# Class II

# Maths Planner

# Term I

**CLASS 2**
**MATHS SYLLABUS**

**FA 1 SYLLABUS (20MARKS)**

**Chapter - 1 Shapes**
**Chapter - 2 Patterns**
**(Textbook and workbook both)**

**FA 2 SYLLABUS (20 MARKS)**

**Chapter - 3.2**
**Chapter - 3.3**
**(Textbook and workbook both)**

**SA - 1 (MYA) SYLLABUS**
**(50 MARKS)**

**Chapter - 1.1**
**Chapter - 3.1**
**Chapter - 3.2**
**Chapter - 3.3**
**Chapter - 4.1**
**(Textbook and workbook both)**

# Concept Overview – 1.1: Identify the Geometrical Features of Objects

| Day and Planned Date | TB Page No. and Section | KC No. | Daily Learning Outcome(s) | Teaching Strategies | Resources | Practice | [redacted] |
|---|---|---|---|---|---|---|---|
| 1<br>DD/MM/YYYY | 1, 2 – THK, RCL | 1.1.a | • Identify and recall the basic shapes of objects. | • Guided Learning<br>• Using Concrete Material | • IMAX Geoboard | TB: Pg. 1 (I Think)<br>TB: Pg. 2 (I Recall)<br>WB: Pg. 1 (Q. 1-3) | |
| 2<br>DD/MM/YYYY | 3 – REM/UND | 1.1.a | • Describe the components of a straight line. | • Direct Instruction | • IMAX Chart of Lines | WB: Pg. 1 (Q. 4-6) | |
| 3<br>DD/MM/YYYY | 4, 5 – REM/UND, TMB | 1.1.a | • Describe the types and properties of straight and curved lines.<br>• Describe open and closed figures. | • Guided Learning<br>• Using Concrete Material | • IMAX Geoboard | TB: Pg. 4 (Example 1)<br>WB: Pg. 2 (Q. 7-9)<br>TB: Pg. 5 (TMB)<br>WB: Pg. 2 (Q. 14) | |
| 4<br>DD/MM/YYYY | 5-7 – APP | 1.1.a, 1.1.b | • Define the basic features of various 2D figures.<br>• Identify the types of lines used to form 2D figures. | • Direct Instruction<br>• Practising | • IMAX Geoboard<br>• ice cream sticks<br>• bangles | WB: Pg. 2 (Q. 15)<br>TB: Pg. 7 (Example 2)<br>WB: Pg. 3 (Q. 16) | |
| 5<br>DD/MM/YYYY | 7, 8 – APP, HOTS | 1.1.c | • Relate geometrical shapes to objects in real life.<br>• Define 'face', 'edge', 'vertex' and 'vertices'. | • Guided Learning<br>• Direct Instruction | • IMAX Chart of Solid Figures<br>• dice | TB: Pg. 7 (Example 3)<br>WB: Pg. 3 (Q. 17) | |

| Day and Planned Date | TB Page No. and Section | KC No. | Daily Learning Outcome(s) | Teaching Strategies | Resources | Practice |
|---|---|---|---|---|---|---|
| 6<br>DD/MM/YYYY | 9, 10 – HOTS | 1.1.c, 1.1.d | • Describe the properties of spheres and cones and find examples from real life.<br>• Identify flat figures as outlines of solid figures. | • Interactive Discussion<br>• Practising | • IMAX Chart of Solid Figures | TB: Pgs. 9, 10 (Example 4)<br>WB: Pg. 3 (Q. 18) |
| 7<br>DD/MM/YYYY | 10-12 – MM, CtD, Drill Time, ANtP | 1.1.c | • Practise questions on 2D and 3D shapes. | • Activity Method<br>• Practising | – | TB: Pg. 10 (MM, CtD)<br>TB: Pgs. 11, 12 (Drill Time Q. 1-3)<br>WB: Pg. 2 (Q. 10-13) |

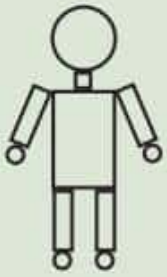
## Maths Munchies

We cannot draw a complete line and a ray on paper. But we can draw a line segment on paper.

