Dhareshwar Vidya Va Krida Pratisthan's

Dhareshwar Shikshansastra Mahavidyalaya

Second Year

B.ED 207 : Activity 1 : BLOCK TEACHING

Name of the Student: Mr./Mrs. Kolhe Mohini Sunil   Roll No.: 02

EVALUATION SCHEME

Rating Scale   1) Unsatisfactory   2) Average   3) Satisfactory   **4) Good**   **5) Excellent**

No	Steps	Criteria	1	2	3	4	5
1	**Lesson Note**	Neat, Correct and complete			✓		
2	**Introduction**	Relevant and stimulating				✓	
3		Revival of previous knowledge and linking with the topic				✓	
4		Statement of Aim and Title writing				✓	
5	**Presentation**	Clarity and Fluency in / Narration/ Illustration				✓	
6		Questions- Clear, Concise and grammatically correct				✓	
7		Question – Logical and thought Provoking.			✓		
8		Distribution of questions and Reinforcement				✓	
9		Black Board work				✓	
10		Clarity and Reading/Ease in Demonstration				✓	
11		Explanation: Use of Examples.				✓	
12		Mastery over the content.				✓	
13		Use of Teaching Aids/ Use of ICT component.			✓		
14		Student participation.				✓	
15		Teacher's Preparedness.				✓	
16		Classroom management and Time management				✓	
17	**Formative Evaluation**	Recapitulation as per objectives.				✓	
18		Application – Use of evaluation Tools : MCQ, Matching item, GD, Project, Quiz Puzzle etc.			✓		
19		Homework – Appropriate/ Activity based.				✓	
20		Overall Impression (Effectiveness of Teaching)				✓	
		TOTAL MARK - 100	75				

Qualitative Feedback, (if any) :

A प्रश्नावली पाठाची अचूकता हवी।

A पाठ-नोंदीतील हेतू हवे।

Signature of Professor In-charge

धारेश्वर शिक्षणशास्त्र महाविद्यालय, धायरी पुणे.
सलग पाठाचे टाचण / BLOCK TEACHING LESSON
B.Ed. / प्रथमवर्ष / द्वितीय वर्ष

पाठ क्र. Lesson No. 1   दिनांक Date 2/11/23

विद्यार्थ्याचे नाव
Name of the Student Kolhe Mohini Sunil   इयत्ता Std 8th   तुकडी Div. A

शाळेचे नाव
School Name Venkateshwara School

विषय
Subject Science   घटक Unit Chemical Change & Chemical Bond   उपघटक Subunit Natural Chemical Changes

पूर्वज्ञान
Previous Knowledge Students know about natural changes.

पाठाचा हेतू Aim of the Lesson Students should learn about natural chemical changes.

अध्यापन पद्धती Teaching Method Block Teaching

शै. साधने Teaching Aids Chart, Board, Chalk, Projector.

अध्यापन मुद्दे: Teaching Points Respiration, Photosynthesis.

गाभाभूत घटक :Core Elements Identifying reactants, products & understanding energy changes

मूल्ये / Value Scientific Attitude.

उद्दिष्टे Objectives	स्पष्टिकरणे Specification
Knowledge :-	1. Students tells about natural chemical changes
	2. Students tells significance of natural chemical changes
Understanding :-	1. Student recognize the sign of chemical change
	2. Student distinguish between natural chemical change and physical change
Application :-	Student discuss about the environmental impact of natural

आशय/Content	शिक्षक कृती/Teacher Activity	विद्यार्थी कृती/Student Activity
	Teacher ask some questions to students	
	1. Can you provide examples of chemical changes that you observe in daily life?	Student gives examples
	2. Why is it important to understand chemical changes in our surroundings?	No reply from students
	3. How do chemical changes impact the properties of substances?	Student answer the question
	Statement of Aim	
	Today we are going to study about two natural chemical changes.	
	Presentation	
13. Chemical Change and Chemical Bond.	Teacher writes the name of the lesson on board	Students observe carefully
a. Natural Chemical Changes :-		
a. Respiration :-		
Respiration is a continuously occurring biological process. In this process, we inhale the air and exhale carbon dioxide and water vapour. After an in depth study it is learnt that glucose in the cells react with oxygen in the inhaled air to form	Teacher explain the respiration occurring in biological process.	Students listen carefully
	Teacher explain the process of respiration	Students listen carefully

आशय/Content	शिक्षक कृती/Teacher Activity	विद्यार्थी कृती/Student Activity	
carbon dioxide and water The word equation and the chemical equation of this chemical equation of this chemical equation of this chemical reaction.			
Word eq:- Glucose + Oxygen $\xrightarrow{respiration}$ Carbon dioxide + Water	Teacher explain the word equation	Students observe carefully	
Chemical eq :- $C_6H_{12}O_6 + O_2 \xrightarrow{respiration} CO_2 + H_2O$	Teacher explain the chemical equation.	Students observe carefully	
b. Photosynthesis :- You know that green plants perform photosynthesis in sunlight. A word equation and a chemical equation can be written for this natural chemical change as follows	Teacher explain the process of photosynthesis	Students listen carefully	उपयोजन/(Application) 1. What is the process of photosynthesis? 2. What is the formula for glucose?
Word equation: - Carbon dioxide + Water $\xrightarrow[green plant]{sunlight}$ Glucose + Oxygen	Teacher explain the word equation	Students observe carefully	
Chemical Equation:- $C_6H_{12}O_6 + O_2 \xrightarrow{resp.} CO_2 + H_2O$ $CO_2 + H_2O \xrightarrow[green plant]{Sunlight} C_6H_{12}O_6 + O_2$	Teacher explain the chemical equation	Students observe carefully	
	Today, we have learnt natural chemical changes. We will study manmade chemical changes in next lecture.		स्वाध्याय/(Home Assignment) 1. Write the process of respiration?

इयत्ता /Class: 8th	विषय Sub.: Science	दिनांक Date 2/11/23
तुकडी /Div: A	घटक Unit: Chemical Change & chemical bo	
	उपघटक Subunit: Natural chemical changes	

13. Chemical Change and Chemical Bond

* Natural Chemical Changes:-

• Respiration :-

$$C_6H_{12}O_6 + \xrightarrow{respiration} CO_2 + H_2O$$

• Photosynthesis :-

$$CO_2 + H_2O \xrightarrow[\text{green plant}]{\text{sunlight}} C_6H_{12}O_6 + O$$

INTERNSHIP PROGRAMME
EVALUATION SCHEME

Rating Scale 1) unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete.					
2	Introduction	Relevant and stimulating					
3		Revival of previous knowledge and linking with the topic					
4		Statement of Aim and Title writing					
5	Presentation	Clarity and Fluency in / Narration / Illustration					
6		Questions - Clear, Concise and grammatically correct					
7		Logical and thought provoking questions					
8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity and Reading / Demonstration					
11		Classroom interaction					
12		Use of Teaching Aids / Use of Examples					
13		Mastery over the content					
14		Classroom Management					
15		Time Management					
16	Recapitulation	Student's response					
17	Application	Appropriate / Creative application					
18		Appropriate / Activity based Home work					
19	Home Work	Inclusion of core elements values and Life Skills					
20		Overall impression					
		Total Marks - 100					

Qualitative Feedback, (if any) :

