

▶ MATHEMATICS LESSON PLAN



2023

LESSON PLAN



Prepared by:

T.SHIVAJI, State level Maths RP, MWD
MMDRS, HARAPANAHALLI TOWN
VIJAYANAGARA DIST
Mob.9916142961



Unit: 01

Methodology: Demonstration & lecture method.

Unit name: KNOWING OUR NUMBERS.

Date: From to

Objectives:

1. Concept of comparing numbers.
2. Large and small numbers.
3. Concept of estimation.
4. Simplification.

<i>Steps</i>	Activities To Favourable For Learning	TLM	Evaluation	Teachers Introspection	TIME
			Tools & Techniques		
<i>Engage</i>	Teacher will checking pupils previous knowledge they learnt. Ask the questions related numbers.	Chart, Ppt color chalks.	Discussion & group discussion.	Will try to answers	
<i>Explore</i>	Teacher will ask the class about all type of numbers. After getting different answers from class, then introduce the chapter.	chalks, chart, ppt. projector	Questionnaire	Answering for supplementary questions.	

<p>Explain</p>	<p>Comparing Numbers: As we have done quite a lot of this earlier, let us see if we remember which is the greatest among these : 92, 392, 4456, 89742.</p> <p>Large Numbers in Practice:</p> <table border="1" data-bbox="275 410 1096 881"> <thead> <tr> <th colspan="9">PLACE VALUE CHART EXAMPLES - INDIAN SYSTEM</th> </tr> <tr> <th colspan="2">CRORES</th> <th colspan="2">LAKHS</th> <th colspan="2">THOUSANDS</th> <th colspan="3">ONES</th> </tr> </thead> <tbody> <tr> <td>Ten Crores (TC)</td> <td>Crores (C)</td> <td>Ten Lakhs (TL)</td> <td>Lakhs (L)</td> <td>Ten Thousands (TTh)</td> <td>Thousands (Th)</td> <td>Hundreds (H)</td> <td>Tens (T)</td> <td>Ones (O)</td> </tr> <tr> <td></td> <td>4</td> <td>9</td> <td>1</td> <td>8</td> <td>7</td> <td>2</td> <td>3</td> <td>5</td> </tr> </tbody> </table>	PLACE VALUE CHART EXAMPLES - INDIAN SYSTEM									CRORES		LAKHS		THOUSANDS		ONES			Ten Crores (TC)	Crores (C)	Ten Lakhs (TL)	Lakhs (L)	Ten Thousands (TTh)	Thousands (Th)	Hundreds (H)	Tens (T)	Ones (O)		4	9	1	8	7	2	3	5	<p>Projector Ppt. Marker Chart</p>	<p>Discussion & group activities</p>		
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<p>Evaluate</p>	<p>Teacher will assign some problems to do work. Students will solve all the problems given in the textbook.</p>	<p>Textbook</p>	<p>Evaluation</p>	<p>Try to do all problems in textbook.</p>																																					

Subject teacher

Head master or mistress/Principal

Unit: 02

Methodology: Demonstration & lecture method.

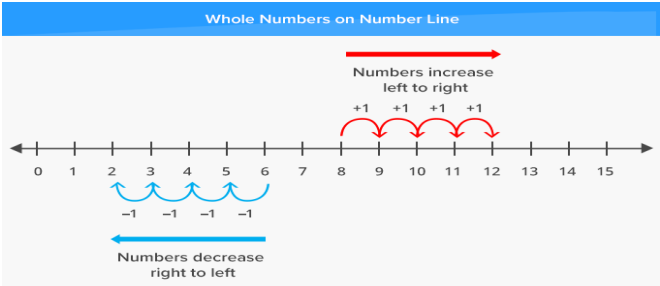
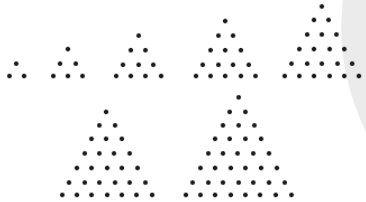
Unit name: WHOLE NUMBERS.

Date: From to

Objectives:

1. Concept of whole numbers.
2. To represents the whole numbers on number line.
3. Properties of whole number.
4. Patterns in whole numbers.

<i>Steps</i>	Activities To Favourable For Learning	TLM	Evaluation	Teachers Introspection	TIME
			Tools & Techniques		
<i>Engage</i>	Teacher will check pupils previous knowledge they learnt. Ask the questions related numbers.	Chart, Ppt color chalks.	Discussion & group discussion.	Will try to answers	
<i>Explore</i>	Teacher will ask the class about all type of numbers. After getting different answers from class, then introduce the chapter.	chalks, chart, ppt. projector	Questionnaire	Answering for supplementary questions.	

