



Chapter Teaching Plan

Teacher(s) Teacher 1: Malarvizhi V-Ambattur Teacher 2: Sangeetha Elumalai-Nemilichery Teacher 3:	School(s) : School 1: TN - Sri Sathya Sai Institute of Educare, Nemilichery, Chennai School 2: TN - Sri Sathya Sai N&P School, Ambattur, Chennai
Board CBSE	Standard : 4
Subject : Mathematics	Chapter: symmetry and patterns
# of Periods : 7	Academic Coordinators: AC 1: Iti Mattoo AC 2: Janani Vijay AC 3: Deepa Jajoo AC 4: Meenakumari Venkateswaran

Learning Objectives:

List the learning outcomes the students will attain through the content and activities in this chapter.

Students will be able to: • Identify patterns around us. • Complete the patterns. • Recognise geometrical pattern on the basis of symmetry, Identify the patterns used in the monuments. Create their own pattern using shapes. • Complete the given pattern

Values and Dispositions:

[Mention 1 or 2 values you want to bring out through this chapter; you can also mention the value provided in the Value Content asset]

balance and harmony, unity in diversity, appreciation without envy

Competencies:

(Mention any 1 or 2 competencies that the student has been enabled to attain through the learning outcomes in this chapter)

C 2.1: Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes/properties

LTM Planning:

Your plan may include the following:

- Mention the concepts in the chapter for which you plan to use LTMs
- Identify LTM
- Materials you require for the LTM
- Prior preparation required



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Hands-On Activities Mirror Activity: Use small mirrors to find the line of symmetry in various objects and drawings. Pattern Blocks: Create and extend shape patterns using pattern blocks or tangrams. Cut-and-Fold Symmetry: Fold paper shapes (like hearts or butterflies) and cut them to explore symmetrical properties. Nature Symmetry Hunt: Ask students to find symmetry in leaves, flowers, or insects

— Period # 1 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#1- 1.1 TLM: Mention the LTM you plan to use in this period

paper, mirror, leaves

P#1-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

Reflections (Students will visually understand how a mirror creates a symmetrical image. It activates prior knowledge and sets the context for the topic)

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

Display a leaf and a mirror; ask students what they notice.

Instructions: "Place the mirror on the central vein of the leaf. What do you observe?"

Ask open-ended questions like:



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"What do you think symmetry means?"

"Can everything be symmetrical?"

Encourage students to explore reflection on real objects using the mirror.

Student Task:

Mention the specific actions students will engage in

Observe symmetry using mirrors.

Answer teacher's questions about observations.

Participate in a short discussion on symmetrical vs asymmetrical objects.

Duration (in minutes):

5

P#1-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

Group discussion on reflections using shapes
Students will be asked to recall and discuss:

What they know about symmetry

Where they have seen symmetrical objects in daily life
This connects existing knowledge to new learning.

Duration (in minutes):

5

P#1-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

1. Mirror-Based Reflection (Hands-On Learning Method)

**Teacher Tasks:**

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Provide students with paper shapes and a small mirror.

Instructions:

"Place the mirror along the drawn line and observe if the shape is completed."

"Try placing the mirror on different lines—do all lines create symmetrical shapes?"

Questions:

"What makes a line the correct line of symmetry?"

"Why does the shape look incomplete when the mirror is in the wrong place?"

Student Task:

Mention the specific actions students will engage in

Use mirrors to test lines of symmetry on shapes.

Identify correct vs incorrect lines of symmetry.

Engage in peer discussions about their findings

Duration (in minutes):

10min

P#1-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

Paper Folding and Drawing Method (Exploratory Learning Method)

Period # 1 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

.Folding for Line of Symmetry:

Give students a paper shape and ask them to fold it to find equal halves.



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Trace the line where the fold occurs—this is the line of symmetry.

Drawing Symmetrical Shapes:

Fold a paper, draw half of an image on one side.

Cut it and unfold to show the complete symmetrical image.

Alternatively, draw half of a shape and ask students to complete the other half on a grid (reflection drawing).

