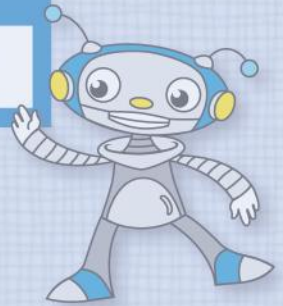


# QUICKCHECK™

## MATH



### GEOMETRY AND SPATIAL SENSE

Identify and Describe,  
Shapes and Figures



Grade level  
Kindergarten

Book title



Strand



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

Student Activities

Shapes can be sorted by non-geometric attributes (colour, size and orientation)

Match each square by colour ..... 1  
 Match each triangle by colour ..... 2  
 Match each rectangle by colour ..... 3  
 Match each shape by colour ..... 4  
 Relate each shape to its corresponding match by size ..... 5  
 Relate each shape to its corresponding match by size ..... 6  
 Connect each shape to its differently-oriented match using colour and size as clues ..... 7  
 Connect each shape to its differently-oriented match using colour and size as clues ..... 8

Compare non-traditional two-dimensional shapes using length and number of sides

Match each triangle to its equivalent using colour as a clue ..... 9  
 Match each triangle to its equivalent ..... 10  
 Match each rectangle to its corresponding rectangle using colour as a clue ..... 11  
 Match each rectangle to its corresponding rectangle ..... 12  
 Connect each shape to its differently-oriented match using colour as a clue ..... 13  
 Connect each shape to its differently-oriented match ..... 14

Compare and classify non-traditional two-dimensional shapes to traditional two-dimensional shapes

Relate each set of shapes to its corresponding traditional shape ..... 15  
 Relate each traditional shape to its corresponding set ..... 16  
 Compare each shape to its corresponding match using colour as a clue ..... 17  
 Compare each shape to its corresponding match ..... 18

Sort three-dimensional figures using attributes

Relate each figure to its corresponding match using colour as a clue ..... 19  
 Relate each figure to its corresponding match of a different colour ..... 20  
 Relate each figure to its match of a different size ..... 21  
 Relate each figure to its corresponding object ..... 22  
 Compare each figure to its differently-oriented match ..... 23  
 Relate each figure to its missing pieces ("faces") ..... 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

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Learning Connection Activity Suggestions  
 Mathematical Process Expectations:  
 Reflecting, Connecting and Communicating ..... 26

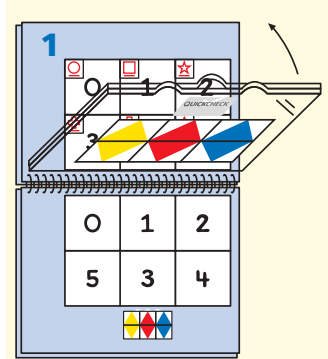
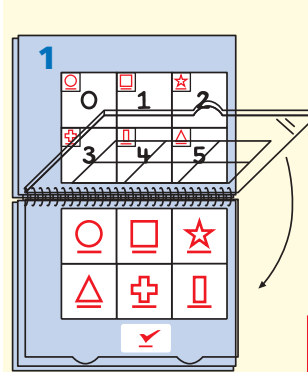
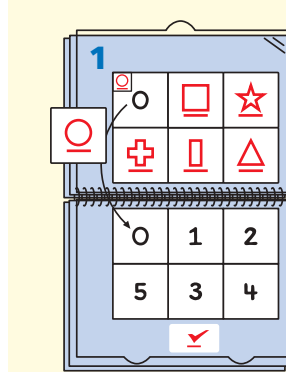
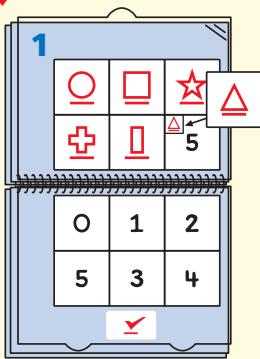
How to use



GETTING READY TO USE QUICKCHECK

You need a Student Resource and a case with six tiles

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



- 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](http://www.ebbp.ca). Click on QUICKCHECK Math in Motion.

