



Preview – Information



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Google Slides Lessons Preview





Saskatchewan Math Curriculum Shape & Space – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to find how long shapes and objects are so we can tell how they are the same or different.



Comparative Language

Circle the relationship between column 1 and column 2.

Column 1	Column 1 is _____ than Column 2	Column 2	Column 1	Column 1 is _____ than Column 2	Column 2
	the same length as a different length than			the same length as a different length than	
	the same length as a different length than			the same length as a different length than	
	the same length as a different length than			the same length as a different length than	
	the same length as a different length than			the same length as a different length than	

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – I Wonder Statements

Think about what you learned today about measuring and comparing the length of shapes and objects.

Write **two** "I wonder..." statements to show your thinking.

Examples:

- I wonder why some objects are easier to measure than others.
- I wonder if I can measure the playground equipment the same way I did in class.



Saskatchewan Math Curriculum

Shape & Space – Grade 1

Capacity

Which container has more capacity? Drag the checkmark to your answer. 

 ☐	 ☐	 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐	 ☐	 ☐

 Heaviest	 Lightest	 Heaviest	 Lightest
3) The desk is the _____  Heaviest	 Lightest	4) The bed set is the _____  Heaviest	 Lightest
5) The fridge is the _____  Heaviest	 Lightest	6) The air conditioner is the _____  Heaviest	 Lightest

 The apple weighs _____ ●.	 The gift box weighs _____ ●.	 backpack weighs _____ ●.	 The blender weighs _____ ●.
 The vase weighs _____ ●.	 The television weighs _____ ●.	 The television weighs _____ ●.	



Saskatchewan Math Curriculum

Shape & Space – Grade 1

Comparing Area – 2D Shapes

Which shape has more area? Drag the checkmark to your answer.

Familiar Two-Dimensional Shapes

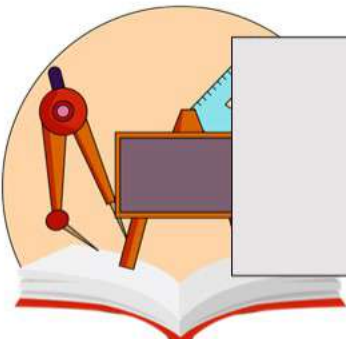
Drag each shape and place it above its name.

				
Circle	Rectangle	Square	Triangle	Star

Color and Shape Matching

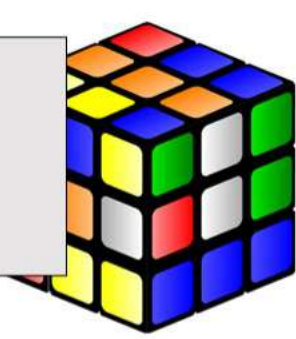
Match the color to the shape below.

							
I	J	K	L	M	N	O	P
Blue				Red			
Yellow				Green			

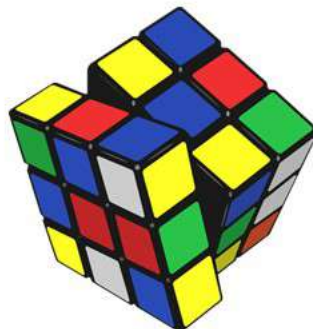


Grade 1

Shape and Space



	Curriculum Expectations	Pages
SS1.1	Demonstrate an understanding of measurement as a process of comparing by: • identifying attributes that can be compared • ordering objects • making statements of comparison • filling, covering, or matching	5 – 72
Preview of 100 pages from this product that contains 237 pages total.		
SS1.3	Replicate composite 2-D shapes and 3-D objects.	124 – 132
SS1.4	Compare 2-D shapes to parts of 3-D objects in the environment.	133 – 140



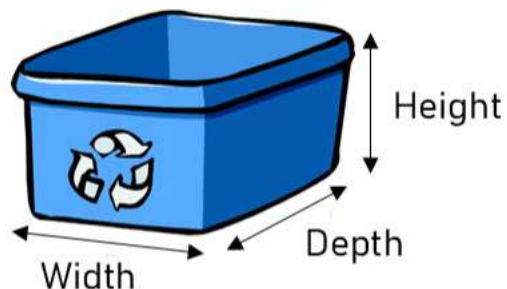
Length of Objects – Height, Width, Depth

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

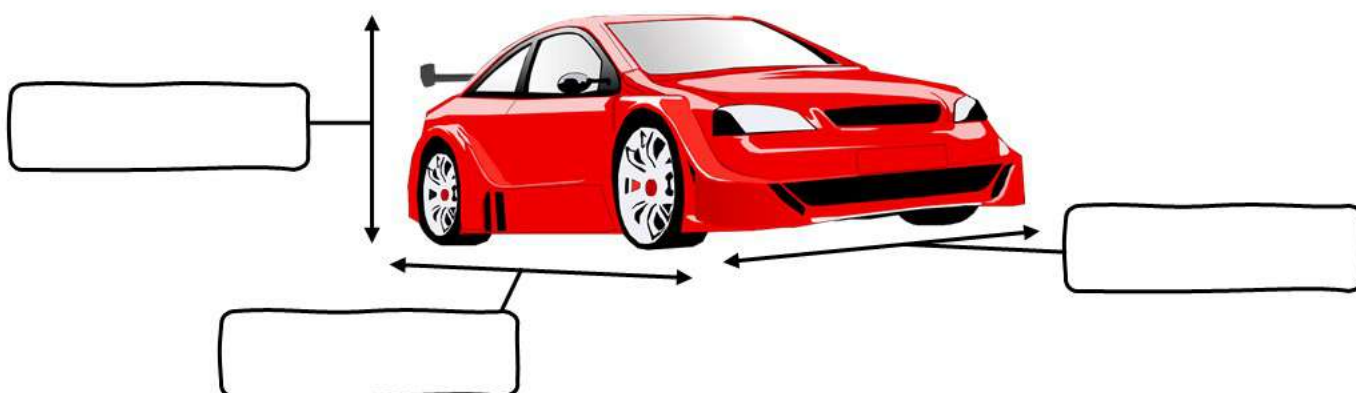
Height – how tall something is

Width – how wide something is

Depth – how deep something is



Question: Label the height, width and depth of the objects



Name: _____

6

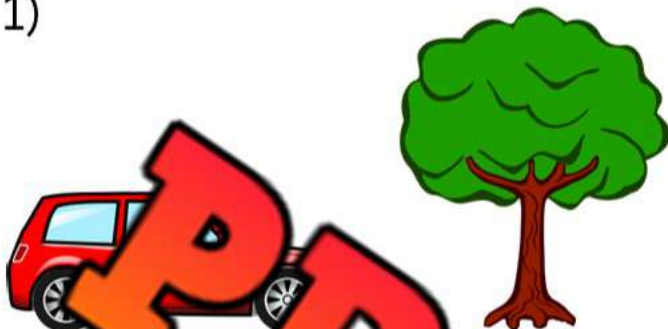
Curriculum Connection
SS1.1

Length of Objects - Taller

Part 1

Which object is taller?

1)



2)



3)



4)



Part 2

Draw 3 tall objects you have seen in _____.

--	--	--

Name: _____

8

Curriculum Connection
SS1.1

Length of Objects - Wider

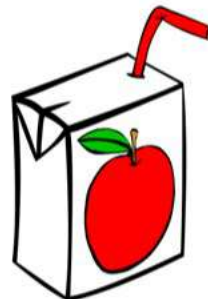
Part 1

Which object is wider?

1)



2)



3)



4)



Part 2

Draw 3 wide objects you have seen in your life

--	--	--

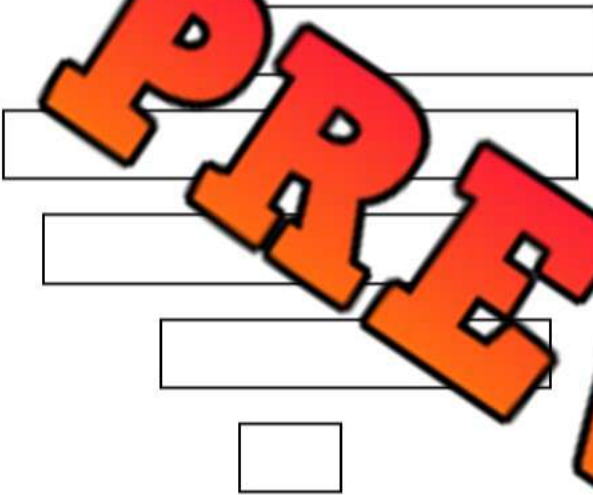
Exit Cards

Cut Out

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

Name: _____

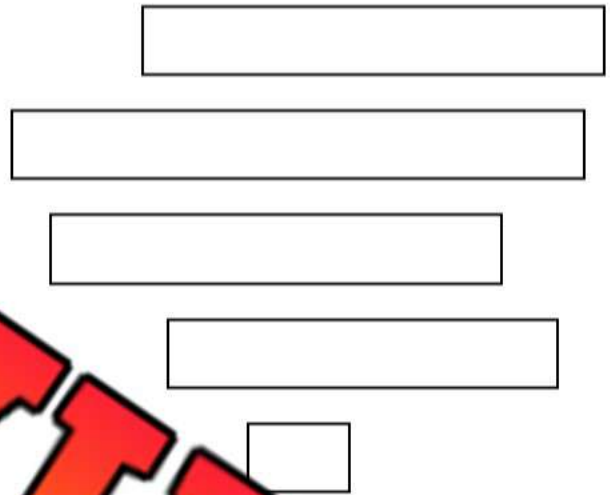
Colour the widest rectangle.



A set of five horizontal rectangles of varying widths and a small square at the bottom, intended for a coloring activity. The rectangles are arranged in a descending staircase pattern from top to bottom.

Name: _____

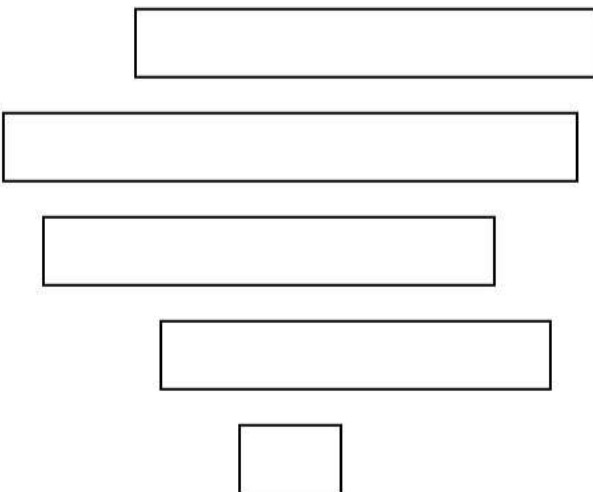
Colour the widest rectangle.



A set of five horizontal rectangles of varying widths and a small square at the bottom, intended for a coloring activity. The rectangles are arranged in a descending staircase pattern from top to bottom.

Name: _____

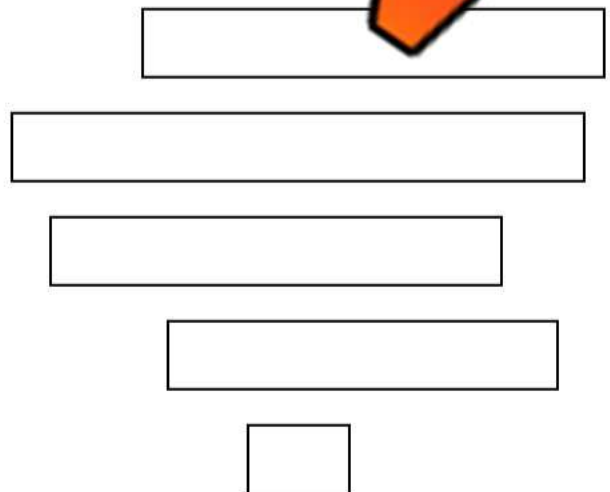
Colour the widest rectangle.



A set of five horizontal rectangles of varying widths and a small square at the bottom, intended for a coloring activity. The rectangles are arranged in a descending staircase pattern from top to bottom.

Name: _____

Colour the widest



A set of five horizontal rectangles of varying widths and a small square at the bottom, intended for a coloring activity. The rectangles are arranged in a descending staircase pattern from top to bottom.

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 shortest 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

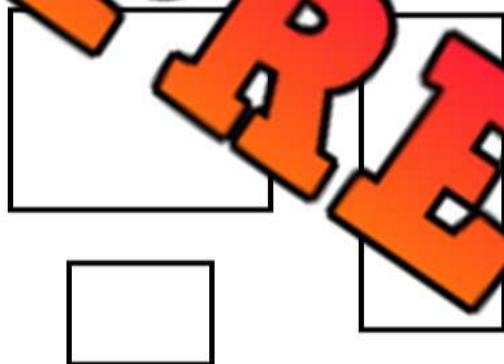
Exit Cards

Cut Out

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

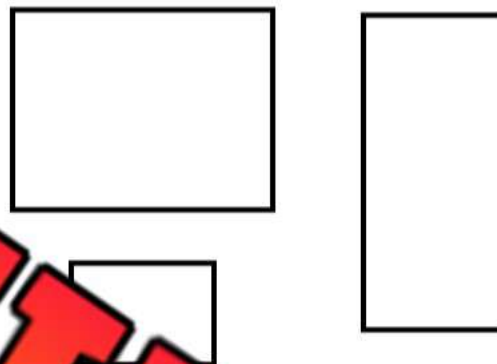
Name: _____

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



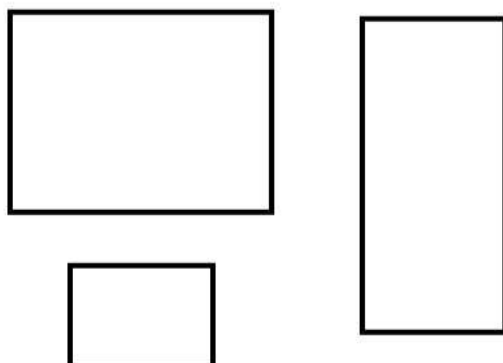
Name: _____

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



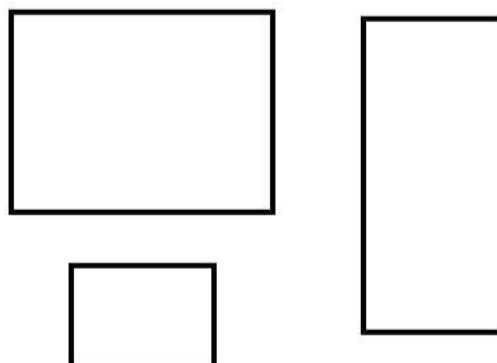
Name: _____

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.



