

Mathletics

Series



Teacher



Geometry



Series A – Geometry

Contents

Student book answers _____	1
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Series Author:

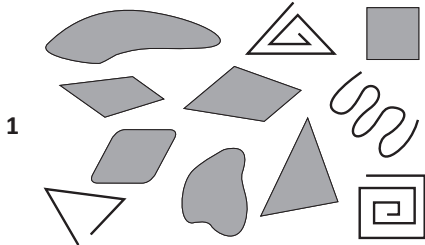
Rachel Flenley

Series A – Geometry

Page 1

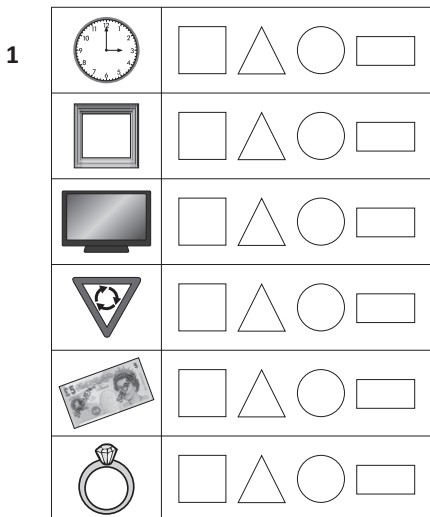
- 1 Drawings will vary.
- 2 Teacher check.
- 3 Observe students.

Page 2



- 1
- 2 Answers will vary.

Page 3



Page 4

- 1 Drawings will vary.
- 2
- 3 Teacher check.

Page 5

- 1 Drawings will vary.
- 2 Drawings will vary.
- 3 Teacher check.

Page 6

- 1 Drawings will vary.
- 2
- 3 Teacher check.

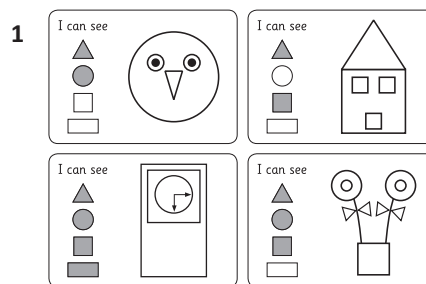
Page 7

- 1 Drawings will vary.
- 2
- 3 Drawings will vary.

Page 8

- What to do**
- 4, 4
3, 3
1, 0
4, 4

Page 9



- 2 Drawings will vary.

Page 10

- What to do**
- Observe students.

What to do next

Answers will vary.

Page 11

- 1 5; 6; 7
- 2 Drawings will vary.

Page 12

- What to do**
- 5; 1; 5; 14

- What to do next**
- Answers will vary.

Page 13

- What to do**
- Observe students.

Page 14

- What to do**
- Observe students.

- What to do next**
- Answers will vary.

Page 15

- What to do**
- Observe students.

- What to do next**
- sphere/ball cube/box

Page 16

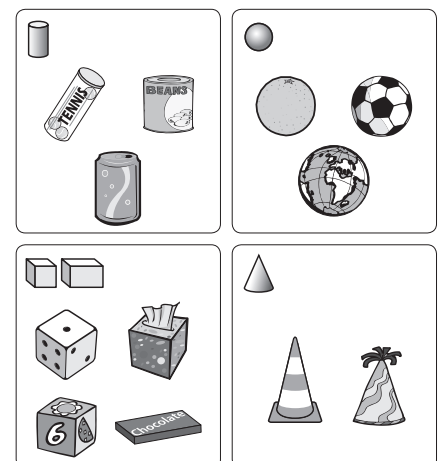
- What to do**
- 6 faces
6 faces

Page 17

- 1 Drawings and answers will vary.

