

Lesson Plan

Grade: Four

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 1

Unit 4: Decimals

Topic: Conversion of Decimals to Fractions

Student Learning Outcomes:

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

- Convert a decimal (up to 3-decimal places) to fraction.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Flash cards of decimal numbers

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: Do you know about fractions and decimals? How can we convert fractions into decimals?
- Take their responses and appreciate them for their correct response.

Teaching & Learning Activities:

25mins

- Tell students today we will learn about the conversion of decimal to fraction. Write the decimal number 2.711 on the board.
- Tell them that to convert 2.711 to fraction first we count the number of digits to the right of the decimal point. There are 3 digits after the decimal point.
- Now tell them to write 1 in the denominator in place of the decimal point and put 3 zeros according to the three digits to the right of decimal point. Then remove the decimal point. $2.711 = 2711/1000 = 2(711/1000)$
This is the fraction form of the decimal number 2.711.
- Instruct students to open their textbooks and read the statement of the example 1. Ask them to tell what is given and what we have to find.
- Take their responses and tell them that height of the giraffe given and we have to convert that height into a fraction. Now ask them to convert the length 5.2m into a fraction in their notebooks.
- Roam around the class, check their work and guide them if required.
- Appreciate them for their good response.

Review:

3mins

Revise the lesson by explaining how can we convert decimal numbers to fractions by solving examples on the board?

Evaluation:

5mins

To check their understanding, ask them to solve Q2 (i – iii) of Exercise 4.2.

Homework:

2mins

Revise the classwork and solve Q2 (iv – vii) of Exercise 4.2.

Lesson Plan

Grade: Four

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 2

Unit 4: Decimals

Topic: Addition and Subtraction of Decimals

Student Learning Outcomes:

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

- Add and subtract 3-digit numbers (up to 2-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 about their homework. Ask students: How can we convert decimal numbers to fractions and fractions to decimal? Take their response.

Teaching & Learning Activities:

25mins

- Have students read the example on page 63. Ask them what is given and what we have to find?
- Tell them there are two pieces of cloth given. So, we have to find the length of both pieces.
- Demonstrate the solution on board and write the numbers vertically and line up the decimal points.
- Draw a Plus '+' sign to the left of the bottom number and a line underneath.
- Bring the decimal point straight down into answer. Now start adding right most column and goes to left.
- Instruct students to work in pairs. Give each pair four flash cards of decimal numbers and ask them to select two cards at a time. Then add the decimal numbers. Roam around and check their working.

Review:

3mins

Revise the lesson by explaining to students always add ones in ones, tens in tens and hundredth in hundredths.

Evaluation:

5mins

To check their understanding, ask them to solve Q1 (i, ii) of Exercise 4.3.

Homework:

2mins

Solve Q1 (iii - iv) Exercise in their notebooks.

Lesson Plan

Grade: Four

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 3

Unit 4: Decimals

Topic: Addition and Subtraction of Decimals

Student Learning Outcomes:

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

- Add and subtract 3-digit numbers (up to 2-decimal places).

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook pages 69, 70 and 71

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Ask them to tell the steps to add the two decimal numbers. Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities:

25mins

- Have students open their textbook and ask them to read example of subtraction of decimals. There are lengths of two wires given and we have to find the difference between length of two wires.
- Explain the step wise solution.
- First, write the numbers in vertical form so, that the decimal points are aligned.
Second, subtract the digits from right to left just like subtraction of whole numbers. In answer, put the decimal point exactly below the decimal point above.
- Instruct students to work in pairs. Give each pair four flash cards of decimal numbers and ask them to select two cards at a time and then subtract the decimal numbers. Roam around and check their working.

Review:

3mins

Revise the lesson by explaining to students how we can subtract two decimal numbers by solving the example step by step on the board.

Evaluation:

5mins

To assess their understanding, ask them to solve Q2 (i – iv) of exercise 4.3 in their notebooks.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Four

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 4

Unit 4: Decimals

Topic: Addition and Subtraction of Decimals

Student Learning Outcomes:

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

- Add and subtract 3-digit numbers (up to 2-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 steps are involved in subtraction?
- Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities:

25mins

- Place flash cards of decimal numbers of 3-digit numbers up to 2-decimal places on the table.
- Call a student to the front of the class and ask him/her to choose two cards of their own choice. Then instruct them to write the decimal numbers on the board and line them up vertically so that their decimal points are aligned.
- Then ask them to first add the decimal numbers and then subtract the decimal numbers. Ask the rest of the class to check their working and correct if needed. Repeat this activity for all students of the class.
- Check their work and appreciate them for their good work.

Review:

3mins

Revise the lesson by telling students how can we add and subtract two decimal numbers and tell them the steps to add or subtract decimal numbers?

Evaluation:

5mins

To evaluate the students learning, ask them how to add and subtract the decimal numbers. Take their responses and appreciate them for their correct answer.

Homework:

2mins

Solve Q3 to Q5 of Exercise in their notebooks.

Lesson Plan

Grade: Four

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 5

Unit 4: Decimals

Topic: Multiplication of Decimals

Student Learning Outcomes:

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

- Multiply a 2-digit number (up to 1 decimal place) by 10, 100 and 1000.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: Can you tell the steps now to add and subtract decimal numbers?
- Take their responses and appreciate them for their correct response.

Teaching & Learning Activities:

25mins

- Have the students open their textbook page 65 and instruct them to read the example.
- Tell them in multiplication of decimals, the place of decimal point in product is equal to the sum of decimal places of multiplication and multiplier.
- By demonstrating on board, tell students to multiply a decimal by 10, move the decimal point one place to the right. $0.9 \times 10 = 0.9/10 \times 10 = 9$
- To multiply a decimal by 100 move decimal point two places to the right $0.9 \times 100 = 0.9/10 \times 100 = 90$
- Similarly, to multiply 1000 move decimal point three places to right $9/10 \times 1000 = 900$
- Tell them that today we are going to learn about the multiplication of decimals by 10, 100 and 1000. Ask them: Do you know how we multiply a decimal by 10, 100 and 1000? Take their responses.

Review:

3mins

Revise the lesson by explaining the students how we can multiply a decimal number by 10, 100 and 1000.

Evaluation:

5mins

To assess the students learning, ask them to solve the Q1 (i - iv) of exercise 4.4 in their notebooks.

Homework:

2mins

Solve Q1 (vi – viii) in their notebooks.

Lesson Plan

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

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

Unit 4: Decimals Topic: Multiplication of Decimals

Student Learning Outcomes:

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

- Multiply a 2-digit number with 1-digit number.
- Solve real-life situations involving 2-digit numbers with 1-decimal place using appropriate operations.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: How we can multiply a decimal by 10, 100 and 1000?
- Take their responses and appreciate them for their correct response.

Teaching & Learning Activities:

25mins

- Ask students to open their textbooks to page 65. Ask students to read the statement of example 1 and tell what are given and what we have to find?
- Take their responses and appreciate them for their correct response.
- Now call a student to the front of the class and ask him/her to solve example 1 on the board. Have him/her explain each step to the whole class.
- Instruct the whole class to check his/her work and correct if needed.
- Appreciate them for their active participation.

Review:

3mins

Sum up the lesson by explaining to students how we multiply a decimal number by a 1-digit number and ask them to solve example 2 given on pages 72.

Evaluation:

5mins

To assess the students, ask them to solve Q1 (ix - x) of exercise 4.4 in their notebooks.

Homework:

2mins

Solve Q1 (xi – xii) of exercise 4.4 in their notebooks.