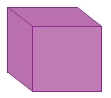
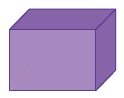
**LESSON DEVELOPMENT THREE**

**PROPERTIES OF CUBE AND CUBOID**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction – Introductory Activities**  **(5 minutes)** | Asks pupils to differentiate between square and rectangle. | Square has all lines and angles are equal.  Rectangle has 2 opposite lines are equal. Also, all angles are equal. | Linking the Previous knowledge to the new lesson |
| **Step 2**  **Development**  **(5 minutes)**  **Grouping** | 1. Groups the learners into four groups – A, B, C, and D.  2. Guide the learners to choose a leader and secretary for your group.  3. Gives each group learning materials – sample of cube and cuboid. Charts of cube and cuboid. | 1. Belong to a group.  2. Choose their leader and secretary.  3. Received learning materials for their group. | Learner’s group, leader and secretary confirmed. |
| **Step 3**  **Development – Groups Activities**  **(5 minutes)** | Asks each group to –  1. Compare cube and cuboid with the ones on chart.  2. Identify the name of cube and cuboid with the one on chart. |  | Identification of cube and cuboid. |
| **Step 4**  **Development – Groups Activities**  **(10 minutes)** | **GUIDED INSTRUCTIONS**  **Guides the groups to identify the faces, vertices and edges of cube and cuboid. Also asks,**  1. There are \_\_\_\_\_\_\_ faces.  2. There are \_\_\_\_\_\_\_ vertices.  3. There are \_\_\_\_\_\_\_ edges.  4. Cut out a face of cube and cuboid. What shape do you observe? | **Cube**  Number of faces \_\_\_\_\_\_\_  Number of vertices \_\_\_\_\_\_\_  Number of edges \_\_\_\_\_\_\_  **Cuboid**  Number of faces \_\_\_\_\_\_\_  Number of vertices \_\_\_\_\_\_\_  Number of edges \_\_\_\_\_\_\_  ***Observations – square and rectangle*** | Properties of cube and cuboid. |
| **Step 5**  **Development – Presentation**  **(10 minutes)** | Asks each group to present their results/solutions so that you can compare responses with those in other groups. | **Presentation – Call on any member of at least two pairs in each to make presentation to the class.** | Group Presentation |
| **Step 7**  **Conclusion**  **(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  **SUMMARY**  Cube is a 3-dimensional solid object bounded by six square faces or sides. It has 6 faces, 12 edges, and 8 vertices.  Cuboid is a 3-dimensional shade bounded by six faces (only rectangle or both rectangle and square). It has 6 faces, 12 edges, and 8 vertices. | The learners listen, ask and answer questions.  **KEY QUESTIONS**  ***Differentiate between between cube and cuboid.***  **ASSIGNMENT**  ***Construct a cube and cuboid.***  ***Mention 6 objects each for cube and cuboid that represent both shape. For example – Maggi cube or shoes package (cuboid).*** | Lesson Evaluation and Conclusion |

***Reference book – New Method Mathematics Book 6.***

***Instructional Materials ***

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***Cube Cuboid***