Lesson Plan

Grade: One	Subject: Maths	Term: 3rd	Time: 40min
Teacher's Name: _____	Week: 4	Day: 1	
Unit 6: Geometry	Topic: Reflective Symmetry		

Student Learning Outcomes:

- Identify reflective symmetry in two- dimensional (2-D) shapes.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

Warm-up Activities: 5mins

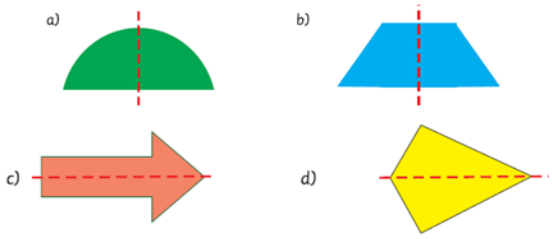
Before beginning the lesson, ask students to say "Tasmiyah".

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Take their responses and appreciate them for their correct answers. Ask the students "What is perimeter of square? How to calculate the perimeter of triangle and rectangle.

Teaching and Learning Activities: 25 mins

- Tell them that today they are going to learn about identification of symmetric figures. Draw some shapes on the board and draw a line of symmetry. Ask them to look at these figures. These are symmetric figures. Explain to the students that the dotted line (or the fold line) in these figures is the line of symmetry. Figures 'a' and 'b' have a vertical line of symmetry, while figures 'c' and 'd' have a horizontal line of symmetry. Explain to them that we can see in the following figures that both parts are the same and fit each other.



- Give flash cards of 2-D shapes to students and ask them to draw a line of symmetry. Roam around the class and check their work and guide them where needed.

Review:	3mins

Explain the students about line of symmetry. A line of symmetry refers to a line that divides a shape into two parts that exactly match to each other. There may be more than one lines of a symmetry in a shape.

Evaluation:	5mins

To check the students grip, draw some shapes on the board and ask them which of the given shape has reflective symmetry which one has not. Take their responses and appreciate them for their correct answer.

Homework:	2mins

Revise the classwork.

Lesson Plan

Grade: One	Subject: Maths	Term: 3rd	Time: 40min
Teacher's Name: _____	Week: 4	Day: 2	
Unit 6: Geometry	Topic: Reflective Symmetry		

Student Learning Outcomes:

- Identify reflective symmetry in two- dimensional (2-D) shapes.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

Warm-up Activities: 5mins

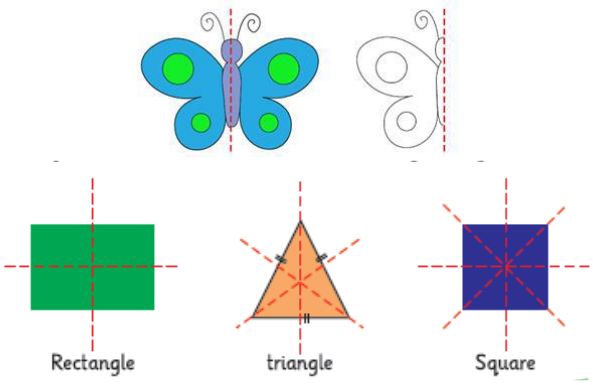
Before beginning the lesson, ask students to say "Tasmiyah".

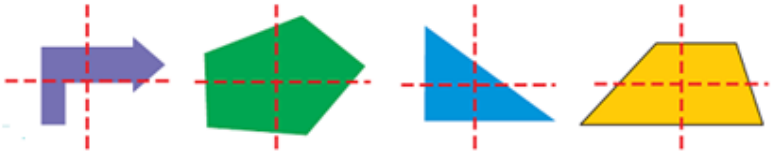
Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Draw a square and divide it into two equal parts. Draw another circle and divide them into two unequal parts. Ask students to look at the shapes and tell which square has line of symmetry and which one has not. Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: 25 mins

- Tell them that today they are going to learn about symmetric figures. Draw a butterfly on the paper. Ask the students to look at the butterfly. When it folds its wings, we can see that both sides match. Explain to the students that lines of symmetry divide each figure into equal halves. Explain to the students that the butterfly shows line of a symmetry. The line of symmetry is vertical.
- Draw a square, rectangle and triangle on the board and draw different line of symmetry and explain to them that a shape have more than one lines of symmetry.





- Now ask the students to look at the following figures and the dotted line. Explain to them that we can see that these lines are not dividing the shapes into equal halves. So, there is no line of symmetry and the figures are not symmetric. Similarly explain the students that the following figures are not symmetric and have no line of symmetry.

Review:	3mins

Explain the students about symmetric figures and non-symmetric figures by giving different examples. Tell them that a figure has more than one line of symmetry.

Evaluation:	5mins

To assess students learning, write some English alphabets on the board and ask them to write that letters in their notebook and the draw a line of symmetry and tell which one shows the reflective symmetry.

Homework:	2mins

Revise the classwork.

