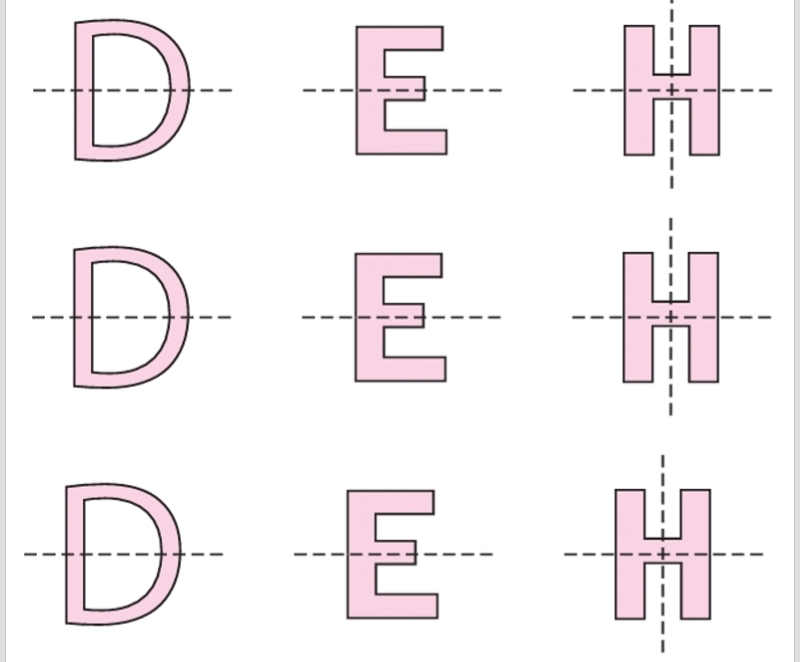
**LESSON DEVELOPMENT TWO**

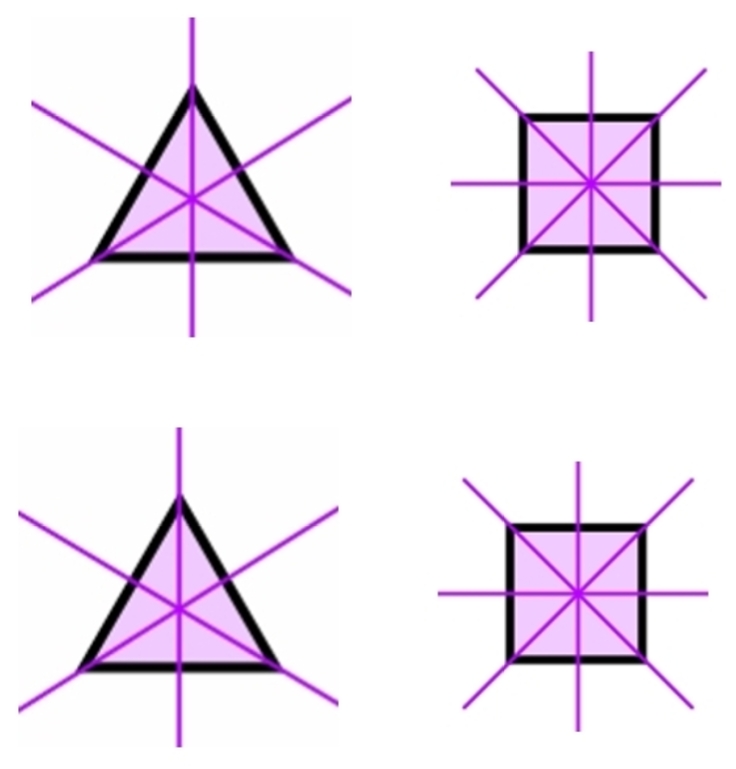
**LINE (S) OF LINE (S) OF SYMMETRY – TRIANGLE AND SQUARE**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction – Introductory Activities**  **(5 minutes)** | Guides the pupils to identify each of the letters on the chart.  Asks them if they see a dotted line(s) on each of the letter. If yes, how many dotted line(s) each of the letters. | Letter D, E and H. Letter D has 1 dotted line. Letter E has one dotted line while letter H has two dotted lines. | 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 triangle (equilateral) and square. 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**  **(5 minutes)** | Asks the pupils to trace the dotted line(s) with a pencil using ruler.  Guides them to fold each letter equally.  Asks them, what is their observations.  Tells the pupils, the line is called ***line(s) of symmetry.*** | The line(s) divides the letter into equal and similar parts. | Drawing and folding alphabets – D, E and H. |
| **Step 4**  **Development – Groups Activities and Presentation**  **(20 minutes)** | Guides them to fold the triangle and the square in all possible ways.  Lets them to trace and count the number of lines made by folding. | There are 3 lines on the triangle and 4 on the square. | Line(s) of symmetry |
| **Step 5**  **Development**  **(5 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. \_\_\_\_\_\_\_\_\_ 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*** | Lesson Evaluation and Conclusion |

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

***Instructional Materials***

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