Pages 18–19

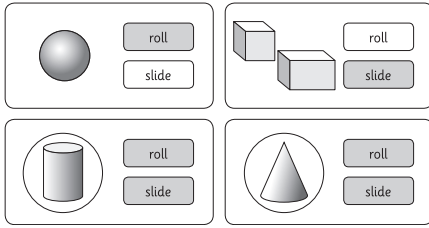
What to do



Series A – Geometry

Page 20

What to do

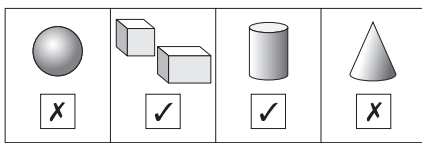


What to do next

Observe students.

Page 21

What to do



What to do next

Answers will vary.

Page 22

What to do

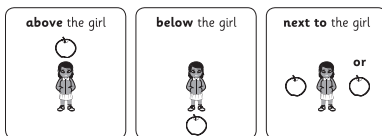
Teacher check.

What to do next

Observe students.

Page 23

1



2 Drawings will vary.

Teacher check.

Page 24

What to do

Observe students.

What to do next

Observe students.

Page 25

What to do

Observe students.

What to do next

Teacher check.

Page 26

1 Drawings will vary.
Teacher check.

Page 27

What to do

Teacher check.

What to do next

Observe students.

Page 28

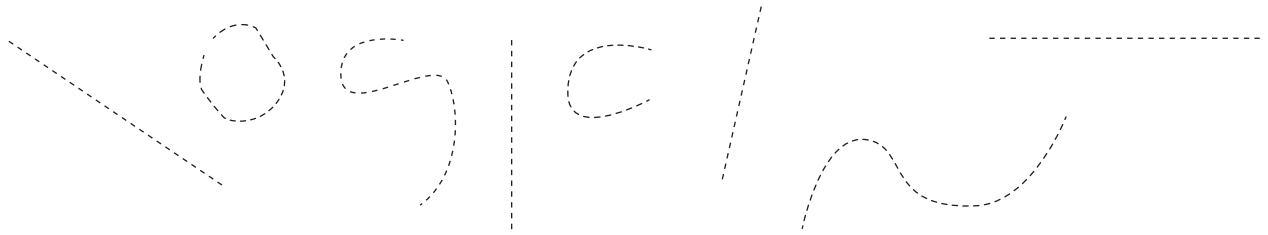
What to do

Observe students.

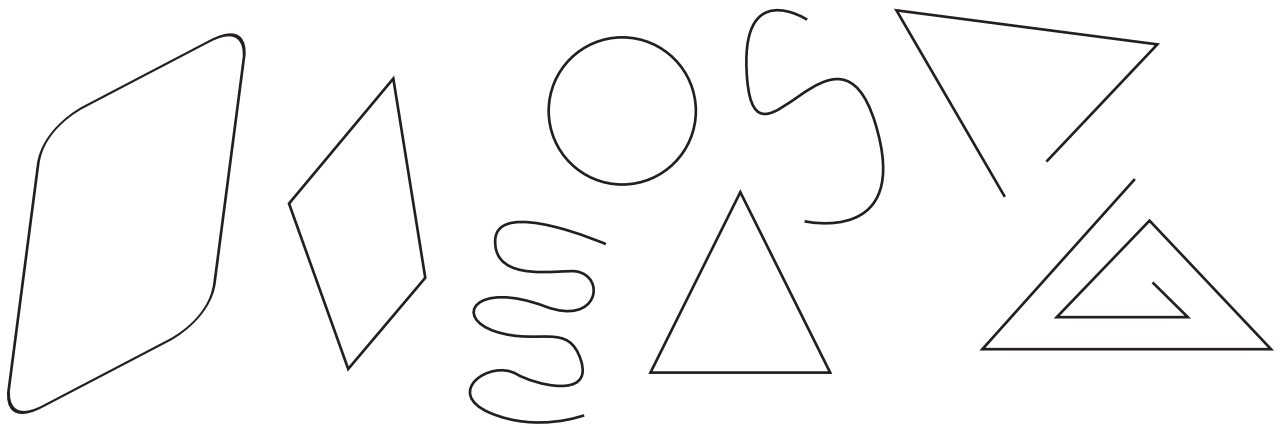
What to do next

Teacher check.


