

## Mathematics Planning Template

Week	Topics/Objectives	Main concepts	Teaching/learning activities	Assessment/Homework activities
FEB 8 - 12	1. Select the most appropriate unit to be used in a given situation	<ul style="list-style-type: none"> <li>• Mass</li> <li>• Length</li> <li>• Capacity</li> </ul>	<p><b>Activity 1</b> Allow students to work in groups. Give each group a plastic bag with groceries containing the following items, a small parcel of flour labelled 2 ½ cm, a piece of fabric labelled 5 kg, a pencil labelled 2L and a bottle of water labelled 250 ml. Have each group display the contents of their bag, allow them to examine each item and their respective labelling. Students should discuss among themselves the suitability of the labelling on each item they received. Engage students in a whole class discussion on the unit used to measure each item. For each item discuss with students the attribute of the item that is most likely being measured. For example in measuring the weight of the flour would centimetres be an appropriate unit? What attribute of the parcel of flour could I be measuring if I allow the 2 ½ cm labelling to remain on the parcel of flour? <b>Expected Answer: The height of the flour bag.</b> Based on the discussion, select a representative from each group to place the correct label on an item which the group had found to have the incorrect label. Students must be asked to justify their choice.</p> <p><b>Activity 2</b> Collect pictures from newspaper and other sources, of items that their height, length, weight or capacity can be measured in cm, m, g, kg, ml and litre and paste pictures under each respective heading in their scrapbooks.</p>	<p><b>Obj. 1</b> Ask students to write a letter to a friend who was absent from math class today telling them about the different units of measuring length, mass and capacity.</p>
	Identify circles, squares, rectangles	<ul style="list-style-type: none"> <li>• Shapes</li> </ul>	<b>Activity 1</b>	<b>Obj. 1 Name the shape according to its</b>

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Feb 15-19	and triangles and note their properties	<ul style="list-style-type: none"> <li>Length</li> </ul>	<p>Place students into groups and give activity sheet (<b>See Resource Document, page 4</b>). Question students to elicit the number of different shapes they coloured, for example: square, circle, triangle and rectangle. Engage students in a discussion about the properties of each. Question students to elicit if there is a difference between the triangles seen. (Lead students to understand that the orientation of the triangle does not make it different). Allow students to state the difference between the triangle and the square, the rectangle and the circle and the square and the rectangle.</p> <p><b>Activity 2</b></p> <p>Place cut outs of circular, rectangular, triangular and square shaped objects in an opaque bag. (<b>See Resource Document # 3</b>) Play a song or have students sing one while the bag with the cut outs is being passed around. When the song ends, the student with the bag has to feel the object and tell its shape. The student will then remove the shape from the bag and the class will say if the student is correct or not and justify their answer using the properties known.</p> <p><b>Activity 3</b></p> <p>Place students in small groups (3 -5 groups based on the class size). Name the properties of a shape and the students will be given 30 seconds to use their bodies to form the shapes that is being described. Assuming that one person represents one unit, have students tell the length of each side of the shapes.</p>	<p><b>properties.</b></p> <p>Describe various shapes based on their properties and allow students to name the shape being described.</p> <p><b>Construction time</b></p> <p>Have students construct different things using the given shapes (triangle, rectangle, squares, and circles) such as buildings, different types of vehicles, geo-man (people), plants, etc.</p>
Feb 22-26	1. Make general statements and draw conclusions based on information collected	<ul style="list-style-type: none"> <li>Collecting data</li> <li>Representing data</li> </ul>	<p><b>Activity 1</b></p> <p>Have students work in groups to engage in a game of, "Go Fish".</p>	<p><b>Obj. 1</b></p> <p>Have students create a pictograph using the information they collected</p>

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	2. Construct simple tables and pictographs to represent items		<p>(Teacher could use a jar, bottle or box as the aquarium. The fishing rod could be made by tying a string on the end of a ruler. At the end of the string that hangs from the ruler, teacher will place a piece of masking tape that will pick up the fish). Give students one minute to retrieve as many different colour fish from the aquarium. Each group should receive a different number of fish in their aquarium. At the end of the minute, have students work in their groups, to sort the fish according to the different colours. <b>(See Resource Document # 5)</b></p> <div data-bbox="1177 609 1876 922" data-label="Image"> </div> <p>Have students complete a table with the data that was collected in their groups. <b>(See Resource Document # 6)</b></p> <p>Have students complete the report card and report their findings to the class. Group will decide on the reporter. <b>(See Resource Document # 7)</b></p> <p>Engage students in a whole class discussion. Have students talk about the <b>group</b> that collected:</p> <ol style="list-style-type: none"> <li>The most fish</li> <li>The least fish</li> <li>The most green fish</li> </ol>	<p>previously. They will paste the different colour fish to represent the data they collected.</p> <p><b>Obj. 2</b> Have students collect information relating to the show size of the members of their family. They will create a table to record the information collected.</p> <p><b>Obj.1</b> Allow students to analyse the data and use the information collected to make 3 general statements.</p>

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			<p>d. The least yellow fish</p> <p>e. How many more yellow than green fish did Group A collect? etc.</p> <p><b>Activity 2</b></p> <p>Give each student a cut out of a boy or a girl. Have students write their names on their cut outs. Engage in the singing of the song, “Those Who Born in January Skip Around.” Allow students to place their cut out on the pre prepared chart in line with the month in which they were born, as the song is being sung. <b>(See Resource Documents # 8 and 9 for Sample Cut Outs and Pictograph).</b> Have students observe the pictograph and in their groups, make at least three general statements pertaining to the pictograph, for example:</p> <ul style="list-style-type: none"> <li>• Most boys were born in the month of _____</li> <li>• Least girls were born in the month of _____</li> <li>• Most students were born in the month of _____</li> <li>• _____ more boys were born in the month of _____ than I the month of _____.</li> </ul> <p>Allow students to share and justify their statements.</p>	