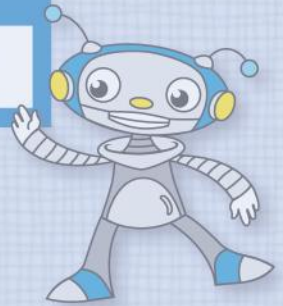


QUICKCHECK™

MATH



GEOMETRY AND SPATIAL SENSE

Describe Shapes, Figures, Location, and Movement

QUICKCHECK™

MATH

Book title




Strand



Grade level
Grade 3



The title of the resource relates to an Overall Expectation of the Math Curriculum. 

Student Activities

Compare and sort two-dimensional shapes using geometric properties

Connect each shape to a shape with the same geometric properties 1

Connect each shape to a shape with the same geometric properties 2

Connect each group of polygons with its label 3

Connect each angle description to its corresponding polygons 4

Connect each description to its polygon 5

Describe relationships between two-dimensional shapes, including congruence

Connect each quadrilateral to its congruent shape 6

Relate each quadrilateral to the least number of pattern blocks needed to compose it 7

Relate each shape composition to the greatest number of pattern blocks needed to compose it 8

Relate each composite shape to the least number of pattern blocks needed to compose it 9

Compare and sort prisms and pyramids using geometric properties

Relate each prism or pyramid to its corresponding figure... 10

Relate each set of prisms, pyramids, or cubes to its corresponding figure..... 11

Connect the number of faces to its corresponding prism or pyramid figure..... 12

Connect each description to its prism or pyramid 13

Relate two-dimensional shapes to three-dimensional figures, including naming prisms and pyramids by the shape of their base

Relate each three-dimensional figure to its decomposition as shapes..... 14

Relate each set of shapes to its three-dimensional figure 15

Relate each set of shapes to its composition as a three-dimensional figure 16

Relate each set of shapes to its best missing label 17

Relate each set of shapes to the three-dimensional figure 18

Relate two-dimensional shapes and movements

Relate each description of movement 19


Relate each description of movement to its result 20


Relate each description of movement to its result 21

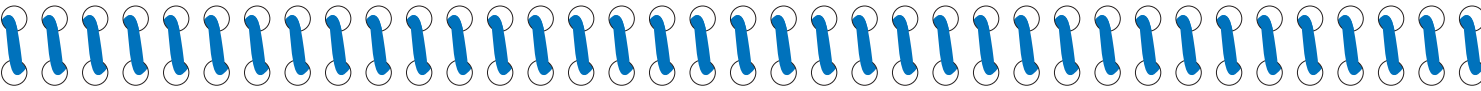
Relate each description of movement to its corresponding letter or shape 22

Relate each description of movement to its result 23

Relate each description of movement to its result 24

Groups of activities are organized around key Math concepts as they relate to the expectation noted in the title. 

The learning outcome for each activity is listed. This makes it easier for teachers to target specific concepts for **teaching, diagnostic** or **formative** assessment purposes. 




Teacher Section

How to Use QUICKCHECK Math and Tips for Success 25

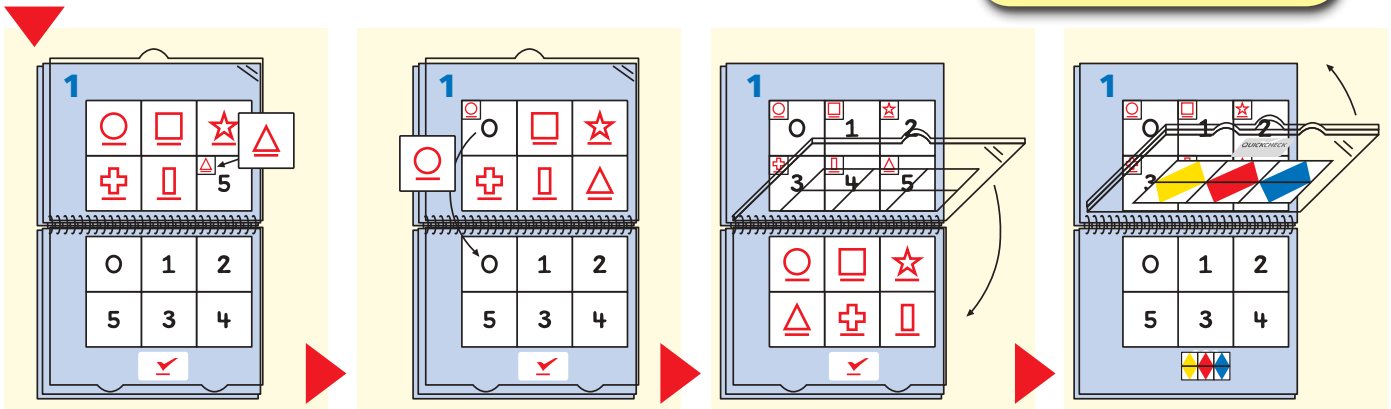
Learning Connection Activity Suggestions


