

# Lesson Plan

Grade: Five

Subject: Maths

Term: 1st

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 4

Day: 1

Unit 1: Whole Numbers and Operations

Topic: Number Patterns

## Student Learning Outcomes:

- Identify and apply a pattern rule to determine missing elements for a given pattern.
- Identify the pattern rule of a given increasing and decreasing pattern and extend the pattern for the next three terms.

## Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook.

## Warm-up Activities:

5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Write the following patterns on the board.

a) 13, 16, 19, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b) 26, 21, 16, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Call student randomly and ask them to complete the patterns. Also ask if these are increasing or decreasing patterns. Take their responses and appreciate them for their effort.

## Teaching and Learning Activities:

25 mins

- Tell students today they are going to understand and identify number pattern.
- Explain number pattern, by telling it is sequence of numbers that increases decreases or repeats by following a specific rule.
- Have them open page 16 and read the statement of example 1. Ask them, what is given and what we have to find.
- Tell them we have to find number of pages written on fifth and sixth day.
- Explain the method to find the next terms of patterns.
- Tell them every number in a pattern is called term of the pattern.
- Explain the point, that rule of a number pattern tells us how the next term of specific pattern is obtained.

## Review:

3mins

Sum up the lesson by explaining the basic associated terms and the method to find the terms of the pattern.

Evaluation:

5mins

To check their understanding, ask them:

- What is a pattern?
- How do you find the next term in a pattern?

Appreciate them for their correct answers.

Homework:

2mins

Revise the classwork.

# Lesson Plan

Grade: Five

Subject: Maths

Term: 1st

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 4

Day: 2

Unit 1: Whole Numbers and Operations

Topic: Number Patterns

## Student Learning Outcomes:

- Identify and apply a pattern rule to determine missing elements for a given pattern.
- Identify the pattern rule of a given increasing and decreasing pattern and extend the pattern for the next three terms.

## Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

## Warm-up Activities:

5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Write the following pattern on the board.

12, 18, 24, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Ask them to complete the patterns in their notebooks. When they are done, call them randomly and ask about the rule of this pattern.

## Teaching and Learning Activities:

25 mins

- Tell students today we are going to understand the increasing number pattern.
- Let them explain the example by writing the pattern: 9,16,23,30,\_\_\_\_,\_\_\_\_
- Ask students can you tell the rule of this pattern.
- Tell them in this pattern you can see an increase of 7 in each term.
- So this is known as addition pattern and rule of patterns is : Add 7

$$\begin{array}{ccccccccc} 9 & 16 & 23 & 30 & 37 & 44 \\ \curvearrowright & \curvearrowright & \curvearrowright & \curvearrowright & \curvearrowright & \\ +7 & +7 & +7 & +7 & +7 & \end{array}$$

- Recall them the rule of a number pattern tells us how the next term of the specific pattern is obtained.
- Also explain the multiplication pattern through example 2.

## Review:

3mins

Sum up the lesson by explaining the basic associated terms of number patterns.

## Evaluation:

5mins

Ask them to solve Q1 of Exercise 1.4. Roam around the class and check their work.

## Homework:

2mins

Revise the classwork.

# Lesson Plan

Grade: Five	Subject: Maths	Term: 1st	Time: 40mins
Teacher's Name: _____	Week: 4	Day: 3	
Unit 1: Whole Numbers and Operations	Topic: Number Patterns		

## Student Learning Outcomes:

- Identify and apply a pattern rule to determine missing elements for a given pattern.
- Identify the pattern rule of a given increasing and decreasing pattern and extend the pattern for the next three terms.

## Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, Basket, Rule cards

## Warm-up Activities:

5mins

Before beginning the lesson, ask students to say "Tasmiyah".

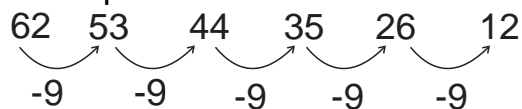
Ask students: How are you? Encourage them to say, "Alhamdulillah".

Write patterns on the board and ask if they are increasing or a decreasing pattern.

## Teaching and Learning Activities:

25 mins

- Tell students today they are going to identify decrease number of pattern.
- Ask students, what is meant by decreasing pattern on according to them. Take their response.
- Tell them every term in a pattern is obtained by subtracting or dividing, this is called decreasing number pattern.
- Write 62, 53, 44, 35 on the board.
- What is the pattern in this question.