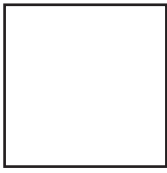
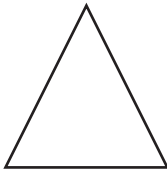
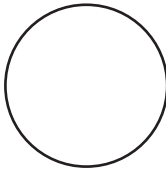


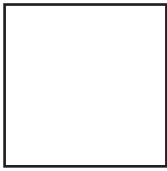
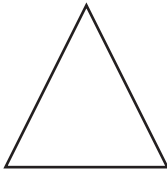
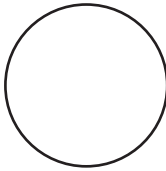
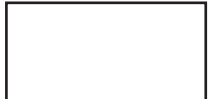

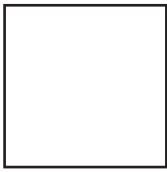
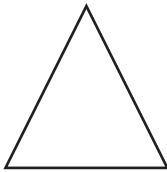
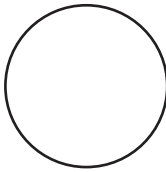

- 1  Trace over the **straight lines** in red. Trace over the **curves** in green.




- 2  Colour in the **closed** shapes. Trace over the **open** lines.




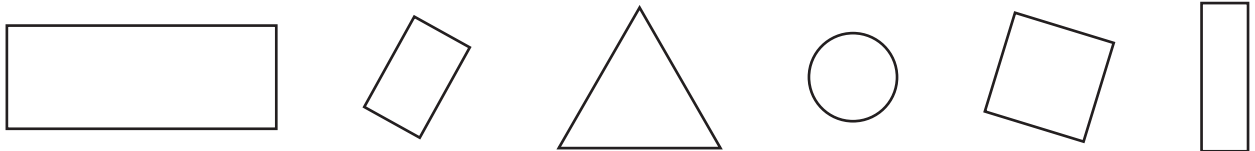
- 3  Colour the matching shape.


				
				
				

4  Colour the **squares**.



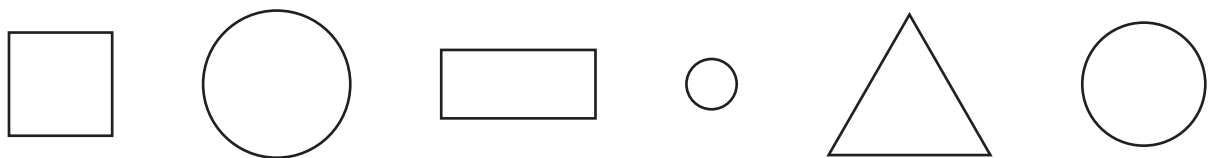
5  Colour the **rectangles**.




6  Colour the **triangles**.

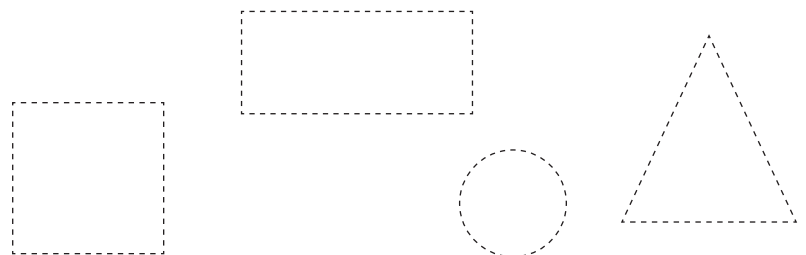


7  Colour the **circles**.




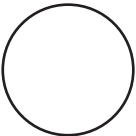
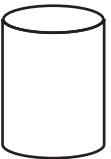
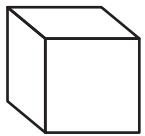
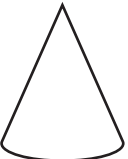

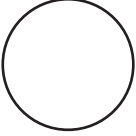
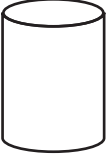
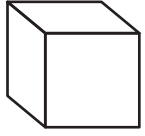


