# Lesson Plan

| Grade: Five | Subject: Maths | Term: 1st | Time: 40mins |

| Teacher's Name: _____ | Week: 7 | Day: 1 |

| Unit 2: LCM and HCF | Topic: LCM by Prime Factorization Method |

**Student Learning Outcomes:**
- Find LCM of two and three numbers up to 2 digits using prime factorization method.
- Solve real-life situations involving LCM.

**Resource Material:**

Chalk/Marker, White/Blackboard, Maths Textbook, 2-digit number cards

**Warm-up Activities:**                                                                              5mins

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

Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students: How many methods are there to find the LCM of two or more numbers?
What is meant by LCM?
Take their responses and appreciate them for their correct answers.

**Teaching and Learning Activities:**                                                        20 mins
- Tell them, LCM of two or more prime numbers is always equal to their products.
- Have students open their textbooks to page 29.
- Call a student to the front of the class and ask him/her to find the LCM of 16, 48 and 72 by using prime factorization method given in example 2.
- Instruct him/her to solve step by step and explain each step. Ask the rest of the class to check and correct if needed.
- Repeat this activity to some other students by writing different numbers on the board and finding LCM by prime factorization method.

**Review:**                                                                                               3mins

Recall the lesson by telling the students about the clue words that are used for LCM.

**Evaluation:**                                                                                         10mins

To assess the students understanding, ask them to solve Q1 of Exercise 2.2. Roam around the class, check their work and correct them if needed

**Homework:**                                                                                         2mins

Solve Q1 (iv – vi) of Exercise 2.2 in their notebooks.

# Lesson Plan

| Grade: Five | Subject: Maths | Term: 1st | Time: 40mins |
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| Teacher's Name: _____ | Week: 7 | Day: 2 |
|---|---|---|

| Unit 2: LCM and HCF | Topic: LCM by Prime Division Method |
|---|---|

### Student Learning Outcomes:
- Find LCM of two and three numbers up to 2 digits using division method.
- Solve real-life situations involving LCM.

### 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 about their homework.

Ask students to tell how we can find the LCM of numbers by prime factorization method and factor tree method. Take their responses and appreciate them for their correct answers.

### Teaching and Learning Activities:                                   25 mins
- Have students open their textbooks to page 30. Tell them that there is another way to find the LCM of numbers that is called division method.
- Ask them to read the statement of the example 1 given on textbook page 30.
- Take their responses and tell them that we have to find the least number of marker colour that can be Packed in bundle 34, 56 and 84. Now solve example 1 on the board and tell them that to find the LCM of 34, 56 and 84 by division method. To find the LCM by division method, we follow some steps. In step 1, write the numbers in a horizontal line separating them by commas. Then we divide them by a prime number which exactly divides at least two of the given numbers.
- continue the process until all quotients are 1. Explain each step to students and find the LCM of 34, 56 and 84.

| | |
|---|---|
| 2 | 34, 56, 84 |
| 2 | 17, 28, 42 |
| 2 | 17, 14, 21 |
| 3 | 17, 7, 21 |
| 7 | 17, 7, 7 |
| 17 | 17, 1, 1 |
| | 1, 1, 1 |

LCM = product of all prime numbers

LCM = $2 \times 2 \times 2 \times 3 \times 7 \times 17 = 2856$

- Ask them to solve example 2 of the textbook in their notebooks. Roam around the class, check their work and guide them if required.

**Review:**                                                                                            3mins

Recall the lesson by explaining the steps of finding LCM by division method.

**Evaluation:**                                                                                         5mins

To assess the learning of the students, ask them to solve exercise 2.2 Q2 (i-iii).

**Homework:**                                                                                           2mins

Solve Q2 (iv- vi) in their notebooks.

# Lesson Plan

| Grade: Five | Subject: Maths | Term: 1st | Time: 40mins |
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| Teacher's Name: _____ | Week: 7 | Day: 3 |
| --- | --- | --- |

| Unit 2: HCF and LCM | Topic: LCM by Prime Division Method |
| --- | --- |

### Student Learning Outcomes:
- Find LCM of two and three numbers up to 2 digits using division method.
- Solve real-life situations involving LCM.

### Resource Material:
Chalk/Marker, White/Blackboard, Maths Textbook

### Warm-up Activities:                                                                    5mins
Before beginning the lesson, ask students to say "Tasmiyah".
Ask them about their homework.
Ask students to tell how we can find the LCM of the numbers by division method.
Take their responses and appreciate them for their good work.

