Many of these stations have been designed as an assessment tool for the objectives of the new curriculum. However, teachers may choose to use these as introductory activities, practise activities or centre activities.

These stations lend themselves well to the adaptive dimension of the Core Curriculum. See <u>The Adaptive Dimension in the Core Curriculum</u> available in all schools. The document can be ordered from the Book Bureau (#1655). Changes can be made to the context or to the level of difficulty to adapt to the individual needs in your classroom.

Similar stations can be created by using activities from textbooks and other resources. Binders that accompany manipulatives are an excellent source of ready-made activities.

#### A few excellent resources are:

| Name   | Distributor  | Where to Order                                     | Order #           | Cost    |
|--|--|--|-------------------|---------|
| Pattern Blocks 6-8<br>(Active Learning Series)                           | Exclusive  | Book Bureau  | 7191              | \$29.95 |
| The Geoboard Collection 7-9 (Active Learning Series)                     | Exclusive  | Exclusive  | 0089              | \$31.00 |
| The Complete Book of<br>Cube-A-Link 5-8<br>(Active Learning Series)      | Exclusive  | Book Bureau  | 1667              | \$23.25 |
| Measure It 4-6 (Active Learning Series) - (g                             | Exclusive ood for ideas)                               | Book Bureau  | 0087              | \$31.50 |
| The Puzzling World of Tangrams and Pentominoes                           | Exclusive  | Exclusive  | 0047              | \$34.95 |
| Mira Math Activities<br>Elementary Book                                  | Exclusive  | Book Bureau  | B1758             | \$7.50  |
| Connections Grade 7 (Creative Publications)                              | Addison-Wesley<br>Publishers                           | Addison-Wesley<br>Publishers                       | SC5-1-56107-057-2 | \$30.75 |
| Pentominoes Activities<br>Lessons and Puzzles<br>(Creative Publications) | Addison-Wesley<br>Publishers                           | Addison-Wesley<br>Publishers                       | SC5-0-88488-374-4 | \$44.80 |
| Moving-On (4-6) Pattern Blocks (Creative Publications) - (good           | Addison-Wesley<br>Publishers<br>od for low achievers a | Addison-Wesley<br>Publishers<br>and special needs) | SC5-0-88488-672-7 | \$35.70 |
| Moving-On (4-6) Tangrams (Creative Publications) - (good                 | Addison-Wesley<br>Publishers<br>od for low achievers a | Addison-Wesley<br>Publishers<br>and special needs) | SC5-0-88488-671-9 | \$35.70 |
| Moving-On (4-6) Geoboards (Creative Publications - (good                 | Addison-Wesley<br>Publishers                           | Addison-Wesley<br>Publishers<br>nd special needs)  | SC5-0-88488-670-0 | \$35.70 |

*NOTE*: Check Addison-Wesley catalogues for ready-made job cards for many of the manipulatives including geoblocks. Exclusive also produces new binders every year.

The Book Bureau will soon stock many of these resources.

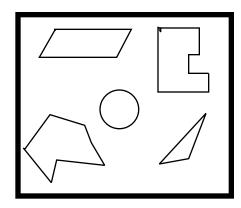
They are often cheaper there and there are no shipping charges.

#### Getting ready

Station #1 To make protractors: Photocopy a protractor several times on a sheet of white paper. Photocopy this sheet onto an overhead transparency. Students are encouraged to keep these for future reference.

Station #10 Polygon and picture cards are provided with this station; however, they can be easily prepared using photocopied pictures using the reducing and enlarging feature of your photocopier. Lake and Island boards are simple blue pieces of cardboard covered with shapes (the islands). Cut the cardboard about 20 cm x 20 cm or more.

Cut islands of desires shapes out of white paper and glue to cardboard. Laminate and use for area, perimeter, scale drawings, etc.



Make transparent grid paper by making overheads of the cm square grid.

You will need a few road maps for this activity.

| Station | #11    | Refer to Station 1 |  |
|---------|--------|--------------------|--|
| MALLON  | 77 1 1 | IXCICI IO SIAUOH I |  |

**Station** #12 Other cards can be prepared using stickers.

Prepare activity sheets by writing each of the following as headings on separate

sheets of paper:

#### Reflection **Rotation Translation**

Depending on your class you may want to add the words flip, turn and slide for clarification.