Comparing Length – Shortest to Longest

Questions

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

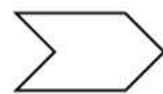
1)

☐☐☐

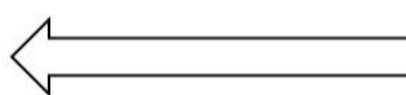
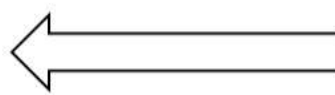
2)

☐☐☐

3)

☐☐☐

4)

☐☐☐

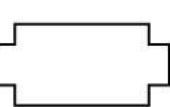
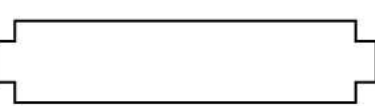
5)

☐☐☐

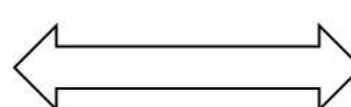
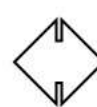
6)

☐☐☐

7)

☐☐☐

8)

☐☐☐

Comparing Length – Shortest or Longest

Questions

Circle whether the object is the shortest or the longest

1) The car is the _____.



Shortest

Longest

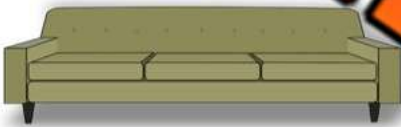
2) The lion is the _____.



Shortest

Longest

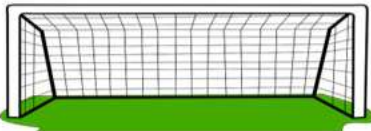
3) The couch is the _____.



Shortest

Longest

4) The soccer net is the _____.



Shortest

Longest

5) The paper is the _____.



Longest

6) The cat is the _____.



Shortest

Longest

7) The dog is the _____.



Shortest

Longest

Comparing Length – Shortest to Longest

Questions

Order the objects from shortest (1) to longest (3)

1)



2)



3)



4)



5)



6)



7)



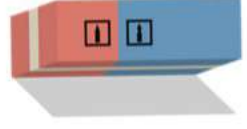
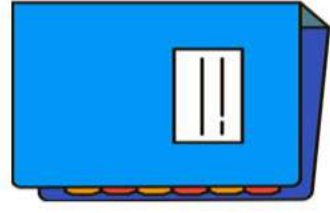
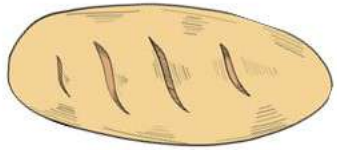
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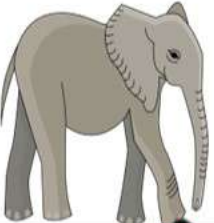
Comparative Language

Questions

Circle the relationship between column 1 and column 2

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	

Comparing Height – Tallest and Shortest

					
Elephant	Bear	Giraffe	Dog	Cat	Tiger

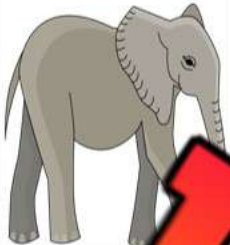
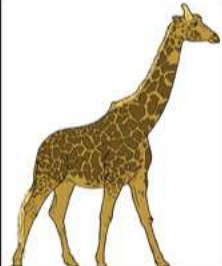
Question: Write whether the object is shorter or taller

1) The elephant is _____ the giraffe.	shorter than taller than
2) The bear is _____ the giraffe.	shorter than taller than
3) The giraffe is _____ all the other animals.	shorter than taller than
4) The dog is _____ the tiger.	shorter than taller than
5) The cat is _____ all the other animals.	shorter than 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

Comparing Height – Tallest and Shortest

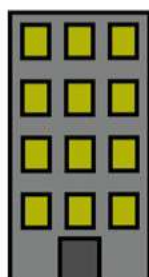
Part 1

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

					
Elephant		Giraffe	Dog	Cat	Tiger

Part 2

Rank the buildings from tallest (1) to shortest (6)

Part 3

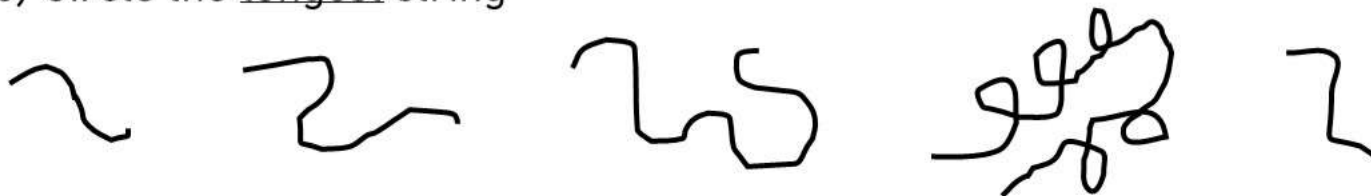
Rank the trees from tallest (1) to shortest (6)

Comparing Length – Curved String

Questions

Follow the instructions below

1) Circle the longest string2) Circle the shortest string3) Circle the longest string4) Circle the shortest string5) Circle the longest string6) Circle the shortest string

Activity: Yarn Length Challenge

Objective

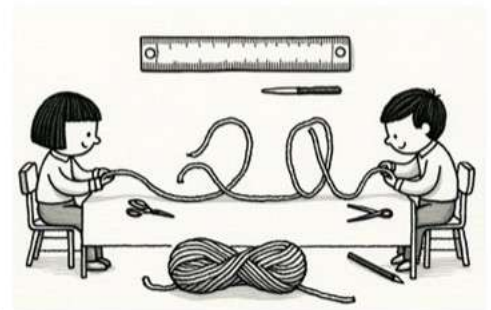
What are we learning about?

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

Materials

What you will need for the activity.

- Yarn enough for each pair of students to have three different lengths.
- Scissors
- Rulers or measuring tapes
- Paper and pencils for recording



Instructions

How you will complete the activity.

- 1) Pair up the students and provide each student with a large piece of yarn.
- 2) Have one student in each pair cut their yarn into three different lengths.
- 3) The student who cut the yarn should then twist or curve the three pieces 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.

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.



Comparing Length – Yes/No

Questions

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

1) My foot is longer than my pencil.	Yes	No
2) The door is taller than the whiteboard.	Yes	No
3) My finger is shorter than my arm.	Yes	No
4) A pencil is as long as a pencil crayon.	Yes	No
5) A crayon is the same length as a marker.	Yes	No
6) A water bottle is shorter than a paper clip.	Yes	No
7) I am the same height as my teacher.	Yes	No
8) My teacher is the tallest in the class.	Yes	No
9) I am the same height as my friend.	Yes	No
10) My foot is a different length than my friends.	Yes	No

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

Which Container Holds More?

Questions

Circle the container that holds the most

1)



VS



2)



VS



3)



4)



VS



5)



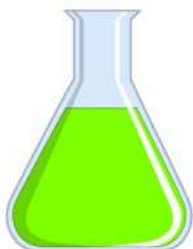
VS



6)



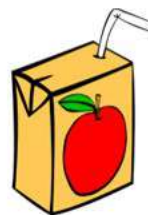
7)



VS



8)



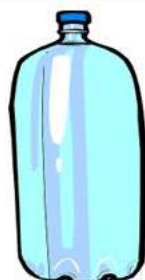
VS



9)



VS



10)



VS



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 bowl holds the _____.



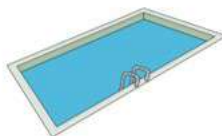
Most
Least

3) The baby bottle holds the _____.



Most
Least

4) The cup holds the _____.



Most
Least

5) The gas can hold the _____.



Most
Least

6) The wheelbarrow holds the _____.



Most
Least

7) The pool holds the _____.



Most
Least

Comparing Capacity – Least to Most

Questions

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

1)



2)



3)



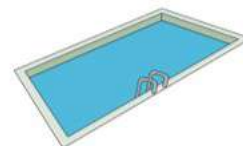
4)



5)



6)



7)



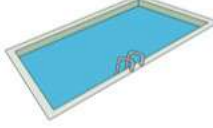
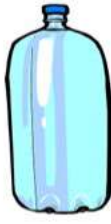
8)



9)



Comparing Capacity – More Than, Less Than

					
Bucket	Dog Bowl	Cup	Pool	Bottle	Spoon

Question: Write whether the container holds more or less

1) The bucket holds _____ the pool.	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.	more than less than
5) The bottle holds _____ the bucket.	more than less 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

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: _____

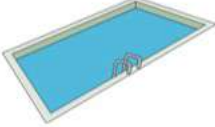
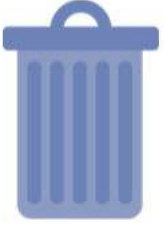
Circle whether the container holds more or less.



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

Comparing Capacity – Most to Least

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

Part 2 Rank the capacity of the containers from most (1) to least (6)

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

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.

Materials

What you will need for the activity.

- A list of capacity-related questions
- Labels for each corner (A, B, C, D)



Instructions

How you will complete the activity.

1. Prepare the classroom by labelling each corner with A, B, C, and D.
2. Explain to the students that you will read out questions related to capacity of different containers, and each question will have four options.
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.

Name: _____

36

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 these would hold the most soil?	Bucket	Wheelbarrow	Shovel	Handful
Which of these would hold the most hot chocolate?	Large pot	Mug	Small pot	Spoon
Which of these would hold the least amount of candy?	Snack box	Snack bag	Cereal box	Trash can
Which of these can hold the least amount of juice?	Water bottle	Teaspoon	Pitcher	
Which of these containers can hold the most?	Bathtub	Small coffee cup	Juice box	
Which of these would hold the most toys?	Toy chest	Pencil case	Backpack	
Which of these can hold the most water?	Bucket	Spoon	Plate	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

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

Directions: Write how many of the smaller things will fit into the larger container



X _____



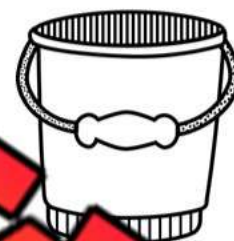
X _____



X _____



X _____



X _____



X _____



X _____



X _____



Which Object Has More Mass?

Mass is the amount of matter in an object. Objects with more mass have more weight. But, weight depends on where the object is and mass is always the same.

Example - We weigh very little on the moon because gravity isn't as strong, but our mass is the same.

Instruction: Circle which object you think has more mass

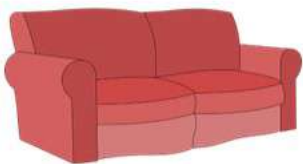
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2)



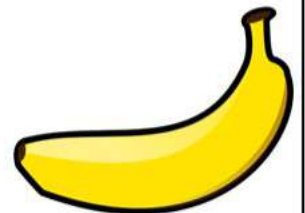
3)



VS



VS



5)



VS



6)



7)



VS



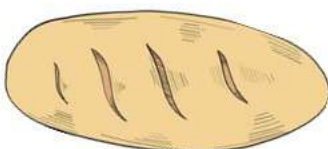
8)



VS



9)



VS



10)



VS



Comparing Mass – Ordering Vehicles

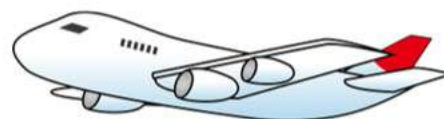
Questions

Order the vehicles from heaviest (1) to lightest (3)

1)



2)



3)



4)



5)



Exit Cards

Cut Out

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

Name: _____

Order the objects from heaviest (1)
to lightest (3).



Name: _____

Order the objects from heaviest (1)
to lightest (3).



Name: _____

Order the objects from heaviest (1)
to lightest (3).



Name: _____

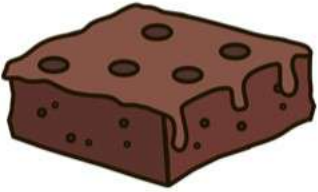
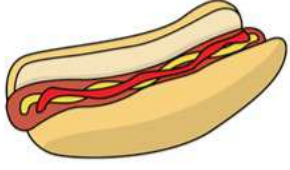
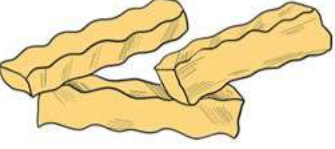
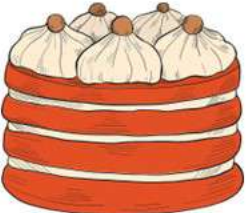
Order the objects from heaviest (1)
to lightest (3).



Comparative Language

Questions

Circle the relationship between column 1 and column 2

Column 1	Comparative Language Column 1 is ____ Column 2	Column 2
	the same weight as a different weight than	
	the same weight as a different weight than	
	the same weight as a different weight than	
	the same weight as a different weight than	
	the same weight as a different weight than	
	the same weight as a different weight than	

Comparing Weight - Baseball

					
Ball	Bat	Player	Stadium	Glove	Cap

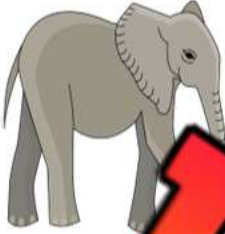
Question: Circle whether the object is heavier or lighter

1) The ball is _____ the bat.	heavier than lighter than
2) The player is _____ the bat.	heavier than lighter than
3) The stadium is _____ all the other things.	heavier than lighter than
4) The bat is _____ the player.	heavier than lighter than
5) The cap is _____ all the other things.	heavier than lighter than
6) The glove is _____ the ball.	heavier than lighter than
7) The player is _____ the cap.	heavier than lighter than
8) The stadium is _____ the ball.	heavier than lighter than

Comparing Weight – Ordering Heaviest to Lightest

Part 1

Rank the animals from heaviest (1) to lightest (6)

					
Elephant		Mouse	Dog	Cat	Tiger

Part 2

Rank the objects from heaviest (1) to lightest (6)

					
Car	Feather	Brick	Can	Boulder	Crayon

Part 3

Rank the vehicles from heaviest (1) to lightest (6)

					
Snowmobile	Plane	Car	Skateboard	Bike	ATV

Comparing Weight – Ordering Lightest to Heaviest

Part 1

Rank the fruit from lightest (1) to heaviest (6)

					
Pumpkin	Strawberry	Apple	Pineapple	Watermelon	Blueberry

Part 2

Rank the food from lightest (1) to heaviest (6)

					
Noodle	Steak	Hot Dog	Granola Bar	Salt Glass	Turkey

Part 3

Rank the fruit from lightest (1) to heaviest (6)

					
Phone	Laptop	Paper	Headphones	Boat	Wheelbarrow

Exit Cards

Cut Out

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

Name: _____

1) My backpack is lighter than my lunchbox.	Yes	No
2) The book is heavier than my eraser.	Yes	No
3) My hat weighs more than my jacket.	Yes	No
4) The scissors are lighter than the paper.	Yes	No

Name: _____

1) My backpack is lighter than my lunchbox.	Yes	No
2) The book is heavier than my eraser.	Yes	No
3) My hat weighs more than my jacket.	Yes	No
4) The scissors are lighter than the paper.	Yes	No

Name: _____

1) My backpack is lighter than my lunchbox.	Yes	No
2) The book is heavier than my eraser.	Yes	No
3) My hat weighs more than my jacket.	Yes	No
4) The scissors are lighter than the paper.	Yes	No

Name: _____

1) My backpack is lighter than my lunchbox.	Yes	No
2) The book is heavier than my eraser.	Yes	No
3) My hat weighs more than my jacket.	Yes	No
4) The scissors are lighter than the paper.	Yes	No

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?