Period # 1 Methodology # 2 Student Task:

Mention the specific actions students will engage in

Reinforces the idea of “mirror halves.”

Develops spatial awareness and critical thinking.

Period # 1 Methodology # 2 Duration (in minutes):

10 min

P#1-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.

Period # 1 - Recap/Wrap Up Plan or Idea

Discuss symmetry in:

Butterflies

Leaves

Faces

Letters (A, M, T) and numbers (8)



Period # 1 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

Share examples of symmetry from their surroundings.

Reflect on where they can observe symmetry in nature or design

Period # 1 Recap/Wrap Up Duration (in minutes):

5min

P#1- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 1 - Follow-up Activity Plan or Idea

Solve questions related to symmetry

"Find 3 examples of symmetry in your home or surroundings. Draw and label the line of symmetry."

Period # 1 Follow-up Activity Duration (in minutes):

5 min



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— Period # 2 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#2- 1.1 TLM: Mention the LTM you plan to use in this period

Visual Aids & Charts, Symmetry around us

P#2-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

https://learning.srisathyasaividya vahini.org/pluginfile.php/2106/mod_folder/content/0/Teaching%20Aids/IQ%20Symmetry.pptx?forcedownload=1 (7.IQ ASSET) FROM MLP

Enable students to connect the concept of symmetry with real-world visuals to make the topic engaging and relatable.

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

Show images of symmetrical and asymmetrical objects (Taj Mahal, box, animals, etc.)

Ask:

"What do you notice in these images?"

"Is the object the same on both sides?"



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"Can you draw a line that divides it equally?"

Encourage a brief discussion.

Student Task:

Mention the specific actions students will engage in

Observe and analyze the images.

Identify which objects are symmetrical.

Respond with reasoning based on visual clues.

Duration (in minutes):

5 min

P#2-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

Quick Questioning on Reflection
Ask:

"Where have you seen reflections in real life?"

"What is the difference between a reflection and a shadow?"

Use visual cues to prompt discussion.

Duration (in minutes):

5 min

P#2-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

Introduction to symmetry

Teacher Tasks:



If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

https://learning.srisathyasaividya vahini.org/pluginfile.php/2106/mod_folder/content/0/Teaching%20Aids/MS_Symmetrical%20Patterns.pptx?forcedownload=1 (MAIN SCRIPT)
FROM MLP

Guide students to identify lines of symmetry in:

Letters (A, M, T)

Numbers (0, 8)

Ask students to mark or draw lines of symmetry in their notebooks

Student Task:

Mention the specific actions students will engage in

Observe presented patterns.

Draw lines of symmetry in their notebooks for given alphabets and numbers.

Share findings with peers

Duration (in minutes):

10 min

P#2-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

Types of Symmetry
(Vertical, Horizontal, Rotational)

Period # 2 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Display different images or objects representing various symmetry types.

Ask:

"Is this object symmetrical?"

"What type of symmetry does it show?"



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Use real-life examples like a butterfly (vertical), fan blades (rotational), rectangle (horizontal & vertical)

Period # 2 Methodology # 2 Student Task:

Mention the specific actions students will engage in

Analyze the images.

Classify whether they are symmetrical or not.

Identify the type of symmetry in each image.

Period # 2 Methodology # 2 Duration (in minutes):

10 min

P#2-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.

Period # 2 - Recap/Wrap Up Plan or Idea

Symmetry – Types and Understanding

Summarize the types of symmetry.

Revisit real-life examples shown earlier.

Period # 2 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

Draw half of a symmetrical image (e.g., butterfly, face, pattern) on grid paper.

Complete the other half to reinforce understanding

Period # 2 Recap/Wrap Up Duration (in minutes):

5min

P#2- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.



Period # 2 - Follow-up Activity Plan or Idea

Symmetry Hunt

Task:

"Look around the classroom and find 5 objects that show symmetry. Draw them and mark the lines of symmetry."