<p>Explain</p>	<p>Processor and successor: explain about the numbers on this concept then also explain number line.</p>  <p>Properties of whole numbers: explain about properties, then number pattern with different examples.</p> <p>Patterns in whole numbers: Explain how the numbers will form using pattern.</p> 	<p>Projector Ppt. Marker Chart</p>	<p>Discussion & group activities</p>		
<p>Elaborate</p>	<p>Make group of students, then give some activities on above concepts. Guide them to solve additional problems on this chapter.</p>	<p>Exercise problems In textbook</p>	<p>Activity</p>	<p>Discussion with students</p>	
<p>Evaluate</p>	<p>Teacher will assign some problems to do work. Students will solve all the problems given in the textbook.</p>	<p>Textbook</p>	<p>Evaluation</p>	<p>Try to do all problems in textbook.</p>	

Subject teacher

Head master or mistress/Principal

Unit: 03

Methodology: Demonstration & project method.

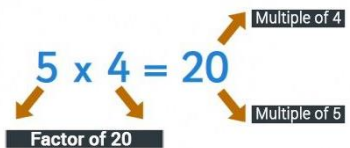
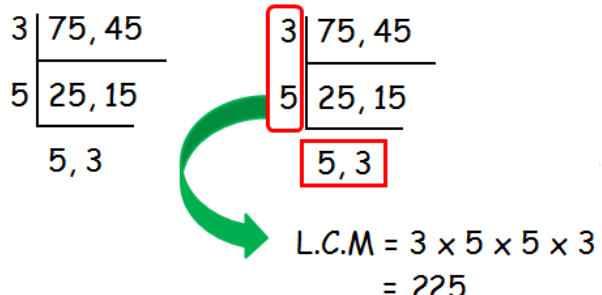
Unit name: **PLAYING WITH NUMBERS.**

Date: From to

Objectives:

1. Concept of factors and multiples.
2. To understand the divisibility tests.
3. Concept of HCF & LCM.
4. To solve the problems on HCF & LCM.

<i>Steps</i>	Activities To Favourable For Learning	TLM	Evaluation	Teachers Introspection	TIME
			Tools & Techniques		
<i>Engage</i>	Start the session by checking the previous knowledge by asking the questions on numbers.	Chart, Ppt color chalks.	Discussion & group discussion.	Will try to answers	
<i>Explore</i>	Teacher will ask the class about all type of numbers. After getting different answers from class, then introduce the chapter.	chalks, chart, ppt. projector	Questionnaire	Answering for supplementary questions.	

<p>Explain</p>	<p>Factors and multiplies: explain about the factors and multiplies by using the different examples.</p>  <p>HCF & LCM: explain about this concept, then solve the problems with different examples.</p>  <p>L.C.M = $3 \times 5 \times 5 \times 3$ = 225</p>	<p>Projector Ppt. Marker Chart</p>	<p>Discussion & group activities</p>		
<p>Elaborate</p>	<p>Make group of students, then give some activities on above concepts. Guide them to solve additional problems on this chapter.</p>	<p>Exercise problems In textbook</p>	<p>Activity</p>	<p>Discussion with students</p>	
<p>Evaluate</p>	<p>Teacher will assign some problems to do work. Students will solve all the problems given in the textbook.</p>	<p>Textbook</p>	<p>Evaluation</p>	<p>Try to do all problems in textbook.</p>	

Subject teacher

Head master or mistress/Principal

Unit: 04

Methodology: Demonstration & laboratory method.

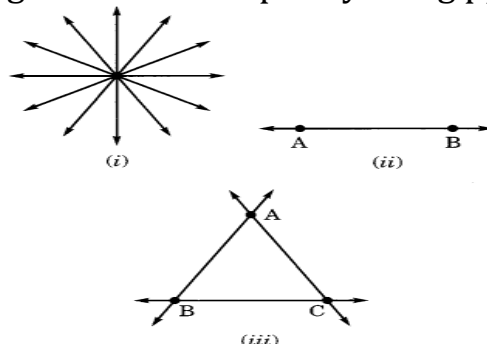
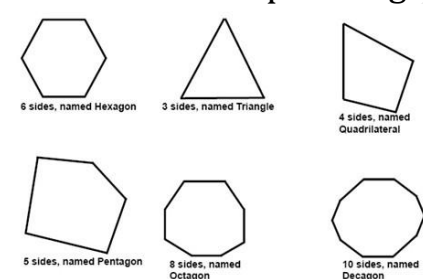
Unit name: **BASIC GEOMETRICAL IDEAS.**