## Connect the Dots

**EVS Fun**

What different shapes will you use while drawing a human body?



## English Fun

Read the poem aloud.

*Solid shapes are fat not flat,*
*A cone is like a party hat,*
*A sphere is a bouncy ball,*
*A cuboid is a building tall,*
*A cylinder is like a soda pop,*
*A cube is like a die you drop.*
*Solid shapes are here and there, solid shapes are everywhere.*





# Concept Overview – 2.1: Patterns Using Shapes

| Day and Planned Date | TB Page No. and Section | KC No. | Daily Learning Outcome(s) | Teaching Strategies | Resources | Practice | |
|---|---|---|---|---|---|---|---|
| 1<br>DD/MM/YYYY | 13, 14 – THK, RCL | 2.1.a | • Recall solid and flat shapes. | • Questioning<br>• Peer Learning | – | TB: Pg. 13 (I Think)<br>TB: Pg. 14 (I Recall Table)<br>WB: Pg. 5 (Q. 1-3) | |
| 2<br>DD/MM/YYYY | 14 – REM/UND | 2.1.a | • Explain and identify patterns. | • Guided Learning<br>• Practising | – | TB: Pg. 14 (a, b, c)<br>WB: Pg. 6 (Q. 4-6) | |
| 3<br>DD/MM/YYYY | 15 – REM/UND | 2.1.a | • Identify the sequence being followed in a pattern. | • Guided Learning<br>• Peer Learning | • IMAX Geoboard<br>• coloured strings | WB: Pgs. 6, 7 (Q. 7-9)<br>TB: Pg. 15 (Example 1) | |
| 4<br>DD/MM/YYYY | 16 – REM/UND, TMB | 2.2.a, 2.1.b | • Recognise the basic shapes in a pattern.<br>• Complete unfinished patterns. | • Questioning<br>• Practising | – | TB: Pg. 16 (Example 2, TMB)<br>WB: Pg. 7 (Q. 10-14) | |
| 5<br>DD/MM/YYYY | 16, 17 – APP | 2.1.b | • Make different patterns. | • Guided Learning<br>• Practising | – | TB: Pg. 17, (Examples 3, 4)<br>WB: Pgs. 8, 9 (Q. 15-17) | |

| Day and Planned Date | TB Page No. and Section | KC No. | Daily Learning Outcome(s) | Teaching Strategies | Resources | Practice |
|---|---|---|---|---|---|---|
| 6<br>DD/MM/YYYY | 17, 18 – APP, HOTS | 2.1.b | • Identify patterns with letters and numbers. | • Guided Learning | – | TB: Pgs. 17, 18 (Examples 5, 6)<br>WB: Pg. 9 (Q. 18) |
| 7<br>DD/MM/YYYY | 18-20 – MM, CtD, Drill Time, ANtP | 2.1.a, 2.1.b | • Practise finding basic shapes and completing patterns. | • Practising | – | TB: Pgs. 18, 19 (MM, CtD)<br>TB: Pgs. 19, 20 (Drill Time Q. 1, 2) |

## Connect the Dots

### EVS Fun

Living things such as flowers, birds and animals also have different patterns.

For example, orchids, peacock feathers and so on.

