

Maths Glyphs 1

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Activity 1

Look at the picture of the clown's face. Listen to the teacher's instructions and point to the part of the clown your teacher says e.g. *nose, freckle, dimple, cheek, bowtie* etc.








Answer these questions.

1. What shape are his eyes?
2. What shape is his nose?
3. How many freckles are there on each cheek?

Activity 2

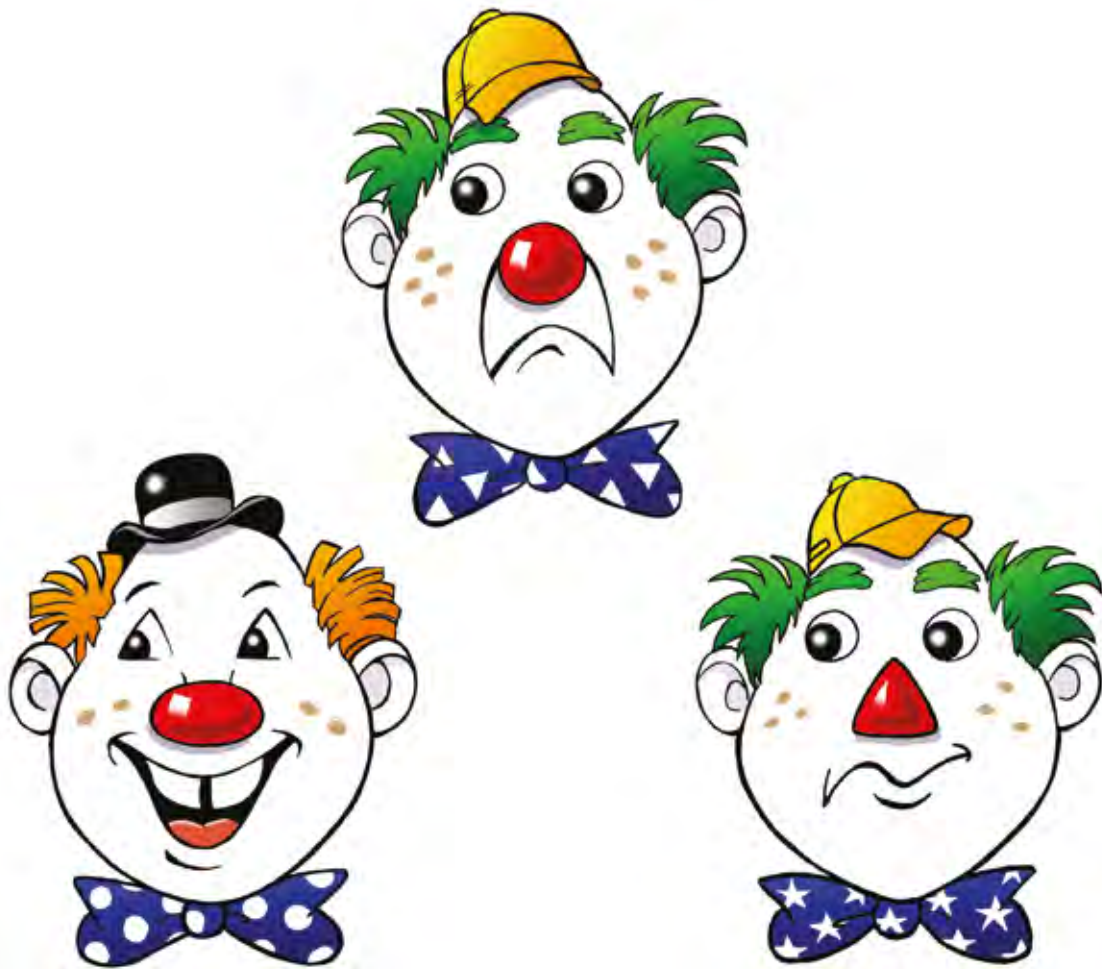
The face has hidden information but you can only find it out with the secret key. Look at the key. Your teacher will help you to work it out. Now work out what each part of the face tells you.

Picture Key

Parts of the body	What it looks like'	Meaning
hair		I like art best. I like science best. I don't like art or science best.
eyes		I like grapes best. I like oranges best. I don't like grapes or oranges best.
nose		I have one brother or more. I have one sister or more. I have no brothers or sisters.
mouth		I live in a house. I live in an apartment. I don't live in a house or an apartment.
hat		I come to school by bus. I come to school by bike. I come to school another way.
bowtie		My birthday is in January, February, March or April. My birthday is in May, June, July or August. My birthday is in September, October, November, December.
freckles		My first name has 4 letters. My first name has 5 letters. My first name does not have 4 or 5 letters.

