CHAPTER: Counting in groups

Grade: **2**
Board: **CBSE**
Book: **NCERT**

1.

Chapter Summary and Placement

<Read through the following to understand how this chapter is connected with the previous and next grades and also the important concepts covered in it.>

1. The chapter connects to the concept of plotting a point on the graph from previous grades
2. It introduces about coordinate system at this level
3. And connects to analytical geometry in future grades

2.

LEARNING OUTCOMES

<On completion of the chapter, students will be able to:>

1. This chapter introduces students to discussion of situations involving repeated addition with activities of making equal groups.
2. Knowledge of this chapter will help the students in identifying ordinal numbers and be able to rearrange jumbled numbers in proper order.

3. TEACHING PLAN

Follow this section for getting ideas on teaching the content covered in the chapter. The subtopic given in the first column with the matching learning outcome can be explained using instructions and resources listed subsequently

Subtopic and Learning Objective #1

Subtopic:
Guess the Number

LO:
Make arrangements of objects and use the strategy of counting in groups.

1. To make the student use the strategy of counting in groups.

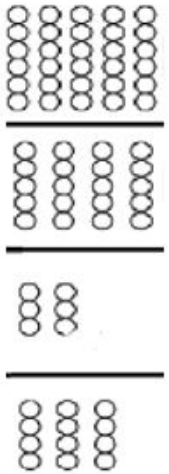
Teacher Activity

1. Collect 15 notebooks in the class randomly. Don't mention the number of books collected to the children. Keep them in five sets of 3 each. Ask the children to guess the total number of notebooks without counting.
2. Explain that there are 5 sets with 3 notebooks in each set.
   3+3+3+3+3 = 15
   That makes 15 notebooks.

3. Now collect 8 erasers. Make 4 sets of 2 erasers each. Ask the children to guess the total number of erasers without counting.
4. Explain that there are 4 sets with 2 erasers in each set

Check for understanding:

Try to guess the total number of circles without counting each one of them..



Resources Suggested

Blackboard, chalk, pen and paper

Activity 1

Name of the activity- How many?
Type of activity – Group
Use it for – Making the students arrange objects into equal groups.
Materials –
Procedure:
Instructions to the teacher

1. Take the class to the ground.
2. Ask them to arrange themselves into 5 equal groups
3. Next ask them to rearrange themselves such that each group has 12 legs
4. Next ask them to rearrange themselves such that each groups has 7 noses
5. Next ask them to rearrange themselves such that each group has 8 pairs of eyes
6. Next ask them to rearrange themselves such that each group has 80 fingers.

Subtopic and Learning Objective #2

LO:
Rearrange jumbled numbers in proper order and identify position of an object in a line

1. To make students rearrange jumbled numbers in proper order

Teacher Activity

1. Write numbers 15 to 30 in jumbled up form on the board. Explain that the students need to write them in the correct order. Taking help from the students write the smallest number. Ask the students what comes next? Un-jumble all the numbers in the similar manner.

Check for understanding:

Write the numbers in the correct order.

a. 99, 92, 93, 98, 97, 96, 94, 95

b. 22, 19, 24, 20, 18, 24, 21, 17, 23

Activity 2 can be performed to make the class rearrange jumbled numbers in proper order.

Resources Suggested

Blackboard, chalk, pen and paper

Activity 2

Name of the activity- Let us restore order
Type of activity – Group
Use it for – Making the students arrange jumbled numbers in proper order.
Materials – Board, chalk, paper, pen
Procedure:
Instructions to the teacher

1. Divide the class into two groups and ask them to name their groups.
2. Next, draw a line to divide the board into two parts. Write the group names on top. Now write the numbers 25 to 55 in jumbled up manner in the first group's column and numbers 35 to 65 in jumbled up manner on the second group's column.
3. Give one blank sheet to each group with their group name written on it.
4. Ask one child to come forward from each group, search for and circle the smallest number on their side of the board and write it down on their group sheet.
5. The next child from each group will circle the next number and note it on the team paper.
6. Let the game continue till each number has been un-jumbled, circled and noted in proper order on the team paper.
   The first team to finish becomes the winner.

Subtopic and Learning Objective #3

Sub topic: Ordinals

LO:
Rearrange jumbled numbers in proper order and identify position of an object in a line

1.To make the student identify position of an object in a line

Teacher Activity

1. Read the story “The Big Carrot” on page 19 of the textbook. Draw a line on the board for each character as they appear in the story. Write their names below.
2. Formulate questions on the story like:

    a. Who was the second person to pull the carrot?
    b. The dog was _____ in the line
    c. Who was the third one to pull the carrot?
    d. How many were pulling the carrot before the mouse came to help them?
3. Explain that a number that tells the position of something in a list, such as 1st, 2nd, 3rd, 4th, 5th etc. is called an Ordinal Number

Check for understanding:

Name the colour and identify the position of each colour



1st 5th

Resources Suggested

Blackboard, chalk, pen and paper

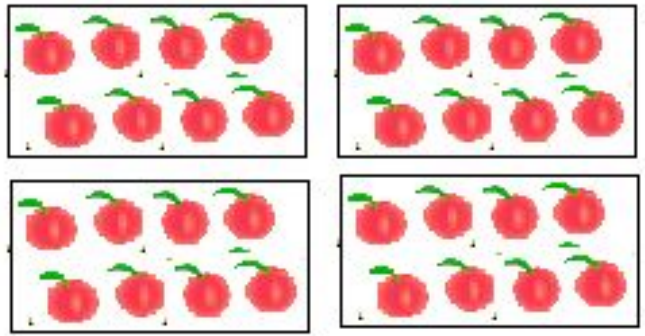
4. WORKSHEETS

Print or copy the worksheet questions on the blackboard and ask the students to attempt them. They can be given as homework or a class test as well.

