

SPLIT UP OF SYLLABUS 2008-09
MATHEMATICS
CLASS II

Month	Unit/ Lesson	Competency	Expected Learning Outcome	Activities	Integrated Learning	Values
April/ May	What is long What is round	Understanding the basic concepts Problem solving	Identifies and classifies the rolling and sliding objects. Differentiates between long and tall. Applies knowledge in day to day life.	<ul style="list-style-type: none"> — Show the objects, wooden blocks and cut out of different shapes. — Write the objects having rough and smooth surfaces. — Show the sliding nature of pencil box ,scale etc. and rolling nature of coin, bangle etc. — Narrate story of Wise Grand Mother. — Make a tall tower of books. — Find out the situations in which things roll. — Provide a heavy bag and ask the children to carry it and then side it. — Ask their observations. 		Observes things carefully.
	Counting in Groups	Forming numbers correctly	Writes number correctly.	<ul style="list-style-type: none"> — Picture cards. — Join the numbers in correct order and get a figure. 		Develops mental arithmetic.

		Understanding the basic concepts	<p>Develops the skill of estimation.</p> <p>Differentiate between ordinal and cardinal numbers.</p> <p>Uses the strategy of counting in groups.</p>	<ul style="list-style-type: none"> — Write numbers between 50-100. — Guess more or less by giving some examples like number of teeth in our mouth, number of tables in the class. — Story narration based on ordinal numbers. — Outdoor activities like steps, ladder, running race. — Written drill with pictorial illustrations. — Use objects like pebbles, marbles, beads etc. to make groups of 2s, 3s and 4s. — Use of abacus. — Oral drill to count things in groups. 		
June/ July	How much can you carry ?	<p>Forming numbers correctly</p> <p>Understanding the basic concepts</p>	<p>Able to read the weight written on the bags or bottles.</p> <p>Observes and differentiates between light and heavy.</p>	<ul style="list-style-type: none"> — A visit to Super Bazar. — Empty sugar bag or flour bags can be shown. — Take children to the see-saw and ask to observe its heavier and lighter sides. — Provide some items like football, bag, bottle, purse, 	English spellings	<p>Classification of things.</p> <p>Problem solving skill.</p>

		Problem Solving	Uses knowledge in daily life.	<p>tennis ball etc. and compare their weights by holding them.</p> <ul style="list-style-type: none"> — List out the things which we can carry easily. — Name the things which are difficult to carry. — Match the picture of the animal with the thing it can carry. <ul style="list-style-type: none"> — Use a toy balance to provide opportunity to put equal weight things on both the sides and make it balance. — Create problems based on equal distribution. 		
	Counting in tens	Forming numbers correctly	Reads and writes numbers correctly.	<ul style="list-style-type: none"> — Narrating story of chickens and the clever fox. — Write the number of students sitting in a group. 	English— Knows number names	Identifies place value and grouping.
		Understanding the basic concepts	Arrange things in groups of tens.	<ul style="list-style-type: none"> — Use of abacus. — Make bundles of 10 with the help of 10 sticks or beads. — Prepare 2 garlands using 10 flowers in each. 		

		Problem solving	Solves the problems based on counting in tens.	<ul style="list-style-type: none"> — Provide some marbles, pencils and chinks and ask the students to arrange in the groups of tens. — Stickers or bindis can be used to count. — Word problem sums based on the counting in tens. 		
Aug- ust	Pat- terns	Understanding the basic concepts Problem solving	Observes and understands pattern. Applies the knowledge to form pattern.	<ul style="list-style-type: none"> — Observe the pattern around them eg. Grills of window, tiles, print on book, print on sari. — Recognize the pattern given on the activity sheets and make them continue. — Using number grid, colour all the even and odd (10 × 10) numbers in different colours. — Make a garland using different flowers following any pattern. — Use leaves of different shapes to make your own pattern. 	AHPL— Pattern making	Make use of relationship.
	Foot-	Forming	Counts the shapes	— Count and write the number	English—	Develops

	prints	numbers correctly	from any figure.	of rectangles, squares, triangles and circles from the given figures. eg.	Animals name	drawing skill with accuracy.
		Understanding the basic concepts	Finds the differences and similarities in the shapes which have come up after tracing.	<ul style="list-style-type: none"> — Make some figures like cat, train, bird etc. using circles, triangles and rectangles. — Show toys like car, hut, aeroplane etc. — Show footprints of some animals on the flash cards. — Trace the things like potato, bottle cap, bowls, coin, matchbox etc. and ask the students to guess. — Make footprints of the students on the floor. — Match the animals with their footprints. 		
		Problem solving	Develops interest and applies in day to day life.	<ul style="list-style-type: none"> — Make some models using waste materials like bangles, empty matchboxes etc. — Draw human figures with the help of different shapes. — Design some jewellery. 		

