

## Weekly planner

Week- 11

Name of the faculty: Chumki Sinha

Subject: Mathematics (Grade 6)

<p>Day: Monday, Tuesday, Wednesday and Thursday Date: 24/03/2024 - 25/03/2024</p>	<p><b>Learning objective &amp; outcome: By the end of the lesson the students will be able to:</b>  <b>Day 1.</b>          .explore the concepts of equations and inequality          .solve linear equations in one variable  <b>Day 2.</b>          .solve fractional equations that can be reduced to linear equations  <b>Day 3.</b>          . evaluate an unknown in formula          . formulate linear equations to solve word problems.</p>	
Chapter & topic/concept	Learning engagements:	Tools & Resources
<p>Chapter 5 5.1 :Linear equations and Simple Inequalities</p>	<p><b>Day 1:</b>  <b>Ice breaking (5 minutes):</b> Display a digital or analog clock and ask students to tell the time. Teachers can also ask them to calculate how much time has passed between two given times.  <b>Development Activities: (30 minutes):</b>          FA will be taken          Discussion with Linear equations .          Page: 118          Exercise: 5A          Number: 1(a-f)          First 2 sum will be done by teacher &amp; other 2 sum will be done by students.          If the students cannot do the homework, the teacher will explain the homework and do it on the board.  <b>Closing activities (5 minutes):</b> Feedback session and diary writing  <b>Day 2:</b></p>	<p>Text Book, Marker, Board, Geometry Box, Calculator</p>

	<p><b>Ice breaking (5 minutes):</b> Review about the previous class.</p> <p><b>Development Activities: (30 minutes):</b> Page: 118 Exercise: 5A Number: 2(a-j) First, the students will try to do 2 sums, if they can't do it, then the teacher will explain it on the board.</p> <p><b>Closing activities (5 minutes):</b> Feedback session and diary writing</p> <p><b>Home work:</b> Chapter: 3 Page: 79 Exercise: 5A Number: 3(a-d)</p> <p><b>Day 3:</b></p> <p><b>Ice breaking (5 minutes):</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> Page: 118 Exercise: 5A Number: 4(a-n) First, the students 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><b>Closing activities (5 minutes):</b> Feedback session and diary writing</p>	
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<b>Differentiation:</b> By content/ process/ product/environment	<b>Home work:</b> Page: 119 Exercise: 5A Number: 6(a-d)	<b>Assessment tools &amp; strategies:</b>  Formative Assessment  <b>Reflection (if any):</b>
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