

Lesson Plan

Grade: Four	Subject: Math	Term: 3 rd	Time: 40mins
Teacher's Name: _____	Week: 10	Day: 1	
Unit 7: Geometry	Topic: Revision		

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Recognize and identify parallel and non-parallel lines.
- Recognize and angle formed by intersection of two rays.
- Draw an angle of given measurement and use the symbol (\sphericalangle) to represent it.

Resource Material:

Worksheet

Teaching & Learning Activities:

10mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students that they are going to revise and practice the unit.
- Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Review:

10mins

Check the worksheets in front of students and correct their mistakes.

Evaluation:

0mins

N/A

Homework:

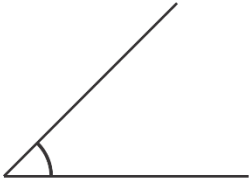
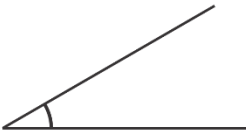


0mins

N/A


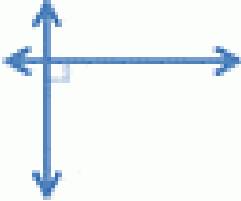
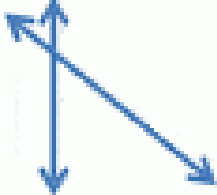
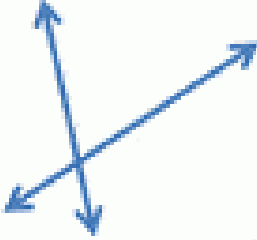
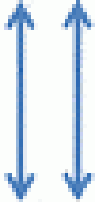
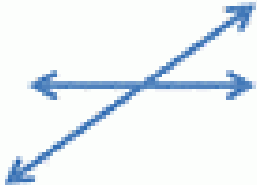
Name: _____

Date: _____

Q1. Identify and write parallel and non-parallel lines.

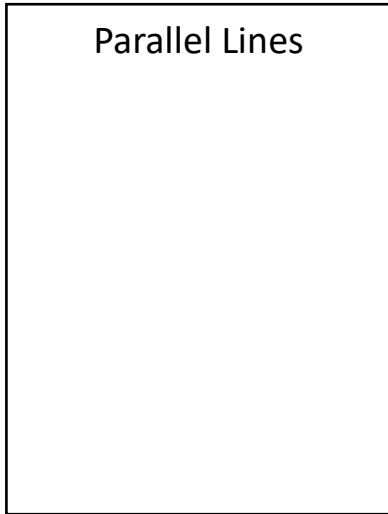
<p>1)</p>  <p>Angle _____</p>	<p>2)</p>  <p>Angle _____</p>
<p>3)</p>  <p>Angle _____</p>	<p>4)</p>  <p>Angle _____</p>

Q2. Write "Parallel" "Perpendicular" or "Intersecting Lines" below each pair of lines.

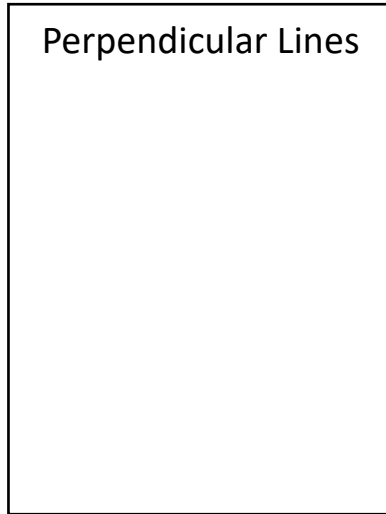
 <p>_____</p>	 <p>_____</p>	 <p>_____</p>
 <p>_____</p>	 <p>_____</p>	 <p>_____</p>

Q3. Draw the following.