### English Fun

Complete the following patterns using the letters.

a) P, R, _____, _____, _____

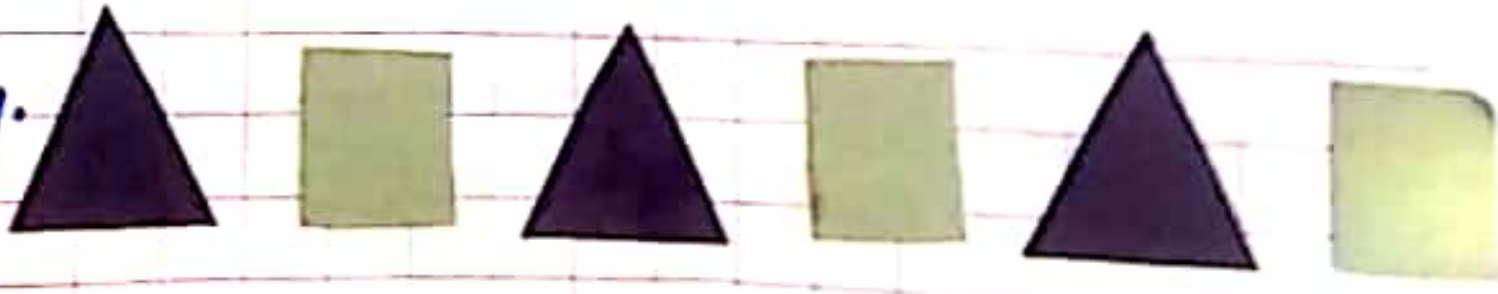
b) Z, Y, X, _____, V, _____

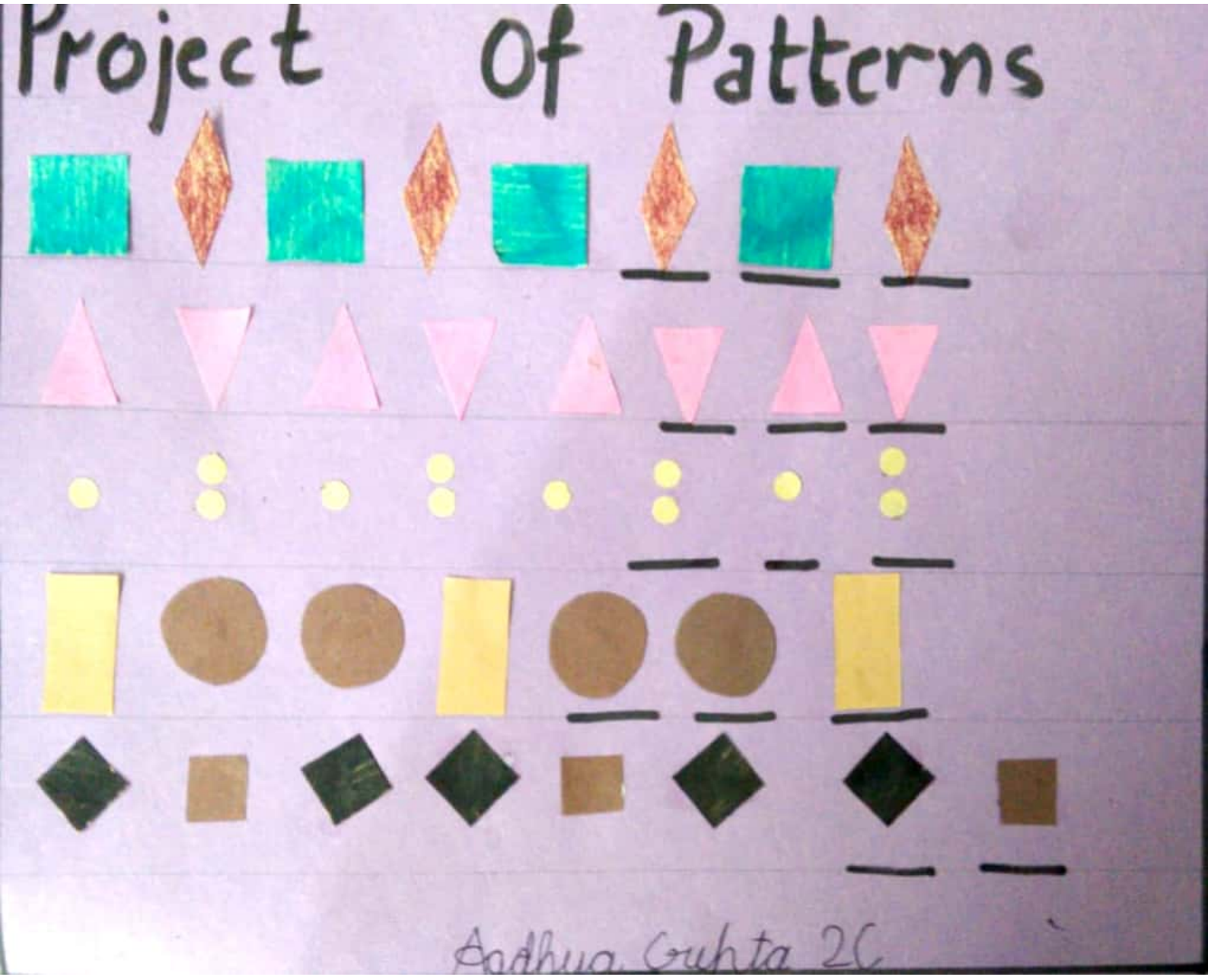
# Patterns

1. 

2. 

3. 

4. 


Project Of Patterns
Sadhna Gupta 2C

# Concept Overview – 3.1: Count by Hundreds

| Day and Planned Date | TB Page No. and Section | KC No. | Daily Learning Outcome(s) | Teaching Strategies | Resources | Practice |
|---|---|---|---|---|---|---|
| 1<br>DD/MM/YYYY | 21, 22 – THK, RCL | 3.1.a | • Identify and recall numbers from 1 to 99.<br>• List the smallest and the largest 2-digit numbers. | • Questioning<br>• Activity Method | – | TB: Pg. 21 (I Think)<br>TB: Pg. 22 (I Recall, Connect the dots)<br>WB: Pg. 12 (Q. 1-3) |
| 2<br>DD/MM/YYYY | 22, 23 – REM/UND | 3.1.a | • Form hundreds by adding tens. | • Direct Instruction<br>• Practising | • IMAX Grid Board | WB: Pg. 12 (Q. 4, 6) |
| 3<br>DD/MM/YYYY | 24, 40 – REM/UND, Drill Time | 3.1.b, 3.1.c | • Count tens and hundreds on an abacus.<br>• Find the smallest and the largest 3-digit numbers. | • Guided Learning | • abacus | TB: Pg. 40 (Drill Time Q. 3)<br>WB: Pgs. 12, 13 (Q. 7, 14) |
