

**Weekly planner**  
**Week- 15**

**Name of the faculty: Tanjida Sultana**

**Subject: Mathematics**

**Grade: 1**

<p>Date: 05.05.24 -09.05.24</p>	<p><b>Learning objective &amp; outcome:</b> 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.</p> <p>In this topic, learners develop their knowledge of reading time using analogue clocks to the nearest 5 minutes; reading time half past the hour, longer and shorter duration. In this topic, learners develop their knowledge of reading the time using both analogue and 12-hour digital clocks to the nearest 5 minutes.</p>	
<p><b>Chapter &amp; topic/concept</b></p>	<p><b>Learning engagements:</b></p>	<p><b>Tools &amp; Resources</b></p>
<p>Chap 11: Patterns</p>	<p>Day 1 Ice breaking: Riddle on math</p>	<p>'I Did It' Mathematics Book 2  Mental Math Book 1</p>

	<p style="text-align: center;">Development activities:</p> <p>Students will link the concept of patterns that they have learned in previous lessons with a worksheet provided by the teacher. They will try answering the WS by themselves. Teacher will be able to assess the progress of the students.</p> <p>Closing activities: Diary writing</p> <p>Day 2</p> <p>Ice breaking: Morning greetings</p> <p>Development activities:</p> <p>Students will gain knowledge on some key vocabularies on time.</p> <p><b>Key vocabulary:</b></p> <p>second, minute, hour</p> <p>day, week, month, year</p> <p>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>January, February, March, April, May, June, July, August, September, October, November,</p>	
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December

Closing activities: Diary writing

Day 3

Ice breaking: Morning greetings

Development activities:

Provide learners with cards with the following written on them. '1 second', '1 minute', '1 hour', '1 day', '1 week', '1 month' and '1 year'. Ask them to work in pairs to order them, starting with the shortest duration. Then ask learners to discuss together the relationship between the different units of time that they have been given. For example, a year is longer than a month. They should know there are 60 minutes in 1 hour, but do not need to know any other equivalences at this stage.

Learners play a game of 'more or less' with the cards in pairs. Ask learners to shuffle the cards and lay them in a row face down. Learners take it in turns to turn the first card

	<p>and then guess whether the next card will be more time or less time than this. If they guess correctly, they continue along the row to see how far they can get. If they guess incorrectly, they shuffle the cards and start again.</p> <p>Closing activities: Diary writing</p> <p>Day 4</p> <p>Ice breaking: Morning greetings</p> <p>Revisit: Mental Math 1 Pg-44-47</p> <p>Closing activity: Diary</p>	
<p>Differentiation: By content/ <u>process</u>/ product</p>		<p>Assessment tools &amp; strategies: worksheet, Formative Reflection (if any):</p>