

Lesson Plan

Grade: Five

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 1

Day: 1

Unit 7: Geometry

Topic: Angles

Student Learning Outcomes:

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

- Recognize that standard units for measuring angles is 1° , which is defined as $1/360$ of a complete revolution.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Flash card of an angle

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students today we will learn about angle and standard units of angle. Ask students: Do you know about angle and its unit to measure? Take their responses and appreciate them for their correct response.

Teaching & Learning Activities:

25mins

- Tell students today we will learn about angle and its unit. Show a clock to students. Point out towards the hands of clock and tell them that the hands are making angle with each other.
- Draw an angle on the board and tell them when two ray meet at point they make angle. Now move the long hand from 12 to next small line and tell them that when the minute hand moves from 12 to next point one minute has passed similarly when we move from 0 of the protractors to the next point, the angle is of 1° . Show the protractor and the angle to them. Now show the clock when there is 12° clock. And tell them that when the short hand completes the movement around the clock both hands are at 12. Similarly, when long hand completes its revolution then angle is of 360° .
- Tell them that the unit to measure angle is degree and the symbol used for degrees is " $^\circ$ "
- Now draw an angle on the board and tell them that we can show the angles in 3 ways, that is $\angle ABC$ or $\angle CBA$ and $\angle B$



Review:

3mins

Retell students about the angle and its unit. Also tell a protractor is used to measure the size of an angle.

Evaluation:

5mins

To assess the students, ask them to draw an angle and three ways to present angles.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Five

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 1

Day: 2

Unit 7: Geometry

Topic: Types of Angles

Student Learning Outcomes:

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

- Classify angles as acute, right or obtuse.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Flash card of angles (acute, obtuse, right), Worksheet

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask some questions related to angles and the units of angle. Draw an angle on the board and ask students to tell the three ways of presenting angles.

Teaching & Learning Activities:

25mins

- Tell students today we will learn about angles and its type. Ask students: Do you know about types of angles? Take their responses and appreciate if someone gives the right answer.
- Draw an angle of 90° on the board and tell them that when measure of angle is 90° or it is made up of horizontal and vertical lines is called right angle.
- Now draw an angle smaller than 90° and tell them that when the measure of angle is less than right angle it is called acute angle.
- Draw an angle greater than 90° and tell them that when measure of angle is greater than right angle then it is called obtuse angle.
- Make groups of students according to the strength of the class and give each group flash cards of angles. Instruct first group to separate out the right angle, second group to separate out the acute angles and third one to separate out the obtuse angle flash cards.
- Roam around the class, check their work and guide them where needed.

Review:

3mins

Revise the lesson and tell what is the difference between right, acute and obtuse angle by drawing angles on the board?

Evaluation:

5mins

To assess the students, ask them to solve Q1 of Exercise 7.1.

Homework:

2mins

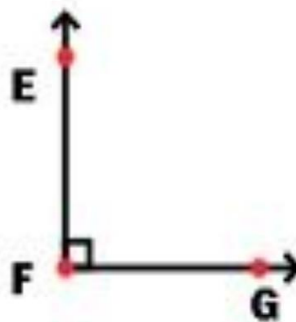
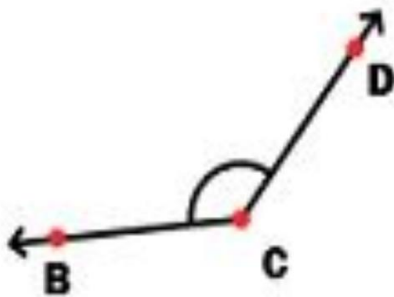
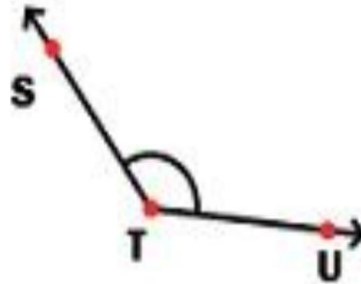
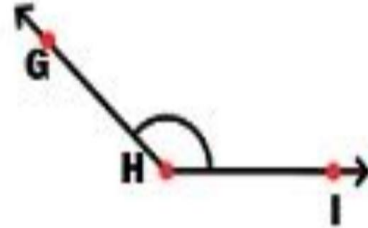
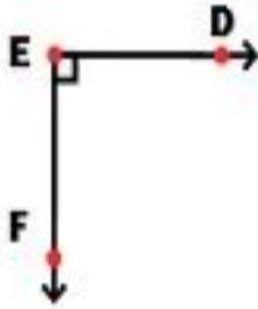
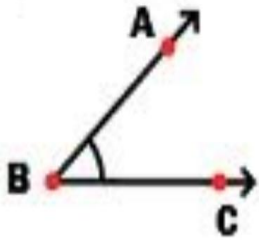
Solve the given worksheet.

