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	Conten	ts	
SL No.	Lesson or Sub-subject	Class	Page No.
1	Square Root	T/C	8
2	Area	TA	3
3.	Area of a Circle	7A	6
4	Simultaneous Equation	\$B	9
5.	Age Related Questions	83	13
6.	Questions Pertaining to		
2	Various Articles	\$3	17
7.	Compound Interest	8	20
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10.	LCM and HCF	70	29
11.	Solving the Questions of	4.	
	Simple Fractions	70	3
12.	Solving the Questions of		
	Square Root	18	

_		_			3					
	20.	19.	18.	17.	16.	15.	14.	Ş	13)
	Profit and Loss	HCF	Indivisible Factors	Divisibility Test by Certain Numbers	Factors and Multiples	Natural Numbers and Whole Numbers	Work and Time	Simultaneous Equation	Solving Questions Pertaining to	
	7B	6A	6A	6A	6A	6A	9A	7D		
	58	55	52	49	46	42	40	37		
		-	1	A Para						

						100	-						-	5	717				1	C	2		I S. L. R				_	1						70170
		-9			calculate	question.	the	To analyse									3	5	3					100	T			1	p _o	1	ANIA		Date :	
-					root.	recognise		'sc The		,	_		0	0	5				4		The state of		-	-					Point Aim	\dashv				
of 81.	Tell the factors	meaning is multiple 1/2 of a number	Square root is shown	Clarification:		root?	used to show square remain answerless	<u>is</u>	Presentation:	ne questions of square root.	Today we shall solve	Statement of Aim:	known?	Q6 : How is it	meaning of 4, 16?	Q5 : What is the	relation of 16 and 4?	Q4 : What is the	meaning of 4×4 ?	Q3: What is the Ans: It is called	multiplied by itself will 4 × 4 = 10	number which		gning	O1 : What is the	Introduction:			_	Teacher's Actions				Topic : !
34	Ans: $3\times3\times3\times3$ =	12					remain answerless.	Ans: The students		,			remain answeriess.	Ans: The students	square root of 16.			Ans: 16 is the	4 ² or square of 4.	Ans: It is called	1 10	Which is 4.	t Ans: That number			3.				Students'				Topic: Square Root
	Q-ans								~					Q-ans)			Q-ans		Q-ans			Q-ans		Q-ans		and Aids	methods	Sub-	Methods,	_	Pe		
2. 3	1.2	of 16 will be	Q : The	·		ঞ্ছ	ė.	3	E-	•				-		ner.			,				,							, Evaluation	Time: 30 min	Period : Seventl	Class: 70	,

LESSON PLAN: 1
Subject: Mathematics

agent records and a second agent age		To calculate					46				d				-	,	72
		The students calculate square root.					bear										
45 4 2025 16 85 425 425	Clarification:	Q3 : Calculate the square root of 2025.	× 8 8 9	are equoroduct 8	starting from the unit side?	Q1: How many pairs can be formed in 8!	Clarification:	81 by division method? Q2: How was it arrived at by division method?	Q1: How much will be the square root of	square root has been got by the method of	reduced to half. This	get square root, the	is called the square root	Out of $3^2 \times 3^2$, only 3^2	root of 817	form of 2 powers! Q3: Tell the square	
	The second	Ans: The students remain answerless.		0.51	Ans: That number	be one pair.	1	Ans: The students remain answerless.	Ans: 9.	4 1					Clicator	Ans: The students remain answerless.	the Ans: $3^2 \times 3^2$
		Q-ans	-		0-ars	Q-ans		Q-ans	Q-ans	1		3				0-ans	Q-alls
				n.				20	5								4.6
							L	2			1						

CCSOULT TOIL			
	The square root of O		
	2025 is 45.		
	Synthesis Solution :		
	45		
	4 2025 16		
	85 425 425		-
	×		
	The square root of 2025	-	
	is 45.	7	
	Blackboard	Homework :	
	Summary:		
	Q1 : Tell the value of Q1 : The number	Q1: The number	
	V2025.	of rows in a field	-
	45	are equal to the	
	35	number of	
	16	cauliflower plant in	
	,	each row. If there	
	425	are a total of 9025	-
	×	cauliflower plants in	
)	The square root of 2025 the field, tell the	the field, tell the	The state of the s
	is 45.	number of rows.	

Date :

Teaching Teaching
Point Aim

Teacher's Activity

Students' Activity

Methods, Evaluation Sub-

methods, Aids

Introduction:
Q1: What shape is it? Ans: Rectangle.

Q2: What shape is it? Ans: Square.

Subject : Mathematics Topic : Area LESSON PLAN: 2

Class: 7A

Period: Seventh

Time: 30 min.

				Teac	hing of Maths
		Q3: Which will be the	1 The longer	Pointing to I	
1		Q3: Which will be the length of the rectangle?	Ans will be the	the figure	
		icingui -	length.		
i		Q4: Which is the	Ans: The shorter		3.75
	1	breadth of the	5	*	
	4	rectangle?	width.		
		rectangle? Q5 : What is a	Ans : The Tour		1 25
		square?			
		square.	are equal.		F 73
		Q6: The length of a			
		field is 50 m and	part 15-27		
		breadth 25 m. What is	(1000	
		and area?		0	
_	-	Q7 : What is the	Ans: The length is	Q-ans	
		11 Al- of the field?	I DU M	-	l l
		Q8 : What is the	Ans : The breadth	Q-ans	
		breadth of the field?	is 25 m.		
	-	Q9 : How much	Ans : 50 + 25 +	Q-ans	
		distance will one have	50 + 25 = 150 m		
		distance will one have	30 . 25		u. Elle
		to cover to go round		14	1.734
		the field? Q10: How was it	Ans . By adding	Q-ans	
907	4	Q10 : How was II	upon the four sides.	`	5.0
6	1	arrived at?	upon the rour state.		468
			Ana - Darimeter =	Q-ans	- 1
	4	Q11 : Tell the formula	2 × (length +	1	
and the same	L	of perimeter.	breadth)	i	. ()
	et .			Q-ans	
		Q12: What is the land	Ans : Area	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	~ \/
	7	of the field called?			9
		Statement of Aim:	1 1		· .
		Today we shall solve		/()	
		the question of area.		4/4	
- ^		Presentation:			21298
		Q1 : What is the	Ans: The students	Q-ans	
	167	formula of area?	remain answerless.		
	1	Clarification :			
Formula of	The	Area of a rectangle =			· colored
area of a	students	length × breadth square			
rectangle	calculate	unit		1	
Analyse	the	Area of a square =			- 0.4
the	formula of	(side) ² square unit		-	
		Q1: The length of a		1	
question.	агеа.	road is 15 km and its		1	
		width is 45 m. If the			
		cost of its earth-filling		1	17.00
		is Rs. 1.5 per square	1 2 1	1	
		1.5 per square		i .	Jun 12 Life

Lesson Plan					5
	The stu-	metre, what will be the			
	dents find	total cost of the earth-		1	
	out length,	filling?		l	
	breadth and	(O2 : what is the	Ans: The length	Q-ans	
			of the road = 15	,	
	area of the	75	km.		
	rectangle.	Q3: 15 km is equal to	Ans: 15000 m	Q-ans	
		how many meters?	1		
	2 12	Q4 : What is the	Ans : The width of	Q-ans	
	- 100	breadth of the road?	the road is 4.5 m	4 200	
	Lyaberra	Q5 : Will be the area	Ans : Area	Q-ans	
	100	of the road?	= length × breadth	Q 11.13	
	Approximately 100 miles	of the road.	= 15000 × 4.5		
Page 1900			= 67500 sq m.		- 7
	_ <	Q6: What is the cost	- 07300 sq m.	0	Q : The
		Q6: What is the cost	Ans : Rs. 1.50	Q-ans	length of a
-		of earth-filling for one			field is 25 m
		square metre?			
C. andrew		Q7: What will be the	Ans : Cost =	Q-ans	and breadth
0		cost of earth-filling			20 m. Wha
-		67500 square metres.	= Rs. 101250.00		is its area?
		Synthesis Solution :			
V		Length of the road = 15		Synthesis	Q : Ho
Jan .	621.7	km		Solution	1 -
/	- C	1 km = 1000 m		Solution	many rows
-		Length of the road =			m long and
		$15 \times 1000 = 15,000 \text{ m}$			m wide ca
6.5	1	Breadth of the road =			be made i
6		4.5 m			the field?
A-10-11		Area of the road =			uic meia.
	<u>*</u> **	length × breadth	e e e		
7	TK.	$= 15000 \times 4.5$			
The state of				-	-
-1 1-		= 67500 sq m.			
		$= 67500 \times 1.5$			
		= Rs. 1012050.00			
1000	4	Blackboard	Homework:	i	
-		Summary:		1	1
•	· Andrews	Length of the road	The length of a	1	†
	94	= 15 km = 15000 m.	room is 6.5 m and		
	-	Breadth of the road	breadth 4.2 m.	1	
4		= 4.5 m	There is needed to		1
		Area of the road	spread a mat 1.3 m		
		= length × breadth	wide in the room.		
,	1.	$= 15000 \times 4.5$			
1		= 67500 sq m.	What will be the		1
	į.	The cost of earth-filling	cost of the mat if it		1
		on the road	is Rs. 1.50 per m?		
		= 67500 × 1.50			1 .
		= Rs. 1012050.00			1

Teaching of Maths

Lesson Plan

LESSON PLAN: 3 Subject : Mathematics Topic : Area of a Circle

Date :

the

its area

Class: 7A Period: 7 Time: 30 min

Methods, Evaluation Students' Teacher's Activity Teaching Teaching Sub-Activity Aim Point methods, Aids Introduction: Q1: (Pointing toward Ans: Figure of a the figure) What is circle. Q2: If a cow is tied Ans: In circular to a peg with a rope, in form. Pointing to what form will it graze the figure grass? Q3: What will be the Ans: Pcg. centre of a circle? Q4: How long will the Ans: Equal to the Q-ans radius be? rope. Q5: What is the part Ans: Area. Q-ans grazed by the cow called? Q6 : How is area Ans : The students Q-ans found out? remain answerless Statement of Aim: Today we shall solve the questions of area of a circle. Presentation: Analysis of Calculation Q1: What is area of a Ans: The students of formula circle? remain answerless. of area of a circle The students recognise radius of and find out

Lesson Pla	1	Clarification :			
P. 17	-	Area of a circle			-
	1	Area of a circle = π (radius) ² sq uni			
	1	= \pi (radius) sq uni			
		diameter			
	chie	Radius = $\frac{\text{diameter}}{2}$			
	1				
	1	Q1 : The diameter of a		Edge	Q : The
		well is 14 cm. There is		1	diameter of a
	-	a 7 cm wide edge	1		circle is 30
		round it. Find out the	1		cm. Its
		area of the edge.			radius will be
		Q2 : What is the	Ans: 14 cm.	+	
	1 4	diameter of the well?	14	7 cm.	1. 20
		Q3 : What will be the	Ans : $\frac{14}{2} = 7$ cm.		2 30
	6	radius of the well?			3. 15
		Q4 : What is the width	Ans: 7 cm.		4. 40
	O	of the edge?	- "		
(0	Q5 : What is the	Ans: The students		
		diameter including the	remain answerless.		1
Line		edge of the well?			1
120,	1 1 1	Clarification:	1 1		
3		Diameter including the			
	-	edge			
	4-	=14 cm + 7 cm + 7 cm	, -		
		= 14 + 14 = 28 cm			
		Q1: What will be the	Ans : 14 cm.	Q-ans	1
- 1		radius of the well			
	11-11-11	including the edge?			
100		Q2: What will be the	Ans : The students	· O-ans	
1			remain answerless.	- Q-am	-
		Clarification:	timan one nervess.		1
TO AND IN COLUMN		Area of the edge =	The students :-		-
The same of	4	$\pi \times \text{(radius of the well)}$	deretand extents of		
1	類	including the edge)2 -	ucistand attentively		
	71	(Padina of the euge)			1
40-					
		(Radius of the well) ²			1
	,	$=\pi (14^2-7^2)$			
					Q : Th
		$= \pi (14^2 - 7^2)$ $= \pi (196 - 49)$			Q : Th
		$=\pi (14^2-7^2)$			1
200		$= \pi (14^2 - 7^2)$ $= \pi (196 - 49)$			radius of circle is l
200		$= \pi (14^2 - 7^2)$ $= \pi (196 - 49)$			radius of circle is l

