

Lesson Plan/ Learning Plan	
Topic- Angles	Grade: V
Concept (If Applicable)	Angles and its Kinds
<u>Mapping of skills/competencies/attitudes :</u> <i>(Skills/competencies/attitudes that a teacher plans to develop through the learning engagements)</i>	Skills: Thinking skills, Communication skills, Social Skills Attitudes: Cooperation, Confidence Competencies: Critical thinking , Creativity and innovation, Communication
Lesson Plan Duration :	8 days
Learning Engagements for Active Learning:	Brainstorming, Game Board, Topic Wheel, Visual Image, Connectit
Questioning Technique/s to be Used :	Pose, Pause, Pounce, Bounce
Learning objectives: By the end of the topic, the learners would be able to: • identify angles • classify the types of angles • create their own poem to remember the angles • measure the given angles using Protractor • design a board game “Guess the angle”	
Annexure 1 (Kolb’s Model)	
Connecting to Prior knowledge <i>(How do you check what learners already know?)</i>	The learners are aware about line, line segment and rays. Some examples can be given to revise the concept.
Resources Required:	Blackboard, wool, paper, sketch pens, clay, A4 sheet etc.
Implementation of lesson plan - Stage 1	

	Day 1 (Learning Engagement 2) Facilitator will divide the class in two groups. Both the groups will be asked to form chuk chuk rail gadi. The facilitator names them group 1 as Train “Fast” and group 2 as Train “Swift”. They will be asked to start their train and continue to move their respective trains until they meet at a point. Teacher will ask the students to brainstorm the name of the shape made by them. Once done, facilitator will introduce the definition of angle as the shape, formed by two lines or rays diverging/converging from a common point called as the vertex. Going Further, the facilitator will use both her palms and shows different possible angles Facilitator will guide the students to write the definitions of angle in spiral.(Pg 21)
Proceeding further <i>(What strategies will be used in the class to achieve the lesson objectives?)</i>	Day2 (Learning engagement 1) The facilitator will bring straws and gives two straws to each child. She will ask to paste them on a piece of paper such that two straws meet each other at a point. Once done she will ask the students to move in class and find their partners and make groups such that all having “L” shape are together, all having “” shapes are together and all having “” are together. LE: Find someone Who... Now the facilitator will introduce the term Right angle/90° as the group having all “L” shaped activity and Acute angle/“Less than right angle group” as the group having () shape and the Obtuse angle/“More than right angle group as (). Teacher will extend the topic by introducing straight angle, full angle and Reflex angles. Facilitator will guide the students to write the definitions of different type of angles in spiral.(Pg 21,22) <u>Communication (Communicates Clearly)</u>

	• Communicate clearly and listens effectively • move towards their group based on the instruction of facilitator Day 7: LE: DIY (Do It Yourself with the help of instructions by facilitator) Facilitator will ask the children to draw line and name it AB. She will ask the students to place the point of the compass at A and draw an arc that passes through B. Then she will ask the students to place the point of the compass at B and draw an arc that passes through A. Let this arc cut the arc at c. Join A to C. the angle BAC is 60°
Learning Logs <i>(How learners keep a track of what they are learning, includes reflections)</i>	<u>Day 2:</u> After discussion students will do guided practice in spiral and will learn to name an angle using three alphabets and mark vertex and arms of angles.(pg.23 Q1-5) Facilitator will observe students while doing activity and keep them helping wherever needed. Day 5: (Guided Practice) Facilitator will bring the Wooden D to class and help the students to understand protractor and use it to make angles. (Pg 25 Q6) Day7: Facilitator will guide the students to make angle of 120° and 180° using compass.

Lesson Plan : Stage 2

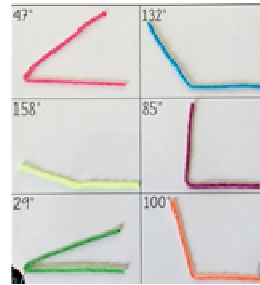
Formatives/Unit test

(How will the facilitator check for comprehension?)

***Integration of Arts/ICT**

Day 5: LE: Connectit

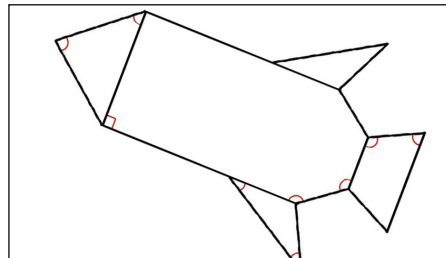
Once the children have learnt making angles, facilitator will give a piece of wool to each child, they make angle with help of wool.



Facilitator will observe the students while they are doing this activity and help them where ever needed.

Day 6: Visual Image

Teacher will give students an A4 paper with the rocket ship drawn on it. Students measure the angles using their protractor. They also color and decorate their space ship.



Facilitator will examine the work done by all students

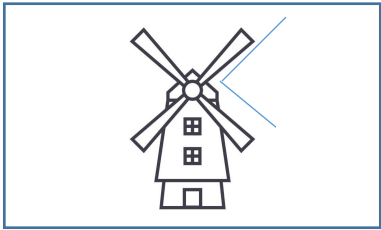
Teacher Interventions

(Addressing the concerns and issues faced during the transactions)

Day 7: LE:Topic Wheel

Provide each student with a blank wheel divided into four sections. Each section ask the students to write four things:

	• Things I know about angles • Real life use of angles • Things I felt difficult about topic • More resources which can help me to know about the topic. Students will complete this wheel and give it to the facilitator. Facilitator will now try to help the students with answers of their problem questions
Extending the Lesson Further <i>(Creating through Active experimentation)</i>	Day 3: Facilitator will take the class for yoga session. She will help the students to do some yoga asanas Children do asanas like Adho Mukho Svanasana having acute angle, Trikonasana having obtuse angle. Children will make different angles using their different body parts. Ahaa moment (as students can make angles using their different body parts) Day 4: The facilitator will pose a big question: Pose: Facilitator poses the Big question “Where do you see angle in objects around you?” Pause: Facilitator gives thinking time Pounce: Facilitator selects the students to give answer. Bounce-Facilitator Bounces the answer from students to students (Independent practice) It will be followed by a worksheet having angles of various shapes. Facilitator asks the students to draw anything of their choice around the angles shown. <u>Critical thinking (Reasons effectively and reflect</u>

	<u>their learning by comparing it with real world.)</u>  Ahaa moment as now children could relate their knowledge with real life and are amazed to find that almost every object on this earth have an angle of varied measures.
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Summative Assessment (*How will the facilitator check that learning objectives have been achieved?*)

Day 8: LE: Game Board

Using the locally available material like paper, sketch pens, clay etc. learners will design a board game “Guess the angle”.

Procedure:

- Give the locally available material to each group to design their own board game based on making and guessing of angles.

(eg of one board game

1.Divide the students into groups of four.

2.Two players make one team

3. Each team is given 100 points before the start of game.

4. Each team make an object having an angle.

5. The other team guess the measure of angle.

6.Later the angle is measured and the difference in the measure of angle and original angle is the loss each team bears. The difference between the angles is reduced down from their 100 point scale.

7.The team who reaches 0 first is the looser.)

- Students will make their own game and enjoy playing which will enhance their knowledge further about different types of angles.

Critical Thinking (Reasons effectively)

Creativity and Innovation (Generates Ideas)

Critical thinking

- Uses various types of reasoning as appropriate to the situation
- correctly identify the angles

Creativity and Innovation

- A lot of thought into making the game interesting and fun to play

- Use existing new knowledge and resources