

Lesson Plan

Grade: Four	Subject: Math	Term: 2 nd	Time: 40mins
Teacher's Name: _____	Week: 6	Day: 1	
Unit 4: Decimals	Topic: Decimal (Tenths, Hundredth and thousandths)		

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Recognize a decimal number as an alternative way of writing a fraction.
- Express a decimal number as a fraction whose denominator is 10.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask student, what is fractions? If there are 10 apples and 3 eaten by Asad. How we can write in form of fraction.
- Take their responses and appreciate for their correct answer.

Teaching & Learning Activities:

25mins

- Tell students today we will learn about decimal numbers.
- Tell them decimal is another way of writing a fraction.
- Now write a decimal number 11.5 on the board and tell them that 11 is the whole number part and "." Represent decimal point and the number right to the decimal point is called decimal part.
- Ask students to open their textbook and look the chocolate bar that is divided into 10 equal parts. Each part of the chocolate bar is $\frac{1}{10}$ of the whole bar.
- We can say that each part of the chocolate bar is called one-tenth of the whole. One tenth = $\frac{1}{10}$
- Tell them that we can write the one tenth of $\frac{1}{10}$ in another way that is called decimal form 0.1 and we can read it as zero point one.
- Tell them that we can also show this using number line then draw number line and show the fractions on the number line.

Review:

3mins

Revise the lesson by explaining every decimal has a whole number part and a fractional part that is separated by decimal point.

Evaluation:

5mins

To evaluate students learning ask them to draw a rectangle with 10 equal parts and then color 5 parts and show this in form of fraction and then decimal.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Four	Subject: Math	Term: 2 nd	Time: 40mins
Teacher's Name: _____	Week: 6	Day: 2	
Unit 4: Decimals	Topic: Decimal (Tenths, Hundredths and thousandths)		

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Recognize a decimal number as an alternative way of writing a fraction.
- Express a decimal number as a fraction whose denominator is 10.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Write a decimal number for example 9.8 on the board and ask them to tell the whole number, decimal point and decimal part in the given decimal number.
- Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities:

25mins

- Have students open their textbook page 58 and look at the square box that is divided into 100 equal parts.
- Tell them, each part of the square box is $\frac{1}{100}$ of the whole square. We can say that each part of the square box is called one-hundredth of the whole. One-hundredth = $\frac{1}{100}$
- Tell them that we can write the one hundredth of $\frac{1}{100}$ in another way that is called decimal form 0.01 and we can read it as zero point zero one.

Review:

3mins

Revise the lesson by explaining students that when we divide a square box into 100 equal parts, each part is called on hundredth.

Evaluation:

5mins

To assess the students learning give each student a square card with 100 equal parts and then instruct them to color the number of parts of your own choice and then write in form of decimal.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Four	Subject: Math	Term: 2 nd	Time: 40mins
Teacher's Name: _____	Week: 6	Day: 3	
Unit 4: Decimals	Topic: Decimal (Tenth, Hundredth and thousandths)		

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Recognize a decimal number as an alternative way of writing a fraction.
- Express a decimal number as a fraction whose denominator is 1000.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Write the fraction $15/100$ on the board and ask students to show this decimal by drawing a square box with hundred equal parts in their notebook. Roam around the class, check their work and appreciate them for their correct work.

Teaching & Learning Activities:

25mins

- Show a cube box flash card to students and ask them to look the cube box that is divided into 1000 equal parts. Each part of the cube box is $1/1000$ of the whole. We can say that each part of the cube box is called one-thousandth of the whole. One thousandth = $1/1000$.
- Tell them that we can write the one thousandth of $1/1000$ in another way that is called decimal form 0.001 and we can read it as zero point zero one. Now paste a wallchart of square divided into 1000 parts. Let's shade the 7 parts out of 1000.
- Ask students, what does the shaded part represent?
- Explain or ask students to explain, ways to read and write this decimal.
- Tell students 7 out of 1000 parts is written as:
 $7/1000$ or "seven-thousandth" $7/1000 = 0.007$. In decimal, 7 out of 1000 parts is written as: 0.007 we read it as "zero point zero seven."

Review:

3mins

Revise the lesson by explaining students that when we divide a cube into 1000 equal parts, each part is called on thousandth.

Evaluation:

5mins

To assess students ask them how many thousands are in one tenth.

