

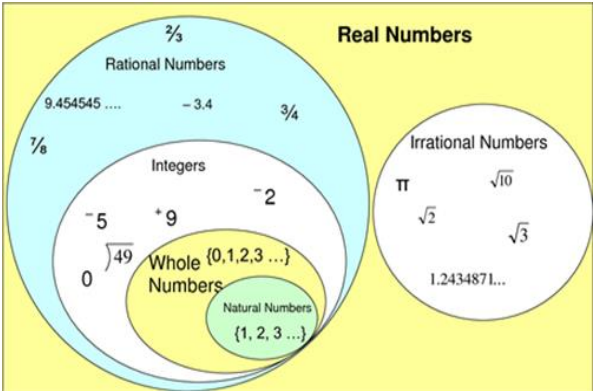
LESSON PLAN CLASS 9



Class	Subject	Time Slot	Lesson	Topic P1
IX	MATHS	35 Mins 1 Pd	Number System	Real Number System
Expected Learning Outcome :The learners will be able to : - Understand the concept of Rational numbers. - Understand the concept of irrational numbers. - Categories rational and irrational numbers in a real number system.				
Expected skill development: - Critical and logical thinking, problem solving skills through various real life situations. - Communication skills for mathematical terminology. - Procedure writing skill through solving a question in logical sequence.				

FLOW OF LESSON WITH RESPECT TO TIME (Introduction/warm-up, Content, Think Line, Closure)

Pedagogy	Content
<u>(5 Min) Warm Up</u> <u>Demonstration by Learners on Black Board</u> <u>(Interactive Method)</u>	Teacher will begin by asking a student to count a specific item in the classroom say fans. As the student counts 1, 2, 3 and so on the teacher will reinforce the concept of counting numbers. Teacher will also ask the students to draw a number line and represent the following: 1+4(reinforcement of natural numbers/counting nos, denoted by N will be given) 3-3 (reinforcement of whole numbers ,importance of adding 0 to number system , natural nos as part of whole nos ,denoted by W) 2-5 (reinforcement of integers, natural no,whole nos as part of integers). Integers are denoted by Z(coming from Greek word Zahlem ,meaning to count). - Students will be asked if there are any numbers between the two given numbers on the number line which they have drawn. (The reinforcement of rational numbers ,taken from the word ratio and represented by Q will be done.

(25 mins) Instructions by facilitator on Board (Demonstration / Discussion method) With this discussion, teacher will come to the topic – different types of numbers. Teacher will define and distinguish the properties of Natural numbers, Whole numbers, Integers, Rational numbers with suitable examples and will also draw a diagram of “Real Number System”. Thinkline Are there any numbers which cannot be expressed in the form of p/q? Irrational numbers will be introduced.	 Learners will draw this diagram and will write the definition of rational and irrational numbers in their notebooks. The facilitator will explain the method of finding rational numbers between two rational numbers on the Blackboard.
(5 mins) in class exercise: Closure	3. Find five rational numbers between $\frac{3}{5}$ and $\frac{4}{5}$.

Proposed Questions (must include the questions asked in the classroom <u>and</u> the ones given as class-work in the notebook) Find six rational numbers between 3 and 4. Find five rational numbers between $\frac{3}{5}$ and $\frac{4}{5}$.	
a) Evaluation/Assessment: Peer discussion will be done. Teacher will assess the children randomly and also through student teacher interaction.	
Learners on the way Learners who need more practice will be given Find six rational numbers between 3 and 4.	Advanced Learners Learners will be given following question to do on the board as well as rational numbers with different denominators ($\frac{5}{4}$ and $\frac{2}{3}$) 3. Find five rational numbers between $\frac{3}{5}$ and $\frac{4}{5}$.
Materials needed/Resources: Chalk, blackboard, duster, NCERT Book	

Common Misconceptions: Difficulty in correctly categorising the number.	Addressing the Misconceptions: Students will be asked to categorise different numbers into rational /irrational.
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HOME ASSIGNMENTS: Complete Ex – 1.1 and Q- 1 and 2 of Ex – 1.2 of NCERT Text Book Class 9

