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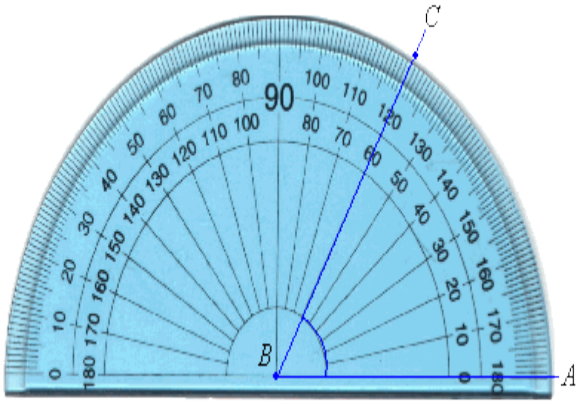
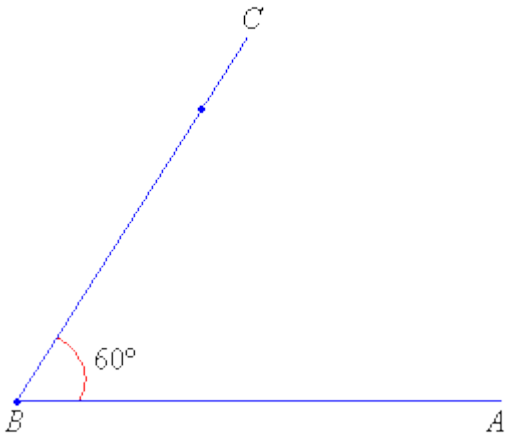
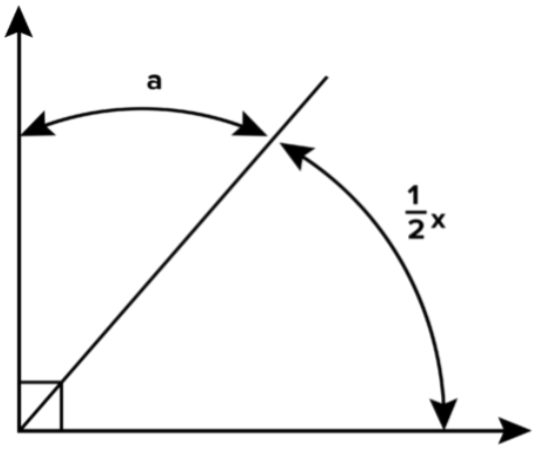
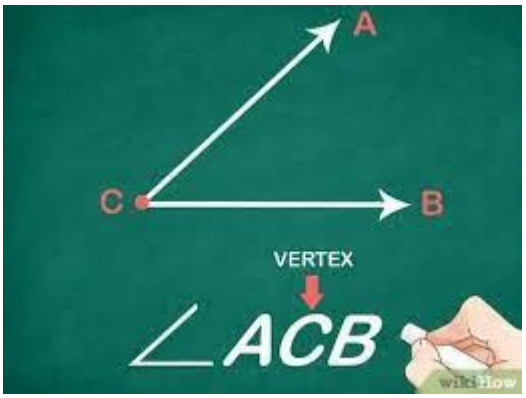
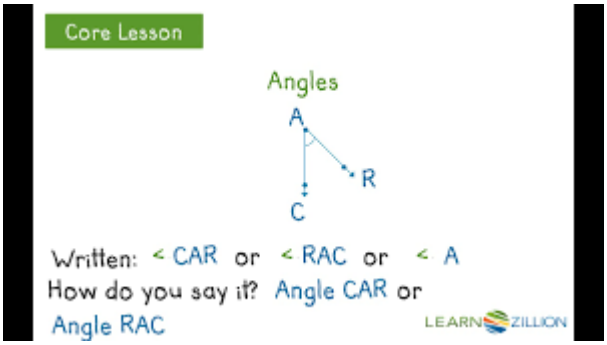
BASIC 7

