Subject: Mathematics Grade: Third

Standard: #5 Geometry & #6 Spatial Sense

Key Concept: Students work with geometric shapes and develop spatial sense.

Generalization: Students identify lines of symmetry of objects.

Background:

This would be the fourth or fifth lesson in a unit on geometry where the first few lessons have covered various geometric shapes, as well as slides, flips, turns, congruence, and symmetry.

This lesson is tiered in ***process*** according to ***learning style***.

Tier I: ***Kinesthetic Learners***

Pairs of students use brightly colored paper to make several simple origami designs. The teacher would provide guidance when necessary. When students are finished, have them unfold the figure(s), find any congruent figures, and identify lines of symmetry. Students share the origami figures and have classmates try to construct them.

This lesson could also be tiered in content according to interest by letting students select the design they like.

Tier II: ***Visual Learners***

Pairs of students work with pictures of items from nature, such as butterfly, sunflower, rainbow, snowflake, and starfish. Students find any congruent figures and identify lines of symmetry for each item. Students color the pictures to help show the lines of symmetry. Students cut out the figures and have classmates find the lines of symmetry.

The lesson could also be tiered in content according to interest by letting students select a group of items they like.

Assessment:

Teacher should use a summative assessment noting students' abilities to identify the congruent figures and lines of symmetry.

Have each student reflect in writing about congruent figures and lines of symmetry. From a list of objects in the classroom, students will select an object and write about why or why not the object has congruent parts and/or lines of symmetry. The students could include a drawing which illustrates the congruent parts and /or lines of symmetry.