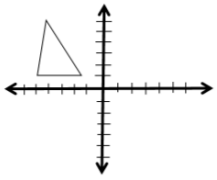
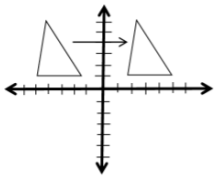
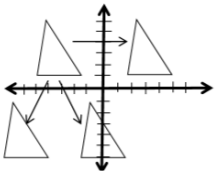
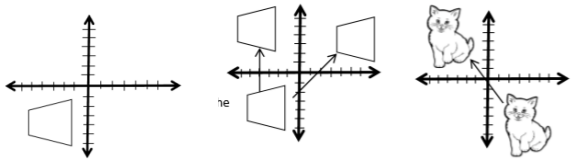
TERM THREE
WEEKLY LESSON NOTES
WEEK 8

Week Ending: 4TH NOV, 2022	**DAY:**	**Subject:** Mathematics	
Duration: 60MINS		**Strand:** Geometry & Measurement	
Class: B7	**Class Size:**	**Sub Strand:** Position and Transformation	
Content Standard: B7.3.3.1 Perform a single transformation on a 2D shape using graph paper and describe the properties of the image under the transformation	**Indicator:** B7.3.3.1.3 Plot points and shapes on a coordinate plane and draw their images under translation by a given vector.		**Lesson:** 1 of 2
Performance Indicator: Learners can draw images under translation by a given vector		**Core Competencies:** Communication and Collaboration (CC) Critical Thinking and Problem solving (CP)	
References: Mathematics Curriculum Pg. 72-76			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Point to the words on the board and read them aloud with pupils. Example: Reflection, Translation, Rotation, Enlargement, etc. Ask learners if they know the meaning of any of these words. Encourage pupils to share their ideas with the class. (For example, learners might recognize that 'enlargement' means to make something bigger.) Share performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Brainstorm learners for the meaning of translation? Encourage them to use their own words. Answer: To move up and down or side to side. Draw a triangle on the co-ordinate plane on the board.  Say; I am going to translate this triangle. What does it mean to translate the triangle on the graph. Invite learners to share their ideas and discuss as a class. Explain to learners that to translate a shape means to move it without changing its size or shape. It means we will have exactly the same triangle, just in a different location. Guide learners to translate the triangle to the right. Draw an arrow to show the movement.	

	 Explain further that, these two triangles are congruent. Shapes are congruent if they change but keep the same size and shape. Demonstrate translation of a shape in different directions. Draw two more translations of the triangle on the Cartesian plane to show learners that transformation can be in any direction.  Ask learners to draw a transformation of the triangle in their exercise books. Move around the classroom to make sure learners understand and are doing the task. Their triangle could be anywhere on the co-ordinate plane, but it should be the same size and shape as the original triangle. Invite learners to come draw their transformation on the co-ordinate plane on the board. Make corrections if necessary. Draw the Cartesian plane to the right on the board and write the following problems on the board: a) Copy the Cartesian plane and trapezoid. Translate the trapezoid to two different locations. b) Draw a small cat on the Cartesian plane. Translate your cat to another location on the plane.  Invite learners in pairs to come to the front and share their answers on the board. Make corrections if necessary.	
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

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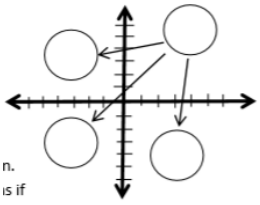
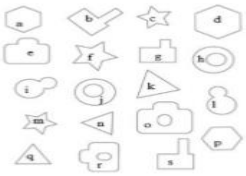
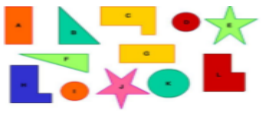
Content Standard: B7.3.3.1 Perform a single transformation on a 2D shape using graph paper and describe the properties of the image under the transformation	**Indicator:** B7.3.3.1.4 Verify the concept of congruent and similar shapes in coordinate plane.	**Lesson:** 2 of 2

Performance Indicator: Learners can verify the concept of congruent and similar shapes in coordinate plane	**Core Competencies:** Communication and Collaboration (CC) Critical Thinking and Problem solving (CP)
References: Mathematics Curriculum Pg. 72-76	

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Share learning indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Revise with learners on congruent shapes. Explain that Shapes are congruent if they change but keep the same size and shape. Ask learners to draw a circle anywhere on the co-ordinate plane. Show three different transformations of your circle. Have learners explain the relationship between the circles.  n. is if The circles are said to be ***congruent***. Have learners verify which shapes are similar and which are congruent.  <u>Assessment</u> Which of the following shapes are congruent? 	
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	Graph sheet, Protractor, Ruler