Date: From to

Objectives:

1. Concept geometry.
2. Polygons, triangles and quadrilaterals.
3. To understand some geometrical figures.

<i>Steps</i>	Activities To Favourable For Learning	TLM	Evaluation	Teachers Introspection	TIME
			Tools & Techniques		
<i>Engage</i>	Start the session by checking the previous knowledge about line, segments ect.	Chart, Ppt color chalks.	Discussion & group discussion.	Will try to answers	
<i>Explore</i>	Teacher will ask the class about all type of numbers. After getting different answers from class, then introduce the chapter.	chalks, chart, ppt. projector geometry kit	Questionnaire	Answering for supplementary questions.	

<p>Explain</p>	<p>Geometrical shapes: Explain about the geometrical shapes by using ppt.</p>  <p>Polygons, triangles and quadrilaterals: Explain about this concept then give some activity.</p> 	<p>Projector Ppt. Marker Chart Geometry kit</p>	<p>Discussion & group activities</p>	
<p>Elaborate</p>	<p>Make group of students, then give some activities on above concepts. Guide them to solve additional problems on this chapter.</p>	<p>Exercise problems In textbook</p>	<p>Activity</p>	<p>Discussion with students</p>
<p>Evaluate</p>	<p>Teacher will assign some problems to do work. Students will solve all the problems given in the textbook.</p>	<p>Textbook</p>	<p>Evaluation</p>	<p>Try to do all problems in textbook.</p>

Subject teacher

Head master or mistress/Principal

Unit: 05

Methodology: Demonstration & project method.

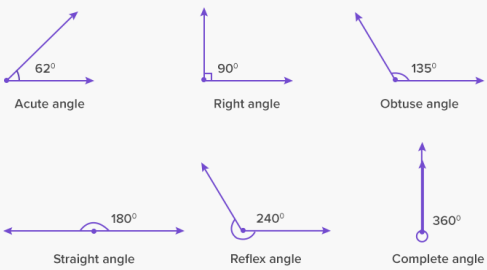
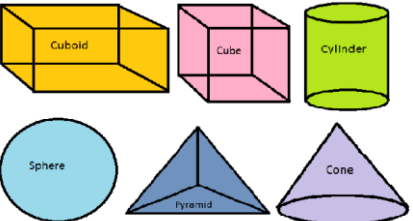
Unit name: UNDERSTANDING ELEMENTARY SHAPES.

Date: From to

Objectives:

1. Concept of measurements.
2. To understand angles.
3. Measurement of angles.
4. Concept of three dimensional shapes.

<i>Steps</i>	Activities To Favourable For Learning	TLM	Evaluation	Teachers Introspection	TIME
			Tools & Techniques		
<i>Engage</i>	Start the session by checking the previous knowledge by asking the questions on geometrical figures and shapes.	Chart, Ppt color chalks.	Discussion & group discussion.	Will try to answers	
<i>Explore</i>	Teacher will ask the class about all type of numbers. After getting different answers from class, then introduce the chapter.	chalks, chart, ppt. projector	Questionnaire	Answering for supplementary questions.	

<p>Explain</p>	<p>Concept of measurements: explain about the measurements using the different examples. Angles: explain about angles, types with giving clues to the pupils.</p>  <p>Concept of three dimensional figures: explain about the three dimensional figures.</p> 	<p>Projector Ppt. Marker Chart Solid shapes Geometry kit</p>	<p>Discussion & group activities</p>	
<p>Elaborate</p>	<p>Make group of students, then give some activities on above concepts. Guide them to solve additional problems on this chapter.</p>	<p>Exercise problems In textbook</p>	<p>Activity</p>	<p>Discussion with students</p>
<p>Evaluate</p>	<p>Teacher will assign some problems to do work. Students will solve all the problems given in the textbook.</p>	<p>Textbook</p>	<p>Evaluation</p>	<p>Try to do all problems in textbook.</p>

Subject teacher

Head master or mistress/Principal

Unit: 06

Methodology: Demonstration & lecture method.

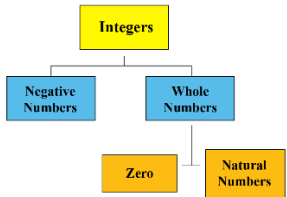
Unit name: INTEGERS.