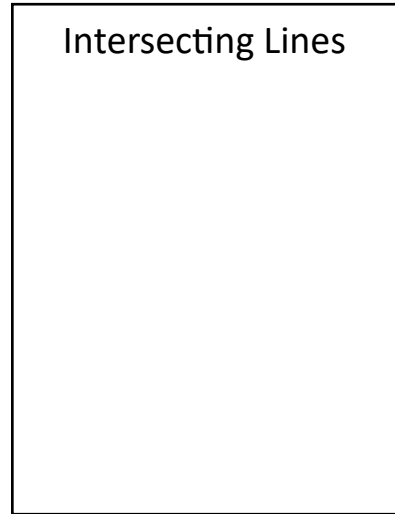
Parallel Lines



Perpendicular Lines



Intersecting Lines



Q4. Match the following.

Parallel Lines ●

● Intersecting

Perpendicular Lines ●

● Intersecting

Intersecting Lines ●

● Perpendicular

Lesson Plan

Grade: Four **Subject:** Math **Term:** 3rd **Time:** 40mins

Teacher's Name: _____ **Week:** 10 **Day:** 2

Unit 7: Geometry **Topic:** Revision

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Differentiate among acute, obtuse and right angles.
- Measure angles using protractor.
- Identify right angles in 2-D shapes.

Resource Material:

Worksheet

Teaching & Learning Activities: 10mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students that they are going to revise and practice the unit.
- Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Review: 10mins

Check the worksheets in front of students and correct their mistakes.

Evaluation: 0mins

N/A

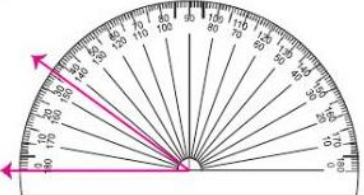
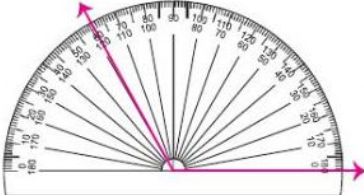
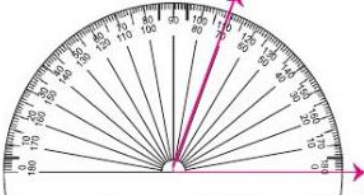
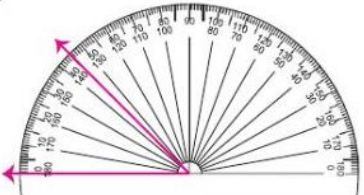
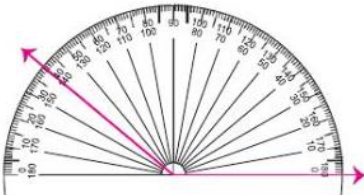
Homework: 0mins

N/A

Name: _____

Date: _____

Q1. Match the following.

<p>1)</p> 	<p>45°</p>
<p>2)</p> 	<p>36°</p>
<p>3)</p> 	<p>119°</p>
<p>4)</p> 	<p>70°</p>
<p>5)</p> 	<p>140°</p>

Lesson Plan

Grade: Four	Subject: Math	Term: 3 rd	Time: 40mins
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Teacher's Name: _____	Week: 10	Day: 3
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Unit 7: Geometry	Topic: Revision
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Student Learning Outcomes:

At the end of this period, the students will be able to:

- Describe radius, diameter and circumference of a circle.
- Find perimeter of a 2-D figure on a square grid.
- Find area of 2-D figures on a square grid.

Resource Material:

Worksheet

Teaching & Learning Activities: 10mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students that they are going to revise and practice the unit.
- Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Review: 10mins

Check the worksheets in front of students and correct their mistakes.

Evaluation: 0mins

N/A

Homework: 0mins

N/A

Name: _____

Date: _____

Q1. Write the name of the diameter, radius and center for the following circles.

i

Diameter: _____

Centre: _____

Radii: _____

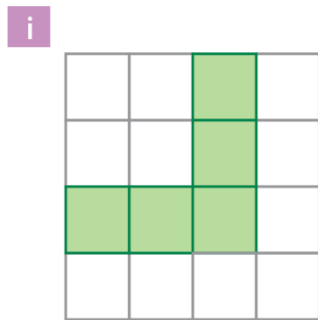
ii

Diameter: _____

Centre: _____

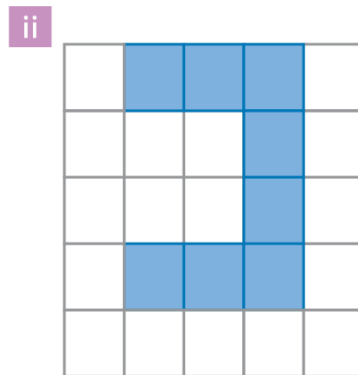
Radii: _____

Q2. Find the perimeter and area of the following shapes if one small square = 1cm for perimeter and 2 cm² for area.



