

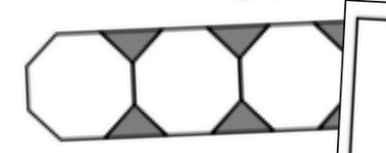
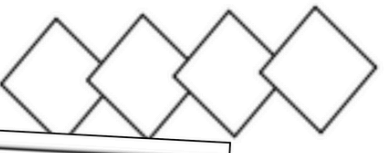
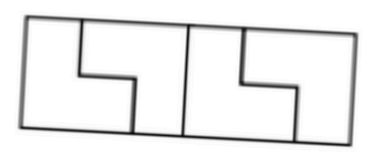
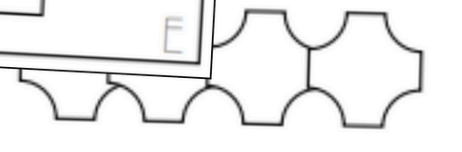


TRANSFORMATIONS AND TESSELLATIONS

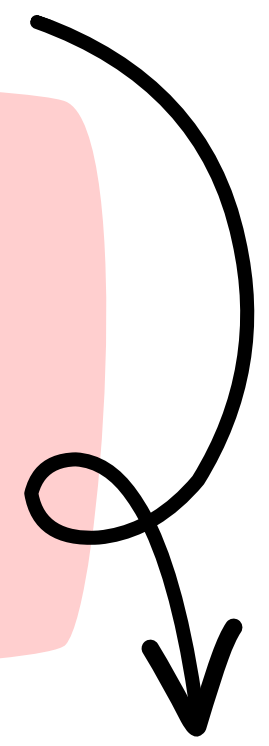
AC9M6SP03

TESSELLATING SHAPES TRUE OR false

Cut out the problem cards and sort them according to whether they are true or false. Before gluing them, arrange the cards in each column in alphabetical order.

TRUE	FALSE
<p>This is an example of a tessellating pattern:</p> 	<p>This is an example of a tessellating pattern:</p> 
<p>This is an example of a tessellating pattern:</p> 	<p>This is an example of a tessellating pattern:</p> 

Keep scrolling to see what's included!



WANT A FUN WAY TO TEACH TRANSFORMATIONS AND TESSELLATIONS?



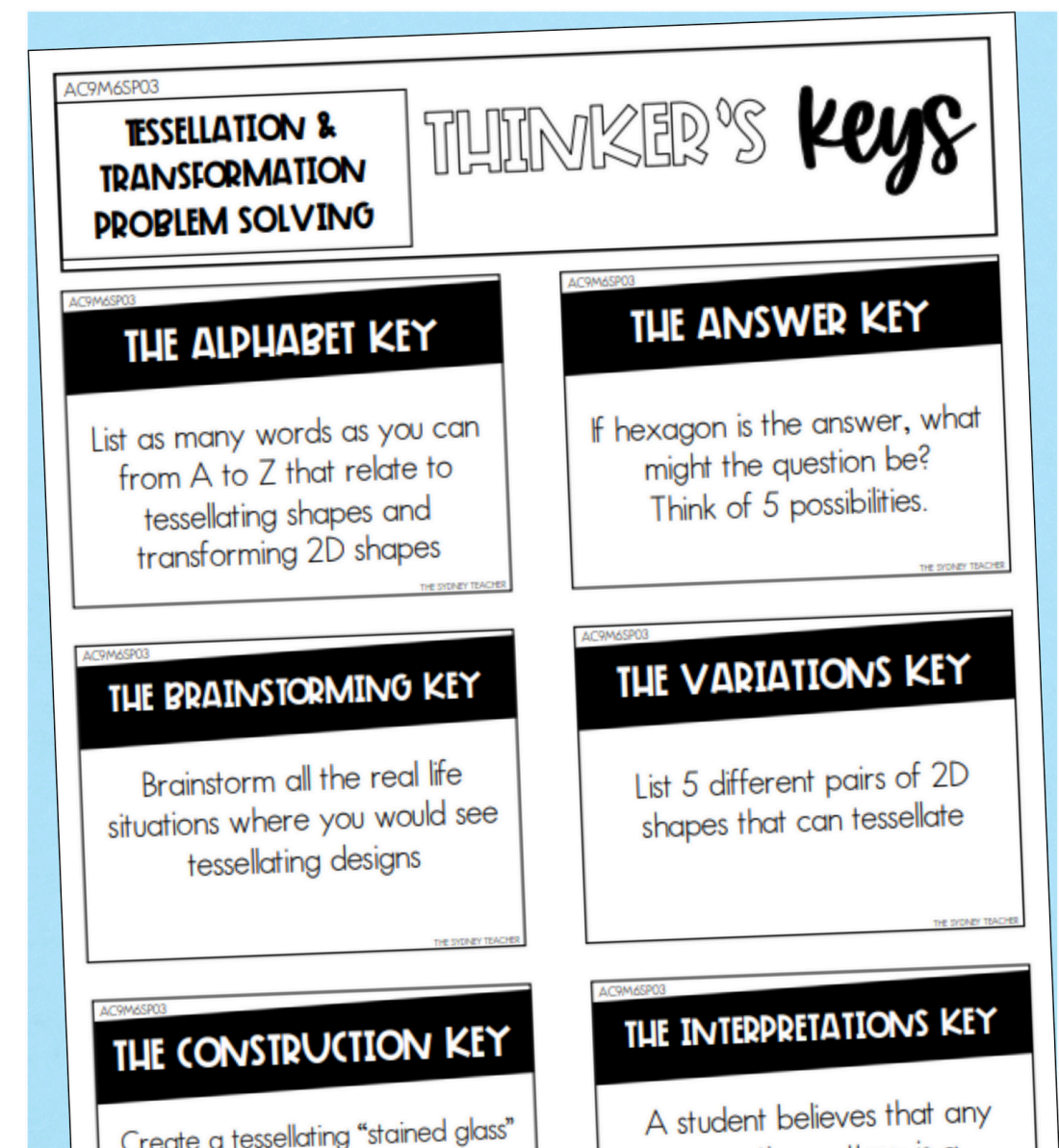
All six activities are aligned to the outcome: **(AC9M6SP03)**



