

# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 7

Day: 1

Unit 7: Geometry

Topic: Circle and its parts

## Student Learning Outcomes:

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

- Describe radius, diameter and circumference of a circle.

## Resource Material:

Chalk/Marker, White/Blackboard, blank paper, Scissor, Math Textbook

## Warm-up Activities:

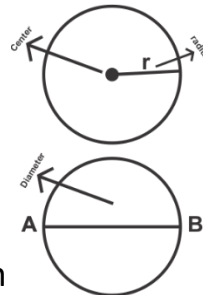
5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Draw a circle on the board and ask them to tell the name of the given shape. Take their response that must be circle. Now call a student to the front of the class and ask him/her to mention its center point.
- Appreciate them for their correct answer.

## Teaching & Learning Activities:

25mins

- Tell students today we will learn about circle and its parts.
- Show them the flash cards of a circle.
- Draw a circle on the board and make a point in the center, tell students center of the circle is a point from which distance of all points of circle is same. Tell students the distance from the center to any point on the boundary is called radius. Now ask them if they know about diameter of a circle. Tell them, a diameter is 2 times of radius. Explain each part in detail so, that student can easily clear their concepts about circle and its parts.
- Make pairs of students. Give each pair a blank paper and a cutter. Instruct them to cut the paper into circle and mark the center of the circle with the help of pencil. Then draw a line that passes through the circle and meet the end points of the circle. That line is the diameter of the circle. Roam around the class, check their work and guide them. Ask them to raise hand when they finished. Encourage them for their active participation.



## Review:

3mins

Revise the lesson by telling students about circle and its parts by drawing circle on the board and labelling its parts.

## Evaluation:

5mins

To check the understanding of students, ask them to solve Q1 of Exercise 7.3 in their textbooks.

**Homework:**

**2mins**

Solve Q2 of Exercise 7.3 in their textbooks.

# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 7

Day: 2

Unit 7: Geometry

Topic: Perimeter

## Student Learning Outcomes:

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

- Find perimeter of a 2-D figures on a square grid.
- Recognize that perimeter is measured in units of length.

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

## Warm-up Activities:

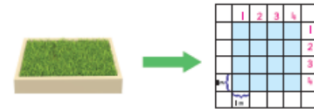
5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students: Today we will learn about perimeter of 2-D shapes on the grid paper. Ask students: Do you know about perimeter? Take their responses.

## Teaching & Learning Activities:

25mins

- The total length of the boundary of a shape is called the perimeter.
- Show a flash card of square shape grassy field and ask students to tell the shape of the grassy field. Tell them that it is of square shape and as we know that all sides of square are equal in length. Now show the length of the grassy field on the square grid paper. Tell them that to find the perimeter of the grassy field we have to add length of all sides of square. By count the square of the square grid paper we find the length of one side of the square field that is 4 m. Now by adding all sides we get the perimeter.
- Perimeter of square = 4 m + 4 m + 4 m + 4 m = 16 m
- Tell them that we can find the perimeter using the units of length as meters, centimeters or km.
- Make small groups of students and give each group square grid paper.
- Ask students to draw a square on the paper and then find the perimeter of the square by counting the squares of the square grid paper and then adding the lengths of all sides. Roam around the class, check their work and guide then if required.



## Review:

3mins

Revise the lesson by explaining to students how we can find the perimeter of the square using square grid paper by solving different examples on the board.

## Evaluation:

5mins

To assess the students understanding, paste a square grid paper on the board and draw a square on that grid paper and ask them to find the perimeter of that square.

**Homework:**

**2mins**

Revise the classwork.

# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 7

Day: 3

Unit 7: Geometry

Topic: Area

## Student Learning Outcomes:

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

- Find area of 2-D figures on a square grid.
- Recognize that area of a square is measured in meter square ( $m^2$ ) and centimeter square ( $cm^2$ ).

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Flash card of grassy field

## Warm-up Activities:

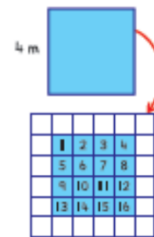
5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: How can we find perimeter of square on the square grid paper?
- Take their responses.

## Teaching & Learning Activities:

25mins

- Tell students today they are going to find the area of 2-D shapes.
- Show a flash card of square shape grassy field and ask students to tell the shape of the grassy field.
- Take their responses and tell them that it is of square shape and as we know that all sides of square are equal in length. Now show the length of the grassy field on the square grid paper. Tell them that to find the area of the grassy field we have to count all the squares inside the boundary of the square that is 16. Total squares are 16 so the area of the grassy field is  $16 m^2$ .
- Tell them that we can find the area using the units of length as square meters, square centimeters or square kilometers. Now ask students to draw a square on the paper and then find the area of the square by counting the squares of the square grid paper that are enclosed by the square.
- Roam around the class, check their work and guide them if required.



## Review:

3mins

Revise the lesson by explaining to students how we can find the area of the square using square grid paper by solving different examples on the board.

## Evaluation:

5mins

To assess the students understanding, ask them to solve Q1 (i - iv) of Exercise 7.4.

## Homework:

2mins

Solve Q1 (v - ix) of Exercise 7.4.

# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 7

Day: 4

Unit 7: Geometry

Topic: Symmetry

## Student Learning Outcomes:

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

- Recognize lines of symmetry in two-dimensional (2-D) shapes.

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Flash cards of different 2-D shapes

## Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- What is the difference between perimeter and area of 2-D shapes? Ask them to draw a square and rectangle on the square grid paper and find the perimeter and area of square and rectangle. Roam around the class, check their work.

