JANUARY
Makugihon

FEBRUARY
Mahigugmaon

MARCH
Matinabangon

APRIL
Matinahuron

MAY
Mahapsay og Malinawyo

JUNE
Maabtik og Masunod sa Itsaktong Oras

JULY
Maantigo og Maabilidad

AUGUST
Maginhawahanon para sa Uban

SEPTEMBER
Madaginoton

OCTOBER
Matinud-anon

NOVEMBER
Masaligan

DECEMBER
Maalampuon

**3**

*Zest for Progress*
*Zeal of Partnership*

# Mathematics

## Quarter 3-Module 5:
## The Congruent Line Segment

Name of Learner: _____

Grade & Section: _____

Name of School: _____

In the previous module you have learned about Point, Line, Line Segment and Ray. This time you will learn about Visualizing, Identifying and Drawing Congruent Line Segment. You will also learn how to identify and visualize symmetry in the environment and in design.

In this module, you will learn to:

1. Visualizes, identifies and draws congruent line segment.
2. Identifies and visualizes symmetry in the environment and in design.

**WHAT I KNOW**

Find out how much you already know about this lesson.

**Directions**: Choose the letter of the correct answer. Write it on the blank.

_____1. What can you conclude from this image? **($\overline{AB} \cong \overline{CD}$)**

     A. Line AB is congruent to CD
     B. Line segment AB is not congruent to CD
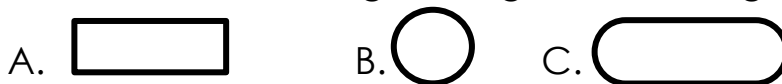     C. Line segment AB is congruent to Line segment AB

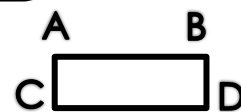_____2. Construct a line segment congruent to the given line segment.

     A. •——•    B.•————————•    C. ⟷

_____3. Define congruent line segment.

     A. Congruent line has no segment
     B. Congruent line segment is different in length
     C. Congruent line segment has equal or the same in length

_____4. Which of the following is congruent line segment?

     A. ▭    B. ◯   C. ⬭

_____5. Look at the figure which is congruent?

     A. $\overline{AC}$ and $\overline{CD}$
     B. $\overline{AB}$ and $\overline{CD}$
     C. $\overline{AC}$ and $\overline{BD}$

**Directions**: Identify the term represented by the jumbled letters.

**Activity 1** - What's in a name?

1. ⟶ yra = _____

2. ⟶● nedipton = _____

3. ⟷ hdeaowarr = _____

4. ⟶ eiln = _____

5. $\overline{AB}$ inel mentseg = _____

6. ● ioptn = _____

**COLOR ME!**

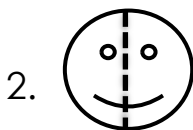**Directions:** Color the figures that show symmetry.

1.

2.

3.

4.

5.
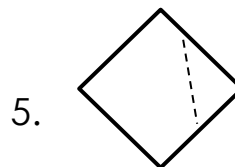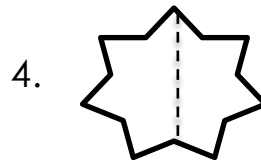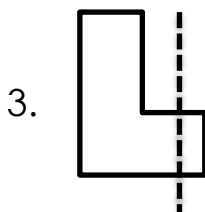
*Line Segment* has two endpoints to show that it start at one points and ends at another. Each endpoint is labelled with an upper case label it is also represented as endpoints written together with a line on the top. We can call *Congruent Line Segment* if they have the same length. To Identify if the Line Segment are Congruent we can used ruler to measure their length and compare or you can put one Line Segments have the same Length.

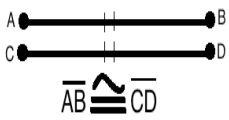The symbol for Congruency is AB CD.

Line segment AB is congruent to line segment CD.

-The line that has two arrow heads is called **line.**

–The line has two endpoints is called

**line Segments.**

A $\overline{AB} \cong \overline{CD}$  __ the length has equal in measure called

**congruent.**

**A** ———— **B**          **C** ———— **D**

Line Segment = $\overline{AB}$ or $\overline{BA}$          Line Segment = $\overline{CD}$ or $\overline{DC}$

The Line Segment $\overline{AB}$ or $\overline{BA}$ is Congruent to Line Segment $\overline{CD}$ or $\overline{DC}$

$\overline{AB} \cong \overline{CD}$

$\overline{AB}$ –We would indicate the above line segment writing like this.