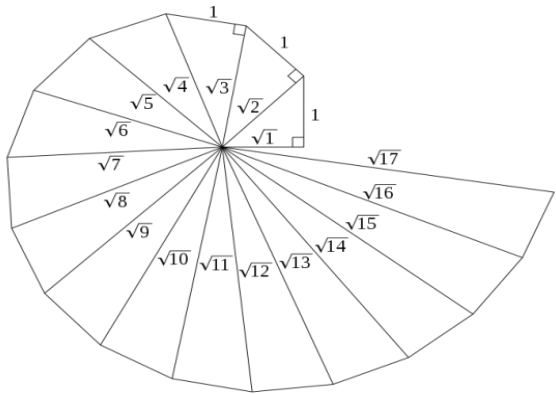
LESSON PLAN CLASS 9

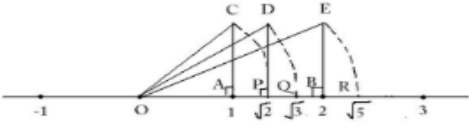


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Class	Subject	Time Slot	Lesson	Topic P2
IX	MATHS	35 Mins 1 Pd	Number System	Representation of $\sqrt{x}$ on a number line
Expected Learning Outcome : The learners will be able to represent the given real number on the number line.				
Expected skill development: - Develop visual and spatial understanding while representing real no. on the number line. - Develop observational skills, problem solving, and critical thinking. - Develop communication skills for mathematical terminology.				

FLOW OF LESSON WITH RESPECT TO TIME (Introduction/warm-up, Content, Think Line, Closure)

Pedagogy	Content
(10 mins) Warm up Demonstration by Facilitator on Black Board 	Students will be asked the value of $\sqrt{2}$. Students will give its value and reinforcement of irrational numbers will be done. Students will be asked if they can plot it on a number line. Why or why not? The class will begin with an activity on constructing the 'Square Root spiral' on an A4 size colored sheet. Activity: Each learner will be instructed to follow the following algorithm to construct the square root spiral. 1) Take a point O on a sheet of paper and draw a line segment OA of unit length. 2) Draw AB perpendicular to OA of unit length. Join OB. 3) Now, draw a line segment BC perpendicular to OB of unit length and join OC. 4) Again, draw CD perpendicular to OC of unit length and join OD. By continuing in this manner learners will have created a spiral depicting $\sqrt{2}, \sqrt{3}, \sqrt{4}...$

(15 mins) Demonstration by Facilitator on Board Interactive Method Think line: Justify $OB = \sqrt{2}$. Students will be asked to depict $\sqrt{2}, \sqrt{3}, \sqrt{4}$ on a number line	
(10 mins) in class exercise: Closure The learners will be reinforced to attempt in the notebook. Facilitator will take round and give personal interventions	Learners will be asked to show $\sqrt{5}$ on the number line

Proposed Questions (must include the questions asked in the classroom <u>and</u> the ones given as class-work in the notebook) Learners will be asked to show $\sqrt{5}$ on the number line	
b) Evaluation/Assessment: Learners will do the calculation and write their observations in their note books. Teacher will take rounds and assess the children randomly.	
Learners on the way Learners will be given to represent $\sqrt{2}$ on the number line.	Advanced Learners Represent $\sqrt{7}$ and $\sqrt{10}$ on the number line.
Materials needed/Resources: Chalk, blackboard, duster	
Common Misconceptions: Learners consider 1 unit as 1 cm	Addressing the Misconceptions: Learner will be explained that for each 2cm, 3cm, 5cm, ... 1 unit can be considered.

HOME ASSIGNMENTS: Represent $\sqrt{6}, \sqrt{7}, \sqrt{8}, \sqrt{10}, \sqrt{17}$ on a number line in Note Books.