Homework:

2mins

Solve Q1 of exercise 4.1 in their notebooks.

Lesson Plan

Grade: Four	Subject: Math	Term: 2 nd	Time: 40mins
Teacher's Name: _____	Week: 6	Day: 4	
Unit 4: Decimals	Topic: Place Value of Digits in Decimal Numbers		

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Identify and recognize the place value of a digit in decimals (up to 3-decimal places).

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students is meant by tenths, hundredths and thousandths. Call one by one students on the board randomly and ask them to write the examples of tenths, hundredths and thousandths.

Teaching & Learning Activities:

25mins

- Tell students today we will learn about place value of decimals.
- Write a decimal number for example 12.409 on the board and then draw a place value table on the board with tens, ones, decimal point, tenths, hundredths and thousandth place boxes.
- Now write 1 in the tens column, 2 in the ones column, decimal point in the decimal point column, 4 in the tenths column, 0 in the hundredths column and 9 in the thousandths column.
- Tell them that as 1 is in the tens place so its value is 10. 2 is in the ones place so, its value is 2, 4 is in the tenths place so its value is 0.4, the 0 is in the hundredths place so its value is 0.00, the 9 is in the thousandths place so its value is 0.009.
- Tell them that a place value table tell us the position of each digit in a decimal number.

Review:

3mins

Revise the lesson telling students that place value table tell us the place and place value of each digit in a decimal number.

Evaluation:

5mins

To evaluate the students ask them to solve the Q2 of exercise 4.1.

Homework:

2mins

Solve Q3 (i – iv) of exercise 4.1 in their notebooks.

Lesson Plan

Grade: Four	Subject: Math	Term: 2 nd	Time: 40mins
Teacher's Name: _____	Week: 6	Day: 5	
Unit 4: Decimals	Topic: Place Value of Digits in Decimal Numbers		

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Identify and recognize the place value of a digit in decimals (up to 3-decimal places).

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students what is meant by place value of each digit in a number.
- What is meant by expanded form of a decimal number.
- Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities:

25mins

- Have students open their textbook page 59 and read the example.
- Tell them, Daniyal bought a notebook for Rs. 49.98 to represent this decimal in place value chart, draw a place value chart.
- Tell them 49 is a whole number and 98 is a fractional part. Describe them place value chart expanded and standard form.
- Make pairs of students and instruct them to write any two decimal number on the notebook and then write that number in standard form and expanded form. Then draw a place value table and show that number in the place value table and write the place and place value of that numbers in their notebook.
- Instruct them to raise their hand when finished. Call one pair of students to the front of the class and ask them to show their working to the whole class. Ask the rest of the class to check their working and correct if needed.
- Appreciate them for their good work and the pair with accurate working in time is the winner.

Review:

3mins

Revise the lesson by telling student about place value of each digit in a decimal number.

Evaluation:

5mins

To evaluate the students, understanding ask them to solve Q4 of exercise 4.1.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Four **Subject:** Math **Term:** 2nd **Time:** 40mins

Teacher's Name: _____ **Week:** 6 **Day:** 6

Unit 4: Decimals **Topic:** Conversion of Fractions and Decimals

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Convert a given fraction to a decimal if denominator of the fraction is 10, 100 or 1000.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students to write a decimal number in the notebook and then show that decimal number in the place value table and then write the place and place value of each digit of the decimal number.
- Check their work and appreciate them.

Teaching & Learning Activities:

25mins

- Have students open their textbook page 61 and let them read the example.
- Ask them what is given and what we have to find. Write on the board, Mehwish reads 7 pages of English prose out of 10 pages. First, we have to write its fraction and then convert it into decimal.
- Fraction form will be $\frac{7}{10}$. As there is one zero in denominator of $\frac{7}{10}$ after 1. Now, we count number of digits in numerator starting from the right. Then place decimal point before it and remove denominator. $\frac{70}{10} = 0.7$.
- Ask students to write different fraction with denominator 10 or multiple of 10 and solve them in their notebooks. Roam around the class, check their work and guide if required.

Review:

3mins

Revise the lesson by explaining students how we can convert a fraction whose denominator is 10, 100 and 1000 into decimal by solving examples on the board.

Evaluation:

5mins

To evaluate the students, learning ask them to solve Q1 of exercise 4.2.

Homework:

2mins

Solve Q2 (i, ii, iii) exercise 4.2 in their notebooks.