
27:Hiding Faces

Reflection

What happens as soon as you put a block on the table?

What arrangement hides the least number of faces? Why is that?

What would happen if you used five blocks to find the least and the most number of faces to hide?

Application

You can use this activity to:

- consolidate the language of faces, edges, corners etc
- encourage visualisation strategies for manipulating solid shapes

Extension

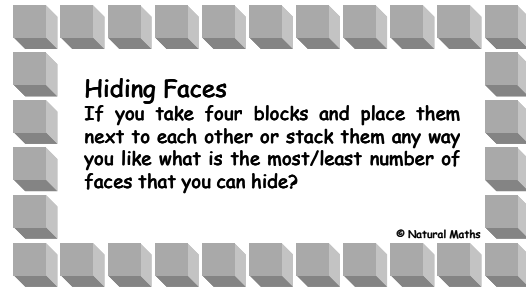
You can increase the complexity of this activity by:

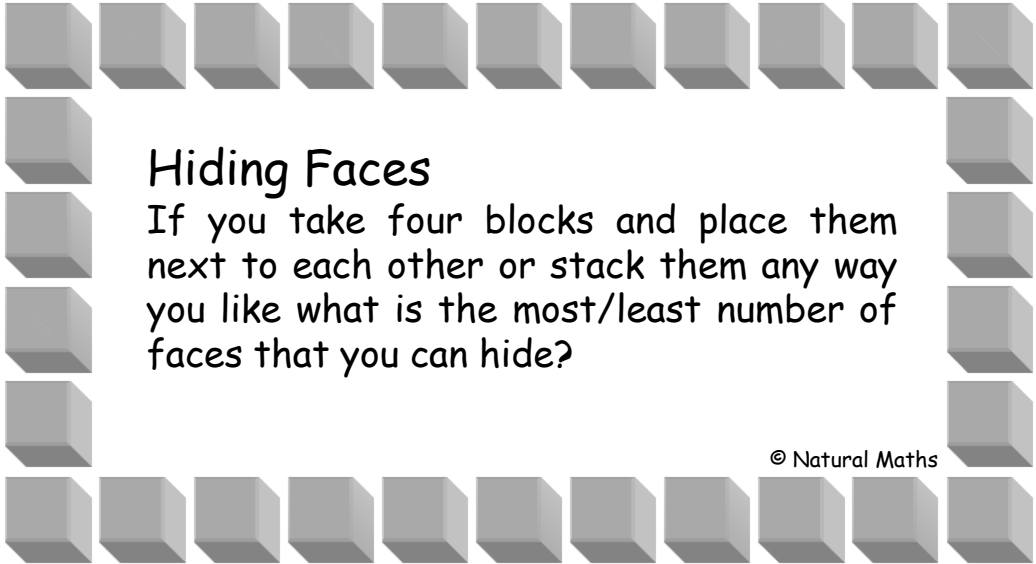
- asking the students to work with larger numbers of blocks
- asking the students to create a table that shows any patterns that emerge as they experiment with different numbers of blocks
- asking the students to explore pathways around one, two or three block spaces

Innovation

You can innovate on this activity as follows:

1. Use a regular die where each opposite face totals seven and ask the students what different totals they can hide when working with 2, 3 or 4 dice.
2. Play *Guess my Arrangement* where the students tell how many blocks they have used and how many faces have been hidden.
3. Repeat the above activity using the dice so that the total on the hidden faces and the number of dice are used as the clues.





Hiding Faces

If you take four blocks and place them next to each other or stack them any way you like what is the most/least number of faces that you can hide?

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