Station # 16 See station 8 (above) for information re: Lake and Island Board

**Station** # 18 Cut several large triangles out of cardboard, foam board or plastic. Make sure that you

have samples of all three triangles: scalene, isosceles and equilateral.

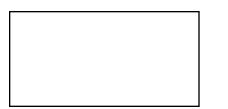
Collect boxes throughout the year. (Tablerone bars, OXO cubes, hat boxes, etc.) Station # 20

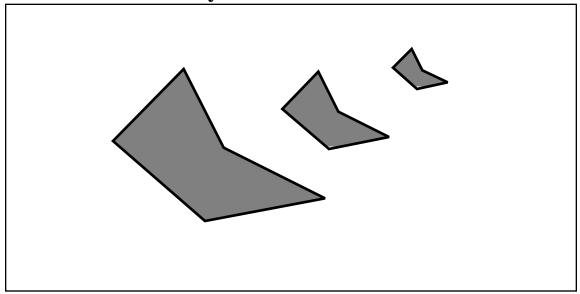
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| • | • | • | • | • | • |   |   |   |
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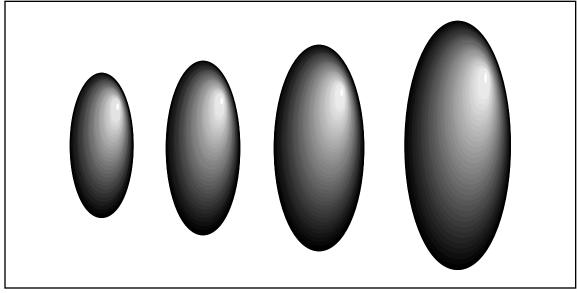
#### Geometry / Measurement #2 Classification of Triangles

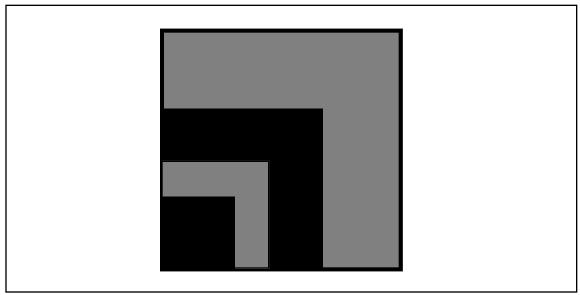
| right angles | acute angles | obtuse angles |
|--------------|--------------|---------------|
|              |              |               |
|              |              |               |
|              |              |               |
|              |              |               |
|              |              |               |
|              |              |               |
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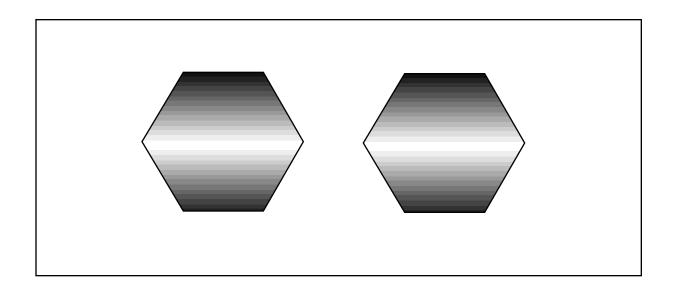
|          | parallelogram | trapezoid |
|----------|---------------|-----------|
| 1 piece  |               |           |
| 2 pieces |               |           |
| 3 pieces |               |           |
| 4 pieces |               |           |
| 5 pieces |               |           |
| 6 pieces |               |           |
| 7 pieces |               |           |