<p>Sept-ember</p>	<p>Jugs and Mugs</p>	<p>Forming numbers correctly</p> <p>Understanding the basic concepts</p> <p>Problem solving</p>	<p>Counts the small vessels used to fill the big vessels.</p> <p>Knows about the containers used to measure capacity.</p> <p>Compares different containers in terms of capacity.</p> <p>Applies knowledge in daily activities.</p>	<ul style="list-style-type: none"> — Fill a water bottle with cups and find out how many cups can fill the bottle. — Count the number of drops which you get from a lemon. — Show some containers used to measure liquid like jug, mug, cup, bucket, bottle etc. — Take different vessels like jug, glass, mug, pot and bowl. Fill each of these with a cup. Find which vessels holds more water. — Circle the vessels which hold more water. (Pictures of different vessels). — Fill pot-holes in the playground using pebbles in mugs of the same size. — One should drink 8-10 glasses of water. Ask the students how much glasses do they drink ? — Count how many mugs of water are required to take 	<p>English— Develop vocabulary EVS— Knows about liquids</p>	<p>Develops skill of identification and comparison.</p>
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				<p>bath. So don't waste more than that.</p> <ul style="list-style-type: none"> — Raise the level of water by putting pebbles or tamarind seeds in the container. — Quiz. — Discussion on water and its importance. 		
	Tens and ones	<p>Forming numbers correctly</p> <p>Understanding the basic concepts</p> <p>Ability to compute</p> <p>Problem solving</p>	<p>Knows the place values of numbers.</p> <p>Understands the concept of ones and tens.</p> <p>Breaks the numbers.</p> <p>Solves word problems.</p>	<ul style="list-style-type: none"> — Use abacus to show ones and tens places. — Use of notes and coins. — Find the amount by counting 10 rupees notes and one rupee coins. — Game 'Bangle Throw' given in the book. — Provide concrete objects to make groups of tens. — Oral and written drill to break up numbers in tens and ones. — Match the numbers with their place values. — Narrating stories to create word problems and their solutions. 		Develops logical thinking.

				<ul style="list-style-type: none"> — Make teams of ten students and find the students who are left. 		
October	My Fun Day	<p>Forming numbers correctly</p> <p>Understanding of basic concepts</p> <p>Problem solving</p>	<p>Observes and knows the number of days in a week/month.</p> <p>Understand the order of days and months. Reads class Time-Table.</p> <p>Uses the concepts for making life better.</p>	<ul style="list-style-type: none"> — Use calendar. — Write the names of the months having 30 days, 31 days or 28 days. — Match the months with the number of days. — Fill in the blanks based on order of week days and the months. — Display the class time-table and ask the students to find number of periods and subjects. — Plan the activities according to winter vacations. — Write the names of seasonal vegetables and fruits available in winter season. — Bring books and notebooks according to time-table. 	<p>EVS— Names of festivals</p> <p>English— Spellings</p>	<p>Develops power of thinking and reasoning.</p> <p>Develops skill of orderliness and</p>

						sequency.
Nov- emebr	Add our points	Forming numbers correctly	Reads and writes numbers in form of addition.	<ul style="list-style-type: none"> — Write the number using + symbol. — Collection of objects for adding. — Pictorial illustration in he boxes. eg. $2 + 4 + 3 =$		Develops power of thinking.
		Understanding the basic concepts	Understands the properties of additon. Adds one or two digit numbers mentally.	<ul style="list-style-type: none"> — Concrete objects like balls, books etc.can be used. — Flash cards of addition sums. — Use of hundred chart. — Oral drilling to add numbers mentally. 		
		Problem solving	Solves word problems. Describes situations corresponding to the addition.	<ul style="list-style-type: none"> — Problem solving questions based on life situations. — Play game of Heads and Tails on the board. 		
	Lines and lines	Forming numbers correctly	Observes and writes the number of different lines in given figures.	<ul style="list-style-type: none"> — A visit to the playground. — Picture cards, alphabets and numbers chart can be shown to count different 	Drawing— Enjoys drawing and	Develops accuracy.

