



LESSON PLAN
SUBJECT: Mathematics
STD V
March 2025

Period	Topic	LOs	Content + Source	Class work	Home work	Technology used	Activities
Day 1 3/3/25	Number system till 1 crore	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● work with large numbers ● perform four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers 	The concept of the number system will be revised and questions will be done.	Worksheet	Few questions as HW	Google docs https://docs.google.com/document/d/14_8Cc_fVmntCovO9a_xm9xTAUKyOukuGWU4e4BNL8irDw/edit?usp=sharing	Self attempt after the discussion/explanation
Day 2 4/3/25	Number system till 1 crore	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● work with large numbers ● perform four basic arithmetic 	The concept of the number system will be revised and questions will be done.	Worksheet	-	Google docs https://docs.google.com/document/d/14_8Cc_fVmntCovO9a_xm9xTAUKyOukuGWU4e4BNL8irDw/edit?usp=sharing	Self attempt after the discussion/explanation

		operations on numbers beyond 1000 by understanding of place value of numbers				usp=sharing	
Day 3 5/3/25	Number system till 1 crore	<p>The students will be able to:</p> <ul style="list-style-type: none"> perform four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers 	The concept of the number system will be revised and questions will be done.	Worksheet	Few questions as HW	<p>Google docs https://docs.google.com/document/d/14_8Cc fVmntCovO9a xm9xTAUKyO ukuGWU4e4B NL8irDw/edit?usp=sharing</p>	Self attempt after the discussion/ explanation
Day 4 6/3/25	Angles	<p>The students will be able to:</p> <ul style="list-style-type: none"> explores idea of angles and shapes 	The concept of the angles will be revised and questions will be done	Worksheet	-	<p>Google docs https://docs.google.com/document/d/14_8Cc fVmntCovO9a xm9xTAUKyO ukuGWU4e4B NL8irDw/edit?usp=sharing</p>	Self attempt after the discussion/ explanation

Day 5 7/3/25	Angles	<p>The students will be able to:</p> <ul style="list-style-type: none"> classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing 	<p>The concept of the types of angles will be revised and questions will be done.</p>	<p>Worksheet</p>	<p>Few questions as HW</p>	<p>Google docs https://docs.google.com/document/d/14_8CcfVmntCovO9axm9xTAUKyOukuGWU4e4BNL8irDw/edit?usp=sharing</p>	<p>Self attempt after the discussion/explanation</p>
Day 6 10/3/25	Angles	<p>The students will be able to:</p> <ul style="list-style-type: none"> classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing 	<p>The concept of the construction of angles will be revised and questions will be done.</p>	<p>Worksheet</p>	<p>-</p>	<p>Google docs https://docs.google.com/document/d/14_8CcfVmntCovO9axm9xTAUKyOukuGWU4e4BNL8irDw/edit?usp=sharing</p>	<p>Self attempt after the discussion/explanation</p>

Day 7 11/3/25	Area and Perimeter	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Relate to different commonly used larger and smaller units of length and convert larger units to smaller units and vice versa. 	<p>The concept of perimeter will be revised and questions will be done.</p>	<p>Worksheet</p>	<p>Few questions as HW</p>	<p>Google docs https://docs.google.com/document/d/14_8CcfVmntCovO9axm9xTAUKyOukuGWU4e4BNL8irDw/edit?usp=sharing</p>	<p>Self attempt after the discussion/explanation</p>
Day 8 12/3/25	Area and Perimeter	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Relate to different commonly used larger and smaller units of length and convert larger units to smaller units and vice versa. 	<p>The concept of area will be revised and questions will be done.</p>	<p>Worksheet</p>	<p>-</p>	<p>Google docs https://docs.google.com/document/d/14_8CcfVmntCovO9axm9xTAUKyOukuGWU4e4BNL8irDw/edit?usp=sharing</p>	<p>Self attempt after the discussion/explanation</p>

<p>Day 9 14/3/25</p>	<p>Decimals</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> expresses a given fraction $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ in decimal notation and vice-versa. For example, in using units of length and money– half of Rs. 10 is Rs.5 	<p>The concept of place value of decimals will be revised and questions will be done.</p>	<p>Worksheet</p>	<p>Few questions as HW</p>	<p>Google docs https://docs.google.com/document/d/14_8CcfVmntCovO9axm9xTAUKyOukuGWU4e4BNL8irDw/edit?usp=sharing</p>	<p>Self attempt after the discussion/explanation</p>
<p>Day 10 17/3/25</p>	<p>Decimals</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> converts fractions into decimals and vice versa 	<p>The concept conversion of decimals to fraction will be revised and questions will be done.</p>	<p>Worksheet</p>	<p>-</p>	<p>Google docs https://docs.google.com/document/d/14_8CcfVmntCovO9axm9xTAUKyOukuGWU4e4BNL8irDw/edit?usp=sharing</p>	<p>Self attempt after the discussion/explanation</p>

Day 11 18/3/25	Decimals	<p>The students will be able to:</p> <ul style="list-style-type: none"> • converts fractions into decimals and vice versa 	<p>The concept of addition, subtraction and multiplication of decimals will be revised and questions will be done.</p>	<p>Worksheet</p>	<p>Few questions as HW</p>	<p>Google docs https://docs.google.com/document/d/14_8CcfVmntCovO9axm9xTAUKyOukuGWU4e4BNL8irDw/edit?usp=sharing</p>	<p>Self attempt after the discussion/explanation</p>
Day 12 19/3/25	Fractions	<p>The students will be able to:</p> <ul style="list-style-type: none"> • acquires understanding about fractions • finds the number corresponding to part of a collection 	<p>The concept of types of fractions will be revised and questions will be done.</p>	<p>Worksheet</p>	<p>-</p>	<p>Google docs https://docs.google.com/document/d/14_8CcfVmntCovO9axm9xTAUKyOukuGWU4e4BNL8irDw/edit?usp=sharing</p>	<p>Self attempt after the discussion/explanation</p>

<p>Day 13 20/3/25</p>	<p>Fractions</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● finds the number corresponding to part of a collection ● identifies and forms equivalent fractions of a given fraction. 	<p>The concept of conversion of fractions will be revised and questions will be done.</p>	<p>Worksheet</p>	<p>Few questions as HW</p>	<p>Google docs https://docs.google.com/document/d/14_8CcfVmntCovO9axm9xTAUKyOukuGWU4e4BNL8irDw/edit?usp=sharing</p>	<p>Self attempt after the discussion/explanation</p>
<p>Day 14 21/3/25</p>	<p>Fractions</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● identifies and forms equivalent fractions of a given fraction 	<p>The concept of real life use of fractions will be revised and questions will be done.</p>	<p>Worksheet</p>	<p>-</p>	<p>Google docs https://docs.google.com/document/d/14_8CcfVmntCovO9axm9xTAUKyOukuGWU4e4BNL8irDw/edit?usp=sharing</p>	<p>Self attempt after the discussion/explanation</p>