Lesson Plan						
Grade: Five	Subject: Math		Ferm: 2 nd		Time: 40mins	
Teacher's Name: Week: 2 Day: 1		:1				
Unit 4: Decimal Numbers and Percentages Topic: Multiplication of Decima				ion of Decimals		
Student Learning	Student Learning Outcomes:					
 Multiply a 3- 	digit number up to	2 decim	al places by 1	0, 100,	, and 1000.	
Resource Materia	d:					
Chalk/Marker, Whi	te/Blackboard, Ma	th Textb	ook			
Warm-up Activition	es:				5mins	
 Before begin 	ining the lesson, as	k studen	ts to say "Tasr	miya."		
 Ask students 	s how we add and s	subtract	decimal numb	ers?		
• Take their re	sponses and appre	ciate the	em for their co	rrect a	inswer.	
Teaching and Lear	ning Activities:				25mins	
 "A price of o long pieces," have to find. Take their rest to find the lest to multiply 6 Tell them the decimal place 69.75 × 10 = 69.75 × 100 Tell them the is 6975 and test 	sponses and tell the ength of such 10-, 1 59.75 by 10, 100 and at when we multip se towards the left. 697.5 = 6975	69.75. If otal price em that p LOO- and d 1000. Iy 69.75	there are 10-, e" and tell what price of 1m clo 1000-meter p by 10, the de 697.5 m and p	100- a at is giv th is gi ieces. cimal p	and 1000-meter- ven and what we ven and we have For this we have point moves one	
Review:	v tolling students u	(hon we	multiply a pur	aborb	3mins	
Revise the lesson b		men we	nunupiy a nun		y 10, the decimal	
point moves one p Evaluation:	ace to the right.				5mins	
Ask them to solve (01 (i – iv) of Evercie	all 3 in	their noteboo	kc	5111115	
Homework:		56 4.5 11		N3.	2mins	
nomework:			-		2111115	

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

Lesson Plan					
Grade: Five	Subject: Math	Term: 2 nd	Time: 40mins		
Teacher's Name:	Weel	k: 2	Day: 2		
Unit 4: Decimal Numbers and Percentages Topic: Multiplication of Decimals					
Student Learning O	Outcomes:				
 Multiply a 3-d 	ligit number up to 2 de	ecimal places by 1	0, 100, and 1000.		
Resource Material:					
Chalk/Marker, White Worksheet	e/Blackboard, Math Te	extbook, Flashcard	ls of decimal numbers,		
Warm-up Activities			5mins		
-	ο. ning the lesson, ask stι	udent to say "Tasm			

- 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:

- 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:

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

Evaluation:

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:

Revise the classwork.

3mins

25mins

5mins

2mins

Lesson Plan						
Grade: Five	Subject: Math	I	Te	erm: 2 nd		Time: 40mins
Teacher's Name: _		Week:	2		Day:	3
Unit 4: Decimal Nu	umbers and Perc	entages	;	Topic: Mult	iplicatio	on of Decimals
Student Learning (Outcomes:					
	digit number up	to 2 dec	cima	I places by a	whole I	number up to
2-digit.						-
Resource Material	:					
Chalk/Marker, Whit	e/Blackboard, N	1ath Tex	tbo	ok		
Warm-up Activitie	s:					5mins
Before beginn	ning the lesson,	ask stuc	lent	s to say "Tası	miya."	
Ask them abc	out their previou	is day ho	ome	work. Ask st	udent: ł	now we can
multiply a de	cimal number by	y a whol	le nı	umber by cor	nverting	them into
fraction.						
Take their res	sponses and app	oreciate	the	m for their co	orrect a	nswer.
Teaching and Learn	-					25mins
 Tell them that 	it today we will	multiply	уа	decimal num	ber by	a 2-digit whole
number by o	direct method.	Tell the	em t	that when v	ve mult	tiply a decimal
number by a	whole number f	irst igno	ore t	he decimal p	oint and	d multiply them
as we multip	ly whole numb	ers. Let	us	multiply		. let
7.12 and 11. A	After this count t	the num	ber	of digits	2	2 decimal places
in the multipl	licand after the o	decimal	poir	nt.	×	
There are two	o digits after the	decima	l poi	nt. Now	+ 7	1 2 0 (712×10)
count the same number of digits from the ones						
place of the p	product that 783	32 and p	out t	he decimal p	oint exa	actly where it is
in the multipl	licand. So, the ar	nswer is	78.	32		
Ask students	to write one d	lecimal	nun	nber and a v	vhole n	umber in their
notebook and	d multiply it by u	ising dir	ect	method.		
Roam around	d the class, ch	eck the	eir v	vork and gu	ide the	m if required.
Appreciate th	em for their goo	od work				
Review:						3mins
Recall the lesson by	explaining the	steps of	mu	Itiplication of	f decima	al numbers and
whole number by d	irect method.					
Evaluation:						5mins
To assess the learning	ng of the studen	its ask tl	hem	to solve Q2(i-iv) of I	Exercise 4.3 in
their notebook.						

