

## Lesson-13: Geometry

Theme 8:  
We Live Together

9 Periods (40 minutes each)



Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, CRM signs, Poster



Animation, Animated Activities, Dictionary, eBook, HOTS, Infographic, I Explain, Mental Maths, Quiz, Quick Maths, Slideshow, Test Generator

Confirming better

I enjoy family time.

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop an understanding of basic geometric shapes and their properties.
- to understand and identify points, lines and line segments.
- to apply geometric concepts in real-world contexts.
- to enhance spatial reasoning skills and geometric visualization

### Methodology

#### Period 1

(Manage the students using CRM signs.)

SHOULD DO

10 MIN.



**Teacher:** Good morning, students. How are you all feeling today?

(Let students respond. You may also encourage them to respond using the expression cards.)

**Teacher:** Wonderful. Let us begin our class with a small thinking game. Have you ever looked at the shapes of things around you in your home or classroom?

(Encourage students to respond.)

**Teacher:** Thank you for sharing. Now, I will ask you all a few questions. Raise your hand and answer when I call your name. Ready?

**Students:** Yes, teacher.

**Teacher:** Can anyone tell me something at home that is round in shape?

(Let students raise their hands. Call on a few to respond.)

**Teacher:** Very good. Now, think about something that has four straight sides. Raise your hand if you can name one.

(Let multiple students respond.)

(Accept all relevant responses.)

**Teacher:** Yes. Now, something that has three sides.

(Accept all relevant responses.)

**Teacher:** Wonderful.

**You** already know so much. Today we begin a new topic called Geometry. Geometry is all about the shapes and space around us.

**Teacher:** I will now point at some objects. Let us see if you can tell me what shapes they are.

(You may walk to different parts of the classroom and point at different objects. Let students confirm their shapes. Appreciate them as they respond.)

**Teacher:** Great effort, students. Thank you for participating so well.

#### Confirming better



Confirming better I enjoy family time.

PLH

124

**Teacher:** Now, before we move ahead with our activities, let us think about something special. Close your eyes for a moment and think about a time when you were with your family and felt really happy.

(Pause for a few seconds and let students reflect.)

**Teacher:** Slowly open your eyes. Would anyone like to share what they were doing during the happy time with their family?

(Let students raise their hands to answer. Invite 3 - 4 students to share. Encourage variety in responses.)

**Teacher:** Those sound like such joyful moments. Now, let us say this together: "I enjoy family time."

(Let students repeat after you.)

**Teacher:** Now, turn to your partner sitting next to you. Take one minute and tell them what you enjoy doing the most with your family.

(Give one minute. Walk around as students talk.)

**Teacher:** Wonderful. Family time is full of laughter, care and love. It helps us feel safe and happy. Let us now move forward and begin our exciting activities for today.

**Teacher:** Let us start with the activity called the KWL Chart.

**Teacher:** We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebook and draw the same format in your notebook.

K	W	L

**Teacher:** Take a few minutes to think and write. If you have any questions, feel free to ask.

(Encourage students to think and write what they already know about shapes and geometry, and what they want to learn. You may also ask a few students to share with everyone.)

**Teacher:** Great thinking, everyone.

### Kinaesthetic

**Teacher:** Now, we will do a fun activity using our fingers and our hands. I will draw a shape on the board. Let us count the sides of the shape silently and show the number of sides using your fingers.

Kinaesthetic

Your teacher will draw a shape on the blackboard. Count the number of sides of the shape. Raise your hand to show the number of sides using your fingers. Say aloud the name of the shape.

124

**Teacher:** Let us start. Observe carefully.

(You may draw a triangle on the blackboard.)

**Teacher:** Now, count the sides and show me how many sides it has using your fingers.

(Let all students respond using fingers. Wait for every student to answer.)

**Teacher:** Very good. Now, can you use your arms to form a triangle in the air like this?

(You may demonstrate tracing a triangle in the air. Let students observe and repeat.)

**Teacher:** Now, can you tell me which shape is this?

**Students:** Triangle.

**Teacher:** Excellent. Let us do the next one.

(You may continue the activity with a few more shapes, if needed.)

**Teacher:** Fantastic. Your bodies helped you learn shapes today. Let us sit down now for a listening game.

### Auditory

**Teacher:** Now, let us move to the auditory activity.

MUST DO

10 MIN.

Auditory

Listen to your teacher carefully. Answer the question.

124

**Teacher:** Listen carefully as I read the question aloud. Think and write the answer in your notebook. Are you ready?

I am a shape with four straight sides,

Two are short and two are wide.

My opposite sides are equal, you see,

Can you guess what shape I might be?

(Repeat the question and let students write the answer in their notebook. Then, encourage them to raise their hands to answer.)

**Teacher:** Yes, it is a rectangle. Wonderful thinking, everyone. Listening carefully helps us understand better and remember more.

 You may show the **eBook** given on the digital platform.

**Teacher:** Let us take a deep breath and put our hands on our laps.

**Teacher:** Today we used our hands, our ears, and our eyes to explore shapes. We counted sides, listened to clues, used our fingers and even traced shapes in their air.


**Teacher:** Can anyone share which part they enjoyed the most today?

(Let a few students share.)


**Teacher:** Wonderful. I am very happy to see how curious and smart you all are. Great learning today. We will meet in the next period. See you all.

### Differentiated Activities


110 km/hr

 Think of one object at home that is made of more than one shape. Draw the object in your notebook and label at least two shapes you see in it.

80 km/hr

 Think of one object or thing you have used today. Draw it in your notebook and write what shape it reminds you of.

40 km/hr

 Choose your favourite object in the classroom. Draw and colour it in your notebook. Then, write the name of the shape it looks like.

### Home Task

Draw two objects from your home that are shaped like a circle or a square. Colour them neatly and write the name of the shape below each drawing in your notebook.

## Period 2

**Teacher:** Good morning, students. Let us begin today's class with a quick reflection. Can you think of one thing you saw on your way to school today that had a shape?

**SHOULD DO**

5 MIN.

**Teacher:** Raise your hand and share what you saw and what shape it looked like.

(Let a few students respond. Accept all relevant answers.)

**Teacher:** Excellent. You are all becoming very good at observing shapes around you.

**Teacher:** Now that we have reflected and shared, it is time to get our bodies moving. We are going to play a quick game using our bodies. This will help us stay active and remember the shapes we have learned.

**Teacher:** I will say the name of a shape. Along with it, I will tell you an action. You need to listen carefully and as soon as I finish speaking, you must do the action quickly and correctly. Are you ready?

**Students:** Yes, teacher.

**Teacher:** Make sure there is enough space between you and your partner. Stand straight beside your desk. Keep your feet apart and hands by your side.