Worksheet

Name: _____

Date: _____

Q1. Identify and write the types of angle.



Lesson Plan

Grade: Five

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 1

Day: 3

Unit 7: Geometry

Topic: Types of Angles

Student Learning Outcomes:

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

- Recognize straight and reflex angle.
- Compare angles with right angles and recognize that a straight line is equivalent to two right angles.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Flash cards of an angles (mostly reflex and straight), Worksheet

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Draw three angles (acute, obtuse and right angle) and ask students to tell the name of these angles. Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities:

25mins

- Tell students today we will learn about angles and its type. Ask students do you know about types of angles? Take their responses and appreciate if someone gives the right answer. Draw an angle of 90° on the board and tell them that when measure of angle is 90° or it is made up of horizontal and vertical lines is called right angle.
- Now draw a straight angle and tell them that when the measure of angle is twice of right angle it is called straight angle of 180° . Draw an angle greater than 180° and tell them that when measure of angle is greater than straight angle then it is called reflex angle.
- Make two groups of students according to the strength of the class and give each group flash cards of angles. Instruct first group to separate out the straight and second group to separate out the reflex angles flash cards. Roam around the class, check their work and guide them where needed.

Review:

3mins

Retell students what is the difference between straight and reflex angle by comparing it with right angle.

Evaluation:

5mins

To assess the students, ask them about what is straight and reflex angle? Ask them to tell the objects that make these angles. Ask them to solve Q1 of "Build Your Skills1" at page 91 of their textbook.

Homework:

2mins

Solve the given worksheet.

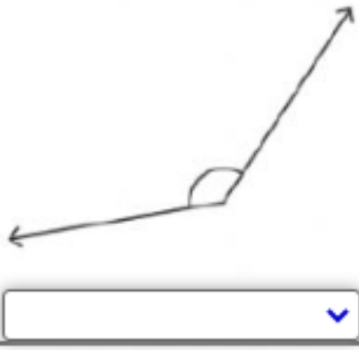
Worksheet

Name: _____

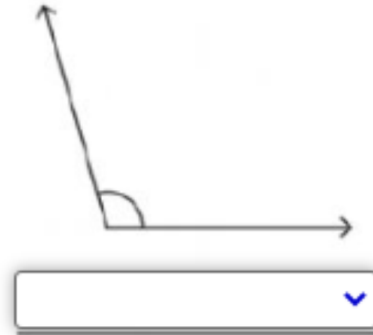
Date: _____

Q1. Write the name of each angle.

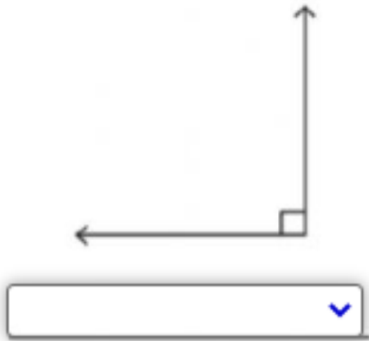
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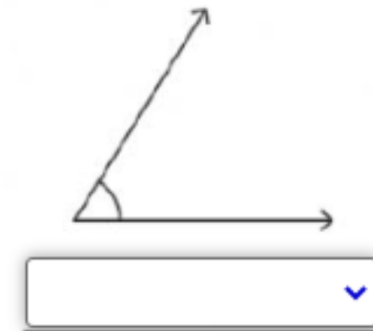
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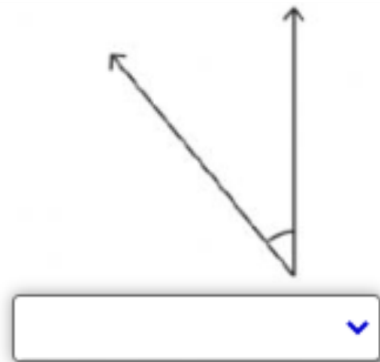
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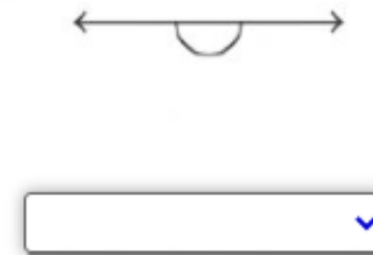
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Lesson Plan

Grade: Five

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 1

Day: 4

Unit 7: Geometry

Topic: Construction of Angles

Student Learning Outcomes:

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

- Use protractor and ruler to construct a right angle.