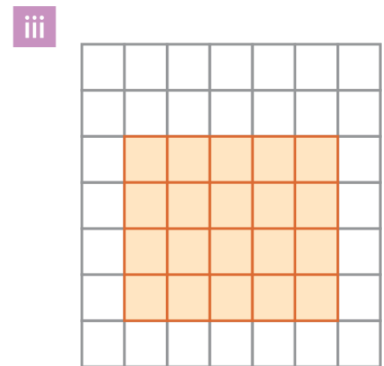
Perimeter =

Area =



Perimeter =

Area =



Perimeter =

Area =

Lesson Plan

Grade: Four	Subject: Math	Term: 3 rd	Time: 40mins
Teacher's Name: _____	Week: 10	Day: 4	
Unit 7: Geometry	Topic: Revision		

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Recognize a line of symmetry in two dimensions (2D-Shapes)
- Complete a symmetrical figure with respect to given line of symmetry on square grid or dot pattern.
- Compare and sort 3-D objects.

Resource Material:

Worksheet

Teaching & Learning Activities:

10mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students that they are going to revise and practice the unit.
- Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Review:

10mins

Check the worksheets in front of students and correct their mistakes.

Evaluation:

0mins

N/A

Homework:

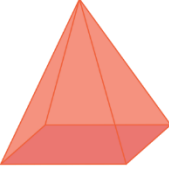

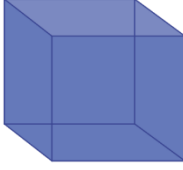
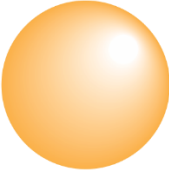
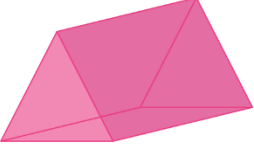
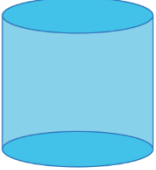
0mins

N/A

Name: _____

Date: _____

Q1. Complete the table.

Shapes	Number of Faces	Number of Edges	Number of Vertices
 rectangular pyramid			
 cone			
 cube			
 sphere			
 triangular prism			
 cylinder			

Lesson Plan

Grade: Four	Subject: Math	Term: 3 rd	Time: 40mins
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Teacher's Name: _____	Week: 10	Day: 5
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Unit 8: Data Handling	Topic: Revision
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Student Learning Outcomes:

At the end of this period, the students will be able to:

- Read simple bar graphs given in horizontal and vertical form.
- Interpret real-life situations using data presented in bar graphs.

Resource Material:

Worksheet

Teaching & Learning Activities: 10mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students that they are going to revise and practice the unit.
- Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Review: 10mins

Check the worksheets in front of students and correct their mistakes.