Worksheet 1

Use it like: test after the chapter is complete, homework

Look at the groups and guess the total number of apples. Draw more groups to complete 64 apples

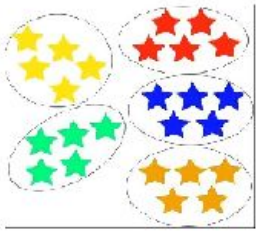


How many more do you have to draw

Worksheet 2

Use it like: test after the chapter is complete, homework

Try to guess the total number of objects in each group without counting each thing



_____ stars

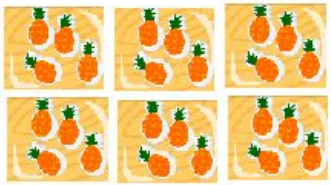


_____ pairs of socks

_____ socks



_____ toffees

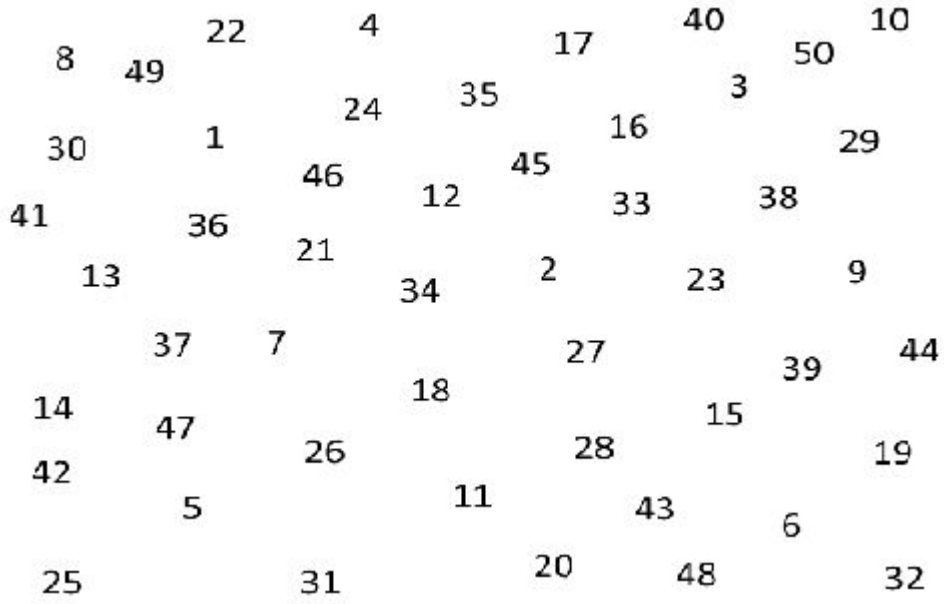


_____ pineapples

Worksheet 3

Use it like: classwork, homework, test

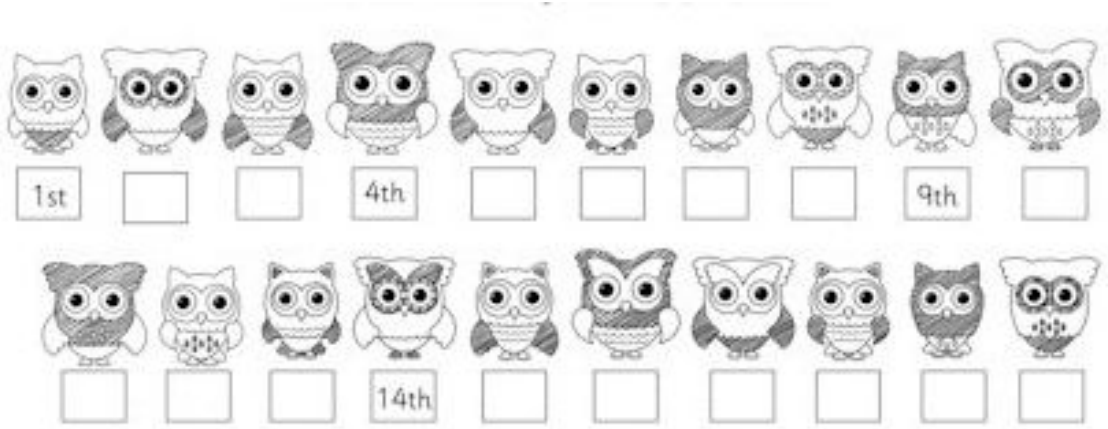
Circle the numbers from 27 to 44



Worksheet 4

Use it like: classwork, homework, test

Fill in the blanks and then follow the instructions below



1. Colour the second owl blue
2. Draw a ring around the fifth owl
3. Draw a square around the seventh owl
4. Colour the tenth owl yellow
5. Colour the eleventh owl green
6. Draw a line underneath the twelfth owl
7. Colour the fourteenth owl orange
8. Colour the sixteenth owl yellow
9. Colour the last owl red
10. How many owls?

