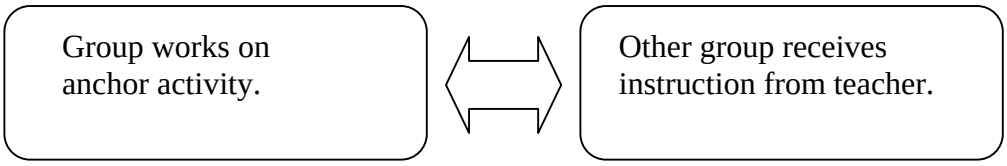
Option: Using an Anchor Activity

The purpose of an anchor activity is to reinforce, deepen, and extend students' understanding of the concepts presented in a unit. It provides meaningful tasks for students to work on while the teacher is working with another group or when the student has completed an assignment. Using anchor activities creates a productive work environment and is an efficient use of students' time. An anchor is to be completed over a period of time—anywhere from a week to a grading period. A student does the work independent of the teacher either individually or with a partner. It is important that all work in an anchor activity "count" and that students do not perceive it as busy work. The work may include:

- long-term projects
- selected games
- journal writing
- commercial kits
- learning centers/packets
- selected websites
- creating games, books, etc.
- books related to math

The following is a suggested sequence for implementing an anchor activity:

1. Introduce the anchor at the beginning of a new unit with all the resources needed readily available.
2. Teach the whole class to work independently and quietly on the anchor activity.
3. Provide time for practice of activity and procedures.
4. Begin small group instruction by alternating groups.



In summary, anchors work best when:

- expectations are clear.
- tasks are taught and practiced beforehand.
- students are held accountable for on-task behavior and completing work.

Grade 1 Unit 4 Anchor Activity

The following anchor activity presents students with tasks and games involving geometry to be done individually or with a partner throughout the unit. The anchor is tiered and suggests activities that are related to on and above grade level indicators. Games may be introduced to the whole class, then placed in a math center for students to play when finished with assigned classwork.

Everyday Math

Students continue to play the games or add to the activities suggested in *Everyday Math*.

The Attribute Game	TG p. 571	2.1.1.1, 3.1.1.1
Building and Drawing a Pattern Block Design	TG p. 577	2.1.1.1, 2.1.3.1
Activities for Symmetry	TG p. 595	2.2.4.1, 2.2.4.2

Hot Math Topics

Some cards suggested below may be used by either group. Generally, Hot Math Topics *is sequenced from least difficult cards to most difficult cards. Direct students to respond to task cards and explain their reasoning in a math journal. Read the introduction for more suggestions on management.*

Hot Math Topics: Spatial Sense, Gr. 1

Indicator	Task Cards
2.1.1.1	7, 11, 15, 20, 24, 41, 44, 50, 52, 61, 65, 72, 75, 81, 85, 93
2.1.1.2	10, 12, 27, 49, 52, 79, 88, 91, 93, 97
3.1.1.1	9, 13, 36, 47, 94
2.1.4.1	43, 45
2.1.3.1	7, 29, 32, 53, 54, 59, 68, 81, 95, 96
2.1.5.1	62
3.1.2.1	28, 46, 66
3.1.3.1	1, 9, 30, 42, 48, 51, 78, 92, 98

Hot Math Topics: Spatial Sense and Measurement, Gr. 2

Indicator	Task Cards
2.2.1.1	1, 8, 10, 14, 15, 23, 31, 33, 35, 49, 55, 64, 65, 70, 71, 85
2.2.3.1	27, 90
2.2.1.2	20, 30, 37, 44
2.2.4.1, 2.2.4.2	34, 60, 78
3.2.3.1	4, 11, 19, 22, 24, 30, 36, 39, 43, 48, 51, 54, 58, 61, 62
3.2.4.1	2, 6, 7, 12, 17, 18, 21, 25, 26, 28, 29, 32, 38, 40, 41, 42, 46, 53, 57, 63, 68, 73, 75, 81

20 Thinking Questions, Grades 1-3

The questions from *20 Thinking Questions* are written as lessons, but may be used in centers for independent practice after students have had similar instruction using manipulatives. Teachers may choose to photocopy the question page on card stock. For follow-up, select questions from "Questions for Discussion" and "Journal Reflection" at the end of each lesson. Ask students to respond in their math journals. Students may choose one question card, since they cover a similar topic.

