

GEOMETRY

GRADE 1

Ministry of Education
Mathematics Curriculum 1999

OBJECTIVE	ACTIVITY	ASSESSMENT
<p>1. Sort and classify shapes according to attributes.</p>	<p>a. Give small groups a collection of shapes to sort.</p> <p>b. Play the sorting activities in the number sense section of this guide using plane shapes.</p>	<p>a. Use sorting mats and plane shape cut-outs. Have the students arrange the shapes into their correct columns.</p> <p>b. Match names to plane shapes on a worksheet.</p>
<p>2. Identify by name, draw and describe triangles, squares, rectangles and circles in different orientations.</p>	<p>a. Have each child create a rectangle book by cutting out pictures of rectangular shapes from old magazines and gluing them on several sheets which the teacher can staple together as a book. Repeat for other shapes.</p> <p>b. Use tape to outline shapes on the floor of the classroom. Let children walk the shape while repeating its name.</p> <p>c. Go on a shape hunt throughout your playground.</p> <p>d. The teacher demonstrates by holding a large triangle in her hand. "Is this a triangle?" She asks the class. When all agree, she turns it around and asks the question again. Continue this exercise until students understand that orientation does not change the name of the shape.</p> <p>e. Give students different shapes and have them create a shape picture or shape animal.</p> <p>f. Have the students make toothpick sculptures or shapes using clay and toothpicks.</p>	

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	<p>g. Use nursery rhymes to have students identify shapes in patterns. <u>Teacher</u> shows shape e.g. Brown bear, Brown bear. what do you see? <u>Student</u> 1 see a triangle looking at me etc. (Do all plane shapes)</p> <p>h. The teacher should look around the classroom at the shape posters or shapes displayed in the room to be sure there are many different TYPES of triangles and rectangles represented. They should be turned on their sides and vertices (corners). Triangles should have different lengths of sides.</p> <p>i. Put several attribute blocks in a brown paper bag. Ask the students, without looking, to find the triangle just by reaching in the bag. When they pull it out, ask them how they knew it was a triangle and not a circle or a rectangle. Let children play this game in pairs.</p> <p>j. Tile with plane shapes and create stained glass windows.</p>	
<p>3. Identify basic solid shapes such as cubes, spheres and cylinders.</p>	<p>a. Have students create patterns with solids shapes.</p> <p>b. Play shapes in action – distribute solid shapes to students, discuss their properties. Afterwards have students familiarize themselves with the solid shape through song and dance. E.g. Shape, shape , shape, around “ “ “ “ “ “ “ “ “ “ “ “ Settle down. All cylinders dance around “ “ “ “ dance, dance, dance, around. Settle down (use all shapes) Sing to the tune of “dance around”.</p>	

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	<p>c. "It's in a bag" – children work in small groups, give each group a bag with all of the solid shapes in it. Have the children reach in the bag feel a shape and describe it. Match the shape with its name.</p> <p>c. Nature walk – take the students into the environment and have them find and draw solid shapes.</p> <p>d. Make models of solid shapes with clay, and toothpicks.</p>	