

LESSON PLAN



DLF Public School
THE LEARNING ACADEMY
Managed By *Darbari Lal Foundation*

Class	Subject	Time slot	Lesson	Topic P3
IX	Mathematics	35 Mins	Statistics	□ Conversion of discontinuous class intervals into continuous class intervals

Expected Learning Outcome:

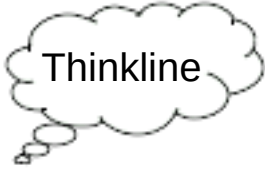
- 1) Learners will be able to convert discontinuous class intervals into continuous class intervals and apply the concept in daily life through practical questions

Expected skill development:

- 1) Observational skill
- 2) Critical thinking
- 3) Representation skill while making frequency distribution table
- 4) Procedural thinking
- 5) Communicating using mathematical terminology
- 6) Visual and spatial ability
- 7) Strategic thinking

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

<u>Pedagogy</u>	<u>Content</u>
<u>(5 mins) Warm Up</u> <u>(Individual work)+ Black Board</u> <u>Demonstration by learners</u> Facilitator will ask few questions on the concept done in the previous class randomly to the learners and discuss the homework questions. She will take an example on the board as follows:	Class intervals 31 – 35 36 – 40 41 – 45 46 – 50 51 – 55 56 – 60 61 – 65 66 – 70 71 – 75 We observe that the classes in the table above are Not continuous.

 Where would you take 35.5?	
<u>(10 mins) Demonstration by Facilitator on Board</u>	There are gaps in between the upper and lower limits of two consecutive classes. So, we need to divide the intervals so that the upper and lower limits of consecutive intervals are the same. For this, we find the difference between the upper limit of a class and the lower limit of its succeeding class. <u>We then add half of this difference to each of the upper limits and subtract the same from each of the lower limits. Continuing in the same manner, the continuous classes formed are:</u> 30.5-35.5 35.5-40.5 40.5-45.5 45.5-50.5 50.5-55.5 55.5-60.5 60.5-65.5 65.5-70.5 70.5-75.5
<u>(20 mins) In class Exercise:: Closure</u> Ex 14.2	Q7. The value of π upto 50 decimal places is given below: 3.14159265358979323846264338327950288419716939937510 (i) Make a frequency distribution of the digits from 0 to 9 after the decimal point. (ii) What are the most and the least frequently occurring digits? Q9. A company manufactures car batteries of a particular type. The lives (in years) of 40 such batteries were recorded as follows: 2.6 3.0 3.7 3.2 2.2 4.1 3.5 4.5 3.5 2.3 3.2 3.4 3.8 3.2 4.6 3.7 2.5 4.4 3.4 3.3 2.9 3.0 4.3 2.8 3.5 3.2 3.9 3.2 3.2 3.1 3.7 3.4 4.6 3.8 3.2 2.6 3.5 4.2 2.9 3.6 Construct a grouped frequency distribution table for this data, using class intervals of size 0.5 starting from the interval 2 - 2.5.

Evaluation/ Assessment: Notebook work, Observation, Black Board Assessment. Mentioned above	
Learners on the way Q7. The value of π upto 50 decimal places is given below: 3.14159265358979323846264338327950288419716939937510 (i) (ii) What are the most and the least frequently occurring digits?	Advanced Learner Q7. The value of π upto 50 decimal places is given below: 3.14159265358979323846264338327950288419716939937510 (i) Make a frequency distribution of the digits from 0 to 9 after the decimal point.
Materials needed/ Resources:-NCERT Exemplar, NCERT Text Book, chalk, duster.	
Common Misconceptions: ☐ Difficulty in converting discontinuous interval into continuous interval	Addressing the misconceptions: ☐ By giving more practice questions on conversion of discontinuous interval into continuous interval

- Home Assignments: Attempt Ex 14.2 Q5,6 and 8 in the notebook.

Teaching Methodology

☐ Questionnaire/ Assignment
☐ Discussion
☐ Demonstration