

## LESSON PLAN 2

**CLASS : 6** TEACHER'S NAME :

NAME OF THE UNIT	SUB-TOPICS	NO OF PERIODS REQUIRED			Time line for teaching	
		Teaching	Practice	TOTAL	From	To
<b>WHOLE NUMBERS</b>	2.1 INTRODUCTION	<b>1</b>	<b>3</b>	<b>4</b>		
	2.2 WHOLE NUMBERS	<b>1</b>	<b>7</b>	<b>8</b>		
	2.3 NUMBER LINE					
	TOTAL	<b>2</b>	<b>10</b>	<b>12</b>		
	<b>KEY CONEPTS</b>	<b>KEY VOCABULARY</b>				
<b>PRE-REQUISITES</b>	Every Pupil is expected to have basic knowledge in # Natural Numbers and their place values # comparison of smaller numbers and arranging them in ascending and descending order # number names # four basic operations like +,-,x and ÷	# Numbers # Natural Numbers # Whole Numbers # Predecessor # Successor # Number Line			# Addition # Subtraction # Multiplication # Division	

## Learning Outcomes

After Completion of this lesson every student will be able to

- # appreciate the role of whole numbers in real life
- # write the predecessor and successor of a given whole number
- # represent whole numbers on number line
- # add, subtract and multiply whole numbers on number line
- # solve real life sums involved with whole numbers

## Teaching Learning Process

### MIND MAPPING

Whole numbers  
{0, 1, 2, 3, 4, 5 ...}

Natural numbers  
{1, 2, 3, 4, 5 ...}

PREDECESSOR  
AND  
SUCCESSOR

Number Line

0 1 2 3 4 5 6 7 8 9

Number increases

Addition Using Number Line

$3 + 4 = 7$

$7 - 5 = 2$

$4 \times 2 = 8$   
2 jumps of 4

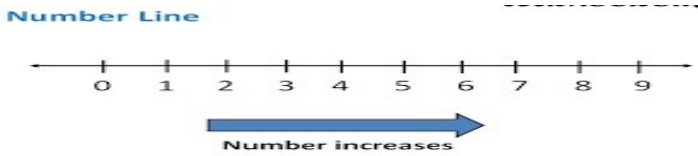

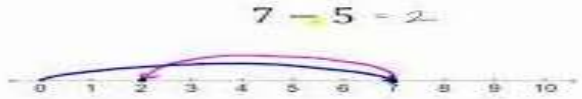
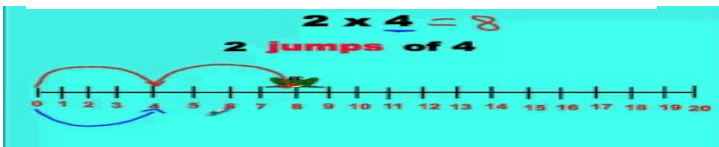
### Experience & Reflection

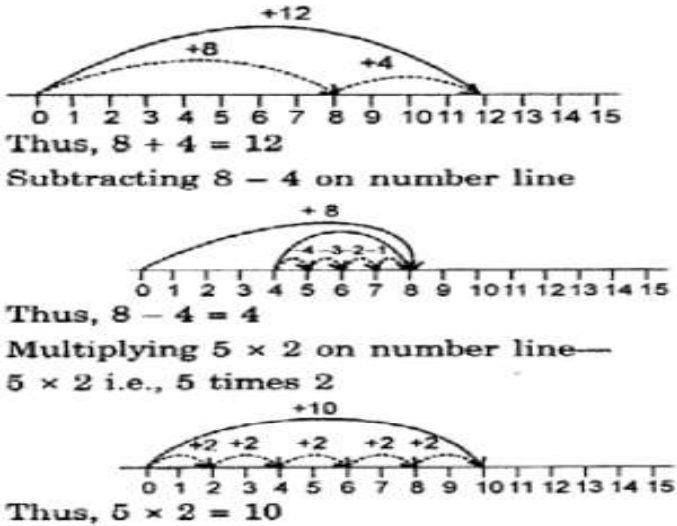
# Pupils will recollect the knowledge on Natural Numbers and reflect it in learning about whole numbers