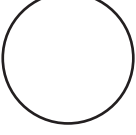
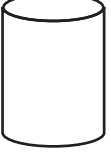
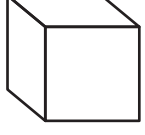

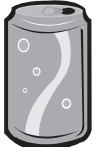
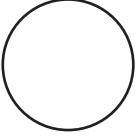
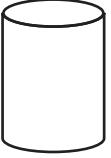
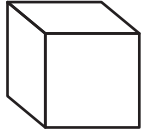

8  Trace the sides.






 Loop the corners.

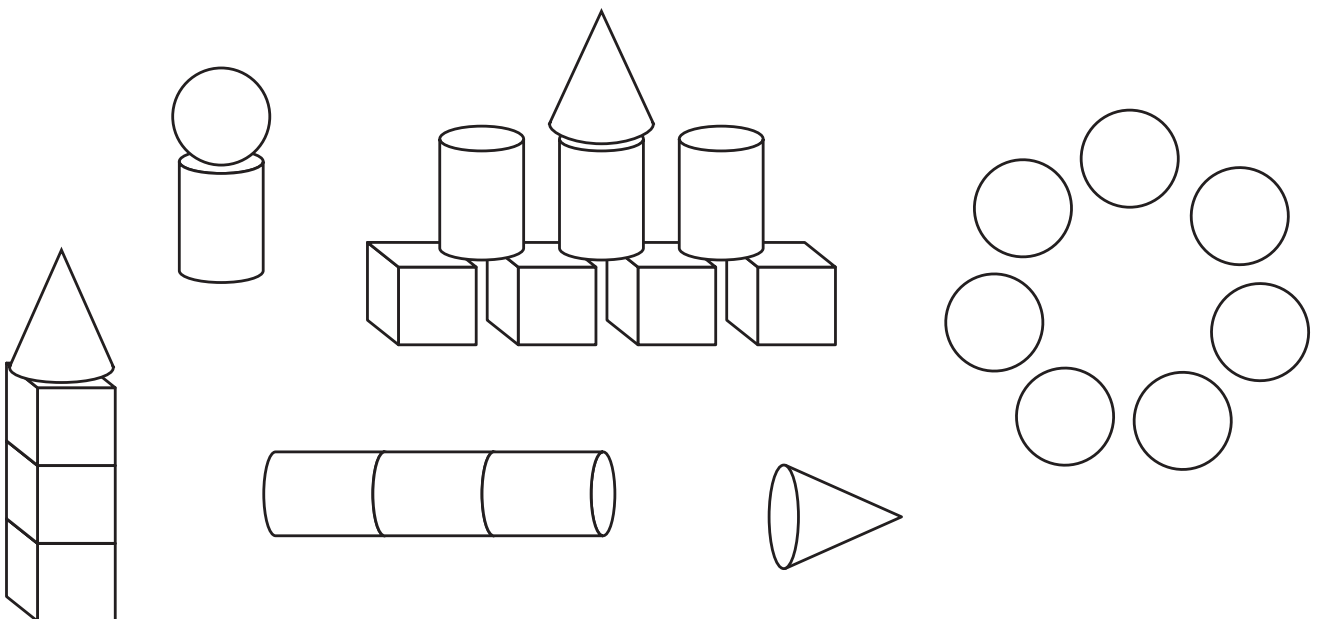


Skills and understandings	Not yet	Kind of	Got it
• Recognises and names lines, curves and shapes			
• Identifies and represents: circles, squares, rectangles and triangles in different orientations			
• Recognises and names sides and corners			

1  Colour the matching 3D object.


				
				
				
				


