

**LESSON PLAN-**  
**CLASS - IV    SUBJECT - Mathematics**

**TOPIC – Symmetry and Patterns**

**BRIEF DESCRIPTION** – Recapitulate the concept of symmetry, reflection symmetry (mirror image), patterns and tessellations, number patterns and coding & decoding of messages.

**OBJECTIVES:**

**I- Specific Objectives-**

**To enable the students to –**

**SP1** – revise the concept of symmetry. (Knowledge)

**SP2** – develop an understanding of reflection symmetry. (Understanding)

**SP3** - make them understand the concept of patterns and tessellations. (Understanding)

**SP4** – Identify the hidden message using coding and decoding. (Application)

**II- Behavioral Objectives**

**To enable the students to-**

**B1** – identify and observe tiling patterns on the floor and in their surroundings. (Analysis)

**B2** - learn coding and decoding to read hidden messages. (Application)

**PROCESS/ACTIVITIES –**

**ACT 1-** Warm Up activity (given in the book)

**ACT 2-** Draw the patterns using colours. (Application)

**ACT 3** – Decode the message using patterns. (Application)

**PRACTICE SHEET**

**Skills (as per topic)**

Understanding, Logical reasoning, Calculations, Application and Analysis.

**Life Skills (given in the book)**

**ASSESSMENT:**

**A1-** Monthly assessment

**A2-** Term- I Assessment

## **EXPECTED LEARNING OUTCOMES:**

Students will be able to :

- 1- draw mirror image of the given figure.
- 2- identify number patterns and tiling patterns.
- 3 - read the hidden message using coding and decoding.

### **Placement of objective, Instructional Activities and Assessment**

| Topic/Duration/ Assessment<br>Topic: Symmetry and Patterns |           |               |             |          |           |            |
|--|-----------|---------------|-------------|----------|-----------|------------|
|  | Knowledge | Understanding | Application | Analysis | Synthesis | Evaluation |
| Objectives   | SP1       | SP2,3         | SP4, B2     | B1       | -         | -          |
| Instructional Activities                                   | ACT 1     | -             | ACT 2,3     | -        | -         | -          |
| Assessment   | A1, A2    | A1, A2        | A1, A2      | -        | -         | -          |