Date: From to

Objectives:

1. Concept of integers.
2. Operations on integers.

<i>Steps</i>	Activities To Favourable For Learning	TLM	Evaluation	Teachers Introspection	TIME
			Tools & Techniques		
<i>Engage</i>	Start the session by checking the previous knowledge by asking the questions on numbers.	Chart, Ppt color chalks.	Discussion & group discussion.	Will try to answers	
<i>Explore</i>	Teacher will ask the class about all type of numbers. After getting different answers from class, then introduce the chapter.	chalks, chart, ppt. projector	Questionnaire	Answering for supplementary questions.	

<p>Explain</p>	<p>INTEGERS: explain about the integers by using the different examples.</p>  <p>Operations on integers: explain how to add, subtract, multiply & divide the integers, then solve the problems with different examples.</p> <table border="1" data-bbox="283 649 850 1006"> <thead> <tr> <th colspan="3">Operations with Integers</th> </tr> </thead> <tbody> <tr> <td>Addition</td> <td>Multiplication</td> <td>Division</td> </tr> <tr> <td><i>Like</i></td> <td><i>Like</i></td> <td><i>Like</i></td> </tr> <tr> <td>$2 + 7 = 9$</td> <td>$4 \times 3 = 12$</td> <td>$10 \div 5 = 2$</td> </tr> <tr> <td>$-2 + -7 = -9$</td> <td>$-4 \times -3 = 12$</td> <td>$-10 \div -5 = 2$</td> </tr> <tr> <td><i>Unlike</i></td> <td><i>Unlike</i></td> <td><i>Unlike</i></td> </tr> <tr> <td>$-2 + 7 = 5$</td> <td>$4 \times -3 = -12$</td> <td>$10 \div -5 = -2$</td> </tr> <tr> <td>$2 + -7 = -5$</td> <td>$-4 \times 3 = -12$</td> <td>$-10 \div 5 = -2$</td> </tr> <tr> <td>Subtraction</td> <td></td> <td></td> </tr> <tr> <td>$5 - -8 = 5 + 8 = 13$</td> <td></td> <td></td> </tr> <tr> <td>$-5 - 8 = -5 + -8 = -13$</td> <td></td> <td></td> </tr> </tbody> </table>	Operations with Integers			Addition	Multiplication	Division	<i>Like</i>	<i>Like</i>	<i>Like</i>	$2 + 7 = 9$	$4 \times 3 = 12$	$10 \div 5 = 2$	$-2 + -7 = -9$	$-4 \times -3 = 12$	$-10 \div -5 = 2$	<i>Unlike</i>	<i>Unlike</i>	<i>Unlike</i>	$-2 + 7 = 5$	$4 \times -3 = -12$	$10 \div -5 = -2$	$2 + -7 = -5$	$-4 \times 3 = -12$	$-10 \div 5 = -2$	Subtraction			$5 - -8 = 5 + 8 = 13$			$-5 - 8 = -5 + -8 = -13$			<p>Projector Ppt. Marker Chart</p>	<p>Discussion & group activities</p>	
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Subject teacher

Head master or mistress/Principal

PART-II

Unit: 07

Methodology: Demonstration & lecture method.

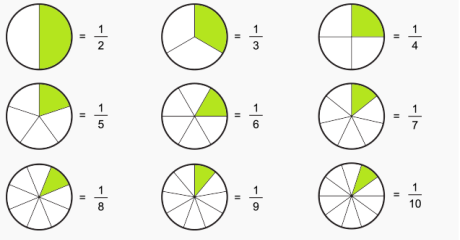
Unit name: FRACTIONS

Date: From to

Objectives:

1. Concept of fractions.
2. To understand the comparison of fractions.
3. To know about like and unlike fractions.
4. Basic operations on fractions.

<i>Steps</i>	Activities To Favourable For Learning	TLM	Evaluation	Teachers Introspection	TIME
			Tools & Techniques		
<i>Engage</i>	Start the session by checking the previous knowledge by asking the questions on integers.	Chart, Ppt Color chalks.	Discussion & group discussion.	Will try to answers	
<i>Explore</i>	Teacher will ask the class about all type of numbers. After getting different answers from class, then introduce the chapter.	chalks, chart, ppt. projector	Questionnaire	Answering for supplementary questions.	

