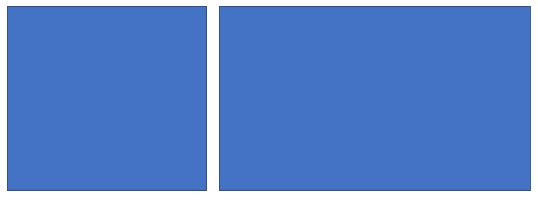
**LESSON DEVELOPMENT TWO**

**LINES OF SYMMETRY – QUADRILATERALS**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction – Introductory Activities**  **(5 minutes)** | 1. **Draw** a line.  2. **Draw** another line from the starting or end of the first line.  3. **Draw** another line from other end.  4. **Draw** one more to join the four lines together.  5. **How** many lines and altogether?  6. **What** shape do you think is this?  7. **This** shape has many corners?  ***Note – Lets pupils know that the shape is called quadrilateral.*** | 5. 4 lines and 4 angles.  6. Square or rectangle, depend on what the pupils draw.  7. 4 corners. | Linking 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 and sample/chart of square and rectangle. | 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)** | Guides each group to measure the sides (lines) of square and rectangle.  Lets them compare their measurements with one another, then wrap up.  ***The 1st shape is called a square. While the 2nd shape is called rectangle. Asks them to differentiate between square and rectangle.*** | **In** 1st shape has all sides (lines) equal. While the 2nd shape has two opponent sides (lines) equal.  ***Square is a shape that has all sides equal while rectangle has two opposite sides equal.*** | Identification of square and rectangle |
| **Step 4**  **Development – Groups Activities**  **(10 minutes)** | **GUIDED INSTRUCTIONS**  **Guides** the groups to fold or divide each of the shapes into two or more equal similar parts (if possible).  **Asks** them how many times each shape can be folded or divided. | **Square – 4 times**  **Rectangle – 2 times** | 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 two or more equal similar parts.  **KEY QUESTIONS –**  1. A square triangle has \_\_\_\_\_\_ equal sides. (a) 1 (b) 2 (c) 3 (d) 4 | The learners listen, ask and answer questions.  **KEY QUESTIONS –**  2. A rectangle triangle has \_\_\_\_\_\_ line of symmetry. (a) 1 (b) 2 (c) 3 (d) 4  3. A square triangle has \_\_\_\_\_\_ line of symmetry. (a) 1 (b) 2 (c) 3 (d) 4  4. A rectangle triangle has \_\_\_\_\_\_ equal sides. (a) 1 (b) 2 (c) 3 (d) 4 | Lesson Evaluation and Conclusion |

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

***Instructional Materials***