

Additional Notes

Guided Practice

Day 2/ Lesson 2: 15 Mins

Definition of Triangular Prism

1. Picture a box sitting on the floor. In math language, a common everyday box is a prism.
2. A prism is a three-dimensional solid shape with two identical ends connected by equal parallel lines.
3. Most boxes have rectangles or squares for their tops and bottoms.
4. Let's imagine once again your box no longer has a rectangle for its top and bottom but triangles for both.
5. This new box is called a triangular prism, or a prism with a triangle on either side.
6. This lesson is concerned with what the parts of the triangular prism are called, and how to name them.
7. Notice how your three dimensional triangular prism is made up two dimensional shapes, like rectangles and triangles. There are three rectangles and two triangles.
8. The two-dimensional shapes that form a three-dimensional shape are called faces.
9. The top and bottom, which are triangles, are bases. The three rectangles are called lateral faces.
10. A triangular prism has five faces consisting of two triangular bases and three rectangular lateral faces, and a base is also a face.

Guided Practice

Day 3/ Lesson 3: 15 Mins

1. This is a straightforward task in which the students make a cuboid-shaped container that meets certain specifications.
2. Encourage them to do the most professional job possible.
3. The quality of the end product will depend on their:
 - using pencil rather than pen for construction lines
 - using a set square (or anything known to be square) when forming the right angles
 - measuring accurately
 - scoring lines before folding
 - using suitable glue tabs using small quantities of PVA glue instead of sticky tape.
4. Like most nets, the net for the container can be drawn in more than one way.
5. It is important that the pupils make all the models as this will help them understand the properties of the shapes better.
6. Therefore, for additional practical exercise, it would be useful to bring boxes of different shapes and dimensions e.g. Tobelarone chocolate box, cereal boxes, etc., and to ask pupils to open them up and to sketch the nets for these shapes.

Assessment Activity

Assessment Activity

1. Ask pupils to make paper/cardboard models of one of the following 3-D shapes: Cube, cuboid, Cylinder, Triangular based pyramid, rectangular based pyramid, Cone.
2. A cuboid is 9cm long, 5cm broad, 4cm high and a cube has an edge of 5cm. Which one has greater volume?
3. A pond is 50m long, 30m wide and 2m deep.
4. A brick measures 15cm in length, 8cm in breadth and 5cm in height. How many bricks will be used to make a wall of length 15m, breadth 10m and height 8m?

Summary

Review and Closing

1. Ask the pupils to draw any four of the 3-D shapes.
 2. They could also bring an example of an object that is the same as each of their drawings to class.
 3. Pupils should be able to identify different shapes and draw their nets. Make sure that pupils understand what is meant by edges and faces
 4. Pupils should be able to identify a three dimensional shape and understand how a net can be folded to create a specific three dimensional shape.
-