

EaD Comprehensive Lesson Plans

 or  0248043888

NAME OF TEACHER:

WEEK ENDING..... 17-02-2023.....

NUMBER ON ROLL:

SUBJECT... MATHEMATICS

DURATION:

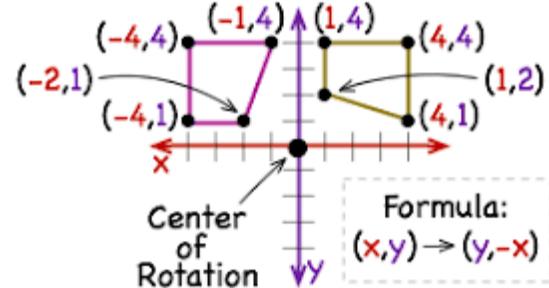
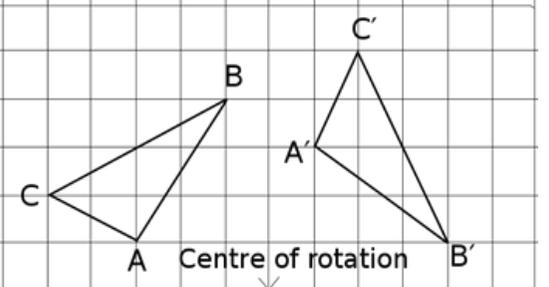
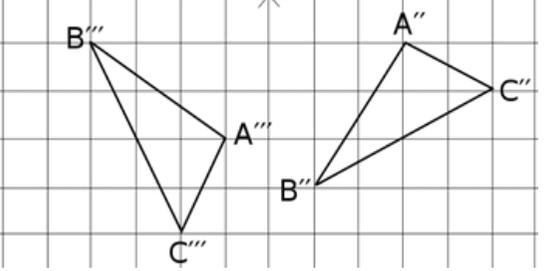
REFERENCE...MATHS SYLLABUS(CRDD,2007), MATHS FOR JHS

FORM.....BASIC 9.....

WEEK.....6.....

<u>DAY/DATE</u>	<u>TOPIC/SUB-TOPIC/ASPECT</u>	<u>OBJECTIVES/R.P. K</u>	<u>TEACHER-LEARNER ACTIVITIES</u>	<u>T/L MATERIALS</u>	<u>CORE POINTS</u>	<u>EVALUATION AND REMARKS</u>
MONDAY 9:15AM - 10:25AM 70min	Topic; Rigid Motion Sub-Topic; Reflection in the axes	By the end of the lesson the Pupil will be able to; identify an object (shape) and its image under reflection in the major axes of the coordinate plane. RPK Pupils were taught lessons on Rigid Motion in basic 7	Introduction Discuss with Pupils the properties of objects under reflection with respect to its similarity, congruence and orientation. Activities <ol style="list-style-type: none"> Assist Pupils to draw and label the axes of the coordinate plane 	Wordchart, Power Point Presentation, Pictures	Rules to find the reflection of a point in x-axis: (i) Retain the abscissa i.e. x-coordinate. (ii) Change the sign of ordinate i.e., y-coordinate. Therefore, when a point is reflected in the x-axis, the sign of its ordinate changes. Examples: (i) The image of the point (3, 4) in the x-axis is the point (3, -4). (ii) The image of the point (-3, -4) in the x-axis is the point (-3, -(-4)) i.e., (-3, 4).	Exercise; <ol style="list-style-type: none"> Find the points onto which the points (11, -8), (-6, -2) and (0, 4) are mapped when reflected in the x-axis Which of the following points (-2, 0), (0, -5), (3, -3) are invariant points when reflected in the x-axis? Which of the following points (7, 0), (-1, 1), (2, 2), (0, 4) are invariant points when reflected in the y-axis?

			<p>using graph sheets</p> <p>2. Pupils brainstorm to locate points which are images to point(s) in given lines under reflection</p> <p>3. Guide pupils to identify the images of points, lines and shapes in reflection(s) in given axes in the coordinate planes x-axis and y-axis.</p> <p>Closure Through questions and answers, conclude the lesson.</p>	<p>(iii) The reflection of the point (5, -7) in the x-axis = (5, 7) i.e., $M_{xx}(5, -7) = (5, 7)$</p> <p>(iv) The reflection of the point (9, 0) in the x-axis is the point itself, therefore, the point (9, 0) is invariant with respect to x-axis.</p> <p>(v) The reflection of the point (-a, -b) in the x-axis = (-a, b) i.e., $M_{xx}(-a, -b) = (-a, b)$</p>	
--	--	--	--	--	--

