Lesson Plan

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

Teacher's Name: _____	**Week:** 3	**Day:** 1

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 sides and included angle 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: "How we can draw a triangle when one side and two angles are given. Take their responses and appreciate if someone gives the right 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 4 cm and name it as AB. Now place the protractor at point B such that its baseline is from A to B.
- Now draw an angle of 30^0 at point B. Now with help of ruler draw 4cm long line at point B. Remove the protractor and join both the rays at point C with A.
- This is the required triangle when two sides and one angle is given.
- Make two groups of students and ask them to draw a triangle when one angle and two sides are 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.
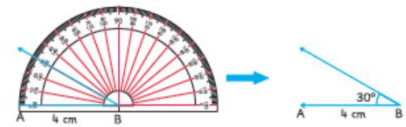
Review: 3mins

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

Evaluation: 5mins

To check the students, ask them to solve Q4 (i – iii) of Exercise 7.4 in their textbooks.

Homework: 2mins

Solve Q5 of Exercise 7.4 in their textbooks.

Lesson Plan

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

Teacher's Name: _____	**Week:** 3	**Day:** 2

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 sides and included angle is given.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Geometry, Worksheet, Flash card of one angle and two sides

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 tell the steps of construction of triangle with the help of protractor and rule. Take his/her response and appreciate if he/she tells the correct steps of construction.

Teaching & Learning Activities: 25mins

- Tell students today they are going to practice the construction of triangles.
- Place flash cards on which two sides and one angle 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

Retell students about the steps to draw a triangle when one angle and two sides are given.

Evaluation: 5mins

To assess the students learning, ask them draw a triangle of angle 90º and the sides is of 4.9 cm and 8 cm.

Homework: 2mins

Revise the classwork.

Lesson Plan

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

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

Unit 7: Geometry	**Topic:** Quadrilaterals

Student Learning Outcomes:

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

- Recognize the kinds of quadrilateral (square, rectangle, parallelogram).
- Identify and describe properties of quadrilaterals and classify those using parallel sides, equal sides, and equal angles.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Flash cards of square, rectangle and parallelogram

Warm-up Activities:	**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students to tell the steps to draw a triangle. Take their responses and appreciate them for their correct answer. Ask them how many sides does a triangle have? Take their responses and tell them that a triangle has three sides and three corner.

Teaching & Learning Activities:	**25mins**

- Tell students today we will learn about quadrilaterals.
- Tell them that a quadrilateral has a closed figure that has four sides and four corner.
- Tell them the sum of measure of all four angles of quadrilaterals is equal to 360^0.
- Now show the flash cards of square, rectangle and parallelogram to students.
- Tell them that a square four equal sides and four equal angles of 90^0.
- A rectangle has two long and two short sides of equal length. All pairs of adjacent sides are perpendicular to each other and all angles are right angles.
- Point out towards the parallelogram and tell them that both pairs of sides are parallel to each other and opposite sides are equal in length. In parallelogram the both pairs of opposite angles are equal.
- Make three groups of students of the class. Instruct first group to draw a square and write about its properties and second group to draw a rectangle and write its properties. Third group draw a parallelogram and write about its properties.
- Roam around and check their work.

Review:	**3mins**

Revise the lesson by telling students that Quad means 'Four' and lateral means side. So, quadrilateral means four-sided figure.

Evaluation:	**5mins**

To assess the students, ask them to solve Q1 (i – ii) of Exercise 7.5.

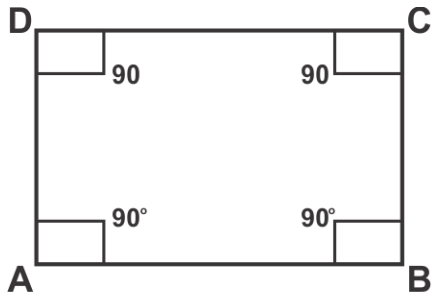|	
Homework:	**2mins**

Solve the given worksheet.

Worksheet

Name: _____   **Date:** _____

Q1. Identify the following quadrilateral figures and write name under each of it.

D ┌─────────┐ C
  │90   90 │
  │90°   90°│
A └─────────┘ B

_____

D ┌───────────────┐ C
  │90°   90 │
  │90   90°│
A └───────────────┘ B

_____

Q ┌─────────┐ Z
  │100°   80 │
  │80   100°│
X └─────────┘ Y

_____
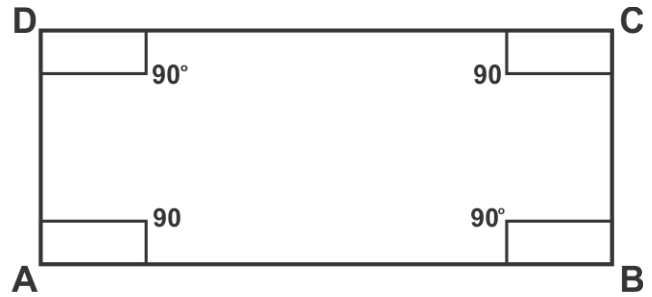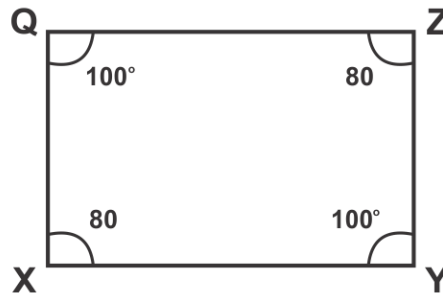
Lesson Plan

Grade: Five	Subject: Math	Term: 3rd	Time: 40mins

Teacher's Name: _____	Week: 3	Day: 4

Unit 7: Geometry	Topic: Quadrilaterals

Student Learning Outcomes:

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

- Recognize the kinds of quadrilateral (rhombus, trapezium, and kite).
- Identify and describe properties of quadrilaterals and classify those using parallel sides, equal sides and equal angles.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Flash cards of quadrilaterals

Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Show flash cards of square, rectangle and parallelogram to students and ask them to talk about the properties of each of these. Take their responses and appreciate for their correct answer.

