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| <b>Class: 7</b> | <b>Subject: Math</b> | <b>Topic: Simple Equations</b> |
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| SUMMARY SHEET                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                  |
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| Learner Previous Knowledge                                                                                                                            | Concept of variables and constants                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                  |
| Target Knowledge for this Topic                                                                                                                       | <p>Revisit the concept of variable &amp; constants; Understand what is a simple equation;</p> <p>Write the statement in the form of equation and vice- versa;</p> <p>Apply formation of simple equations in real life situations;</p> <p>Solve the simple equations using trial and error method;</p> <p>Infer that both the sides of an equation are equal;</p> <p>Conclude that a balanced equation is like a weighing balance with equal weights in the two pans;</p> <p>Solving the balance problems by using the concept of equality;</p> <p>Solving equations by comparing the two sides of the equation;</p> <p>List the steps used to solve the equation;</p> <p>Solving the equation by transposing;</p> <p>Describe the steps used to solve the equation;</p> <p>Apply the concept of simple equations in real life situations.</p> |                                                                                                                                                                                  |
| Learning Goals                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                  |
| More Complex Learning Goal- Students will be able to analyze errors in equations to solve word problems and correct it to find the correct solution.  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                  |
| Target Learning Goal- Students will be able to write the equation in the form of variable and vice versa and solve word problems involving equations. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                  |
| Simpler Learning Goal- Students will be able describe simple equation and identify variable.                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                  |
| Period No.                                                                                                                                            | Lesson Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Teaching Learning Materials Required                                                                                                                                             |
| 1.                                                                                                                                                    | <ul style="list-style-type: none"><li>Revisit the concept of variable &amp; constants</li><li>Understand what is a simple equation.</li><li>Solve simple equations using trial and error method</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li><b><u>I can read your mind:</u></b> A4 Sheet (1 per group);</li></ul>                                                                      |
| 2                                                                                                                                                     | <ul style="list-style-type: none"><li>Write the statement in the form of equation and vice- versa</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li><b><u>Worksheet-1</u></b> (1 per student);</li><li><b>Converting decimal to fraction and vice - versa:</b> A4 sheet (1 per pair)</li></ul> |

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| 3 and 4<br><i>Note: this lesson requires 2 days.</i> | <ul style="list-style-type: none"> <li>Infer that both the sides of an equation are equal</li> <li>Conclude that a balanced equation is like a weighing balance with equal weights in the two pans</li> <li>Solving the balance problems by using the concept of equality</li> </ul> | <ul style="list-style-type: none"> <li><b><u>Two Sides of simple equations:</u></b> Worksheet 2 (1 per student);</li> <li><b><u>Keep scales balanced-</u></b> Worksheet 3 (1 per student)</li> <li><b><u>Home Assignment:</u></b> Worksheet 4 (1 per student)</li> </ul> |
| 5                                                    | <ul style="list-style-type: none"> <li>Solving equations by comparing the two sides of the equation</li> <li>List the steps used to solve the equation</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li><b><u>Brainstorming:</u></b> Worksheet 5 (1 per student);</li> </ul>                                                                                                                                                              |
| 6 & 7<br><i>Note: this lesson requires 2 days</i>    | <ul style="list-style-type: none"> <li>Solving the equation by transposing</li> <li>Describe the steps used to solve the equation</li> </ul>                                                                                                                                         | <ul style="list-style-type: none"> <li><b><u>Research:</u></b> Worksheet 6 (1 per student of the group);</li> </ul>                                                                                                                                                      |
| 8                                                    | <ul style="list-style-type: none"> <li>Apply the concept of simple equations in real life situations.</li> </ul>                                                                                                                                                                     | <ul style="list-style-type: none"> <li><b><u>Bank of situations:</u></b> A4 sheet (1 per group)</li> </ul>                                                                                                                                                               |

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## Period 1

### Lesson Objectives

At the end of this lesson students will review:

- Revise the concept of variables and constants.
- Understand the meaning of simple equations.
- Solve simple equations using trial and error method.