Instruction

Circle which surface has more area

1)



VS



2)



VS



3)



VS



4)



5)



VS



6)



VS



7)



VS



8)



VS



Name: _____

55

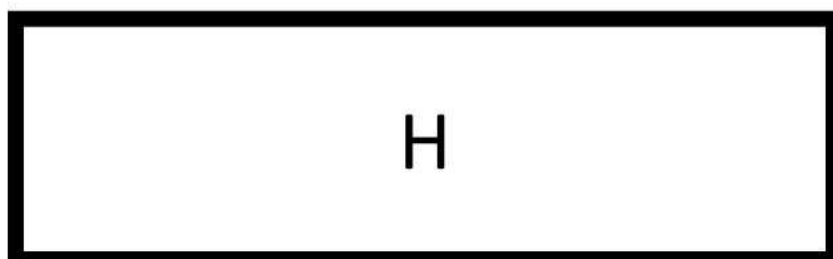
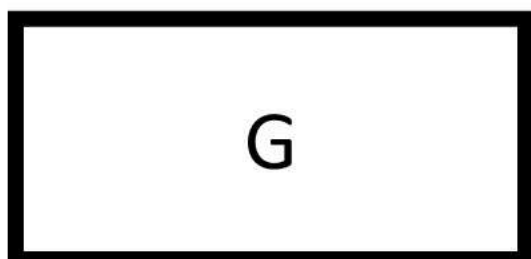
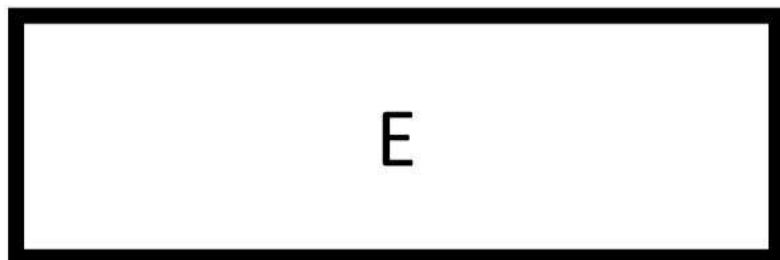
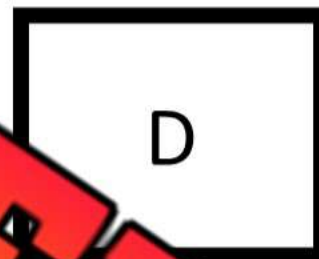
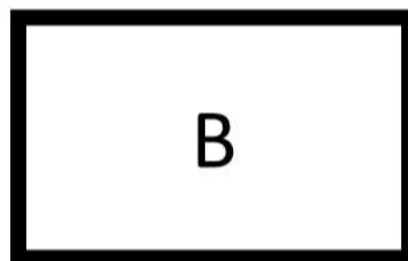
Curriculum Connection
SS1.1

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



Name: _____

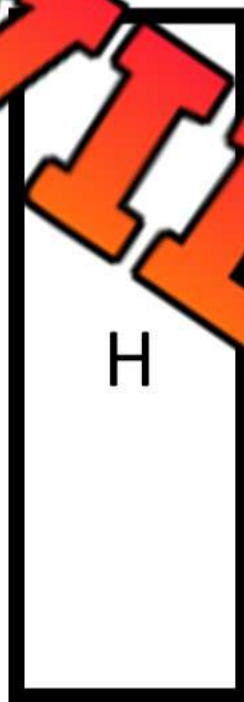
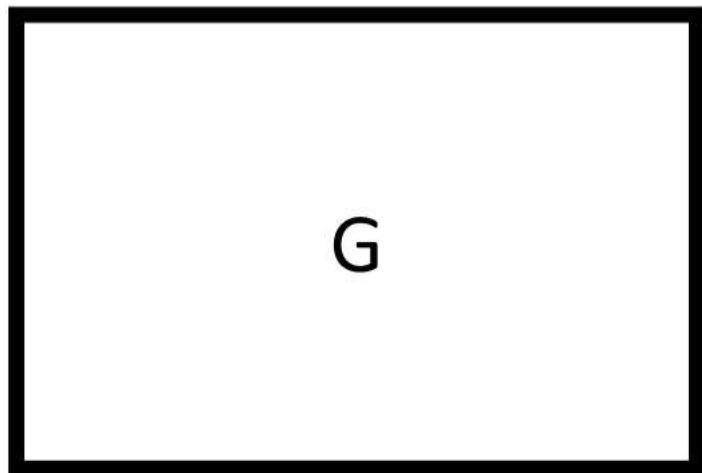
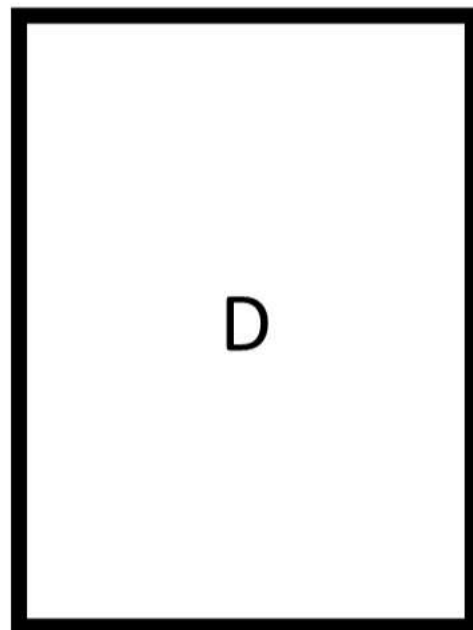
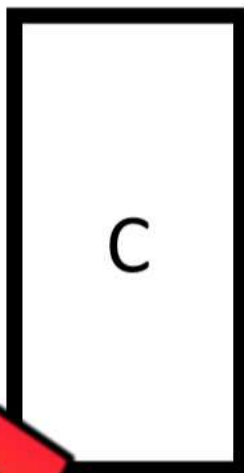
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Curriculum Connection
SS1.1

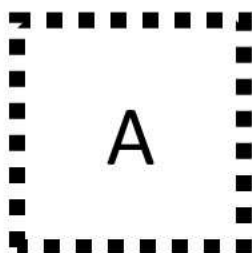
Area

Instructions

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



Shape	# of Times
B	
C	
D	
E	
F	
G	
H	



Name: _____

60

Curriculum Connection
SS1.1

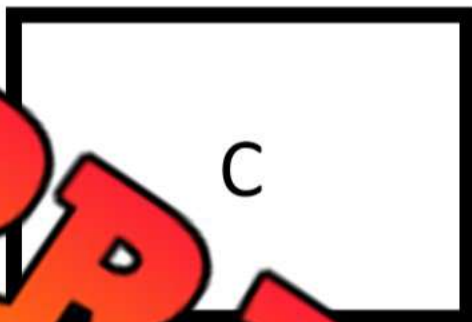
Area

Questions

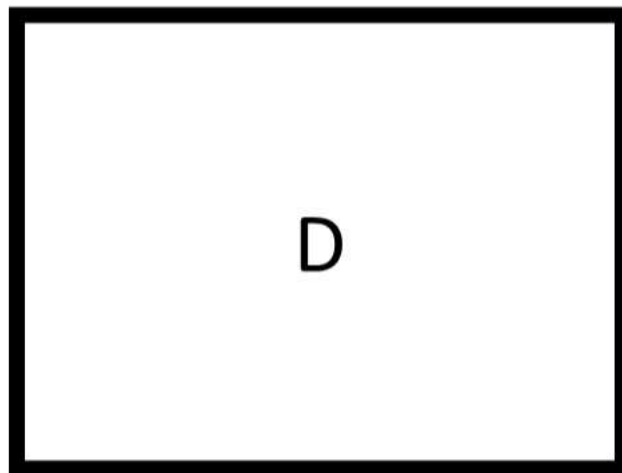
Cut A out and find out many times it fits into the other shapes



B



C



D



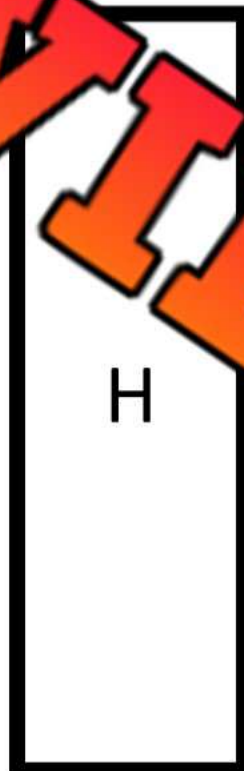
E



F



G



H

Shape	# of Times
B	
C	
D	
E	
F	
G	
H	



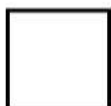
A

Comparing Area - Ordering

Questions

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

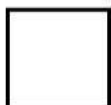
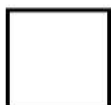
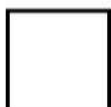
1)



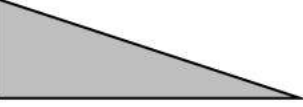
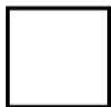
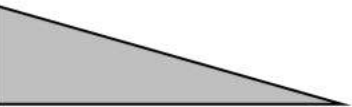
2)



3)



5)



6)



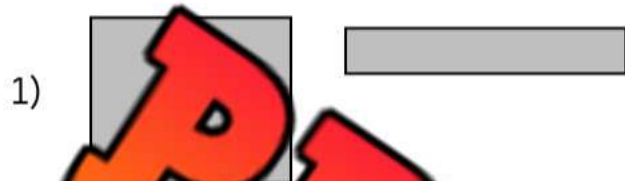
Exit Cards

Cut Out

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

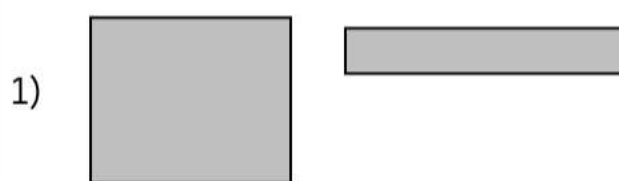
Name: _____

Circle the shape that has more area?



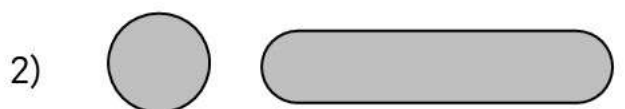
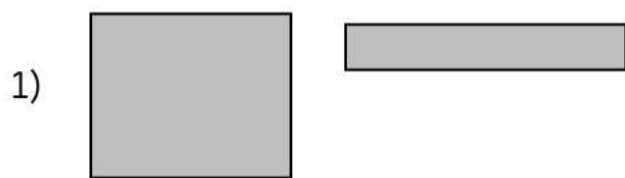
Name: _____

Circle the shape that has more area?



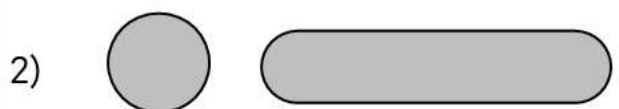
Name: _____

Circle the shape that has more area?



Name: _____

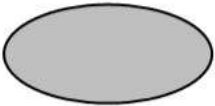
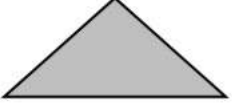
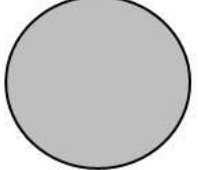
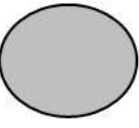
Circle the shape that has more area?



Comparative Language

Questions

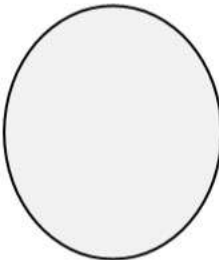
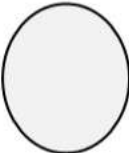
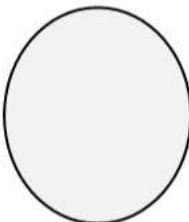
Circle the relationship between column 1 and column 2

Column 1	Comparative Language Column 1 has ____ Column 2	Column 2
	a <u>larger area</u> than a <u>smaller area</u> than the <u>same area</u> as	
	a <u>larger area</u> than a <u>smaller area</u> than the <u>same area</u> as	
	a <u>larger area</u> than a <u>smaller area</u> than the <u>same area</u> as	
	a <u>larger area</u> than a <u>smaller area</u> than the <u>same area</u> as	
	a <u>larger area</u> than a <u>smaller area</u> than the <u>same area</u> as	
	a <u>larger area</u> than a <u>smaller area</u> than the <u>same area</u> as	

Comparing Area – Largest to Smallest

Part 1

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

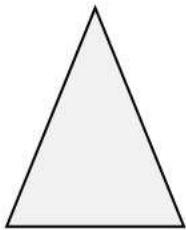
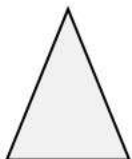
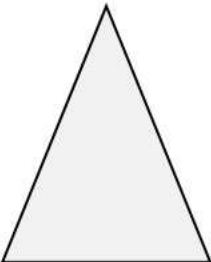
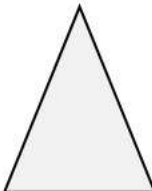
Part 2

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

Part 3

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

Measurement Unit Test

Part 1

Follow the instructions below

1) Colour the longest rectangle



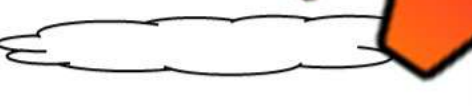
2) Colour the shortest rectangle



Part 2

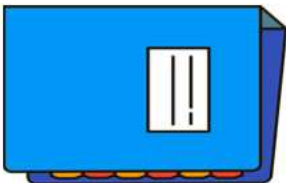
Circle the shape shortest (1) to longest (3)

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	

Part 4 Circle which object you think has more mass

1)  vs 	2)  vs 
3)  vs 	4)  vs 

Part 5 Order the vehicles from heaviest (1) to lightest (3)