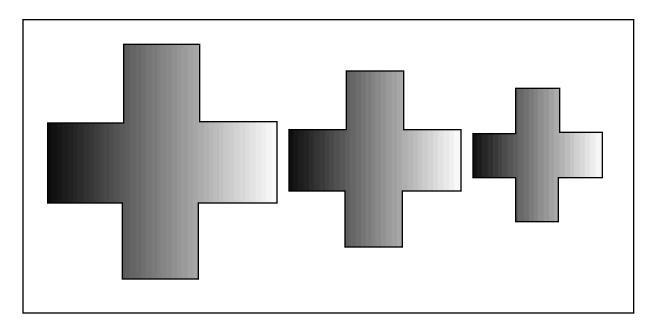


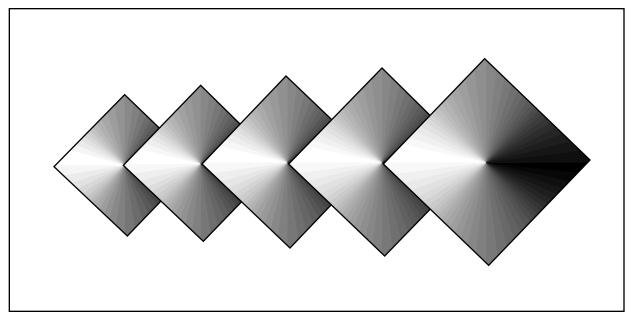


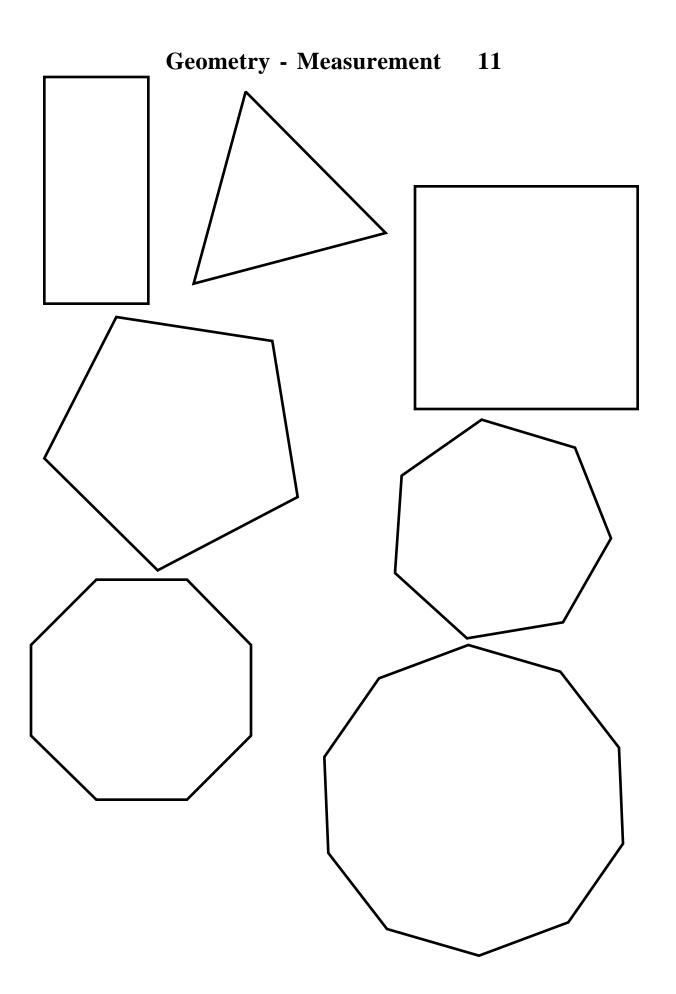


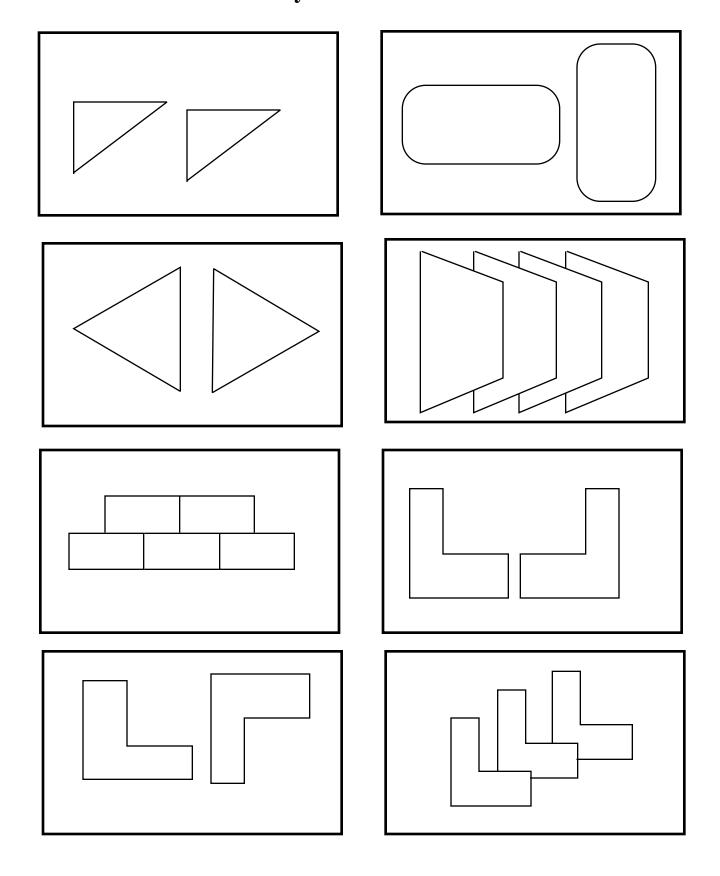


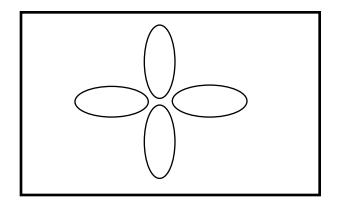


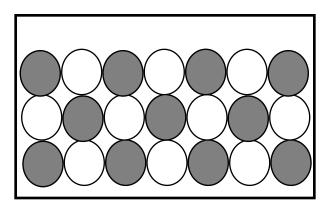


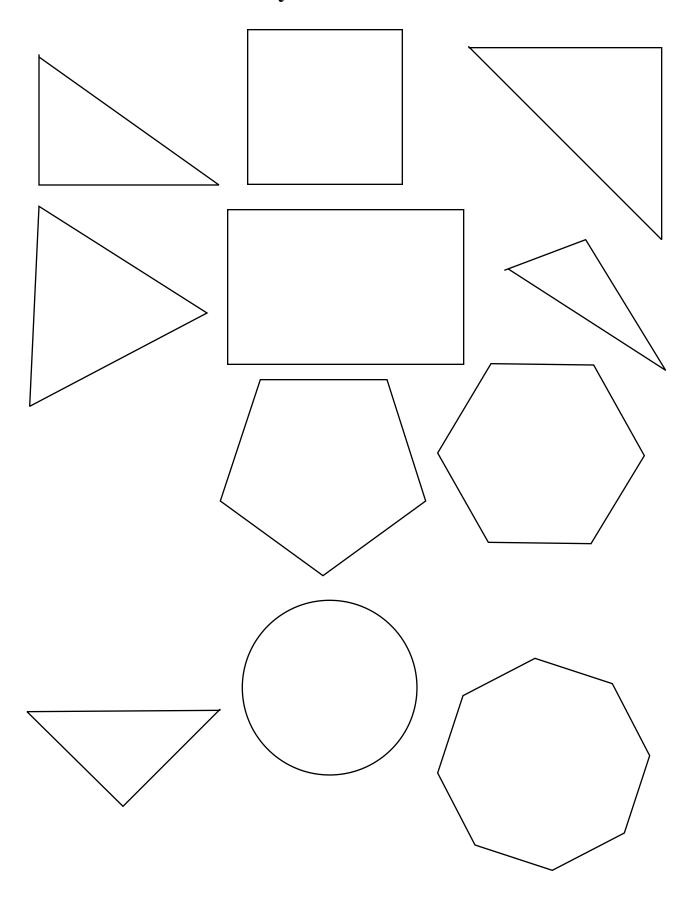












| Name<br>of 3-D object | Number of vertices | Number<br>of edges | Number<br>of faces | V - E + F = 2 |
|-----------------------|--------------------|--------------------|--------------------|---------------|
|                       |                    |                    |                    |               |
|                       |                    |                    |                    |               |
|                       |                    |                    |                    |               |
|                       |                    |                    |                    |               |
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|                       |                    |                    |                    |               |

