**Std-** V

**Subject**- Maths

**Sr.no of the Lesson** – 7

**Name of the textbook**- Math- Magic Book Five

**Name of the Lesson** – **CAN YOU SEE THE PATTERN?**

**Name of the Teacher**- Belinda Fernandes

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| SR. NO | TIME | COMPETENCY | LEARNING EXPERIENCES/ ACTIVITIES | MATERIALS/ RESOURCES | LEARNING OUTCOMES | FORMATIVE ASSESSMENT TASKS |
| 1 | 35 min | Concept of rotation | The teacher provides a cutout of a circle to each student and asks them to divide in to 4 parts, and also provides with a match stick and asks them to keep at a particular part when needed.  Teacher ask the student to move the match stick to 1/4th portion (1 part) and then to ½ (2part), then again 3/4th.  (3 parts) Tr. Explains the turn till a full rotation is complete. | Cut out of circles, clocks Matchsticks. | Students understand the meaning of rotation. (1/4th – quarter, ½ half, 3/4th-three fourth) | Tr. Provides the student with cut out of clock with an arm. She/he then ask the student to turn the arm of a clock at 1/4th portion, ½, 3/4th till a rotation is completed. |
| 2 | 35 min | Concept of pattern` | Tr. Divides the students into group. Each group is given a motif figure. Tr. asks the student to turn it to 1/4th and observe the change. Then repeat it for ½ and then 3/4th turn. The student observes the pattern changes. | Motif figures, set of incorrect patterns, paper, cloth, things to make blocks | Students understand that the given motif figure pattern changes at each rotation. | A set of pictures which is breaking the pattern is provided and the students are asked to correct the same.  Students are asked to make their own motifs or make block designs on piece of paper or cloth. (Using vegetables, flowers, fruits etc.) |
| 3 | 35 min | Concept of a growing pattern | Tr. Ask the student to draw a square. Using a ruler they are asked to connect one pair of opposite corners. Colour the two triangles of the square using two different colours. Make as many squares as possible and form a pattern.  They are asked to change the pattern sequence and record their observation.  Special words which read the same on both the ways could be mentioned.  NO LEMONS NO MELON STEP NOT ON PETS | Colours, drawing sheets, pencils, ruler and pair of scissors | The students develop the skill of growing patterns.  The students understands that in repeating patterns, no new things are added  where as in growing pattern something new is added. | The students are made into groups and told to make their own designs by colouring the squares differently.  Some the English words read the same on half turn. ask them to find out(ZOOM, MOW, SWIMS, SIS, NOON)  Pattern of numbers in magic hexagons  Odd number pattern patterns |