1)  ☐	 ☐
2)  ☐	 ☐

Part 6 Circle which surface has more area

1)  vs 	2)  vs 
3)  vs 	4)  vs 

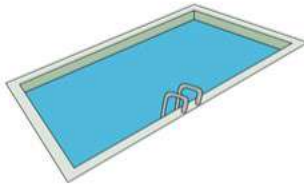
Part 7

Circle the container that holds the most

1)



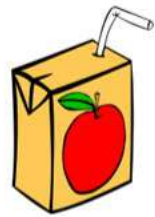
VS



2)



VS



3)



VS



4)



VS



Part 8

Circle whether the container holds the most or the least

1) The bucket holds the _____



Most
Least

2) The can holds the _____

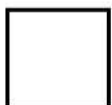
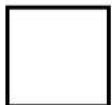


Most
Least

Part 9

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

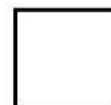
1)



2)



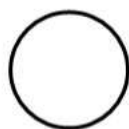
3)



Familiar Two-Dimensional Shapes

Colour

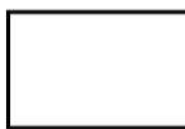
Follow the instructions below



=



Green



=



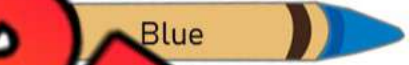
Red

Circles

Rectangles



=



Blue



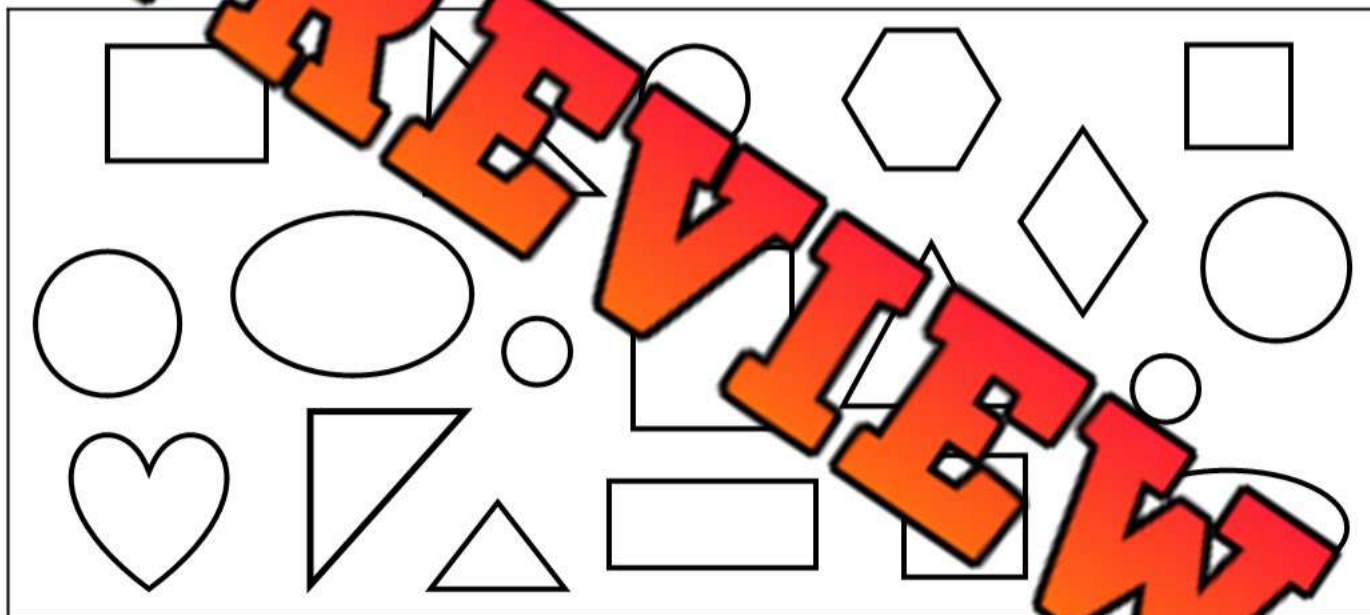
=



Yellow

Squares

Triangles

**Draw**

Draw the different two-dimensional shapes

Circle	Rectangle	Square	Triangle

Activity Title: Shape Art Gallery

Objective

What are we learning about?

To help students recognize, describe, and understand various 2-D shapes through a creative arts and crafts project.



Materials

What you will need for the activity.

- Construction paper in various colors
- Safety scissors
- Rulers
- Geometry templates (triangles, quadrilaterals, pentagons, hexagons, octagons)
- Glue sticks
- Markers or crayons
- Poster board for mounting the art

Instructions

How you will complete the activity.

1. Begin with a discussion on different 2-D shapes. Show students various shapes and discuss their names and properties, such as the number of sides and corners.
2. Hand out sheets of different colored construction paper and geometry templates to each student.
3. Allow students to choose the shape templates they want to work with. They can trace the shapes on their chosen colored papers.
4. Have students carefully cut out the shapes they have traced.
5. Instruct students to think about a picture or scene they can create using the shapes they've cut out. It could be a house, a tree, or anything they like.
6. Provide them with glue sticks and markers to assemble their shape art on a new piece of construction paper.
7. Once the artworks are complete, have each student present their art to the class, describing the shapes used.
8. Display the completed artworks in the classroom as a "Shape Art Gallery".



Name: _____

78

Curriculum Connection
SS1.2

2D vs 3D Shapes

Instructions

Colour the 2D shapes blue and the 3D shapes green

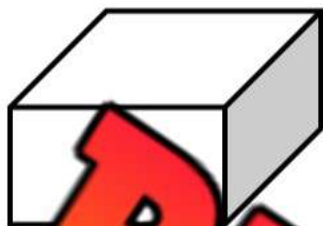


2D vs 3D Shapes

Instructions

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

1)



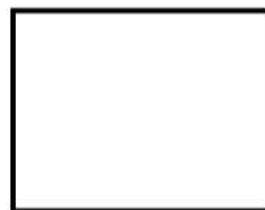
- ☐ 2 Dimensional
☐ 3 Dimensional

2)



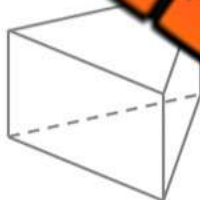
- ☐ 2 Dimensional
☐ 3 Dimensional

3)



- ☐ 2 Dimensional
☐ 3 Dimensional

4)



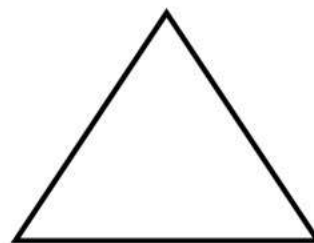
- ☐ 2 Dimensional
☐ 3 Dimensional

5)



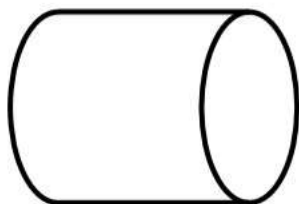
- ☐ 2 Dimensional
☐ 3 Dimensional

6)



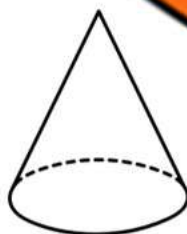
- ☐ 2 Dimensional
☐ 3 Dimensional

7)



- ☐ 2 Dimensional
☐ 3 Dimensional

8)



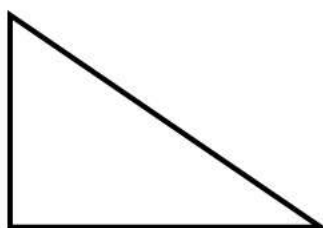
- ☐ 2 Dimensional
☐ 3 Dimensional

9)



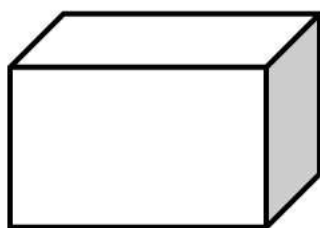
- ☐ 2 Dimensional
☐ 3 Dimensional

10)



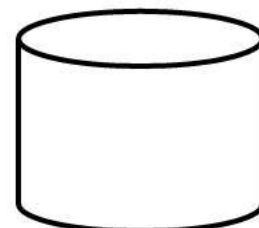
- ☐ 2 Dimensional
☐ 3 Dimensional

11)



- ☐ 2 Dimensional
☐ 3 Dimensional

12)



- ☐ 2 Dimensional
☐ 3 Dimensional

Name: _____

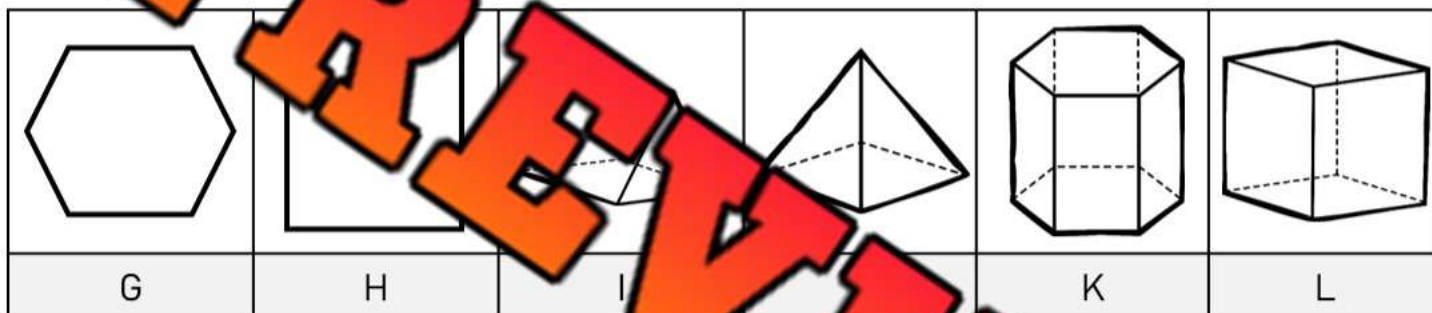
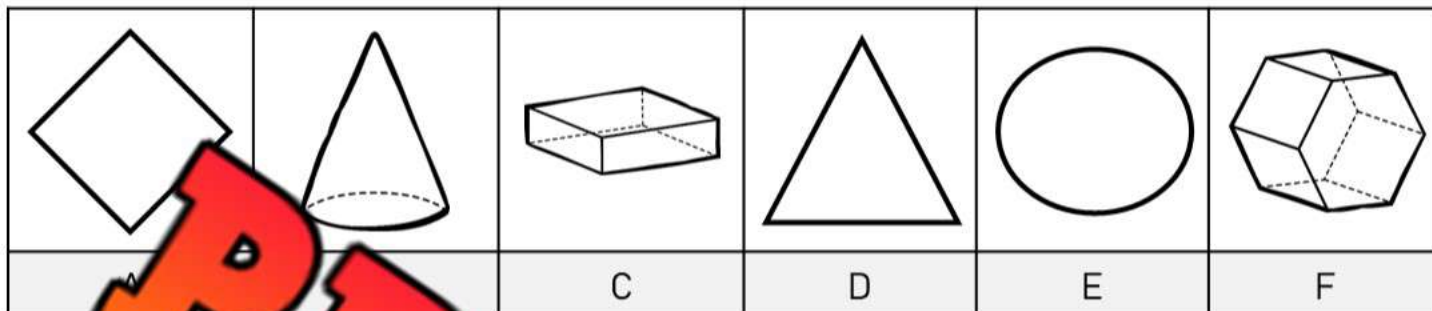
80

Curriculum Connection
SS1.2

Sorting 2D vs 3D Shapes

Instructions

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



2-Dimensional	3-Dimensional

Sorting 2D vs 3D Shapes

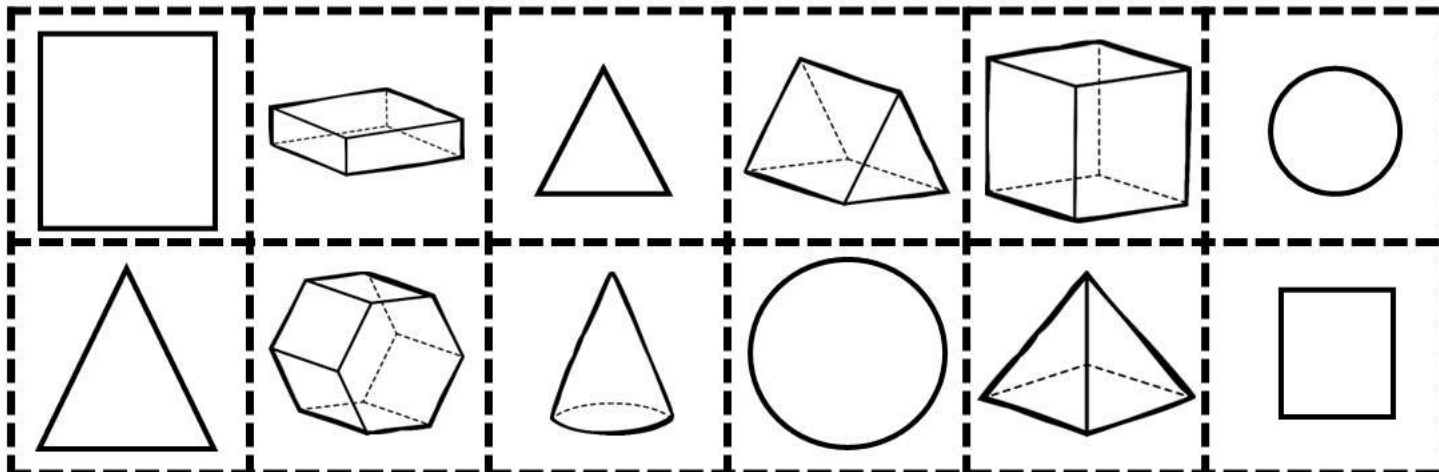
2D

3D

PREVIEW

Instructions

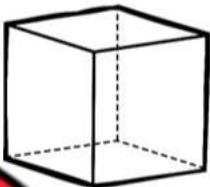
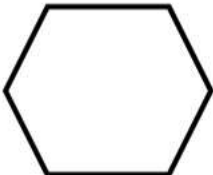
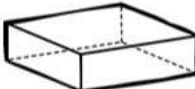
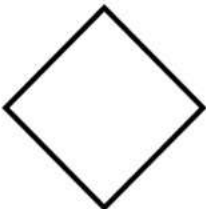
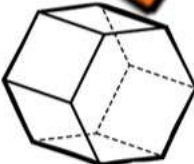
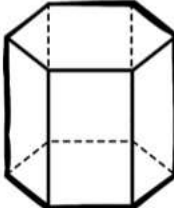
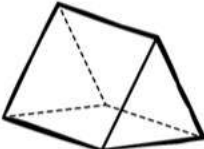
Cut the shapes out and paste them in the correct jar.



