

# MATHS WITH MANIPULATIVES: ATTRIBUTE BLOCKS

Paul Swan



Figure 1

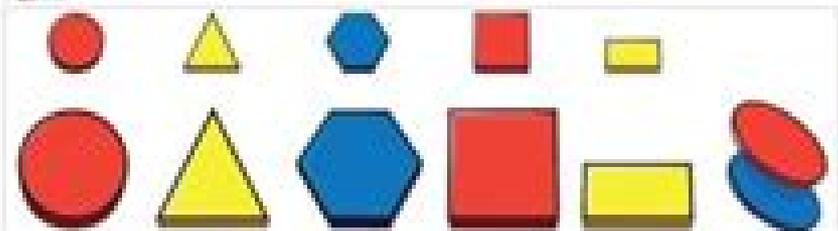


Figure 2

Attribute blocks are often combined with Pattern Blocks and Cuisinart® Rods. When mixed together in a clear plastic container, Pattern Blocks come in 30 sets that consist of 12 sets of 12 pieces, pieces which are often considered for Number Blocks. Pattern Blocks come in five pieces: Yellow Hexagons, Red Trapezoids, Blue and Tan Rhombuses, Green Triangles and Orange Squares (see Figure 1).

Attribute Blocks are plastic shapes that come in:

- Two flat legs or rods
- Two flat bases: flat or thin
- Three colours: red, blue or yellow
- Five shapes: triangle, square, rectangle, trapezoid and circle (see Figure 2).

The fact that there is a yellow trapezoid in the Pattern Block set and the Attribute Block set covers part of the confusion.

## MANAGING THE MATERIALS

The size, thickness, colour and shape represent the block's attributes, hence the name Attribute Blocks.

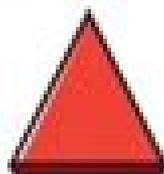


Figure 3

With just four words, you can describe a single block. A large block that is orange would look like this:

Three are individual pieces made up of a set of Attribute Blocks (1 × 2 × 1 × 1). Each block is different, so I suggest the original packaging is kept and the pieces packed away at the end of each session (see Figure 3). Also, I would buy an extra set, so you have spare available to top up on, for free.

*(Block numbers on page 14)*



# MATHS WITH MANIPULATIVES: ATTRIBUTE BLOCKS (CONT.)

## SAMPLE ACTIVITIES

### FOR A PEEK

The blocks are placed on the table. If you don't like the name of glasses on the desk, place a white card on the desk. It reads: 'The name follows the "long name" and makes a good background if the blocks are photographed.'

The person chooses a block and the other person asks questions using just four words. Consider how the block's attributes are connected to the word 'leaf'. How is the block most like one of the circles or triangles?

### SPIN AND FIND

Use an Attribute Spinner or another that is spun up a piece (see Figure 4).

Pick up a piece and only 4 words. The spinner features may simplify the story available by using the features of the spinner (see section on). A small Attribute Block Spinner may be found at [www.mathworksheetsland.com/attribute-blocks/attribute-block-spinner.html](http://www.mathworksheetsland.com/attribute-blocks/attribute-block-spinner.html).

### NOT SPINNING

Attribute the word sets a story provided they have used in mathematics. For the word set below, each word that comes up in the spinner. For example, the piece is red legs, red block, red yellow and one a circle. The name there will be more possible answers. The piece could be small, blue, red or blue, orange square, rectangle, triangle. One square set all general words (not to be thick) and the word 'red' does not have to be used in those of each part in the spinner.

### PLAY SPERDUCKE BOOKS

This is a game for four players. The blocks are placed out on the table and mixed around.

### The talking version

Three players draw their card and the remaining player 'reads a story'. The three questions each work independently to find the other player without talking.



Figure 4

The students are allowed to move and mix pieces. When they follow the card from the missing piece, they can only see five words. The card will then say you are a specific or are quite 1.

