

## Weekly planner

### Week-5

Name of the faculty: Chumki Sinha

Subject: Mathematics (Grade 5)

| <p>Day: Sunday - Thursday<br/>Date: 12/02/2024 -15/02/2024</p>                | <p><b>Learning objective &amp; outcome: By the end of the lesson the students will be able to *</b></p> <ul style="list-style-type: none"> <li>● <b>day-1</b> describe the chance of outcomes using the language of proportion and percentage</li> <li>● <b>day-2</b> learn about events that are mutually exclusive.</li> <li>● <b>day-2</b> use likelihood to predict outcomes</li> <li>● <b>day-3</b> conduct probability experiments and describe the results.</li> </ul>   |  |
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| Chapter & topic/concept   | Learning engagements:   | Tools & Resources  |
| <p>Chapter: 9<br/>Unit 9.1 : Probability<br/>(Statistics and Probability)</p> | <p><b>Day 1:</b><br/><b>Ice breaking (5 minutes):</b> Call out addition or subtraction problems, and have students solve them mentally.</p> <p>For example: "What is <math>25 + 18</math>?" or "Subtract 37 from 92."</p> <p><b>Development Activities: (30 minutes):</b><br/><b>FA will be taken</b><br/>Page: 124-126<br/>Exercise: 9.1<br/>Number: 1-4<br/>If the students cannot do the homework, the teacher will explain the homework and do it on the board.</p> <p><b>Day 2:</b><br/><b>Ice breaking (5 minutes):</b> Review about the previous class.<br/><b>Development Activities: (30 minutes):</b><br/>Page: 128 -130<br/>Exercise: 9.1<br/>Number: 5-7<br/>First, the students will try to do 2 sums, if they can't do it, then the</p> | <p>Book Name: Cambridge<br/>Primary Mathematics<br/>Learner's Book 6</p> |

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|  | <p>teacher will explain it on the board.<br/> <b>If the students cannot do the homework, the teacher will explain the homework and do it on the board.</b><br/> <b>Home work:</b><br/>         Exercise: 9.1<br/>         Number: 7</p> <p><b>Closing activities (5 minutes):</b> Feedback session and diary writing</p>  |  |
|  | <p><b>Day 3:</b><br/> <b>Ice breaking (5 minutes): Quiz &amp;</b> Present a few simple math riddles or puzzles that require mental calculations.</p> <p>For example: "I am a two-digit number. The sum of my digits is 9, and I am greater than 40. What number am I?"</p> <p><b>Development Activities: (30 minutes):</b><br/>         First, the students will try to do 2 sums, if they can't do it, then the teacher will explain it on the board.<br/> <b>If the students cannot do the homework, the teacher will explain the homework and do it on the board.</b><br/>         Page: 129<br/>         Exercise: 9.1<br/>         Number: 6-7<br/> <b>Closing activities (5 minutes):</b> Feedback session and diary writing</p> <p><b>Day 4:</b><br/> <b>Ice breaking (5 minutes): Quiz &amp;</b> Review about the previous class.<br/> <b>Development Activities: (30 minutes):</b><br/>         Group Work<br/>         Page: 130<br/>         Exercise: 1.1<br/>         Number: 8-9<br/>         First, the students will try to do 2 sums, if they can't do it, then the teacher will explain it on the board.<br/> <b>If the students cannot do the homework, the teacher will explain</b></p> |  |

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|   | <p>the homework and do it on the board.</p> <p><b>Closing activities (5 minutes):</b> Feedback session and diary writing</p> |   |
| <p><b>Differentiation:</b> By content/<br/>process/ product/environment</p> | <p><b>Home work:</b><br/>Number: 9</p>   | <p><b>Assessment tools &amp; strategies:</b></p> <p>Formative Assessment</p> <p><b>Reflection (if any):</b></p> |