### Teaching Learning Materials required

- **I can read your mind-** A4 Sheet (1 per group);

### Details of Teaching Learning Experience

Seating Arrangement: - **In groups of 4 to 6**

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| <p><b>Lesson Beginning</b></p> <p>Time: 15 mins</p> <p>Purpose: Activate the prior knowledge</p> <p>Introduce the topic</p> | <p><b><u>I can read your mind</u></b></p> <ul style="list-style-type: none"> <li>• Ask the groups to nominate one student from each group for the game.</li> <li>• Call these students to some in front.</li> <li>• Give an A4 sheet and following instructions to the nominated students: <ul style="list-style-type: none"> <li>○ Think of any number from 0 to 100</li> <li>○ Multiply the number by 10.</li> <li>○ Add 2 to the result.</li> <li>○ Share the final answer one by one.</li> </ul> </li> </ul> <p>Write the final answer on the sheet.</p> <ul style="list-style-type: none"> <li>• Give them the number that they have guessed by using the equations <math>10x+2=\text{final answer}</math> (x is the number guessed by the student)</li> </ul> <p><b><u>Brain Storming/ Groups</u></b></p> <ul style="list-style-type: none"> <li>• Ask the groups to discuss the concept of constants and variables that they have learnt in class 6.</li> <li>• Also, try to find how the teacher was getting the correct answers for the game “I can read your mind”,</li> </ul> |
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| <b>Lesson Middle</b><br><br>Time: 20 mins<br><br>Purpose: Introduce the topic<br><br>Develop conceptual understanding<br>Revise the concept | <u><b>Discussion/ Whole Class</b></u> <ul style="list-style-type: none"> <li>• Hold a discussion on the meaning of constants and variables.</li> <li>• Also, introduce the word “simple equations”</li> </ul> <p><i>Note: students may come up with incorrect answers. In this case, ask other students who may have the correct answers to explain and justify. It is important to build consensus on all answers – this will help eradicate any errors.</i></p>                                                                                                                        |
| <b>Lesson End</b><br><br><u><b>Time:</b></u> 5 mins<br><u><b>Purpose:</b></u> assessment of learning                                        | <u><b>Write the equation/ groups</b></u> <ul style="list-style-type: none"> <li>• Ask the students to work in groups and write the equation for the game “I can read your mind”</li> <li>• Ask any volunteer group to share the equation.</li> <li>• With the help of students’ reply identify the constants and variables in the equation.</li> <li>• Solve equations using trial and error method</li> </ul> <u><b>Home assignment</b></u> <ul style="list-style-type: none"> <li>• Tell students to practice questions 1, 2 and 3 on Pg 81-Exercise 4.1 of NCERT Textbook.</li> </ul> |

## Period 2

### Lesson Objectives

At the end of this lesson students will be able to:

- Write the statement in the form of equation and vice-versa.

### Teaching Learning Materials

- **Worksheet-1** (1 per student);
- **Converting decimal to fraction and vice-versa:** A4 sheet (1 per pair)

### Details of Teaching Learning Experience

Seating Arrangement: In groups of 4 or 6

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| <b>Lesson Beginning</b><br><br><u>Time:</u> 15 mins<br><br><u>Purpose:</u> Activate the prior knowledge<br><br>Introduce the topic. | <b><u>Worksheet/ Groups</u></b> <ul style="list-style-type: none"> <li>• Distribute <b>Worksheet-1</b> to each student.</li> <li>• Ask students to follow the instructions given on the worksheet.</li> <li>• <i>They need to:</i> <ul style="list-style-type: none"> <li>○ <i>Activate prior knowledge and answer the questions.</i></li> <li>○ <i>Form the equations from the statements and identify the variables.</i></li> <li>○ <i>Convert the equations to statement.</i></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                             |
| <b>Lesson Middle</b><br><br>Time: 15mins<br><br>Purpose: Introduce the topic<br><br>Develop conceptual understanding                | <b><u>Discussion/Groups</u></b> <ul style="list-style-type: none"> <li>• Ask any group randomly to come and share their response</li> <li>• Project Worksheet 1 of the representing group.</li> <li>• Ask other groups to correct the equation, if required.</li> <li>• To build consensus for equations and statements, ask others if they agree or not.</li> <li>• If they disagree, ask them to justify the disagreement.</li> <li>• Encourage students to add more information.</li> </ul> <p><i>Note: students may come up with different or incorrect answers. In this case, ask other students who may have the correct answers to explain and justify.</i></p> <ul style="list-style-type: none"> <li>• While discussing, ask students to self-check their work.</li> </ul> |