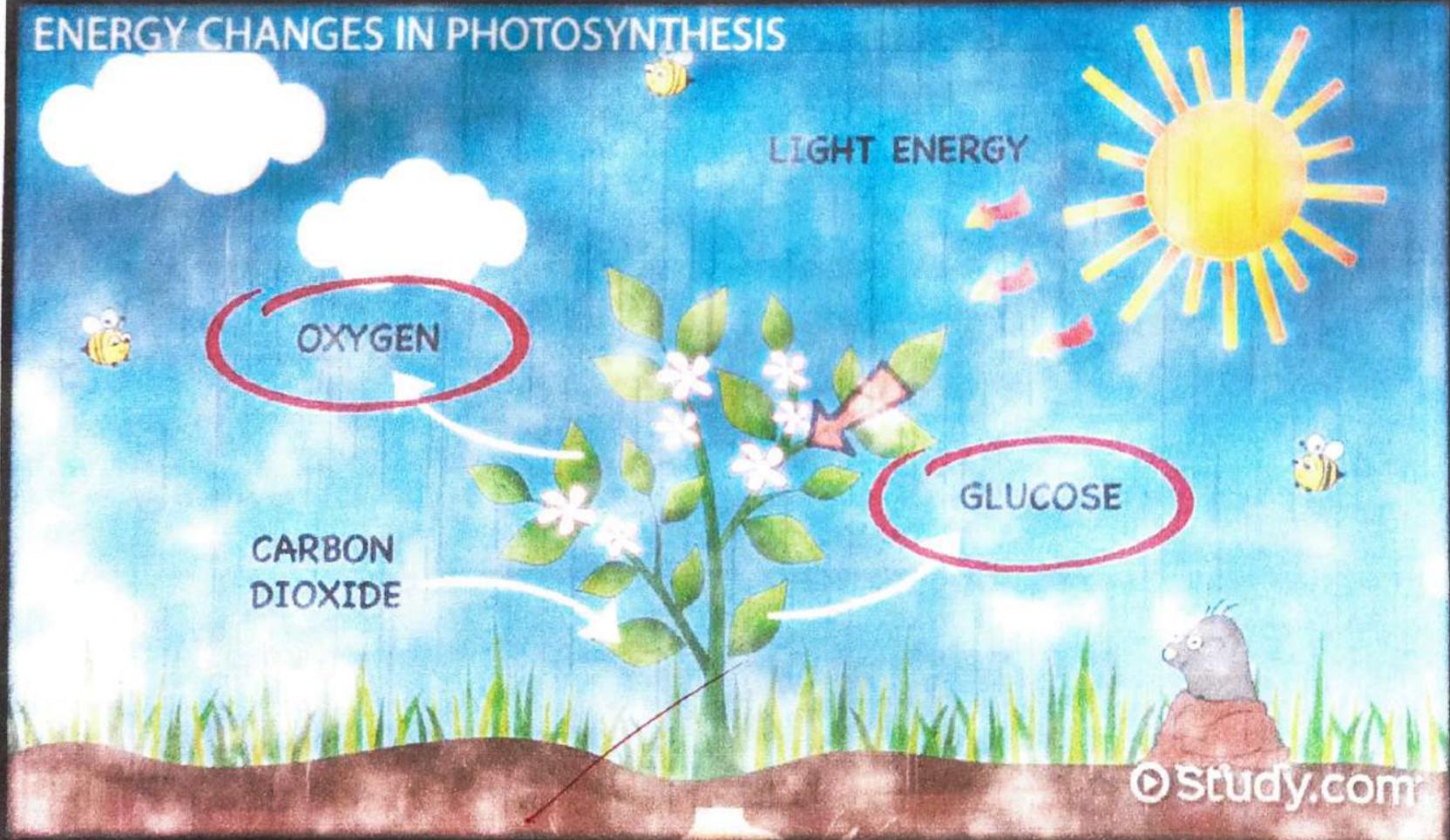| Aspect	Natural Chemical Changes	Man-Made Chemical Changes
ource	Processes occurring in nature	Induced by human activity
Occurrence	Happen without human intervention	Purposefully initiated by humans
Examples	Digestion, photosynthesis, decay	Combustion, polymerization, synthesis of pharmaceuticals
Time Scale	Can occur over long periods of time	Can occur rapidly or over specified timeframes
Control	Typically uncontrollable	Can be controlled and manipulated
Environmental Impact	May have minimal human impact, may contribute to ecological balance	Can lead to pollution, waste, and environmental degradation if not managed properly
Regulation	Governed by natural laws	Subject to regulation and oversight by authorities
Intentionality	No human intent involved	Human intent and design involved

natural changes

- natural changes that can affect the ecosystem.
- wind rain predation and so are the examples of natural changes
- human also change ecosystem by reduving habitat.

Natural Changes

ENERGY CHANGES IN PHOTOSYNTHESIS

LIGHT ENERGY

OXYGEN

GLUCOSE

CARBON
DIOXIDE

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Dhareshwar Shikshansastra Mahavidyalaya

Second Year

B.ED 207 : Activity 1 : BLOCK TEACHING

Name of the Student: Mr./Mrs. __Kolhe Mohini Sunil__ Roll No.: __02__

EVALUATION SCHEME

Rating Scale   1) Unsatisfactory   2) Average   3) Satisfactory   **4) Good**   **5) Excellent**

No	Steps	Criteria	1	2	3	4	5
1	**Lesson Note**	Neat, Correct and complete			✓		
2	**Introduction**	Relevant and stimulating				✓	
3		Revival of previous knowledge and linking with the topic				✓	
4		Statement of Aim and Title writing				✓	
5	**Presentation**	Clarity and Fluency in / Narration/ Illustration				✓	
6		Questions- Clear, Concise and grammatically correct			✓		
7		Question – Logical and thought Provoking.			✓		
8		Distribution of questions and Reinforcement				✓	
9		Black Board work				✓	
10		Clarity and Reading/Ease in Demonstration				✓	
11		Explanation: Use of Examples.				✓	
12		Mastery over the content.				✓	
13		Use of Teaching Aids/ Use of ICT component.				✓	
14		Student participation.				✓	
15		Teacher's Preparedness.				✓	
16		Classroom management and Time management				✓	
17	**Formative Evaluation**	Recapitulation as per objectives.				✓	
18		Application – Use of evaluation Tools : MCQ, Matching item, GD, Project, Quiz Puzzle etc.				✓	
19		Homework – Appropriate/ Activity based.				✓	
20		Overall Impression (Effectiveness of Teaching)				✓	
		TOTAL MARK - 100	76				

Qualitative Feedback, (if any) :

A. हस्ताक्षर कौशल्य आहे.
A. चांगले ताळ कौशल्य आहे

Signature of Professor In-charge

धारेश्वर शिक्षणशास्त्र महाविद्यालय, धायरी पुणे.

सलग पाठाचे टाचण / **BLOCK TEACHING LESSON**

B.Ed. / प्रथम वर्ष / द्वितीय वर्ष

पाठ क्र. Lesson No. 2   दिनांक Date 5/12/23

विद्यार्थ्याचे नाव Kolhe Mohini Sunil   इयत्ता Std 8th   तुकडी Div. A
Name of the Student

शाळेचे नाव Venkateshwara School
School Name

विषय Science   घटक Chemical Change + Chemical Bond   उपघटक Manmade Chemical Changes
Subject   Unit   Subunit

पूर्वज्ञान Students know about natural chemical changes.
Previous Knowledge

पाठाचा हेतू Aim of the Lesson Students should learn about manmade chemical changes

अध्यापन पद्धती Teaching Method Block Teaching

शै. साधने Teaching Aids Chart, Board, Chalk, Projector

अध्यापन मुद्दे: Teaching Points Combustion of fuels, Cleaning Shahabad tile with dilute HCl

गाभाभूत घटक :Core Elements Reaction types, stoichiometry.

मूल्ये / Value Scientific Attitude

उद्दिष्टे Objectives	स्पष्टिकरणे Specification
Knowledge :-	1. Student tells about manmade chemical changes.
	2. Student tells significance of manmade chemical changes.
Understanding :-	1. Student gives example of manmade chemical changes
	2. Student distinguish between natural chemical change and manmade chemical change.
Application :-	Student discuss about the environmental impact of manmade chemical changes.

आशय/Content	शिक्षक कृती/Teacher Activity		विद्यार्थी कृती/Student Activity
2.1			
	Teacher ask some questions to	students.	
	1. What are some examples of that you encounter in your 2. How do humans contribute environment through various 3. What are some common indu- involve man-made chemical	man-made chemical changes daily life? to chemical changes in the activities? stries or processes that changes	Student answer cooking food, burning fuels for energy. No reply from students Student reply phasmaceuticals, food processing and manufacturing.
	Statement of Aim :- Today we are going to study about man-made chemical changes		
13. Chemical change and Chemical Bond. • Manmade Chemical Changes :- The chemical change that we saw in the first activity. It means that it is an useful manmade chemical change.	Presentation :- Teacher writes the name of Teacher explain manmade	the lesson on board chemical changes.	Students observe carefully Students listen carefully
a. Combustion of fuels :- Wood, coal, petrol or cooking gas are burnt for getting energy. The common sub- stance that burns in all these fuels is `Carbon`. During the combustion process carbon combine with oxygen in air and the product carbon dioxide is formed. A common equation can be written for all these combustion process as follows	Teacher explain combustion of Teacher explain the process of	fuels combustion of fuels.	Students listen carefully Students listen carefully.

