

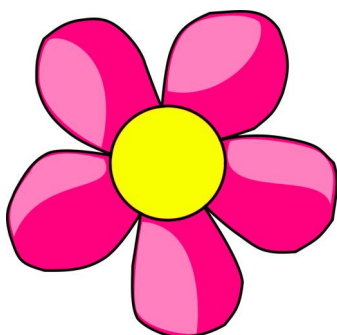
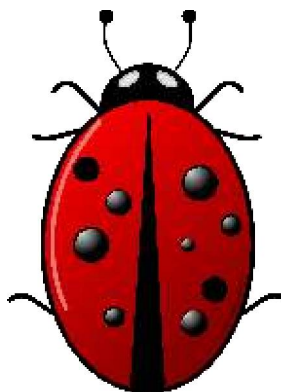
3Mathematical Development			Week: 33	Topic: Symmetry	Day: 1	Class: Kindergarten		
Learning Outcomes			Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify symmetry and line of symmetry in a given shape and real world examples			Recap: Students will be shown different coins and notes and asked their value. We Are Learning to: Identify symmetry and line of symmetry in a given shape and real world examples. What I am looking for: How well you identify symmetry and line of symmetry in a given shape and real world examples Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: 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. Ask students a figure has line symmetry if it can be folded into matching parts. The fold line is called a line of symmetry. Tell students see the tiger? "Let's draw an invisible line down the middle of the tiger." Cover up half of the tiger's face with your piece of paper. Ask: "Is the tiger's face exactly the same on this side of our invisible line as it is on the other side of our line?" "The tiger's face is symmetrical. "Let's find out what other objects are symmetrical." https://youtu.be/ImuRjPCrdBY Focused task: Ask students go on a "symmetry hunt" around the room, identify symmetrical objects and show these objects in front of the class. Ask students bring the things in front of class and show how they can divide the object symmetrically. Ask everyone share their findings. Make a classroom chart of symmetrical objects in the room. Ask students to open book pg. no 85. Ask them about the pictures. 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. Ask students when an object is cut out in half, the object has equal sides that are mirror images of each other. A line that divides an object in half is called "a line of symmetry". Wrap up: Teacher will draw different fruits on board and ask the students draw a line to make it half. Reflection :			5 mins	Students will be assessed on	Flashcards
			5 mins	Identifying symmetry and line of symmetry in a given shape and real world examples.				
			25 mins		Concrete objects			
			5 mins		Book pg. no 85			

Mathematical Development		Week: 33	Topic: Symmetry	Day: 2	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify symmetry and line of symmetry in a given shape and real world examples	Recap: Teacher will be shown different things and ask the students draw a line to make it half. We Are Learning to: Identify symmetry and line of symmetry in a given shape and real world examples. What I am looking for: How well you identify symmetry and line of symmetry in a given shape and real world examples Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Elicit a definition of symmetry from the students. Have the students gather on the rug and, using the cutout shapes, begin to fold the shapes symmetrically in half. Fold a shape in half, unfold it and draw a line on the fold to emphasize it or cut the shape in half. Ask the students: "What do you notice about what I have done to the shape?" Say: "I've taken this shape of a heart and folded it down the middle." Ask: "When I open up the shape, what do you notice?" (You folded the shape in half.) Now cut the heart down the middle. Take away one half of the heart and hold up the other half. Ask: "What do you now notice about this heart?" (It's half of a heart.) Ask: "Do you know what the other half of this heart looks like?" Paste half of the heart onto your easel paper. Ask: "Can someone draw the other half of this heart?" Pick a volunteer to come up to the board and draw in the rest of the heart. When the student is finished, ask the student: "How did you know what to draw? Does this side of the heart help you draw the other side of the heart?" Repeat the same activity with the other objects. https://youtu.be/PBWVldyQwUJbA Focused task: Give the students gingerbread men cutouts. Divide the cutouts in half the long way. Have the students colour in only one side of the gingerbread man's face, hands, clothes, shoes, etc. When they are finished colouring in and adding detail to one half of the gingerbread man cutouts, have the students switch cutouts and finish what someone else began. The students must replicate the original design so that both halves of the gingerbread men are symmetrical. Ask students to open book pgs. no 86. Ask them about the pictures. Ask students we can divide each object in half by using imaginary line of symmetry. The object that is divided in half parts is called "symmetrical object". This line is usually an imaginary line. Ask them parts of all things are equal in this page? Explain that these things have two parts that are in same shape & size. Wrap up: Teacher will draw different objects on board and ask the students draw a line to make it half. Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on	Flashcards
				5 mins	Identifying symmetry and line of symmetry in a given shape and real world examples	Cutouts of ginger bread man
				25 mins		Book pg. no 86
				5 mins		Worksheet



Student Name: _____ Date: _____

Draw the line of symmetry on each shape.