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| <p><b>Lesson End</b></p> <p><u>Time:</u> 10mins</p> <p><u>Purpose:</u><br/>Recapitulate the concept</p> | <p><b><u>Converting equations to statements and vice-versa/Pairs</u></b></p> <ul style="list-style-type: none"> <li>• Distribute an A4 sheets to each pair in the group of 4.</li> <li>• Instruct the pairs to write a statement and exchange the sheet with the other pair of the group.</li> <li>• Let each pair form an equation from the given statement.</li> </ul> <p><b><u>Peer check/ Pairs</u></b></p> <ul style="list-style-type: none"> <li>• Ask the groups to exchange the sheets again and check the equation formed.</li> <li>• Move around and randomly check the sheets of a few groups</li> <li>• Ask the pairs to clear their doubts, if any.</li> </ul> <p><b><u>Home Assignment:</u></b></p> <p>Ask the students to practice questions 4, 5 and 6 on Pg 81-Exercise 4.1 of NCERT Textbook and share their doubts, if any.</p> |
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**Name:** \_\_\_\_\_

**Worksheet-1**

**Skill: Problem Solving**

**Topic: Simple Equations**

**Directions:** Read the instructions and complete the exercise  
Q1. Write the following statements in the form of simple equations:

a) The addition of 4 times  $x$  and 10 is 20.

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Identify the variable used in the equation. Also, justify your answer.

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b) If you find the difference between 5 times 6 and a number, you get 21.

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Write the variable used in the equation.

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c) One third of  $z$  is 1 more than 5.

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Write the variable used in the equation.

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Half on a number plus 6 is 8.

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Write the variable used in the equation.

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Q2. Convert the following equations in statement form:

a)  $y + 5 = 11$

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b)  $4m + 8 = 10$

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### Period 3 & 4

#### Lesson Objectives

At the end of this lesson students will be able to:

- Infer that both the sides of an equation are equal.
- Conclude that a balanced equation is like a weighing balance with equal weights in the two pans.
- Solving the balance problems by using the concept of equality.

#### Teaching Learning Materials required

- **Two Sides of simple equations: Worksheet-2** (1 per student);
- **Keep scales balanced: Worksheet-3** (1per student)
- **Home Assignment: Worksheet-4** (1 per student)

#### Details of Teaching Learning Experience

**Seating Arrangement:** - In groups of 4 to 6

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| <p><b>Lesson Beginning</b></p> <p><u>Time:</u> 20 mins</p> <p><u>Purpose:</u> Activate the prior knowledge</p> <p>Introduce the topic</p> | <p><b><u>Two sides of simple equations/groups</u></b></p> <ul style="list-style-type: none"> <li>• Distribute a <b>Worksheet-2</b> to each student.</li> <li>• Ask them to discuss in groups and write in their individual sheets</li> <li>• Give 15 minutes to solve the questions given in the annexure.</li> </ul> <p><i>Note: The intent here is to conclude that if the same mathematical operation is applied on both sides with the same number the equality holds true.</i></p>                       |
| <p><b>Lesson Middle</b></p> <p><u>Time:</u> 35 mins.</p> <p><u>Purpose:</u> Develop conceptual understanding</p>                          | <p><b><u>Discussion/ Whole Class</u></b></p> <ul style="list-style-type: none"> <li>• Project Worksheet 2</li> <li>• Ask a few students at random to share the answers of the questions.</li> <li>• Build a class consensus on the conclusion.</li> </ul> <p><i>Note: students may come up with incorrect answers. In this case, ask other students who may have the correct answers to explain and justify. It is important to build consensus on all answers – this will help eradicate any errors.</i></p> |

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| Subject: Mathematics | Topic: Simple Equations |       |