Homework:

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

2mins

	Le	esson Pl	an		
Grade: Five	Subject: Math	n -	Ferm: 2 nd	Time: 40r	nins
Teacher's Name:		Week: 2		Day: 4	
Unit 4: Decimal Num	bers and Perc	centages	Topic: Mult	iplication of Decim	nals
Student Learning Out	tcomes:				
 Multiply a 3-digi 	it number up	to 2 decim	al places by a	3-digit number up	to
2 decimal places	S.				
Resource Material:					
Chalk/Marker, White/	3lackboard, N	Aath Textbo	ook		
Warm-up Activities:				5mins	
Before beginning	-		-	-	
	tell: How ma	iny method	s to multiply a	a decimal number	by a
whole number.					
Take their respo		preciate the	m for their co		
Teaching and Learnin	-			25mins	
		-		ultiplication of dec	
number by deci	mal numbers	s. Tell them	there are tw	o methods to mul	tiply
the decimal nun	nbers, first is	by convert	ing them to fr	action and second	one
is direct method	d. Tell them t	hat today v	ve will multip	ly decimal number	rs by
U U				multiply 8.5 by 1.4	4 for
this we convert		I numbers t	o fractions the	at is:	
$8.5 = \frac{85}{10}$, $1.4 = \frac{1}{10}$	14				
10	10	8	5 14 85×1	4 1190	
Now, we multipl	ly them as: 8.	$.5 \times 1.4 = \frac{1}{1}$	$\frac{1}{0} \times \frac{1}{10} = \frac{00000}{100}$	$\frac{4}{100} = \frac{1190}{100} = 11.9$	
• Explain each ste	p to students	by solving	another exam	ple of multiplication	on of
two decimal nur	mbers.				
Review:				3mins	
Sum up the lesson by e	explaining the	e steps of m	ultiplication o	f two decimal num	bers
by converting them to	fraction.				
Evaluation:				5mins	
To check students lear	ning ask ther	n to solve (23 (i-iv) of Exe	rcise 4.3 in their	

2mins

textbooks.

Homework:

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

Lesson Plan						
Grade: Five	Subject: Math	ו	Те	rm: 2 nd		Time: 40mins
Teacher's Name:		Week:	2	Da		:5
Unit 4: Decimal Nu	entages		Topic: Mul	tiplicat	ion of Decimals	
Student Learning (Outcomes:					
Multiply a 3-						
2 decimal pla	2 decimal places.					
Resource Material	:					
Chalk/Marker, Whit	e/Blackboard, N	lath Text	tboc	ok		
Warm-up Activitie	s:					5mins
 Before begins 	ning the lesson,	ask stud	lent [.]	to say "Tasr	niya."	
Ask students	about their hor	nework.	Ask	students: h	now ma	any methods are
there to mult	iply decimal nur	mbers? T	Гаke	their respo	nses.	
• Tell them that	t there are two	method	ds fir	st one is by	, conve	rting decimal to
fraction and t	the other one is	direct m	netho	od.		
Teaching and Lear	ning Activities:					25mins
 Tell them that 	t today we will r	multiply	a de	ecimal num	ber by a	a 2-digit decimal
number up to	o 1-decimal num	iber by d	lirec	t method.		
• Tell them th	nat when we r	nultiply	2	al Point	S AND	
decimal nur	nbers, first ig	nore th	he	1 Consecution	Contraction of the second	
decimal poi	nt between t	hem ar	nd	5.21	\rightarrow	2 decimal places
multiply the	m as we multij	ply who	le	2 0 8 4		4)
numbers. $\begin{array}{c ccccccccccccccccccccccccccccccccccc$						
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 di	gits from the on	es place	of t	he product	that 17	714 and put the
decimal poin	t exactly where	it is in t	he r	nultiplicand	l and m	ultiplier. So, the
answer is 17.	714					
Ask students	• Ask students to open their textbook page 47 and then solve example 2 in					ve example 2 in
their notebook without converting them into fractions.						
Deview						2 mains

