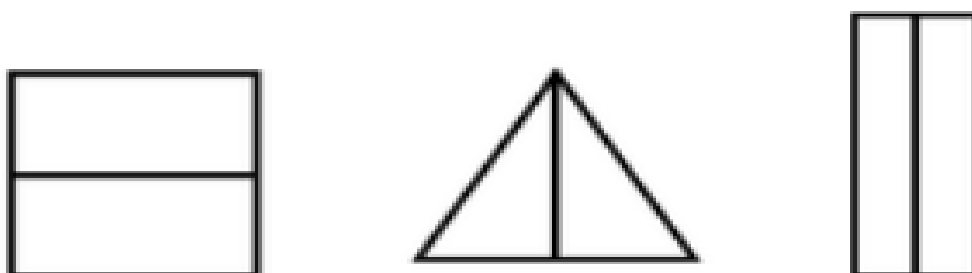
Name: _____

Date: _____

1. Circle the shapes that are divided into equal parts.



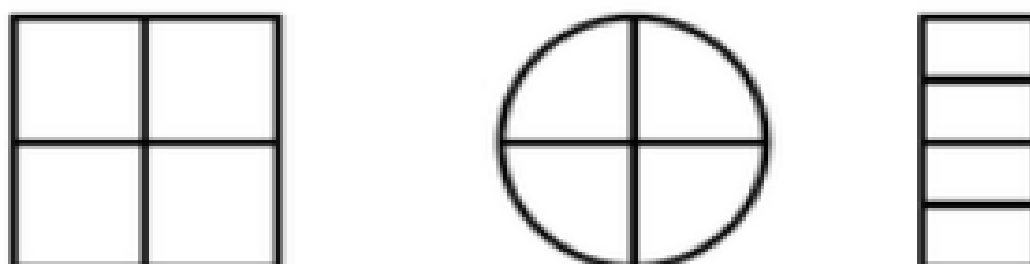
2. Colour the shapes to show one half.



3. Colour the shapes to show one third.



4. Colour the shapes to show one quarter.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 1**

Unit Name: Fractions **Topic:** Writing Fractions **Date:**

Objective(s):

At the end of this period, the students will be able to:

Represent half in numerical form ($\frac{1}{2}$).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 109 and 111, Wallchart of shapes that are divided into different equal parts, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Draw a circle on the board and divide it into two equal parts. Shade one part of the circle and ask students to tell: “How many parts are shaded?” Take their responses that must be one half of the circle is shaded. Appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell students today we are going to learn to represent fractions in numerical form. Take a biscuit and divide it into two equal parts and show one part to students and tell them that each part of the biscuit is called one half of the biscuit. In numerical form, we can represent each part of the biscuit as $\frac{1}{2}$. Draw different shapes on the board and then divide them into two equal parts. Call a student to the front of the class and ask him/her to shade one part and then write the fraction of the shaded part in numerical form. Take his/her response and appreciate him/her for their correct work.

Activity 2:

Ask students to open their textbooks to page 109 and look at the pizza that is divided into two equal parts. Each part is called one half of the pizza and in numerical form it can be written as $\frac{1}{2}$ of the pizza. Paste a wallchart of shapes that are divided into different equal parts and ask them to observe the shapes that are divided into $\frac{1}{2}$ equal parts. Ask them to draw different shapes in their notebooks and then divide them into equal halves. Then write the fractions in numerical form. Roam around the class, check their work and guide them if required. Appreciate them for their active participation in the class.

Sum Up: (3 min)

Sum up the lesson by retelling students when a whole is divided into two equal parts, each part is called $\frac{1}{2}$ of the whole.

Assessment: (5 min)

To assess the students, ask them to complete the given worksheet. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Solve Q1 (b) of “Learning Check 3.3” given at page 111 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

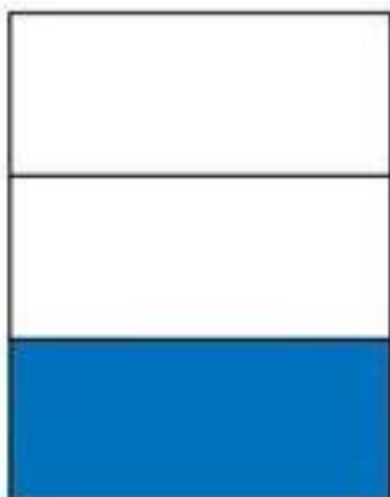
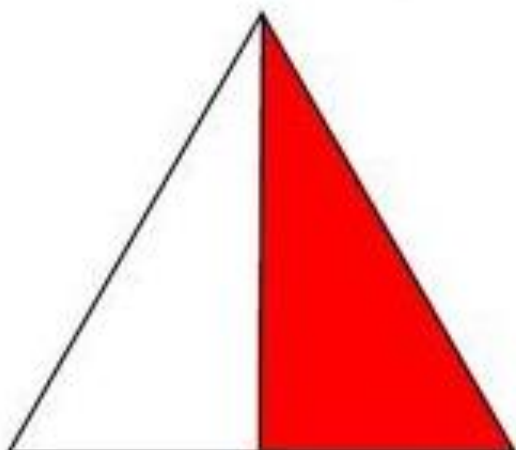
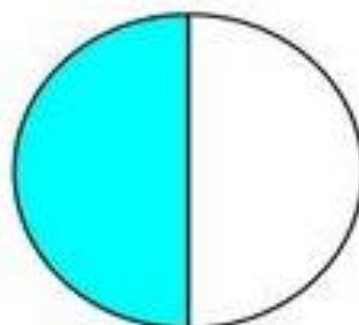
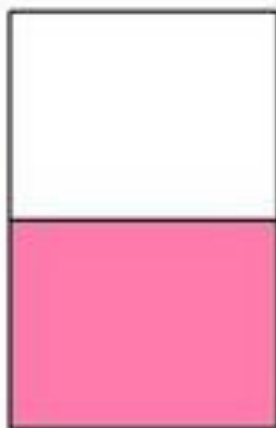
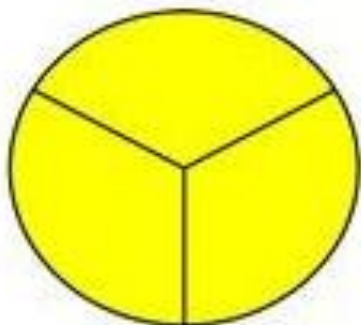
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

Circle the shape that is divided into $\frac{1}{2}$.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 2**

Unit Name: Fractions

Topic: Writing Fractions

Date:

Objective(s):

At the end of this period, the students will be able to:

Represent quarter in numerical form ($\frac{1}{4}$).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 109 and 111, Wallchart of shapes that are divided into different equal parts, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Draw a circle on the board and divide it into four equal parts. Shade one part of the circle and ask students to tell: "How many parts are shaded?" Take their responses that must be one fourth of the circle is shaded. Appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell students today we are going to learn to represent fractions in numerical form. Take a piece of paper and divide it into four equal parts. Then show one part to students and tell them that each part of the paper is called one fourth of the whole paper. In numerical form we can represent each part of the circle is $\frac{1}{4}$. Draw different shapes on the board and then divide them into four equal parts. Call a student to the front of the class and ask him/her to shade one part of each shape and then write the fraction of the shaded part in numerical form. Take his/her response and appreciate him/her for their correct work.

Activity 2:

Ask students to open their textbooks to page 109 and look at the apple pie that is divided into four equal parts. Each part is called one fourth of the whole apple pie and in numerical form it can be written as $\frac{1}{4}$ of the apple pie. Paste a wallchart of shapes that are divided into different equal parts and ask them to observe the shapes that are divided into $\frac{1}{4}$ equal parts. Ask them to draw different shapes in their notebooks and then divide them into equal fourths. Then write the fractions in numerical form. Roam around the class, check their work and guide them if required. Appreciate them for their active participation in the class.

Sum Up:

(3 min)

Sum up the lesson by retelling students when a whole is divided into four equal parts, each part is called $\frac{1}{4}$ of the whole.

Assessment:

(5 min)

To assess the students, ask them to complete the given worksheet. Roam around the class, check their work and guide them if required.

Homework:

(2 min)

Solve Q1 (a) of "Learning Check 3.3" given at page 111 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

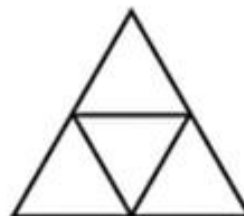
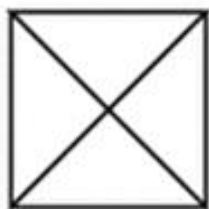
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

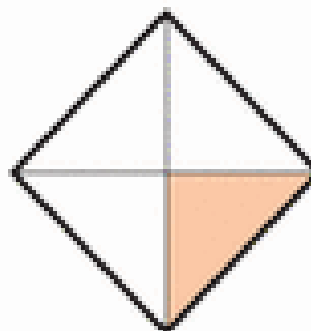
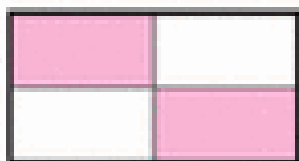
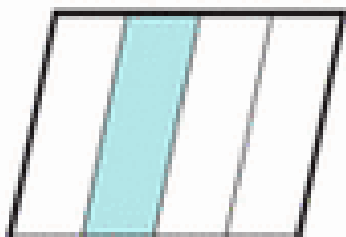
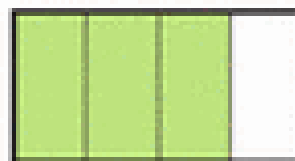
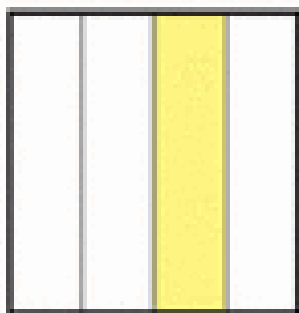
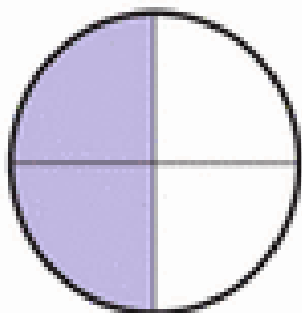
Name: _____

Date: _____

1. Colour the shapes to show $\frac{1}{4}$.



2. Circle the shapes that show $\frac{1}{4}$.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 3**

Unit Name: Fractions **Topic:** Writing fractions **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Represent one third in numerical form ($\frac{1}{3}$).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 110 and 111, Wallchart of shapes that are divided into different equal parts, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Draw a circle on the board and divide it into three equal parts. Shade one part of the circle and ask students to tell: “How many parts are shaded?” Take their responses that must be one third of the circle is shaded. Appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell students today we are going to learn to represent fractions in numerical form. Take a piece of paper and divide into three equal parts. Then show one part to students tell them that each part of the paper is called one third of the whole paper. In numerical form, we can represent each part of the paper as $\frac{1}{3}$. Draw different shapes on the board and then divide them into three equal parts. Call a student to the front of the class and ask him/her to shade one part of each shape and then write the fraction of the shaded part in numerical form. Take his/her response and appreciate him/her for their correct work.

Activity 2:

Ask students to open their textbooks to page 110 and look at the cake that is divided into three equal parts. Each part is called one third of the whole cake and in numerical form it can be written as $\frac{1}{3}$ of the whole cake. Paste a wallchart of shapes that are divided into different equal parts and ask them to observe the shapes that are divided into $\frac{1}{3}$ equal parts. Ask them to draw different shapes in their notebooks and then divide them into equal thirds. Then write the fractions in numerical form. Roam around the class, check their work and guide them if required. Appreciate them for their active participation in the class.

Sum Up: (3 min)

Sum up the lesson by retelling students that when a whole is divided into three equal parts, each part is called $\frac{1}{3}$ of the whole.

Assessment: (5 min)

To assess the students, ask them to complete the given worksheet. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Solve Q1 (c) of “Learning Check 3.3” given at page 111 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

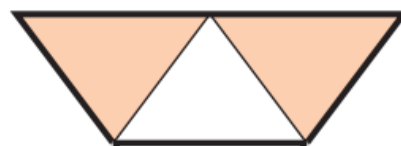
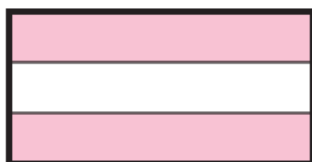
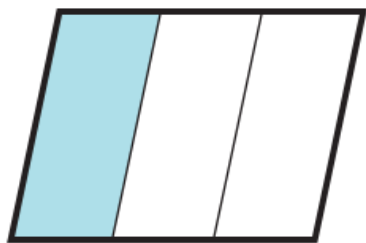
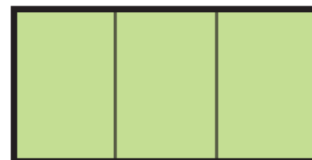
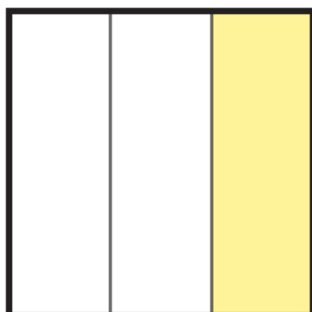
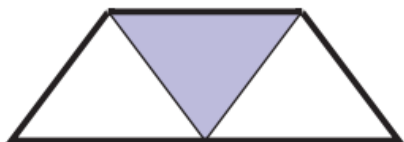
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

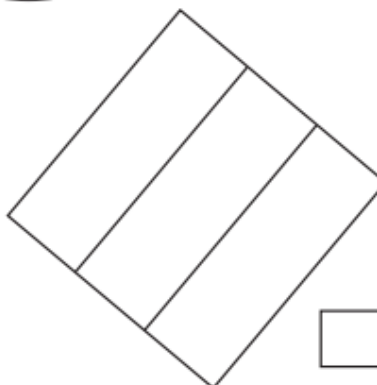
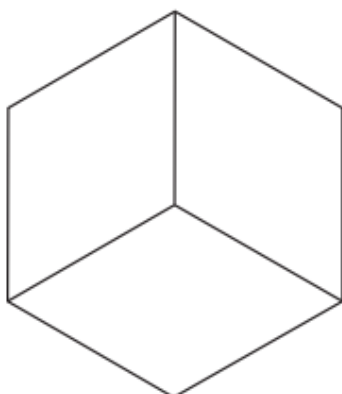
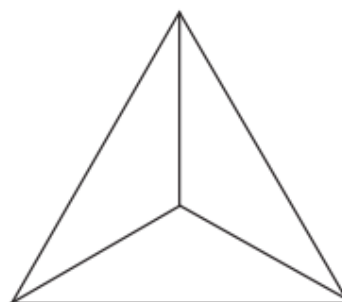
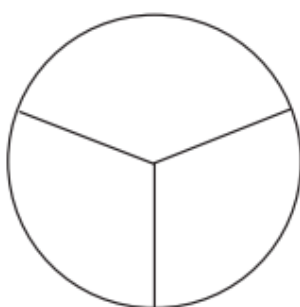
Name: _____

Date: _____

1. Tick (✓) the shapes that show $\frac{1}{3}$.



2. Colour the given shapes to show $\frac{1}{3}$.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 4**

Unit Name: Fractions **Topic:** Unit fractions **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recognize and name unit fractions up to $\frac{1}{10}$.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 110, 111 and 112, Worksheet, Flash cards of unit fractions and other fractions, Big flash card of a rectangle that shows unit fractions

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Draw three circles and divide them into two, three and four equal parts. Then shade one part of each shape. Call a student to the front of the class and ask him/her to write the fractions of the shaded parts. Ask the rest of the class to check and correct if required. Appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about unit fractions. Ask students: "Do you know about unit fractions?"

Appreciate if someone gives the right answer. Show the flash card of a rectangle with 10 equal parts with one part coloured to students. Ask students to look at the rectangle and tell: "What fraction of the rectangle is coloured?"



Take their responses that must be $\frac{1}{10}$. Tell students that a fraction whose one part is coloured is called a unit fraction. Show flash cards of different unit fractions to students.

Activity 2:

Make small groups of students and give each group some flash cards of fractional shapes. Ask them to identify and separate the unit fraction flash card. Roam around and check their working. Now call each group one by one to the front of the class and ask them to show their working. Appreciate the group who finishes first.

Sum Up: (3 min)

Sum up the lesson by asking students to open their textbooks to pages 110 and 111 and observe the shapes that show unit fractions.

Assessment: (8 min)

To assess the students learning, ask them to solve the given worksheet. Roam around the class, check their work and guide them if needed.