**Teacher:** Let us begin.

**Teacher:** When I say circle, you will jump once on the spot.

**Teacher:** Circle.

(Observe students as they jump once.)

**Teacher:** Great. Now listen to the next one.

**Teacher:** When I say square, you will stretch both your arms out to the sides.

**Teacher:** Square.

(Walk around and observe as students stretch their arms.)

**Teacher:** Well done. That looked neat and sharp.

**Teacher:** Next, when I say triangle, you will raise your hands up high and touch them together above your head to form a pointed top. This will look like the peak of a triangle.

**Teacher:** Triangle.

(Let students form the shape. Offer a few gentle reminders if needed.)

**Teacher:** Very good. Try to keep your elbows straight for a perfect triangle.

**Teacher:** Now for the last one. When I say rectangle, you will bend down and touch your knees gently, then stand back up and stretch your hands up above your head.

**Teacher:** Rectangle.

(Guide the movement clearly. Allow all students to do it once or twice.)

**Teacher:** Excellent work. You moved your bodies with focus and showed each shape with energy. Take a deep breath and return to your seats.

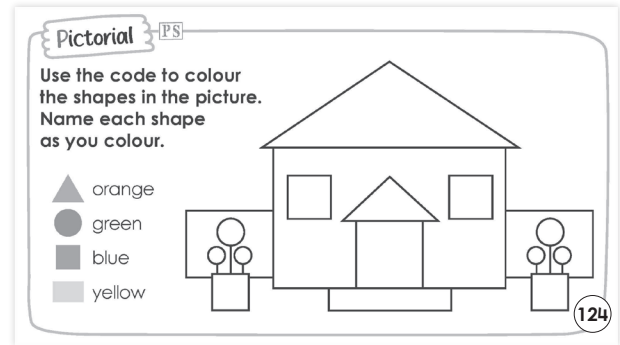
**Teacher:** Wonderful. We are now ready to focus and listen. Now, let us begin with the pictorial activity from the RE-KAP section, where we will do a fun colouring task.

## Pictorial

**Teacher:** Open your Main Coursebook to page 124. Show me a thumbs-up when you are on the right page.

**MUST DO**

10 MIN.



(Wait till all students open their books.)

**Teacher:** Now, look at the picture of the house on the page. You will see many shapes in it. We are going to colour these shapes using a colour code.

**Teacher:** Let us read the code together:

- Orange for triangle
- Green for circle
- Blue for square
- Yellow for rectangle

**Teacher:** First, look at the roof of the house. What shape is it?

(Let students respond. You may even call out names of a few students and encourage them to answer.)

**Students:** Triangle.

**Teacher:** Yes. Use your orange crayon and colour the roof carefully. Colour only inside the lines.

(Move around and assist where needed. Encourage neatness.)

**Teacher:** Remember students, as you colour each shape, say its name softly. It will help you remember its name.

**Teacher:** Now, look at the windows. What shape do you see?

**Students:** Square.

**Teacher:** Good. Take your blue crayon and colour each square window.

(Wait and watch students as they colour.)

**Teacher:** Can anyone spot a circle in the picture?

**Students:** Yes, the plants.

**Teacher:** Correct. Use the green crayon to colour them.

**Teacher:** Lastly, find the rectangles. Where are they?

**Students:** The door. The walls.

**Teacher:** Perfect. Use yellow to colour them.

(You may move around and ensure every student is engaged. Offer encouragement.)

**Teacher:** Look, what a colourful house we made.

**Teacher:** Once you finish colouring, hold up your book so I can see your beautiful work. Let us celebrate our learning.


(Let students hold up their books and show their work to everyone around them. Let them clap for themselves and their classmates.)

## Interacting better

**Teacher:** Now, we will work with our partners. Look at the 'Interacting better' box on the top of page 125.

**MUST DO**

10 MIN.



**Interacting better**

Draw a few dots. Ask your partner to join the dots. What shape did you get?

ICL

125

**Teacher:** Take out your notebook and draw a few dots anywhere on the page.

(Let students draw a few dots on the page. Walk around to observe.)

**Teacher:** Now, let us exchange notebooks with our partners sitting next to us. Be gentle and handle each other's books with care.

**Teacher:** Look at the dots your partner has drawn. Let us join those dots with a single continuous line. Try to form any shape you can see by joining the dots.

**Teacher:** Once we are done, let us switch the notebooks again. Now, look at the shape that has been formed in our notebook. Let us try to name the shape aloud.

(Move around the room silently, observing how students are interacting. Let them share the names of a few shapes that have been formed by joining the dots.)

**Teacher:** Wonderful. You all named different shapes. This activity shows us how shapes are all around us and how different patterns can form just by connecting dots. It also helps us learn from each other. Well done, everyone. That was great teamwork.

**Teacher:** Now, are you all ready to read a story?

(Let students confirm and express their enthusiasm.)

**MUST DO**

15 MIN.

**Teacher:** Wonderful. Let us read the story together. Please open your Main Coursebook to page 125. Once the page is open, show me a thumbs up so I know we are all ready.

(Wait patiently while all students open the book.)

(Encourage students to identify the characters in the story. If needed, help them recall the names.)

**Teacher:** Let us take turns reading. I will call out names one by one and we will each read one part of the story aloud. Let us remember to read clearly and loudly so that everyone can hear and understand.

(Call on a few students. Allow each student to read one picture frame. Nod encouragingly and gently assist with pronunciation if needed.)

**Teacher:** That was excellent reading. I really liked how clearly we read and how well we listened to one another. Now, let us take a few minutes to talk about what we understood.

**Teacher:** In the first picture, where are Jas, Lina, and Teta? Let us think and then raise our hands.

(Allow students to respond.)

**Students:** They are at the park.

**Teacher:** Well remembered. Now, let us look at what they were observing. What did they say about the bench?

**Students:** The bench looked like a rectangle. It had four sides.

**Teacher:** That is right. In the next picture, we see that Teta takes the children to the bakery. What shape were the buns mentioned there?

**Students:** Circle.

**Teacher:** Good observation. Now, let us look at the last part of the story. What does Teta say about living together?

**Students:** That we all take care of each other.

**Teacher:** Yes, she says that living together means helping and caring for one another. That is a beautiful message. Now, let us take this thought and connect it to something bigger.

**Teacher:** This story connects with something very important. A community or city is not only about buildings, shops or roads. It is also about the people who live there and how they treat each other. Kindness, care and responsibility make a place peaceful and happy.

**Teacher:** Let us think together. What kind of people help make a good neighbourhood?

(Let students respond. Accept all relevant responses.)

**Teacher:** Yes. Teta helped the children and made them feel safe. She shared food and spent time with them. That is the kind of action that makes a big difference in any place.