### Talking version

Three are strategies that they asking questions to check the answer is only 'yes' or 'no'. Allowing students to see the spinner to help track provides visual support to enable students who get 'lost' to see in the game.

### LANGUAGE AND LOGIC

Students draw one writing card to form their diagrams. Two Diagrams are named after John Snow (1814 – 1858), a mathematician and logician.

Blocks placed in the intersection of two circles mean that two criteria or attributes, that is red and triangle. Having a third circle means that the intersection of all three criteria means that three criteria will need to be met (see Figure 7). The link between language and logic becomes clear.

Consider how students work – how correct words represent work.



Figure 7

### SYMBOLS AND LANGUAGE

Students may use different writing systems to describe the relationship between pieces. See Figure 8.

# Guide For Attribute Blocks

**Derrick A. Botterill**



## Guide For Attribute Blocks:

### Learning About... Attribute Blocks: a Guide to Teaching Strategies, Activities, and Ideas ETA

hand2mind,1995-03-31 Quality classroom proven hands on resources and instructional materials that assist teachers in elevating student learning *Guide to Math Materials* Phyllis J. Perry,1997-02-15 Now it s easy to locate the materials you need to implement the new NCTM math standards Organized by such math topics as problem solving estimation number sense and numeration and geometry and spatial relationships this book shows users where to find manipulatives and materials such as attribute blocks pattern blocks clocks scales multilink cubes and prisms calculators and sorting toys It also lists specialized math books computer software and a host of other learning materials e g activity cards puzzles posters games reproducibles The author briefly describes each product cites grade level when given and explains possible applications Products of exceptional quality and value are highlighted and the addresses of publishers and suppliers are given A real time saver Grades K 4 *Teachers Guide Cards* Derrick A. Botterill,197? Attribute blocks will introduce and give practice in set theory and will aid children to distinguish attributes and carry out logical operations **Logic for Young Children** Zoltan Paul Dienes,1964 *Math for All Participant Book (K-2)* Babette Moeller,Barbara Dubitsky,Marvin Cohen,Karen Marschke-Tobier,Hal Melnick,Linda Metnetsky,2013-01-09 Develop new skills and strategies for inclusive mathematics teaching The highly acclaimed Math for All workshop program helps general and special education teachers collaborate to reach all students with standards based mathematics lessons This participant book is the companion to the Math for All K 2 facilitator s guide and includes all the reproducibles plus classroom assignments that extend learning between workshop sessions Participants will find A user friendly overview of the eight neuro developmental functions that shape mathematics learning Hands on activities and tools that help teachers accurately identify students strengths and challenges then adapt instructional strategies accordingly Techniques for reaching ELLs and students with disabilities

*Analytical Thinking for Advanced Learners, Grades 3-5* Emily Hollett,Anna Cassalia,2022-07-29 Analytical Thinking for Advanced Learners Grades 3 5 will teach students to think scientifically systematically and logically about questions and problems Thinking analytically is a skill which helps students break down complex ideas into smaller parts in order to develop hypotheses and eventually reach a solution Working through the lessons and handouts in this book students will learn strategies and specific academic vocabulary in the sub skills of noticing details asking questions classifying and organizing information making hypotheses conducting experiments interpreting data and drawing conclusions The curriculum provides cohesive scaffolded lessons to teach each targeted area of competency followed by authentic application activities for students to then apply their newly developed skill set This book can be used as a stand alone gifted curriculum or as part of an integrated curriculum Each lesson ties in both reading and metacognitive skills making it easy for teachers to incorporate into a variety of contexts *Encyclopedia of Mathematics Education* Louise Grinstein,Sally I. Lipsey,2001-03-15

This single volume reference is designed for readers and researchers investigating national and international aspects of mathematics education at the elementary secondary and post secondary levels It contains more than 400 entries arranged alphabetically by headings of greatest pertinence to mathematics education The scope is comprehensive encompassing all major areas of mathematics education including assessment content and instructional procedures curriculum enrichment international comparisons and psychology of learning and instruction

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