### Teaching and Learning Activities:                                              25 mins
- Call a student to the front of the class. Instruct him/her to write two 2-digit numbers on the board. Ask him/her to find the LCM of the given numbers by division method step by step on the board.
- Ask the rest of the class to check the work and correct it if needed.
- Call random students one by one to the front of the class and ask them to write the numbers and then find the LCM of the numbers by division method. Take their responses and appreciate them for their good work.

### Review:                                                                                        3mins
Recall the lesson by explaining how to find the LCM of two or more numbers by division method.

### Evaluation:                                                                                  5mins
To assess the students learning, ask them to solve Q3 of Exercise 2.2.

### Homework:                                                                                  2mins
Solve Q4 and 5 of Exercise 2.2.

# Lesson Plan

| Grade: Five | Subject: Maths | Term: 1st | Time: 40mins |
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| Teacher's Name: _____ | Week: 7 | Day: 4 |
|---|---|---|

| Unit 2: HCF and LCM | Topic Name: Summary and Review Exercise |
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## Student Learning Outcomes:

- Recall the concepts of the unit LCM and HCF (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 meant HCF?
- What are the clue words that are used for HCF.

## Teaching and Learning Activities: 30 mins

- Tell students today they are going to recall the concepts of unit 2.
- Ask them about common factors and multiples.
- Ask them what are the methods to find HCF.
- Now instruct them to open page 32 and solve Q1 and 2.
- Roam around the class and check their work.

## Review: 3mins

Recall the important points.

## Evaluation: 0min

N/A

## Homework: 2mins

Revise the classwork.

# Lesson Plan

| Grade: Five | Subject: Maths | Term: 1st | Time: 40mins |

| Teacher's Name: _____ | Week: 7 | Day: 5 |

| Unit 2: LCM and HCF | Topic Name:  Summary and Review Exercise |

## Student Learning Outcomes:
- Recall the concepts of the unit LCM and HCF (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".

Tell students that they are going to recall all the concepts of the Unit "LCM and HCF".

Ask them the following questions to let them revise the basic concepts:
- What is meant by LCM?
- How can we find LCM by division method?

## Teaching and Learning Activities:                          25 mins
- Today they are going to recall the concepts of unit.
- Ask students to open page 32 and ask them to solve Q3 and Q4.
- Walk around the class and guide students if required.

## Review:                                                            3mins
Recall the concept or important points of summary.

## Evaluation:                                                        5mins
N/A

## Homework:                                                          2mins
Solve Q5 and revise the whole unit's concept.

# Lesson Plan

| Grade: Five | Subject: Maths | Term: 1st | Time: 40mins |
|---|---|---|---|

| Teacher's Name: _____ | Week: 7 | Day: 6 |
|---|---|---|

| Unit 3: Fractions | Topic Name: Addition of fractions |
|---|---|

### Student Learning Outcomes:
- Add two or three fractions with different denominators.

### 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 about their homework. Ask them: Do you know how we add fractions?
Take their responses

### Teaching and Learning Activities:      25 mins
- Tell students today they are going to learn to add fractions.
- Have students open page 30 of their textbooks. Ask them to read the statement of the example and tell what is given and what we have to find.
- Take their responses and tell them that we have to find sugar consumed in two days . For this, we have to add the number of $\frac{5}{9}$ and $\frac{2}{3}$. Tell them that in the fractions $\frac{5}{9}$ and $\frac{2}{3}$ the denominators are different so first we convert the unlike fractions with different denominators to like fractions. For this, we find the LCM of the denominators of 9 and 3 that is 9. Now convert the unlike fractions to like fractions by converting them to equivalent fractions with the same denominators.

$$\frac{5}{9} = \frac{5 \times 1}{9 \times 1} = \frac{5}{9} \qquad\qquad \frac{2}{3} = \frac{2 \times 3}{3 \times 3} = \frac{6}{9}$$

- Now add the like fractions with the same denominators. Add the numerators 5 and 6 that is 11 and the denominator 9 remains the same.
- Explain each step of addition of unlike fractions to them by solving it on the board.
- Now ask them to solve the example again in their notebooks step by step.
- Roam around the class, check their work and guide them if required.

### Review:      3mins
Recall the lesson by explaining to them the key fact given on pages 33.

| Evaluation: | 5mins |
|---|---|

To assess the students learning, ask them to write any two unlike fractions in their notebooks and solve it.

| Homework: | 2mins |
|---|---|

Solve Q1 (i-iii) of Exercise 3.1.