

Nature's Patterns

Plant Part Art- Lesson 1

Lesson written by Jenna Mobley for Georgia Organics



For the Classroom:

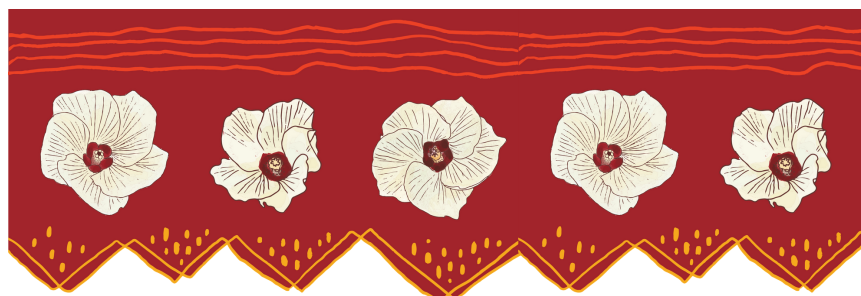
- Group structure - small group
- Location - school garden
- Approximate time - 10 minutes

Standards:

- CCSS.MATH.CONTENT.4.G.A.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Materials:

- [“Spot the Difference” Poster](#)
- Mirror
- [“Types of Symmetry” Poster](#)



Procedure:

1. Engage:

- a. Display “Spot the Difference” Poster or gather objects from the classroom and school yard and group them by asymmetrical and symmetrical.
- b. “Our world is full of patterns.”

2. Explore:

- a. “Look carefully at these two groups. Put your finger on your nose if you think know what the rule is for each group.” Select students to share.
- b. Provide clues, if needed:
 - i. “The objects in these two groups are opposites of each other.”
 - ii. “What if I told you this mirror was a clue?” Show students a mirror, without showing them how it relates to the objects.
 - iii. “What if I told you that you would be in this group?” (pointing to the symmetrical group)

3. Explain:

- a. “Something that is the same on both sides is said to be symmetrical or to have symmetry. An object could have reflectional (or line) symmetry, as if half of the object was reflected across a line of symmetry. An object could also have rotational symmetry, if it can be rotated and look the same.” Display “Types of Symmetry” Poster.
- b. “Put your finger on your nose if you think you know which of these objects has reflectional symmetry and which of these objects has rotational symmetry.”