

LESSON PLAN IN MATH 4

I. Objectives

- A. Content Standard:** The learners should have knowledge and understanding of symmetric figures with respect to a line
- B. Performance Standard:** Learners are able to identify symmetry with respect to a line and create figures that have line symmetry (MG)
- C. Learning Competency:** Identify with respect to a line

II. Subject Matter

- A. Topic: Symmetric Figures**
- B. References:** Matatag Curriculum Guide pp.28
- C. Materials:** laptop, pictures, powerpoint, manila paper, pentel pen and TV
- D. Value Focus: Importance of symmetrical figures**
- E. Integration:** Art and Science

I. Procedure

Teacher's Activity	Student's Activity
A. Preliminary Activities 1. Prayer Please all stand In the name of the father, the son, and the holy spirit. Amen 2. Greetings Good morning students 3. Checking of Attendance Please say Present if your name is called	 (the students will stand) Amen! Good afternoon ma'am Present ma'am

4. Review

The teacher will show a picture of different symmetric figures and ask the students what are the names of each picture.

1.



2.



3.

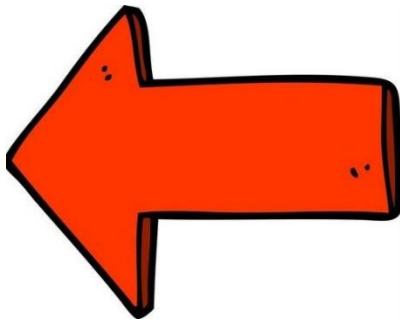


4.



5.Motivation

The teacher will have a game called "WHERE'S MY OTHER HALF". Under the chair to some students there are half symmetric figures posted. The students will going to look for the other half of it and the first two pairs who will find their other half will be the winner of the game.



B. Lesson Proper

1.Activity

For our activity class , you'll going to have an group avtivity and I will group you into 2 groups. I have here an envelope and inside this envelope is the task that you're going to do.

Are we all clear class?

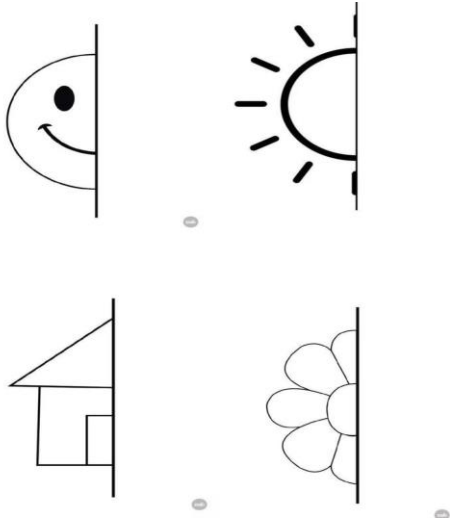
Yes ma'am

Always Remember!

- Read the instructions carefully
- Do the activity together
- Participate and help your groupmates
- Do the activity quietly
- Avoid roaming around while doing the activity.

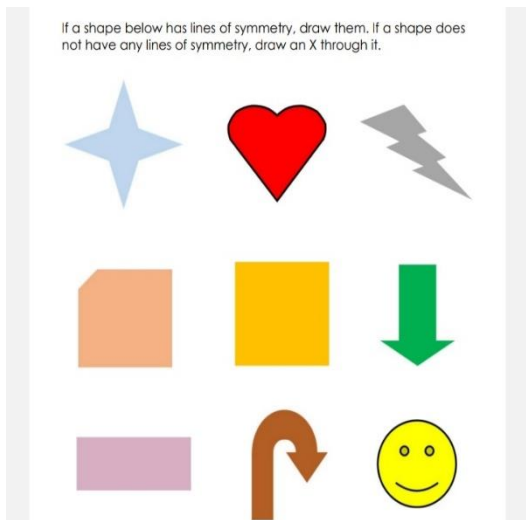
Group 1

Direction: Draw the second half of each symmetrical figure.



Group 2

If a shape below has lines of symmetry, draw them. If a shape does not have any lines of symmetry, draw an X through it.



2. Analysis

Based on your activity what did you observe?

How did you identify that it is an symmetry?

How can we identify a symmetrical figure?

How can we identify that a shape or objects does not have any lines of symmetry?

Very good class!

About symmetry ma'am

Because the shapes or objects mirror each other.

Because it can be divided into two or more identical parts.

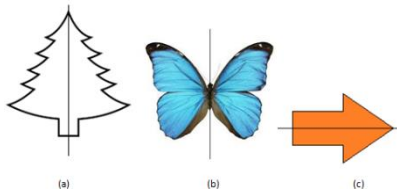
Because the figure are asymmetrical/

3. Abstraction

Today class we are going to tackle about
SYMMETRICAL FIGURES

SYMMETRICAL FIGURES- are shapes or objects that can be divided into two or more identical parts. These parts are mirror images of each other.

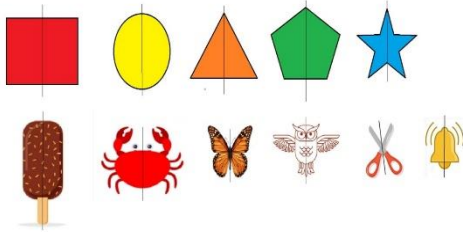
Example:



LINE OF SYMMETRY

-The imaginary line along which the figure can be folded to obtain the symmetrical halves is called the line of symmetry. The line of symmetry is a line that divides an object into two identical pieces.

Example:



A figure can possess one, two or even infinitely many lines of symmetry.