 You may show the **Animation** given on the digital platform.

Jas, Lina and Teta are at the park.

Teta, look at that bench. It is long and has straight sides.

Yes, Jas. The bench looks like a rectangle. It has four sides.

Teta takes the children to the bakery.

Here are buns for you two.

**Bakery**

The buns smell so delicious. They are round in shape.

Yes, Lina.

Yum! Thank you for the buns, Teta.

They are so tasty and fresh.

**Bakery**

I am glad you like them.

Thank you, Teta, for taking care of us.

You are welcome, my dear. This is what living together means. We all take care of each other.

125



**Teacher:** Let us take a moment to quietly think about what we learned and did today.

(Let students reflect and share their learnings.)

**Teacher:** Amazing. I am very proud of the effort we made today. We all are super learners. Let us clap for ourselves and our classmates. Till then, let us keep observing the shapes around us. See you next time.

### Differentiated Activities

**110 km/hr**



Think of a new place, like a zoo or a post office. Draw any two things in your notebook that you might see there. Write the name of the shape they look like.

**80 km/hr**



Draw one thing you saw in the story today in your notebook and write what shape it reminds you of.

**40 km/hr**



Draw the bun from the story in your notebook and colour it. Say aloud the shape name as you draw.

### Home Task

Talk to a family member about an object they use everyday that has a shape. Draw it and write the object's and the shape's name in your notebook.

### Period 3

(Manage the students using CRM signs.)

**SHOULD DO**

**10 MIN.**



**Teacher:** Good morning, students. Let us begin today's class with a small question. Think quietly and then raise your hand to answer.

**Teacher:** What is the smallest mark we can make using our pencil?

(Encourage them to try the activity in their notebook using their pencil. Wait for responses.)

**Students:** A dot /a tiny mark.

(Accept all relevant responses.)

**Teacher:** Very good. That dot is called a point in Geometry. Today, we will learn about point, line and line segment. But first, let us warm up using our bodies.

(Ensure students have space to move. Ask them to push their chairs back slightly and stand beside their desks.)

**Teacher:** We will now do a fun movement game. I will say a word and we will show its meaning using our hands or body. Let us all stand straight and follow along.

**Teacher:** When I say point, let us hold up one finger and gently tap the air in front of us like we are making a tiny dot.

(Demonstrate the actions to the students. Wait and observe all students.)

**Teacher:** When I say line, let us stretch both arms fully to

our left and right to show that a line goes on and on, it has no end.

(Ensure that students' arms are straight. Praise effort.)

**Teacher:** When I say line segment, let us hold both arms straight out in front of us, shoulder - width apart, as if we are showing a pencil or a stick. A line segment has a start and end.

(You may also draw a point, line and line segment on the blackboard for students to observe and understand.)

**Teacher:** Let us practise together now. Listen and follow. Say the word with me and show the movement.

**Teacher:** Point.

(Let students tap the air gently with a finger.)

**Teacher:** Line.

(Let students stretch arms out sideways.)

**Teacher:** Line Segment

(Let students hold arms straight in front, shoulder - width apart.)

**Teacher:** Well done, everyone. I had you all had fun.

**Teacher:** Now that we are alert and ready, let us sit down slowly and open our Main Coursebook to page 126.

**MUST DO**

**10 MIN.**



#### POINT, LINE AND LINE SEGMENT

Look at the dot in the middle of the box.

This is a **point**.

A point has no length or breadth. It only has a **position**. We name a point with a capital letter. See point A.

points at a distance .....  
from each other  
↓  
points coming closer .....  
↓  
points touching each other .....

When we put many points close to each other in one direction, we create a **line**.

A point is the smallest part of a line.

Take any two points A and B on a line.

We name this line as line AB. We write line AB

as  $\overleftrightarrow{AB}$ . A line is always drawn with arrows on both sides. A line can be drawn endlessly in any direction. A line has no starting or ending point.

The part of a line between any 2 points is called a **line segment**.

A line segment has a starting point and an ending point. It has a fixed length. It can be drawn by joining two points using a ruler. We can measure the length of a line segment using a ruler.

The line segment between points A and B is called line segment AB. We write it as  $\overline{AB}$ .

**Teacher:** Please keep your finger on the heading 'Point, Line and Line Segment'. Let us read it together.

(You may read aloud line by line. Pause and explain key ideas.)

**Teacher:** Look at the small dot in the middle of the box at the top. That is a point. A point shows a position. It has no length, no width, just a position.

(Instruct students to point towards it and show their partner.)

**Teacher:** Let us all take a pencil and draw a point in our notebook. Label it as 'A'.

(You may walk around and check if all students are doing it. Confirm that a point can be named with a capital letter.)

**Teacher:** Now, let us look at what happens when many points are placed close together in a row. We get a line.

**Teacher:** A line goes on endlessly in both directions. That is why we draw arrows on both ends.

(Point to the diagram in the book and then, draw one line on the board with arrows on both ends. In Geometry, we write a line between points A and B as line AB, and we use a symbol:

(Write the symbol of line AB clearly on the board and help students write it in their notebook.)

**Teacher:** Let us all draw a line like this in our notebook. Draw two dots, label them as 'A' and 'B', and then draw a line between them with arrows on both ends.

(Wait and support students as needed.)

**Teacher:** Well done. Now let us move to the last concept - line segment.

**Teacher:** A line segment is a part of a line. It has a starting point and an ending point. It has a fixed length.

(Show the image in the book. Write the symbol of the line segment on the board. Ask students to observe and draw in their notebook.)

**Teacher:** Let us now draw a line segment between A and B in our notebook, this time without arrows. This is how a ruler looks.

(Guide students to use a ruler. Move around and help if needed.)

**Teacher:** Now, let us all repeat the three names together: Point, Line, Line Segment.

(Let students repeat after you.)

**Teacher:** Wonderful. Great learning, students.

 You may show the **Dictionary** given on the digital platform.

**Teacher:** Now, we will do a fun activity using what we see around us.

**MUST DO**

10 MIN.

**Teacher:** I will name different objects.

We will decide if they show a point, a line, or a line segment. Let us start.

**Teacher:** A traffic light button - what does it show?

**Students:** A point.

**Teacher:** That is right. A railway track - what does it remind us of?

**Students:** A line.

**Teacher:** A pencil - what does that show?

**Students:** A line segment.

**Teacher:** Excellent. Now take out your notebook. Let us draw one object each that demonstrates a point, line and line segment.

