Lesson Plan

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

Teacher's Name: _____	**Week:** 6	**Day:** 1

Unit 7: Geometry	**Topic:** Parallel and non-parallel lines

Student Learning Outcomes:

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

- Recognize and identify parallel and non-parallel lines.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Wallchart of objects that show parallel and non-parallel lines, Flash cards of parallel and non-parallel lines.

Warm-up Activities: **5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: What is the line? Take their responses and appreciate if same one gives the right answer. Tell them that a line has no endpoints. It moves on both directions.
- Draw a line on the board and ask them to observe it.

Teaching & Learning Activities: **25mins**

- Tell students today we will learn about parallel and non-parallel lines.
- Tell them two lines are said to be parallel, if they do not meet each other at any point, and if they meet each other at any point. They are known as non-parallel lines.
- Paste a wallchart of objects that shows parallel lines on the board to the front of the class. Point out towards the ladder and instruct them that observe the steps of the ladder, the distance between them is same.
- Tell them that the steps of the ladder never meet each other. The lines that never meet each other are called parallel lines. Give different example of parallel lines to them.
- Now paste a wallchart of objects that show non-parallel lines on the board. Also give different examples of non-parallel lines to them.

Review: **3mins**

Sum up the lesson by explaining to student parallel lines that never meet each other and explain key facts to students given at page 96.

Evaluation: **5mins**

To evaluate the students, ask them to solve Q1 of Exercise 7.1 in their textbooks. Roam around the class, check their work and guide them where needed.

Homework: **2mins**

Solve Q2 of Exercise 7.1 in their textbooks.

Lesson Plan

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

Teacher's Name: _____	**Week:** 6	**Day:** 2

Unit 7: Geometry	**Topic:** Angles

Student Learning Outcomes:

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

- Recognize an angle formed by intersection of two rays.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook

Warm-up Activities:	**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: What is the difference between parallel and non-parallel lines?
- Call a student to the front of the class and ask him/her to draw parallel and non-parallel lines on the board. Ask the rest of the class to check whether he/she is correct or not.

Teaching & Learning Activities:	**25mins**

- Tell students today we will learn about angles. Ask them: Do you know about angles? Take their responses and appreciate if Same one gives the right answer.

- Now draw two rays on the board that meet each other at point "o". Tell them that the point was the two lines meet is called vertex and two rays are called initial and final rays.

- Tell them that the unit of angle is degree and it is represented by "o".
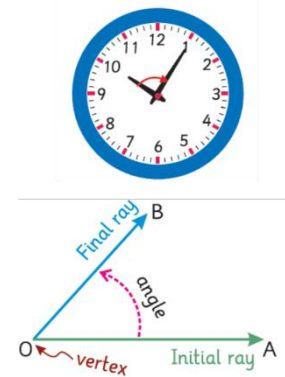
Review:	**3mins**

Revise the lesson by telling students that two non-parallel lines when meet each other is called the angle.

Evaluation:	**5mins**

To assess the students, ask them to observe the classroom objects and tell which make angles? Take their responses and appreciate them for their correct answer. Ask them about the unit of angle.

Homework:	**2mins**

Revise the classwork.

Lesson Plan

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

Teacher's Name: _____	**Week:** 6	**Day:** 3

Unit 7: Geometry	**Topic:** Angles

Student Learning Outcomes:

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

- Differentiate among acute, obtuse, and right angles.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook

Warm-up Activities:	**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: "what is meant by angle? How can we make angle by lines?
- Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities:	**25mins**

- Tell students today we will learn about types of angles. Ask students: Do you know about types of angles. Take their responses and appreciate if same one gives the right answer.
- Now draw two lines perpendicular to each other. They meet at point "o". Tell them that when horizontal and vertical lines meet each other they make right angle or 90°.
- Tell them that the angles less than 90° are called acute angle and the angles greater 90° but less than 180° are called obtuse angle.

Review:	**3mins**

Revise the lesson by telling students the common point where two lines interest each other is called vertex, and rays are called arms of angle.

Evaluation:	**5mins**

To evaluate the students, ask them to tell what is the difference between acute, right and obtuse angle. Ask them to draw angles in their notebook.

Homework:	**2mins**

Revise the classwork.

Lesson Plan

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

Teacher's Name: _____	**Week:** 6	**Day:** 4

Unit 7: Geometry	**Topic:** Measuring Angles using protractor

Student Learning Outcomes:

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

- Measure angles in degree (o) by using protractor.
- Measure angles using protractor where:
- Upper scale of protractor reads the measure of angle from left to right.
- Lower scale of protractor reads the measure of angle from right to left.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Protractor

Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students to tell what is angle and types of angles?
- Tell about acute, right and obtuse angles? Take their responses and appreciate them for their correct answer.