# Students will experience the usage of whole numbers in real life situations.

TEACHING PERIOD : 1	INTRODUCTION		
CONCEPTS/STEPS	TEACHER ACTIVITY ( I DO )	GROUP ACTIVITY ( WE DO )	INDIVIDUAL ACTIVITY ( YOU DO )
KEY WORDS & PRE REQUISITES	Brain storming session involving children with pre-requisites vocabulary and concepts related to previous knowledge. Introduction of new vocabulary and key words associated with the concept * Numbers * Natural Numbers * Whole numbers * Predecessor * Successor	* Students read the pre-requisites and answer the questions to the teacher (whole class activity)	Every Pupil will read and write the key words in their note books
MIND MAPPING	Teacher writes the key word " Whole Numbers" on the black board and will elicit its other related words through questioning and will draw pupils' attention towards key concepts in the lesson	Heterogeneous groups are created. One group will read the words and other will explain the meaning	Pupils individually read the keywords associated with knowing our numbers
CONCEPTUAL UNDERSTANDING	Teacher conducts an activity involving whole class by arranging children in ascending order according to their heights and then asks questions like who stood before whom and who stood after whom. By this activity teacher explains the concept of Predecessor and Successor in Whole Numbers	Whole class participates in the activity and ascertains learning of the concept Predecessor and successor	every child learns the concept through the learning activity.
LEARNING ACTIVITY			
SUMMARY	Teacher once again writes important key words along with definitions of the concepts introduced and asks children to note down and practice.	pupils will note down and read in groups	every individual reads the summary and notes it down
ASSESSMENT	Teacher gives some questions on predecessor and successors along with sums under Try these section	every group will do the sums by discussion among each other	every individual solves the sums on their own

PRACTICE PERIOD: 1,2,3	INTRODUCTION															
CONCEPTS/STEPS	TEACHER ACTIVITY (I DO)		GROUP ACTIVITY (WE DO)	INDIVIDUAL ACTIVITY (YOU DO)												
KEY WORDS READING	Teacher writes the key words from previous class's teaching period and asks children to read and write them in note books * Numbers * Natural Numbers * Whole numbers * Predecessor * Successor		Whole class activity : one child comes to the board and reads the key words loudly and the remaining class follows.	Every child comes to the board and reads the key words and notes them down in their note books												
SIMILAR LINES READING	Teacher writes some whole numbers along with their predecessors and successors on BB and asks children to write predecessor and successors of some more like them <table border="1" data-bbox="548 846 961 971"> <thead> <tr> <th>Predecessor</th> <th>Number</th> <th>Successor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> </tr> </tbody> </table>		Predecessor	Number	Successor	3	4	5	9	10	11	0	1	2	Each group will read the similar lines and will frame some more by discussion	Every Individual says a few numbers on their own and writes the predecessor and successor in similar lines
Predecessor	Number	Successor														
3	4	5														
9	10	11														
0	1	2														
SUMMARY/ SYNOPSIS	Teacher once again writes important key words and definitions and asks children to spell, read, note down and practice.		pupils will note down and read the numbers	every individual spells and reads the summary and notes												
WRITING/ EDITING	Teacher gives some sums related to predecessor and successor and asks children to write them and checks the writings of children		One group will check the writings of the other and vice versa	Slow learners are focused and teacher will ascertain that every individual knows how to write numbers without mistakes												

TEACHING PERIOD : 2		WHOLE NUMBERS, NUMBER LINE	
CONCEPTS/STEPS	TEACHER ACTIVITY (I DO)	GROUP ACTIVITY (WE DO)	INDIVIDUAL ACTIVITY ( YOU DO )
KEY WORDS	Brain storming session involving children with key words * Whole Numbers * Number Line * Addition on number line * subtraction on number line * Multiplication on number line	* Students read the keywords answer the questions to the teacher (whole class activity)	Every Pupil will read and write the key words in their note books
CONCEPTUAL UNDERSTANDING	Teacher draws a number line on black board and demonstrates how to indicate numbers on it and how to add, subtract and multiply 	Each group will understand the concept of number line, addition, subtraction & Multiplication on number line by discussion	every child learns the concept through the learning activity.
LEARNING ACTIVITY	 $7 - 5 = 2$  		
SUMMARY	Teacher once again writes important key words and step wise procedure adopted in addition, subtraction and multiplication on number line and asks children to note down and adopt.	Pupils will note down and read the summary in groups	Every individual reads the summary and notes it down and adopts the procedure
ASSESSMENT	Teacher gives some questions from Try These sections as well as sums of exercise 2.1 and asks children to solve those sums	Every group will do the sums by discussion among each other	Every individual solves the sums on their own

	* subtraction on number line * Multiplication on number line	key words loudly and	in their note books
SIMILAR LINES READING	<p>Teacher will do some operations on number line on the black board and asks children to do some more like these</p>  <p>Thus, <math>8 + 4 = 12</math> Subtracting <math>8 - 4</math> on number line</p> <p>Thus, <math>8 - 4 = 4</math> Multiplying <math>5 \times 2</math> on number line— <math>5 \times 2</math> i.e., 5 times 2</p> <p>Thus, <math>5 \times 2 = 10</math></p>	Each group will read the similar lines and will frame some more by discussion	Every Individual will do operations on a few more whole numbers
SUMMARY/ SYNOPSIS	Teacher once again writes important key words and step wise procedure adopted in operating whole numbers on number line and asks children to note down and adopt.	Pupil groups will read and adopt the procedure	Teacher focuses on every individual so that add, subtract and multiply whole numbers on number line in successive upcoming practice sessions
WRITING/ EDITING	Teacher gives some questions from Exercise 2.1 and asks children to solve those sums and teacher checks the writings of children	One group will check the writings of the other and vice versa	