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|                                                                                                                                                | <p><b><u>Brainstorming/ Groups</u></b></p> <ul style="list-style-type: none"> <li>Share the following problem:<br/><b>Can we compare the two sides of the equations with equal weights in the two pans? Justify</b></li> <li>Discuss the answer to help students understand the analogy.</li> </ul> <p><b><u>Whole Class</u></b></p> <ul style="list-style-type: none"> <li>Ask the students to clear doubts, if any.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Lesson End</b></p> <p><u>Time:</u> 25mins.</p> <p><u>Purpose:</u></p> <p>Consolidation of learning</p> <p>Delegating home Assignment</p> | <p><b><u>Keep scales balanced/ Pairs</u></b></p> <ul style="list-style-type: none"> <li>Distribute a <b>Worksheet-3</b> to each student.</li> <li>Ask them to discuss in pairs and write in their individual sheets</li> <li>Give 15 minutes to solve the questions given in the annexure.</li> </ul> <p><b><u>Discussion/Whole Class</u></b></p> <ul style="list-style-type: none"> <li>Ask any student randomly to come and share the responses.</li> <li>Project Worksheet-3</li> <li>Ask the student to justify the answer.</li> </ul> <p><i>Note: students may come up with incorrect answers. In this case, ask other students who may have the correct answers to explain and justify. It is important to build consensus on all answers – this will help eradicate any errors.</i></p> <p><b><u>Home Assignment</u></b></p> <ul style="list-style-type: none"> <li>Ask the students to complete <b>Worksheet-4</b>.</li> </ul> |

**Name:** \_\_\_\_\_

**Worksheet-2**

**Skill: Problem Solving**

**Topic: Two Sides of Simple equation**

**Directions:** Read the equation and solve the questions.

$$6 + 4 - 1 = 8 - 1 + 2$$

The Left Hand Side (LHS) of the equation is \_\_\_\_\_

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The Right Hand Side (RHS) of equation is \_\_\_\_\_

Are the two sides (LHS & RHS) equal? Justify

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Add 3 to each side of the equation and find if the equality still holds.

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Subtract 2 to each side of the equation and find if the equality still holds.

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Multiply by 2 on either side of the equation and find if the equality still holds.

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Take any number (non-zero number) and divide both the sides by the number. Does the equality still hold?

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What can you conclude from the above answers?

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Name: \_\_\_\_\_

**Worksheet-3**

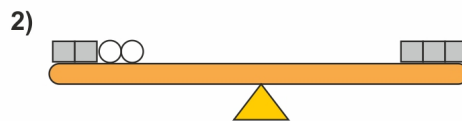
**Skill: Logical Reasoning**

**Topic: Keep Scales Balanced**

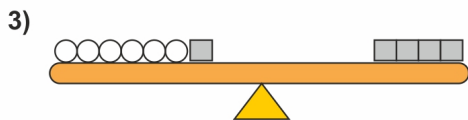
**Directions-** The scales below are balanced. Use the scales to answer each question



If you added 8 circles to the left side, how many squares would you have to add to the right side to keep it balanced?



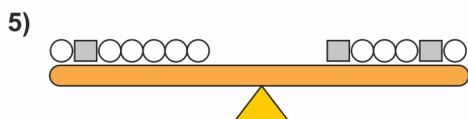
If you added 2 squares to the left side, how many circles would you have to add to the right side to keep it balanced?



If you added 8 circles to the left side, how many squares would you have to add to the right side to keep it balanced?



If you added 2 circles to the left side, how many squares would you have to add to the right side to keep it balanced?



If you added 10 circles to the right side, how many squares would you have to add to the left side to keep it balanced?



If you added 4 squares to the left side, how many circles would you have to add to the right side to keep it balanced?

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Name: \_\_\_\_\_

### Worksheet-4

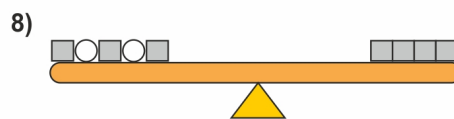
### Skill: Procedural Fluency

### Topic: Home Assignment

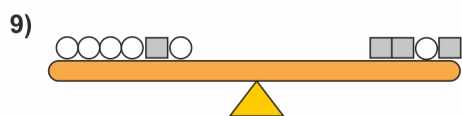
**Directions:** The scales below are balanced. Use the scales to answer each question



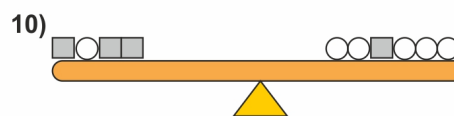
If you added 6 circles to the left side, how many squares would you have to add to the right side to keep it balanced?



If you added 2 squares to the right side, how many circles would you have to add to the left side to keep it balanced?



If you added 6 circles to the right side, how many squares would you have to add to the left side to keep it balanced?



If you added 5 squares to the right side, how many circles would you have to add to the left side to keep it balanced?

### **Period 5**

### **Lesson Objectives**

At the end of this lesson students will review:

- Solving equations by comparing the two sides of the equation
- List the steps used to solve the equation

### **Teaching Learning Materials required**

- **Brainstorming:** Worksheet -5 (1 per student);

### **Details of Teaching Learning Experience**

**Seating Arrangement:** - In groups of 4 to 6

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| <p><b>Lesson Beginning</b></p> <p><u>Time:</u> 15 mins</p> <p><u>Purpose:</u> Activate the prior knowledge<br/>Introduce the topic</p> | <p><b><u>Brainstorming session/groups</u></b></p> <ul style="list-style-type: none"> <li>• Distribute a <b>Worksheet-5</b> to each student</li> <li>• Tell them to solve the equation by using the concept of equality used in balance problems in order to complete the sheet.</li> <li>• Give them 10 minutes to complete their work.</li> </ul>                                                                                                                                                                                                                                                                                                                             |
| <p><b>Lesson Middle</b></p> <p><u>Time:</u> 15 mins</p> <p>Purpose:<br/>Develop conceptual understanding</p>                           | <p><b><u>Discussion/ Whole Class</u></b></p> <ul style="list-style-type: none"> <li>• Project Worksheet-5</li> <li>• Ask a few students at random to share the answers of the questions.</li> <li>• Build a class consensus on the steps to solve the equation</li> </ul> <p><i>Note: students may come up with incorrect answers. In this case, ask other students who may have the correct answers to explain and justify. It is important to build consensus on all answers – this will help eradicate any errors. Also the intent here is to make students understand the method of solving equation by applying the same operation on either side of the equation</i></p> |

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### Lesson End

Time: 10mins

Purpose: Develop conceptual understanding

Summarize students learning

### Whole Class

- Share the following problems on board and ask any student to come and solve it on board.

a)  $x + 2 = 5$

b)  $y - 6 = 10$

c)  $3x + 2 = 26$

### Home Assignment

- Tell students to practice questions on pg 86-Exercise 4.2 of NCERT Textbook.

Name: \_\_\_\_\_

### Worksheet-5

### Skill: Problem Solving

### Topic: Solving Equations

**Direction:** Solve the problems by using the concept of equality used in balance problems. Imagine each side of the equation to be the two pans of the balance.

1.  $x + 5 = 12$

2.  $x - 5 = 12$

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$$3.3x = 24$$



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## Period 6 & 7

### Lesson Objectives

At the end of this lesson students will review:

- Solving the equation by transposing
- Describe the steps used to solve the equation
- Compare the two methods

### Teaching Learning Materials required

- **Research: Worksheet- 6** (1 per student of the group);

### Details of Teaching Learning Experience

**Seating Arrangement: In groups of 3 in computer lab with Internet connectivity**

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| <b>Lesson Beginning</b><br><br>Time: 30 mins<br><u>Purpose:</u> Activate the prior knowledge<br>Introduce the topic | <b><u>Research/Groups</u></b> <ul style="list-style-type: none"> <li>• Inform students that this class will be about researching the use of transposing to solve the equation.</li> <li>• Distribute <b>Worksheet-6</b> to each student.</li> </ul> <p><i>Note: though students will be recording responses individually, they will be working in groups to research and find information.</i></p>                                                                                                                                                                                                                                                                                                                 |
| <b>Lesson Middle</b><br><br><u>Time:</u> 35 mins<br><br><u>Purpose:</u> Develop conceptual understanding            | <b><u>Discussion/Groups</u></b> <ul style="list-style-type: none"> <li>• Project Worksheet - 6</li> <li>• Call groups one by one to share their research data with others.</li> </ul> <p><i>Note: students may come up with incorrect answers. In this case, ask other students who may have the correct answers to explain and justify. It is important to build consensus on all answers – this will help eradicate any errors. Also the intent here is to make students understand the method of solving equation by transpose method.</i></p> <p><b><u>Whole class</u></b></p> <ul style="list-style-type: none"> <li>• Ask the students to compare the two methods and write it in their notebook.</li> </ul> |
| <b>Lesson End</b><br><br>Time: 15mins<br><br><u>Purpose:</u><br>Summarization of learning                           | <b><u>Problem solving/Whole class</u></b> <ul style="list-style-type: none"> <li>• Share the following questions on board and ask any student randomly to come and solve the question on board.</li> </ul> $3(x - 5) = -24$ $-4(2 + n) = 16$                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                      |                         |       |
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| Class: 7             | Section:                | Date: |
| Subject: Mathematics | Topic: Simple Equations |       |