Period # 2 Follow-up Activity Duration (in minutes):

5min



— Period # 3 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#3- 1.1 TLM: Mention the LTM you plan to use in this period

Posters or Flashcards of: Rangoli patterns Mandalas Leaves, butterflies, architecture
 Charts showing lines of symmetry in patterns 2. Hands-On Materials Pattern blocks or colored tiles Square and triangle cutouts Grid paper for drawing Foldable paper for creating symmetrical designs Mirrors (for visualizing symmetry)

P#3-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

showing images

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

Display 4–5 images on the board (some symmetrical, some not).

Examples:

A butterfly (symmetrical)

A leaf (symmetrical)

A letter F (not symmetrical)



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A mandala pattern (symmetrical)

A scribble/doodle (not symmetrical)

Student Task:

Mention the specific actions students will engage in

Which of these can be folded into two equal halves?"
"Where would the fold go?"

Duration (in minutes):

5 min

P#3-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

symmetry

Duration (in minutes):

5 min

P#3-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

https://learning.srisathyaavidyavahini.org/pluginfile.php/2106/mod_folder/content/0/Teaching%20Aids/MS_Symmetrical%20Patterns.pptx?forcedownload=1

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

1. Introduction

Strategy: Visual Prompt + Real-life Connection

Show real-life symmetrical objects (butterfly, leaves, Rangoli, tiles).



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Student Task:

Mention the specific actions students will engage in

Ask: "What do you notice about both sides?"

Introduce the term "symmetry" and explain "symmetrical patterns" as patterns that look the same on both sides of a line.

Duration (in minutes):

10min

P#3-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

concept explanation

Period # 3 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Strategy: Direct Teaching + Guided Questions

Use diagrams to show horizontal, vertical, and diagonal symmetry.

Demonstrate how a pattern repeats on both sides of a line of symmetry.

Use flashcards or paper folding to find lines of symmetry

Period # 3 Methodology # 2 Student Task:

Mention the specific actions students will engage in

Complete the Pattern

Period # 3 Methodology # 2 Duration (in minutes):

10 min

P#3-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.



Period # 3 - Recap/Wrap Up Plan or Idea

Quick Quiz or Drawing Check

Period # 3 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

Identify symmetrical vs. non-symmetrical patterns.

Draw their own symmetrical pattern and label the line of symmetry.

Period # 3 Recap/Wrap Up Duration (in minutes):

5min

P#3- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 3 - Follow-up Activity Plan or Idea

Application (Elaborate – 5 mins)

Strategy: Think-Pair-Share

Ask students:

“Where do we see symmetrical patterns in our surroundings or celebrations?”

(Examples: Rangoli, clothes, flags, architecture, mandalas)

Period # 3 Follow-up Activity Duration (in minutes):

5min



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— Period # 4 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#4 1.1 TLM: Mention the LTM you plan to use in this period

patterns

P#4-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

activities

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

Display 4–5 images of everyday pattern examples:

Beads: ● ● ● ● ...

Tiles: ■ ■ ■ ■ ...

Rangoli with repeated shapes

Staircase with growing steps

Shirt with repeated polka dots or stripes

**Student Task:**

Mention the specific actions students will engage in

"What do you notice is repeating?"

"Can you guess what comes next?"

"Is the pattern growing, shrinking, or repeating?"

Duration (in minutes):

5 min

P#4-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

symmetrical patterns

Duration (in minutes):

5 min

P#4-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

vv asset

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

https://learning.srisathyaavidyavahini.org/pluginfile.php/2106/mod_folder/content/0/Teaching%20Aids/MS_Patterns%20around%20us.pptx?forcedownload=1

Student Task:

Mention the specific actions students will engage in

by answering and asking questions related to images

Duration (in minutes):



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10 min

P#4-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

vvassest

Period # 4 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

https://learning.srisathyaavidyavahini.org/pluginfile.php/2106/mod_folder/content/0/Teaching%20Aids/DD_Patterns%20in%20things%20around%20us.pptx?forcedownload=1

Period # 4 Methodology # 2 Student Task:

Mention the specific actions students will engage in

what objects they are seeing inside the class room and forming the patterns

Period # 4 Methodology # 2 Duration (in minutes):

10 min

P#4-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.

