**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 step  40 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 triangles  The 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 | | |