Preview - Information

Thank you for your interest in this product. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com

Google Slides Lessons Preview

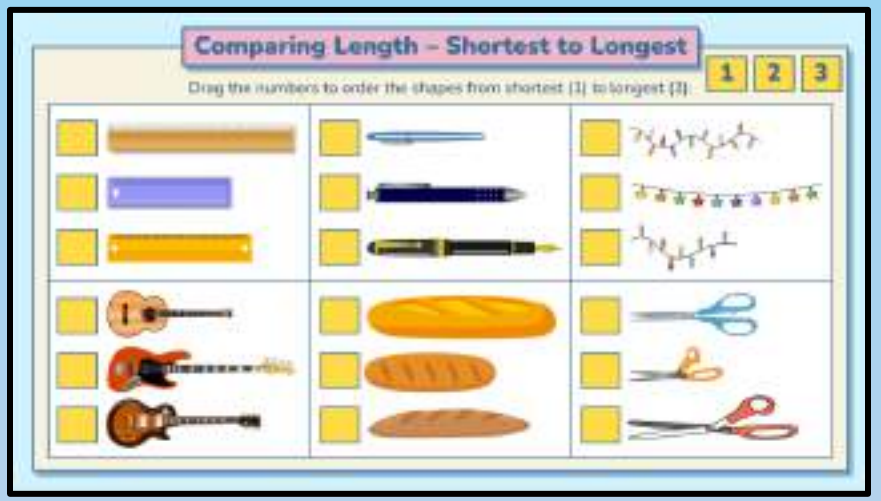
© Super Simple Sheets

Alberta Math Curriculum Shape & Space – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

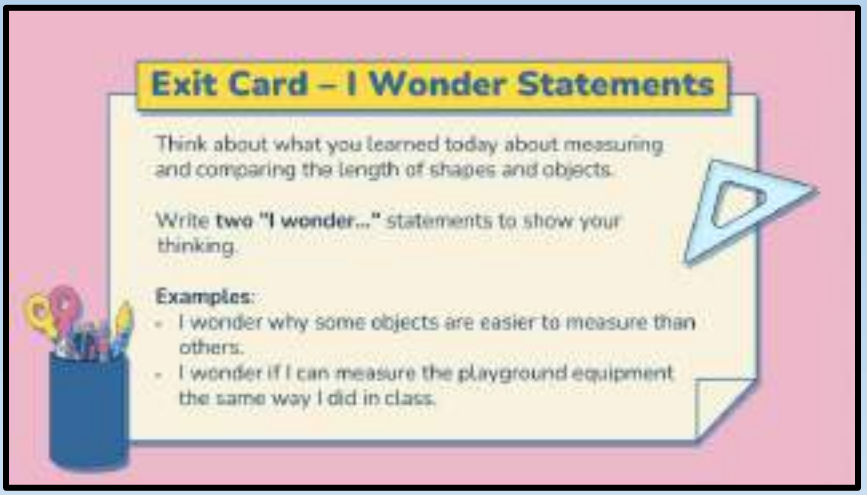


Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

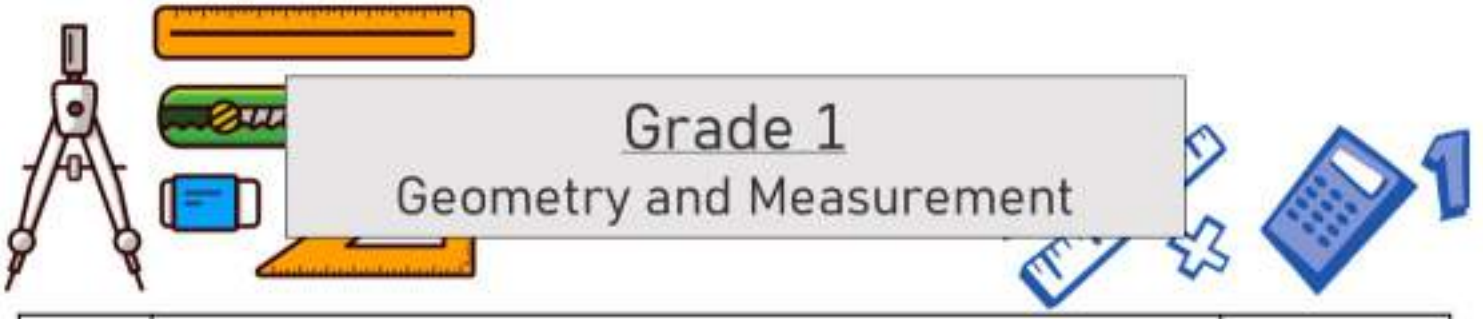


Alberta Math Curriculum
Shape & Space – Grade 1

Alberta Math Curriculum
Shape & Space – Grade 1

Workbook Preview

© Super Simple Sheets



Grade 1
Geometry and Measurement

	Geometry - Curriculum Expectations	Pages
G.1	Students interpret shape in two and three dimensions. • Identify familiar shapes in various sizes and orientations. • Model two-dimensional shapes. Sort shapes according to one attribute and describe the sorting rule. • Compose and decompose two- or three-dimensional composite shapes. • Identify familiar shapes within two- or three-dimensional	5-68, 72-85

Preview of 100 pages from this product that contains 234 pages total.

		ages
M.1	Students relate length to the understanding of size • Recognize the height, width, or depth of an object as lengths in various orientations. • Compare and order objects according to length. • Describe distance in familiar contexts. • Compare the length, area, or capacity of two objects directly or indirectly using a third object. • Order objects according to length, area, or capacity.	89-139

TQ	Tests and quizzes	69-71, 86-87, 140-142

Name: _____ 5

Curriculum Connection
G.1

Familiar Two-Dimensional Shapes

Colour Follow the instructions below

Circles

Rectangles

Squ

Triangles

PREVIEW

Draw Draw the different two-dimensional shapes

Circle	Rectangle	Square	Triangle

© Super Simple Sheets

Name: _____ 7

Curriculum Connection
G.1

2D vs 3D Shapes

Instructions Check whether it is a 2D shape or a 3D object

1)

❑ 2 Dimensional
❑ 3 Dimensional

2)

❑ 2 Dimensional
❑ 3 Dimensional

3)

❑ 2 Dimensional
❑ 3 Dimensional

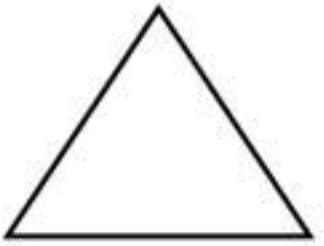
4)

❑ 2 Dimensional
❑ 3 Dimensional

5)

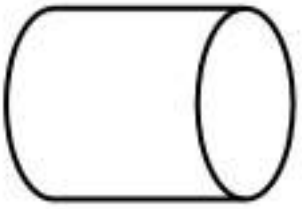
❑ 2 Dimensional
❑ 3 Dimensional

6)



❑ 2 Dimensional
❑ 3 Dimensional

7)



❑ 2 Dimensional
❑ 3 Dimensional

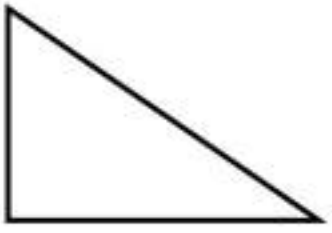
8)

❑ 2 Dimensional
❑ 3 Dimensional

9)

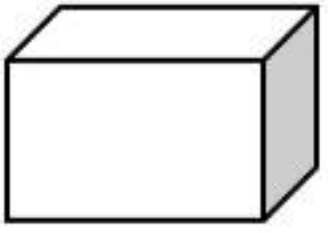
❑ 2 Dimensional
❑ 3 Dimensional

10)



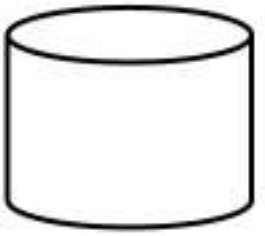
❑ 2 Dimensional
❑ 3 Dimensional

11)



❑ 2 Dimensional
❑ 3 Dimensional

12)



❑ 2 Dimensional
❑ 3 Dimensional

PREVIEW

© Super Simple Sheets

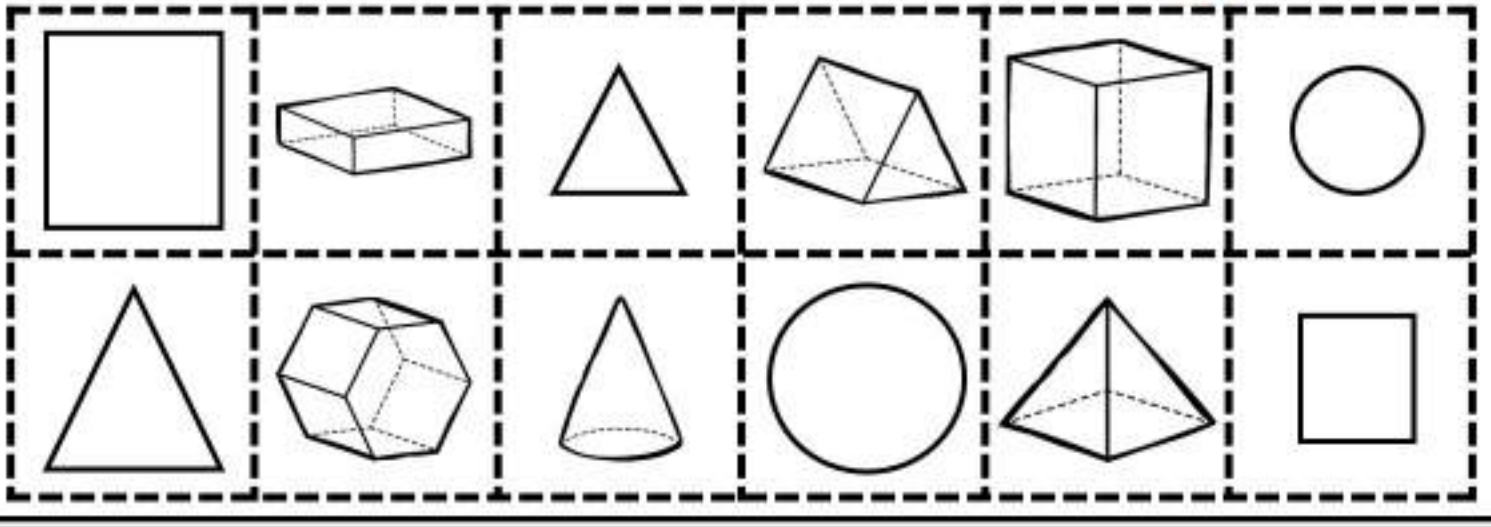
Name: _____ 9

Curriculum Connection
G.1

Sorting 2D vs 3D Shapes

PREVIEW

Questions Cut the shapes out and paste them in the correct



© Super Simple Sheets

Name: _____ 11

Curriculum Connection
G.1

Sorting 2D vs 3D Shapes

Instructions Sort the shapes into the correct categories by writing their letters below

					
	C	D	E	F	
					
G	H	I		L	

2-Dimensional	3-Dimensional

PREVIEW

© Super Simple Sheets

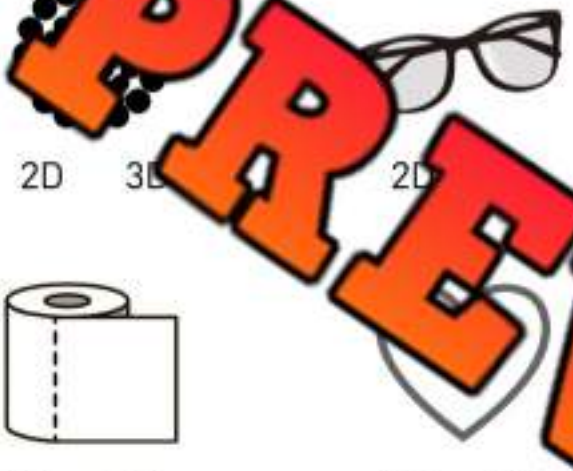
Curriculum Connection
G.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

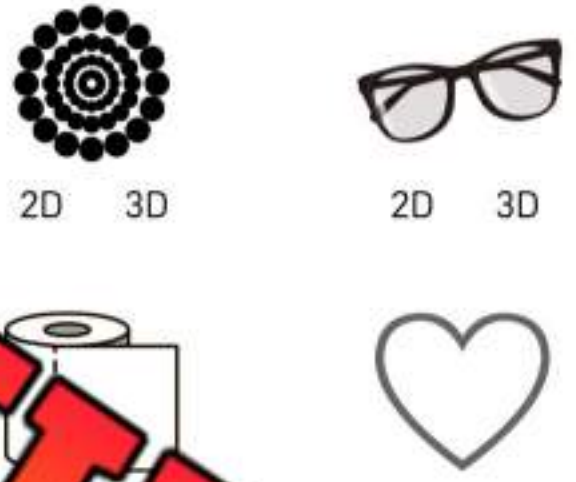
Circle if the images are 2D or 3D.



2D 3D 2D 3D

Name: _____

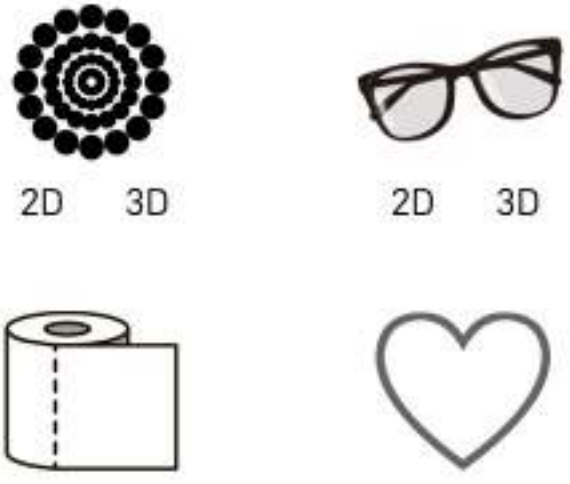
Circle if the images are 2D or 3D.



2D 3D 2D 3D

Name: _____

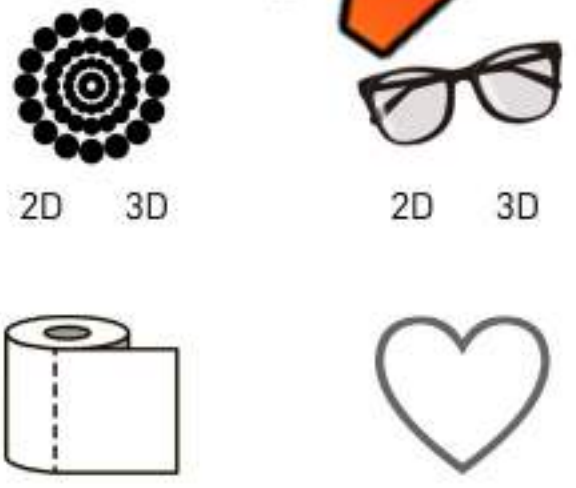
Circle if the images are 2D or 3D.



2D 3D 2D 3D

Name: _____

Circle if the images are 2D or 3D.



2D 3D 2D 3D

PREVIEW

Name: _____ 13

Curriculum Connection
G.1

Activity Title: Shape Treasure Hunt

Objective

What are we learning about?

To help students identify and differentiate between 2D and 3D shapes through an interactive treasure hunt game.

Materials

What you will need for the activity.

- [illegible] 3D shapes (circles, squares, tri[illegible]es, cub[illegible] pyramids)
- Two large [illegible] "2D [illegible]n" and "3D Station"
- Small prizes o[illegible]ers f[illegible]

Instructions

How you w[illegible]mpl[illegible]

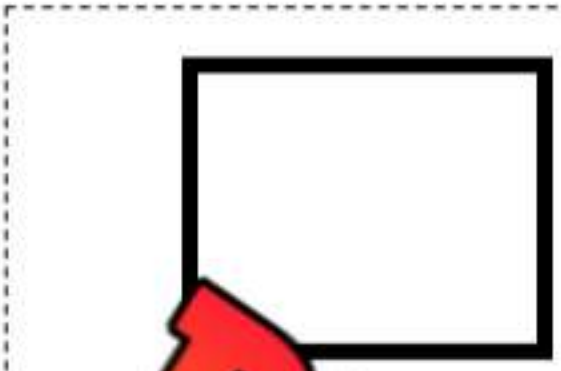
1) Prepare by hiding the shape images around t[illegible]ssro[illegible]in a designated safe outdoor area before the activity starts. Pri[illegible] shap[illegible] more treasure and a longer hunt.
2) Divide students into small groups to encourage tea[illegible]
3) Explain the difference between 2D (flat shapes) and 3D (shape[illegible]ore starting the hunt.
4) On your signal, allow the students to start searching for the hidden sh[illegible]e images.
5) Once a student finds an image, they must decide if it is a 2D or 3D shape and then go to the corresponding station to stand. Optional: have students keep searching for the "treasure" shapes if you want to keep them engaged.
6) When all shapes are found, gather the students at each station and review each found image as a group, confirming whether it was correctly identified as 2D or 3D.
7) Discuss why each shape belongs to its category, reinforcing the characteristics of 2D and 3D shapes.
8) Provide small prizes or stickers to all participants for their effort and learning.