आशय/Content	शिक्षक कृती/Teacher Activity	विद्यार्थी कृती/Student Activity	
Word equation :- Carbon + Oxygen → Carbon dioxide.	Teacher explain the word equation	Students observe carefully	
Chemical Equation :- $C + O_2 \rightarrow CO_2$	Teacher explain the chemical equation.	Students observe carefully	1. What are the manmade chemical changes?
b. Cleaning Shahabad tile with dilute hydrochloric acid :- The chemical composition of Shahabad tile is mainly calcium carbonate. During its cleaning with hydrochloric acid the upper layer of the tile reacts with hydrochloric acid and three products are formed. One of them is calcium chloride which being soluble in water, gets washed away with water. The second product is carbon dioxide; its bubbles mix up in air. The third product, water mixes with water.	Teacher explain cleaning Shahabad tile with dilute hydrochloric acid. Teacher explain the process of cleaning Shahabad tile with dilute hydrochloric acid.	Students listen carefully Students listen carefully.	2. Give example of manmade chemical changes? उपयोजन/(Application) 1. What is the process of combustion of fuels? 2. How carbon dioxide is formed?
Word equation :- Calcium Carbonate + Hydrochloric acid → Calcium Chloride + Carbon dioxide + water.	Teacher explain word equation.	Students listen and observe carefully.	
	Today we have learnt man made changes. We will study chemical bond in next lecture.	Students listen carefully.	
			स्वाध्याय/(Home Assignment) 1. Write the process of cleaning Shahabad tile with dilute hydrochloric acid.

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इयत्ता /Class: 8th

तुकडी /Div: A

विषय Sub.: Science

घटक Unit: Chemical change & chemical bond

उपघटक Subunit: Manmade Chemical Change

दिनांक Date 5/12/23

13. Chemical Change and Chemical Bond

* Manmade Chemical Changes :-

• Combustion of Fuels :-

$$C + O_2 \longrightarrow CO_2$$

• Cleaning Shahabad tile with dilute HCl :-

Calcium Carbonate + Hydrochloric Acid → Calcium Chloride + Carbon Dioxide + Water

INTERNSHIP PROGRAMME
EVALUATION SCHEME

Rating Scale 1) unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete.					
2	Introduction	Relevant and stimulating					
3		Revival of previous knowledge and linking with the topic					
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5	Presentation	Clarity and Fluency in / Narration / Illustration					
6		Questions - Clear, Concise and grammatically correct					
7		Logical and thought provoking questions					
8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity and Reading / Demonstration					
11		Classroom interaction					
12		Use of Teaching Aids / Use of Examples					
13		Mastery over the content					
14		Classroom Management					
15		Time Management					
16	Recapitulation	Student's response					
17	Application	Appropriate / Creative application					
18		Appropriate / Activity based Home work					
19	Home Work	Inclusion of core elements values and Life Skills					
20		Overall impression					

Total Marks - 100

Qualitative Feedback, (if any) :

Aspect	Natural Chemical Changes	Man-Made Chemical Changes
Source	Processes occurring in nature	Induced by human activity
Occurrence	Happen without human intervention	Purposefully initiated by humans
Examples	Digestion, photosynthesis, decay	Combustion, polymerization, synthesis of pharmaceuticals
Time Scale	Can occur over long periods of time	Can occur rapidly or over specified timeframes
Control	Typically uncontrollable	Can be controlled and manipulated
Environmental Impact	May have minimal human impact, may contribute to ecological balance	Can lead to pollution, waste, and environmental degradation if not managed properly
Regulation	Governed by natural laws	Subject to regulation and oversight by authorities
Intentionality	No human intent involved	Human intent and design involved

Man-made Changes

Dhareshwar Vidya Va Krida Pratisthan's

Dhareshwar Shikshansastra Mahavidyalaya

Second Year

B.ED 207 : Activity 1 : BLOCK TEACHING

Name of the Student: Mr./Mrs. Kolhe Mohini Sunil   Roll No.: 02

EVALUATION SCHEME

Rating Scale   1) Unsatisfactory   2) Average   3) Satisfactory   **4) Good**   **5) Excellent**

No	Steps	Criteria	1	2	3	4	5
1	**Lesson Note**	Neat, Correct and complete			✓		
2	**Introduction**	Relevant and stimulating				✓	
3		Revival of previous knowledge and linking with the topic				✓	
4		Statement of Aim and Title writing				✓	
5	**Presentation**	Clarity and Fluency in / Narration/ Illustration				✓	
6		Questions- Clear, Concise and grammatically correct				✓	
7		Question – Logical and thought Provoking.				✓	
8		Distribution of questions and Reinforcement			✓		
9		Black Board work				✓	
10		Clarity and Reading/Ease in Demonstration				✓	
11		Explanation: Use of Examples.				✓	
12		Mastery over the content.				✓	
13		Use of Teaching Aids/ Use of ICT component.				✓	
14		Student participation.				✓	
15		Teacher's Preparedness.				✓	
16		Classroom management and Time management				✓	
17	**Formative Evaluation**	Recapitulation as per objectives.				✓	
18		Application – Use of evaluation Tools : MCQ, Matching item, GD, Project, Quiz Puzzle etc.				✓	
19		Homework – Appropriate/ Activity based.				✓	
20		Overall Impression (Effectiveness of Teaching)				✓	
		TOTAL MARK - 100 78					

Qualitative Feedback, (if any) :

* डॉ. महाराजांचा पाठ केला.
* पाठ चांगला झाला.

Signature of Professor In-charge

धारेश्वर शिक्षणशास्त्र महाविद्यालय, धायरी पुणे.
सलग पाठाचे टाचण / BLOCK TEACHING LESSON
B.Ed. / प्रथमवर्ष / द्वितीय वर्ष

पाठ क्र. Lesson No. 3   दिनांक Date 15/1/24

इयत्ता Std 8th   तुकडी Div. A

विद्यार्थ्याचे नाव / **Name of the Student** Kolhe Mohini Sunil

शाळेचे नाव / School Name Venkateshwara School

विषय / Subject Science   घटक Unit Chemical Change & Chemical Bond   उपघटक Subunit Chemical Bond

पूर्वज्ञान / Previous Knowledge Students know about chemical bond.

पाठाचा हेतू Aim of the Lesson Students should learn about covalent bond

अध्यापन पद्धती Teaching Method Block Teaching

शै. साधने Teaching Aids Chart, Board, Cht Chalk, Projector

अध्यापन मुद्दे: Teaching Points Chemical bond, covalent bond.

गाभाभूत घटक :Core Elements Principles of electron sharing.

मूल्ये / Value Scientific Attitude.

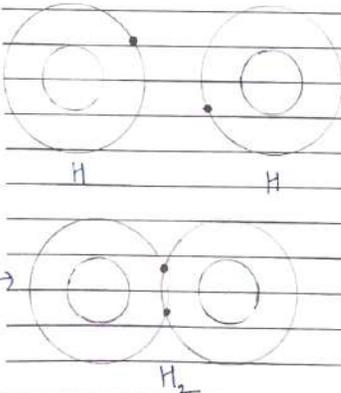| उद्दिष्टे Objectives	स्पष्टिकरणे Specification
Knowledge :-	1. Student tells the concept of chemical bonding. 2. Student tells difference between ionic and covalent bonds.
Understanding :-	1. Student understands the characteristics of ionic and covalent bond. 2. Student recognizes the formation of ions and molecules.
Application	Student correlates the properties of substances with the type of bonding they exhibit.
Skills :-	Student draws lewis structures

आशय/Content	शिक्षक कृती/Teacher Activity		विद्यार्थी कृती/Student Activity
	Teacher ask some questions	to students.	
	1 What is a chemical bond?		Student reply chemical bond is the force that holds two atoms together in a molecule.
	2 What are the main types of bonds?		Student reply covalent bonds, ionic bonds and metallic bonds.
	3. Can you give examples of types of chemical bonds?	substances with different	No reply from students.
	Statement of Aim :- Today we are going to study	about covalent bond	Students listen carefully
13. Chemical change and Chemical Bond. • Chemical Bond :- 1. Covalent bond :- Generally a covalent bond is formed when atoms of two elements having similar properties combine. Such atoms cannot exchange electrons. Instead these atoms share electrons with each other. The shared electrons become a common property of both the atoms and thereby the electron octet/duplet of both the atoms becomes complete. We consider an example of hydrogen molecule (H$_2$) A hydrogen atom contains one electron, its duplet is short of one electron and	Presentation :- Teacher writes the name of	the lesson on board.	Students observe carefully
	Teacher explain the concept	of covalent bond	Students listen carefully
	Teacher explain the example	of hydrogen atom	Students listen carefully.