Indicator	*20 Thinking Questions…*	*Question*
2.2.1.1, 2.2.3.1, 2.2.1.2	*Linkercubes*	*17: Can you find all 12 shapes?*
2.1.4.1, 3.1.3.1	*Pattern Blocks*	*1: Can you order your blocks from tallest to shortest?*
2.1.1.1, 2.1.3.1	*Pattern Blocks*	*15: Can you build my shape?*

Navigating Through Geometry in Prekindergarten-Grade 2
The tasks from *Navigating Through Geometry* are written as 5E lessons. The lessons offer a variety of learning experiences, both independent and cooperative.

2.2.1.1 "Name That Block"
Students identify the attributes of 2-D and 3-D figures by identifying blocks, describing blocks, and participating in a scavenger hunt.

2.2.1.1 "Cutting Corners"
Students explore sides, vertices, and congruency of smaller shapes that can be created from larger shapes.

2.2.4.2 "Cut Outs"
Students make predictions about lines of symmetry using paper cutting.

2.2.3.1 "Skeletons"
After visualizing edges and vertices of 3-D figures, students create 3-D shapes using toothpicks, clay, and/or gumdrops.

The Super Source Grades K-2
Tasks from *The Super Source* books include an introduction by the teacher, an "on their own" section, and a "thinking and sharing" section. There is also an extension section to each lesson.

Indicator	*The Super Source…*	*Task Title*	*Page*
3.1.1.1 *3.1.1.1* *3.1.3.1*	*Snap Cubes*	*How Long Is It?* *The Human Balance Scale*	*30* *82*
2.2.5.1 *2.1.1.1*	*Pattern Blocks*	*Three in a Row* *Who am I?*	*78* *82*

Shapes Scavenger Hunt *2.1.1.1, 2.1.1.2, 2.1.3.1, 2.1.5.1*
2.2.1.1, 2.2.3.1, 2.2.1.2, 2.2.4.1, 2.2.4.2, 2.2.5.1
Students practice identifying, describing, and classifying 2-D and 3-D shapes found in their surroundings (classroom, playground, home, etc.).

- If possible, photocopy *Shapes Scavenger Hunt* student page onto 11x17 paper to enlarge it by 125% percent. This will give students ample space for drawing and labeling.
- Provide multiple copies of the word bank to allow students who need writing support to cut and paste labels.
- Provide the word bank that includes pictures to students who need reading support.
- When necessary modify the number of columns students need to complete by selectively photocopying the record sheet.

Students should add to their scavenger hunt results throughout the unit as they master new geometry terms. Students should have time to share and display their results.

Shapes Scavenger Hunt

Drawing				
Geometry Word(s)				
Name of Item				
Description of Item				

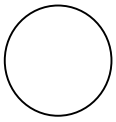
Word Bank

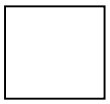
- circle
- square
- rectangle
- triangle
- hexagon
- sphere
- cube
- cylinder
- cone
- congruent

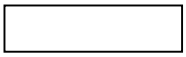
Word Bank

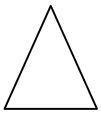
- **circle**
- **square**
- **rectangle**
- **triangle**
- **hexagon**
- **sphere**
- **cube**
- **cylinder**
- **cone**
- **pyramid**
- **vertices**
- **congruent**
- **faces**
- **edges**
- **vertices**
- **line of symmetry**
- **rectangular prism**

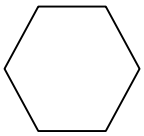
Word Bank

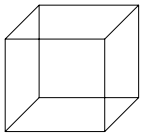

circle

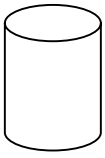

square


rectangle


triangle


hexagon

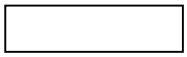

cube


cylinder


sphere


cone

congruent



"Geometry Word" Labels

Directions- Cut along black lines

circle	circle	circle
triangle	triangle	triangle
cube	cube	cube
congruent	congruent	congruent
congruent	congruent	congruent
square	square	square
hexagon	hexagon	hexagon
cylinder	cylinder	cylinder
rectangle	rectangle	rectangle
sphere	sphere	sphere
cone	cone	cone

"Geometry Word" Labels

Directions- Cut along black lines

circle	circle	circle
triangle	triangle	triangle
cube	cube	cube
pyramid	pyramid	pyramid
faces	faces	faces
line of symmetry	line of symmetry	line of symmetry
square	square	square
hexagon	hexagon	hexagon
cylinder	cylinder	cylinder
rectangular prism	rectangular prism	rectangular prism
edges	edges	edges
rectangle	rectangle	rectangle
sphere	sphere	sphere
cone	cone	cone
vertices	vertices	vertices
congruent	congruent	congruent