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| **UNIT PLAN** | | | | | | | |
| Std: V | |  | Sub :Math’s |  | | Teacher :Belinda Fernandes (New) | |
| Chapter : Parts and Wholes | | | |  | | | |
| SR. NO | TIME | CORE COMPETENCY | LEARNING EXPERIENCE/ ACTIVITIES | MATERIALS / RESOURCES | LEARNING OUTCOMES | FORMATIVE ASSESSMENT TASKS |  |
|  |  | Concept of a whole.  Concept of fractions.  Dividing the whole into parts.  Concept of Half  Concept of one third  Concept of  To Identify and write fractions in the marked figures. | The tr. takes an apple (any other symmetrical objects can be used) and cuts it in to two equal parts. Tr. explains that each part is called half. Half means 1 out of 2 equal parts.  no. of parts taken.  It is written as  no. of equal parts.  The 2 halves together make a whole.  Each student is asked to take a craft paper and divide it into 2 equal parts in as many ways as they can.  ½  ½  ½    ½  ½  ½  ½  ½  Each student is provided with a strip of paper and asked to cut into 3 equal parts. Tr. Explains each part is called a third. If we put all together, makes up a whole and we write it as .  Group Activity: Take a piece of paper. Fold it into 2 parts. Now fold again into 2 equal parts. Students have divided 1 whole into 4 equal parts. **Each part is called a quarter.** Now, cut out each part. We get 4 equal parts or 4 quarters. We write it as .  Students are given set of different shaded figure and asked to identify the fractions and write.  A set of shaded figure is provided and students are asked to write the fraction for eg . | Apple, any other symmetrical fruit or object, B.B. and chalk.  Craft papers  Paper strips.  Strips of paper, scissors.  Worksheets of shaded figures. | Student understands the meaning of whole.  Student understands that is half.  Students understand one whole into 3 equal parts is  Students understand  Students are able to identify the fractions and write. | Group Activity: Tr. provides the students with cutouts of different portions of a circle and asks them to form a whole.  Teacher draws figure on the B.B. and the students are asked to copy and color  To color rd of the given figure.  Students are asked to shade of the given figures.  Figures with more than four parts are provided and students are asked to identify the fractions and write.  ~ text book examples explained here   * Coloring the flags. * Coloring the hats. * Making a spinning top. * Division of chocolates * Ramu’s vegetable garden. * Rupee & Paise |  |
|  |  | Basic operations and fractions. | Tr. Explains simple addition word problems with the help of B.B. and chalk. | Worksheets of word problems. | Students understand simple word problems. | * Textbook examples, * Kirti’s shopping list * Fraction of the day * Aruns time table etc. |  |