Mathematical Process Expectations:
Reflecting, Connecting, and Communicating 26

How to use 

Teachers will find helpful tips and Learning Connections Activity Suggestions at the back of each resource. 

GETTING READY TO USE QUICKCHECK
You need a Student Resource and a case with six tiles



- Open the Student Resource to Activity 1.
- **Put the empty tile case over the Student Resource.**
- The CHECKMARK will cover the answer key.
- There are six squares in the top section.
- Place each tile on the square that has the same icon.
- Lift each tile to reveal the image underneath.
- Transfer each tile to its corresponding image below.
- Close the cover of the tile case.
- Flip the tile case up.
- The answer key will appear.
- The tile pattern should match the answer key.
- **Watch students using QUICKCHECK Math on our website at www.ebbp.ca. Click on QUICKCHECK Math in Motion.** 

1

Connect each shape to a shape with the same geometric properties.

■ This activity is the first of five that compare and sort two-dimensional shapes by their geometric properties. Ask: "Are any of the polygons in the top grid congruent to the polygons in the bottom grid? Explain."

The activity extension provides new information for teachers or ideas for further development of the activity.


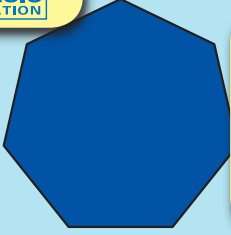
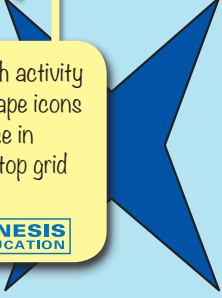