WEEKLY LESSON PLAN – WEEK 6

Strand:	Geometry and Measurement	**Sub-Strand:**	Shape and Space		
Content Standard:	B7.3.1.1 Demonstrate understanding of angles including adjacent, vertically opposite, complementary, supplementary and use them to solve problems				
Indicator (s)	B7.3.1.1.1 Measure and classify angles according to their measured sizes – right, acute, obtuse and reflex. B7.3.1.1.2 Apply the fact that (i) complementary angles are two angles that have a sum of 90°, and (ii)supplementary angles are two angles that have a sum of 180° to solve problems B7.3.1.1.3 Use adjacent, supplementary and vertically opposite angles to solve problems		**Performance Indicator:** Learner can find missing angles in shapes		
Week Ending	12-05-2023				
Class	B.S.7	**Class Size:**		**Duration:**	
Subject	Mathematics				
Reference	Mathematics Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook.				
Teaching / Learning Resources	Chart, Metre Rule, Compass, divider, Poster, Pictures.		**Core Competencies:**	• Ability to merge simple/ complex ideas to create novel situation or thing • Exhibit strong memory, intuitive thinking; and respond appropriately	
DAY/DATE	**PHASE 1 : STARTER**	**PHASE 2: MAIN**			**PHASE 3: REFLECTION**

MONDAY **08-05-2023**	Discuss with Learners about the types of angles.	1. Demonstrate using protractor to draw angles for Learners to observe. 2. Assist Learners to draw angles using Protractor 3. Learners brainstorm to use protractor to measure angles drawn. **Drawing Angles less than 180° with a Protractor** To draw an angle with a protractor, proceed as follows: • Draw a straight line (i.e. an arm of the angle). • Place a dot at one end of the arm. This dot represents the vertex of the angle. • Place the centre of the protractor at the vertex dot and the baseline of the protractor along the arm of the angle. • Find the required angle on the scale and then mark a small dot at the edge of the protractor. • Join the small dot to the vertex with a ruler to form the second arm of the angle. • Label the angle with capital letters. Example 1 Draw $\angle ABC = 60^\circ$ with a ruler and protractor. *Solution:*  • Draw a straight line *AB*. • Place a dot at *B*. This dot represents the vertex of the angle. • Place the centre of the protractor at *B* and the baseline of the protractor along the arm *BA*.	Reflect on the types of angles and how to draw them **Exercise** 1. Use a protractor to draw the following acute angles: (a) 30° (b) 45° (c) 80° (d) 75° (e) 24° (f) 38° (g) 52° (h) 67° 2. Use a protractor to draw the following obtuse angles: (a) 95° (b) 98° (c) 108° (d) 100° (e) 125° (f) 146° (g) 151° (h) 176° 3. Use a protractor to draw the following reflex angles: (a) 190° (b) 209° (c) 248° (d) 251° (e) 225° (f) 217° (g) 195° (h) 236° 4. Use a protractor to draw the following reflex angles: (a) 275° (b) 280° (c) 289° (d) 300° (e) 315° (f) 340° (g) 293° (h) 329°

		• Find 60º on the scale and mark a small dot at the edge of the protractor. • Join the vertex *B* to the small dot with a ruler to form the second arm, *BC*, of the angle. • Mark the angle with a small arc as shown below.  	
TUESDAY **09-05-2023**	Learners brainstorm to distinguish between complementary and supplementary angles.	1. Demonstrate on how to find missing angles represented by variables. 2. Assist Learners to practice finding missing angles marked by variables. 3. Assist Learners to determine the angle(s) marked with letters in the adjacent and/or supplementary.  Since angle x is adjacent to the angle marked 1/2x and the whole is specified as a right angle, you can say that the sum of angle x and 1/2x is equal to 90 degrees.	Through questions and answers, conclude the lesson.

THURSDAY **11-05-2023**	Review Learners knowledge on the previous lesson.	1. Assist learners to identify each pair of angles as adjacent, vertically opposite, complementary or supplementary. 2. Demonstrate on how to use figures to identify and label angles 3. Discuss with Learners on how to use adjacent, vertically opposite, complementary or supplementary to solve problems. **How to label angles;** There are three ways to name an angle; - by its vertex - by the three points of the angle (the middle point must be the vertex) - by a letter or number written within the opening of the angle  	Reflect on the ways of labeling angles. **REMARKS**

Name of Teacher: ***School:*** ***District:***