Homework: (2 min)

Solve Q2 of "Learning Check 3.3" at page 112 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

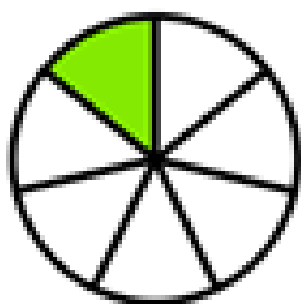
Name: _____

Date: _____

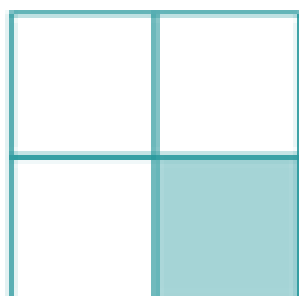
Match the shapes with their unit fractions.



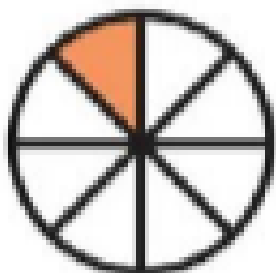
$$\frac{1}{4}$$



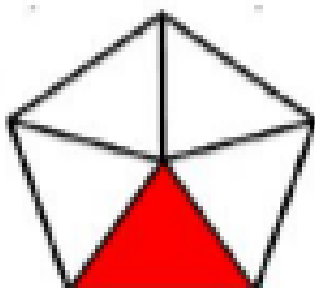
$$\frac{1}{8}$$



$$\frac{1}{2}$$



$$\frac{1}{5}$$



$$\frac{1}{7}$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 5**

Unit Name: Fractions **Topic:** More fractions **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recognize fractions like two thirds ($\frac{2}{3}$), three fourths ($\frac{3}{4}$), four fifths ($\frac{4}{5}$), up to nine tenths ($\frac{9}{10}$).

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of different fractional shapes, Textbook pages 112-114, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask students: "What is a unit fraction?" Take their responses and then draw different shapes on the board with different parts. Call a student to the front of the class and ask him/her to shade one part of each shape to show a unit fraction. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students we will learn more about fractions. Draw a square with 4 equal parts and shade three parts.

Ask students to observe the shape and tell how many parts are shaded. Take their response and tell them

that as 3 out of 4 parts are shaded so we can write it in fraction form as: $\frac{3}{4}$ and read it as three fourths of

the square is shaded. Now draw shapes that show four fifths, five sixths, etc. on the board and explain how we read these fractions.

Activity 2:

Ask students to work in pairs. Give each pair some flash cards of shapes that show different fractions.

Instruct them to look at the fractions and write the fractions for the coloured and uncoloured parts of the fractions. Now call each pair one by one to the front of the class and ask them to show their work. When one pair is presenting their work, ask the rest of the class to check their work and correct if needed.

Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson instructing students to open their textbooks to pages 112 and 113 and observe the different fractional shapes.

Assessment: (8 min)

To assess the learning of the students, ask them to open their textbooks to page 114 and solve Q2 of "Learning check 3.4"

Homework: (2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

Observe the coloured part of each shape and then identify and circle the correct fraction.



$\frac{1}{2}$ $\frac{2}{3}$ $\frac{2}{4}$ $\frac{1}{4}$



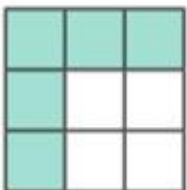
$\frac{1}{2}$ $\frac{3}{3}$ $\frac{1}{3}$ $\frac{2}{3}$



$\frac{3}{3}$ $\frac{4}{6}$ $\frac{2}{3}$ $\frac{3}{6}$



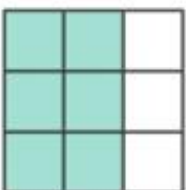
$\frac{3}{4}$ $\frac{4}{5}$ $\frac{1}{4}$ $\frac{1}{5}$



$\frac{2}{9}$ $\frac{5}{9}$ $\frac{4}{9}$ $\frac{6}{9}$



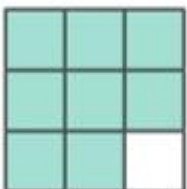
$\frac{1}{3}$ $\frac{4}{6}$ $\frac{3}{6}$ $\frac{1}{2}$



$\frac{3}{9}$ $\frac{7}{9}$ $\frac{6}{9}$ $\frac{5}{9}$



$\frac{1}{8}$ $\frac{5}{8}$ $\frac{1}{3}$ $\frac{3}{8}$



$\frac{8}{9}$ $\frac{5}{9}$ $\frac{1}{9}$ $\frac{4}{9}$



$\frac{5}{8}$ $\frac{3}{5}$ $\frac{3}{8}$ $\frac{3}{10}$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 6**

Unit Name: Fractions **Topic:** More fractions **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Shade the equal parts of a given figure to match a given fraction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 113, Worksheet, Flash cards of fractional shapes, Blank paper

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Draw a rectangle with 7 equal parts and shade 4 parts of it. Ask students: “What fraction of the rectangle is shaded?” “What is the fraction of the unshaded parts of the rectangle?” Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Place flash cards of fractions on the table. Call a student to the front of the class and ask him/her to choose two cards and then draw shapes that present those fractions. Ask the rest of the class to check and tell whether he/she is correct or not. Now call another student to the front of the class and ask him/her to write the fraction for the unshaded parts of the shapes that were drawn by the first student. Appreciate him/her for their good work. Repeat this activity with students randomly.

Activity 2:

Give blank paper to each student and write some fractions on the board. Ask students to draw shapes that show those fractions. Roam around the class, check their work and guide them where needed. Now call each student one by one to the front of the class and ask him/her to present their work. Instruct the rest of the class to check and correct if needed.

Sum Up: (3 min)

Sum up the lesson by explaining how we can shade the parts of the figure that match the given fraction by drawing different shapes and then shading them according to the given figures.

Assessment: (8 min)

To assess the students learning, ask them to solve the given worksheet. Roam around the class, check their work and guide them if needed.

Homework: (2 min)

Solve Q1 of “Learning Check 3.4” on page 113 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

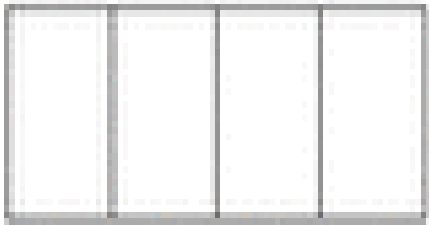
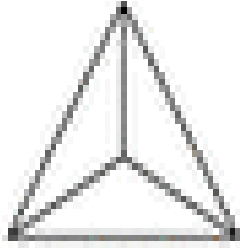
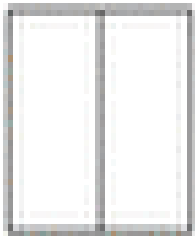
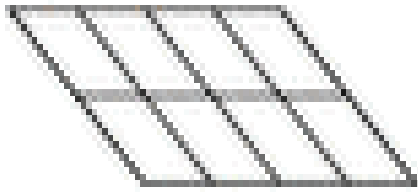
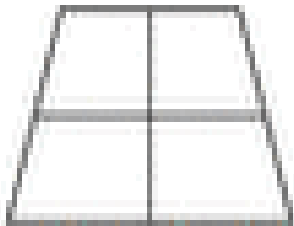
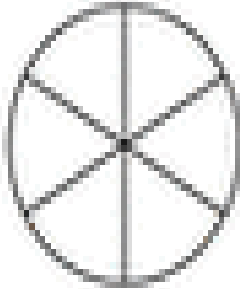
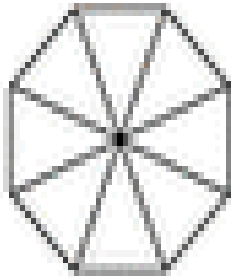
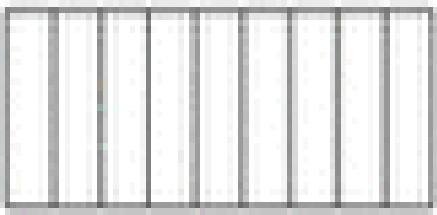
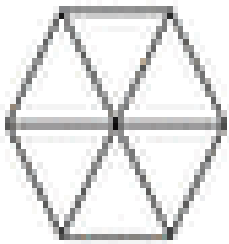
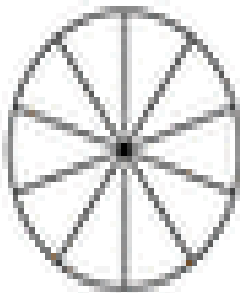
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

Shade the figures according to the given fractions.

$\frac{3}{4}$ 	$\frac{1}{3}$ 
$\frac{1}{2}$ 	$\frac{5}{8}$ 
$\frac{1}{4}$ 	$\frac{3}{6}$ 
$\frac{2}{8}$ 	$\frac{4}{9}$ 
$\frac{1}{6}$ 	$\frac{6}{10}$ 

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 7**

Unit Name: Fractions **Topic: Summary and Review Exercise** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 114-116

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of the Unit “Fractions”.

Ask them the following to let them revise the basic concepts of fractions:

“What is meant by one half, one third and one fourth of a fraction?”

Ask them to draw shapes that show one half, one third and one fourth of a fraction.

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 115 and 116 of their textbooks. Ask them to solve Q1, Q2 and Q3 of “Unit Check 3” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on pages 114 and 115.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q4 given on page 116 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 1**

Unit Name: Fractions **Topic: Summary and Review Exercise** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 114-117

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of the Unit “fraction”.

Ask them the following to let them revise the basic concepts of fractions:

“What is meant by a unit fraction?”

“What is meant by three fourths of fractions and how do we represent it using shapes?”

Draw some shapes that show unit fractions.

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 116 and 117 of their textbooks. Ask them to solve Q5 and Q6 of “Unit Check 3” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on pages 114 and 115.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q7 given on page 117 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 2**
Unit Name: Measurement **Topic: Length** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Compare the lengths of different objects.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 118-121, Crayons, Ice cream sticks

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah. Ask students: How are you? Encourage them to say, "Alhamdulillah". Ask them about their homework. Call a student to the front of the class and provide ice cream sticks to him/her and instruct him/her to measure the length of the desk by using the ice cream sticks. Take his/her response and ask them to tell how many ice cream sticks long the desk is. Appreciate them for the correct working.

Main Activities/Concept Building: (22 min)

Activity 1:

Ask them to open their textbooks to page 118. Have them to look at the picture and the question given on the page. Ask them if they can answer it. Take responses and tell them that they will get to know the answer after completing this topic. Tell the students that today they are going to learn how to compare the length of objects by measuring using non-standard units of length.

Make two teams; Team A and Team B and give ice cream sticks to each team. Ask the first team to measure the length of the board with ice cream sticks and write the findings on the board. Ask Team B to measure the height of the board with the help of the ice cream sticks and write the findings on the board. Now compare the number of sticks of both teams. By comparing, it is observed that the length of the board is longer than its height. Repeat the same activity by asking them to measure the length of their table and chair with the help of handspans and compare which is smaller and which is greater. Take rounds and monitor their working.

Activity 2:

Call three students to the front of the class. Give one student a toy car, the second a toy ship and the third student a toy train. Put paper clips on the table and instruct them to measure the length of the toys using paper clips. Check their findings and write the length of each toy on the board. It is observed that the length of the toy car is 3 paper clips, the toy ship is 4 paper clips and the toy train is 6 paper clips. By comparing their length, we can observe that the toy train is longer than the toy ship and the toy car. Also, the toy ship is longer than the toy car or the toy car is smaller than the toy ship or the toy train. Repeat this activity to some other objects.

Sum Up: (3 min)

Sum up the lesson by instructing students to open their textbooks to pages 119-120 and observe the examples of comparing the length of objects by using non-standard units of length. Also discuss with them the answer of the question given on page 118.

Assessment: (5 min)

To assess the students, ask them to solve "part a" of the Question of "Learning Check 4.1" at page 120 of their textbooks.

Homework: (2 min)

Solve "part b" of the Question of "Learning Check 4.1" at pages 120 and 121 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 3**

Unit Name: Measurement **Topic: Standard Units of Length** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recognize the units of length (metre and centimetre).

Use standard metric units of length (metre and centimetre) and their abbreviation to measure and record lengths of a variety of objects.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 121 and 123, Crayons

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Ask students to measure the length and height of their desks by using crayons and compare the length and height of the table. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell them that we will do an activity to understand the concept of measuring length in metres.

Point to the teacher’s table and ask them: “What is the length of the table?” and “What is the height of the table?” The students should be able to differentiate between the two. Explain to the class that there are standard units used to measure length. One of the standard units is 'metre'. Say aloud the word metre and ask the class to repeat after you. Write on the board the word “metre” and tell them that the short form of writing metre is ‘m’. Ask the class to guess how long 1 metre is. Then show the class a 1-metre ruler.

Explain that the length of the 1-metre ruler is 1 metre or 1 m. Ask a student to stand in front of the class and stretch out his/her arms. Use the 1-metre ruler to measure the distance from the tip of one arm to the other. Do the same for two more students to show that, in general, the length of the child’s arm span is about 1 metre. Ask the students to stand in front of the class and ask if he/she is taller than 1 metre. Use the 1-metre ruler to show that he/she is taller than 1 metre. Ask the class if they can name objects in the classroom that are about 1 metre long, more than 1 metre long and less than 1 metre long.

Activity 2:

Make two groups of students and instruct them to measure the length of objects of the classroom whose lengths are in metres. Take their responses and appreciate them for their good work. Ask students to open their textbooks to page 121. Instruct them to measure the length of the table and cupboard with the help of a metre ruler and tell the length of both in metres.

Sum Up: (3 min)

Sum up the lesson by retelling students the standard unit of measuring long objects is metre. We use “m” for metre in short form.

Assessment: (5 min)

To assess the students learning, ask them measure the length of their classroom window (Quick check).

Homework: (2 min)

Solve Q2 of ‘Learning Check 4.2’ at page 123 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 4**

Unit Name: Measurement **Topic: Standard Units of Length** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recognize the units of length (metre and centimetre).

Use standard metric units of length (metre and centimetre) and their abbreviation to measure and record lengths of a variety of objects.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 122 and 123,

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Point towards the whiteboard and classroom door. Ask them:

“What is the length of the whiteboard?”

“What is the length of the door?”

“Which one is more than 1 metre or less than 1 metre?”

Main Activities/Concept Building: (22 min)

Activity 1:

Tell them that we will do an activity to understand the concept of measuring length in centimetres.

Make pairs of the students. Give each pair a set of 2 strings without telling them their lengths, and ask them to estimate the length of strings using their arm span. Explain to the class that besides the metre (m), another standard unit used to measure length is the centimetre. Say aloud the word centimetre and ask the class to repeat after you. Write on the board the word centimetre and tell them that the short form of writing centimetre is 'cm'. Ask the class if anyone knows how long 1 centimetre is. Then ask the students to take out their rulers. Ask them to look for the word 'cm' on the ruler. Help them to recognise the length of 1 cm by looking at the ruler. Tell them that we measure the length of smaller objects in centimetres. Ask them to measure the length of their Maths book using their rulers. Ask them to read out the number from the ruler starting from “0” of the ruler.

Activity 2:

Ask students to open their textbooks to page 122. Instruct them to observe the length of the objects that are measured in centimetres. Instruct them to measure the length of their pencil by using a centimetre ruler. Roam around the class, check their working and help where needed. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining that there are 100 cm in one metre (Notable Note) given in their textbooks on page 122.

Assessment: (8 min)

To assess the students learning, ask them to solve Q1 of “Learning Check 4.2” given at pages 122 and 123 of their textbooks.

Homework: (2 min)

Solve Q3 of “Learning Check 4.2” at page 123 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 5**

Unit Name: Measurement **Topic: Addition and Subtraction of Units of Length** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Use addition and subtraction within 100 to solve real-life situations involving lengths in same units.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 124-126

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Point towards the classroom door and a lunch box and ask students to tell: “Which unit is used to measure the length of the door?” “Which unit is used to measure the length of the length of the lunch box?” Take their responses that must be metre for the door and centimetre for the lunch box. Appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about addition of units of length. Write the following statement on the board: “Asma bought a 23 m long red ribbon and a 54 m long blue ribbon. Find the total length of both ribbons.” Ask students to read the statement and tell what is given and what we have to find. Take their responses and tell them that the length of two ribbons is given and we have to find the total length of both ribbons. For this, we have to add these. Now add step by step on the board and explain each step to them.

Activity 2:

Make pairs of students. Ask each group make their own story related to addition of units of length. Roam around the class and check their work. Then ask each group to come forward and show their working to the whole class. Appreciate them for their good work. Now ask them to open their textbooks to page 124 and read the statement of example 1. Then ask them to tell what is given and what we have to find. Take their responses and instruct them to solve the example in their notebooks. Roam around the class, check their work and guide them where needed.

Sum Up: (3 min)

Sum up the lesson by retelling students how to add the units of length by solving example 3 given at page 124 of their textbooks on the board.

Assessment: (8 min)

To assess the students learning, ask them to solve Q1 (a-d) of “Learning check 4.3” given on page 125 of their textbooks. Roam around the class, check their work and correct if needed.

Homework: (2 min)

Solve Q2 and Q5 of “Learning Check 4.3” on pages 125 and 126 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 6**

Unit Name: Measurement **Topic: Addition and Subtraction of Units of Length** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Use addition and subtraction within 100 to solve real-life situations involving lengths in same units.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 124-126

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask students: "How we can add the units of length?" Take their responses and then call a student to the front of the class and ask him/her to write the units of length and then add them. Ask the rest of the class to check his/her work and correct if needed. Repeat this activity with some other students of the class.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about subtraction of units of length. Write the following statement on the board: "The length of Amir's study table is 78 cm and Iram's table is 56 cm long. What is the difference between the lengths of both study tables?" Ask students to read the statement and tell what is given and what we have to find. Take their responses and tell them that the length of two study tables is given and we have to find the difference between the lengths of both tables. For this, we have to subtract these. Now subtract step by step on the board and explain each step to them.

Activity 2:

Make pairs of students. Ask each group make their own story related to subtraction of units of length. Roam around the class and check their work. Then ask each group to come forward and show their working to the whole class. Appreciate them for their good work. Now ask them to open their textbooks to page 124. Then ask them to read the statement of example 2 and tell what is given and what we have to find. Take their responses and instruct them to solve the example in their notebooks. Roam around the class, check their work and guide them where needed.

Sum Up: (3 min)

Sum up the lesson by retelling students how to subtract the units of length by solving example 4 given at page 124 of their textbooks on the board.

Assessment: (8 min)

To assess the students learning, ask them to solve Q1 (e-h) of "Learning check 4.3" given at page 125 of their textbooks. Roam around the class, check their work and correct if needed.

Homework: (2 min)

Solve Q3 and Q4 of "Learning Check 4.3" on pages 125 and 126 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 7**

Unit Name: Measurement **Topic: Mass** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Compare the mass of different objects.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 126-128, Pebbles, Blocks, Weighing balance, Toys

Teaching & Learning Activities:

Opening Activities/Warm-up: (3 min)

Say, “Assalaamu Alaikum” and start with the name of Allah. Ask students: How are you? Encourage them to say, “Alhamdulillah”. Ask them about their homework. Call a student to the front of the class and provide ice cream sticks to him/her and instruct him/her to measure the length of the desk by using the ice cream sticks. Take his/her response and ask them to tell how many ice cream sticks long the desk is. Appreciate them for the correct working.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students that today they are going to learn how to compare the length of the objects by measuring non-standard units of length.

Make two teams; Team A and Team B and give the blocks to each team. Ask the first team to measure the mass of their Maths book by using the blocks and write the findings on the board. Ask Team B to measure the mass of their lunch box by using blocks and write the findings on the board. Now compare the number of blocks of both teams. By comparing it is observed that the book is heavier than the lunch box. Repeat the same activity by asking them to measure the mass of their water bottles and bags with the help of pebbles. Then have them compare which is heavier and which one is lighter. Take rounds and monitor their working.

Activity 2:

Call three students in front of the class. Give one student a toy cycle, the second a toy car and the third student a toy train. Put pebbles on the table and instruct them to measure the mass of the toy cycle, toy car and toy train by using the pebbles. Check their findings and write the mass of each toy on the board. By comparing their length, we can observe that the toy train is heavier than the toy cycle and the toy car. The toy cycle is lighter than the toy car and the toy train. Repeat this activity with some other objects.

Sum Up: (3 min)

Sum up the lesson by instructing students to open their textbooks to pages 126-127 and observe the examples of comparing the length of objects by using non-standard units of length.

Assessment: (5 min)

To assess the students, ask them to solve “part a” of the Question of “Learning Check 4.4” at page 127 of their textbooks.

Homework: (2 min)

Solve “part b” of the Question of “Learning Check 4.4” at page 128 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 1

Unit Name: Measurement

Topic: Standard Units of Mass

Date:

Objective(s):

At the end of this period, the students will be able to:

Recognize the units of mass, i.e., kilogram, gram.

Use standard metric units of mass (kilograms and grams) and their abbreviation to measure and record mass of a variety of objects.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 128 and 129, Flash cards of weighing scales, Weighing balance, Weighing bars of kilogram

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Show them the flash cards of weighing scales and bars and ask them:

“Have you ever seen these before?” If they say “yes” then ask them again where they saw it and what is it used for. Take their responses and tell them that we use weighing scales to measure the mass of objects.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell them that we will do an activity to understand the concept of mass in kilograms. Tell them that to measure the mass of heavy objects, we use the standard unit of mass kilogram. Point towards a student’s bag and tell them that the mass of the bag is measured in kilograms. Tell them that we use a weighing balance and weighing bars to measure the mass of the bag. Now place the weighing balance on the table and measure the mass of the bag. Repeat this activity by measuring the mass of bags of different students. Tell them that we use kg as the short form for kilograms. Point towards the classroom objects whose mass is measured in kilograms. Show flash cards of different objects to students and ask them to tell which objects have mass in kilograms. Take their responses and appreciate them for their correct response.

Activity 2:

Make two groups of students and instruct them to measure the mass of objects of the classroom whose mass are in kilograms. Take their responses and appreciate them for their good work. Ask students to open their textbooks to pages 128 and 129. Instruct them to observe the mass of the objects given in the textbook.

Sum Up:

(3 min)

Sum up the lesson by retelling students the standard unit for measuring heavy objects is kilogram. We use “kg” for kilogram in short form.

Assessment:

(5 min)

To assess the students learning, ask them to make a list of things whose mass is in kilograms (Quick check).

Homework:

(2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 2**

Unit Name: Measurement **Topic: Standard Units of Mass** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recognize the units of mass, i.e., kilogram, gram.

Use standard metric units of mass (kilograms and grams) and their abbreviation to measure and record mass of a variety of objects.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 129-131, Weighing balance, Bars, Objects whose mass is in grams

Teaching & Learning Activities:

Opening Activities/Warm-up:

(3 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework. Paste a wallchart of objects of different masses and call a student to the front of the class. Ask him/her to point out the objects that have a mass which is measured in kilograms.

Take his/her responses and appreciate them for their correct response.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell students today we will learn about measuring the mass of light objects. Explain to the class that besides kilogram (kg), another standard unit used to measure mass is the "gram". Say aloud the word gram and ask the class to repeat after you. Write on the board the word gram and show that the short form of writing gram is "g". Place the weighing balance and gram bars on the table. Take the geometry box of one student and measure the mass of it. Its mass is in grams. Tell them that the mass of the geometry box is measured in grams. Now point towards the pencils, erasers, and lunch boxes and tell them that all these objects are measured in grams. Ask students to observe the classroom objects and tell which objects are measured in grams. Take their responses and appreciate them for their correct response.

Activity 2:

Make two groups of students. Give each group a weighing balance and some objects. Ask them to measure the mass of each object and note down the reading in their notebooks. After doing this, have them share their findings with each other.

Ask students to open their textbooks to pages 129 and 130 and observe the objects and their masses.

Sum Up:

(3 min)

Sum up the lesson by retelling students that to measure the mass of heavy objects, we use kilogram and to measure the mass of light objects, we use gram.

Assessment:

(8 min)

To assess the students learning, ask them to make a list of things that have a mass that is measured in grams (Quick check).

Homework:

(2 min)

Solve Q1 and Q2 of "Learning Check 4.5" given at pages 130 and 131 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 3**

Unit Name: Measurement **Topic: Addition and Subtraction of units of mass** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Use addition and subtraction within 100 to solve real-life situations involving mass in same units.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 131-133

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Point towards a student’s Maths book and a geometry box and ask them which one is measured in grams. Ask students to tell the name of five objects that are measured in kilograms and five objects that are measured in grams. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about addition of units of mass. Write the following statement on the board: “Asif bought 400 g of almonds and 250 g of pistachios. What is the mass of both dry fruits altogether?” Ask students to read the statement and tell what is given and what we have to find. Take their responses and tell them that the mass of almonds and pistachios is given and we have to find the total mass of both dry fruits. For this, we have to add these. Now add step by step on the board and explain each step to them.

Activity 2:

Make pairs of students. Ask each group to make their own story related to addition of units of mass. Roam around the class and check their work. Then ask each group to come forward and show their working to the whole class. Appreciate them for their good work. Now ask them to open their textbooks to page 131 and read the statement of example 1. Then ask them to tell what is given and what we have to find. Take their responses and instruct them to solve the example in their notebooks. Roam around the class, check their work and guide them where needed.

Sum Up: (3 min)

Sum up the lesson by retelling students how to add the units of length by solving example 3 given at page 132 of their textbooks on the board.

Assessment: (8 min)

To assess the students learning, ask them to solve Q1 (a-d) of “Learning check 4.6” given at page 132 of their textbooks. Roam around the class, check their work and correct if needed.

Homework: (2 min)

Solve Q2 and Q3 of “Learning Check 4.6” on page 133 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 4**

Unit Name: Measurement **Topic: Addition and Subtraction of units of mass** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Use addition and subtraction within 100 to solve real-life situations involving mass in same units.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 132-134

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask students: “How we can add the units of mass?” Take their responses and then call a student to the front of the class and ask him/her to write the units of mass and then add them. Ask the rest of the class to check his/her work and correct if needed. Repeat this activity with some other students of the class.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about subtraction of units of mass. Write the following statement on the board: “The mass of a sack of rice is 52 kg and a sack of sugar is 25 kg. What is the difference between the mass of both sacks?” Ask students to read the statement and tell what is given and what we have to find. Take their responses and tell them that the mass of sugar and rice sacks is given and we have to find the difference between their masses. For this, we have to subtract these. Now subtract step by step on the board and explain each step to them.

Activity 2:

Make pairs of students. Ask each group to make their own story related to subtraction of units of mass. Roam around the class and check their work. Then ask each group to come forward and show their working to the whole class. Appreciate them for their good work. Now ask them to open their textbooks to page 132 and read the statement of example 2. Then ask them to tell what is given and what we have to find. Take their responses and instruct them to solve the example in their notebooks. Roam around the class, check their work and guide them where needed.

Sum Up: (3 min)

Sum up the lesson by retelling students how to subtract the units of mass by solving example 4 given at page 132 of their textbooks on the board.

Assessment: (8 min)

To assess the students learning, ask them to solve Q1 (e-h) of “Learning check 4.6” given at page 132 of their textbooks. Roam around the class, check their work and correct if needed.

Homework: (2 min)

Solve Q4 and Q5 of “Learning Check 4.6” on pages 133 and 134 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 5**

Unit Name: Measurement **Topic:** Capacity **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

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

Resource Material:

Chalk/Marker, White/Blackboard, Glasses, Cups, Jug, Thermos, Water bottle

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask students: “How can we add and subtract the units of mass?” Take their responses and appreciate them for their correct response. Tell students today we will learn about capacity of different containers. Ask them: “Do you know about capacity?” Take their response and appreciate if someone gives the right answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell the students that today they are going to learn to compare the capacity of different objects. Tell them that the quantity of a liquid a container can hold is called its capacity. Place a water bottle, a jug and glasses on the table. Tell students first we find the capacity of the water bottle with the help of a non-standard unit such as the glass. Then find the capacity of the jug with the help of the glass. By comparing the capacity of both jug and water bottle we learn that capacity of the jug is more than the water bottle.

Activity 2:

Make two groups of students. Give each group cups, a thermos and a pan. Instruct them to find the capacity of the thermos and the pan with the help of the cup. Then tell which one has more capacity and which one has less capacity. Roam around the class, check their working and guide them where needed. Ask them to share their findings with each other. Appreciate them for their correct response.

Sum Up: (3 min)

Sum up the lesson by retelling students about capacity and how we compare the capacity of containers by using non-standard units of capacity.

Assessment: (8 min)

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

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 6**

Unit Name: Measurement **Topic:** Capacity **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 134 and 135, Disposable glasses, Two jugs of different capacities

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students: "What is meant by capacity?" "What is meant by non-standard units of capacity?"

"How we can measure and compare the capacity of different containers by using non-standard units?"

Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25min)

Activity 1:

Make pairs of students according to the strength of the class. Give each pair disposable cups and two jugs of different capacities. Instruct them to measure the capacity of each jug with the help of disposable glasses and tell which jug has more capacity and which one has less capacity. Roam around the class, check their working and appreciate them for their good work.

Activity 2:

Ask students to open their textbooks to pages 134 and 135 and observe the objects and their capacity.

Show flash cards of different containers and ask students: "Which container has more capacity and which one has less capacity?" Take their responses and appreciate them for their correct response.

Sum Up: (3 min)

Sum up the lesson by explaining to student's about non-standard units of capacity and how we can measure and compare the capacity of different containers by using non-standard units of capacity.

Assessment: (5 min)

To assess the students, show some flash cards of a bucket and a bathtub and ask students to tell which one has more capacity and which one has less capacity.

Homework: (2 min)

Solve Q1 of "Learning Check 4.7" on page 135 in their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 7

Unit Name: Measurement

Topic: Standard units of capacity

Date:

Objective(s):

At the end of this period, the students will be able to:

Recognize and use the standard metric units of capacity, i.e., litre and millilitre.

Resource Material:

Chalk/Marker, White/Blackboard, Container of 1-litre, Bucket, Jug

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask them to tell: “How can we measure the capacity of two containers?” “What are the non-standard units of capacity?” “How can we compare the capacity of two or more containers?” Take their responses and appreciate them for their correct response.

Main Activities/Concept Building:

(25min)

Activity 1:

Tell students today we will learn about the standard units of capacity. Tell students when we measure the capacity of containers with non-standard units then we cannot tell the exact capacity of the containers. To measure the exact capacity of the containers, we use the standard unit of capacity that is called litres. Litre is used to measure the capacity of big containers. Now show a 1-litre container and tell them this is the standard container of 1-litre that is used to measure the capacity of the big containers. Now place the jug full of water on the table and tell them that we will now measure the capacity of the jug with the 1-litre container.

Call a student to the front of the class with their water bottle and ask him/her to measure the capacity of their water bottle with the help of the 1-litre container. Take his/her response and appreciate them for their correct working. Repeat this activity to some other students of the class.

Activity 2:

Make two groups of students and give each group a bucket of water and a 1-litre container. Instruct them to measure and tell what the capacity of bucket is. Take a round, check their working and guide where needed. Tell them that when they have finished, to raise their hands. Now ask them to share their finding with each other and appreciate the group that accurately measures the capacity of the bucket. Appreciate them for their active participation in class.

Sum Up:

(3 min)

Sum up the lesson by explaining to students about standard units of capacity and how we can measure and compare the capacity of different containers by using standard units of capacity.

Assessment:

(5 min)

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

Homework:

(2 min)

Find the capacity of some containers in their home and note down the reading in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 1**

Unit Name: Measurement **Topic:** Standard units of capacity **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recognize and use the standard metric units of capacity, i.e., litre and millilitre.

Resource Material:

Chalk/Marker, White/Blackboard, Glass, Cup, Millilitre container

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask students: "How can we measure the capacity of big containers more accurately?" "What standard unit of capacity is used to measure the capacity of big containers?"

"Can you name some containers whose capacity is more than 1-litre?" Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

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

Activity 2:

Make two groups of students and give each group a small bowl of water that has a capacity less than 1-litre and a millilitre container. Instruct them to measure and tell what the capacity of bowl is. Take a round, check their working and guide them where needed. Tell them that when they are finished to raise their hands. Now ask them to share their finding with each other and appreciate the group that accurately measures the capacity of the bowl. Appreciate them for their active participation in class.

Sum Up: (3 min)

Sum up the lesson by explaining to students about the standard unit of capacity the millilitre. Also tell them how we can measure and compare the capacity of different small containers by using standard units of capacity.

Assessment: (5 min)

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

Homework: (2 min)

Find the capacity of some small containers like a cup, a mug, a glass, a bowl, etc. in their homes and note down the reading in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 2**

Unit Name: Measurement **Topic:** Standard units of capacity **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recognize and use the standard metric units of capacity, i.e., litre and millilitre.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 136-138, Containers of different capacities, Containers of litres and millilitres

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask students: “Which unit is used to measure the capacity of large containers and which one is used to measure the capacity of small containers?” Take their responses and tell them that litre is used to measure the capacity of large containers and millilitre is used to measure the capacity of small containers.

Main Activities/Concept Building: (25 min)

Activity 1:

Make small groups of students. Give each group some small and big containers of your own choice. Also give a millilitre and a litre container to each group. Instruct them to measure the capacity of each container and note down the reading in their notebooks. Roam around and check their working. Ask them to raise their hands when finished. Now call each group one by one to the front of the class and instruct them to show their working to the whole class. Now compare the reading of each group and appreciate the group that has done it accurately.

Activity 2:

Call a student to the front of the class with their water bottle. Instruct him/her to measure the capacity of the water bottle with a litre container. Again instruct him/her to measure the capacity of the cap of the water bottle. Take his/her response and appreciate them for their good measurement. Repeat this activity with some students of the class. Now ask them to open their textbooks to pages 136 and 137. Instruct them to observe the objects whose capacities are measured in litres and millilitres.

Sum Up: (3 min)

Sum up the lesson by explaining to students about the standard units of capacity the litre and the millilitre. Then tell them that we use l for litre and ml for millilitre in short form.

Assessment: (5 min)

To assess the students, ask them to open their textbooks to page 137 and solve Q1 of “Learning Check 4.8” in their textbooks.

Homework: (2 min)

Solve Q2 of “Learning Check 4.8” on pages 137 and 138 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 3**

Unit Name: Measurement **Topic: Addition and subtraction of capacity** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Use addition and subtraction within 100 to solve real-life situations involving capacity in same units.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 138-140

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students: “Can you tell the name of five containers whose capacity is measured in litres and five containers whose capacity is measured in millilitres?” Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (30 min)

Activity 1:

Tell students today we will learn about the addition of units of capacity. Write the following statement on the board: “Anum has two water bottles. One has a capacity of 550 ml and the other one has a capacity of 230 ml. What is the capacity of both bottles?” Ask students to read the statement and tell what is given and what we have to find. Take their responses and tell them that the capacity of both bottles is given and we have to find the total capacity of both bottles. To do this, we have to add these. Now add step by step on the board and explain each step to them.

Activity 2:

Make pairs of students. Ask each group make their own story related to the addition of units of capacity. Roam around the class and check their work. Then ask each group to come forward and show their working to the whole class. Appreciate them for their good work. Now ask them to open their textbooks to page 138 and read the statement of example 1. Then tell what is given and what we have to find. Take their responses and instruct them to solve the example in their notebooks. Roam around the class, check their work and guide them where needed.

Sum Up: (3 min)

Sum up the lesson by retelling students how to add the units of capacity by solving example 3 given in their textbooks at page 139 on the board.

Assessment: (8 min)

To assess the students, ask them to solve Q1 (a-d) of “Learning check 4.9” given in their textbooks on page 139. Roam around the class, check their work and correct if needed.

Homework: (2 min)

Solve Q3 and Q4 of “Learning Check 4.9” on page 140 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 4**

Unit Name: Measurement **Topic: Addition and subtraction of capacity** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Use addition and subtraction within 100 to solve real-life situations involving capacity in same units.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 139-140

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask students: “How do we add units of capacity?” Take their responses and then write the two units of capacity and call a student to the front of the class. Now ask him/her to add these units. Ask the rest of the class to check whether he/she is correct or not.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell students today we will learn about subtraction of units of capacity. Write the following statement on the board: “The capacity of one oil container is 56 litres and another container is 44 litres. What is the difference between the capacities of both containers?” Ask students to read the statement and tell what is given and what we have to find. Take their responses and tell them that the capacity of two oil containers is given and we have to find the difference between their capacities. To do this, we have to subtract these. Now subtract step by step on the board and explain each step to them.

Activity 2:

Make pairs of students. Ask each group make their own story related to the subtraction of units of capacity. Roam around the class and check their work. Then ask each group to come forward and show their working to the whole class. Appreciate them for their good work. Now ask them to open their textbooks to page 139 and read the statement of example 2. Then tell what is given and what we have to find. Take their responses and instruct them to solve the example in their notebooks. Roam around the class, check their work and guide them where needed.

Sum Up: (3 min)

Sum up the lesson by retelling students how to subtract the units of capacity by solving example 4 given in their textbooks at page 139 on the board.

Assessment: (8 min)

To assess the students, ask them to solve Q1 (e-h) of “Learning check 4.9” given in their textbooks on page 139. Roam around the class, check their work and correct if needed.

Homework: (2 min)

Solve Q2 and Q5 of “Learning Check 4.9” on page 140 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 5**

Unit Name: Measurement **Topic: Summary and Review Exercise** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 141 and 142

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Tell students that they are going to recall all the concepts of the Unit "Measurement".

Ask them the following to let them revise the basic concepts of measurement:

"Which unit is used to measure long objects and which one is used to measure the length of short objects?"

"How can we add and subtract units of length?"

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 141 and 142 of their textbooks. Ask them to solve Q1 and Q2 of "Unit Check 4" in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 141.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q3 given at page 142 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 6**

Unit Name: Measurement

Topic: Summary and Review Exercise

Date:

Objective(s):

At the end of this period, the students will be able to:

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 141-143

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Tell students that they are going to recall all the concepts of the Unit "Measurement".

Ask them the following to let them revise the basic concepts of measurement:

"Which unit is used to measure the mass of heavy objects and which one is used to measure the mass of light objects?"

"How do we add and subtract units of mass?"

Main Activities/Concept Building:

(30 min)

Activity:

Activity 1:

Have students open pages 142 and 143 of their textbooks. Ask them to solve Q4 and Q5 of "Unit Check 4" in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up:

(3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 141.

Assessment:

(0 min)

N/A

Homework:

(2 min)

Solve Q6 given at page 143 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 7**
Unit Name: Measurement **Topic: Summary and Review Exercise** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 141 and 144

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of the Unit “Measurement”.

Ask them the following to let them revise the basic concepts of measurement:

“Which unit is used to measure the capacity of small containers and which unit is used to measure the capacity of big containers?”

“How do we add and subtract the units of capacity?”

Main Activities/Concept Building:

(30 min)

Activity:

Activity 1:

Have students open pages 144 of their textbooks. Ask them to solve Q7 and Q8 of “Unit Check 4” in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up:

(3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 141.

Assessment:

(0 min)

N/A

Homework:

(2 min)

Solve Q9 given at page 144 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 1**

Unit Name: Fractions **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Fractions”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to fractions.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

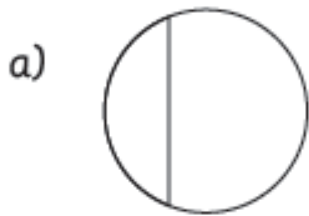
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

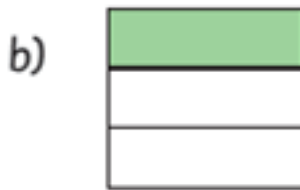
Name: _____

Date: _____

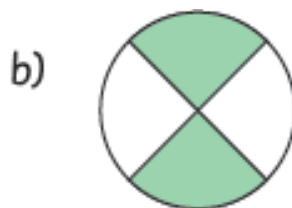
1. Tick (✓) the shapes that are divided into equal parts.



2. Which shape has coloured parts equal to $\frac{1}{2}$?



3. Which shape has coloured parts equal to $\frac{1}{4}$?



4. Colour each shape for the given fraction.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 2**

Unit Name: Measurement

Topic: Revision

Date:

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Measurement”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to measurement of numbers within the measurement table.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building:

(30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up:

(5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

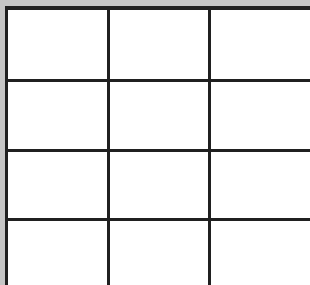
Worksheet

Name: _____

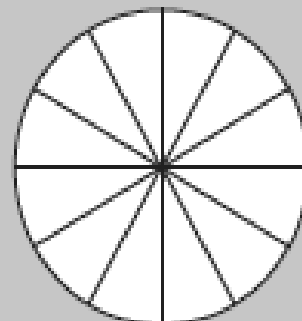
Date: _____

1. Colour the given fractions. Then circle the ones that are unit fractions.

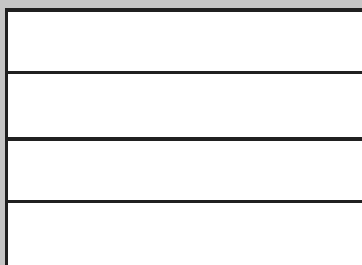
a) $\frac{8}{9}$



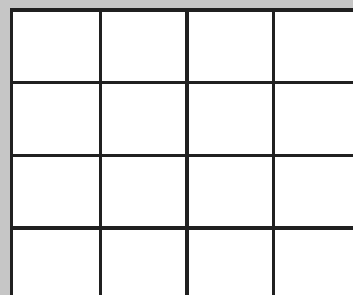
b) $\frac{11}{12}$



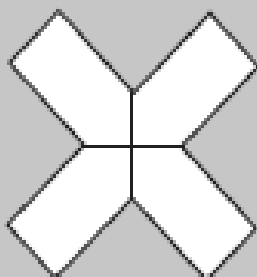
c) $\frac{3}{4}$



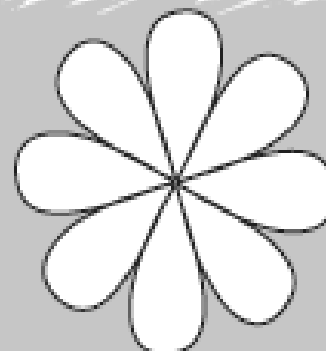
d) $\frac{1}{12}$



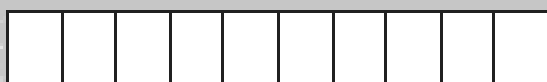
e) $\frac{3}{4}$



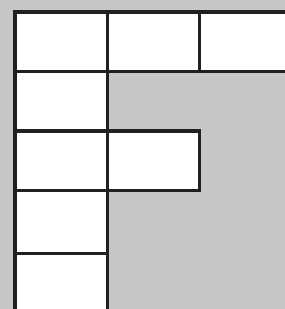
f) $\frac{7}{8}$



g) $\frac{1}{9}$



h) $\frac{1}{8}$



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 3

Unit Name: Measurement

Topic: Revision

Date:

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Measurement”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to standard units of length.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building:

(30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up:

(5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

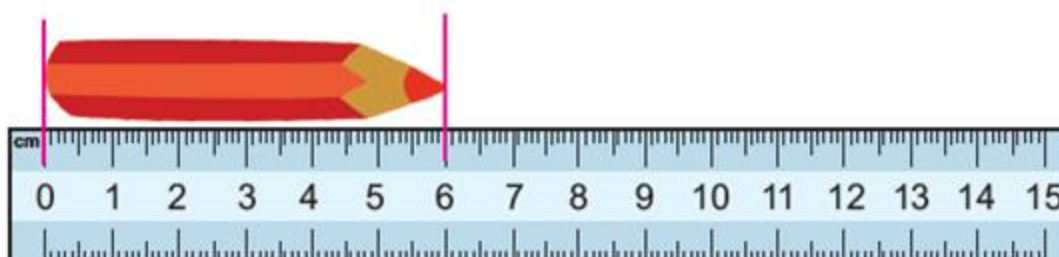
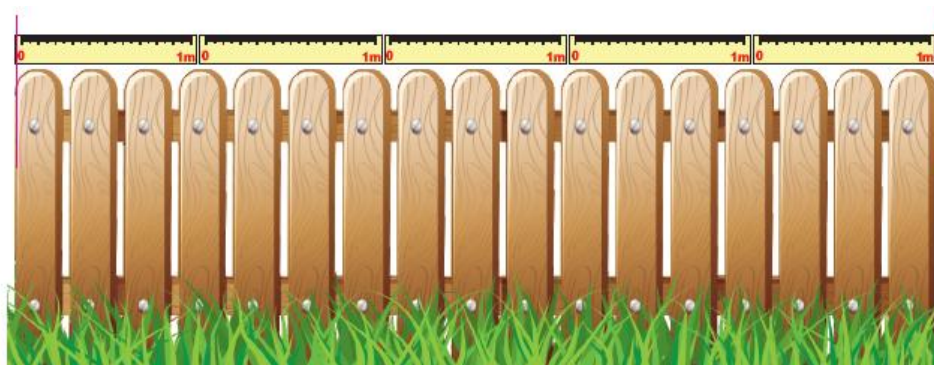
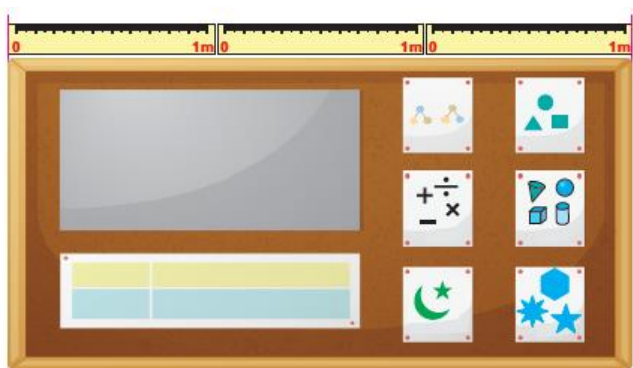
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

Measure and write the length of the given objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 4**

Unit Name: Measurement **Topic:** Revision **Date:**

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Measurement”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to addition and subtraction of units of length in metres and centimetres.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Solve the following.

$\begin{array}{r} 12 \text{ m } 16 \text{ cm} \\ + 10 \text{ m } 11 \text{ cm} \\ \hline \end{array}$

$\begin{array}{r} 89 \text{ m } 76 \text{ cm} \\ - 37 \text{ m } 66 \text{ cm} \\ \hline \end{array}$

$\begin{array}{r} 54 \text{ m } 72 \text{ cm} \\ + 13 \text{ m } 05 \text{ cm} \\ \hline \end{array}$

2. Alisha has 5 m 78 cm of cloth. She used 2 m 44 cm of cloth to stitch her shirt. How much cloth does she have left?

--

3. Amir has 34 m of wire. He bought 15 m 23 cm more of wire. How much length of wire does he have now?

--

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 5**

Unit Name: Measurement **Topic:** Revision **Date:**

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Measurement”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to standard units of mass.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

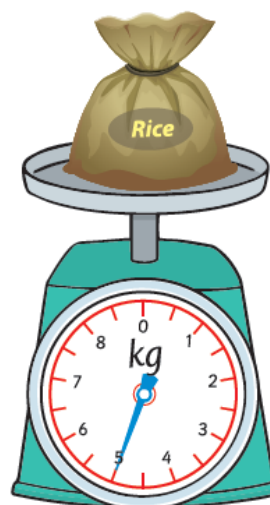
Date: _____

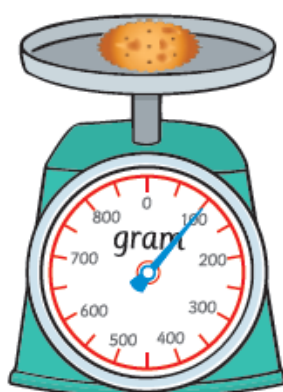
Write the mass of the given objects.

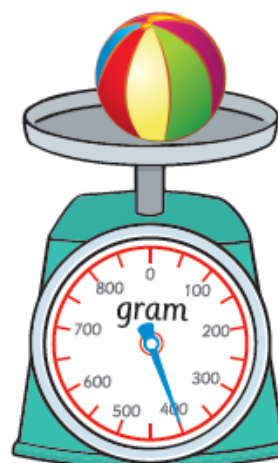












Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 6**

Unit Name: Division **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Division”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to real-life situations of the division of numbers under measurement tables.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Solve the following.

$\begin{array}{r} 17 \text{ kg} \\ + 51 \text{ kg} \\ \hline \end{array}$

$\begin{array}{r} 67 \text{ kg} \\ - 45 \text{ kg} \\ \hline \end{array}$

$\begin{array}{r} 75 \text{ kg} \\ - 70 \text{ kg} \\ \hline \end{array}$

2. Tahir's mass is 45 kg and Wali's mass is 34 kg. What is the total mass of both?

--

3. Ahmad bought 79 kg of dates in Ramadan. He gave 47 kg of dates to his uncle. How much quantity of dates are left?

--

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 7**

Unit Name: Fraction **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Fraction”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to fractions and half, one third and one fourth of the whole.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Solve the following.

