

KENDRIYA VIDYALAYA, KHAGARIA

SPLIT UP SYLLABUS

SESSION: 2018-19

Class: II

Subject: MATHS

Sl. No	Month	Lesson	Competency	EXPECTED LEARNING OUTCOMES	SUGGESTED ACTIVITIES	T.L.M.
1	April/may	What is long? What is round?	1. Recognition & formation of numbers 2. Understanding of concepts 3. Application through activity 4. Ability to compute mentally	* Recognizes geometrical shapes * Identifies properties such as edges, corners, faces, smooth or rough surfaces. * Understands that shapes with broader bases are more stable and the way things are stacked in a shop.	1. Students are blindfolded & asked to guess the things kept in a bag. 2. Making a postcard holder & students will see how many books it can hold. 3. Make a tiny tree using a sheet of paper and scissor. 4. Make a tower collecting different things such as books, boxes, erasers, matchboxes glasses etc 5. Playing of "Coin play" and see which type of coin rolls, slides and	Materials:- *Books, copies, pencil box, eraser, scale, sharpener *Coloured papers, postcards, scissors, gum bottle, shoe boxes, tin boxes, glasses etc





					stands. Autobiography of a coin.	* CD and transparency.
2.		Counting in groups	<p>1. Recognition and formation of number.</p> <p>2. Understanding the concepts</p> <p>3. Ability to compute mentally.</p> <p>4. Application through activity</p>	<p>* Guesses the numbers of things around them.</p> <p>* Looks at the arrangement of objects and uses the strategy of counting in groups.</p> <p>* Learns the use of ordinal numbers.</p>	<p>1. Guess the number of different things kept in groups without counting each thing.</p> <p>2. Counting things found in the class-desks, chairs charts etc.</p> <p>3. Teacher will teach "More or Less" in different types eg- Ring the correct answer</p> <p>Eg.</p> <p>*Number of teeth in your mouth less than 40 more than 40</p> <p>4. Teacher will teach ascending & descending order through activity with pictures & string of beads.</p> <p>5. Teacher will ask the students to</p>	<p>* Materials-</p> <p>Pencils, Ice spoons, ear rings stones, marbles, cups, numbers card bangles etc.</p> <p>*Bindis, coloured Pencils, Drawing sheets</p> <p>*CD's</p>

					draw a figure by joining the dots in ascending order starting from a given number	
3	June / July	How Much can you carry?	<ol style="list-style-type: none"> 1. Understanding the concepts 2. Application through activity 3. Ability to compute mentally. 4. Recognition and formation of number 	<ul style="list-style-type: none"> *Compares weights of different things as per their weight. * Identifies and feels the things if they are heavier or lighter. *Guesses the weight of different things without weighing by holding them in their hands 	<ol style="list-style-type: none"> 1. Compare the weights of different things by holding them in their hands. 2. Riding a see-saw to have a concept of weight as heavier/lighter. 3. What happens when your sweater falls in bucket of water? 4. Which is heavier your dry shirt or wet shirt? 5. Match the picture of the animal with the things it can carry. 	<ul style="list-style-type: none"> * Chart of heavy or light things. *Football, marbles, Bottles, egg, books, fruits, Vegetables, stones etc. *Bucket, Cup, Balloons. *CD's of Transparency sheets

