

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – VI
LESSON PLAN
CHAPTER-2: WHOLE NUMBERS

Unit	WHOLE NUMBERS (Chapter 6: Whole Numbers)
Class Transaction	Total: 4 periods (approx. 40 min each)
Pre-requisite for the <u>course</u>	This lesson requires basic knowledge: 1. of natural numbers 2. Greater and smaller number using number line 3. Of Comparing two given numbers 4. Writing numbers in ascending and descending order
Assessment of qualifying knowledge	1. Written test 2. Lab activity 3. HW notebook
Objective	Students will be able to: a) use the properties of whole numbers in case of basic operations. b) Use of patterns in whole numbers. Thereby inculcating competencies like collaboration, critical thinking , citizenship and creativity.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will develop the ability to understand :</i> a) Successor and predecessor of given numbers b) The use of properties in case of basic operations. c) Use of patterns in whole numbers. d) Develop the ability to write the successor and predecessor of given numbers. e) Use the properties of whole numbers in solving problems including critical thinking and collaboration in the process. f) Apply the concept of properties of whole numbers in solving problems . <u>SKILLS and COMPETENCIES</u> Critical thinking and problem solving (work effectively with others),

	Character building (Takes tasks fearlessly and achieves goals.) Communication (evaluates the information critically and competently.) Collaboration (responds open mindedly to different ideas) Creativity (develops ,implements and communicates new ideas)
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Strategies used- Inductive deductive reasoning, muddiest point discussion, think pair share. Transaction would proceed in the following manner- <i>Brain Storming</i>-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. <i>Introduction of the topic</i>- Digital Content would be shared <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Lab Activities Any Other
Resources	Text Book: NCERT text book for Mathematics Reference Book 1. CBSE Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks by which we can assess their critical thinking and creativity. H.W. notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness (Creativity).....1 mark Content (Critical thinking and Creativity).....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.

Assessments	Through Pen Paper Test Students will be assessed creatively and critically 4 UNIT TESTS 25 Marks each HALF YEARLY EXAMINATION 80 Marks ANNUAL BOARD EXAMINATION 80 Marks INTERNAL ASSESSMENT 10 Marks - Note Book Submission 5 Marks - Lab Practical (Subject Enrichment) 5Marks Through lab Practical Students are assessed for Collaboration, Character building, and Citizen ship
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> - Encouragement for referring other resources <i>For weak students</i> - Buddy help to be provided - Provide grade-up classes <i>For differently abled students:</i> - Ignore spelling mistakes and formulae, if not written - Call parents at regular intervals - Provide grade-up classes - Encourage and motivate them at every level.
Marks	The weightage would be given by CBSE.
ASSESSMENT QUESTIONS	Q1. In the number 456709, which digit is in the hundreds place ? Q2. In the number 87655, what is the value of the digit 7? Q3. Which number represents three million, five hundred thousand, fifty six? Q4. Write the following number in numerals: six million, five hundred fifty thousand, one hundred sixty six. Q5. Write the following numerals with words: 6,620,0066.

TOPIC	DAY ONE - SUCCESSOR AND PREDECESSOR
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Pre- Requisite for the course	This topic requires basic knowledge of Natural numbers and Whole numbers which students have already learnt in previous classes.
Assessment of qualifying knowledge	Quiz and knowledge testing on what comes after and before of numbers and their properties
Objective	Students will be able to enhance their ability to accurately recognize and use appropriate terminology related to what comes after and before of a given number.
Learning Outcomes	<u>KNOWLEDGE</u>- Students will know and identify the successor and predecessor of numbers. <u>SKILLS and COMPETENCIES</u> Students would be able to Reason effectively and critically and write the successor and predecessor of given number
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Strategies used- Think pair share. Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic Students will be asked questions on natural numbers and situation will be created to introduce successor and predecessor. Facilitator will create interest by writing the numbers : 9,10;22 ,23 : 150 , 151 and will ask students to observe then and try to find out the relation between them and do some Questions based on successor and predecessor independently after some guided practice given by the instructor. ACTIVITY 5 min:- Group discussion(Discussion of topic through Collaborative Learning) Guided practice: 20 min The students will solve the classwork parts of Questions from NCERT book. The facilitator would take rounds and help the students in solving the questions. Independent Practice: Students will do the given homework from NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book:

	NCERT text book for Mathematics
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks.
Assessments	Oral Test (5 minutes) Writing numbers in ascending and descending Order
TOPIC	DAY TWO Writing numbers in ascending and descending order
Pre- Requisite for the course	This topic requires knowledge of Successor and Predecessor of Whole numbers which students have already learnt in previous class.
Assessment of qualifying knowledge	Doing problems on ascending and descending order of numbers.
Objective	Students will be able to write the numbers in ascending and descending order.
Learning Outcomes	<u>KNOWLEDGE</u>- Students will know and identify and recognize the successor and predecessor of numbers. <u>SKILLS and COMPETENCIES</u> Students would be able to Reason effectively and write the numbers in ascending and descending order.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Strategies used- Muddiest point discussion Dimensions Of Learning- D1,D2 Transaction would proceed in the following manner- Recapitulation: 5 min The facilitator will conduct recap session by asking students some following questions to assess the learning of previous day and check the understanding. She will ask the questions given below: 1. Which one is bigger 23476 or 23756 2. Which is the smallest 5digit number and its successor 3. What is the predecessor of 90000? She will then proceed further and discuss about the position of the numbers and their successor and predecessor on the number line followed by Class discussion for 5 mins in the class to make students understand the correct usage of number line and then give students independent practice followed by guided practice. Guided practice: 25 min The students, with the help of the facilitator, will solve the classwork parts from NCERT book of Exercise in their notebook in the class. The teacher would ensure that each student tries to be independent at the work as well as be under the teacher's guidance. Guided practice followed by independent Practice. Independent Practice: Students will complete the remaining HW parts of Exercise in their Math HW notebook. Students who would difficulty in solving the problem would solve with the help of their buddies. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.

Resources	Text Book: NCERT text book for Mathematics Reference Book CBSE Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks.
Assessments	Oral quiz (5 minutes)
TOPIC	DAY THREE PROPERTIES OF WHOLE NUMBERS
Pre- Requisite for the course	This topic requires basic knowledge of addition , subtraction and multiplication of Whole numbers which students have already learnt in previous classes
Assessment of qualifying knowledge	Identifying the properties to be used for a given problem and using them to solve problems.
Objective	To be able to understand the commutative and associative properties of whole numbers.
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Learning Outcomes	<u>KNOWLEDGE</u> - Students will develop the ability to use the properties of whole numbers in solving problems. <u>SKILLS and COMPETENCIES</u> - Students would be able to critically apply the concepts of Properties of whole numbers for solving problems.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Strategies used- Inductive deductive reasoning Transaction would proceed in the following manner- Recapitulation: 5 min Oral test on the previous concept would be taken up. Discussion of topic through Collaborative Learning: 15 min The facilitator will give the students sufficient practice and a right application to use the properties of addition and multiplication for finding the sum and product by suitable rearrangement. (Critical thinking) RECAP Is $245 + 634$ equal to $634 + 245$? $\text{Is } (2654 + 5678) + 2345 = 2654 + (5678 + 2345)$ “Try these” of page 37 Guided Practice: 25 min The students will solve the questions from NCERT book of Exercise in the notebook in the class with the help of their teacher. The teacher would ensure that each student tries to be independent at the work as well as be under the teacher’s guidance. Guided practice followed by independent Practice.

	Independent Practice: Students will complete the HW parts in their Math HW notebook. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Mathematics Reference Book CBSE Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks.
Assessments	MCQ (5 minutes)
TOPIC	DAY FOUR DISTRIBUTIVE PROPERTY OF WHOLE NUMBERS
Pre- Requisite for the course	This topic requires basic knowledge of addition, subtraction and multiplication of whole numbers which students have already learnt in previous classes
Assessment of qualifying knowledge	To be able to identify the problem where distributive property can be used and use it in solving problems.
Objective	To be able to understand the distributive property of whole numbers how to use distributive property in solving problems. .
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will be able to do the Questions based on Distributive Property.</i> <u>SKILLS and COMPETENCIES</u> - <i>Students would be able to:</i> 1. Critically apply the concepts of distributive property in given situations and collaboratively realize the importance of use of distributive property in real life. 2. Compare which method is better (Doing problems using property OR without using it)
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Strategies used- Think pair share. Transaction would proceed in the following manner- Recapitulation: 5 min Quick revision on the previous concept would be taken up. Discussion of topic through Collaborative Learning: 15 min (Creativity, Collaboration) The facilitator will give sufficient time and practice to students to attain mastery on the questions of Distributive Property. Facilitator will ask students to do the Lab activity on distributive property and explain it by giving different Questions based on Distributive property. Guided Practice: 15 min Students will understand the concept of Distributive Property and will solve the questions from NCERT book, solved examples before doing the

	classwork parts in their notebook in the class with the help of their facilitator. The facilitator would take rounds and help the students in solving the questions. Guided practice followed by independent practice. Closure: <u>5 min</u> Discussion of muddiest point. .
Resources	Text Book: NCERT text book for Mathematics
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks.
Assessments	Written test (5 minutes)
Resources	Text Book: NCERT text book for Mathematics
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks.
Assessments	1 minute paper