

Lesson Plan

Grade: Five

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 1

Unit 5: Distance and Time

Topic name: Addition and Subtraction of Units of Distance

Student Learning Outcomes:

- Solve real-life situations involving conversion, addition and subtraction of measures of distance.

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 km to m? How can we convert m to cm?
- Take their responses and appreciate them for their correct response.

Teaching and Learning Activities:

25mins

- Tell students today they are going to add units of distance.
- Tell them to add measures of distance, always add same units i.e., km in km, m in m, cm in cm.
- Write the statement: "The length of one wire is 5 m 72 cm and the length of the other wire is 7 m 49 cm. What is the length of both wires in centimeters?"

Instruct them to read the statement of the example and tell what is given and what we have to find. Take their responses and tell them that the length of two wires is given

Length of one wire = 5 m 72 cm

Length of the another wire = + 7 m 49 cm

Total length of both wires = 13 m 21 cm

and we have to find the total length of both wires. For this we have to add 5 m 72 cm and 7 m 49 cm. Tell them that to add these, first we write the lengths of both wires vertically and then add the centimeters. $72 \text{ cm} + 49 \text{ cm} = 121 \text{ cm} = 1 \text{ m } 21 \text{ cm}$

- As we know that there are 100 cm in one meter so we write 21 to the cm place and take $100 \text{ cm} = 1 \text{ m}$ to the meters place. Now add the meters:

$$1 \text{ m} + 5 \text{ m} + 7 \text{ m} = 13 \text{ m}.$$

Now we find the length of both wires in cm:

$$13 \text{ m } 21 \text{ cm} = 13 \times 100 + 21 \text{ cm} = 1300 + 21 \text{ cm} = 1321 \text{ cm}$$

Solve the example step by step on the board and explain each step.

Review:

3mins

Revise the lesson by explaining step wise addition to the students.

Evaluation:**5mins**

To assess the students learning, ask them to solve Q1 of (i-iv) of Exercise 5.2 in their textbooks.

Homework:**2mins**

Solve Q1 of (v-vi) of Exercise 5.2 in their textbooks.

Lesson Plan

Grade: Five

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 2

Unit 5: Distance and Time

Topic name: Addition and Subtraction of Units of Distance

Student Learning Outcomes:

- Solve real-life situations involving conversion, addition and subtraction of measures of distance.

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 add the units of length with carrying? Call a student to the front of the class and ask him/her to write the units of length in meters and centimeters. Then add them up.

Teaching and Learning Activities:

20mins

- Have students open their textbook to page 69.
- Ask them to solve example 2 and explain the procedure step by step.
- Tell them always subtract same unit of length.
- Make pairs of students and ask them to write same units of length and then subtract these units of length.
- After doing this, call each pair one by one to the front of the class and ask them to show their working to the whole class.
- Then solve the sums on the board. Appreciate them for their correct work.

Review:

3mins

Revise the lesson by asking students by telling students the clue word that are used for subtraction and how we can subtract the unit of distance.

Evaluation:

10mins

To assess the students learning, ask them to solve Q2 (i-iv) of Exercise 5.2 in their textbooks.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Five

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 3

Unit 5: Distance and Time

Topic name: Conversion of Units of time

Student Learning Outcomes:

- Convert hours to minutes 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: What is the standard unit of time? How many minutes are there in one hour? How many hours are there in a day?
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities:

20mins

- Tell students today they are going to convert hours to minutes and minutes to hours.
- Write the statement of the example: "Amna spends 3 hours to complete her homework. How many minutes does she spend to complete her homework?" Ask students: Do you know how many minutes there are in one hour? Take their responses and tell them that there are 60 minutes in one hour. Tell them that to convert 3 hours to minutes, we multiply 3 by 60.

$$3 \text{ hours} = 3 \times 60 \text{ min} = 180 \text{ mins}$$

- Tell them that we can also convert minutes to hours. Write 240 min on the board and tell them that we will now convert minutes to hours.
- Ask them: How can we convert minutes to hours? Take their responses and tell them that to convert minutes to hours, we divide the number of minutes by 60.

$$240 \text{ min} = 240 \div 60 \text{ min} = 4 \text{ hours}$$

Review:

3mins

Revise the lesson by explaining to students that when we convert a larger unit to a smaller unit, we always multiply. When we convert hours to minutes, we multiply it by 60. When we convert a smaller unit to a larger unit, we divide. So, to convert minutes to hours, we divide the number of minutes by 60.

