

## Planning Notes

### Get Ready

- Remind students that the symbol  $\approx$  means approximately equal to.
- Review the two formulas students can use to find the circumference of a circle. One uses the radius ( $C = 2\pi r$ ) and one uses the diameter ( $C = \pi d$ ). Demonstrate the difference with an example.
- Review how to use and read a protractor. Practise a few examples as a class, then practise bisecting angles.
- Photocopy **Master 24 Protractors** on transparencies for students who do not have a protractor. You can also use this to demonstrate how to use a protractor to bisect angles on an overhead projector.
- Remind students to label their angles with a curved line, or to shade the tip of the angle.
- Demonstrate how to use a right triangle to draw the perpendicular bisector.
- Provide students with **BLM 10–1 Chapter 10 Problems of the Week** at the beginning of the chapter. Discuss solutions with the class as you progress through the chapter. Alternatively, you can use this blackline master as a review exercise at the end of the chapter. Have students try at least one question. Many of these problems require students to think creatively and try a variety of approaches. Students can take these problems home, or work on them in class with other students when time permits.

### Math Link

- You may wish to have students work with a partner. Alternatively, work through sections as a class demonstration.
- For #1, remind students of the difference between radius and diameter. Practise drawing circles of various sizes. Show students how to use a compass to draw a circle with a diameter of 5 cm. The compass should be 2.5 cm wide.
- You may wish to have some company logo examples available to show students.

### Foldable

- The front of the Foldable reviews the parts of the circle that students studied in grade 7. Have students write the definition of each labelled term on the opening diagram. The inside left shutter provides further review of the terms and processes covered in grade 7. It is important that students feel comfortable with these terms, since they will be used throughout this chapter.
- Use the blank space on the inside right shutter for additional review if necessary.
- The inside centre of the Foldable is where students will attach their circular booklet. Students should cut out the circles and place them in order with page 1 on top. When the circles are stacked and folded, they create a booklet that begins with Section 10.1 and covers Sections 10.2 and 10.3. Students should complete each of the sections in the circular booklet.
- Encourage students to use the back of the Foldable to record concepts they find difficult.