

Subject: Mathematics

1/5

CLASS: V

Topic: Be My Multiple, I'll be Your Factor

PRE CONTENT/ CONTENT/POST CONTENT	LEARNINGS OUTCOME/OBJECTIVES	
Multiples & Factors	GENERAL	SPECIFIC
<u>PRE-CONTENT</u> Prime and Composite numbers <u>CONTENT</u> Multiples & Factors Common factors and multiples Factor tree H.C.F and L.C.M <u>POST CONTENT</u> Relationship between H.C.F and L.C.M	Students will be able to: • correlate and recall types of numbers • distinguish between factors and multiples of given number. • determine the factors and multiples of a given number and compute the common factors. • express a given number as a product of primes • conceptualize axioms and algorithms of finding H.C.F • compute H.C.F and L.C.M in solving real life problems	Students will be able to: • discover and distinguish between odd and even numbers • identify multiples and factors of a number • recognise common factors/multiples of a given number • apply algorithm of factor tree to find the factors of a number • calculate & compute H.C.F and L.C.M of given numbers. • apply concepts to solve real life problems

HOME ASSIGNMENT:

Problems from MathMagic

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TEACHER'S OBSERVATION AND REMEDIAL
Teacher will recall prime and composite numbers between 1 to 100 followed by a quiz. explain the concept of Multiples & Factors of a given number. illustrate common factors using an activity using circles. ANNEXURE – 6 recall factors of a given number and explain factor tree. discuss the concept of H.C.F and L.C.M discuss relationship between H.C.F and L.C.M	Students will discover prime and composite numbers between 1 to 100 . enlist the factors and multiples of a given number and write it in their notebooks. perform the activity and solve problems from NCERT. ANNEXURE – 6 illustrate prime factor of a given number Mathemagic pg no-97 compute problems from MathMagic discover relationship between H.C.F, L.C.M	Teacher will write her/his observations after completion of the topic

Teaching Aids: ICR, Active inspire, A pair of compass, plane sheet of paper, Smart board, two different colored pens

Methodology/Innovative Methods- learning by doing-Deductive method, Brain storming, Activity method, Digital technology

Interdisciplinary links: linked to scientific factors responsible for various situations like weather change, use of disaster management etc. and to develop logical thinking to find multiple solutions to situations, use of following rules in daily life and understanding.

HOD

Co-coordinator

Headmistress

Principal

ANNEXURE – 6

Subject	MATHEMATICS
Class	V
Chapter/Unit	Be My Multiple, I'll be Your Factor
Topic	Highest Common Factors
Time	30 minutes
Nature of Activity	Individual

What will I learn(Learning outcome)?

The concept to find the HCF of given numbers.

Skills:- Applying, Understanding, Evaluating ,Creativity.

What I have to do?

To understand how to find HCF of given numbers.

What do I require?

A pair of compass, plane sheet of paper, two colored pens.

What do I need to know?

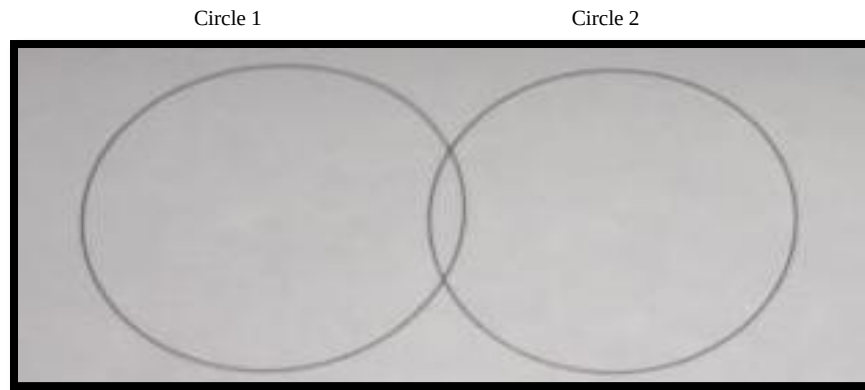
Factors and Common factors.

➤ Teacher's Activity

Teacher will tell the students to draw two intersecting circles of equal radius on a plain sheet of paper.

How will I proceed?**➤ Student's Activity**

1. Draw two circles of equal radius on a plain sheet of paper in such a way that they intersect each other and name them circle 1 and circle 2 as shown below:



2. Write down the factors of 36 and 40 and circle the common factors with a color pen just below the circles drawn on the same sheet.

3 Write the common factors in the intersection area of both the circles and shade the highest number among the common factors.

What have I observed?

Factors of 36: _____

Factors of 40: _____

Common factors: _____

HCF: _____

What have I learnt?

To find the HCF of two numbers.

What am I curious to know?

If there are three numbers then also we can find their HCF using the above activity?

Let me evaluate myself

Q1) Find the HCF of

- a) 8 and 12
- b) 6 and 16
- c) 24 and 42

Q 2) Find the common factors of the following numbers.

(i) 6 and 8

(ii) 9 and 15

(iii) 16 and 18