	<u>.</u>	Radius of the well		
		== 28 cm.		
		= 14 + / + /		
	-	width of the edge		
		Diameter of west		
		Diameter of wall +		
		including the edge =		
		Diameter of the well		
		= 7 cm.		
2.0		Width of the edge		
		- / CIII.		
		= 7 cm		+
	-	2		
		14	/*;	
	diameter is 28 cm.			
	CITCLE WINDS	_		
	circle whose	Ħ		
	Find the area of a	È.		
		Summary:		
	Homework:	Blackboard		
		= 462 sq m.		
4	- Contractor	- 22 8 21	1	
		1 22 2		
1		7×14/		
C		22		
0		7 (130 - 43)		
5		= 22 (106 (0)		
<		- 11 (1 ₂ - 1 ₁)		
	,	- = (-2 -2)		
7		Area of the edge		
		2 2	, "	
		$r = \frac{28}{14} = 14 \text{ cm}$		
		merdanis are case		
		including the edge		
		Radius of the well		
		14 + 7 + 7 = 28 cm.		
	Miggalante	including the edge =		
		Diameter of the well		
		7 cm.		
		Radius of the well r ₁ =		
		94 cm.		
		Diameter of the well -		
		Synthesis Solution .		
		i colution :		S

	260	-	
LESSON PLAN : 4 Subject : Mathematics Topic : Simultaneous Equation		$= 22 \times 21$ $= 462 \text{ sq m}.$	$=\frac{22}{7}\times 147$
PLAN: 4 athematics neous Equation		-	

= 22×21 = 462 sq m .	$= \frac{22}{7} (196 - 49)$ $= \frac{22}{7} \times 147$	(Radius of the well including the edge) ² – (Radius of the well) ² = π (14 ² – 7 ²)	$\frac{28}{2} = 14 \text{ cm}$ Area of the edge = $\pi \times$

Teaching Teacher's Activity Point Aim Teaching Teacher's Activity Students' Activity Sub- Point Aim Teaching Teacher's Activity Sub- Point Aim Teaching Teacher's Activity Sub- Point Aim Teaching Teacher's Activity Sub- Activity Sub- Methods, Activity Sub- Methods, Activity Sub- Methods, Activity Sub- Methods, Aids Introduction: Q1: Deducting 6 from Ans: We can Q-ans a number there remains consider any of A, Aids Can any number be considered for writing this number? Q2: How can we Ans: A - 6 deducted from A? Q3: What is given Ans: A - 6 = 17 Q4: What will be Ans: Equation. Q-ans called A - 6 = 17 in				algebra?		
ching Teacher's Activity Teacher's Activity Activity Activity Activity Sub- Methods, Activity Sub- Methods, Aids Introduction: Q1: Deducting 6 from Ans: We can any methods, a balance of 17. What B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance of 17 what B,C, etc. can any number be consider any of A, a balance on 17 what B,C, etc. can any number be consider any of A, a balance on 17 what B,C, etc. can any number be consider any of A, a balance on 17 what B,C, etc. can any number be consider any of A, a balance on 17 what B,C, etc. can any number be consider any of A, a balance on 17 what B,C, etc. can any number be consider any of A, a balance on 17 what B,C, etc. can any number be consider any of A, a balance on 17 what B,C, etc. can any number be consider any of A, a balance on 17 what B,C, etc. can any	_			called $A - 6 = 17$ in		
ching Teacher's Activity Students' Methods, im Teacher's Activity Students' Activity Sub- Introduction: Q1: Deducting 6 from Ans: We can anumber there remains consider any of A, a balance of 17. What B,C, etc. can any number be considered for writing this number? Q2: How can we Ans: A - 6 deducted from A? Q3: What is given Ans: A - 6 = 17 Q3: What is given Ans: A - 6 = 17 Q3: What is given Ans: A - 6 = 17 Q-ans	N		Ans : Equation	Q4: What will be		
ching Teacher's Activity Students' Methods, im Teacher's Activity Students' Sub- Activity Sub- Methods, Activity Sub- Methods, Activity Sub- Methods, Aids Introduction: Q1: Deducting 6 from Ans: We can Aids Introduction: Q1: Deducting 6 from Ans: We can Aids Aids Aids Aids Aids Activity Students' Methods, Aids Aids Ans: We can Aids Aids Aids Ans: A - 6 Q-ans Ans: A - 6			is given.	equal to A - 6?	H	
ching Teacher's Activity Students' Methods, im Activity Sub-Activity Sub-Introduction: Q1: Deducting 6 from Ans: We can Aids Introduction Can any number be considered for writing this number? Q2: How can we Ans: A - 6 Q2: How can we Ans: A - 6 deducted from A?	s		Ans: $A - 6 = 17$	Q3: What is given		
ching Teacher's Activity Students' Methods, im Teacher's Activity Students' Submethods, Activity Submethods, Activity Submethods, Aids Introduction: Q1: Deducting 6 from Ans: We can Aids a number there remains consider any of A, a balance of 17. What B,C, etc. can any number be considered for writing this number? Q2: How can we Ans: A - 6 Q-ans write showing 6				deducted from A?		
ching Teacher's Activity Students' Methods, im Teacher's Activity Students' Submethods, Activity Submethods, Activity Methods, Aids Introduction: Q1: Deducting 6 from Ans: We can Aids a number there remains consider any of A, a balance of 17. What B,C, etc. can any number be considered for writing this number? Q2: How can we Ans: A - 6 Q-ans				write showing 6		
ching Teacher's Activity Students' Methods, im Activity Activity Sub- methods, Introduction: Q1: Deducting 6 from Ans: We can a number there remains consider any of A, a balance of 17. What B,C, etc. can any number be considered for writing this number?	<i>S</i>	Q-ans	Ans : A - 6	Q2 : How can we	-	
ching Teacher's Activity Students' Methods, im Activity Sub- Introduction: Q1: Deducting 6 from Ans: We can Aids a number there remains consider any of A, a balance of 17. What B,C, etc. can any number be considered for writing				this number?		
ching Teacher's Activity Students' Methods, im Activity Sub- Consider any of A, a balance of 17. What B,C, etc. Can any number be				considered for writing		
ching Teacher's Activity Students' Methods, im Activity Sub- Activity Methods, Introduction: Q1: Deducting 6 from Ans: We can Aids a number there remains consider any of A, a balance of 17 What B,C, etc.			•	can any number be		
ching Teacher's Activity Students' Methods, im Activity Sub- Methods, Introduction: Q1: Deducting 6 from Ans: We can a number there remains consider any of A,			B,C, etc.	a balance of 17. What		
ching Teacher's Activity Students' Methods, im Activity Sub- Methods, Methods, Methods, Methods, Aids Introduction: Q1: Deducting 6 from Ans: We can Q-ans			consider any of A,	a number there remains		8
ching Teacher's Activity Students' Methods, im Activity Sub- methods, Aids	_	Q-ans	Ans: We can	Q1 : Deducting 6 from		
ching Teacher's Activity Students' Methods, im Activity Methods, Activity Methods, Adds	_			Introduction:	1/1	
ching Teacher's Activity Students' Methods, im Activity methods,		Aids			101	9
tim Teacher's Activity Students' Methods, Activity Sub-	ıs,	method			_	,
ching Teacher's Activity Students' Methods,		Sub-	Activity		Aim	Point
1	ls, Evaluation	Method	Students'	Teacher's Activity	Teaching	
	Period : Fifth Time : 30 min					5
	Class: 8B					Date :

Suppose the age of Ram at this time is = A years And the age of Ramesh = B years As per the first condition— A = B + 8 Or, A - B = 8 Again, because the age of Ram 5 years ago was = (A - 5) years And the age of Ramesh 5 years ago was = (B - 5) years A ecound condition— A = A = 3(B - 5) A = 3B = 15 + 5 A = 3B = 15 + 5	
2 < 7 - 7 > 2	f Ram Ans: The students age of remain answerless age of remain answerless ge was ge was ge of their their im: study based cous the e of ars the the the the the
Q: Presently the Shyam's age is A years. What was his age 8 years ago? 1. A + 8 2. A - 8 3. A : 9 4. A × 9	2 SOCIETY

		C)IV	4		
		SE			esson Plan
The students calculate the question pertaining to age.	The students analyse the question				
4 years? Q3: What have we to find out? Suppose, the present age of Prabha is " A years The present age of Radha " Il years	Clarification: QI: How much less is Prabha's age than that of Radha at present? Q2: What will be the total of their ages after	Q: The Prabha's age is less than Radha's age by 2 years. The total of their ages after 4 years will be 36 years. What are their present ages?	A = 9 = 8 A = 8 + 9 A = 17 years Ram's age = 17 years Ramesh's age = 9 years	years years years ng the value of B equation (1) = 8	Deducting equation (2) from equation (1) A - B = 8 A - 3B = -10 - + + + + + + + + + + + + + + + + + +
Ans : The present age of Prabha and Radha	Ans: Is less by 2 lyears. le Ans: 36 years	Ans: The students remain answerless.		The students watch and understand carefully	
Q-ans	Q-ans	Q-ans			

According to the first The students watch and understand condition-B = A + 2B = A = 2carefully. Again, 4 years from now the Prabha's age will be = (A + 4)And Radha's age will bc = (B + 4)Q : The According to the present age second conditionof Devendra A + 4 + B + 4 = 36is A years, $\mathbf{A} + \mathbf{8} + \mathbf{B} = \mathbf{36}$ What will be A + B = 36 - 8 A + B = 28 ...(2) his age 9 years from Adding equation (1) to cquation (2)—
-A + B = 2
A + B = 28 now? 1. A+9 2. A - 9 3. A ÷ 9 2B = 304. A × 9 $B = \frac{30}{2} = 15 \text{ years}$ Applying the value of B The students watch in the equation (2) and understand A + B = 28carefully. A + 15 = 28A = 28 - 15 A = 13Prabha's age = 13 years Radha's age = 15 Homework: The age of Radha's father is six times of hers. A year ago, his age was 9 times of her. What is their present

Lesson Plan

Teaching of Maths

LESSON PLAN: 5

Subject : Mathematics Topic : Age Related Questions

Date !

Class: 8B Period : Eighth Time: 30 min.

