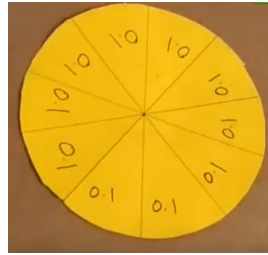


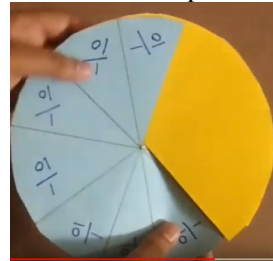
Lesson Plan/ Learning Plan	
Topic- Decimal	Grade: V
Concept (If Applicable)	Decimal
<u>Mapping of skills/competencies/attitudes :</u> <i>(Skills/competencies/attitudes that a teacher plans to develop through the learning engagements)</i>	Skills: Thinking skills, Communication skills, Research Skills Attitudes: Confidence, Creativity, Enthusiasm Competencies: Creativity and Innovation, Collaboration, Character
Lesson Plan Duration :	17 days
Learning Engagements for Active Learning:	Through various Learning engagements Musical chair, poem, Inside- Outside circle, Topic wheel, Visual Presentation, Graffiti board, Blow the Balloon
Questioning Technique/s to be Used :	Probing questions Rhetorical questions
Learning objectives: By the end of the topic, the learners would be able to: • define decimal and explore decimal place value • compare decimals using greater than and less than notation. • arrange the decimals in ascending and descending order • substitute a decimal number for fraction and vice versa • identify and solve decimal word stories using three operations –addition, Subtraction and multiplication	
Annexure 1 (Kolb's Model)	
Connecting to Prior knowledge <i>(How do you check what learners already know?)</i>	Learning engagements Day 1. Learners are aware of fractions. Few examples like piece of pizza, part of birthday cake etc. can be given to revise the fraction and its type.
Resources Required:	Resources Required A4 sheet, graph paper, balloons, colored pens, colors, internet connection, pencil etc.
Implementation of lesson plan - Stage 1	

Day 1: (Learning engagement 1)

- The facilitator will give two paper plates to each child
- She will ask all of them to divide both the plates in 10 equal parts
- She will ask to write $\frac{1}{10}$ in all the 10 parts of plate I and 0.1 in all the 10 parts of plate II



- She will ask to cut one part from each of the circles and place it like



- From circular disk, facilitator shows $\frac{1}{10}$ is same as 0.1
- She further extends $\frac{2}{10}$ is 0.2 and so on.

Day 4: **LE: Musical chair**

- Facilitator will keep 3 chairs then a football then three more chairs.
- She will tag the chair as hundred, tens, ones tenth, hundredth and thousandth
- Each child will write any single digit number on his/her hand.
- Teacher will play the music and all children move around the chairs.
- Once the music will stop 6 children will sit on chairs.

They will fill their numbers in the table made by teacher on blackboard.

	<table><tr><td>H</td><td>T</td><td>O</td><td>.</td><td>Tenth</td><td>Hundredth</td><td>thousandth</td></tr><tr><td>5</td><td>0</td><td>9</td><td>.</td><td>9</td><td>6</td><td>4</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> The game will continues till the table on blackboard is full. - Thus facilitator defines the Place value as the value represented by a digit in a number on the basis of its position in the number. Character: Zest - Work enthusiastically - Look forward to participate and Learn	H	T	O	.	Tenth	Hundredth	thousandth	5	0	9	.	9	6	4														
H	T	O	.	Tenth	Hundredth	thousandth																							
5	0	9	.	9	6	4																							
Proceeding further <i>(What strategies will be used in the class to achieve the lesson objectives?)</i>	Day 2: (Learning engagement 1) To further extend the understanding of fraction, facilitatoer will give each child three pieces of 1X 10 grid																												

She will ask the students to colour 2 grids completely and 3 parts out of 10 parts in 3rd grid.

Based on the activity done on previous day student will understand this grid and write the decimal as 2.3

Facilitator give few more examples and students are able to make more decimal numbers.

