www.Padasalai.Net www.TrbTnpsc.com

LO 6M10:- Describes geometrical Ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle etc. with the help of examples in surroundings

TEACHING MATHS BY TIGER METHOD

WEEK : From 21. 11. 2022 to 25. 11. 2022 **CLASS :** 6

LESSON : 4. GEOMETRY

PAGES : 68 - 73

LEARNING OUTCOMES :

To draw parallel and perpendicular lines to a given line segment using a Setsquare.

TEACHING AIDS:

Ruler, Setsquare, A4 Sheet.

1. INTRODUCTION : (10 minutes)

A. Motivation

I would recall the concepts of perpendicular lines and parallel lines using the situations given at page numbers 68 to 70.

B. Recalling

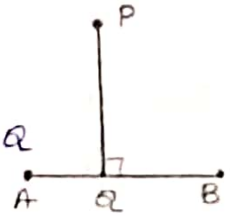
The students would be asked to write English alphabet (Capital letters) and to identify the perpendicular and parallel line segments.

2. SURVEY : (10 minutes)

Asking the students to read the pages from 68 to 73 and guiding them to notice the main concepts & formulas.

3. UNDERSTANDING: (15 minutes)

A. concept



- If the perpendicular from P meets AB at Q, the point Q is called the foot of the perpendicular from P to AB and the symbol '⊥' means "is perpendicular to". i.e. $PQ \perp AB$

- The distance between a set of parallel lines always remains the same. Parallel line segments need not be of equal length.
- Set squares have several uses:-
  - * To construct the specific angles $30^\circ, 45^\circ, 60^\circ, 90^\circ$
  - * To draw parallel and perpendicular lines
  - * To measure the heights of the shapes

B. Teacher solving problems exercise 4.2

1)

C. Students solving problems exercise 4.2

2)

Created by J. Thirumurugan, B.T. Assistant, P.U.M. SCHOOL, MOOLATHURAI, CELL 9788334907

Scanned with CamScanner
Kindly Share Your Study Materials to Our Email Id - padasalai.net@gmail..com

4. GROUP WORK : (10 minutes)

A. Teacher solving problems exercise 4.2

3) i), 4)

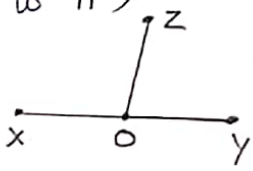
B. Students solving problems exercise 4.2

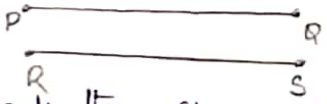
3) ii)

5. REINFORCEMENT : (15 minutes)

- I would explain the concepts of perpendicular and parallel lines by using A4 paper folding.
- I will demonstrate the construction of perpendicular lines and parallel lines using ruler and setsquare on the blackboard (Refer pages 69 to 71)

6. EVALUATION : (15 minutes)



1. 

a) Check these lines whether parallel or not. b) check whether $ZO \perp XY$ or not

2.

Draw a perpendicular line to this given line at any point.

3. Draw a line segment PQ of length 8 cm. At each end of this line segment PQ, draw a line perpendicular to the line AB. Are these lines parallel?

7. REMEDIAL TEACHING : (15 minutes)

Placing setsquare and scale in the proper place to draw parallel lines will be difficult task to the slow learners. So, I would give individual attention for them to make it easy.

8. WRITING :

Exercise 4.2

5)

9. FOLLOW UP WORK :

The students would be asked to draw tangram shapes using setsquares.

Scanned with CamScanner
Kindly Share Your Study Materials to Our Email Id - padasalai.net@gmail..com

www.Padasalai.Net www.TrbTnpsc.com

LO7M18: Calculate areas of the regions enclosed in a rectangle and a square.

TEACHING MATHS BY TIGER METHOD

WEEK : From 21.11.2022 to 25.11.2022 **CLASS :** 7

LESSON : 2. MEASUREMENTS

PAGES : 34 - 39

LEARNING OUTCOMES :
To understand the area of circular and rectangular pathways.

TEACHING AIDS:
Circular & rectangular pathway models, Computer, Projector.

1. INTRODUCTION : (10 minutes)

A. Motivation

By using circular and rectangular pathway models, I will introduce those pathways.

B. Recalling

1. Find the area of the circles whose radii are given below
   a) 7 m b) 49cm
2. The length and breadth of a rectangle shaped garden are 10m and 8m respectively. Find the area of the garden

2. SURVEY : (10 minutes)

Asking the students to read the pages from 34 to 38 and guiding them to notice the main concepts & formulas.

3. UNDERSTANDING: (15 minutes)

A. concept

- Area of the circular path = Area of the outer circle - Area of the inner circle $= \pi R^2 - \pi r^2 = \pi(R^2 - r^2)$ sq units.

  Where 'R' and 'r' are radii of the outer and inner circles respectively.
- Area of the rectangular path = Area of the outer rectangle - Area of the inner rectangle $= (LB - lb)$ sq. units.

  Where L, B and l, b are length and breadth of outer and inner rectangles respectively.

