**LESSON PLAN**

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| **Teacher:**  ŞAKİRE ÖRMECİ **Date:** 15.11.2011**Learning Level:** 6-A **Number of students:** 19**Lesson Length:** 40 min. **Topic:** Angles**Lesson Objective:****1.** Students should be able to construct, measure angles and determine angle region.**2.** Students should be able to construct equal angles.**Materials:** Board marker, board, A4 colorful paper, crayons, power point, protector and compasses. |

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| **Time** | **Content** | **Teacher’s Activity** | **Students’ Activity** |
| 12’ | Angles in daily life & Definition of angle  | Teacher asks students previous knowledge about angle. Teacher asks student why we need angle and where we encounter with angles in daily life. She has students give example to angles and lets them define angle with their words. Afterwards she gives formal definition of angle and explains reading of angle. In addition she let students take note on their notebook. | Students tell what they learn before about angle. Students give examples about usage of angles in daily life and from environment. They also tell what come to their mind about angle. They show angles from their class. They try to define angle. Then they take notes the definition of angle. |
| 8’ | Activity 1“ construction their angle”Pair workInferences | Teacher wants student to work with their partner and construct an angle by folding paper. Then she has students determine inside and outside region of angle. After that teacher lets student to write inferences about their activity. | Students fold paper and construct angles, they give name it. Then they determine inside and outside region of angle. They also take note. |
| 5’ | Equal angle | Teacher shows symbol of measure of angle. Then she asks what equal angles mean and give definition. | Students listen to teacher and rise hands to tell what equal angles are. They also take notes on their notebooks. |
| 15’ | Activity 3 Pair work“ constructing equal angles”  | Teacher gives directions to constructing equal angles. She also draws equal angles on the board. While student are drawing angles, she walks around and helps them.  | Students listen to teacher and they try to construct angles by working with their partner. |

Extra plans if plan finish early.

Plan A

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| 10’ | Bisector of an angle & Activity 4“constructing bisector”  | Teacher asks what bisector can be and then she gives definition of bisector. If time is enough, she has student to draw bisector of angle. | Students guess meaning of bisector and then they write definition. |

Plan B

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| 10’ | Game “Lost Soldier”  | Teacher gives direction of the game. This game is related to using knowledge of angle concept. | Students listen to teacher and try to find place of lost soldier. |

**KAYIP ASKER**

Uçağınız A noktasından doğu yönüne hareket etmektedir. B noktaları ise kurtarılmayı bekleyen askerinizden gelen sinyallerin belirttiği bölgelerdir. Bir an önce askerinizin olabileceği yeri tespit edip uçağınızı oraya yönlendirmeniz gerekiyor. Bunun için partnerinizle bir pusula yardımıyla,

1. Sinyallerin geldiği noktaların size göre açısal yönlerini belirliyorsunuz.
2. Bulduğunuz açısal değerlerin aritmetik ortalamasını alarak askerinizin bulunduğu yeri yaklaşık olarak tespit ettiniz.
3. Yön değişikliğini askeri üsse haber vereceksiniz. ( ör: kuzey batı yönünde, 150° dereceyle harekete geçtik.)

Askerinizden gelen sinyaller;

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|  **B.** **A. A.** ( Doğu )  |  **B.** **A. A.** ( Doğu )  |
|  **B.** **A. A.** ( Doğu )  |  |