Feaching	Teaching	Teacher's Activity	Students'	Methods.	Evaluation
Point	Aim		Activity	Sub- methods,	
	1			Aid:	
		Introduction :			
		O1 : The balance or	Ans : Can keer	Q-ana	1
		deducting 4 from a			1
	()	number is 11. Wha	t		
		number can we assume	c		
	T) and	for this purpose?	w .		1
C	1	Q2 : How shall w		Q-ans	1
A "	1	write showing th			1
Lane		balance of 11 o	on	1	1
7		deducting 4 from A?		1 1	
1		Q3: What do we ca		an Q-ans	
		A - 4 = 11 in algebra		, ,	-
400	9 1 20 5	Q4: What is t		ple Q-ans	·
	4 1	equation with o	ne equation.		1
	-	Q5 : What is	ha Ana . Simultana		
	4-11-	equation with t		ous Q-an	S
the .		conditions called?	Wordquation.	0.00	\
	,	Q6 : 6 years fr	om Ans . The stud	Q-ar	is
C Ex.		now, Hamid's age	will remain answer	loce	1
De la constitución de la constit	.	be less than Raj	ia'e	icss.	1
	- 4	age by 4 years. 6 y			1
	1	ago, Hamid's age			1
1	1	half of Rajia's	age		-
		What is the pre	sent		I
		age of Hamid?		1	
		Statement of Ai	im :		
Simulta-	1-0	olve Today we shall	study		
neous	the ques	stion the method of so	olving	1	
equation	n of simi	ulta- age related ques	stions		
		qua-based on simulta	neous	. \	1
	tion.	equation.			1

	-	- The	ulate	students	The									7	question.	analyse the	students	The						,												F
A - B = 4(1) According to the second condition—	11	(A+16)-1-B 5		from now = $(B + 6)$	Hamid's age 6 years	from now = $(A + 6)$	ge 6 years		According to the first	Hamid = B years	The present age of	age of Rajia = A years	Suppose, the present	find out?	Q5: What have we to		meaning of 6 years	Q4 : What is the	age 6 years ago?	comparison to Rajia's	Hamid's age in	Q3 : How was	from now?	ning of (O2: What is the	G	Hamid's age of ics	Q1 : How much will	Clarification :	present age of Hamid.	of Rajia's age. Tell the	4 years, o years half	less than Kajia S age 27	Hamid's age Will be	6 years from now	Presentation:
						,	carefully.	and understand	The students watch Clarification					present age.	Ans : Hamid's		years from the	Ans: Deducting 6		,				vears in	Ans : Adding 6		years.	: Less by						Cilciuni	1150	atudents listen
									Clarification						Q-ans			Q-ans				Q-ans		_	Q-ans	7		method	Analysis							
	12																				0	0	2	う	·											

				-						A COLUMN		7	>	American Control	27						_F			100			
				•					<	Ċ		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \							. 1								
The students analyse the question.		!		question.	the	The students			0										-			Alle					-
Suppose, the number of 50 paise coins = A The number of 25 paise coins = B	Q6: What part is 50 paise of a rupee?	Q5: What part is 25 paise of a ninee?	Q4: What is the total amount?	Q3: What is the total number?	paise coins are there?	paise coins are there?	Clarification :	the coins of each kind.	then tell the number of	their value is Rs 12	purse of Sheela. If their	25 paise coins in the	Q6: There are 50 and	id = 10 years	ent a	B = 10	+	7B = 4	;	Deducting equation (2)	1	-2B = -12	A = 6 = 2B - 12	$\frac{1}{2}(A-6) = B-6$	ago = (B - 6) years	Hamid's age 6 years	= (A - 6) years
	Ans: ½ part	Ans: 1/4 pait	Ans : Rs. 12	Ans : +2 \	Ans: It is to be found out.	Ans: It is to be found out.	1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0						carefu		The students watch		- 1			<u> </u>						rs	00
	Q-ans	Q-ans	ž	Q-ans	Q-ans	Q-ans									Y					Analysis					,		
						1 1		tive	right alterna-	Chanse the		•	 32 years 	now?	9	his age S	What will be	is 40 vears	ot		Q : The			1			

or and a			kind		(Cresp	
equation			of coins of each			-
question			their value is Ks.		(property)***	
equation the			their value is Bo			-
Simultaneous To solvi			total number of the			er gamen
			paise coins. If the			-
			l rupee and 50			elam i mino
			nomework :			T
				coins = 36		T
-	4.1			The number of 25 paise	, .	
THE PERSON NAMED IN	10			paise coins = 6	,	
	53 5 -	tion tion	100	So, the number of 50		
	2	Chair	1	B = 42 - 6		-
	2 1					
	-1-			A + B = 42		
<				in equation (1)	naisc	
)	rupec:			Placing the value of A	25 and 50	
3	to baise of a			A = 6	of coins of	
2	10 paige of a	0.		-A = -6	the number	
	Which part is		carefully.	1	calculate	
S	alternative :		and understand	2A + B = 48	students	
	right	Clidiyala		11	The	
	Choose the	Analysis	The students watch	equation (
	2			Deducting equation (2)	d	
	C			$D_{\text{constitute equation (2)}}$	N.1	
		7		7A + B = 48 (2)		
	5		4 1	F		
	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	4	-	LA + LB = 12		
	\/	_		Second condition		
		7				
				Agranding to the		
				Coms 4 was		
				THE MILE OF MY LOUIS		
Teaching Teach			9	The value of 25 paise		
				7		
				coins = - A Rs		
				THE VILLE OF SECTION		
Date :				A to the state of the pulse		
					_	
			carefully.	According to the man		St. Carte and St. Co.
		Ollarysis	The students listen	in the first the students listen	Contract of the last	5.
Lesson Plan	· · · · · · · · · · · · · · · · · · ·	A	The state of the s			
	Tendhing of Mathe	Tord				

Class: 8B Period: Eighth

LESSON PLAN: 6
Subject: Mathematics
Topic: Questions Pertaining to Various Articles Time: 30 min.

			1000		
				equation.	
			simultaneous equation.	simultaneous	
			the question of		equation
			Today we shall solve	solve	STOCKETHE
			Statement of Aim:		2
			sugar.		
			wheat and I kg. of		
			price of		
			sugar is Rs. 20.25. Find		
			of wheat and 5 kg of		
			and the cost of 10 kg		
			of sugar is Rs. 24.75;	1	
		are answerless.	kg. of wheat and 5 kg.		
	Q-ans	Ans: The students	Q6: The cost of 15		
			conditions called?	_	
7		equation	equation with two	<	
	Q-ans	Ans : Simultaneous	Q5: What is an	<	
			alled?	Ç	
		equation	equation with one)	THE PARTY NAMED IN
	Q-ans	Ans : Simple	What is an	0	4
			algebra?	~	,
			= 12 be called in	***	>
	Q-ans	Ans: Equation	Q3: What will A - 5	j	5
			it?		
			12. How can we write		
			A brings the balance of		
	Q-ans	Ans : $A - 5 = 12$	Q2: Deducting 5 from Ans: A	The state of the s	
			shown?		
			which number can it be		
		etc.	alance of 12. By		
		any of A, B, C,	a number brings a		
	Q-ans	Ans: Can c	Q1: Deducting 5 from		
			Introduction:		
	Aids				
	methods,				
,	Sub-	Activity		Λím	Point
Evaluation	Methods,	Students'	Teacher's Activity	Teaching	Teaching
			The same of the sa	-	

				Teac	ching of Math						19
				7.		Lesson Plan		D. 2.26			<u> </u>
18		· Clarification :	. Do 24.75	O-ans			T	sugar is Rs. 2.25			
	T1 .	Q1: What is the cost	Ans: RS. 24.75				l	Q1 : The length of a	The students listen		
	1110	of 15 kg, of wheat and						farm is double its	carefully		
	students	1 - of cucar?		0				breadth. If the length o			1
	analyse the	Q2: What is the cost	Ans: Rs. 20.25	Q-ans			-	the farm is increased by	1		1
	question.	of 10 kg. of wheat and					Jan-	20 m, and breadth is	5		
	l	5 kg. of sugar?		1				decreased by 10 m, its	S		
1		Q3: What have we to	Ans : The cost of	Q-ans	5346536		BF	length will become			
	1	Q3: What have no to	1 kg of wheat and					thrice that of its			1
ĺ		find out?	1 kg of sugar.					breadth. Find out length			- [
		Suppose,					1	and breadth of the			1
	1	The cost of 1 kg. of					P. Comment	farm.			
		wheat = Rs. A	-					Clarification:	Ann True simes		-
		And, the cost of I kg.					The	Q1 : How many times	Ans: Iwo times	Q-ans	1
		of sugar = Rs. B		5.5			students	is the length of the	or width.		1
		According to the first					analyse the			_	1:
	1	condition-		The state of the s			question.	102 : How much length	been increased by	Q-ans	
1		$15A + 5B = 24.75 \dots (1)$	**					has been increased?	20 m.		
1		According to the		A CONTRACTOR			0				1
1		second condition-			Here was a second	2		Q3 : How much width	been decreased by	Q-ans	1
	1	$10A + 5B = 20.25 \dots (2)$	A.	The same of the	A			has been decreased?	10 m.		1
		Deducting equation (2)				1					
		from equation (1)—			Q : Choose	BL >	, 45 %	Q4 : How many times	three times	Q-ans	
1	The	15A + 5B = 24.75	The students watch	l	the right	B.		becomes the length of			1 1
	students	10A + B = 20.25	and understand		answer:			the breadth on	1 1		
1	calculate 1		carefully.	1	If the cost			increasing the length by 20 m and decreasing			1
	kg of	5A = 4.50			of 1 kg of			the breadth by 10 m?	1000-101		
	wheat and			Clarification	wheat is Rs.			Q5: What have we to	Ans : Length and		A side of a
1	1 kg of	$A = \frac{4.5}{5} = 0.9$			A and the		- 20 miles	find out?	breadth of the	Q-ans	square is A
1	sugar.	5			cost of 1 kg			ind out:	farm.	Q-ans	m. Its peri-
1 -	Sugar.	A = 0.90			of sugar is			Suppose,	The students watch		meter will be
		Applying the value of A		\ /	Rs. B, then		-	The breadth of the		0	-
		in the equation (1)—		-	what will be	Carrier of	de la companya della companya della companya de la companya della	rectangle = A m.	carefully.	Q-ans	I Am
1		15A + 5B = 24.75						So, the length of the			1
	i	$15 \times 0.9 + 5B = 24.75$	1/20	l	the cost of 8		3	rectangle = breadth × 2	1		2. A+4 m.
		13.5 + 5B = 24.75	1),		kg of wheat			= 2A m.			3, 4A m.
		5B = 24.75 - 13.5		1	and 6 kg of		The	According to the first			4. A-4 m
		5B = 11.25		1	sugar?			condition—			Choose the
		- 11.25			1. 8A + 6 B		students calculate	Length = $2A + 20$			right alterna-
		$B = \frac{11.25}{5} = 2.25$			2. 8A × 6B		the length	breadth			tive
		B = 2.25			8A		and	= A - 10	-		
		So, the cost of 1 kg		1	3. 8A 6B	DR I		Length = (breadth)3			
		wheat is Rs. 0.90 and			4. None of	and a	breadth of the farm.	2A + 20			1
		the cost of 1 kg of			the above.		me farm.	$= (A - 10) \times 3$			
		To a source of the state of			uic above.						1

	Teaching Point	Date:					B
	Teaching Aim						
Introduction: Q1: Tell the interest of Rs. 500 for 2 years at the rate of 5% pa. Q2: What is principal? Q3: What is rate? Q4: What is time?	Teacher's Activity	Subject : Mathematics Topic : Compound Interest	LESSON PLAN: 7			he breadth of $n = 50 \text{ m}$. Elength of the $2A \times 50 = 100 \text{ m}$.	2A'+ 20 = 3A - 30 2A - 3A = -30 - 20 2A = -50 A = 50
Ans: Rs. 500 Ans: 5% pa. Ans: Time is 2 years.	Students' Activity	athematics ound Interest	LAN : 7	complete journey against the current. Find out the speed of the current.	E 1 F 1 1 2	Homework:	
Q-ans Q-ans Q-ans	Methods, Sub- methods, Aids				CIET		
	Evaluation	Class:8 Period: First Time: 30 min		25			
To calculate compound interest		Compound interest To analyse the question	SKO)				Lesson Plan
Example: Principal Rate Time Simple interest Amount	The students calculate the formula						
			Q1: What is the meaning of compound interest? Clarification:	atement of Air ay we shall s questions pertain ompound intercentation	Q7: If interesty is Ans: added on the interest interest even, what will it be called?	= $\frac{500 \times 5}{100}$ = Rs. 50 Q6: How much will Ans: Amount = be the amount? principal + interest	Q5: What is interest? Ans: Formula Interest = Princ
on on fingipal incipal	res st i	ex tha		02 01	0 4 0	=	
amount of the last year. Q1: Find out compound interest for Rs. 400 at 10% pa for 2 years. Q2: What is principal Ans: Rs. 400. for the first year? Q3: What is the rate Ans: 10%	rest. st is cting the	r's is pal the ext	ne The students are nd answerless.	00 6	= 500 + 50 = Rs. 550 s Ans: Compound it interest		Ans : Formula Q-ans