Period # 4 - Recap/Wrap Up Plan or Idea

pattern around us

Period # 4 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

forming patterns using numbers

Period # 4 Recap/Wrap Up Duration (in minutes):

5 min

P#4- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.



Period # 4 - Follow-up Activity Plan or Idea

assignment form patterns eg; rangolis

Period # 4 Follow-up Activity Duration (in minutes):

5 min

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— Period # 5 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#5- 1.1 TLM: Mention the LTM you plan to use in this period

Pattern blocks or cut-outs (triangles, circles, squares) Colored beads/buttons Grid sheets
Chart paper and crayons Real-life pattern examples (tiles, fabrics, bangles, Rangoli)

P#5-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

Spot the Pattern” Visual Prompt Activity using real-life objects or images.
LTM Used: Flashcards or photos showing patterns in daily life (stairs, tiles, clothes).

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

how 3–4 images with visible patterns.

Ask open-ended questions:

“What is repeating here?”

“Can you guess what comes next?”

Invite students to spot patterns in their clothes or surroundings.

**Student Task:**

Mention the specific actions students will engage in

Observe, identify, and describe what repeats in the pattern.

Share examples from their own experience (e.g., bangles, books, floor tiles)

Duration (in minutes):

5 min

P#5-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

“Draw or describe any pattern you’ve seen at home or on your clothes.”

Duration (in minutes):

5min

P#5-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

“Complete the Pattern” with Shapes

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

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Student Task:

Mention the specific actions students will engage in

Identify the repeating unit.

Extend the pattern by adding the next 2–3 elements.



Duration (in minutes):

10 min

P#5-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

"Make Your Own Pattern" (Hands-on Activity)

Period # 5 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Give each group colored paper cut-outs or beads.

Demonstrate creating a pattern: red-blue-green, red-blue-green...

Ask:

"Can you make a new pattern using 2 or 3 different shapes or colors?"

"Can your friend continue your pattern?"

Period # 5 Methodology # 2 Student Task:

Mention the specific actions students will engage in

Create original patterns using given materials.

Swap with a partner to continue each other's pattern.

Period # 5 Methodology # 2 Duration (in minutes):

10 min

P#5-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.

Period # 5 - Recap/Wrap Up Plan or Idea

Quick Gallery Walk

Students display their patterns and explain the repeating sequence.

Period # 5 - Recap/Wrap Up Student Task



Mention any task you have planned for students to know their learning takeaway for this period.

Walk around, observe other patterns.

Say 1 sentence about one pattern they liked and why it works

Period # 5 Recap/Wrap Up Duration (in minutes):

5 min

P#5- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 5 - Follow-up Activity Plan or Idea

Continue the pattern sequences.

Create your own using symbols or colors

Period # 2 Follow-up Activity Duration (in minutes):

5 min



— Period # 6 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#6- 1.1 TLM: Mention the LTM you plan to use in this period

Shape cut-outs (triangles, circles, squares, rectangles) Colored paper or blocks Pattern strip cards Chart paper, crayons, glue Real-life pattern examples (tiles, fabrics, bangles, nature photos)

P#6-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

“Spot the Pattern” – Interactive Visual Class Starter
(LTM used: Flashcards or real objects)

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

Display real-life images/patterns involving shapes (e.g., floor tiles, shirt designs, window grills).

Ask:

“What shapes do you see in this pattern?”

“Can you predict what shape might come next?”



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Use Think-Pair-Share strategy to spark discussion.

Student Task:

Mention the specific actions students will engage in

Observe patterns in visuals.

Identify shapes and share their observations with a partner.

Predict the next shape in the pattern

Duration (in minutes):

5 min

P#6-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

vv asset

https://learning.srisathyasaividya vahini.org/pluginfile.php/2106/mod_folder/content/0/Teaching%20Aids/QA_Patterns%20and%20Shapes.pptx?forcedownload=1

Duration (in minutes):

5 min

P#6-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

Complete the Shape Pattern”

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Provide incomplete patterns made of 2D shapes.

