

Lesson Plan

Grade: Five

Subject: Maths

Term: 1st

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 1

Unit 3: Fractions

Topic: Addition of Fractions

Student Learning Outcomes:

- Add two or three fractions with different denominators.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, Unlike fraction number cards.

Warm-up Activities:

5mins

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

Ask them about their homework.

Ask them: What are unlike fractions? How can we convert unlike fractions to like fractions? Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities:

20 mins

- Tell students today they are going to practice to add unlike fractions
- Make pairs of students.
- Give each pair unlike fractional number cards (proper, improper and mixed numbers).
- Instruct them to choose two or three cards at a time and then add that fractions by following steps in their notebooks.
- Instruct them to raise their hands when finished.
- Now call the pairs one by one to the front and ask them to present their work to the whole class.
- Ask the rest of the class to check their work and correct it if needed.
- Repeat this activity with all pairs of the class. Appreciate them for their good work.

Review:

3mins

Sum up the lesson by explaining the steps of addition of unlike fractions.

Evaluation:

10mins

To assess the students learning ask them to solve Q1 (iv-vi) of Exercise 3.1.

Homework:

2mins

Revise the classwork.

Lesson Plan

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

Teacher's Name: _____	Week: 8	Day: 2
-----------------------	---------	--------

Unit 3: Fractions	Topic: Subtraction of Fractions
-------------------	---------------------------------

Student Learning Outcomes:

- Subtract two and 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 them: Do you know how we subtract fractions? Take their responses and tell them that fractions with the same denominator, we subtract their numerator and the denominator remains the same.

Teaching and Learning Activities:

20 mins

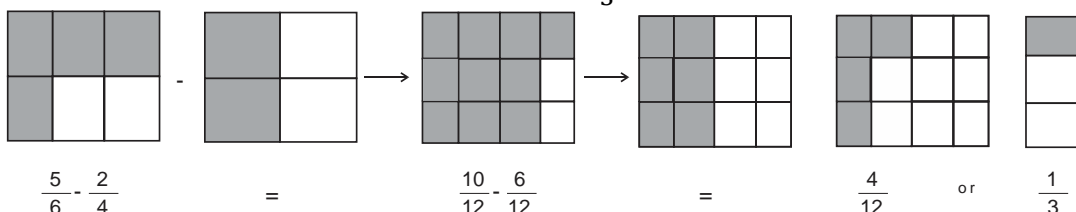
- Tell students today they are going to understand to subtract fractions with different denominators.
- Have students open page 32 of their textbooks. Ask them to read the statement of the example and tell what is given and what we have to find. Take their responses and tell them that we have to find how much chicken is left. For this, we have to subtract $\frac{2}{4}$ from $\frac{5}{6}$. Tell them that in the fractions $\frac{5}{6}$ from $\frac{2}{4}$ the denominators are different so first we convert the unlike fractions with different denominators to like fraction. For this, we find the LCM of the denominator of 6 and 4 that is 12. Now convert the unlike fractions to like fractions by converting them to equivalent fractions with the same denominators.

$$\frac{5}{6} = \frac{5 \times 2}{6 \times 2} = \frac{10}{12} \qquad \frac{2}{4} = \frac{2 \times 3}{4 \times 3} = \frac{6}{12}$$

- Now subtract the like fractions with the same denominators.

$$\frac{10}{12} - \frac{6}{12} = \frac{10-6}{12} = \frac{4}{12} = \frac{1}{3}$$

- So the remaining quantity of chicken is $\frac{1}{3}$ kg are represent it in figures as:



- 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

Sum up the lesson by asking them to solve 'Try Yourself'.

Evaluation: 10mins

To assess the students learning, ask them to solve Q2 (i-iii) of exercise 3.1 in their notebooks.

Homework: 2mins

Solve Q2 (iv-vi) of Exercise 3.1.

Lesson Plan

Grade: Five

Subject: Maths

Term: 1st

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 3

Unit 3: Fractions

Topic: Subtraction of Fractions

Student Learning Outcomes:

- Subtract 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 them: How can we convert unlike fractions to like fractions? How can we subtract unlike fractions?

Teaching and Learning Activities:

25 mins

- Make pairs of students. Give each pair unlike fractional number cards (proper, improper and mixed numbers).
- Instruct them to choose two cards at a time and then subtract that fractions by following steps in their notebooks.
- Instruct them to raise their hands when finished. Now call each pair one by one to the front and ask them to present their work to the whole class.
- Ask the rest of the class to check their work and correct it if needed.
- Repeat this activity with all pairs of the class.
- Appreciate them for their good work.

