Lesson Plan

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

Teacher's Name: _____	**Week:** 2	**Day:** 1

Unit 4: Decimal Numbers and Percentages	**Topic:** Multiplication of Decimals

Student Learning Outcomes:

- Multiply a 3-digit number up to 2 decimal places 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 how we add and subtract decimal numbers?
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities:	**25mins**

- Instruct students to read the statement of the example written on the board "A price of one meter cloth is 69.75. If there are 10-, 100- and 1000-meter-long pieces, what will be their total price" and tell what is given and what we have to find.
- Take their responses and tell them that price of 1m cloth is given and we have to find the length of such 10-, 100- and 1000-meter pieces. For this we have to multiply 69.75 by 10, 100 and 1000.
- Tell them that when we multiply 69.75 by 10, the decimal point moves one decimal place towards the left.
  $69.75 \times 10 = 697.5$
  $69.75 \times 100 = 6975$
  $69.75 \times 1000 = 69750$
- Tell them that price of 10-meter cloth is 697.5 m and price of 100-meter cloth is 6975 and the meter of 1000 meter is 69750.

Review:	**3mins**

Revise the lesson by telling students when we multiply a number by 10, the decimal point moves one place to the right.

Evaluation:	**5mins**

Ask them to solve Q1 (i – iv) of Exercise 4.3 in their notebooks.

Homework:	**2mins**

Solve Q1 (iv-vi) and Q3 (i, iv) of Exercise 4.3 in their notebooks.

Lesson Plan

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

Teacher's Name: _____	**Week:** 2	**Day:** 2

Unit 4: Decimal Numbers and Percentages	**Topic:** Multiplication of Decimals

Student Learning Outcomes:

- Multiply a 3-digit number up to 2 decimal places by 10, 100, and 1000.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Flashcards of decimal numbers, Worksheet

Warm-up Activities: **5mins**

- Before beginning the lesson, ask student to say "Tasmiya."
- Ask students: how many decimal points moves to the right when we multiply a decimal number by 1000.
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: **25mins**

- Make three groups of students.
- Give each group five flash cards of decimal numbers.
- Instruct first group to multiply decimal number by 10. Instruct the second group to multiply the decimal number by 100 and the third group multiply the decimal numbers by 1000.
- Roam around the class and observe their working. Instruct them to raise hand when finished.
- Now call first group and ask them to show their working. To the whole class. Ask the rest of two groups to check their working and correct if needed.
- Repeat this activity to the other groups and appreciate them for their good working.

Review: **3mins**

Recall the lesson by explaining students the key fact given at page 47 in their textbook.

Evaluation: **5mins**

To check the learning of the students by asking them how many times the decimal point moves to the right when we multiply it by 10, 100 and 1000.

Homework: **2mins**

Revise the classwork.

Lesson Plan

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

Teacher's Name: _____	**Week:** 2	**Day:** 3

Unit 4: Decimal Numbers and Percentages	**Topic:** Multiplication of Decimals

Student Learning Outcomes:

- Multiply a 3-digit number up to 2 decimal places by a whole number up to 2-digit.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them about their previous day homework. Ask student: how we can multiply a decimal number by a whole number by converting them into fraction.
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: 25mins

- Tell them that today we will multiply a decimal number by a 2-digit whole number by direct method. Tell them that when we multiply a decimal number by a whole number first ignore the decimal point and multiply them as we multiply whole numbers. Let us multiply 7.12 and 11. After this count the number of digits in the multiplicand after the decimal point.

- There are two digits after the decimal point. Now count the same number of digits from the ones place of the product that 7832 and put the decimal point exactly where it is in the multiplicand. So, the answer is 78.32
- Ask students to write one decimal number and a whole number in their notebook and multiply it by using direct method.
- Roam around the class, check their work and guide them if required. Appreciate them for their good work.

Review: 3mins

Recall the lesson by explaining the steps of multiplication of decimal numbers and whole number by direct method.

Evaluation: 5mins

To assess the learning of the students ask them to solve Q2(i-iv) of Exercise 4.3 in their notebook.

Homework: 2mins

Solve Q2 (v-viii) of Exercise 4.3 in their notebook.

Lesson Plan

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

Teacher's Name: _____	**Week:** 2	**Day:** 4

Unit 4: Decimal Numbers and Percentages	**Topic:** Multiplication of Decimals

Student Learning Outcomes:

- Multiply a 3-digit number up to 2 decimal places by a 3-digit number 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 to tell: How many methods to multiply a decimal number by a whole number.
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: 25mins

- Tell them that today we are going to learn about the multiplication of decimal number by decimal numbers. Tell them there are two methods to multiply the decimal numbers, first is by converting them to fraction and second one is direct method. Tell them that today we will multiply decimal numbers by converting decimal number to fraction. We have to multiply 8.5 by 1.4 for this we convert both decimal numbers to fractions that is:

$$8.5 = \frac{85}{10} \text{ , } 1.4 = \frac{14}{10}$$

Now, we multiply them as: $8.5 \times 1.4 = \frac{85}{10} \times \frac{14}{10} = \frac{85 \times 14}{100} = \frac{1190}{100} = 11.9$

- Explain each step to students by solving another example of multiplication of two decimal numbers.

Review: 3mins

Sum up the lesson by explaining the steps of multiplication of two decimal numbers by converting them to fraction.

Evaluation: 5mins

To check students learning ask them to solve Q3 (i-iv) of Exercise 4.3 in their textbooks.