Evaluation:

10mins

To check the students' understanding, ask them to solve Q1 (i-v) of Exercise 5.3 in their notebooks. Roam around the class, check their work and guide them if required.

Homework:

2mins

Solve Q1 (vi-x) of Exercise 5.3 of their textbooks in their notebooks.

Lesson Plan

Grade: Five

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 4

Unit 5: Distance and Time

Topic name: Conversion of Units of Time

Student Learning Outcomes:

- Convert minutes to seconds 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 a larger unit to a smaller unit?
How many seconds are there in one minute?
How many minutes are there in 20 hours?
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities:

20mins

- Write the statement of the example: Sidra spent 25 minutes in reciting Holy Quran. How many seconds did she spend in reciting? Ask students: Do you know how many seconds there are in one minute? Take their responses and tell them that there are 60 second in one minute. Tell them that to convert 25 minutes to seconds, we multiply 25 by 60.

$$25 \text{ minutes} = 25 \times 60 \text{ sec} = 1500 \text{ sec}$$

- Tell them that we can also convert seconds to minutes. Write 180 seconds on the board and tell them that we will now convert seconds to minutes. Ask them: How can we convert seconds to minutes? Take their responses and tell them that to convert second to minutes, we divide the number of seconds by 60.

$$180 \text{ sec} = 180 \div 60 = 3 \text{ min}$$

Review:

3mins

Revise the lesson by explaining to students that when we convert a larger unit to a smaller unit, we always multiply. When we convert a smaller unit to a larger unit, we divide.

Evaluation:

10min

To assess the students understanding, ask them to solve Q1 (i-v) of Exercise 5.3 in their notebooks. Roam around the class, check their work and guide them if required.

Homework:

2mins

Solve Q1 (vi-x) of Exercise 5.3 of their textbooks in their notebooks.

Lesson Plan

Grade: Five

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 5

Unit 5: Distance and Time

Topic name: Conversion of Units of Time

Student Learning Outcomes:

- Convert years to months 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 many months are there in a year? How can we convert years to months?
- Take their responses and appreciate if someone gives the right answer.

Teaching and Learning Activities:

20mins

- Tell students today they are going to convert years to months.
- Write the statement of the example: It took 4 years to complete construction of Qasim's office. How many months does it take to complete construction? Ask students: Do you know how many months are there in a year? Take their responses and tell them that there are 12 months in one year.
- Tell them that to convert 4 years to months, we multiply the number of years by 12.

$$4 \text{ years} = 4 \times 12 \text{ months} = 48 \text{ months}$$

- Ask students to open their textbooks. Instruct them to solve the examples related to conversion of years to months and months to years given in the textbooks. Roam around the class and check their work.
- Discuss with them their common mistakes.

Review:

3mins

Recall the lesson by explaining to students that when we convert years to months, we multiply it by 12. When we convert a smaller unit to a larger unit, we divide. So, to convert months to years, we divide it by 12.

Evaluation:

10mins

To check the students understanding, ask them to solve Q2 (i-iii) of Exercise 5.3 in their notebooks.

Homework:

2mins

Solve Q2 (iv-v) of Exercise 5.3 in their notebooks.

Lesson Plan

Grade: Five

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 6

Unit 5: Distance and Time

Topic name: Conversion of Units of Time

Student Learning Outcomes:

Convert months to days 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 many months are there in a year? How can we convert years to months and months to years? Write some years on the board and ask them to tell how many months are there in each year.
- Take their responses and appreciate if someone gives the right answer.

Teaching and Learning Activities:

20mins

- Write the statement of the example: "Hania completed her project in 8 months. In how many days did she complete her project?" Ask students: Do you know how many days are there in a month? Take their responses and tell them that there are 30 days in a month.
- Tell them that to convert 3 months to days, we multiply 8 by 30.
$$8 \text{ months} = 8 \times 30 \text{ days} = 240 \text{ days}$$
- Tell them that we can also convert days to months. Write 60 days on the board and tell them that we will now convert days into months.
- Ask them: How can we convert days to months? Take their responses.
- Tell them that to convert days to months, we divide the number of days by 30.

$$60 \text{ days} = 60 \div 30 = 2 \text{ months}$$

Review:

3mins

Revise the lesson by explaining to students that when we convert a larger unit to a smaller unit, we always multiply.

Evaluation:

10mins

To assess the students understanding, ask them to solve Q1 (vi-ix) of Exercise 5.3 in their textbooks.

Homework:

2mins

Revise the classwork.