Facilitator repeats this activity by giving

10 x 10 grid and students make number like 2.56 (Colouring two grids full and 56 parts out of 100 in third)

Day 6: LE: Poem(Learning engagement 1)

Facilitator will read a poem to children for naming the decimals:

Reading name of decimal is easy, you will see

They have two names like you and Me

First you say the name before the dot

Then you say the name of the last value spot

Add its ending position, and add And to say it again

- Now facilitator will give each student an A4 sheet with a decimal number written on it.
- She will ask the students to read the name

67.871

First name- Sixty seven

Last name- eight hundred seventy one

Ending Position-thousandth

Number Name: Sixty seven and eight hundred seventy one thousandth

Ahaa Moment as student love to sing the poem and use it for writing the number names of decimal number

Once all the children will read the name of their decimal numbers, facilitator will ask them to paste A4 sheet in their notebook

Facilitator will also explain the students the other way of calling fractions with point

- Call first name
- Then call point
- Then call numbers one by one

67.871

First name- Sixty seven

Number Name: Sixty seven point eight seven one

Day 8: (**Learning engagement 1**)Facilitator will explains the method to compare the decimal numbers and arrange them in ascending/ descending order:

- She asks the students to make a decimal place value chart
- Then put in the each number.
- Fill in the empty squares with zeros.
- Compare using the first column on the left.
- If the digits are equal move to the next column to the right until one number wins.

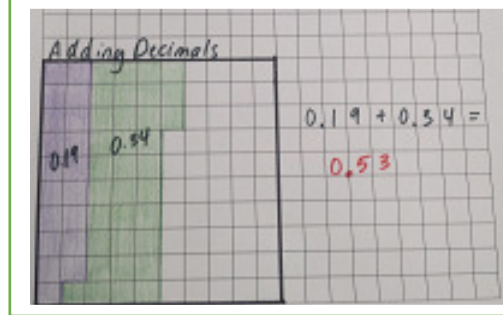
Arrange 579.5,897.65,74.897 in ascending order

H	T	O	.	Tenth	Hundredth	thousandth
5	7	9	.	5	0	0
8	9	7	.	6	5	0
0	7	4	.	8	9	7

$74.897 < 579.5 < 897.650$

Day 11: (**Learning engagement 1**)

Facilitator will bring a grid of 10X 10. She will ask students to color 19 boxes with one color followed by 34 boxes with other color. This adds to total of 53 boxes out of 100 colored i.e. 0.53. Similar grid will be used to learn subtraction.



Day 13(Learning engagement 1):

Facilitator will explain the students to use following 2 simple steps to multiply decimals:

- Multiply normally, ignoring the decimal points.
- Then put the decimal point in the answer - it will have as many decimal places as the two original numbers.

Learning Logs

(How learners keep a track of what they are learning, includes reflections)

Day 1: (Learning engagement 2)

After the activity Facilitator will give few points to be remembered as:

- Decimal is a part of number system.
- Decimal number is represented with a dot/point
- This Decimal point always separates ones and tenths
- Most common usage of decimal is while dealing with rupee and paisa.

Day 3: (Learning engagement 1) (Guided practice)

Based on the activity done in last two days, Learners will now convert fraction to decimal and solve the questions from spiral (Pg. 18, Q9 a, b, c). Facilitator will further extends the topic and explain the students to convert fractions with denominator other than 10,100,1000 to decimal(.Pg 18 Q9 d,e,f)

	Day 4: (Learning engagement 2) Facilitator will help the students to make the place value chart in notebook and guide the students to complete the questions of their spiral in notebook (Pg17 Q3) Day 5: (Learning engagement 1) (Guided Practice)Facilitator will help the students to expand numerals in three ways on the basis of their place value and complete their spiral work in notebook (Pg 17 Q4) Day 6: (Learning engagement 2) Students with the guidance of facilitator will try to name decimal numbers in two ways. (Pg 17 Q1,2) Day 7: (Learning engagement 1) Facilitator will start the session by explaining like and unlike fractions. It will be followed by writing of definition in notebook and guided practice from spiral (Pg 17 Q5): • Decimals having the same number of decimal places are called like decimals • Decimals not having the same number of digits on the right of the decimal point are unlike decimals. Day 8: - Learning engagement 2 Learners will now use their understanding of comparing decimals and arranging them in ascending/ descending order and will do guided practice from spiral (Pg. 18, Q6,7,8) Day 11: (Learning engagement 2) Independent practice- Learners will now use their understanding of addition and subtraction of decimals and solve the questions from spiral (Pg. 18, Q11) Day 13: (Learning engagement 2)Learners will now use their understanding of multiplication of decimals and solve the questions from spiral (Pg. 19, Q13,14)
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	Day 15: (Learning engagement 1) (Independent practice) Learners will try to solve word stories based on decimal addition, subtraction and multiplication (Pg 19 Q12 Assignment II)
Lesson Plan : Stage 2	
Formatives/Unit test <i>(How will the facilitator check for comprehension?)</i> <u><i>*Integration of Arts/ICT</i></u>	(Check for Understanding) Day 7: LE: Inside- Outside circle • Facilitator will give each student a post it with a decimal number written on it. • Students will stand in two concentric circles with each student facing each other • Students will be paired up with someone directly across from them in the other circle. • Each student will see their partners number and decide if they have a like decimal partnership or unlike decimal partnership. • All the like partners will say Bingo and go back to their seats whereas unlike partners will try to convert their partnership to like decimals Facilitator will observe students while doing activity and keep them helping wherever needed. Day 9: LE: Blow your Balloons • Students will blow various balloons. • Facilitator will put tag of decimal numbers on it. • She will randomly call students give them toothpick to prick four balloons in ascending order. Ahaa Moment as student enjoy blowing and pricing balloons Facilitator will observe the students while they are doing this activity