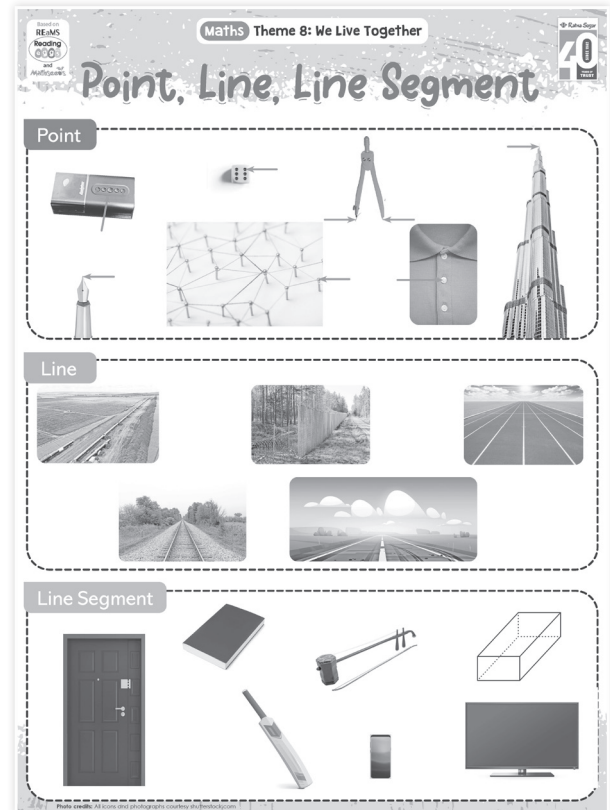
(Let students observe different objects around them. Encourage them to draw. Help them if needed.)

**Teacher:** Once we are done, let us turn to our partners and explain what we drew.

(Give 1 – 2 minutes for discussion.)

**Teacher:** Very good. This helps us see Geometry in the world around us.

## Poster



**Teacher:** Now let us look at the poster. It shows examples of Point, Line, and Line Segment.

**MUST DO**

10 MIN.

**Teacher:** In the first row, we see objects like shirt buttons and pin heads. These are examples of points.

(Encourage students to identify the different examples of a point in the poster.)

**Teacher:** In the second row, look at the railway track, the road and the fence. These are all examples of lines. They go on and on, they do not end.

(Encourage students to identify the different examples of a line in the poster.)

**Teacher:** In the third row, we see objects like a bat, a television edge and the side of a door. These are line segments. They start and end.

(Encourage students to identify the different examples of a line segment in the poster.)

**Teacher:** Let us say together: Point – only a position.

Line – goes on and on. Line segment – fixed length, start and end.



You may show the **I Explain** given on the digital platform.

**Teacher:** Let us think quietly for a moment. Today, we learned three important Geometry concepts - point, line and line segment.

**Teacher:** We learned how to draw them, how to write them with symbols and how to find them in real life.

**Teacher:** Raise your hand if you are confident about telling the difference between a line and a line segment.

**Teacher:** Great job. Let us all give ourselves and our classmates a round of applause. I will see you all the next time.

## Differentiated Activities

**110 km/hr**



Draw and label one object each for point, line and line segment. Also, write the correct symbol for each in your notebook.

**80 km/hr**



Draw one object that represents a line and a line segment. Write the correct symbol for each in your notebook.

**40 km/hr**



Draw a point in your notebook. Then, draw one object that represents a point.

## Home Task

Look around your house and draw any three objects in your notebook that represent a point, a line and a line segment. Colour your drawings.

## Period 4

**Teacher:** Good morning, students.

How are you all today?

(Let students respond.)

**Teacher:** Before we begin, can anyone point to something in this room that has a clear beginning and an end?

**Students:** A door, the edge of the table, the window.

(Let students confirm different examples.)

**Teacher:** Excellent. Those are perfect examples of line segments. Today, we are going to practice drawing points, lines and line segments with a partner.

**Teacher:** Here is what we will do:

- Step 1: Take your notebook and draw a point in one corner of the page.
- Step 2: Draw a line, like a straight road.
- Step 3: Draw a line segment between two points and make sure it has a starting and ending point.

**Teacher:** Once you finish drawing, pass your notebook to your partner. Your partner will check if you have drawn a point, a line, and a line segment correctly.

**Teacher:** When your partner checks your work, they should tell you if your drawings are correct and you can help each other improve.

**Teacher:** Let us get started.

(Allow 5 minutes for students to complete this activity and then switch books with a partner.)

**Teacher:** Let us come back together. How did your partner help you improve your drawings?

(Let students share briefly.)

**Teacher:** Wonderful work, everyone.

**MUST DO**

15 MIN.

1 Name each of the following, as shown.

A ————— B

type: line segment

name: AB

a.

\_\_\_\_\_

\_\_\_\_\_

b.

\_\_\_\_\_

\_\_\_\_\_

126

**Teacher:** Now, let us move to question 1 on page 126 in our Main Coursebook.

(Let students observe the figures.)

**Teacher:** Let us look at the first picture. It shows a line segment between points A and B. A line segment is part of a line and has a definite starting and ending point.

**Teacher:** We write this as line segment AB.

**Teacher:** Can we all draw a line segment between two points, label them A and B, and write line segment AB below our drawing?

(Allow 2-3 minutes for students to draw and label in their notebook.)

**Teacher:** Next, let us look at the second picture. Can you tell me what the figure represents?

(Let students confirm the answer.)

**Teacher:** Yes, it shows a line between points P and Q. A line goes on endlessly in both directions. We write this as line PQ, with arrows on both ends.

**Teacher:** Let us fill in the blanks in part a. of question 1.

(Allow 2 - 3 minutes for students to complete part a.)

**Teacher:** Lastly, we see a point marked as N. A point has no size — just a position. Let us fill in the blanks for part b.

**Teacher:** Now, let us confirm the answers for question 1.

(Encourage a few students to share their answers. Let other students check their answers simultaneously.)

2 Name the points and the line segments in these figures, as shown.

points: M, N, O, P

line: \_\_\_\_\_

segments: MN, NO, OP, PM

a.

\_\_\_\_\_

\_\_\_\_\_

b.

\_\_\_\_\_

\_\_\_\_\_

127

**Teacher:** Now, let us move to Question 2 on page 127. This question asks us to name the points and line segments in these figures.

**MUST DO**

15 MIN.

**Teacher:** In the first figure, we see a rectangle. The points in the rectangle are M, N, O, P. The line segments are MN, NO, OP, PM.

**Teacher:** Let us write these points and line segments clearly in our notebooks.  
(Allow students to write.)

**Teacher:** Now, let us look at the second figure. It is a triangle.

(Let students confirm the points and the line segments.)

**Teacher:** That is right. The points are A, B, C and the line segments are AB, BC, AC.

**Teacher:** Write these points and line segments in your notebook.

(Give 2 - 3 minutes for students to finish.)

**Teacher:** Now, let us look at the third figure, which is a quadrilateral. We see a shape with four sides.

(Let students confirm the points and the line segments.)

