

LESSON PLAN IN MATHEMATICS 9

I. LEARNING OBJECTIVES

At the end of the lesson, the students are able to:

1. define quadrilaterals
2. name the different kinds of quadrilaterals

II. CONTENT AND MATERIALS

Topic: **QUADRILATERALS**

Code: **M9GE-IIIa-1**

Materials: projector, chalk, book, puzzles, pictures, manila paper, pentelpen

Reference: Mathematics Learner's Material 9 pp.

BEAM Third Year Module 12 (TG)

Core Message: **Shared Decision Making**

III. TEACHING - LEARNING PROCEDURE

A. Preliminaries

1. Prayer
2. Greetings
3. Checking of attendance and management of the classroom

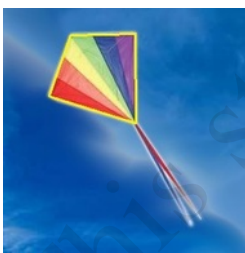
B. Lesson Proper

- **Unlocking of Difficulties**

- Give the definition of the word "quadrilaterals".

- **Motivation: Four-Sided Everywhere**

Show some pictures to the students and ask questions that follow.



Questions:

- What have you observed in the given pictures?
- Do you see parts that show quadrilaterals?
- Can you give some significance of their designs?
- What might happen if you change their designs?
- What are the different groups/sets of quadrilaterals?

- **Activity 1: "Figure, Picture, Quotation 'n One"**

Mechanics: JIGSAW PUZZLE

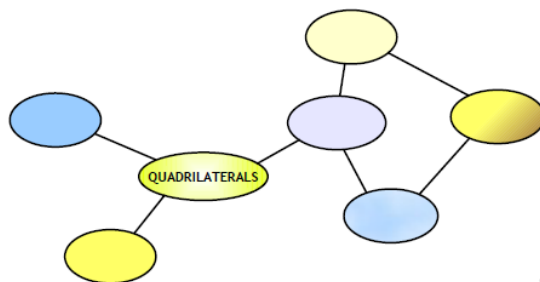
- **The teacher will group the class into six.**

- Each group must select a reporter and a secretary.
- The teacher will distribute to each group a set of jigsaw puzzle pieces to form a picture/figure.
- After forming a figure, each group must paste their puzzle on a manila paper
- They will describe the shape they have formed and explain briefly the Mathematics quotation found therein. (Do the sharing of answers in their group)
- Each group must have their cheers/yells if they finish the task and the first one to finish the task shall given additional points from their report.
- When all the groups are through, they must post their works on the board for discussions.

• **Activity 2: MIND MAPPING**

- Ask students to complete the mind map on classifying quadrilaterals using the words from the Answer Bank.

USE ANSWER BANK.



ANSWER BANK:

square	parallelogram	rhombus
rectangle	kite	trapezoid

• **Analysis:**

- By the activities given, the teacher will ask some questions and do discussions.

- How many groups are there?
- Why did you come up with such grouping?
- Which of the quadrilaterals are parallelograms? Why?
- Which of the quadrilaterals are not parallelograms? Why?

• **Abstraction:**

- What is Quadrilaterals?
- What are the different types of quadrilaterals?

• **Application: GROUP ACTIVITY**

Mechanics:

- The teacher will group the class into three.
- The first group will list some objects that they saw inside the classrooms and they will make it through a story on what they have seen.
- The second group will make a song that shows the different types of quadrilaterals.
- The third group will do the role playing on what they have learn in the lesson.

IV. EVALUATION

Determine whether the following statement is Always True (AT), Sometimes True (ST) or Never True (NT).

- _____ 1. A parallelogram is a quadrilateral
- _____ 2. A quadrilateral is a kite
- _____ 3. A trapezoid is a kite
- _____ 4. A rectangle is a parallelogram
- _____ 5. A rhombus is a square

V. ASSIGNMENT:

- Read and analyze the statements carefully. Write True if the statement is correct. Change the underlined statement to make it true if the answer is False.
 1. Every square is a rhombus.
 2. Every trapezoid is a quadrilateral.
 3. A square is both a rectangle and a rhombus.
 4. A trapezoid is a quadrilateral and a parallelogram

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