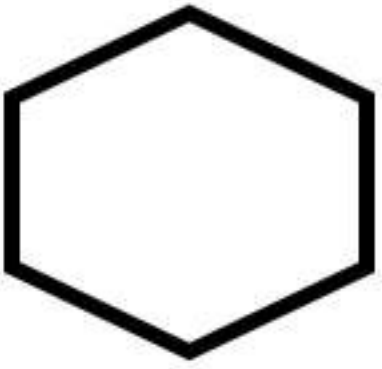
PREVIEW

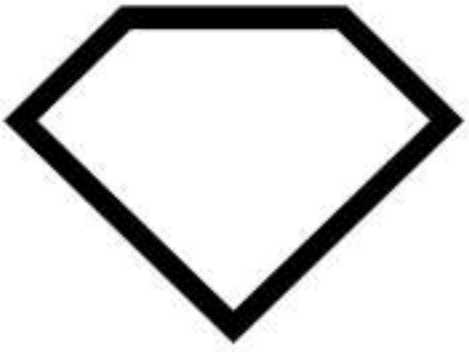
Name: _____ 14

Curriculum Connection
G.1

Instructions Cut out the cards below







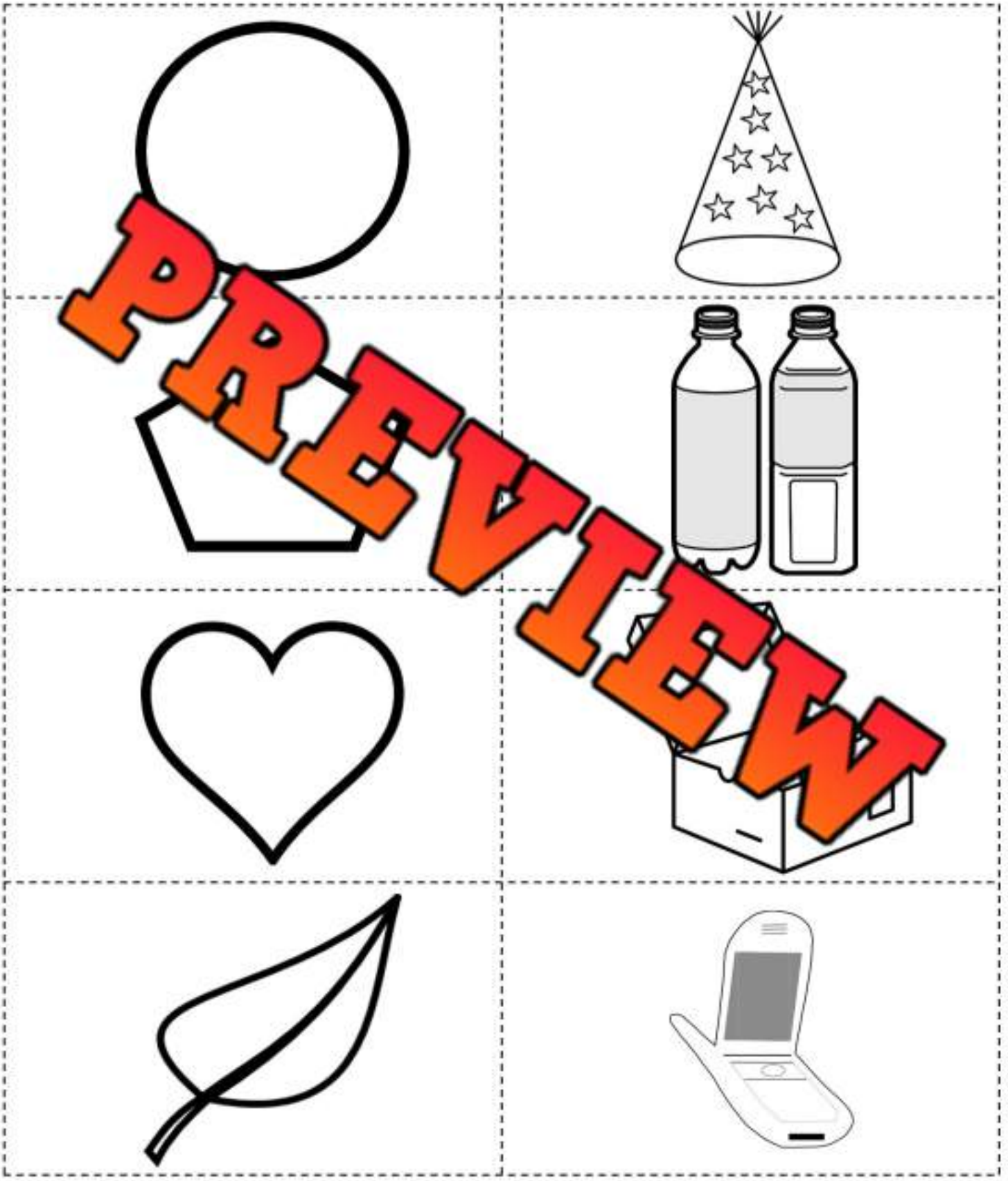
PREVIEW

© Super Simple Sheets

Name: _____ 15

Curriculum Connection
0.1

Instructions	Cut out the cards below



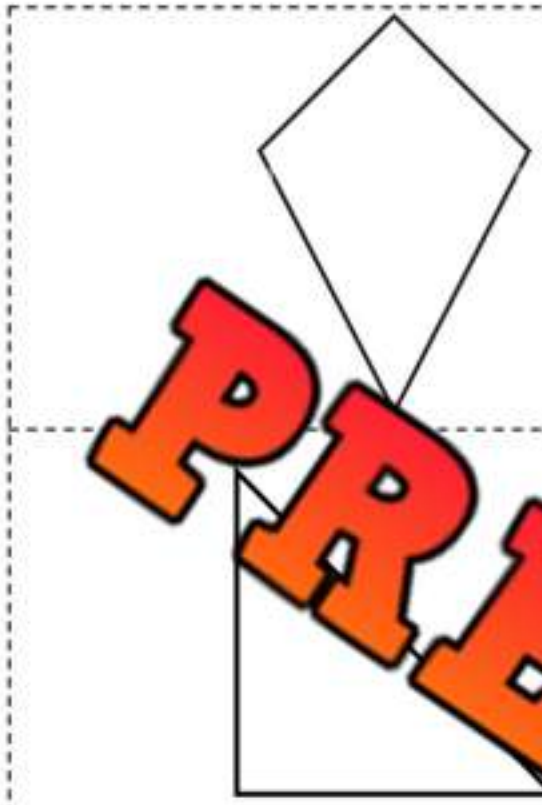
PREVIEW

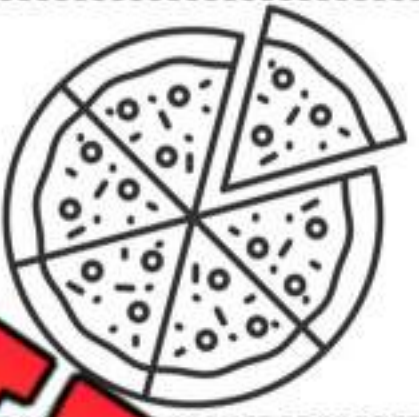
© Super Simple Sheets

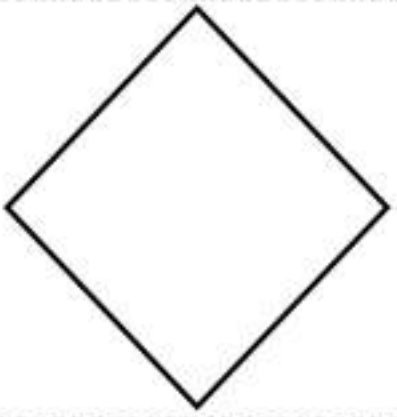
Name: _____ 16

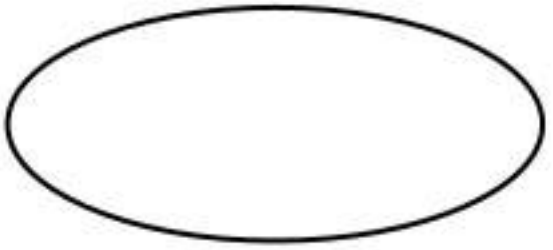
Curriculum Connection
G.1

Instructions	Cut out the cards below









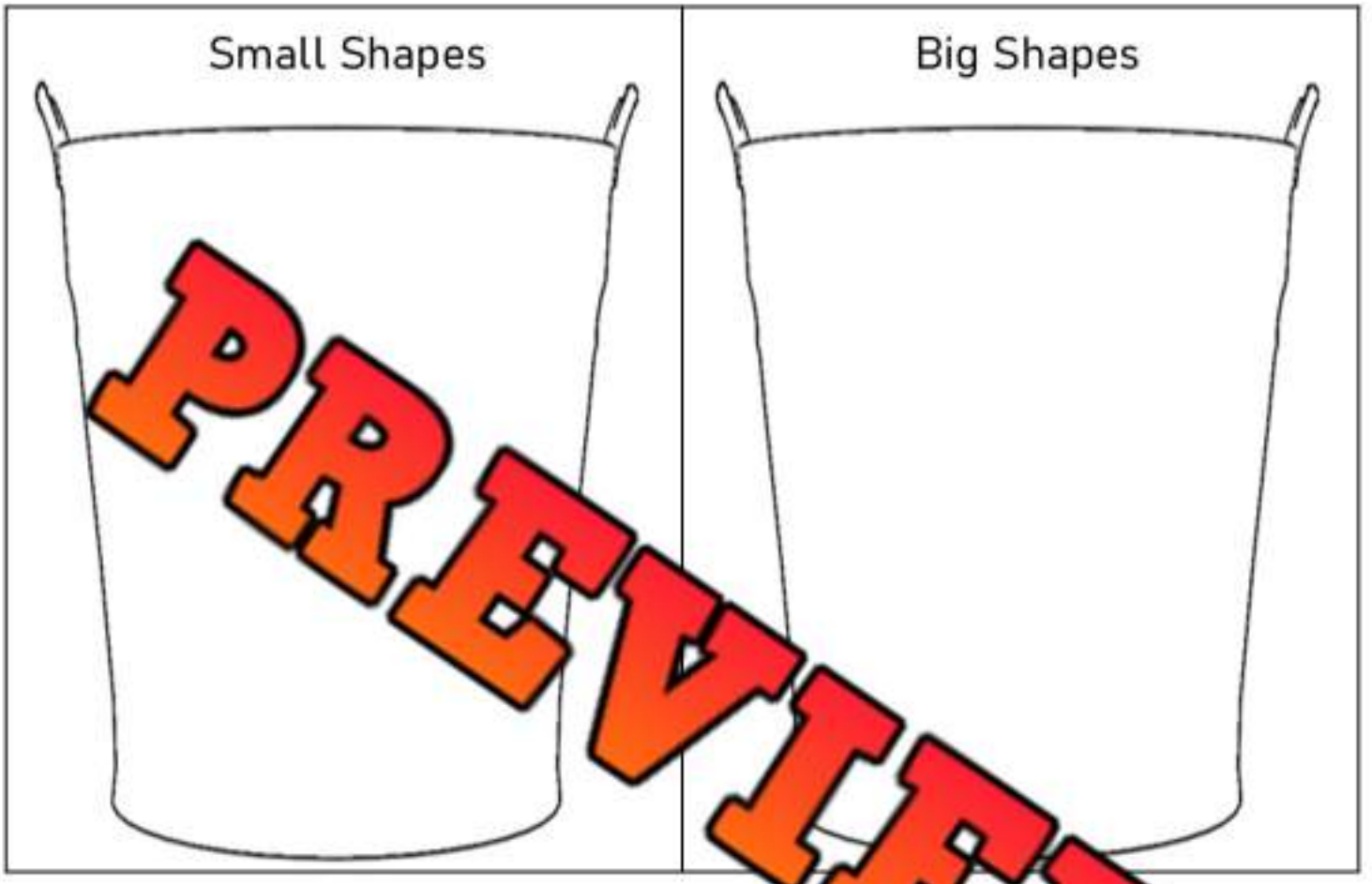
PREVIEW

© Super Simple Sheets

Name: _____ 17

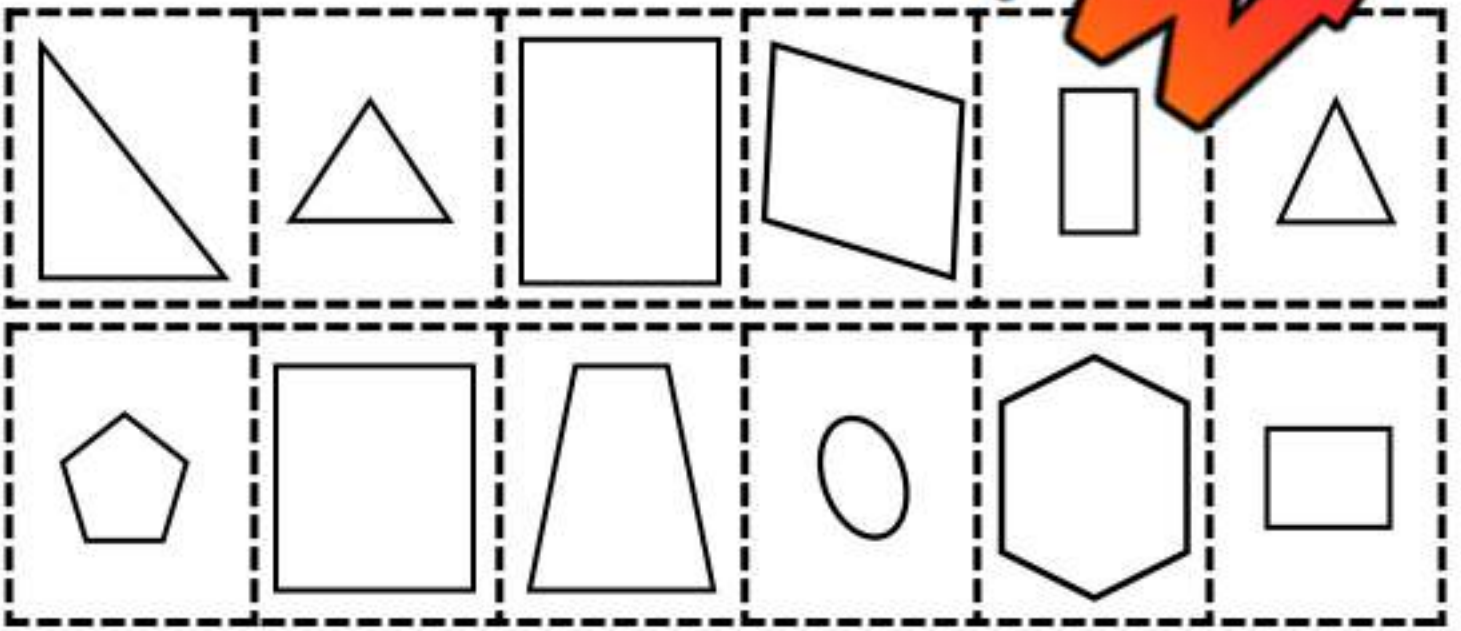
Curriculum Connection
G.1

Comparing 2D Shapes - Size



PREVIEW

Instructions Cut the shapes out and paste th... he... b... et



© Super Simple Sheets

Name: _____ 18

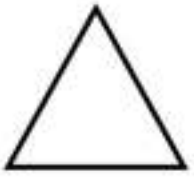
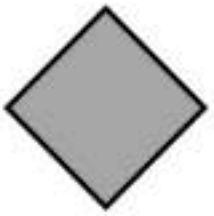
Curriculum Connection
G.1

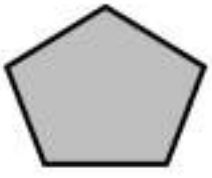
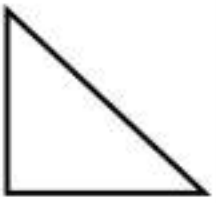
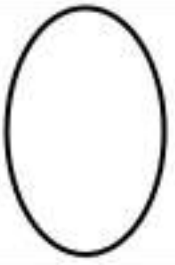
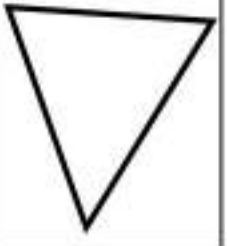
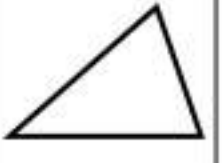
Sorting 2D Shapes - Colour

Instructions Sort the shapes into the correct categories

Grey Shapes	White Shapes

PREVIEW

					
A	B	C	D	E	F

					
G	H	I	J	K	L

© Super Simple Sheets

Name: _____ 19

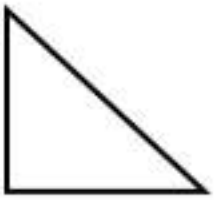
Curriculum Connection
G.1

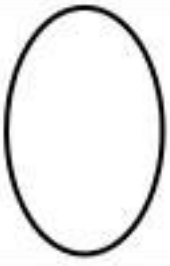
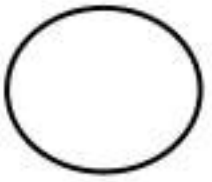
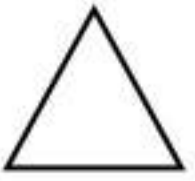
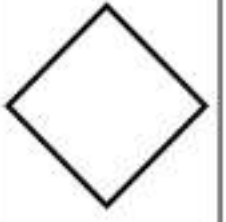
Sorting 2D Shapes - Sides

Instructions Sort the shapes into the correct categories

3 or less sides	4 or more sides

PREVIEW

A	B	C	D	E	F
					

G	H	I	J	K	L
					

© Super Simple Sheets

Name: _____ 22

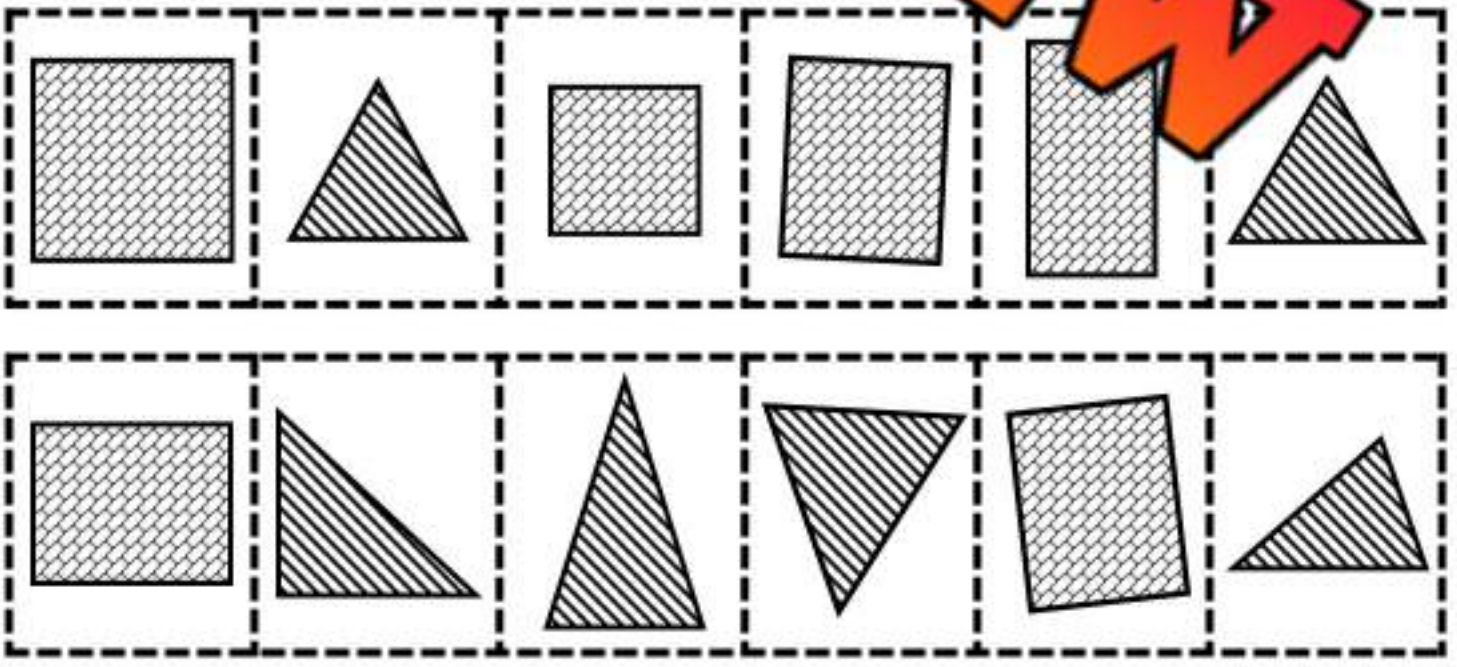
Curriculum Connection
G.1

Sorting 2D Shapes - Pattern

Diagonal Line Pattern	Brick Pattern

PREVIEW

Instructions Cut the shapes out and pa[illegible]n the [illegible]ct area



© Super Simple Sheets

Name: _____ 25

Curriculum Connection
G.1

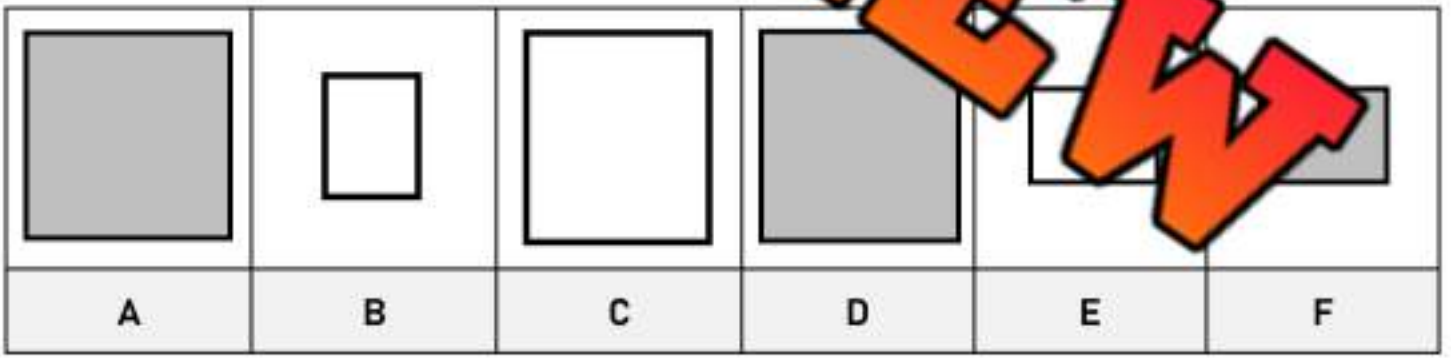
Sorting 2D Shapes – Sorting Rules

Instructions Choose 1 sorting rule to sort the shapes below

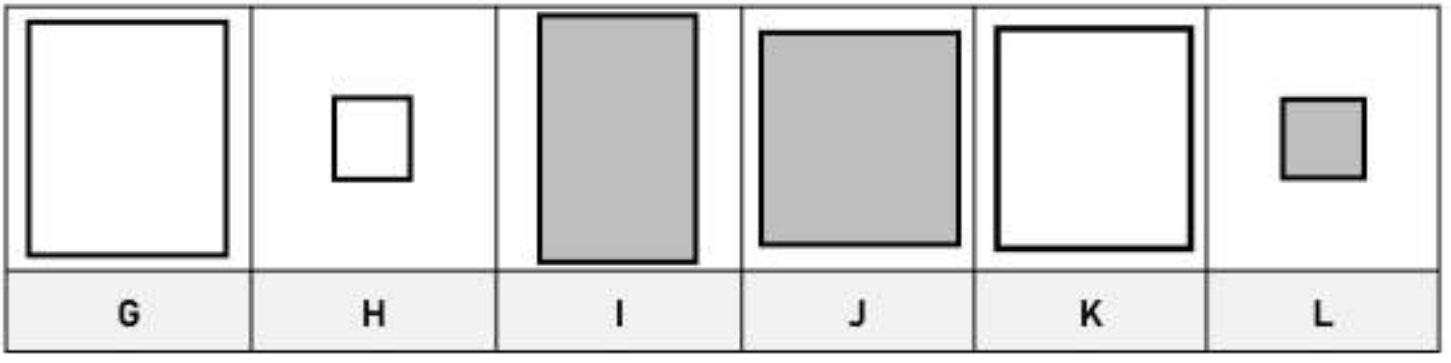
Sorting Rule Options – Choose 1 that will work
Pattern, No Pattern, Colour, Number of Sides, Round, Not Round, Size

_____	_____

PREVIEW



A	B	C	D	E	F



G	H	I	J	K	L

© Super Simple Sheets

Name: _____ 26

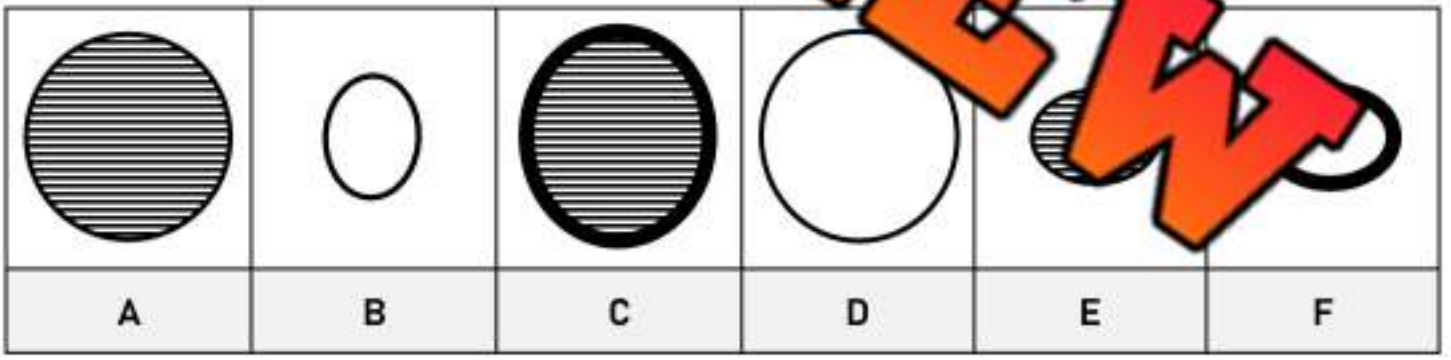
Curriculum Connection
G.1

Sorting 2D Shapes – Sorting Rules

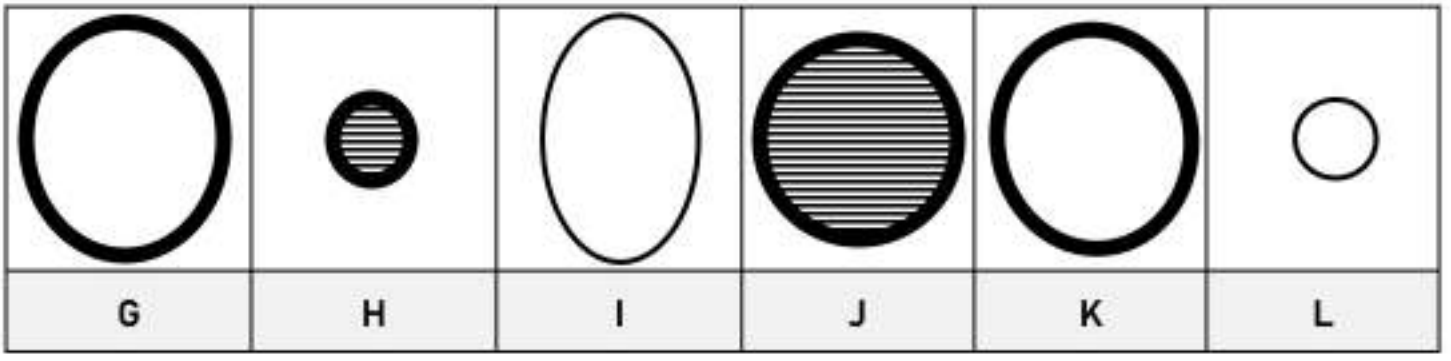
Questions Choose 1 sorting rule to sort the shapes below

Sorting Rule Options – Choose 1 that will work
Pattern, No Pattern, Colour, Number of Sides, Round, Not Round, Size, Thickness

PREVIEW



A	B	C	D	E	F



G	H	I	J	K	L

© Super Simple Sheets

Name: _____ 28

Curriculum Connection
G.1

Odd Shape Out – Sorting Rule

Instructions Each row has 8 shapes that follow a sorting rule, except for 1 shape. Circle the shape that doesn't belong and circle the sorting rule.

Shapes in the Group	Sorting Rule (Circle One)
	A) Shapes with 3 sides B) Shapes with 4 sides
	A) Shapes with straight edges B) Shapes with curved edges
	A) Shapes with 4 sides B) Shapes with no sides
	A) Shapes with triangles B) S with squares
	A) cles B) ape t lines
	A) Shape 4 s B) Diamonds only
	A) Quadrilaterals only B) Shapes with 3 sides
	A) Shapes with only straight edges B) Shapes with no straight edges
	A) Shapes with 4 sides only B) Shapes pointing down
	A) Shapes with straight edges B) Shapes with curved edges

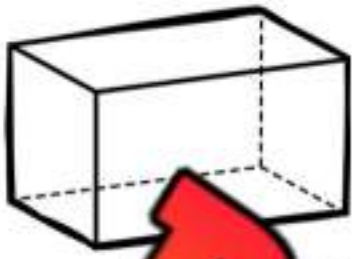
PREVIEW

Name: _____ 29

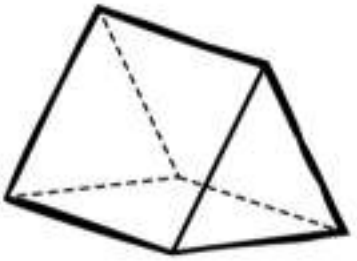
Curriculum Connection
G.1

Naming Prisms

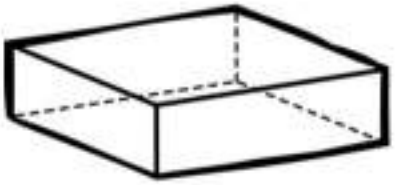
Instructions Circle the name of the prism



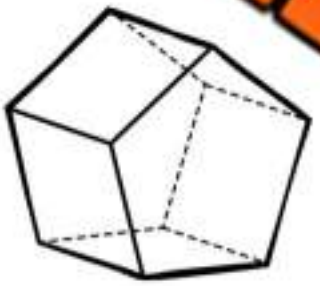
Rectangular Prism
Triangular Prism



Rectangular Prism
Triangular Prism

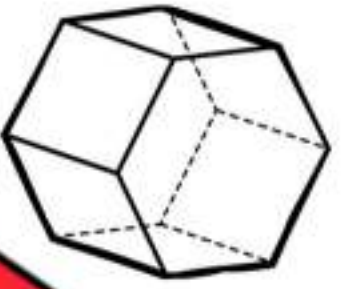


Rectangular Prism
Triangular Prism

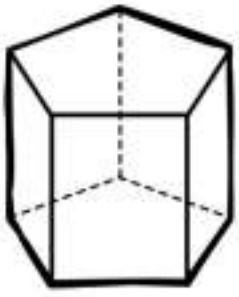


Rectangular Prism
Triangular Prism
Pentagonal Prism

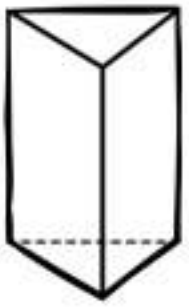
Cube
Hexagonal Prism
Pentagonal Prism



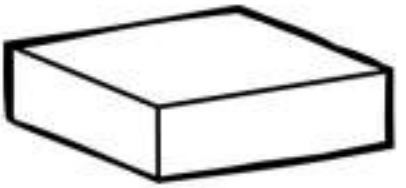
[illegible] Prism
[illegible]



Rectangular Prism
Hexagonal Prism
Pentagonal Prism



Rectangular Prism
Triangular Prism
Pentagonal Prism



Rectangular Prism
Hexagonal Prism
Pentagonal Prism

PREVIEW

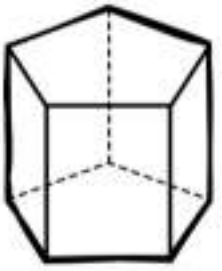
Name: _____ 30

Curriculum Connection
G.1

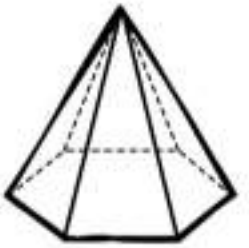
Prism, Cone, or Pyramid

Questions Is the shape a prism, cone or pyramid?

