Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 3rd	**Time:** 40mins
Teacher's Name: _____	**Week:** 2	**Day:** 1	
Unit 7: Geometry	**Topic:** Pairs of Angles		

Student Learning Outcomes:

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

- Describe adjacent, complementary and supplementary angles.

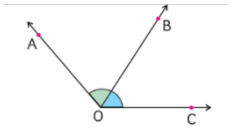
Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook

Warm-up Activities: **5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: How can we draw right angle? Ask them to tell the steps to draw the angles? Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities: **25mins**



- Tell students today we will learn about pairs of angles.
- Tell them there are three types of angles which are always considered in pairs. These are:
  (a) Adjacent angles (b) Complementary angles (c) Supplementary angles
- Tell them adjacent angles are two angles that have common arm and vertex but they may or may not be equal.
- Draw a pair angle on the board. Point out towards the angle and instruct them to observe the pair of angles. Tell them that we have angle ∠AOB and angle ∠BOC. Tell them that the point O that is called the vertex of the angle is common vertex of both angles. Then point out towards the common ray $\overrightarrow{OB}$ of the pair of the angles and tell them that $\overrightarrow{OB}$ is the common ray of both angles. Draw different pairs of adjacent angles on the board and explain about them.
- Make pairs of students and ask them to draw a pair of angles that is adjacent and one pair of angles that is not adjacent. Roam around the class, check their work and guide them where needed.

Review: **3mins**

Retell students about the adjacent angles that have common arm and common vertex by drawing adjacent angles on the board.

Evaluation: **5mins**

To assess the students, ask them to solve Q1 (i – iii) of Exercise 7.2 in their textbooks.

Homework: **2mins**

Solve Q1 (iv – vi) of Exercise 7.2 in their textbooks.

Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 3rd	**Time:** 40mins
Teacher's Name: _____	**Week:** 2	**Day:** 2	
Unit 7: Geometry	**Topic:** Pairs of Angles		

Student Learning Outcomes:

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

- Describe adjacent, complementary and supplementary angles.

Resource Material:

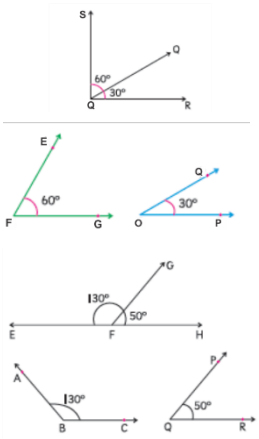
Chalk / Marker, White /Blackboard, Math Textbook

Warm-up Activities: **5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them what is meant by adjacent angles? Take their responses and then call a student to the front of the class and ask him/her to draw a pair of adjacent angles. Appreciate him/her for their correct work.

Teaching & Learning Activities: **25mins**

- Tell students today we will learn about complementary and supplementary angles.
- Draw a pair of angles such that the sum of the pairs of angles are 90°.
- Tell them that when the pair of angles whose sum is 90° is called the complementary angles and each angle is the complement of the other angle.
- Instruct them to observe the angles, as the pair of angles has common vertex and common arm so it is an adjacent complementary angle.



- Now draw another pair of angles and ask them to observe the angles their sum is 90° but this pair of angles is not an adjacent complementary angle.
- Draw a pair of angles such that the sum of the pairs of angles is 180°. Tell them that when the pair of angles whose sum is 180° is called the supplementary angles and each angle is the supplement of the other angle. Instruct them to observe the angles, as the pair of angles has common vertex and common arm so it is an adjacent supplementary angle.

Review: **3mins**

Retell students about complementary and supplementary angles.

Evaluation: **5mins**

To assess the students, ask them to solve Q3 of Exercise 7.2 in their textbooks.

Homework: **2mins**

Solve Q4 (i – iii) of Exercise 7.2 in their textbooks.

Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 3rd	**Time:** 40mins
Teacher's Name: _____	**Week:** 2	**Day:** 3	
Unit 7: Geometry	**Topic:** Triangles		

Student Learning Outcomes:

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

- Identify and describe triangles with respect to their sides. (Isosceles, equilateral, and scalene).

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Flash cards of triangles with respect to their sides

Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them: Do you know about triangle and its sides? Take their responses.

Teaching & Learning Activities: 25mins

- Tell students today we will learn about triangles with respect to their sides.
- Ask them: Do you know about the types of the triangle with respect to their sides. Appreciate if someone gives the correct answer.
- Now show a flash card of triangle that 3 equal sides and tell them that a triangle that has three equal sides are called equilateral triangle.
- Now show a flash card of a triangle that has two equal sides and tell them that if a triangle has two equal sides, then that triangle is called isosceles triangle.
- Now show a flash card of a triangle that has three sides of different lengths and tell them that if a triangle has three sides of different length, then that triangle is called scalene triangle.
- Make three groups of students. Give each group some flash cards of triangles. Instruct first group to separate out the equilateral triangle, second group to separate out the isosceles and the third group to separate out scalene triangle. Roam around the class and observe their working.

Review: 3mins

Retell about triangles and types of triangles with respect to their sides also tell them that the symbol that is used for triangle is "△".

Evaluation: 5mins

To assess the students, ask them to solve Q1 (i, ii) of Exercise 7.3 in their textbooks.