Mathematical Development		Week: 33	Topic: Symmetry	Day: 3	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify symmetry and line of symmetry in a given shape and real world examples	Recap: Teacher will be shown different things and ask the students draw a line to make it half. We Are Learning to: Identify symmetry and line of symmetry in a given shape and real world examples. What I am looking for: How well you identify symmetry and line of symmetry in a given shape and real world examples Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Tell students the two sides of the whole are exactly like one another same on this side of our invisible line as it is on the other side of our line? Give each student a sheet of construction paper. Have the students fold the paper in half and crease it several times. Tell the students to open up the paper and make a heavy, dark line over the creased line. Explain to the students that the line they drew is called a line of symmetry. Next, go around the room and pour a small amount of paint on each student's piece of construction paper. Have the students fold their paper back in half and rub it all over so that the paint will spread out. Then have them open up their papers and look at the design they have made with the paint. Ask them if both sides of their design look alike. Allow the students to go around the room and look at each other's designs. Tell the students to look at each design's line of symmetry. Ask them what it does to their designs. The students should come to the conclusion that it divides the design into two equal parts. https://youtu.be/SihMF4lGjc Focused task: Provide the different pictures on each table. Ask students had to determine whether or not an image was symmetrical. They would look at the picture, then decide if it had a line of symmetry and then sort it into the right category. Ask students to open book pg. no 89. Ask them tell the name of pictures. Ask students draw a line to help Hassan and Moiz to share food in half. We are friends and like to share our food with each other. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Roam around in the class and help students to complete the task. Wrap up: Teacher will draw different objects on board and ask the students draw a line to make it half. Reflection:			5 mins	Students will be assessed on	Flashcards
				5 mins	Identifying symmetry and line of symmetry in a given shape and real world examples	
				25 mins		Different pictures
				5 mins		Book pg. no 89

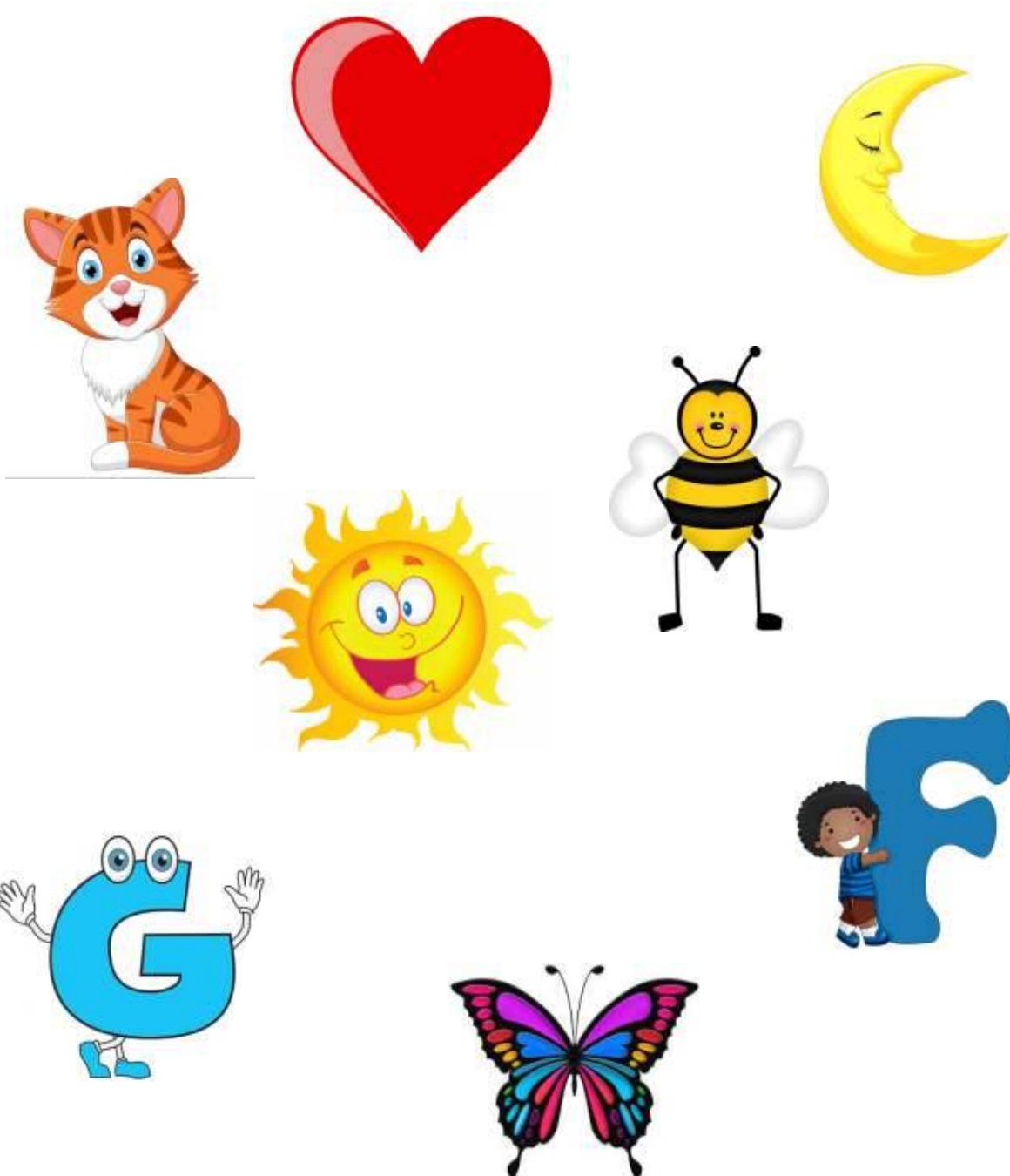
Mathematical Development		Week: 33	Topic: Symmetry	Day: 4	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology		Time: 40 minutes	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: Identify symmetry and line of symmetry in a given shape and real world examples	Recap: Teacher will be shown different things and ask the students draw a line to make it half. We Are Learning to: Identify symmetry and line of symmetry in a given shape and real world examples. What I am looking for: How well you identify symmetry and line of symmetry in a given shape and real world examples Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Tell students the line where the shape is cut exactly in half. This means that if you were to cut the shape in half (using your line of symmetry) both halves would be equal. If you were then to place them back together, the shape would still be the same. Tell students Symmetry is in nature, but many people often do not recognize it, examples of symmetry in the world would be shapes, butterflies, flowers, feathers, some insects, animals, buildings. 2-D shapes stands for a two-dimensional shape. These shapes are flat, and only have two dimensions: length and width. 2-D shapes do not have any thickness and usually only have two faces. Cut enough shapes for each student, and divide them evenly into plastic bags. Give a plastic bag to each student and have them fold the shapes along their line of symmetry. Let them write their name on the back and hang them on a small tree, dubbed a "symme-tree". Let them provide real-life examples of symmetry, including shapes, insects, animals or on themselves. https://youtu.be/5LoaZEgz7AQ Focused task: 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. Ask students to open book pg. no 87. Ask them tell the name of pictures. Ask them A symmetrical shape has two halves that look like mirror images each other." Draw different shapes on board that can be divided equally. Ask students to tell that is the shape symmetrical or not? Ask what they think symmetry means? Wrap up: Teacher will draw different shapes on board and ask the students draw a line to make it half. Reflection :		5 mins	Students will be assessed on	Flashcards	
			5 mins	Identifying symmetry and line of symmetry in a given shape and real world examples	Cutouts of shapes with coloured paper	
			25 mins		Book pg. no 87	
	Homework: Do the worksheet.		5 mins			Worksheet



