Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 3rd	**Time:** 40mins
Teacher's Name: _____	**Week:** 5	**Day:** 1	
Unit 7: Geometry	**Topic:** Nets of 3-D Shapes		

Student Learning Outcomes:

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

- Identify pyramids from their nets.

Resource Material:

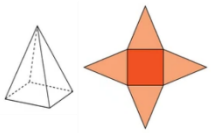
Chalk / Marker, White /Blackboard, Math Textbook, Wallchart of pyramid shaped objects, pyramid shaped boxes

Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: Do you know about square and triangle? How many sides a square and triangle has? Take their responses and appreciate them for their correct response.

Teaching & Learning Activities: 25mins

- Tell students today we will learn about nets of pyramid shape. Ask students: Do you know about pyramid shaped objects?
- Take their responses and appreciate them if someone gives the right answer.



- Draw pyramid shape on the board and point out towards its edges and tell them that when the faces of a pyramid are unfolded from the edges and laid out flat, they make a 3-D figure. That 3-D figure is called the net of the pyramid. Tell them that a pyramid has one square and four triangle shapes.
- Now place a pyramid shape object on the table and start to unfold it from the edges and then show the when unfold it, its shape looks like 3-D shape and it is the net of the 3-D shape.
- Make four groups of students and give each student a pyramid shape box. Ask them to unfold the box and find the net of the box.
- Instruct each group to start unfold by using different ways. Roam around the class and check their work and guide them if needed.

Review: 3mins

Revise the lesson by explaining to about the nets of the pyramid shape by drawing a pyramid and then show the unfolded form of that pyramid in different forms.

Evaluation: 5mins

To evaluate the students, ask them to draw a pyramid shape in their notebook and then draw different types of nets.

Homework: 2mins

Solve Q1 (viii) of Exercise 7.7 in their textbooks.

Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 3rd	**Time:** 40mins
Teacher's Name: _____	**Week:** 5	**Day:** 2	
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:
- "What is the unit to measure angle?"
- How can we draw angle using protractor? Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities: 30mins

- Have students open pages 108 of their textbooks. Ask them to solve Q1, 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.

Evaluation: 0mins

N/A

Homework: 2mins

Solve Q3 and Q4 given at page 109 of their textbooks in their notebook.

Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 3rd	**Time:** 40mins
Teacher's Name: _____	**Week:** 5	**Day:** 3	
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:
- "What is the unit to measure angle?"
- How can we draw angle using protractor? Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities: 30mins

- Have students open pages 109 of their textbooks. Ask them to solve Q5, Q6 and Q7 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.

Evaluation: 0mins

N/A

Homework: 2mins

Solve Q8, Q9 and Q10 given at page 109 of their textbooks in their notebook.

Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 3rd	**Time:** 40mins
Teacher's Name: _____	**Week:** 5	**Day:** 4	
Unit 7: Geometry	**Topic:** Revision		

Student Learning Outcomes:

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

- Recognize straight and reflex angles.
- Recognize that the standard units for measuring angles is 1^{o}, which is defined as 1/360 of a complete revolution.
- Identify, describe and estimate the size of angles.
- Classify angles as acute, right or obtuse.
- Compare angles with right angles and recognize that a straight line is equivalent to two right angles.

Resource Material:

Worksheet

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:
- "What is the unit to measure angle?"
- How can we draw angle using protractor? Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities: 30mins

- Have students open pages 109 of their textbooks. Ask them to solve Q5, Q6 and Q7 of "Review Exercise" in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Review: 5mins

Sum up the lesson by repeating the summary of the unit.