Guide students to observe the shape order, color changes, and repetition.

Ask:



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“What comes next and why?”

“Can you identify the repeating part of the pattern?”

Student Task:

Mention the specific actions students will engage in

Extend given shape patterns using physical cut-outs or drawing.

Circle the repeating part of the pattern (the "core").

Duration (in minutes):

10 min

P#6-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

Create Your Own Shape Pattern

Period # 6 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Provide various shapes and colored paper or drawing tools.

Ask:

“Can you create a pattern with 2 or 3 shapes?”

Period # 6 Methodology # 2 Student Task:

Mention the specific actions students will engage in

Use shapes to create original patterns (e.g., square-circle-triangle, repeated).

Period # 6 Methodology # 2 Duration (in minutes):

10mim

P#6-1.5 Recap or wrap-up Plan



How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.

Period # 6 - Recap/Wrap Up Plan or Idea

gallery Walk + Quick Reflection

Period # 6 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

Display their shape patterns.

Walk around and observe peer work.

Period # 6 Recap/Wrap Up Duration (in minutes):

3 min

P#6- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 6 - Follow-up Activity Plan or Idea

Pattern Practice Worksheet

Includes:

Match the pattern

Extend the pattern

Create a pattern using 3 shapes

Period # 6 Follow-up Activity Duration (in minutes):

2 min



— Period # 7 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#7- 1.1 TLM: Mention the LTM you plan to use in this period

Shape cut-outs (square, circle, triangle, rectangle) Grid paper Mirrors or reflective paper (for symmetry) Pre-made pattern strips Flashcards with various shapes/patterns

P#7-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

“Symmetry and Pattern Scavenger Hunt” (interactive)
(LTM used: Flashcards, real objects, and images)

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

Display images of symmetrical objects (e.g., butterfly, leaf) and patterns (e.g., tiling, rangoli).

Ask:

“Can you spot the line of symmetry in this object?”

“What shapes are repeating in the pattern?”

Student Task:



Mention the specific actions students will engage in

Look around the classroom for symmetrical patterns (e.g., tiles, windows).

Duration (in minutes):

10 min

P#7-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

previous period topics Q and A session

Duration (in minutes):

5 min

P#7-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

"Create Your Own Symmetrical Pattern" (Hands-on activity)

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Provide students with grid paper, colored pencils, and shape cut-outs.

Demonstrate creating a symmetrical design (folding a piece of paper and cutting out a shape on one side).

Ask:

"Where is the line of symmetry in your drawing?"

"Can you draw or cut out shapes and fold them to create symmetry?"

Student Task:

Mention the specific actions students will engage in



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Create a symmetrical pattern on grid paper using shapes and colors.

Fold paper to check symmetry (if using paper cutting) or draw and identify the line of symmetry.

Duration (in minutes):

10min

P#7-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

“Symmetry Mirror Image Activity” (Interactive with mirrors)

Period # 7 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Give each student a small mirror or reflective paper.

Show examples of objects (e.g., butterfly, star) and explain how symmetry works along a line.

Ask:

“Can you create the other half of this shape by using the mirror?”

“Where is the line of symmetry for this object?”

Period # 7 Methodology # 2 Student Task:

Mention the specific actions students will engage in

Use mirrors to create a symmetrical image of a given shape.

Draw or sketch the mirrored symmetrical pattern.

Period # 7 Methodology # 2 Duration (in minutes):

10 min

P#7-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.



Period # 7 - Recap/Wrap Up Plan or Idea

"Symmetry Showcase"

Period # 7 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

Answer a quick recap question: "What makes an object or pattern symmetrical?"

Period # 7 Recap/Wrap Up Duration (in minutes):

3 min

P#7- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 7 - Follow-up Activity Plan or Idea

"Symmetry and Pattern Worksheet"

Worksheet includes:

Identifying symmetrical shapes

Drawing symmetrical patterns

Matching images of symmetrical objects with their lines of symmetry

It may be given as home work part

Period # 7 Follow-up Activity Duration (in minutes):

2 min