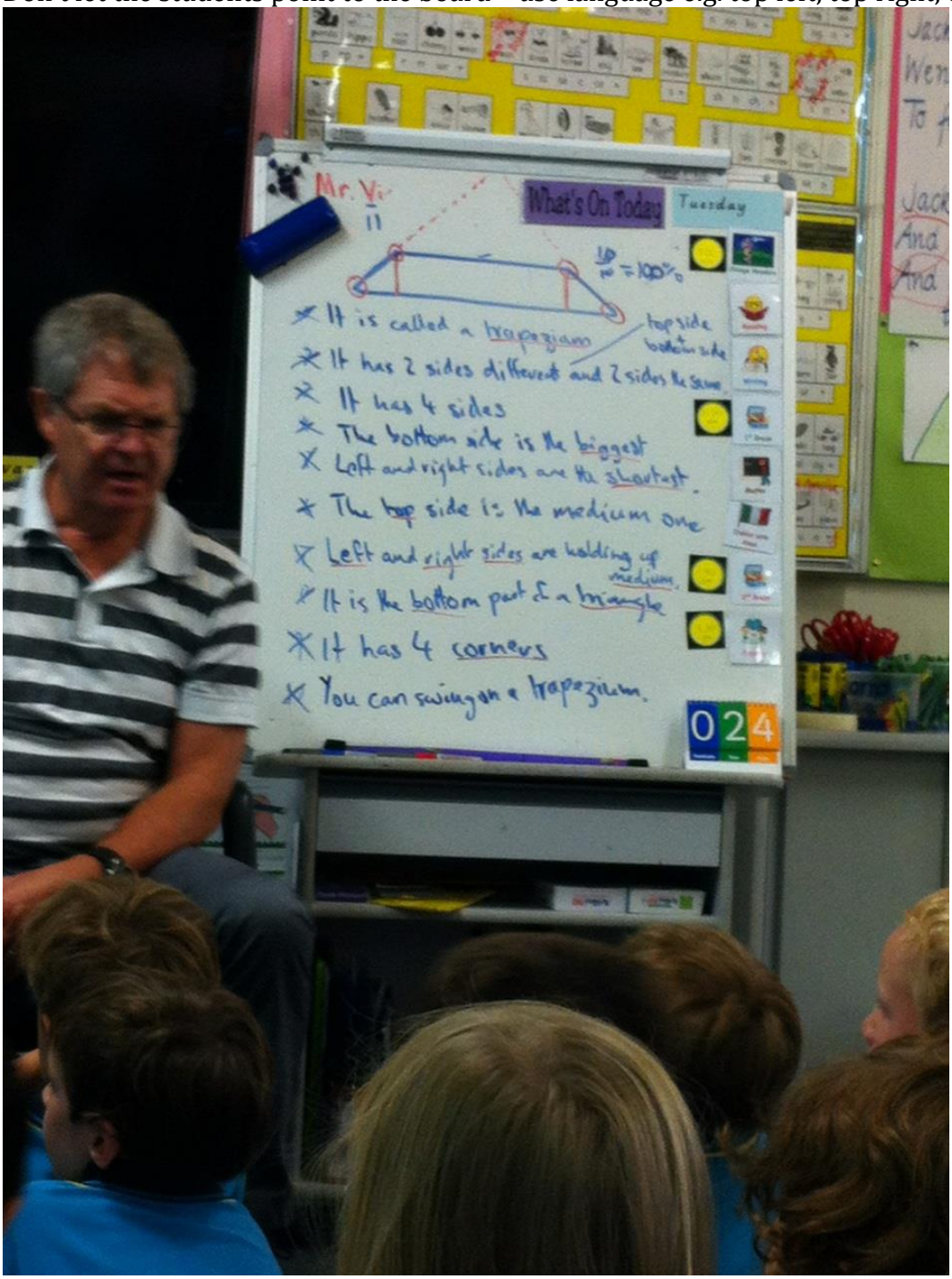
Rob Vingerhoets

Warm-ups
How many letters in your surname? Example: Mr. Vingerhoets – 11 letters!

Tell Me 10 Things About
Picture of a shape (eg. Trapezium).

Maths on the Side: 1 fact = 1/10 = 10%, 2 facts = 2/10 = 20%...Five facts = 5/10 = 50% = halfway, etc.
Don't let the students point to the board – use language e.g. top left, top right, etc.



Guess My Attribute
Students put in groups according to a particular attribute. How have the students been sorted? Students try to guess why they have been grouped as they are (e.g. shoes, hair colour, clothing, etc).

Sorting Shapes
Link to sorting by attribute as in the previous activity.
To hand out paper: how many letters in your name? If you have more than six letters…
Equipment: Pattern Blocks sets, A4 paper (name in corner)

Give each student a variety of about 20-30 shapes.
1. Students sort out shapes onto A4 paper.
Check whether students have sorted shapes by colour or shape or what you can make. Record on the page.

2. Students then write how many of each shape they have.

Reflection: Gallery Walk (hands behind back, give a compliment)

3. Make a tessellating pattern (no gaps) with at least 3 **types** of shapes that you have (not 3 shapes).

Even though shapes are fun, they also have a purpose / function.

Reflection: Summative task: Turn and Talk with a partner – why are doors rectangles and not other shapes? Could have used why are steering wheels circles and not squares, why are balls spherical and not cubes? How come windows are usually squares or rectangles? Etc.

Debrief:
Maths Essentials – Andrea Hillbrick
OE maths activities – Peter Sullivan
Open-Ended Maths Tasks – space / chance and data – Kate Emry, Lyn Lewis, Clare Morfett, also years 7-10

Not expecting kids to know stuff but use the opportunity to expose students to maths – fractions and percentages.
If you get the context right you can limit the number of groups to sort into – e.g. can only sort into three groups.
Take your pencils out of the cylinders, the blocks out of the rectangular prism, take off the circular lid, etc.
One-to-one correspondence – use a student's name – this context always seems to work.