



Chapter Teaching Plan

Teacher(s) Teacher 1: Nallathai S-Palayamkottai Teacher 2: Sugavaneswari S-Ambattur Teacher 3:	School(s) : School 1: TN - Sri Sathya Sai Bala Gurukulam Mat. School, Palayamkottai School 2: TN - Sri Sathya Sai N&P School, Ambattur, Chennai
Board CBSE	Standard : 5
Subject : Mathematics	Chapter: Geometry (In LMS - Shapes and Angles)
# of Periods : 3	Academic Coordinators: AC 1: Rajani Chandramouli AC 2: Pushpa Krishnan

Learning Objectives:

List the learning outcomes the students will attain through the content and activities in this chapter.

The students will be able to identify parallel lines and intersecting lines. Measure angles using a protractor. Identify an angle based on its measure. Identify triangles based on the measure of angles. Identify triangles based on the length of sides. Identify various terms related to a circle. Construct a circle of a given radius.

Values and Dispositions:

[Mention 1 or 2 values you want to bring out through this chapter; you can also mention the value provided in the Value Content asset]

Students will be able to develop accuracy and patience while drawing and measuring shapes using geometric tools, improve logical thinking by classifying angles and triangles and enhance observation skills through identifying lines, angles, and shapes in their surroundings.

Competencies:

(Mention any 1 or 2 competencies that the student has been enabled to attain through the learning outcomes in this chapter)

Preparatory Stage : C-2.1 Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes/properties

LTM Planning:

Your plan may include the following:

- Mention the concepts in the chapter for which you plan to use LTMs



- Identify LTM
- Materials you require for the LTM
- Prior preparation required

Chart with real-life pictures of angles and triangles. Angle strips for hands-on practice. Clock model with movable hands (to show angles)..Circular objects (bangle, lid, CD) for circle demonstration. Protractor, compass, ruler, pencil (geometry box)

— Period # 1 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#1- 1.1 TLM: Mention the LTM you plan to use in this period

Triangle	Picture of a traffic signal
Right Angle:	Corner of a notebook
Acute Angle	Door slightly open
Obtuse Angle	Clock at 10:10
Straight Angle	Ruler or stick laid flat
	Flat wooden strip or toy railway track

P#1-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show -and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Some real-life images related to angles and shapes will be shown

1. Triangle: Road sign (Yield sign)
2. Right Angle (90°): Corner of a book
3. Acute Angle (< 90°): Door slightly open
4. Obtuse Angle (> 90° but < 180°): Clock hands at 10:10



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5. Straight Angle (180°): Straight bridge

A long, straight section of a bridge — such as a road bridge that doesn't curve, like:

A railway track bridge, A highway flyover, A pedestrian overpass that goes straight where the road or path runs in a perfectly straight line without turning. If you look at it from the side, it forms a straight line, which represents a 180° angle.

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

I will show some of the pictures or objects mentioned above and ask the following questions:

1. What is the shape of the traffic sign? How many sides does it have?
2. What is the angle represented by the corner of a book? Can you show the angle by bending your arm?
3. Can you name some objects around you that look like a circle?
4. Which shape is your notebook – square or rectangle?

Student Task:

Mention the specific actions students will engage in

Students will try to answer the questions

- Q1: Triangle
Q2: Right Angle
Q3. Coins, tyre
Q4: Rectangle

Duration (in minutes):

5

P#1-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

I will ask some questions related to shapes

1. Can you name some shapes you have already learned?



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Ans : Triangle, square, rectangle, circle, oval,

2. How many sides do the following shapes have?

triangle, square

Ans : Triangle has 3 sides

Square has 4 equal sides

3. Have you seen shapes in daily life? Can you give examples?

Ans : Yes!

Clock – circle

Window – square or rectangle

Traffic signal – triangle

Mobile phone – rectangle

Duration (in minutes):

3

P#1-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

MS - when does shape change?

https://learning.srisathyasaividya vahini.org/pluginfile.php/2776/mod_folder/content/0/Teaching%20Aids/MS_When%20does%20Shape%20change.pptx?forcedownload=1

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

MS - When does shape change?

Will enable a discussion

Student Task:

Mention the specific actions students will engage in

Students will participate in the discussion

Duration (in minutes):

10

P#1-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)



Mention the asset title selected or your idea.

SA - Relationship between Angles and shapes

https://learning.srisathyaivaividyaahini.org/pluginfile.php/2776/mod_folder/content/0/Teaching%20Aids/SA_Relationship%20between%20Angles%20and%20Shapes.pptx?forcedownload=1

Period # 1 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Will be a facilitator

Period # 1 Methodology # 2 Student Task:

Mention the specific actions students will engage in

Students will be engaged in shapes and angles

PROCEDURE

1. Draw any six side closed shapes of equal length.
2. Stick the 6 matchsticks of equal length on to the shape using Fevicol

Period # 1 Methodology # 2 Duration (in minutes):

10

P#1-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.

Period # 1 - Recap/Wrap Up Plan or Idea

I will ask some related questions - Interactive Quiz

https://learning.srisathyaivaividyaahini.org/pluginfile.php/2776/mod_folder/content/0/Teaching%20Aids/QA_Questions%20on%20Shapes%20and%20Angles.pptx?forcedownload=1

Period # 1 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.



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Flash Cards – Show two different shapes with the same number of sides and ask:

- ♦ “Are the angles the same?”
- ♦ “How do the shapes look different?”