LESSON PLAN CLASS 9



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Class	Subject	Time Slot	Lesson	Topic P3
IX	MATHS	35 Mins 1 pd	Number System	Real numbers and their decimal expansions to distinguish between rational and irrational numbers
Expected Learning Outcome :The learners will be able to : - Classify real numbers into rational and irrational numbers based on their decimal representation. - Convert rational numbers in the form p/q to decimal form				
Expected skill development: - Critical and logical thinking, problem solving skills through various real life situations. - Communication skills for mathematical terminology. - Procedure writing skill through solving a question in logical sequence.				

FLOW OF LESSON WITH RESPECT TO TIME (Introduction/warm-up, Content, Think Line, Closure)

Pedagogy	Content
(5 mins) Warm up Demonstration by facilitator on Black Board (Interactive Method) Facilitator will ask the following ques from the learners Find the decimal expansions of $10/3$, $7/8$ and $1/7$. Teacher will ask the learners if a rupee is divided among 2 people how much will each get and then the division among four and three people.	The facilitator explains (i) The remainders either become 0 after a certain stage, or start repeating themselves. (ii) The number of entries in the repeating string of remainders is less than the divisor (in $1/3$ one number repeats itself and the divisor is 3, in $1/7$ there are six entries 326451 in the repeating string of remainders and 7 is the divisor). (iii) If the remainders repeat, then we get a repeating block of digits in the quotient (for $1/3$, 3 repeats in the quotient and for $1/7$, we get the repeating block 142857 in the quotient). So, on division of rational in the form p by q, two main things happen – either the remainder becomes zero or never becomes zero and we get a repeating string of remainders. - Concept that every rational number has a decimal representation in the form of terminating decimals or non-terminating

	but repeating decimal will be given. iv) An irrational number has a non-terminating and non-recurring decimal representation. eg $\sqrt{2}$
(25 min) Demonstration by learners on Board The facilitator asks some learners to come to the board and ask them to show the division of the above asked rational numbers. Facilitator will ask the learners to do the following questions in their note books	Write the following in decimal form and say what kind of decimal expansion each has : (i) $\frac{36}{100}$ (ii) $\frac{1}{11}$ (iii) $4\frac{1}{8}$
(5 mins) In class Exercise: closure	You know that $\frac{1}{7} = 0.\overline{142857}$. Can you predict what the decimal expansions of $\frac{2}{7}$, $\frac{3}{7}$, $\frac{4}{7}$, $\frac{5}{7}$, $\frac{6}{7}$ are, without actually doing the long division? If so, how? Look at several examples of rational numbers in the form $\frac{p}{q}$ ($q \neq 0$), where p and q are integers with no common factors other than 1 and having terminating decimal representations (expansions). Can you guess what property q must satisfy?

Proposed Questions (must include the questions asked in the classroom <u>and</u> the ones given as class-work in the notebook) You know that $\frac{1}{7} = 0.\overline{142857}$. Can you predict what the decimal expansions of $\frac{2}{7}$, $\frac{3}{7}$, $\frac{4}{7}$, $\frac{5}{7}$, $\frac{6}{7}$ are, without actually doing the long division? If so, how?	
Evaluation/Assessment: Learners will do the calculation in their notebook. Teacher will take rounds and assess the children randomly.	
Learners on the way Learners who need more practice will be asked to convert the rational numbers into decimal form.	Advanced Learners Learners will be given questions as: Convert $1/17$ in decimal form
Materials needed/Resources: Chalk, blackboard, duster	
Common Misconceptions : Repetition of the digits should occur immediately after decimal	Addressing the Misconceptions: It can occur after a few decimal digits too. Learners would be asked to find out decimal representation of $1/7$.

HOME ASSIGNMENTS: Do Q – 1 (iv, v and vi) ,Q – 5 and Q – 9 of Ex 1.3 of NCERT Text Book Class 9

LESSON PLAN CLASS 9



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Class	Subject	Time Slot	Lesson	Topic P4
IX	MATHS	35 Mins 1 Pd	Number System	Real Numbers in the form of p/q

Expected Learning Outcome :The learners will be able to :

- Classify real numbers into rational and irrational numbers by looking at their decimal representation
- Convert rational numbers given in their decimal form to the form p/q
- Find irrational numbers between the given rational numbers

Expected skill development:

- Critical and logical thinking, problem solving skills through various real life situations.
- Communication skills for mathematical terminology.
- Procedure writing skill through solving a question in logical sequence.