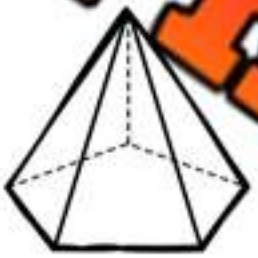
Prism Cone Pyramid



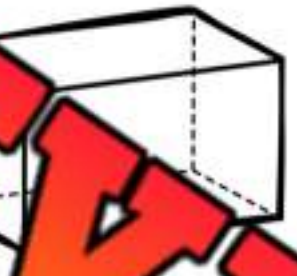
Prism Cone Pyramid



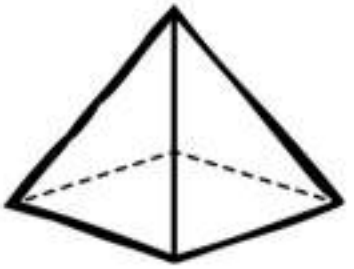
Prism Cone Pyramid



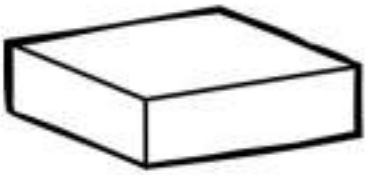
Prism Cone Pyramid



Prism Cone Pyramid



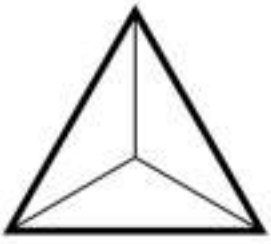
Prism Cone Pyramid



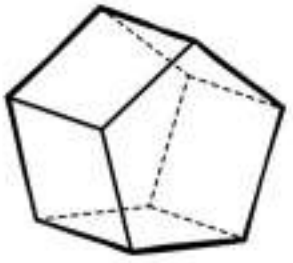
Prism Cone Pyramid

Prism Cone Pyramid

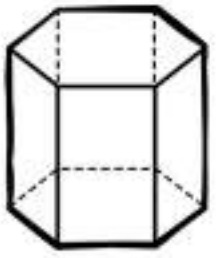
Prism Cone Pyramid



Prism Cone Pyramid



Prism Cone Pyramid



Prism Cone Pyramid

PREVIEW

© Super Simple Sheets

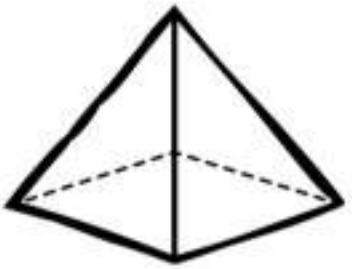
Name: _____ 31

Curriculum Connection
G.1

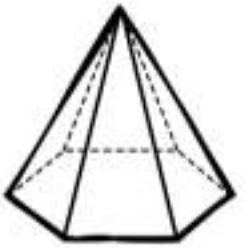
Naming Pyramids and Cones

Questions | Circle the name of the cone or pyramid

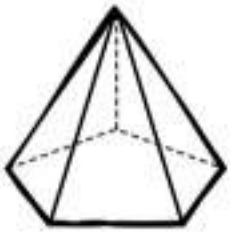
Rectan… sed P…
Triangu… ased P…
Pentagon-Base… d



Square-Based Pyramid
Triangular-Based Pyramid
…gon-Based Pyramid

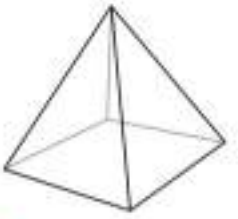


Rectangular-Based Pyramid
Pentagon-Based Pyramid
Hexagon-Based Pyramid

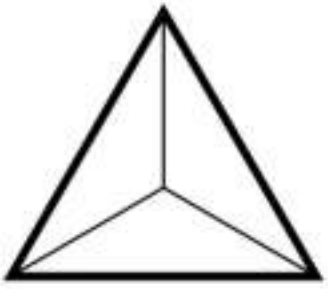


Rectangular-Based Pyramid
Cone
Pentagon-Based Pyramid

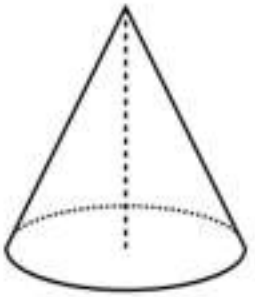
Rectangular-Based …
Cone
Triangular-Based Pyramid



…Based Pyramid
Tria… Based Pyramid
Pe… mid



Rectangular-Based Pyramid
Triangular-Based Pyramid
Cone



Cone
Triangular-Based Pyramid
Pentagon-Based Pyramid

Rectangular-Based Pyramid
Hexagon-Based Pyramid
Pentagon-Based Pyramid

PREVIEW

© Super Simple Sheets

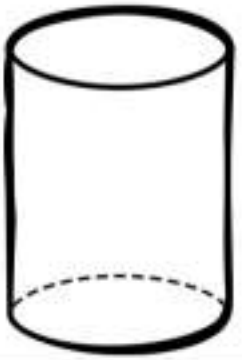
Name: _____ 32

Curriculum Connection
G.1

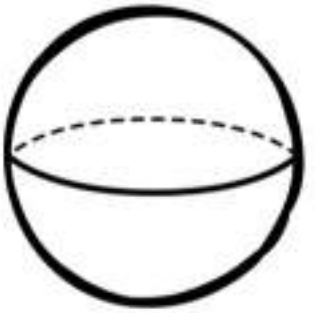
Cone, Cylinder, or Sphere

Questions Is the 3D object a cone, cylinder, or sphere?

Cone Cylinder Sphere



Cylinder Sphere

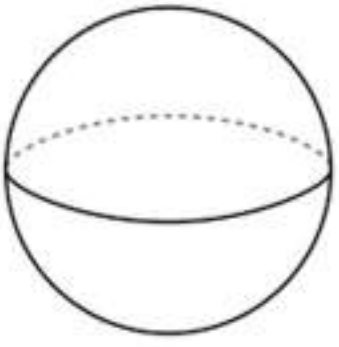


Cone Cylinder Sphere

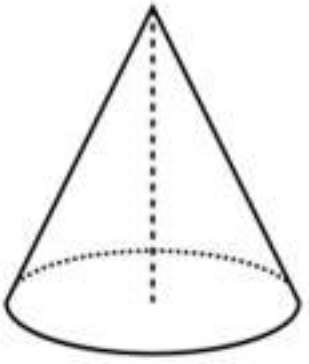
Cone Cylinder Sphere

Cone Cylinder Sphere

Co here



Cone Cylinder Sphere



Cone Cylinder Sphere

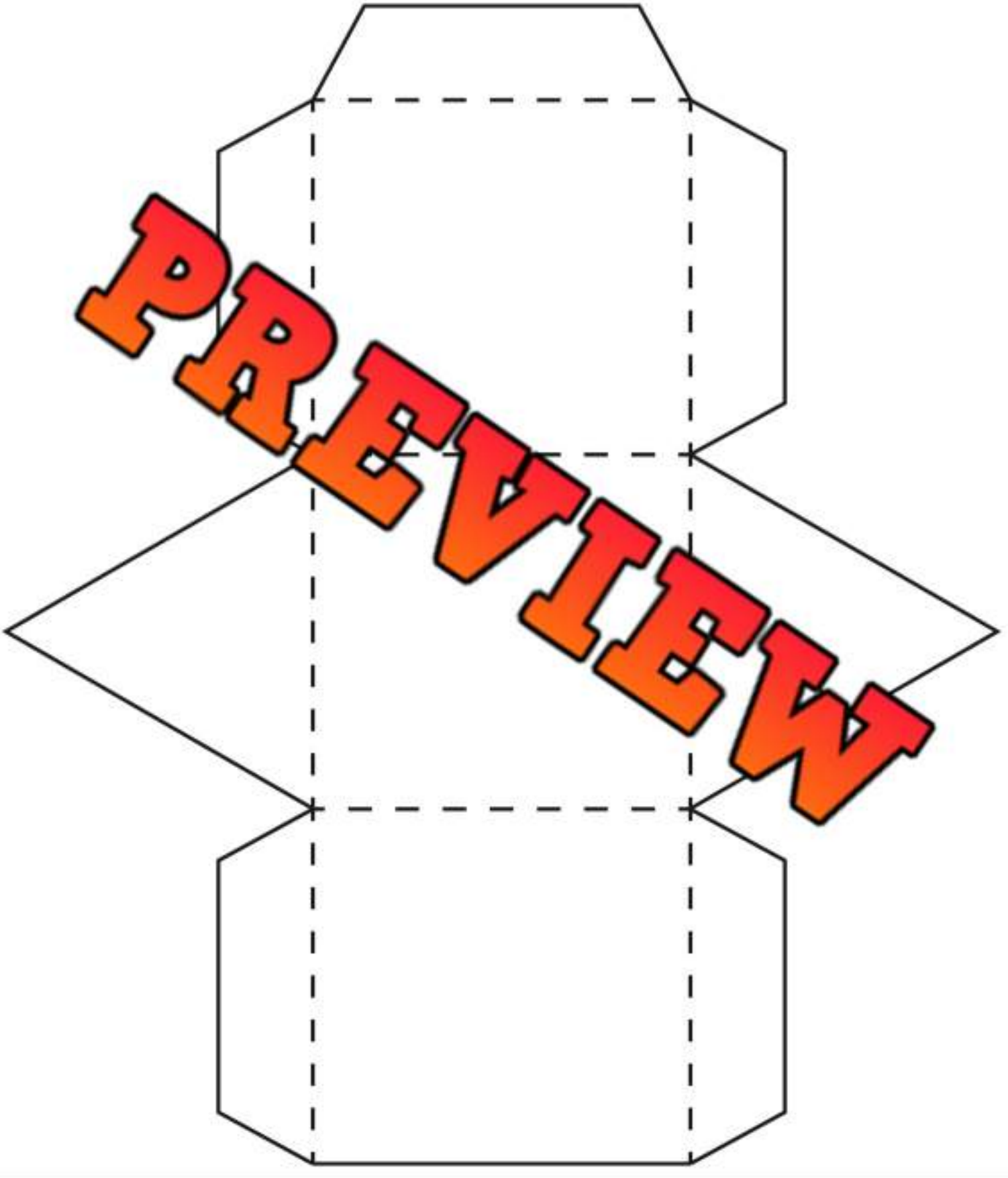
Cone Cylinder Sphere

PREVIEW

Name: _____ 33

Curriculum Connection
G.1

3D Model – Triangle Based Prism Net

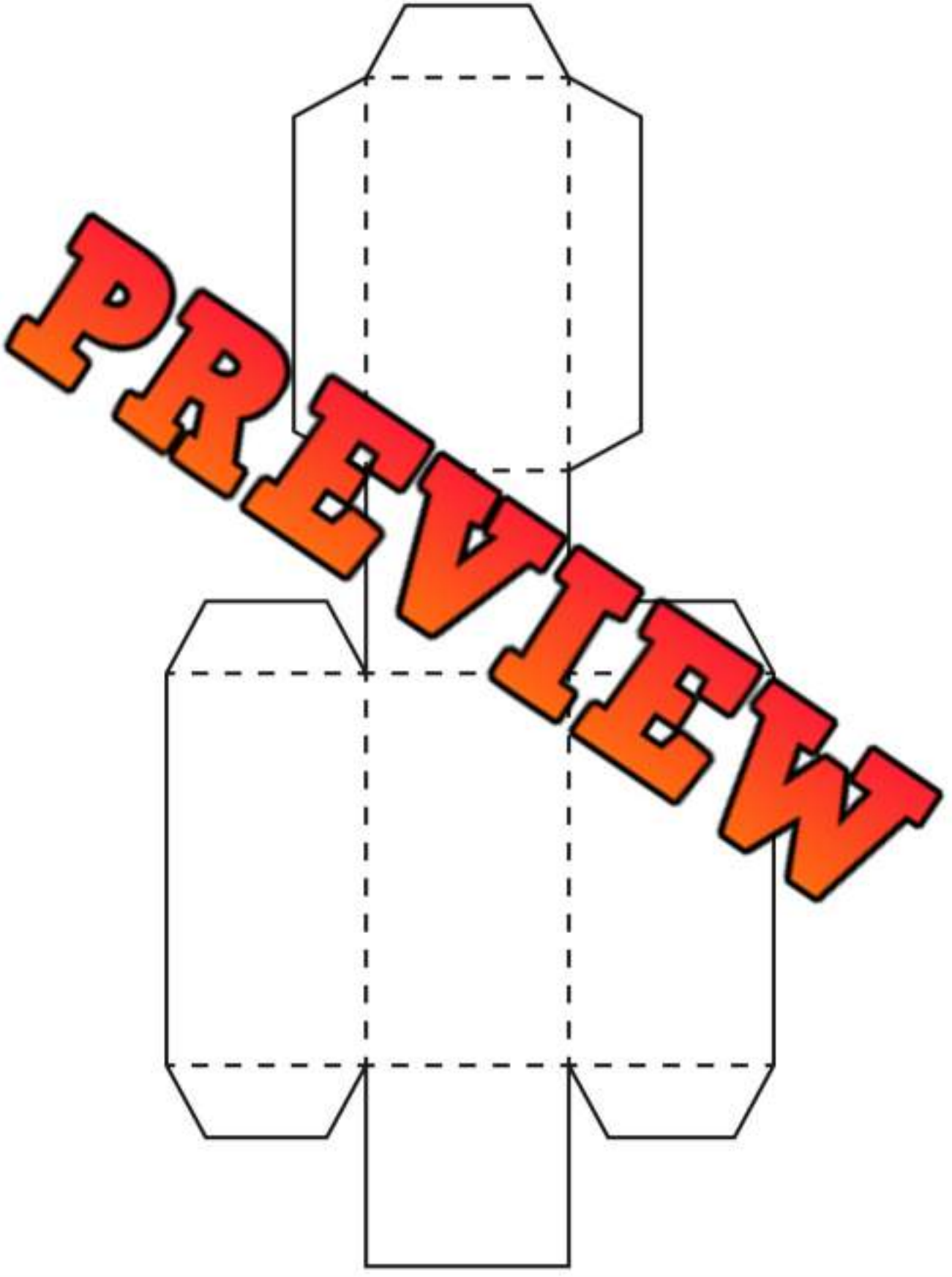


© Super Simple Sheets

Name: _____ 34

Curriculum Connection
G.1

3D Model – Rectangle Based Prism Net



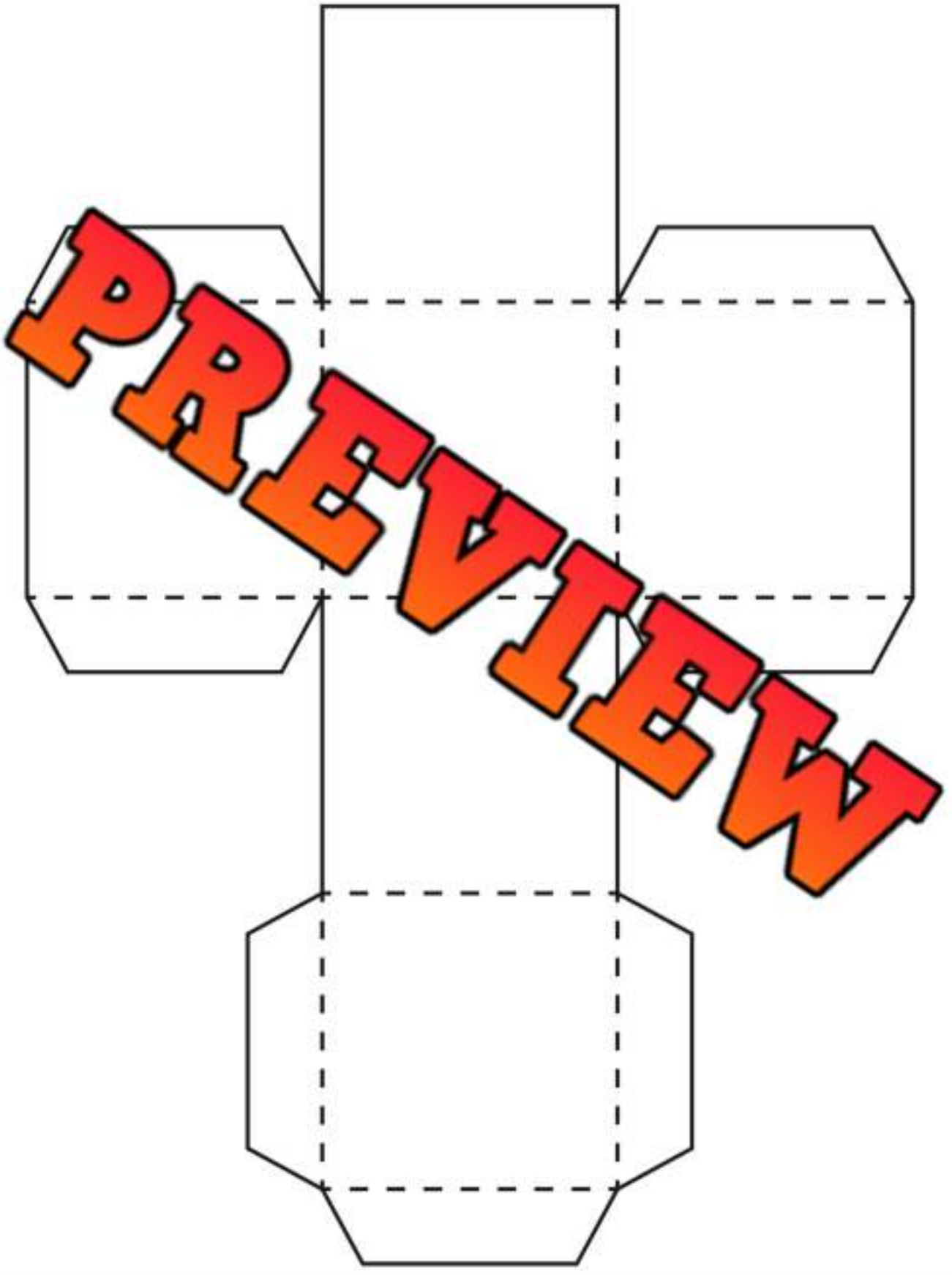
PREVIEW

© Super Simple Sheets

Name: _____ 35

Curriculum Connection
G.1

3D Model – Cube Net



PREVIEW

© Super Simple Sheets

Name: _____ 38

Curriculum Connection
G.1

3D Model – Cone Net

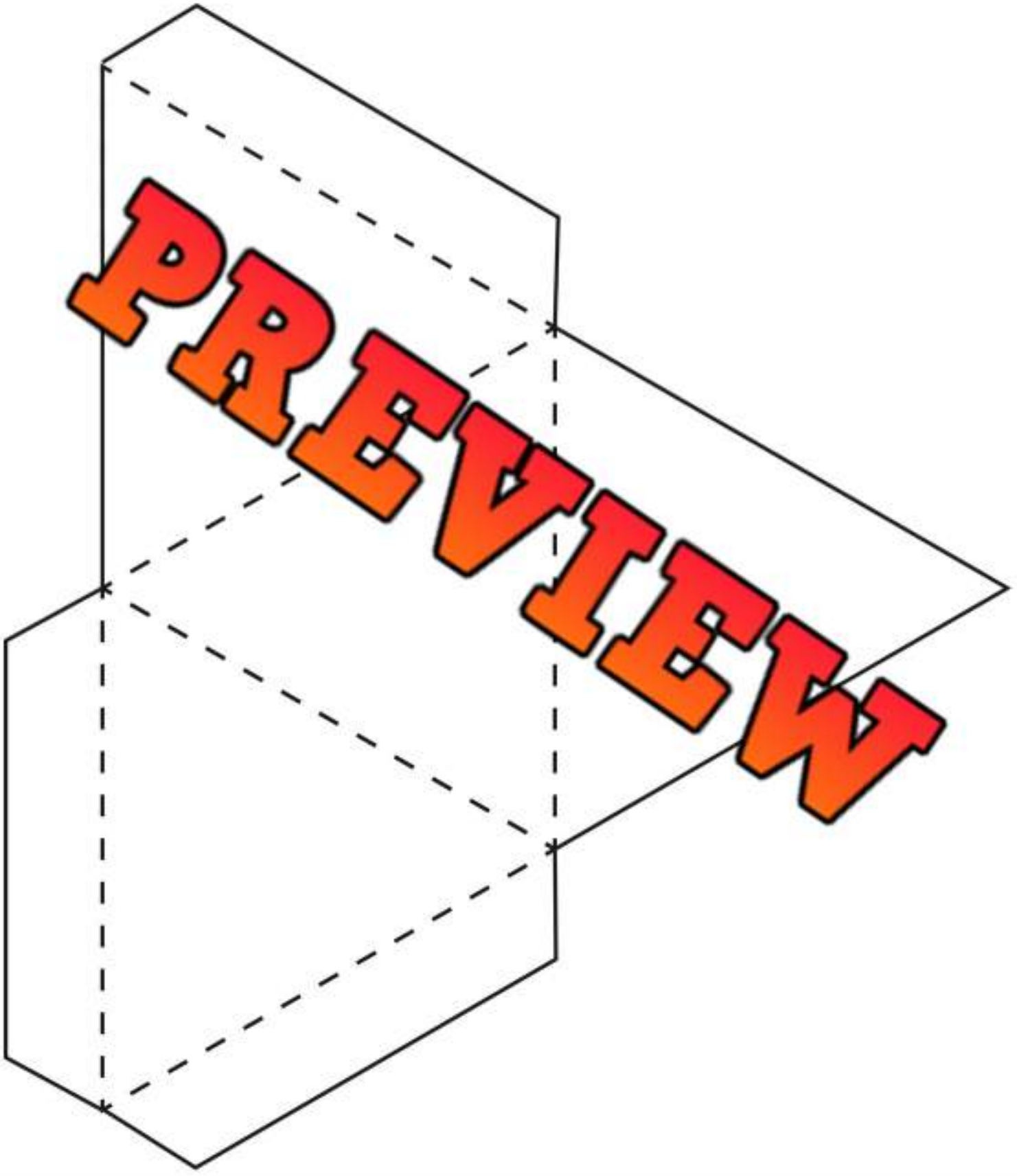
PREVIEW

© Super Simple Sheets

Name: _____ 40

Curriculum Connection
G.1

3D Model – Triangle Based Pyramid Net



© Super Simple Sheets

Name: _____ 46

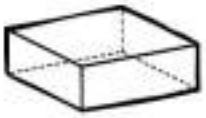
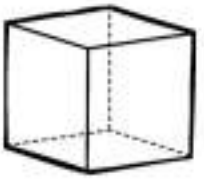
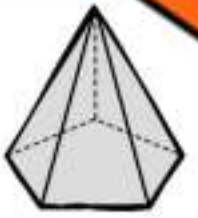
Curriculum Connection
G.1

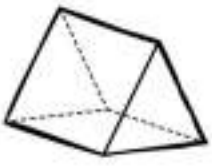
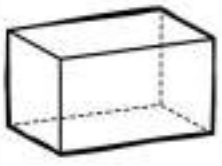
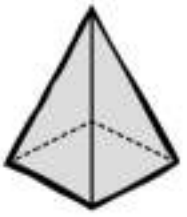
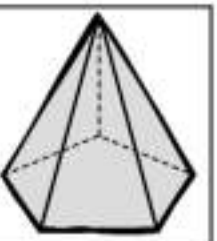
Sorting 3D Shapes - Colour

Grey	White

PREVIEW

Instructions Write the letter below [illegible] category

					
A	B	C	D	E	F

					
G	H	I	J	K	L

© Super Simple Sheets

Name: _____ 48

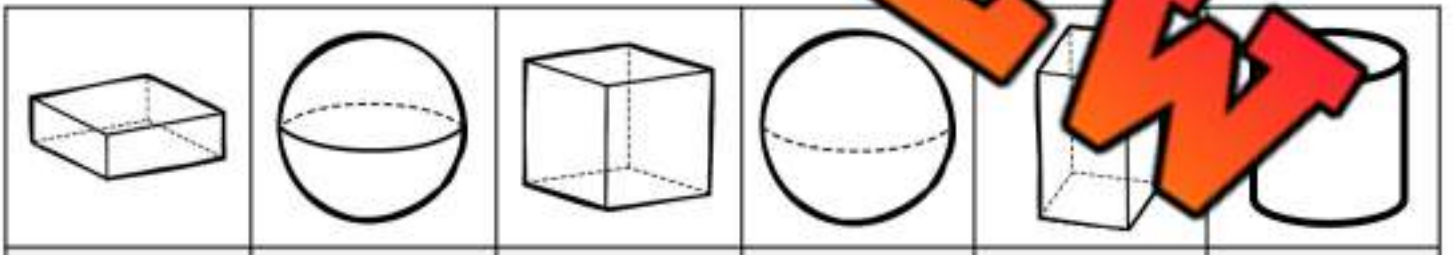
Curriculum Connection
G.1

Sorting 3D Shapes - Rounded

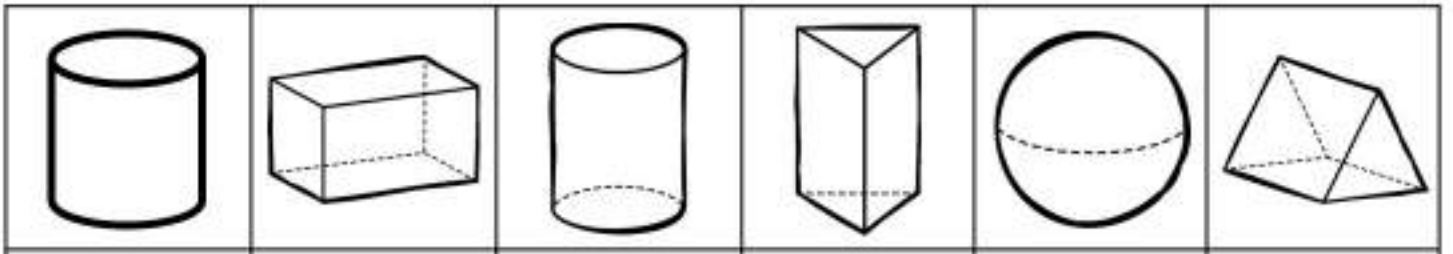
Round	Not Round

PREVIEW

Instructions Write the letter below [illegible] category



A	B	C	D	E	F



G	H	I	J	K	L

© Super Simple Sheets

Name: _____ 49

Curriculum Connection
G.1

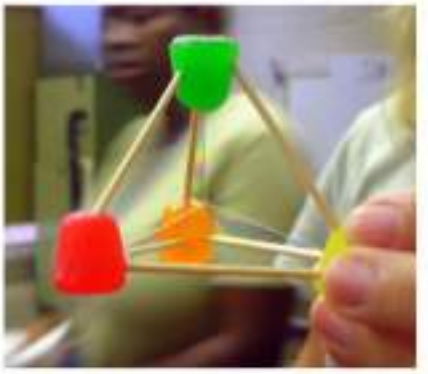
Activity Title: Geometric Builders

Objective
What are we learning about?