Sorting 2D vs 3D Shapes

Instructions

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

					
A		C	D	E	F
					
G	H	I		K	L

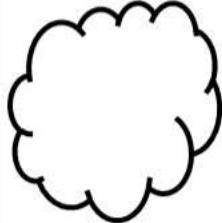
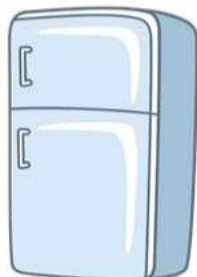
2-Dimensional**3-Dimensional**

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	J	K	L

2-Dimensional

3-Dimensional

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.



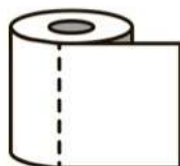
2D

3D



2D

3D



2D

3D

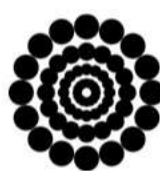


2D

3D

Name: _____

Circle if the images are 2D or 3D.



2D

3D



2D

3D



3D



2D

3D

Name: _____

Circle if the images are 2D or 3D.



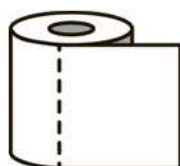
2D

3D



2D

3D



2D

3D



2D

3D

Name: _____

Circle if the image



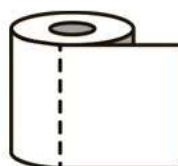
2D

3D



2D

3D



2D

3D



2D

3D

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.

- Images of various 2D and 3D shapes (circles, squares, triangles, cubes, cylinders, pyramids)
- Two large signs for "2D Station" and "3D Station"
- Small prizes or stickers for participants



Instructions

How you will implement the activity.

- 1) Prepare by hiding the shape images around the classroom in a designated safe outdoor area before the activity starts. Prizes are hidden near the shapes for more treasure and a longer hunt.
- 2) Divide students into small groups to encourage teamwork.
- 3) Explain the difference between 2D (flat shapes) and 3D (shapes with depth) before starting the hunt.
- 4) On your signal, allow the students to start searching for the hidden shape 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.

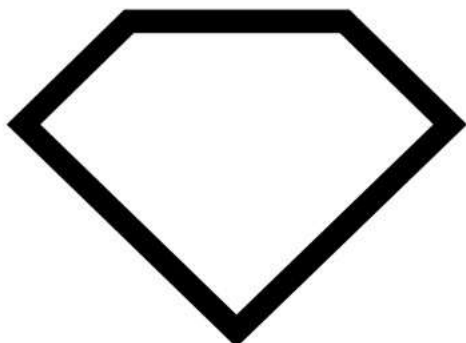
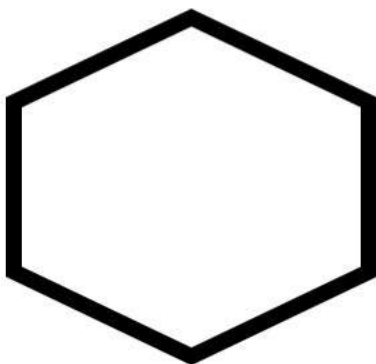
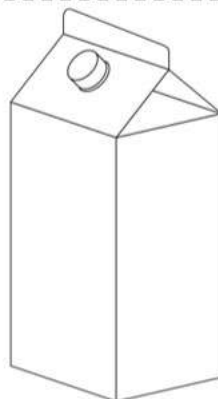
Name: _____

86

Curriculum Connection
SS1.2

Instructions

Cut out the cards below



PREVIEW

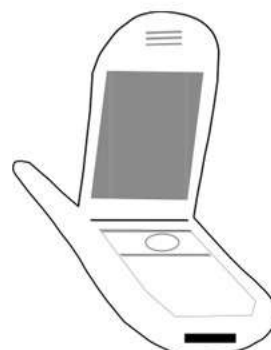
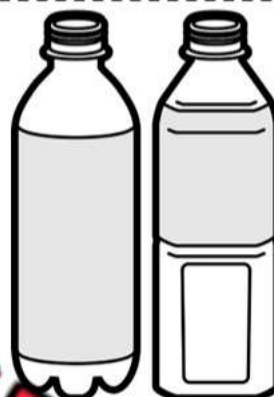
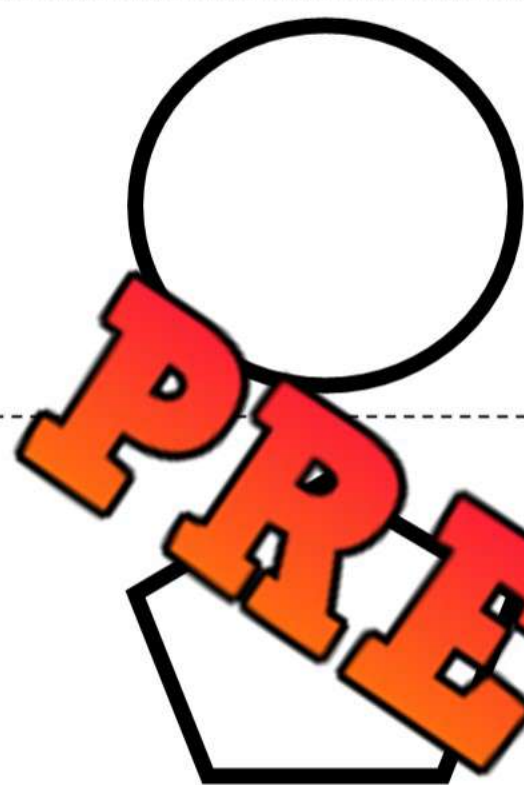
Name: _____

87

Curriculum Connection
SS1.2

Instructions

Cut out the cards below



Name: _____

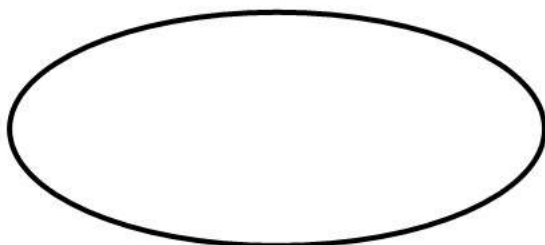
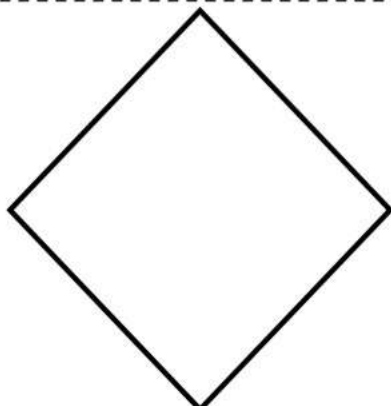
88

Curriculum Connection
SS1.2

Instructions

Cut out the cards below

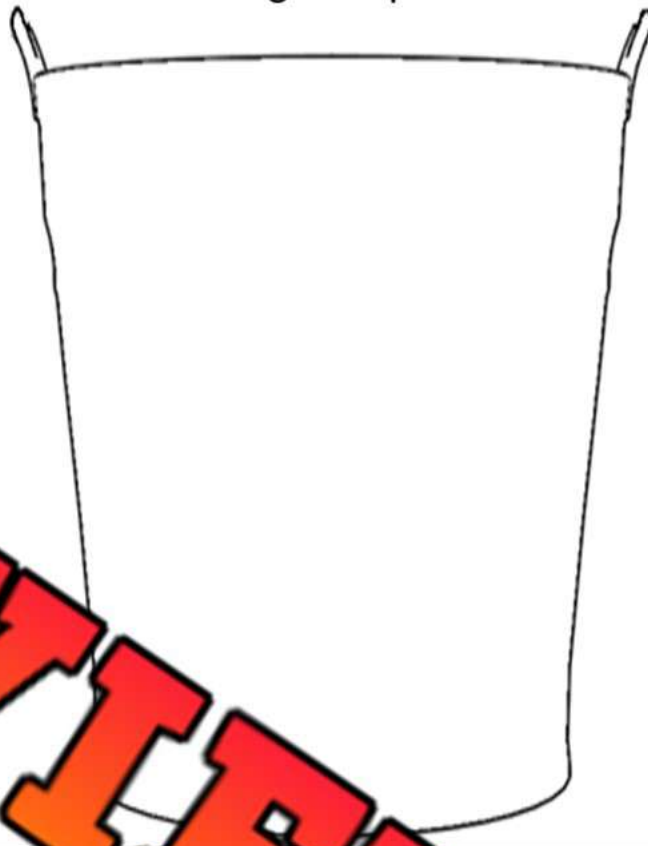
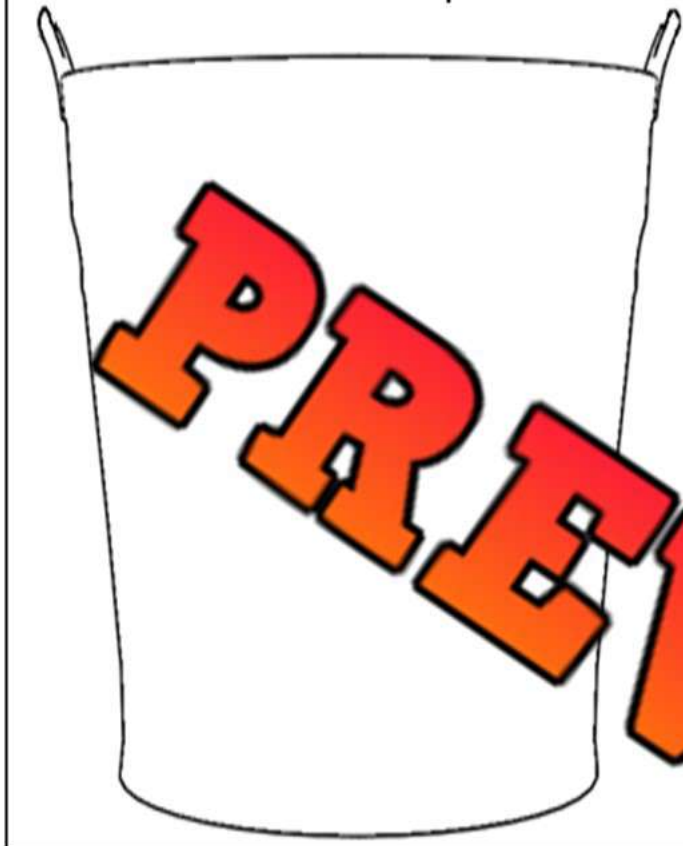
PREVIEW



