



LESSON PLAN

Who is Afraid of Mathematics ?

Category: MATHS IN ARCHITECTURE

Title of the activity: Application of mathematical skills in building drawing.

Year Group: Form 3

Teacher: Elita Geca

Learning Objectives:

Refresh knowledge of possible length measurement techniques.

Concept understanding: length, width, height.

The team work. Using the game method, draw buildings.

The team work. Complete the drawing : My town.

Success Criteria:

Students are practicing. They use hand (fingers), eraser, ruler, square sheet for successful measurement.

Pupils make conclusions that measures will be the same if they use the same measuring devices.

For team work use the same measuring devices: drawing on the square sheet.

Resources:

Paper A1, pencils, eraser, ruler, markers, dice.

Teacher's Quiz- presentation – Buildings.

Lesson Description (including context):

Interactive activity, where students learn through co-operation.

Students in pairs measure the width and length of book using different measuring devices.

Start the game : Use 2 dice for two measures – height and width. Go to the board and draw on the square sheet “the house” using relevant height and width. For example : number one – one square to right, number 4 – four squares up.

Differentiation:

Are pupils ready to make conclusions about different measures using different measuring devices? Are pupils ready to draw picture of buildings using the game method?

Introduction:

Teacher asks some questions about different measuring devices.

Pupils work in pairs to measure the book.

Pupils work in groups to play the game and draw the buildings.

Teacher shows the presentation of buildings in different countries.

Students complete the picture by coloring it.

Main Lesson:

1 The teacher asks students questions about different measuring devices.

2 They measure the book using hand and fingers, eraser, ruler and square sheet.

3 Students compare the achieved measure.

4 Pupils make conclusions that measures are different because they have different fingers length, erasers.

5 Pupils make conclusions that measures are the same if they use ruler or square sheet.

6 The teacher divides the students into groups and introduces the rules of the game. How to use the dice and how to create drawings using the final numbers. Use one of the digits to draw the width of the building, the second digit as the height of the building. The numbers indicate the number of checkboxes to the right and up.

7 The teacher sets the timing for group work- 20 minutes and observes efficiency of the work.

8 The teacher shows a presentation about various buildings in different countries, so that the student understands the actual location of the buildings.

9 Pupils continue to work in groups, finishing painting the buildings, adding them to windows, doors, roofs.

10 Students present their work to schoolmates.

Plenary:

Closing activity helps to compare the obtained result with realistic images of buildings in cities, to keep audiences active. Students evaluate themselves and each other during the presentations.

Teachers: Elita Geca

PHOTOS