To help students understand the structure and properties of different 3D geometric shapes by creating them using toothpicks and marshmallows.

Materials
What you will need for the activity.

- Toothpicks
- Marshmallows (any size)
- Worksheet with diagrams of 3D shapes
- Coloured markers
- Paper for sketching.



Instructions
How you will complete the activity.

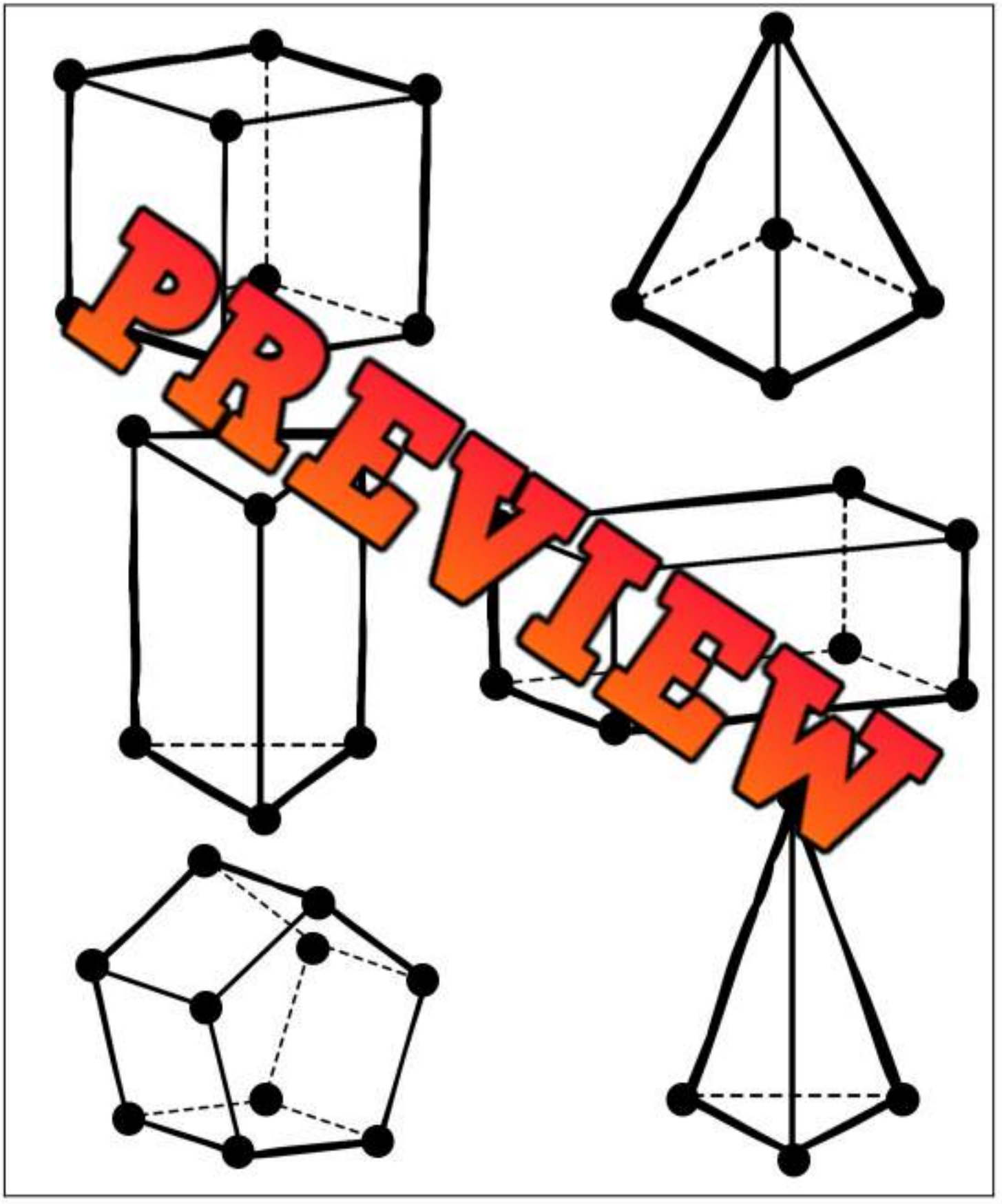
1) Explain the basic elements of 3D shapes: edges, vertices, and faces.
2) Show the students examples of 3D shapes like cubes, spheres, and pyramids on the worksheet.
3) Distribute toothpicks and marshmallows to the students.
4) Guide the students to connect the toothpicks with marshmallows to form vertices and edges of the shapes illustrated on their worksheets.
5) Encourage them to use the colored markers to color the marshmallows according to the number of edges each vertex joins (e.g., blue for 3 edges, red for 4 edges).
6) Allow students to experiment with creating their own 3D shapes once they have completed the examples.
7) Assist the students in comparing their shapes with the diagrams to check for accuracy.

PREVIEW

Name: _____ 50

Curriculum Connection
G.1

Worksheet Use the following diagrams to construct your 3D shapes



© Super Simple Sheets

Name: _____ 52

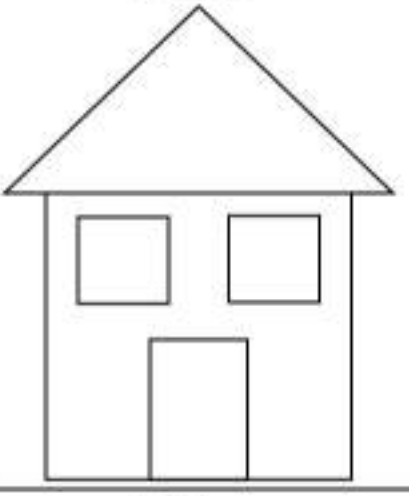
Curriculum Connection
G.1

Composite Pictures Using 2D Shapes

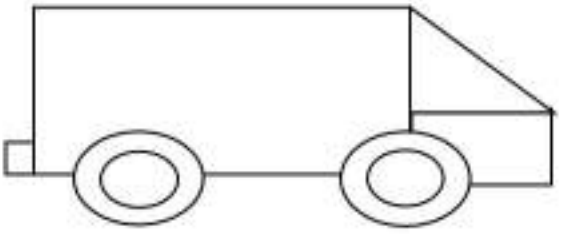
Directions Colour the shapes below

Tree

House



Car



Bridge

PREVIEW

Directions Draw some 2D smaller shapes that you see in the pictures above

© Super Simple Sheets

Name: _____ 53

Curriculum Connection
G.1

Drawing Composite Pictures Using 2D Shapes

Directions Draw the pictures below using smaller shapes

Tree	House
Car	**Brid**

PREVIEW

Name: _____ 55

Curriculum Connection
G.1

Activity Title: Build 3D Using 2D Shapes

Objective

What are we learning about?

Students will use 2D shapes to create a 3D tree with layered shapes to give the picture depth – a third dimension.

Materials

What you will need for the activity.

- [illegible] brown, and other festive colours)
- Gl[illegible]cks
- Safety sci[illegible]
- Template [illegible]ects
- Glitter or stick[illegible] dec[illegible]
- Large sheet of wh[illegible]ground

Instructions

How you wi[illegible] com[illegible]

1) Start with an introduction to the shapes th[illegible]e usi[illegible]as triangles and rectangles.
2) Hand out the safety scissors and coloured paper[illegible]on gre[illegible]he tree and brown for the trunk.
3) Show the students how to cut large triangles for the tree[illegible]nd a[illegible]r the trunk.
4) Guide them to glue the triangle on the larger background paper as t[illegible]e. **Optional**: fold the shapes to give the picture more depth.
5) Have them glue the rectangle at the bottom of the triangle to represent the tree trunk.
6) Offer glitter and stickers for them to decorate their tree to make it festive.
7) Allow each student to use additional colored paper to cut out presents, stars, or other decorations to add to their scene.
8) Once everyone is done, encourage them to present their artwork to the class and describe what they made.
9) Hang the completed projects in the classroom or a common area to showcase their work.

PREVIEW

Name: _____ 56

Curriculum Connection
G.1

Examples	Show students the examples below

© Super Simple Sheets

Name: _____ 57

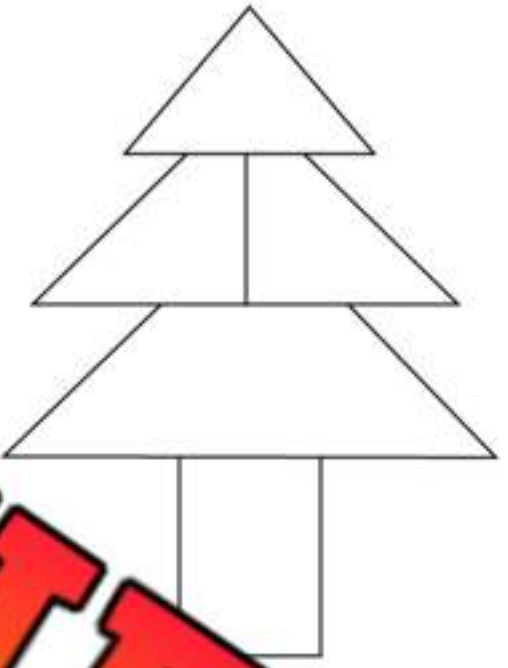
Curriculum Connection
G.1

Tangrams

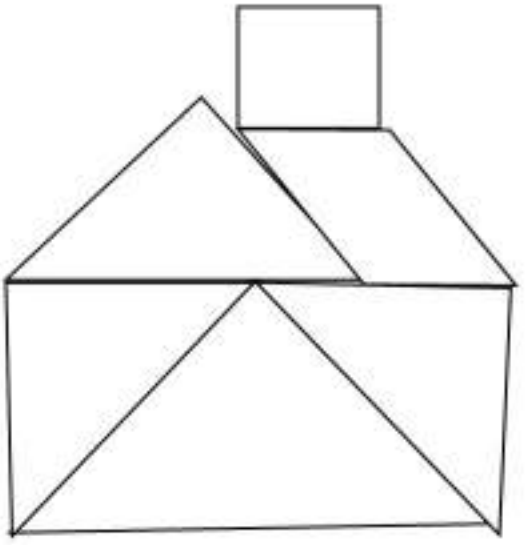
Directions Use the pictures below to create tangrams using blocks

Rocket

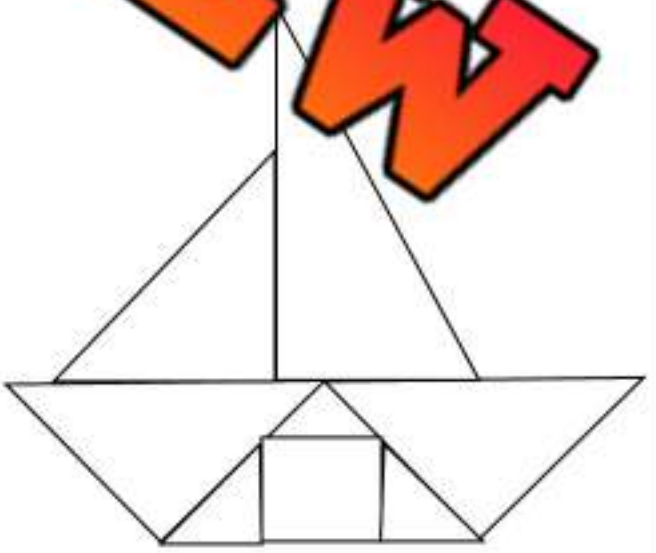
Tree



House



Boa



PREVIEW

© Super Simple Sheets

Name: _____ 58

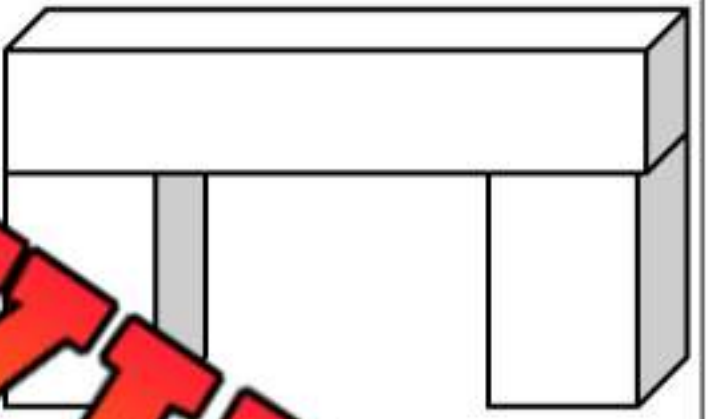
Curriculum Connection
G.1

3D Shapes – Composite Pictures

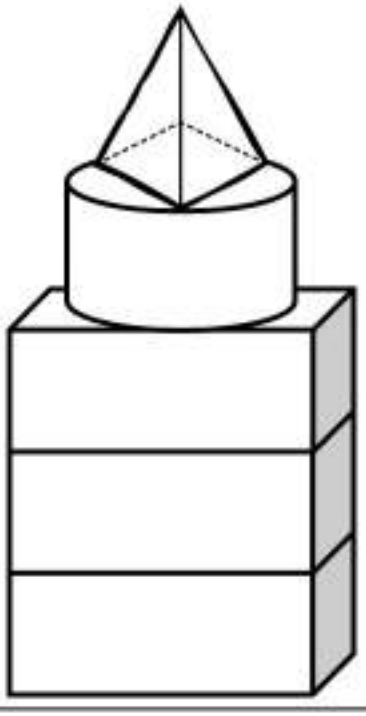
Directions Colour the 3D objects below

House

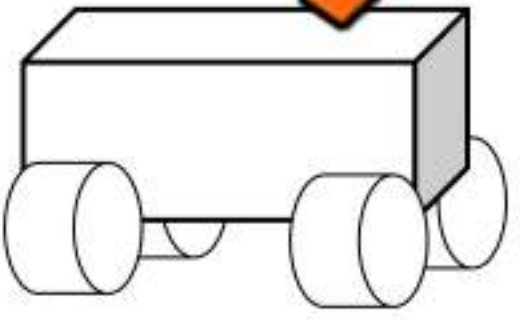
Bridge



Tower



Car



PREVIEW

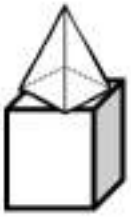
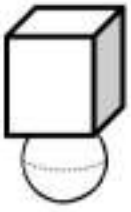
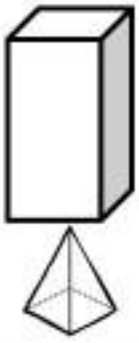
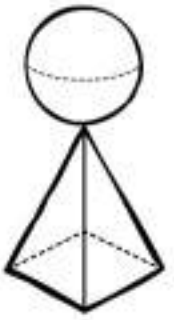
© Super Simple Sheets

Name: _____ 59

Curriculum Connection
G.1

Building Using 3D shapes – Possible or Impossible?

Directions Circle whether the picture is possible to make or not

1) 	Possible	Impossible	5) 	Possible	Impossible
2) 	Possible	Impossible		Possible	Impossible
3) 	Possible	Impossible	7) 		ossible
4) 	Possible	Impossible	8) 	Possible	Impossible

PREVIEW

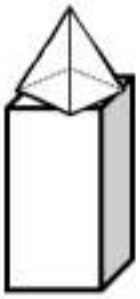
Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Circle whether the picture is possible to make or not.

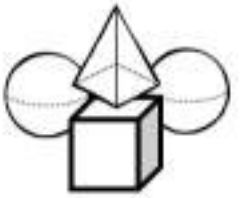
Possible Impossible



Possible Impossible

Name: _____

Circle whether the picture is possible to make or not.

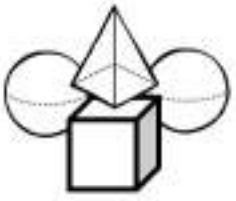


Possible Impossible

Possible Impossible

Name: _____

Circle whether the picture is possible to make or not.

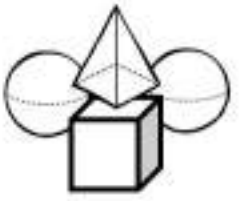


Possible Impossible

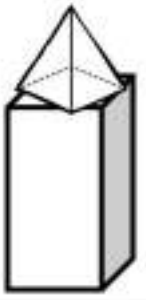
Possible Impossible

Name: _____

Circle whether the picture is possible to make or not.



Possible Impossible



Possible Impossible

PREVIEW

Name: _____ 61

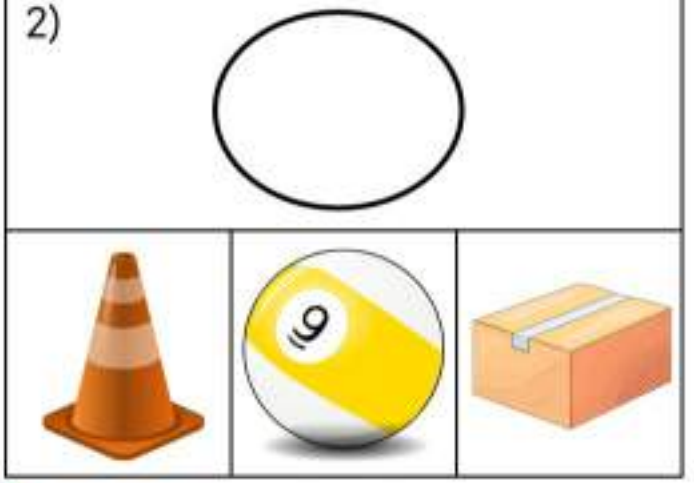
Curriculum Connection
G.1

Real Life 2D Objects

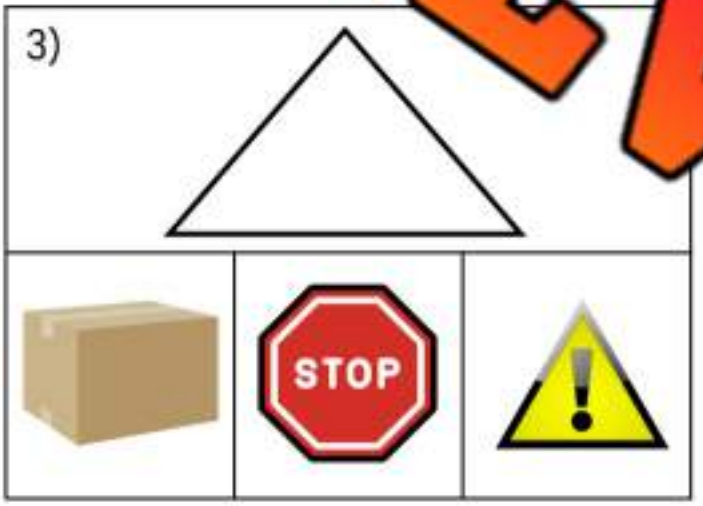
Directions Circle the real-life object that resembles the 2D shape

1)

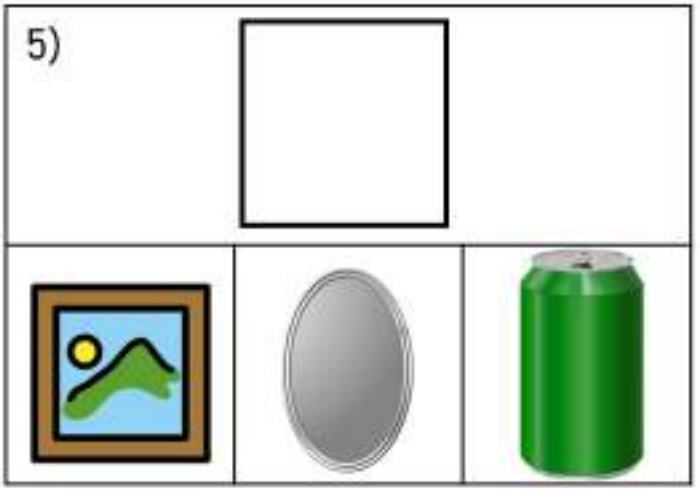
2)



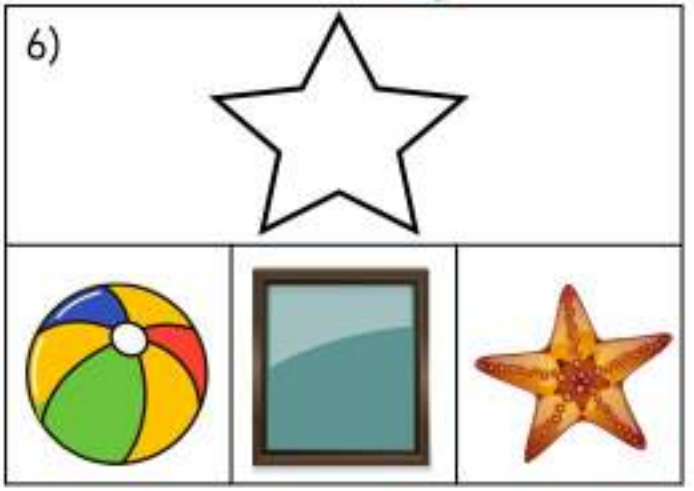
3)



5)



6)



PREVIEW

© Super Simple Sheets

Name: _____ 62

Curriculum Connection
G.1

2D Shapes Found in 3D Pictures

Directions Circle the 2D shapes found in the 3D shape

3D Shape	2D Shape 1	2D Shape 2	2D Shape 3
			
			
			
			
			

PREVIEW

Curriculum Connection
G.1

Exit Cards

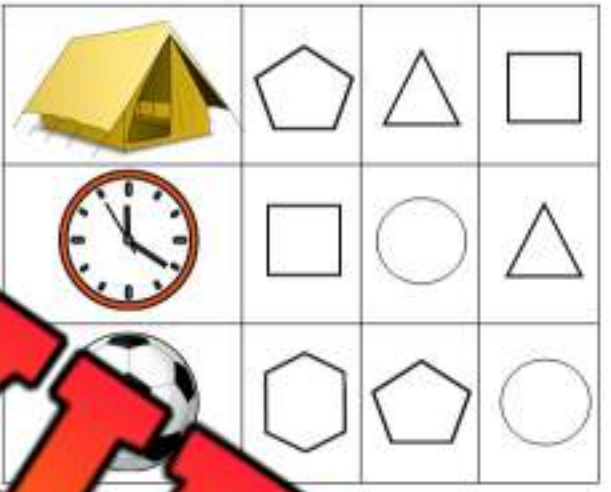
Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Circle the 2D shapes found in the 3D shape.

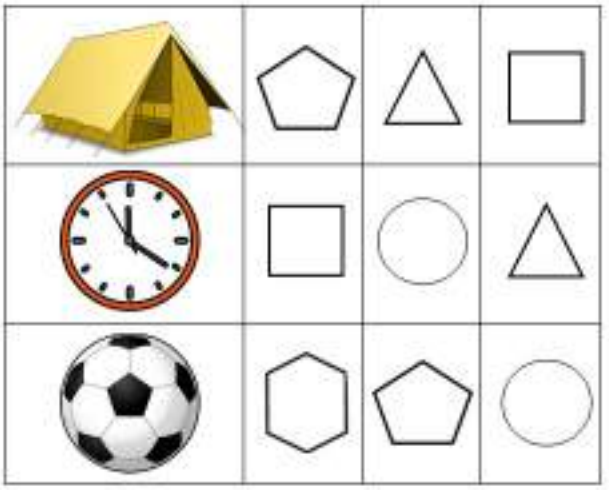
Name: _____

Circle the 2D shapes found in the 3D shape.



