

STATE LEVEL ASSESSMENT

SESSION 2019-20

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FORMATIVE ACTIVITIES

Class: 6

Subject: Mathematics

Paper Code: 6033

Maximum Marks: 10

Instruction: Each activity carries 05 marks. Teacher can choose one activity from each section.

SECTION - A

(Marks: 05)

LO – M 617 - Finds out the perimeter and area of rectangular objects in the surroundings like floor of the class room, surfaces of a chalk box etc.

Activity 1. Perimeters Around Us

Measure the perimeter of your classroom and represent the measurement with a diagram.

Instruction:

The teacher should arrange measuring tools for the students.

Activity 2. Regular Objects

Measure area and perimeter of a regular object available in your school bag.

Instruction:

The teacher should clarify the difference in regular and irregular objects before this activity.

Activity 3. My book Measures ...

With the help of your scale, take the measurement of your mathematics book and calculate its perimeter and area.

Instruction:

The teacher should remind the students to keep in mind the use of units in the calculation of perimeter and area. E.g. $P = 12 \text{ cm}$. $A = 12 \text{ cm}^2$

SECTION - B

(Marks: 05)

LO – M610 - Describes geometrical ideas like line, line segment, open and closed figures, angles, triangle, quadrilateral, circle, etc., with the help of examples in surroundings.

Activity 4. Constructing Circles

Construct circles with different radii. Write the steps of the construction in your notebook and then present it in front of the class. Work in pairs.

Instruction:

The teacher should explain that each pair will construct a circle of different radius. The students should be able to use the appropriate instruments in order to make accurate constructions.

Activity 5. Bisector

Find out which of the diagram shows a right angle with a bisector.

Draw a right angle and construct its bisector. State the steps of construction.

Instruction: The teacher would need to prepare several card sheets with both correct and incorrect angle bisectors. These can be given in groups to enable students discuss, why a construction is correct or incorrect. Ask the students to present their steps of construction before the class.

Activity 6. End to end on my plate

Work in groups. Draw a line diagram of your mid-day meal plate and find its diameter. Write the names of all your group members and note the diameters of their plates.

Instruction: The teacher can provide a glass, bowl, jug, bangle, ring etc. to different groups and ask them to note the diameter of the circular spaces in that object.

