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Education in Emergency

Self - Instructional Materials

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སློབ་ཕྱོད་ཀྱི་ལོ་ལྟེ་

Key Stage 2 Cl - VI
Vol. III

Self-Instructional Materials

Key-stage II

Introduction.

The Self-Instructional Materials (SIMs) with the theme '**Reaching the Unreached**' are developed primarily to facilitate education of the students living in remote places with either limited or no access to *BBS* and *Internet* for e-learning lessons. The learning activities in the SIMs packages are developed considering the class-levels and learning potentials of the students. The designs of the learning activities are intended technically to promote self-engagement and independent learning of the students at home.

Supporting Students in Using the Self-Instructional Materials

It is also acknowledged that the students of Primary Schools, especially students of classes Pre-Primary to III, and IV to VI may face certain challenges in using the SIMs. It is possible that certain instructions, content, and activities may be difficult to understand due to the student's limited acquaintance with the medium of instructions and certain concepts covered in the learning activities.

Therefore, it is imperative for family members and teachers staying in localities to provide necessary guidance to students at home. The support from the following individuals can be of great help in student's self-engagement and learning through the use of SIMs.

- **Parent:** can at least spare time to be with the child to monitor and motivate, if possible, help with the lessons.
- **Siblings:** elder siblings in higher classes may help younger ones.
- **Teachers:** individual teachers in and around the same vicinity may help students in their learning.
- **NFE Instructors:** may assist parents and students staying nearby.
- **Family friends:** educated family friends may help students living close to their houses.
- **Student's friends:** the student's friends in close neighbours can work together.

Our collaborations and joint efforts can make a difference in educating our children

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Advisors

1. Karma Tshering, Officiating Secretary, Ministry of Education
2. Kinga Dakpa, Director General, Royal Education Council
3. Phuntsho Lhamo, Education Specialist, Advisor to DSE, Ministry of Education

Developers

1. Leki Phuntsho, Dy. Chief HRO, TPSD, DSE, MoE (*Key-stage facilitator*)
2. Damcho Wezer, Dy. Chief Sports Coordinator, GSD, DYS, MoE (*Key-stage facilitator*)
3. Passang Wangmo, Teacher, Zilukha MSS, Thimphu Thromde (*English*)
4. Ngawang Yangchen, Teacher, Zilukha MSS, Thimphu Thromde (*English*)
5. Wangchuk Norbu, Teacher, Lapsakha PS, Punakha (*Mathematics*)
6. Dorji Dolma, Teacher, Bjimina PS, Thimphu (*Mathematics*)

Content Editors

1. Tsheringla, Principal, Daga CS, Dagana (*English*)
2. Kelzang Lhadon, SLT, Shari HSS, Paro (*English and Mathematics*)
3. Anthony Joshy, Teacher, Yangchenphug HSS, Thimphu Thromde, (*Mathematics*)

Layout and Design

1. Leki Phuntsho, Dy. Chief HRO, TPSD, DSE, MoE
2. Damcho Wezer, Dy. Chief Sports Coordinator, GSD, DYS, MoE

Cover Design

Samdrup Tshering, Teacher, Lamgong MSS, Paro

Overall coordinator

Phuntsho Lhamo, Education Specialist, Advisor to DSE, Ministry of Education

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Lesson No: 1

Subject: English

Class level: VI

Time: 40 minutes

Learning Area: Grammar

Topic: Eight Parts of Speech

Learning Objectives



- Identify the eight parts of speech.
- Explain eight parts of speech.

Introduction

You have learned about the parts of speech in classes IV and V.



Think Time

What are the eight parts of speech?

There are eight parts of speech and they are

- | | |
|----------------|-----------------|
| 1. Noun | 2. Pronoun |
| 3. Adjective | 4. Verb |
| 5. Adverb | 6. Conjunction |
| 7. Preposition | 8. Interjection |

Now, let us look at each part of speech with examples.

1. Noun

A noun is a name of a person, a place, a thing or an idea. A noun is a subject of a sentence.

Examples: The **dog** is very smart.

Pema is a beautiful girl.

‘Dog’ and ‘Pema’ are examples of nouns. A ‘dog’ is a name of an animal and ‘Pema’ is a name of a person. They are both used as a subject of a sentence.



source: Google Image

2. Pronoun

A pronoun is a word used in place of a noun. It takes the place of a noun. Instead of saying ‘**Monkeys** like to eat bananas’, you could say ‘**They** like to eat bananas’. *Here, the pronoun ‘They’ is used instead of noun ‘monkeys’.*

Examples:

Deki is a girl. **She** reads a lot of book. *If you talk about ‘Deki’, your talk will sound repetitive if you keep using ‘Deki’ over and over again. So, to avoid repetition, use ‘She’ (pronoun).*

The children went for a picnic. **They** went nearby a river. *Here, the pronoun ‘They’ is used instead of noun ‘Children’.*

Wangmo cooks food on Sunday. **She** also helps her mother in cleaning the house. *Here, the pronoun ‘She’ is used instead of noun “Wangmo” in the second sentence.*

Some of the pronouns: I, me, my, you, your, he, she, it, us, we, they, them, his, her, their, mine, our, etc.

3. Adjectives

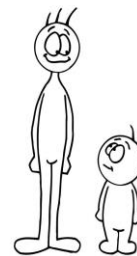
An adjective is a word that describes a person, an animal or a thing. It tells us how a person looks like, how something looks like, and what it feels like to touch, taste or smell.

Example: Dorji is a **tall** boy.

I saw a **beautiful** butterfly today.

Here, ‘tall’ describes the height of ‘Dorji’ and ‘beautiful’ describes how the butterfly appears or looks.

Some of the adjectives: happy, short, sad, tall, red, hairy, fat, green, sweet. etc.



Tall and Short

4. Verb

A verb is a word that tells what someone or something does. It is an action word or word of being.

Example: Tashi **plays** football after school.

Pema **writes** stories.

Here, the word ‘plays’ tells about Tashi’s action and ‘write’ tells about what Pema does.

Some of the verbs: sit, laugh, run, jump, sing, sleep, listen, learn, etc.



Run. Source: Google Image

5. Adverb

An adverb is a word that tells you how an action is performed. It can be added to a verb or adjective to modify its meaning. It usually answers the questions of when, where, how, why, under what conditions, or to what degree.

Many adverbs end in 'ly', but not always!

Examples: Tshomo sings **sweetly**.

Karma is running **fast**.

Pema visited the place **yesterday**.

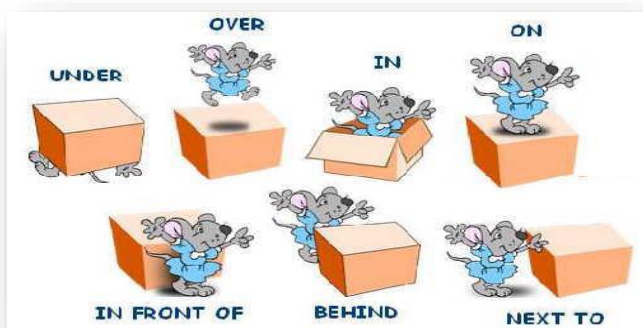
quickly fast slowly
carefully easily sweetly
brightly beautifully today

Here, the word '**sweetly**' describes how Tshomo sings. The word '**fast**' describes how Karma is running. Similarly, the word '**yesterday**' describes when Pema visited the place.

Preposition

A preposition is a word that shows position or direction. The mouse is **on** the box. Now, ask yourself, "Where is the mouse?" What is the preposition in this sentence? The mouse is **on** the box. Here, the preposition is '**on**'. It shows where the mouse is.

Some of the prepositions: in, out, under, over, after, out, into, up, down, for, between, etc.

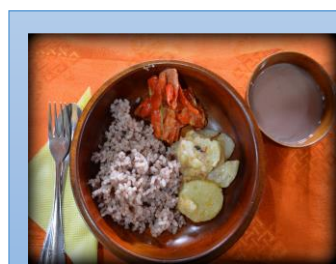


Source: Google Image

6. Conjunction

A conjunction is a word that joins words or group of words.

Examples:



We ate rice and drank Suja for breakfast.

Here we have joined 'We ate rice' **and** 'drank suja' for breakfast using a conjunction. The conjunction we have used is '**and**'.

Photo source: Google image

I went to town yesterday. I forgot to buy a pen. *These two sentences can be joined by the conjunction 'but'.*

I went to town yesterday **but** forgot to buy a pen.

Some of the conjunctions: and, but, or, because, etc.

7. Interjection

An interjection is a word that expresses strong or sudden emotion. It expresses joy, fear, surprise, anger, etc. It is followed by an exclamation mark (!). It is capable of standing by itself. It is also used in the beginning of a sentence.

Example: *Hurray!* We won this match. *The sentence shows the excitement of the speaker.*



What! You failed! *This sentence shows how surprised the speaker is.*

Some of the interjections: Oh dear! My goodness! Wow! Ouch! Yes! No!



Activity 1

Instruction: Read the following sentences and identify what parts of speech are the words underlined.

Noun	Pronoun	Adjective	Verb	Adverb	Preposition	Conjunction	Interjection
Sl. No	Sentences						Parts of Speech
1	The girls <u>carried</u> the bags.						Verb
2	<u>My goodness!</u> This is not good.						
3	They lived <u>happily</u> in the end.						
4	Karma <u>and</u> Pema wrote the essay today.						
5	This is a <u>dog</u> .						
6	Ngawang is a student. <u>She</u> is from Thimphu.						
7	The cat sat <u>in front</u> of the box.						
8	Singye is a <u>handsome</u> boy.						



Activity 2

Instruction: Read the rhyme given below about the eight parts of speech and you can sing it with any tune you know.

Every name is called a **NOUN**
As **field** and **fountain**, **street** and **town**.

In place of noun the **PRONOUN** stands,
As **he** and **she** can clap their hands.

The **ADJECTIVE** describes a thing,
As **magic** wand or **bridal** ring.

A **VERB** means action, something done,
To **read** and **write**, to **jump** and **run**.

How things are done the **ADVERBS** tell,
As **quickly**, **slowly**, **badly**, **well**.

The **PREPOSITION** shows relation,
As **in** the street or **at** the station.

CONJUNCTIONS join, in many ways,
Sentences, words, **or** phrase **and** phrase.

The **INTERJECTION** cries out, "**Hark!**
I need an exclamation mark!"

Source: www.pinterest.com



Activity 3

Instruction: Read the poem given below and identify as many parts of speech as you can. Copy the table given below in your notebook and write down the examples in it.

Thin King

There once lived a Thin King
Believe it or not,
This Thin King loved thinking
And did it a lot.

He thought every minute
and second he's got,
He thought even when
you would think he does not.

He sat on his throne,
having thought after thought
Of every last person and every last spot,
And all of his people from here and abroad
Were sitting around and thinking a lot.

One Snoozeday,
or maybe it was Sleepersday
The Thin King was thinking
of plans for today.

There came in a Wizard,
who spoke – and was gone:

“My King, there’s a problem,
You’ve only got one –
When you THINK to DO it,
it does not GET DONE!