4.		Counting in Tens	<ul style="list-style-type: none"> *Recognition and formation of number. *Understanding the concepts. * Ability to compute mentally. * Application through activity 	<ul style="list-style-type: none"> *Children recall the number concept. * Recognizes and speaks numerals of 2 digit numbers. * Classifies collections (size10) and count the number of objects. 	<ol style="list-style-type: none"> 1. Try to make different arrangements using groups of 10 objects which are usually easy to count. 2. Make groups of 10 students in the class and count them. 3. Link the concrete objects to written symbols and oral names of numbers. 4. To make garlands, out of ten flowers, beads, shells etc. 5. Collection of objects and putting them in bundles, bunches, groups etc. 	<ul style="list-style-type: none"> *Materials:- *Stones, match sticks, pencils, Ice spoons, Beads, marbles etc. * Abacus * Number's cards of tokens. * CD's of Transparency sheets
5.	August	Patterns	<ol style="list-style-type: none"> 1. Recognition and formation of number 2. Understanding the 	<ul style="list-style-type: none"> * Develops mathematical- thinking creativity, Art, Drawing 	<ol style="list-style-type: none"> 1. Various patterns of different colours are shown to the students like-Iron grill of classroom, 	<ul style="list-style-type: none"> *Different motifs, leaves, lady fingers,

		<p>concepts</p> <p>3. Ability to compute mentally.</p> <p>4. Application through activity.</p>	<p>* Understand the concept of patterns & predicts what will come next in a given pattern</p>	<p>windows, boundary wall & stairs.</p> <p>2. Clap hands in different patterns.</p> <p>3. Thumb impression in different patterns.</p> <p>4. Children will complete some incomplete patterns using different colours.</p> <p>5. Explanation of number pattern</p> <p>6. Make a colourful design using any two types of vegetables for printing.</p>	<p>potato, rubber is used to make patterns dye.</p> <p>* Class room window Teacher's sari, Lunch boxes stairs grills.</p> <p>*through transparency & CD's</p>
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6.


Foot Prints		1. Understanding the concepts.	*Identifies shapes of square, rectangle, circle	1. Draw the footprints of different animals.	Animal's
		2. Ability to compute mentally. 3. Application through activity.	and triangle, *Description of basic shapes. *Open and closed plane figures. *Develops and uses vocabulary.	2. Match the figures of animals with their footprints. 3. Collect some things such as a match box, coin, leaves etc and trace each of them. 4. Make pictures using different shapes like     also write the name of things below them. 5. Students to collect few things like leaves, matchsticks, Bangles, bindis, sharpener and trace each things.	*toys for tracing footprints *Things to trace eg:- Match box cover, Bus tickets, Bowl, Pencil, bangle, Ice spoons, coins etc.

7.	September	Jug Mugs	<p>1. Understanding the concepts</p> <p>2. Ability to Compute mentally</p> <p>3. Application through activity.</p>	<p>* Measures and expresses the capacity of a container using improvised units such as cups, glasses, Jars, bowl etc.</p> <p>*Estimates the capacity of a container and verifies the same by actual measuring.</p> <p>*Compares capacities of different containers by finding out how many smaller containers filled up are needed to fill the bigger ones.</p>	<p>1. To make a lemon drink and distribute among the children of their group. The focus should be on volume.</p> <p>2. To fill up their water bottle with a cup and find how many cups fill their bottle.</p> <p>3. Draw and circle the picture of the vessel which can hold more water.</p> <p>4.Children will be asked to count and write the number of glasses, mugs required to fill a bucket.</p> <p>5. To fill balloons with water.</p> <p>6. Utility of water for eg. Bathing, brushing, washing etc.</p>	<p>* Lemon drink</p> <p>A Lemon, sugar, salt & one glass water</p> <p>* Different types of glasses, Mugs, Bottles, spoons, cups, jugs, buckets & balloons etc.</p> <p>* Coloured water.</p> <p>* Chart of story "Thirsty crow".</p> <p>*CD's and</p>
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						transparency
8.		Ten and ones	1. Recognition & formation of number 2. Understanding the concepts. 3. Application through activity	* Recognition of number from 10 to 99 (2 digit numbers) * Concept of Zero. * Drilling of 2 digit numbers. * Place value of 2 digit number. * Able to express the place of tens and ones with the help of abacus.	1. By standing two students in front of class, teacher will show them the place value. 2. To show Rupee notes of 10, 20 etc. 3. Teacher will arrange a game to teach the Tens and Ones (Bangle game) 4. To make designs out of broken bangle pieces. 5. Make token cards and use them to show different numbers	* Abacus * Coins, Fake notes, objects eg Bangles, Ice spoons * Token Cards *Dot board & Bangle
9.	October	My Fun days	1. Understanding the concepts 2. Ability to compute	* Identifies the names of (1) Days (2) months and (3) Seasons in	1. Recitation of Rhymes about seven days of the week and names of the months.	* Number's Cards * Chart of days