FLOW OF LESSON WITH RESPECT TO TIME (Introduction/warm-up, Content, Think Line, Closure)

Pedagogy	Content
(5 mins) Warm up Demonstration by facilitator on Black Board (Interactive Method) Facilitator will ask the following ques from the learners	To begin with the topic, teacher will ask the learners to find the decimal expansions of $1/3$ In $1/3$ one number repeats itself and the divisor is 3 3) If the remainders repeat, then we get a repeating block of digits in the quotient (for $1/3$, 3 repeats in the quotient and for $1/7$, we get the repeating block 142857 in the quotient). So, here on division of p by q, we get a repeating string of remainders.
(25 min) Demonstration by facilitator on Board What if the decimal form of a number is given and we are supposed to convert it in the form p/q of a rational number. Teacher will explain the topic on blackboard	Example 7 : Show that $0.3333... = 0.\bar{3}$ can be expressed in the form $\frac{p}{q}$, where p and q are integers and $q \neq 0$. Solution:

Teacher will also explain how to find irrational numbers between two rational numbers.	Since we do not know what 0.3 is, let us call it 'x' and so $x = 0.3333...$ Now here is where the trick comes in. Look at $10x = 10 \times (0.3333...) = 3.3333...$ Now, $3.3333... = 3 + x, \text{ since } x = 0.3333...$ Therefore, $10x = 3 + x$ Solving for x, we get $9x = 3, \text{ i.e., } x = \frac{1}{3}$
(5 mins) In class Exercise: closure The learners will be reinforced to attempt in the notebook. Facilitator will take round and give personal interventions	7. Write three numbers whose decimal expansions are non-terminating non-recurring. 8. Find three different irrational numbers between the rational numbers $\frac{5}{7}$ and $\frac{9}{11}$.

Proposed Questions (must include the questions asked in the classroom <u>and</u> the ones given as class-work in the notebook) Express 0.001001001.... in the form of p/q	
Evaluation/Assessment: Learners will do the calculation and write their observations in their note books. Teacher will take rounds and assess the children randomly.	
Learners on the way Learners who need more practice will be asked to convert 0.888... in the form of p/q	Advanced Learners Learners will be given questions as: Convert 0.2353535.... in the form of p/q.
Materials needed/Resources: Chalk, blackboard, duster NCERT Text Book	
Common Misconceptions:	Addressing the Misconceptions:

HOME ASSIGNMENT: Teacher will ask the learners to convert 1.727272..., 0.2353535... and 0.139999... in the form of p/q

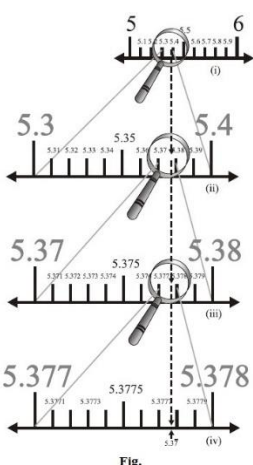
LESSON PLAN CLASS 9



Class	Subject	Time Slot	Lesson	Topic P5
IX	MATHS	35 Mins 1 Pd	Number System	Visualizing the representation of real numbers on number line
Expected Learning Outcome :The learners will be able to : - Represent the given real number on the number line. - Visualize the number by the process of successive magnification.				
Expected skill development: Develop visual and spatial understanding while representing real no. on the number line. Develop observational skills, problem solving, and critical thinking. Develop communication skills for mathematical terminology.				