Vladimir Sokolov

Source: www.pinterest.com

Noun	Pronoun	Verb	Adjective
Adverb	Conjunction	Preposition	Interjection

Summary

- There are eight parts of speech namely **noun, pronoun, adjective, verb, adverb, conjunction, preposition, and interjection.**
- A **noun** is a name of a thing, a **pronoun** is a word which is used instead of a noun, an **adjective** describes a noun or a pronoun, and a **verb** is an action word. An **adverb** describes an action, a **conjunction** is a joining word, preposition shows the position and direction, and an **interjection** expresses strong or sudden emotions.



Self-check for Learning

1. List down all the eight parts of speech.

Self-check for Learning

1. Noun, pronoun, adjective, verb, adverb, conjunction, preposition and interjection.

once, today, here	and	on, around	Get done!
Adverb	Conjunction	Preposition	Interjection
king, wizard	he, you	sat, came	thin
Noun	Pronoun	Verb	Adjective

Activity 3

Students will read and sing the rhyme.

Activity 2

1. Verb	5. Noun
2. Interjection	6. Pronoun
3. Adverb	7. Preposition
4. Conjunction	8. Adjective

Activity 1



Lesson No: 2

Subject: English

Class level: VI

Time: 40 minutes

Learning Area: Reading

Topic: Poetry and its Characteristics

Learning Objectives



- Define a poem.
- Describe the difference between denotation and connotation.
- Identify the characteristics of a poem.

Introduction

Think of the poem ‘**No more Water**’ by Kenn Nesbitt that you have read in lesson one. What is the poem about? Did you read any other poems?



Think Time

What is a poem?

Now, let us see what a poem is.

A poem is created by putting words together in an interesting way to express the feelings and the emotions of a poet.

Why do you think people write poems?

People write poems to:

- give information.
- teach a moral lesson.
- talk about human conditions.
- express their feelings and emotions.

Content of the poem

Content (or the meaning): It is the things represented or the ideas in the poem.

The words in the poems have two basic meanings: one the dictionary meaning and other the hidden meaning. They are called Denotation and Connotation.

Denotation: The dictionary or literal meaning of a word. It is the surface or direct meaning of the words.

Connotation: The feelings or ideas attached to the words. The meanings of the words are hidden and are different from the dictionary meaning.



source: Google Image

Example: “He’s such a dog”


The denotation or the dictionary meaning of a ‘dog’ is a domestic animal but the dog can also give a connotation, an idea, or a feeling of shamelessness or an ugly face.

DENOTATION VS. CONNOTATION
LITERAL VS. EMOTIONAL

WHITE DOVE

Defined as:

- A stocky seed or fruit-eating bird with a small head, short legs, pointed tail and a cooing voice
- They are also known to be messengers



Associated with:

- Innocence
- Gentleness
- Tenderness
- Peace
- Love
- Harmony
- Tranquillity

Source: <https://www.pinterest.com.au/pin/291608144602449293/>



Activity 1

Instruction: Match the things in **column A** with ideas they represent in **column B**.

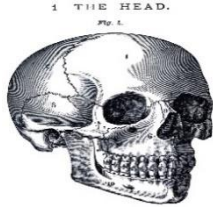




Column A Denotation	Column B Connotation
i. Skull 	a. peace
ii. White 	b. justice
iii. heart 	c. danger
iv. dove 	d. pure
v. weighing scale 	e. love
	f. change

Photo source: Google Image

Structure of poems

Poems are different from stories or essays because they have special characteristics.

What is the structure of a poem?

The structure of a poem refers to the way it is presented to the readers. This could include line length, stanza format, rhyme, and rhythm.

1. Line length

Line length shows the reader how it should be read. Short lines are usually read faster, with more emotion. Longer lines slow down the pace of a poem. Choosing appropriate line breaks gives the reader a chance to take a natural breath.

2. Stanzas

A stanza in a poem is like a paragraph in an essay. Stanza is a set of lines put together. Each stanza is separated by some blank space. Poems may contain any number of stanzas depending on the author's wishes and the structure in which the poet is writing.

The Road Not Taken
by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I —
I took the one less traveled by,
And that has made all the difference.

1st Stanza

2nd Stanza

3. Rhyming words

A rhyme is a repetition of similar sounding words at the end of lines in poems.

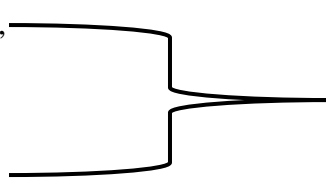
Two roads diverged in a yellow **wood**,

And sorry I could not travel both

And be one traveller, long I **stood**

And looked down one as far as I could

To where it bent in the undergrowth.



**Wood and
stood are
rhyme words**

4. Rhythm

Rhythm is a regular, patterned repetition of **stressed and unstressed syllables** in a line. Rhythm is the **beat and pace** of a poem. Rhythm can help to make the meaning of words and ideas stronger in a poem.

For example:

The word “apple” has two syllables. –ap-ple- and the first syllable is pronounced more strongly than the second. That’s why the word is pronounced “AP-ple” and not “ap-PLE”.

my MOTH | er ATE | an AP | ple AND | my FATH | er ATE | a PEAR.

The pattern of one unstressed syllable and one stressed syllable has been repeated seven times. Rhythm and rhyme can give poetry a musical quality.

5. Mood

Mood is the feeling created by the poet for the reader. Some words that can describe the mood in the poem are angry, bored, joyful, excited, happy, irritated, sad, disappointed, etc.



Activity 2

Instruction: Read the poem given below and answer the questions that follow in your notebook.

September

By Helen Hunt Jackson

The golden-rod is yellow
The corn is turning brown
The trees in apple orchards
With fruit are bending down.

The gentian's bluest fringes
Are curling in the sun
In dusty pods the milkweed
Its hidden silk has spun.

The sedges flaunt their harvest
In every meadow nook
And asters by the brook-side
Make asters in the brook.

From dew lanes at morning
the grapes' sweet odors rise
At noon the roads all flutter
With yellow butterflies.

By all these lovely tokens
September days are here
With summer's best of weather
And autumn's best of cheer.

But none of all this beauty
Which floods the earth and air
Is unto me the secret
Which makes September fair.

'T is a thing which I remember
To name it thrills me yet
One day of one September
I never can forget.



Source: Google Image



Source: Google Image

Questions

1. How many stanzas does the poem have?
2. How many lines are there in each stanza?
3. Write down all the rhyming words.
4. What is the mood of the poem?

Summary

- A poem is words put together in an interesting way to express feelings and the emotions of a poet.
- The words in the poems have two basic meanings: one the dictionary meaning and other the hidden meaning. They are called ‘Denotation’ and ‘Connotation’.
- Poems are different from stories or essays because they have special characteristics such as they are put in lines that make stanzas, have rhyme and rhythm.



Self-check for Learning

1. What is a poem?
2. What is the difference between denotation and connotation?
3. How are poems different from stories or essays?

Self-check for learning

1. A poem is words put together in an interesting way to express feelings and the emotions of a poet.
2. Denotation is the dictionary or the literal meaning and connotation is the hidden meaning or feelings and ideas attached to the words.
3. Poems are different from stories or essays because they have special characteristics such as they are put in lines that make up stanzas, have rhyming words and rhythm.

Activity 2

1. There are seven stanzas in the poem.
2. There are four lines in each stanza.
3. Rhyming words are nook-book, brown-down, sun-spun, rise-butterflies, here-cheer, air-fair, remember-September
4. The mood in the poem is happy and cheerful.

1. Danger	2. Pure	3. Love	4. Peace	5. Justice
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Activity 1



Lesson No: 3**Subject:** English**Class level:** VI**Time:** 40 minutes**Learning Area:** Writing**Topic:** Shape Poem*Learning Objectives*

- Define a shape poem.
- Write a shape poem.

Introduction**Think Time**

What do you think is a shape poem?

A shape poem is a poem that is shaped like the thing it describes. The shape adds to the meaning of the poem. To write a shape poem, it helps to start by writing down all the words that come to mind about the chosen topic. These words can then be used in the poem.

How to write a shape poem?

- You may choose an object to be the subject of your poem. It can be your favourite fruit, animal, people, or anything you like to write about.
- Draw a simple outline of its shape in your book or a paper.
- Write your poem normally. Try to describe the thing or how the thing makes you feel. The words will be fitted into your drawing, so don't make it too long. However, if you have more to write you can make your outline or the picture of the object bigger.
- You don't have to always look for rhyming words.
- Finally, erase the outline of your shape, so that it is just the words from your poem.

There are two ways of writing shape poems:

1. Poem on the outline of the shape

For example, if you wanted to write a poem about 'My Hand', you could write a short poem and make the words the outline of the hand.

Example: My Hand

Let us see what a shape poem about 'My Hand' might look like! First, we will figure out what to say about this handy hand.

My Hand

My hand reaches for you,

My hand takes your hand,

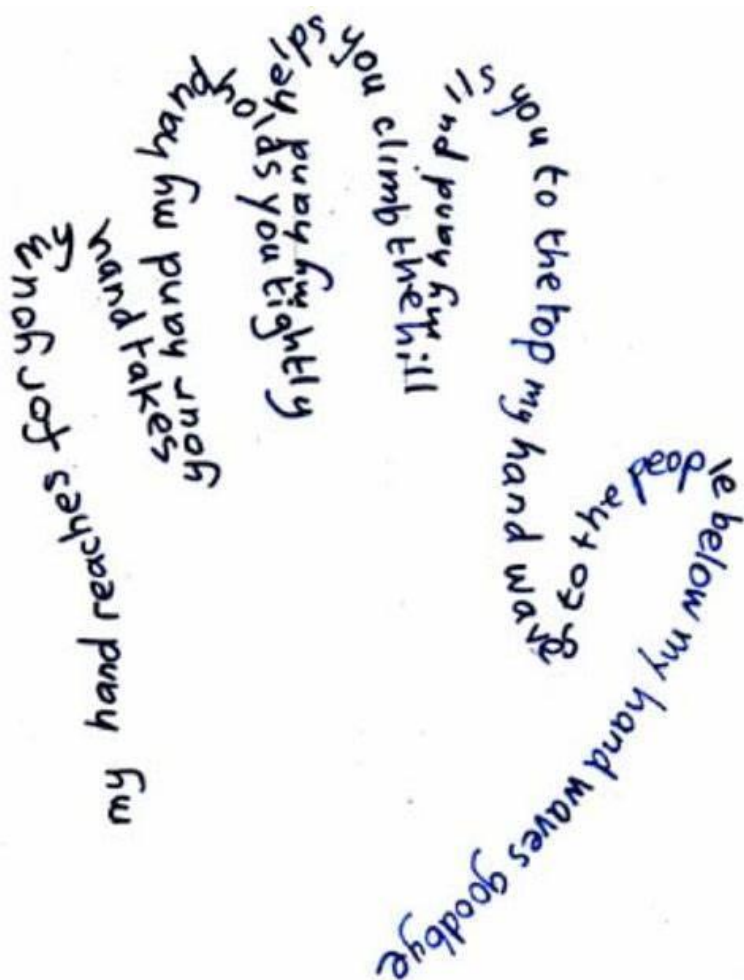
My hands holds you tightly,

My hand helps you climb the hill,

My hand pulls you to the top,

My hand wave to the people below,

My hand waves goodbye.



