**LESSON PLAN TEMPLATE**

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| **Term** | **Date** | **Subject**  | **Class**  | **Unit**  | **Lesson**  | **Duration**  | **Class Size**  |
| 2 | …….. | Mathematics | Senior 3 | 11 | 2 | 40 minutes | 25 |
| Type of special Educational Needs to be catered for in this lesson and number of learners in each category | 2 students with learning difficulties |
| Unit title | Enlargement and similarity |
| Key Unit competence  | By the end of this lesson , the learner should be able to solve problems enlargement and simulalarity |
| Title of the lesson  | Similar polygons and similar triangles |
| Instructional objective  | By the end of this lesson, the learner should be able to use scratch to define enlargement and similarity of polygons and triangles |
| 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 3 |

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| Timing for each step40 minutes | Description of teach and learning activity | Generic competences and Cross cutting issues to be addressed + a short explanation  |
| Teacher activities  | Learner activities  |  |
| Introduction 10’ | Guide learners to draw 2 triangles that have same angles and have different size using scratch  | Learners follow instructions provided by the teacher to draw 2 triangles of the same angles and different size | Critical thinking enhanced by coding using scratch,Communication enhanced throug group discussion |
| Development of the lesson 20 minutes |  -In group of 3 learners compare 2 triangles and present their findings- Using scratch , guide learners to discover properties similarity of trianglesThe following are script that are used in this lesson to draw a big size and small size triangle.* Use 2 sprites, one for small size, another one for big size

Script for drawing small triangle Script for drawing big triangle The result will be like:**Exercise**Ask learners to draw two regular pentagon of different size  | -Learners join group for discussion and present their findings.-Discuss about properties of similar triangles using scripts of scratch-Learners answer to the question asked by the teacher | Help learners slow learners Critical thinking and cooperation enhanced by coding through scratch and group discussion |
| Conclusion (10’) | Guide learners to draw a conclusion on similar geometric figures | Two geometric figures are similar if and only if they have the same angles and different size |  |
| Teacher self-evaluation  | The lesson is well conducted when the expected outcome are attained  |