**LESSON DEVELOPMENT THREE**

**LINE (S) OF LINE (S) OF SYMMETRY – RECTANGLE AND CIRCLE**

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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. \_\_\_\_\_\_\_\_\_ is a line(s) that divide into equal and similar parts.  (a) line of symmetry (b) straight line (c) curve line  2. Triangle has \_\_\_\_\_\_\_\_\_ lines of symmetry.  (a) 2 (b) 3 (c) 4  3. Square has \_\_\_\_\_\_\_\_\_ lines of symmetry.  (a) 2 (b) 3 (c) 4  4. Line(s) of symmetry is one of the properties of a triangle and square. ***True or False*** | 1. (a)  2. (b)  3. (4)  4. True | 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 – cut – out the shapes of rectangle and circle. Chart showing triangle and square. | 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**  **(10 minutes)** | Guides the pupils to fold rectangle into equal and similar parts.  Brings out the square folded in the previous lesson.  Guides them to prove why square has 4 lines of symmetry and rectangle has 2 lines of symmetry. |  | Lines of symmetry in rectangle and square |
| **Step 4**  **Development – Groups Activities and Presentation**  **(10 minutes)** | Guides pupils to fold (as many times possible) a circle into equal and similar parts.  As they fold, asks them to trace each line with pencil and ruler.  Asks them how many lines of symmetry in a rectangle and circle. | A circle has uncountable lines of symmetry while rectangle and 2 lines of symmetry. | Line(s) of symmetry |
| **Step 5**  **Development**  **(10 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  **SUMMARY**  You can find if a shape has a Line of Symmetry by folding it.  When the folded part sits perfectly on top (all edges matching), then the fold line is a Line of Symmetry.  Line(s) of symmetry is one of the properties of a triangle and square. | The learners listen, ask and answer questions.  **KEY QUESTIONS**  1. Rectangle and square have the same number of symmetry. **True or False**  2. Triangle has \_\_\_\_\_\_\_\_\_ lines of symmetry.  (a) 2 (b) 3 (c) 4  3. Circle has \_\_\_\_\_\_\_\_\_ lines of symmetry.  (a) 2 (b) 3 (c) 4  4. Draw the lines of symmetry on the following shapes. | Lesson Evaluation and Conclusion |

***Reference materials – New Method Mathematics Book 1 2 3***

***Instructional Materials***