Evaluation: 0mins

N/A




Homework: 0mins

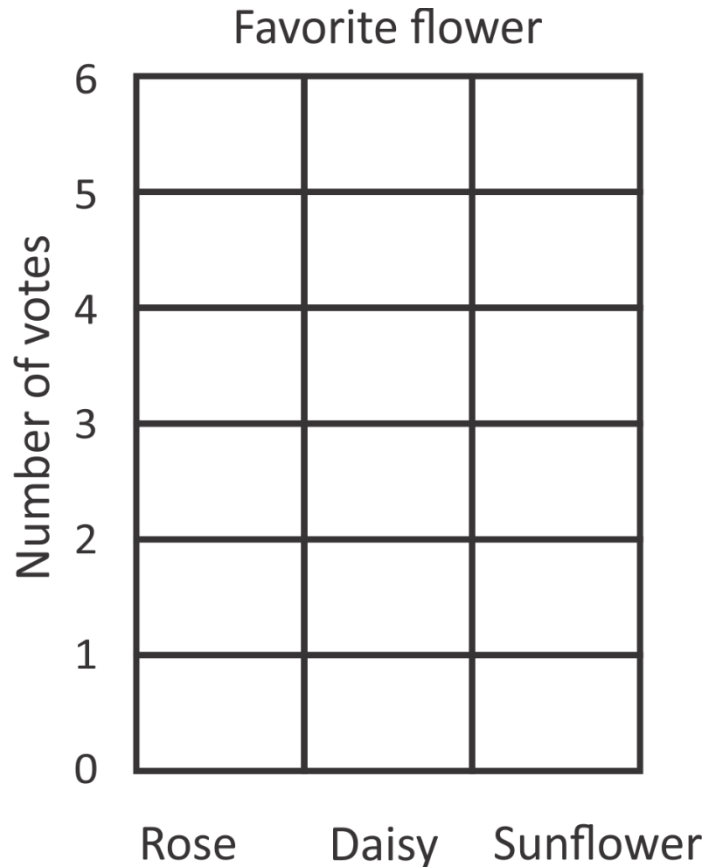
N/A

Name: _____

Date: _____

Q1. A group of kids voted for their favorite flowers. Create a bar graph and answer the questions.

Type of flower	Number of votes
 Rose	4
 Daisy	2
 Sunflower	6



1. Which flower got the most votes? _____
2. Which flower got the fewest votes? _____
3. How many more votes did the rose have than the daisy? _____
4. How many votes were there in all? _____

Lesson Plan

Grade: Four	Subject: Math	Term: 3 rd	Time: 40mins
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Teacher's Name: _____	Week: 10	Day: 6
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Unit 8: Data Handling	Topic: Revision
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Student Learning Outcomes:

At the end of this period, the students will be able to:

- Read line graph.
- Interpret real-life situations using data presented in line graph.
- Read pie chart.
- Interpret real-life situation using data presented in pie-chart.

Resource Material:

Worksheet

Teaching & Learning Activities: 10mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students that they are going to revise and practice the unit.
- Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Review: 10mins

Check the worksheets in front of students and correct their mistakes.