Number of Lines of Symmetry	Example
No line of symmetry	
One line of symmetry	
Two lines of symmetry	
Three lines of symmetry	
Four lines of symmetry	
Five lines of symmetry	

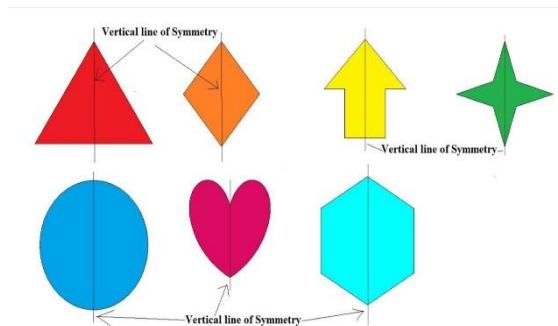
Clearly, there are different types of lines of symmetry. Generally, there are three types of line of symmetry that can be observed and they are:

- Vertical line of symmetry
- Horizontal line of symmetry
- Diagonal line of symmetry

The Vertical Line of Symmetry:

-A vertical line of symmetry is a line that runs down vertically along with the object or figure which divides an image into two identical halves.

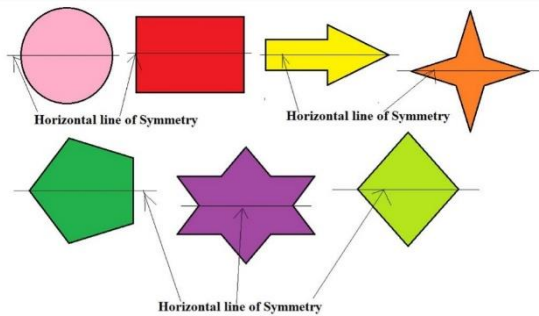
Example:



The Horizontal Line of Symmetry:

-The horizontal line of symmetry is a line that divides a shape into two identical halves splitting it horizontally, from right to left or vice-versa.

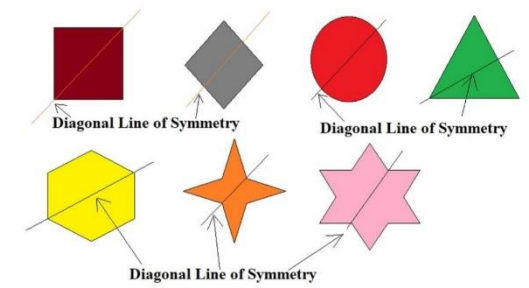
Example:



The Diagonal Line of Symmetry:

-A diagonal line of symmetry is a line that divides a shape into identical halves splitting it across the diagonal corners.

Example:



The teacher will ask to the students to give some examples of symmetric figures.

Did you understand our lesson today class?

To summarize our lesson, again what is symmetrical figures?

What do we call to the line that divides an object into two identical pieces?

Very good class!

What are the three types of line of symmetry?

The students will give some examples

Yes ma'am

are shapes or objects that can be divided into two

LINE OF SYMMETRY ma'am

- Vertical line of symmetry
- Horizontal line of symmetry
- Diagonal line of symmetry

Class , do you think symmetrical figures are important?

Yes ma'am



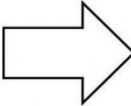
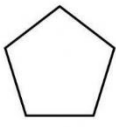



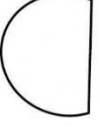
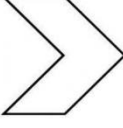
Yes it is important because symmetry simplifies understanding of shapes and patterns around us from visually appealing designs from nature to architecture , rely on symmetry.

Very good class! because you learn something today in our discussion

4.Application

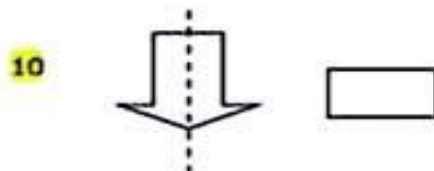
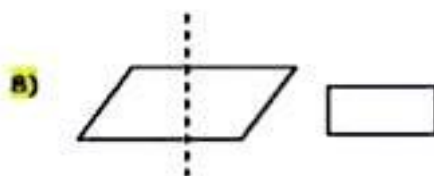
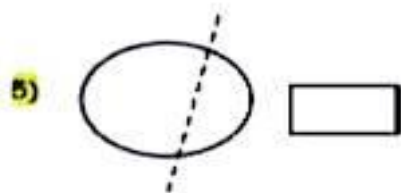
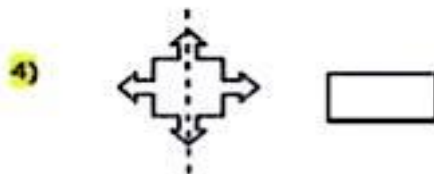
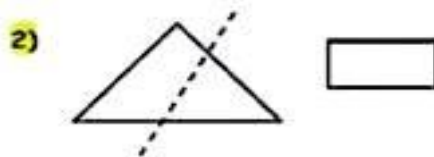
Line of Symmetry

Draw the line of symmetry for each shape. Write how many.

A.  <input type="text"/>	B.  <input type="text"/>	C.  <input type="text"/>
D.  <input type="text"/>	E.  <input type="text"/>	F.  <input type="text"/>
G.  <input type="text"/>	H.  <input type="text"/>	I.  <input type="text"/>

C. Evaluation

Direction: Write **YES** if the dotted line drawn on the figure is a line of symmetry and **NO** if it is not a line of symmetry.



D. Assignment

Direction: In a short bond paper draw 5 things that found in your home that show line of symmetry.

Prepared by:

Antonette M. Moleño

BEED 4B

Analyn T. Gicana

Cooperating Teacher

Grade IV-Jasmin adviser