FLOW OF LESSON WITH RESPECT TO TIME (Introduction/warm-up, Content, Think Line, Closure)

Pedagogy	Content
(5 mins) Warm up Demonstration by facilitator on Black Board (Interactive Method)	Teacher will explain the successive magnification as the process of visualization of representation of the numbers on the number line, through a magnifying glass is known as the process of successive magnification. Further, all real numbers has decimal expansion. This helps us to represent it on the number line.
(25 min) Demonstration by facilitator on Board How to locate a terminating decimal $q.ab$ on the number line by successive magnification?	1) Locate the point q on the number line. 2) Divide the unit length $q, q+1$ into 10 equal parts. 3) Count a and $a+1$ parts starting from q. These are points $q.a$ and $q.a+1$ 4) Magnify the length $q.a$ and $q.a+1$. 5) Divide this length into 10 parts. 6) Starting from $q.a$ part count b parts. 7) This point represents $q.ab$ Teacher will further explain it by taking an

	example of 5.3777...and explaining it on board.  Fig.
(5 mins) In class Exercise: closure The learners will be reinforced to attempt in the notebook. Facilitator will take round and give personal interventions	Visualise 3.765 on the number line, using successive magnification.

Proposed Questions (must include the questions asked in the classroom <u>and</u> the ones given as class-work in the notebook) Visualise $4.\overline{26}$ on the number line, up to 4 decimal places.	
Evaluation/Assessment: Learners will do the calculation and write their observations in their note books. Teacher will take rounds and assess the children randomly.	
Learners on the way Learners who need more practice will be asked to visualize 3.43 on a number line.	Advanced Learners Learners will be given questions as: Visualise 6.787878 on a number line.
Materials needed/Resources: Chalk, blackboard, duster NCERT Text Book	
Common Misconceptions:	Addressing the Misconceptions:

HOME ASSIGNMENT: Visualise 7.898989..., 4.895, and 2.3454 on a number line in Note Book.

LESSON PLAN CLASS 9



Class	Subject	Time Slot	Lesson	Topic P6
IX	MATHS	35 Mins 1 Pd	Number System	Representation of $\sqrt{9.3}$ on number line
Expected Learning Outcome :The learners will be able to : - Represent the given real number on the number line. - Represent $\sqrt{x}$ for any positive integer 'n' on the number line geometrically.				
Expected skill development: Develop visual and spatial understanding while representing real no. on the number line. Develop observational skills, problem solving, and critical thinking. Develop communication skills for mathematical terminology.				

FLOW OF LESSON WITH RESPECT TO TIME (Introduction/warm-up, Content, Think Line, Closure)

Pedagogy	Content
(5 mins) Warm up Demonstration by facilitator on Black Board (Interactive Method)	Learners will recall different visualization representing $\sqrt{x}$ on the number line. Like Pythagoras theorem and spiral method. They will now observe another visualization. Represent $\sqrt{x}$ on the number line
(25 min) Demonstration by facilitator on Board Learners will be given following algorithm to find the square root of a positive real number on the number line	1. Draw a line segment of length x. 2. From the point B, mark a distance of 1 unit and mark the new point as c. 3. Find the midpoint of AC and mark that point as O. 4. Draw a semicircle with centre O and radius OC. 5. Draw a line perpendicular to AC passing through B and intersecting the semi-circle at D. 6. Length $BD = \sqrt{x}$ 7. With b as centre and BD as radius draw an arc which cuts the number line at point E. Now $BE = \sqrt{x}$. The teacher will also prove how $BD = \sqrt{x}$ on the BB

	using Pythagoras theorem.
(5 mins) In class Exercise: closure The learners will be reinforced to attempt in the notebook. Facilitator will take round and give personal interventions.	Represent $\sqrt{9.3}$ on the number line.

Proposed Questions (must include the questions asked in the classroom <u>and</u> the ones given as class-work in the notebook) Represent $\sqrt{9.3}$ on the number line.	
Evaluation/Assessment: Learners will do the calculation and write their observations in their note books. Teacher will take rounds and assess the children randomly.	
Learners on the way Learners who need more practice will be asked to draw the perpendicular bisector of AC	Advanced Learners Learners will be given questions as : Verify that $BD = \sqrt{x}$
Materials needed/Resources: Chalk, blackboard, duster NCERT Text Book.	
Common Misconceptions:	Addressing the Misconceptions:

HOME ASSIGNMENT: Represent $\sqrt{11.4}$ and $\sqrt{10.6}$ on the number line.