Comparing 2D Shapes - Size

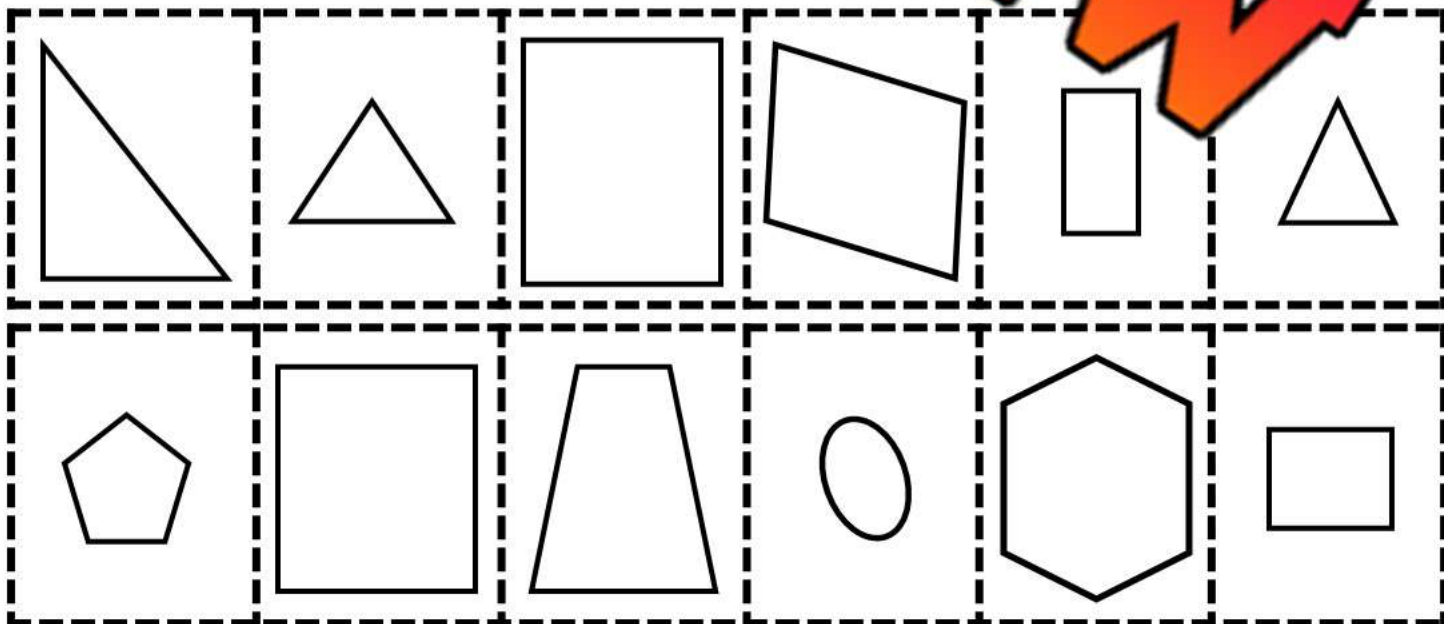
Small Shapes

Big Shapes



Instructions

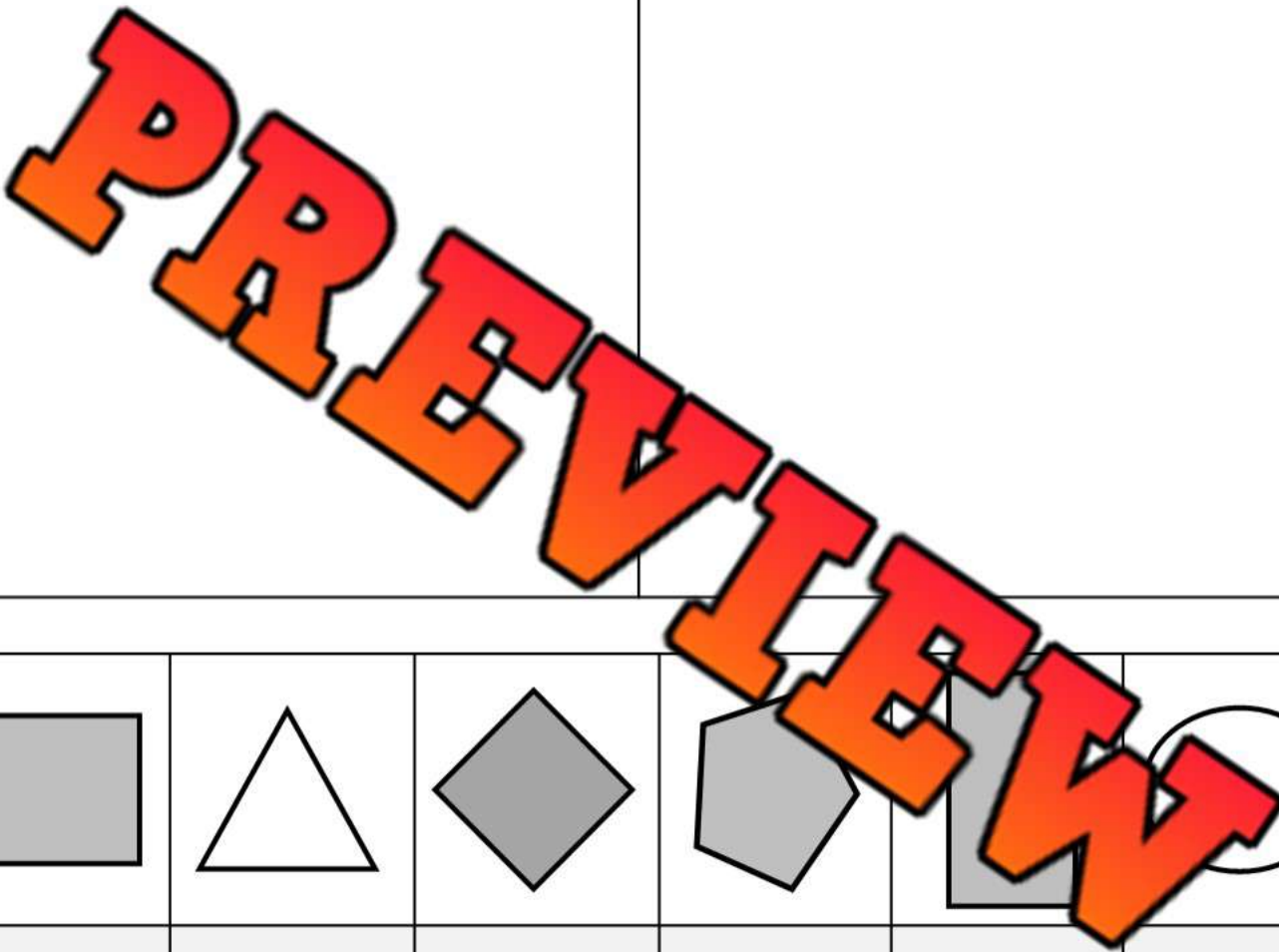
Cut the shapes out and paste them into the correct bucket

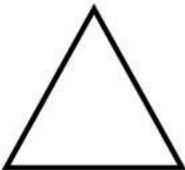
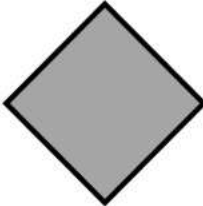


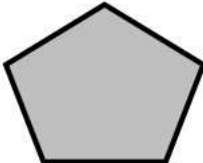
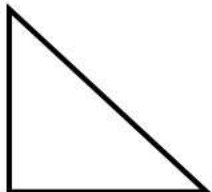
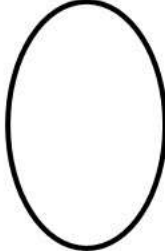
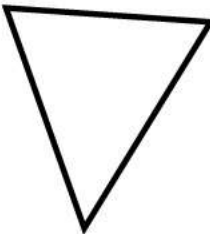
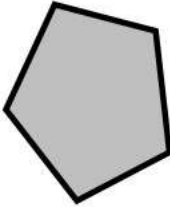
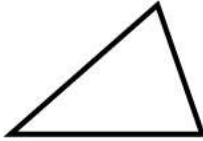
Sorting 2D Shapes - Colour

Instructions

Sort the shapes into the correct categories

Grey Shapes	White Shapes
	

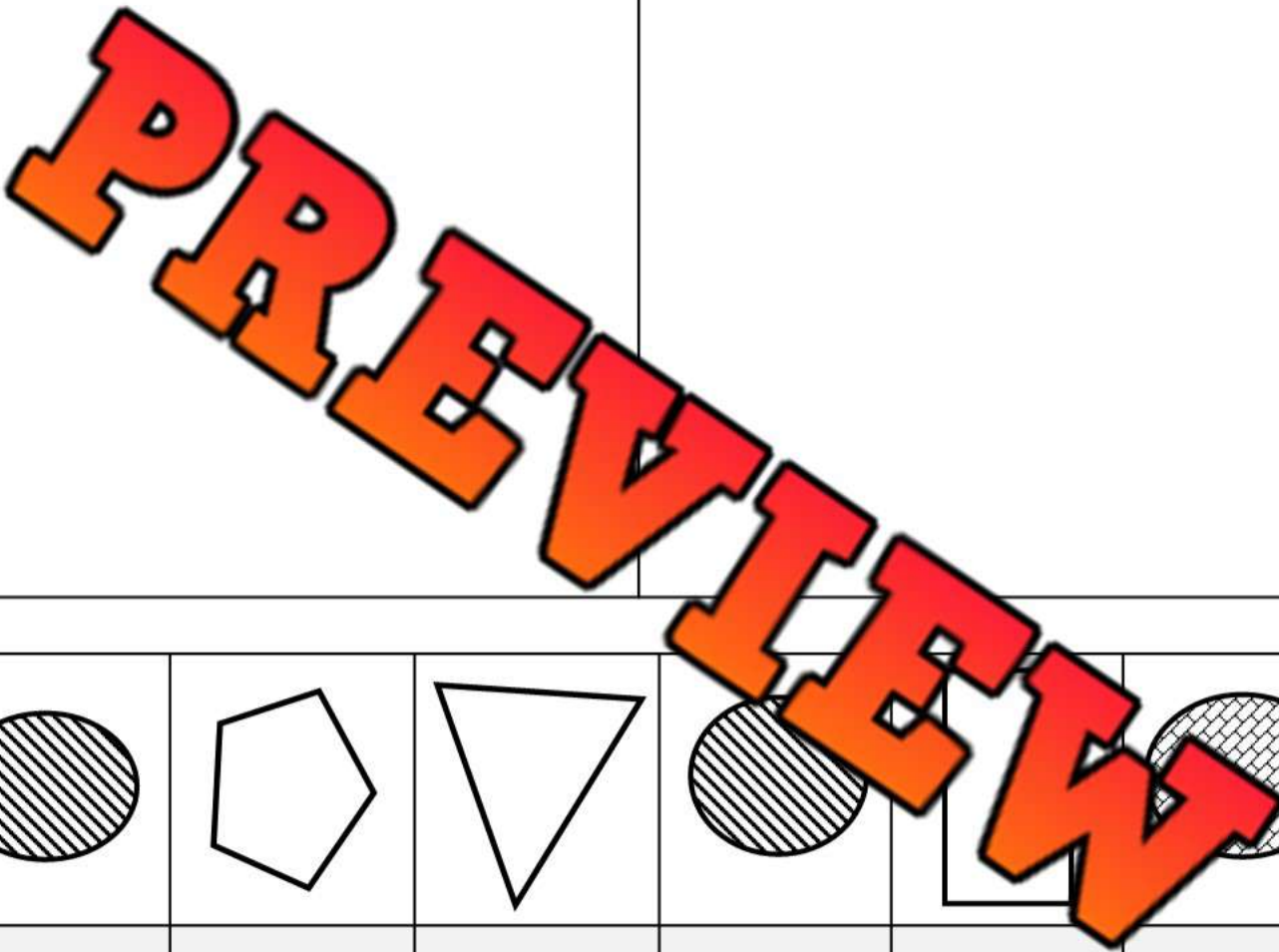
					
A	B	C	D	E	F

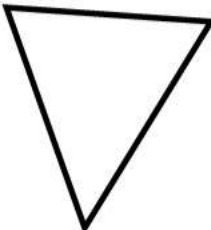
					
G	H	I	J	K	L

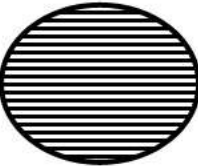
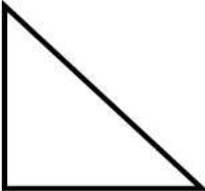
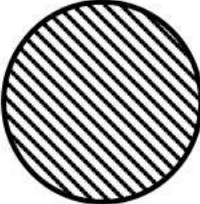
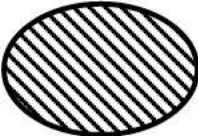
Sorting 2D Shapes - Patterns

Instructions

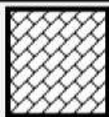
Sort the shapes into the correct categories

Pattern	No Pattern
	

					
A	B	C	D	E	F

					
G	H	I	J	K	L

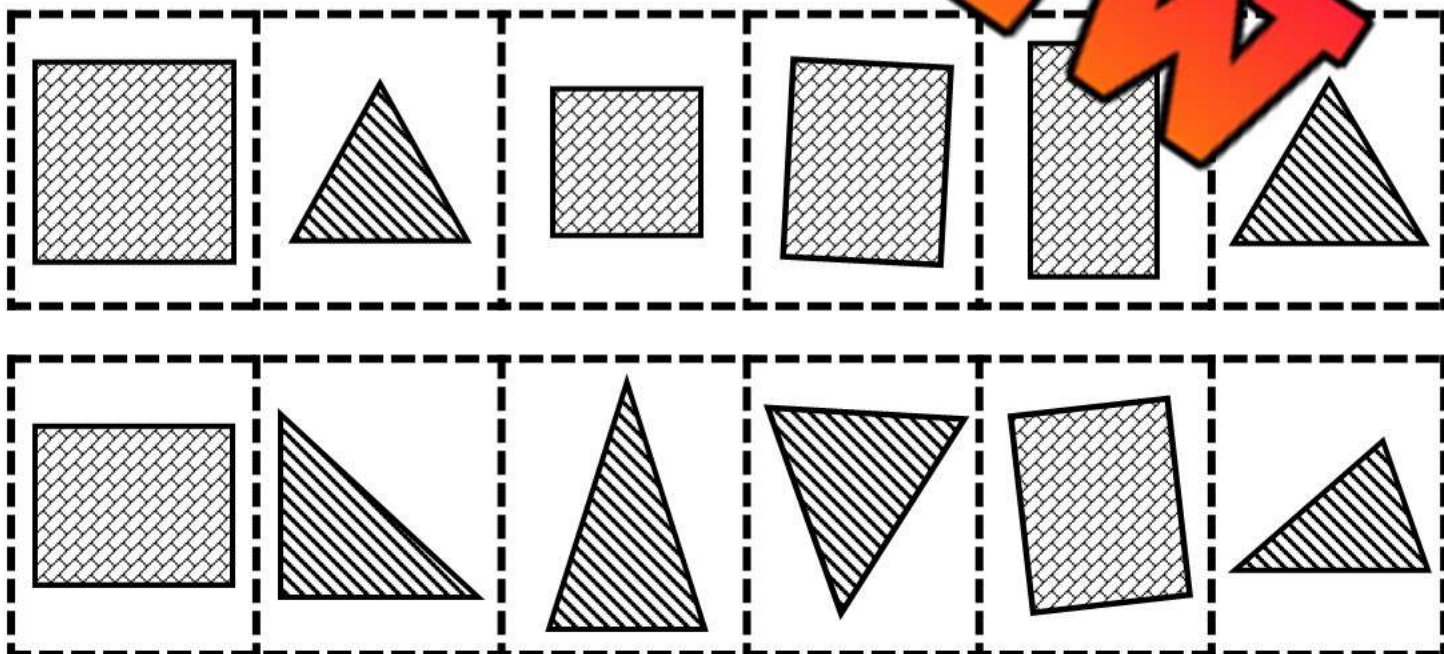
Sorting 2D Shapes - Pattern

**Diagonal Line Pattern****Brick Pattern**

PREVIEW

Instructions

Cut the shapes out and paste them in the correct area



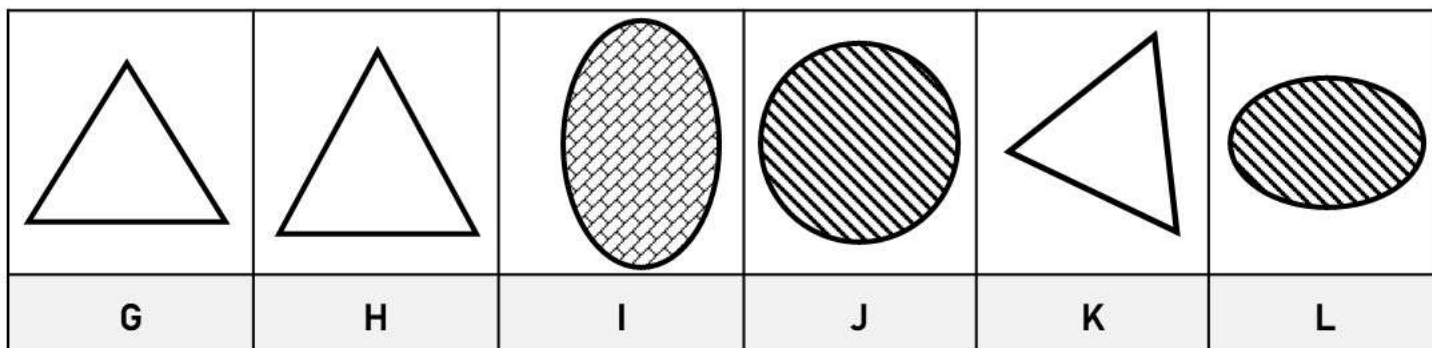
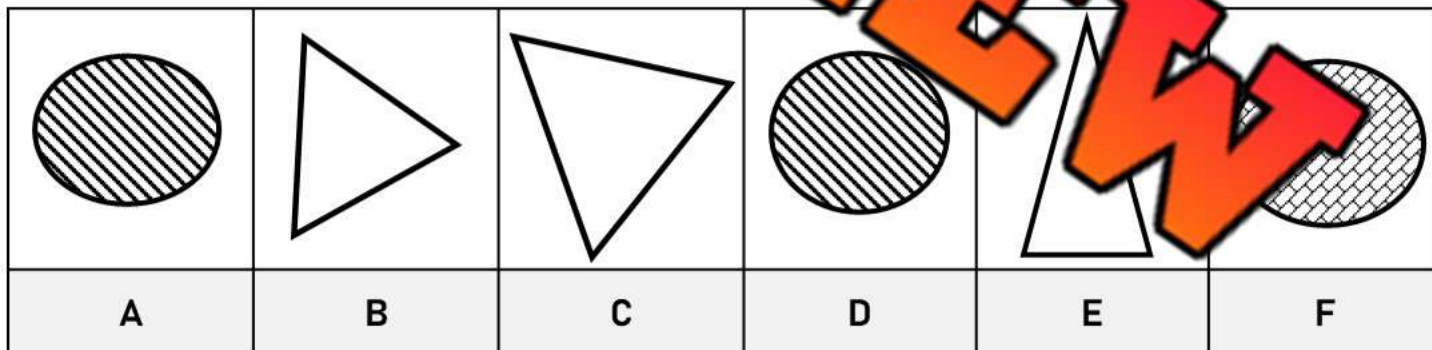
Sorting 2D Shapes – Sorting Rules

