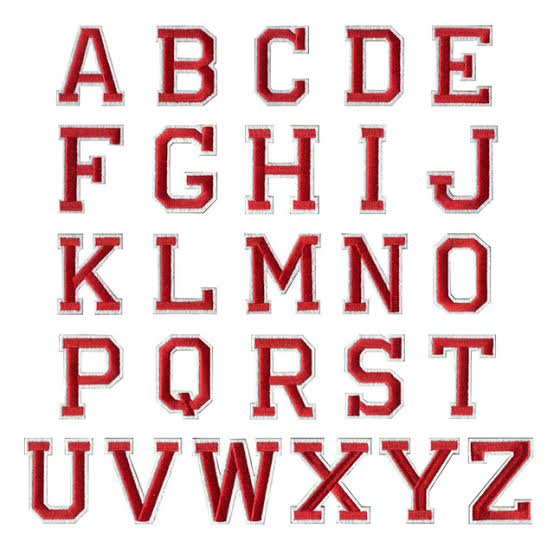
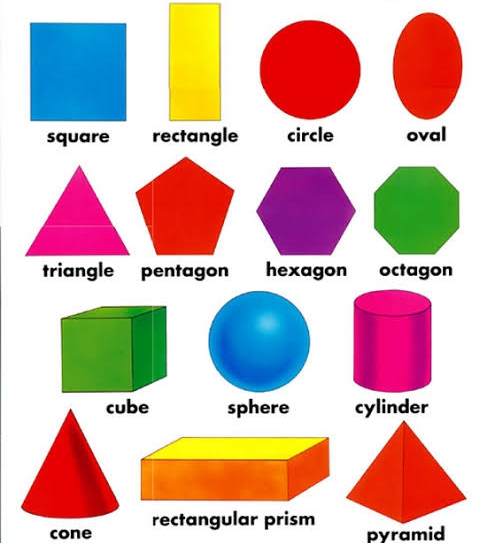
**LESSON DEVELOPMENT FOUR**

**LINES OF SYMMETRY**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction – Introductory Activities**  **(5 minutes)** | Gives pupils a plain paper and asks them to fold the paper into 2 equal parts.  Tells them to draw a line with ruler on folded paper.  Asks them, how many times can the paper can be fold equally? | Expected response – 2 or 4 times | Linki the Previous knowledge to the new lesson |
| **Step 2**  **Development**  **(5 minutes)**  **Grouping** | 1. Groups the learners into four groups – A, B, C, and D.  2. Guide the learners to choose a leader and secretary for your group.  3. Gives each group learning materials – plain papers, mathematical sets with long rulers. Sample/chart of 2/3 dimensional shapes. | 1. Belong to a group.  2. Choose their leader and secretary.  3. Received learning materials for their group. | Learner’s group, leader and secretary confirmed. |
| **Step 3**  **Development – Groups Activities**  **(5 minutes)** | Tells the pupils that the lines are called lines of symmetry. Lines of symmetry divide a shape into equal parts.  When a shape is divided equally, both parts must be like.  ***Asks pupils – what shape is the plain paper? How many lines of symmetry in a rectangle?*** | The shape is a rectangle. It has 2 or 4 lines of symmetry (Expected Answer).  Lets the pupils know that a rectangle has 2 lines of symmetry. | Number of lines of symmetry in a rectangle. |
| **Step 4**  **Development – Groups Activities**  **(10 minutes)** | **GUIDED INSTRUCTIONS**  Find the number of lines of symmetry in the following shapes. | **Shapes/Lines of symmetry**  **Square**  **Rectangle, 2 lines**  **Circle**  **Oval**  **Triangle,….** | Lines of symmetry |
| **Step 5**  **Development – Presentation**  **(10 minutes)** | Asks each group to present their results/solutions so that you can compare responses with those in other groups. | **Presentation – Call on any member of at least two pairs in each to make presentation to the class.** | Group Presentation |
| **Step 7**  **Conclusion**  **(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  **SUMMARY**  Lines of symmetry divide a shape into equal parts.  When a shape is divided equally, both parts must be like. | The learners listen, ask and answer questions.  **KEY QUESTIONS - *Find if the a to z can be divided into equal parts and how times?*** | Lesson Evaluation and Conclusion |

***Reference book – New Method Mathematics Book 6.***

*******Instructional Materials***