Homework: 2mins

Solve Q1 (iii – iv) of Exercise 7.3 in their textbooks.

Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 3rd	**Time:** 40mins
Teacher's Name: _____	**Week:** 2	**Day:** 4	
Unit 7: Geometry	**Topic:** Triangles		

Student Learning Outcomes:

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

- Identify and describe triangles with respect to their angles. (Acute angled triangle, Obtuse angled triangle and right-angled triangles).

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Flash cards of triangles with respect to their sides

Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: tell the names of types of triangles with respect to their sides.
- Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities: 25mins

- Tell students today we will learn about triangles with respect to their angles. Ask them: Do you know about the types of the triangle with respect to their angles. Appreciate if someone gives the correct answer.
- Now show a flash card of triangle and tell them that a triangle that has three acute angles are called acute angled-triangles triangle. Now show a flash card of a triangle that has two equal angles and tell them that if a triangle has one angle is of 90^o then that triangle is called right-angled triangle.
- Now show a flash card of a triangle that has one angle greater than 90^o or obtuse angle is called obtuse-angled triangle.
- Make three groups of students. Give each group some flash cards of triangles.
- Instruct first group to separate out the right-angled triangle, second group to separate out the acute-angled triangle and the third group to separate out obtuse-angled triangle. Roam around the class and observe their working. Appreciate them for their active participation.

Review: 3mins

Retell about triangles and types of triangles with respect to their angles.

Evaluation: 5mins

To evaluate the students, ask them to solve Q2 of Exercise 7.3 in their textbooks.

Homework: 2mins

Solve the given worksheet.

Worksheet

Name: _____ **Date:** _____

Q1. Define the following.

Equilateral Triangle: _____

_____

_____

Isosceles Triangle: _____

_____

_____

Scalene Triangle: _____

_____

_____

Obtuse-angled Triangle: _____

_____

_____

Right-angled Triangle: _____

_____

_____

Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 3rd	**Time:** 40mins
Teacher's Name: _____	**Week:** 2	**Day:** 5	
Unit 7: Geometry	**Topic:** Construction of Triangles		

Student Learning Outcomes:

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

- Use protractor and ruler to construct a triangle when two angles and their included side is given.

Resource Material:

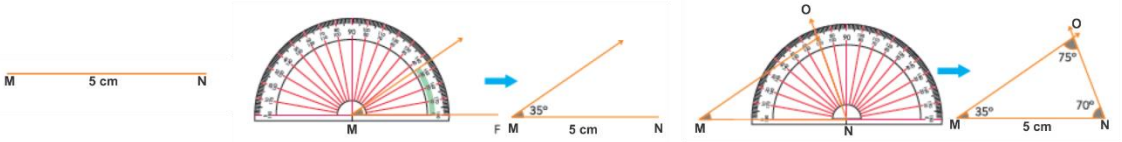
Chalk / Marker, White /Blackboard, Math Textbook

Warm-up Activities: **5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: What is the difference between acute-angled triangle and obtuse-angled triangle? Ask them to tell the names of the triangles with respect to sides and their angles.
- Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities: **25mins**

- Tell students today we will learn about the construction of a triangle when two angles and one side is given. Take the board geometry and with the help of ruler draw a line segment of 5 cm and name it as MN. Now place the protractor at point M such that its baseline is from M to N. Now draw an angle of 35° at point M. Now place the protractor on point N and draw and 70°. Remove the protractor and join both the rays at point O.



- Make two groups of students and ask them to draw a triangle when two angles and one side is given. Give them flash cards of angles and side to students and ask them to follow the steps to construct the triangle by using these angles and sides. Appreciate them for their good work.

Review: **3mins**

Revise the lesson by explaining students the steps to draw a triangle whose two angles and one side is given with the help of protractor and ruler.

Evaluation: **5mins**

To check the students learning, ask them to solve Q1 of Exercise 7.4 in their textbooks.

Homework: **2mins**

Solve Q2 of Exercise 7.4 in their textbooks.

Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 3rd	**Time:** 40mins
Teacher's Name: _____	**Week:** 2	**Day:** 6	
Unit 7: Geometry	**Topic:** Construction of Triangles		

Student Learning Outcomes:

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

- Use protractor and ruler to construct a triangle when two angles and their included side is given.

Resource Material:

Chalk/Marker, White/Blackboard, Board geometry box, worksheets, Flash cards of two angles and one sides

Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students to tell how we can construct the triangle? Ask them to tell the steps of construction of triangle. Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities: 25mins

- Put flash cards on which two angles and one side is written.
- Ask students to come one by one to the front of the class and ask them to select one card and then with the help of protractor and ruler draw triangle of that measure.
- Instruct them to write the steps of construction of triangle. Roam around and observe their working.
- Ask them to raise hand when finished.
- Now call one by one each student to front of the class and present their work to the whole class. Ask the rest of the class to check and correct if needed. Appreciate the student who done accurate working.

Review: 3mins

Retelling students about the steps to draw a triangle when two angles and their respected side is given.

Evaluation: 5mins

To evaluate the students learning, ask them to solve Q3 of Exercise 7.4 in their textbooks.

Homework: 2mins

Revise the classwork.