

# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

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

Week: 8

Day: 1

Unit 7: Geometry

Topic: 3-D Objects

## Student Learning Outcomes:

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

- Compare and sort 3-D objects (cubes, cuboids, pyramids, cylinder, cone, sphere).

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

## Warm-up Activities:

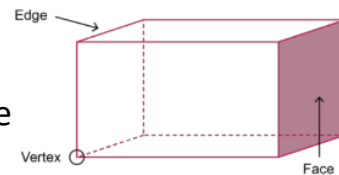
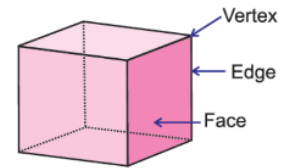
5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Show flash cards of square, rectangle, triangle and circle to students and ask them to tell what type of shapes these are? Take their responses and tell them that these are 2-D shapes that have only length and width.

## Teaching & Learning Activities:

25mins

- Tell students, an edge of 3-D shape is where the faces meet. Vertex is the corner where edge meet. Whereas the face is the space enclosed by the edges. Tell students today we will learn about 3-D shapes. Ask students: Do you know about 3-D shapes. Take their responses and tell them that 3-D shape have length, width and height. Now show a cube shape box to students and ask them what is the shape of the box? Take their responses and tell them that this box is of cube shape.
- Now paste a big flash card of cube shape on the board and labelled its vertex, face and edges and tell them about it to them. Now count the edges by pointing that it has 12 edges and 8 vertices. Tell them that as cube has only flat faces and not curved face so it can only slide not roll. Now show a cuboid shape to students and tell them that a cuboid shape has also 6 faces and 8 vertices and 12 edges. But the only difference between cube and cuboid is cube has square face and cuboid has rectangular faces.



## Review:

3mins

Revise the lesson by explaining about cube and cuboid shape and tell them the difference between these two shapes.

## Evaluation:

5mins

To assess the students learning, ask them to solve Q1 (a, b) of Exercise 7.6 of their Textbooks.

**Homework:**

**2mins**

Solve the given worksheet.

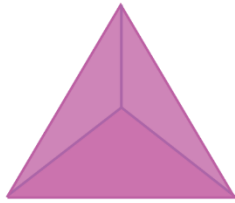
Name: \_\_\_\_\_

Subject: Math

Topic Name: 3-D Objects

1. Write the name of each shape. Also, find the number of faces, edges and vertices.

1)



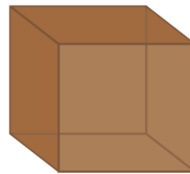
Faces

Edges

Vertices

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

2)



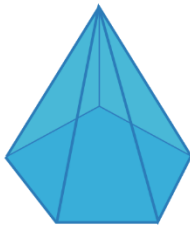
Faces

Edges

Vertices

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

3)



Faces

Edges

Vertices

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

4)



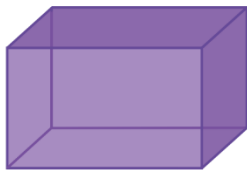
Faces

Edges

Vertices

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

5)



Faces

Edges

Vertices

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

6)



Faces

Edges

Vertices

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

7)



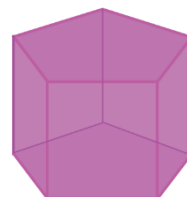
Faces

Edges

Vertices

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

8)



Faces

Edges

Vertices

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

# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

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

Week: 8

Day: 2

Unit 7: Geometry

Topic: 3-D Objects

## Student Learning Outcomes:

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

- Compare and sort 3-D objects (cubes, cuboids, pyramids, cylinder, cone, sphere).

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Wallchart of sphere and cylinder shape and objects

## Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: how many faces vertices a cube and cuboid have? What is the difference between a cube and cuboid?
- Take their responses and appreciate them for their correct answer.

## Teaching & Learning Activities:

25mins

- Tell students today they are going to know about sphere and cylinder.
- Paste a wall chart of sphere and cylinder shape on the board with objects that are of these shapes.
- Point out towards the sphere shape and tell them that this shape is of football and it has only curved face.
- Tell them that a sphere has no edges and no vertices. As it has only curved face so it can roll but not slide.
- Now point out towards the cylinder and tell them that a cell is of cylinder shape.
- Now point out towards the faces and tell them that it has 3 faces one curved and 2 flat faces. As it has flat and curved faces both so it can slide and roll. Tell them that it has two circular edges and 0 vertices.

## Review:

3mins

Explain students about sphere and cylinder shapes.

## Evaluation:

5mins

To evaluate the students learning, ask them to solve Q1 (c, d) of Exercise 7.6 of their Textbooks.

## Homework:

2mins



Solve the given worksheet.

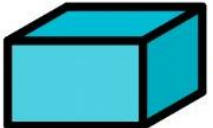

Name: \_\_\_\_\_



Subject: Math



Topic Name: 3-D Objects



1. Insert the number of Faces, Edges and Vertices.

1.   **Faces**  **Edges**  **Vertices**

2.   **Faces**  **Edges**  **Vertices**

3.   **Faces**  **Edges**  **Vertices**

4.   **Faces**  **Edges**  **Vertices**

5.   **Faces**  **Edges**  **Vertices**

# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

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

Week: 8

Day: 3

Unit 7: Geometry

Topic: 3-D Objects

## Student Learning Outcomes:

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

- Compare and sort 3-D objects (cubes, cuboids, pyramids, cylinder, cone, sphere).

## 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 sphere and cylinder shape objects? Take their responses and appreciate them for their correct answer.

## Teaching & Learning Activities:

25mins

- Paste a wall chart of cone and pyramid shape on the board with objects that are of these shapes. Point out towards the cone shape and tell them that this shape is ice cream cone.
- Point out towards its vertex and tell them that it has one vertex, 2 faces one curved and one flat. It has one circular edge.
- Tell them that as it has one curved and one flat face so it can roll and slide both. Now point out towards the pyramid.
- Now point out towards the faces and tell them that it has 4 triangular faces and one square face. As it has flat faces so it can slide only. Now point out towards the vertices and tell them that it has 5 vertices and 8 straight edges.

## Review:

3mins

Revise the lesson by explain students about cone and pyramid shapes.

## Evaluation:

5mins

To assess the students learning, ask them to solve Q2 (a) of Exercise of their Textbooks.

## Homework:

2mins

Solve the given worksheet.

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

Subject: Math

Topic Name: 3-D Objects

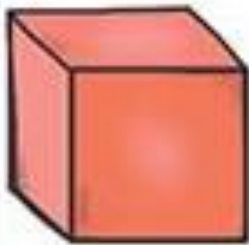
1. Fill in the missing information below.

A **square-based pyramid** has...

- ...5... faces
- ..... edges
- ..... vertices



2. Which of these shapes have 6 faces? Take the correct answers.



Cube



Cuboid



Sphere



# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

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

Week: 8

Day: 4

Unit 7: Geometry

Topic: Summary and review exercise

## Student Learning Outcomes:

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

- Recall the concepts of the whole unit.

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

## Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students that they are going to recall all the concepts of the Unit "Geometry".
- Ask them the following to let them revise the basic concepts of Geometry:

## Teaching & Learning Activities:

30mins

- Have students open pages 110 of their textbooks. Ask them to solve Q1 to Q4 of "Review Exercise" in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

## Review:

3mins

Sum up the lesson by repeating the summary of the unit given on textbook page.

## Evaluation:

0mins

N/A

## Homework:

2mins

Solve Q (5 - 9) in their notebooks.



# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

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

Week: 8

Day: 5

Unit 8: Data Handling

Topic: Bar Graphs

## 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:

Chalk/Marker, White/Blackboard, Math Textbook, Wallchart of the bar graph

## Warm-up Activities:

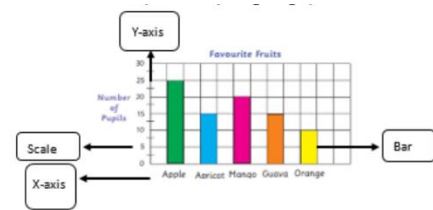
5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Draw a picture graph on the board. Instruct them to observe the picture graph. Ask the students to talk about the data shown on the picture graph.

## Teaching & Learning Activities:

25mins

- Tell the students that they are going to learn how read and interpret data by using bar graph.
- Tell them a bar graph is a simple way of presenting data. Bar graph is a method of presenting data by drawing rectangular bars of equal width and with equal space between two bars.
- Explain to the students that: There are following components of a bar graph. X-axis, the horizontal line, Y-axis, the vertical line, Scale, the markings on either X-axis or Y-axis showing the data or value for each of the item. Explain that the width of all the bars must be the same and scales are written in increasing order. Now explain that in the given bar graph each small square represents 5 students. Explain how to read the values of the bars. Explain how to read the values of the bars by drawing horizontal dotted lines from the top of bars to the Y-axis where the scales are. They may use the ruler to help them draw the dotted line. Where the horizontal dotted line cuts Y-axis that will be the value of the bar. Guide the students to read the marks (scale) for each of the value. Point out that the scales are in increasing order. Tell the students that this is an example of a vertical bar graph.



## Review:

3mins

Revise the lesson by telling students the bar graph with vertical bars is called the vertical bar graph.

## Evaluation:

5mins

To assess the students learning, ask them to solve Q1 of Exercise 8.1.

**Homework:**

**2mins**

Revise the classwork.

# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

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

Week: 8

Day: 6

Unit 8: Data Handling

Topic: Bar Graphs

## 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:

Chalk/Marker, White/Blackboard, Math Textbook

## Warm-up Activities:

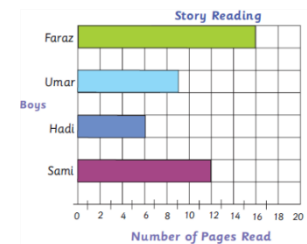
5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students how can we read the bar graph? Take their responses and appreciate them for their correct answer.

## Teaching & Learning Activities:

25mins

- Ask them to observe the given graph. Now paste a wall chart of bar graph on the board. Tell the students that the bars are now drawn horizontally so this is the horizontal bar graph. Tell them that the bar graph is about the pages of story book read by boys. Explain that to find the values of the bars, the students will draw vertical dotted lines from the end of the bars to the X-axis. Emphasize that both the vertical bar graph and horizontal bar graph can be used to represent the same set of data.
- Guide the students to read the marks (scale) for each of the value. Point out that the scales are in increasing order.
- Tell the students that this is an example of a horizontal bar graph. Now point out the bar graph and ask different question from students and ask them to read the graph and answer the question. Appreciate them for their correct answers.



## Review:

3mins

Sum up the lesson explaining "Key Fact" given at textbook page 135 of their textbook.

## Evaluation:

5mins

To evaluate the students learning, ask them to solve Q2 of Exercise 8.1.

## Homework:

2mins

Revise the classwork.