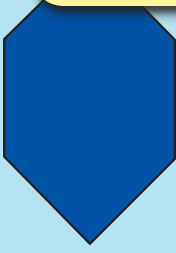

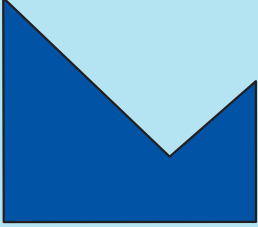

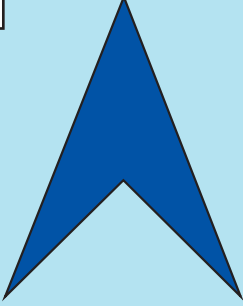

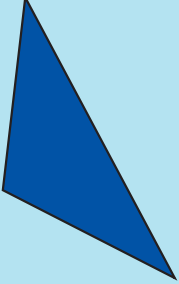


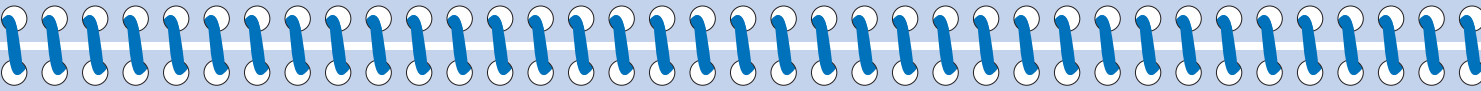
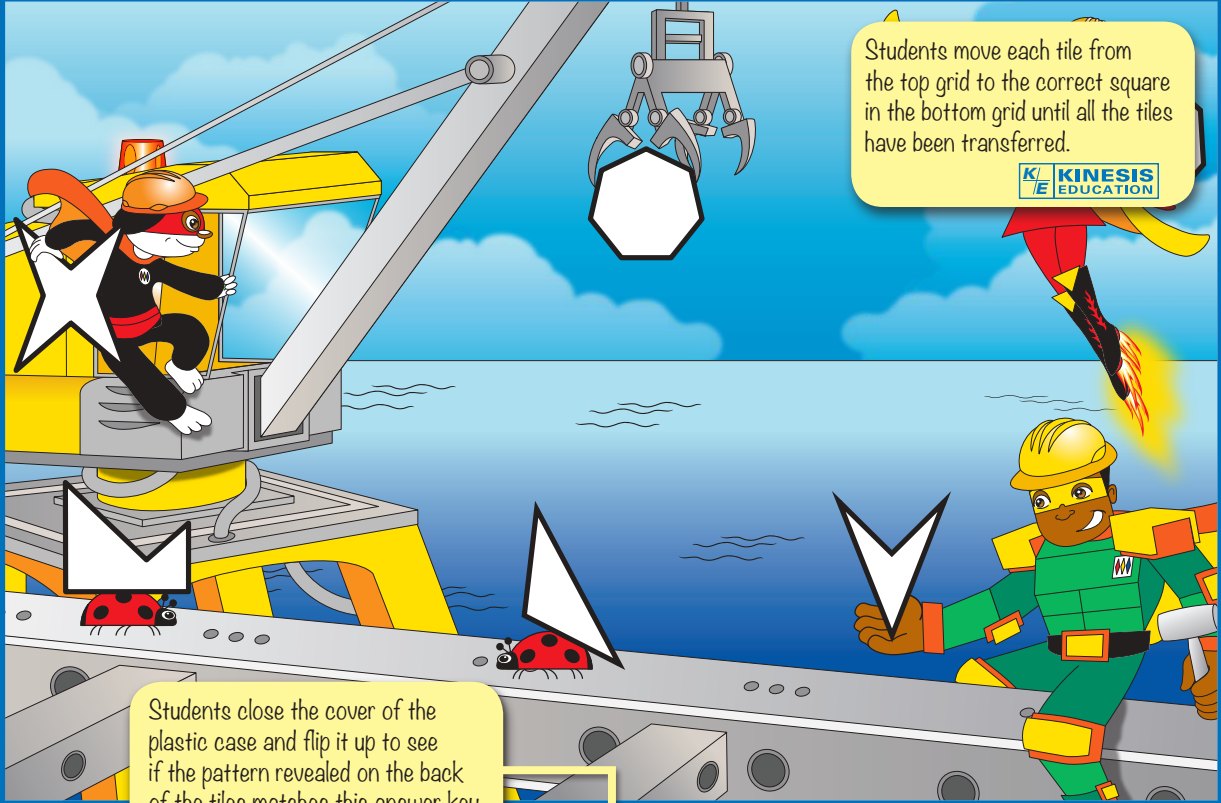
The activity title states the targeted learning outcome: Teachers know the purpose of the activity at a glance.



Students begin each activity by matching the shape icons on the tiles, to those in the squares of the top grid of the resource.



Students move each tile from the top grid to the correct square in the bottom grid until all the tiles have been transferred.

Students close the cover of the plastic case and flip it up to see if the pattern revealed on the back of the tiles matches this answer key.



If ■ appears below the activity title:

Educators will then find new information or ideas for further development of the activity.



+ 23 activities




How to Use QUICKCHECK Math

1. Use QUICKCHECK Math with your students whenever you would normally use a worksheet or workbook.
 - Use it at any point in your math lesson:
 - Before/getting started
 - During/working on it
 - After/practice and consolidation.
 - You can use QUICKCHECK Math as a small group or guided activity, in pairs to promote discussion, or as an independent activity in a Math Centre.

Tips for Success

Review “Getting Ready to Use QUICKCHECK” on the first page of this book.

The CHECKMARK  at the bottom of the plastic tile case shows students how to orient the case as they place it on the book on top of each activity.

To teach your students how to use QUICKCHECK Math, try a three-step approach.

1. **Match:** Place all the tiles in the top grid by matching icons.
2. **Think and Play:** Lift each tile to reveal the image beneath and then transfer the tile to the corresponding image in the lower grid.

2. Use QUICKCHECK Math as an a

The Student Activities found on cover list learning outcomes that will help target specific concepts for **diagnostic** or **formative** assessment purposes.

This Student Resource is used in conjunction with the QUICKCHECK Math Grade 3 Ongoing Assessment Teacher Resource.

Activity Extension:**If ■ appears below the activity title:**

Educators will then find new information or ideas for further development of the activity.

Additional proposals for the teacher



3. **Check:** Close the case cover. Flip the case up and check that the tile pattern matches the answer key.

When information appears below the title of an activity, use it to guide instruction and discussion, or to provide a hands-on extension of the activity.

Fold the Student Resource in half or stand it up and use the visual information as the stimulus for activities you create on your own.