2. Poem within the shape

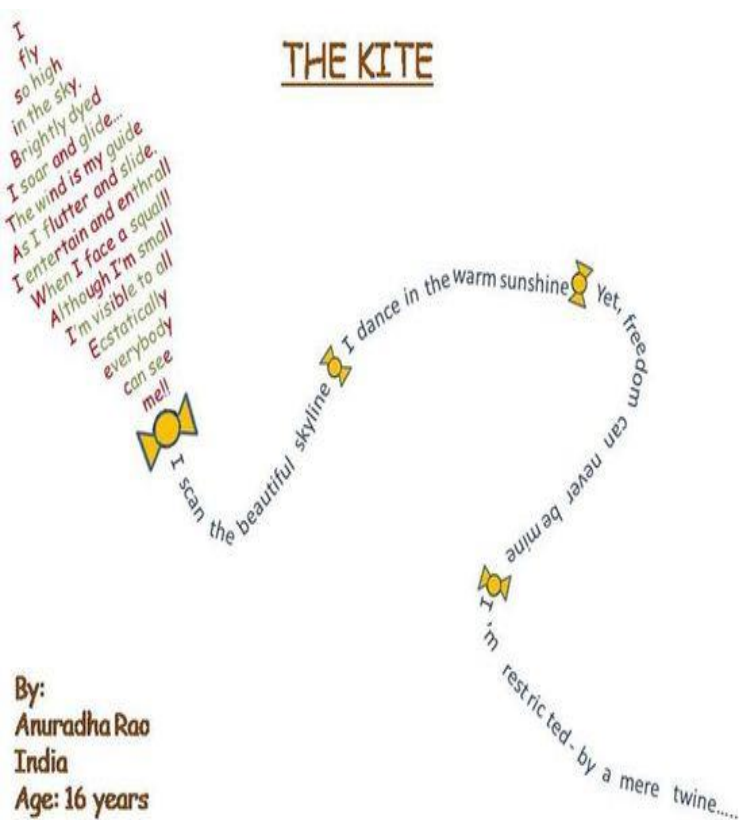
The poetry matches with the image of the thing you have written about. The words form the shape of the thing as a picture.

Example: The Kite

Let us see what a shape poem about a kite might look like! First, we will figure out what to say about this fun, windy-day object:

The Kite

I fly so high in the sky.
 Brightly dyed,
 I soar and glide.
 The wind is my guide,
 As I flutter and slide.
 I entertain and enthrall,
 When I face a squall.
 Although I'm small,
 I'm visible to all.
 Ecstatically everybody can see me!
 I scan the beautiful skyline.
 I dance in the warm sunshine.
 Yet, freedom can never be mine.
 I'm restricted by a mere twine.



Source: www.pinterest.com



Activity 1

Instruction: Read the following lines of the two poems about the ‘star’ and a ‘dog’ and write the shape poems in your notebook.

Star

So bright and high.

Splendid light in the night sky.

You shine and sparkle, glow and twinkle.

You dot the dark with magic.

The moon adores you

like a mother admires her baby's smile

A Dog

A dog is the cleverest of all

Playfully chasing the ball

With eyes open wide

Its work is to guide

With many tricks

Gets hold of the sticks

It never bites

Unless it sees some fights

It is a man's best friend

Till the very end.



Activity 2

Instruction: Look at the image given below. What do you think is it? Read the shape poem and write down the lines in your notebook.

warm chewy
 gingerbread man,
 made in some oven
 while lying in a pan.
 people are waiting
 to eat his hand.
 why is it they will
 mostly nibble on his limbs?
 leaving him (if he could) pondering,
 wondering just what he'd done to them?
 this punishment is a bit harsh it seems
 only just for giving them oh,
 such tasty dreams.
 children all begging
 they want to taste too,
 be sure there's enough
 if it's the last thing that you do.
 more are waiting cut them out fast,
 although we try I'm pretty sure
 they're not going to last.

Worth1000.com

Summary

- A shape poem is a poem that is shaped like the thing it describes.
- The shape adds to the meaning of the poem.
- To write a shape poem, it helps to start by writing down all the words that come to mind about the chosen topic. These words can be used in the poem.



Self-check for Learning

1. Circle the correct answers.
 - i. What is a shape poem?
 - A A shape poem is a poem about a shape
 - B A shape poem is a poem about any object written in the shape of that object
 - C A shape poem is just a poem written in a shape, but not about anything in particular.
 - D A shape poem is a poem about the physical condition of a person.
 - ii. Which of the following statements about shape poems is correct?
 - A Shape poems have to rhyme.
 - B Shape poems must be serious.
 - C Shape poems can be colourful and decorative.
 - D Shape poems must be silly.
 - iii. If you wanted to write a shape poem in the shape of a triangle, which object would be the best to write about?
 - A A basketball
 - B A book
 - C A moon
 - D A volcano

2. Write a shape poem on one of your favourite things. You can first draw the outline of that thing and once you finish writing the lines you may erase that.



Activity 1

Students make the shape poem.

Activity 2

Warm chewy gingerbread man..... (students will continue writing the remaining line)

Self-check for Learning

- 1. i. B ii. C iii. A
- 2. Student's own answers.

Lesson No: 4

Subject: English

Class level: VI

Time: 40 minutes

Learning Area: Reading and Writing

Topic: Figures of Speech

Learning Objectives



- Define figure of speech.
- Identify the figure of speech.
- Create a poem using different figures of speech.

Introduction

You have learnt about figures of speech in class IV and V.



Think Time

What is a figure of speech? Can you recollect some examples?

Let us revisit the figures of speech.

What is a figure of speech?

A **figure of speech** is a word or phrase that has a separate meaning from its literal definition. Authors often use a **figure of speech** in writing to make it beautiful. The figure of speech presents ordinary things in new or unusual ways. They communicate ideas that go beyond the words' usual, literal meaning.

Examples:

- She works too much. (*She works like a machine*)



(Everyday usage of words)



(Use of figure of speech)

- She is beautiful. *She is as beautiful as a blooming flower.* The comparison ‘as beautiful as a blooming flower’ creates a strong image or a picture of a beauty.
- The classroom is noisy. *The classroom is a zoo.* Here ‘the classroom’ is compared to ‘a zoo’ and the word ‘zoo’ describes how noisy the classroom is.

You have learned **simile**, **metaphor**, **onomatopoeia**, and **personification** in the lower classes. In this lesson, we will revisit them and learn about **hyperbole**.

1. Simile

A simile is a figure of speech that makes a comparison, showing similarities between two different things. A simile draws resemblance with the help of the words ‘like’ or ‘as’.

Examples:

- Farmers are **working like ants**. Here, farmers’ work is compared with that of ants as both are hard working.
- Her cheeks are **red like a rose**. Here, the colour of cheeks is compared to that of a rose as both are red.
- Penjor is **busy like a bee**. Here, Penjor’s behaviour is compared to that of a bee as both are busy.

2. Metaphor

A metaphor is a figure of speech that is used to make a comparison between two things without using ‘like’ or ‘as’.

Examples:

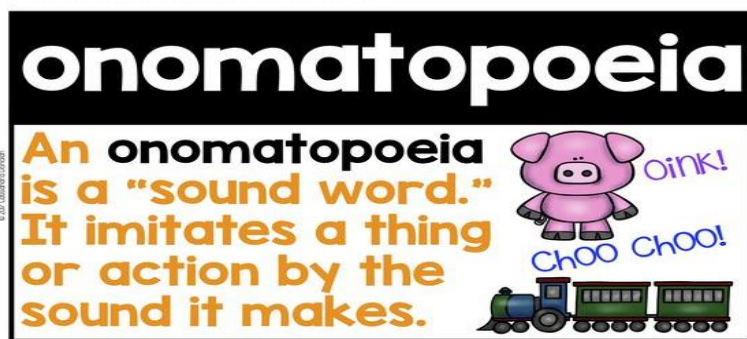
- **Choden’s voice is music to his ears**. Here, *Choden’s voice* is compared to that of a *music* as both are *sweet to listen*.
- **My brother is a lion in the fight**. Here, the *brother* is compared to a *lion* as both are *strong and brave*.

But there is no use of ‘like’ or ‘as’.



Source: www.pinterest.com

3. Onomatopoeia



Source: www.pinterest.com

Onomatopoeia is pronounced as *on-uh-mat-uh-pee-uh*

Example:

- The cat *meowed* in the kitchen. '*Meow*' is the sound made by a cat.
- The bees are *buzzing*. '*Buzz*' is the sound made by bees.
- The water *splashed* on the floor. '*Splash*' is the sound made by water.

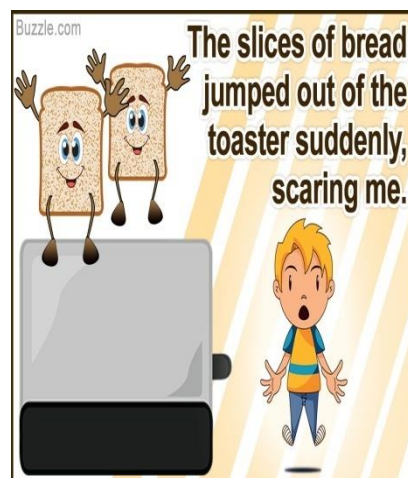


4. Personification

A figure of speech that gives the qualities of a person to an animal, an object, or an idea.

Examples:

- My alarm clock *yells at me* to get out of bed every morning. Here, the human quality that is *yell*- 'to shout' is given to the clock as the clock wakes us up with loud sound.
- The sun *smiled* down on them. Here, as the sun is shining bright and clear, the human quality that is *smile* is given to the sun to show the good thing.
- The flower *danced* in the gentle breeze. Here, as the flower moves when there is a gentle breeze, the human quality that is *dance* is given to the flower.
- The fire *swallowed* the entire forest. Here, the human quality that is to *swallow* 'to eat' is given to the fire as it burned down all the trees in the forest.



Source: www.pinterest.com

5. Hyperbole

A figure of speech that uses exaggeration to express strong emotion, to make a point, or to evoke humour.

Examples:

- I walked a **million miles** to get here. *Here, the person may not have walked a million miles but wanted to emphasize on the distance he walked.*
- I have told you to clean your room **a hundred times**.
- I have a **million things** to do today.
- He is running **faster than the wind**.
- My friend **will kill me** after knowing the truth.
- Next Friday **is never going to arrive**.
- I am **drowning in my own tears**.



Source: www.pinterest.com



Activity 1

Instruction: Copy the following sentences in your notebook and write what figure of speech is it.

1. My heart is like a singing bird.
2. Lightning danced across the sky.
3. That must have cost a billion dollars.
4. He has a heart of stone.
5. The flower nodded.
6. As wise as an owl.
7. The water splashed down the hill.
8. I have told you to stop a thousand times.
9. That kitchen knife will take a bite out of your hand if you don't handle it safely.