Teaching & Learning Activities: 25mins

- Tell students today we will learn about quadrilaterals and its types. Now show the flash cards of rhombus, kite and trapezium to students.
- Tell them a quadrilateral whose all sides are equal in length and both pairs of opposite angles are equal in measure is called rhombus. Draw a diagram of rhombus on board. Tell them in rhombus, the sum of each pair of angles between any two parallel sides is equal to 180^0.
- Now draw the kite and tell them that a both pairs of distinct adjacent sides are equal in length and only one pair of opposite angles are equal. Tell them that by pointing trapezium that in this quadrilateral only one pair of opposites sides are parallel and no side are equal in length.
- Make three groups of students of the class. Instruct first group to draw a rhombus and write about its properties and second group to draw a kite and write its properties. Third group draw a trapezium and write about its properties. Roam around and check their work.

Review: 3mins

Review the lesson by telling students about kite, rhombus and trapezium and their properties.

Evaluation: 5mins

To evaluate the students, ask them to solve Q2 (iii – iv) of Exercise 7.5 in their textbooks.

Homework: 2mins

Solve Q2 of Exercise 7.5 in their textbooks.

Lesson Plan

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

Teacher's Name: _____	**Week:** 3	**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 square when lengths of sides are given.

Resource Material:

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

## Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Paste the wallchart of the quadrilaterals to the front of the class and call one by one all students to the front of the class and ask them to tell the name and properties of these quadrilaterals. Appreciate them for their correct answers.

Teaching & Learning Activities: 25mins

- Tell students today we will learn how to draw a square with the help of protractor and ruler.
- Tell them to draw a square, draw a line segment m $\overline{AB}$ = 4cm with the help of ruler. Then, draw a right angle at point 'A' using protractor. Draw another right angle at point B using protractor. Mark D and C on each of the two vertical arms of right angles. So, that m $\overline{AD}$ = m $\overline{BC}$ = 4cm.
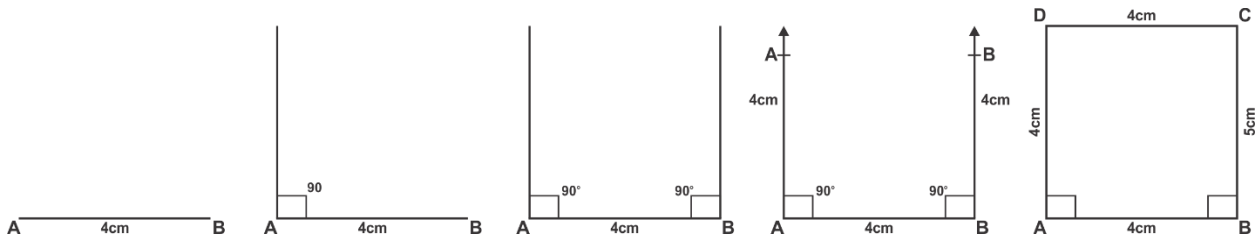
Review: 3mins

Tell students about the steps to draw a square by drawing square on the board.

Evaluation: 5mins

To evaluate the students learning, ask them to solve Q3 (i – iv) of Exercise 7.5 in their textbooks.

Homework: 2mins

Solve Q3 (v – viii) of Exercise 7.5 in their textbooks.

Lesson Plan

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

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

Unit 7: Geometry	**Topic:** Construction of Rectangles

Student Learning Outcomes:

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

- Use protractor and ruler to construct rectangle when lengths of sides are given.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages, Protractor and ruler

Warm-up Activities: **5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students to tell how we can draw a square with the help of protractor and ruler. Ask them to tell the steps to draw a square. Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities: **25mins**

- Tell students today we will learn how to draw a rectangle with the help of protractor and ruler.
- Tell them that first we draw a line segment of 6 cm.
  Then with the help of protractor draw angles of 90^0
  at Point K and L. As the rectangle has opposite sides are equal in length. So, mark the point N and M with the help of ruler such that LM and KN = 3 cm. now remove the ruler and join M to N. This is the required rectangle of length 6cm and width of 3 cm.
- Ask students to draw a rectangle with the help of protractor and ruler in their notebooks.
- Roam around the class, check their work and guide them where needed.

Review: **3mins**

Tell students about the steps to draw a rectangle by drawing rectangle on the board.

Evaluation: **5mins**

To evaluate the students learning, ask them to solve Q3 (i – iii) of Exercise 7.5 in their textbooks.

Homework: **2mins**

Solve Q3 (iv – vi) of Exercise 7.5 in their textbooks.