

Building 3-D Objects in Kindergarten

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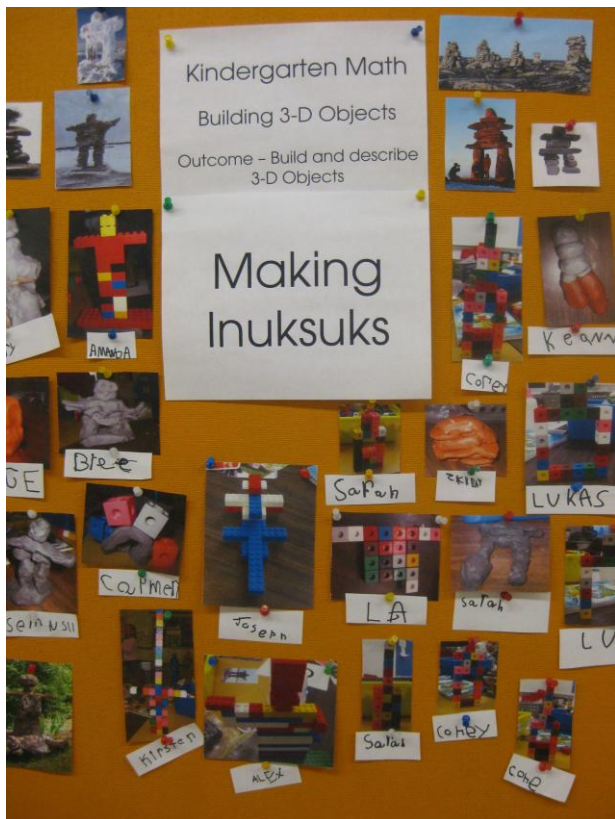
As part of my math program, I have been having students work at centers independently to complete or practice some of the math outcomes. Each week I put out a new center. The center is explained to all of the students at once, and then reviewed each day for the group that is heading there. The centers are mandatory. In addition to explaining the centers, I also gave them a crash course in using a digital camera. The students learned



how to turn on and off the camera, take pictures, view them, and most importantly, to wear the wrist strap! After the students were finished at the center, they took a picture of the end result. The pictures were then put on a bulletin board with the corresponding math outcome listed above. The students did a great job! Here are some of the centers that they did:

1. Math Outcome – Sorting 3-D objects using a single attribute.

Center – I put a set of attribute blocks at the center. Students were instructed to sort the blocks into 2 piles. When they were finished, they needed to take a picture of the piles they made. Later, I printed off the



picture, and they needed to tell me what the sorting rule was.

2. Math Outcome – Build and describe 3-D objects

Center – I put a model of an inuksuk, several pictures of inuksuks, plastacine and cubilinks at the center. Students then used the materials to create a model of an inuksuk. When they were finished, they took a picture of their creation. (This center idea was adapted from a lesson idea in *Math Makes Sense*, by Pearson Education Canada).

3. Math Outcome – Use direct comparison to compare two objects based on a single attribute.

Center – I placed wooden blocks at the center. Students took turns putting blocks on top of the tower, trying to build it as tall as they could. They needed to take a picture of the tower before it got so big that it would crash down. Later, I printed off the pictures, and the students needed to sort them into tall, medium and short towers.

By making the outcomes visible, along with the student learning, parents, students and school visitors were able to see and understand the learning that was going on in Kindergarten Math!

