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| Strand/s | \_\_\_ NS & N \_\_\_DM \_\_\_ Prob. \_\_X\_ G & SS \_\_\_ P&A \_\_\_ M |
| Big Ideas | * Some attributes of shapes are quantitative, others are qualitative (e.g., the fact that a circle is round is qualitative; the fact that a triangle has three vertices is quantitative |
| Specific Exp. (ie. 3m21) | |  | | --- | | *3m51:* identify and compare various polygons (i.e., triangles, quadrilaterals,  pentagons, hexagons, heptagons, octagons) and sort them by their  geometric properties (i.e., number of sides; side lengths; number of interior  angles; number of right angles) | |

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| Math Journal  Open Question or parallel prompts | Write down everything you know and everything you can find out about this square.  Resource: “Good Questions for Math Teaching: Why Ask Them and What to Ask Grades K-6” by Peter Sullivan and Pat Lilburn pg. 80 |
| Independent Problem Solving | (grade level) 3  EQAO 2011 M/C #30 \*add that students must justify their answer |
| (modified)  Gr.2 – only looking for “number of sided” and “number of vertices” in student response |
| (extension) |
| Shared Problem Solving | A friend of mine sorted these shapes into two groups. What might the two groups have been?  Resource: “Good Questions for Math Teaching: Why Ask Them and What to Ask Grades K-6” by Peter Sullivan and Pat Lilburn pg. 78-79 |
| Share the Wealth  (consolidation for Shared following all rotations) | (3-4 question prompts including learning skill and curriculum focus)  Each group will share how they sorted their shapes (Math Congress)  Question Prompts:   * How do you know that your answer is correct? * What other shapes could be placed into the two groups you created? * Could you sort the shapes in a different way? Tell how. (e.g., 1 side / two or more sides; 1 set of parallel sides/ no parallel sides) |
| Math Games  (current strand) | National Library of Virtual Manipulatives website  Go to Geometry Grades 3-5  Go to “Attribute Blocks” (first one)  Complete sorting activity |
| Math Facts  (+, -, x, ÷) | Snowball 100  Materials: 100’s chart, 2-4 game pieces (1 per person), 2 number cubes  How to Play   1. Player 1 rolls dice. Add number on number cubes together. 2. Player 1 moves that many spaces. 3. Repeat by taking turns amongst players. 4. If player rolls doubles, subtract that amount. 5. First player to reach 100 wins. |
| Guided Math | Curriculum goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Math Process goal: \_\_ Representing \_\_ Communicating \_\_Reasoning & Proving \_\_ Reflecting  \_\_ Selecting Comp. Tools & Strategies \_\_ Problem Solving  Activity:  Materials: |