Lesson Plan

Grade: One	Subject: Maths	Term: 3rd	Time: 40min
Teacher's Name: _____	Week: 4	Day: 3	
Unit 6: Geometry	Topic: Reflective Symmetry		

Student Learning Outcomes:

- Identify reflective symmetry in two- dimensional (2-D) shapes.
- Identify and draw lines of symmetry.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Flash cards of English alphbets

Warm-up Activities: 5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Draw some symmetric and non-symmetric shapes on the board and ask them to tell which shapes are symmetric and which is not. Take their responses and appreciate them for their correct response.

Teaching and Learning Activities: 25 mins

- Tell them that today they are going to learn how to draw a line of symmetry. Ask the students to look at the letters of the alphabet given below that are symmetric along the vertical line. Now explain to them that the given letters below are symmetric along the horizontal line. Explain them that the given letters below have both horizontal as well as vertical lines of symmetry. Also explain that the letters that are not symmetric. Explain to the students that there are many symmetric figures and objects around us.

- Show flash cards of some shapes like alphabet, rose, geometry shapes etc. Ask the students that which flashcards are symmetric along the vertical line and which flashcards are symmetric along the horizontal line? Appreciate if anyone gives the right answer. Now draw the lines and explain to the students that which pictures are symmetric along the vertical line and which pictures are symmetric along the horizontal line.

Review:	3mins

Tell the students, the imaginary line or axis along which you fold a figure to obtain the symmetrical halves is called the line of symmetry. Also tell them that letters have also line of symmetry that divides them into equal haves such that they look like mirror of each other.

Evaluation:	5mins

To assess students learning, ask them to write numbers that have reflective symmetry. Take their responses and appreciate them for their correct response.

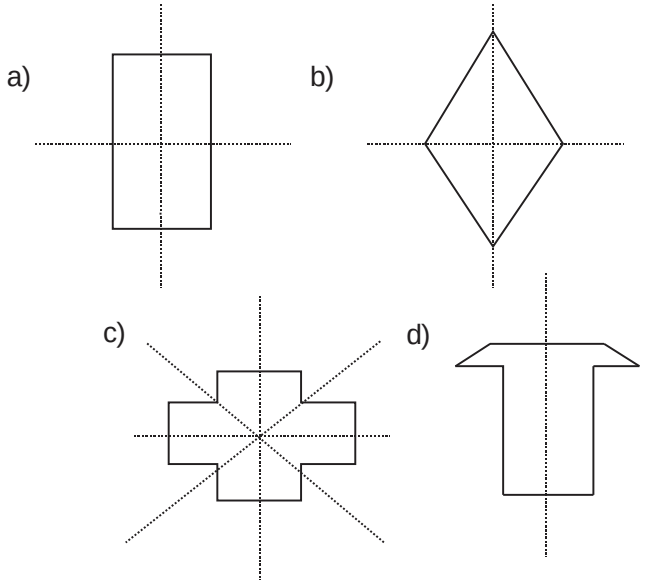
Homework:	2mins

Solve the given worksheet.

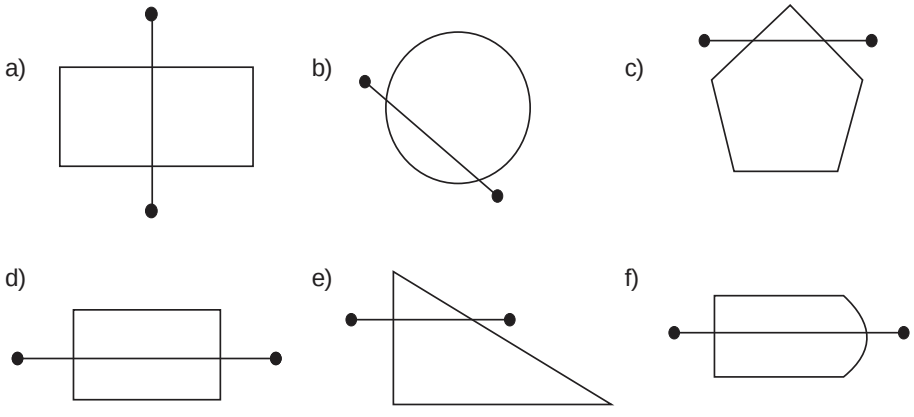
Worksheet

Name: _____	Subject: Maths	Topic Name: Reflective Symmetry

1. Count and write the number of lines of symmetry for the following.3



2. Identify and colour the symmetrical shapes.



Lesson Plan

Grade: One	Subject: Maths	Term: 3rd	Time: 40min
Teacher's Name: _____	Week: 4	Day: 4	
Unit 6: Geometry	Topic: Reflective Symmetry		

Student Learning Outcomes:

- Identify reflective symmetry in two- dimensional (2-D) shapes.
- Identify and draw lines of symmetry.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 109 and 110

Warm-up Activities: 5mins

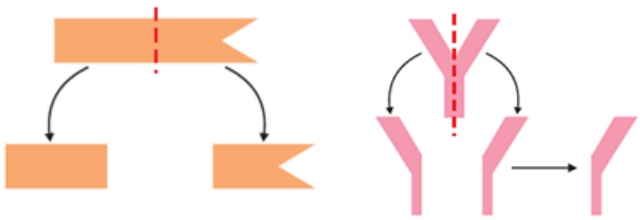
Before beginning the lesson, ask students to say "Tasmiyah".

