



# Strengthen Activities

## MISCONCEPTION

**Children may confuse the terms clockwise and anti-clockwise when making turns.**

### STRENGTHENING UNDERSTANDING

1. Provide each child with a paper plate with the centre marked and two curved arrows indicating the turn directions. Discuss the terms clockwise and anticlockwise and which direction we move for each, referring to clock hands if needed. Children label the arrows clockwise and anticlockwise.
2. Ask children to hold their plate as if it is a steering wheel. Ask them to turn it clockwise or anti-clockwise and observe the turn they make, correcting through discussion. Challenge children to be the first to turn their plate in the direction you say, making sure they return it to centre each time.
3. Ask children to stand facing the same direction. Give instructions, for example, *Make a quarter turn clockwise*. After each turn discuss what is correct, encouraging children to refer to their plates.

### ASSESSMENT CHECKPOINT

Ask children to give turn instructions to a partner. Can they both turn accurately and spot mistakes?

### RESOURCES

Paper plates with centre marked and two curved arrows showing clockwise and anticlockwise

## MISCONCEPTION

**Children may not be secure in describing rotation.**

### STRENGTHENING UNDERSTANDING

1. Give children a toy and instructions to rotate it, for example, *Move it a three quarter turn anticlockwise*. Ask: *What does a quarter turn look like? So, what does a three-quarter turn look like?*
2. Show children a toy with an arrow sticking out from the base. Point out which way it is facing. Children close their eyes while you rotate the object then describe the turn that you made. Ask: *Where was the toy facing to start with? Which direction did I turn it in? How much did I turn it?*
3. Invite children to play the same game with a partner. Discuss if there can be more than one way to describe a turn (i.e. a quarter turn to the right and a quarter turn clockwise).

### ASSESSMENT CHECKPOINT

Revisit Q3 Textbook p24 in the End of unit check. Can children accurately describe the turn?

### RESOURCES

Toy with an arrow sticking out from the base, Textbook p24

## MISCONCEPTION

**When there are more than two shapes within the core of the pattern, children may struggle to describe the repeating pattern.**

### STRENGTHENING UNDERSTANDING

1. Begin by arranging children into a simple pattern of standing up, sitting down, standing up, etc. Discuss what comes next. Ask: *How do you know? What is the repeating block in this pattern?*
2. Place a square and a circle on the table, then another circle and another square. Ask: *What shape will be next?* Draw similarities with the first activity, identifying the repeating block. Create another repeating pattern, building it up one shape at a time. Can children guess what shape will be next?
3. Ask children to create their own patterns out of shapes for their partner. Can their partner identify what shape they will place next? Once children are secure with using multiple different shapes, extend to making patterns using one shape, but in different orientations.

### ASSESSMENT CHECKPOINT

Revisit Q2 and 3 from Practice Book p15 and 16. Can children identify the missing term in the sequences?

### RESOURCES

A mixture of 2D shapes, Practice Book p15 and 16