B. Teacher solving problems exercise 2.3

1), 2)

C. Students solving problems exercise 2.3

3), 4)

Scanned with CamScanner
Kindly Share Your Study Materials to Our Email Id - padasalai.net@gmail..com

4. GROUP WORK : (10 minutes)

A. Teacher solving problems exercise 2.3

5), 7)

B. Students solving problems exercise 2.3

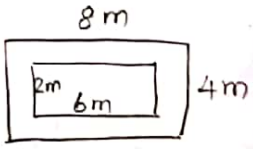
6), 8)

5. REINFORCEMENT : (15 minutes)

- Using the pathway models, I will demonstrate how to find out the area of both of the pathways by measuring their length, breadth and radius.
- I will show QR code videos.

6. EVALUATION : (15 minutes)

1. Find the width of a circular tyre whose outer radius is 30cm and inner radius is 25cm.
2. Find the area of the figure given alongside.



3. Try these sums at page no 35.

7. REMEDIAL TEACHING : (15 minutes)

The students will be guided to draw diagrams before trying to find out the solutions for these types of word problems. Then only they will be clear about the basic measurements of inner rectangle and the outer triangle.

8. WRITING :

Exercise 2.3

9), 10), 11)

9. FOLLOW UP WORK :

ICT corner activity at page no : 41.

Scanned with CamScanner
Kindly Share Your Study Materials to Our Email Id - padasalai.net@gmail..com

www.Padasalai.Net www.TrbTnpsc.com

LO 8 M01: Generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns.

TEACHING MATHS BY TIGER METHOD

WEEK : From 21.11.2022 to 25.11.2022 **CLASS :** 8

LESSON : 7. Information Processing. (7.5 Fibonacci Numbers 7.6. H.C.F.)

PAGES : 247 - 254

LEARNING OUTCOMES :
1. To observe the Fibonacci pattern in physical and biological phenomena
2. To choose the best method in finding the HCF of numbers.

TEACHING AIDS:
Fibonacci squares colour papers (Refer page no 233), chart paper in which the table with Fibonacci numbers is drawn, Colour pencils, Beads

1. INTRODUCTION : (10 minutes)

A. Motivation
- I would introduce the Fibonacci numbers with the help of the table given at page no 247.
- By using the colourful Fibonacci squares, I would draw a golden spiral [Refer page no: 233, Qn no: 5]

B. Recalling
1. Name the series which are given below.
   a. 2, 4, 6, 8, 10, ... b. 2, 3, 5, 7, 11, 13 ... c) 5, 10, 15, 20, ...
2. Find the H.C.F of 15, 25

2. SURVEY : (10 minutes)

Asking the students to read the pages from 247 to 253 and guiding them to notice the main concepts & formulas.

3. UNDERSTANDING: (15 minutes)

A. concept

★ Fibonacci Series

Term (n)	1	2	3	4	5	6	7	....
F (n)	1	1	2	3	5	8	13	....

$F(n) = F(n-1) + F(n-2)$

★ Highest Common Factor

1. Factorisation Method => Factors of 20 = 1, 2, 4, 5, 10, 20; Factors of 15 = 1, 3, 5, 15 H.C.F. = 5
2. Prime Factorisation Method => $18 = 2 \times 3 \times 3$, $27 = 3 \times 3 \times 3$ H.C.F = 3×3 = 9
3. Repeated division method => 15 | 20 (1), 15 (3), 5 → 5 | 15 (3), 15, 0 H.C.F. = 5
4. Repeated Subtraction Method => 27 − 18 = 9 → 18 − 9 = 9 → 9 = 9 ∴ H.C.F. = 9

B. Teacher solving problems exercise 7.2

1) i), iii), 2) i), iv)

C. Students solving problems exercise 7.2

1) ii), iv), 2) i), iii)

Scanned with CamScanner
Kindly Share Your Study Materials to Our Email Id - padasalai.net@gmail..com

4. GROUP WORK : (10 minutes)

A. Teacher solving problems exercise 7.2

3) i), 4), 6), 8)

B. Students solving problems exercise 7.2

3) ii), 5), 7), 9)

5. REINFORCEMENT : (15 minutes)

- By using 'the chart paper - Fibonacci series table', the activity which is given at page no: 250 will be done
- The illustrations at pages 248 and 249 will be explained.
- By using colour beads, I will teach the Factorisation method and the repeated subtraction method.

6. EVALUATION : (15 minutes)

1. Find 8th and 11th term of Fibonacci series.
2. Fill in the blanks a) F(11) + F(12) = ____ b) F(8) - F(7) = ____
3. Using repeated subtraction method, find the H.C.F of 40 and 70
4. Using repeated division method, find the H.C.F of 32, 48

7. REMEDIAL TEACHING : (15 minutes)

* While writing the Fibonacci series, the students may write as 1, 2, 3, 5... ~~with~~ instead of 1, 1, 2, 3, 5, 8.... They will be remembered that the first two terms of this series are 1, 1.
* The slow learners will find difficult to do the repeated division, confusing with divident & divisor. Individual attention will be given in this area.

8. WRITING :

Exercise 7.2.

10), 11), 12).

9. FOLLOW UP WORK :

The students would be asked to see the Youtube video Fibonacci Series in Nature. Link https://youtu.be/nt2OIMAJj6o

Scanned with CamScanner