



## Elmwood's Grade 1 News

March 10<sup>th</sup>, 2011

### Everyday Mathematics: Unit 7 – Geometry and Attributes

#### PURPOSE:

In this unit, students will work with 2-dimensional shapes. First, they will classify blocks by their shape, colour, and size. Then they will learn to recognize attributes such as number of sides and square corners. Students will work with 3-dimensional shapes they encounter every day. They will be asked to bring objects from home to create a “*Shapes Museum*” in the classroom. This will allow the students to begin to identify the similarities and differences among five kinds of 3-dimensional shapes: prisms, pyramids, spheres, cylinders, and cones. Towards the end of the unit, we will explore symmetry. We will look for symmetrical shapes in real life, and we will also create symmetrical shapes.

#### VOCABULARY:

Triangle, square, trapezoid, hexagon, rhombus, prism, pyramid, sphere, cone, and cylinder.

#### MATH FACTS:

We have been working on various ways to study and practice our math facts, including pencil and paper tests, fact triangles, and games. For the rest of Grade One, students will be allowed to choose how they would like to practice their math facts each day. The expectation remains that they practice for 2 minutes as part of their homework, but the way that they practice is up to them. In addition to using the practice methods described above, some other options include having parents quiz the students orally, rolling dice and adding up the total, or flipping over two cards and adding them up.

#### SUGGESTIONS FOR ACTIVITIES AT HOME THAT WILL SUPPORT OUR UNIT:

- Occasionally ask questions about time: What time is it? What time will it be in five minutes? In ten minutes? In one hour?
- Look for geometrical shapes around the house, at the supermarket, and as part of architectural features. Begin to call these shapes by their geometric names.

#### GAMES TO PLAY:

In class we have recently learned how to play the game called **PIG**. This is a game that involves rolling two dice and trying to add to 100. Players take turns rolling the two dice and adding the total. They may decide to put the total in the bank, or keep rolling. However, if a 1 is rolled, then they lose any points from that turn. If two 1s are

rolled (“snake eyes”), then all points, including any in the bank, are lost. This is a great game to practice basic math facts, as well as adding on to higher numbers. Many of the students found it was helpful to have a number grid close by.

## **Unit of Inquiry: *Make it Happen***

*This unit of inquiry will be beginning when we return from March Break.*

**ORGANIZING THEME:** Where We Are in Time and Place

**DESCRIPTION:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migration of humankind; the relationships between and the interconnectedness of individuals and civilizations from local and global perspectives.

**SUBJECT FOCUS:** This unit is linked to the Ontario Curriculum Science expectations in *Energy in Our Lives*. It will be linked to our Writing work, as we will learn how to write procedural pieces.

**CENTRAL IDEA:** Throughout time and around the world, different forms of energy have been used to make things happen.

### **INQUIRY INTO:**

- How people get and use energy
- Sources of energy
- Ways types of energy can be used to make things happen

### **SUGGESTIONS FOR ACTIVITIES AT HOME THAT WILL SUPPORT OUR UNIT:**

- Talk about the types of food your family eats and how these can help provide you with the energy you need.
- Encourage your daughter to look for different things in the home that use energy (e.g. a flashlight that runs on batteries; the television that runs on electricity).