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



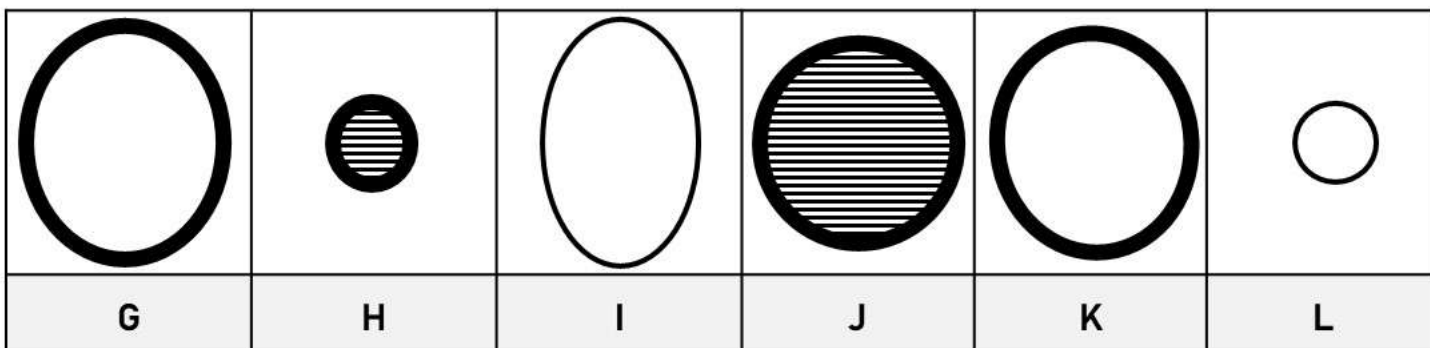
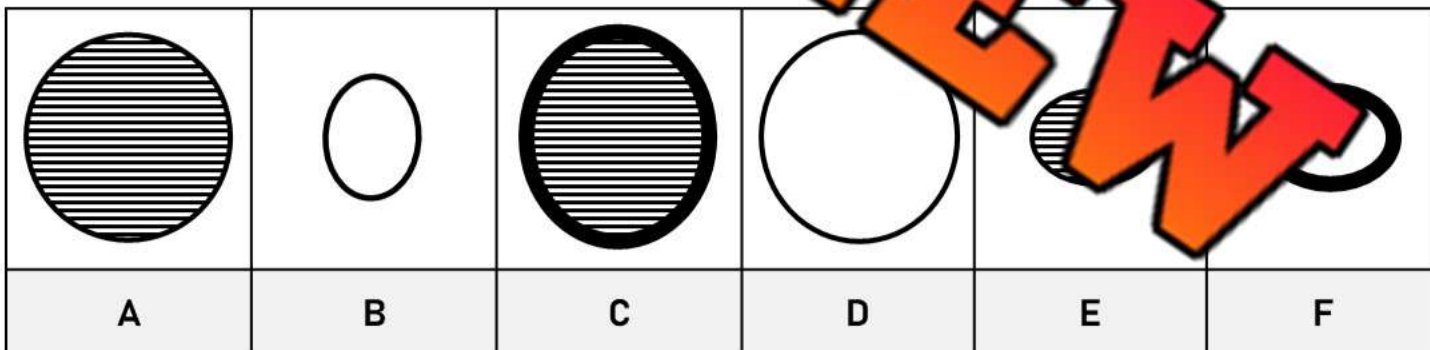
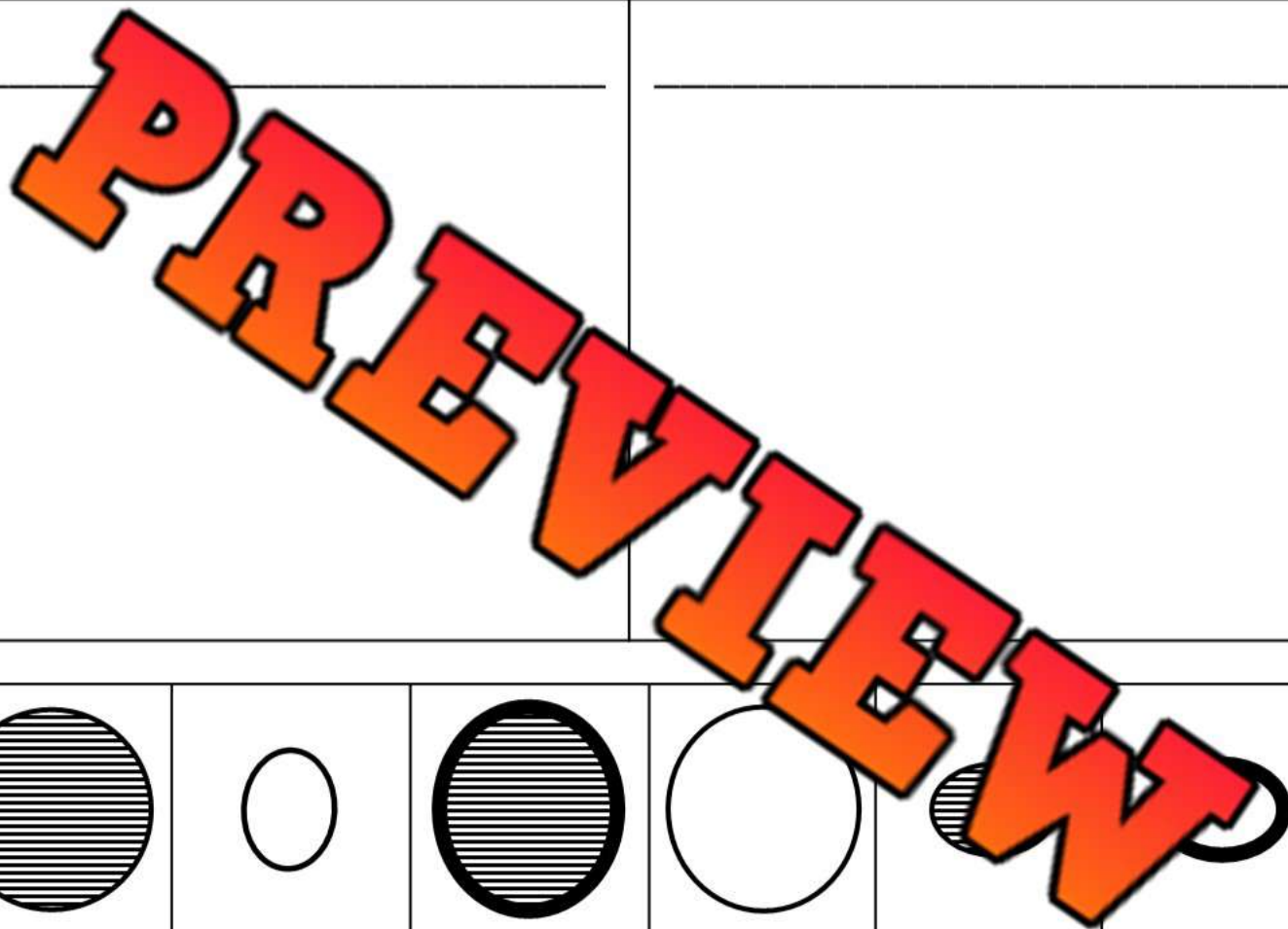
Sorting 2D Shapes – Sorting Rules

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



Name: _____

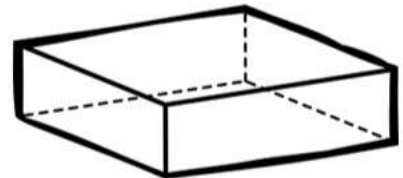
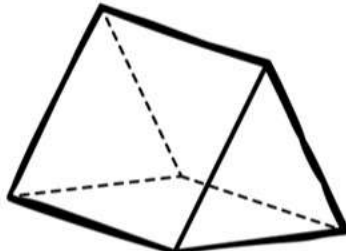
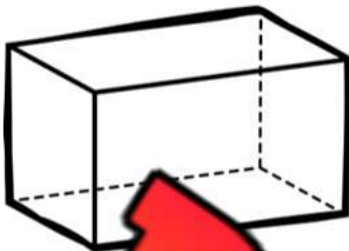
100

Curriculum Connection
SS1.2

Naming Prisms

Instructions

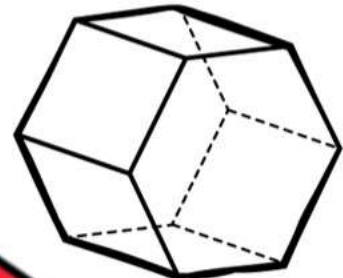
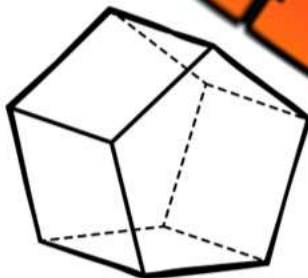
Circle the name of the prism



Rectangular Prism
Triangular Prism

Rectangular Prism
Triangular Prism

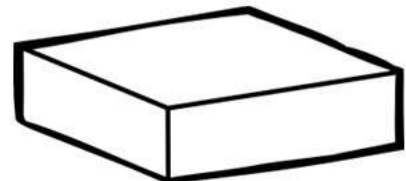
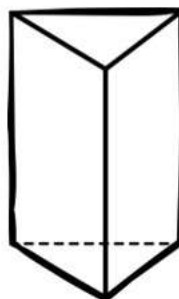
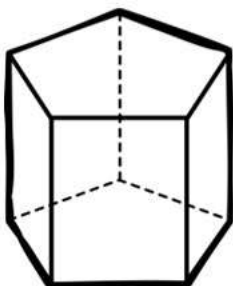
Rectangular Prism
Triangular Prism



Rectangular Prism
Triangular Prism
Pentagonal Prism

Cube
Hexagonal Prism
Pentagonal Prism

Rectangular Prism
Hexagonal Prism
Pentagonal Prism



Rectangular Prism
Hexagonal Prism
Pentagonal Prism

Rectangular Prism
Triangular Prism
Pentagonal Prism

Rectangular Prism
Hexagonal Prism
Pentagonal Prism

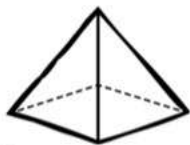
Exit Cards

Cut Out

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

Name: _____

Is the object a prism, cone, or pyramid?



Prism Pyramid



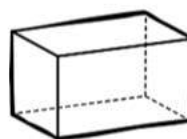
Prism Cone



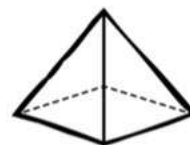
Prism Pyramid

Name: _____

Is the object a prism, cone, or pyramid?



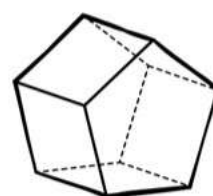
Prism Pyramid



Prism Pyramid



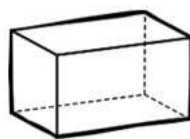
Prism Cone



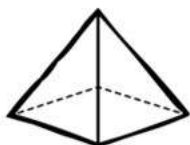
Prism Pyramid

Name: _____

Is the object a prism, cone, or pyramid?



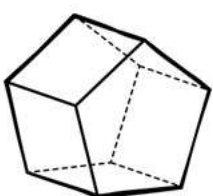
Prism Pyramid



Prism Pyramid



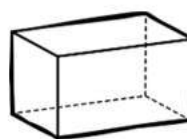
Prism Cone



Prism Pyramid

Name: _____

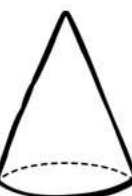
Is the object a prism, cone, or pyramid?



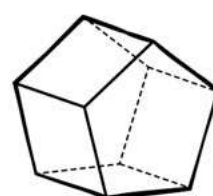
Prism Pyramid



Prism Pyramid



Prism Cone

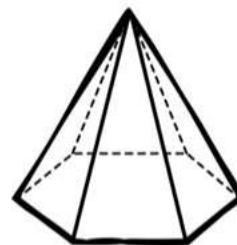
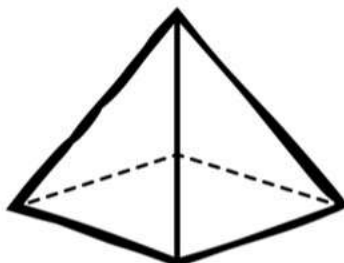


Prism Pyramid

Naming Pyramids and Cones

Instructions

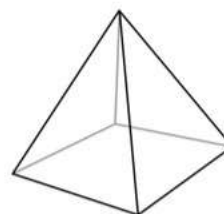
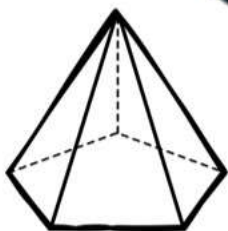
Circle the name of the cone or pyramid



Rectangular-Based Pyramid
Triangular-Based Pyramid
Pentagon-Based Pyramid

Square-Based Pyramid
Triangular-Based Pyramid
Pentagon-Based Pyramid

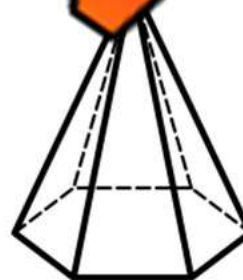
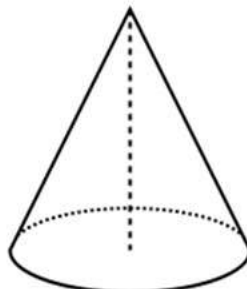
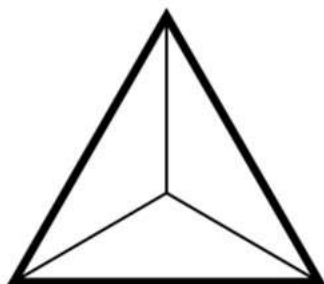
Rectangular-Based Pyramid
Pentagon-Based Pyramid
Hexagon-Based Pyramid



Rectangular-Based Pyramid
Cone
Pentagon-Based Pyramid

Rectangular-Based Pyramid
Cone
Triangular-Based Pyramid
Pentagon-Based Pyramid

Rectangular-Based Pyramid
Triangular-Based Pyramid
Pentagon-Based Pyramid



Rectangular-Based Pyramid
Triangular-Based Pyramid
Cone

Cone
Triangular-Based Pyramid
Pentagon-Based Pyramid

Rectangular-Based Pyramid
Triangular-Based Pyramid
Hexagon-Based Pyramid

Name: _____

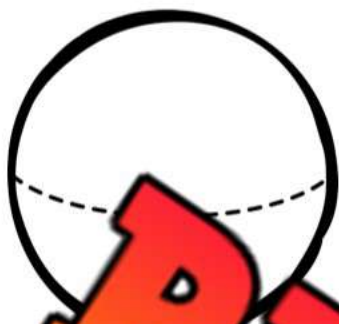
104

Curriculum Connection
SS1.2

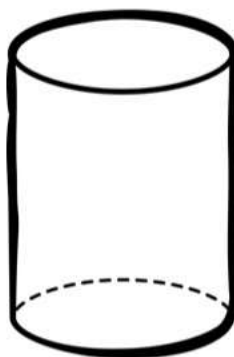
Cone, Cylinder or Sphere

Instructions

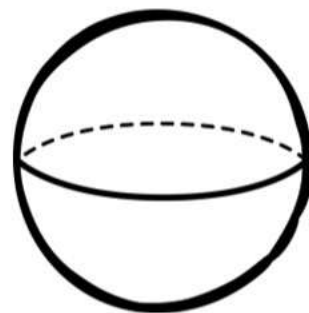
Is the 3D object a cone, cylinder, or sphere?



