#### Lesson Plan in Grade 10 Mathematics

#### I. Objectives

#### At the end of the discussion, the students will be able to:

- a) Define Central Angles, Arcs, and Chords,
- b) Determine relationship between Minor Arc and Major Arc, and
- c) Solve the measure of Central Angles and arcs

#### II. Subject Matter

#### Topic: Chords, Arcs, and Central Angles

# Reference: Mathematics Learner's Module Grade 10 book; Lesson 1; page 135-149

- Material: Laptop, Projector, Power Point Presentation/ Visual Aide
- Values: participation, Cooperation, Activeness

#### III. Procedure

Teacher's Activity	Student's Activity
A. Preparatory Activity	
1. Prayer	
May I request everyone to stand and start our day with a prayer. Ms. Jane please lead the prayer.  2. Greeting	(Students will stand up) (The Prayer will be led by the students) Our Father Amen.
Good morning class! Before you take your seats please pickup the pieces of paper under your chairs and arrange your chair as well. You may now take your seats.	Good morning Miss Abalos (The students will follow the teacher's order)
3. Checking of Attendance	
May I know who are the absent for today?.	Everyone is present today Ma'am.
B. Motivation	
Let's have an activity, okay class divide the class into 5 groups. Count from 1 to 5.	

# **Mathematics Grade 10 Lesson Plan Term**

**State University of Iowa** 

### **Mathematics Grade 10 Lesson Plan Term:**

Resources in Education ,1989 Meaningful Small Groups in Math, Grades K-5 Kimberly Rimbey, 2022-08-19 Written for teachers interventionists and instructional coaches this book provides much needed guidance on how to meet the diverse needs of students using small group math instruction **Summer Quarter** University of Chicago, 1916 **Summer Session** Northern Illinois University, 1926 Research in Education .1971 **Calendar** University of .1916 Teaching Today's Mathematics in the Middle Grades Art Johnson, Kit Norris, 2006 Teaching Today s Saskatchewan, 1922 Mathematics in the Middle Grades provides current and future middle school teachers with the mathematics content essential concepts methodology activities and resources to both learn and teach mathematics in grades 5 to 8 The authors focus exclusively on the middle school learner and the middle school mathematics curriculum Although each chapter discusses foundational mathematics concepts from earlier grades and previews topics that will follow the middle grades the emphasis is on the middle school This selective focus allows for proper development of critical topics in the middle school such as proportionality algebraic thinking and the integral role of manipulatives Assessment practices and problem solving are also emphasized from the viewpoint of effective practices for middle school students Unique Features React and Reflect features prompt classroom discussions by asking the reader to think independently regarding a statement issue or concern Try This features ask the reader to solve a problem first or extend the current discussion by working on an extension of a problem By completing the problem first teachers are putting themselves in the place of their students helping the teacher discover first hand common misconceptions Numerous exercises and activities appear at the end of each chapter to reinforce student understanding of various topics and ensure mastery of the mathematics content The NCTM Principles and Standards are emphasized throughout the book beginning with a discussion in Chapter 1 Each of the content chapters 6 11 opens with the relevant NCTM content standards for that chapter In addition marginal icons highlight areas within the text in which the NCTM process standards are discussed Reviewers rave From the content organization and approach it is evident that the authors have years of teaching experience This gives the text authority Marina Krause California State University Long BeachThe authors do an excellent job of presenting in sequential order essential concepts methodology activities and technological resources essential to assist the beginning math teacher in preparing to teach in the middle school program Gerald Jarmon North Carolina Central University Catalogue State University of Iowa, 1925 The Virginia New York Teachers' Monographs, 1905 **Career Education** Mathematics Teacher ,1998 School Work .1904 Educational Resources Information Center (U.S.), 1973 **Bulletin of the University of Oregon**, 1928 Catalogue Number State Normal School (Fourth District, Springfield, Missouri).,1915 The University of Tennessee Record .1927 **Resources in Education** .1995 **School** .1927 **Understanding the Math You Teach** Anita C. Burris, 2005 Teaching strategies are grounded in the NCTM standards and illustrated with real student work In addition the author

provides a full range of concrete developmental activities that encourage future teachers to make math make sense for themselves as well as for their students Believing that teachers who are comfortable with mathematics develop learners who are comfortable with mathematics this author empowers preservice preK 4 teachers to teach math confidently by laying a solid foundation of math concepts and building on that foundation with engaging meaningful standards based teaching methods Integrated in this unique combined approach to teaching mathematics is a thorough discussion of math manipulatives as well as the use of technologycomputer and otherwiseto assist today s mathematics teacher For educators aids and parents responsible for teaching Pre K to fourth grade math

Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant,

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