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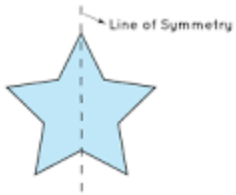
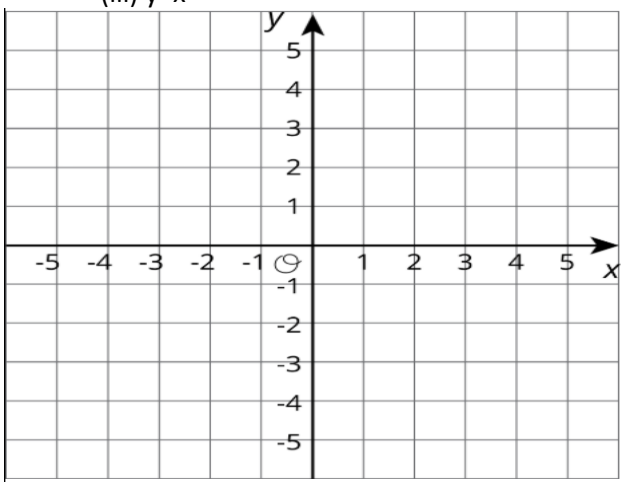
BASIC 7

WEEKLY LESSON PLAN – WEEK 7

Strand:	Geometry and Measurement		**Sub-Strand:**	Measurement	
Content Standard:	B7.3.3.3 Perform a single transformation (i.e. reflection and translation) on a 2D shape using graph paper (including technology) and describe the properties of the image under the transformation (i.e. congruence, similarity, etc.)				
Indicator (s)	B7.3.3.3.1 Determine shapes in real life that have reflectional (or fold) symmetries. B7.3.3.3.2 Plot points and shapes (i.e. plane figures) on a coordinate plane and draw their images under reflection in given lines B7.3.3.3.3Plot points and shapes (i.e. plane figures) on a coordinate plane and draw their images under translation by a given vector B7.3.3.3.4 Verify the concept of congruent and similar shapes in coordinate plane using properties of both the object(s) and image(s); and in real life situations (carpet designs, fabric pattern)		**Performance Indicator:** Learners can identify symmetry of quadrilaterals.		
Week Ending	11-08-2023				
Class	B.S.7	**Class Size:**		**Duration:**	
Subject	Mathematics				
Reference	Mathematics Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook.				
Teaching / Learning Resources	Chart, Meter Rule, Compass, divider, Poster, Pictures.		**Core Competencies:**	• Implement strategies with accuracy • Ability to combine Information and ideas from several sources to reach a conclusion • Implement strategies with accuracy	
DAY/DATE	**PHASE 1 : STARTER**	**PHASE 2: MAIN**			**PHASE 3: REFLECTION**

MONDAY	Discuss the meaning of Reflectional Symmetry with the Learners.	1. Learners brainstorm to state examples of shapes. 2. Assist Learners to determine whether shapes mentioned has reflectional symmetry. 3. Discuss examples of reflectional symmetry with the learners. 4. Discuss with Learners the different ways a square can be shaded to have a line of symmetry. **How do you know if a shape has reflection symmetry?** A shape has reflection symmetry if there exists a line of reflection that carries the shape onto itself. This line of reflection is called a line of symmetry. In other words, if you can reflect a shape across a line and the shape looks like it never moved, it has reflection symmetry.  	Learners individually practice shading squares to have line of symmetries.
TUESDAY	Learners brainstorm to give examples of Symmetric shapes.	1. Assist Learners to identify symmetry of quadrilaterals. 2. Discuss the quadrilaterals with different symmetrical properties.	Through questions and answers, conclude the lesson. **Exercise**; Draw a figure in the coordinate plane with

		3. Demonstrate Plotting points and plane figure shapes with given coordinates in the number plane. 4. Assist Learners to plot the points A (3, 1), B (3, 3), C (4, 3), D (4, 2), E (5, 2), F (5, 3), H (6, 3), and I (6, 1). **Square** 5. A square has four lines of symmetry. 6. It has rotational symmetry of order four. **Rectangle** 7. A rectangle has two lines of symmetry. 8. It has rotational symmetry of order two. **Parallelogram** 9. A parallelogram has no lines of symmetry. 10. It has rotational symmetry of order two. **Rhombus** 11. A rhombus has two lines of symmetry. 12. It has rotational symmetry of order two. **Trapezium** 13. A trapezium has rotational symmetry of order one. 14. Some trapeziums have one line of symmetry. They are called **isosceles trapeziums** as they have 2 sides of an equal length like isosceles triangles. **Kite** 15. A kite has one line of symmetry. 16. It has rotational symmetry of order one.	at least three of following properties: ○ 6 vertices ○ 1 pair of parallel sides ○ At least 1 right angle ○ 2 sides the same length

THURSDAY	Discuss the meaning of quadrant with the Learners.	1. Identify points with given coordinates and lines (i.e. constant lines parallel to the x-axis or y-axis) in the number plane. 2. Assist Learners to draw a square with one vertex on the point \((-3,5)\) and a perimeter of 20 units. 3. Learners brainstorm to write the coordinates of each other vertex 4. Assist Learners to plot and connect the following points to form a polygon ((-3,2), (2,2), (2,-4), (-1,-4), (-1,-2), (-3,-2), (-3,2)\) 5. Learners in small groups plot given points (or shape) the number plane and draw its images under reflection in (i) the x-axis, (ii) y-axis and (iii) y=x 	Individual Learners to draw triangle A'B'C' as the image of triangle ABC under the reflection x=0, y=0, y=x and any other line **Exercise;** The coordinates of a rectangle are \((3,0), (3,-5), (-4,0)\) and \((-4,-5)\) 1. What is the length and width of this rectangle? 2. What is the perimeter of the rectangle? 3. What is the area of the rectangle?

Name of Teacher: ***School:*** ***District:***