Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 2nd	**Time:** 40mins
Teacher's Name: _____	**Week:** 6	**Day:** 1	
Unit 4: Decimal Number and Percentages.	**Topic name:** Real-life situations involving percentage		

Student Learning Outcomes:

Solve real-life situations involving percentages.

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?
- How can we convert fractions and decimals to percentage?
- Take their responses and appreciate them for their correct answers.

Teaching and Learning Activities: **25mins**

- Tell students today we are going to learn about uses of percentage in our daily life.
- Write the statement: "There are 250 trees in a farm. If 40% of the trees are mango trees then how many mango trees are there?"
- Ask students to read the statement and tell what is given and what we have to find. Take their responses and tell them that the number of trees in the farm is given and the percentage of mango trees is given. We have to find the number of mango trees. Now solve it step by step on the board and explain each step to them.

Total number of trees = 250

Mango trees = 40%

Number of mango trees = 40% of 250

$$= \frac{40}{100} \times 250 = 100$$

Review: **3mins**

Revise the lesson by telling students about the uses of percentage in our daily life.

Evaluation: **5mins**

To evaluate the learning of the students, ask them to solve Q5 of Exercise 4.9 in their notebooks.

Homework: **2mins**

Solve Q6 of exercise 4.9 in their notebooks.

Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 2nd	**Time:** 40mins
Teacher's Name: _____	**Week:** 6	**Day:** 2	
Unit 4: Decimal Number and Percentages.	**Topic name:** Summary and Review Exercise		

Student Learning Outcomes:

- Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Teaching and learning Activities: **30mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students that they are going to recall all the concepts of the Unit "Decimals and Percentage".
- Ask them the following questions to let them revise the basic concepts:
- How can we compare and arrange decimal numbers?
- How can we add and subtract decimal numbers?
- Have students open page 62 of their textbooks. Ask them to solve Q1 and Q2 of "Review Exercise" in their textbooks. Ask them to solve Q3 in their notebooks.
- Walk around the class and appreciate them for the correct solutions. Guide them if required.

Review: **8mins**

Revise the lesson by repeating the summary of the unit.

Evaluation: **0mins**

N/A

Homework: **2mins**

Solve Q4-Q8 of "Review Exercise" in their notebooks.

Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 2nd	**Time:** 40mins
Teacher's Name: _____	**Week:** 6	**Day:** 3	
Unit 4: Decimal Number and Percentages.	**Topic name:** Summary and Review Exercise		

Student Learning Outcomes:

- Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Teaching and Learning Activities: **30mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students that they are going to recall all the concepts of the Unit "Decimal and Percentage".
- Ask them the following questions to let them revise the basic concepts:
- How can we compare and arrange decimal numbers?
- How can we add and subtract decimal numbers?
- Have students open page 63 of their textbooks. Ask them to solve Q9 to Q12 of "Review Exercise" in their notebooks.
- Walk around the class and appreciate them for the correct solutions. Guide them if required.

Review: **8mins**

Revise the lesson by repeating the summary of the unit.

Evaluation: **0mins**

N/A

Homework: **2mins**

Solve Q13 and Q15 of "Review Exercise" in their notebooks.

Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 2nd	**Time:** 40mins
Teacher's Name: _____	**Week:** 6	**Day:** 4	
Unit 5: Distance and Time	**Topic name:** Distance		

Student Learning Outcomes:

- Convert measures given in kilometers to meters and vice versa.

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 which object is measured in meters, centimeters and which distance is measured in kilometers.

Teaching and Learning Activities: 25mins

- Ask students what do they know about distance.
- Tell them, distance is the length between two points or places.
- Tell them units of distance are kilometers, meters and centimeters.
- Recall students that:
  1km = 1000m 1m = 100cm 1cm = 10mm
- Write the statement of the example: "A bus covers a distance of 60 kilometers. How much distance did the bus cover in meters?"
- Ask students: How many meters are in one kilometer? Take their responses and tell them that there are 1000 meters in one kilometer. Tell them that to convert 60 kilometers to meters, we have to multiply it by 1000.
  So, to convert 60 km to m, we have to multiply 60 by 1000.
  60 km = 60 x 1000 m = 60000 m

Review: 3mins

Revise the lesson by explaining that when we convert a larger unit to a smaller unit, we always multiply. When we convert kilometers to meters, we multiply the number of kilometers by 1000. When we convert a smaller unit to a larger unit, we divide. So, to convert meters to kilometers, we divide the number of meters by 1000.

