|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **UNIT PLAN** | | | | | | | |
| Std: \_\_v | |  | Sub :Maths | Date : \_\_\_\_\_\_\_\_\_\_\_\_ | | Teacher :Belinda Fernandes (New) | |
| Chapter :Fish tale | | | |  | | | |
| SR. NO | TIME | CORE COMPETENCY | LEARNING EXPERIENCE/ ACTIVITIES | MATERIALS / RESOURCES | LEARNING OUTCOMES | FORMATIVE ASSESSMENT TASKS |  |
|  |  | The concept of shapes and figures | The teacher divides the students into groups and gives a handout having different figures and shapes. The same chart is displayed on the screen and then the teacher points to a particular figure and explains the different figures. | Handouts with different shapes of figures. Blackboard & chalk, Computer, Projector and screen | The students are able to understand the different types of Geometrical figures and identify them. | A worksheet is provided to each student with different shapes and the students are asked to colour the figure. For Eg. Use Red colour for the squares. Use pink colour for circles etc. |  |
|  |  |  |  |  |  |  |  |
|  |  | Using the shapes learnt to draw the fish or any other. | The students are asked to draw the different shapes on a craft paper and using a scissor they have to cut out the shapes. The teacher has a set of cutouts. The teacher uses a flannel board or AV presentation to show the different shapes formations. Later the students are asked to do the same. | Craft paper scissors flannel board, Computer, Projector and screen. | The students are able to organize the shapes to make a fish. | They are asked to make bigger cutouts and make figures other then fish using the same shapes. |  |
|  |  |  |  |  |  |  |  |
|  |  | Learning the concept of big numbers in figures and words up to a crore. | The students already know the concept of hundreds, thousands etc. The teacher revises the unit places. The teacher uses cutouts of numbers from 1-9 and many zeros. By using the flannel board or AV presentation, first the teacher explains hundreds, thousands, ten thousands and then crores. For example use different cutouts of numbers presenting a crore etc.  For Eg: 1, 2,3,56,347 etc. Make the students to read it aloud and write it on their notebooks. | Cutouts of numbers, flannel board, Computer, Projector and screen. | The students are able to identify small and big numbers. Able to read and write. | Students are grouped and each group is asked to do one of the following: -- -Make a set of 2 numbers starting with 100  -Make a set of two numbers starting with crore and write it in words.  **OR**  Group activity: The students are asked to make cutouts of many numbers.  (It’s played like a game; whichever Group presents the number first gets a score.) |  |
|  |  | Concepts of units used in word problem. | The teacher uses a lot of day - to - day life examples to make understand the units measured. |  |  |  |  |
|  |  |  | a) Eg. A group of students are given 2 bags of beans almost the same size. (weight kg, gms) |  |  |  |  |
|  |  |  | b) Distance and length is explained by using many day-to -day life example like distance ( m, km )Length of fish m, cm etc. Teacher explains the importance of standard unit of measurement. Teacher can also use AV presentation to make the concept clearer. | Meassuring tape, weighing scale, weights, bags of beans, cutouts of fish with different lenghts, computer screen, projector. | The students are able to understand the different units of measurements and their importance in day-to-day life | Teacher provides a worksheet for each student with units mentioned ( Kg, cm, m, Km). For example: Sugar is measured in \_\_\_\_\_\_?)( The distance from Goa to Mumbai is measured in \_\_\_\_\_?) **OR** match the columns can be given |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  | Concept of word problem. | Audio-visual presentation is used.  **Addition:** Tr provides a list of many item with different rates and asks the students to add and tell the results. | Computer, projector, screen, etc. C.B., Chalk. | Understands to interpret the word problems. |  |  |
|  |  | i) Addition | - Give more problems. |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  | ii)Substraction | **Substraction**: In the lesson the term **Loan** is used. The teacher can use a local dialect to make the students understand the meaning of that word more clear by citing some examples from day-to- day life activities |  |  | Worksheet is provided with mixed word problems. |  |
|  |  |  |  |  |  |  |  |
|  |  |  | - Why do we take loan? |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  | - How can we pay it back? |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  | iii)Multiplication | **Multiplication:** There were 6 boys. All had to play with balls, They had 5 balls each,. How many balls were there in all? |  |  |  |  |
|  |  |  | Drawing a picture. |  |  |  |  |
|  |  |  | |  | | --- | |  | |  |  |  |  |
|  |  |  | i) Show here by adding also you can get the answer, next by multiplying 6 x 5 = |  |  |  |  |
|  |  |  | But in case of big number it is not possible to add for if one bike cost Rs. 20 how much 600 bikes will cost. Explain the importance of multiplication in daily life. |  |  |  |  |