Evaluation: 0mins

N/A

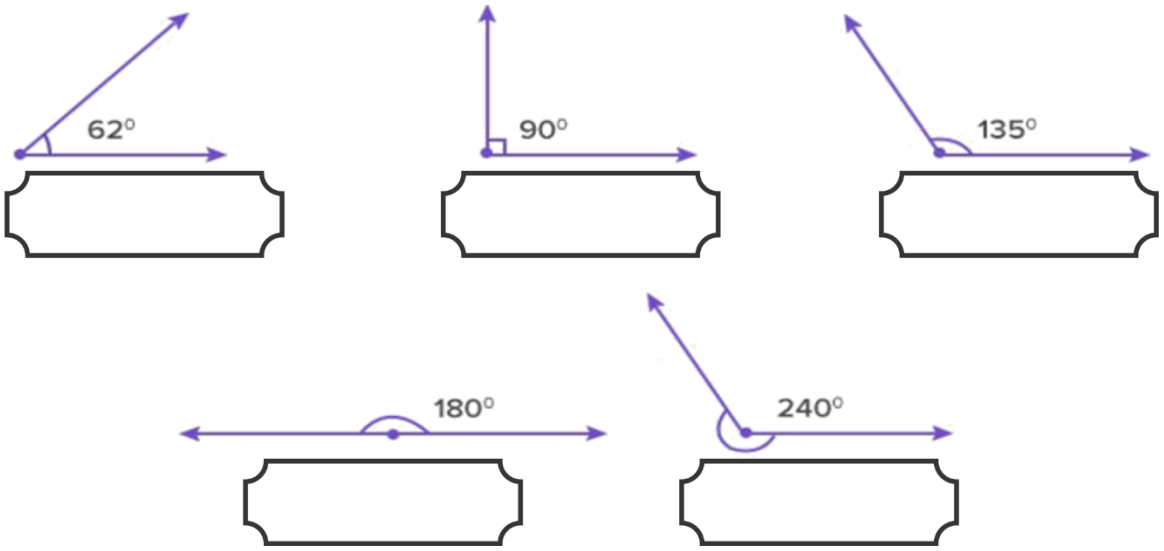
Homework: 0mins

N/A

Worksheet **20mins**

Name: _____ **Date:** _____

Q1. Write the names of the given angles.



Q2. Match the angle with their correct shape.

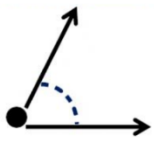
Right Angle

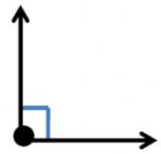
Obtuse Angle

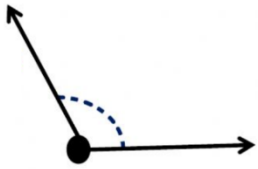
Acute Angle

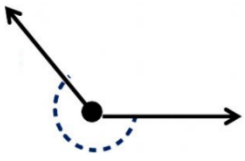
Reflex angle

Straight angle









Lesson Plan

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

Student Learning Outcomes:

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

- Use protractor and ruler to construct:
  (a right angle) (a straight angle) (reflex angles of different measures)
- Describe adjacent, complementary and supplementary angles.
- Identify and describe triangles with respect to their sides (isosceles, equilateral and scalene).
- Identify and describe triangles with respect to their angles (acute-angled triangle, obtuse-angled triangle and right-angled triangle).
- Use protractor and ruler to construct a triangle when:
  (two angles and their included side is given) (two sides and included angle is given)
- Measure the lengths of the remaining sides and angles of the triangle.

Resource Material:

Worksheet

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:
- "What is the unit to measure angle?"
- How can we draw angle using protractor? Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities: 30mins

- Have students open pages 109 of their textbooks. Ask them to solve Q5, Q6 and Q7 of "Review Exercise" in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Review: 5mins

Sum up the lesson by repeating the summary of the unit.