<p>Explain</p>	<p>Fractions: explain about the fractions by using the different examples.</p>  <p>Like and unlike terms: explain about this concept and solve some problems on it.</p> <p>Basic operations on fractions:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid gray; padding: 5px; margin: 5px;"> <p>Work out</p> $\frac{3}{4} \times \frac{2}{7}$ $\frac{3 \times 2}{4 \times 7} = \frac{6}{28} = \frac{3}{14}$ </div> <div style="border: 1px solid gray; padding: 5px; margin: 5px;"> <p>Work out</p> $\frac{3}{4} \div \frac{2}{7}$ $\frac{3}{4} \times \frac{7}{2} = \frac{21}{8} = 2\frac{5}{8}$ </div> <div style="border: 1px solid gray; padding: 5px; margin: 5px;"> <p>Work out</p> $\frac{3}{4} + \frac{2}{7}$ $= \frac{21}{28} + \frac{8}{28}$ $= \frac{29}{28}$ $= 1\frac{1}{28}$ </div> <div style="border: 1px solid gray; padding: 5px; margin: 5px;"> <p>Work out</p> $\frac{3}{4} - \frac{2}{7}$ $= \frac{21}{28} - \frac{8}{28}$ $= \frac{13}{28}$ </div> </div>	<p>Projector Ppt. Marker Chart</p>	<p>Discussion & group activities</p>		
<p>Elaborate</p>	<p>Make group of students, then give some activities on above concepts. Guide them to solve additional problems on this chapter.</p>	<p>Exercise problems In textbook</p>	<p>Activity</p>	<p>Discussion with students</p>	
<p>Evaluate</p>	<p>Teacher will assign some problems to do work. Students will solve all the problems given in the textbook.</p>	<p>Textbook</p>	<p>Evaluation</p>	<p>Try to do all problems in textbook.</p>	

Subject teacher

Head master or mistress/Principal

Unit: 08

Methodology: Demonstration & lecture method.

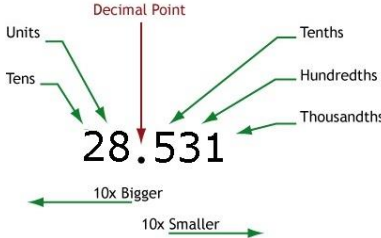
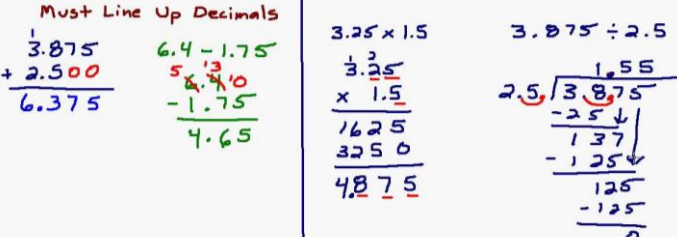
Unit name: DECIMALS

Date: From to

Objectives:

1. Concept of decimals.
2. To understand the comparison of decimals.
3. To know about length & weight as decimal.
4. Basic operations on decimals.

<i>Steps</i>	Activities To Favourable For Learning	TLM	Evaluation	Teachers Introspection	TIME
			Tools & Techniques		
<i>Engage</i>	Start the session by checking the previous knowledge by asking the questions on fractions, numbers.	Chart, Ppt Color chalks.	Discussion & group discussion.	Will try to answers	
<i>Explore</i>	Teacher will ask the class about all type of numbers. After getting different answers from class, then introduce the chapter.	chalks, chart, ppt. projector	Questionnaire	Answering for supplementary questions.	

<p>Explain</p>	<p>Decimals: explain about the decimals by using the different examples.</p>  <p>Lengths and weights: explain about this concept and solve some problems on it.</p> <p>Basic operations on decimals: Explain how to simplify with different examples.</p> 	<p>Projector Ppt. Marker Chart</p>	<p>Discussion & group activities</p>	
<p>Elaborate</p>	<p>Make group of students, then give some activities on above concepts. Guide them to solve additional problems on this chapter.</p>	<p>Exercise problems In textbook</p>	<p>Activity</p>	<p>Discussion with students</p>
<p>Evaluate</p>	<p>Teacher will assign some problems to do work. Students will solve all the problems given in the textbook.</p>	<p>Textbook</p>	<p>Evaluation</p>	<p>Try to do all problems in textbook.</p>

Subject teacher

Head master or mistress/Principal

Unit: 09

Methodology: Demonstration & project method.

Unit name: DATA HANDLING

Date: From to

Objectives:

1. Concept of data, recording of data & organization of data.
2. To draw pictograph.
3. To represent data as bar graph.

<i>Steps</i>	Activities To Favourable For Learning	TLM	Evaluation	Teachers Introspection	TIME
			Tools & Techniques		
<i>Engage</i>	Start the session by checking the previous knowledge by asking the questions on fractions, numbers & decimals.	Chart, Ppt Color chalks.	Discussion & group discussion.	Will try to answers	
<i>Explore</i>	Teacher will ask the class about all type of numbers. After getting different answers from class, then introduce the chapter.	chalks, chart, ppt. projector	Questionnaire	Answering for supplementary questions.	

