

Year 1 - Mathematics - Learn from home timetable

Big Idea Concept: 2 D SHAPES & 3 D OBJECTS

- I can recognise, visualise and classify familiar two-dimensional shapes using obvious features such as number of corners or faces or length of sides.
Familiar 2D shapes – circle, square, triangle, rectangle, hexagon
- I can connect 3D shapes to familiar 2D objects and describe the features of 3D objects.

Australian Curriculum Connection:

M-MG1.4 Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features.

Monday	Tuesday	Wednesday	Thursday	Friday
Launch and Tune In	Launch and Tune In	Launch and Tune In	Launch and Tune In	Launch and Tune In
Write/Draw as many shapes as you can in 30 seconds. Review the names of the shapes and discuss how to describe the shapes.	Ask student to sort shapes provided into groups using shapes provided. (master at bottom of lessons, these do not need to be pre-cut for student) Discuss the reasons for groupings with student.	Revise properties of common 2D shapes by playing What Shape am I or playing a quick shape matching game.	Discuss the directions for making the shape mobile.	Gather 3D objects: sphere, cube, prisms, cylinder, cone, pyramids from around your house. e.g. Sphere : marble, ball, orange; Cone : party hat, traffic cone, ice-cream cone; Cube : dice, rubix cube, box; Rectangular prism : blocks, book, tissue box; Cylinder : candle, can, paper towels

Vocabulary in Mathematics

Students should be able to communicate using the following language: circle, triangle, square, rectangle, sides, corners, two-dimensional shape (2D), three-dimensional object (3D object), corners (vertex - vertices), edges, face, cube, cylinder, sphere, curved, flat.

Conceptual Development Shapes in the Environment	Conceptual Development Activity Process – Sorting Shapes	Conceptual Development Activity Process – Mystery Bag –	Conceptual Development	Conceptual Development
<p>1. Look for these shapes around the house and outside.</p> <p>2. Take a digital photo of these shapes in the environment and create a display of all the shapes found.</p> <p>3. Discuss the object and its relationship to a shape e.g. I found a picture frame and it's like a rectangle.</p>	<p>1. Hold up each shape and talk about the properties of the shape: Say: <i>What is this shape called? How do you know that it is a (triangle)? Find another (triangle).</i></p> <p>2. Discuss the properties: 3 straight sides; 3 corners (vertices). Repeat for the other shapes. (see notes below for common shape information.)</p> <p>3. Give students the opportunity to group shapes with similar properties together. Discuss what is the</p>	<p>What is my shape?</p> <p>1. Select one 2D shape to secretly place in the mystery bag (a small bag or pillow slip).</p> <p>2. Ask student to put their hands in to the mystery bag and feel the shape inside the bag and think about how to describe the shape.</p> <p>3. Describe the shape to another person or draw the shape and list the properties of the shape. <i>This shape has a curved side. It only has one side. It doesn't have any corners.</i> – accompanied by the drawing of a circle.</p>	<p>Shape Mobile Resources: Coat hanger, string, cut out shapes, blank cards</p> <p>Ask students to use the cut-out shapes to trace each shape onto a blank card. Attach two cards to each shape card – record the number of corners in the shape on one card and the number of sides the shape has on the 2nd card. Hang the cards on the coat hanger.</p> <p>Extension: Add a photo/drawing of a 3D object from around your house/outside which matches</p>	<p>Sorting and labelling 3D Shapes</p> <p>1. Place the collection of real-life objects in the centre of the group</p> <p>2. Hold up each 3D object and talk about the properties of the shape: Ask student if they know the name of the shape that the 3D object is like – a sphere. e.g. Hold up the ball and say: This ball looks like a sphere. How do you know that it looks like a sphere? (It is round). Can you find another sphere here in our collection?</p>

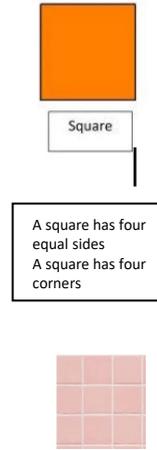
same about these shapes (properties)
 4. Write down the properties that make the shapes the same.
 Label the groups with the shape name and a list of properties as suggested by the students. Include drawings of the shapes:
 e.g.



4. Check in the mystery bag to reveal the shape.
 5. Discuss the description and whether there are other properties that could have been described.

your 2D shape to your card on the mobile.

E.g. of one shape for mobile



(a marble) Can you think of another sphere that is not here? (an orange, a pea)
 3. Repeat this process for the other shapes using properties: straight, flat, curved, faces, edges, corners.
 4. Ask students to group the 3D objects according to their properties.
 5. Ask student to write down the properties that make the shapes the same.
 7. Ask student use plasticine to build a model of the shape. (Optional – if plasticine or play dough is available at home.)
 9. Label the groups with the shape name and a list of properties as written by the students. Include the models of the 3D if available.

Learning Journal

Write a sentence about the shapes that they have found around the home and outside. E.g. I found and it is shaped like a circle.



I found a and it's shaped like a rectangle.

These could be written under the pictures or separately.

Learning Journal

Play a game of What shape am I?
 I have four sides and four corners. My sides are all equal. What shape am I?

I am perfectly round and have one continuous edge. What shape am I?