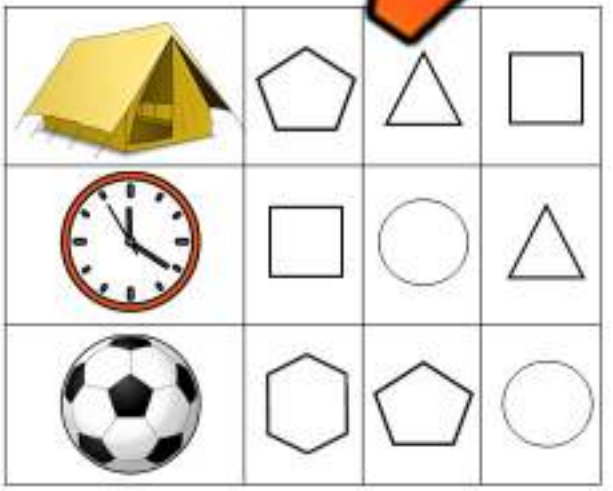
Name: _____

Circle the 2D shapes found in the 3D shape.



Name: _____

Circle the 2D shapes found in the 3D shape.



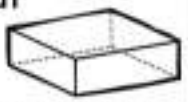
PREVIEW

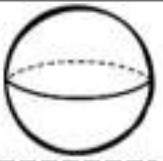
Name: _____ 64

Curriculum Connection
G.1

3D Shapes in The Real World

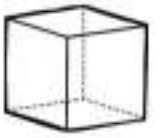
Directions Cut and paste the 3D objects with their match

Rectangular Prism 

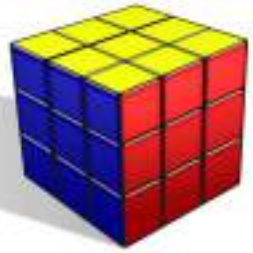
Sphere 

Cone 

Triangular Prism 

Cube 

PREVIEW

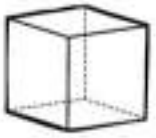
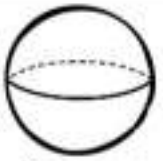
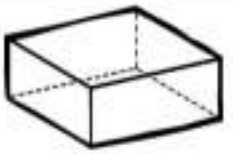


© Super Simple Sheets

Name: _____ 68

Curriculum Connection
G.1

3D Shapes – Colouring Activity

 Blue	 Green	 Orange	 Red	 Purple
Cube	Cone	Sphere	Rectangular Prism	Cylinder

Instruct Colour each picture the correct colour

PREVIEW

© Super Simple Sheets

Name: _____ 69

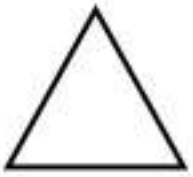
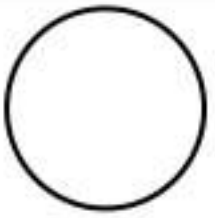
Curriculum Connection
TQ

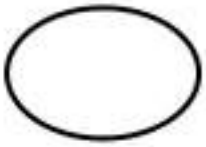
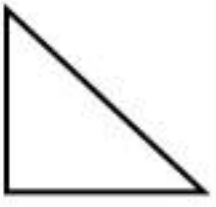
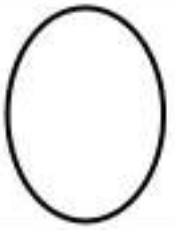
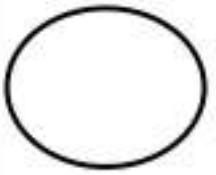
Unit Test – 3-D Objects and 2-D Shapes

Part 1 Sort the shapes into the correct categories

Round	Not Round

PREVIEW

A	B	C	D	E	F
					

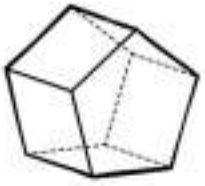
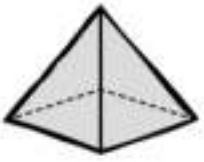
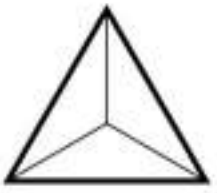
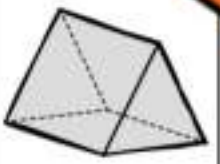
G	H	I	J	K	L
					

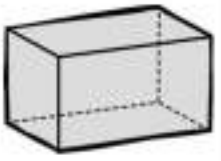
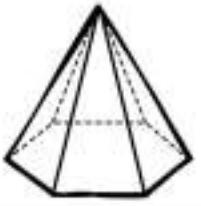
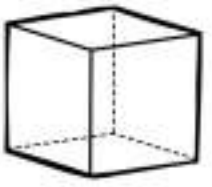
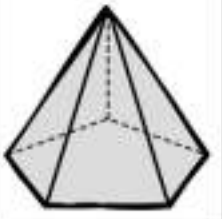
© Super Simple Sheets

Part 2 Write the letter below each shape in the correct category

White	Shaded

PREVIEW

					
A	B	C	D	E	F

					
G	H	I	J	K	L

© Super Simple Sheets

Curriculum Connection
TQ

Part 3 — Circle the real-life object that resembles the 2D shape

1)

2)

3)

4)

PREVIEW

Part 4 — Circle the 2D shapes found in the 3D

Composite 3D Shape	2D Shape 1	2D Shape 2	2D Shape 3
			
			

Name: _____ 72

Curriculum Connection
G.1

Congruent Shapes

Questions Circle whether the shapes are congruent or not

1)

congruent

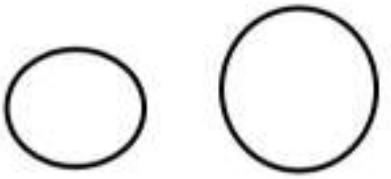
not congruent

2)

congruent

not congruent

3)



congruent

not congruent

4)

congruent

not congruent

5)

congruent

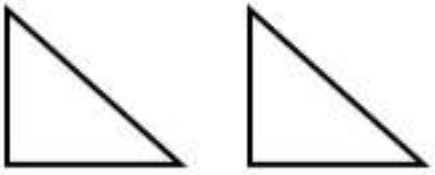
not congruent

6)

congruent

not congruent

7)



congruent

not congruent

8)

congruent

not congruent

9)

congruent

not congruent

10)

congruent

not congruent

11)

congruent

not congruent

12)

congruent

not congruent

PREVIEW

© Super Simple Sheets

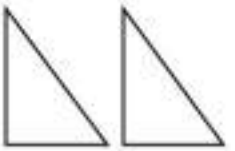
Name: _____ 74

Curriculum Connection
G.1

Congruent Shapes

Questions | Circle the congruent shape

Congruent shapes have the same size and shape. This means that the side lengths and angles are the same.



Congruent

Not congruent

1)	a)	b)	c)
2)	a)	b)	c)
3)	a)	b)	c)
4)	a)	b)	c)
5)	a)	b)	c)
6)	a)	b)	c)
7)	a)	b)	c)

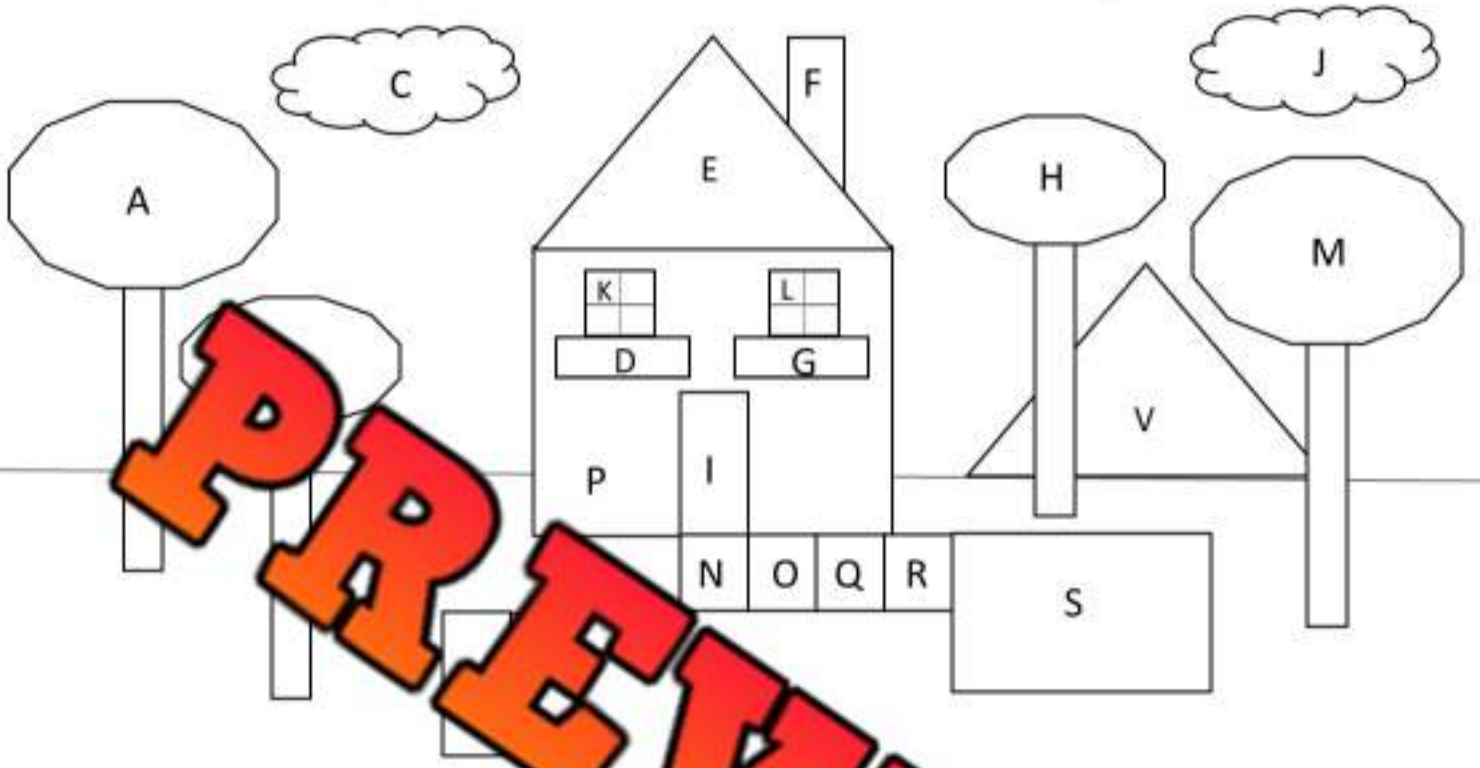
PREVIEW

© Super Simple Sheets

Name: _____ 76

Curriculum Connection
G.1

The Congruent House



PREVIEW

Questions Answer the questi… by …g at the house above

1) Which shape is congruent to A?	
2) Which shape is congruent to shape C?	
3) Which shapes are congruent to shape N?	
4) Which shape is congruent to shape B?	
5) Which shape is congruent to shape E?	
6) Which shapes are congruent to shape D?	
7) Which shape is congruent to shape T?	
8) Which shape is congruent to shape L?	

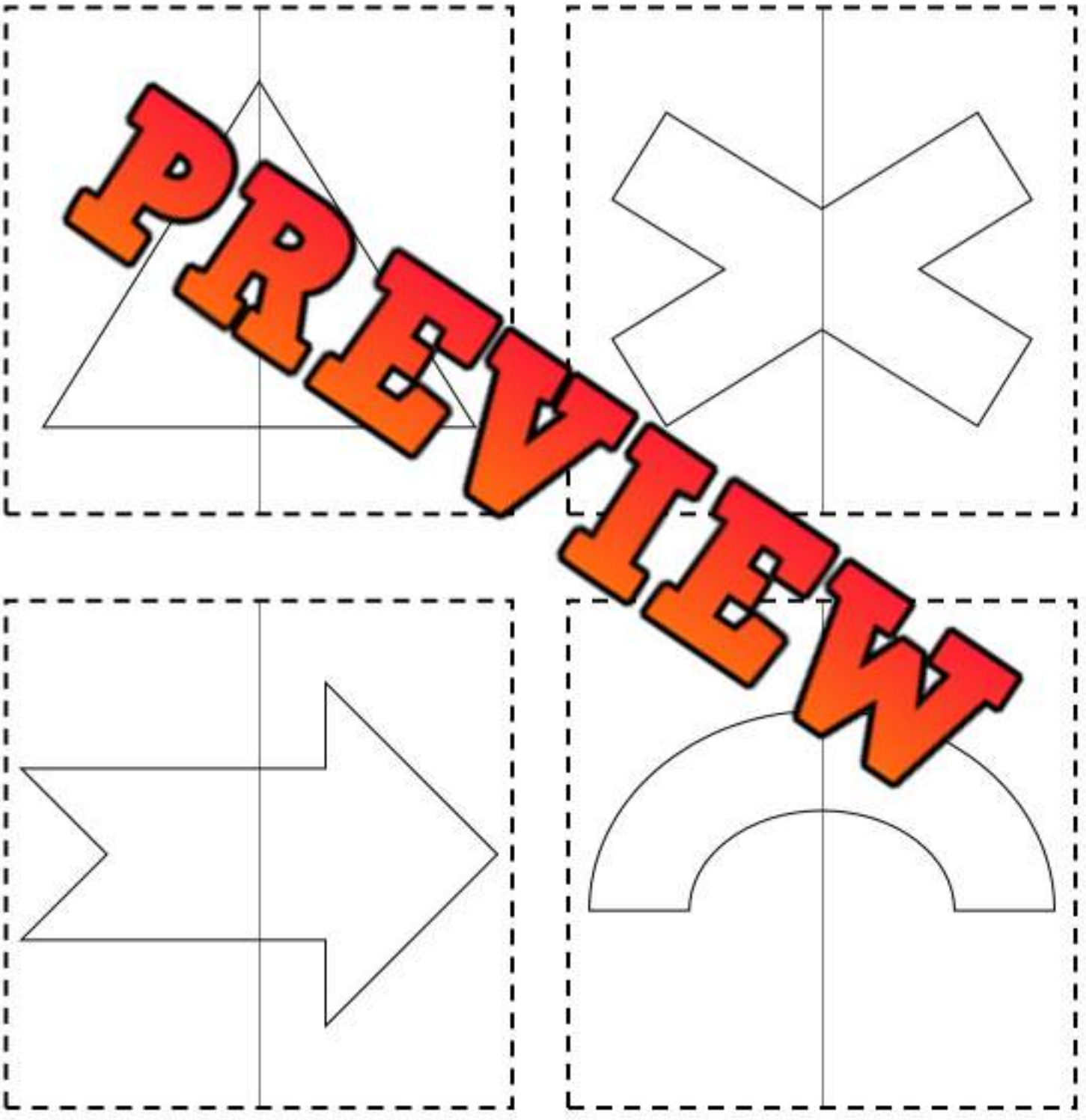
© Super Simple Sheets

Name: _____ 77

Curriculum Connection
G.1

Line of Symmetry - Folding

Directions Cut out the box. Then fold it to see if the shape is symmetrical



PREVIEW

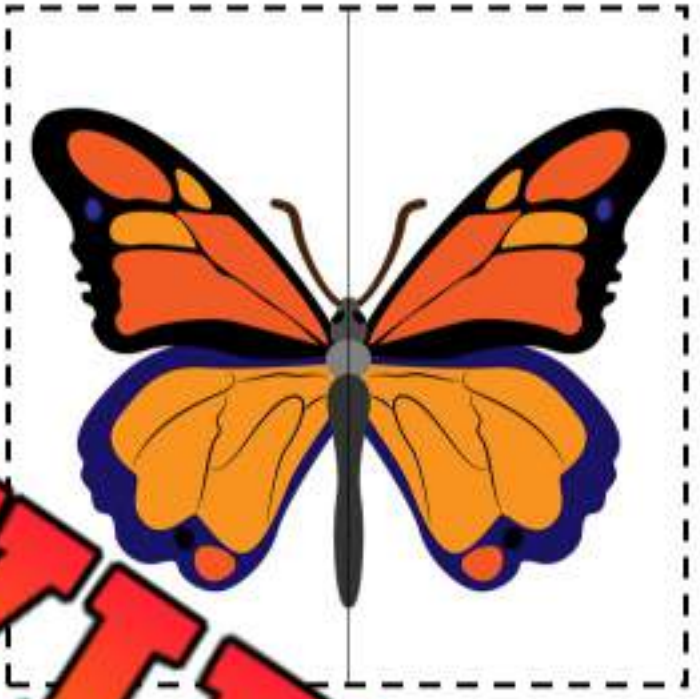
© Super Simple Sheets

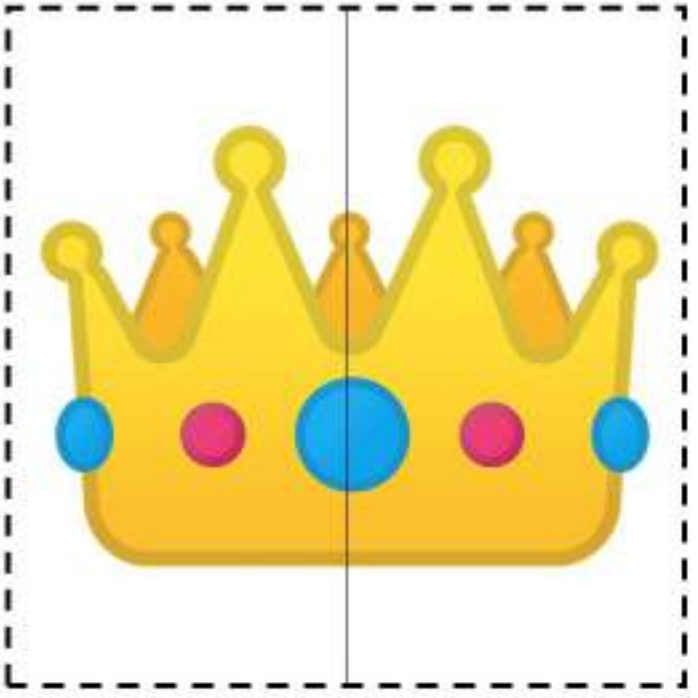
Name: _____ 78

Curriculum Connection
G.1

Line of Symmetry - Folding

Directions Cut out the box. Then fold it to see if the object is symmetrical





PREVIEW

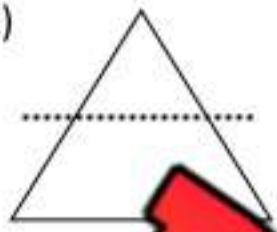
© Super Simple Sheets

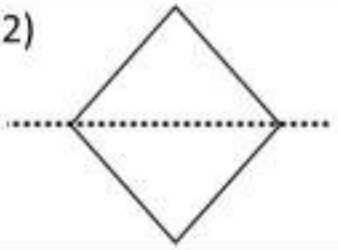
Name: _____ 79

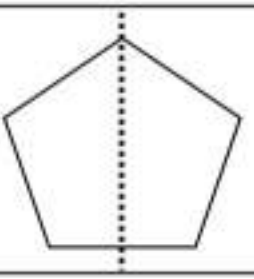
Curriculum Connection
G.1

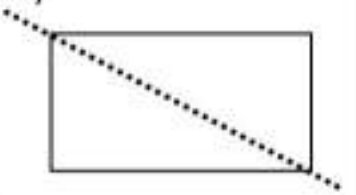
Line of Symmetry

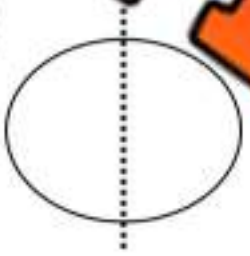
Questions Are both sides of the shapes congruent? Write yes or no.

1) 

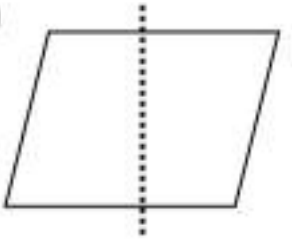
2) 

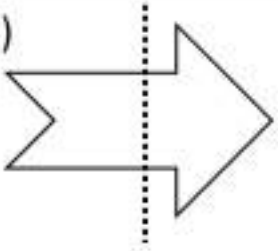
3) 

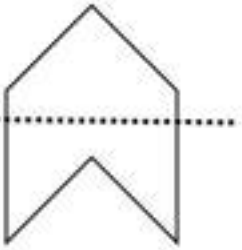
4) 

5) 

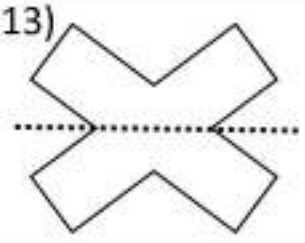
7) 

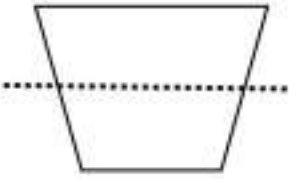
8) 

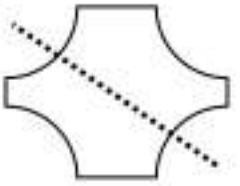
9) 

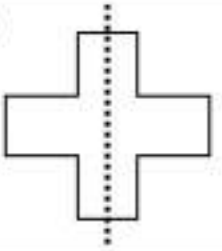
10) 

11) 

13) 

14) 

15) 

16) 

PREVIEW

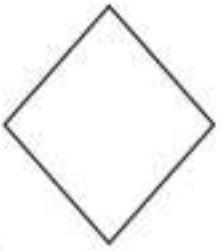
Name: _____ 81

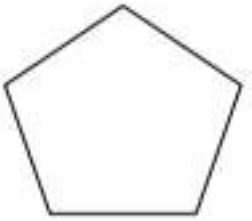
Curriculum Connection
G.1

Drawing Lines of Symmetry

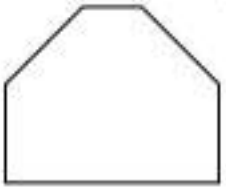
Questions Draw a line of symmetry so you have 2 congruent halves

1) 

2) 

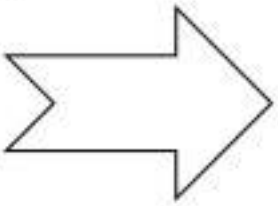
3) 

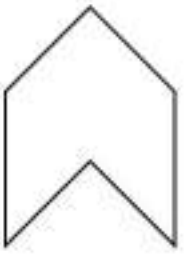
4) 

5) 

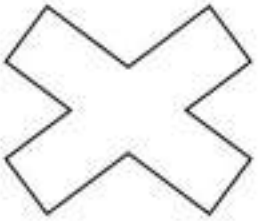
7) 

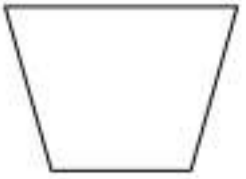
8) 

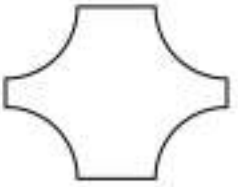
9) 

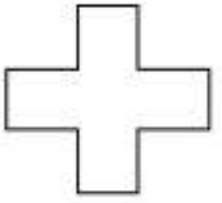
10) 

11) 

13) 

14) 

15) 

16) 

PREVIEW

© Super Simple Sheets

Name: _____ 83

Curriculum Connection
G.1

Drawing Lines of Symmetry on Real-Life Objects

Questions | Draw a line of symmetry so you have 2 congruent halves

1) 

2) 

3) 

4) 

5) 

6) 

8) 

9) 

10) 

11) 

12) 

PREVIEW

© Super Simple Sheets

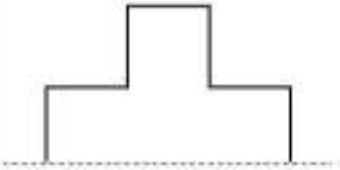
Name: _____ 84

Curriculum Connection
G.1

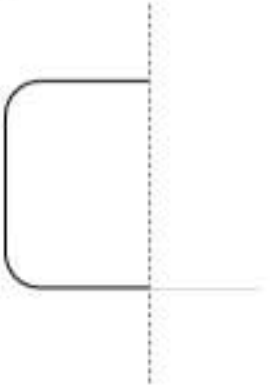
Drawing Mirror Image Using Line of Symmetry

Questions Draw the other side of the congruent shape

1) 

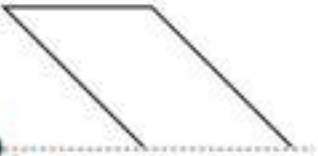
2) 

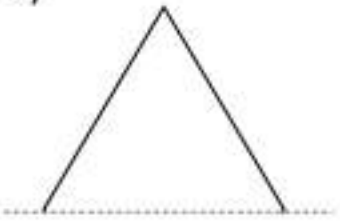
3) 

4) 

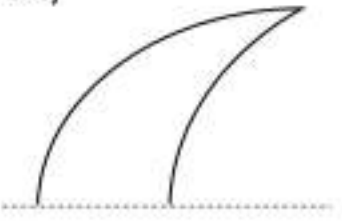
5) 

6) 

8) 

9) 

10) 

11) 

12) 

PREVIEW

Name: _____ 85

Curriculum Connection
G.1

Drawing Real Objects Using Mirror Line

Questions | Draw the other side of the congruent shape

1)

2)

3)

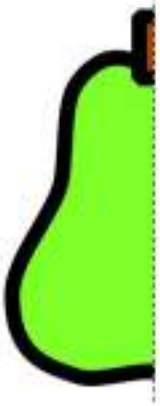
4)

5)

6)

8)

9)



10)

11)

12)