1

# Match each square by colour.

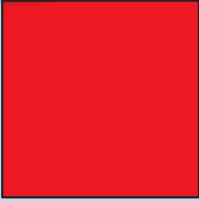

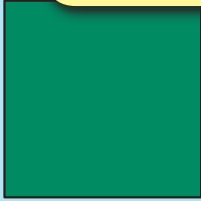
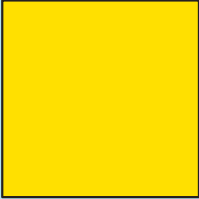
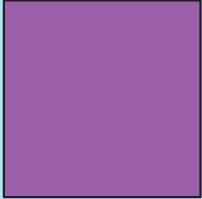

■ This activity is the first in a series of four that deal with sorting shapes by non-geometric attributes: colour, size, orientation. "Tell me about the shapes in this activity? What shape is it?"

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



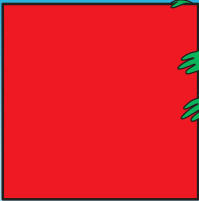
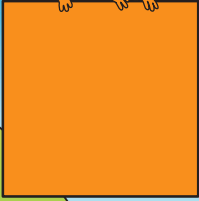

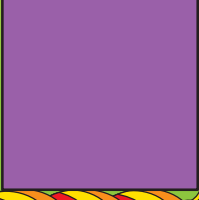


The activity title states the targeted learning outcome: Teachers know the purpose of the activity at a glance.



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 assessment tool. The Student Activities found on the 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 Kindergarten 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.

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 12



Additional proposals  
for the teacher



## LEARNING CONNECTION ACTIVITY SUGGESTIONS

### Mathematical Process Expectations:

#### Reflecting, Connecting and Communicating

**Compare non-traditional two-dimensional shapes using length and area.** Hold a Geometry Fair/Circus with all the Kindergarten classes. Here are some ideas to get started.

#### Planning:

Although each Kindergarten class would learn about all the different shapes, each Kindergarten class would showcase a different shape at the Geometry Fair. Plan planning activities around one shape. Squares are a special example of rectangles and should be included in the “Rectangle Room”.

Have parent volunteers help your class rotate safely and smoothly and run the various stations set up in your classroom. The custodian, administration assistant, or other school VIP could signal rotation times using a musical triangle. Each class rotates through each different “Shape Room” at approximately 20-minute intervals.

You can do all the activities below as a single class too. Just celebrate the different shape themes in different areas/centres of your room!

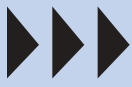
#### Decoration and Snacks:

1. Use banners of your particular shape to “announce” all the things your class knows about your particular shape (e.g. Rectangle: four straight sides, like a door, window, our small group table, etc.).
2. Roll bristol board into cone-shaped “clown hats”: Students decorate their bristol board with shape stickers from your theme. Then roll bristol board into cone-shaped hats and fit to each student’s head. Hint: Ahead of time, cut some of your shape stickers in half to show a greater variety of examples of your theme shape.
3. Shape snack: Be aware of food allergies. Using either shape cookie cutters or cookie dough “worms” assemble shape outlines for the cookies. Square-shaped cereals, doughnut-shaped cereals, triangle veggie crackers or rectangle finger sandwiches are also great shape-inspired snack options. Students can each count out ten snack items and put them in a snack baggie to enjoy at the fair.

These learning connection activity suggestions are organized around the same key math concepts addressed in the 24 activities.

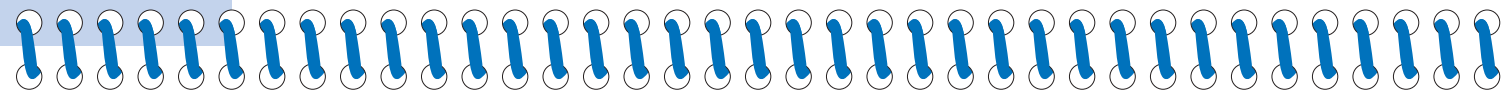
They relate to some of the Mathematical Process Expectations used in the Math Curriculum.





