

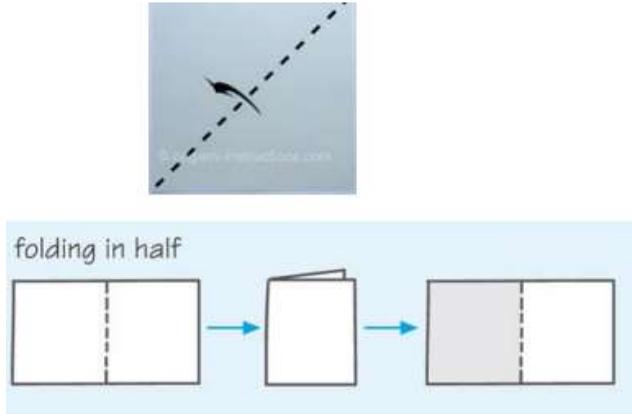
Grade 3 Unit Plan

STRAND : GEOMETRY			
Topic/Objectives	Main Concepts	Teaching/Learning Activities	Assessment/ Homework activities
Identify similar shapes and objects in the environment (to be investigated)	Similar shapes	<p><u>Shape Review</u> Review shapes already taught and discuss how these shapes are similar and how they differ. For example, a square is similar to a trapezoid because they both have four sides and all the sides are straight lines.</p> <p><u>Shape Sort Activity</u> Provide students with a worksheet containing a set of shapes. Have students sort shapes according to their attributes.</p> <p><u>Nature Walk</u> Provide students with a worksheet on which they will record their findings while on their nature walk.</p> <p>Before: Have a discussion with students on what they think they will see on the walk. Provide guidelines for the walk.</p> <p>During: Ask students to note shapes of interest and have them draw these shapes. Advise students on the number of shapes to draw.</p>	<p><u>Shapes</u> See the resource document for a sample activity on <i>Similar shapes</i>.</p> <p><u>Creative Arts – Shapes</u> Work in groups to develop a creative piece: Dance, drama, poem, song or drawing. Each piece should depict vocabulary words and content which highlights the fact that shapes can be compared and contrasted.</p>

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		<p>After: In the classroom invite students to form pairs and have them compare and contrast their images. They should report on the shapes that are most similar</p> <p><u>Shape exploration in the classroom</u> Explore the classroom and describe the features of selected objects. Identify the ‘faces’ of each object and name the 2D shape that has a similar face in the classroom. Be careful not to refer to a 3D shape as a 2D shape, instead highlight the ‘face’ of the shape.</p> <p>Then have students identify other faces – irregular shapes – within the classroom.</p> <p><i>Extension:</i></p> <p><i>Shape exploration: In the School Environment</i></p> <p>Provide students with a worksheet with a set of 2D shapes and have them search the school environment for similar shapes.</p> <p><i>(Ensure that the shapes on the worksheet can actually be found in the school environment)</i></p>	<p><u>Create a Worksheet</u> Allow students to observe a worksheet (<i>See Attached worksheet on Similar Shapes</i>). Have them explore it in their groups and solve it. Then have them work to create their own.</p>

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<p>Create patterns using a variety of shapes(triangles, quadrilaterals and circles)</p> <p>Explore the right angled triangle</p>		<p>Allow students to create tessellations using a variety of cut out shapes</p> <p><u>Triangle Review</u> Allow students to use a pile of strips of different lengths to try and construct triangles. Use the platform to discuss with the students whether or not all the strips can make triangles and let them tell why or why not. <i>(See Resource Document for activity on Investigating Triangles.)</i></p> <p>Allow students to use a geo-board to explore right angled triangles. <i>(See the resource document for activity on 'Exploring Right Angled Triangles')</i></p>	

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<p>Line of Symmetry</p> <p>Identify by folding, the line of symmetry in shapes.</p>	<p>Matching halves</p> <p>Mirror image</p> <p>identical parts</p> <p>Vertical</p> <p>Horizontal</p> <p>diagonal</p> <p>Folding</p> <p>Symmetrical line</p>	<p>a) Use photographs of buildings and things in nature to discuss symmetry;</p> <p>b) Use ink blotting and paper folding to explore symmetry</p> <p>2. Symmetry and Reflection</p> <p>a) Allow students to draw a figure and place a mirror behind it (perpendicular to the paper) to associate symmetry with reflection.</p> <p>b) Allow students to use the mirror lines of incomplete shapes to determine how these shapes can be completed in order to preserve symmetry (<i>see resource document</i>)</p> <p>c) Allow students to create symmetrical designs on grid paper and identify the line of symmetry/mirror line of the design (see resource document, Page 2).</p> <p>d) Identify lines of symmetry/mirror lines in capital letters of the alphabet. Classify letters as having 0, 1 or 2 lines of symmetry</p>	<p>1. Allow students to carry out research online to determine which Caribbean flags have designs that possess lines of symmetry. Allow students to use 3 to 5 colours to make up an original design for</p> <p>a) a flag with a vertical line of symmetry</p> <p>b) a flag with a horizontal line of symmetry</p> <p>c) a flag with both vertical and horizontal lines of symmetry</p> <p>2. Allow students to use cut-outs of pictures of furniture/accessories from magazines, brochures or websites to decorate/design their living room or bedroom. Students' designs should have at least 4 instances of symmetry and can be completed by pasting their furniture/accessories within a 'rectangular room' drawn on a sheet of paper.</p> <p>3. Create symmetric patterns – Problem Solving activity (<i>see resource document</i>)</p>

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	Mirror line	<p>In groups, have students fold a sheet of construction paper whether vertically, horizontally or diagonally so that one half matches exactly unto the other half.</p> <p>Allow students to open the paper and share what they have noticed. One side should match exactly unto the other side or divides it into two identical parts. The broken line indicates the line of symmetry or line of reflection.</p> <div style="text-align: center;">  </div>	

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		<p>Have students rest a mirror on the broken and share with the class what they noticed in the mirror. They should realize that an image of the object is reflected in the mirror. The point at which the mirror meets the object is called a line of reflection.</p> <p>Give students picture cut outs of houses, windows, people, animals and or locate things in their environment and have them share with the class the one that is symmetrical or not. Allow students to justify their findings.</p> <p>Allow students to construct symmetrical figures on the geo board and ask them what tells that the figure is symmetrical.</p> <p>Have students examine and indicate which of the following uppercase letters A, B, D, F, M, P, Y and W as well as the digits 0 – 9 are symmetrical or and which are not. Allow them to justify their answer.</p>	