PREVIEW

Name: _____ 86

Curriculum Connection
TQ

Geometry Test

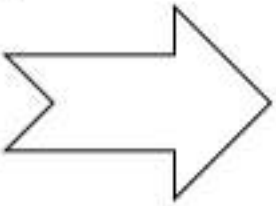
Part 1 Draw a line of symmetry so you have 2 congruent halves

1) 

2) 

3) 

4) 

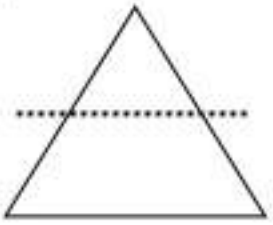
5) 

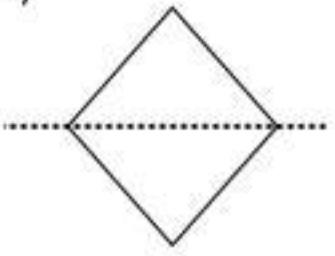
6) 

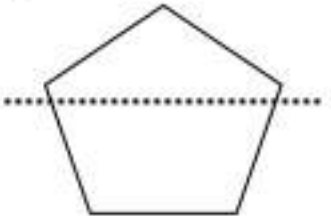
8) 

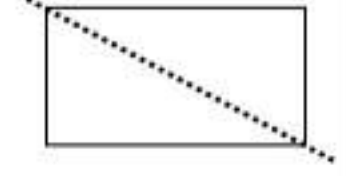
PREVIEW

Part 2 Are both sides of the shapes congruent? Writ

1) 

2) 

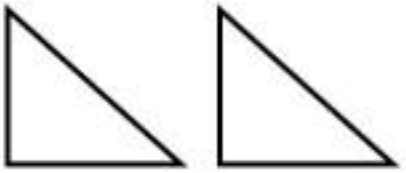
3) 

4) 

_____ _____ _____ _____

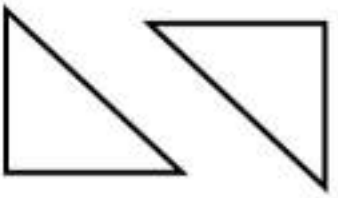
© Super Simple Sheets

Part 3 — Circle whether the shapes are congruent or not

1) 

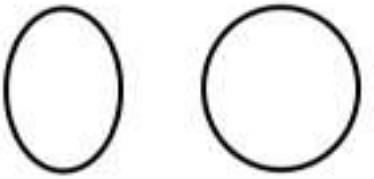
congruent

not congruent

2) 

congruent

not congruent

3) 

congruent

not congruent

4) 

congruent

not congruent

5) 

congruent

not congruent

6) 

congruent

not congruent

PREVIEW

Part 4 — Draw the other side of the line of sym

1) 

2) 

3) 

4) 

Grade 1
Measurement

	Curriculum Expectations	Pages That Cover the Expectations
M.1	nts relate length to the understanding Rec e height, width, or depth of an ngt in various orientations. • Compa s according to length. • Describe distance in r co • Compare the length, area, acity two objects directly or indire u third object. • Order objects according to length, area, or capacity.	72 - 109

PREVIEW

Name: _____ 89

Curriculum Connection
M.1

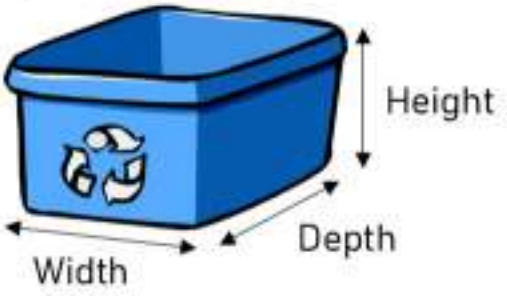
Length of Objects – Height, Width, Depth

Length is the distance between two points. Objects have three different lengths:

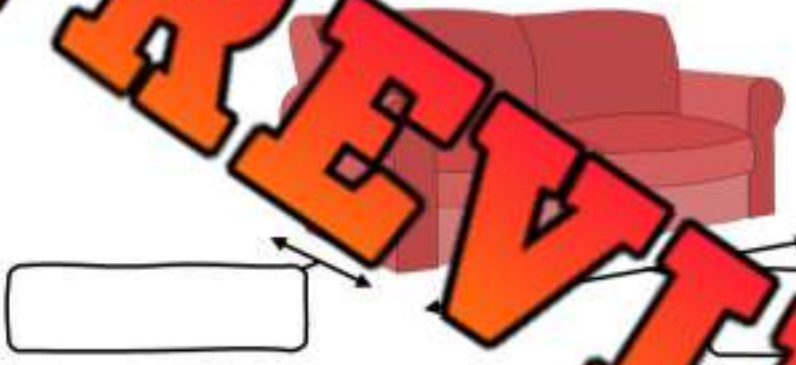
Height – how tall something is

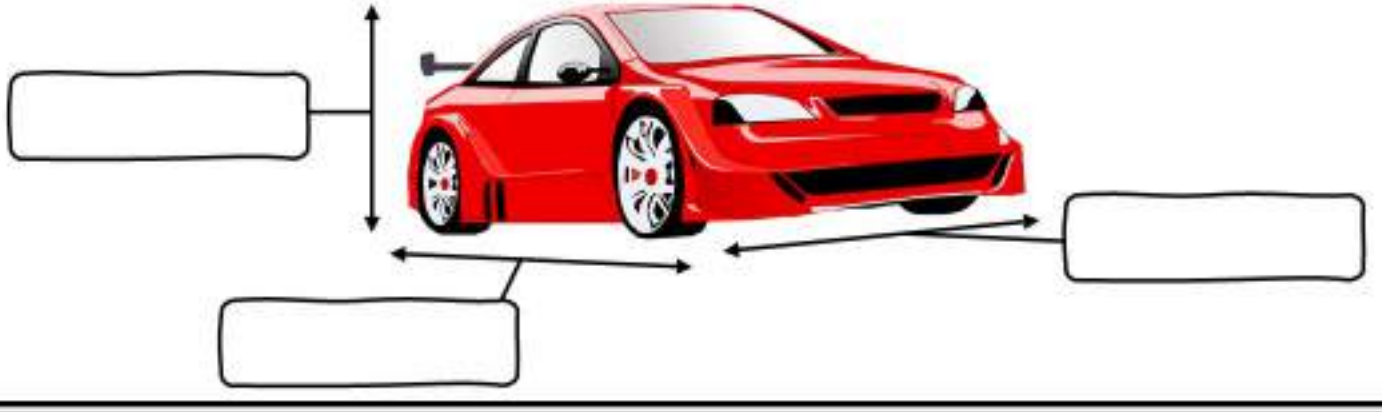
Width – how wide something is

Depth – [illegible] deep something is



Que[illegible] [illegible]he height, width, and depth of the objects





PREVIEW

Name: _____ 90

Curriculum Connection
M.1

Length of Objects – Taller

Part 1 Which object is taller?

1)

2)

3)

4)

PREVIEW

Part 2 Draw 3 tall objects you have seen in real life

© Super Simple Sheets

Name: _____ 92

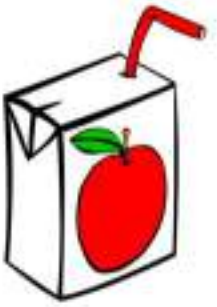
Curriculum Connection
M.1

Length of Objects – Wider

Part 1 Which object is wider?

1)

2)



3)

4)

PREVIEW

Part 2 Draw 3 wide objects you have seen in real life.

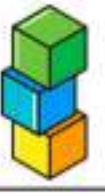
© Super Simple Sheets

Name: _____ 93

Curriculum Connection
M.1

Comparing Length – Shortest or Longest

Questions Follow the instructions below. Use small blocks to help you compare



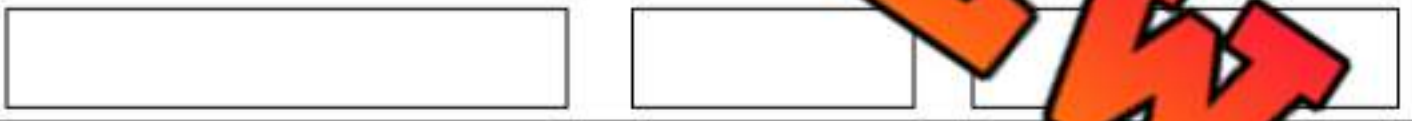
1) Colour the longest rectangle.

2) Colour the longest rectangle.

3) Colour the longest rectangle.

4) Colour the shortest rectangle.

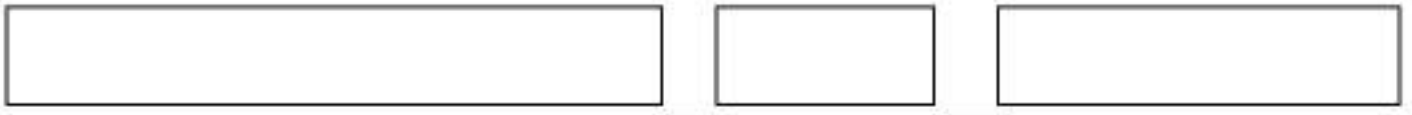
5) Colour the longest rectangle.



6) Colour the rectangle that is **not** the longest or the shortest.

7) Colour the longest rectangle.

8) Colour the rectangle that is **not** the longest or the shortest.



PREVIEW

© Super Simple Sheets

Curriculum Connection
M.1

Exit Cards

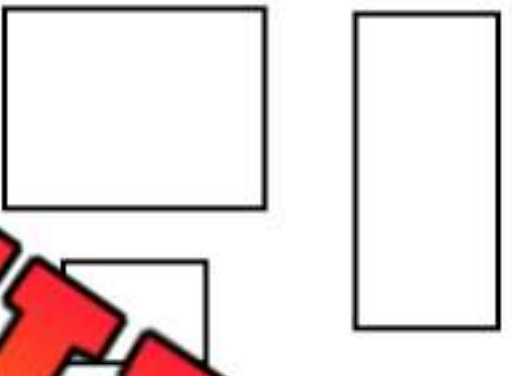
Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Colour in the shortest shape. Put a circle around the tallest shape. Put a rectangle around the widest shape.

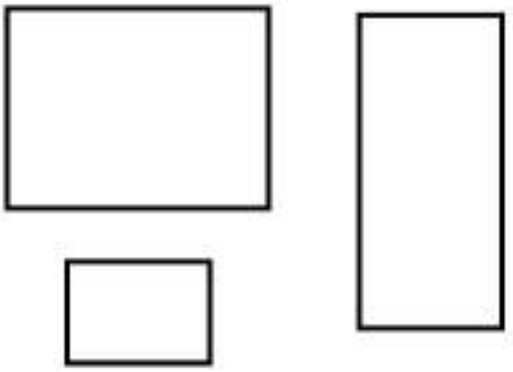
Name: _____

Colour in the shortest shape. Put a circle around the tallest shape. Put a rectangle around the widest shape.



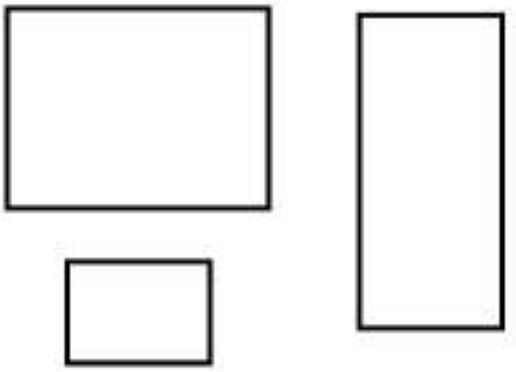
Name: _____

Colour in the shortest shape. Put a circle around the tallest shape. Put a rectangle around the widest shape.



Name: _____

Colour in the shortest shape. Put a circle around the tallest shape. Put a rectangle around the widest shape.



PREVIEW

© Super Simple Sheets

Name: _____ 95

Curriculum Connection
M.1

Activity Title: Size Sorting Station

Objective

What are we learning about?

To help students understand the concepts of length, height, width, and depth by comparing common objects around the classroom.

Materials

What you will need for the activity.

- [illegible] of [illegible] classroom items (e.g., pencils, books, sh[illegible]xes, e[illegible]
- Large lab[illegible] [illegible]orter[illegible]r", "Wider", "Narrower", "Deeper", "Sh[illegible]".
- Coloured tape to ma[illegible]n the [illegible] tables for sorting
- Paper and crayons for drawing

Instructions

How you will complete [illegible]tivity

1) Start by explaining what height, width, and depth [illegible]mple[illegible]. Use your hands and arms to show longer and shorter, and stand[illegible] sh[illegible]
2) Show the students the labels and explain each one with a clas[illegible]f[illegible] example, like how a pencil is longer than an eraser.
3) Show the students an object that has a medium width, depth, and height.
4) Give each student an object and ask them to place it in the area that describes it best **compared** to the object with medium characteristics you just showed them.
5) Allow the students to walk around and re-sort objects if they find a better fit.
6) Once all objects are sorted, gather the students and review why each object was placed in its specific area.
7) Discuss as a group how the objects compare to each other in different ways.

PREVIEW

Name: _____ 96

Curriculum Connection
M.1

Reflection | Answer the questions below.

1) Can one object fit into two different categories? For example, can it be both taller and narrower than another object?

Yes	No

2) Draw an object that is wider than your desk.

3) Draw an object that is ta[illegible]n y[illegible]

4) Draw an object that is deeper than a shoebox.

PREVIEW

Name: _____ 97

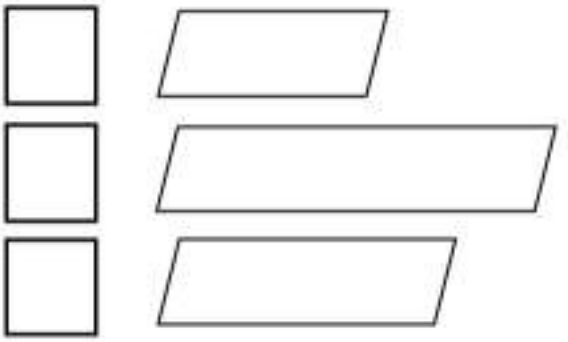
Curriculum Connection
M.1

Comparing Length – Shortest to Longest

Questions | Order the shapes from shortest (1) to longest (3)

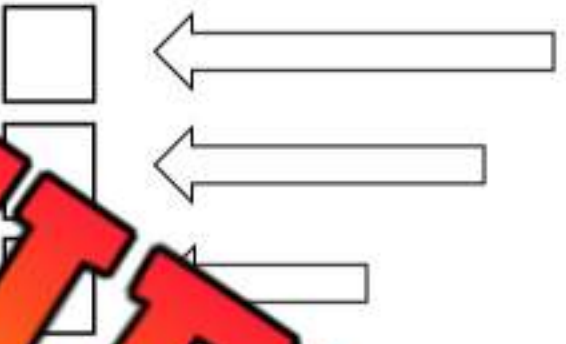
1)

2)

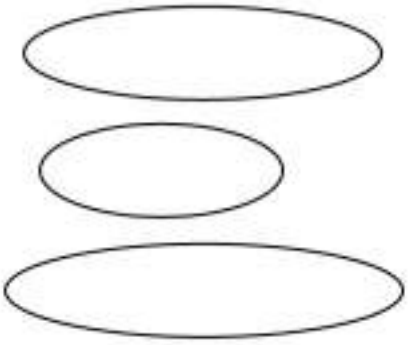


3)

4)

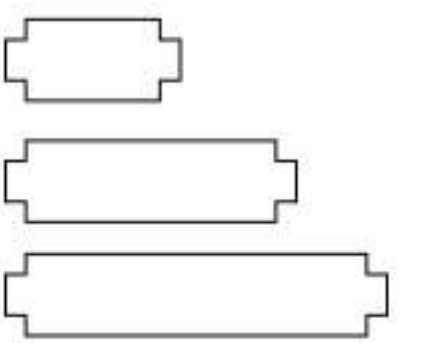


5)

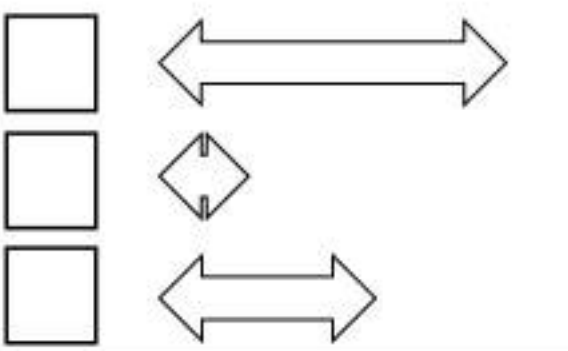


6)

7)



8)



PREVIEW

© Super Simple Sheets

Name: _____ 98

Curriculum Connection
M.1

Comparing Length – Shortest or Longest

Questions	Circle whether the object is the shortest or the longest

1) The car is the _____. 	Shortest Longest
2) The [illegible] is the _____. 	Shortest Longest
3) The couch is the [illegible] 	Shortest Longest
4) The soccer net is the _____. 	Shortest [illegible]ngest
5) The paper is the _____. 	[illegible]ngest
6) The cat is the _____. 	Shortest Longest
7) The dog is the _____. 	Shortest Longest

PREVIEW

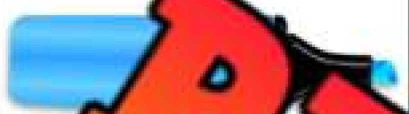
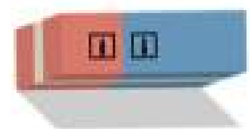
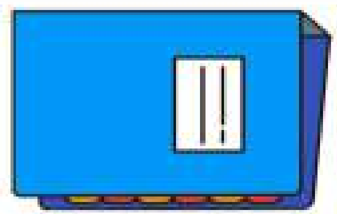
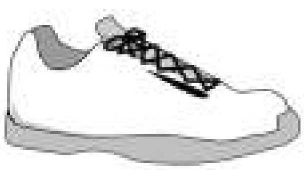
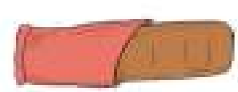
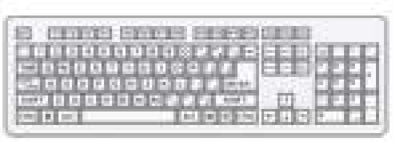
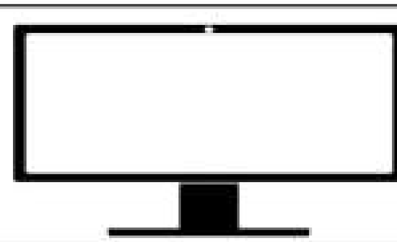
Name: ______________________ 100

Curriculum Connection
M.1

Comparative Language

Questions Circle the relationship between column 1 and column 2

PREVIEW

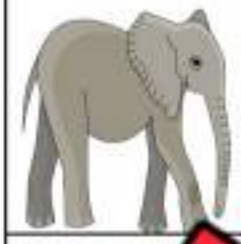
Column 1	**Comparative Language** Column 1 is ____ than Column 2	**Column 2**
	longer than as long as not as long as	
	longer than as long as not as long as	
	longer than as long as not as long as	
	longer than as long as not as long as	
	longer than as long as not as long as	
	longer than as long as not as long as	

© Super Simple Sheets

Name: _____ 102

Curriculum Connection
M.1

Comparing Height – Tallest and Shortest

					
Elepha	Bear	Giraffe	Dog	Cat	Tiger

Questi whether the object is shorter or taller

1) The elephant is _____	shorter than taller than
2) The bear is _____ the giraffe.	shorter than taller than
3) The giraffe is _____ all the other anim	shorter than er than
4) The dog is _____ the tiger.	sh than
5) The cat is _____ all the other animals.	shor n taller than
6) The tiger is _____ the bear.	shorter than taller than
7) The bear is _____ the elephant.	shorter than taller than
8) The elephant is _____ the giraffe.	shorter than taller than

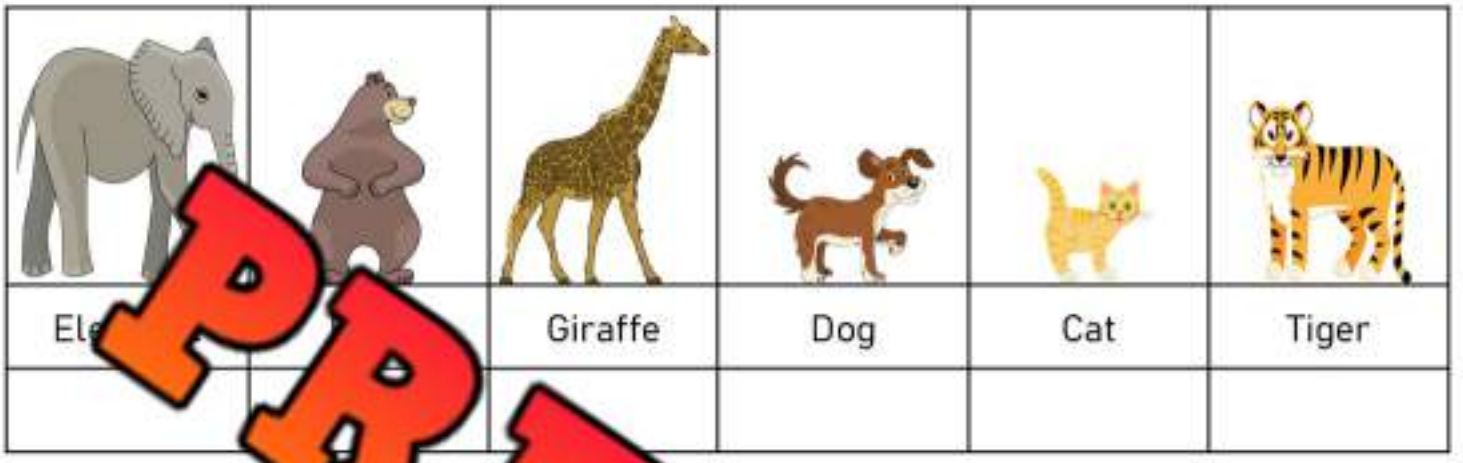
PREVIEW

Name: _____ 103

Curriculum Connection
M.1

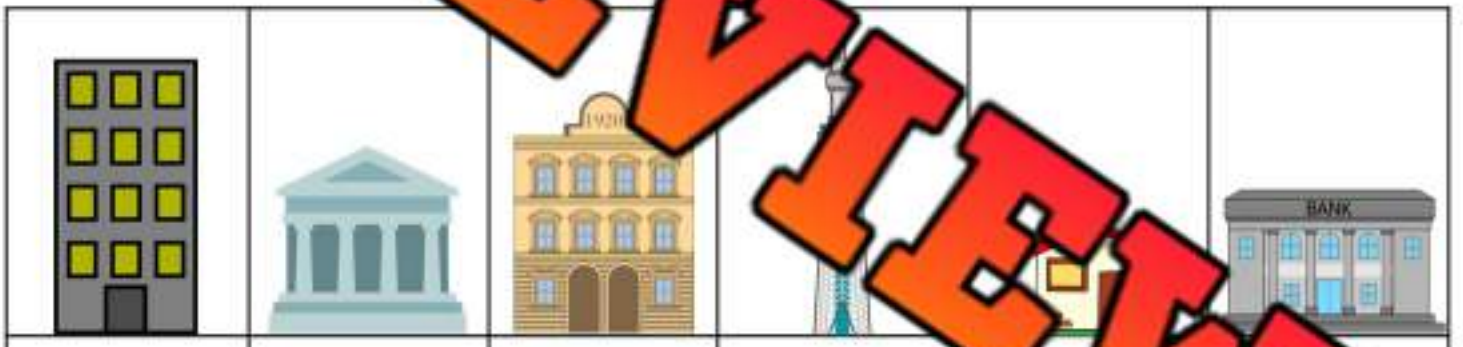
Comparing Height – Tallest and Shortest

Part 1 Rank the animals from tallest (1) to shortest (6)

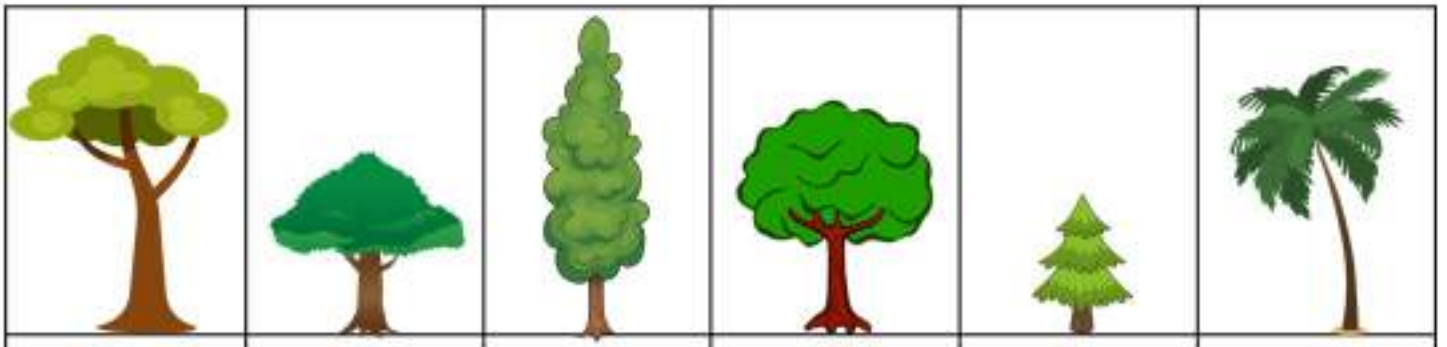


El		Giraffe	Dog	Cat	Tiger

Part 2 Rank the [illegible] (1) to shortest (6)



Part 3 Rank the trees from tallest (1) to shortest (6)



PREVIEW

© Super Simple Sheets

Name: _____ 104

Curriculum Connection
M.1

Comparing Length – Curved String

Questions | Follow the instructions below

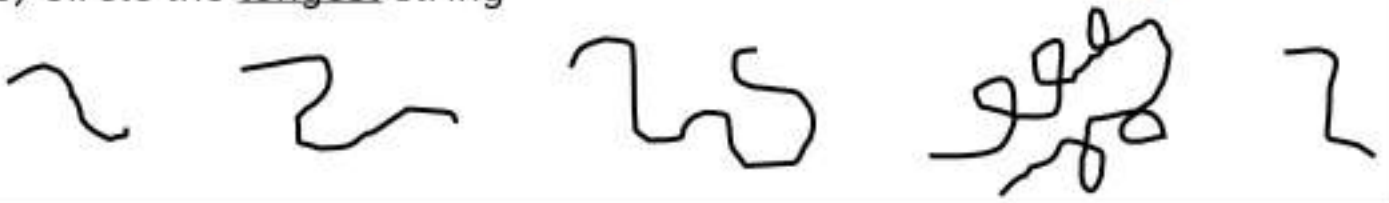
1) Circle the longest string

2) C[illegible]string

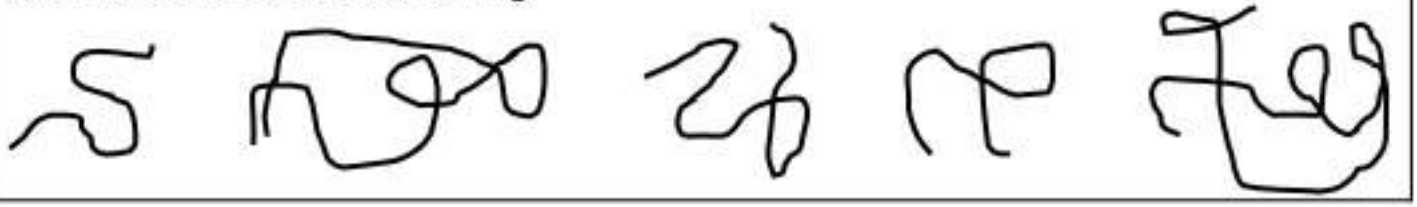
3) Circle the longest [illegible]

4) Circle the shortest string

5) Circle the longest string



6) Circle the shortest string



PREVIEW

© Super Simple Sheets

Name: _____ 105

Curriculum Connection
M.1

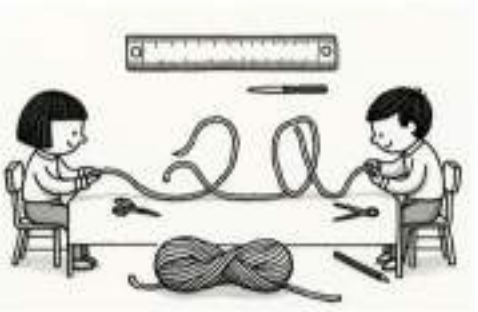
Activity: Yarn Length Challenge

Objective What are we learning about?

Students will practice comparing lengths and learn about measurement through a fun and interactive activity.

Materials t you will need for the activity.

- pair of students to have
- Scissors
- Rulers or measuri
- Paper and pencils for reco ing



Instructions How you will complete the ac

1) Pair up the students and provide each student rge f yarn.
2) Have one student in each pair cut their yarn into three diff
3) The student who cut the yarn should then twist or curve the th eces of yarn so that it is difficult to visually compare their lengths.
4) The partner will then try to determine which piece of yarn is the longest, which is the shortest, and which is in the middle in terms of length.
5) Once the partner has made their guesses, they will pull each piece of yarn straight and measure it using a ruler or measuring tape to verify their guesses.
6) Both students will then switch roles, repeating the process with new lengths of yarn.

PREVIEW

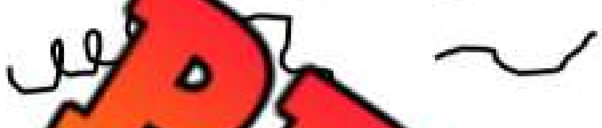
Curriculum Connection
M.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

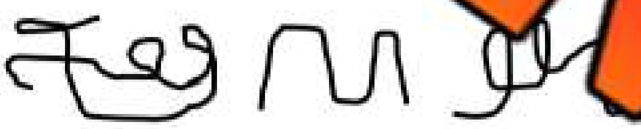
Name: ______________________

1) Circle the longest string.



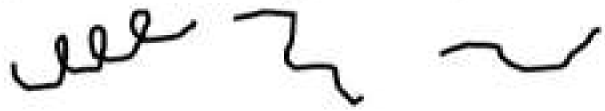
2) Circle the shortest string.

3) Circle the longest string.



Name: ______________________

1) Circle the longest string.

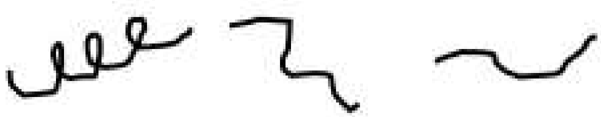


2) Circle the shortest string.

3) Circle the longest string.

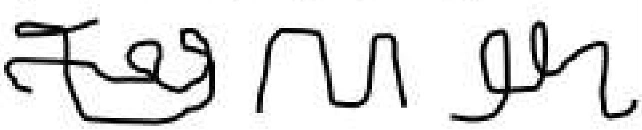
Name: ______________________

1) Circle the longest string.



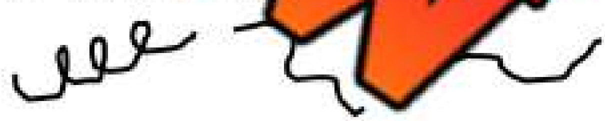
2) Circle the shortest string.

3) Circle the longest string.



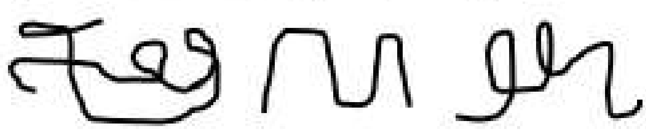
Name: ______________________

1) Circle the longest string.



2) Circle the shortest string.

3) Circle the longest string.



PREVIEW

Curriculum Connection
M.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Circle yes if the sentence is correct and no if it is wrong.

If your pencil is taller than a crayon and shorter than your marker, can the crayon be taller than the marker?

Yes No

Name: _____

Circle yes if the sentence is correct and no if it is wrong.

If your pencil is taller than a crayon and shorter than your marker, can the crayon be taller than the marker?

Yes No

Name: _____

Circle yes if the sentence is correct and no if it is wrong.

If your pencil is taller than a crayon and shorter than your marker, can the crayon be taller than the marker?

Yes No

Name: _____

Circle yes if the sentence is correct and no if it is wrong.

If your pencil is taller than a crayon and shorter than your marker, can the crayon be taller than the marker?

Yes No

PREVIEW

Name: _____ 109

Curriculum Connection
M.1

Comparing Length – Scavenger Hunt

Questions	Find objects in your class that are shorter/longer than your pencil

Shorter	Longer
	

PREVIEW

© Super Simple Sheets

Name: _____ 110

Curriculum Connection
M.1

Which Container Holds More?

Questions | Circle the container that holds the most

1)  vs 

2)  vs 

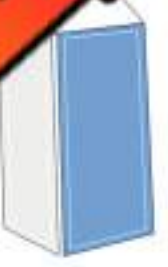
3) 

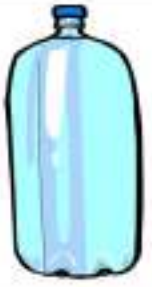
4)  vs 

5)  vs 

6) 

7)  vs 

8)  vs 

9)  vs 

10)  vs 

PREVIEW

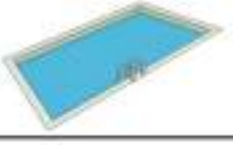
© Super Simple Sheets

Name: _____ 111

Curriculum Connection
M.1

Comparing Capacity – Most or Least

Questions Circle whether the container holds the most or the least

1) The bucket holds the _____.   	Most Least
2) The [illegible] _____.  	Most Least
3) The baby bottle [illegible] _____.   	Most Least
4) The cup holds the _____.   	Most [illegible]east
5) The gas can hold the _____.   	[illegible]east
6) The wheelbarrow holds the _____.   	Most Least
7) The pool holds the _____.   	Most Least

PREVIEW

Name: _____ 112

Curriculum Connection
M.1

Comparing Capacity – Least to Most

Questions Order the capacity of the containers from least (1) to most (3)

1) 

2) 

3) 

4) 

6) 

7) 

8) 

9) 

PREVIEW

© Super Simple Sheets

Name: _____ 113

Curriculum Connection
M.1

Comparative Language

Questions Circle the relationship between column 1 and column 2

Column 1	**Comparative Language** Column 1 holds ____ Column 2	Column 2
	more than less than the same amount as	
	more than less than the same amount as	
	more than less than the same amount as	
	more than less than the same amount as	
	more than less than the same amount as	
	more than less than the same amount as	

PREVIEW

© Super Simple Sheets

Name: _____ 114

Curriculum Connection
M.1

Comparing Capacity – More Than, Less Than

					
Bucket	Dog Bowl	Cup	Pool	Bottle	Spoon

Questi… …ther the container holds more or less

1) The bucket hol…	more than less than
2) The cup holds _____ the spoon.	more than less than
3) The dog bowl holds _____ the cup.	more than less than
4) The pool holds _____ all the other containers.	…re than …
5) The bottle holds _____ the bucket.	…han …s than
6) The spoon holds _____ all the other containers.	more than less than
7) The cup holds _____ the bottle.	more than less than
8) The bucket holds _____ the spoon.	more than less than

PREVIEW

© Super Simple Sheets

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Circle whether the container holds more or less.

The shoulder bag holds _____ the pencil case.	More than Less than
The backpack holds _____ the luggage.	More than Less than
The luggage holds ____ all the other bags.	More than Less than
The pencil case holds ____ all the other bags.	More than Less than

Name: _____

Circle whether the container holds more or less.

The shoulder bag holds _____ the pencil case.	More than Less than
The backpack holds _____ the luggage.	More than Less than
The luggage holds ____ all the other bags.	More than Less than
The pencil case holds ____ all the other bags.	More than Less than

Name: _____

Circle whether the container holds more or less.

The shoulder bag holds _____ the pencil case.	More than Less than
The backpack holds _____ the luggage.	More than Less than
The luggage holds ____ all the other bags.	More than Less than
The pencil case holds ____ all the other bags.	More than Less than

Name: _____

Circle whether the container holds more or less.

The shoulder bag holds _____ the pencil case.	More than Less than
The backpack holds _____ the luggage.	More than Less than
The luggage holds ____ all the other bags.	More than Less than
The pencil case holds ____ all the other bags.	More than Less than

PREVIEW

Name: _____ 116

Curriculum Connection
M.1

Comparing Capacity – Most to Least

Part 1 Rank the capacity of the containers from most (1) to least (6)

Part 2 Rank the [illegible] from most (1) to least (6)

Part 3 Rank the capacity of the containers from most (1) to least (6)

PREVIEW

© Super Simple Sheets

Name: _____ 117

Curriculum Connection
M.1

Comparing Capacity – Yes/No

Questions Circle yes if the sentence is correct and no if it is wrong

1) My bottle holds more than a bathtub.	Yes	No
2) A toi[illegible]re than a spoon.	Yes	No
3) A juice b[illegible] sa[illegible] a water bottle.	Yes	No
4) My pencil case hold[illegible]han	Yes	No
5) My classroom holds less than the gym.	Yes	No
6) An elevator holds more than a classroom.	[illegible]s	No
7) A bag of chips holds as much as a bucket of water.		No
8) A pop can holds less than a wheelbarrow.	Yes	No
9) My desk holds more than my shoe.	Yes	No
10) A pool holds less than a hot tub.	Yes	No

PREVIEW

© Super Simple Sheets

Curriculum Connection
M.1

Activity Title: 4-Corners Capacity Game

Objective What are we learning about?

Students will learn to compare and estimate the capacities of various containers through an interactive activity.

Materi… …ou will need for the activity.

- A list of c… …ed …ions
- Labels for each … …B, C, D)

Instructions How you will comp… …acti…

1. Prepare the classroom by labelling eac… …er w… …, B, C, and D.
2. Explain to the students that you will read out quest… …ela… …city of different containers, and each question will have four o…
3. When you read a question, students will move to the corner that corresponds to the answer they think is correct.
4. Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
5. Repeat with different questions to reinforce their understanding of capacity.

PREVIEW

Name: _____ 119

Curriculum Connection
M.1

Question	A	B	C	D
Which of these containers can hold the most?	Hot tub	Swimming pool	Lunch box	Pencil case
Which of these can hold the least amount of water?	Bathtub	Coffee cup	Spoon	Fish tank
Which of t ould hold the most soil?	Bucket	Wheel-barrow	Shovel	Handful
Which ese wo e most hot chocolate?	Large pot	Mug	Small pot	Spoon
Which of these wo d th amount of candy?	box	Snack bag	Cereal box	Trash can
Which of these can hold the le amount of juice?		Water le	Teaspoon	Pitcher
Which of these containers can hold the most?	Batht	Si	ffee	Juice box
Which of these would hold the most toys?	Toy chest	Pen case		bag
Which of these can hold the most water?	Bucket	Spoon	Plat	Bottle
Which of these containers can hold the least?	Swimming pool	Aquarium	Bathtub	Watering can
Which of these can hold the most soup?	Large pot	Small bowl	Teacup	Spoon
Which of these containers would hold the most cookies?	Large jar	Plate	Small Paper bag	Lunch box

PREVIEW

© Super Simple Sheets

Name: _____ 121

Curriculum Connection
M.1

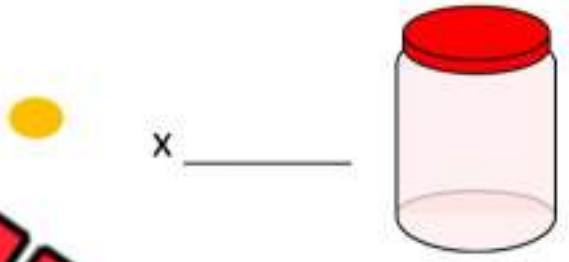
Capacity

Capacity is the amount a container can hold. We can use smaller containers to fill a larger container. It is important to not underfill or overfill when we are measuring the capacity of a container.

Example – 4 smaller paper cups fill the larger cup

Direction[illegible] how many of the smaller things will fit into the larger container

x _____



x _____

x _____

x _____

x _____

x _____

x _____

PREVIEW

Name: _____ 123

Curriculum Connection
M.1

Area

Area is how much space is taken up by a 2D shape. The area of your table or desk is how large the surface is. Does your teacher's desk have more or less area than your desk?

Instructi Circle which surface has more area

PREVIEW

1)  vs

2)  vs 

3)  vs 

4) 

5)  vs 

6)  vs 

7)  vs 

8)  vs 

© Super Simple Sheets

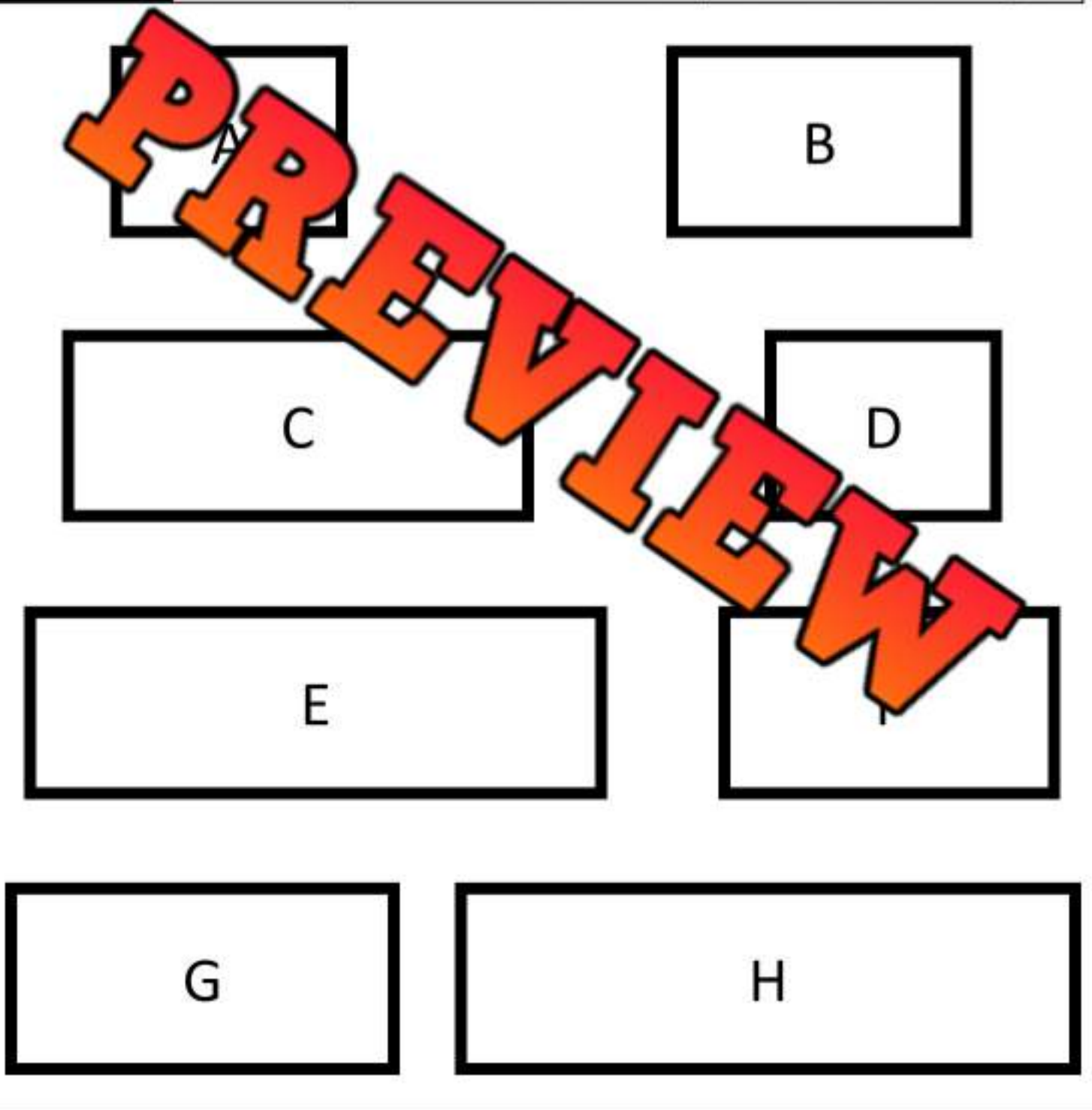
Name: _____ 124

Curriculum Connection
M.1

Area

We can compare the area of two shapes by covering one object with the other. If one object can't cover the other, it has less area.