Period # 1 Recap/Wrap Up Duration (in minutes):

3

P#1- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 1 - Follow-up Activity Plan or Idea

I will give some exercise questions from the text book as homework.

Period # 1 Follow-up Activity Duration (in minutes):

5



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— Period # 2 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#2- 1.1 TLM: Mention the LTM you plan to use in this period

Angle strips for hands-on practice.
Clock model with movable hands (to show angles)

P#2-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

DD - Right angles around us
https://learning.srisathyaivaividyaahini.org/pluginfile.php/2776/mod_folder/content/0/Teaching%20Aids/DD_Right%20Angles%20around%20us.pptx?forcedownload=1

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

DD - Will enable a discussion

Student Task:

Mention the specific actions students will engage in

Students will participate in the discussion and give answer

Duration (in minutes):



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5

P#2-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

Interactive quiz

<https://learning.srisathyasaividya vahini.org/mod/hvp/view.php?id=22331>

Duration (in minutes):

4

P#2-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

MS - Different types of Angles

https://learning.srisathyasaividya vahini.org/pluginfile.php/2776/mod_folder/content/0/Teaching%20Aids/MS_Different%20types%20of%20angles.pptx?forcedownload=1

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

MS - Will enable a discussion. Will explain the different concepts of types of angles

Student Task:

Mention the specific actions students will engage in

Students will participate in the discussion

Duration (in minutes):

15

P#2-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

MS - Angles made by the clock

https://learning.srisathyasaividya vahini.org/pluginfile.php/2776/mod_folder/content/0/Te



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[aching%20Aids/MS_Angles%20made%20by%20the%20clocks.pptx?forcedownload=1](#)

Period # 2 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

MS - Will enable a discussion

Period # 2 Methodology # 2 Student Task:

Mention the specific actions students will engage in

Students will participate in the discussion

Period # 2 Methodology # 2 Duration (in minutes):

15

P#2-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.

Period # 2 - Recap/Wrap Up Plan or Idea

To form angles using matchsticks

Period # 2 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

Students will be engaged in form angles using matchsticks

Period # 2 Recap/Wrap Up Duration (in minutes):

8

P#2- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 2 - Follow-up Activity Plan or Idea

I will give some exercise questions as homework



Period # 2 Follow-up Activity Duration (in minutes):

10

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— Period # 3 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#3- 1.1 TLM: Mention the LTM you plan to use in this period

Protractor, compass, ruler, pencil (geometry box)

P#3-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

Angle Guessing Game

Draw 3–4 angles on the board (one acute, one right, one obtuse, one straight).

Ask students to guess the type (acute, right, obtuse) and then guess the degree.

Record their guesses.

Then, use a protractor to measure the angle and show the actual value.

Students who guess close (within 5–10 degrees) will be appreciated

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

Will facilitate the game by drawing angles, guiding students to guess and measure using a protractor.



Student Task:

Mention the specific actions students will engage in

Will observe, guess angle types and measures, and measure angles using a protractor

Duration (in minutes):

8

P#3-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

Have you seen angles around you? Where?

Ans

Yes, I have seen angles around me.

Right angle – corner of a book, door frame

Acute angle – clock at 10:10, scissors partly open

Obtuse angle – open door, hands of a clock at 8:20

Straight angle – ruler, straight road

Duration (in minutes):

2

P#3-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

MS - Using protractor to measure angles

https://learning.srisathyaavidyavahini.org/pluginfile.php/2776/mod_folder/content/0/Teaching%20Aids/MS_Using%20protractor%20to%20measure%20angles.pptx?forcedownload=1

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Will facilitate the game by drawing angles, guiding students to guess and measure using a



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protractor.

Student Task:

Mention the specific actions students will engage in

Will observe, guess angle types and measures, and measure angles using a protractor

Duration (in minutes):

15

P#3-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

VA - Shapes and Angles

Period # 3 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

VA - Will enable a discussion

1.What is the meaning of an acute angle in geometry?

Ans_: *An angle that is less than 90°, narrow and sharp.*

2.What does this story teach us about how we should look at problems?

Ans_: *We should look at problems with hope and a wide angle — that helps us find solutions and stay happy.*

3.Have you ever looked at something in a narrow (acute) way and felt sad? Can you share?

Ans_: *(Student's own response – e.g., "Yes, when I lost my pen, I got upset, but later found a better one.")*

Period # 3 Methodology # 2 Student Task:

Mention the specific actions students will engage in

Students will participate in the discussion

Period # 3 Methodology # 2 Duration (in minutes):

5

P#3-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.



Period # 3 - Recap/Wrap Up Plan or Idea

QA - Questions on shapes and angles

https://learning.srisathyaavidyavahini.org/pluginfile.php/2776/mod_folder/content/0/Teaching%20Aids/QA_Questions%20on%20Shapes%20and%20Angles.pptx?forcedownload=1

Period # 3 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

Students will answer the questions

Period # 3 Recap/Wrap Up Duration (in minutes):

10

P#3- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 3 - Follow-up Activity Plan or Idea

QA - Questions on shapes and angles

https://learning.srisathyaavidyavahini.org/pluginfile.php/2776/mod_folder/content/0/Teaching%20Aids/QA_Questions%20on%20Shapes%20and%20Angles.pptx?forcedownload=1

Period # 3 Follow-up Activity Duration (in minutes):

10