

TIME

Syllabus: Karnataka State Board
Subject: Mathematics
Grade: 2
Textbook Name: Karnataka Text Cum Workbook
Chapter Number & Name: 11. Time

1. OVERVIEW

1.1 OBJECTIVE & PREREQUISITES

Objective

Students will be able to

- familiarise the days of a week.
- familiarise with yesterday, today and tomorrow
- familiarise the months of the year.
- recognise the cyclic natural events including seasons.
- familiarise with the 12-month calendar.

Prerequisite Concept

- Days of the week
Refer to **VE_TIK_Math_G1-17-Time**

Content Index

*Kindly Note: Activities marked with * are mandatory*

1. OVERVIEW

1.1 OBJECTIVE & PREREQUISITES

2. LEARN

2.1 KEY POINTS

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

DAYS OF THE WEEK

Activity 1: Sing-along-Days of the week rhyme*

3.2 CONCEPT INTRODUCTION ACTIVITIES

MONTHS OF THE YEAR

[Activity 2: Months of the year](#)

[DAYS AND MONTHS](#)

[Activity 3: Calendar Activity](#)

[Activity 4: Name of the Months](#)

[SEASONS](#)

[Activity 5: Summer, Rainy and Winter](#)

[DAY AND NIGHT](#)

[Activity 6: Day and Night](#)

[Activity 7: Discussion about the day and the night](#)

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE*

4. EXERCISES & REINFORCEMENT

[4.1 PRACTICE EXERCISES](#)

Activity 8: Exercise problems

4.2 IMPORTANT GUIDELINES

2. LEARN

2.1 KEY POINTS

- There are 7 days in a week.
- There are 12 months in a year.
- Months have either 30 days or 31 days. (except February).
- The day begins with sunrise and night begins with sunset. The day ends with sunset and night ends with sunrise. This happens every day. It is a routine of nature.

2.2 LEARN MORE

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

DAYS OF THE WEEK

Activity 1: Sing-along-Days of the week rhyme*

Materials Required: None

Prerequisites: None

Activity Flow

Sing along rhyme.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. The days of the week.

Let's repeat it again.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. The days of the week.

Great job!.

Now let's all sing quietly.

*Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. The days of the week.
Excellent.*

Now let's sing it really loud.

*Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. The days of the week.
Fantastic.*

Now let's sing it really fast.

*Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. The days of the week.
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. The days of the week.
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. The days of the week.*

Discussion:

- 1. How many days are there in a week? Name them?*
- 2. What do you generally do on Saturday and Sunday?*
- 3. Which is your favourite day and Why?*
- 4. Which day is the first day of the week? Answer: Sunday*
- 5. Which day is the last day of the week? Answer: Saturday*
- 6. What day comes after Saturday? Give clues to guess the day. (The day starts with the alphabet "S" and it's a holiday)*

All of you seem to know the days of the week very well.

Refer- [Youtube-Days of the week rhyme](#)

3.2 CONCEPT INTRODUCTION ACTIVITIES

MONTHS OF THE YEAR

Activity 2: Months of the year

Materials Required: Braille cards of months

Prerequisites: Months and national festivals.

Activity Flow

- Take a few sets of cards with the names of 12 months.*
- Divide the students into different groups. Each group contains 12 children.*
- Now distribute a set of cards containing the names of 12 months to each group. Each student will take one card from the set of cards.*
- Start from January. Whoever has the card should come forward and talk about the festivals and national holidays in that month.*

- *For example, First Child: In this month we celebrate a festival called “Makara Sankranti”*
Second Child: We celebrate the National festival this month. Which month is it?
Republic day on 26th January.

DAYS AND MONTHS

Activity 3: Calendar Activity

Materials Required: Braille calendar

Prerequisites: Months

Activity Flow

- *Show a tactile calendar to the students and ask how many months are there in a year.*
- *Mark the first month with some tactile identification mark at the right corner.*
- *Pass the calendar to the students. Ask the first person to flip the month and to tell the number aloud and pass the calendar to the next person. The next person has to flip the second month and tell the number 2 and pass it on to the next students. Ask them to continue until they count all the months.*
- *Ask the students,*
 - *How many months are there in a year?*
 - *Which is the first month?*
 - *Which is the last month?*
 - *Which month are we in?*
- *Show the month which has 30 days. For example, show the month of June to the students. Let them count the number of days in that month.*
- *Then show the month which has 31 days. For example, show the October month to the students. Let them count the number of days in it.*
- *Explain the month has either 30 days or 31 days (except February).*
- *Months having 30 days*
 - *April*
 - *June*
 - *September*
 - *November*
- *Months having 31 days*
 - *January*
 - *March*
 - *May*
 - *July*

- August
- October
- December

Activity 4: Name of the Months

Materials Required: None

Prerequisites: Name of the months

Activity Flow

Knuckle Method

Note: if the month is on the knuckle, it has 31 days. Otherwise, it has 30 or less days.

- *Start with the 1st knuckle as January, the space between knuckles as February, 2nd knuckle is March and so on.*
- *Once you reach the fourth knuckle as July, start over at the first knuckle for August.*
- *Ask the children to use the knuckle method to answer the following questions.*
- *How many days does December have?*
- *How many days does November have?*

There's also the poem:

Thirty days has September, April, June, and November;

All the rest have thirty-one,

Excepting February alone, And that has twenty-eight days clear, and twenty-nine in each leap year.

For the tune of Thirty days has September poem:

<https://www.youtube.com/watch?v=l9oRtab26Pw>

It could be an option for children who don't get the knuckle method.

SEASONS

Activity 5: Summer, Rainy and Winter

Materials Required: None

Prerequisites: Months of the year.