LESSON PLAN CLASS 9



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Class	Subject	Time Slot	Lesson	Topic
IX	MATHS	35 Mins 1 Pd	Number System	P7 Operations on real numbers and Rationalisation
Expected Learning Outcome : - The learners will be able to identify the rationalizing factor and - The learners will be able to rationalize the denominator.				
Expected skill development: - Critical and logical thinking, problem solving skills through various real life situations. - Communication skills for mathematical terminology. - Procedure writing skill through solving a question in logical sequence.				

FLOW OF LESSON WITH RESPECT TO TIME (Introduction/warm-up, Content, Think Line, Closure)

Pedagogy	Content
(5 mins) Warm up Demonstration by facilitator on Black Board (Interactive Method)	Teacher will reinforce the concept of rational numbers being closed w.r.t addition, subtraction, multiplication and division. Also, rational numbers satisfy commutative, associative and distributive laws for addition and multiplication. However the sum, difference, product, quotients of irrational numbers are not always irrational though they also satisfy the commutative, associative and distributive laws of addition and subtraction, which will be done via interaction with learners.
(20 min) Demonstration by facilitator on Board The facilitator explain the situations to the learners and ask them to give suitable examples	Through examples the following facts will be derived - The sum or difference of a rational number and an irrational number is irrational. - The product or quotient of a non-zero rational number with an irrational number is irrational. - If we add, subtract, multiply or divide two irrationals, the result may be rational or irrational. Learners will give quick response to $\sqrt{a} / \sqrt{b} = \underline{\hspace{2cm}}$, $\sqrt{a} \times \sqrt{b} = \underline{\hspace{2cm}}$, $(\sqrt{a} + \sqrt{b})(\sqrt{a} - \sqrt{b}) = \underline{\hspace{2cm}}$ $(\sqrt{a} + \sqrt{b})^2 = \underline{\hspace{2cm}}$, $(\sqrt{a} - \sqrt{b})^2 = \underline{\hspace{2cm}}$

(10 mins) In class Exercise: closure Thinkline : Why do we rationalize the denominator? The learners will be reinforced to attempt in the notebook. Facilitator will take round and give personal interventions	Teacher will then explain that Rationalisation is the process to remove the surds in the denominator of a fraction. Rationalise the denominator of $\frac{1}{2 + \sqrt{3}}$

Proposed Questions (must include the questions asked in the classroom <u>and</u> the ones given as class-work in the notebook) 2. Simplify each of the following expressions: (i) $(3 + \sqrt{3})(2 + \sqrt{2})$ (ii) $(3 + \sqrt{3})(3 - \sqrt{3})$ 5. Rationalise the denominators of the following: (i) $\frac{1}{\sqrt{7}}$ (ii) $\frac{1}{\sqrt{7} - \sqrt{6}}$	
Evaluation/Assessment: Learners will do the calculation and write their observations in their note books. Teacher will take rounds and assess the children randomly.	
Learners on the way Rationalise : $1/(\sqrt{5} + \sqrt{3})$	Advanced Learners Learners will be given questions as: Rationalise: $4/\sqrt{18}$ and $1/(\sqrt{2} + \sqrt{3} + \sqrt{5})$
Materials needed/Resources: Chalk, blackboard, duster NCERT Text Book	
Common Misconceptions: Learners will rationalize $4/\sqrt{18}$ as $4/\sqrt{18} \times \sqrt{18}/\sqrt{18}$	Addressing the Misconceptions: Learner will be asked to write $\sqrt{18}$ in the simplest form first.