$$4 + 3(t + 2) = 16$$

**Home Assignment**

- Tell students to practice questions on Pg 89-Exercise 4.3 of NCERT Textbook.

**Worksheet-6**

**Topic: Use Transposing to solve equations**

**Direction:** Use the Internet and complete the research work.

1. Read about how transposing is used for solving equations.

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2. What do you understand by transposing in an equation?

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3. How does transposing affect the sign of the number?

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4. Complete the table:

|                         |                         |                          |
|-------------------------|-------------------------|--------------------------|
| Class: 7                | Section:                | Date:                    |
| Subject: Mathematics    | Topic: Simple Equations |                          |
| Number                  | Sign/operation          | Number after transposing |
| 3                       | +                       | - 3                      |
| 8                       |                         |                          |
| -6                      |                         |                          |
| $2x = 4$ (Transpose 2)  | Multiplication          | $x = 4/2$                |
| $3y = 27$ (Transpose 3) |                         | $y =$                    |
| $a/5 = 2$ (Transpose 5) |                         | $a =$                    |

5. Solve the following problem by using both the methods:

| Adding or subtracting on both the sides | Transposing   |
|-----------------------------------------|---------------|
| $2x + 5 = 13$                           | $2x + 5 = 13$ |
| $4m + 3 = 39$                           | $4m + 3 = 39$ |

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| Class: 7             | Section:                | Date: |
| Subject: Mathematics | Topic: Simple Equations |       |



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| Class: 7             | Section:                | Date: |
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## Period 8

### Lesson Objectives

At the end of this lesson students will be able to:

- Apply the concept of simple equations in real life situations.

### Teaching Learning Materials required

- **Bank of situations:** A4 sheet (4 per group)

### Details of Teaching Learning Experience

**Seating Arrangement:** - In groups of 4 to 6

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| <p><b>Lesson Beginning</b></p> <p>Time: 10 mins</p> <p><u>Purpose:</u> Activate the prior knowledge</p> <p>Introduce the topic</p> | <p><b><u>Bank of situations/groups</u></b></p> <ul style="list-style-type: none"> <li>• Write the question on the board: <ul style="list-style-type: none"> <li>○ Are there any situations in real life where simple equations are required?</li> </ul> </li> <li>• Ask, were they able to find such situations at home.</li> <li>• Call students to sit in respective groups and make a bank of those situations collected by each of the group members.</li> <li>• <i>Note: A sample situation is given to you in case students were unable to come up with any situation. I think of a number and on adding 8 to half of the number, I get 10. Find the number.</i></li> <li>• Provide them the sheets to collate at least one situation per student in a group.</li> <li>• Tell them to verify each of the situations and keep only verified situations where simple equation is involved.</li> <li>• Ask them to solve the situations and verify the result</li> </ul> <p><i>Note: They can verify the situations by putting the value of the variable in the equation. Make sure they will be able to understand the verification part to check the result.</i></p> |
| <p><b>Lesson Middle</b></p> <p>Time: 20 mins.</p> <p><u>Purpose:</u> Develop conceptual understanding</p>                          | <p><b><u>Presentation/groups</u></b></p> <ul style="list-style-type: none"> <li>• Tell students to sit in groups and practice questions on Pg 91- Exercise 4.4 of NCERT Textbook.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| Class: 7             | Section:                | Date: |
| Subject: Mathematics | Topic: Simple Equations |       |

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| <b>Lesson End</b><br>Time: 5mins<br>Purpose:<br>Assessment of<br>learning<br>Finish up | <b><u>Home Assignment</u></b><br>Ask the students to practice relevant questions and share their doubts, if any. |
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