**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 step  40 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 | | | |