HOME ASSIGNMENT: If $\sqrt{2} = 1.414$, find the value of $1/(2 + \sqrt{2})$

LESSON PLAN CLASS 9



Class	Subject	Time Slot	Lesson	Topic
IX	MATHS	35 Mins 1 Pd	Number System	P8 Laws of Exponents
Expected Learning Outcome : Learner will be able to • Extend laws of exponents for negative powers. • Verify the laws of exponents involving the same bases • Apply the laws of exponents to the real numbers • Verify the laws of exponents involving different bases but the same exponents				
Expected skill development: • Critical and logical thinking, problem solving skills through various real life situations. • Communication skills for mathematical terminology. • Procedure writing skill through solving a question in logical sequence.				

FLOW OF LESSON WITH RESPECT TO TIME (Introduction/warm-up, Content, Think Line, Closure)

Pedagogy	Content
(5 mins) Warm up Demonstration by facilitator on Black Board (Interactive Method)	To begin with the topic, teacher will explain the The "Laws of Exponents" (also called "Rules of Exponents") come from three ideas:  The exponent says how many times to use the number in a multiplication.  A negative exponent means divide, because the opposite of multiplying is dividing A <u>fractional exponent</u> like $1/n$ means to take the <u>nth root</u> 

(25 min) Demonstration by facilitator on Board

The facilitator explain the to the learners and ask them to give suitable examples

Through examples the following laws will be derived

Laws of Exponents

Law	Example
$x^1 = x$	$6^1 = 6$
$x^0 = 1$	$7^0 = 1$
$x^{-1} = 1/x$	$4^{-1} = 1/4$
$x^m x^n = x^{m+n}$	$x^2 x^3 = x^{2+3} = x^5$
$x^m / x^n = x^{m-n}$	$x^6 / x^2 = x^{6-2} = x^4$
$(x^m)^n = x^{mn}$	$(x^2)^3 = x^{2 \times 3} = x^6$
$(xy)^n = x^n y^n$	$(xy)^3 = x^3 y^3$
$(x/y)^n = x^n / y^n$	$(x/y)^2 = x^2 / y^2$
$x^{-n} = 1/x^n$	$x^{-3} = 1/x^3$
And the law about Fractional Exponents:	
$x^{\frac{m}{n}} = \sqrt[n]{x^m}$ $= (\sqrt[n]{x})^m$	$x^{\frac{2}{3}} = \sqrt[3]{x^2}$ $= (\sqrt[3]{x})^2$

(5 mins) In class Exercise: closure

Thinkline :

Why do we rationalize the denominator?

The learners will be reinforced to attempt in the notebook. Facilitator will take round and give personal interventions

Find : (i) $64^{\frac{1}{2}}$ (ii) $32^{\frac{1}{5}}$ (iii) $125^{\frac{1}{3}}$

Simplify : (i) $2^{\frac{2}{3}} \cdot 2^{\frac{1}{5}}$ (ii) $\left(\frac{1}{3^3}\right)^7$ (iii) $\frac{11^{\frac{1}{2}}}{11^{\frac{1}{4}}}$

Proposed Questions (must include the questions asked in the classroom and the ones given as class-work in the notebook)

Simplify: (i) $2^{\frac{2}{3}} \cdot 2^{\frac{1}{5}}$ (ii) $\left(\frac{1}{3^3}\right)^7$ (iii) $\frac{11^{\frac{1}{2}}}{11^{\frac{1}{4}}}$

Evaluation/Assessment: Learners will do the calculation and write their observations in their note books. Teacher will take rounds and assess the children randomly.

Learners on the way
Learners who need more practice will be asked basic laws of exponents apt for the questions

Advanced Learners
Learners will be given questions as:

Simplify:

(iii) $\frac{11^{\frac{1}{2}}}{11^{\frac{1}{4}}}$ (iv) $7^{\frac{1}{2}} \cdot 8^{\frac{1}{2}}$

Materials needed/Resources: Chalk, blackboard, duster NCERT Text Book

Common Misconceptions:

Addressing the Misconceptions:

HOME ASSIGNMENT: complete Ex 1.6 of NCERT Text Book Class 9.