**Teacher:** Yes. The points are W, X, Y, Z and the line segments are WX, XY, YZ, ZW.

**Teacher:** This is an example of a quadrilateral. Let us all write the points and line segments in the given blanks.

**Teacher:** Once we are done, I would like to hear from some of you. Who can share what the points and line segments are in the rectangle, triangle, and quadrilateral?

(Let students share their answers. Encourage them to explain the differences between each shape's points and line segments.)

 You may show the **Quick Maths** given on the digital platform.

**Teacher:** Great work. Today, we learned about points, lines and line segments. We drew examples, named them and saw how they appear in everyday life.


**Teacher:** If you feel confident about understanding points, lines and line segments, give me a big thumbs up.  
(Let students give thumbs up.)

**Teacher:** Wonderful. Tomorrow, we will continue to learn more. Keep observing points, lines and line segments around you.


 You may show the **Slideshow** given on the digital platform.

## Differentiated Activities


**110 km/hr**

 Find one object in the classroom that represents a point, one that represents a line and one that represents a line segment. Draw each object in your notebook, label it, and write one sentence explaining why you chose that object for each.

**80 km/hr**

 Draw one object that represents a line and one that represents a line segment. Label each object and explain the difference between the two.

**40 km/hr**

 Draw one dot and label it as a point. Then, draw a line segment and label it. Write one sentence about the difference between the two.

## Home Task

Find two objects at home. Draw each object and label it as either a point, a line or a line segment. Write one sentence about why you think each object fits into that category.

## Period 5

(Manage the students using CRM signs.)

**SHOULD DO**

10 MIN.



**Teacher:** Good morning, students.  
How are you today?

(Wait for students to respond.)

**Teacher:** Before we start, I have a fun quiz for you. I will describe something, and you will guess what I am talking about. Ready?

(Wait for students to be ready.)

**Teacher:** I am very small. I have no length or width, just a position. What am I?

(Wait for responses.)

**Students:** A point.

**Teacher:** Yes, correct. A point.

**Teacher:** Now, I go on endlessly in both directions, and I do not stop. What am I?

(Wait for responses.)

**Students:** A line.

**Teacher:** Exactly. A line.

**Teacher:** Lastly, I have a beginning and an ending point, and I can be measured. What am I?

(Wait for responses.)

**Students:** A line segment.

**Teacher:** Well done. Today, we will learn more about points, lines and line segments.

**Teacher:** Now, let us do something fun. Take out your notebook.

**Teacher:** We will draw together.

**Teacher:** First, draw a point—just a small dot. Label it as A.  
(Let students draw.)

**Teacher:** Next, draw a line between two points and add arrows on both sides. Label it as line AB.

**Teacher:** Lastly, draw a line segment between two points with no arrows at the ends. Label it as line segment AB.  
(Allow 3 - 4 minutes for students to complete.)

**Teacher:** Now, let us switch notebook with a partner. Check each other's work and see if you drew the point, line and line segment correctly.

(Give students time to check each other's work.)



**Teacher:** Once you have checked each other's work, raise your hand and share something new you learned.  
(Let students share briefly.)

### Recalling better

**Teacher:** Now, let us read the 'Recalling better' section on page 127 together.

MUST DO

10 MIN.



Recalling better

CING

In this chapter, I have learnt about:

- points.
- lines.
- line segments.

127

**Teacher:** Please open your books to page 127 and follow along as I read aloud.

**Teacher:** Let us read the first part together. I will read aloud, and you will follow with me. Ready?  
(Read the recalling better section loud and clear. You may also invite some students to read.)

**Teacher:** Now, let us reflect on what we've learned. What do we know about points, lines and line segments?  
(Let students share their understanding.)

You may show the **Infographic** given on the digital platform.

**Teacher:** Well done, everyone. You all have a good understanding of points, lines and line segments. Keep these in mind as we move forward.

### Learning better

**Teacher:** Let us now move to the 'Learning better' section on page 127. In this section, we will practise some questions to remember what we have learned about points, lines and line segments.

MUST DO

10 MIN.



Learning better

CBA FuN

A Fill in the blanks.

- A \_\_\_\_\_ is the smallest part of a line.
- A line segment has a \_\_\_\_\_ length.
- A point only has a \_\_\_\_\_.
- A line is drawn with \_\_\_\_\_ on both sides.
- A line segment is measured using a \_\_\_\_\_.

127

**Teacher:** Let us complete question A.  
(Let students read the question quietly.)

**Teacher:** Now, let us fill in the first blank:  
"A \_\_\_\_\_ is the smallest part of a line."  
(Wait for responses.)

**Students:** Point.

**Teacher:** Yes, correct. A point is the smallest part of a line.

**Teacher:** Next, "A line segment has a \_\_\_\_\_ length."  
(Wait for responses.)

**Students:** Fixed.

**Teacher:** Excellent. A line segment has a fixed length.

**Teacher:** Let us continue. "A point only has a \_\_\_\_\_."

**Students:** Position.

**Teacher:** That is right. A point only shows a position.

**Teacher:** Now, "A line is drawn with \_\_\_\_\_ on both sides."

(Wait for responses.)

**Students:** Arrows.

**Teacher:** Exactly. A line has arrows on both sides to show it keeps going forever.

**Teacher:** Last one: "A line segment is measured using a \_\_\_\_\_."

**Students:** Ruler.

**Teacher:** Wonderful. A line segment is measured using a ruler.

**Teacher:** Great job, everyone. Let us move on to the next part.

MUST DO

10 MIN.



B Name each of the following.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

127

**Teacher:** Now, Let us look at question B. We will identify and name the parts of the figure shown.

**Teacher:** Look at the first figure. We see a line segment between points X and Y.

**Teacher:** Write down line segment XY in your notebook.  
(Allow 2 minutes for students to write. Then, let students complete the rest of the questions in the same manner. You may discuss the answers. Appreciate them as they respond.)

**Teacher:** Today, we learned how to name and identify points, lines and line segments. We practiced drawing them and naming them from pictures.

**Teacher:** If you feel confident about naming and identifying points, lines, and line segments, raise your hand and give me a big smile.

(Wait for students to respond.)

**Teacher:** Wonderful. You did an amazing job today. See you in the next period.

You may show the **Animated Activities** and **HOTS** given on the digital platform.

### Differentiated Activities

110 km/hr



Draw a quadrilateral. Label the points and line segments. Write a sentence explaining the difference between the lines and line segments in your rectangle.

80 km/hr



Draw a rectangle. Label the four points and the line segments that form the sides.

40 km/hr



Draw a triangle. Label the points and line segments.

### Home Task

Draw a square in your notebook. Label the four points and line segments.