**Fair/Circus Attractions:**

1. Three-ring shape sort: Have three hoops on the floor or on a table. Students sort your class shape into two hoops by colour or size. Non-examples of your "class shape" are sorted into the third hoop.
2. Shape bingo/lotto: Make your own shape bingo/lotto game using various colours, sizes and examples of your "class shape". Flash cards correspond to the choices on each playing card.
3. Play dough/sensory table: Students may roll dough worms and make shapes, or use shape cookie cutters to make shapes or create shapes with straws and Playdough balls. Put shaving cream on a table and have students experiment with making shapes.
4. Shape books: Make a book of several pages with the following template on each page for your students: "A \_\_\_\_\_ is like a (triangle, rectangle, circle)". Leave enough of room for a picture. Collect pictures from magazines of things that look like your class shape theme, then have students cut and paste the pictures into their shape books. Students may leave their shape books in the Book Centre to share on the day of the Fair/Circus.
5. Shape song/chant: Pass out cards that have different colours, sizes and examples of the same shape on them (or use attribute and pattern blocks). To the tune of "The Finger Family" song, the leader sings: "Red rectangle, red rectangle where are you?" Only students with red rectangles sing: "Here I am, here I am and how do you do." Repeat the song for other varieties of rectangles. If you prefer a chant to a song, chant the following in the familiar Finger Family chant format (only students who are holding the appropriate example chime in): "Small rectangle up, small rectangle down, small rectangle dancing all around the town. Dance it on the ceiling (i.e. up high), dance it on your head, dance it on the floor and put it straight to bed (i.e. behind your back)." Repeat using other examples of your shape.
6. Shape Hunt: Hide ten triangles of different colours around the classroom, printed with numbers from 1 to 10. Students already have a sheet of ten triangle outlines with the numbers from 1 to 10 printed on them. Students also have a baggie with three coloured markers. When students find each numbered hidden triangle, they colour the corresponding numbered triangle outline on their sheet with the same colour as the triangle they found. Students continue hunting until all their triangle outlines are coloured.
7. End the Geometry Circus/Fair by giving each student a special shape certificate.



**Canada**

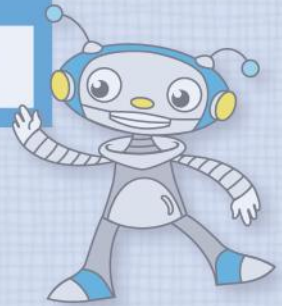
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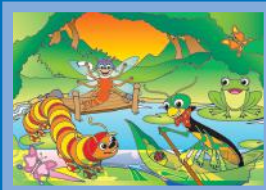


The 5 mathematical strands for the Kindergarten level



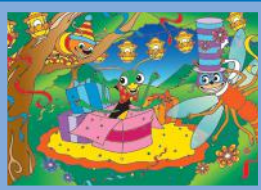
**NUMBER SENSE AND NUMERATION**

Understanding Quantity and Number Relationships



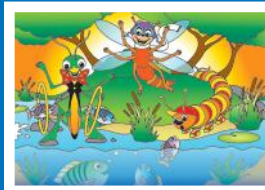
**MEASUREMENT**

Compare and Order Two or More Objects According to One Measurable Attribute



**GEOMETRY AND SPATIAL SENSE**

Identify and Describe Shapes and Figures



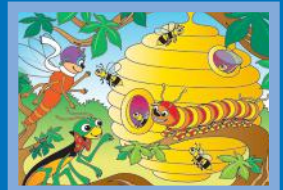
**PATTERNING**

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**DATA MANAGEMENT AND PROBABILITY**

Sort, Classify, Represent and Compare Objects Using a Variety of Attributes



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