<p>Explain</p>	<p>Data: A data is a collection of numbers gathered to give some information. Organization of data: explain how we organize the given data and how to represents. Pictograph & bar graph: Explain how to represent bar graph and pictograp with different examples.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="289 516 697 795"> <table border="1"> <caption>People at a Movie (Bar Graph Data)</caption> <thead> <tr> <th>Day</th> <th>Number of People</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td>75</td> </tr> <tr> <td>Tuesday</td> <td>200</td> </tr> <tr> <td>Wednesday</td> <td>125</td> </tr> <tr> <td>Thursday</td> <td>175</td> </tr> </tbody> </table> </div> <div data-bbox="751 516 1176 828"> <table border="1"> <caption>People at a Movie (Pictograph Data)</caption> <thead> <tr> <th>Day</th> <th>Number of Smiley Faces</th> <th>Number of People</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td>3</td> <td>75</td> </tr> <tr> <td>Tuesday</td> <td>8</td> <td>200</td> </tr> <tr> <td>Wednesday</td> <td>5</td> <td>125</td> </tr> <tr> <td>Thursday</td> <td>7</td> <td>175</td> </tr> </tbody> </table> <p>Each 😊 represents 25 people.</p> </div> </div>	Day	Number of People	Monday	75	Tuesday	200	Wednesday	125	Thursday	175	Day	Number of Smiley Faces	Number of People	Monday	3	75	Tuesday	8	200	Wednesday	5	125	Thursday	7	175	<p>Projector Ppt. Marker Chart Geometry kit</p>	<p>Discussion & group activities</p>	
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Subject teacher

Head master or mistress/Principal

Unit: 10

Methodology: Demonstration & laboratory method.

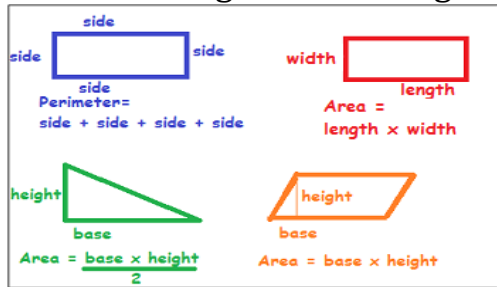
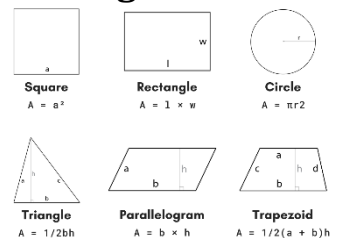
Unit name: MENSURATION

Date: From to

Objectives:

1. Concept of geometrical figures.
2. To know about perimeter of geometrical figures.
3. To know about area of geometrical figures.

<u>Steps</u>	Activities To Favourable For Learning	TLM	Evaluation	Teachers Introspection	TIME
			Tools & Techniques		
<i>Engage</i>	Start the session by checking the previous knowledge by asking the questions on geometrical shapes.	Chart, Ppt Color chalks.	Discussion & group discussion.	Will try to answers	
<i>Explore</i>	Teacher will ask the class about all type of numbers. After getting different answers from class, then introduce the chapter.	chalks, chart, ppt. projector	Questionnaire	Answering for supplementary questions.	

<p>Explain</p>	<p>Perimeter: Perimeter is the distance covered along the boundary forming a closed figure when you go round the figure once. Perimeter of geometrical figures:-</p>  <p>Area: The amount of surface enclosed by a closed figure is called its area. Area of geometrical figures:</p> 	<p>Projector Ppt. Marker Chart Geometry kit</p>	<p>Discussion & group activities</p>	
<p>Elaborate</p>	<p>Make group of students, then give some activities on above concepts. Guide them to solve additional problems on this chapter.</p>	<p>Exercise problems In textbook</p>	<p>Activity</p>	<p>Discussion with students</p>
<p>Evaluate</p>	<p>Teacher will assign some problems to do work. Students will solve all the problems given in the textbook.</p>	<p>Textbook</p>	<p>Evaluation</p>	<p>Try to do all problems in textbook.</p>

Subject teacher

Head master or mistress/Principal

Unit: 11

Methodology: Demonstration & lecture method.