$\begin{array}{r} 78 \text{ l} \\ + 21 \text{ l} \\ \hline \end{array}$

$\begin{array}{r} 39 \text{ ml} \\ - 11 \text{ ml} \\ \hline \end{array}$

$\begin{array}{r} 84 \text{ ml} \\ - 10 \text{ ml} \\ \hline \end{array}$

2. A milkman sold 54 litres of milk on Monday and 43 litres of milk on Tuesday. How much more milk did he sell on Monday than on Tuesday?

--

3. There is 540 ml of water in one glass and 210 ml of water in another glass. What is the capacity both glasses?

--

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 1**

Unit Name: Time **Topic:** Telling time to 5 minutes **Date:**

Objective(s):

At the end of this period, the students will be able to:

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

Read and write the time from a clock in hours and minutes (with five-minute intervals).

Resource Material:

Chalk/Marker, White/Blackboard, a big clock,

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. 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.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell students today we will learn to read and write time in hours and minutes. Show a clock to students and point out toward its long and short hands and ask them to tell what is long hand used for and what is short hand used for. Take their responses and tell them that the short hand tells us minutes and short hand tells us hours. 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 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 complete 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 hands complete two rounds around the clock this shows that there are 24 hours in a day.

Sum Up:

(3 min)

Sum up the lesson by retelling students about clock and its hands. Tell them that there are 24 hours in a day and there are 60 minutes in one hour.

Assessment:

(5 min)

To assess the students, ask them when minute hand complete one round around the clock then how many minutes have passed? How many hours in a day? How many minutes are in one hour?

Homework:

(2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 2**

Unit Name: Time

Topic: Telling time to 5 minutes

Date:

Objective(s):

At the end of this period, the students will be able to:

Read and write the time from a clock in hours and minutes (with five-minute intervals).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages textbook page 147 and 148, flash card of different times, clocks

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Show a clock to students and ask them to tell how many numbers are written on the clock face? How many small division between two numbers? How many minutes have in one hour? 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.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell the students that today they are going to learn how to show 5 minutes using clock. Show an analog clock to students and time on the clock is 5 o' clock. Explain to them that the minute hand is at 12 and the hour hand is at 5. So the time is 5 o' clock. Now move minute hand from 12 to 1 and explain to the students that after 5 minutes, the minutes hand is at 1. It has moved from 12 to 1. Now the time is 5:05. We read it as "five five". Now ask the students to recall multiplication table of 5. 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. Later, ask them to draw a clock that shows the time of 6:05 in their notebooks. Roam around the class and help them if needed. Appreciate them for their efforts.

Activity 2:

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.

Sum Up:

(3 min)

Sum up 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.

Assessment:

(5 min)

To assess the students, ask them to Solve Q1(a-f) given in the textbook page 147 and 148 of "learning check 5.1".

Homework:

(2 min)

Solve Q1(g-l) given in the textbook page 148 of "learning check 5.1".

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 3**

Unit Name: Time **Topic:** Telling time to 5 minutes **Date:**

Objective(s):

At the end of this period, the students will be able to:

Read and write the time from a clock in hours and minutes (with five-minute intervals)

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 146-149, clock

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

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 show the time “5 o’ clock” and clock A shows the time “30 minutes past 2.”.

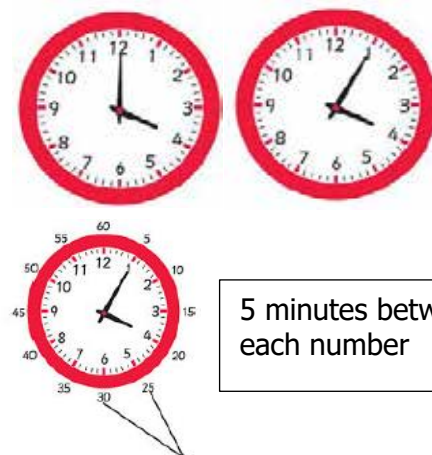


Main Activities/Concept Building:

(25 min)

Activity 1:

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 12. The hour hand is at 4. So the time is 4 o’clock. Now explain to the students to look the next clock at this Page of clock after 5 minutes, the minutes hand is at 1. It has moved from 12 to 1. Now the time is 4:05. We read it as “four five”. Now ask the students: What time will this clock be showing if the minutes hand is at 2? Take responses and appreciate if anyone gives the right answer. Explain to them if the minutes hand is at 2, the time is 2 time 5 is 10, i.e. 4:10. We read it as “four ten”. Now explain them that there are 5 minutes between each number on the clock.



Activity 2:

Give each 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. Ask students to open their textbook page 146 and 147 and observe the clocks and the time given on them.

Sum Up:

(3 min)

Sum up the lesson by re-telling that there are 60 minutes in one hour, i.e. when minutes hand is at 12. So 12 time 5 is equal to 60.

Assessment:

(5 min)

To assess the students, ask them to solve Q2 of “Learning check 5.1” given at textbook page 148. Roam around the class, check their work and guide them if needed.

Homework:

(2 min)

Solve Q3 of “Learning check 5.1” given at textbook page 149.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 4**

Unit Name: Time **Topic:** Time in a.m. and p.m. **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Recognize a.m. and p.m.

Resource Material:

Chalk/Marker, White/Blackboard, flash card of a girl having breakfast, Textbook page 150

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask the students about their homework. Now Write the statement on the board. "Hina is going to school at 7:45 in the morning". Ask the students: "Do you know how to write the time use a.m. and p.m.?"

Appreciate if anyone gives the right answer. Now explain to the students that we write the time as 7:45 a.m. because we use a.m. to tell the time from just after 12 midnight to just before 12 noon.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell the students that they are going to learn how to tell the time and relate words such as morning, afternoon, night to a.m. and p.m. Show the student a picture card and explain the situation given in the picture. For example: "Fariha is getting up in the morning for Fajr prayer." Ask the students look at the clock as shown in the picture. Explain to them that it is 5 o'clock at morning. Now explain to the students that we use a.m. to tell the time from just after 12 midnight to just before 12 noon. So, we write the time as 5:00 a.m.



Activity 2:

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 7:00 in the morning". Ask them to look at the clock (shown in the picture). Tell them that the time is 7:00. Now explain to the student that we use a.m. because it is morning.



Sum Up:

(3 min)

Sum up the lesson by re-telling the students that the first 12-hours periods is designated as a.m. which runs after 12 midnight to just before 12 noon. Explain Notable note given at page 150 of their textbook.

Assessment:

(8 min)

To assess the students learning, ask students different question related time as a.m. Show different activity cards and ask students what we use for these activity a.m. or p.m.

Homework:

(2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 5**

Unit Name: Time **Topic:** Time in a.m. and p.m. **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recognize a.m. and p.m.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 149-151, Picture cards of activities of the day

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask students: "What is a unit fraction?" Take their responses and then draw different shapes on the board with different parts. Call a student to the front of the class and ask him/her to shade one part of each shape to show a unit fraction. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell the students that they are going to learn how to tell the time and relate 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. Ahmed 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.



Activity 2:

Show a picture card to the student and ask the students to look at the given picture. Ask them to explain it in their own words. Then explain to them that "Aqsa is saying going to school at 7:30 in the morning". Ask them to look at the clock (shown in the picture). Tell them that the time is 7:30. Now explain to the student that we use a.m. because it is morning.



Sum Up:

(3 min)

Sum up the lesson by re-telling the students that the abbreviation of a.m. and p.m. is ante meridiem and post meridiem. Ask students to open their textbook page 149 and 150 and learn about the time in a.m. and p.m.

Assessment:

(8 min)

To assess the learning of the students, ask them to open their textbooks to page 150 and solve Question (a, b) of "Learning check 5.2". Ask them to solve "Quick check" given at page 150 of their textbook.

Homework:

(2 min)

Solve Question (c, d) given at textbook page 150 and 151.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 6**

Unit Name: Time **Topic:** Solar calendar **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Use solar calendar to find a particular date/day.

Resource Material:

Chalk/Marker, White/Blackboard, Calendar, Textbook page 145

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

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 we use for these activities a.m. or p.m. take their responses and appreciate them for their good work.

Main Activities/Concept Building:

(22 min)

Activity:

Ask students to open their textbook page 145 and observe the calendar and read the question given. Take their responses and tell them that we will discuss the answer of this question at the end of the lesson. 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 30 days and some are 31 days and February has 28 days. Tell them 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.

Sum Up:

(3 min)

Sum up the lesson by explaining how we use calendar by pointing different dates and day on the calendar. Also discuss with the answer of the question given at page 145 of their textbook.

Assessment:

(8 min)

To assess the students learning, ask them to tell the 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:

(2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 7**

Unit Name: Time **Topic: Solar calendar** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Use solar calendar to find a particular date/day.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 151 and 152, table calendar, big flash card of months of the year

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Paste the big flash card of the month of March on the board. Call a student to the front of the class. Ask him/her to find the day on 23rd of March. Take his/her response and appreciate them for their correct answer. Now call another student to the front of the class and ask him/her to find the date on 3rd

Wednesday of the month. Take his/her response and appreciate them for their correct answer. Repeat this activity with random number of students by pasting different months.

Main Activities/Concept Building: (25 min)

Activity 1:

Make two groups of students. Give each group 10 flash cards of different days and dates and a table calendar. Instruct them to mention that days and dates on the calendar. Roam around the class, check their work and guide them where needed. Now call each group one by one to the front of the class and ask them to paste their flash cards on the board and show the calendar to the whole class. Appreciate them for their good work.

Activity 2:

Ask them to open their textbook page 151 and observe the calendar. Tell them that there are 365 or 366 days in a year. Point out different days and dates for more practice how to find day and dates on the calendar. Now call a student to the front of the class and ask him/her to circle the 15 march on the calendar. Take his/her response. Repeat this activity to different students of the class.

Sum Up: (3 min)

Sum up the lesson by re-telling students we use clock to tell the time whereas calendar is used to find day and dates. Explain notable note given at page 151 of their textbook.

Assessment: (5 min)

To assess the students ask them to show their date of birth on the calendar. Ask them to solve Quick check given at page 151 of their textbook.

Homework: (2 min)

Solve Question of “Learning check 5.3” given on page 152 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 1**

Unit Name: Time **Topic: Islamic calendar** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Use Islamic calendar to find a particular date/day.

Resource Material:

Chalk/Marker, White/Blackboard, Islamic calendar

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask students: How many months in a solar calendar? What is the first month of the solar calendar? How many days are in the month of June? How many days are in month of December? Which month of the year has 28 days? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity:

Tell students today we will learn about Islamic calendar. Paste a wallchart of Islamic calendar and tell them that this is a Islamic 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 Muharram and end with Zul hajjah. Tell them some months are 29 days and some are 30 days. Tell them 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.

Sum Up: (3 min)

Sum up the lesson by explaining how we use calendar by pointing different dates and day on the Islamic calendar.

Assessment: (8 min)

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

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 2**

Unit Name: Time **Topic: Islamic calendar** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Use Islamic calendar to find a particular date/day.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 152-154, table calendar, big flash card of months of the year

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Paste the big flash card of the month of Muharram on the board. Call a student to the front of the class.

Ask him/her to find the day on 24th of Muharram. Take his/her response and appreciate them for their correct answer. Now call another student to the front of the class and ask him/her to find the date on 3rd

Wednesday of the month. Take his/her response and appreciate them for their correct answer. Repeat this activity with random number of students by pasting different months.

Main Activities/Concept Building: (25 min)

Activity 1:

Make two groups of students. Give each group 10 flash cards of different days and dates and a table calendar. Instruct them to mention that days and days on the calendar. Roam around the class, check their work and guide them where needed. Now call each group one by one to the front of the class and ask them to paste their flash cards on the board and show the calendar to the whole class. Appreciate them for their good work.

Activity 2:

Ask them to open their textbook page 152 and 153 and observe the calendar. Tell them that there are 354 or 355 days in a year. Point out different days and dates for more practice how to find day and dates on the calendar. Now call a student to the front of the class and ask him/her to circle the 15 Safer on the calendar. Take his/her response. Repeat this activity to different students of the class.

Sum Up: (3 min)

Sum up the lesson by re-telling students we use clock to tell the time whereas calendar is used to find day and dates. Explain notable note given at page 152 of their textbook.

Assessment: (5 min)

To assess the students ask them to show their date of birth on the calendar according to the Islamic months. Ask them to solve Quick check given at page 153 of their textbook.

Homework: (2 min)

Solve Question of “Learning check 5.4” given on page 154 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 3**

Unit Name: Time **Topic: Summary and Review Exercise** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 154, 155 and 156

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of the Unit “Time”.

Ask them the following to let them revise the basic concepts of time:

“How many hours in a day?”

How many minutes in an hour?

When minute hand moves from 1 to 5 how many minutes have passed? Take their responses and appreciate them.

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 154 and 155 of their textbooks. Ask them to solve Q1 and Q2 of “Unit Check 5” in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 154.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q3 given at page 156 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 4**

Unit Name: Time **Topic: Summary and review Exercise** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 154, 156 and 157

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of the Unit “Time”.

Ask them the following to let them revise the basic concepts of time:

“How many months in Solar year?”

How many months in Islamic calendar?

Take their responses and appreciate them.

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 156 and 157 of their textbooks. Ask them to solve Q4, Q5 and Q6 of “Unit Check 5” in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 154.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q7 given at page 157 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 5**

Unit Name: Geometry **Topic: Shapes** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Identify the figures like square, rectangle, triangle and circle.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 158 and 159, flash cards of the shapes

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Tell students today we will learn about shapes such as square, rectangle, triangle and circle. Ask them: Do you know about these shapes? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Ask students to open their textbook page 158 and read the question given at page 158. Ask them: Do you know the answer of this question. Take their responses and tell them that we will discuss the answer of this question at the end of this lesson.

Paste a wall chart of 2-D shapes and objects that are of these shapes on the board. Call a student to the front of the class and ask him/her to tell the name of these shapes and match the objects with these shapes. Take his/her response and ask the rest of the class to check whether he/she is correct or not.

Activity 2:

Make four groups of the students. Give each group flash cards of the shapes to each group. Instruct first group to separate out the square shape cards, second group to separate out the triangle cards, third group to separate out the circle shape card and fourth group to separate out the cards of rectangle shape. Roam around the class and check their working. Ask them to open their textbook page 159 and write the name of the shapes and write how many shapes are in the given picture.

Sum Up: (3 min)

Sum up the lesson by retelling students about 2D shapes and also discuss with them about the answer of the question given at page 158 of their textbook.

Assessment: (8 min)

To assess the students learning, ask them to draw the shapes in their notebook and write the name of these shapes.

Homework: (2 min)

Solve Question of “Learning Check 6.1” on pages 159 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 6**

Unit Name: Geometry **Topic: Semicircle and Quarter circles** **Date:**

Objective(s):

At the end of this period, the students will be able to:

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 160 and 161, Paper and Scissor

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

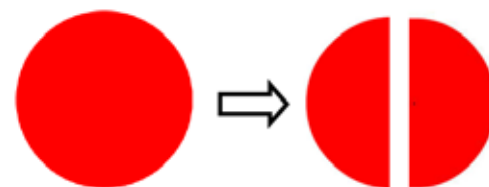
Ask students about their homework. Call a student to the front of the class and ask him/her to draw a circle on the board. Ask students to tell the name of the objects that are of circle shape. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(22 min)

Activity 1:

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 two equal parts and explain to the students that each part is called a half circle or semicircle. Tell the students that they are going to learn how to identify and describe semicircles and quarter circles.



Activity 2:

Make pairs of students. Give each pair a paper and scissor. Instruct them to cut the paper in circle shape and then 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 160 and observe the circle and semicircle.

Sum Up:

(3 min)

Sum up the lesson by retelling students when we divide the circle into two equal parts then each part is called semicircle. Explain notable note given at page 160 of their textbook.

Assessment:

(8 min)

To assess the students learning, ask them to solve Q3 of "learning Check 6.2" given at page 161 of their textbook.