आशय/Content	शिक्षक कृती/Teacher Activity	विद्यार्थी कृती/Student Activity	
therefore the valency of hydrogen atom is one. The two atoms of hydrogen are identical and have similar tendency and therefore they share their electrons with each other. As a result, the electron duplet of both the hydrogen atoms is completed and a chemical bond is formed between them.			संकलन/(Recapitulation) 1. What is mean by covalent bond? 2. When covalent bond is formed?
The chemical bond formed by sharing of valence electrons of two atoms with each other is called a covent bond.	Teacher explain the definition of covalent bond.	Students listen carefully	
H H H₂	Teacher explain the formation of H_2 using diagram	Students observe carefully.	उपयोजन/(Application) 1 What is the atomic number of hydrogen atom? 2 Why covalent bond formed?
	Today we have learnt covalent bond. We will study ionic bond in next lecture	Students listen carefully.	
			स्वाध्याय/(Home Assignment) Write the process of hydrogen atom form a covalent bond.

4 9

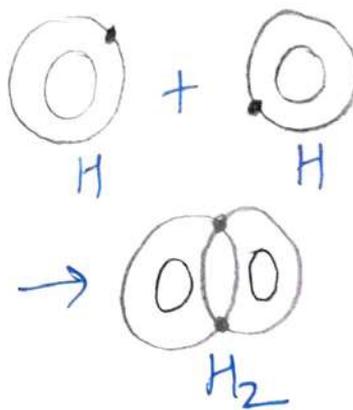| इयत्ता /Class: 8th	विषय Sub.: Science	दिनांक Date 15/1/24
	घटक Unit: Chemical change & chemical bond	
तुकडी /Div: A	उपघटक Subunit: Chemical Bond.	

13. Chemical Change & Chemical Bond.

* Chemical Bond :-

• Covalent Bond :-

INTERNSHIP PROGRAMME
EVALUATION SCHEME
Rating Scale 1) unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete.					
2	Introduction	Relevant and stimulating					
3		Revival of previous knowledge and linking with the topic					
4		Statement of Aim and Title writing					
5	Presentation	Clarity and Fluency in / Narration / Illustration					
6		Questions - Clear, Concise and grammatically correct					
7		Logical and thought provoking questions					
8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity and Reading / Demonstration					
11		Classroom interaction					
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13		Mastery over the content					
14		Classroom Management					
15		Time Management					
16	Recapitulation	Student's response					
17	Application	Appropriate / Creative application					
18		Appropriate / Activity based Home work					
19	Home Work	Inclusion of core elements values and Life Skills					
20		Overall impression					

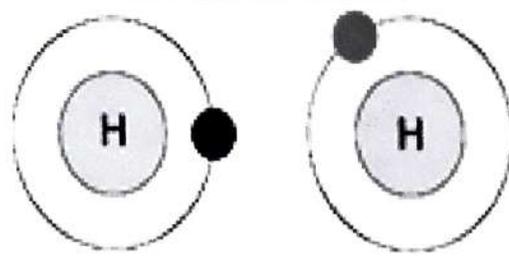| Ionic Bond	Covalent Bond
1. It is formed by complete transfer of electrons.	1. It is formed by sharing of electrons by both the combining species.
2. It is formed between a metal (electropositive)and a non metal(electronegative).	2.It is formed between two non metals.
3. It has very high boiling point and melting point.	3. It has low m.pt and b.pt .
4.It is polar, as the bond is formed due to electrostatic attraction between two oppositely charged ions.	4. It is less polar or non polar as the electron density is spreaded over the bond due to sharing.
5. Good conductor of electricity.	5. Comparatively bad conductor of electricity.
6. Exists in solid state. Ex: $NaCl$, $K_2 SO_4$	6. Exists in liquid or gaseous states. Ex: HCl, CH_3OH etc.

Ionic bond
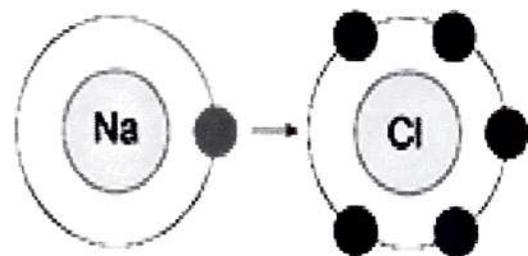
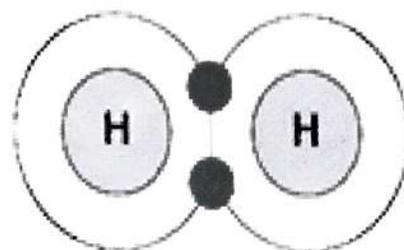(a) The electron moves from Na to Cl
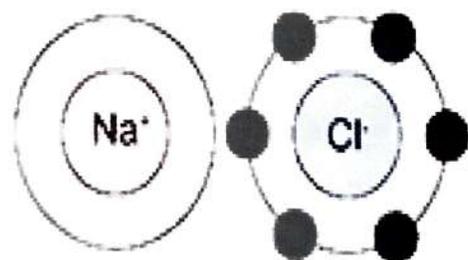
(b) Positively charged Na and negatively charged Cl attract each other and are electronically bonded together

Covalent bond

(c) Electrons cannot move independently

(d) The atoms form bonds by sharing electrons.

Dhareshwar Vidya Va Krida Pratisthan's

Dhareshwar Shikshansastra Mahavidyalaya

Second Year

B.ED 207 : Activity 1 : BLOCK TEACHING

Name of the Student: Mr./Mrs. __Kolhe Mohini Sunil__ Roll No.: 02

EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory **4) Good** **5) Excellent**

No	Steps	Criteria	1	2	3	4	5
1	**Lesson Note**	Neat, Correct and complete			✓		
2	**Introduction**	Relevant and stimulating				✓	
3		Revival of previous knowledge and linking with the topic				✓	
4		Statement of Aim and Title writing				✓	
5	**Presentation**	Clarity and Fluency in / Narration/ Illustration				✓	
6		Questions- Clear, Concise and grammatically correct				✓	
7		Question – Logical and thought Provoking.			✓		
8		Distribution of questions and Reinforcement			✓		
9		Black Board work				✓	
10		Clarity and Reading/Ease in Demonstration					✓
11		Explanation: Use of Examples.					✓
12		Mastery over the content.					✓
13		Use of Teaching Aids/ Use of ICT component.				✓	
14		Student participation.				✓	
15		Teacher's Preparedness.				✓	
16		Classroom management and Time management				✓	
17	**Formative Evaluation**	Recapitulation as per objectives.				✓	
18		Application – Use of evaluation Tools : MCQ, Matching item, GD, Project, Quiz Puzzle etc.				✓	
19		Homework – Appropriate/ Activity based.				✓	
20		Overall Impression (Effectiveness of Teaching)				✓	
		TOTAL MARK - 100 80					

Qualitative Feedback, (if any) :

* विद्यार्थी सुस्वभाव -चांगला.

* पाठ -चांगला झाला.

Signature of Professor In-charge

धारेश्वर शिक्षणशास्त्र महाविद्यालय, धायरी पुणे.
सलग पाठाचे टाचण / BLOCK TEACHING LESSON
B.Ed. / प्रथमवर्ष / द्वितीय वर्ष

पाठ क्र. Lesson No. 1   दिनांक Date 7/11/23

विद्यार्थ्याचे नाव Name of the Student   Kolhe Mohini Sunil   इयत्ता Std 8th   तुकडी Div. A

शाळेचे नाव School Name   Venkateshwara School

विषय Subject   Mathematics   घटक Unit   Area   उपघटक Subunit   Area of parallelogram

पूर्वज्ञान Previous Knowledge   Students know about Area of Triangle.