Activity 2

Instruction: Write an example for each figure of speech in the space provided.

1. **Simile:** _____
2. **Metaphor:** _____
3. **Onomatopoeia:** _____
4. **Personification:** _____
5. **Hyperbole:** _____



Activity 3

Instruction: You can write a poem using at least two or three figures of speech in your notebook.

Summary

- A figure of speech is a word or phrase that has a separate meaning from its literal definition.
- The author often uses a figure of speech in writing to make it beautiful.
- The figure of speech presents ordinary things in new or unusual ways.
- **Simile** compares two things using ‘like’ or ‘as’. **Metaphor** also compares two things but do not use ‘like’ or ‘as’.
- **Onomatopoeia** is word that imitates sound and **personification** is giving human quality to an animal, an object, or an idea.
- **Hyperbole** is a word that exaggerate to express strong emotion.



Self-check for Learning

1. What is a figure of speech?
2. List down the types of figure of speech with an example each.

ANSWER

Activity 1

1. Simile	2. Personification	3. Hyperbole	4. Metaphor	5. Personification
6. Simile	7. Onomatopoeia	8. Hyperbole	9. Personification	

Students own answers

Activity 2

Students own answers

Activity 3

Students own answers

Self-check Learning

1. A figure of speech is a word or phrase that has a separate meaning from its literal definition.
2. Figures of speech are
 - Simile
 - Metaphor
 - onomatopoeia
 - Personification
 - Hyperbole

(Student's own examples)

Lesson No: 1

Subject: Mathematics

Class level: VI

Time: 40 minutes

Learning Area: Measurement

Topic: Area and Perimeter

Sub Topic: Area of Parallelogram and Triangle

Learning Objectives



- Find the area of parallelogram and triangle.
- Create different parallelograms and triangles with the same area.
- Calculate the area of composite shape.

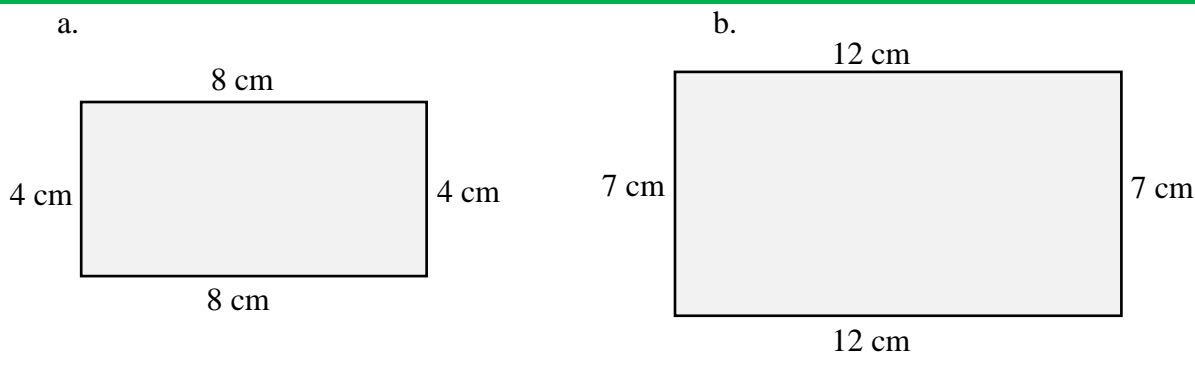
Introduction

In class IV and V, you have learned about the area and perimeter of rectangles.



Activity 1

Instruction: Find the perimeter and area for the rectangles given below.

Area of Parallelogram

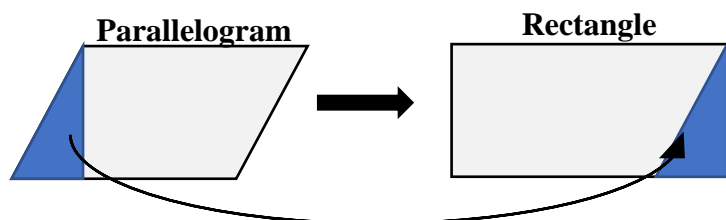
You know the formula to find the area of the rectangle.

Area of the rectangle = length x width

Because the length of a rectangle is its **base** and the width is its **height**, you can also write the formula as shown below:

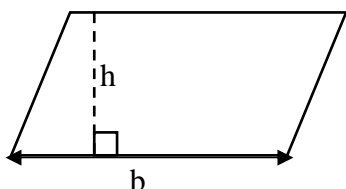
$$A = l \times w \rightarrow A = \text{base} \times \text{height} \rightarrow A = b \times h$$

You can use the rectangle formula, $A = b \times h$, to develop a formula for the area of a **parallelogram**.

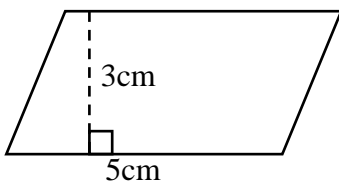


Because the bases, the heights, and the areas are the same, you can calculate the area of a parallelogram using the formula for the area of a rectangle:

Area of a parallelogram = $b \times h$



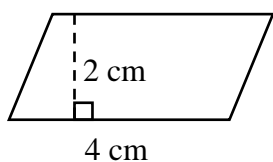
You can measure the height of a parallelogram using any line segment that is perpendicular to the base and goes to the side that is opposite the base. Note that the height is *not* the slanted side length. Now, you can find the area of parallelogram similar to that of a rectangle.



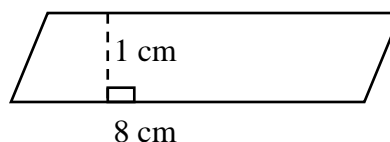
$$\begin{aligned} \text{Area of parallelogram} &= b \times h \\ &= 5 \text{ cm} \times 3 \text{ cm} \\ &= \underline{\underline{15 \text{ cm}^2}} \end{aligned}$$

Parallelograms with the Same Area

Following parallelograms have the same area but their dimensions are different.



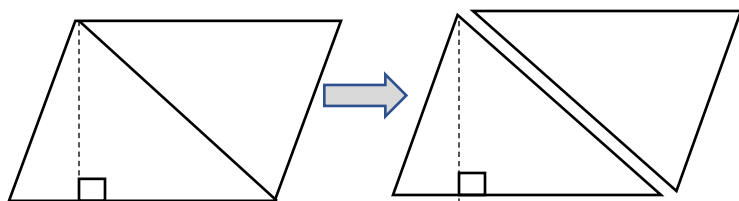
$$\begin{aligned} \text{Area of parallelogram} &= b \times h \\ &= 4 \text{ cm} \times 2 \text{ cm} \\ &= \underline{\underline{8 \text{ cm}^2}} \end{aligned}$$



$$\begin{aligned} \text{Area of parallelogram} &= b \times h \\ &= 8 \text{ cm} \times 1 \text{ cm} \\ &= \underline{\underline{8 \text{ cm}^2}} \end{aligned}$$

Area of Triangle

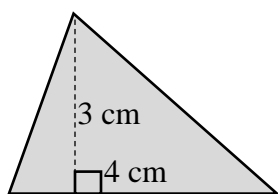
Now, you can use the parallelogram formula, $A = b \times h$, to develop a formula for the area of a triangle.



The area of triangle = $base \times height \div 2$

- The base of the parallelogram is the same as the base of the triangle.
- The height of the parallelogram is the same as the height of the triangle.
- The triangle is half the area of the parallelogram.

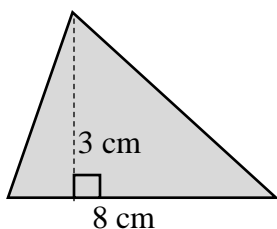
Now, let us use this formula to find the area of a triangle.



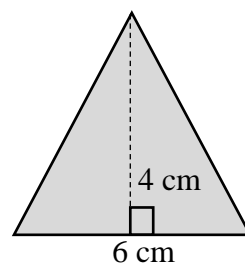
$$\begin{aligned} \text{Area of a triangle} &= \frac{b \times h}{2} \\ &= \frac{4 \text{ cm} \times 3 \text{ cm}}{2} \\ &= \frac{12}{2} = \underline{\underline{6 \text{ cm}^2}} \end{aligned}$$

Triangles with the Same Area

The following triangles have the same area but their dimensions are different.



$$\begin{aligned} \text{Area of triangle} &= \frac{8 \text{ cm} \times 3 \text{ cm}}{2} \\ &= \frac{24}{2} = \underline{\underline{12 \text{ cm}^2}} \end{aligned}$$



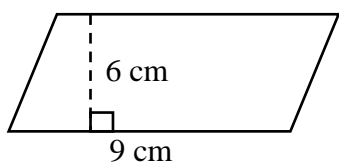
$$\begin{aligned} \text{Area of triangle} &= \frac{6 \text{ cm} \times 4 \text{ cm}}{2} \\ &= \frac{24}{2} = \underline{\underline{12 \text{ cm}^2}} \end{aligned}$$



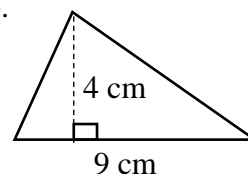
Activity 2

Instruction: Copy the shapes in your notebook and find their areas.

a.



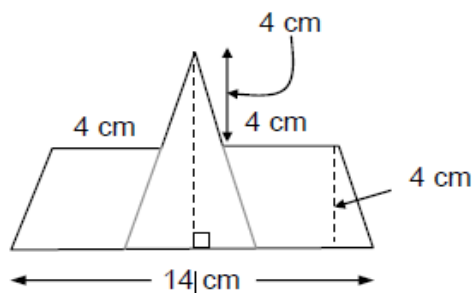
b.



Self-check for Learning

Instruction: Write the answers to the following questions in your notebook.

1. Draw and find the area for the following.
 - a. Shape: Triangle
Base = 5 cm, Height = 6 cm
 - b. Shape: Parallelogram
Base = 6 cm, Height = 7 cm
2. Draw TWO different parallelograms with the area of 20 cm^2 .
3. Draw TWO different triangles with the area of 32 cm^2 .
4. Find the area of the following shape.





Activity 1

- a. Perimeter = 24 cm, Area = 32 cm²
- b. Perimeter = 38 cm, Area = 84 cm²

Activity 2

- a. Area of parallelogram = 54 cm²
- b. Area of triangle = 18 cm²

Self-check for Learning

1. a. Area of triangle = 15 cm².
b. Area of parallelogram = 42 cm².
2. Students can draw any parallelograms with an area of 20 cm².
3. Students can draw any triangles with an area of 32 cm².
4. Area = 56 cm².

Lesson No: 2

Subject: Mathematics

Class level: VI

Time: 40 minutes

Learning Area: Measurement

Topic: Volume and Capacity

Sub Topic: Volume and capacity, Relation between volume and capacity

Learning Objectives



- Find the volume of the rectangular prisms.
- Create different rectangular prisms with the same volume.
- Relate volume and capacity.

Introduction

The **volume** of a 3-D object tells how much space the object takes up. The more material it takes to build an object, the greater is its volume. An object or shape that has three dimensions as width, length, and height is called **three-dimensional (3-D)** shape. You have learned to find the volume of rectangular prisms in class V.