2  Colour all the  red. Colour all the  yellow.
Colour all the  blue. Colour all the  green.



3D space

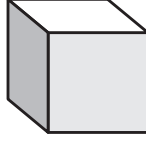
Name _____

3  Will these shapes roll, slide, or do both? Colour the words that match.




roll

slide




roll

slide




roll

slide



roll

slide

4  Describe these 3D objects. You can write or tell your teacher about them.

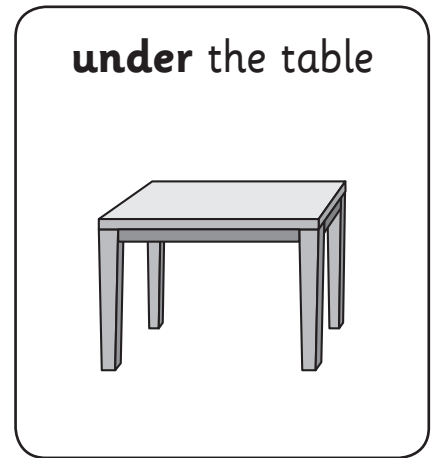
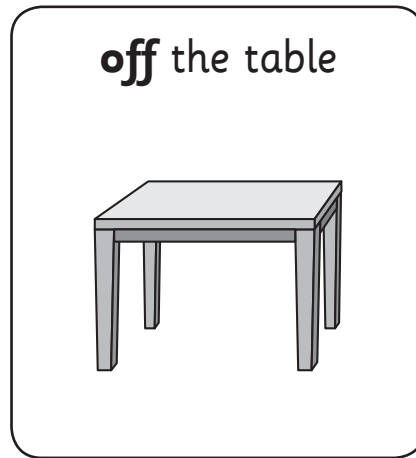
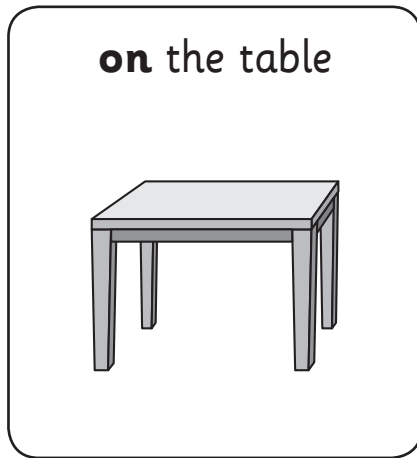


Skills and understandings	Not yet	Kind of	Got it
● Matches 3D objects with everyday objects			
● Sorts 3D objects			
● Predicts the movement of 3D objects			
● Names and describes the features of common 3D objects using everyday language			