Evaluation: 0mins

N/A

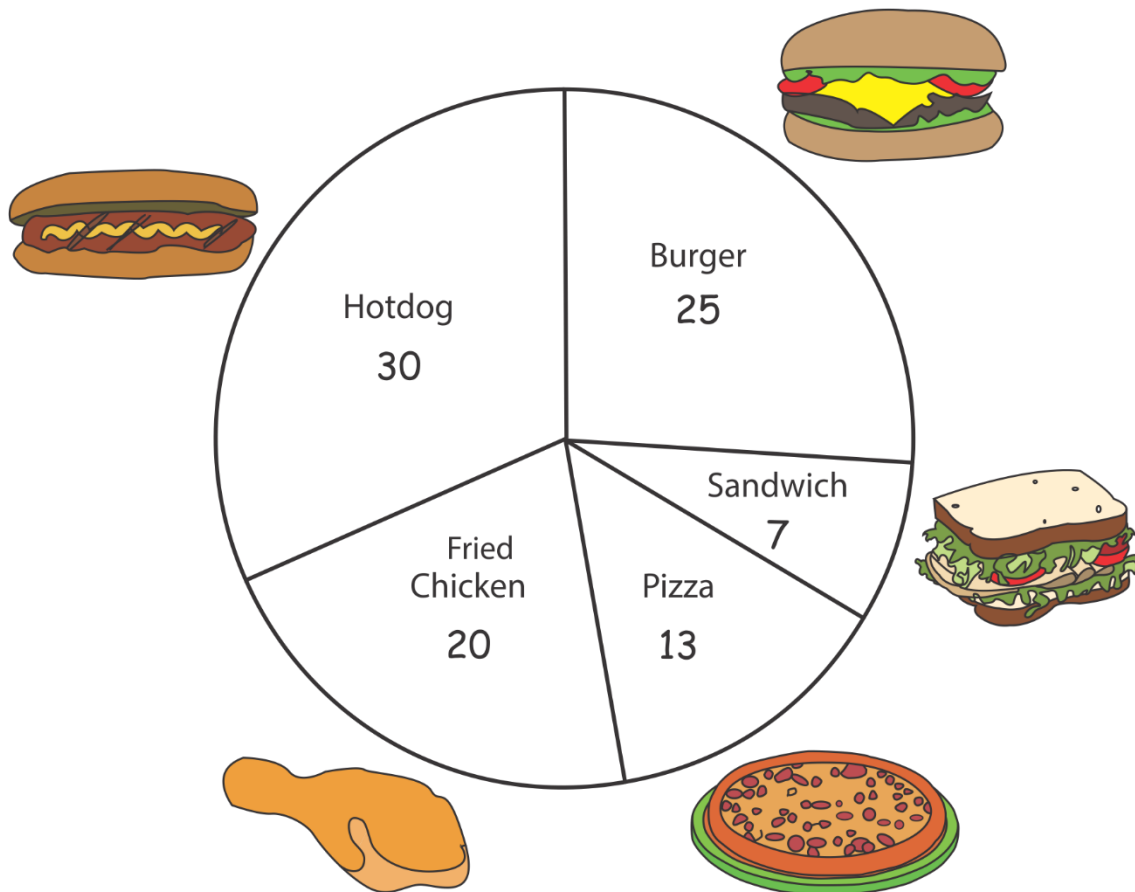
Homework: 0mins

N/A

Name: _____

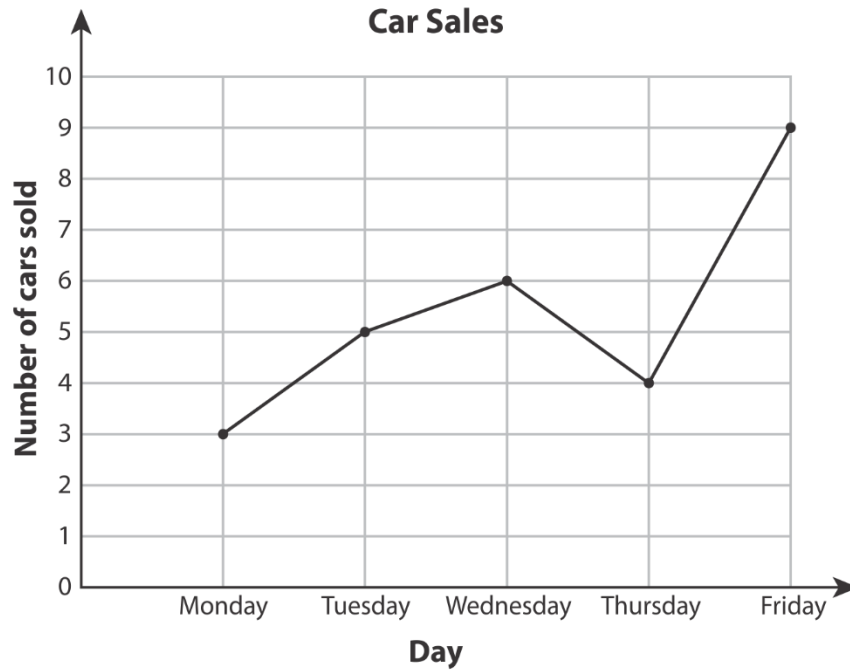
Date: _____

Q1. Rock Restaurant surveyed a sample of customers on their favorite food. They made a pie graph with the survey results. Read the pie graph and answer the questions.



- 1) Which is the most favorite among the customers? _____
- 2) How many customers like fried chicken? _____
- 3) Which is the least favorite food? _____
- 4) How many customers voted for burger as their favorite? _____
- 5) How many customers participated in the survey? _____

Q2. Ali works as a salesman in an authorized car showroom. He records the number of cars sold in five days (Monday to Friday) on a line graph. Study the graph and answer the questions.



1) How many cars were sold in 5 days?

2) On which day were the maximum number of cars sold?

3) How many cars were sold on Wednesday?

4) Which day had the minimum sales of cars?

5) How many more cars were sold on Tuesday than on Monday?
