



BUILDING BLOCK ACTIVITIES (COLLATED IDEAS)

Build these rectangular prisms:

- 1. Length = 3 blocks; width = 2 blocks; height = 2 blocks
- 2. Length = 2 blocks; width = 2 blocks; height = 2 blocks
- 3. Length = 5 blocks; width = 3 blocks; height = 4 blocks
- 4. Length = 4 blocks; width = 4 blocks; height = 4 blocks

Now answer these questions for 1; 2; 3 and 4:

- a) How many blocks were used in each structure? Can you explain how you worked each one out?
- b) Draw a picture of the floor plan (floor stamp) each prism makes.
- c) Which rectangular prisms are cubes? Why?

Ways to use wooden blocks:

- 1. Glue blocks together in groups so that they form bonds of 10 (5+5, 3+7, 6+4, etc.)
- 2. Use these as concrete representation of 10ths, common fractions and decimals.
- 3. Use them to add through 10 and 100.
- 4. Use them to show Fibonacci.
- 5. Use them to show concrete representation of tables. (Grouping and sharing)
- 6. Use the m to show making up and breaking up of numbers.
- 7. Use blocks to show 3D shapes, LXBXH
 - a. 1X1X1
 - b. 2X3X4 etc.
 - c. Squares and rectangles, cubes and prisms
- 8. Use them for Singapore Maths.
- 9. Use them to practice measurement.
- 10. Use them for fun! Constructing shapes.



Adapting wooden cubes into dice for use as maths activities



Adapting dice:

Wooden cubes: Use permanent markers to adapt the cubes. Cover with varnish (optional)

Noise control:

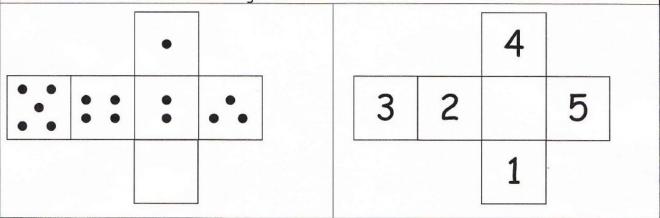
Felt makes a great surface for dice games

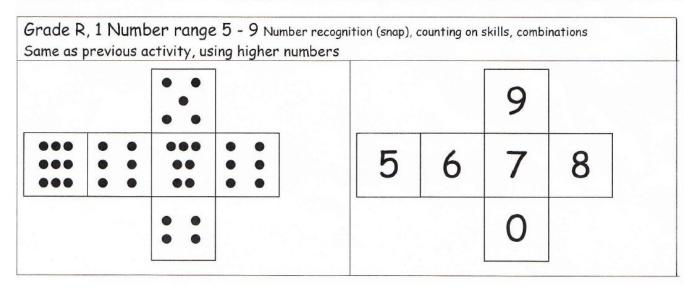
You could also paint a wooden tray with blackboard paint, then line one half with felt. Roll the dice in the felt half and score with chalk on the other!

Containers for dice:

Bank bags/resealable bags, film canisters, pencil cases are just a few examples.

Grade R, 1 Number range 0 - 5 Number recognition (snap), counting on skills, combinations "Snap" Throw the 2 dice. If the dice falls on the 4 and the 4 dots, child shouts "snap" Counting on: Throw the 2 dice. If dice falls on 4 and 2 dots, child says 4,5,6 Combinations: Add the 2 numbers together







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