Position

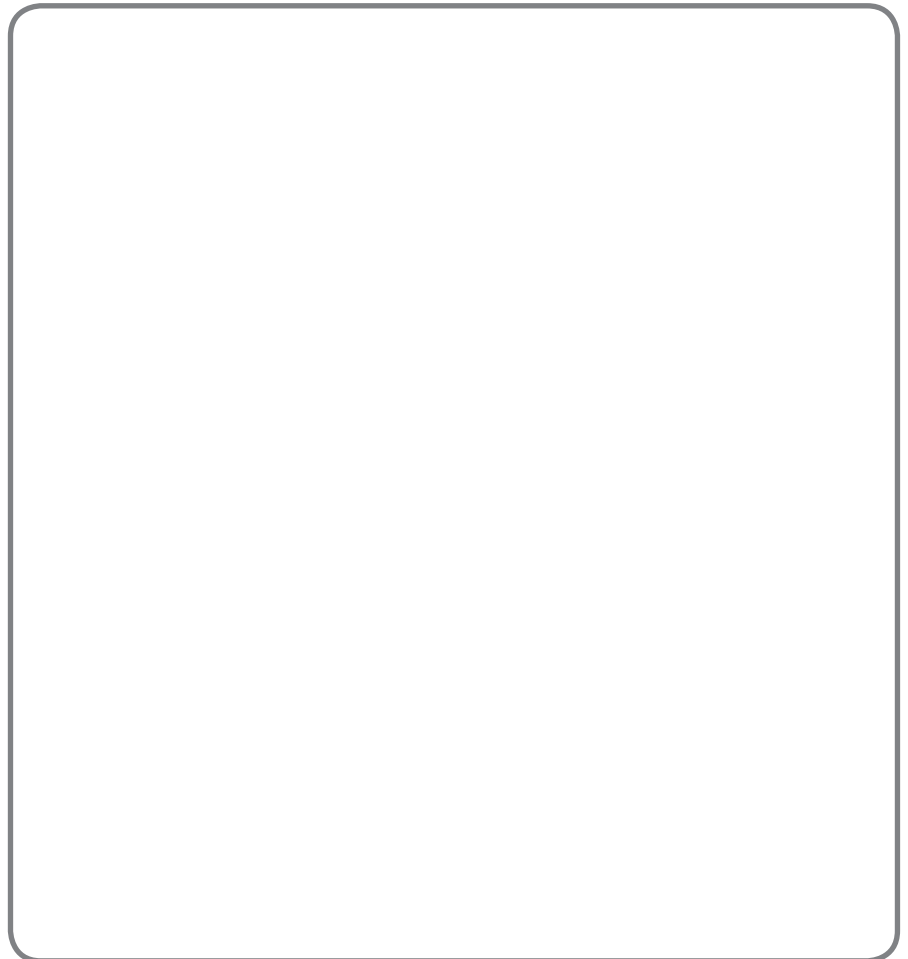
Name _____

1  Draw an 



2  Draw:

- yourself **in the middle** of the box
- your mum **next to** you
- a friend on **the other side** of you
- a cloud **above** you
- grass **below** you
- a tree **far away** from you
- a flower **near** you



Skills and understandings	Not yet	Kind of	Got it
• Describes the position of objects using everyday language			

Series A – Geometry – Student Progress Record

Name _____ Class _____ Date _____

What went well: _____

What I need to improve: _____



Series A – Geometry – Student Progress Record

Name _____ Class _____ Date _____

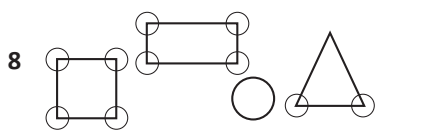
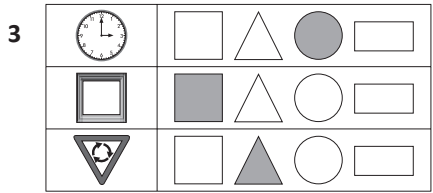
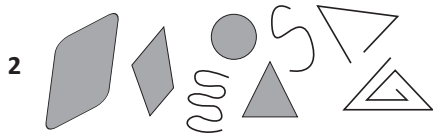
What went well: _____

What I need to improve: _____

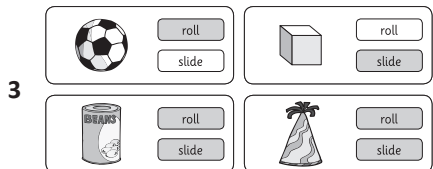
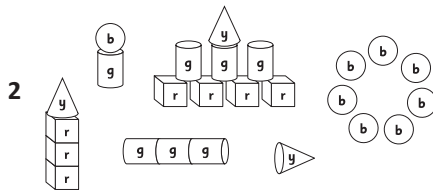
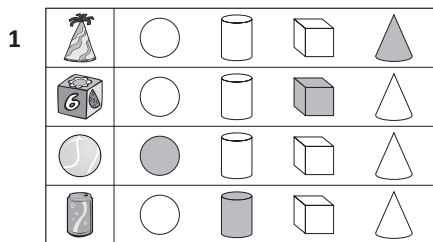
Series A – Geometry

ASSESSMENT ANSWERS

Pages 3–4

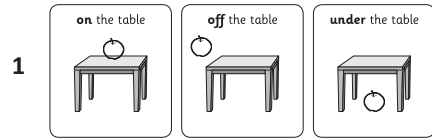


Pages 5–6



4 Answers will vary. Teacher check.

Page 7



2 Drawings will vary. Teacher check.

Series A – Geometry

Topic	Reference	Strand	Objective
All	ELG12	Shape, Space and Measures	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
All	ELG14	The world	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.