

Weekly planner

Week-4

Name of the faculty: Chumki Sinha

Subject: Mathematics

Grade 4

<p>Day: 1-2 Sunday – Monday Date: 29/01/2023 - 30/01/2023</p>	<p>Learning objective & outcome: By the end of the lesson the students will be able to –</p> <ul style="list-style-type: none"> ● calculate numbers of doubling and halving. ● multiply a number by any number. ● identify double and halve numbers. 	
<p>Chapter & topic/concept</p>	<p>Learning engagements:</p>	<p>Tools & Resources</p>
<p>Doubling and halving</p>	<p>Day 1: Ice breaking (5 minutes): Greetings Feedback orally from previous class. (Remember, Identify, Understand) Teacher will ask students to recall what they got to know about double and halve numbers and tell them to do the following activities : Buy 1 cake for \$16. The second cake is half the price of the first cake. The third cake is half the price of the second cake.</p> <ul style="list-style-type: none"> ● How many cakes can you buy 	<p>Text Book, Marker, Board, Geometry Box , ppt</p>

	<p>for \$31.75?</p> <p>Development Activities: (30 minutes): Work out: No. 1-5(a-d) from page:56 First, the students will try to do 2 sums, if they can't do it, then the teacher will explain it on the board. If the students cannot do the homework, the teacher will explain the homework and do it on the board.</p> <p>Closing activities (5 minutes): Feedback session and diary writing</p> <p>Home work: No. 1-5(a-d) from page:56</p> <p>Day 2: Ice breaking (5 minutes): quiz & Greetings Feedback orally from previous class. (Remember, Identify, Understand) Teacher will ask students to recall what they got to know about double and halve numbers.</p> <p>Development Activities: (30 minutes): Work out: Board Work: Page: 56 & 57 Number: 6(a,b,c)</p>	
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	<p>First, students will make group then they will try to do 2 sums, if they can't do it, then the teacher will explain it on the board.</p> <p>If the students cannot do the homework, the teacher will explain the homework and do it on the board.</p> <p>Closing activities (5 minutes): Feedback session from class work and diary writing</p>	
Differentiation: By content/ process/ product/environment	Home work: No. 6-c from page: 57	Assessment tools & strategies: Formative Reflection (if any):
Day: Tuesday –Thursday Date: 31/01/2023 – 02/02/2023	Learning objective & outcome: By the end of the lesson the students will be able to – <ul style="list-style-type: none"> ● identify equivalent percentages, fractions and decimals ● check a result by considering whether it is the right size. 	
Chapter & topic/concept	Learning engagements:	Tools & Resources
Percentages	<p>Day 3: Ice breaking (5 minutes): Greetings Feedback orally from previous class. (Remember, Identify, Understand) Teacher will ask students to recall what they got to know about percentages. Which of these is larger?</p>	Text Book, Marker, Board, Geometry Box
Differentiation: By content/ process/		

<p>product/environment</p>	<p>50% of 100 100% of 50 Explain to a partner how you know. Development Activities: (30 minutes): Work out: No. 1(a,b) - 3 from page: 94 First, the students will try to do 2 sums, if they can't do it, then the teacher will explain it on the board. If the students cannot do the homework, the teacher will explain the homework and do it on the board. Closing activities (5 minutes): Feedback session and diary writing Home work: Page: 95 Number: 4 & 5</p>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p>Assessment tools & strategies:</p> <p>Formative</p> <p>Reflection (if any):</p>
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<p>Percentages</p>	<p>Day 4: Ice breaking (5 minutes): Greetings Feedback orally from previous class. (Remember, Identify, Understand) Teacher will ask students to recall what they got to know about percentages. Which of these is smaller? 50% of 100</p>	<p>Text Book, Marker, Board, Geometry Box</p>
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	<p>100% of 50 Explain to a partner how you know.</p> <p>Development Activities: (30 minutes): Work out: No. 8 & 10 from page: 193 First, the students will try to do 2 sums, if they can't do it, then the teacher will explain it on the board. If the students cannot do the homework, the teacher will explain the homework and do it on the board.</p> <p>Closing activities (5 minutes): Feedback session and diary writing</p>	
<p>Differentiation: By content/ process/ product/environment</p>	<p>Home work: No. 6 & 7 from page: 95</p>	<p>Assessment tools & strategies: Formative Reflection (if any):</p>