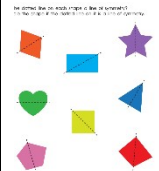


Mathematical Development Title: Symmetry Day: 1 Class: Kindergarten				
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Understand the concept of symmetry and identify lines of symmetry.</p>	<p>Recap:Teacher willwrite subtraction questions on board and ask students for giving answer.</p> <p>We Are Learning to: Understand the concept of symmetry and identify lines of symmetry.</p> <p>What I am looking for:How well you Understand the concept of symmetry and identify lines of symmetry.</p> <p>Gained skill: This will help to divide different things.</p> <p>Introduction:Hold up a piece of paper and fold in half.Ask students for "help" on how to make a heart.Guide students toward the idea that you need to make half of a heart, then unfold it. Think aloud as you cut half of a heart about how both sides will match and be symmetrical since you folded the paper evenly. Open up and display the two halves that made a whole heart. Point to the middle and draw an invisible line from the top to the bottom. Explain that this invisible line, where the fold was, is the line that divides in half two sides that match. Add that his line is called a line of symmetry. Draw a circle, square, and triangle on the board and ask the students draw a line and divide the shapes into half. Tell them this is called the line of symmetry.Show the students symmetry song.https://youtu.be/SJlhywRfVh8</p> <p>Guided practice: Give each student a piece of construction paper/ A4 size paper.Supply students with paint colours.Have the students fold their paper in half.Have the students paint a simple design on one side of the construction paper. Then have the students carefully fold their paper in half.When they open the folded paper, the students will see two symmetric images on one page. Allow proper time to dry.</p> <p>Focused Task: Ask the students open book pages no____. Tell them look at the Huma's room. She has bed, window, clock, mirror, lamp and side table in her room. She wants to divide these things equally in half. Look at the next page and check how she divides the things into half.</p> <p>Wrap up: Teacher will draw different fruits on board and ask the students draw aline to make it half.</p> <p>Reflection :</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Understanding the concept of symmetry and identify lines of symmetry.</p>	<p>Flashcards</p> <p>Construction sheet/ A4 size paper, paints</p> <p>Book page no____</p>

Mathematical Development Title: Symmetry Day: 2 Class: Kindergarten				
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Understand the concept of symmetry and identify lines of symmetry.</p>	<p>Recap:Teacher will be shown the laminated cards of different things and ask the students draw a line with board marker to make it half.</p> <p>We Are Learning to: Understand the concept of symmetry and identify lines of symmetry.</p> <p>What I am looking for:How well you Understand the concept of symmetry and identify lines of symmetry.</p> <p>Gained skill: This will help to divide different things.</p> <p>Introduction: Show the pictures of different things that has symmetry, then pictures of different things in nature that have symmetry. Ask the students," What do you notice about these things? Think pair share your answer with your partner: students should answer that they look the same on both sides. Display the image of the butterfly. Ask the class to share some things they notice about the image. Some guiding questions you could ask are: What are the colours of the butterfly's wings? How are the wings shaped? Once students touch on the idea that the wings match in some way, introduce the word "symmetry." Explain that something has symmetry if it can be split into two mirror-image halves. For example, a butterfly is symmetrical because you can fold a picture of it in half and see that both sides match.</p> <p>Guided practice: Provide students cutting of different shapes with coloured paper like circle, rectangle, heart, triangle, square and diamond. Ask the students fold these shapes in this way that they divide into equal halves, ask them draw a dotted line with pencil to show the line of symmetry.</p> <p>Focused Task: Ask the students open book page no____. Look at the shapes tell the name of the shapes. Ask them hold their pencil and scale and draw a line to divide the shapes in half evenly. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up:Teacher will draw different things on board and ask the students draw a line to make it half.</p> <p>Reflection :</p> <p>Homework:Circle the shapes which are not divided symmetrically.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Understanding the concept of symmetry and identify lines of symmetry.</p>	<p>Flashcards</p> <p>Cuttings of different shapes</p> <p>Book page no_____</p> 