| 4<br>DD/MM/YYYY | 25, 40 – REM/UND, Drill Time | 3.1.a, 3.1.c | • Define place value and face value.<br>• Write number names for the given numerals. | • Guided Learning<br>• Peer Learning | – | TB: Pg. 40 (Drill Time Q. 1)<br>WB: Pgs. 12-14 (Q. 5, 10, 15) |
| 5<br>DD/MM/YYYY | 25-27 – REM/UND, TMB | 3.1.c | • Write the standard and expanded forms of a number. | • Guided Learning<br>• Questioning | • IMAX flash cards of Place Value | TB: Pg. 26 (Examples 2, 3)<br>WB: Pgs. 12, 13 (Q. 8, 9, 12)<br>TB: Pg. 27 (TMB)<br>WB: Pg. 13 (Q. 11, 13) |

| Day and Planned Date | TB Page No. and Section | KC No. | Daily Learning Outcome(s) | Teaching Strategies | Resources | Practice |
|---|---|---|---|---|---|---|
| 6<br>DD/MM/YYYY | 27, 28 – APP | 3.1.a | • Use 3-digit numbers in real-life situations. | • Direct Instruction<br>• Interactive Discussion | • IMAX flash cards of Money<br>• ₹ 10 coins | WB: Pg. 14 (Q. 16, 17) |
| 7<br>DD/MM/YYYY | 28, 40, 41 – HOTS, Drill Time | 3.1.b | • Show 3-digit numbers on an abacus. | • Guided Learning<br>• Summarising | • abacus | TB: Pg. 28 (Example 6)<br>TB: Pgs. 40, 41 (Drill Time Q. 2, 4)<br>WB: Pgs. 14, 15 (Q. 18) |

