Lesson Plan

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

Teacher's Name: _____	**Week:** 4	**Day:** 1

Unit 4: Decimals Numbers and Percentage	**Topic:** Rounding off Decimals

Student Learning Outcomes:
- Round off a 4-digit number up to 3-decimal places to the nearest hundredth.

Resource Material:
Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities: 5mins
- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them to tell how we can round off decimal numbers to the nearest tenths. Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: 20mins
- Tell students today we will learn about rounding off decimal numbers to the nearest hundredths.
- Write 2.856 on the board and tell them that we round off the decimal number to the nearest hundredths.
- Tell them that there are some rules to round off numbers to nearest hundredths, first look at the digit at thousandth place if the digit at thousandths place is 5 or greater than 5 then we add one to the hundredths place digit and remove the remaining digits from right. If the digit at the thousandths place is less than 5 then the hundredth-place digit remains the same and remove the remaining digits from right.
- Tell them that to round off the number 2.856 to the nearest hundredth look at the digit at the thousandths place that is 6 as 6 is greater than 5 so we add 1 to the hundredths place digit and remove the remaining digits to its right.
- $2.856 \approx 2.86$

Review: 3mins
Revise the lesson by explaining the students how to round off decimal numbers to nearest hundredths.

Evaluation: 10mins
To assess students ask them to Solve Q1 (v-vi) of Exercise 4.6 in their notebooks.

Homework: 2mins
Solve Q (vii-viii) of Exercise 4.6 in their notebooks.

Lesson Plan

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

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

Unit 4: Decimals Numbers and Percentage	**Topic:** Estimating Sum and Difference of Decimals

Student Learning Outcomes:
- Estimate sum or difference of the numbers (up to 4 - digit).

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 to tell the rules to round off the decimal numbers to nearest tenths and hundredths.
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: **20mins**
- Tell students today we will learn to estimate the sum of two decimal numbers. Tell students the easiest way to estimate a sum or difference of decimal is to round off the decimals. It makes calculation easier.
- Write a statement on the board.
- A shopkeeper sold 45.23 kg of watermelon and 12.98 kg of apples. How much watermelon and apples did he sell in all? First estimate the total weight of the fruit and then verify your answer.
- Tell students to estimate the weight of both fruits, first we round off the mass of both fruits to the nearest whole number.

  $45.23 \approx 45$

  $12.98 \approx 13$
- Tell them that now we add the estimated values as 45 + 13 = 58
- So, the total mass of the both fruits is approximately 58 kg. Now to verify our estimation we add 45.23 and 12.98

  $45.23 + 12.98 = 58.21 \approx 58$
- Tell them that as our estimation is close to the actual value so our estimation is correct.

Review: **3mins**

Retell students how we estimate the sum of two decimal numbers and then verify the answer by actual sum.

Evaluation: **10mins**

To assess the students learning ask them to solve Q1 (i-v) of Exercise 4.7 of their textbooks in their notebooks.

Homework: **2mins**

Solve Q1 (vi-ix) of Exercise 4.7 of their textbooks in their notebooks.

Lesson Plan

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

Teacher's Name: _____	**Week:** 4	**Day:** 3

Unit 4: Decimals Numbers and Percentage	**Topic:** Estimating Sum and Difference of Decimals

Student Learning Outcomes:
- Estimate sum or difference of the numbers (up to 4 - digit).

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 we estimate the sum of two decimal numbers and then how we verify out estimation is correct or not.
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: **20mins**
- Tell students today we will learn to estimate the difference of two decimal numbers. Write on the board, Estimate the difference of 45.9 and 32.2.
- Tell them that first we round off the given decimal numbers to nearest whole numbers.

  $45.9 \approx 46$

  $32.2 \approx 32$
- Tell them that now we subtract the estimated values as 46 - 32 = 14. To verify our estimation, we subtract 32.2 from 45.9.

  $45.9 - 32.2 = 13.7 \approx 14$
- Tell them that as our estimation is close to the actual value so our estimation is correct.

Review: **3mins**

Re-telling students how we estimate the difference of two decimal numbers and then verify the answer by finding actual difference.

Evaluation: **10mins**

To assess the students learning ask them to solve Q (i-v) of Exercise 4.7 of their textbook in their notebooks.

Homework: **2mins**

Solve Q2(vi-ix) of Exercise 4.7 in their notebooks.

Lesson Plan

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

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

Unit 4: Decimals Numbers and Percentage	**Topic:** Percentages

Student Learning Outcomes:

- Recognize percentage as a special kind of fraction.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities:	**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: Do you know about percentage?
- Take their responses and appreciate them if someone gives the right answer.