Review:

3mins

Sum up the lesson by explaining the steps of subtraction of unlike fractions.

Evaluation:

5mins

Ask them to solve Q3 and 4 of Exercise 3.1.

Homework:

2mins

Solve Q5 – 7 of Exercise 3.1.

Lesson Plan

Grade: Five

Subject: Maths

Term: 1st

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 4

Unit 3: Fractions

Topic: Multiplication of Fractions

Student Learning Outcomes:

- Multiply a fraction by a 1-digit number and demonstrate with the help of a diagram.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

Warm-up Activities:

5mins

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

Ask students about their homework. Ask them to write any two fractions and then subtract the smaller fraction from the greater one. Take their responses and appreciate them

Teaching and Learning Activities:

20 mins

- Tell students we are going to learn about multiplication of fractions by a 1-digit number.
- Have students open their textbook to page 37.
- Explain them that multiplication of a fraction by a whole number is the same as repeated addition of the fraction for the whole numbers of time.
- Tell them, to find the number of bottles, we will multiply $\frac{3}{4}$ by 8. To multiply a fraction by a whole number, we simply multiply the numerators and denomentors separately.

$$\frac{3}{4} \times 8 = \frac{3}{4} \times \frac{8}{1} = \frac{3 \times 8}{4 \times 1} = \frac{24}{4} = \frac{6}{1} = 6$$

- Ask them to read the statement of the example given and tell what is given and what we have to find. Take their responses and tell them that we have to find the number of bottles filled up with this total water.

Review:

3mins

Recall the lesson by telling students about the multiplication of a fraction by a whole number is the same as repeated addition of the fraction for the whole number of times.

Evaluation:

10mins

To assess the students learning, ask them to solve Q1 (i-ii) of exercise 3.2 in their notebooks.

Homework:

2mins

Solve Q(iii-v) of exercise 3.2 in their notebooks.

Lesson Plan

Grade: Five

Subject: Maths

Term: 1st

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 5

Unit 3: Fractions

Topic: Multiplication of Fractions

Student Learning Outcomes:

- Multiply a fraction by a 1-digit number and demonstrate with the help of a diagram.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

Warm-up Activities:

5mins

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

Ask students about their homework. Ask them: Do you know how we can multiply fractions by whole numbers. Take their responses and appreciate them for their good work.

Teaching and Learning Activities:

20 mins

- Tell students today they are going to practice the multiplication of fractions by 1-digit numbers.
- Put two baskets on the table. Put fraction number cards in one basket and 1-digit number cards in the other basket.
- Call a student to the front of the class and ask him/her to choose one card from each basket.
- Now instruct them to write the numbers given on the card on the board and then multiply the numbers. Ask the rest of the class to check their work and correct it if needed.
- Repeat the same activity with the other students. Appreciate them for their active participation.

Review:

3mins

Recall the lesson by telling students about how to multiply fractions by 1-digit numbers.

Evaluation:

10mins

To assess the students, ask them to write any fraction in their notebook and then multiply it with whole numbers up to 9. Also show multiplication through diagram.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Five

Subject: Maths

Term: 1st

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 6

Unit 3: Fractions

Topic: Multiplication of Fractions

Student Learning Outcomes:

- Multiply two or three fractions involving proper, improper fractions, and mixed numbers.
- Solve real life situations involving multiplication of fractions.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

Warm-up Activities:

5mins

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

Call a student to the front of the class and ask him/her to write any fraction and a 1-digit number and then multiply with the help of diagram. Appreciate for their good work.

Teaching and Learning Activities:

20 mins

- Tell students today we are going to learn about multiplication of fraction by a fraction. Have students to open their textbook to page 38. Ask them to read the statement of the example.
- Tell them that to multiply two fractions always multiply numerator by numerator and denominator by denominator.
- Solve the example step by step on the board and explain each step to students.
- Ask them to solve the example 1 again in their notebooks. Roam around the class, check their work and guide them if required.

Review:

3mins

Sum up the lesson by telling students to multiply fractions with fraction multiply numerator by numerator and denominator by denominator.

Evaluation:

10mins

To assess the students learning, ask them to solve Q2 (i-iii) of exercise 3.2. Roam around the class, check their work and discuss with them their common mistakes.

Homework:

2mins

Solve Q2 (iv-vi) of exercise 3.2.