Instructions Cut the shapes out and cover other shapes to see which are larger



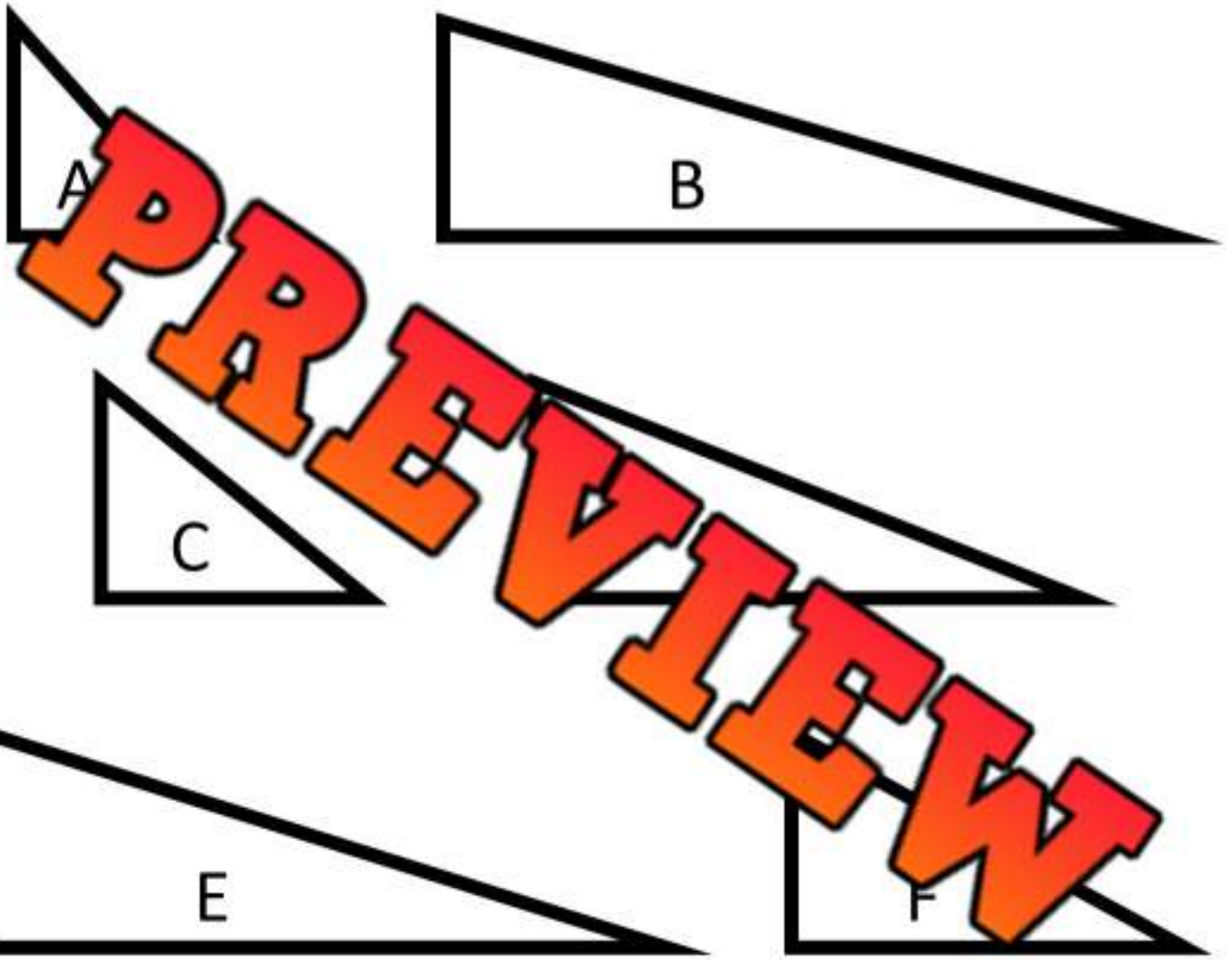
PREVIEW

Name: _____ 126

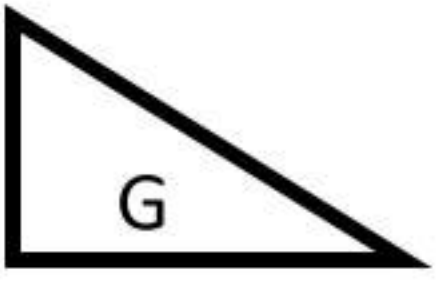
Curriculum Connection
M.1

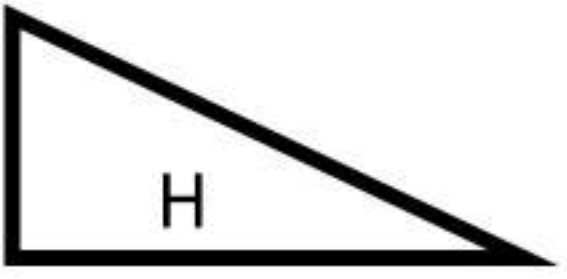
Area

Instructions Cut the shapes out and cover other shapes to see which are larger



PREVIEW





© Super Simple Sheets

Name: _____ 127

Curriculum Connection
M.1

Area

Instructions Cut A out and find out many times it fits into the other shapes

PREVIEW

Shape	# of Times
E	
F	
G	
H	

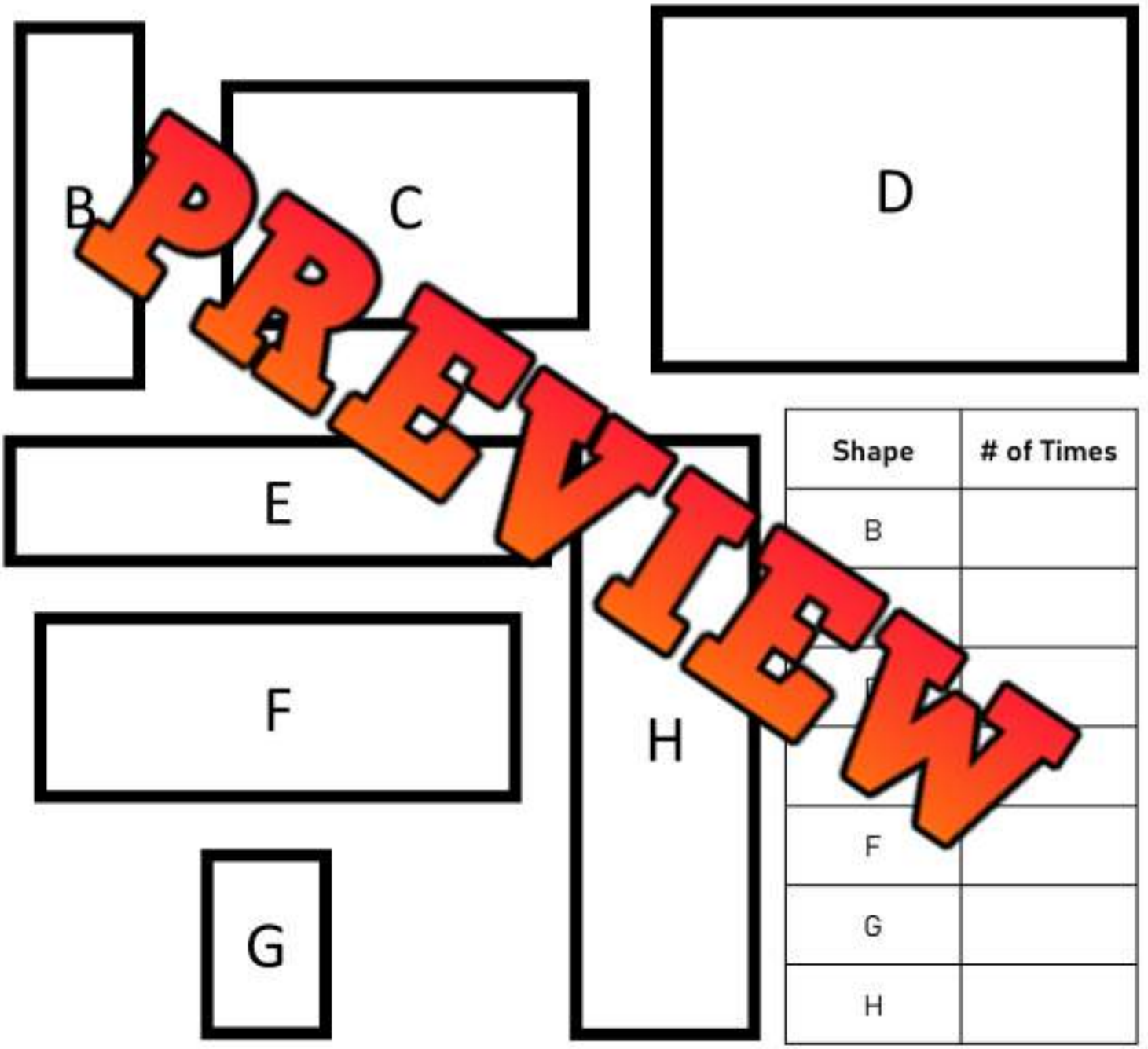
© Super Simple Sheets

Name: _____ 129

Curriculum Connection
M.1

Area

Questions | Cut A out and find out many times it fits into the other shapes



PREVIEW

Shape	# of Times
B	
F	
G	
H	

A

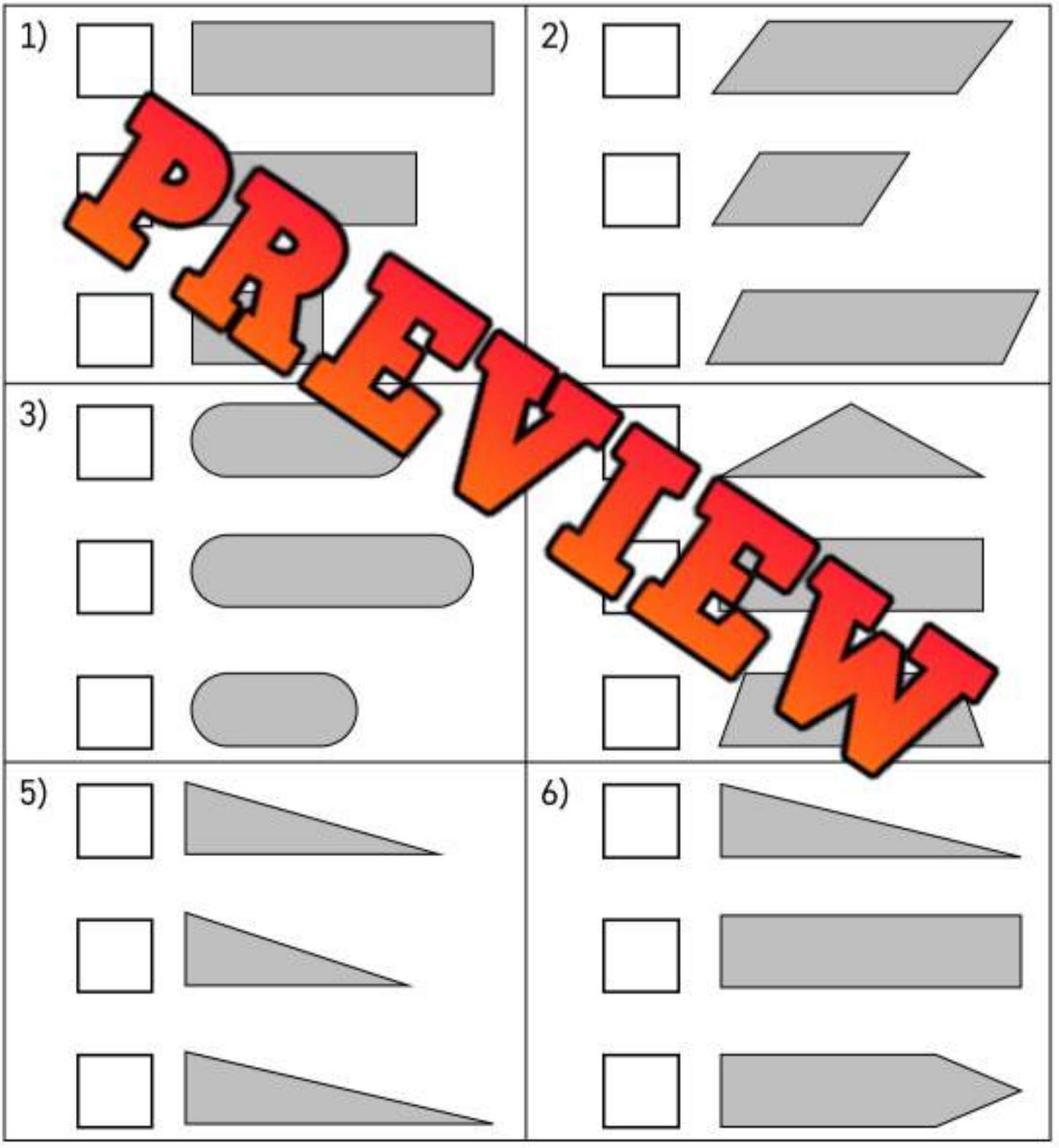
© Super Simple Sheets

Name: _____ 130

Curriculum Connection
M.1

Comparing Area - Ordering

Questions Order the area of the shapes from smallest (1) to largest (3)



PREVIEW

© Super Simple Sheets

Curriculum Connection
M.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Circle the shape that has more area?

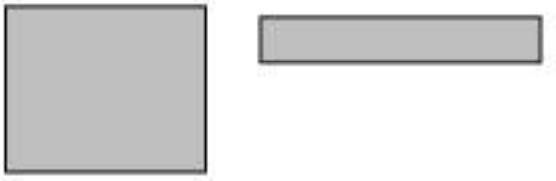
1) 

2) 

3) 

Name: _____

Circle the shape that has more area?

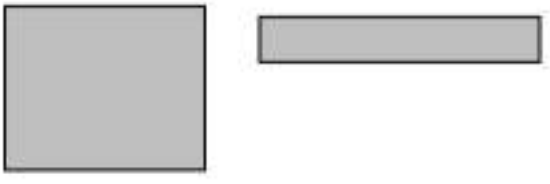
1) 

2) 

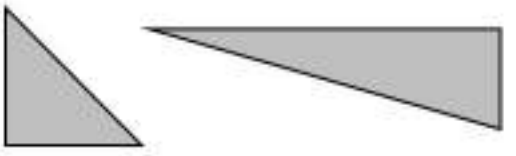
3) 

Name: _____

Circle the shape that has more area?

1) 

2) 

3) 

Name: _____

Circle the shape that has more area?

1) 

2) 

3) 

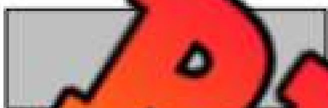
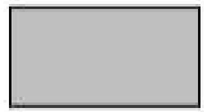
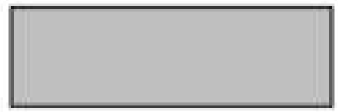
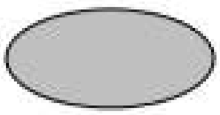
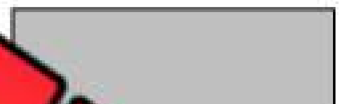
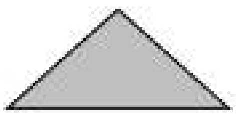
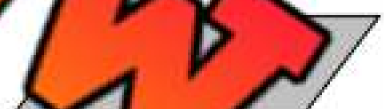
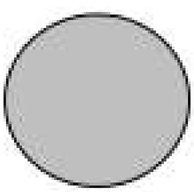
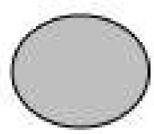
PREVIEW

Name: ______________________ 132

Curriculum Connection
M 1

Comparative Language

Questions Circle the relationship between column 1 and column 2

Column 1	**Comparative Language** Column 1 has ____ Column 2	**Column 2**
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	

PREVIEW

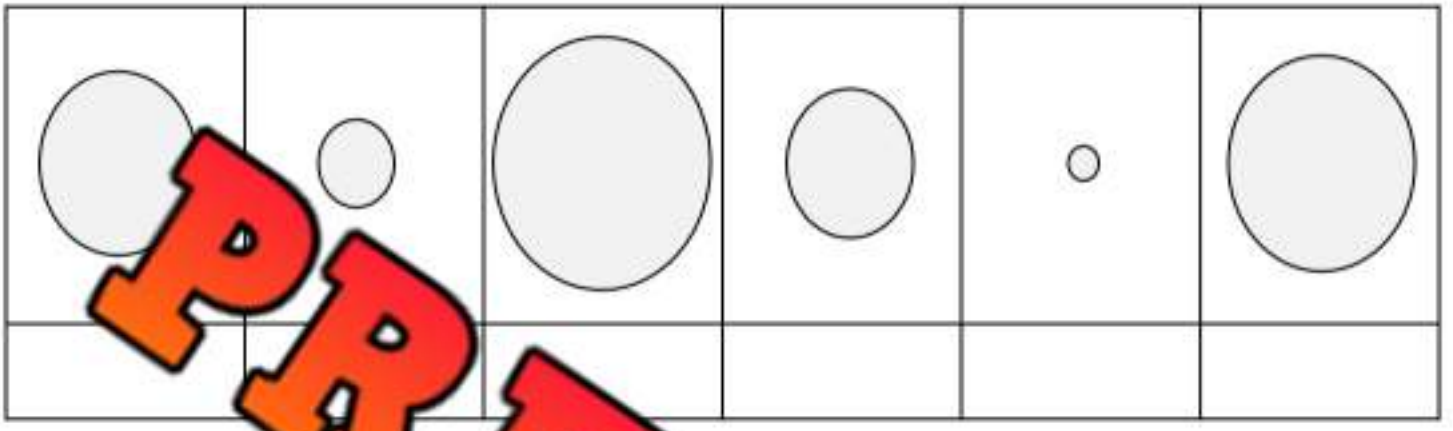
© Super Simple Sheets

Name: _____ 133

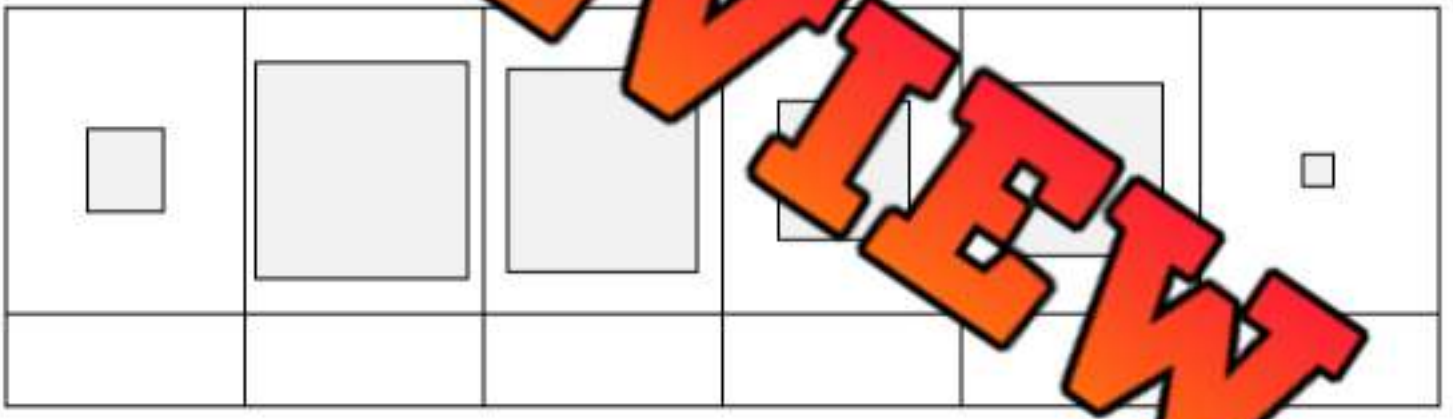
Curriculum Connection
M.1

Comparing Area – Largest to Smallest

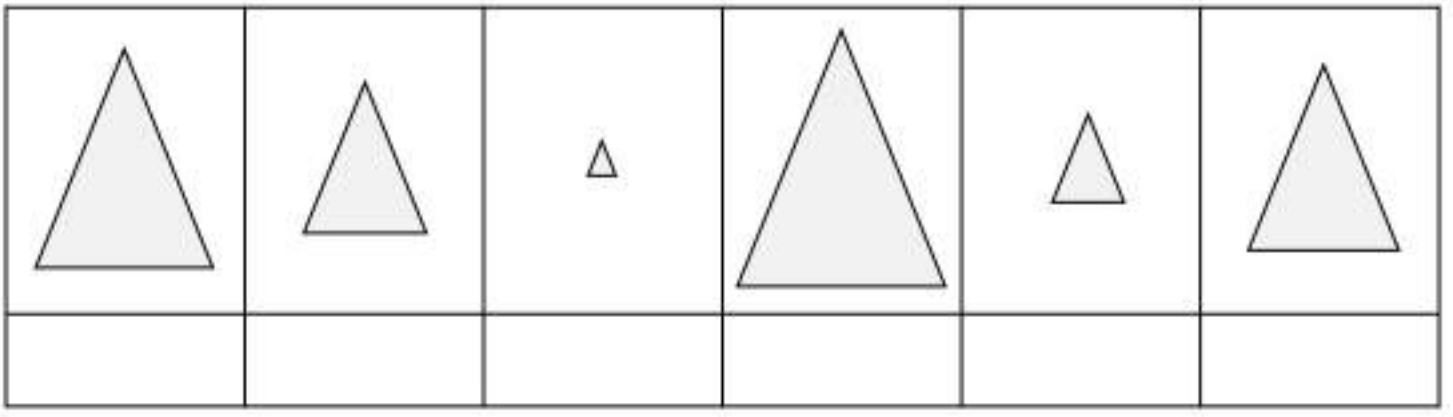
Part 1 Order the area of the circles from largest (1) to smallest (6)



Part 2 Order the [illegible] from largest (1) to smallest (6)



Part 3 Order the area of the triangles from largest (1) to smallest (6)



PREVIEW

Name: _____ 139

Curriculum Connection
M.1

Area Riddles

Instructions Read each riddle and draw what you are picturing. Then circle the answer.

Riddle	Draw	Answer
The **circle** is bigger than the **triangle**. The **squa** igger than the **circle**. **Which sh e biggest?**		A) Triangle B) Circle C) Square
The **oval** is bi tri le. The **rectangle** allest **Which shape is th est?**		A) Triangle B) Oval C) Rectangle
The **square** is bigger than the **star**. The **circle** is bigger than the **square**. **Which shape is the biggest?**		A) Star B) Square C) Circle
The **heart** is smaller than the **square**. The **triangle** is the smallest shape. **Which shape is the biggest?**		A) Triangle B) Square
The **triangle** is the smallest shape. The **circle** is bigger than the **rectangle**. **Which shape is the biggest?**		A) Triangle B) Circle C) Rectangle
The **star** is the smallest shape. The **heart** is smaller than the **rectangle**. **Which shape is the biggest?**		A) Star B) Heart C) Rectangle

PREVIEW

Name: _____ 140

Curriculum Connection
TQ

Measurement Unit Test

Part 1 Follow the instructions below

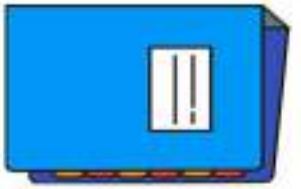
1) Colour the longest rectangle

2) Colour the shortest rectangle

Part 2 Colour the shapes shortest (1) to longest (3)

1)

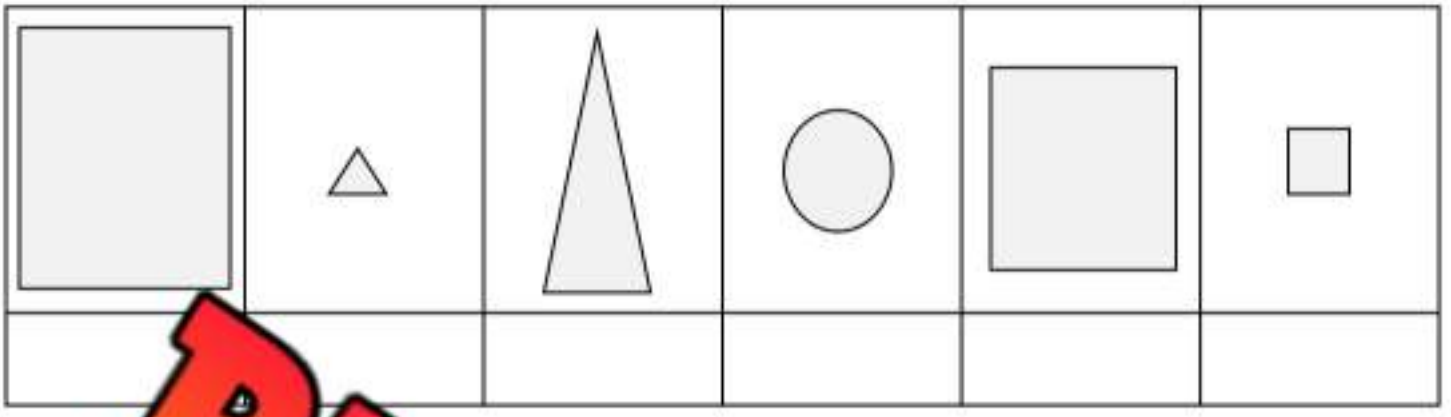
Part 3 Circle the relationship between column 1 and column 2

Column 1	Comparative Language Column 1 is ____ Column 2	Column 2
	longer than as long as not as long as	
	longer than as long as not as long as	

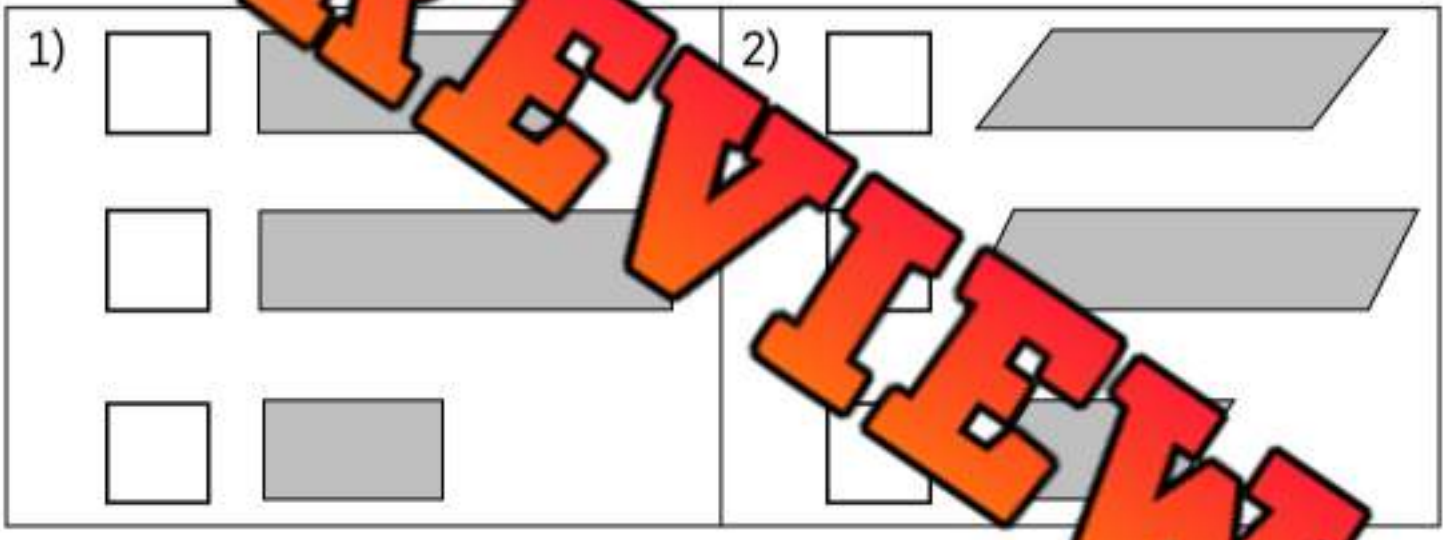
PREVIEW

© Super Simple Sheets

Part 4 Order the area of the shapes from largest (1) to smallest (6)

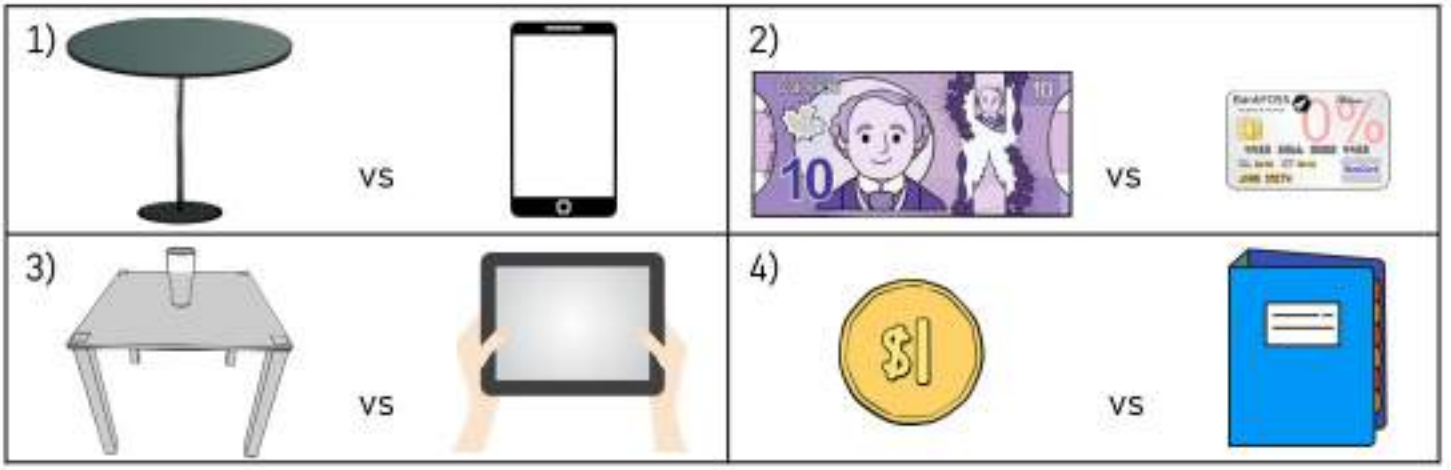


Part 5 area of the shapes from smallest (1) to largest (3)



PREVIEW

Part 6 Circle which surface has more area



Curriculum Connection
TQ

Part 7 Circle the container that holds the most

1)  vs 

2)  vs 

3) 

4)  vs 

PREVIEW

Part 8 Circle whether the container holds the most or the least

1) The bucket holds the _____.

Most

Least

2) The can holds the _____.

Most

Part 9 Order the capacity of the containers from least (1) to most (3)

1) ☐ 

☐ 

☐ 

2) ☐ 

☐ 

☐ 

3) ☐ 

☐ 

☐ 

© Super Simple Sheets