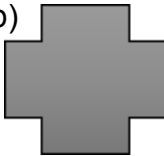


Class	Subject	Lesson no/name	Skill focused	TLO	Suggested Activity	LAT									
IV	Subject-Mathematics	Lesson -1 (Building with bricks)	□ Knowledge □ Understanding □ Computation □ Problem Solving Ability  	1. Identifies and draws different wall and brick patterns, floor patterns, jaali patterns etc. 2. Draws lines of symmetry in different patterns/shapes. 2. Solves problems based on patterns/shapes 2. To learn shapes in real life situation. 2. To learn about faces of objects/ bricks. 2. Drawing and making designs with geometrical shapes. 2. Use of geometrical shapes in construction. 2. To learn about length and breadth of a brick. .	Activity I <u>Materials Required:</u> 1. Sets of cut outs of 2D shapes ; and 3 D shapes (as many as there are groups), Bricks (at least 6 , one for each group) 2. Include Square, rectangle, Circle, hexagon, pentagon, triangle in 2 D shapes and Cube, Cuboids, cylinder, Cone, pyramid, sphere etc in 3 D Shapes 3. Work sheet as given below (Cut out the shape cards and give to the pupils for this activity) Put the shapes in the correct places on this diagram (pupils are already exposed to symmetry in the previous class) <table><tr><td></td><td>Symmetrical</td><td>Not symmetrical</td></tr><tr><td>4 sides</td><td></td><td></td></tr><tr><td>Not 4 sides</td><td></td><td></td></tr></table>		Symmetrical	Not symmetrical	4 sides			Not 4 sides			1. Draw side view of a brick. 2. Fill in the blanks- (a) A brick has ____ faces (b) A brick has ____ vertex. (c) A brick has ____ edges. 3. If cost of 1000 bricks is Rs1000. Find the cost of 3000 bricks? 4. If cost of 2000 bricks is Rs 4000. Find the cost of 1000 bricks? 5. Finding the cost of number of bricks using the given amount 6. Draw lines of symmetry in shapes. a)  b)  7. Collect 3D objects that are in the shape of cube, cuboid, cylinder, sphere etc from your home . Write a number on the object and write its shape as well as the name. Identify the number of faces in each of these objects in the given table below and compare with your friends.
	Symmetrical	Not symmetrical													
4 sides															
Not 4 sides															

					Now ask the children to observe the 3D objects. (Cube, Cuboids, cylinder, Cone, pyramid, sphere) Name the objects Now give one brick to each group and ask the children to observe and answer 1. Measure the length of the brick . It is _____cm 2. Width of the brick is _____cm 3. Height of the brick is _____cm. 4. How many faces does the brick have? _ 5. Is it a cube or a cuboid? _____ 6. Does the brick have a square face? ____ 7. Which faces of the brick are similar to each other? <u>Activity 2</u> <u>Group Activity:</u> Material Required: 6 to 10 numbers each 1. Chamber Bricks 2. Scale 3. Metre Scale Give one brick , one scale to each group.	5. No of bricks needed to be placed along the width of the window. Note: (show real bricks) ‘The Secret Number Game’ http://www.proteacher.org/c/644_place_value.html The digit in the ones place is the number of sides a quadrilateral has.
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				Observe measure and answer the following questions; Count and write 1. number of faces of the brick 2. _____ number of edges 3. _____ number of corners Are all faces of the brick equal in size Which two faces are of same size ☐ Measure and write 1. Length of the brick 2. Breadth of the brick 3. Height of the brick Place the metre Scale on the floor and mark the length of one metre. Ask children to place the bricks one after another (connecting the long side of the brick with each other) on the metre line. Count and write the number of bricks placed exactly on the one metre line. Illustration as to how to place the bricks along the metre line. Note: (Students are free to make their own) if required illustration may be used.	The digit in the hundred thousands place is the product of 2 and 3. The number in the thousands place is the difference of 10-5. The number in the tens place is the number of the continents on Earth. The digit in the hundreds place is 6x8x0. The digit in the ten thousands place is the sum of 5 + 2. What is my secret number? Say it!!
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