5. SOLUTIONS

This section gives you sample answers for activities and questions listed above.

Worksheet 1

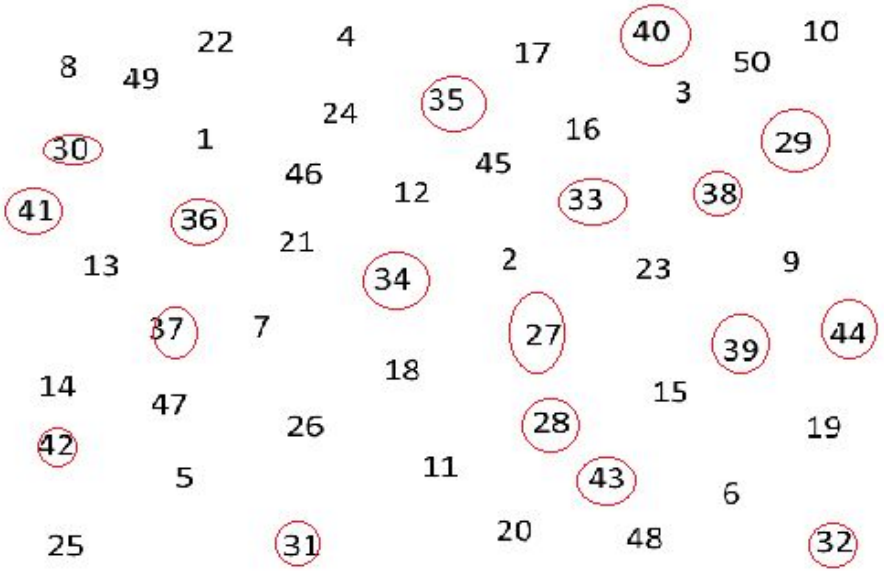
Total number of apples = 32.

32 more apples need to be drawn to make 64

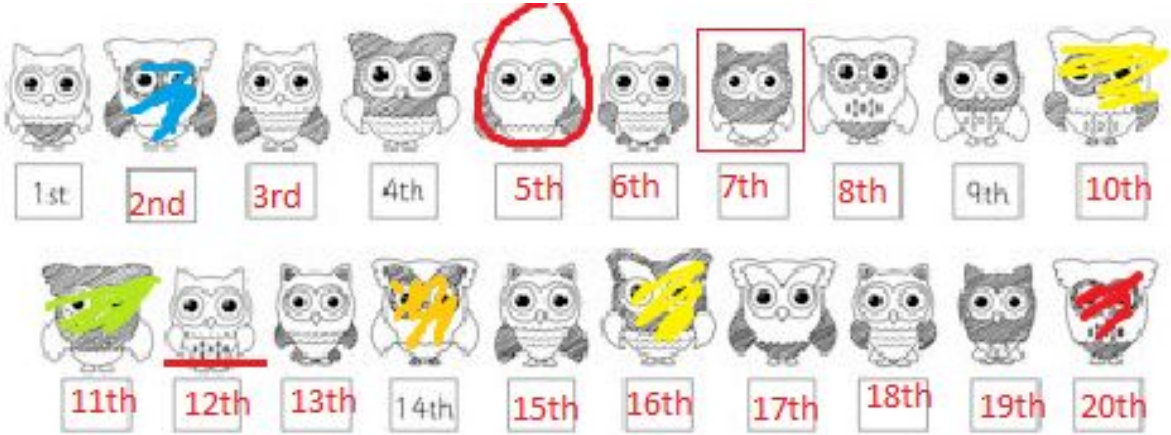
Worksheet 2

25 stars
12 toffees
13 pairs of socks; 26 socks
24 pineapples

Worksheet 3


8
22
4
17
40
10
49
50
35
24
3
16
29
30
1
45
46
12
33
38
41
36
21
13
34
2
23
9
37
7
27
39
44
14
18
47
15
26
28
19
42
11
5
43
6
25
31
20
48
32

Worksheet 4


1st
2nd
3rd
4th
5th
6th
7th
8th
9th
10th
11th
12th
13th
14th
15th
16th
17th
18th
19th
20th

6. EXTRA RESOURCES

Carry out the following suggested activities/ tasks if you have the time and resources to do them

Teacher can use these videos if time and facilities permit:

1. https://www.youtube.com/watch?v=POswc8OkBpI counting in groups
2. https://www.youtube.com/watch?v=tq6Iqa8iAMo more or less
3. https://www.youtube.com/watch?v=Ji0tuVmezgI ascending order
4. https://www.youtube.com/watch?v=coj4Wt6XZ7U descending order
5. https://www.youtube.com/watch?v=BaO1E21SpkI ordinal numbers