		Understanding the basic concepts	Knows about standing, slanting and sleeping lines. Differentiates between different lines.	<p>types of lines.</p> <ul style="list-style-type: none"> — Count and write lines. <table style="margin-left: 20px;"> <tr> <td>Number</td> <td>4</td> </tr> <tr> <td>Slanting</td> <td>–</td> </tr> <tr> <td>Sleeping</td> <td>1</td> </tr> <tr> <td>Straight</td> <td>2</td> </tr> <tr> <td>Curved</td> <td>–</td> </tr> </table> <ul style="list-style-type: none"> — Place the scale, stump, pencil and match sticks in different positions. — Draw different types of lines. — Join dots and make different lines. eg. <ul style="list-style-type: none"> — Classifies the letters and numbers on the basis of straight, slanting, sleeping and curved lines. eg. C – curved line E – Straight and slanting lines. 	Number	4	Slanting	–	Sleeping	1	Straight	2	Curved	–	colouring	
Number	4															
Slanting	–															
Sleeping	1															
Straight	2															
Curved	–															
		Problem solving	Applies knowledge to draw different figures.	<ul style="list-style-type: none"> — Make designs using dots. 												

				<ul style="list-style-type: none"> — Draw some figures with different lines. 		
Dec-ember	Give and take	Forming numbers correctly	Knows how to write numbers for addition and subtraction.	<ul style="list-style-type: none"> — Rhymes and poems. — Show some concrete objects and ask the students to arrange and write them in column form. eg. Seema has 12 pencils. Asha has 21 pencils. How many pencils are there in all? $\begin{array}{r} 12 \\ + 21 \\ \hline \hline \end{array}$ <ul style="list-style-type: none"> — Narrate a story of animals and count the number of each type of animal. — Use abacus. — Collection of objects can be used for addition. — Oral drilling using correct mathematical language. 	English— Spellings	Develops thinking, reasoning and accuracy.
		Understanding the basic concepts	Understands the properties of addition.			

			Understands the properties of subtraction.	<ul style="list-style-type: none"> — Puzzles and games. — Use abacus. — Use objects and classroom situations for the concept of take away. — Pictorial illustrations for 'take away' sums. — Puzzles and games to be played. 		
		Ability in computation	<p>Adds two digit numbers.</p> <p>Subtracts two digit numbers.</p>	<ul style="list-style-type: none"> — Oral and written drilling to add two digit numbers. — Number grid for addition. — Oral and written drill for subtraction. — Prepare and use number grid. 		
		Problem solving	<p>Solves problems in different situations presented through pictures and stories.</p> <p>Solves and frames word problems.</p> <p>Applies in day to day life situations.</p>	<ul style="list-style-type: none"> — Narrate stories based on addition and subtraction. — Picture cards can be shown. — Card game can be played. — Organize quiz. — Play the game "shopkeeper and customers". — Preparation of bill. — Visit market. 		

				write with a six handspan long pencil ? (ii) If our classroom is 4 footsteps long ?		
	Birds Come, Birds Go	Forming numbers correctly Understanding the basic concepts	Reads and writes numbers correctly. Understands and recognizes the operation involved in the sums.	<ul style="list-style-type: none"> — Picture cards and flash cards of numbers. — Collection of objects to count and write. — Count and write the number of items you kept in your pencil box. — Take students to the playground and let them observe some birds. Ask the questions based on addition and subtraction. — Oral drilling. — Show some flash cards of addition and subtraction sums and remove their + and – signs. Now students will observe and find the operation involved in the sums. — A PPT can be shown. — Game ‘cross me out’ given in the books. 	English— Develops vocabulary	Develops thinking and reasoning.
		Ability in computation	Adds two digit numbers by			

		Problem solving	regrouping. Subtracts two digit numbers efficiently. Applies knowledge to solve problems. Frames word problems.	<ul style="list-style-type: none"> — Oral and written drilling. — Games on subtraction. — Oral and written practice. — Encourage students to maintain daily diary of collections and expenditures of money. In the last of the month, answer the following : Total money collected = Total money spent = Money left = — Explain that don't spend money on unnecessary things. — Provide some situations to frame word problems. 		
February	How Many Pony-tails	Forming numbers correctly Understanding the basic concepts	Reads and counts the objects. Records data and gets the result through pictograph.	<ul style="list-style-type: none"> — Picture charts to count the number of similar objects. — Collection of fruits and vegetables and group them. eg. : Number of apples = Number of brinjals = — Make a pictograph and answer the questions after discussion with classmates. 	EVS— Fruits and vegetables names English— Develops vocabulary	Recognize things minutely. Interact with others.

				<p>Games played</p> <p>Volley ball</p> <p>Foot ball</p> <p>Cricket</p> <p>Badminton</p> <p>Q.1 Mostly children like _____ game.</p> <p>Q.2. Children who like _____ game are more than children who like _____ game.</p>	<p>Number of children</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
March		Revision					