

Lesson Plan

Grade: Five

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 1

Unit 5: Distance and Time

Topic name: Conversion of Units of Time

Student Learning Outcomes:

- Convert weeks 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 days are there in one month? How can we convert months to days and days to months?
- Take their responses and appreciate if someone gives the right answer.

Teaching and Learning Activities:

20mins

- Tell students that we can also convert days to weeks and weeks to days.
- Write 35 days on the board and tell them that we will now convert days into weeks. Ask them: How can we convert days to weeks?
- Take their responses and tell them that to convert days to weeks, we divide the number of days by 7.
$$35 \text{ days} = 35 \div 7 \text{ weeks} = 5 \text{ weeks}$$
- Tell students to convert weeks to days, we will multiply the number of weeks by 7. For example, to convert 40 weeks to days we will multiply 40 by 7.
$$40 \text{ week} = 40 \times 7 \text{ day} = 280 \text{ days}$$
- Ask students to open their textbooks. Instruct them to solve the examples related to conversion of weeks to days and days to weeks given in the textbook. Roam around the class and check their work.
- Discuss with them their common mistakes.

Review:

3mins

Explain to students that there are 4 weeks in a month and 7 days in a week.

Evaluation:

10mins

To check the students understanding, ask them to solve Q2 (vi-ix) of Exercise 5.3 in their textbooks.

Homework:

2mins

Solve the given worksheet.

Worksheet

1. Convert the following.

1/ 20 minutes = _____ seconds.

2/ 18 days = _____ hours.

3/ 300 minutes = _____ hours.

4/ 9 days = _____ minutes.

5/ 25 20 hours = _____ weeks.

6/ 16 hours = _____ minutes.

7/ 1 week = _____ days.

8/ 300 hours = _____ days.

9/ 6 weeks = _____ hours.

10/ 18 minutes = _____ seconds.

Lesson Plan

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

Teacher's Name: _____ Week: 8 Day: 2

Unit 5: Distance and Time Topic name: Addition and Subtraction of Hours and Minutes

Student Learning Outcomes:

- Add intervals of time in hours and minutes with carrying and borrowing.
- Solve real life situations involving conversion and addition of intervals of time.

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: How many days are there in a month? How many days are there in a week? How many months are there in a year?
- Take their responses and appreciate them for their good work.

Teaching and Learning Activities:

20mins

- Tell students today they are going to add units of time.
- Write the time "4 hours and 15 minutes and 2 hours and 56 minutes" on the board.
- Tell them that first we add the minutes and then the hours.
- Now write the numbers vertically. First add minutes:
15 minutes + 56 minutes = 71 minutes = 60 minutes + 11 minutes. As we know that there are 60 minutes in one hour so write 11 minutes in the minute's column and take 60 minutes = 1 hours to the hour's column. Now add the hours:
 $1 \text{ hour} + 4 \text{ hours} + 2 \text{ hours} = 7 \text{ hours}.$
- Explain each step to students.

| hr | m |
|-------|----|
| 4 | 15 |
| 2 | 56 |
| <hr/> | |
| + 7 | 11 |
| <hr/> | |

Review:

3mins

Revise the lesson by telling students that when we add units of time, we always add minutes in minutes and hours in hours.

Evaluation:

10mins

To evaluate the students learning, ask them to solve Q1 (i-iii) of Exercise 5.4 in their textbooks.

Homework:

2mins

Solve Q1 (iv-vii) of Exercise 5.4 in their textbooks.

Lesson Plan

Grade: Five

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 3

Unit 5: Distance and Time

Topic name: Real-life Situations of Time

Student Learning Outcomes:

- Add intervals of time in hours and minutes with carrying and borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them: How can we add and subtract units of time with carrying and borrowing? Take their responses and instruct them to write units of time in hours and minutes in their notebooks. First add the units of time and then subtract the smaller units from the greater units.
- Roam around the class, check their work and guide them if required.

Teaching and Learning Activities:

25mins

- Make pairs of students and ask them to write same units of time and then add these units of time. 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.
- Ask students to open their textbooks and solve example in their notebooks step by step. Then call a student to the front of the class and ask him/her to solve the example on the board and explain each step to students.
- Appreciate him/her for their good effort.

Review:

3mins

Revise the lesson by retelling students how to add the units of time.

Evaluation:

5mins

To evaluate the students learning, ask them to solve Q1 (i-v) of Exercise 5.4 in their textbooks.

Homework:

2mins

Solve Q1 (vi-viii) of Exercise 5.4 in their textbooks.

Lesson Plan

Grade: Five

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 4

Unit 5: Distance and Time

Topic name: Addition and Subtraction of Hours and Minutes

Student Learning Outcomes:

- Subtract intervals of time in hours and minutes with borrowing.
- Solve real life situations involving conversion and subtraction of intervals of time.

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 units of time?
- Take their responses and write units of time in hours and minutes on the board.

Teaching and Learning Activities:

20mins

- Tell students today they are going to learn how to subtract intervals of time in hours and minutes.
- Write the time "6 hours and 57 minutes and 12 hours and 45 minutes" on the board. Tell students today we are going to learn how to subtract the units of time. Tell them that first we subtract minutes from minutes and then hours from hours.
- Now write the numbers vertically. First subtract minutes as 57 minutes cannot be subtracted from 45 so we borrow 1 hour = 60 minutes from 12 hours. Now we have 11 hours and 105 minutes. Then we subtract 57 minutes from 105 minutes.

$$105 \text{ minutes} - 57 \text{ minutes} = 48 \text{ minutes}$$

- Now subtract the hours: 11 hours - 6 hours = 5 hours.

Review:

3mins

Retell students that when we subtract units of time, we always subtract minutes from minutes and hours from hours.

Evaluation:

10mins

To assess the students learning, ask them to solve Q2 (i-iv) of Exercise 5.4 in their notebooks.

Homework:

2mins

Solve Q2 (v-viii) of Exercise 5.4 in their notebooks.

Lesson Plan

Grade: Five

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 5

Unit 5: Distance and Time

Topic: 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 "Distance and Time."
- Ask students: What are the standard units of distance and time? How can we convert the units of distance from smaller to larger units and vice versa?
- Take their responses and appreciate them for their correct answers.
- Have students open page 77 of their textbooks. Ask them to solve Q1 of "Review Exercise" in their textbooks.
- Ask them to solve Q2 in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Review:

5mins

Sum up the lesson by repeating the summary of the unit.

Evaluation:

0mins

N/A

Homework:

5mins

Solve Q3 of "Review Exercise" in their notebooks.

Lesson Plan

Grade: Five

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 6

Unit 5: Distance and Time

Topic: 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 "Distance and Time."
- Ask students: What are the standard units of distance and time? How can we convert the units of distance from smaller to larger and vice versa?
- Take their responses and appreciate them for their correct answers.
- Have students open page 78 of their textbooks. Ask them to solve Q4 and Q5 of "Review Exercise" in their textbooks in their notebooks.
- Walk around the class and appreciate them for the correct solutions. Guide them if required.

Review:

5mins

Revise the lesson by repeating the summary of the unit.

Evaluation:

0mins

N/A

Homework:

5mins

Solve Q (6-9) of "Review Exercise" in their notebooks.