

DAILY LESSON PLAN

Math GRADE:4

(NO.8/11)

INTERNATIONAL **DAILY LESSON PLAN**



Unit.1: Whole numbers and Operations

Date: _____

Topic: Pattern

Key Learning Area: Concept of Pattern, Inter-relation between

Pattern and multiplication.

Year Level: 4

Outcomes: Understanding of pattern, pattern gaps, importance of use of pattern

Lesson Structure:

Time	Introduction (Set):	Teaching Approaches
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10 min.	<p>Define Pattern.</p> <p>Discussion need of pattern.</p> <p>Discuss and help the students to understand different pattern.</p>	<p>Revise tables</p> <p>Illustrate any table on chart or board. Color its multiples.</p> <p>Make it a Fun activity by asking about gaps in their multiples as:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">6</td></tr> <tr><td style="text-align: center;">12</td></tr> <tr><td style="text-align: center;">18</td></tr> <tr><td style="text-align: center;">24</td></tr> </table> <p>Interactive questioning related different tables.</p>	6	12	18	24
6						
12						
18						
24						

LESSON STRUCTURE:

Time	Main Content:	Teaching Approaches
25 min.	<p>Definition of Pattern</p> <p>How pattern makes our work easy,</p> <p>Basics of arithmetic sequences</p> <p>Help students to understand the gap between a given patterns.</p> <p>Discuss how to complete missing gaps in arithmetic sequences.</p> <p>Daily life examples regarding pattern</p>	<p>Interactive approach,</p> <p>Illustrate the two different sequences as: increasing pattern and decreasing pattern.</p> <p>Compare different patterns</p> <p>Encourage students to make different pattern that can obtain by subtracting, adding or multiplying.</p>

Time	Conclusion:	Teaching Approaches
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5 min.	Students will be able to: Describe the pattern found in a given table or chart. Complete the given increasing and decreasing number sequences. Solve word problems related patterns.	Enough practice on word problems regarding sequences (page# 36, 37) Give enough practice in classroom and as home assignment.
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Resources:

Color markers, Pattern chart and tables or hand written patterns on sticky notes, printed worksheets, white board and board markers, book, notebooks, sticky notes etc.

Safety Consideration/ Materials

None

Assessment

Encourage Students to come to board for pattern identification.

Challenge them to make their own pattern.

Fun activity and healthy competition in finding pattern.

Give them specific arithmetic sequences to complete.

Assignment/homework

Reflection

Students have understood the following details:

Patterns

Identification of pattern regarding Ascending or descending sequences.

Observe and make patterns by judging suitable gaps between each number.