Homework: 2mins

Solve Q3 (iv-viii) of Exercise 4.3 in their textbooks.

Lesson Plan

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

Teacher's Name: _____	**Week:** 2	**Day:** 5

Unit 4: Decimal Numbers and Percentages	**Topic:** Multiplication of Decimals

Student Learning Outcomes:

- Multiply a 3-digit number up to 2 decimal places by a 3-digit number up to 2 decimal places.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities: 5mins

- Before beginning the lesson, ask student to say "Tasmiya."
- Ask students about their homework. Ask students: how many methods are there to multiply decimal numbers? Take their responses.
- Tell them that there are two methods first one is by converting decimal to fraction and the other one is direct method.

Teaching and Learning Activities: 25mins

- Tell them that today we will multiply a decimal number by a 2-digit decimal number up to 1-decimal number by direct method.
- Tell them that when we multiply 2 decimal numbers, first ignore the decimal point between them and multiply them as we multiply whole numbers.

  After this count the number of digits in the multiplicand and multiplier after the decimal point. Let us multiply 5.21 and 3.4. There are two digits after the decimal point in 5.21 and one digit in the multiplier. Now count the same number of digits from the ones place of the product that 17714 and put the decimal point exactly where it is in the multiplicand and multiplier. So, the answer is 17.714

- Ask students to open their textbook page 47 and then solve example 2 in their notebook without converting them into fractions.

Review: 3mins

Retell students how we multiply a 3-digit decimal number up to 2-decimal places and a 2-digit decimal number up to 1-decimal place.

Evaluation: 5mins

To evaluate the understanding of the students ask them to solve Q4 of Exercise 4.3 in their textbook.

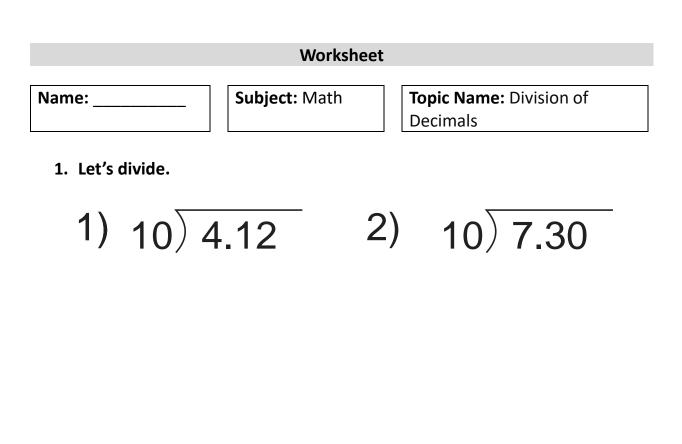### Homework: 2mins

Solve Q4 and Q5 of Exercise 4.3 and solve the given worksheet.

| Name: _____ | Subject: Math | Topic Name: Multiplication of Decimals |

1. Find the product.

1)
$$
\begin{array}{r}
4.3 \\
\times\ 8.8 \\
\hline
\end{array}
$$

2)
$$
\begin{array}{r}
2.1 \\
\times\ 0.02 \\
\hline
\end{array}
$$

3)
$$
\begin{array}{r}
9.47 \\
\times\ 0.31 \\
\hline
\end{array}
$$

4)
$$
\begin{array}{r}
10.02 \\
\times\ 11.1 \\
\hline
\end{array}
$$

5)
$$
\begin{array}{r}
0.092 \\
\times\ 4.5 \\
\hline
\end{array}
$$

6)
$$
\begin{array}{r}
0.034 \\
\times\ 9.4 \\
\hline
\end{array}
$$

7)
$$
\begin{array}{r}
10.02 \\
\times\ 8.2 \\
\hline
\end{array}
$$

8)
$$
\begin{array}{r}
0.89 \\
\times\ 0.53 \\
\hline
\end{array}
$$

Lesson Plan

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

Teacher's Name: _____	**Week:** 2	**Day:** 6

Unit 4: Decimal Numbers and Percentages	**Topic:** Division of Decimals

Student Learning Outcomes:
- Divide a 3 - digit number up to 2 decimal places 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 about their homework. Ask them how we add and subtract decimal numbers?
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: 25mins
- Write a statement "Asif wants to cut a ribbon of length 9.26 m into 10 equal pieces. What will be the length of each piece?" and read the statement of the example and tell what is given and what we have to find. Take their responses.
- Tell them that Asif wants to cut a piece of the ribbon of length 9.26 m into 10 equal pieces and we have to find the length of each piece of the cut ribbon. For this we have to divide 9.26 by 10.
- Tell them that when we divide 9.26 by 10, the decimal point moves one decimal place towards the left. $9.26 \div 10 = 0.926$ m
- Tell them that length of one piece of the ribbon is 0.926 m.

Review: 3mins
Retell students how we can divide decimal numbers by solving different examples on the board.

Evaluation: 5mins
To assess the students understanding ask them to write three decimal numbers and divide them by 10.

Homework: 2mins
Solve the given worksheet.

Worksheet

Name: _____	Subject: Math	Topic Name: Division of Decimals

1. Let's divide.

1) $10\overline{)4.12}$

2) $10\overline{)7.30}$

3) $10\overline{)3.40}$

4) $10\overline{)5.12}$

5) $10\overline{)13.5}$

6) $10\overline{)15.75}$