Teaching and Learning Activities:	**20mins**

- Show students a grid paper of square shape with 100 equal boxes with one color box. Tell students as 1 square is colored out of 100 equal parts then we can show this in fraction form as 1/100.
- Tell students a fraction whose denominator is 100 can be written in the form of percentage and 1% or we can say that 1% of the square is colored.
  1% = 1/100
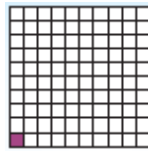
- Tell students if denominator of a fraction is 100, then the numerator gives the percentage equivalent to fraction thus percentage is another way of expressing fraction.

Review:	**3mins**

Revise the lesson by explaining the terms percentage to students that this is another way of writing fraction.

Evaluation:	**10min**

To evaluate students learning ask them to solve Q1 (i-v) of Exercise 4.8 in their textbooks.

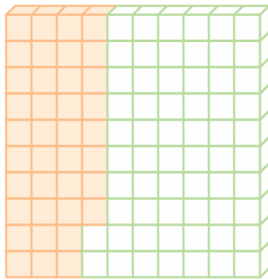| **Homework:**	**2mins**

Solve the given worksheet.

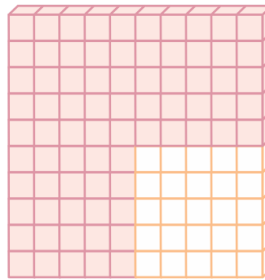**Name:** _____ | **Subject:** Math | **Topic Name:** Percentages

1. **The following square grids consist of 100 equal parts. Write the percentage of the colored parts for each grid.**
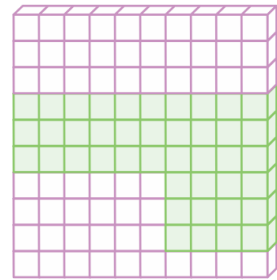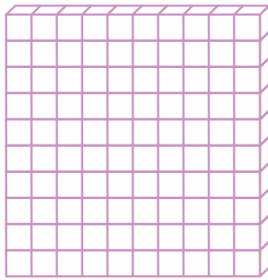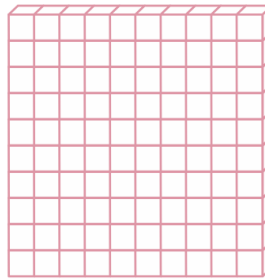
i

ii

iii

2. **Color the square grids according to given percentages.**
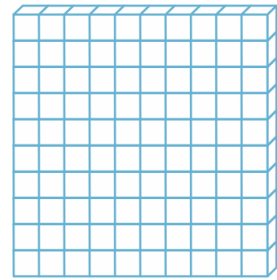
i

ii

iii

7%

32%

59%

Lesson Plan

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

Teacher's Name: _____	Week: 4	Day: 5

Unit 4: Decimals Numbers and Percentage	Topic: Percentages

Student Learning Outcomes:
- Recognize percentage as a special kind of fraction.

Resource Material:
Chalk/Marker, White/Blackboard, fractional cards of percentages and fraction number cards

Warm-up Activities: 5mins
- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: What is another way to write fractional number.
- Take their responses and tell them that percentage is another way to write fractional numbers.

Teaching and Learning Activities: 20mins
- Make pairs of students.
- Give each pair a square grid paper with 100 square boxes.
- Put some fractional card on the table.
- Call one by one each pair to the front of the class and instruct them to choose two cards and then color the square grid according to the given fractional cards and then represent it in form of percentage.
- When they have finished call one by one each pair to 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 any mistake. Appreciate them for their good work.

Review: 3mins
Sum up the lesson by explaining how can we represent a fraction whose denominator is 100.

Evaluation: 10min
To assess students learning ask them to solve Q1 (vi-viii) of exercise 4.8 in their textbooks.

Homework: 2mins
Solve Q2 and Q3 of Exercise 4.8 in their textbooks.

Lesson Plan

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

Teacher's Name: _____	**Week:** 4	**Day:** 6

Unit 4: Decimals Numbers and Percentage	**Topic:** Converting fractions to percentage

Student Learning Outcomes:
- Convert percentage to fraction and to decimal number and vice versa (only for numbers without decimal part i.e., 35%, 75% etc.)

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: what is meant by percentage? How we can represent a fraction as percentage?
- Take their responses and appreciate if someone gives the right answer.

Teaching and Learning Activities: 20mins
- Tell students today we will learn about conversion of fraction into percentage. Write a fraction 3/10 on the board and tell them that now we convert 3/10 into percentage by multiplying 3/10 by 100.

$$\frac{3}{10} = \frac{3}{10} \times 100\% = 30\%$$

- Have student to open their textbook page 60. Ask them to solve example 1 and 2 in their notebook. Roam around the class, check their work and guide them if required.

Review: 3mins
Revise the lesson by repeating the steps to convert fractions to percentage by solving different examples on the board.

Evaluation: 10min
To evaluate the student learning ask them to solve "Q2(i-iii) of Exercise 4.9 in their notebooks. Roam around the class, check their work and guide them if required.

Homework: 2mins
Solve Q3 (iv-vi) of Exercise 4.9 in their notebooks.