# Concept Overview – 3.2: Ordinal Numbers

| Day and Planned Date | TB Page No. and Section | KC No. | Daily Learning Outcome(s) | Teaching Strategies | Resources | Practice |
|---|---|---|---|---|---|---|
| 1<br>DD/MM/YYYY | 29 – THK, RCL | 3.2.a | • Recall the different positions of objects. | • Guided Learning<br>• Direct Instruction | – | TB: Pg. 29 (I Think)<br>TB: Pg. 29 (I Recall, Fill in the blanks)<br>WB: Pg. 15 (Q. 1-3) |
| 2<br>DD/MM/YYYY | 30, 31 – REM/UND | 3.2.a | • Describe cardinal and ordinal numbers.<br>• Write ordinal numbers. | • Direct Instruction | – | TB: Pgs. 30, 31 (Example 7)<br>WB: Pg. 16 (Q. 13, 14) |
| 3<br>DD/MM/YYYY | 31 – REM/UND | 3.2.a | • Apply ordinal numbers in real life. | • Peer Learning<br>• Practising | – | WB: Pgs. 15, 16 (Q. 4-9) |
| 4<br>DD/MM/YYYY | 31, 32 – REM/UND, TMB, APP | 3.2.a | • Relate ordinal numbers to names and the English alphabet for better understanding. | • Practising<br>• Activity Method | – | TB: Pg. 31 (TMB) |
| 5<br>DD/MM/YYYY | 32 – APP | 3.2.a | • Solve problems related to ordinal numbers. | • Practising<br>• Interactive Discussion | – | TB: Pg. 32 (Example 8) |

| Day and Planned Date | TB Page No. and Section | KC No. | Daily Learning Outcome(s) | Teaching Strategies | Resources | Practice |
|---|---|---|---|---|---|---|
| 6<br>DD/MM/YYYY | 33, 41 – APP, Drill Time | 3.2.a | • Practise ordinal numbers. | • Guided Learning<br>• Practising | – | TB: Pg. 33 (Example 9)<br>WB: Pgs. 16, 17 (Q. 10-12, 15)<br>TB: Pg. 41 (Drill Time Q. 5) |
| 7<br>DD/MM/YYYY | 33 – HOTS | 3.2.a | • Practise ordinal numbers through real-life examples. | • Summarising | – | TB: Pg. 33 (Example 10)<br>WB: Pgs. 17, 18 (Q. 16-18) |

## Maths Munchies

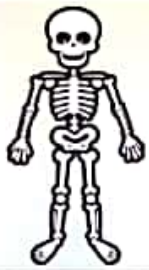
We can write the ordinal numbers for the numbers 11 to 20 as:

| | | |
|---|---|---|
| $11^{th}$ – Eleventh | $12^{th}$ – Twelfth | $13^{th}$ – Thirteenth |
| $14^{th}$ – Fourteenth | $15^{th}$ – Fifteenth | $16^{th}$ – Sixteenth |
| $17^{th}$ – Seventeenth | $18^{th}$ – Eighteenth | $19^{th}$ – Nineteenth |
| $20^{th}$ – Twentieth | | |

## Connect the Dots

### EVS Fun

There are 206 bones in an adult human body. Write the place value of each digit of the number.



### English Fun

Let us read a poem about numbers.