		Teac	hing of Maths	
22	0 3 5-4		3116	Lesson Plan
	of interest for the first	1	1	wear.
	year?	Ans 1 year.		= 400 × 10 × 1
	Q4 : What is time for	Alis		
	the first year? Q5: What is simple interest for the first	400 × 10 × 1		= Rs. 44
- 1	Q5 : What is simple	Ans . 100		Amount for the second
i	interest for the this.	= Rs. 40		year = 440 + 44
1	year?	= RS. 40		= Rs. 484
- 1	Q6 : What is amount	Ans: 400		Compount interest
1	for the first year!	1 6 6 4 4 0		= 484 - 400
1	Q7: What is principal	Ans : The students		= Rs. 84
	for the second year?	are answerless.		Blackboard Homework
	Clarification:			Summary :
	The principal for the			Principal for the first Q1 : Find out
	second year is Rs. 440	400 × 10 × 1		year = Rs. 400 compound interest
1	Q1: What is interest	Ans: 100		Rate of interest = 10% of Rs. 700 at 64%
	for the second year?			pa. interest pa for three
100		= Rs. 44		Time = 1 year years
	Q2 : What is amoun	Ans: 440 + 44	7	Interest for the first
1	for the second year?	= Rs. 484		year
-	O3 : How much wil	l Ans : The students		
	be the compound	are answerless.		$=\frac{400 \times 10 \times 1}{100}$
1	interest?			= Rs. 40
	Clarification :	g. serve from		Amount for the first
	Compound interest =		1 /3	vear vear
	amount at the end of			= 400 + 40 = Rs. 440
- 1	second year - principa			Interest for the second
	= 484 - 400 = Rs. 84			year
	Synthesis Solution :	0	1	440 × 10 × 1
-	Principal for the first		1	$=\frac{440 \times 10 \times 1}{100}$
				= Rs. 44
	year = Rs. 400			
- 1	Rate of interest = 10%			Amount at the end of
	Time = 1 year			the second year
	Interest for the first			= 440 + 44 = Rs. 484
	year too 10	the same		Compound interest
1	$=\frac{400 \times 10 \times 1}{100}$			= 484 - 400 = Rs. 84
	100			
- 1	= Rs. 40	a second visit		
4	Amount for the first	le y		
1	year = $400 + 40$	And the same of the same of	The state of the s	
- 1	= Rs. 440	- es	- 4.00	
- 1	Principal for the second	Company to		
- 1	year = Rs. 440	e figure estimate and the con-		
- 1				
199	Interest for the second			

Analysis of The the question students find out to cost of 1 chair.					Teaching Tea	Date:
the	the questions of this kind. Presentation: The cost of 1 chair is Rs. 63. If the cost of 4	are there in a rupce? Q6: What is the cost of 20 pens in rupces? Q7: How will it be solved? Statement of Aim:	paise, how much will 20 pens cost? Q2: What is the cost Ans: 5 paise of 1 pen? Q3: The cost of how many pens is to be found out? Q4: What will be the cost of 20 pens? Q5: How many paise Ans: 100 paise	Introduction:	Teaching Teacher's Activity	LESSON PLAN: 8 Subject: Mathematics Topic: Unitary Principal
Ans : Rs. 63	2 0 0 0	Ans: Re. 1 e Ans: The students are answerless.	Ans: 5 paise Ans: Of 20 pens. We Ans: 100 paise Ans: 100 paise		Students' A	PLAN: 8 1athematics ary Principal
Q-ans		Q-ans	Q-ans Q-ans Q-ans	Aids	Methods, Sub- methods,	Per Tin
			250		Evaluation	Class: 8 Period: Eighth Time: 30 mm
Committee of the Commit						THE RESIDENCE OF THE PARTY OF T
		GK.			of tables	the service of the se
		MITER SE	The students find out the cost of 2 tables.	out the cost of 1 table c	of 3 tables The stu-	Calculation The dents out the Calculation The Calculation dents
Blackboard Summary: The cost of 1 chairs Rs. 63 The cost of 4 chairs Rs 63 x 4 The cost of 4 chairs the cost of 4 chairs = Rs. 63 x 4		The cost of 2 tables = 21 × 4 × 2 = Rs. 16: Q1 : The cost of 1 Intermilk is Rs. 11 Fin out the cost of 5 littermilk.	stu-The find = Rs cost The bles = Rs the	cost Q6 : What will be the blc cost of 2 tables? Synthesis Solution :	out the cost of 3 tables The stu-	Calculation The dents out the Calculation The Calculation dents
tackboard ummary: st of 1 chair = st of 4 chairs = x 4 x 4 st of 3 tables = d of 4 chairs 63 x 4	N 5 -4 E	The cost of 2 tables = 21 × 4 × 2 = Rs. 168 Q1: The cost of 2 Ann t The cost of little milk is Rs. 11 Find 2 t milk = Rs. 11 out the cost of 5 little The cost of 1 t milk.	stu- find cost bles	ble cost of 2 tables? Isi8 Synthesis Solution:	out the cost of 3 tables? of 3 tables cost of 3 tables? The stu-Q5: What will be the Ans: 254	Calculation The stu-Q2: What is the cost Ans : Rs 61 v 4 = dents find of 4 chairs? Gut the cost Q3: The cost of 3 Ans : Rs 252 of 4 chairs tables is equal to how the cost of 4 chairs Calculation dents find Q4: What will be the Ans : Rs 252
lackboard ummary: st of 1 chair = Qi est of 4 chairs = Ra x 4 th set of 3 tables = wl for 4 chairs		The cost of 2 tubles = 21 × 4 × 2 = Rs. 168. Q1 : The cost of 2 Am : The cost of little milk is Rs. 11 Find 2 / milk = Rs. 11 out the cost of 5 little The cost of 1 / milk milk	stu- The cost of 1 chair the students find = Rs 63 the cost of 4 chairs bles = Rs 63 x 4 the cost of 3 tables = the cost of 3 tables = Rs 63 x 4 the cost of 3 tables = Rs 63 x 4 the cost of 1 table = Rs 63 x 4 the cost of 1 table	ble cost of 2 tables? Isi8 Synthesis Solution:	out the cost of 3 tables? of 3 tables cost of 3 tables? The stu-Q5: What will be the Ans: $\frac{354}{3}$ = Ra stallments find cost of 1 table?	Calculation The dents out the Calculation The Calculation dents

Teaching of Maths

The cost of 1 table $= \frac{63 \times 4}{3}$ The cost of 2 tables = $21 \times 4 \times 2 = \text{Rs. } 168$ Teaching of Maths

LESSON PLAN: 9
Subject: Mathematics
Topic: Inverse Proportion

Date :

Class: 8 Period: Eighth Time: 30 min.

Teaching Point	Teaching Aim	Teacher's Activity	Students' Activity	Methods, Sub- methods, Aids	Evaluation
		Introduction :			i i
,		Q1: The cost of 2 rubbers is 10 paise. Tell the cost of 6 rubbers. Q2: What is the cost of 2 rubbers? Q3: What is the cost of 1 rubber? Q4: What is the cost of 6 rubbers? Q5: 5 persons perform a certain work	Ans: 10 paise Ans: 5 paise	Q-ans Q-ans Q-ans	OF C
		in 6 days. 10 persons will take how many days to do it? Q6: How many days are taken by 5 persons to do a certain job? Q7: How many days will be taken by a person to do this job? Q8: How many days will be needed for 10 persons to this job?	Ans: $6 \times 5 = 30$ days	Q-ans Q-ans	

Lesson Plan		Inn . U	Ass. The state of	0	r
7.		Q9 : How was in		Q-ans	
		found out?	remain answerless		
		Statement of Aim :			-
		Today we shall solve			
		the questions of this			
		kind.			
0157	- grade	Presentation :			
Analysis of	The	O1 - 14 quintal wheat	Ans ; The students	Q-ans	Q1: 10 mg
he	etudente	was produced in 35	remain answerless		do a job m
uestion.	find out the	part of a field. How			days, I ma
juestion.	quantity of	much wheat will be			will do it
Calculation		produced in ½ part?			how man
alculation	wheat.	Clarification :			days?
		Suppose, A quintals			1 5 days
Calculation					2 20 days
	students	wheat was produced.			3 4 days
C	exemplify.	Farm Wheat	- C		4 8 days
	7	(Part) (quintals)	-		of mays
O		.35	_		-
1	1	.50 ↓ A ↓			
har.	- 1	There is a descending			
		relation between farm	"way"		
		and wheat. A = .50	in the same of the		
		14 .35	* 1		
	-	14 × 50	See Marine		
		$A = \frac{14 \times .50}{35}$			
		= 20 quintals	The state of the s		1
	P 3	20 quintal wheat was			
		produced in the farm.			
alculation	The				02 :
ane anatron	students	Q1 : There are			cows a
		provisions for 16 days			equal
	number of	for 250 soldiers in a	164		buffaloes
		cantonment. How			
	soldiers.	many soldiers can be			cow will
		fed this provisions for			equal to he
		20 days?			many
		Q2 : Provisions exist	Ans : For 16 days	Q-ans	buffaloes?
		for how many days for	The state of the same	Q-mis	
	11	250 soldiers?			
		Q3: Provisions exist	Ans : Suppose, the	Q-ans	
	l	for 20 days for how	required number of		
	T'		soldiers is A.		1

				Tea	Teaching of Manh
×			Day		Q3 : 13
	_		750 16		labourers
			,		make a wall
			There is inverse		How days
			relation oct.		labourers with
			soldiers and	1	be needed to
			-		make this
-	N-softman	Synthesis Solution:	_		wall in 6
		Suppose, the desired	-		days?
-	-	r of sold	A = 20		
	-	Ω	20		
			So, the required	7	
* Or account	-	There is inverse relation	number of sources		
-		between the number of			
		soldiers and number of			C
		days.			C
		$\frac{A}{250} = \frac{16}{20}$			0
	West Language	$A = \frac{16 \times 250}{100}$			
		So, the required number	and the second		
-		of soldiers = 200			
		Blackboard	Homework:		
T					
		Suppose, the desired	Q1: 10 women		
-		Soldier Of Soldiers - A	can harvest a field		
_	,		in 5 days. now		
-		20	he needed to	,	
		joi J	vest the field		
			2 days?		1
	-	and the number	•		
	-	of days.	+(
		$\frac{250}{15} = \frac{20}{15}$	-		
-		2			
-	-	$A = \frac{250 \times 16}{}$			
		= 200 soldiers		-	
		So, the required number			
	-	of soldiers = 200			
					-

Subject : Mathematics

LESSON PLAN: 10

Topic: LCM and HCF

General objective:

Date :

To grow in students ability to work with concentration.

To inculcate tendency to discipline.

To develop original and thinking power of the students. To develop practical proficiency by use of arithmetic knowledge

To arouse interest toward arithmetic study.

Specific objective or Practical Objective :

To develop reasoning and thinking power of the students.

To enable the students such that they are able to solve such kinds of problems. To acquaint with and determine LCM and HCF.

Previous Introduction:

The students possess the knowledge of arithmetic.

Aids pertaining to mathematics.