- Tell students to decrease of 9 in each term. So this is the decrease pattern number.
- Similarly tell about division number pattern through example given on page 19.

## Review:

3mins

Sum up the lesson by explaining the method to find the terms of patterns.

## Evaluation:

5mins

Ask them to solve "Try Yourself" given on page 18 and 19. Check their work. Guide them if needed.

## Homework:

2mins

Solve the given worksheet at home.

Name: \_\_\_\_\_

Subject: Maths

Topic Name: Number  
Patterns

1. Complete the following patterns of multiplication.

7, 14, 28, 56, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8, 16, 24, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. Complete the following patterns of division.

64, 32, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

50000, 10000, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

# Lesson Plan

Grade: Five

Subject: Maths

Term: 1st

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 4

Day: 4

Unit 1: Whole Numbers and Operations

Topic: Number Patterns

## Student Learning Outcomes:

- Describe the pattern found in a given table or chart.

## Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, Laminated hundreds wallchart

## Warm-up Activities:

5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Write the following patterns on the board.

1, 12, 23, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

93, 83, 73, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Ask them to complete the patterns in their notebooks.

Also ask if they are increasing or decreasing patterns.

## Teaching and Learning Activities:

30 mins

- Hang the laminated hundreds wallchart on the board or wall. Use an erasable marker and encircle the given numbers as shown in the image. Ask students to observe the numbers and tell what they notice. Take their responses. If someone notices a pattern, appreciate him/her. Then tell them that a pattern of addition has been encircled (which was asked in the warm up activity).

1, 12, 23, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Tell them that it's an increasing pattern of addition. Ask them to tell the rule of this pattern. Take their responses and tell them that the rule here is to add 11 and write the next three terms of the pattern on the board.

1, 12, 23, 34, 45, 56.

Again, encircle the given numbers as shown in the image. Ask students to observe the numbers and tell what they notice. Take their responses. If someone notices a pattern, appreciate him/her. Then tell them that a pattern of subtraction has been encircled (which was asked in the warm up activity).

93, 83, 73, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Review: 3mins

Recall the lesson by explaining the patterns and their rules.

Evaluation: 0min

N/A

Homework: 2mins

Revise the classwork.

# Lesson Plan

Grade: Five

Subject: Maths

Term: 1st

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 4

Day: 5

Unit 1: Whole Numbers and Operations

Topic: Summary and Review Exercise

## Student Learning Outcomes:

- Recall the concepts of the unit whole numbers (Summary and Review Exercise).

## Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook.

## Warm-up Activities:

5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Let them revise the basic concepts.

- What is the smallest 6-digit number?
- What is the place value of 7 in 748912?
- What is the smallest 7-digit number?
- What is the expanded form of 458312?

## Teaching and Learning Activities:

30 mins

- Explain to the students that today they are going to revise the whole unit.
- Recall them the numbers and place value up to one million.
- Tell them when we add two numbers, each number is called addend.
- The result of addition of two numbers is called their sum.
- Explain addition and subtraction always start from ones. Ask them to solve Q1-3 of Review Exercise.
- Roam around the class and praise them for correct solution.

## Review:

3mins

Recall the important key points.

## Evaluation:

0min

N/A

## Homework:

2mins

Solve Q4 in their notebooks.



# Lesson Plan

Grade: Five

Subject: Maths

Term: 1st

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 4

Day: 6

Unit 1: Whole Numbers and Operations

Topic: Summary and Review Exercise

## Student Learning Outcomes:

- Recall the concepts of the unit whole numbers (Summary and Review Exercise).

## Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

## Warm-up Activities:

5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them:

- How can we multiply and divide two numbers?
- What is the term of pattern?

## Teaching and Learning Activities:

30 mins

- Tell students today they are going to recall the whole unit.
- Ask them what do they know about multiplication rule.
- Ask them, what is multiplicand and multiplier?
- Now ask students to open textbook page 23 and solve Q5 – 7 in their notebook.
- Roam around the class and guide them if needed.

## Review:

3mins

Recall the important summary points.

## Evaluation:

0min

N/A

## Homework:

2mins

Solve Q of Review exercise 1.6 in notebooks.