Jenna Stodgell, Becky Crummy, & Shannon Johnson

 Geometry

Standard

4.3.3.2 Apply reflections (flips) to figures by reflecting over vertical or horizontal lines and relate reflections to lines of symmetry.

Launch

I am trying to sell my house and so I’ve had a few realtors come to look at it. One of the questions I was asked is if my house was symmetrical? Can you guys help me figure out if my house is symmetrical?

Explore

What is symmetry? What is the line of symmetry? Have a discussion. Hold up different examples of things that are symmetrical and things that are not symmetrical. Ask questions like: Is this symmetrical? (Cover one side) What would the other side of this look like if it was symmetrical? If we fold this in half would the sides match? Why isn’t it symmetrical? Is there more than one line of symmetry?

Apply

Each student gets one symmetry template. Students will write their name under “Partner 1 Name”. They will then draw something on the left side of the paper. This is going to be given to another person to draw the other side and make is symmetrical. The center line is the line of symmetry. After students have had some time to draw their “half” they will switch with someone. That person will write their name in “Partner 2 Name” spot. They will then draw the other half of the drawing, making sure it is symmetrical.

Summarize

Have students share examples to help wrap up and summarize the lesson. Ask the same type of questions before to clarify students understand what symmetry is. Have students look around the rest of the day for the biggest thing they can find that has symmetry. They will verbally share this the next day.