Think Time

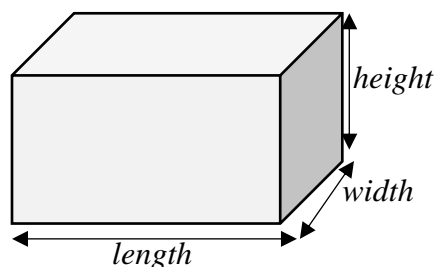
How do you find the volume of the rectangular prisms?

We multiply length, width, and height to find the volume of the rectangular prisms.

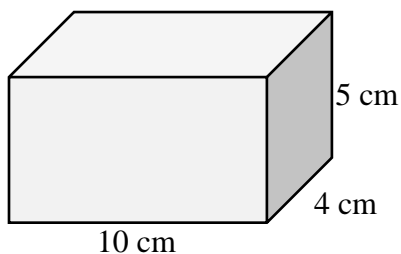
$$(V = l \times w \times h)$$

Volume of a Rectangular Prism

You can use various measurements to calculate the volume of a rectangular prism. You can use all three **dimensions** (l , w , and h).



Now, you will learn to find the volume of rectangular prisms using this formula.



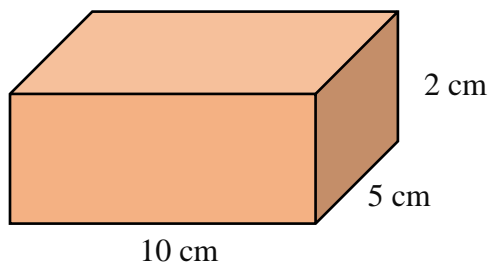
$$\begin{aligned}\text{Volume} &= l \times w \times h \\ &= 10 \text{ cm} \times 4 \text{ cm} \times 5 \text{ cm} \\ &= 40 \text{ cm}^2 \times 5 \text{ cm} \\ &= \underline{200 \text{ cm}^3}\end{aligned}$$



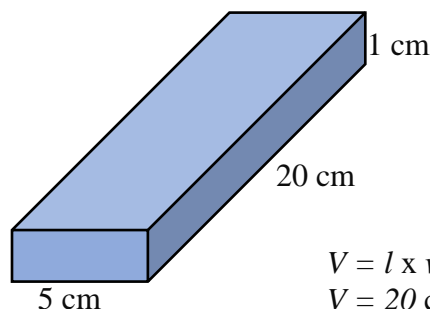
$$\begin{aligned}\text{Volume} &= l \times w \times h \\ &= 20 \text{ cm} \times 4 \text{ cm} \times 2 \text{ cm} \\ &= 80 \text{ cm}^2 \times 2 \text{ cm} \\ &= \underline{160 \text{ cm}^3}\end{aligned}$$

Creating different shape with the same volume

The following shapes are different yet they have the same volume.



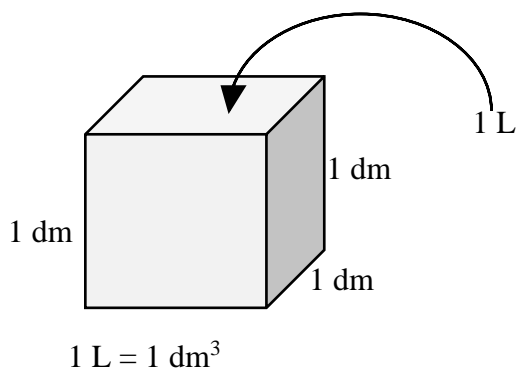
$$\begin{aligned}V &= l \times w \times h \\ V &= 10 \text{ cm} \times 5 \text{ cm} \times 2 \text{ cm} \\ &= \underline{100 \text{ cm}^3}.\end{aligned}$$



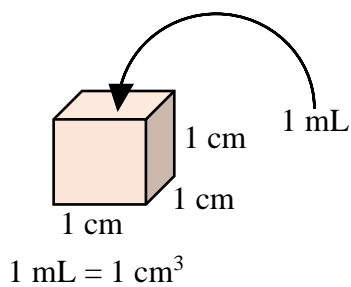
$$\begin{aligned}V &= l \times w \times h \\ V &= 20 \text{ cm} \times 5 \text{ cm} \times 1 \text{ cm} \\ &= \underline{100 \text{ cm}^3}.\end{aligned}$$

Relation between Volume and Capacity

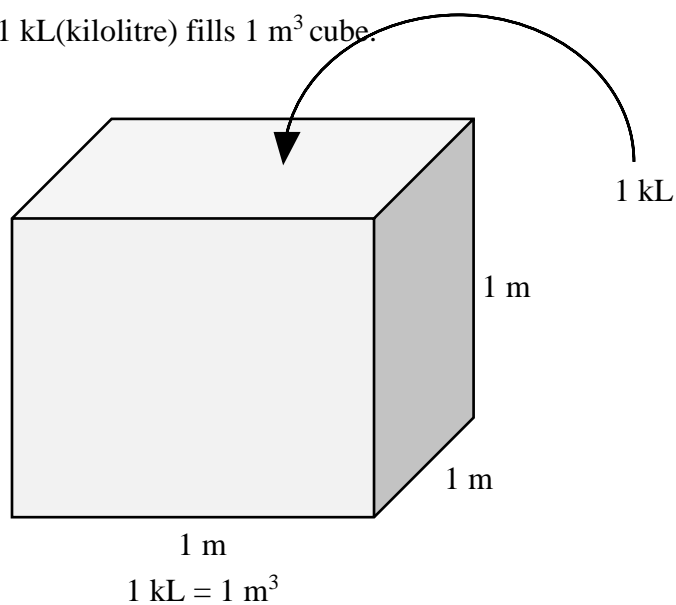
A litre (L) is the amount that fills a cube that is 1 dm (decimetre) along each edge



Similarly, 1 mL (millilitre) fills 1 cm^3 cube.



1 kL(kilolitre) fills 1 m^3 cube.



In short, the relation between volume and capacity is given below.

$$1 \text{ L} = 1 \text{ dm}^3$$

$$1 \text{ mL} = \text{cm}^3$$

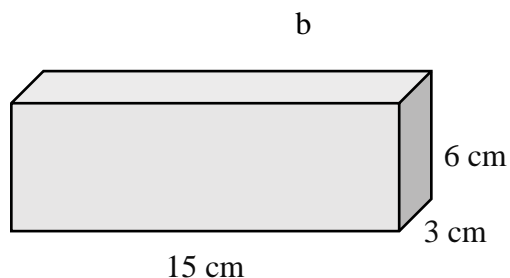
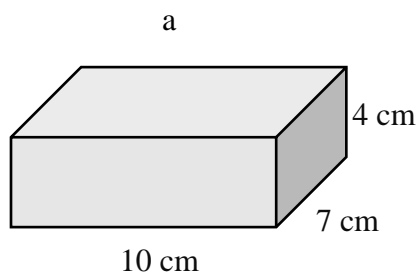
$$1 \text{ kL} = 1 \text{ m}^3$$

The units commonly used for volume are **cubic millimetres** (mm^3), **cubic centimetres** (cm^3), and **cubic metres** (m^3).

**Activity 1**

Instruction: Copy the questions in your notebook and write the answers.

1. Find the volume for the following rectangular prisms.



2. Create THREE different rectangular prisms with a volume of 240 cm^3 .

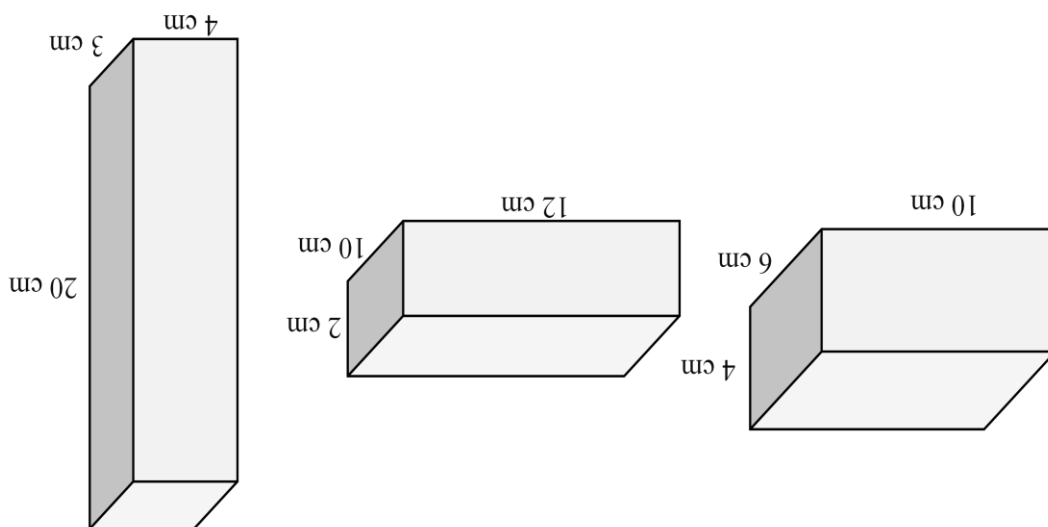
**Self-check for Learning**

Instruction: Copy the questions and write the answers in your notebook.

1. Is it possible to build a rectangular prism with a volume of 20 cm^3 ? If so, what are the dimensions?
2. Rectangular prism container holds about 1320 mL of water. Its length, width, and height are consecutive whole numbers. One of its dimensions is 10 cm. What are the dimensions of the prism?

Self-check for Learning

1. Yes. Length = 5 cm, width = 2 cm, and height = 2 cm (any three numbers that give a product of 20 is correct)
2. Length = 10 cm, width = 11 cm, and height = 12 cm



Activity 1

1. a. Volume = 280 cm^3
- b. Volume = 270 cm^3
- 2.



Lesson No: 3

Subject: Mathematics

Class level: VI

Time: 40 minutes

Learning Area: Data and Probability

Topic: Mean, Median, and Mode

Learning Objectives



- Calculate mean, median and mode for the given set of numbers.
- Compare mean, median and mode.

Introduction

You have learned about mean in class IV and V.



Think Time

What is a mean? How do you calculate mean?

The **mean** is a set of data or numbers that describes the whole set. It is a type of **average**.

Sometimes you have a set of data with many numbers and you want to describe it using just one number.



Activity 1

Instruction: Calculate the mean for the set of numbers given below.

- 2, 6, 12, 20
- 12, 16, 18, 21, 13
- 3, 5, 6, 8, 5, 4, 2, 7

Mean

The **mean** is calculated by adding all the pieces of data in a set and then sharing it equally among the pieces of data.

Let us find the mean for these set of number (1, 7, 3, 2, 4, 0, 4)

$$= 1 + 7 + 3 + 2 + 4 + 0 + 4 = 21 \text{ (First **add** all the numbers, total is 21)}$$

$$= 21 \div 7 = \mathbf{3} \text{ (**divide** the total by number of data collected, that is 7)}$$

The mean is **3** for this set of data

Median

The median is the “**middle number**” for a set of data. The number has to be arranged from least to greatest or greatest to least.