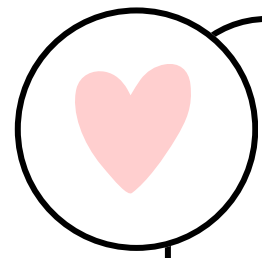
Tasks range in difficulty from easy to challenging!



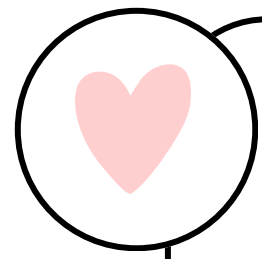
Activities are interactive, hands-on, and FUN!



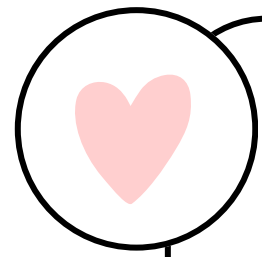
WANT A FUN WAY TO TEACH TRANSFORMATIONS AND TESSELLATIONS?



NO planning required for outcome **AC9M6SP03**



No prep, just print and go!



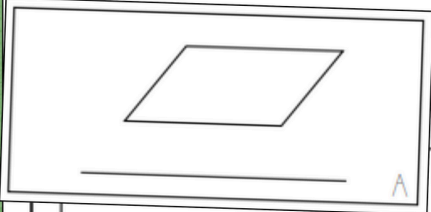
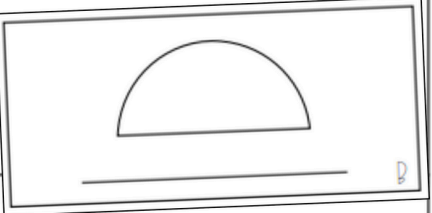
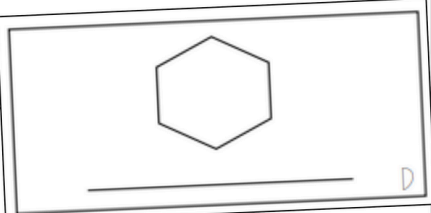
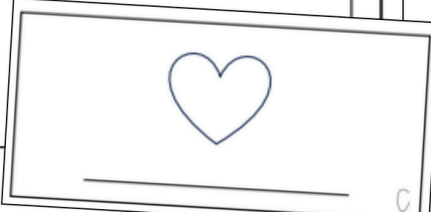
Aligns perfectly to the **Year 6 Measurement & Space Assessment Pack!**



AC9M6SP03

TESSELLATING SHAPES SUPER sort

Label the 2D shapes. Then cut out each card and sort them into two categories: 'Tessellates' and 'Does Not Tessellate' to show which shapes can tessellate on their own. Before gluing, arrange the cards in each column in alphabetical order.

TESSELLATES	DOES NOT TESSELLATE
 A	 B
 D	 C

INCLUDES ALL THESE AND MORE!