Evaluation: 0mins

N/A

Homework: 0mins

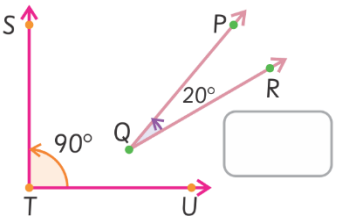
N/A

Worksheet **20mins**

Name: _____ **Date:** _____

Q1. Tick (✓) the adjacent angles.

i



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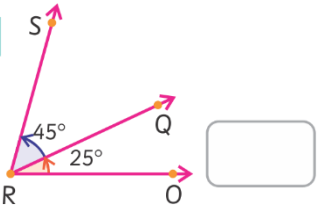

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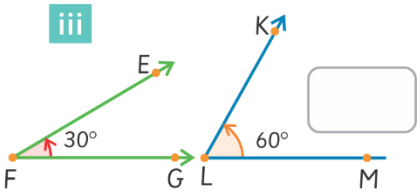
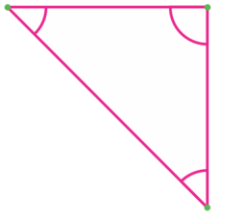


Q1. Using protractor, measure the angles of the following triangles and write their names.

i



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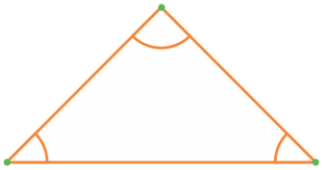

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Q2. Construct angle of 60^0.

Lesson Plan

Grade: Five	**Subject:** Math	**Term:** 3rd	**Time:** 40mins
Teacher's Name: _____	**Week:** 5	**Day:** 6	
Unit 7: Geometry	**Topic:** Revision		

Student Learning Outcomes:

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

- Recognize the kinds of quadrilaterals (square, rectangle, parallelogram, rhombus, trapezium and kite).
- Identify and describe properties of quadrilaterals including square, rectangle, parallelogram, rhombus, trapezium and kite, and classify those using parallel sides, equal sides and equal angles.
- Use protractor and ruler to construct square and rectangle when lengths of sides are given.
- Recognize different types of symmetry (Reflective and Rotational) in 2-D figures.
- Identify lines of symmetry for given 2-D figures.
- Find point of rotation and order of rotational symmetry of given 2-D figures.
- Identify cubes, cuboids and pyramids from their nets.
- Describe and make 3-D objects (cubes, cuboids, cylinders, cones, spheres, pyramids).

Resource Material:

Worksheet

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:
- "What is the unit to measure angle?"
- How can we draw angle using protractor? Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities: 30mins

- Have students open pages 109 of their textbooks. Ask them to solve Q5, Q6 and Q7 of "Review Exercise" in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Review: 5mins

Sum up the lesson by repeating the summary of the unit.

Evaluation: 0mins

N/A

Homework:	**0mins**

N/A

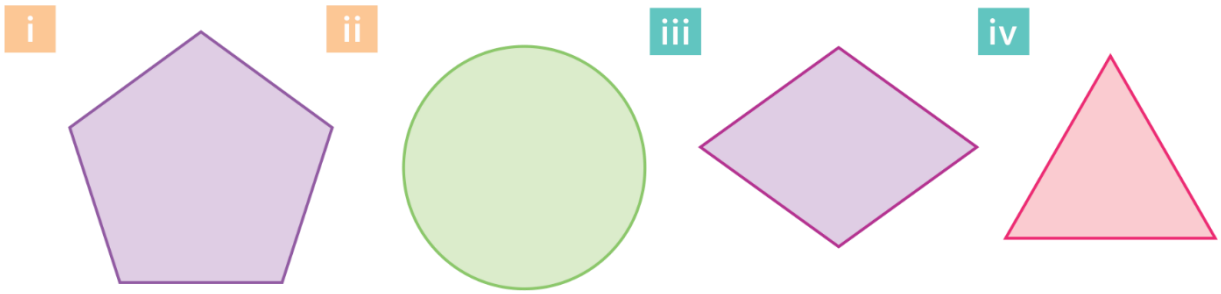
Worksheet **20mins**

Name: _____ **Date:** _____

Q1. Draw this quadrilateral figure and also write their properties.

Parallelogram

Q2. Draw the lines of symmetry in 2-D figures.



Q3. Tick (✓) the figures that have rotational symmetry. Also write the order of their rotation and mark their center of rotation.