Day 12: LE: Story time

Teacher will tell students a story of a hungry ghost who has been cursed not to eat more than 10Kg a day. The ghost decides to go the newly opened restaurant where he needs to finish all the food in the plate. Help him order his food so that he eats maximum without making it more than 10 Kg.

The plate size of the food item is:

Chicken -2.5 Kg

Bread-1.9 Kg

Ice cream -2.6 Kg

Fruits- 1.9 Kg

Vegetables platter-3.8 Kg

Chocolate- 3.6 Kg

Chowmein-4.2 Kg

Name of the food item	Plate sizes
Total food eaten	
Does he survive	Yes/No

	Day 14: LE: Bingo 1) Facilitator gives each child a Bingo card or a cardboard card having few decimal numbers written on it. 2) Teacher speaks various sums of decimal numbers related to addition, subtraction and multiplication. 3)She asks the students to find the answer and cut the number if they have in their bingo card. 3) Students whose all numbers are cut first says “Bingo” and he/ she wins the game. <table><tr><td>25.98</td><td></td><td>30.54</td><td></td><td>76.43</td></tr><tr><td></td><td>45.32</td><td></td><td>90</td><td></td></tr><tr><td>28</td><td></td><td>55.76</td><td></td><td>49.56</td></tr></table>	25.98		30.54		76.43		45.32		90		28		55.76		49.56
25.98		30.54		76.43												
	45.32		90													
28		55.76		49.56												
Teacher Interventions <i>(Addressing the concerns and issues faced during the transactions)</i>	Day 10:LE:Topic Wheel Provide each student with a blank wheel divided into four sections. Each section ask the students to write four things: • Things I know about Decimals • Real life use of decimals • Things I felt difficult about topic • More resources which can help me to know about the topic. Students complete this wheel and give to facilitator. Facilitator now try to help the students with answers of their problem questions Day 13: The students may not be able to put decimal correctly while multiplying a decimal number with another decimal number. Facilitator will again help students understand the concept of putting decimal.															
Extending the Lesson Further <i>(Creating through Active experimentation)</i>	Day 10 :LE: Visual presentation • Facilitator will divide the Class in group of 5 students. • Each group will note their weight using															

	school weighing machine. • Then the group will arrange their weight in descending order and present the same with beautiful drawing on A4 sheet. (In form of ladder, or faces drawn with weight written etc.) Day 16: <u>Graffiti Board</u> The students will sit in the group of four and will try to find at least two situations where they use decimals in real-life. They then make some word stories, discuss with their class mates and display them in class. Collaboration :Interact effectively with others • Assumes shared responsibility for collaborative work • Always listen to ideas • Utilizes time management skills
Summative Assessment (<i>How will the facilitator check that learning objectives have been achieved?</i>)	
Day 17: Plan a trip to US-Students will plan a trip to US for 4 days • Facilitator will give fake currency of Rs 2, 00,000 to each group of 4 members each. • Each group need to plan a trip to US in Indian currency for 4 days which will include cost of flight, hotel charges, taxi charges, food cost, entertainment expenses etc. within the money given to them <u>Creativity and Innovation</u> (Working creatively with others): • Demonstrate originality and inventiveness in work • Understand real world limit • Able to use both existing and newly develop knowledge about decimals	