For example, let us use the above data set to find the median.

1, 7, 3, 2, 4, 0, 4

Firstly, arrange the numbers from ‘least to greatest’ or ‘greatest to least.’

0, 1, 2, 3, 4, 4, 7



Median

The **median** is **3** because it is in the middle.

Look at some more examples.

<p>If a set of data has an odd number of data values, the median is the middle number.</p> <p>For example, 0, 3, 5, 7, 9</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">The median is 5.</p>	<p>If a set of data has an even number of data values, the median is the mean of the middle two numbers. Median</p> <p>For example, 1, 2, 4, 5</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">3 ← $2 + 4 = 6$ $6 \div 2 = \mathbf{3}$</p>
---	---

Mode

The mode is the value that occurs most often. There can be one mode, more than one mode, or no mode in a set of data.

Example 1

Now let us find the **mode** of the given number.

(1, 7, 3, 2, 4, 0, 4)

The **mode** is **4** for the above set of data values as there are two **4s** in the set.

Example 2

The **mode** of 1, 3, 2, 3, 8, 2, 3

The **mode** is **3** for the above set of data values as there are three **3s** in the set.

Example 3

Data values having **more than one mode**

12, 15, 17, 12, 17, 19

The **modes** are **12** and **17** for the above set of numbers.

Example 4

Data values having **no mode**

13, 23, 35, 48, 10, 14

There is **no mode** for the given set of numbers as all the numbers appear only once.



Activity 2

Instruction: Copy the questions given below in your notebook and write the answer.

- The following are the marks of Pema Seday in her block test.

Class Test marks		
Sl. No	Subject	Score (10)
1	English	8
2	Dzongkha	7
3	Mathematics	4
4	Science	7
5	Social Studies	9

Find the **mean**, **median**, and **mode** of her marks.

Summary

The mean is a set of data or numbers that describes the **whole set**. It is a type of **average**. The **mean** is calculated by adding all the pieces of data in a set and then sharing it equally among the pieces of data.

The **median** is the “Middle number” for a set of data. The number has to be arranged from least to greatest or vice-versa.

The **mode** is the value that occurs most often. There can be one mode, more than one mode, or no mode in a set of data.



Self-check for Learning

Instruction: Copy the questions below and write the answers in your notebook.

1. Find mean, median, and mode for each. Which is greatest in each set of data below: the median, the mean, or the mode?
 - a. 4, 5, 10, 2, 4
 - b. 17, 23, 19, 21, 20, 20
 - c. 8, 11, 2, 2, 2, 8, 2



Activity 1

1. a. Mean = 10 b. Mean = 16 c. Mean = 5

Activity 2

Mean = 7 Median = 7 Mode = 7

Self-check for Learning

1. a. Mean = 5 Median = 4 Mode = 4

Mean is the greatest.

- b. Mean = 20 Median = 20 Mode = 20

They are all same.

- c. Mean = 5 Median = 2 Mode = 2

Mean is the greatest.

Lesson No: 4

Subject: Mathematics

Class level: VI

Time: 40 minutes

Learning Area: Sorting and Patterning

Topic: SI Measurement

Sub Topic: Units of Length, Mass and Capacity

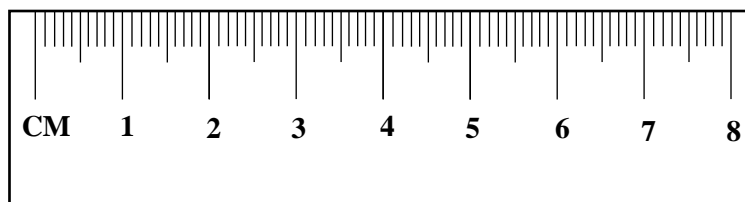
Learning Objectives



- Convert the units of length, mass and capacity to a reasonable unit.

Introduction

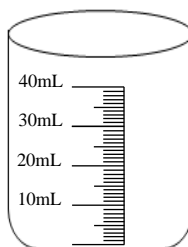
You have had some experiences with measurement concepts and skills such as measuring length, mass, capacity, time, and angle in your previous classes. The following are some of the objects we use to measure the different things.



A ruler: used to measure the length.



A beam balance: used to measure the mass of an object.



A measuring cylinder: used to measure the capacity of liquid.



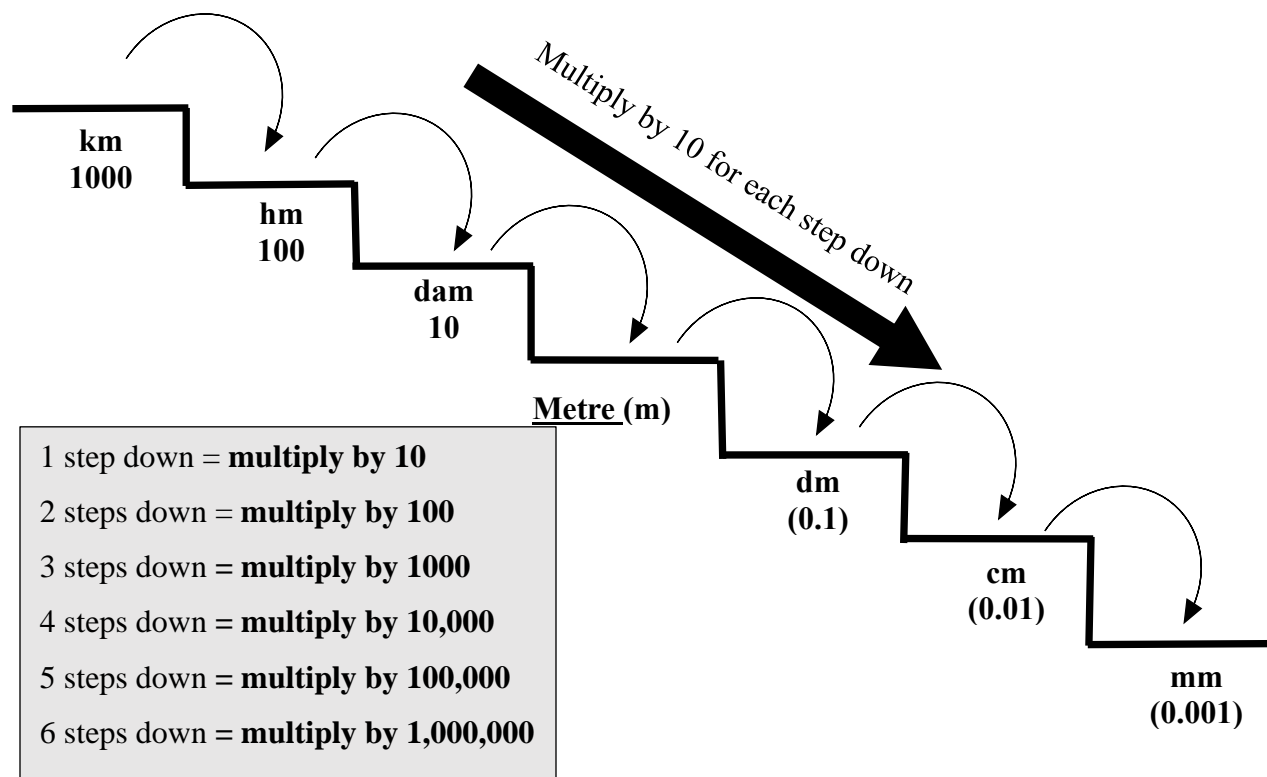
Think Time

How many millimetres are there in 1 centimetre?

How many metres are there in 1km?

There are 10 mm (millimetres) in 1 cm (centimetre) and 1000 m (metres) in 1 km.

The metric system made our work easier to deal with units.



Look at the following examples.

a. $34 \text{ hm} = \underline{\hspace{2cm}} \text{ m}$

You need to move two steps down from 'hm' to 'm'. So multiply it by 100.

$$34 \times 100 = 3400$$

So, $34 \text{ hm} = \underline{3400} \text{ m}$

b. $140 \text{ m} = \underline{\hspace{2cm}} \text{ mm}$

Here, you need to move down three steps from 'm' to 'mm'. so, multiply it by 1000.

$$140 \times 1000 = 140,000$$

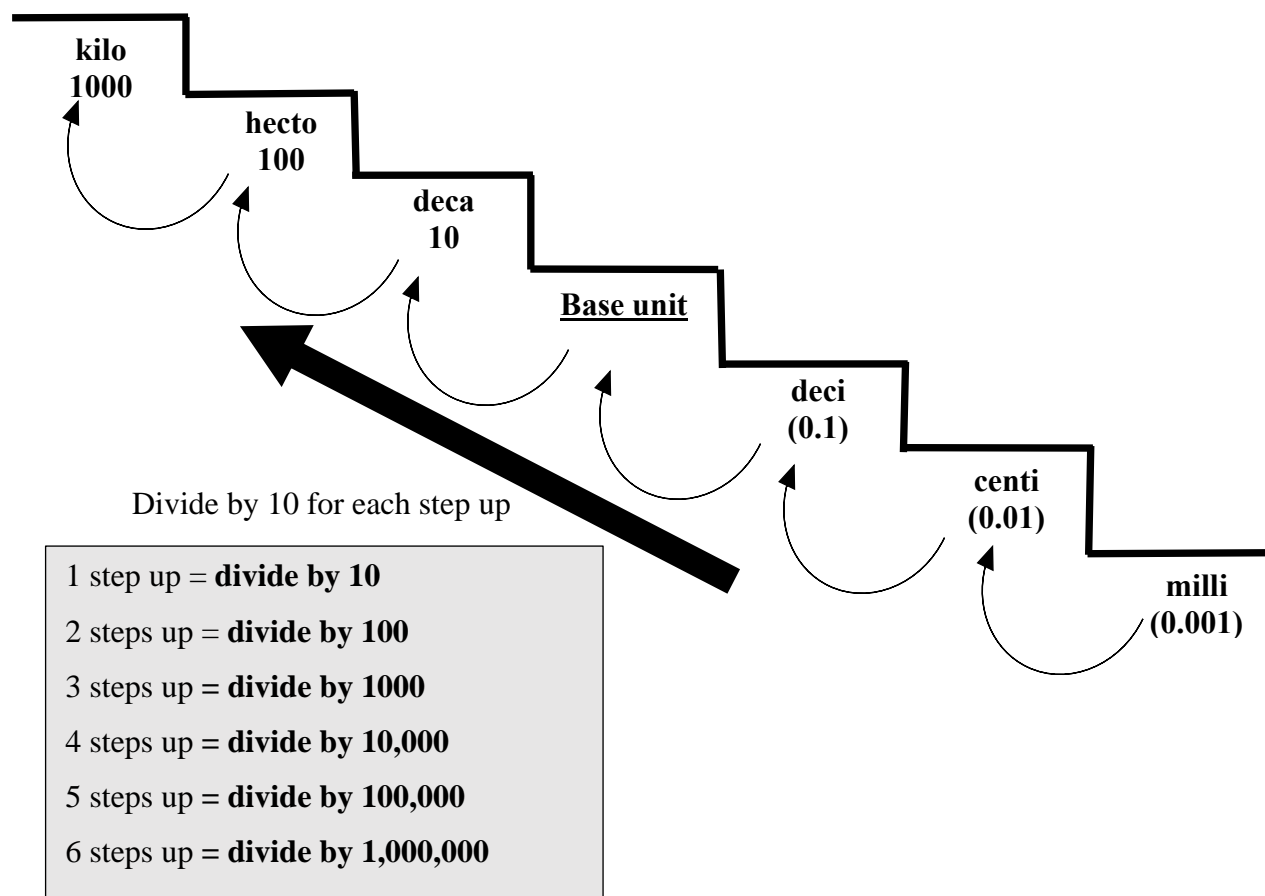
So, $140 \text{ m} = \underline{140,000} \text{ mm}$

c. $25 \text{ dm} = \underline{\hspace{2cm}} \text{ cm}$

Multiply it by 10 because you need to move down one step.

$$25 \times 10 = 250$$

So, $25 \text{ dm} = \underline{250} \text{ cm}$



Look at the following examples.

a. $34 \text{ hm} = \underline{\quad} \text{ km}$

You need to move one steps up from '**hm**' to '**km**'. So divide it by 10.

$$34 \div \underline{10} = 3.4$$

So, $34 \text{ hm} = \mathbf{3.4} \text{ km}$

b. $234 \text{ mm} = \underline{\quad} \text{ dm}$

Here, you need to move up two steps from '**mm**' to '**dm**'. so, divide by 100.