पाठाचा हेतू Aim of the Lesson   Students should learn about area of parallelogram

अध्यापन पद्धती Teaching Method   Inductive Method

शै. साधने Teaching Aids   Chalk, Chart, Blackboard

अध्यापन मुद्दे: Teaching Points   Area of parallelogram and examples.

गाभाभूत घटक :Core Elements   Area of shapes

मूल्ये / Value   Problem solving ability.

उद्दिष्टे Objectives	स्पष्टिकरणे Specification
Knowledge :-	1. Students understands the formula for finding the area of parallelogram 2. Student knows the properties of parallelogram
Understanding :-	1. Student grasps the concept that the area of a parallelogram. 2. Student understands the relationship between the area of parallelogram & area of rectangle.
Application :-	1. Student apply the area formula to solve problems. 2. Student finds the missing measurements using properties of parallelogram
	Student calculates the area of

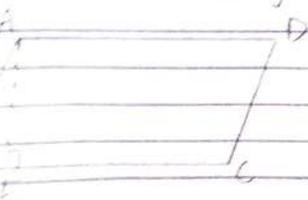|	विद्यार्थी कृती/Student Activity
students	
	Student reply area of squar $= side^2$
	Student answer Area of rectar $= length \times breadth$
	student answer Area of triar $= \frac{1}{2} \times base \times height$.
about area of a parallelogram	Students observe carefully a listen carefully.
the lesson on board.	Students observe carefully.
of draw parallelogram	Students listen carefully
on board.	Students observe carefully
students	

आशय / Content	शिक्षक कृती / Teacher Activity		विद्यार्थी कृती / Student Activity
	Teachers ask some questions to	students.	
	1. What is the area of square?		Student reply area of square $= side^2$
	2. What is the area of rectangle?		Student answers Area of rectangle $= length \times breadth$
	3. What is the area of triangle?		Student answers area of triangle $= \frac{1}{2} \times base \times height$
	Statement of Aim :-		
	Today we are going to study	about area of a parallelogram	Students observe carefully and listen carefully
Area	Presentation :-		
...a of a parallelogram :-	Teachers writes the name of	the lesson on board.	Students observe carefully
...aw a big enough parallelo- ...m ABCD			
...aw perpendicular AE on ...de	Teachers describe the process	of draw parallelogram	Students listen carefully
...t the right angled $\triangle AEB$, ...in it with the remaining ...t to $\square$ ABCD			
...e rectangle is formed from ...e parallelogram so area of ...h the figures are equal.			
...f parallelogram is one ...(length) of the rectangle ...its height is the other ...(breadth) of the rectangle.			
	Teachers draws a parallelogram	on board.	Students observe carefully

आशय / Content	शिक्षक कृती / Teacher Activity	विद्यार्थी कृती / Student Activity	
		Students observe carefully	संकलन / (Recapitulation)
Area of parallelogram = base × height.	Teacher write a formula on board.		1 What is the formula to find the area of a parallelogram
Ex.(1) If base of parallelogram is 8cm and height is 5cm then find its area. Sol^n :-	Teacher write a question on board.	Students observe carefully.	2. If the base of a parallelogram is 10cm and its height is 8cm, what is its area?
Area of parallelogram = base × height = 8 × 5 = 40	Teacher explain the solution of question and write it on black board.	Students listen and observe carefully.	
∴ Area of a parallelogram is 40 sq. cm			उपयोजन / (Application)
			1. A field of in the shape of a parallelogram has a base of 20 meters and a height of 15 meters. What is the area of the field?
Ex.(2) If area of parallelogram is 112 sq.cm and base of it is 10cm then find its height. Solution:-	Teacher write a question on board.	Students observe carefully.	
Area of parallelogram = base × height $112 = 10 \times height$ $\therefore \frac{112}{10} = height$	Teacher explain the solution of question and write it on blackboard.	Students listen and observe carefully.	2. A picture frame has the shape of a parallelogram with a base of 12 inches of and a height of 8 inches. How much glass is needed to cover the picture frame?
∴ height of the parallelogram is 11.2 cm			
	Today we have learnt area of parallelogram. We will study about area of rhombus in next lecture.		स्वाध्याय / (Home Assignment)
			Draw three different parallelograms and calculate the area of each.

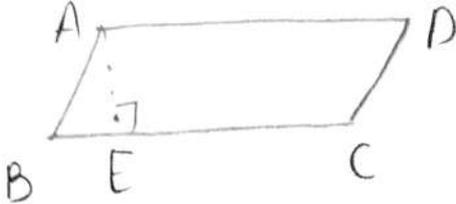| इयत्ता /Class: 8th	विषय Sub.: Mathematics	दिनांक Date 7/11/23
तुकडी /Div: A	घटक Unit: Area	
	उपघटक Subunit: Area of parallelogram	

15. Area

* Area of Parallelogram :-

Area of parallelogram
= base × height.

INTERNSHIP PROGRAMME
EVALUATION SCHEME

Rating Scale 1) unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete.					
2	Introduction	Relevant and stimulating					
3		Revival of previous knowledge and linking with the topic					
4		Statement of Aim and Title writing					
5	Presentation	Clarity and Fluency in / Narration / Illustration					
6		Questions - Clear, Concise and grammatically correct					
7		Logical and thought provoking questions					
8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity and Reading / Demonstration					
11		Classroom interaction					
12		Use of Teaching Aids / Use of Examples					
13		Mastery over the content					
14		Classroom Management					
15		Time Management					
16	Recapitulation	Student's response					
17	Application	Appropriate / Creative application					
18		Appropriate / Activity based Home work					
19	Home Work	Inclusion of core elements values and Life Skills					
20		Overall impression					

Total Marks - 100

Qualitative Feedback, (if any) :

Area of a Parallelogram

The **area of a parallelogram** is the amount of space inside the parallelogram.

It is **measured in units squared** (cm², m², mm² etc.). It is calculated by multiplying the area found by multiplying is base by its perpendicular height.

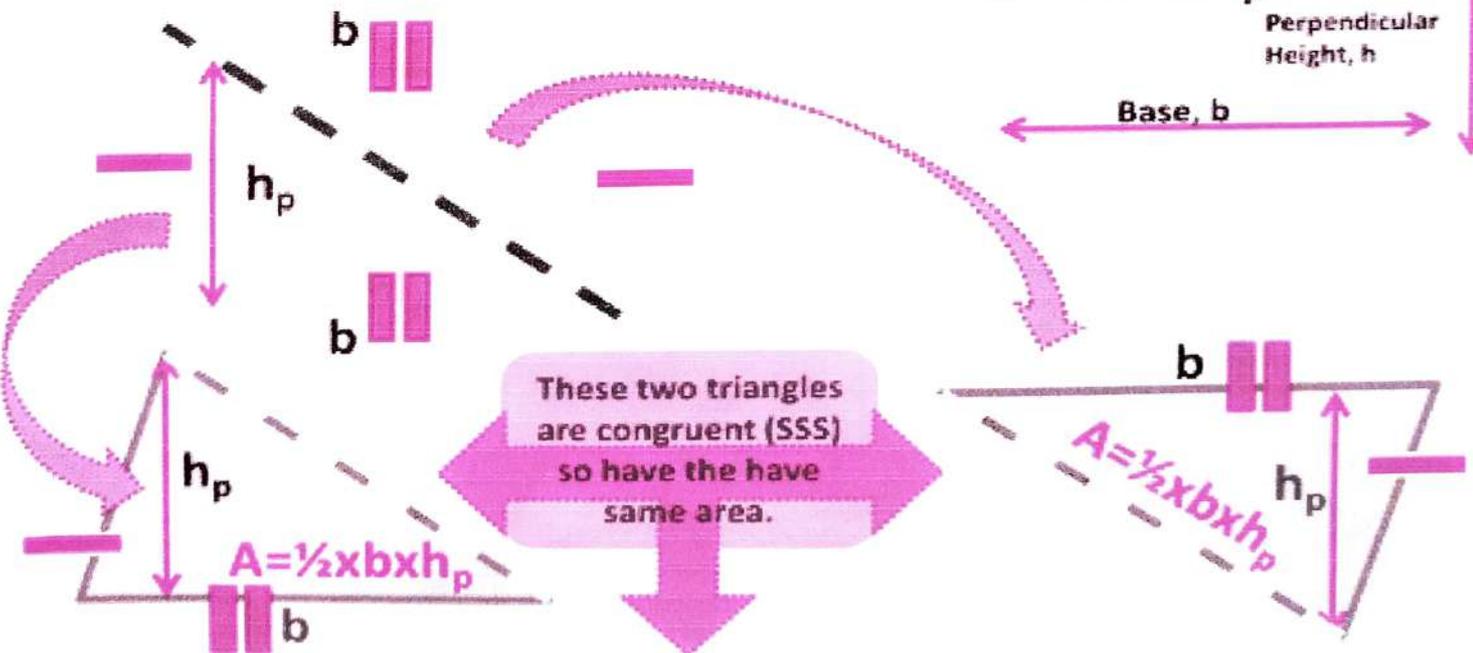Area parallelogram $=$ base $\times$ perpendicular height

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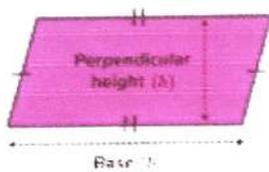
Prove the area of a parallelogram: 'Simplifying proofs'

A=base x perpendicular height

$$A = b \times h_p$$

Perpendicular Height, h

Base, b

h_p

b

b

h_p

$A = \tfrac{1}{2} \times b \times h_p$

b

These two triangles are congruent (SSS) so have the have same area.

b

h_p

$A = \tfrac{1}{2} \times b \times h_p$

$$A = 2(\tfrac{1}{2} \times b \times h_p)$$

By bringing the two triangles together, we have two lots of the same area.

$$A = b \times h_p$$

Dhareshwar Vidya Va Krida Pratisthan's

Dhareshwar Shikshansastra Mahavidyalaya

Second Year

B.ED 207 : Activity 1 : BLOCK TEACHING

Name of the Student: Mr./Mrs. Kolhe Mohini Sunil _____ Roll No.: 02

EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory **4) Good** **5) Excellent**

No	Steps	Criteria	1	2	3	4	5
1	**Lesson Note**	Neat, Correct and complete			✓		
2	**Introduction**	Relevant and stimulating				✓	
3		Revival of previous knowledge and linking with the topic			✓		
4		Statement of Aim and Title writing			✓		
5	**Presentation**	Clarity and Fluency in / Narration/ IIlustration			✓		
6		Questions- Clear, Concise and grammatically correct			✓		
7		Question – Logical and thought Provoking.			✓		
8		Distribution of questions and Reinforcement				✓	
9		Black Board work			✓		
10		Clarity and Reading/Ease in Demonstration				✓	
11		Explanation: Use of Examples.					✓
12		Mastery over the content.					✓
13		Use of Teaching Aids/ Use of ICT component.				✓	
14		Student participation.				✓	
15		Teacher's Preparedness.				✓	
16		Classroom management and Time management				✓	
17	**Formative Evaluation**	Recapitulation as per objectives.			✓	✓	✓
18		Application – Use of evaluation Tools : MCQ, Matching item, GD, Project, Quiz Puzzle etc.				✓	
19		Homework – Appropriate/ Activity based.				✓	
20		Overall Impression (Effectiveness of Teaching)				✓	
		TOTAL MARK - 100 82					

Qualitative Feedback, (if any) :

Signature of Professor In-charge

धारेश्वर शिक्षणशास्त्र महाविद्यालय, धायरी पुणे.
सलग पाठाचे टाचण / BLOCK TEACHING LESSON
B.Ed. / प्रथमवर्ष / द्वितीय वर्ष

पाठ क्र. Lesson No. 2   दिनांक Date 15/12/23

विद्यार्थ्याचे नाव / Name of the Student Kolhe Mohini Sunil   इयत्ता Std 8th   तुकडी Div. A

शाळेचे नाव / School Name Venkateshwara School

विषय / Subject Mathematics   घटक Unit Area   उपघटक Subunit Area of rhombus

पूर्वज्ञान / Previous Knowledge Students know about area of square.

पाठाचा हेतू Aim of the Lesson Students should learn about area of rhombus.

अध्यापन पद्धती Teaching Method Inductive Method.

शै. साधने Teaching Aids Chalk, Chart, Blackboard.

अध्यापन मुद्दे: Teaching Points Area of Rhombus and examples.

गाभाभूत घटक :Core Elements Area of Shapes

मूल्ये / Value Problem solving ability.

उद्दिष्टे Objectives	स्पष्टिकरणे Specification
Knowledge :-	1. Student tells properties of a square. 2. Student tells a square based on its properties.
Understanding :-	1. Student tells relationship between the side length and area of square. 2. Student tells concept of symmetry in square.
Application :-	Student construct a square using different methods such as rural and compass.

आशय/Content	शिक्षक कृती/Teacher Activity	विद्यार्थी कृती/Student Activity
	Teacher ask some questions to students.	
	1. How many points are needed to create a point square?	Student answers 4
	2. Can a point square be formed with less than four points?	Student answers no.
	3. What are the characteristics of a point square?	No reply from students.
	Statement of Aim :-	
	Today we are going to study about ~~square~~ area of rhombus	Students listen carefully.
	Presentation :-	
15. Area	Teacher writes the name of the lesson on board.	Students observe carefully
* Area of a rhombus		
We know diagonals of a rhombus are perpendicular bisector of each other.		
Let $l(AC) = d_1$ and $l(BD) = d_2$		
☐ABCD is a rhombus. Its diagonals intersect in the point P. So we get four congruent right angled triangles. Sides of each right angled triangle are $\frac{1}{2} l(AC)$ and $\frac{1}{2} l(BD)$	Teacher describe rhombus	Students listen carefully.
Areas of all these four triangles are equal.		
$l(AP) = l(PC) = \frac{1}{2} l(AC) = \frac{d_1}{2}$		
and $l(BP) = l(PD) = \frac{1}{2} l(BD) = \frac{d_2}{2}$		
Area of rhombus ABCD $= 4 \times A(\triangle APB)$ $= 4 \times \frac{1}{2} \times l(AP) = l(BP)$	Teacher explain the area of rhombus	Students listen carefully

आशय/Content	शिक्षक कृती/Teacher Activity	विद्यार्थी कृती/Student Activity	
$= 2 \times \dfrac{d_1}{2} \times \dfrac{d_2}{2}$ $= \dfrac{1}{2} \times d_1 \times d_2$			संकलन/(Recapitulation) 1. What are the properties of a rhombus?
· area of a rhombus = $\dfrac{1}{2} \times$ product of lengths of diagonals.	Teacher writes the formula of area of rhombus on board.	Students observe carefully.	2. Can you explain how the diagonals of a rhombus are related to its angles and sides?
Ex(1) lengths of the diagonals of a rhombus are 11.2 cm and 7.5 cm respectively. Find the area of rhombus. Solution:- Area of rhombus = $\dfrac{1}{2} \times$ product of lengths of the diagonals $= \dfrac{1}{2} \times \dfrac{11.2}{1} \times \dfrac{7.5}{1}$ $= 5.6 \times 7.5$ $= 42$ sq cm	Teacher write a question on board. Teacher explain the solution of question and write it on blackboard.	Students observe carefully. Students observe and listen carefully.	उपयोजन/(Application) 1 How can you use the properties of a rhombus to find the area of a given rhombus? 2. In what real-life scenarios might the properties of a rhombus be useful?
	Today we have learnt about area of rhombus. We will study area of trapezium in next lecture.		
			स्वाध्याय/(Home Assignment) Calculate the area of a rhombus with side lengths of 6cm and diagonals measuring 8 cm and 10 cm, respectively

इयत्ता / Class: 8th	विषय Sub.: Mathematics	दिनांक Date 15/12/23
तुकडी / Div: A	घटक Unit: Area	
	उपघटक Subunit: Area of Rhombus	