### Period 6

**Teacher:** Good morning, students.

How are you today?

(Wait for students to respond.)

SHOULD DO

10 MIN.



**Teacher:** Before we begin, let us wake up our bodies and minds with a fun game of Simon Says.

**Teacher:** I will give you some instructions, but you only need to follow them if I say 'Simon says' first. If I do not say 'Simon says,' you should not follow the instructions. Ready? Let us go.

**Teacher:** Simon says, touch your toes.

(Let students touch their toes.)

**Teacher:** Simon says, jump up high.

**Teacher:** Clap your hands.

(Once students do the action, confirm that they should not have clapped, since Simon did not say it.)

**Teacher:** Simon says, turn around.

**Teacher:** Stop.

(You may continue with the game in the same way. Let students enjoy and express their enthusiasm.)

**Teacher:** Great job, everyone. Now that we are all energized, let us start our lesson.


### Creating better

(Instruct students to open their Main Coursebook to page 127 and 128 to the 'Creating better' section.)

MUST DO


25 MIN.



**Creating better**

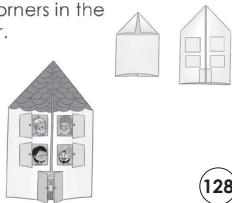
**Make a Paper House**

- Take an A4 sheet of paper. Fold it in half.
- Unfold the paper. Then fold each end to the centre line as shown.



**127**

- Make the roof of the house by folding the corners in the opposite direction, as shown. Turn the paper.
- Draw windows and door, as shown.
- Place your photo inside the door and your family members' photos inside each window.
- Colour the house.
- Your paper house is ready!



**128**

**Teacher:** Today, we are going to make a paper house, which will help us use shapes in a fun and creative way.

(Let students read the instructions along with you. Encourage students to be loud and clear. Then, explain the activity to them.)

**Teacher:** Take an A4 sheet of paper. Fold it in half.

(Wait for students to complete the fold.)

**Teacher:** Unfold the paper. Now, fold each end to the center line, just like this.

(Do the activity along with the students and demonstrate the folding action.)

**Teacher:** Great. Now, we will make the roof of the house. To do this, fold the corners in the opposite direction, as shown in the image.

(Wait for students to follow.)

**Teacher:** Now, turn the paper so it faces you. You have the basic house shape.

**Teacher:** Next, we will draw windows and a door on your house. Use your creativity to make them just like the ones in the image, or come up with your own designs.

(Allow time for students to draw windows and a door.)

**Teacher:** Now, place your photo inside the door and your family members' photos inside each window.

(Students can place pictures from home or use drawings.)

**Teacher:** Finally, let us colour the house. Use your favourite colours to make it look beautiful and bright.

(Allow time for students to colour their houses.)

**Teacher:** How is everyone doing? Does your house look ready?

(Wait for students to finish. Let students hold up their art and share their learnings with everyone.)

**Teacher:** Wonderful job, everyone.

Look at your paper houses. Aren't they creative?

MUST DO

5 MIN.



**Teacher:** Now, let us reflect. How did this activity help you use shapes? What shapes did we use in our houses?

(Allow a few students to share their thoughts.)

**Teacher:** That is right. We used lines, points and shapes like rectangles and triangles.

**Teacher:** Today, we made paper houses, learned about shapes, and had fun while doing it. We used lines, points and line segments to create something special. Let us clap for ourselves.

**Teacher:** Tomorrow, we will continue to explore and learn more. Keep practicing using shapes in your surroundings.

### Differentiated Activities

110 km/hr



Look at the picture of the house you made. Now, draw a small circle inside your house. Label it as a point. Then, draw a line segment to connect the circle to the door.

80 km/hr



Now that your house is ready, draw a square window in one of your rooms. Label it as a line segment. Draw a few lines on the roof.

40 km/hr



Take your house and draw one dot on the roof. Label it as a point. Then, draw a line segment from the point to the door.

### Home Task

At home, draw a square house. Use different shapes and colour the house with your favourite crayons. Draw a line segment and a line below the house and label it.

### Period 7

**Teacher:** Good morning, students. How are you today?

SHOULD DO

5 MIN.



(Wait for students to respond.)

**Teacher:** Before we begin our lesson, let us get our bodies moving and ready to learn.

**Teacher:** I will guide you through some simple stretches that will help wake up your body and mind. Ready?

**Teacher:** Let us start by standing up beside your desk. (Wait for students to stand.)

**Teacher:** Now, take a deep breath in, and as you breathe out, reach your arms up to the sky as high as you can. Stretch tall, like you are trying to touch the ceiling. (Let students reach up.)

**Teacher:** Hold it for a moment, and now, slowly bring your arms back down. (Let students bring their arms down slowly.)

**Teacher:** Let us do that again. Inhale deeply and reach up high. Stretch, stretch, stretch.

**Teacher:** Now, slowly lower your arms and relax.

**Teacher:** Great job. Now, let us move to our shoulders. Roll your shoulders forward in big circles.

**Teacher:** And now, roll your shoulders backward in big circles.

**Teacher:** Excellent. Now, Let us stretch our legs. Stand tall and gently reach for your toes. Try to touch your toes while keeping your legs straight.

**Teacher:** Now, slowly stand up straight and take a deep breath in. Inhale, exhale and you are ready for today's lesson.

### Thinking better

**Teacher:** Now, let us open our Main Coursebook to the 'Thinking better' section on page 128.

MUST DO

10 MIN.



**Thinking better**

Think and write the answer.  
Look at the figure. Count and write the number of each of the following.  
Points: \_\_\_\_\_  
Line segments: \_\_\_\_\_  
Lines: \_\_\_\_\_

2LCS HOTS

128

(Let students observe the figure and quietly read the question. You may draw the figure on the blackboard.)

**Teacher:** Look at the figure shown on the board. It has four points: A, B, C and D. Now, let us answer the given questions together.

**Teacher:** First, let us count the points in the figure. How many points do you see?

(Let students respond.)

**Students:** Four points.

**Teacher:** That is right. There are four points.

**Teacher:** Now, let us count the line segments. How many line segments do you see between the points?

(Encourage students to observe and think. Then, let them respond.)

**Students:** Four line segments.

**Teacher:** Exactly. There are four line segments. A line segment connects two points and has a fixed length.

**Teacher:** Lastly, let us count the lines. How many lines do you see?

(Let students confirm.)

**Students:** Two lines.

**Teacher:** Yes. There are two lines in the figure. Remember, lines go on endlessly in both directions.

**Teacher:** Excellent work, everyone. Let us now move to the next activity.

### Choosing better

MUST DO

10 MIN.



**Teacher:** Now, let us look at the 'Choosing better' section.

(Instruct a few students to read the question. Let others follow along.)