Review:

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:

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

Homework:

2mins

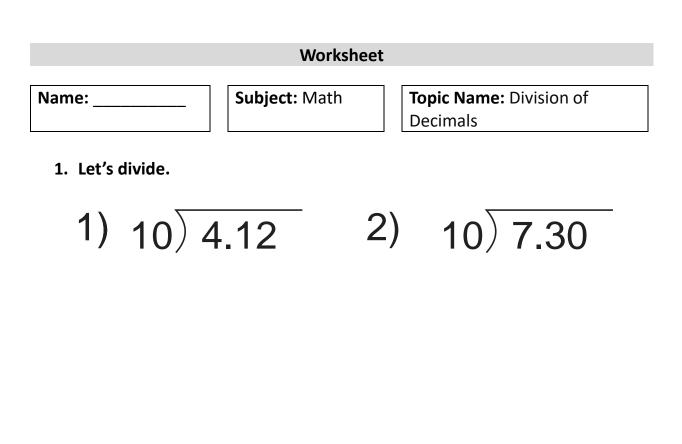
5mins

3mins

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

Worksheet	
Name: Subject: Math	Topic Name: Multiplication of Decimals
1. Find the product.	
1) 4.3	2) 2.1
X8.8	x0.02
3) 9.47	4) 10.02
x0.31	x 11.1
5) 0.092	6) 0.034
x4.5	x9.4
7) 10.02	8) 0.89
x 8.2	x 0.53

Lesson Plan						
Grade: Five	Subject: Math	1	erm: 2 nd	Time: 40mins		
Teacher's Name:		Week: 2	Da	y: 6		
Unit 4: Decimal Numbers and Percentages Topic: Division of Decimals						
Student Learning O	utcomes:					
		2 decima	l places by 10, 100	, and 1000.		
Resource Material:		11 T 11	- 1			
Chalk/Marker, White		ith lextbo	OOK	Freedom		
Warm-up Activities			· · · · · · · · · · · · · · · · · · ·	5mins		
0	•		ts to say "Tasmiya.			
 Ask students decimal numb 		iework. A	sk them how we	add and subtract		
• Take their resp	conses and appre	eciate the	m for their correct	answer.		
Teaching and Learn	ing Activities:			25mins		
 Write a staten 	nent "Asif wants	to cut a ri	ibbon of length 9.2	6 m into 10 equal		
pieces. What	will be the lengt	h of each	piece?" and read	the statement of		
the example a	and tell what is	given an	d what we have t	o find. Take their		
responses.						
• Tell them that	Asif wants to cut	a piece c	of the ribbon of len	gth 9.26 m into 10		
equal pieces a	equal pieces and we have to find the length of each piece of the cut ribbon.					
For this we ha	ve to divide 9.26	by 10.				
• Tell them that	t when we divid	le 9.26 b [.]	y 10, the decimal	point moves one		
decimal place	towards the left.	9.26÷	10 = 0.926 m			
 Tell them that 	length of one pie	ece of the	e ribbon is 0.926 m			
Review:				3mins		
Retell students how	we can divide de	ecimal nu	mbers by solving c	lifferent examples		
on the board.						
Evaluation:				5mins		
To assess the studen	nts understanding	g ask ther	n to write three de	cimal numbers		
and divide them by 1	10.					
Homework:				2mins		
Solve the given work	(sheet.					





5) 10) 13.5 6) 10) 15.75