		<p>mentally.</p> <p>3. Application through activity.</p> <p>4. Recognition and formation of number</p>	<p>sequence</p> <p>* Identifies fruits and vegetables available in different seasons/months.</p> <p>* Uses class time table to tell the no of periods of different subjects in a week.</p> <p>* Uses calendar to tell the days and date.</p> <p>* Makes appropriate use of words today, yesterday tomorrow, day after tomorrow and day before yesterday.</p>	<p>2. Group activity using calendars</p> <p>3. Group activity using class time table.</p> <p>4. Counting of months on Knuckles.</p> <p>5. Write months having 30 days, 31 days and less than 30 days.</p> <p>6. Identify the month in which their favourite. Flowers bloom, fruits ripe and festival falls.</p>	<p>& months</p> <p>* Calendar</p> <p>* Time-Table of Class II</p> <p>* Chart of fruits, Vegetables & flowers.</p> <p>* Chart of festivals with months.</p> <p>* Chart of seasons with months</p>
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10.	November	Add our points	<p>1. Recognition and formation of number</p> <p>2. Understanding the concepts.</p> <p>3. Ability to compute mentally.</p> <p>4. Application through activity.</p>	<p>* Identifies addends and sum in an additional fact.</p> <p>* Identifies the properties of addition.</p> <p>* Adds two or three numbers with or without regrouping.</p> <p>* Adds using dice as in Ludo</p>	<p>1. Oral drilling using correct mathematical language.</p> <p>2. Mental mathematics- Sums for oral as well as written in the form of worksheets.</p> <p>eg- $4 + 2 + 2 =$ <input type="text"/></p> <p>3. Throwing of two dices and add the nos. to get their points and fill up the blanks</p> <table border="1" data-bbox="1317 655 1771 1134"> <thead> <tr> <th></th> <th>Begin at start</th> <th>Points on dice</th> </tr> </thead> <tbody> <tr> <td>Throw 1</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Throw 2</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Throw 3</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table> <p>How many points are these ? ()</p>		Begin at start	Points on dice	Throw 1	_____	_____	Throw 2	_____	_____	Throw 3	_____	_____	<p>Materials:-</p> <p>* Different things eg - Ice spoons, pencils, colours and stones.</p> <p>& Flash cards of numbers</p> <p>* Coins & Notes</p> <p>* Through transparency and CD's</p>
	Begin at start	Points on dice																
Throw 1	_____	_____																
Throw 2	_____	_____																
Throw 3	_____	_____																

					<p>4. Game of the purchasing given items with the combination of different notes and coins.</p> <p>5. Addition of numbers. To see Rupee notes 10, 20, 50, 100 etc and add</p> <p>6. Tossing the balloon.</p>	
11.		Lines & Lines	<p>Understanding the concepts.</p> <p>2. Application through activity</p>	<p>* Identifies standing, slanting and sleeping lines</p> <p>* Sorts and classifies, standing, slanting, sleeping & curved lines from their environment.</p> <p>* Draws vertical slant, horizontal and curved lines</p>	<p>1. Concept of standing, sleeping & slanting lines ≡ \\\.</p> <p>2. To make numbers and letters using matchsticks by standing sleeping and slanting lines.</p> <p></p> <p>3. Join the giving dots with curved or straight lines and make designs.</p> <p>4. To draw lines ,use of scale.</p>	<p>* Scale</p> <p>* Book, Pencils, box, coloured pencils, match sticks.</p> <p>* Chart of sticks drawing.</p> <p>* Use of CD's &</p>