*SYMMETRY* **is when a figure has two sides that are mirror images of one another. We can draw a line through a picture of the object and along either side the image would look the same, this line would be called SYMMETRY.**

**-A figure  or shape  or object is symmetrical if it can be folded and one half is identical to the other half as the other half.**
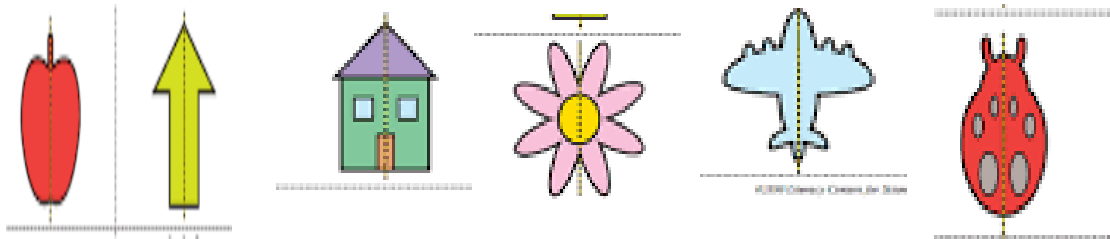
EXAMPLE:

-The folded part of butterfly is much perfectly with one

another.

-The folded heart much perfectly with one another

This a called a **symmetry.**
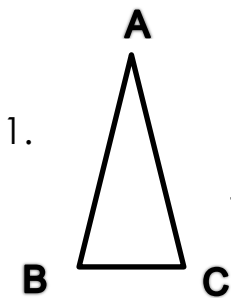
Another example of symmetry:

Always remember that everything you add to it should
be added on both sides so that it stays a **symmetrical**

**Activity** -1 Write me in a sentence.

Example:

1.

$$\overline{AB} \cong \overline{AC}$$

The Line Segment $\overline{AB}$ is Congruent to Line Segment $\overline{AC}$.
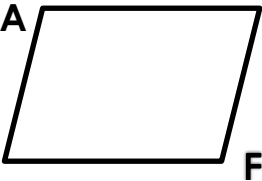
2.

You should always remember that the congruent line segment has the same in length. We cannot call congruent line if the length or measure is not the same.
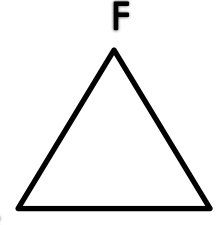
And the Symmetry is a figure has two sides that are mirror images of one another. You can draw a line through picture of the object and along either side the image would look exactly the same this line would be called *LINE of SYMMETRY.*
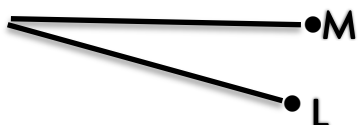
Let us try your knowledge are you ready?

**Activity 1**

Write the Congruent line in the Blank.

1.

$\overline{AB} \cong \square$     $\overline{AC} \cong \square$

2.

$\overline{FG} \cong \square$
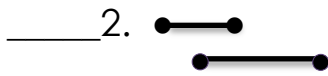
3.

$\overline{KM} \cong \square$

4.

_____

**Activity 1**

**Direction:** Are the two-line segments are congruent? Measure them using your ruler. Write **yes** or **no**.

_____1.

_____2.

_____3.

**ASSSESSMENT**

**Directions**: Choose the letter of the correct answer.
Write it on the blank before each number.

_____1. Construct a line segment congruent to the given

line segment.

A.          B.          C.
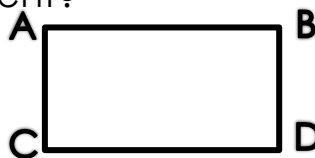
_____2. Which of the following is congruent line segment?

A.          B.          C.

_____3. What can you conclude from this image? **(AB ≅ CD)**

A .Line AB is congruent to CD.

B. Line segment AB is not congruent to CD

C. Line segment AB is congruent to Line segment AB.

_____4. Look at the figure which is congruent?

A. $\overline{AC}$ and $\overline{CD}$
B. $\overline{AB}$ and $\overline{CD}$
C. $\overline{AC}$ and $\overline{BD}$

A _____ B
|           |
C _____ D

_____5. Illustrate a symmetry line.

A. B. C.

# References

Chingcuangco, O. et al (2015). Teaching Guide for Elementary: Mathematics 3. Department of Education, pp. 250-253.
Chingcuangco, O. et al (2014). Kagamitan ng Mag- aaral sa Sinugbuanong Binisaya: Mathematics 3. Department of Education, pp. 227-232.
De Lara, Ruth G. (2011). Elementary Mathematics Textbook for Grade 3: Discovering Mathematics Today. National Program Support for Basic Education, pp. 152-159.

Unplash. Retrieved from www.unplash.com
Quora. Retrieved from www.quora.com
Mathaids. Retrieved from mathaids.com
Online Math Learning. Retrieved from www.onlinelmath-

learning.com