15. Area

* Area of Rhombus :-

Area of Rhombus

$$= 4 \times A(\triangle APB)$$

$$= 4 \times \frac{1}{2} \times l(AP) = l(CBP)$$

$$= 2 \times \frac{d_1}{2} \times \frac{d_2}{2}$$

$$= \frac{1}{2} \times d_1 \times d_2$$

INTERNSHIP PROGRAMME
EVALUATION SCHEME

Rating Scale 1) unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete.					
2	Introduction	Relevant and stimulating					
3		Revival of previous knowledge and linking with the topic					
4		Statement of Aim and Title writing					
5	Presentation	Clarity and Fluency in / Narration / Illustration					
6		Questions - Clear, Concise and grammatically correct					
7		Logical and thought provoking questions					
8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity and Reading / Demonstration					
11		Classroom interaction					
12		Use of Teaching Aids / Use of Examples					
13		Mastery over the content					
14		Classroom Management					
15		Time Management					
16	Recapitulation	Student's response					
17	Application	Appropriate / Creative application					
18		Appropriate / Activity based Home work					
19	Home Work	Inclusion of core elements values and Life Skills					
20		Overall impression					
		Total Marks - 100					

Qualitative Feedback, (if any) :

Area of Rhombus

a   d1

d2
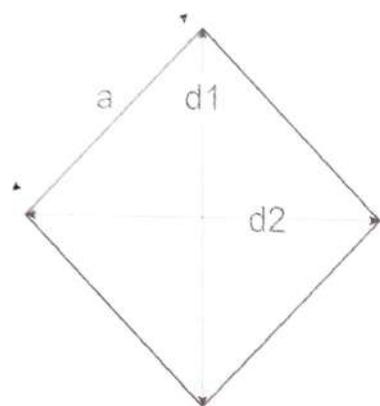
Rhombus

$$\text{Area of Rhombus} = \frac{(d1 * d2)}{2}$$

$$\text{Diagonal } d2 = \sqrt{4a^2 - d1^2}$$
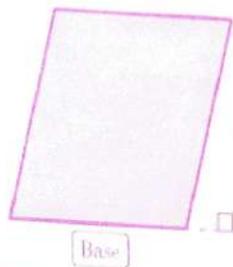
$$\text{Diagonal } d1 = \sqrt{4a^2 - d2^2}$$

Area of a Rhombus

The **area of a rhombus** is the amount of space inside the rhombus. Like with other 2D shapes, the area is measured in units squared (cm^2, m^2, mm^2 etc). A rhombus is a special type of parallelogram that has four sides of equal length.

Here are some strategies to find the area of a rhombus.

Use the formula:	Use the diagonals:
$$\text{Area} = \text{base} \times \text{height}$$ Base	Find the area of each of the four equal right triangles and add them together.

Dhareshwar Vidya Va Krida Pratisthan's

Dhareshwar Shikshansastra Mahavidyalaya

Second Year

B.ED 207 : Activity 1 : BLOCK TEACHING

Name of the Student: Mr./Mrs. Kolhe Mohini Sunil _____ Roll No.: 02

EVALUATION SCHEME

Rating Scale   1) Unsatisfactory   2) Average   3) Satisfactory   **4) Good**   **5) Excellent**

No	Steps	Criteria	1	2	3	4	5
1	**Lesson Note**	Neat, Correct and complete			✓		
2	**Introduction**	Relevant and stimulating				✓	
3		Revival of previous knowledge and linking with the topic				✓	
4		Statement of Aim and Title writing				✓	
5	**Presentation**	Clarity and Fluency in / Narration/ Illustration					✓
6		Questions- Clear, Concise and grammatically correct					✓
7		Question – Logical and thought Provoking.					✓
8		Distribution of questions and Reinforcement				✓	
9		Black Board work					
10		Clarity and Reading/Ease in Demonstration				✓	
11		Explanation: Use of Examples.				✓	
12		Mastery over the content.					✓
13		Use of Teaching Aids/ Use of ICT component.					✓
14		Student participation.				✓	
15		Teacher's Preparedness.					
16		Classroom management and Time management				✓	
17	**Formative Evaluation**	Recapitulation as per objectives.				✓	
18		Application – Use of evaluation Tools : MCQ, Matching item, GD, Project, Quiz Puzzle etc.				✓	
19		Homework – Appropriate/ Activity based.				✓	
20		Overall Impression (Effectiveness of Teaching)				✓	
		TOTAL MARK - 100	82				

Qualitative Feedback, (if any) :

Signature of Professor In-charge

धारेश्वर शिक्षणशास्त्र महाविद्यालय, धायरी पुणे.

सलग पाठाचे टाचण / BLOCK TEACHING LESSON

B.Ed. / प्रथमवर्ष / द्वितीय वर्ष

पाठ क्र. Lesson No. 3   दिनांक Date 5/1/24

विद्यार्थ्याचे नाव / Name of the Student **Kolhe Mohini Sunil**   इयत्ता Std **8th**   तुकडी Div. **A**

शाळेचे नाव / School Name **Venkateshwara School**

विषय / Subject **Mathematics**   घटक / Unit **Area**   उपघटक / Subunit **Area of Trapezium**

पूर्वज्ञान / Previous Knowledge **Students know about area of parallelogram.**

पाठाचा हेतू Aim of the Lesson **Students should learn about area of trapezium.**

अध्यापन पद्धती Teaching Method **Inductive Method.**

शै. साधने Teaching Aids **Chart, Chalk, Blackboard**

अध्यापन मुद्दे: Teaching Points **Area of trapezium and examples.**

गाभाभूत घटक :Core Elements **Area of trapezium.**

मूल्ये / Value **Problem Solving ability.**

उद्दिष्टे Objectives	स्पष्टिकरणे Specification
Knowledge :-	1. Students understands the formula for finding the area of trapezium. 2. Student knows the properties of trapezium.
Understanding :-	1. Student grasps the concept that the area of a trapezium. 2. Student understands the relationship between area of trapezium and area of parallelogram.
Application :-	1. Student apply the area formula to solve examples 2. Student finds the missing measurements using properties of trapezium.

आशय/Content	शिक्षक कृती/Teacher Activity	विद्यार्थी कृती/Student Activity
	Teacher ask some questions to students.	
	1. What is the area of parallelo-gram	Student answers area of parallelogram = base × height.
	2. What is the area of rhombus	Student answers area of rhombus = $\frac{1}{2}$ × product of lengths of diagonals.
	3. What is the area of right angled triangle.	Student answers area of right angled triangle = $\frac{1}{2}$ × product of sides making right angled.
	Statement of Aim :- Today we are going to study area of trapezium	Students listen carefully.
15. Area	Presentation :- Teacher writes the name of lesson on board.	Students observe carefully.
*Area of trapezium		
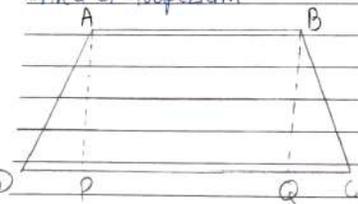
Draw seg AP ⊥ seg DC and seg BQ ⊥ side DC. Let l(AP)=l(CBQ)=h, Height of the trapezium is the distance between the parallel sides. After drawing the 1er in ABCD, its area is divided into parts. of these ΔAPD and ΔBQC right angled triangles	Teacher explain the diagram of trapezium	Students listen carefully.

आशय/Content	शिक्षक कृती/Teacher Activity
$\square$ ABQP is a rectangle. points P and Q are on seg DC. Area of trapezium ABCD $= A(\triangle APD) + A(\square ABQP) + A(\triangle BQC)$ $= \frac{1}{2} \times l(DP) \times h + l(PQ) \times h + \frac{1}{2} l(QC) \times h$ $= h[\frac{1}{2} l(DP) + l(PQ) + \frac{1}{2} l(QC)]$ $= \frac{1}{2} \times h [l(DP) + 2l(PQ) + l(QC)]$ $= \frac{1}{2} \times h [l(DP) + l(PQ) + l(AB) + l(QC)]$ $\therefore l(PQ) = l(AB)$ $= \frac{1}{2} \times h [l(DP) + l(PQ) + l(QC) + l(AB)]$ $= \frac{1}{2} \times h [l(DC) + l(AB)]$ $(\square ABCD) = \frac{1}{2} (\text{sum of the lengths of parallel sides}) \times h$	Teacher explain the steps of finding area of parallelogram
Area of the trapezium $= \frac{1}{2} \times$ sum of the lengths of parallel sides $\times$ height.	Teacher writes the formula for area of the trapezium
	Today we have learnt about area of trapezium. We will study more examples based on area in next lecture.