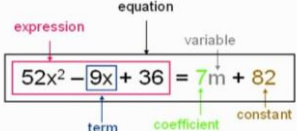
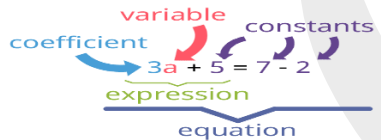
Unit name: ALGEBRA

Date: From to

Objectives:

1. Concept of algebra.
2. To understand the variables and constants.
3. To use of variables in common rules.
4. Use of expression with practically.
5. Concept of an equation.

<i>Steps</i>	Activities To Favourable For Learning	TLM	Evaluation	Teachers Introspection	TIME
			Tools & Techniques		
<i>Engage</i>	Start the session by checking the previous knowledge by asking the questions on numbers and fractions.	Chart, Ppt Color chalks.	Discussion & group discussion.	Will try to answers	
<i>Explore</i>	Teacher will ask the class about all type of numbers. After getting different answers from class, then introduce the chapter.	chalks, chart, ppt. projector	Questionnaire	Answering for supplementary questions.	

<p>Explain</p>	<p>Algebra: We learnt how to write the general relation between the number of matchsticks required for repeating a given shape.</p> <p>Variable and constants:- A variable takes on different values, its value is not fixed. The length of a square can have any value. It is a variable. But the number of angles of a triangle has a fixed value 3. It is not a variable.</p>  <p>Equation: An equation is a condition on a variable. It is expressed by saying that an expression with a variable is equal to a fixed number, e.g. $x - 3 = 10$.</p> <p>PARTS OF AN EQUATION</p> 	<p>Projector Ppt. Marker Chart Geometry kit</p>	<p>Discussion & group activities</p>		
<p>Elaborate</p>	<p>Make group of students, then give some activities on above concepts. Guide them to solve additional problems on this chapter.</p>	<p>Exercise problems In textbook</p>	<p>Activity</p>	<p>Discussion with students</p>	
<p>Evaluate</p>	<p>Teacher will assign some problems to do work. Students will solve all the problems given in the textbook.</p>	<p>Textbook</p>	<p>Evaluation</p>	<p>Try to do all problems in textbook.</p>	

Subject teacher

Head master or mistress/Principal

Unit: 12

Methodology: Demonstration & lecture method.



Unit name: **RATIO & PROPORTION**

Date: From to

Objectives:

1. Concept of ratio & proportions.
2. Unitary method.
3. Same ratio in different situations.

<i>Steps</i>	Activities To Favourable For Learning	TLM	Evaluation	Teachers Introspection	TIME
			Tools & Techniques		
<i>Engage</i>	Start the session by checking the previous knowledge by asking the questions on understanding the .	Chart, Ppt Color chalks.	Discussion & group discussion.	Will try to answers	
<i>Explore</i>	Teacher will ask the class about all type of numbers. After getting different answers from class, then introduce the chapter.	chalks, chart, ppt. projector	Questionnaire	Answering for supplementary questions.	

<p>Explain</p>	<p>Ratios For example, Isha’s weight is 25 kg and her father’s weight is 75 kg. We say that Isha’s father’s weight and Isha’s weight are in the ratio 3 : 1.</p> <p>Scaling a ratio by a factor by 2</p> <p>2 : 3 </p> <p>To scale a ratio multiply each part of the ratio by the same number</p> <p>2 × 2 = 4 3 × 2 = 6</p> <p>4 : 6 </p> <p>Proportions:- The order of terms in the proportion is important. 3, 10, 15 and 50 are in proportion, but 3, 10, 50 and 15 are not, since $\frac{3}{10}$ is not equal to $\frac{15}{50}$.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> $\frac{x}{3} = \frac{8}{6}$ $6x = 24$ $x = 4$ </div> <div style="text-align: center;"> $\frac{5}{3} = \frac{15}{y}$ $5y = 45$ $y = 9$ </div> </div>	<p>Projector Ppt. Marker Chart Geometry kit</p>	<p>Discussion & group activities</p>	
<p>Elaborate</p>	<p>Make group of students, then give some activities on above concepts. Guide them to solve additional problems on this chapter.</p>	<p>Exercise problems In textbook</p>	<p>Activity</p>	<p>Discussion with students</p>
<p>Evaluate</p>	<p>Teacher will assign some problems to do work. Students will solve all the problems given in the textbook.</p>	<p>Textbook</p>	<p>Evaluation</p>	<p>Try to do all problems in textbook.</p>

Subject teacher

Head master or mistress/Principal

Unit: 13

Methodology: Demonstration & learning by doing.