																0	3	Point	Teaching	
V							e Sa					-	1	<				Aim	Teaching	1000
questions of LCM and HCF	Today we shall teach	Statement of Aim:	and 30 called?	factors of numbers 6 remain answerless	Q4 : What are the Ans : The students	and 30?	factors of numbers 6 5	Q3: What are the Ans: 2, 3 and 2, 3,		factors of number 30? of the number 30	Q2: What will be the Ans: The factors		factors of number 6?	Q1: What will be the Ans: The factors	Introduction :				Teacher's Activity	
				remain answerless	Ans: The students		Ċ.	Ans: 2, 3 and 2, 3,	will be 2, 3 and 5.	of the number 30	Ans: The factors	įω	of 6 will be 2 and	Ans: The factors				Activity	Students'	
					0-215	1		Q-ans			Q-ans			Q-ans		Aids	methods,	Sub-	Methods,	
									11										Methods, Evaluation	

Period: Eighth Class: 7D

Time: 35 min

CH

30					
A.		Presentation :	Ame + 2 and 3, that	Q-ans	
Least	The stu-	Presentation: Q1: What will be the	Ans : 2 and a		2
common	dentš solve	small factors of number	15, 2, 3		
multiple	the ques-	6?	2 × 2	Q-ans	
(LCM)	tions of	6? Q2: What will be the	Ans : 2 2 2		
	LCM.	small factors of number	that 18 2, 2, 2		
		4.0		Q-ans	
		Q3: What will be the	Ans : The students		1-75
		smallest factors of 48?	remain answerress.		
		Clarification :			Q1 : The
		The small factors of 48	The students listen		LCM of 4, 6
		will be $2 \times 2 \times 2 \times 2 \times$	carefully.	1 1	and 8 will be
		3. Simultaneously, the	1	1	and 8 Will be
		multiple of small factors			1 10
		of 8 and 6 are called			1. 10
		least common multiple.		71	2. 48
}		For example:		100	4930
		Factors of 8 and 6 are	"	12.00	4. 12
		$8 = 2 \times 2 \times 2$			Q2 : LCM
		$6 = 2 \times 3$	1		of 36 and 48
		That is, the LCM of 8	-cudy-sec		will be:
-	-	and $6 = 2 \times 2 \times 2 \times 3$			1. 144
		= 24 Ans.			2. 245
		In the same way,			3. 120
		LCM of 16 and 12			4. None of
		$16 = 2 \times 2 \times 2 \times 2$			the above
		$12 = 2 \times 2 \times 3$			
		\therefore LCM = 2 × 2 × 2 ×	:		
		$2 \times 3 = 48 \text{ Ans.}$		\sim	
		Presentation :		$\bigcirc \vee$	
Highest	The stu-	Q1 : Tell the factors	Ans: The factor in	Q-ans	
common	dents solve	that are present in both	2×3 and $2 \times 2 \times$		1
factor	the ques-	6 and 8.	2 that are common		
	tions of		to both is 2.		
	HCF.	Q2 : Tell the factors		Q-ans	
		which are present in			
		both 20 and 25.			
		Q3: Tell the factors			
		of 10, 20 and 30 which	existing in the three		
		are present in all the	are 2 and 5.		
		three.			
		Q4 : What are such		Q-ans	
		factors called?	remain answerless.		

Lesson Plan				31
	Clarification :			
	The factors existing in			Q3 : HCF
	both numbers is called	carefully.		of 4, 6, 8 will
	the common and its		į	be:
	multiple are called	1		1. 4
	HCF; for example:	- 50-		2. 2
200	In 12, 18 and 24			3. 6
	$12 = 2 \times 2 \times 3$			4. None
Marie	$18 = 2 \times 3 \times 3$			Q4 : HCF
	$24 = 2 \times 2 \times 2 \times 3$	ATT ATT IN THE		of 18, 36 and
	Thus, 2 and 3 are			48 will be
AND THE PARTY OF T	common and their			1. 6
	product 2 × 3 that is 6			2. 12
	is its HCF.			3. 18
	In the same way,			4. None
	$10 = 2 \times 5$			1
	$15 = 3 \times 5$			1
C	$25 = 5 \times 5$	4		1
	Thus, the HCF of 10	to my		1
Q	15 and $25 = 5$ Ans.	er 🚊 er og er er		
	Blackboard			
	Summary:			
r	1. Solution of the	Find out LCM of		
	questions of LCM.	12, 18, 32 and 48.		
in a second seco	2. Solution of the	Find out HCF of		
	questions of HCF.	12, 32 and 48		
			1	1

LESSON PLAN: 11 Subject : Mathematics

Topic: Solving the questions of Simple Fractions

Date :

Teaching of Maths

Class: 7D Period: 8th Time: 30 min.

General objective :

To grow in the students ability to work with concentration.

To develop practical proficiency in the students by the use of arithmetic knowledge.

To arouse research tendency in the students.

To develop the powers of thinking, creativity and reasoning in the students.

To arouse interest toward arithmetic study.

age, The students un- as derstand carefully. grams kg. is e to: (i) 100/ 10 kg. 35	One- Q-ans dents Q-ans cless.		Statement of Aim: Today we shall tell you how to solve simple fractions.	parts? Q3: How do we Ans: The students Q-ans write one-third part in remain answerless. arithmetic language?	Introduction: Q1: A thing divided Ans: Half of the Q-ans into two, what is one thing. part called? Q2: What will be the Ans: One-third Q-ans Q2: What will be the Ans: One-third Q-ans	Teaching Teaching Teacher's Activity Students' Sub- Point Aim Aim Aids	to another.	Teaching of Math
in 1 LCM. LCM. In the same manner, The students listen deduct $\frac{1}{5} - \frac{1}{6}$ carefully. $\frac{6-5}{30} = \frac{1}{30}$ Ans	$\frac{1}{2} - \frac{1}{4}$ $\frac{2 - 1}{4} = \frac{1}{4}$ Here the den not equal.	Clarification:	deducted from two? Q3: What will be the balance on deducting by from ½?	Deduction The of simple students deducted from one? of half. fraction simple simple taken for addition. Q1: What will be the Ans: There Q-ans balance of half is remains a balance of half. Q2: What is the Ans: One Q-ans	Adding $\frac{1}{4} + \frac{1}{3}$ The students un- $\frac{3+4}{12} = \frac{7}{12}$ derstand carefully. So, if denominator is unequal, their LCM is	Q-ans	paise is written as Rs. paise is written as Rs. (ii) 2/10 kg.	33

L. Barrier			Teachi	ng of a.
34	Blackboard Summary: 1. To express simple fraction. 2. To add simple fraction. 3. To deduct simple fraction.	1 + 5 + 5	Teachi	ng of Mana
-		(a) $\frac{3}{7} - \frac{1}{7}$ (b) $\frac{4}{7} - \frac{2}{7} - \frac{1}{7}$ (a) $\frac{3}{7} - \frac{2}{14}$		and the second

LESSON PLAN: 12 Sub: Mathematics Topic : Solving the Questions of Square Root

Date :

Class: 7B Period : Eighth Time : 30 min

General objective :

To develop in the students ability to work with concentration

To arouse in the students tendency to discipline.

To develop practical proficiency.

To develop original thinking power in the students.

To arouse interest toward arithmetic study.

Specific objective or Practical objective :

To develop reasoning and thinking power in the students.

To inspire the students to solve and determine the questions of square root.

To enable the students such that they are able to solve a problem basing on another.

Previous knowledge:

The students possess knowledge of arithmetic.

Aids pertaining to arithmetic

To Line	Teaching	Teacher's Activity	Students'	Methods,	Evaluation
Teaching			Activity	Sub-	1
Point	Aim	1		methods,	
	1	1		Aids	
		Introduction :			
		Q1 : What is the value	Ans: 5 × 5 = 25	Q-ans	
The state of		of 5 × 5?	, , ,		
and the second	1	O2: What is the value	Ans : 22 = 2 x 2	Q-ans	1
Section 1	15.0		that is 4	4	1
P.C.		of 2 ² ? Q3: How can (7) ² be		Q-ans	1
4.5		written in other forms?	written on 7 w 7	Q-asses	
	159	O4: In which form do	And a The students	Q-ans	
Section 1		Q4 : In which form do	Ans: The students	Q-mio	
1		we know $(7)^2 = 7 \times 7$;	remain answeriess		
and the second		and how is square root.			
		of 81 found out?			-
		Statement of Aim :			-
S contra di la Care		Today we shall study			
(0	the questions pertaining		1	
		to square root.	1		
No. None		Presentation :			
Square	The	Q1 : What is the	Ans : $(1)^2 = 1 \times 1$	Q-ans	Q1 : The
root	students	square of 1?	= 1	1	square of 3
	solve	Q2 : What will be the	Ans: $(2)^2 = 2 \times 2$	Q-ans	will be
	questions	square of 2?	= 4		1 6
Total Control	pertaining	Q3 : What will be the	Ans: $(5)^2 = 5 \times 5$	Q-ans	2. 9
1	to square	square of 5?	that is 25	1	3. 12
i	root.	Q4 : What will be the		Q-ans	4. None
a .	root.	factors of 36?	1 1 3 4 - 0 X 0	4	Q2 : Two
1		Q5 : Tell the factors	Ans . 144 - 12 .	Q-ans	equal part
	2	of 144 which are equal		Q-ans	of 16 will b
9	10	to each other?	12		
-	-			1	1. 2 × 8
=1		Q6 : Find out two		Q-ans	2. 4 × 4
	1	equal fractions of 625.			3. 2 x 2 x
	4 1	Q7: What is 25 to			x 2
7		625?	remain answerless		4. None
		Clarification :			
		25 is the square root of			
		625.			
		It is found out by two	,		
		methods— division			
		method and factor			
					1
		method.		1	1

/	va. 2. qu		Fi	9,	· 62 th	\
2. 12 3. 10	To make square of Q1 rious numbers square To solve the (a) estions of square (b) or (c) Q2 squ foll	Homework	Find out $\sqrt{\frac{9}{16}}$: $\sqrt{\frac{9}{16}} = \sqrt{\frac{3}{4} \times \frac{3}{4}} = \frac{3}{4}$ $= \frac{3}{4}$ Ans.	$ \frac{25}{2\sqrt{625}} $ 45 $\sqrt{125}$ $ \times = 25 \text{ Ans.} $	$\frac{5 \cdot 625}{5 \cdot 125}$ $\frac{5 \cdot 125}{5 \cdot 25}$ $\frac{125}{5 \cdot 125}$ that is, $625 = 5 \times 5 \times 5 \times 5$ $625 = 5 \times 5 \times 5 \times 5$ $\vdots \text{Square root} = 5 \times 5$ $= 25 \text{ Ans.}$	
			2. II 3. I3 4. I4	luare 169 100se the ternative 12	will be: 1. 5 2. 4 3. 10 4. None Q4 : Find out	Value of the

LESSON PLAN: 13

Subject : Mathematics

Topic: Solving Questions Pertaining to Simultaneous Equation

Period: Eighth Time: 30 min.

Class: 7D

General objective:

Date :

To develop tendency to discipline in the students. To develop in the students ability to work with concentration.

To develop practical proficiency.

To develop in the students original thinking power.

To arouse interest toward arithmetic study.

Specific objective or Practical Statement of Aim:

To develop reasoning and thinking power in the students.

To enable the students such that they are able to solve a problem by the use of arithmetic To solve the questions of simultaneous equation.

Previous knowledge: knowledge in another problem.

The students possess arithmetic knowledge.

Aids pertaining to arithmetic.

