

Acute, obtuse and right angles lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	Mental: Main: Identify angles	Mental: Main: Ask children to complete formative assessment exercise of describing angles as being right angles, smaller than a right angle or bigger than a right angle (and acute and obtuse) Use performance of children to set the level of their independent work If children are able to class the labels correctly, go with TA to work on knowing what a reflex angle is (an angle greater than a straight line) TA to explain how we need to look at the partial circle, as this shows us which angle we are being asked about TA to draw some examples of angles with the partial circle inside and outside to highlight this difference Teacher with remainder of class: Explain how wherever you find a corner you also find an angle. Explain an 'angle' as how big the corner is i.e. how wide the gap between the two sides Explain that a right angle is like the corner of a rectangle or a square	Lower ability – identify angles as being right angles or not Middle ability – identify angles as right angles or bigger / smaller than a right angle Higher ability – identify angles as acute, right or obtuse G+T – as higher ability, but also	Have children draw some of their own angles on their pupil whiteboards (using a ruler) and have them identify them as above

To access the complete lesson plan and the resources to go with it, visit

<http://www.saveteacherssundays.com/maths/year-3/105/acute-obtuse-and-right-angles/>