## Teaching & Learning Activities: 25mins

- Tell students today we will learn about how to measure the angle using protractor.
- Ask students: Do you know about protract? Take their responses and then show a protractor to students.
- Instruct them to look at the protractor. It is like half of the circle. Point out different parts of the protractor and explain each part to students.
- Tell them, there are 180 small parts. Each small part represents 1 degree.
- Point out different parts of the protractor and explain each part to students.
- Explain to the students, a protractor has 3 parts.
  Baseline: The straight line at a bottom of protractor.
  Center point: Mid-point of baseline is called center point.
  Scales: There are two scales. Upper and lower.

Baseline   Centre Lower Scale   Upper Scale

- Call a student to the front of the class and ask him/her to talk about the parts of protractor to the whole class. Take their responses and appreciate them for their correct answer. Repeat this activity to same other students of the class.
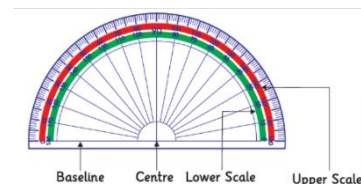
Review: 3mins

Repeat the lesson by telling students about the parts of protractor.

Evaluation:	**5mins**

To assess the students learning, give a paper with protractor drawn on it and ask them to label its parts. Roam around the class, check their work and guide them if needed.

Homework:	**2mins**

Revise the classwork.

Lesson Plan

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

Teacher's Name: _____	**Week:** 6	**Day:** 5

Unit 7: Geometry	**Topic:** Drawing angle

Student Learning Outcomes:

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

- Draw an angle of given measurement and use the symbol (∠) to represent it.

Resource Material:
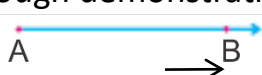
Chalk / Marker, White /Blackboard, Math Textbook, Protractor.

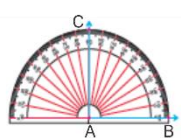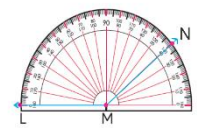### Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: How can we measure angle using protractor. Take their responses and appreciate them for their correct response.

Teaching & Learning Activities: 25mins

- Tell students today we will learn about to draw a right angle with the help of protractor.
- Tell students through demonstration on the board.
- Draw a ray $\overrightarrow{AB}$
- Place protractor on the ray $\overrightarrow{AB}$ in such a way that the center of the protractor lies exactly at Point A And the base line of the protractor falls at the ray AB. Now tell them to read the lower scale of the protractor and mark at point C. Then, remove the protractor and join C to A using a ruler. Now draw an acute angle. Tell students first draw ray. Then place the protractor on the ray ML such the center point of the protractor is at M. base line of the protractor is along the line ML. Now look at upper scale of the protract and mark a point at angle 50° as this angle is less than 90° so it is an acute angle. Now remove the protractor and join M to N this is an acute angle.

Review: 3mins

Revise the lesson by telling students the steps to draw an acute angle with the help of protractor.

Evaluation: 5mins

To evaluate the students learning ask them to draw an angle of 90° and 55° with the help of protractor in their notebook.

Homework: 2mins

Solve Q1 of Exercise 7.2 of their textbook in their notebooks.

Lesson Plan

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

Teacher's Name: _____	**Week:** 6	**Day:** 6

Unit 7: Geometry	**Topic:** Drawing angle

Student Learning Outcomes:

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

- Draw an angle of given measurement and use the symbol ($\angle$) to represent it.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook

Warm-up Activities:	**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students to tell the steps to draw a right angle and acute angle with the help of protractor. Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities:	**25mins**

- Tell students today we will learn about to draw an obtuse angle with the help of protractor. Tell students first draw ray. Then place the protractor on the ray XY such the center point of the protractor is at X. Base line of the protractor is along the line XY. Now look at lower scale of the protract and mark a point at angle 130° as this angle is greater than 90° so it is an obtuse angle. Now remove the protractor and join X to Z this is an obtuse angle.
- Now ask them to draw an angle of 150° with the help of protractor in their notebook.
- Roam around the class, check their work and guide them where needed. Discuss with them about their common mistakes.
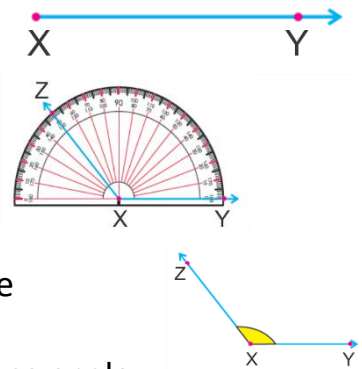
Review:	**3mins**

Retell students about the steps to draw obtuse angle with the help of protractor.

Evaluation:	**5mins**

To evaluate the students learning ask them to solve Q2 in their textbook.

Homework:	**2mins**

Solve Q3 of Exercise 7.2 in their notebooks.