Ask the student to think of some examples of their own and record your learning journal.

Learning Journal

- Step Inside Task:
- Draw and name a 2D shape.
- What would you notice if you were to step/sit inside this shape?
- Complete the attached template as an oral discussion with a record of student thinking written by a scribe.

Save this for evidence of learning

Learning Journal

Learning Journal
 Play a game of What object am I?
 Make clues using the shapes and properties as a support.
 Record at least two clues in your learning journal.

Additional Information. (note students do not need to know all of this information.)

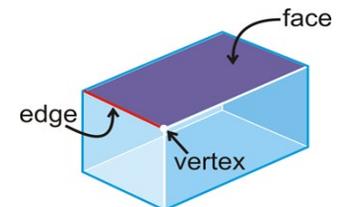
A **polygon** is a closed figure made by joining line segments, where each line segment intersects exactly two others.

A **triangle** is a three-sided polygon. The sum of the angles of a triangle is 180 degrees.

A **rectangle** is a four-sided polygon having all right angles. The sum of the angles of a rectangle is 360 degrees.

A **square** is four-sided polygon having equal-length sides meeting at right angles. A square is a special kind of rectangle. The sum of the angles of a square is 360 degrees.

A **circle** is a perfectly round plane figure. Every point on the line enclosing the circle is at the same distance from the centre. A circle is not a polygon.



Name

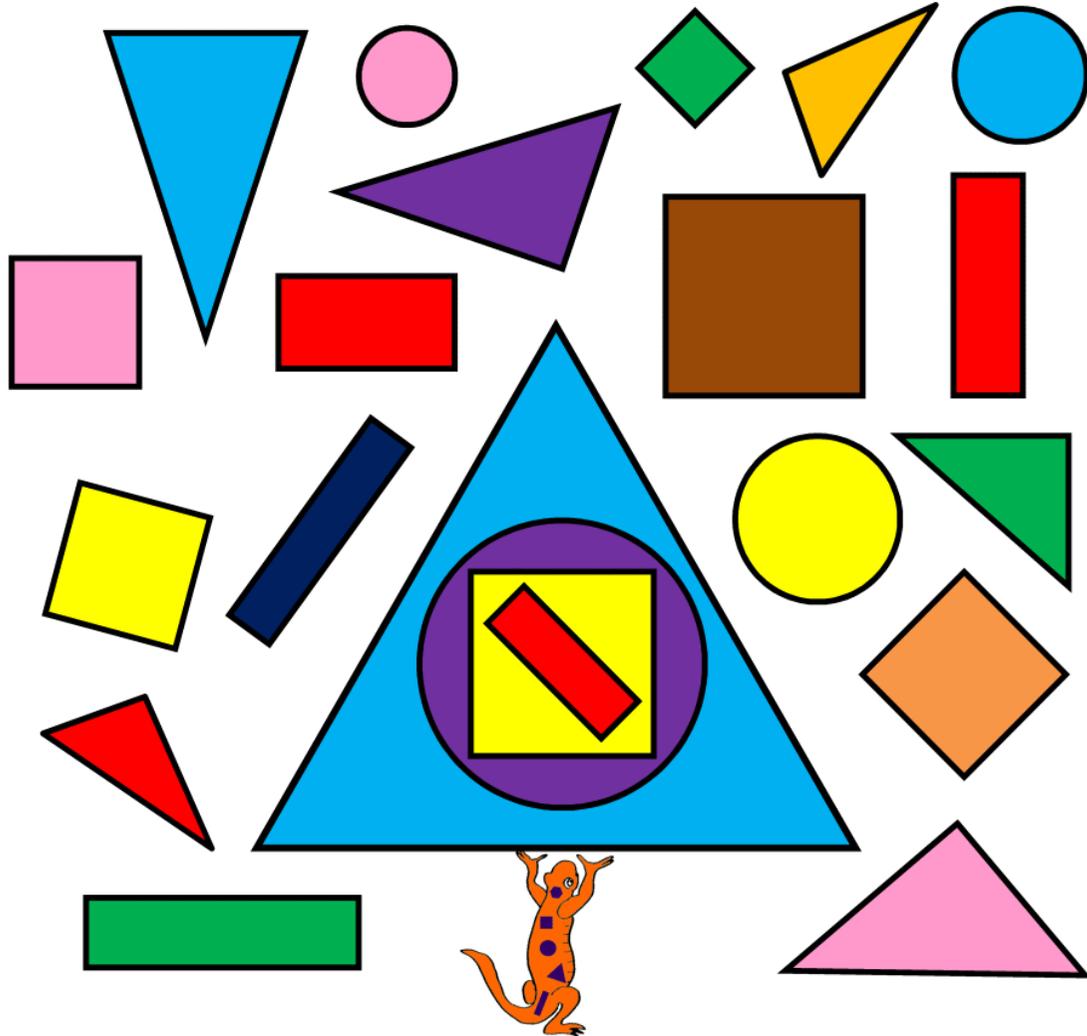
Date

2D SHAPE SHEET



Mixed Shapes

Circles, squares, triangles and rectangles



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What can the person see, observe, or notice?

What might the person or thing know, understand, hold true or believe?

Step Inside:

What might the person or thing care deeply about?

What might the person or thing wonder about or question?