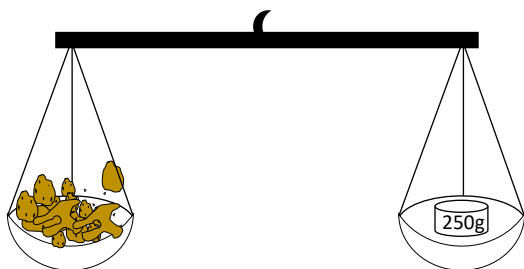
$$234 \div \underline{100} = 2.34$$

So, $234 \text{ mm} = \mathbf{2.34} \text{ dm}$

Units of Mass

The units to measure mass are **kilogram** and **gram**. Kilogram (kg) is the unit used to measure the mass of bigger objects. Gram (g) is also a unit of mass but it measures smaller objects.

We use '**kg**' and '**g**' in our day to day life.



The mass of the ginger is 250 **g**.

Here is the relationship between **kg** and **g**.

$$1\text{kg} = 1000\text{ g}$$

$$1\text{g} = \frac{1}{1000}\text{ kg}$$



The mass of the rice is 25 **kg**.

When you convert '**kg**' to '**g**', multiply by 1000.

a. $4.5\text{ kg} = \underline{\hspace{2cm}}\text{ g}$

$$4.5 \times 1000 = 4500$$

$$4.5\text{ kg} = \underline{4500}\text{ g}$$

b. $32\text{ kg} = \underline{\hspace{2cm}}\text{ g}$

$$32 \times 1000 = 32,000$$

$$32\text{ kg} = \underline{32,000}\text{ g}$$

c. $8\text{ kg} = \underline{\hspace{2cm}}\text{ g}$

$$8 \times 1000 = 8000$$

$$8\text{ kg} = \underline{8000}\text{ g}$$

When you convert '**g**' to '**kg**', divide by 1000

b. $250\text{ g} = \underline{\hspace{2cm}}\text{ kg}$

$$250 \div 1000 = 0.25$$

$$250\text{ g} = \underline{0.25}\text{ kg}$$

a. $4500\text{ g} = \underline{\hspace{2cm}}\text{ kg}$

$$4500 \div 1000 = 4.5$$

$$4500\text{ g} = \underline{4.5}\text{ kg}$$

c. $80\text{ g} = \underline{\hspace{2cm}}\text{ kg}$

$$80 \div 1000 = 0.08$$

$$80\text{ g} = \underline{0.08}\text{ kg}$$

Units of Capacity

There are many units to measure the capacity. Here, you will learn two units namely; **litre** and **millilitre**. Litre (L) is the unit to measure the capacity of a larger amount and millilitre (mL) for the smaller amount.

We use 'L' and 'mL' in our day to day life.



This drinking glass has a capacity of about 300 mL.



1 litre of water.



A jug like this has a capacity of about 2 L.

Here is the relationship between **L** and **mL**.

$$1\text{L} = 1000\text{ mL}$$

$$1\text{mL} = \frac{1}{1000}\text{ L}$$

When you convert '**L**' to '**mL**', multiply by 1000.

$$\text{a. } 9\text{ L} = \underline{\hspace{2cm}}\text{ mL}$$

$$9 \times 1000 = 9000$$

$$9\text{ L} = \underline{9000}\text{ mL}$$

$$\text{b. } 32\text{ L} = \underline{\hspace{2cm}}\text{ mL}$$

$$32 \times 1000 = 32,000$$

$$32\text{ L} = \underline{32,000}\text{ mL}$$

$$\text{c. } 250\text{ L} = \underline{\hspace{2cm}}\text{ mL}$$

$$250 \times 1000 = 250,000$$

$$250\text{ L} = \underline{250,000}\text{ mL}$$

When you convert '**mL**' to '**L**', divide by 1000

$$\text{a. } 2500\text{ mL} = \underline{\hspace{2cm}}\text{ L}$$

$$2500 \div 1000 = 2.5$$

$$2500\text{ mL} = \underline{2.5}\text{ L}$$

$$\text{b. } 450\text{ mL} = \underline{\hspace{2cm}}\text{ L}$$

$$450 \div 1000 = 0.45$$

$$450\text{ mL} = \underline{0.45}\text{ L}$$

$$\text{c. } 10\text{ mL} = \underline{\hspace{2cm}}\text{ L}$$

$$10 \div 1000 = 0.01$$

$$10\text{ mL} = \underline{0.01}\text{ L}$$



Activity 1

Instruction: Copy the questions in your notebook and write the answers.

1. Fill in each blank below with the appropriate measurement from the list to the right.

- a. The distance between Paro and Thimphu is ____.
- b. A book is about ____ long.
- c. A tall person is about ____ tall.
- d. A fingernail is about ____ thick.
- e. A hand is about ____ wide.
- f. The distance I can walk in 40 min is ____.
- g. A new pencil is about ____ long.
- h. A fingertip is about ____ wide.

1 cm

10 cm

17 cm

3 km

2 mm

65 km

2 m

30 cm

2. Complete each.

- a. 6 km = _____ m
- b. 7.5 L = _____ mL
- c. 667 kg = _____ g
- d. 50 dm = _____ cm
- e. 2400 m = _____ km
- f. 350 g = _____ kg
- g. 500 mL = _____ L
- h. 1.5 hm = _____ dam
- i. 5 mm = _____ dm



Self-check for Learning

Instruction: Copy the questions in your notebook and write the answers.

1. A soap bar has a mass of 250 g. How many such soap bars would make 3 kg?
2. One litre of milk can fill exactly four identical (same) mugs.
 - a. What is the capacity of 2 mugs?
 - b. How many such mugs can 4 litres of milk fill?
3. Describe two amounts that you would measure in litres instead of in millilitres.



Activity 1

- | | | | |
|--------------|------------|--------------|------------|
| 1. a. 65 km | b. 30 cm | c. 2 m | d. 2 mm |
| e. 10 cm | f. 3 km | g. 17 cm | h. 1 cm |
| 2. a. 6000 m | b. 7500 mL | c. 667,000 g | d. 500 cm |
| e. 2.4 km | f. 0.35 kg | g. 0.5 L | h. 15 dam |
| | | | i. 0.05 dm |

Self-check for Learning

1. $250\text{ g} \times 4 = 1000\text{ g}$
So, 250 g x 12 = 3000 g
 $3000\text{ g} = 3\text{ kg}$
So, 12 soap bars would make 3 kg.
2. a. The capacity of 1 mug is 500 mL.
b. 16 mugs.
3. 5 litres of oil, 10 litres of water.

Lesson No: 5

Subject: Mathematics

Class level: VI

Time: 40 minutes

Learning Area: Geometry

Topic: Quadrilaterals and Lines

Sub Topic: Quadrilaterals, Parallel Lines, Perpendicular Lines, Congruent Lines and Lines of Symmetry.

Learning Objectives



- Identify quadrilaterals.
- Identify parallel lines, perpendicular lines, congruent lines and lines of symmetry in a shape.

Introduction

You have learned about polygons in class V.



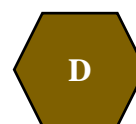
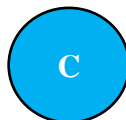
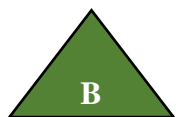
Think Time

What is a polygon? Name few polygons.

A polygon is a closed plane (or flat) shape made up of straight lines joined together.

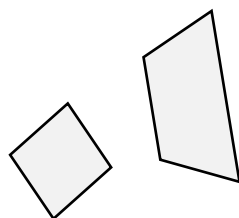
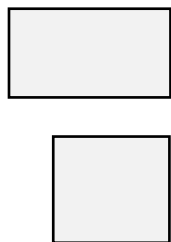


Activity 1

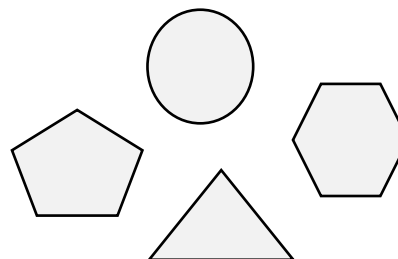
Instruction: Write the names of the shapes given below.

Quadrilaterals

If you look at the above shapes, some of the shapes have four sides. Some of the shapes have more than four sides. Some of the shapes have less than four sides.