Mathematical Development Title: Symmetry Day: 3 Class: Kindergarten				
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Understand the concept of symmetry and identify lines of symmetry.</p>	<p>Recap:Teacher will be shown the laminated cards of different things and ask the students draw a line with board marker to make it half.</p> <p>We Are Learning to: Understand the concept of symmetry and identify lines of symmetry.</p> <p>What I am looking for:How well you Understand the concept of symmetry and identify lines of symmetry.</p> <p>Gained skill: This will help to divide different things.</p> <p>Introduction:Tell the students when a shape or object looks the same on two or more sides, we usually say it's symmetrical. Similarly, in maths, a shape has symmetry if it's possible to draw a mirror line through it. We call this line a line of symmetry. Some shapes have more than one line of symmetry. A circle, for instance, has an infinite number of lines of symmetry.A photograph of each student (The photo should be an 8" x 12" color computer printout cut in half vertically, so that half of the student's mouth and nose, as well as one eye and one ear, are on each half. Glue one half of the picture onto a blank piece of paper, leaving room for each student to draw in the missing part of his/her face, head and neck.</p> <p>Guided practice: Provide students worksheet of half image of butterfly. Ask the students do the worksheet fold and divide it into equal half. Then ask the students open the worksheet and do the poster colour in half of the butterfly and make a beautiful coloured butterfly. Ask the students after finishing the colours fold the worksheet again and press it lightly. After this open the page and look the other side of butterfly is same as the first side.</p> <p>Focused Task: Ask the students open book page no____. Look at the objects tell the name of the objects. Ask them hold their pencil and scale and draw a line to divide the shapes in half evenly. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up:Teacher will draw different things on board and ask the students draw a line to make it half.</p> <p>Reflection :</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Understanding the concept of symmetry and identify lines of symmetry.</p>	<p>Flashcards</p> <p>Cuttings of different shapes</p> <p>Book page no_____</p>

Mathematical Development Title: Shapes Day: 4 Class: Kindergarten				
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify specific shapes.</p>	<p>Recap:Teacher will be shown the laminated cards of different things and ask the students draw a line with board marker to make it half.</p> <p>We Are Learning to: Identify specific shapes.</p> <p>What I am looking for:How well you Identify specific shapes.</p> <p>Gained skill: It helps us to enhance our analytical skills.</p> <p>Introduction:Hold up the "Shape Cards" activity sheet. Point to one of the shapes, say its name and discuss its properties. (For example, "This is a square. It has 4 sides. This is a triangle. It has three sides.") Ask students to identify the shapes they know. After you have discussed each shape on the card(circle, triangle, square, oval, rectangle, pentagon, semi-circle, star, heart, diamond, place a variety of objects and/or images in a big jumbled pile in front of the class. Place each of the cut-out shape cards on a table or on the floor. Ask students to sort through the objects each one by its corresponding shape. Give your students five minutes to go around the room and see how many other objects or things in the room (toys, objects, posters, floor tiles, etc.). Have your students discuss what shapes they found. Ask your students to find two or more objects that have something in common and to discuss what they have in common, as well as what is different about them. Here are some possible things to discuss: All of the shapes have corners except for the circle and oval.The triangle has three sides; the square, rectangle and diamond have four; the pentagon and star has five.</p> <p>Guided practice: Put kids in small groups and give each group some pots of play-dough. Have some play-dough for yourself. Everyone is going to make play-dough shapes. Start with a shape and model how to make it with the play-dough and have everyone make the shape. Do this for all shapes.</p> <p>Focused Task:Ask the students open book pages no _____. Look at the page and tell the name of the shapes its colour and corners it has? Then students will open page no 88 and answer the correct shape by colouring them.Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up:Teacher will showdifferent objects having shapes and ask the students tell which shape it is look like.</p> <p>Reflection :</p> <p>Homework: Do book page no ___89 knowing shapes.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Identifying specific shapes.</p>	<p>Flashcards</p> <p>Shapes flashcards, different objects</p> <p>Play dough</p> <p>Book pages no_____</p> <p>Book page no</p>

Mathematical Development Title: Shapes Day: 5 Class: Kindergarten				
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify specific shapes.</p>	<p>Recap:Teacher will be shown the laminated cards of different shapes and ask the students what shape is this?</p> <p>We Are Learning to: Identify specific shapes.</p> <p>What I am looking for:How well you Identify specific shapes.</p> <p>Gained skill: It helps us to enhance our analytical skills.</p> <p>Introduction:</p> <p>Gather the students where they can watch the music videos. Watch Shapes Song on the interactive whiteboard. https://youtu.be/VdzzE2OzQC8 After watching the videos, ask the students which shapes they noticed. Tell students that today they will be learning about shapes with a fun game and some colouring. Display a variety of real-world objects that show different kinds of shapes. Name the shapes its corners and the relate with the real object and have students repeat the shape names back to you.</p> <p>Guided practice:</p> <p>Prepare a feely bag with a few miniature objects in it of all the shapes taught. Call one student at a time and tell him/her to find the 'cube' by feeling it. Repeat the activity with different shapes.</p> <p>Focused Task:</p> <p>Ask the students open book pages no _____. Ask the students trace over the shape to complete and colour them. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up:</p> <p>Teacher will show different objects having shapes and ask the students tell which shape it is look like.</p> <p>Reflection :</p> <p>Homework: Do book page no ____ 91 shapes treasure.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Identifying specific shapes.</p>	<p>Flashcards</p> <p>Shapes flashcards, different objects</p> <p>Feely/ mystery bag, concrete objects</p> <p>Book pages no _____</p> <p>Book page no</p>