

LESSON PLAN –

PRELIMINARY DETAILS

NAME OF THE STUDENT TEACHER : ANUSREE .G

STANDARD : VII

NAME OF THE SCHOOL : CHALDEAN SYRIAN HSS

DURATION : 40'

SUBJECT : MATHEMATICS

DATE :

UNIT : DECIMAL METHODS

TOPIC : DECIMAL FORMS

LEARNING OBJECTIVES

The learner

- ☐ Identifies to convert fractions to decimal forms.
- ☐ Recognizes to convert decimal form to fraction.
- ☐ Arranges number in the number system on the basis of their place value.

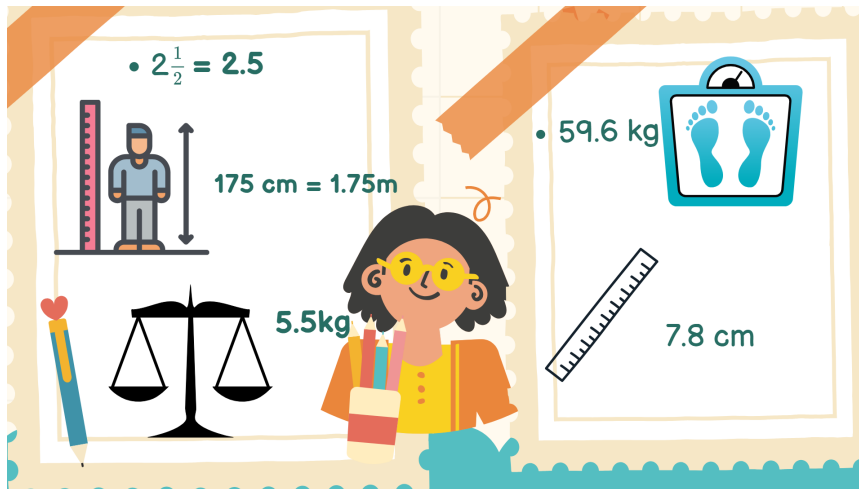
CONTENT ANALYSIS

Term : Decimal point, Tenths, Hundredths

Fact	:	Decimal numbers represent parts of a whole.
Concept	:	Decimal representation of numbers Place value system in decimals
Principle	:	Decimal numbers follow the base-10 system, each place is $1/10^{\text{th}}$ of the one before.
Process	:	Converting fractions to decimals, dividing numbers to find decimal equivalents.
Pre-Requisite	:	Basic knowledge of fractions, decimal value.
Learning Resources	:	Hardware Resources LCD Projector Software Resources Canva Chart
Internet Resources	:	http://youtu.be/t9vqm2eM5mk?si=e2VYxbjeTL55IE6N
Digital Skills	:	It helps to understand the experience which cannot be shown in normal classes. Skill of using YouTube videos in teaching-learning process. Proper usage of web browser Skill of utilize and enhance knowledge of PPT presentation
Values	:	Increasing creative thinking capacity

TEACHER ACTIVITY	LEARNER ACTIVITY
<u>INTRODUCTORY ACTIVITY</u> Teacher enters the classroom with a pleasant smile and wished good morning and enquired how was their day and asked whether they love their uniforms. Is it stitched or ready-made? Teacher then asked how much material does each of you require for stitching? Yes, so how can we write such numbers. What are these numbers called?	Students greeted good morning. They replied that their day was boring and they love their uniforms very much. Stitched 2.25m,2.5m

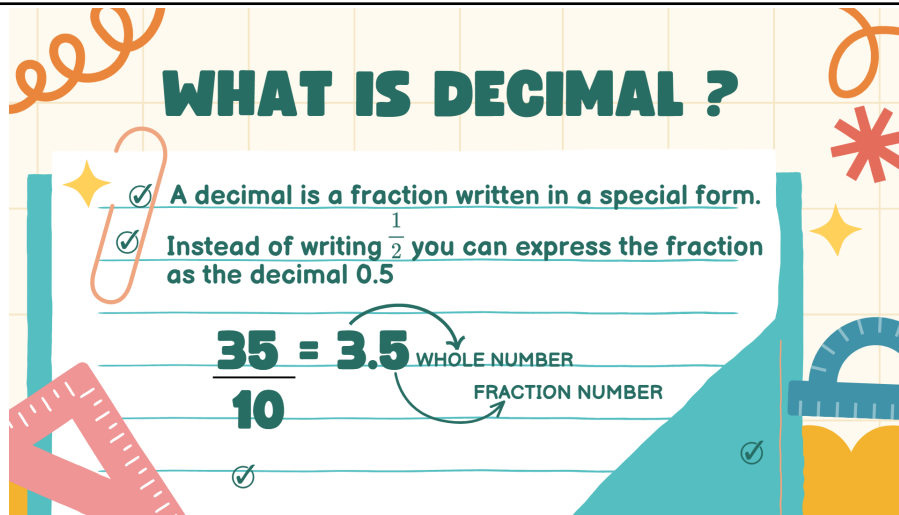
Teacher then shows certain real life situations where such forms of numbers are seen.