_										-2.31						*			,
											1							Teaching	
	q								,	1				~//	//		Aim	Teaching	
		- N	-	equations called?	What are these	x - 3y = 4(2)	(1)	Q3: x + 2y = 5	value of x.	2x + 2 = 6, tell the ::	Q2: In the equation Ans:	tell the value of x.	Q1: If $x + 2 = 4$, then Ans: $x = 4 - 2$	Introduction:				Teacher's Activity	
							(1) remain answerless.	Ans: The students		∴ x = 2	Ans: $2x = 4$	= 2	Ans: $x = 4 - 2$				Activity	Student's	
							*	Q-ans			Q-ans		Q-ans		Aids	methous,	Sub-	Methods,	
3. 30	2. 20	1. 10	x=10	y if $x = 2$, if	the value of	Q2 : Find	3. 4	2. 3	1. 2	x+2=4	of x if	out the value	Q1 : Find					Evaluation	

	-		I					
	1			7 1	9		1	
		一			. V = 24/7			
					1y = 24			•
		v + v = 11 (2)			(0)			
		3. y = x + 20(1)			4x + 2y = 6			
					4x + 9y = 30(4)			
r.		2x - y = 0(2)			3 10 × 2 = 0 × 3	2		_
		4: 0x -) - 0(1)	ove	the above	(2) $6 \times 2X + 6 \times 3Y$	12 + 2V S		
				. :				
	1		ne of	4 None	4x + 6y = 6	ى ا ا		
		3x - y - 3(4)	12	3. $y = 12$	3 2	2x + Y = 1(1)		
		3		. !	6×1+6×1=6	,		-
		1. $2x + y = 0$ (1)	v = 10	2 v=	7v 3v	K 50110		es le
	N V MA			1. y = 3	Ans:	OI · Solve ·		
	1	equation				·· 5 5 ms.		
	12.13	or simultaneous following equations		O-ans V		4		
		Service discussion of the service of	Inc on	mic value of	4			
	Total Control	To solve the questions O1 : Solve the		the wa		5		
		Summary :	rell	100/2, tell		12-11		
							,	
		Blackboard Homework:	f v II	04 · If v =		-y = 3-5		
		X = 10	ne	4. None		, =		
						,,,,,		
		in equation (1)	x = -1/2	×		11/5 - v = 3		
	*	riacing nic value of y	7	J. y - 2		x - y = 3	1000	
	3	Discinc the value of	3					
		y = 15	x = -1/2	×		x in the equation (2)		
				ľ		On placing the value of		
4				2 v=		On placing the value of		
		-y = -13		×		$\therefore x = 11/5 \text{ Ans.}$		
		16		: '		G. Carrier		
		6x + 9y = 195(4)	2	1. y =		On adding $5x = 11$		
		oy - 100				2x - 2y = 0(3)		
		6x + 8y = 180 (3)	11 2	2x + 2y =				
		2x + 3y = 65(2)	The state of the s	2x + y =	-	3x + 2y = 5(1)		
			3	7		the two equations.	_	
, k		$3x + 4y = 90 \dots (1)$	ns.	equations		the two equations		
		then	(Fig.	following		(2) by 2 and on solving		
		COSt OI 1 MOIS 12 12 13 1	- Life	Survivos		Multiplying the equation		
		cost of I table is Re v problem		e Columbia	Cm Carry	, , , , ,		
		chair is Rs. x and the concentrate on the	CS On	the values on	carefully.	(2)		
		Suppose, the cost of 1 and 3 and 3	1011	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	The students listen	3x + 2y = 5(1)		
		Al part of 1 The etudente	1	03		ALION .		
12		Clarification:		<		Clarification :		
		table.				equation.		
		COST OF 1 CHAIL WING 1				Solve the above	equation	
	Ŀ	N3. 03. 1112					sumultaneous	
ë		Do 65 Find out the					. 9	
		2 chairs and 3 tables is			remain answerless.	$3x + 2y = 5 \dots (1)$) -	
		Rs. 90; and the cost of		Cum X	Ans: The studeness		questions	-
1				O-ane	, dante	$x-y=2\dots(2)$	solve the	
		4 tables is remain answerless.			V 11		Studding	cquation
	Q-ans	O2: The cost of 3 Ans: The students			x = 3 and	4(1)		COCOMMUNICACIO
		_			Ans : 2x = 0	Q1 : Solve	The	Constitution
1		81/9 - w x	1	O-ans		ation		
		$4x + 2 \times 24/7 = 6$	1			Simultaneous equation.		
		equation (3)				the design sounding	7	
		or $y = 24/1$ in				the questions of		
		U				Today we shall study		
	-		Conson			Statement of Aim.		
3		lan	I reson Plan			, and A		N.
				-				
			Anh.	Teaching of Mah.				
				Wandalana and				

of w	Work-time The students solve the		Date: Teaching Point A
questions time will be needed to of-work complete the whole wall? Q2:5 boys perform a job in 2 days. How much work will they do in 1 day? Q3:10 boys do a certain work in 2 days. How many days will 2 boys require to de it?		Introduction: Q1: If a farmer can reap the whole crop in 8 days, how much crop can he reap in one day? Q2: If 1/10 part of a tank takes 1 hour to fill, how much time will the whole tank take? Q3: 10 boys perform	LESSON I Subject: N Topic: Wor Teaching Teacher's Activity
complete the whole wall? Q2: 5 boys perform a Ans: ½ part job in 2 days. How much work will they do in 1 day? Q3: 10 boys do a Ans: The students certain work in 2 days. remain answerless. How many days will 2 boys require to de it?	Aim: Study of time re of a Ans: 2 days. mpleted much	3 7 7	LESSON PLAN: 14 Subject: Mathematics Topic: Work and Time Topic: Work and Time Activity Activity
Q-ans	Q-ans	Q-ans Q-ans ts · Q-ans	Class: 9, Period: Thin Time: 30 mi Methods, Sub- methods, Aids
yob m 3 days, how much work will he do in 1 day? (a) 1/5 part (b) 1/2 part	Q1 : If Mohan can perform a	2 SOCIE	ching of Maths Class: 9A Period: Third Time: 30 min. Evaluation
	SEC		Lesson Plan
in = 1 day Time to complete the whole work $= \left(1 + \frac{3}{20}\right)$ $= \left(1 \times \frac{20}{3}\right)$ or, $\frac{20}{3} = 6\frac{2}{3}$ days Ans.	day's work? So, 1 day's work of both of them $= \left(\frac{1}{12} + \frac{1}{15}\right) \text{part}$ $= \frac{9}{60} \text{ part}$ $= \frac{3}{20} \text{ part is completed}$	Ashok does a work in Ashok does and Vijay can do it in 15 days. How much time will they together need to do it? Synthesis Solution: Q1: How much is Ashok's 1 day's work? How much is Vijay's 1	Clarification: Boys $ \begin{array}{cccc} 10 & & & 2 & \\ 10 & & & & 2 & \\ 2 & & & & & \\ 2 & & & & & \\ 2 & & & & & \\ 2 & & & & & \\ & & & & & & \\ & & & & & & \\ & & & & $
complete ork	's work? 1 day's work of h of them $ \frac{1}{12} + \frac{1}{15} $ part $ \frac{3}{10} $ part is completed	7 7 2 1 1 3 7 4 4	Days The students watch Performance and understand method x depends and carefully.
	рап		Performans method
	Synthesis Solution	Q-ans	Q2: Meera takes 1 day to complete 1/10 work. how many days will she need to complete the job? 1 5 days 2 10 days 3 15 days

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work and time. Solving the questions of Summary: Blackboard Q1: 2 labourers days will she need Q2 : If Meera in 4 days? wall can they make days. How much make a wall in 10 to complete the in 1 day, how many performs 1/20 work Homework:

LESSON PLAN: 15

Topic: Natural Numbers and Whole Numbers Sub: Mathematics

Date :

Teaching

Teaching

Teacher's Activity

Students' Activity

Methods, Evaluation

methods,

Aids

Sub-

Q-ans

Q1: How many Ans: There is a blackboards are there blackboard in the

whole numbers. the natural numbers and

Today we shall study

Statement of Aim:

are there in the class?

Q3: How many rows Ans: Three.

the blackboard?

does a teacher write on duster.

Q2: With whose help Ans: 2 chalks and

Q-ans

in the classroom?

classroom.

Q4: Then what are Ans: The students

Q-ans

Q-ans

the numbers 1, 2, 3 remain answerless

called?

Period: Fifth

Class: 6A

Time: 30 min.

	100 100				NO. ILLER	decorpt 1			* 5			-							j	>	X		-																	
		,			numbers	preceding	and	Succeeding		代する		美国		4	1	3),)				Tours of the last										19.00		4			numbers	Natural	15.0
4 1 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		numbers.	preceding	and	following	tell the	students	The			1		1				100			The second second						100 mm 100 mm									numbers	natural	tell the	students	The	
For example, 9 precedes 10.	preceding number.	before a number is its	the same manner, a	example, 3 follows 2. In	after a number. For	number occurring just	number is meant the	By the following	Clarification:	succeeding number?	Q6 : What is a		largest natural number	Q5 : Which is the	natural numbers?	difference between two	Q4 : What is the	between and 10?	ıral number:	Q3 : How many	number follows 3?	Q2: Which natural	number?	illest nat	O1: Which is the	natural numbers	numbers that is, i, 4,	are called natural	them. These numbers	There is no limit to	increase continuously	begin from I and	about a group. They	numbers. They tell	call them counting	three, four, five. We	form of one, two.	3, 4, 5 are the numeral	The initial numbers 1, 2,	Presentation :
		2								remain answerless.	Ans : The students		limit to natural	Ans : None,			Ans: 1		,	Ans: 8		Ans: 4		7	Ans: 1 (one)															
								ı			Q-ans	,		Q-ans			Q-ans			Quis.		Q-ans			Quis															
	4 NOIN	,	2.7	6	number of 5°	following	0	O3 : What																	× 4	1 0 I	71 moon 12	-	numbers	OL: NEITHER	4	-	4 b	3 -	7				OI : The	

Lesson Plan

Teaching of Maths

				Teac	ching of Maths
44					Q4 : The
		Succeeding number			preceding
1	1	$4^{\circ} = 4 + 1 = 5$			number of 18
	1	Preceding number			is:
	1	4 = 4 - 1 = 3	, mid-	Q-ans	1. 19
	1	Q1 : What is the	Ans: 15	Q uns	2. 17
	1	succeeding number of			3, 16
	1	142		0	4. None
		Q2 : What succeeds	Ans : 21	Q-ans	4. None
		the succeeding number			
		of 19?			
	1	Q3 : What is the	Ans: 17	Q-ans	
	İ	preceding number of			73.8
		18?			
		Q4 : What is the	Ans: 79	Q-ans	
1		preceding number of		1.7	1.5
		80?			- 24
		Q5: 1 is the preceding	Ans: Of 2	Q-ans	
		number of which		-	
	1	number?		MI . T	
			Ans : Of none.	Q-ans	- 49
		succeeding number of			3.0
		which number?			
		Q7 : How do we find	Ans : The students	Q-ans	- 1
		out larger and smaller	remain answerless.		. ()
		numbers out of any			
		two numbers?	ė.		
		Clarification:			9
Smaller and	The	The smaller of the two			
bigger	students	natural numbers is the			
number in	differentiate	number in which we			
two natural		add a number to get		/ .	400
numbers	big natural	another number. For			
	numbers.	example, of 4 and 9, 4	1	b	12
		is smaller because	1),		6.4
		4 + 5 = 9 that is,		-	
		4 < 9 or 9 > 4			
		Q1 : Which is the	Ans : 11	Q-ans	
		smaller number of 11	54-		
		and 19?	₹		
		Q2 : Why is 11	Ans : Adding 8 to	Q-ans	
		smaller?	11 begets 19.		
		Q3: What are even	Ans : The students	Q-ans	
			remain answerless	-	

