

Weekly planner

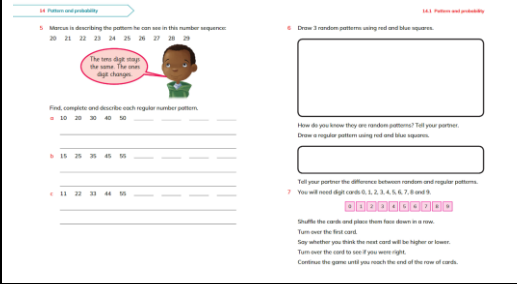
Week- 13

Name of the faculty: Tanjida Sultana

Subject: Mathematics

Grade: 1

Date: 21.04.24 -25.04.24	Learning objective & outcome: In this topic, learners explore a range of patterns involving numbers. Learners first explore counting in steps of one, two, five and ten and the patterns that are formed. Learners then explore odd and even numbers, exploring various characteristics of odd and even numbers and begin to make generalisations about them. Learners then begin to explore a wider range of number sequences.	
Chapter & topic/concept	Learning engagements:	Tools & Resources
Chap 11: Patterns	Day 1 Ice breaking: Finding natural patterns and man made patterns around us. Development activities: Learners will understand the concept of patterns and how patterns are formed. Learners will go through an exercise book, Pg-150-152, to understand different types of	'I Did It' Mathematics Book 2 Mental Math Book 1

	<p>picture patterns. Learners will recognise number patterns, in ascending or descending order.</p> <p>Pg-153, PT 1 (a-d)</p> <p>Closing activities: Diary writing</p> <p>Day 2</p> <p>Ice breaking: Morning greetings</p> <p>Development activities:</p> <p>Study the number patterns carefully, and find similarities in the following number. Pg-153 (e-j), HOTS(a-d).</p> <p>Closing activities: Diary writing</p> <p>Day 3</p> <p>Ice breaking: Morning greetings</p> <p>Development activities:</p> <p>Learners will examine a worksheet provided by the teacher on Patterns, and solve the given question using their prior knowledge of patterns they have learned in class.</p>	 <p>14 Patterns and probability</p> <p>5. Mervin is describing the pattern he can see in this number sequence: 20 21 22 23 24 25 26 27 28 29</p> <p>The only digit stays the same. The ones digit changes.</p> <p>Find, complete and describe each regular number pattern.</p> <p>a 10 20 30 40 50 _____</p> <p>b 15 25 35 45 55 _____</p> <p>c 11 22 33 44 55 _____</p> <p>14.1 Patterns and probability</p> <p>6. Draw 3 random patterns using red and blue squares.</p> <p>How do you know they are random patterns? Tell your partner. Draw a regular pattern using red and blue squares.</p> <p>7. Tell your partner the difference between random and regular patterns. You will need digit cards 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9.</p> <p>Shuffle the cards and place them face down in a row. Turn over the first card. Say whether you think the next card will be higher or lower. Turn over the card to see if you were right. Continue the game until you reach the end of the row of cards.</p>
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	<p>Day 4 Ice breaking: Morning greetings Development activities: Mental Math 1 Pg-50, 51 Closing activity: Diary</p>	
<p>Differentiation: By content/ <u>process</u>/ product</p>	<p>Homework 1: WS 1 on patterns Homework 2: WS 2 on patterns</p>	<p>Assessment tools & strategies: worksheet, Formative Reflection (if any):</p>