Activity Flow

Note: There are three seasons in a year. Generally, these three seasons come in 12 months of the year.

- *Discuss the following questions with the students. Let them share their thoughts on the below questions.*
- 1. *What do you do during the summer/winter/rainy season?*
- 2. *Do you like to play in the rain?*

3. *Which months do you think the rain comes in?*
4. *Which season do you sweat a lot?*
5. *What are your favourite fruits? Do you see that in all the months, do you eat it all the time?*
6. *What fruits will you eat during the summer?*
7. *What kind of dress do you wear during the summer? Why?*
8. *What kind of dress do you wear during the winter? Why?*
- *After discussing the above questions, build the idea of seasons with little more information.*
- *There are three seasons*
 - *Summer*
 - *Winter*
 - *Rainy*

SUMMER

- *The summer season is very hot.*
- *Usually, we wear thin cotton clothes during this season.*
- *Trees start grooming and blowing new leaves and flowers in this season.*
- *We get sweet ripe mangoes in this season.*
- *In the months of March, April and May the climate gets warm.*

RAINY

- *We carry umbrellas in the rainy season.*
- *The trees and plants look green after the rain.*
- *In the month of June, July, August and September the whole country becomes green and prosperous.*

WINTER

- *Sweaters and shawls are pulled out from the cupboards in winter.*
- *The trees will lose all its leaves and look lifeless.*
- *In some parts of the country, there will be heavy snowfall.*
- *October, November, December and January are the cold months of the year.*

Discussion (connect/differentiate the present month with the seasons)

1. *Are you sweating?*
2. *Do you get mangoes now in the market?*
3. *How do you feel? is this hot or cold?*
4. *How is it outside?*

5. *Are you having an umbrella with you?*
6. *Did you use an umbrella this week?*

DAY AND NIGHT

Activity 6: Day and Night

Materials Required: A globe or a big size ball and a torch

Prerequisites: Concept of the Sun and the Earth.

Activity Flow

- *Ask the children how do they come to know if it is day time or night time?*
- *What do you hear at day time and night time?*
- *Why does the sun appear only sometimes (day time) and not at night? Where does the sun go in the night?*
- *Lead the discussion with the above questions. After hearing the response explain the phenomenon of day and night.*
- *Hold a globe or a ball. Ask each child to come and touch the ball/globe. Tell them that the earth will be like this.*
- *Similarly, ask the children to rotate a globe and tell them that the earth is always rotating like this around the Sun and never stops.*
- *Call out any volunteer and give a torch. Ask him/her to hold the torch a little distance away from the globe.*
- *Lead the discussion again with the following questions.*
- *If he/she torches the torch, which part of the globe will get light? Will the whole globe get a light? when the other part of the globe will get light?*
- *After getting responses, tell children that the torch is only facing the front side of the globe now and not the backside so only the front side of the globe gets light. When the Earth is facing the Sun, it is day time there. When it is not facing the Sun, it is night time then.*
- *Explain, when one part of the globe gets light that time the backside of the globe will be dark.*
- *We know that the earth rotates around the Sun. So we get both day and night.*

In case you don;t have a globe. One child can be earth and the other the sun. Have the "earth" slowly go around in one spot. When they are facing the "sun" it is day and when their back is to the sun it is night.

Activity 7: Discussion about the day and the night

Materials Required: None

Prerequisites: Concept of the Sun and the Earth.

Activity Flow

- *What do you do during the day time?*
- *What do you do at night time?*
- *Have you heard any birds sound at night time?*
 - *Explain, usually most of the birds will take rest at night time. Morning it will search for the food.*
 - *Similarly, most of us will work during the day time and we will take rest at night time.*
- *What are the different sources of light we have in our house?*
 - *Tube light, torch*

Note: Day begins with sunrise and night begins with sunset. The day ends with sunset and night ends with sunrise. This happens every day. It is a routine of nature.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE*

Discuss the following questions with the students.

Take the students to the playground, let them observe and feel their surroundings.

Discuss the following questions.

1. What season do you predict this is? Why?
2. Is it day or night?
3. How do you know? What is different?
4. Is the temperature the same at night and in the day? Give clues, for example, Why do we use quilts/blankets at night time?
5. Does the sun make the schoolyard warmer?
6. Is the sun out during the night or day? How about the moon?
7. What else do you know about night and day? And how?

Encourage them to share their thoughts in the classroom.

This question can be answered by observing something in the real world.

4. EXERCISES & REINFORCEMENT

4.1 PRACTICE EXERCISES

Activity 8: Exercise problems

Materials Required: None

Prerequisites: Concept of day, month and year

Activity Flow

1. *Fill in the blanks.*
 - a. *Fifth day of the week is ____.*
 - b. *Monday is the ____ day of the week.*
 - c. *Last day of the week is ____.*
 - d. *Sunday is the ____ day of the week.*
 - e. *Fourth day of the week is ____.*
 - f. *Tuesday is the ____ day of the week.*
 - g. *There are days ____ in a week.*
2. *Fill in the blanks with a suitable answer.*
 - a. *If yesterday was Sunday, today is ____.*
 - b. *If today is Friday, tomorrow will be ____.*
 - c. *If yesterday was Wednesday, then today is ____ and tomorrow ____.*
 - d. *The day after Monday is ____.*
 - e. *Tuesday comes after ____.*
3. *Fill in the blanks*
 - a. *Tenth month of the year is ____.*
 - b. *Twelfth month of the year is ____.*
 - c. *January has ____ days.*
 - d. *November has ____ days.*

Teaching Tips:

If there are any additional teaching tips then utilize this section to mention them.

References:

None

4.2 IMPORTANT GUIDELINES

Exercise Reading

It is very important that the children practice their learning as well as their Reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in Class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently

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