

GRADE 5 LESSON PLAN EXEMPLAR TERM 1 2021

Lesson 1

Topic

Whole numbers :Counting forwards and backwards, comparing

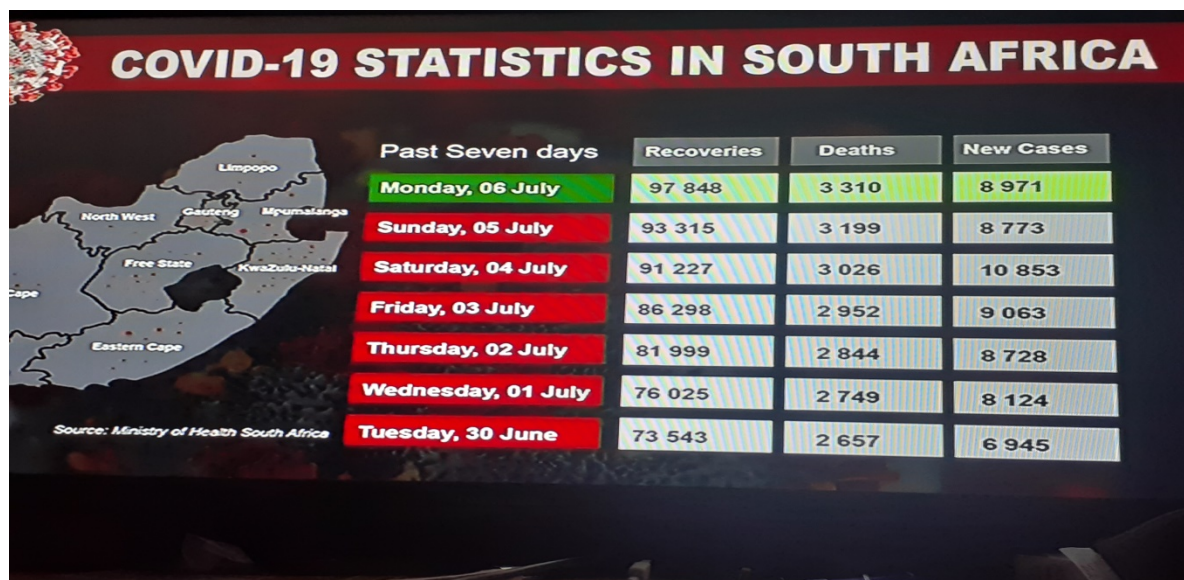
Concepts and Skills

- Counting ,ordering,
- comparing,
- representing place value of 4-digit numbers.

Mental Maths

Oral: LB p. 2 Act. 1TG p. 4 Act. 1

(10mins+5)



From the data above :a)How many deaths were recorded on the 30th June 2020?

b)How many more new cases were recorded on Tuesday rounded off to the nearest 100?

c) State any precautions to be taken to avoid infection from COVID-19 virus.

Resources Required

Fabulous Mathematics LB pp 18–20, TG, pp 14–16 DBE workbook pp. 162,CAPS pp 123–124

Vocabulary

Whole numbers, digits, place value, odd number, calculate, rounding off,

Lesson Content/Concept Development

- Learners count forward and backwards in 2s,3s, 5s,50s
- Reading the number line to compare numbers using $>$, $<$
- Work with 3 444 and 3 266, 2755 and 2705 etc
- Practice work individually and feedback

(20 mins)

Classwork Activity

Fabulous Mathematics LB 22 Act 1 no,1,2 (select)
mins)

(20

Homework Allocation

DBE workbook No. 1a and b (pp. 2-4
mins)

(5

Lesson Reflection

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GRADE 5 LESSON PLAN EXEMPLAR TERM 1 2021

Lesson 2

Topic

Number value; Place value

Concepts and Skills

- Recognize the place value of digits in whole numbers to at least 4-digit numbers.
- Rounding off to the nearest 100

Mental Maths

Oral: LB p. 2 Act. 1 TG p. 4 Act. 1

231 259, 124 337 , 125 400 , 43 635 , 33 133 ,212 979 , 314 989 , 415 304

Which number is the biggest?

Which number is the smallest?

Which numbers are bigger than 200 000?