Lesson Plan		Clariffered	,		45
		Clarification ;			
Even and	The	The numbers that can			
odd	students	be divided by 2 are	_		
numbers	clarify	called even numbers.			
	even and	For example, 2, 4, 6, 8,			Q5:18 is an
	odd	10 are even numbers			
	numbers.	And the numbers			1. Even
		which cannot be			number
		divided by 2 are called			2. Odd
		odd numbers.	The state of the s		number
	1	For example, 1, 3, 5, 7,			3 None
		9, 11	-		
		Q1: What is an even	Ans : The number	Q-ans	
and the same	10	number?	which can be		
	1	Let	divided by 2.		
- (Q2: Tell any two even	Ans: 4, 6.	Q-ans	
		numbers.	V y		
~		Q3: What kind of	Ans : Even	Q-ans	
0_		number is 26?	number		
		Q4: What is an odd	Ans : The number	Q-ans	
No.	1 11	number?	which cannot be		
		3	divided by 2.		1
1		Q5 : What kind of	Ans : Odd.	Q-ans	Q6:21 is an
1		number is 19?			1
August State Committee	and annualized	Q6: What kind of	Ans : Odd.	Q-ans	1 Even
		numbers are 3 and 5?			number
-	0.0	Q7: What is their	Ans: 8	Q-ans	2. Odd
	Series .	total?			number
1866		Q8: What kind of	Ans : Even.	Q-ans	3. None
		number is 8?			
Minis II		Q9: What kind of	Ans : Even.	Q-ans	
The state of	ii ii	number is the total of			
		two odd numbers?			
	4	Q10 : What kind of	Ans: 10, even.	Q-ans	
		number is the total of			
1		two even numbers?			
	1	Q11 : What is a whole	Ans : If 0 is added	Q-ans	
		number'	to the natural	,	
			numbers, they		
-	=		become whole		1
			numbers		1
					1

Blackboard Natural numbers: 1, Q1: How many 2, 3, 4, 5, 6, 7, 8, 9, 10, natural numbers are there between 11 and 28? Whole numbers : 0, Q2 : What is the 1, 2, 3, 4, 5, 6, 7, 8, 9, succeeding number Preceding and Succeeding numbers Following number = 2 + = 2 + 1 = 3 of 78? Q3 : precedes preceding number of 91? Q4 : What are Preceding number = 2 - = 2 - 1 = 1 Even Numbers : are even and odd those numbers which can be divided by 2. Even and odd with examples.

Homework:

LESSON PLAN: 16 Subject : Mathematics
Topic : Factors and Multiples

For example 2, 4, 6, 8,

10, 10 are those numbers: are those numbers which cannot be divided by 2. for example, 1, 3, 5, 7, 9, 11, 13, ...

Date :

Class: 6A Period : Sixth Time: 30 min.

Teaching of Maths

Teaching Point	Teaching Aim	Teacher's Activity	Students' Activity	Methods, Sub- methods, Aids	Evaluation
		Introduction :			
		Q1: Find out parts of 6 the product of which is	Ans: 2 and 3 are parts of 6.	Q-ans	
		6 Q2: What are the parts of 10?	Ans: 2 and 5	Q-ans	

1		Q3 : What are these Ans : The		47
	1	parts called? of a num	se parts Q-ans	
		cailed facts		
		Statement of Aim :	A I	
		Today we shall study The studen	to Late	-
	1	about factors and carefully	ta Heten	1
1	1	multiples.		
		Presentation :		-
Factors	The	If a number is such		Q1 : Factor
	students	divided into two or	1	of 5 is
	find out	more parts that their		1 10
	factors	multiplication amounts	1	2 18
		to the number, such		3 17
		parts are called its		4 None
	()	factors Dividing the	1	*. PRORIG
	\sim	number by its factors	1	
		brings out the	100	
6		remainder 0.		
-	7	For example, = 1 × 6		
2	1	- 2 × 3	allowers at 1	
X-		Q1 : How many are Ans : 1, 2,	3, 6 Q-ans	
100		the possible parts of 6		
		in toto?		
	1	Q2 : What are these Ans : The		
		parts called? called facto	rs of 6	
		Q3: What will be the Ans: 1, 2,	3, 4, 6, Q-ans	
		factors of 12?		1
		Q4 : Tell the factors Ans : 1, 2,	3, 6, 9, Q-ans	Q2 : Th
	1	01 18	1	numbers 4
	_	Q5 : Is 25 a factor of Ans : The	students Q-ans	8, 12, 16 an
	1	375? divide 375		multiples of
	1	25 is a fa		1 3
	1	375, becau		2 4
	1	Q6 : What are Ans : The		3 5
	1		students Q-ans	4 None
	1	multiples of a number? remain answ	verless.	
	-	Clarification :		-
Multiples	The	Number 3, 6, 9, 12, 15, The student	s listen	1
	students	all of these are divisible carefully	Į.	
	find out	by 3. So these are		
	multiples of	multiples of 3 The	1	1
	numbers.	multiples of a number		1
		are those numbers		
	i	Which are completely		
		divisible by the number.	1	1

	the multiples of 3 to	
=	3.5.9.15.45	
	The factors of 45	
	5 12	
	The factors of 12 — 9 and 31	
-	are the	
	2×3=1×6	
ito the		
	Factors and Multiples Q1 : Wille	
in the	-	
7.	Blackboard Homework	
	numbers are multiples	
	Q3 : Which of these Ans to, 12, 10, 2	
18 24 O-ans	0, 12, 10, 64	
3		
2	8, 12, 14, 16, 18,	
20 22.	multiples of 2 and 3 in 2 4, 6, 6,	
0.12.	the	
nles of Q-ans	are less than 15	
	multiples of 2 which is. 15	
	Q1 : Find out the Am : -:	
8, 10, Q-ans		
	number by 1, 2, 3, 4, 3,	
	by multiplying the	
	A multiple is found out	

Point	Aim	Introduction: Of: What are the Ans : 2 and 1	Activity Ans 1 2 and 1	Sub methods Alds
		Q1: What are the factors of 67 Q2: What kind of numbers are 3 and 37	Ans : These are indivisible numbers	0 474
		is the	Ans: A nather that is divis	Ques
7			not by other numbers, is called an indivisible	
SE	0	Q4 What is a divisible number?	Anx : A number that can be divided by any other	Quant
			is called a divisible	
Divisibility	Ī	Statement of Aim :		
	students lest divisibility	divisibility of numbers by certain numbers Presentation		
	numbers		Ans They are	0 10
		QA Are 17 and 12 Am : No. divisible by 37 Q4 : Are numbers 144 Am : The students and 7281 divisible by 97 remain answerkess Answer without	Ans : Mes Ans : The students femals answerkess	Q-ans

Date :

Subject : Mathematics Topic : Divisibility Test by Cortain Numbers LESSON PLAN: 17

3

Class : 6A Period : Studio Floor : 30 min

50					- 12
		Clarification:	1 to watch		
Divisibility	The	Testing divisibility of	The students watch		
by 2	students	numbers by 2:	at the blackboard		- 24
0, 2	test	Numbers 4, 6, 8, 12, 24,	and listen carefully.		
	divisibility	32, 36, 48, 50 all are		-	144
	of numbers	divisible by 2. It means,		and the same of	7,0
	by 2.	the numbers with 0, 2,	**	and the same	
	Uy 2.	4, 6, 8 at the units		1072	100.00
		place are divisible by 2.			
		Q1 : Arc numbers 72	Ans: It is divisible.	Q-ans	197
		and 84 divisible by 2?			2
		Q2 : Which numbers	Ans : 56, 88 and	Q-ans	-
		out of 56, 88, 89, 179,			
		190 are divisible by 2?	170.		79
		Clarification :			
D: : 1 11:	T1	Testing divisibility of		-	02 7206
Divisibility		numbers by 3:			Q2 : 7296 is
of numbers		Numbers 12, 15, 18, 21,		A SECTION	by 3.
by 3	test			A .	1. divisible
	divisibility	27, all are divisible by		111	2. indivisible
	of numbers		1		
	by 3.	digits is 3, 6, 9, 3, 9		,	
		re pectively which is		and the	1 413
		divisible by 3. It mean-			100
		if the total of the digit.			. (
		of a number is divisible			1
		by 3, it is also divisible	1	1	
		by 3.			5
		Q1 : Is the number	Ans: It is divisible.	Q-ans	-
		723 divisible by 3?	-7 1 -15-1	-	
	ł	Q2 : Which of the		Q-ans	C. C. C. C.
		numbers in 62, 522, 873	3		0.00
		are divisible by 3?			
		Clarification:	اساء		7
Divisibility	The	Testing of divisibility of	The students listen		Q3 : The
of numbers		numbers by 5 and 10:	carefully.		number
by 5 and		The numbers with 5 or		-	divisible by 5
10	divisibility	0 at the units place are			
	of numbers	divisible by 5; for			is:
	by 5 and	example, 10, 15, 55,			1. 14
		155, etc. And the			2. 19
	10.	numbers with 0 at the			3. 39
		units place are divisible	-		4. 945
		by 10.	100	1	

		Q1: Which numbers	Ana . 75 05 1001		51
		out of 75, 95, 130, 185, 194 are divisible by 5?	185 are divisible by	Q-ans	Q4 : The number 8795
		O2 · Tell any two	A 100 1000	•	is by 9.
		Q2: Tell any two numbers divisible by	Ans: 100, 1000	Q-ans	 divisible
		10.			2. indivisible
		Clarification :			3. None of the above.
Divisibility	The	Testing of divisibility	The students listen		the above.
		of numbers by 9:	carefully.		
of numbers		The total of the digits	carciumy.		3
by 9	test	of the numbers divisible			
	divisibility	by 9 are divisible by 9.			
	of numbers	For example, 18, 27, 36,			1
	by 9.	54, 7281.	and adaptive two		1
		Q1 : Tell the smallest	Ans: 108	Q-ans	
		number of three digits		Q-ans	l l
		divisible by 9.			
- (Q2: Tell the largest	Ans : 9999	Q-ans	
/~ \	J	number of four digits		Quiis	1
		divisible by 9.			1
P 11		Blackboard			
Jane			Homework:	1	
		Summary:			
,		Testing of divisibility	Q1 : Write any 10		4
		of numbers by 2, 3, 5	numbers that are	:	
		9 and 10 :	divisible 2.	1	
		1. The numbers with 0	7 Q2 . WIIII		1
	45.00	2, 4, 6, 8 at the unit	1 sopuratory the		*
		place are divisible by 2	I manifest it out the		
		for example, 10, 12, 24			
		36, 48	divisible by 3,		1
		2. The numbers whos	e and 9 respectively	:	
	-	total of the digits i	s 12, 15, 21, 27, 45	, -	-
and the same of		divisible by 3 or 9 ar	el 54, 72, 96, 108, 14	4	
Property of the	1	divisible by 3 and			4
120,000		respectively, fo			
1		example, 12, 15, 18, 2	7		1 24 3
		are divisible by 3; an	d		1000
Α.	1	18, 27, 46, 54, 72, 9 a	re		And to
	1	divisible by 9.		:	0
		3. The numbers with			4,00
		or 5 at the units place	e		
		are divisible by 5; for			1
		example, 15, 20, 50, 6			1
		4. The numbers with		1	
	1	at the units place a		- V	
	" er	divisible by 10; f		- 1	1
1		example, 100, 60, 90.		1	1

Date :

Teaching

Teaching

Teacher's Activity

Students' Activity

Methods, Evaluation

methods,

Aids

Sub-

Aim

Q2: What are 5 and 7 Ans: 5 and 7 are to 35?

Q-ans

Q-ans

of 5×7 ?

Q1: What is the value Ans: 35

introduction:

Q4 : What is

a Ans : Such as 4, 6,

Q-ans

Q-ans

8, etc are divisible

factors of 14.

Q3: Find out the Ans: 2 and 7.

divisible number?

LESSON PLAN: 18

Topic: Indivisible Factors Subject: Mathematics

Class: 6A

Period: Sixth

Time: 30 min.