TRANSFORMING 2D SHAPES

MATHS match

PROBLEM CARDS

Find the card that describes the transformation that has been applied to Shape A, to become Shape B

Find the card that describes the transformation that has been applied to Shape A, to become Shape B

Find the card that describes the transformation that has been applied to Shape A, to become Shape B

Find the card that describes the transformation that has been applied to Shape A, to become Shape B

Find the card that describes the transformation that has been applied to Shape A, to become Shape B

Find the card that describes the transformation that has been applied to Shape A, to become Shape B

TESSELLATING SHAPES

SUPER sort

PROBLEM CARDS

TESSELLATION & TRANSFORMATION PROBLEM SOLVING

WOULD YOU RATHER...

Read the word problems then colour the box option B. Explain your thinking behind each decision.

OPTIONS

A Design a floor using only square tiles

B Design a floor using only triangular tiles

A Pave a road with hexagonal blocks

B Pave a road with rectangular blocks

A Solve a jigsaw puzzle with standard shapes that fit only one way

B Solve a jigsaw puzzle with unusual shapes that must flip and turn to find their way

A Make round cookies in a hexagonal tin to ensure less waste in space and time

B Make hexagonal cookies in a round tin to ensure less waste in space and time

TRANSFORMING 2D SHAPES

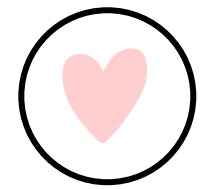
maths MAZE

For each question, study the transformation that has been applied to Shape A, to become Shape B. In the maze, each answer will lead you to the next problem. To keep track of your answers, colour your way from start to finish, recording the letter sequence you followed in the table below.

A					
---	--	--	--	--	--

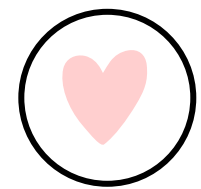
CONTENTS

What's included in this pack?



SIX engaging activities for the outcome **AC9M6SP03**:

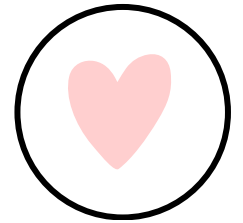
- + True or False
- + Maths Match
- + Super Sort
- + Maths Maze
- + Would You Rather?
- + Thinker's Keys



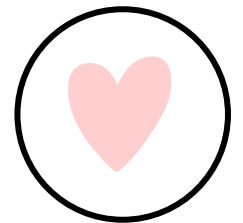
Answer Key for teachers



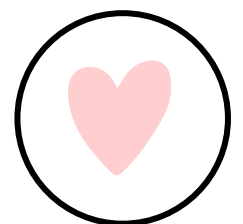
HOW YOU CAN USE THIS RESOURCE



Explore and compare different types of data as a **whole-class activity**



Assign activities to **small groups** based on skill level to challenge and support learners



Assign as an **independent or homework task** to practice transformations and create tessellations



AC9M6SP03

TRANSFORMING 2D SHAPES

MATHS match
PROBLEM CARDS

Find the card that describes the transformation that has been applied to Shape A, to become Shape B

Find the card that describes the transformation that has been applied to Shape A, to become Shape B

Rotated 90° and translated 5 units right

Translated 7 units right and 1 unit down

Reflected

Translated 4

LOOKING FOR MORE?



Bring lessons to life with the **Year 6 Measurement & Space Activity Bundle!** Enjoy 42 interactive activities motivate, excite, and challenge students while covering every curriculum goal!

YEAR 6

MEASUREMENT & SPACE ACTIVITY BUNDLE

THE SYDNEY TEACHER

ACTIVITIES

ANGLES ON A STRAIGHT LINE **maths MAZE**

INTERPRET & USE TIMETABLES **TRUE OR FALSE**

Study the ferry timetable, then cut out the problem cards and sort them according to whether they are true or false. Before gluing them, arrange the cards in each column in alphabetical order.

Destination	06:15	06:45	07:15	07:45	08:15	08:45	09:15
Circular Quay	06:21	06:57	07:27	07:57	08:27	08:57	09:27
Birchgrove	06:23	07:03	07:33	08:03	08:33	09:03	09:33
Greenwich Point	06:24	07:06	07:36	08:06	08:36	09:06	09:36
Woronora	06:25	07:09	07:39	08:09	08:39	09:09	09:39
Cockatoo Island	06:26	07:14	07:44	08:14	08:44	09:14	09:44

TRUE **FALSE**

A ferry departing Circular Quay at 07:15 will arrive at Birchgrove at 07:33. A

If you miss the 07:03 ferry from Birchgrove to Greenwich Point, the next ferry comes at 07:33. D

If you are at Greenwich you can catch a ferry to Cockatoo Island at 7:00. C

The last departure from Circular Quay to Cockatoo Island is at 10:14. B

The first departure from Circular Quay is at 06:45. E

40+ ACTIVITIES