Which numbers are less than 100 000?

(10mins+5)

COVID-19& PSS

Researchers have recently expanded list of possible symptoms of COVID-19. The symptoms can appear anywhere between 2 to 14 days after exposure, and may include:

Fever or chills

Cough

Shortness of breath or difficulty breathing.

Fatigue

Muscle or body aches

Headache

New loss of taste or smell

Sore throat

Congestion or runny nose

Nausea or vomiting

Diarrhoea

This list does not include all possible symptoms.

You should call your medical provider for advice if you experience these symptoms, especially if you have been in close contact with a person known to have COVID-19 or live in an area with ongoing spread of the disease.

These are some of the symptoms that learners should watch out for in order to get treatment early. Emphasise on:

a) the most common symptoms

b) serious symptoms to deepen awareness in the learners. Early detection means early recovery.

Discuss these with learners and remove the myths among learners about the pandemic.

HOMEWORK REVIEW

Remediate and correct the previous day's work

(5mins)

Resources Required

Fabulous Mathematics LB pg 23-24 TG 14-16, DBE workbook 62 pp. No. 1a and b (pp.2-4),CAPS pg123-124

KEYWORDS

Whole numbers, rounding off, expanded notation, place value, number line

PRIOR KNOWLEDGE

Counting forwards and backwards in given intervals

Reading the number line

Comparing numbering using $<$, $>$ using number line

Lesson Content/Concept Development

- Explain that numbers consist of digits eg in 3 215 is made of digits 3 , 2, 1, and 5
- Emphasise the point that each digit in a number has a certain number value and specific place in the number eg 23 705 (2) ten thousands, (3) thousands , (7) hundreds , (0) tens and (5) units
- The difference between number value and place value. In 9 716 the number 9 has number value of 9 000, 7 is 700, 1 is 10 and 6 is 6
- The place value is 9 thousands,7 hundreds,1 tens,6 units
- These numbers can be written showing their number value as in 9 716 it is 9 000 +700+10+6
- Show the place value of 328 = 3 Hundreds,2 tens ,8 units
- Fill in missing numbers using the number line.
Do another example with the learners.

(15mins)

Classwork activity

Fabulous Mathematics LB pp 23-24 Act 2 -3 (select)

(20min)

Homework Allocation

DBE workbook No. 1a and b (pp. 2–4)

(5mins)

Lesson Reflection

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GRADE 5 LESSON PLAN EXEMPLAR TERM 1 2021

Lesson 3

Topic

Whole numbers
Expanded notation

Concepts and Skills

- Recognize the place value of digits in whole numbers to at least 4-digit numbers.
- Rounding off to the nearest 100
- Comparing numbers

Mental Maths

LB p. 2 Act. 2 TG p. 4 Act. 2
(15min)

COVID-19 & PSS

Can COVID-19 be fatal?

Who is most at risk to the coronavirus disease?

Older people, and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

The best way to prevent and slow down transmission is to be well informed about the COVID-19 virus, the disease it causes and how it spreads. Protect yourself and others from infection by washing your hands or using an alcohol-based rub frequently and not touching your face.

How can you ensure COVID-19 infection is minimized in your classroom and in your school?

From the current information Gauteng and Western Cape have the biggest number of infections as of 6 July what may be the reasons for that?

HOMEWORK REVIEW

Remediate and correct the previous day's work

(5 mins)

Resources Required

Fabulous Mathematics LB pp 24-25 ,TG pp16-17, DBE workbook, (pp. 6-8),CAPS pp123-124

KEYWORDS

Whole numbers, estimation, rounding off.