Homework:

(2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 7**

Unit Name: Geometry **Topic: Semicircle and Quarter circles** **Date:**

Objective(s):

At the end of this period, the students will be able to:

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 160 and 161, Paper, Scissor

Teaching & Learning Activities:

Opening Activities/Warm-up: (3 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

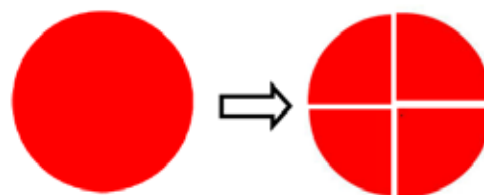
Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. 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.

Main Activities/Concept Building: (22 min)

Activity 1:

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 semicircles and quarter circles.



Activity 2:

Make pairs of students. Give each pair a paper and scissor. Instruct them to cut the paper in circle shape and then 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 160 and observe the circle, semicircle and quarter circle.

Sum Up: (3 min)

Sum up the lesson by retelling students when we divide the circle into two equal parts then each part is called semicircle. Explain notable note given at page 160 of their textbook.

Assessment: (8 min)

To assess the students learning, ask them to solve Q1 of "learning Check 6.2" given at page 160 of their textbook.

Homework: (2 min)

Solve Q2 of "learning Check 6.2" given at page 161 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 1**

Unit Name: Geometry **Topic: Sides and vertices of 2-D shapes** **Date:**

Objective(s):

At the end of this period, the students will be able to:

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

Resource Material:

Chalk/Marker, White/Blackboard,

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

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.

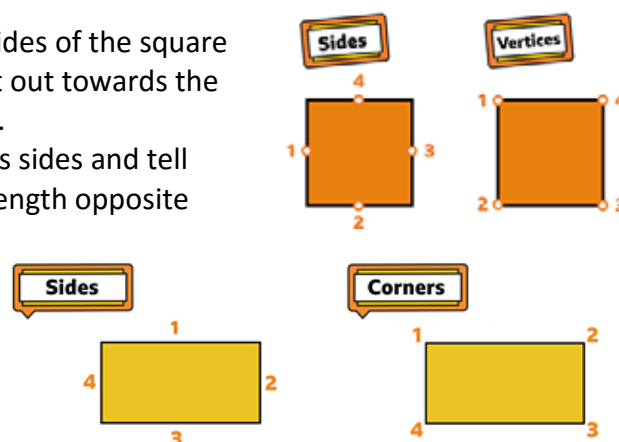
Main Activities/Concept Building: (22 min)

Activity 1:

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 point out towards its sides and tell them that it has four sides but all sides are not equal in length 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 notebook and point out its sides and corners. Roam around and check their work and guide them if requires.



Sum Up: (3 min)

Sum up the lesson by retelling students about sides and corners of square and rectangle.

Assessment: (5 min)

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: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 2**

Unit Name: Geometry **Topic: Sides and vertices of 2-D shapes** **Date:**

Objective(s):

At the end of this period, the students will be able to:

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 161, 162 and 163, flash cards of shapes

Teaching & Learning Activities:

Opening Activities/Warm-up: (3 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. 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.

Main Activities/Concept Building: (22 min)

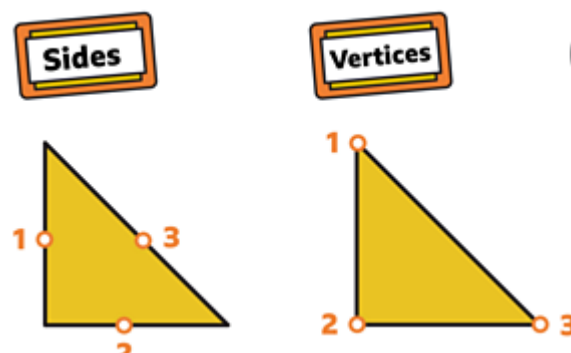
Activity 1:

Tell students today we will learn about the sides and vertices of the square, triangle and rectangle. 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 of corners.

Show flash cards of different triangle to students in which sides of the triangle are equal or unequal.

Activity 2:

Ask students to open their textbook page 161 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.



Sum Up: (3 min)

Sum up the lesson by retelling students about sides and corners of square, rectangle and triangle and explain notable note given at page 161 of their textbook.

Assessment: (8 min)

To assess the students learning, draw shape and mention its sides and corners. Ask them to solve Q1 of “Learning Check 6.3” given at textbook page 162 of their textbook.

Homework: (2 min)

Solve Q2 of “Learning Check 6.3” given at pages 163 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 3**

Unit Name: Geometry **Topic: Straight lines and curves** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Differentiate between a straight line and a curve

Identify straight lines and curves from the given drawings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 163-165

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

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.

Main Activities/Concept Building:

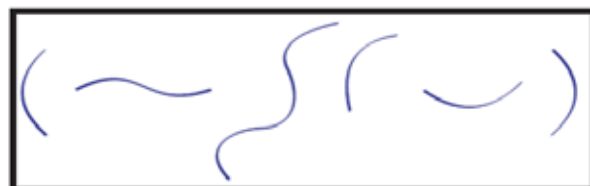
(22 min)

Activity 1:

Tell students today we will learn about straight line and curves. Draw some straight lines on the whiteboard and explain to the students that these are straight lines. Draw some curve lines on the whiteboard 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

Activity 2:

Draw some straight lines in a box and some curves in a box. First point out towards the straight lines and explain to them these line move 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. 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 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 has 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 and one curved line. Whereas a quarter circle has one curved and two straight line.

Sum Up:

(3 min)

Sum up the lesson by retelling students by re-telling students about the straight lines and curves. Ask them to open their textbook page 163 and observe the rope that show straight and curves.

Assessment:

(8 min)

To assess the students learning, ask them to solve Q1 and Q2 of “Learning check 6.4” given at page 164 of their textbooks. Roam around the class, check their work and correct if needed.

Homework:

(2 min)

Solve Q3 and Q4 of “Learning Check 6.4” on page 164 and 165 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 4**

Unit Name: Geometry **Topic: Measuring straight lines** **Date:**

Objective(s):

At the end of this period, the students will be able to:

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 165 and 166, ruler, pencil, flash cards of straight lines

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask students: What is meant by straight lines? What is meant by curves? 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.

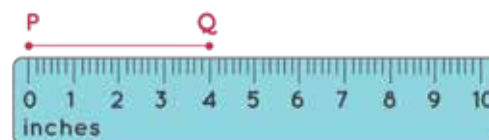
Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn how to measure the straight line of the given length. Draw a line segment on the board.

Take a ruler and place the 0 point of the ruler to the starting point of the line. Set ruler with the line such that the ruler is aligned with the line. Now read the scale where the line end.

That is the length of the line.



Activity 2:

Now give a flash card of a straight line to each student and instruct them to measure the length of the line with the help of ruler. Roam around and check their work and guide them where needed. Ask students to open their textbook page 165 and learn the steps to measure the line.

Sum Up: (3 min)

Sum up the lesson by retelling students how to measure the straight line of given length with the help of centimetre ruler.

Assessment: (8 min)

To assess the students learning, ask them to solve Q1 (first part) of “Learning check 6.5” given at page 166 of their textbooks. Roam around the class, check their work and correct if needed.

Homework: (2 min)

Solve Q1 (two last line) of “Learning check 6.5” given at page 166 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 5**

Unit Name: Geometry **Topic:** drawing straight lines **Date:**

Objective(s):

At the end of this period, the students will be able to:

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

Resource Material:

Chalk/Marker, White/Blackboard, Ruler, pencil, Textbook page 166 and 167

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask students: how we can 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.

Main Activities/Concept Building: (22 min)

Activity 1:

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 8 cm first we take a ruler and place the tip of the pencil to zero of the ruler. Draw a line along the edge of the ruler and stop at the length required of 8 cm.



Activity 2:

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 if required. Ask students to open their textbook page 166 and learn the steps to draw line of given length.

Sum Up: (3 min)

Sum up the lesson by retelling students how to draw the straight line of given length with the help of centimetre ruler.

Assessment: (8 min)

To assess the students learning, ask them to solve Q2 (a) of “Learning check 6.5” given at page 167 of their textbooks. Roam around the class, check their work and correct if needed.

Homework: (2 min)

Solve Q2 (b, c) of “Learning check 6.5” given at page 167 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 6**

Unit Name: Geometry **Topic:** Patterns **Date:**

Objective(s):

At the end of this period, the students will be able to:

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, a big grid paper

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

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.

Main Activities/Concept Building: (25min)

Activity 1:

Tell students today we will learn about the patterns of shapes, colours, 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 this is the patterns of shape. Again draw big and small triangle on the grid paper in pattern and tell them that this is the pattern of shapes according to their size. Draw different patterns on the grid paper and explain to them these patterns.

Activity 2:

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.

Sum Up: (3 min)

Sum up the lesson by explaining to student's about patterns of different shapes, sizes and colours.

Assessment: (5 min)

To assess the students, ask them to draw pattern of different shapes in their notebook.

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 7**

Unit Name: Geometry **Topic:** Patterns **Date:**

Objective(s):

At the end of this period, the students will be able to:

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, Textbook pages 167 and 168, flash card of different patterns, grid papers

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask students: How we can draw a shape pattern, colour pattern, shapes of different sizes. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25min)

Activity 1:

Make four groups of students. Give each group a grid paper. Instruct first group to make a pattern of different shapes. Ask the second group to make patterns of different colours. Assign the third group to make pattern of shapes of different sizes. Assign the fourth group to draw a pattern of shapes in different direction. Roam around the class, check their work and guide if needed. Now call one by one each group to the front of the class and ask them to show their pattern to the whole class. The group with accurate work is the winner.

Activity 2:

Show flash card of different patterns to students. Ask them to observe the pattern and tell which type of pattern is this. Take their responses and appreciate them for their correct response. Now Ask students to open their textbook page 167 and 168 and observe the different patterns.

Sum Up: (3 min)

Sum up the lesson by explaining to students about how to make patterns of different shapes, colour, sizes and direction by drawing different patterns on the board.

Assessment: (5 min)

To assess the students, ask them: to complete the first two patterns of “Learning check 6.6” of their textbook.

Homework: (2 min)

Solve the last two patterns of “Learning check 6.6” of the textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 1**

Unit Name: Geometry

Topic: 3-D Shapes

Date:

Objective(s):

At the end of this period, the students will be able to:

Recognize and name 3-D Objects (cubes).

Resource Material:

Chalk/Marker, White/Blackboard, objects of cube shape, a big flash card of cube shape, worksheets, textbook page 169

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

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.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell students today we will learn about 3-d shapes. Paste a wall chart of 3-D shapes on the board and tell them that square, rectangle, circle and triangle are flat 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. Now paste a wall chart of objects of cube 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. Take their responses and appreciate if someone gives the right answer.



Activity 2:

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. 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.

Sum Up:

(3 min)

Sum up the lesson by re-telling students about the cube shape and the objects that are of cube shape by showing some cube shape objects to them. Ask them to open their textbook page 169 and observe the cube shape objects.

Assessment:

(5 min)

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

Homework:

(2 min)

Solve the worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet 1

Name: _____

Date: _____

Colour the cubes to help the dog to reach the bone.



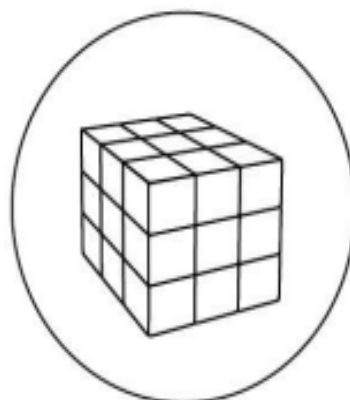
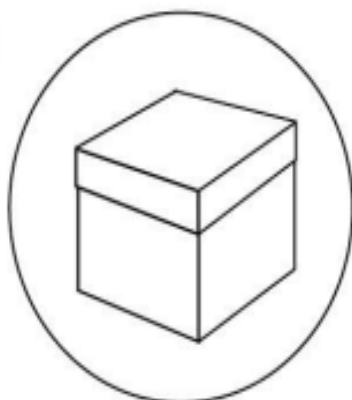
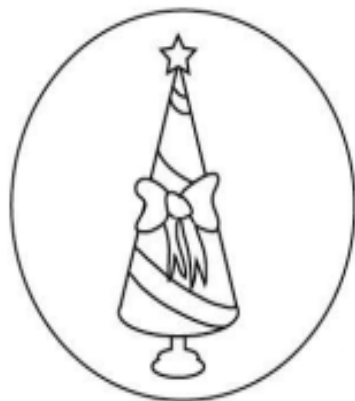
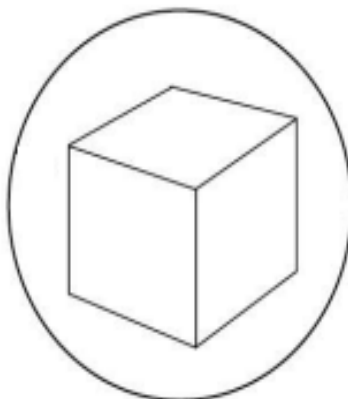
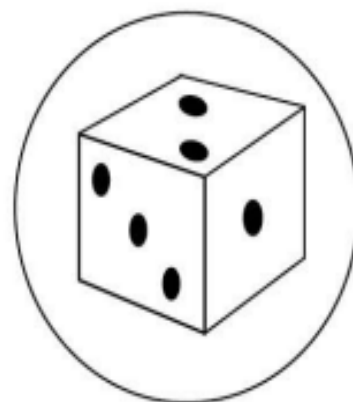
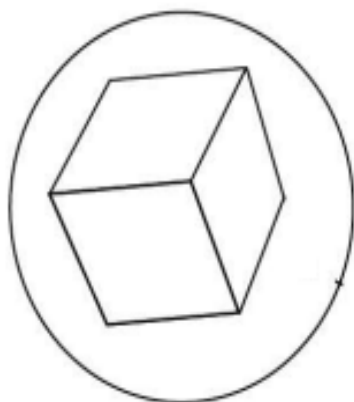
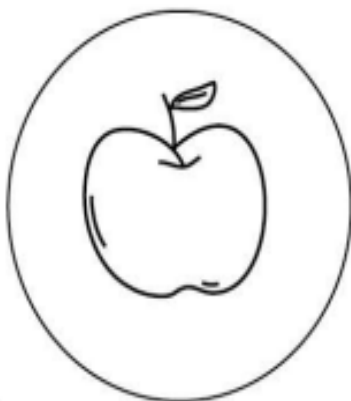
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet 2

Name: _____

Date: _____

Match the cube with the objects that are cube shape.



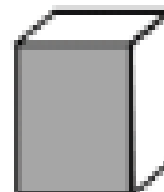
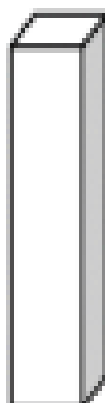
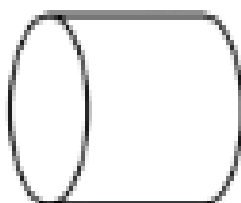
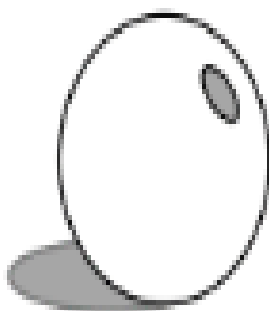
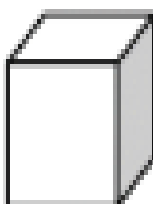
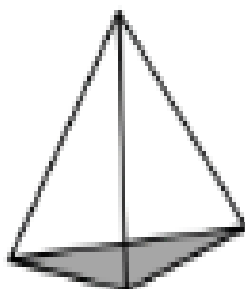
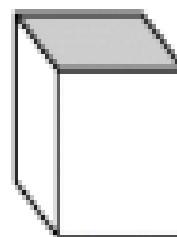
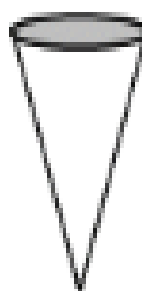
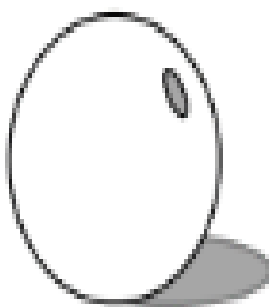
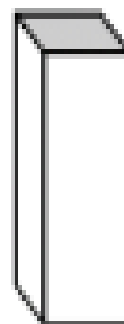
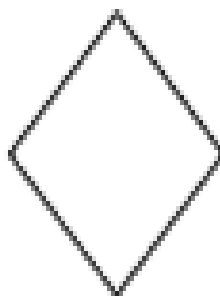
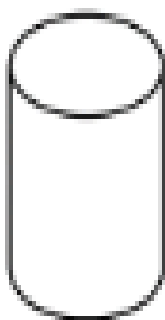
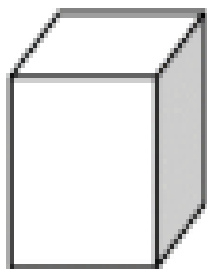
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet 1

Name: _____

Date: _____

Colour the cuboids shape.



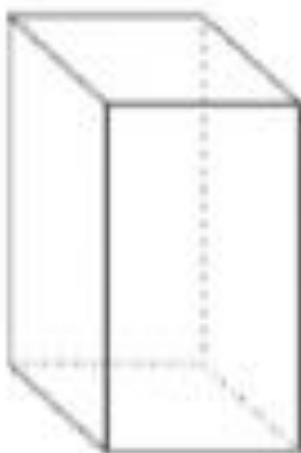
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet 2

Name: _____

Date: _____

Circle the cuboid shape objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 3**

Unit Name: Geometry

Topic: 3-D shapes

Date:

Objective(s):

At the end of this period, the students will be able to:

Recognize and name 3-D Objects (cylinder).

Resource Material:

Chalk/Marker, White/Blackboard, objects of cylinder shape, a big flash card of cylinder shape, worksheets, textbook page 169

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask students to tell the name of some objects that are of cuboid shape. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building:

(25 min)

Activity 1:

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. Now paste a wall chart of objects of cylinder shape and point out towards the objects and tell them that these are all cylinder shape. Now ask them to tell the name of some objects that are cylinder shape. Take their responses and appreciate if someone gives the right answer.



Activity 2:

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. 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.

Sum Up:

(3 min)

Sum up the lesson by re-telling students about the cylinder shape and the objects that are of cylinder shape by showing some cylinder shape objects to them. Ask them to open their textbook page 169 and observe the cylinder shape objects.

Assessment:

(5 min)

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

Homework:

(2 min)

Solve the worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

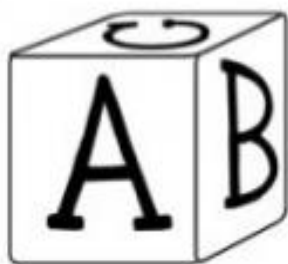
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet 1

Name: _____

Date: _____

Colour the cylinders shape objects.



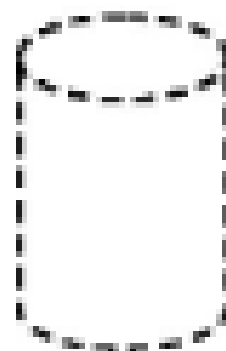
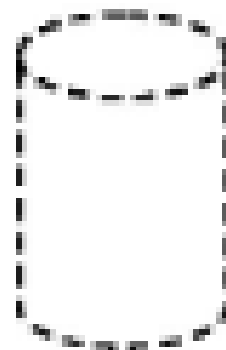
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet 2

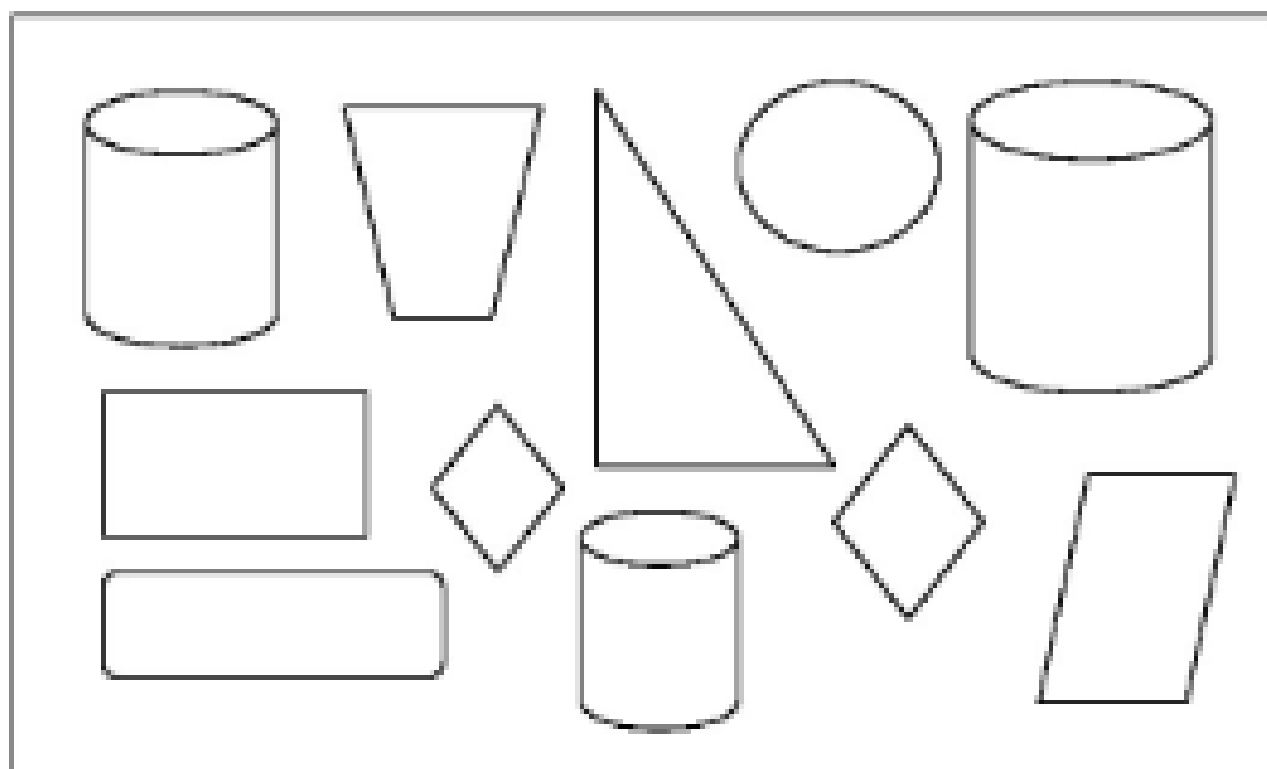
Name: _____

Date: _____

Trace the cylinder shape.



Colour the cylinder shape.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet 1

Name: _____

Date: _____

Circle the sphere shape objects.



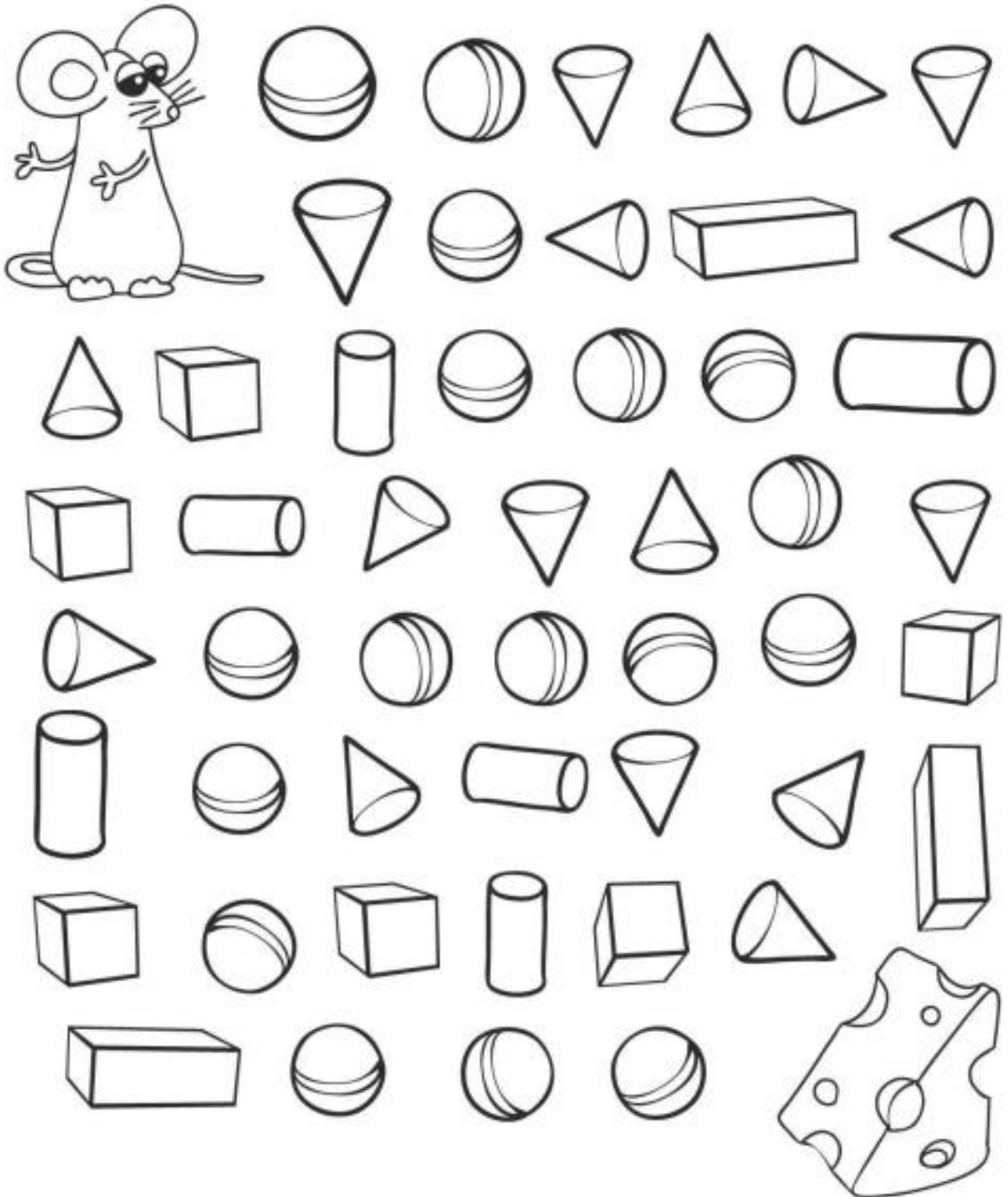
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet 2

Name: _____

Date: _____

Help the mouse to reach the butter by colouring spheres.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 5**

Unit Name: Geometry

Topic: 3-D shapes

Date:

Objective(s):

At the end of this period, the students will be able to:

Recognize and name 3-D Objects (cone).

Resource Material:

Chalk/Marker, White/Blackboard, objects of cone shape, a big flash card of cone shape, worksheets, Wallchart of cone shape objects, textbook page 169 and 170

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask students to tell the name of some objects that are of sphere shape. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell students today we will learn about cone. 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 this is a cone shape. Now paste a wall chart of objects of cone shape and point out towards the objects and tell them that these are all cone shape. Now ask them to tell the name of some objects that are cone shape. Take their responses and appreciate if someone gives the right answer.



Activity 2:

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 cone 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. Ask students to open their textbook page 170 and solve the question of "Learning check 6.7".

Sum Up:

(3 min)

Sum up the lesson by re-telling students about the cone shape and the objects that are of cone shape by showing some cone shape objects to them. Ask them to open their textbook page 169 and observe the cone shape objects.

Assessment:

(5 min)

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

Homework:

(2 min)

Solve the worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

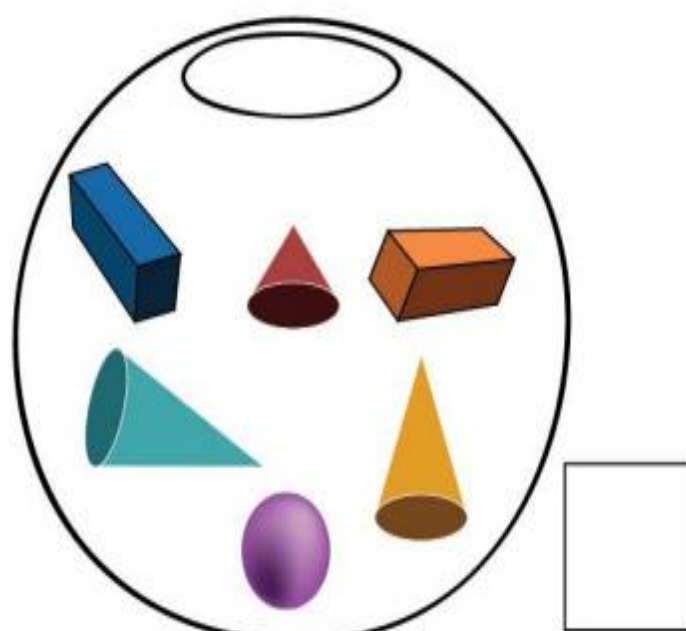
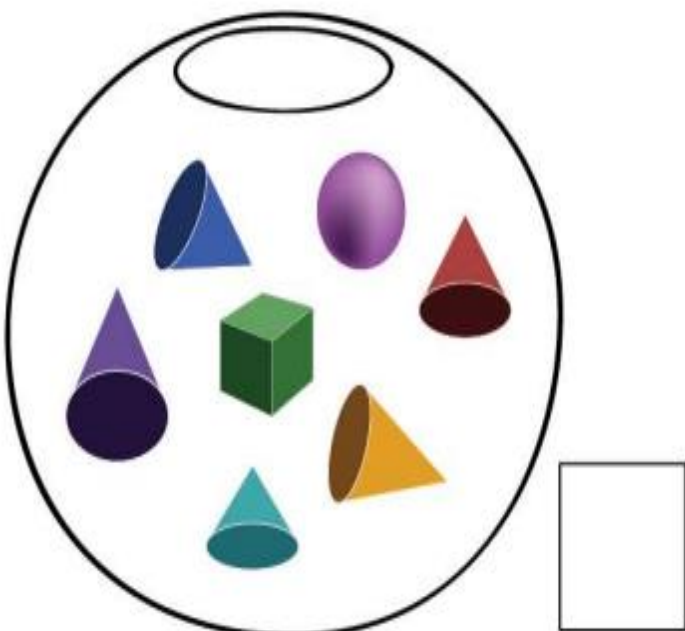
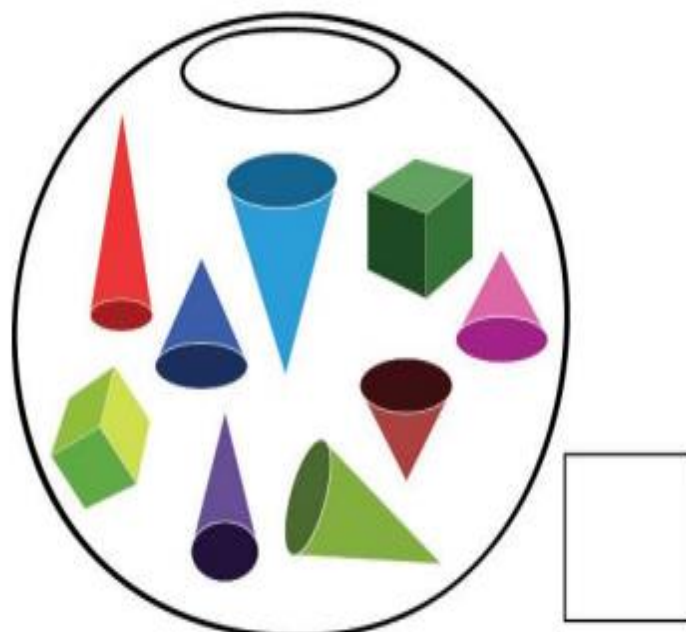
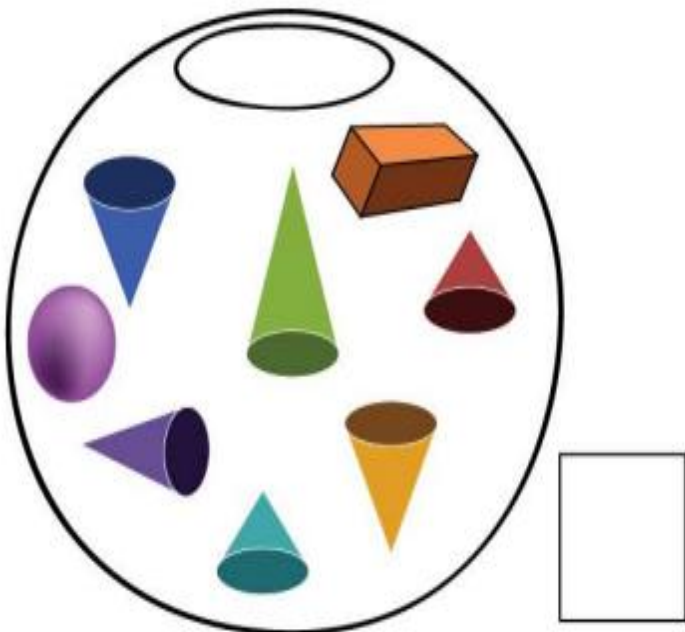
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet 1

Name: _____

Date: _____

Count and write the number of cones in each circle.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet 2

Name: _____

Date: _____

Circle the cone shape objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 6**

Unit Name: Geometry

Topic: Summary and Review Exercise

Date:

Objective(s):

At the end of this period, the students will be able to:

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 170 and 171

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of the Unit “Geometry”.

Ask them the following to let them revise the basic concepts of Geometry:

“What is meant by semicircle and quarter circle?”

How many straight lines are in semicircle and quarter circle?

Main Activities/Concept Building:

(30 min)

Activity:

Activity 1:

Have students open pages 170 and 171 of their textbooks. Ask them to solve Q1, Q2 and Q3 of “Unit Check 6” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up:

(3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 170.

Assessment:

(0 min)

N/A

Homework:

(2 min)

Solve Q4 given at page 171 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 7**

Unit Name: Geometry **Topic: Summary and Review Exercise** **Date:**

Objective(s):

At the end of this period, the students will be able to:

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 170 and 172

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of the Unit “Geometry”.

Ask them the following to let them revise the basic concepts of Geometry:

“How we can measure the length of the line segment?”

What are 3-D shapes?

Tell the name of 3-D shapes.

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 172 of their textbooks. Ask them to solve Q5, Q6 and Q7 of “Unit Check 6” in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 170.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q8 and Q9 given at page 172 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 1

Unit Name: Time

Topic: Revision

Date:

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Time”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to time.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building:

(30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up:

(5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Look at the clocks and write the time each clock shows.









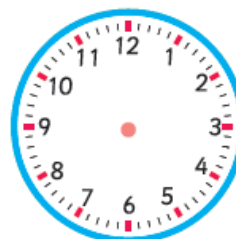
Draw hand on the clock according to the given time.



7:05



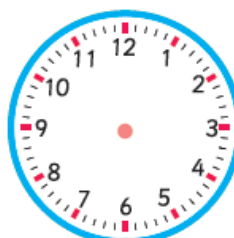
1:45



9:05



3:55



2:35

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 2**

Unit Name: Time **Topic:** Revision **Date:**

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Time”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to Time.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Look at the pictures and write a.m. and p.m. in the given boxes.



2. Write a.m. and p.m. with the given times.

a) 7:25 in the morning c) 4:30 in the evening

b) 8:55 at night d) 3:05 in the afternoon

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 3**

Unit Name: Geometry **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Geometry”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to geometry.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

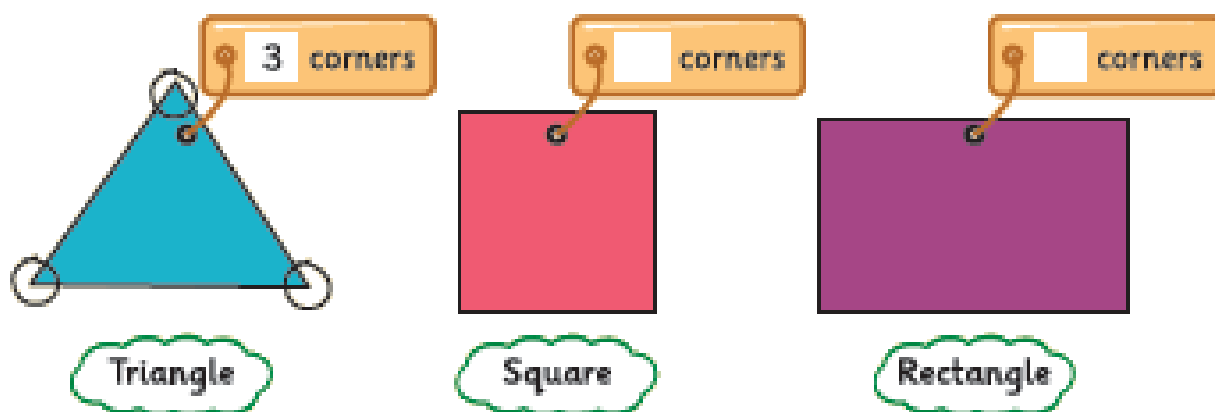
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

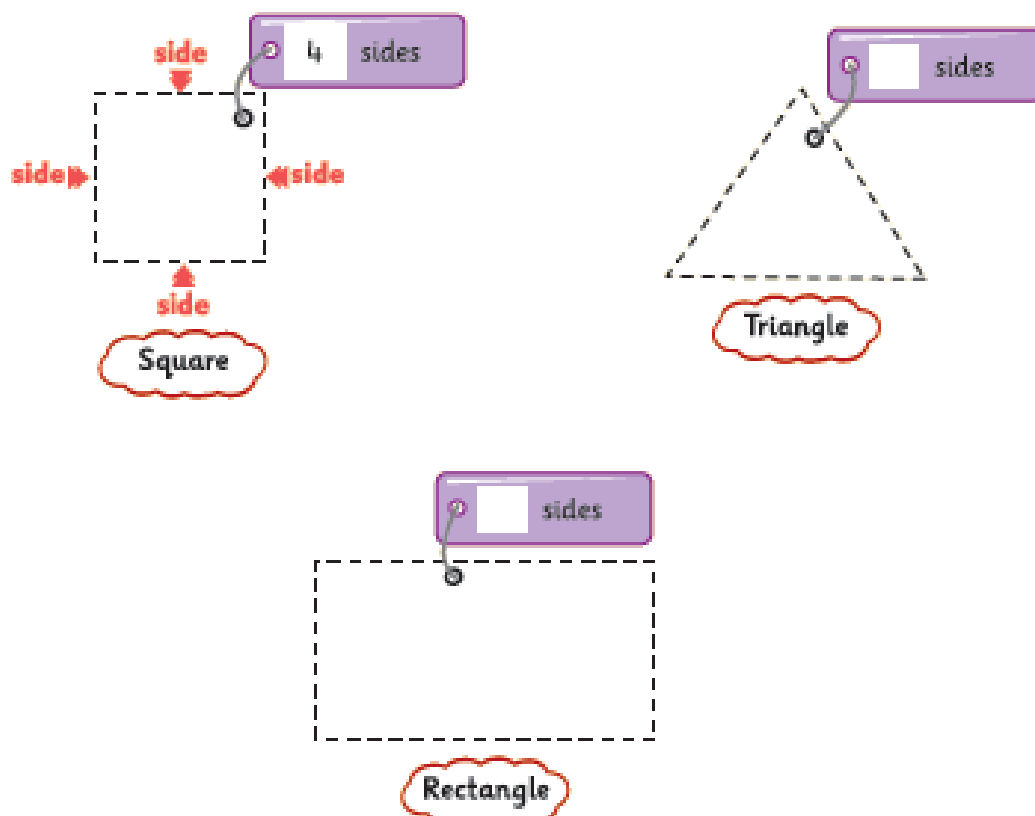
Name: _____

Date: _____

1. Circle the corners of each 2-D shape. Write how many corners each one has.



2. Trace and colour the shapes. Write how many sides each one has.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 4**

Unit Name: Geometry **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Geometry”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to geometry.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

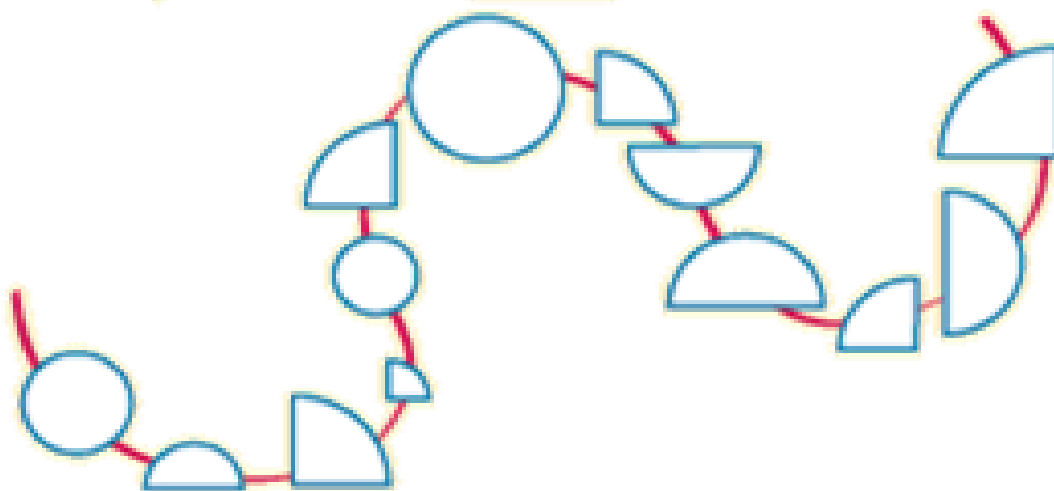
Date: _____

1. Look at the following shapes.

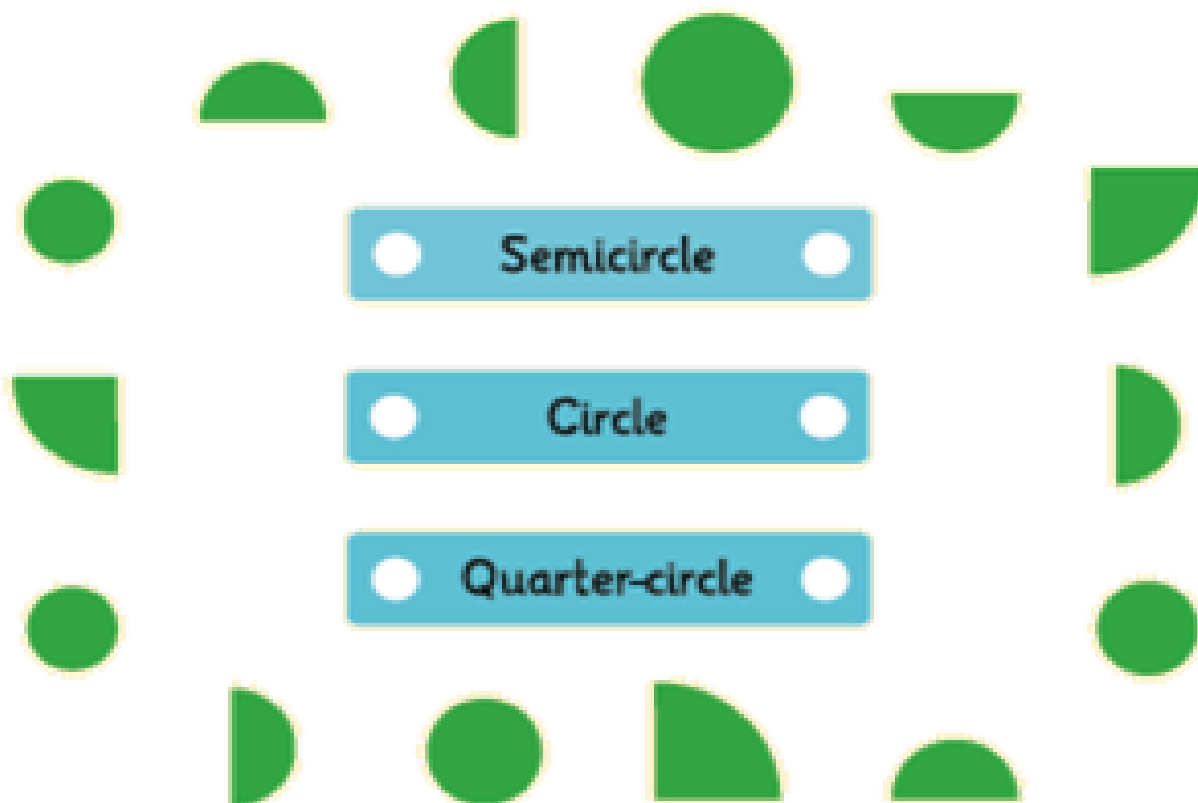
Colour the circles yellow.

Colour the semicircles red.

Colour the quarter-circles blue.



2. Match the following shapes.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 5**

Unit Name: Geometry **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Geometry”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to geometry.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

Draw straight lines of the given length.

a) 4 cm

b) 9 cm

c) 2 cm

d) 11 cm

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 6**

Unit Name: Geometry **Topic:** Revision **Date:**

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Geometry”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to geometry.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

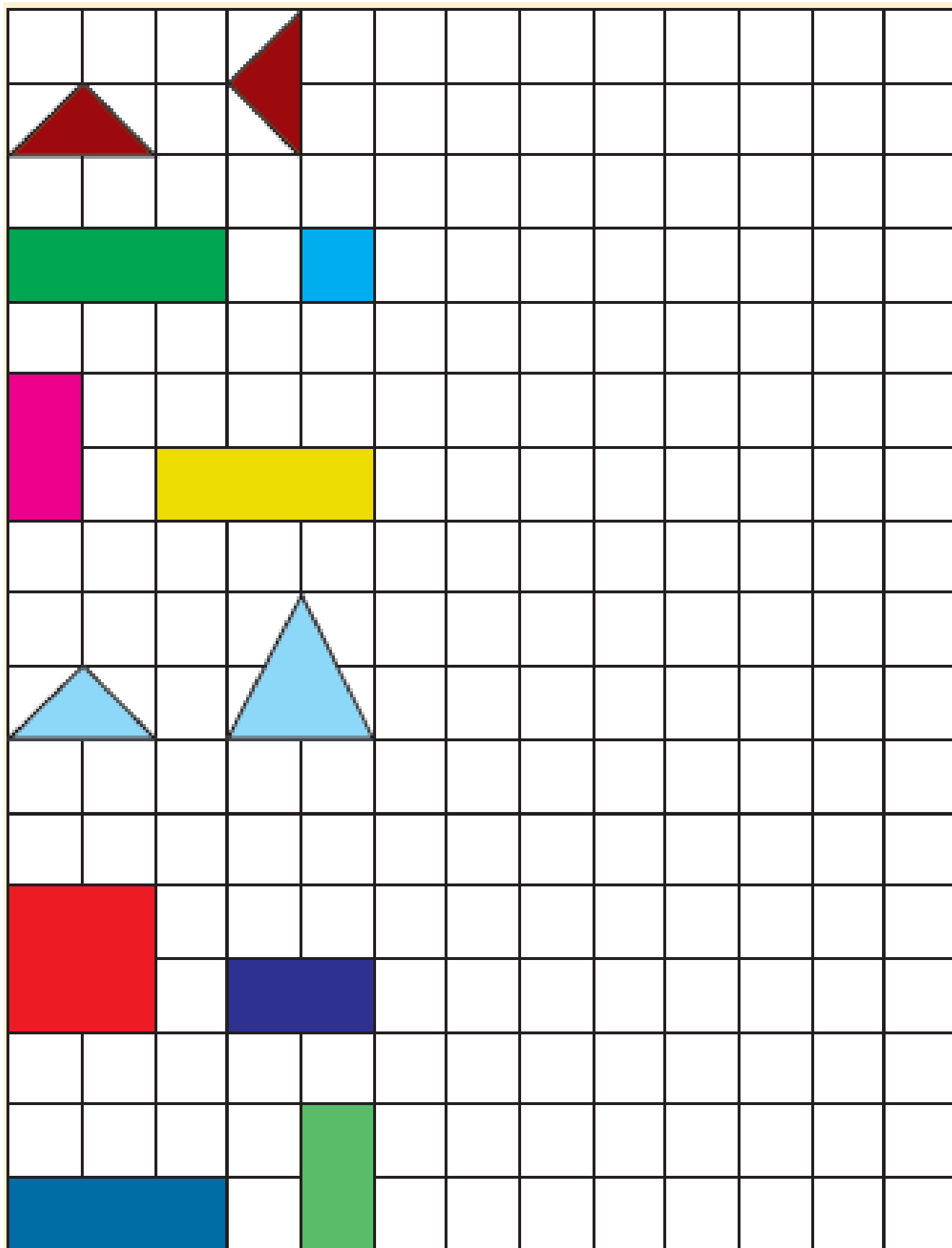
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Complete the given pattern.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 7**

Unit Name: Geometry **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Revise the concept of the unit “Geometry”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to 3-D shapes and the objects that are of 3-D shapes.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	2		40 Min

Worksheet

Name: _____

Date: _____

1. Match the shapes with their objects.

