

## Lesson Plan

### Goal: to recognize angles in life representations

Materials:

Magazines, glue sticks, poster board, highlighters, chalk, chalkboard, protractors

**Introduction:** We will start the unit off with a discussion on angles. Much like the lessons featured in the DMI book, we want to begin our unit with an informal assessment of what our students know about angles. What does it mean to them? What is an angle? Are there different kinds of angles? We will chart the comments made, writing down everything the students say.

**Teacher modeling:** Hold your arm straight out to the side like this: \_\_\_\_\_. Now bend your elbow so that your fingers are pointing up. This is a 90 degree angle. If we were to draw this on the board, it would look like this: L. To represent the 90 degree angle, mathematicians write a small square at the angle to show that it is 90 degrees, like this \_\_\_\_\_.

**Guided Practice:** In order to practice finding angles in everyday things, we are going to seek out angles in pictures from magazines. We are going to find three different kinds of angles: those that are larger than 90 degrees, those that are 90 degrees and those that are smaller than 90 degrees. (Write these on the board as we talk about them.) An example of a picture with an angle larger than 90 degrees is: \_\_\_\_\_. An example of a picture with an angle of 90 degrees is: \_\_\_\_\_. An example of a picture with an angle smaller than 90 degrees is: \_\_\_\_\_. Your task is going to be to find different angles in different pictures, trace the angle with a highlighter, and then glue these to your poster. (Each group will find all three types of angles.)

**Independent Practice:**

Students will work on cutting out pictures from different magazines. Each group member will find a picture of an angle.

**Transfer:**

Since a major component of our unit is angles and understanding what angles are and the properties of angles, we will continue to evaluate our students' understanding of angles by informally assessing their work throughout the unit, their contributions to the group, and through class discussions.

**Assessment:**

For this activity, we will assess student understanding of angles that are 90 degrees, those angles that are larger, and those that are

smaller than 90 degrees by having the students glue their angle pictures on the posters at the front of the room. We will ask students to look at the angles on the posters. Do you see any angles that are on the wrong poster? Do they all look good? We'll have students put thumbs up, down and sideways if they're confused. We will then have a discussion about the posters and the pictures on them.

**Adaptations:**

For students needing more help, we will move throughout the room, offering assistance to any group in need of an extra push in the right direction.