**LESSON PLAN TEMPLATE**

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| **Term** | **Date** | **Subject**  | **Class**  | **Unit**  | **Lesson**  | **Duration**  | **Class Size**  |
| ----- | …….. | Mathematics | Senior 4 | 13 | 2 | 40 minutes | 25 |
| Type of special Educational Needs to be catered for in this lesson and number of learners in each category | Students with learning difficulties |
| Unit title | Points, straight lines and circles in 2D  |
| Key Unit competence  | By the end of this lesson, the learner should be able to define the straight line, given two points and direction vector. |
| Title of the lesson  | Points and straight lines  |
| Instructional objective  | By the end of this lesson, the learner should be able to use scratch to represent a line defined by two points in 2D. |
| Plan for this Class (location: in/outside) | This class will be held indoors |
| Learning Materials (For all learners) | Learners should have computers with scratch program. |
| References  | Rwandan mathematics students book senior 4 |

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| Timing for each step40 minutes | Description of teach and learning activity |  |
| Teacher activities  | Learner activities  |  |
| Introduction 10’ | Guide learners to position a sprite in different points in XY grid.Demonstration  Students can position a point by using go to xy block or by direct change the coordinates of x and y in the menu panel  | Learners follow instructions provided by the teacher to position spite in XY grid.  | Critical thinking enhanced by coding using scratch,Communication enhanced throug group discussion |
| Development of the lesson 20 minutes |  -Ask learners to draw a line representing the path of the moving position from one point to another.Demonstration:Ask learners to draw a circle from a given position Demonstration:**Exercise**Ask learners to position two spite in different location and represent a line joining them. And a circle with  | -Learners join group for discussion and present their findings.Discuss about different steps followed to draw a line.Discuss about different steps followed to draw a circle.Discuss the difference between circle and straight line.  | Help learners slow learners Critical thinking and cooperation enhanced by coding through scratch and group discussion |
| Conclusion and evaluation 10 minutes  | Guide learners to draw different lines in XY grid  | Learners draw different lines in XY grid. |  |
| Teacher self-evaluation  | The lesson is well conducted when the expected outcome are attained  |