

# COUNTING IN GROUPS

CBSE, Mathematics, Class – II, Unit – 2

A. Valliammai

N. Rajam

## Break it – ten is a group and find remaining....

**Prior Knowledge:** Counting till 20

**Learning Objectives:** Students will be able to:

- Count the objects in groups
- Understand the concept of 'more' or 'less', begin to understand 'before and after numbers'
- Identify ordinal numbers

**Learning Resources:** Worksheet, Posters, Activity sheet, video clips, card board models, pen, pencil etc.

## ENGAGE

Play the counting songs from the following URL. <https://www.youtube.com/watch?v=gOdpzpK1EBQ//>. The students sing and count using their fingers with actions.

**Assessment:** The teacher ensures that all the students are participating and teacher asks a few questions about this video E.g. What birds and animals did you see in this song? How many ducks did you see? How many birds and animals are there in this song?

### Concept 1- Group Counting

## EXPLORE

### Activity 1: Forming groups

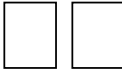
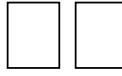
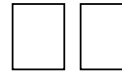



The teacher forms multiple groups of students in the class and asks them to play a game:

- Teacher collects pencils, pens, erasers

from the students and group them in separate boxes on the classroom floor.

- Children group them as shown in the picture.
- Students have to group their objects as 2 numbers in boxes and write the total in a given box.
- Teacher can change the number from 2 to 3 or 4 and continue the game.

The teacher needs to guide them and provide

2 Pens	2 Pencils	2 Erasers
		
		

enough space for students to move around and carry out the activity.

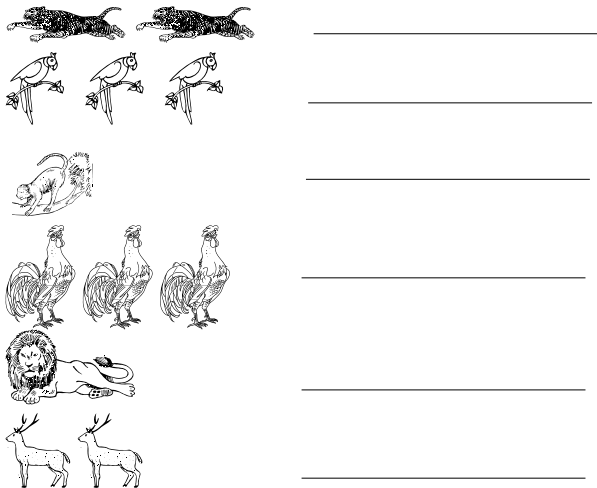
**Assessment:** The teacher assesses students' involvement, grouping the items and group counting

### Activity 2: Counting and coloring

The teacher provides the activity sheet to students and asks them to color the picture and also write total number of pictures they have colored in every row. They have to do total

counting also in the table in the same activity sheet.

Colour the animals and write the number of animals in each row.



How many groups have 2 animals	How many groups have 3 animals	How many groups have single animal
_____	_____	_____
_____	_____	_____

In total, how many birds and animals are to be coloured\_\_?

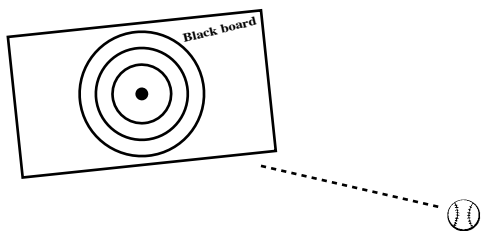
### Activity sheet

**Assessment:** The teacher assesses students participation, completion of the activity sheet and counting.

### EXPLAIN

The teacher asks students about their understanding of the previous activity and how they did it. Then some more activities are given to students for understanding the concept.

#### Activity 1: Hitting the target



Teacher draws a target circle on the black board. Forms two groups of students and gives 5 chances to each student to hit the target with

a ball. Others will count the number of times the student hits the target.

- 1) How many students in a group did not hit even once -----
- 2) How many students in a group hit once -----
- 3) How many students in a group hit 2 times -----
- 4) How many students in a group hit 3 times -----
- 5) How many students in a group hit 4 times -----
- 6) How many students in a group hit 5 times -----

**Assessment:** Students will be asked to explain how they completed the worksheet.

### Concept 2- Ordinality

#### EXPLORE - Number puzzle

The teacher may provide the number flash cards to students and ask them to stand in order. The teacher may ask the student holding numbers 7 and 9 to step forward. She can then













raise some questions.

She may change the number card of a few students and ask them to re-arrange themselves in the right order.

**Assessment:** Student's ability to find the mismatches in their arrangement and correct their formation based on ordinality.

### ELABORATE

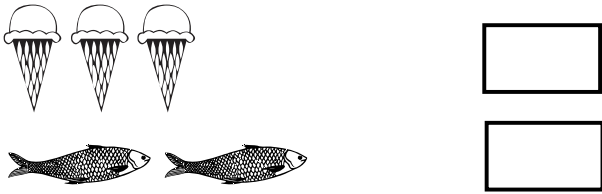
Teacher divides the students into small groups and provides a list of items for each group. Students discuss among themselves and answer the questions. In this worksheet, students need to fill the number of these objects in their respective houses and as a group.

In Your home	In your group members' home
 Glasses _____	 _____
 Plates _____	 _____
 Refrigerators _____	 _____
 TVs _____	 _____
 cycles _____	 _____

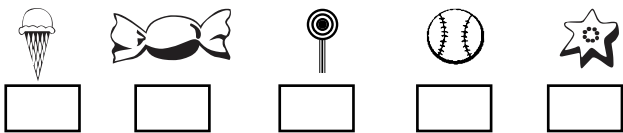
**Assessment:** The ability to count in groups.

## EVALUATE

The teacher provides a work sheet to complete



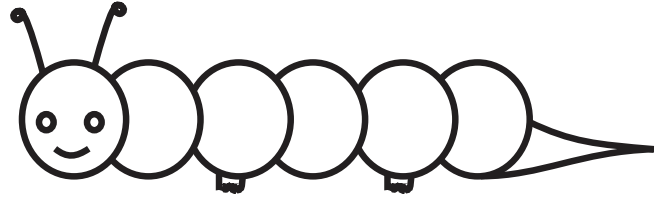
the exercise.



1. Count and write the objects

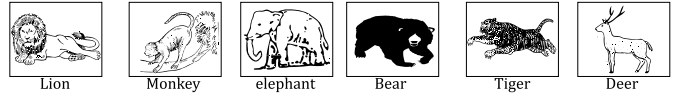
2. Mark 'X' in the square under correct object:

Which is the fourth object? Mark 'X' \_\_\_\_



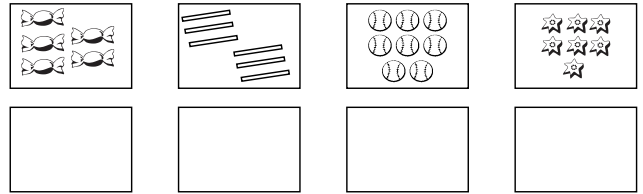
3. Color the caterpillar

Color the third place on the caterpillar in green colour.



4. Answers the questions based on the these pictures

- Which is the first animal?
- Which animal is in second place?
- Which animal comes before bear?



- Which animal is placed after monkey?
5. Redraw the object in the correct ordinal order

Evaluation is carried out using the worksheet.



**A. Valliammai** PST, GMS, Ponbetty



**N. Rajam** PST, Keezhaodutturai