Activity 3

Choose one of the drawings below.



With a partner, read the key and work out what the clown's face is telling you. Make up some sentences like this:

His eyes are crosses. It means he likes oranges best.

His nose is a circle. It means he has one sister or more.

Activity 4

Now you will make your own face with your secret information. Read the key for the clown again. Start with the eyes. Think about the sentences about favourite fruit. Which one is true for you? Follow the instructions to draw eyes with the correct shape. Check you are right. Now do the same for the nose, mouth and hair. Finally, do the bowtie and freckles.

Activity 5

If you like, make up your own key and draw a different clown. Ask someone to find out what hidden information the face shows.

Glyphs 1

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Subject

Maths

Objectives

Process Skills:

Recording and interpreting information, understanding and using a key.

Language Skills:

Easy – mainly listening, speaking and reading; more difficult – copying, writing a key.

Vocabulary:

Parts of the clown's body e.g. *freckles, cheeks, dimples; shapes e.g. circle, triangle, oval, stars; family: e.g. brother, sister; adjectives e.g. round, unhappy; verbs e.g. colour, like, have; quantifiers e.g. more than, numbers.*

Sentence Patterns:

I like ... best; I live in a ...; I have ... brother(so) or more; I don't live in...; My first name has ... letters (so) ...; I come to school by ...; This means/says

Thinking Skills:

Remembering - identifying, naming, finding main features.
Understanding - interpreting, comparing, giving reasons.
Creating (advanced) - planning and designing a similar key.

Materials and preparation

- Clown template: see also <http://pbskids.org/barney/children/coloring/index.html> and click on feelings or other topics.
- 3 versions of the clown face with different colours and shapes.
- Coloured pencils/crayons to draw different types of mouth, nose etc. as outlined in the key

Introduction

Glyphs encourage learners to use keys to record and interpret information.

A glyph does not tell you about general information – it is only about one set of information. A glyph is used with a key. There are at least 3 types of key: picture keys, yes/no keys and if keys. A glyph with a picture key is the easiest. Learners need to understand how to use a key and interpret information from a picture. They can progress from interpreting a glyph to recording information on their own glyph. With time, confident learners can create their own glyphs and keys for other learners to use.

Warm up

Ask the class about clowns' faces and what is different about them. Elicit things like funny hair, eyes, mouth etc.

Activity 1

- 1 Introduce the picture of the clown and talk about the eyes, hair, nose, mouth, cheeks, bowtie.
- 2 Revise/teach the key vocabulary such as cheeks, freckles.
- 3 Do a listen and point activity as you say key words.
- 4 Tell the class in words they understand that they are going to practice recording and interpreting information. Check the answers in pupils' activity 1.

Activity 2

- 1 Introduce the idea of a key; practice reading each statement and asking learners about favourite subjects, fruit etc.
- 2 Show the class different pictures of clowns and explain that they can tell us different information.
- 3 Check that the children understand the process of recording information.

Activity 3

- 1 Introduce or revise any key/unknown words to check the children understand and can read the statements in the key by themselves. Check comprehension of one or two of the more difficult statements.
- 2 Choose a completed clown face and ask the children to check the key. Starting with the hair, work out what kind of hair it is and check this against the key. Use sentences like:
This clown has orange hair. What does that mean? Let's look at the key to find out. Find the word hair and the colour orange. The key says that he doesn't like science or art best. I wonder what he does like?
- 3 Work through the rest of the face, saying what the face tells us. Check the learners have understood the general concept.
- 4 Ask the learners to work in pairs and choose another face from the set of on the worksheet. Encourage them to read the key and work through the key to make statements about the clown.
- 5 They can then ask each other questions about it or can simply copy down the statements to write a description.

For example:

He has one sister. Yes or no?

He likes science. Yes or no?

He lives in a house. Yes or no?

Groups present their findings.

Activity 4

- 1 Now ask the children to think about how many brothers or sisters they have, where they live, when their birthday is, how many letters are in their first name. Ask them to write this information down.

For example:

I live in a ...

I have ... brother(s) and ... sister(s).

My birthday is in ...

My name has ... letters.

- 2 Give the children an empty template of the clown's face and tell them they can record their own information so other people can 'read' it using the face like a secret code. Ask one child to give a true answer and start filling in an empty template to show what they will do. Continue until the face is completed.
- 3 Ask the children to complete the template by choosing the correct information from the key. The information must be true for them. They can then give it to their partner who will 'read' it.

More confident learners

- 1 Learners can devise their own keys and create another picture and complete it themselves. They can then explain this to other learners.
- 2 The learners can create a new key and then write a quiz for others to complete using yes/no, true/false questions.

