


Key Stage 1:**Strand : Shapes, Figures and Solids (K1SF)**

Topic:

K1SF1 Exploring shapes of objects

Standards :

K1SF1-1 Exploring shapes of objects for finding their attributes

Standards	Sample Tasks for understanding the standards
<p>K1SF1 Exploring shapes of objects</p> <p>K1SF1-1 Exploring shapes of objects for finding their attributes</p> <p>i. Roll, fold, stack, arrange, trace, cut, draw, and trail objects (blocks such as boxes, cans and so on) for knowing their attributes หมุน พับ วางซ้อนกัน จัดเรียง ทาบ ตัด วาด และลอกรูปของวัตถุ (บล็อก ก้อน กะป๋อง ฯลฯ) เพื่อให้รู้คุณสมบัติของวัตถุ</p> <p>ii. Use attributes of blocks for drawing the picture by tracing the shape on the paper and explain how to draw it with the shape ใช้คุณสมบัติของบล็อกเพื่อวาดภาพโดยการทาบรูปร่างลงบนกระดาษและอธิบายวิธีการวาดด้วยรูปร่างนั้นๆ</p> <p>iii. Create patterns of shapes (trees, rockets and so on) by using the attributes and recognize the characteristics of shapes สร้างแบบรูปของรูปร่าง (ต้นไม้ จรวด ฯลฯ) โดยใช้คุณสมบัติและตระหนักถึงลักษณะของรูปร่างต่างๆ</p> <p>iv. Appreciate the functions of shapes of objects in their life เห็นคุณค่าของหน้าที่ของรูปร่างของวัตถุในชีวิตประจำวันของนักเรียน</p>	<p>Type C: Explaining Task: Let's group these shapes <i>(Students can roll or fold to find the objects attributes.)</i></p>  <p>Gakko tosho grade1, p.60</p> <ul style="list-style-type: none"> Why do we need students to explore shape of objects? What should be the next step after exploring shape of object? <p>จำเป็</p>

Topic:

K1SF2 Characterizing the shapes for figures and solids

Standards :

K1SF2-1 Describing figures with characters of shapes

K1SF2-2 Describing solids with characters of shapes

K1SF2-3 Drawing circle and recognizing sphere based on circle

K1SF2 Characterizing the shapes for figures and solids

K1SF2-1 Describing figures with characters of shapes

- i. Use characters of shapes for understanding figures (quadrilaterals, square, rectangle and triangle, right-angle, same length)

ใช้ลักษณะต่างๆของรูปร่างเพื่อทำความเข้าใจรูปต่างๆ (รูปสี่เหลี่ยม รูปสี่เหลี่ยมจัตุรัส รูปสี่เหลี่ยมมุมฉาก รูปสามเหลี่ยม มุมฉาก)

- ii. Introduce line and right angle with relations to activities such as paper folding and use it for describing figures with simple properties such as triangle has 3 lines

แนะนำเส้นและมุมฉากที่สัมพันธ์กับกิจกรรม อาทิ ใช้การพับกระดาษในการอธิบายรูปร่างด้วยคุณสมบัติเบื้องต้น เช่น รูปสามเหลี่ยม มีเส้นตรง 3 เส้น

- iii. Appreciate the names of figures in daily life by using mother-tongue such as “segi tiga” and “segi empat” in Malay and “tatsulok” in Tagalog.

เห็นคุณค่าของตั้งชื่อรูปร่างในชีวิตประจำวันโดยการ ใช้ภาษาแม่ “เพชร” “ว่าว” “หลังคาบ้าน” “ภูเขา” “กลมๆ” ในภาษาไทย

- iv. Classify triangles by specific properties, such as sides, angles and vertex (right triangle, equilateral, isosceles)

จำแนกรูปสามเหลี่ยมโดยใช้คุณสมบัติเฉพาะ เช่น ด้าน มุม และจุดยอด (รูปสามเหลี่ยมมุมฉาก รูปสามเหลี่ยมด้านเท่า รูปสามเหลี่ยมหน้าจั่ว)

Type C

Task:

- Connect the points using straight lines to enclose each animal. Try to enclose each animal with fewer straight lines.
- Divide the shapes that are enclosed by straight lines into 2 groups.



Gakko tosho grade2-2, p.66

- What 're shape and figure?
- What is the difference between shape and figure?
- How to describe figures with characters of shapes?

Topic:
K1SF3 Explaining positions and directions

Standards :
 K1SF3-1 Exploring how to explain the position and direction

K1SF3 Explaining positions and directions

K1SF3-1 Exploring how to explain the position and direction

- i Identify simple positions and directions of an object accurately using various ways such as in my perspective, in your perspective in the classroom, and the left, right, front, back, west, east, north, south and with measurement
- ii Draw the map around the classroom with consideration of the location
- iii Design a game to appreciate the changing of positions and directions in a classroom

Type C

Task: Hitting the target game
 Which one should you choose? Identify the position of the doll.



Gakko tosho grade2-1, p.6



- Why do we ask the question “Which one do you choose”?
- Why do we ask the question “identify the position of the doll” after they choose it?


Key Stage 1:**Quantity & Measurement (K1QM)****Topic:**

Comparing size directly and indirectly using appropriate attributes and non-standard units (K1QM1)

Standards:

Comparing and describing quantity using appropriate expression (K1QM1-1)

Standards	Sample Tasks for understanding the standards
<p>K1QM1-1</p> <p>i Compare two objects directly by attributes instead of stating in length and amount of water such as longer or shorter and less or more</p> <p>ii Compare two objects indirectly using non-standard units to appreciate the unification of units</p> <p>iii Use appropriate denomination of quantity (such as number of cups) for counting and appreciate the usage of units for quantity for suitable context</p>	<p>Task 1 (Explaining)</p> <p>(1) Which one is longer? Which one is more? (Ask students to compare two things that easy to move to compare directly)</p>  <p style="text-align: right;">Gakko tosho grade1, p.101</p> <p>(Try to make ropes in a straight way and their starting point should be the same point)</p> <p>(2) Which one is longer? Which one is more? (Ask students to compare two things that hard to move to compare directly)</p> <p>Such as: Which water level of these fish bowls is higher?</p>  <p style="text-align: right;">Gakko tosho grade1, p.102</p> <p>(Use striped paper (as picture) to be a non-standard unit)</p> <p>Task 2 (Using previous learned)</p> <p>Which one is longer, between a table's width and length? How do you know? (Ask students to identify a table's width and length)</p>

Standards	Sample Tasks for understanding the standards
	 <p data-bbox="1153 436 1398 459">Gakko tosho grade1, p.104</p> <p data-bbox="740 459 1300 521"><i>(Students use a pencil (as picture) to be a non-standard unit)</i></p> <p data-bbox="799 584 1361 647">(1) What is the important of using non-standard unit to identify the length?</p> <p data-bbox="799 669 1313 732">(2) How can we use other things to be non-standard unit to identify the length?</p>