|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **UNIT PLAN** | | | | | | | |
| Std: \_\_v | |  | Sub :Maths |  | | Teacher :Belinda Fernandes (New) | |
| Chapter : Smart Charts | | | |  | | | |
| SR. NO | TIME | CORE COMPETENCY | LEARNING EXPERIENCE/ ACTIVITIES | MATERIALS / RESOURCES | LEARNING OUTCOMES | FORMATIVE ASSESSMENT TASKS |  |
|  |  | Concept of Data | The students are divided into groups and asked to record their weights. Each group is asked to give the report. Teacher cites more example about class attendance, cricket score etc.  Teacher explains that the information of numbers is called data.  A data is a collection of numbers gathered to give information. | Height scale, BB, Chalk, weighing machine. | Students understand about data. | Group Activity: Collect information of the height of the group members. |  |
|  |  | Organisation Of Data | Student group is asked to collect data about the favorite fruit of the students. With the help of B.B. and chalk, Tr. explains the students how to tabulate the collected information. | B.B., Chalk | Students understand how to organize the data. | Group Activity: collect information about favorite toys or cartoons. Asked to organize the data |  |
|  |  | Interpretation of the tabulated data.   1. Concept of tally marks(tabulation of data using tally marks | Previously collected data is used (favorite fruits). Tr. uses the B.B. and chalk. Each group is asked to tabulate the data. Each mark represents as one. For eg. 5 oranges – ( u this represents 4 marks and the fifth mark in each group of five marks should be used as the cross shown by . These are called tally marks. Tally marks are arranged in group of five. | Collected data, B.B., and chalk. | Students understand tally marks and to tabulate the data using tally marks. | Group Activity: students are asked to collect information of different shoe sizes and prepare a table using tally marks.   * Tally mark table of favorite books or favorite TV programmes etc. |  |
|  |  | 1. By using bar graph. | Students are divided into groups and given a hand out about bar graphs with example about the temprature of different cities at a particular time. (Textbook example)  Tr. explains the concept of bar graph and the given data and then asks information from the bar graph. | Handouts of bar graph, B.B. and chalk. | Understands the bar graph. | Worksheets of bar graphs with different examples are provided. Students have to answer the questions mentioned below the bar graph. |  |
|  |  | 1. Pie Charts | AV presentation is used by the teacher to explain the concept of pie charts  from the collected information.  (B.B and colored charts can also be used) | Computer, projector and screen. | Student understands the pie charts. | Students are asked to draw pie charts with the given information. |  |
|  |  | 1. Family tree. | Tr. explains the concept of family tree. A flow chart is used to explain atleast 3 generations. Tr. uses AV presentation or B.B., and chalk to explain the concept. | Computer, projector, screen, B.B. and chalk. | Student understands the family tree. | Each of the students is asked to make their own family tree using photographs. |  |