See Activity 19

**LEARNING CONNECTION ACTIVITY SUGGESTIONS:****Mathematical Process Expectations:****Reflecting, Connecting, and Communicating****Describe relationships between two-dimensional shapes, including**

Use the following activities to give students the opportunity to create a geometric properties and to differentiate between specific examples of the same category.

Use geoboards or paper and pencil to create the following.

- A quadrilateral that has only one pair of parallel lines. Ask: “What is this shape called?” (Trapezoid.) Say: “Make a shape that is congruent to the one you just made.”
- Two quadrilaterals with two pairs of parallel lines. Ask: “What else could you call these shapes?” (Parallelogram.)
- A polygon with only two right angles. Ask: “What is this shape called?” (Pentagon.) Say: “Now make a different pentagon. How do you know that it is a pentagon?” (Five sides; five interior angles.)
- Two different rhombuses. Ask: “Is a rhombus a quadrilateral? A parallelogram? How do you know?”
- Say: “Describe a polygon to your partner and see if he/she can make it!”

These learning connection activity suggestions are organized around the same key math concepts addressed in the 24 activities. They relate to some of the Mathematical Process Expectations used in the Math Curriculum.

**Relate two-dimensional shapes to three-dimensional figures, including naming prisms and pyramids by the shape of their bases**

Have students use toothpicks and Plasticine to build a three-dimensional figure. Using the number and shape of faces, students describe their figure to a partner so that the partner can make it without seeing it.



Challenge

Investigating prisms

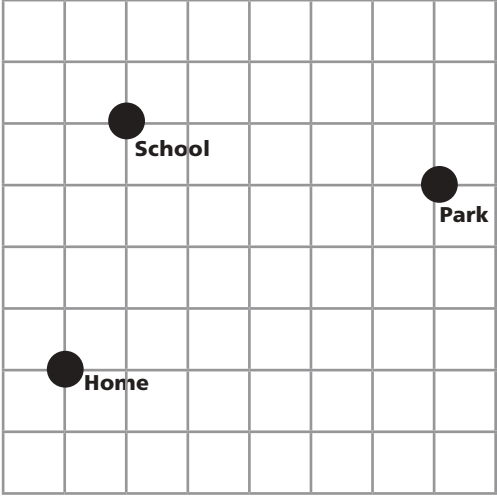
The following two questions give students the opportunity to investigate the relationship between the number of sides of the base and the total number of faces in a prism. Help students make the connection between the number of sides of a prism’s base and the number of faces in that prism (number of faces = number of sides of the base shape + 2). The emphasis here is on investigating and describing the relationship, not on memorizing a formula.

1. Say: “Look at two different prisms. Count the number of sides of the base and record the number. Now count the number of faces and record it. Repeat this with a different prism. Is there a pattern? What do you notice?”
2. Try the activity above using a square and triangle-based pyramid. Ask: “Is there a pattern, the same as for prisms?”

Describe the locations and movements of shapes and objects

1. Plot three or four familiar locations on an 8 X 8 grid (see example at right).
2. Ask students to show travel routes on the lines of the grid and then describe the movement from one location to another.
 - Ask: “What is the total number of squares travelled? Could you show a shorter route?”
 - Say: “Plot a new location on the grid that is the same distance away from home and school. How do you know that it is the same distance away? Describe its location as it relates to home and to school.”

Eg.



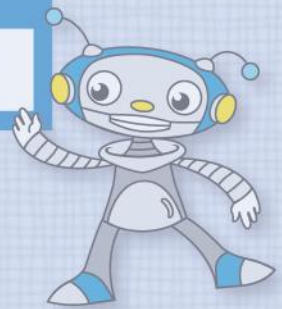
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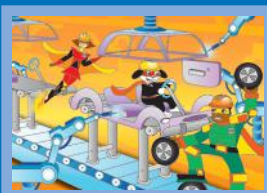


The 5 mathematical strands for the Grade 3 level



NUMBER SENSE AND NUMERATION

Solve Problems Involving Addition, Subtraction, Multiplication, and Division of Single and Multi-Digit Whole Numbers



MEASUREMENT

Compare, Describe, and Order Objects, Temperature, and Time Using Standard Units



GEOMETRY AND SPATIAL SENSE

Describe Shapes, Figures, Location, and Movement



PATTERNING AND ALGEBRA

Describe and Extend a Variety of Numeric and Geometric Patterns



DATA MANAGEMENT AND PROBABILITY

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