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Call a student to the front of the class and ask him/her to draw square, rectangle and triangle on the board and then draw a line of symmetry. Ask the rest of the class to check and tell whether he/she is correct or not. Repeat this activity to some other students of the class. Discuss with them about their common mistakes.

Teaching and Learning Activities: 20 mins

- Tell them that today they are going to learn about symmetry of symmetric figures. Draw a figure on the board and ask students to observe the figure. The dotted line is not a line of symmetry because it does not divide the figure into 2 halves which match each other exactly. So this figure is not the symmetric figure. Now draw a figure on the board and draw a line of symmetry. Ask students to observe the figure as the dotted line exactly divide the figure into two equal parts and these two parts match with each other so this figure is the symmetric figure.



- Ask the students to open their textbook and observe the figures that are symmetric and also observe the figures that are not symmetric. Also explain students the key point to remembers".

- Ask them to draw the figure given in the textbook in their notebook and draw a line of symmetry for more practice. Roam around the class, check their work and appreciate them.

Review:	3mins

Explain students about reflective symmetry and how to draw a line of symmetry by solving different examples on the board.

Evaluation:	10mins

To assess the students learning ask them to solve Q1 of Exercise 6.5 in their textbooks.

Homework:	2mins

Solve Q2 of Exercise 6.5 in their textbook.

Lesson Plan

Grade: One	Subject: Maths	Term: 3rd	Time: 40min
Teacher's Name: _____	Week : 4	Day: 5	
Unit 6: Geometry	Topic: Three Dimensional (3-D) Objects		

Student Learning Outcomes:

- Describe 3-D objects (cubes) with respect to the number of edges and faces.

Resource Material:

Chalk/Marker, White/Blackboard, objects of cube shape, a big flash card of cube shape

Warm-up Activities: 5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask students what is the difference between 3-D shapes and 2-D shapes. Take their responses and appreciate them for their correct answer. Tell them that 2-D shapes have length and width whereas the 3-D shapes have length, width and height.

Teaching and Learning Activities: 20 mins

- Tell students today we will learn about cube shape. Show a big flash card of cube shape to students and ask them: Do you know about this shape? Take their responses and tell them that this is a cube shape. Now paste a wall chart of objects of cube shape and point out towards the objects and tell them that these are all cube shape. Now ask them to tell the name of some objects that are cube shape. Take their responses and appreciate if someone gives the right answer.

- Make pairs of students. Give each pair flash cards of 3-D shapes. Instruct them to observe, identify and separate out the objects that are of cube shape. Roam around the class and check their work. Guide them where needed. Now call one by one each pair to the front of the class and ask

them to present their work to the whole class. Appreciate them for their good work.

Review:	3mins

Sum up the lesson by re-telling students about the cube shape and the objects that are of cube shape by showing some cube shape objects to them.

Evaluation:	10mins

To assess the students learning, ask them to make a list of objects that are of cube shape.

Homework:	2mins

Solve the given worksheet.

Worksheet

Name: _____	Subject: Maths	Topic Name: Three Dimensional (3-D) Objects

1. Draw a line to the matching 3D shapes.










Lesson Plan

Grade: One	Subject: Maths	Term: 3rd	Time: 40min
Teacher's Name: _____	Week: 4	Day: 6	
Unit 6: Geometry	Topic: Three Dimensional (3-D) Objects		

Student Learning Outcomes:

- Recall basic 3-D shapes.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of 3-D shapes

Warm-up Activities: 5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Draw 2-D shapes on the board and ask students to tell the name of these shapes. Take their responses and appreciate them for their correct responses.

Teaching and Learning Activities: 25 mins

- Tell students today we will learn about 3-D shapes. Ask students: Do you know about 3D shapes. Take their responses and tell them that 3 D shapes are solids that have length, width and height. Now paste a wallchart of 3D shapes on the board and point out the objects and tell about them.

- Instruct students to work in pairs. Ask them to observe the classroom objects and make a list of objects that are of 3-D shapes. Roam around the class and check their work. Now call each pair to the front of the class and ask him/her to share their findings with the others. Appreciate them for their correct responses.

Review:	3mins

Sum up the lesson by retelling students about the objects that are of 3-D shape by giving different examples. Tell them that all 3-D shapes or solids have length, width and height.

Evaluation:	5mins

To assess the students understanding, ask them to tell the name of 3-D shape objects.

Homework:	2mins

Revise the classwork.