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Student Name: _____ Date: _____

Tick the objects which can divide symmetrically into two parts.



Mathematical Development		Week: 33	Topic: Symmetry	Day: 5	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify symmetry and line of symmetry in a given shape and real world examples	Recap: Teacher will be shown different things and ask the students draw a line to make it half. We Are Learning to: Identify symmetry and line of symmetry in a given shape and real world examples. What I am looking for: How well you identify symmetry and line of symmetry in a given shape and real world examples Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Write the word "symmetry" on the board. Ask your students if they can tell you what it means. Share some examples of real-world objects that are symmetrical. See if you can get students to define what makes these images symmetrical. To help students grasp the concept of symmetry, distribute square, rectangle, triangle handheld mirrors and have them practice making symmetry by holding the mirrors up to various objects. Explain that this is called bilateral, or line, symmetry because the symmetry is along one axis. Go back to the example images of symmetry and ask students to identify the line of symmetry in each image. Focused task: Fold a piece of paper in half. Ask students draw a line starting from the fold, gently bending and curving on its way, and then ending back on the fold somewhere. Then get a Q-tip and some paint (the thicker will better). Then fold the paper in half paint side in. Press the sides together. Unfold the paper to reveal two mirror images along the fold. Ask students to open book pg. no 88. Ask about the pictures. Tell them draw a line to divide the shapes in half evenly. As the students are doing work walk around, monitor and offers lot of encouragement. After that ask them draw a line to divide the butterfly in half. Colour the butterfly. Ask everyone question like what is this? Roam around in the class and help students to complete the task. Wrap up: Teacher will draw different objects on board and ask the students draw a line to make it half. Reflection :			5 mins	Students will be assessed on	Flashcards
				5 mins	Identifying symmetry and line of symmetry in a given shape and real world examples	Paper, paint
				25 mins		Book pg. no 88
				5 mins		Worksheet
Homework: Do the worksheet pasted on copy.						



Student Name: _____ Date: _____

Draw a line of symmetry on shape which can divide easily.