## Teaching & Learning Activities:

25mins

- Tell them that today they are going to learn to recognize the line of symmetry of the 2-D figures.
- Tell students symmetry means when we turn, flip or rotate a figure, it takes exactly the same shape as before. Whereas the line of symmetry divides a figure into two halves when shape is folded along this line.
- Draw same shapes on the board and draw a line of symmetry. Ask them to look at these figures. These are symmetric figures.
- Explain to the students that the dotted line (or the fold line) in these figures is the line of symmetry. Figures 'a', 'b', 'c' and 'd' have a line of symmetry, explain to them that we can see in the following figures that both parts are the same and fit each other.
- Give flash cards of 2-D shapes to students and ask them to draw a line of symmetry. Roam around the class and check their work and guide them where needed.



## Review:

3mins

Revise the lesson by telling students what is meant by line of symmetry by drawing different shapes on the board and it divides the shape in such a way that both part looks like same.

## Evaluation:

5mins

To assess the students learning, ask them to solve Q1 of Exercise 7.5.

**Homework:**

**2mins**

Solve the given worksheet.

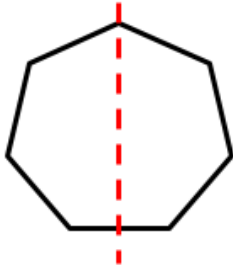
Name: \_\_\_\_\_

Subject: Math

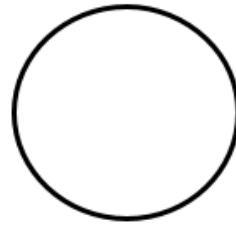
Topic Name: Symmetry

1. For each item, find where the line of symmetry is. Then, draw one line of symmetry of each shape. Explain why you chose that line.

1.



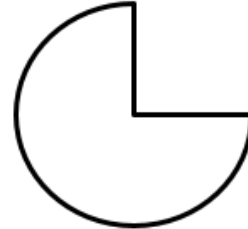
5.



2.



6.



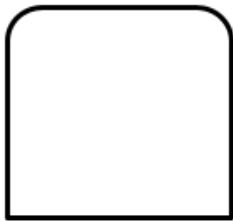
3.



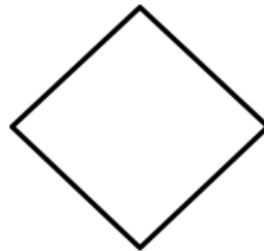
7.



4.



8.





# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 7

Day: 5

Unit 7: Geometry

Topic: Symmetry

## Student Learning Outcomes:

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

- Complete a symmetrical figure with respect to a given line of symmetry on square grid/dot pattern.

## Resource Material:

Chalk/Marker, White/Blackboard, Flash card of symmetric figure on grid paper, Math Textbook

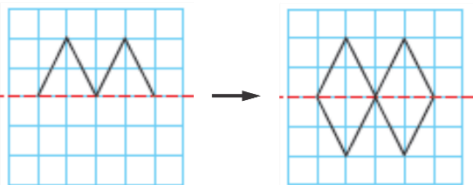
## Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them about their homework. Ask students: What is meant by symmetric shape? What is the line of symmetry? Take their responses and ask them to draw a square in their notebook and then draw a line of symmetry that divides the square into equal halves. Take their responses.

## Teaching & Learning Activities:

25mins

- Tell students today we will learn how to complete the symmetric figures. Show a flash card of the half symmetric figure and the line of symmetry. Instruct them to observe the figure. As the half of the figure and line of symmetry is given  so, we can easily draw the half of the figure. As we know that line of symmetry divides the shape into equal halves or the shape on both side of the line of symmetry looks same. So, we draw the same half shape to the other sides of the grid paper. Make groups of students and give each group grid paper with half of the shape and line of symmetry. Instruct them to complete the figure. Roam around the class, check their work and guide them if required.

## Review:

3mins

Revise students how to complete the symmetric figure on the other side of the line of symmetry by completing different figures on the grid paper.

## Evaluation:

5mins

To assess the students, ask them to draw a half of the figures and the line of symmetry and then complete the figure to the other side of the line of symmetry.

## Homework:

2mins

Solve Q3 of Exercise 7.5 in their Textbooks.

# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 7

Day: 6

Unit 7: Geometry

Topic: Completing Symmetric Figures

## Student Learning Outcomes:

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

- Complete a symmetrical figure with respect to a given line of symmetry on square grid/dot pattern.

## Resource Material:

Chalk/Marker, White/Blackboard, Flash card of half of the symmetric figure on the dot pattern, Math Textbook

## Warm-up Activities:

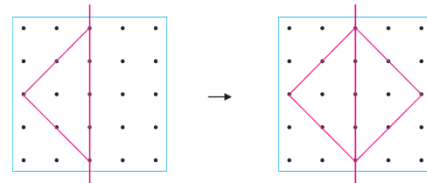
5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: what is the line of symmetry? Are the line of symmetry divides the figure into two equal halves? Take their responses and appreciate them for their good work.

## Teaching & Learning Activities:

25mins

- Tell students today we will learn about the completing symmetric on the dot pattern. Paste the big flash card of half symmetric figure on the dot pattern.
- Instruct them to observe the figure. Tell them that as the figure to the other side of the line of symmetry are same as given. So, draw the half of the figure to complete the figure and explain it to students.



## Review:

3mins

Sum up the lesson by retelling students' line of symmetry and how we complete the figure to the other side of the symmetric figure.

## Evaluation:

5mins

To assess the students, ask them to solve Q2, Q8 of Exercise 7.4 in their Textbooks.

## Homework:

2mins

Solve the given worksheet.

Name: \_\_\_\_\_

Subject: Math

Topic Name: Completing  
Symmetric Figures

2. Draw different symmetric shapes of given line of symmetry in each dot pattern.