PRIOR KNOWLEDGE

Place and number value

Comparing numbers using number line

Lesson Content/Concept Development

- Write 3 456 on board. Learners identify the
a) Number value of each digit

b) Place value of each digit

c) Give more numbers to practice on

- Show them how to write the numbers in expanded notation emphasizing the number value eg $876 = 800+70+6$
- Demonstrate how to write the number that comes from expanded number eg $8\ 000+700+40+1 = 8\ 741$
- Do practice work

(15min)

Classwork activity

Fabulous Mathematics LB pp 24-25 Act 4 No.1-12(select)

(20min)

Homework Allocation

DBE workbook No. 2 and 3(pp. 6–8)
(5min)

Lesson Reflection

GRADE 5 LESSON PLAN EXEMPLAR TERM 1 2021

Lesson 4

Topic

Whole numbers: Estimation and rounding off numbers

Concepts and Skills

Techniques of calculations with whole numbers including :

- estimation
- Recognize the place value of digits in whole numbers to at least 4-digit numbers.
- Rounding off to the nearest 10, 100
- Comparing numbers

Mental Maths

LB p. 82Act. 1 TG p. 62Act. 1 TG p. 61

COVID-19 & PSS

5 Things Everyone Should Know About the Coronavirus Outbreak

- Strict precautions could save lives as experts work on solutions.
 - The number of people infected by the disease continues to change every day. While the impact of the disease varies by location, there are now more than 14.5 million confirmed cases of people with COVID-19 around the globe and more than 600,000 people have died from the disease, according to the WHO.
 - Strict measures are critical for slowing the spread of the disease.
 - Infection prevention is key.
 - Be aware of the information and resources that are available to you
- (15mins)

HOMEWORK REVIEW

Remediate and correct the previous day's work

(5 mins)

Resources Required

Fabulous Mathematics LB pp 26 ,TG pp pp16–17,, DBE workbook, No. 25a–b (pp. 78–81)
No. 26(pp. 82–84)No. 27a–b (pp. 82–87)CAPS pp 123–124

KEYWORDS

Whole numbers, estimation, rounding off,

PRIOR KNOWLEDGE

Expanded notation

Place value comparing numbers

Lesson Content/Concept Development

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- Work the following examples with learners using number line a) 568 b) 712 to the nearest 10 and 100.
- Explain the concept without using number line.
- Do the table with learners as an example.

	To the nearest 10	To the nearest 100
3 321		
7 447		

- Help learners identify odd and even numbers.

(15mins)

Classwork activity

Fabulous Mathematics LB pp 26 Act 5-6 no. 1-4(select)

(20min)

Homework Allocation

DBE workbook No.) No. 25a–b (pp. 78–81)

(5min)

Lesson Reflection

GRADE 5 LESSON PLAN EXEMPLAR TERM 1 2021

Lesson 5

Topic

Whole numbers
Estimating and rounding off to the nearest 10,100,1 000

Concepts and Skills

Techniques of calculations with whole numbers including :

- estimation
- Recognize the place value of digits in whole numbers to at least 4-digit numbers.
- Rounding off to the nearest 10,100
- Comparing numbers

Mental Maths

LB p. 82 Act. 1 TG p. 62 Act. 1 TG p. 61

COVID-19 & PSS

Why is COVID-19 so dangerous?

- No one is immune.
- Age, sex, chronic conditions increase risk.
- Primarily transmitted from symptomatic people to others who are in close contact through respiratory droplets, by direct contact with infected persons, or by contact with contaminated objects and surfaces.

Basic information about COVID-19

Wear Heavy duty 3-layer masks.

Observe basic hygiene practices.

Observe social distance at all times.

Avoid hand- shakes use elbows.

Wash your hands often.

Sanitise your hands regularly

(10mins+5)

HOMEWORK REVIEW

Remediate and correct the previous day's work

(5 mins)

Resources Required

Fabulous Mathematics LB pp 96-99 ,TG pp 70-72 DBE workbook, pp. 78-81) CAPS pp 157-159

KEYWORDS

Whole numbers, place value, estimation, rounding off,

estimation, rounding off.

PRIOR KNOWLEDGE

- Estimation
- Rounding off numbers to 10,100

Lesson Content/Concept Development

- Write numbers on the board and revise estimation to nearest 10 and 100 eg a)1 327
b) 7 7 82
- Work with learners on estimating and rounding off to nearest 1 000.
- Practice activity with learners.

Number	Nearest 10	Nearest 100	Nearest 1 000
1 3 67			
8 7 63			
5 601			

(20min)

Classwork activity

Fabulous Mathematics LB pp 96-99 Act 24 -27(*select)

(15min)

Homework Allocation

DBE workbook no.123 pp. 27a–b (pp. 82–87)

(5min)

Lesson Reflection