**Choosing better**

During playtime at school, Meera notices that her classmate Rohan does not have any toys to play with. What should Meera do?

- Invite Rohan to play with her and share her toys with Rohan.
- Continue playing with her toys without inviting Rohan.

LSV

128

**Teacher:** What should Meera do?

**Teacher:** Let us think about it for a moment. Should Meera:

- Invite Rohan to play with her and share her toys with Rohan?
- Or should she continue playing with her toys without inviting Rohan?

**Teacher:** I want everyone to think carefully and imagine how Rohan might feel if he is left out. Let us raise our hands and share what we think Meera should do.

(Pause for students to think and raise hands. Let students share their thoughts.)

**Teacher:** That is right. Meera should invite Rohan to play and share her toys. Imagine how happy Rohan would feel

if he was included. When we share, we show kindness and help others feel included, just like Meera did.

**Teacher:** Let us think about how we can all practice sharing. What happens when we share? It makes us feel good inside, right? It creates a sense of friendship and others will be happy to play with us. When we invite others to join, we are helping to build a happy and caring environment.

**Teacher:** So, sharing is not just about toys—it is about kindness, making sure no one feels left out, and spreading joy. When we share with others, we all feel good.

**Teacher:** Remember, small acts of kindness can make a big difference. Imagine if every student in this room invited someone to play or shared something today — how much fun and happiness would we create together?

**Teacher:** Well done, everyone. You are all thinking about how to make the world a better place by being kind and considerate. Let us continue practicing sharing and being kind to others.


### Revising better

**Teacher:** Now, let us look at the 'Revising better' section. This is a fun activity where we will use points, lines and line segments to create different objects in our Little Book.

**MUST DO**

15 MIN.



 **Revising better**

Use points, lines and line segments to make different objects in your Little Book. What did you draw?

DBL

128

(You may read the statement in the 'Revising better' section for the students loud and clear. Let them follow along. Then, encourage them to draw different objects using a point, line and line segment.)

**Teacher:** Once you have completed your work, turn to your partner and show them what you have drawn. Explain how you used points, lines and line segments in your picture.

(Let students share their work with their partner.)

 You may show the **Mental Maths** given on the digital platform.

**Teacher:** Well done, everyone. Today, we explored the concepts of points, lines and line segments in a very creative way. We started by discussing the importance of sharing and kindness through our Choosing better activity, and I am so proud of how thoughtful your answers were.

**Teacher:** We also worked on Revising better by using points, lines and line segments to create objects in our Little Books. You did an amazing job using your imagination to draw and label these shapes.

**Teacher:** Remember, the more we practice points, lines and line segments, the better we will get at recognizing them in the world around us.

**Teacher:** You all have worked so hard today and I am really proud of your efforts.

**Teacher:** Well done. Let us give ourselves a round of applause for being such great learners and thinkers. See you tomorrow.

### Differentiated Activities

**110 km/hr**



In your Little Book, draw a star. Label all the points and line segments. Write a sentence explaining how each line segment connects the points and forms the shape.

**80 km/hr**



In your Little Book, draw a rectangle. Label the points and line segments that form the sides. Write a sentence explaining why the sides are line segments and not lines.

**40 km/hr**



In your Little Book, draw a triangle. Label the points and line segments. Write one sentence explaining the difference between a point and a line segment.

### Home Task

Draw a hexagon in your notebook and label all the points and line segments.

### Period 8

(Manage the students using CRM signs.)

**SHOULD DO**

10 MIN.



**Teacher:** Good morning, students. How are you all feeling today?

(Wait for responses from the students.)

**Teacher:** Before we begin today's lesson, Let us take a moment to reflect on our feelings.

**Teacher:** I want everyone to close their eyes for a moment. Take a deep breath in and slowly breathe out.

(Wait for students to follow.)

**Teacher:** Now, think about how you are feeling right now. Are you happy? Are you excited?

(Wait for students to reflect quietly for a moment.)

**Teacher:** When you are ready, I want you to raise your hand and share how you are feeling. You can say, "I feel happy," or "I feel excited," or "I feel calm today."

(Allow a few students to share their feelings.)

**Teacher:** It is important to be aware of how we feel before we begin our work. Understanding our feelings helps us focus better in class.

**Teacher:** Now that we have thought about our feelings, let us move on to today's learning. Let us get ready to dive into some fun activities.



## Book of Holistic Teaching

**Teacher:** We will do some exercises from the Book of Holistic Teaching. Let us begin with the EVS exercise.

COULD DO

15 MIN.

### Chapter 13: Geometry

Theme 8: We Live Together

#### A English

Lina asks Jas some questions. Read Jas's answers. Write the questions for the answers.

Lina: \_\_\_\_\_

Jas: No, a line does not have a starting point.

Lina: \_\_\_\_\_

Jas: No, a point is the smallest part of a line.

#### B EVS

Jas closed his eyes and pointed to a location on the globe. When he opened his eyes, he saw he pointed to the blue part. Name the blue part.



16

(You may write the questions on the blackboard.)

**Teacher:** Jas closed his eyes and pointed to a location on the globe. When he opened his eyes, he saw that he had pointed to the blue part. Can anyone tell me what the blue part on the globe represents?

(Wait for students to respond)

**Teacher:** Yes, that is right. The blue part represents the ocean or water.

**Teacher:** Now, I want you to look at the globe and see if you can find another blue area. Can you find where the oceans are? Point to them.

(Allow students time to look at the globe or a map.)

**Teacher:** Great job, everyone. Water covers most of our planet.

**Teacher:** Let us move to the English exercise. In this exercise, we have to read the questions Lina asks Jas and then write the questions for Jas's answers.

(You may write the question on the blackboard.)

**Teacher:** Let us read the answers first:

1. "No, a line does not have a starting point."

2. "No, a point is the smallest part of a line."

**Teacher:** Now, let us create questions for these answers.

(Encourage students to create the questions in their notebook. Once students have completed, let them confirm the questions.)

**Teacher:** Great. I hope you all had fun.

**Students:** Yes, teacher.

**Teacher:** Now, we will be solving some interesting worksheets. They are full of fun questions that will help you practise what you already know.

MUST DO

15 MIN.

**Teacher:** You will solve them on your own and I will be here if you need any help. Are you ready?

**Students:** Yes.

**Teacher:** Wonderful. Let us begin.

### Theme 8: We Live Together 13. Geometry

#### Worksheet 1

#### A. Fill in the blanks.

1. A line segment is measured using a \_\_\_\_\_.
2. A \_\_\_\_\_ has no length.
3. A line segment has \_\_\_\_\_ length.
4. A line is shown using \_\_\_\_\_ on both sides.
5. A line does not have fixed \_\_\_\_\_.

#### B. Write the number of line segments in each of the following.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

45

#### C. Name the line segments in the figures below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

45

(Instruct students to open Worksheet 1 on page 45.)

**Teacher:** Let us solve Exercises A, B and C. I am sure you all know the answers. Read the questions carefully. Once done, we will discuss the answers.

**Students:** Okay, teacher.

(Allow students to think and write the answers. Then, you may discuss them.)

You may show the **Quiz** given on the digital platform.

**Teacher:** Well done, everyone. Today, we reflected on our feelings, learned about the oceans and practiced writing questions in English. You all did an amazing job.

**Teacher:** Let us give ourselves a big round of applause for the hard work we did today.

## Differentiated Activities

### 110 km/hr

Draw and label a point, a line and a line segment. Then, create your own small city/town map where you use points for landmarks (like a school, hospital), lines for roads that go on endlessly, and line segments for streets with a clear start and end.

### 80 km/hr

Sort the following objects into categories, such as Point, Line, Line Segment.

- tip of a pencil
- edge of a table
- side of a book
- dot on a page
- horizon
- railway track

40 km/hr



Draw and label:

- 3 different points (use letters like A, B, C).
- A line passing through two of the points.
- A line segment connecting the remaining two points.

## Home Task

Look around your home. Find and write:

- Two examples of a point
- Two examples of a line
- Two examples of a line segment

Write the answers in your notebook.

## Period 9

(Manage the students using CRM signs.)

SHOULD DO

10 MIN.



**Teacher:** Welcome to the class, students. Before we wrap up today's lesson, we are going to play a fun game called Scavenger Hunt to reinforce what we have learned about points, lines and line segments.

**Teacher:** Here is how it works: I will give you a set of instructions and you have to find objects in the classroom that match what we are looking for. Once you find something, raise your hand, and tell me what you found. Ready?

**Students:** Yes, teacher.

**Teacher:** Find a point. Look around the room and find an object that has a clear point (like the tip of a pencil or a corner of a book).

**Teacher:** Show me what object you found and tell me why it is a point.

**Teacher:** Find a line - Look for a line that goes on and on in both directions without stopping. It could be a line on the wall or on the floor.

**Teacher:** Point to the line you found and explain why it is a line.

**Teacher:** Find a line segment. Look for an object that has a line segment. It should have a starting point and an ending point, like the edge of a table or a pencil.

**Teacher:** Show me the line segment you found and tell me why it is a line segment.

**Teacher:** Great work, everyone. This activity helped us learn how points, lines and line segments are all around us in our everyday environment.

## Worksheet 2

A. Define the following.

1. Point
2. Line segment
3. Line
4. Square
5. Triangle

---

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B. Write the number of line segments in each of the following.

1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
4. <input type="text"/>	5. <input type="text"/>	6. <input type="text"/>

C. Name the lines in the figures below.

1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
4. <input type="text"/>	5. <input type="text"/>	6. <input type="text"/>

46

**Teacher:** Now, let us move to Worksheet 2 on Page 46 and solve exercises A, B and C.

(Allow students to think and write the answers. Then, you may discuss the answers.)

MUST DO

15 MIN.



You may generate additional practice worksheets using the **Test Generator** given on digital platform.

L (What I have Learnt)<sup>#</sup> ICE

128

**Teacher:** Now that we have completed the lesson, let us take a moment to reflect on what we have learned.

MUST DO

15 MIN.



**Teacher:** In the "L" section of your KWL chart, I want you to write down what you have understood from this lesson. Think about the key concepts and how they connect to real-life situations. What did you find interesting?

**Teacher:** This is a great way to ensure that you remember everything you have learned and to see how much you have grown in understanding Geometry and its application in daily life.

**Teacher:** Sit with your partners and discuss what you have learnt from the lesson. Consolidate your ideas on the "What Have I Learnt" part of the KWL chart. Once the chart is complete, discuss your journey, reflecting on what you initially knew, what you wanted to know and what you have learnt.

(Let the students discuss and write what they have learnt.)

**Teacher:** Great job. You have all done a great job understanding the concepts of Geometry. I hope you are feeling confident about what we have learnt.

**Teacher:** You have worked very hard today and completed your worksheets with great focus. Let us give ourselves a big round of applause for the hard work we did today. See you all in the next period.

### Differentiated Activities

**110 km/hr**



Draw 5 different figures using only points, lines and line segments. Label all parts clearly (e.g., name points as A, B, etc.).

**80 km/hr**



Create a simple map (e.g., of a park or classroom) using points for important spots and lines/line segments for paths.

**40 km/hr**



Circle the correct answer.

- A mark with no length - (Point / Line / Line Segment)
- Extends endlessly in both directions - (Point / Line / Line Segment)
- Has two endpoints - (Point / Line / Line Segment)

### Home Task

1. Choose the correct term for each. Write the answer in your notebook.

- Pencil tip → \_\_\_\_
- Road that goes on and on → \_\_\_\_
- Edge of a ruler → \_\_\_\_

2. Fill in the Blanks

- A \_\_\_\_ has no end points.
- A \_\_\_\_ has two end points.
- A \_\_\_\_ is just a dot.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>improve fine motor skills and spatial understanding by drawing and labelling geometric shapes accurately and forming shapes through body movements.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>collaborate in pairs or small groups to solve shape identification and classification tasks.</li> <li>share geometric creations and ideas with peers, practicing active listening and respectful communication.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>identify and describe the properties of basic geometric shapes, including the number of sides and angles.</li> <li>understand and explain the difference between points, lines and line segments.</li> <li>draw and label points, lines and line segments in their notebooks with accuracy.</li> <li>apply geometric concepts to identify shapes in real-world objects and environments.</li> <li>solve simple geometric puzzles involving shapes and spatial relationships.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>use geometric vocabulary (e.g., point, line, line segment, shape, side, angle) in verbal and written form.</li> <li>frame and solve basic geometric word problems using correct terms related to shapes and lines.</li> <li>discuss and write about the shapes they observe in their environment, using proper geometric language.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>create geometric designs and drawings, expressing creativity through the use of different shapes.</li> <li>connect geometric concepts to cultural elements (e.g., architecture, art) and express this connection through drawings or crafts.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>practice precision and attention to detail when drawing and labelling geometric shapes.</li> <li>demonstrate a positive attitude toward learning geometry, showing curiosity and persistence in solving shape-related tasks.</li> <li>participate actively in collaborative activities, respecting peers' ideas and contributing thoughtfully to group discussions and activities.</li> </ul>

### Starry Knights

Could you explain the concept of point and line to the learners easily? If yes, what were the most enjoyable activities? Mention here.

Award yourself a STAR for being an amazing teacher.

