

What makes a Parallelogram?

Topics: Patterns, algebra & geometry

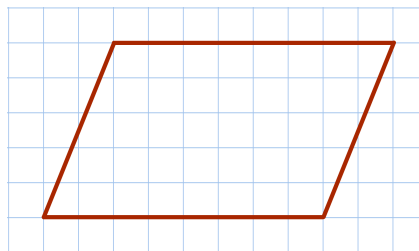
Students will identify a number of ways to find the area of parallelograms and hence, identify the properties of parallelograms.

Year Group: 5th Year

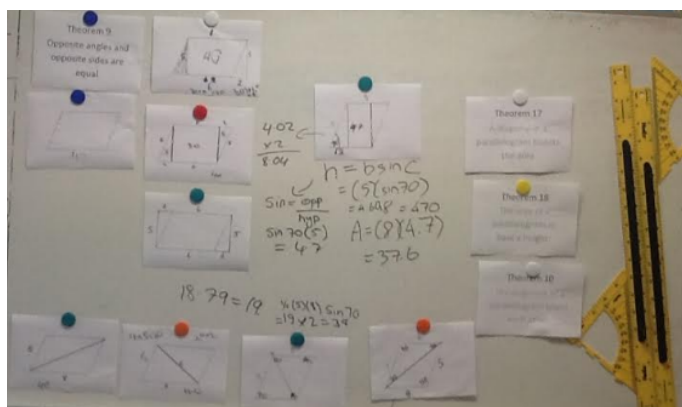
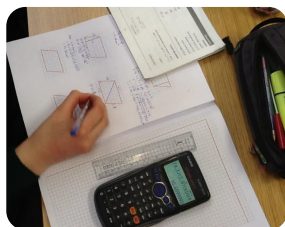
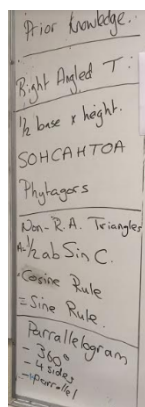
Level: Leaving Certificate Ordinary

Posing the Task

How many ways can you find the area of the parallelogram without using a protractor?



Flow of the Lesson



Prior Knowledge &
Posing the Tasks
11 minutes



Students working on
the problem
10 minutes



Presentation of
Solutions & Ceardaíocht
24 minutes



Summing up &
Reflection
5 minutes

Reflecting on the Lesson

Students most popular primary method was to split the parallelogram into a rectangle and two triangles which surprised us. However once they began splitting the parallelogram into two triangles by constructing a diagonal their problem solved the easier approaches much quicker. As students the lesson required them to appreciate and engage with problem solving multiple ways that engaged them at a much higher level of understanding and problem solving.

As teachers we found the experience and process of trying to find a suitable problem allowed us to explore concepts in Maths thoroughly and to really understand and anticipate student misconceptions and understandings.



Developed by Katy Barrett, Ann-Marie Hynes and Kevin Golden MDT with special thanks to the students of Larkin CC, Dublin 1

To download this lesson plan visit www.projectmaths.ie/mc2017

