

UNIT 2 LESSON 3

START (10')

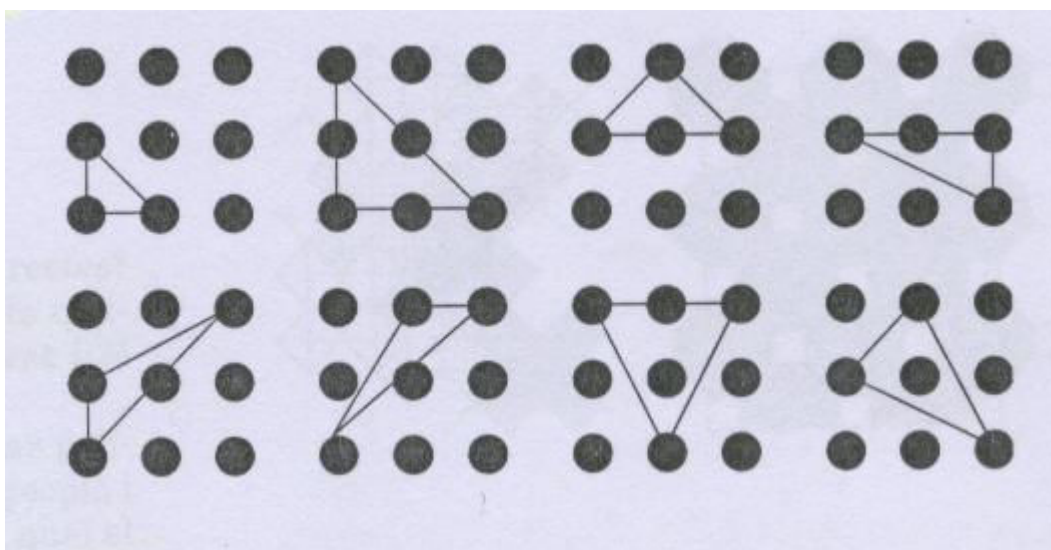
Give the pieces of a domino to each child to review vocabulary and knowledge already covered (worksheet 2.4).

A student reads a definition or a property and the pupil who has the matching piece reads it aloud, he/she then introduces the second part of the domino to find the corresponding answer.

MAIN TEACHING (40)

In groups of two, find out all the possible triangles reproducing them on the geoboard. Then, draw them on the dot paper.

(below you can see all the possible triangles).



Ask questions to encourage children to think about possible triangle's classifications and some properties:

What can we say about triangles?

How could we classify triangles?

How can you make sure about equal triangles you drew?

Did you find any concave? Why?

Did you find any triangle with two right angles? Why?

Is there any triangle with two obtuse angles? Why?

Is there any triangle with three acute angles? Why?

Talk about triangles' classification (give the booklet for U2 L3).

When looking at the lengths of sides:

Equilateral Triangle: A triangle having all three sides of equal length. The angles of an equilateral triangle all measure 60 degrees.

Isosceles Triangle: A triangle having two sides of equal length.

Scalene Triangle: A triangle having three sides of different lengths.

When looking at the size of the largest internal angle:

Acute Triangle: A triangle having three acute angles.

Obtuse Triangle: A triangle having an obtuse angle. One of the angles of the triangle measures more than 90 degrees.

Right angle Triangle: A triangle having a right angle. One of the angles of the triangle measures 90 degrees.

The pupils cut the triangles and stick them on the table (worksheet 2.5). Before starting the classification a student explains where he/she is going to put a triangle and why.

ENDING (10')

Draw a triangle on a piece of paper and rip off the three corners. Put the three corners on a row so that the angles meet at one point and at least one side of each angle touches the side of another angle. The angles of the triangle should form a straight line:

What's the sum of the 3 angles?

Homework Worksheet 2.6. Estimate the measure of the angles and check the measure with a protractor

RESOURCES: Booklet U2 L1, Booklet U2 L3, geoboard, elastic bands, dot paper, scissors, glue, worksheets: 2.4,2.5,2.6,, Power Point,
<http://www.bbc.co.uk/schools/revisewise/maths/shape/>,
<http://www.primarygames.co.uk/PG5/Shape/year5.html>,
<http://www.eyepleezers.com/aaamath/geo612x5.htm>