Resource Material:

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

Warm-up Activities:

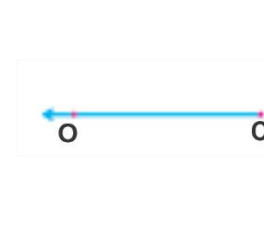
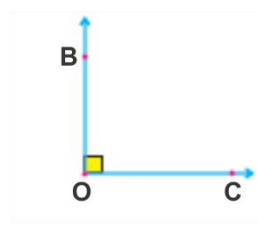
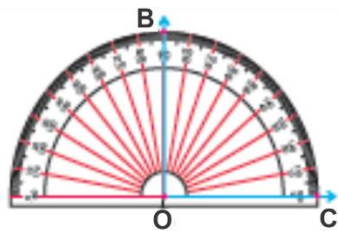
5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Show flash cards of angles (right, acute, obtuse, straight and reflex angles) to students and ask them to identify and tell the name of each angle. Appreciate them for their correct answer.

Teaching & Learning Activities:

25mins

- Tell students today we will learn about to draw a right angle with the help of protractor and ruler.
- Tell students first draw a ray \overrightarrow{OC} . Then place the protractor on the ray such that the center point of protractor is exactly at point 'O' and base line of the protractor is aligned with ray \overrightarrow{OC} .



- Now read the scale on the protractor and mark a point B at 90° .
- After it, remove the protractor and join point B to O with ruler. This is right angle.

Review:

3mins

Revise the lesson by telling the standard unit for measuring an angle is 1° .

Evaluation:

5mins

To evaluate the students learning, ask them to tell the steps of drawing right angle.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Five

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 1

Day: 5

Unit 7: Geometry

Topic: Construction of Angles

Student Learning Outcomes:

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

- Use protractor and ruler to construct a right angle.

Resource Material:

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

Warm-up Activities:

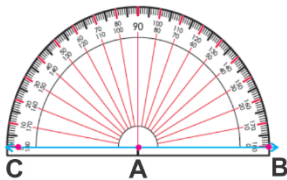
5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Call a student to the front of the class and ask him/her to write steps of drawing right angle. Take their responses and appreciate them for their correct response.

Teaching & Learning Activities:

25mins

- Tell students today we will learn about to draw a straight angle with the help of protractor and ruler. Tell students first draw ray \overrightarrow{AB} with the help of ruler. Then place the protractor on the ray \overrightarrow{AB} such the center point of the protractor is at A. base line of the protractor is along the line AB. Now look at lower scale of the protractor and mark a point at angle 180° as this angle is straight angle. Now remove the protractor and join A to C this is a straight angle.



- Ask students to draw a straight angle XYZ with the help of ruler and protractor in their notebook and write the steps to draw angle. Roam around the class, check their work and guide where needed. Appreciate them for their active participation.

Review:

3mins

Revise the lesson by telling a straight angle is an angle measuring angle 180° .

Evaluation:

5mins

To evaluate the students learning, ask them to solve Q2 (i – v) of Exercise 7.1 in their textbooks.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Five

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 1

Day: 6

Unit 7: Geometry

Topic: Construction of Angles

Student Learning Outcomes:

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

- Use protractor and ruler to construct reflex angles of different measures.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Protractor and Ruler, Worksheet

Warm-up Activities:

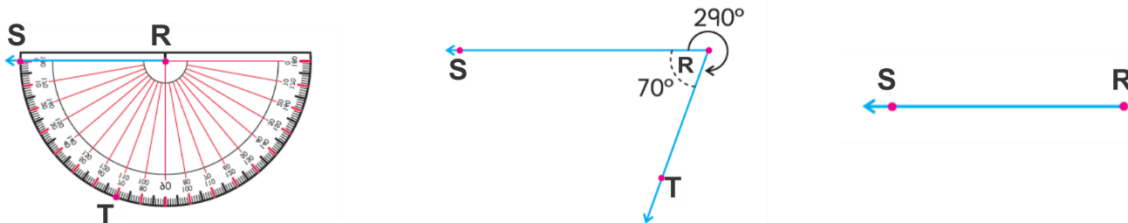
5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: What do they know about straight angle. Take their responses and appreciate them.

Teaching & Learning Activities:

25mins

- Tell students today we will learn about to draw a reflex angle with the help of protractor and ruler. Tell students first draw ray \overrightarrow{RS} with the help of ruler. Then place the protractor on the ray \overrightarrow{RS} such the center point of the protractor is at R. base line of the protractor is along the line RS. Now look at upper scale of the protractor and mark a point at angle 70° . The angle 290° is the reflex angle. Now remove the protractor and join R to S this is a reflex angle.



Review:

3mins

Revise the lesson by talking about reflex angle, which is greater than straight angle but less than 360° .

Evaluation:

5mins

To check the students learning, ask them to solve Q2 (vi – viii) of Exercise 7.1 in their textbooks.

Homework:

2mins

Solve the given worksheet.

Worksheet

Name: _____

Date: _____

Q1. Draw an angle of 195° . Also write its steps of construction.