विद्यार्थी कृती/Student Activity	
Students listen carefully.	1. What is the formula for finding the area of trapezium? 2. Can you explain the difference between a trapezium and a parallelogram?
Students listen and observe carefully.	उपयोजन/(Application) 1. A trapezium has one side length of 5cm, another side length of 8cm, & a height of 6cm. Calculate its area.
	स्वाध्याय/(Home Assignment) Draw a lebal diagram of trapezium with bases of lengths 10cm & 15cm & a height of 8cm. Calculate its area

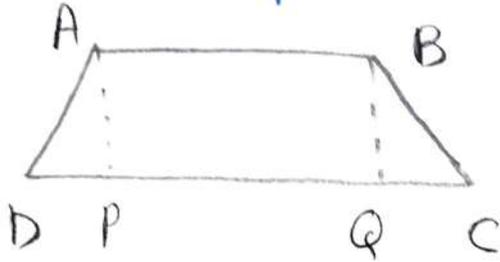इयत्ता /Class: 8th   विषय Sub.: Mathematics   दिनांक Date 5/1/24

तुकडी /Div: A   घटक Unit: Area

उपघटक Subunit: Area of Trapezium

15. Area

⋆Area of Trapezium :-

Area of Trapezium =
$\frac{1}{2}$ sum of the lengths of
parallel sides × height.

INTERNSHIP PROGRAMME
EVALUATION SCHEME

Rating Scale 1) unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete.					
2	Introduction	Relevant and stimulating					
3		Revival of previous knowledge and linking with the topic					
4		Statement of Aim and Title writing					
5	Presentation	Clarity and Fluency in / Narration / Illustration					
6		Questions - Clear, Concise and grammatically correct					
7		Logical and thought provoking questions					
8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity and Reading / Demonstration					
11		Classroom interaction					
12		Use of Teaching Aids / Use of Examples					
13		Mastery over the content					
14		Classroom Management					
15		Time Management					
16	Recapitulation	Student's response					
17	Application	Appropriate / Creative application					
18		Appropriate / Activity based Home work					
19	Home Work	Inclusion of core elements values and Life Skills					
20		Overall impression					
		Total Marks - 100					

Qualitative Feedback, (if any) :
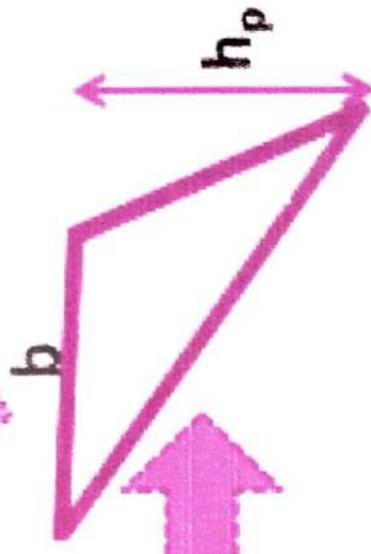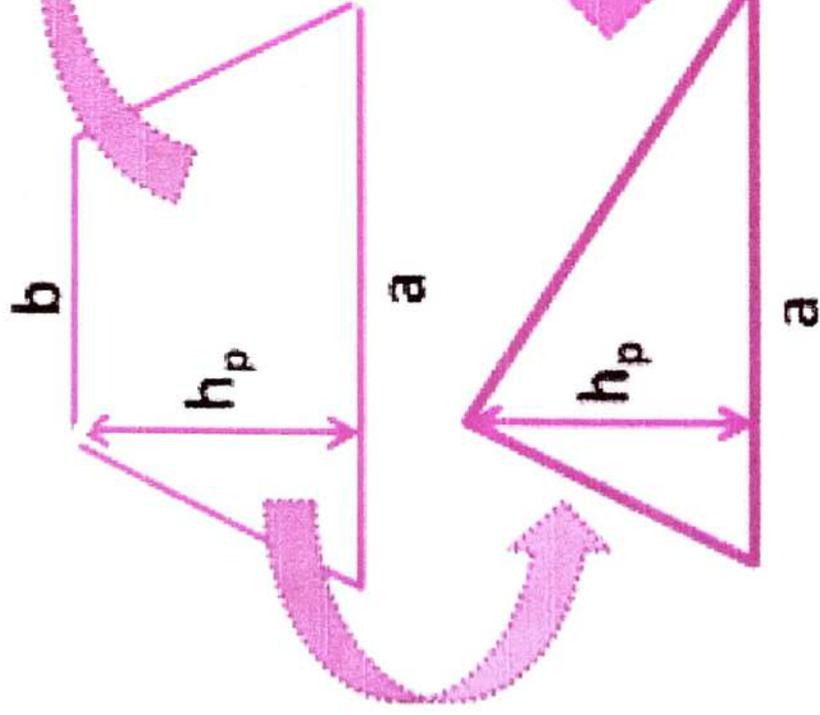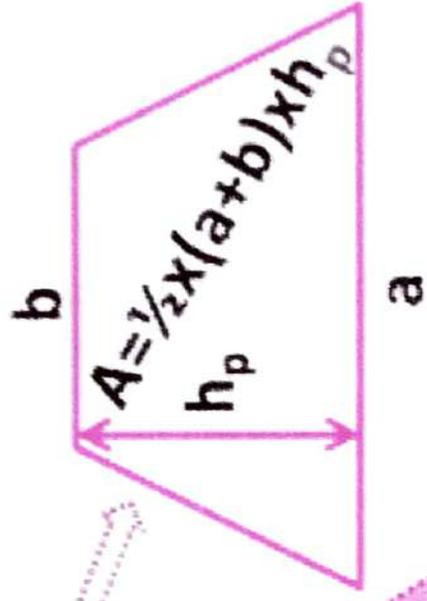
Area Of A Trapezium

A trapezium (also known as a trapezoid) is a quadrilateral shape with exactly one pair of parallel sides. The other two sides are called the bases and the non-parallel sides are called the legs.
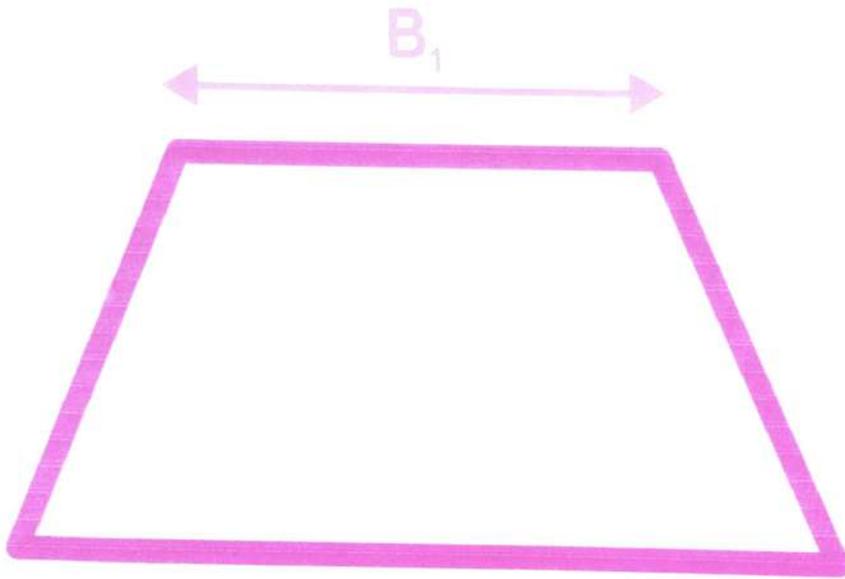
$$\text{Area} = \frac{1}{2} \times (B_1 + \quad) \times$$

Prove the area of a trapezium: 'Simplifying proofs'

$$A = \tfrac{1}{2} \times (a+b) \times \text{perpendicular height}$$

$$A = \tfrac{1}{2} \times a \times h_p + \tfrac{1}{2} \times b \times h_p$$

$$A = \tfrac{1}{2} h_p (a+b)$$

Factorise

$$A = \tfrac{1}{2}(a+b)h_p \quad \square$$

$$A = \tfrac{1}{2} \times (a+b) \times h_p$$