**LESSON DEVELOPMENT TWO**

**LINES OF SYMMETRY – QUADRILATERALS**

|  |  |  |  |
| --- | --- | --- | --- |
| **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) 43. A square triangle has \_\_\_\_\_\_ line of symmetry. (a) 1 (b) 2 (c) 3 (d) 44. 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***