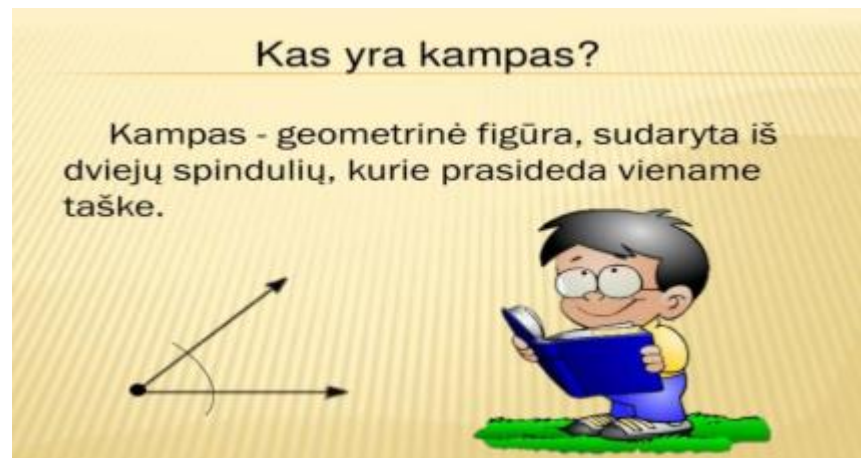




<b>Title</b>	Math fun
<b>Subject</b>	Angles
<b>Grade Level</b>	5,6,7
<b>Duration</b>	45 min
<b>Objective(s)</b>	<ol style="list-style-type: none"><li>1) With the help of a triangular ruler, you will be able to determine right, pointed, obtuse angles.</li><li>2) Will be able to draw a right angle.</li></ol>
<b>Pedagogical Methods</b>	Explanation, visuals (used from slideserve.com), questioning, conversation, independent work, teacher's help, self-assessment.
<b>Structure</b>	<ol style="list-style-type: none"><li>1. Intro</li><li>2. Activities</li><li>3. Reflection</li></ol>
<b>Materials/Resources</b>	Computer, projector, textbook, tasks, triangular ruler, decorative wires, blackboard, chalk.
<b>Pre-requisites</b>	--
<b>Activities &amp; Procedures</b>	<p><b>1. Motivational and subject preparation for learning</b></p> <p>When the bell rings, students gather in the classroom and take their seats. The teacher greets the students. At the beginning of the lesson the teacher presents the topic of the lesson "Angles" and distributes 1 decorative wire to the students. The students are interested, who will need this piece of wire?</p> <p><b>2. The main part of the educational activity</b></p> <p>The teacher asks the students to remember what is a ray?</p> <p>The teacher invites the students to look at the projector, it shows presentation. The teacher continues that an angle is a geometric figure that</p>



consists of two rays emanating from one. The teacher asks everyone students to bend the wire in half, according to the example.



Or video explanation „[Angles - Types and definition - Mathematics for kids](#)“.

The teacher shows



and continues that half of a straight angle is called a right angle and asks the students to bend the wire according to the visible example. Students are reminded that right angles are equal in size. Ask the students to look for right angles in the classroom. Before introducing the students to acute and obtuse angles, the teacher reminds them of the meaning of the words acute and obtuse in life: a pointed and blunt needle, a pointed beak of a bird, a blunt nose of a bulldog, etc. The teacher asks the students to pick up their wires, where the right angle was bent, and asks them to show the top and side of this angle. After that, the teacher asks the students to bring one side of the right angle closer to the other. A pointed corner is obtained, like a bird's beak. The teacher reminds the students that all right angles are the same size, and acute angles are not the same size, only all are smaller than the right angle.




Similarly, students learn about an obtuse angle.

The same decorative wire is used. Students fold at a right angle and the teacher tells the students that the angles can be not only smaller than the statue, but also larger, the teacher bends/bends one side of the angle to form an obtuse angle.




Students see that an obtuse angle is larger than a right angle and an acute angle is smaller

Kampų rūšys:



Smailusis kampas      Statusis kampas      Bukasis kampas



## Assessment/Evaluation

The teacher praises the students for their excellent work and emphasizes that everyone actively completed the tasks. Students evaluate their work in the usual way through the menti.com app. The teacher reminds that it is necessary



	<p>read the question and tick the correct statement:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> I understood everything.</li><li><input type="checkbox"/> I didn't understand everything!</li><li><input type="checkbox"/> I didn't understand anything in the lesson!</li></ul> <p>The teacher connects through <a href="https://www.mentimeter.com">mentimer.com</a> and creates a survey, and the students through <a href="https://www.mentimeter.com">mentimer.com</a>. makes a statement of his choice.</p> <p>The teacher thanks the students and says that the lesson is over.</p>
<b>Extensions/Modifications</b>	The activities used in the scenario can be modified to include digital teaching tools and interactive environments.
<b>Additional Notes</b>	
<b>Attachments/Links</b>	<ol style="list-style-type: none"><li>1. Štītilienė O., Pulokienė E. (2003). Matematika 7 kl. Kaunas.</li><li>2. Pulokienė E. (1999). Dešimtkart dešimt. Matematika. 1-asis pratybų V klasei. Specialiųjų poreikių mokiniams. Kaunas.</li><li>3. Pulokienė E. (2002). Matematika. 1-asis pratybų VI klasei. Specialiųjų poreikių mokiniams. Kaunas.</li><li>4. Pulokienė E. (2002). Matematika. 2-asis pratybų VI klasei. Specialiųjų poreikių mokiniams. Kaunas.</li><li>5. Štītilienė O. (2003). Specialiųjų poreikių mokinių matematinis mokymas I – IV klasės. VšĮ Šiaulių universiteto leidykla.</li><li>6. <a href="#">PPT - Daugiakampiai ir kampų rūšys. PowerPoint Presentation, nemokamai parsisiųsti - ID:3772465 (slideserve.com)</a></li><li>7. Smart app used for student self-assessment: <a href="https://www.mentimeter.com/">https://mentimer.com/</a></li></ol>