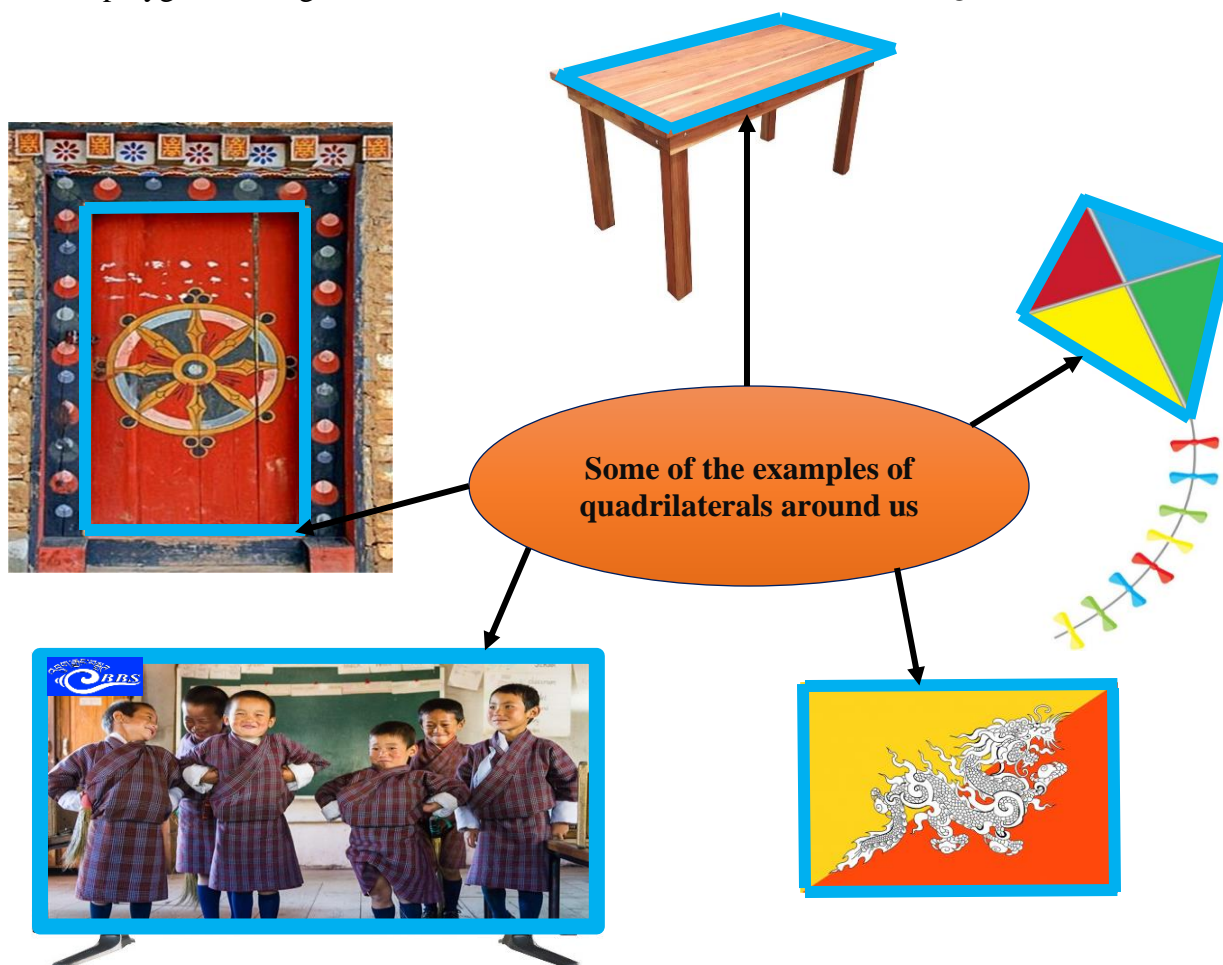


Quadrilaterals



Non- Quadrilaterals

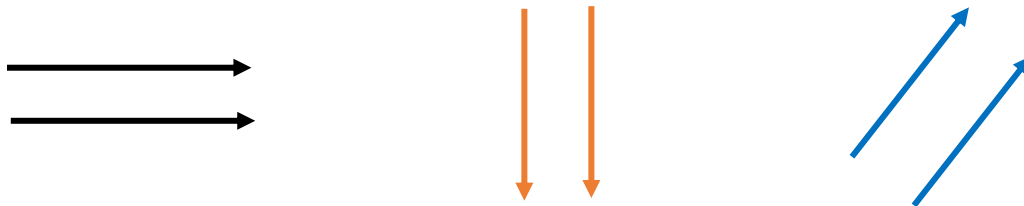
All the polygons having **four sides** and **four vertices/corners** are called **Quadrilaterals**.



Source: Google image

Parallel Lines

The lines in a plane that goes in the **same direction**. They have **equal distance** between them and they will never meet.

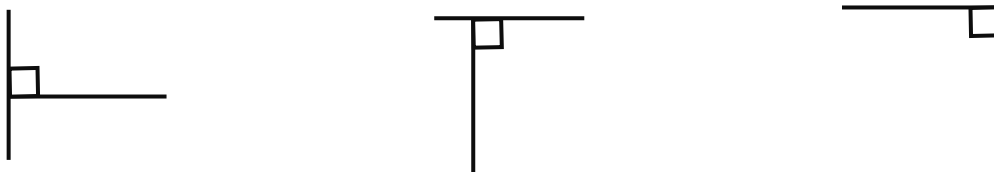


Examples of parallel lines around us



Perpendicular Lines

Two lines that intersect or meet at a **90° angle** is called a perpendicular lines.



Examples of perpendicular lines around us



Source: Google image

Congruent Lines

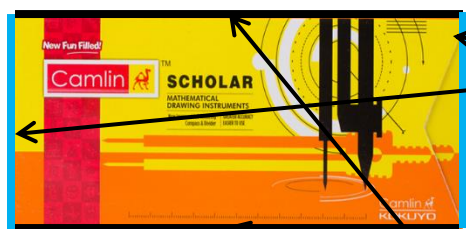
Line segments are congruent if they have the same length. However, they need not be parallel. They can be at any angle or orientation on the plane.



Line segments **A** and **B** are congruent because they have same length.



Examples of congruent lines around us



These two lines are congruent. They are also parallel lines

These two lines are congruent. They are also parallel lines

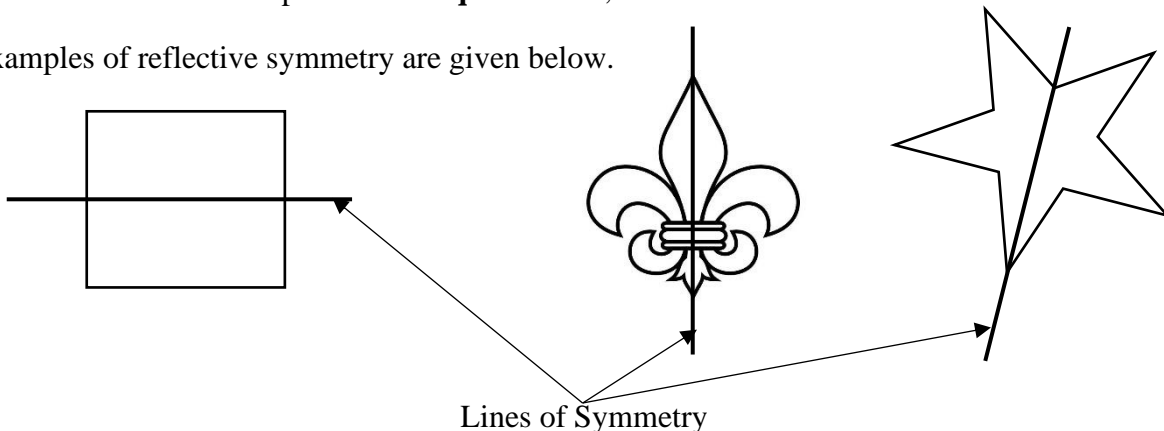


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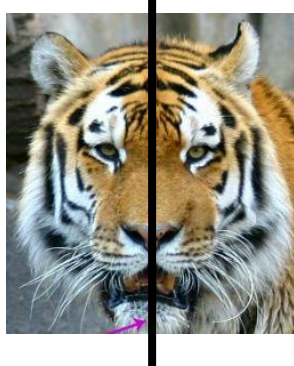
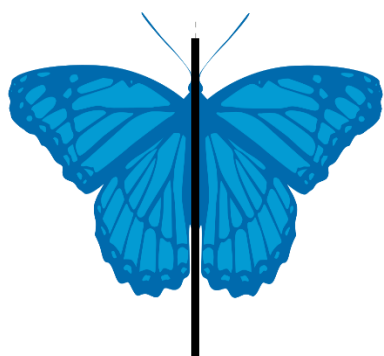
Line of Symmetry / Reflective Symmetry

Line that divides the shape into **two equal halves**, that each half is a reflection of the other.

Examples of reflective symmetry are given below.



Example of line of symmetry around us



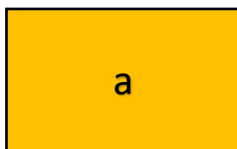
Source: Google image



Activity 2

Instruction: Read the questions given below and answer them.

1. Name the quadrilaterals given below. Describe the parallel lines, perpendicular lines, congruent lines, and line of symmetry each shape has.



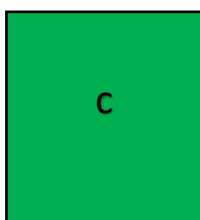
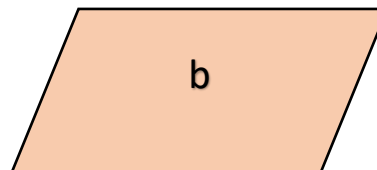
Name: Rectangle

No. of parallel lines: 2 pairs

No. of perpendicular lines: 2 pairs

No of congruent lines: 2 pairs

No. of lines of symmetry: 2



Summary

- All the polygons having **four sides** and four vertices/corners are called **Quadrilaterals**.
- **Parallel lines** are lines in a plane that goes in the **same** direction. They have **equal distance** between them and they never meet or intersect.
- Two lines that intersect or meet at a 90° angle is called **perpendicular lines**.
- **Congruent lines** are the line segments that are congruent or lines having the same length. However, they need not be parallel. They can be at any angle or orientation on the plane.
- Line that divides the shape into two equal half and each half is a reflection of the other is the **line of symmetry**.



Self-check for Learning

Instruction: Answer the following questions in your notebook

1. Describe examples of line segments at your home that are:
 - a) parallel
 - b) perpendicular
2. Draw a quadrilateral that has
 - a) One line of symmetry.
 - b) Two lines of symmetry.
3. Write the similarities and differences between square and rectangle based on the following attributes.
 - Parallel lines
 - Perpendicular lines
 - Congruent lines
 - Lines of symmetry

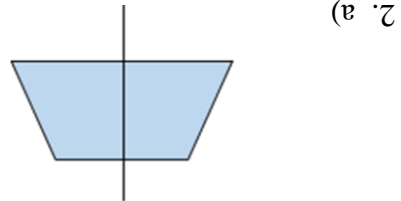
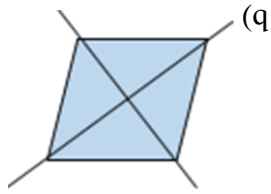
symmetry.

sides are congruent. A square has 4 lines of symmetry but a rectangle has 2 lines of

Differences: All the sides are congruent in square but in rectangle two opposite

They have two pairs of parallel lines.

3. Similarities: They are quadrilaterals. They have 2 pairs of perpendicular lines.



b) Window panes, the corner of a wall, table.

1. a) Opposite sides of a window, table, or door.

Self-check for Learning

No. of lines of symmetry: 0 No. of congruent lines: 0 No. of perpendicular lines: 1 pair No. of parallel lines: 1 pair d. Name: Trapezoid	No. of lines of symmetry: 4 No. of congruent lines: 4 No. of perpendicular lines: 2 No. of parallel lines: 2 pairs c. Name: Square	No. of lines of symmetry: 0 No. of congruent lines: 2 No. of perpendicular lines: 0 No. of parallel lines: 2 pairs b. Name: Parallelogram
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Activity 2

E – Pentagon F – Square G – Rhombus H – Isosceles trapezoid

Activity 1

A – Rectangle B – Triangle C – Circle D – Hexagon