					5. Draw some pictures of designs with the help of different types of lines.	OHP
12.	December	Give and Take	<p>1. Recognition and Formation number.</p> <p>2. Understanding the concepts.</p> <p>3. Ability to compute mentally.</p> <p>4. Application through activity.</p>	<p>* Uses the mathematical language of "giving" and "taking away" correctly.</p> <p>*The sum and difference of two numbers by arranging the digits in columns</p> <p>* Learns the properties of carrying and borrowing.</p> <p>* Solving daily life problems involving addition and subtraction.</p>	<p>1. Converse about giving and taking things.</p> <p>2. To group materials like beads buttons spoons, pine cones, matchsticks etc</p> <p>3. To tell stories- It time to buy (Give-money and take-things)</p> <p>4. To make a garland with colourful beads.</p> <p>5. Solve word problems (Addition and subtraction)</p>	<p>*Beads, buttons, pine cones, match sticks, marbles, Ice spoons etc.</p> <p>*Take notes and coins</p> <p>*Stories book/CD's regarding selling and buying things</p> <p>*Transparency</p>

13.	January	The longest step	<p>1. Recognition and formation of number</p> <p>2. Understanding the concepts</p> <p>3. Ability to compute mentally.</p> <p>4. Application through activity.</p>	<p>* Measures lengths using their hand span, fingers, foot, cubits.</p> <p>*Compares length using an improvised unit.</p> <p>* Compares and arranges the length uses descriptive languages eg- short, long, high, low etc.</p>	<p>1. Explanation of inadequacy of non standard units and the need of standard units.</p> <p>2. Make a group of 3-4 friends find out by drawing lines whose step is the longest.</p> <p>3. Measure your teacher's table with your hand span.</p> <p>4. Measure height of your's and your friend by handspans.</p> <p>5. Take some objects and measure them using different standard units.</p>	<p>*Scale, Rope, Inch tape</p> <p>meter scale.</p> <p>* Objects</p> <p>* CD's & Transparency</p>
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14.	Birds come, Birds go	1. Recognition and formation of number 2. Understanding the concepts. 3. Ability to compute mentally. 4. Application through activity.	* Knows about migrating birds coming from far-off places. * Recognizes patterns in which different birds fly. * Solving problems involving addition and subtraction in daily life.	1. Discussion about migrating birds coming from far-off places. 2. Tell about Birds, sanctuary in Rajasthan. 3. Recognition of patterns in which different birds fly. 4. Through cross me out game, make them learn addition and subtraction also about <u>tens</u> and <u>Ones</u> . 5. Count the trees in the school campus and list their types.	* Chart of birds * For 'cross me out game' chart paper of coloured pens. * Number cards, Token cards. * Beads, Match sticks ,pencils etc. * CD's & transparency
15.	February How many ponytails?	1. Recognition and formation of number 2. Understanding the concepts.	* Express given information using picture symbol * To classify the	1. Find the number of names ending/starting with the same letters and collect data in a table.	* Toys of fruits, Veg * Ribbon,

			<p>3. Ability to compute mentally.</p> <p>4. Application through Activity</p>	<p>objects of the same type and to find out which object occurs the most/least</p> <p>* Identifies similarities and differences among the properties, physical features etc of different objects.</p>	<p>2. To make a list of class-mates to learn the spelling of names of class mates.</p> <p>3. Find the number of hair style in the class and the no of students having the same hair style in each group.</p> <p>4. Find the number of children wearing the shoes of different sizes.</p> <p>5. Children interact with one another in small groups and collect information as required for eg- their names, address, mobile number, No's of brothers & sisters etc.</p>	<p>rubber, comb</p> <p>* Alphabets</p> <p>* Objects- Glasses water bottle, different colours</p> <p>* CD's and Transparency sheets.</p>
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16	March		Revision work				
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