												1	>	X																
									0	5	factors	indivisible	method of	Division			۸.					V.			-	and the state of t				PESSON LIGHT
-					,	7		method.	division	factors by	indivisible	tell the	students	The																
Q3: Tell the indivisible Ans: '2 factors of 2230.	out s of	Q1: Tell the indivisible Ans: factors of 42 here 7	$42 = 1 \times 2 \times 3 \times 7$	2 42 3 21 7 7	indivisible numbers.	by it. Then it is divided	can no more be divided	is first divided by 2	found out. This number	factors of 42 are to be	Suppose, indivisible	indivisible factors.	method to get	sts	Clarification:	method to get indivisible relactors?		indivisible factors of 48. an	Q2: What are the A	the big	$3 \times 2 \times 2$	$=2\times6\times2\times2$	$48 = 24 \times 2$	murisible.	made of it which are	the smallest factors are		ble	Clarification :	
ns: 2 × 5 × 223	Ans: 2 × 2 × 2 × 2 × 2 × 7	ns:1×2×3×			i i			ĒĮ.			w.		refully.	The students listen		remain answerless.	Ans: The students		Ans: 2, 2, 2, 2,	Ans: 24 and 2.							carefully.	The students listen		
Q-ans	Q-ans	Q-ans				3								,			Q-ans		Q-ans	Q-ans	,			_						
1. True 2. False	indivisible factor of all numbers.	Q3: 1 is an															2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		factor of		02 : 7 is an									S

factors

tell about students

factors. indivisible

indivisible numbers.

: Tell any Ans : 1, 2, 3, 5,

Q-ans

indivisible number. number is called an by any other cannot be divided

Q3: Tell the smallest Ans: $1 \times 2 \times 3 \times$

Q-ans

numbers are these?

numbers.

Q4 : What kind of Ans : Indivisible

Q-ans

factors of 30

Indivisible The

Q1 : What is

Presentation:

indivisible factors. Today we shall study numbers are 2 and 3? | indivisible numbers Qo: What kind of Ans: 2 and 3 are

Q-ans

Q-ans

Statement of Aim:

Q4: Tell the factors Ans: 2 and 3.

indivisible number.

which is divisible by Ans: The number

Q-ans

Q1: Indivis-

ible factors

l or by itself, and it

of 10 are:

1. 1×2×5

None 1 × 10 Teaching of Maths

Lesson Plan

			2
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	13 x 5 x 2 11 x 2 x 3 x 4 12 4 x 2 12 x 2 x 2 x 1 12 x 2 x 2 x 1 12 x 2 x 2 x 2 12 x 2 x 3 x 2 x	Summary: Indivisible factors 5 × 7 = 35 5 and 7 are indivisible 4 digits and write factors of 35 30 = 15 × 2	Q4: Tell the smallest Ans: 10000 mumber of 5 digits and $10000 = 1 \times 2 \times 2 \times 5$ find out its factors 5×5
Q3: Write the indivisible factors of 3260	Q2 : Write smallest number of 6 digits and write its factors.	Q1 : Tell the largest number of 4 digits and write its factors	Ans: 10000 10000 = 1 × 2 × 2 × 2 × 2 × 5 × 5 × 5 × 5
	1		
	OCIE	and report of	

Highest

factor common

numbers.

divisors?

What are Ans: The factors

Q-ans

and 15 is divisor of 10 common Q1: The

of a number are called its divisors.

divisors of 16, 24 and

Q2: What are the Ans: 1, 2, 4, 8.

Q-ans

4, 5, 8, 10, 20, 40

divisors of 24. The 2, 3, 4, 6, 8, 12, 24 are

divisors of 40 are 1, 2

divisors.

In the same manner, 1

are also called common

The factors of 16 are

Presentation:

1, 2, 4, 8 and 16. These

dents tell HCF. HCF of the

The stu-Today we shall study

these numbers called?

remain answerless

Statement of Aim:

Q4 : What else are Ans : The students

Q-ans

numbers called?

numbers are called

These

Q-ans

factors.

Q3 : What are these Ans can we measure 16 /7 8 /.

Q2 : By which pots Ans : 11, 21, 41,

Q-ans

2 / and 5 /. with the pots of 1 /.

measure 10 / milk?

measures can we measure 10 / milk Q1 : By which Ans : We can

Q-ans

Introduction :

Lesson Plan

Teaching of Maths

Date !

Teaching Point

Teaching Aim

Teacher's Activity

Students' Activity

Methods, Evaluation

methods,

Sub-

Aids

LESSON PLAN: 19

Subject : Mathematics Topic : HCF

Period : Sixth

Time: 30 min Class : 6A

	Q-ans	Ans: The students	Q10 : What is the	,	
-1		Ans : 52	Tell the HCI d 104		
	· Z	3 . S	of 10 which are larger than 3 and smaller than 9		
	Q-ills	Ans: 1, 2, 4, 3, 10	of 20 which are less than 12.		
		of 6,			
		numbers which is the highest of all			
	Q-ans		Q6: What is highest common factor?		
1	Q-ans	Ans: These are common factors to 6 15 24	Q5: What are these divisors to 6, 15, 24?		
			nmon divisors of se three?		
	Q-ans	24 1 and 3	Which are the		
	Q-ans	Ans: 1, 2, 3, 4, 6,	Find out divisors		
~	Q-ans	Ans: 1, 3, 5, 15.	Find out divisors		
-\\\	Q-ans	Ans: 1, 2, 3, 6.	nd 40. Find out divisors		
7			common factors of 16,		
3, 72 4 36			24 and 40 are 1, 2, 4,		
2.9			For example, the	number	
and 72 is:		,	called common factor.	tell divisors	
=		carefully.	on to two or	students	AV DVA S
Q2 : The		The students listen	Charification:		
	Q-ans	Ans: The students remain answerless.	-		
			The that are confined to		date of parties the way

				2										
				r		A					de-			_
		S	HCF by Factor	-			Ţ							A CONTRACTOR OF THE PARTY OF TH
		by factor method	The students tell HCF					ž						
HCF— Divisors of 16 = 1, 2, 4, 8, 16 Divisors of 24 = 1, 2, 4, 6, 8, 12, 24 Divisors of 40 = 1, 2, 4, 5, 8, 10, 20, 40 Divisors common to the three numbers = 1, 2, 4, 8 1, 2, 4, 8 are common divisors to 16, 24, 40. The highest common divisor 8 is the HCF of the three numbers.	Blackboard Summary :	these? Q4: What is HCF of 18 and 24?	of 24. Q3: Which are the common factors out of	of 18. Q2: Tell the factors	at HCF. Q1: Tell the factors	The so begot numbers are multiplied to arrive	the factors which are	form of smallest factors Then we write	are first written in the	That is the numbers	×	8 = 2 × 2 × 2	by factor method. For example	Clarification :
Q1: Write the divisors of the following numbers 28, 60, 121, 625 Q2: Tell the common divisors of 33 and 121.	Homework:	Ans: 6	2 × 3 Ans : 2 and 3	Ans: $24 = 2 \times 2 \times$	Ans: 18 = 2 × 3 ×	,							carefully	-
		Q-ans	Q-ans	Q-ans	Q-ans									
									x 3 x 3 x 3		2 2 × 2 × 2	2 × 2	Q3 : HCF of 32 and 36	

Occurr—petits or loss? Q4: How much was Ass; Rs 45 Q6: How was It Ass; Sale p found out? Q7: How is percent Ass; The st petit is found out? Q8: Hi pens were	
Occur — profit or Q4: How must the profit Q6: How v found out Q7: How is p profit is found on	
Occur-pedit of Q4: How must be pedic Q6: How v found out? Q7: How is p	
Occur — profit of Q4: How must the profit? Q6: How v found out?	
Occur — profit or Q4 : How much the profit? Q6 : How v	
O4: How much the profet	
Q4 : How must	
occur-profits or	me
Q4 : What	
Steret on the transf.	-
QJ : What is the sale Ans : Rs 345	- Malanan
price of the thing?	
Q2 : What is the cost Ass : Rs 300	
profit or sufficied loss	
whether he has carned	
sedia of for Rs 345 Tell	
buyche for Ra 300 and	
Q1 : A man buys	
Introduction :	
	-
-	NA SAVEN
-	Teaching Teaching
0.00	hing Teacher's Activity

HCF	12 =	20	HCF = 3	24 -	15=	6 1	Fact	
HCF=2 x 2 = 4	12-2-2-3	8 = 2 × 2 × 2	3	24-2-2-2-3	15=315	6 = 2 / 3	Factor Method-	
	1	con ag						
						ettera ele	essent to	
								Martin S.

profit	Percent		1 20					3	0	question	profit m	To find out		1	Calculation	question	Artarysis of		T					
dents out pe	The				J			out profit	The stu-	price	dents	7he		pen	tion price of a	001	dents find	7						
find profit on Rs 1007 roent	profit on Re. 1? Q9: How much is the	profit on $\frac{10}{11}$? Q8: How much is the Ans: $\frac{21}{110}$	Q7: How much is the Ans: $\frac{21}{110}$	Q6: On which price is this profit got?	2			on i pen?	Of . When is the most	of a price of 1 pan?	sale Q4: What is the sale	Q3 : What is the sale Ams : Rs	Q2: What is the cost price of + peri?	price of 11 pens?	Find out percent profit		for Rs 10 and	=	Presentation :	the questions of tals	Today we shall solve	Statement of Aim :		Ps 11 Find out
$=100 \times \frac{21}{110} \times \frac{11}{10}$ = 21%	Ans:	Ans : 21 × 11	Ans : 21	Ans: Profit on Rs	21	# 121 - 100	10 - 10		Ans: The profit on	Price of a pon	Ans : The sale	Ans: Rs 11	Ans: Rs II		Ann : Pr 10									
	O-ans	O area	Q-ans	Q-ans				4	2		Q-ans	Q-ans	Qans	4	04			The second second		graph (Table				
he.				loss surren	whether he	740 Tell	700 and sold	thing for Rs.	M 60	out the cost	Rs 20 Find	0 : The cost											-	-

	A the second is the U.S. and the second is a	Synthesis Solution:		1011	Time of Maths
	gan state Villamas ed	The cost price of a pen	The students listen	and a series to the series of	
			carefully.		
		$= Rs. \frac{10}{11}$	cardiny.		
		The sale price of a pen	-		
		$= Rs. \frac{11}{10}$			
		Profit = Sale price -		1945	
		Cost price			
		Price = $\frac{11}{10} - \frac{10}{11}$	*	A.	
		$= \frac{121 - 100}{110} = \frac{21}{110}$			
		Formula—	*		4.7
		Percent profit	A		
		Profit × 100			
	_	Cost Price	CIT		
		$=$ $\frac{21}{\times}$ \times $\frac{100 \times 11}{\times}$	00		
		110 110	2		A Landon
		= 21%	<i>b</i> .	-	
		Blackboard			
al militario de la manda d		Summary t			
	4	The cost price of a pen	Homework :	i	4
		$= Rs. \frac{10}{\Omega}$	A man bought a		
	•	The sale price of a pen	bicycle for Rs.		
		- Rs. 11	660. He spent Rs.		
		Profit of a pen = Sale	40 on its repairs.		
		price - Cost price	He sold it for Rs.		and the second s
			840 Find out		Les real
		$Price = \frac{11}{10} - \frac{10}{11}$	percent profit on		
	1	$= \frac{121 - 100}{110} = \frac{21}{110}$	the bicycle,		
		Formula-	, 1 , 78 58		
	-	Percent profit =	1, 1,		
		Profit × 100		7	
	*	Cost Price	* -3		
	* · TF	$=\frac{21}{110} \times \frac{100 \times 11}{110}$	The Control of Control		
į.	1	= 21%			
- AND PARTY AND THE PERSON			the world in thing discounts, and imprise the major in man from the way.	A CONTRACTOR OF THE PARTY OF TH	L