<p>TUESDAY</p> <p>10:50AM – 12:00PM 70min</p>	<p>Topic; Rigid Motion</p> <p>Sub-Topic; Rotation</p>	<p>By the end of the lesson the Pupil will be able to;</p> <p>identify a rotation of an object (shape) about a centre and through a given angle of rotation</p> <p>RPK Pupils were taught lessons on Rigid Motion in basic 7</p>	<p>Introduction Review Pupils knowledge on the previous lesson.</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Pupils brainstorm to identify examples of objects that turn in everyday life to explain rotation as an amount of turning about a fixed point called centre of rotation 2. Demonstrate how to rotate different 	<p>A rotation is a type of transformation which is a turn. A figure can be turned clockwise or counterclockwise on the coordinate plane. In both transformations the size and shape of the figure stays exactly the same. A rotation is a transformation that turns the figure in either a clockwise or counterclockwise direction</p> <p>Rotate 90 Degrees About the Origin</p>   	<p>Exercise;</p> <ol style="list-style-type: none"> 1. find the center of rotation that maps $\triangle ABC$ to $\triangle A'B'C'$. 2. estimate the angle of rotation that maps $\triangle ABC$ to $\triangle A'B'C'$. 3. Draw the image of $B(-7,-3)$ under the rotation $R_{(0,0),-90^\circ}$.
--	---	---	---	---	--

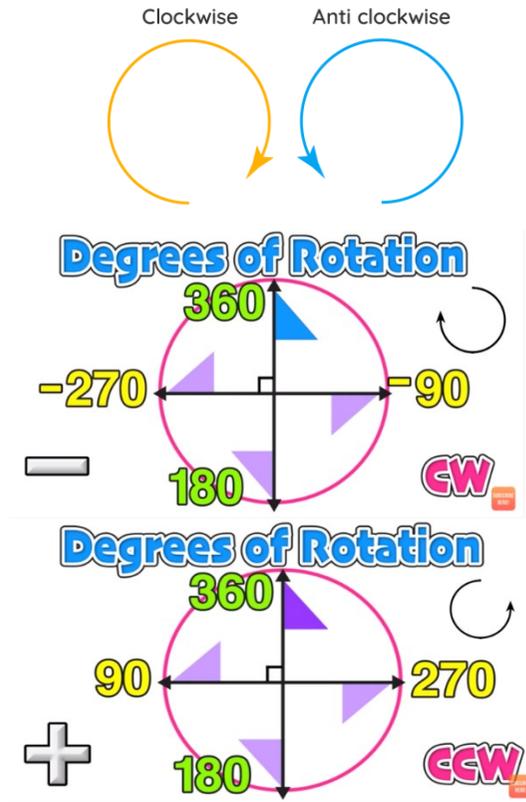
			<p>shapes for Pupils to observe the center and angles of rotation.</p> <p>3. Assist Pupils to practice rotating different shapes on a graph.</p> <p>Closure Summarize the lesson.</p>			<p>start subscript, left parenthesis, 0, comma, 0, right parenthesis, comma, minus, 90, degrees, end subscript.</p> <p>4. Draw the image of $C(5, -6)C(5, -6)C$, left parenthesis, 5, comma, minus, 6, right parenthesis under the rotation $R_{(0,0),180^\circ}$ start subscript, left parenthesis, 0, comma, 0, right parenthesis, comma, 180, degrees, end subscript.</p>
<p>FRIDAY</p> <p>9:15AM – 10:25AM</p> <p>70mins</p>	<p>Topic; Rigid Motion</p> <p>Sub-Topic; Clockwise and Anti-clockwise Rotation</p>	<p>Objective By the end of the lesson the Pupil will be able to;</p> <p>Rotate shapes clockwise or anti-clockwise through a given angle .</p> <p>RPK Pupils were taught lessons on Rigid Motion in basic 7</p>	<p>Introduction Review Pupils knowledge on the previous lesson.</p> <p>Activities</p> <p>1. Demonstrate clockwise and anti-clockwise rotation</p>		<p>Difference Between Clockwise and Anticlockwise</p> <p>Clockwise and anticlockwise are ways of indicating the direction of a turn. Clockwise involves a turn to the right, following the direction of the hands of a clock. It is a negative rotation direction. Anticlockwise involves a turn</p>	<p>Exercise;</p> <p>1. Construct the image of /EF/ after a clockwise rotation of 90° about the origin $E(-9,-8)$, $F(-4,-6)$</p> <p>2. Draw ΔLMK, $L(2,6)$, $M(8,8)$, $K(7,4)$.</p> <p>i. Rotate ΔLMK 90° clockwise</p> <p>ii. Rotate ΔLMK 180° anti-clockwise</p>

of shapes or plane figures through a given angle.

2. Pupils to observe the differences between clockwise and anticlockwise rotations.
3. Assist Pupils to rotate objects (shapes) about a point (origin) and observe the number of times the object will return to

to the left, against the direction of a clock's hands. This is a positive rotation direction.

Clockwise and Anticlockwise Rotation



- iii. Rotate $\triangle LMK$ 270° anti-clockwise.

			its original position within 360° Closure Through questions and answers, conclude the lesson.			
--	--	--	--	--	--	--

Name of Teacher:

School:

District: