

LESSON PLAN

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| School | : SMP N 1 Palembang |
| Subject | : Mathematics |
| Grade | : VII (Seven) |
| Chapter | : Trapezoid |
| Time Allocation | : 2 x 35 Minutes |

A. Competency Standard

Understanding basic concept of rectangle and triangle and determine the size.

B. Basic Competency

Calculating the circumference and area square and use in problem solving.

C. Indicators

- Found a trapezoid formula
- Solve the problem associated with calculate the area of the trapezoid.

D. Aim of learning

1. Cognitive Aim

- Students can find the trapezoid area formula.
- Students can solve problems related to calculating the area of trapezoid

2. Affective Aim

- In group or class discussion, student give question or opinion at least once
- In group or class discussion, student can appreciate other opinions
- In group or class discussion, student can cooperate each other in finishing their tasks.

E. Source/Material and Tool

Source/Material : a. Student's book
b. Matematika Sekolah Menengah Pertama Kelas VII (BSE)
(Department of National Education)

Tool : Laptop, LCD, straw, student worksheet, marker

F. Learning Strategy

1. Approach : PMRI
2. Methods : Dialogue, discussion, and assignment
3. Model : Cooperative

G. Learning Activities

| Teacher | Students | Timer |
|---|---|-------------------|
| INTRODUCTION | | 10 Minutes |
| <p>Introduction</p> <ul style="list-style-type: none"> ➤ Teacher checks attendance of students ➤ Teacher tells the aim of learning <p>Apperception :</p> <ul style="list-style-type: none"> ➤ The teacher reminds students about the broad concept of triangular, rectangular flat wake and the properties of the trapezium that has been studied previously. ➤ Shows pictures about trapezoid in daily life, then gives some questions in order to explore student knowledge about trapezoid <p>Motivation :</p> <ul style="list-style-type: none"> ➤ Gives motivation about the importance of trapezoid and explain in daily life <p>Goal :</p> <ul style="list-style-type: none"> ➤ Informing students about the learning objectives | <ul style="list-style-type: none"> ➤ The students attention of explanation from teacher ➤ The students recall the concept of broad, rectangular, parallelogram and trapezoidal properties ➤ Students mention some examples trapezoid object in their live ➤ Pay attention with the teacher's explanation | |
| MAIN ACTIVITY | | 60 Minutes |
| <p>Exploration :</p> <ul style="list-style-type: none"> ➤ Dividing students into some groups ➤ Giving student worksheet ➤ Teacher tell about Wajik cake (Context), and ask the student about how does cut the wajik cake in two same part. Base on the following picture. (Problem 1) ➤ Ask the student to give method to divide the wajik cake in to same part. ➤ Guiding the group which is do not understand with the problem in the worksheet ➤ Group discussion | <ul style="list-style-type: none"> ➤ Making groups ➤ Do student worksheet ➤ Discussion ➤ Student give some example method to divide the wajik cake. ➤ Eplain what they still do not undertand to teacher ➤ Students use the manipulative and follow the instruction to find formula of area and | |

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| <ul style="list-style-type: none"> ➤ Choose a group to present their work in front of the class ➤ Giving chance for another group to ask about the problem in the worksheet <p>Elaboration :</p> <ul style="list-style-type: none"> ➤ Break all group into normal class ➤ Guides student with some question to explore mathematics concept about area and perimeter from trapezoid <p>Confirmation :</p> <ul style="list-style-type: none"> ➤ Teachers provide confirmation of the students' answers and to reflect together ➤ Do dialogue to make clear students understanding and give feed-back | <p>perimeter trapezoid</p> <ul style="list-style-type: none"> ➤ Present the result of worksheet that they have been made and solve the problem ➤ The else group ask to the group about what they do not understand in that problem ➤ Back to the normal class ➤ Discussion <ul style="list-style-type: none"> ➤ Explain what they still do not understand ➤ Continuing the dialogue until understand about the material. | |
| CLOSING | | 10 Minutes |
| <p>Conclusion :</p> <ol style="list-style-type: none"> 1. Guides students to make reflection what they have studied 2. Giving individual test | <ul style="list-style-type: none"> ➤ Student make conclusion ➤ Do individual test | |

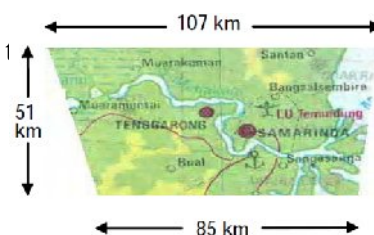
H. Assesment

Technique and instrument

1. Worksheet (written)
2. Individual test (essay)
3. Project (presentation)

Problem :

1. Estimate the area of the trapezoid in the figure on the right !



2. If possible, draw a trapezoid with the following properties. If it cannot be drawn, state your reasons.
 - a. It has three equal sides.
 - b. It has equal parallel sides.

- c. The legs are longer than the parallel sides.
 - d. It has two right angles.
 - e. It has a pair of equal opposite angles.
3. One of the parallel sides of a trapezoid is twice the other. The height of the trapezoid is the average of the parallel sides. If the area of the trapezoid is 324 cm^2 , find the lengths of the height and parallel sides of the trapezoid.

Principal,

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Palembang,
Mathematics Teacher,

2012

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