

UNIT 2 LESSON 5

START (10')

Show a picture of Kandinski and another of Picasso (worksheet 2.10)

Ask questions about them: *Who uses more polygons in the picture?*
Tell me some polygons you can see in Picasso's picture.
Tell me some polygons you can see in Kandinski's picture.
Why do you think Picasso uses a triangle to do the face?

If it is possible, we will ask to the art teacher to discuss these two painters in the art class.

MAIN TEACHING (45')

Encourage the students to play the game "Who am I?" with a partner. Pupil A draws a shape and says the properties. Pupil B guesses the name of the shape. They can be helped with the worksheet 2.7 and 2.2. (power points resources).

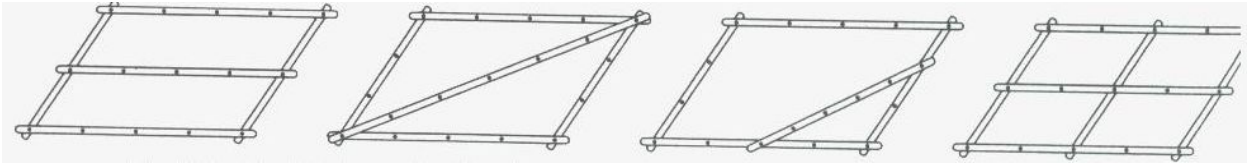
Some mecano will be given out and, individually, the pupils will make some quadrilaterals and some triangles. Before starting they are going to be asked:

Which one do you think is going to be more rigid? Why?

Once they have finished they check which is stronger:

Which are more rigid? Why?

How could we make a parallelogram rigid?



Which of these ways do you think will make the parallelogram rigid?

Check it.

Observe the traffic signs (worksheet 2.11), as you know they have different shapes:

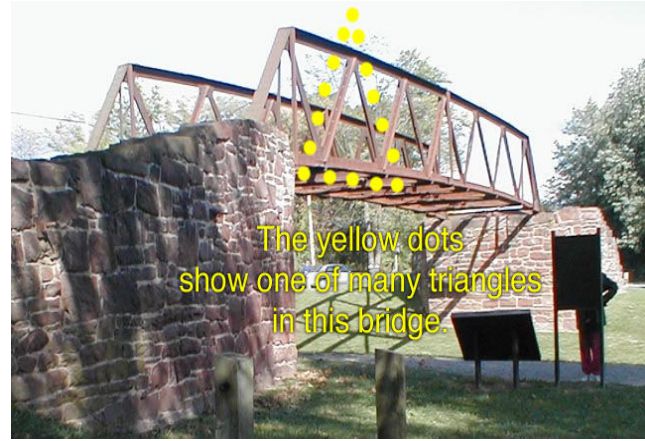
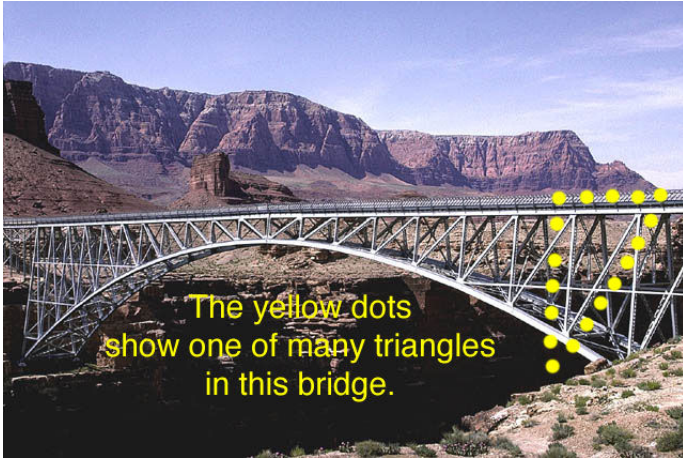
What do you observe if you look at the signals with the same shape?

Do they have any particular meaning?

ENDING (5')

At home, look on the internet for some bridges or some other big buildings where triangles have been used.

Triangles may be found in many bridges, and help to make them strong. Here are a couple of examples of bridges that have many triangles.



RESOURCES: Power Point guess who am I and guess my name, worksheets 2.10, 2.7,2.2, 2.11, pencil, mecano, computers,
http://www.mathplayground.com/Matching_Shapes.html