*Ones, tens, hundreds too,*
*I face place value,*
*What to do?*
*Put all digits,*
*In their places,*
*Ones, tens, hundreds,*
*In their spaces!*

# Concept Overview – 4.1: Add 2-digit and 3-digit Numbers

| Day and Planned Date | TB Page No. and Section | KC No. | Daily Learning Outcome(s) | Teaching Strategies | Resources | Practice | |
|---|---|---|---|---|---|---|---|
| 1<br>DD/MM/YYYY | 42, 43 – THK, RCL | 4.1.a | • Recall addition of numbers.<br>• Recall addition of numbers using fingers. | • Activity Method<br>• Practising | – | TB: Pg. 42 (I Think)<br>TB: Pg. 43 (I Recall a, b, c, d)<br>WB: Pg. 24 (Q. 1-3) | |
| 2<br>DD/MM/YYYY | 44, 48 – REM/UND, Drill Time | 4.1.a | • Add 2-digit numbers with regrouping using vertical column method. | • Guided Learning | • IMAX Grid Board | TB: Pg. 44 (Example 1, Solve these)<br>TB: Pg. 48 (Drill Time Q. 1d, e)<br>WB: Pg. 25 (Q. 4, 5, 10) | |
| 3<br>DD/MM/YYYY | 44, 45 – REM/UND | 4.1.a | • Add 3-digit numbers without regrouping using vertical column method. | • Guided Learning<br>• Questioning | – | TB: Pg. 45 (Solve these)<br>WB: Pgs. 25, 26 (Q. 6, 14) | |
| 4<br>DD/MM/YYYY | 45 – REM/UND | 4.1.a<br>4.1.b | • Add 3-digit numbers without regrouping using vertical column method.<br>• Explain properties of addition. | • Direct Instruction<br>• Practising | • IMAX Bean Strips | WB: Pg. 25 (Q. 7)<br>WB: Pg. 25 (Q. 11-13) | |
| 5<br>DD/MM/YYYY | 45, 46 – REM/UND, TMB | 4.1.a | • Solve addition problems based on real life situations. | • Questioning<br>• Practising | • Flash cards with 2-digit numbers | TB: Pg. 46 (TMB)<br>WB: Pg. 27 (Q. 16) | |

| Day and Planned Date | TB Page No. and Section | KC No. | Daily Learning Outcome(s) | Teaching Strategies | Resources | Practice |
|---|---|---|---|---|---|---|
| 6<br>DD/MM/YYYY | 46 – APP | 4.1.a,<br>4.1.b | • Apply addition in real-life situation. | • Guided Learning<br>• Practising | – | TB: Pg. 46 (Example 4)<br>WB: Pgs. 26, 27 (Q. 15, 17) |
| 7<br>DD/MM/YYYY | 46-48 – HOTS, Drill Time | 4.1.a | • Construct word problems based on addition. | • Guided Learning | – | TB: Pg. 48 (Drill Time Q. 3)<br>WB: Pg. 28 (Q. 18) |
| 8<br>DD/MM/YYYY | 47, 48 – MM, CtD, Drill Time, ANtP | 4.1.a | • Practise addition of 2-digit and 3-digit numbers. | • Questioning<br>• Practising | – | TB: Pgs. 47, 48 (MM, CtD)<br>TB: Pg. 48 (Drill Time Q. 1a- c, 2)<br>WB: Pg. 25 (Q. 8, 9) |

## Maths Munchies

Trick to add 3-digit numbers quickly: 355 + 152

**Step 1:** 355 + 152 can be written as 350 + 5 + 150 + 2

In this step, 355 is split into 350 and 5 and 152 into 150 and 2

**Step 2:** 350 + 150 = 500

5 + 2 = 7

500 + 7 = 507

So, 355 + 152 = 507.

## Connect the Dots

**EVS Fun**

Count the total number of fingers and toes you have. Also count the same for the other members of your family. Write the total number of fingers and toes that you have counted.

## English Fun

Let us read a funny poem about Addition.

*I got a new dog, Addition's his name,*
*He lives in the kitchen, eating's his game!*
*He weighed in at 4 pounds, but added 4 more,*
*8 pounds was the sum, he couldn't squeeze out the door...*
*8 pounds? Not big! So he added 8 more,*
*The sum was 16, he was growing galore!*
*16's enough! I yelled, "Don't get bigger!*
*16 more pounds, was too heavy to figure!*
*Now Addition's so big, it's just a sad fact,*
*I'll need dog, Addition, to learn to subtract.*