Evaluation: 5mins

To assess the students understanding, write some units of distance in kilometers and meters. Instruct them to convert these units of distances into meters and vice versa.

Homework: 2mins

Revise the classwork.

Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 2nd	**Time:** 40mins
Teacher's Name: _____	**Week:** 6	**Day:** 5	
Unit 5: Distance and Time	**Topic name:** Conversion of Units of Distance		

Student Learning Outcomes:

Convert measures given in meters to centimeters and vice versa.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities: **5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: How can we convert kilometers to meters and meters to kilometers?
- Take their responses and appreciate them for their correct response.

Teaching and Learning Activities: **25mins**

- Tell students today they are going to convert meters to centimeters.
- Write the statement of the example: "The length of the wire is 3 m 15 cm. What is the length of the wire in centimeters?" Ask students: How many centimeters are there in one meter? Take their responses and tell them that there are 100 centimeters in one meter. Tell them that to convert 3 m 15 cm to centimeters, we first multiply 3 m by 100 and then add 15 into it.

  3 m 15 cm = 3 x 100 cm + 15 cm = 300 cm + 15 cm = 315 cm
- Ask students to open their textbooks page 66. Instruct them to solve the examples given in the textbook in their notebooks. Roam around and check their work. Discuss with them their common mistakes.

Review: **3mins**

Sum up the lesson by explaining to students that when we convert a larger unit to a smaller unit, we always multiply. When we convert meters to centimeters, we multiply the number of meters by 100.

Evaluation: **5mins**

To assess the students understanding, ask them to solve Q1 (i-v) of Exercise 5.1 in their notebooks.

Homework: **2mins**

Solve Q1 (vi-x) of exercise 5.1 in their notebooks.

Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 2nd	**Time:** 40mins
Teacher's Name: _____	**Week:** 6	**Day:** 6	
Unit 5: Distance and Time	**Topic name:** Distance		

Student Learning Outcomes:

- Convert measures given in centimeters to millimeters and vice versa.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: How can we convert meters to centimeters?
- Take their responses and appreciate them for their correct responses.

Teaching and Learning Activities: 20mins

- Write the statement of the example: "The length of the glass is 18 cm 4 mm. What is the length of the glass in millimeters?" Ask students: How many millimeters are there in one centimeter? Take their responses and tell them that there are 10 millimeters in one centimeter. Tell them that to convert 18 cm 4 mm to millimeters, we first multiply 18 cm by 10 and then add 4 mm into it.

  18 cm 4 mm = 18 x 10 mm + 4 mm = 180 mm + 4 mm = 184 mm

- Have them open their textbooks to page 67. Instruct them to solve the examples given in the textbooks in their notebooks. Roam around the class and check their work. Discuss with them their common mistakes.

Review: 3mins

Revise the lesson by explaining to students that when we convert centimeters to millimeters, we multiply the number of centimeters by 10.

Evaluation: 10mins

To assess the students understanding, ask them to solve Q1 (xi-xv) of Exercise 5.1 in their notebooks.

Homework: 2mins

Solve the given worksheet.

Worksheet

1. Converting the following.

1)	1cm = _____ mm	2)	2cm = _____ mm
3)	3cm = _____ mm	4)	4cm = _____ mm
5)	1m = _____ cm	6)	2m = _____ cm
7)	3m = _____ cm	8)	4m = _____ cm
9)	1km = _____ m	10)	2km = _____ m
11)	3km = _____ m	12)	5km = _____ m

2. Use greater than (>), less than (<) or equals (=) to compare the amounts.

1)	1 m	>	10 cm	2)	1 km		1000 m
3)	20 mm		1 cm	4)	80 cm		1 m
5)	200 m		1 km	6)	3cm		40 mm
7)	10 mm		1 cm	8)	2 km		3000 m
9)	3 m		40 cm	10)	500 cm		3 m