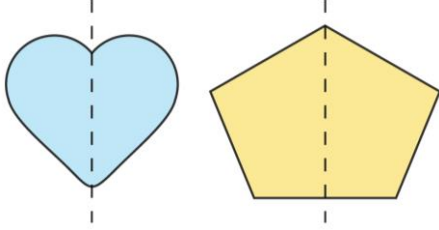
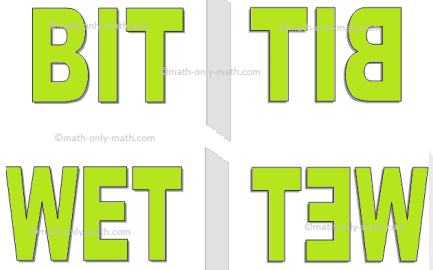
Unit name: SYMMETRY

Date: From to

Objectives:

1. Concept of making symmetric figures.
2. Symmetry with multiple line of symmetry.
3. Reflection and symmetry.

<i>Steps</i>	Activities To Favourable For Learning	TLM	Evaluation	Teachers Introspection	TIME
			Tools & Techniques		
<i>Engage</i>	Start the session by checking the previous knowledge by asking the questions on elementary shapes.	Chart, Ppt Color chalks.	Discussion & group discussion.	Will try to answers	
<i>Explore</i>	Teacher will ask the class about all type of numbers. After getting different answers from class, then introduce the chapter.	chalks, chart, ppt. projector	Questionnaire	Answering for supplementary questions.	

<p>Explain</p>	<p>Symmetry: A figure has line symmetry if a line can be drawn dividing the figure into two identical parts. The line is called a line of symmetry.</p>  <p>Reflection symmetry:- The line symmetry is closely related to mirror reflection. When dealing with mirror reflection, we have to take into account the left ↔ right changes in orientation.</p> 	<p>Projector Ppt. Marker Chart Geometry kit</p>	<p>Discussion & group activities</p>	
<p>Elaborate</p>	<p>Make group of students, then give some activities on above concepts. Guide them to solve additional problems on this chapter.</p>	<p>Exercise problems In textbook</p>	<p>Activity</p>	<p>Discussion with students</p>
<p>Evaluate</p>	<p>Teacher will assign some problems to do work. Students will solve all the problems given in the textbook.</p>	<p>Textbook</p>	<p>Evaluation</p>	<p>Try to do all problems in textbook.</p>

Subject teacher

Head master or mistress/Principal

Unit: 14

Methodology: Demonstration & learning by doing.

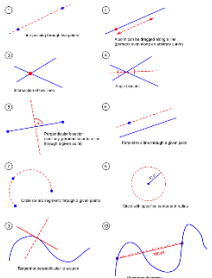
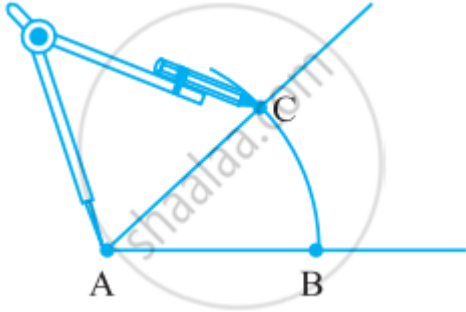
Unit name: **PRACTICAL GEOMETRY**

Date: From to

Objectives:

1. Concept of basic constructions.
2. Constructions of line segment.
3. Perpendiculars.
4. Angles constructions, measurements.

<i>Steps</i>	Activities To Favourable For Learning	TLM	Evaluation	Teachers Introspection	TIME
			Tools & Techniques		
<i>Engage</i>	Start the session by checking the previous knowledge by asking the questions on elementary shapes & symmetry.	Chart, Ppt Color chinks.	Discussion & group discussion.	Will try to answers	
<i>Explore</i>	Teacher will ask the class about all type of numbers. After getting different answers from class, then introduce the chapter.	chinks, chart, ppt. projector	Questionnaire	Answering for supplementary questions.	

<p>Explain</p>	<p>Constructions: explain about basic constructions by taking different examples.</p>  <p>Constructing a copy of an angle of unknown measure:-</p> 	<p>Projector Ppt. Marker Chart Geometry kit</p>	<p>Discussion & group activities</p>		
<p>Elaborate</p>	<p>Make group of students, then give some activities on above concepts. Guide them to solve additional problems on this chapter.</p>	<p>Exercise problems In textbook</p>	<p>Activity</p>	<p>Discussion with students</p>	
<p>Evaluate</p>	<p>Teacher will assign some problems to do work. Students will solve all the problems given in the textbook.</p>	<p>Textbook</p>	<p>Evaluation</p>	<p>Try to do all problems in textbook.</p>	

Subject teacher

Head master or mistress/Principal