Teacher then provides definition of decimal and how it's represented.

Students attentively observed what's been displayed and understood fastly.

They eagerly answered by observing the images and answered height, balance scale, weighing machine and ruler. And thus they understood where these numbers are used and said these are Decimal Numbers .



Students wrote down what's a decimal and how it is represented.

DEVELOPMENTAL ACTIVITY

Teacher divides the class into four groups A, B, C, D and selected a prefect.

ACTIVITY 1

Teacher distributes task cards to each group.

HOWWW ?

A wire of length 15cm is cut into ten equal pieces. What is the length of each piece?

ACTIVITY 1



Total Length = 15cm
Cut into = 10 pieces

Each group fastly tried to solve the problem.

Group B was the first group which completed both tasks. Edwin from the group explains how they done the activity

Total length = 15cm

Cut into = 10 equal pieces

$$\therefore 15/10 = 1.5\text{cm}$$

FIND OUT

- $$\begin{array}{r} 325 \\ \hline 10 \end{array}$$
- $$\begin{array}{r} 325 \\ \hline 100 \end{array}$$
- $$\begin{array}{r} 325 \\ \hline 1000 \end{array}$$

$$1.325/10 = 32.5$$

$$2.325/100 = 32.5$$

$$3.325/1000 = 3.25$$

Thus students understood how to calculate a word problem which involves decimal numbers and also learns to convert fraction to decimal form.

Teacher then shows a video on “Introduction to Decimals”
It shows how numbers are placed in number system

Hundreds	Tens	Ones
3	5	6

The video explains how fractions like $\frac{1}{10}$, $\frac{1}{100}$, $\frac{1}{1000}$ are written as decimal forms.

In the video it showed that one of the greatest athlete Usain Bolt made a record of 9.58 seconds. Teacher the asked how to represent that number in the number system.

They were eagerly observing the video.

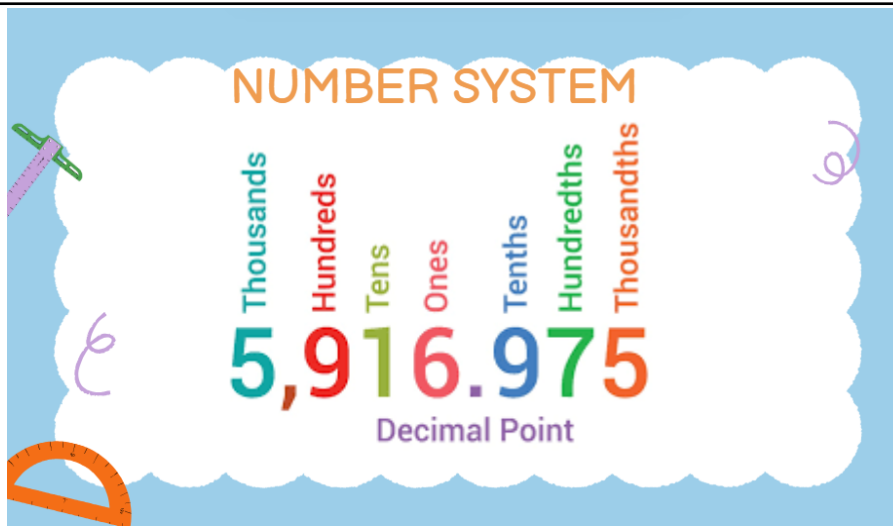
9.58

			$\frac{1}{10}$	$\frac{1}{100}$
Hundreds	Tens	Ones	Tenths	Hundredths
			.	

Teacher then showed the number system and then displayed a chart showing standard form, word form and expanded form of a number.

Godwin stood and answered 9 will come in ones place then the numbers after decimal point will be in tenths and hundredths place respectively.

Students read out each place value correctly.



ACTIVITY 2

Teacher distributes task cards to each group

Each group fastly tried to complete the task.

Group A completed the task first.

Sai Krishna explained that

10	10	1	1/1	1/10	1/100
0			0	0	0
4	7	6			
	4	7	6		
		4	7	6	

DECIMAL IN TABLE

476

100	10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

$\times \frac{1}{10}$
 $\times \frac{1}{10}$

Students write down the problem into their notebook.

Thus students understood how to place decimal numbers in number system.

CONCLUDING ACTIVITY

Students this understood what a decimal number is and its placements.

APPLICATION

