

Weekly planner

Week-2

Name of the faculty: Tanjida Sultana

Subject: Mathematics (Grade 5)

<p>Day: Sunday - Thursday Learning hours: 2.66 hours Date: 18/08/2024 -22/08/2024</p>	<table border="1"> <thead> <tr> <th data-bbox="665 415 1276 467">Learning objectives</th> <th data-bbox="1287 415 1900 467">Success criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="665 467 1276 574"> <ul style="list-style-type: none"> Understand and explain the value of each digit in decimals (tenths, hundredths and thousandths). </td> <td data-bbox="1287 467 1900 574"> <ul style="list-style-type: none"> Learners explain the value of each digit in numbers with up to 3 decimal places. </td> </tr> <tr> <td data-bbox="665 574 1276 682"> <ul style="list-style-type: none"> Use knowledge of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. </td> <td data-bbox="1287 574 1900 682"> <ul style="list-style-type: none"> Learners multiply and divide whole numbers and decimals by 10, 100 and 1000. </td> </tr> <tr> <td data-bbox="665 682 1276 805"> <ul style="list-style-type: none"> Compose, decompose and regroup numbers including decimals (tenths, hundredths and thousandths). </td> <td data-bbox="1287 682 1900 805"> <ul style="list-style-type: none"> Learners compose, decompose and regroup numbers with up to 3 decimal places. </td> </tr> </tbody> </table>		Learning objectives	Success criteria	<ul style="list-style-type: none"> Understand and explain the value of each digit in decimals (tenths, hundredths and thousandths). 	<ul style="list-style-type: none"> Learners explain the value of each digit in numbers with up to 3 decimal places. 	<ul style="list-style-type: none"> Use knowledge of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. 	<ul style="list-style-type: none"> Learners multiply and divide whole numbers and decimals by 10, 100 and 1000. 	<ul style="list-style-type: none"> Compose, decompose and regroup numbers including decimals (tenths, hundredths and thousandths). 	<ul style="list-style-type: none"> Learners compose, decompose and regroup numbers with up to 3 decimal places.
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<p>Chapter & topic/concept</p>	<p>Learning engagements:</p>	<p>Tools & Resources</p>								
<p>Unit-1.1, 1.2</p>	<p>Day 1: Ice breaking (5 minutes): Greetings the students Development Activities: (30 minutes): Exercise 1.1: place value Read: Pg- 11,12, LB Activity: Pg- 42-43, TR Question- 1,2,3</p> <p>Students will cross check their answers. Discussion on answers.</p> <p>Closing activities (5 minutes): Diary writing</p>	<p>Book Name: Cambridge Primary Mathematics Learner's Book 6 Resource sheet 1B</p>								

	<p>Day 2: Ice breaking (5 minutes): Plenary idea, TR, Pg-44</p> <p>Development Activities: (30 minutes): Exercise 1.1: Q4-9, Pg-14 Students will cross check their answers. Discussion on answers.</p> <p>WB, Pg-, Q3, 4(a), 6, 7, 11-15 Students will cross check their answers. Discussion on answers.</p> <p>Closing activities (5 minutes): Diary writing</p> <p>Day 3: Ice breaking (5 minutes): Greetings Development Activities: (30 minutes): Continuation of last day's class. Any question that was untouched will be solved and discussed.</p> <p>Closing activities (5 minutes): Diary writing</p> <p>Day 4: Ice breaking (5 minutes): Greetings</p> <p>Exercise 1.2: Rounding Bingo (10 mins) Main teaching idea, TR, Pg-46 (20 mins)</p> <p>Closing activities (5 minutes): Diary writing</p>	
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<p>Differentiation: By content/ <u>process</u>/ product</p>	<p>Home work: Day 1: WB, Pg-1,2, 4(b,c), 5, 8, 9, 10.</p> <p>Day 2: Learners design a poster that shows how to multiply and divide by 10, 100 and 1000. They can illustrate it with examples, including drawings, pictures or photographs. For example:</p> <ul style="list-style-type: none">• 1 meter is 100 times as long as 1 centimeter.• 1 cent is 100 times smaller than 1 dollar.	<p>Assessment tools & strategies: worksheet, Formative Reflection (if any):</p>
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