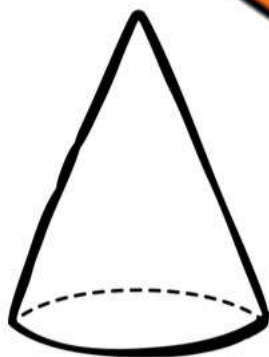
Cone Cylinder Sphere



Cone Cylinder Sphere



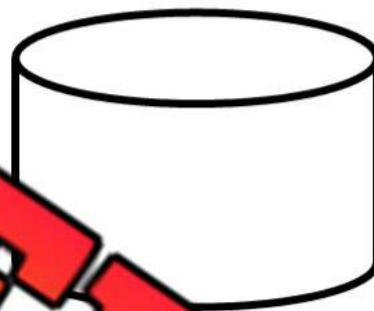
Cone Cylinder Sphere



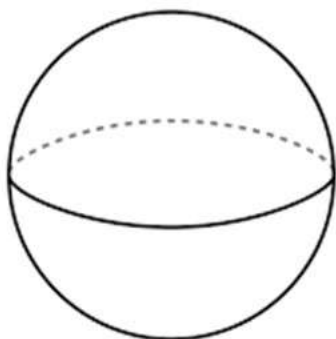
Cone Cylinder Sphere



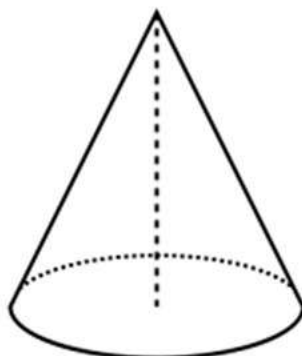
Cone Cylinder Sphere



Cone Cylinder Sphere



Cone Cylinder Sphere



Cone Cylinder Sphere



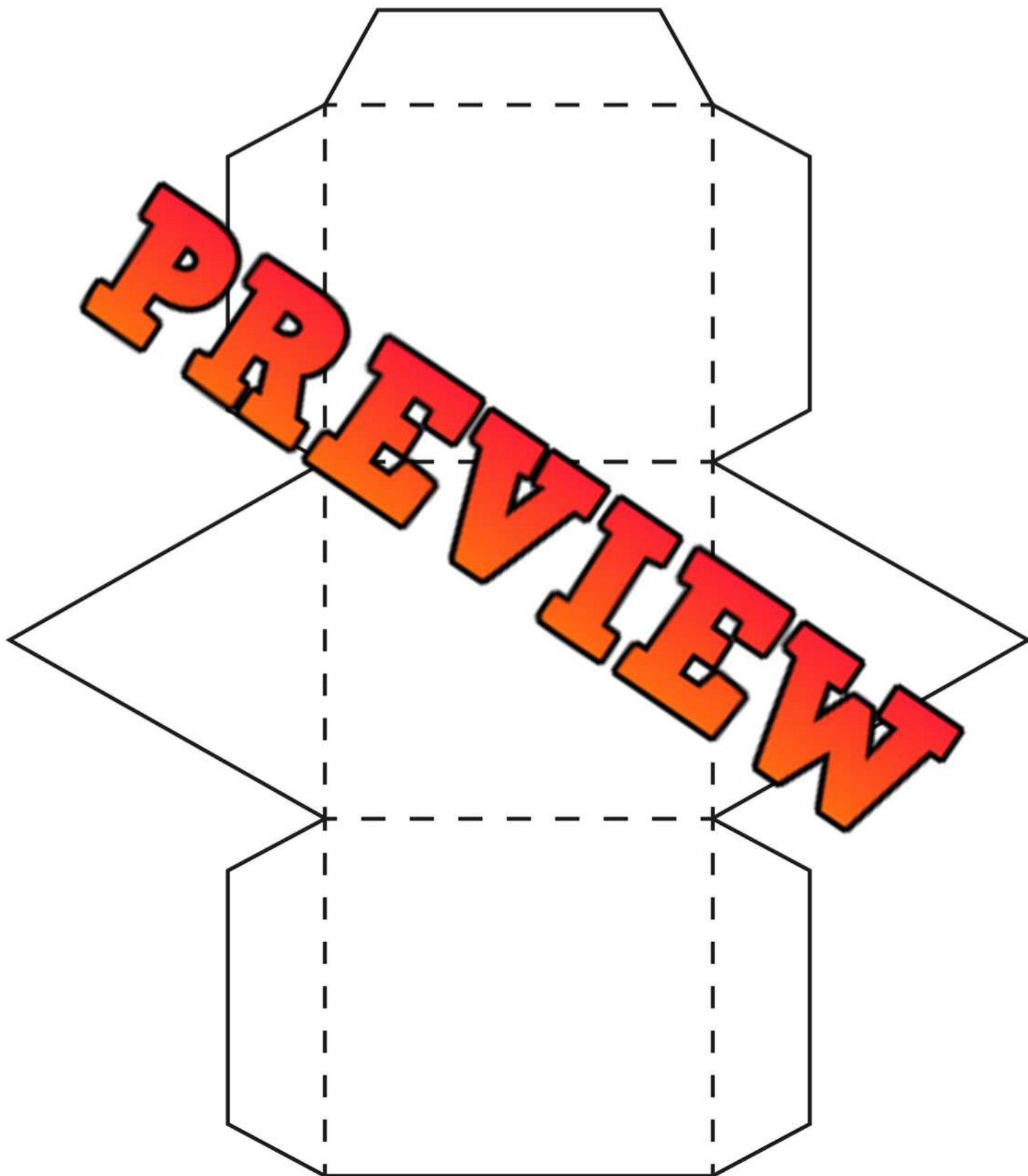
Cone Cylinder Sphere

Name: _____

105

Curriculum Connection
SS1.2

3D Model – Triangle Based Prism Net

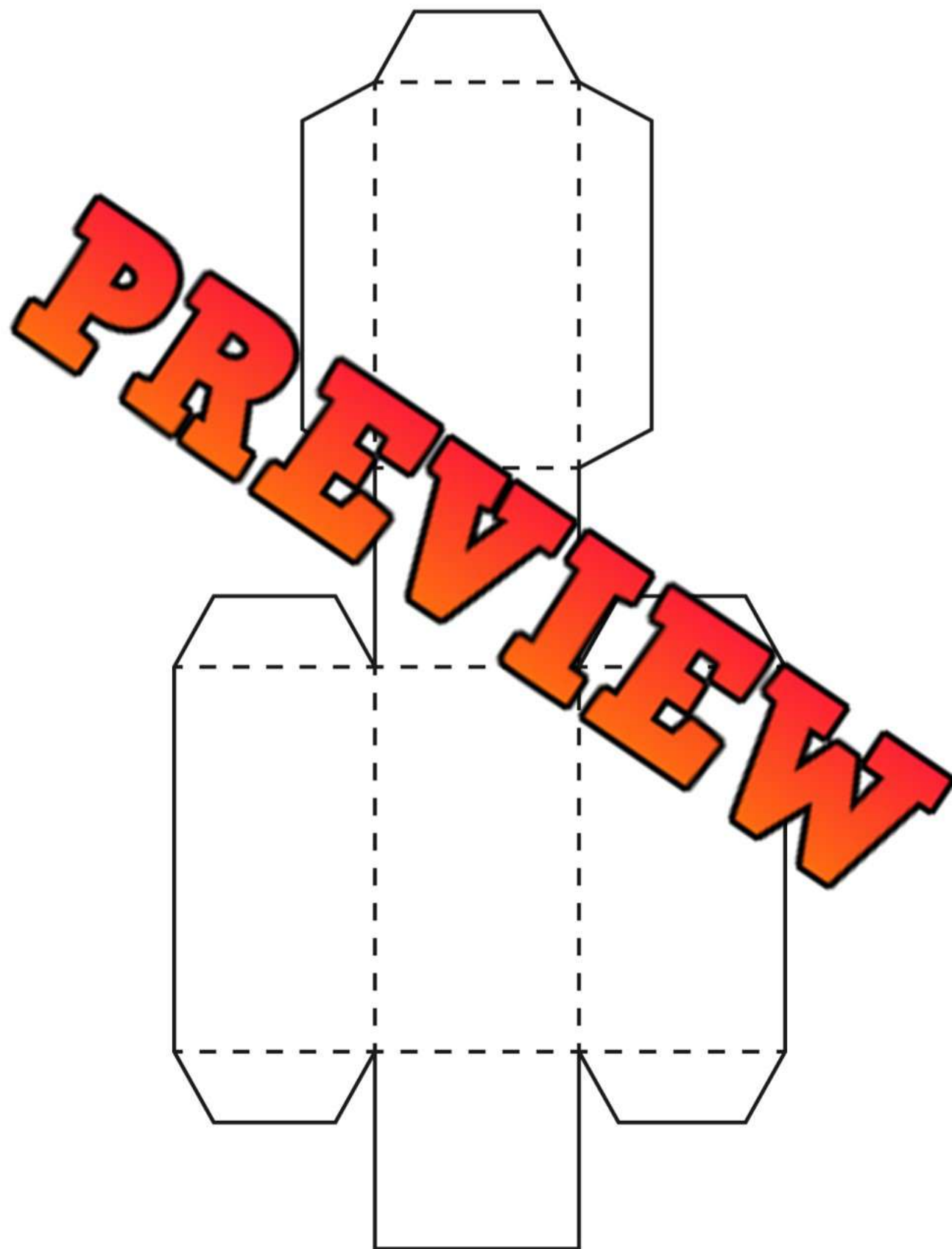


Name: _____

106

Curriculum Connection
SS1.2

3D Model – Rectangle Based Prism Net

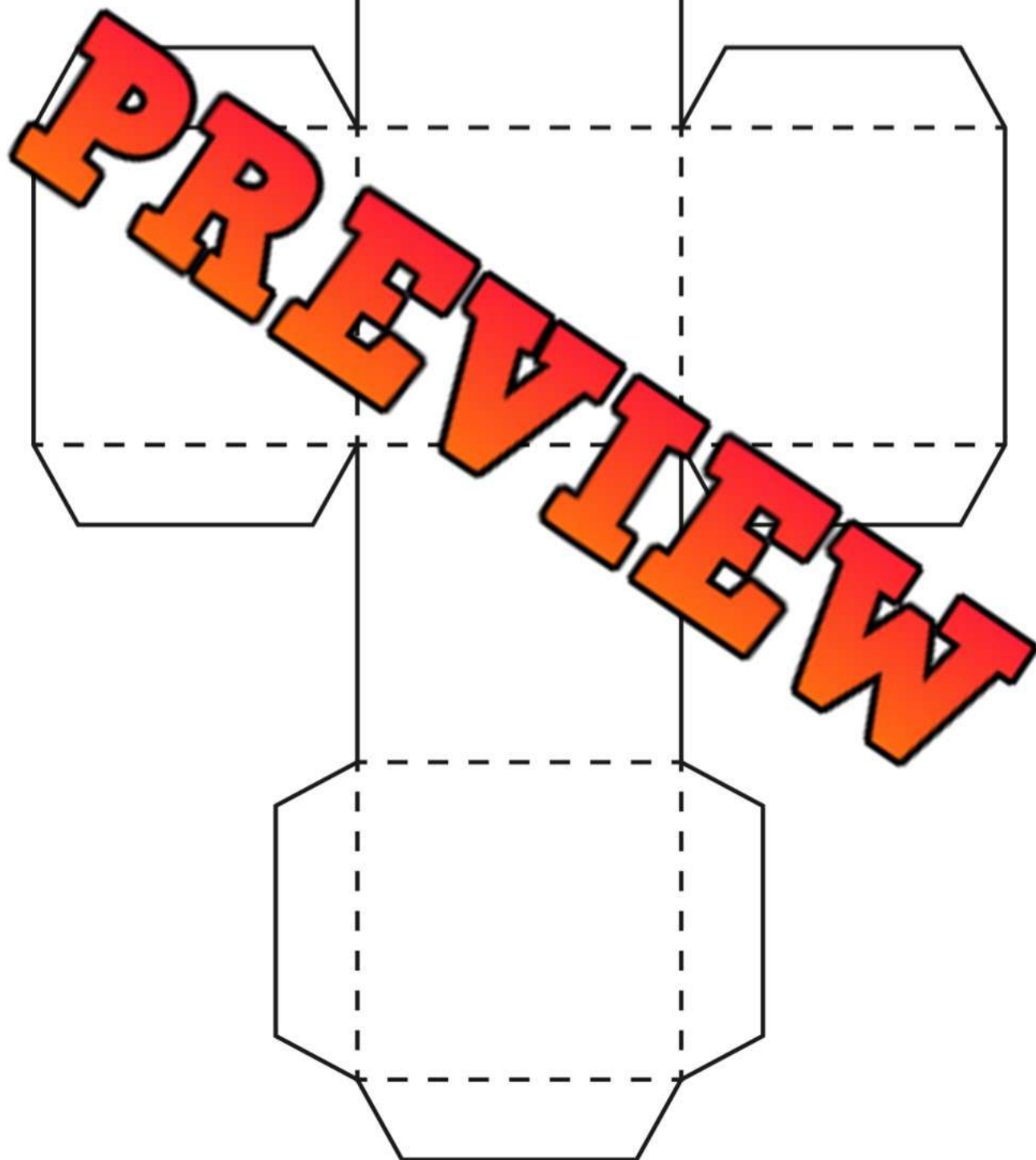


Name: _____

107

Curriculum Connection
SS1.2

3D Model – Cube Net

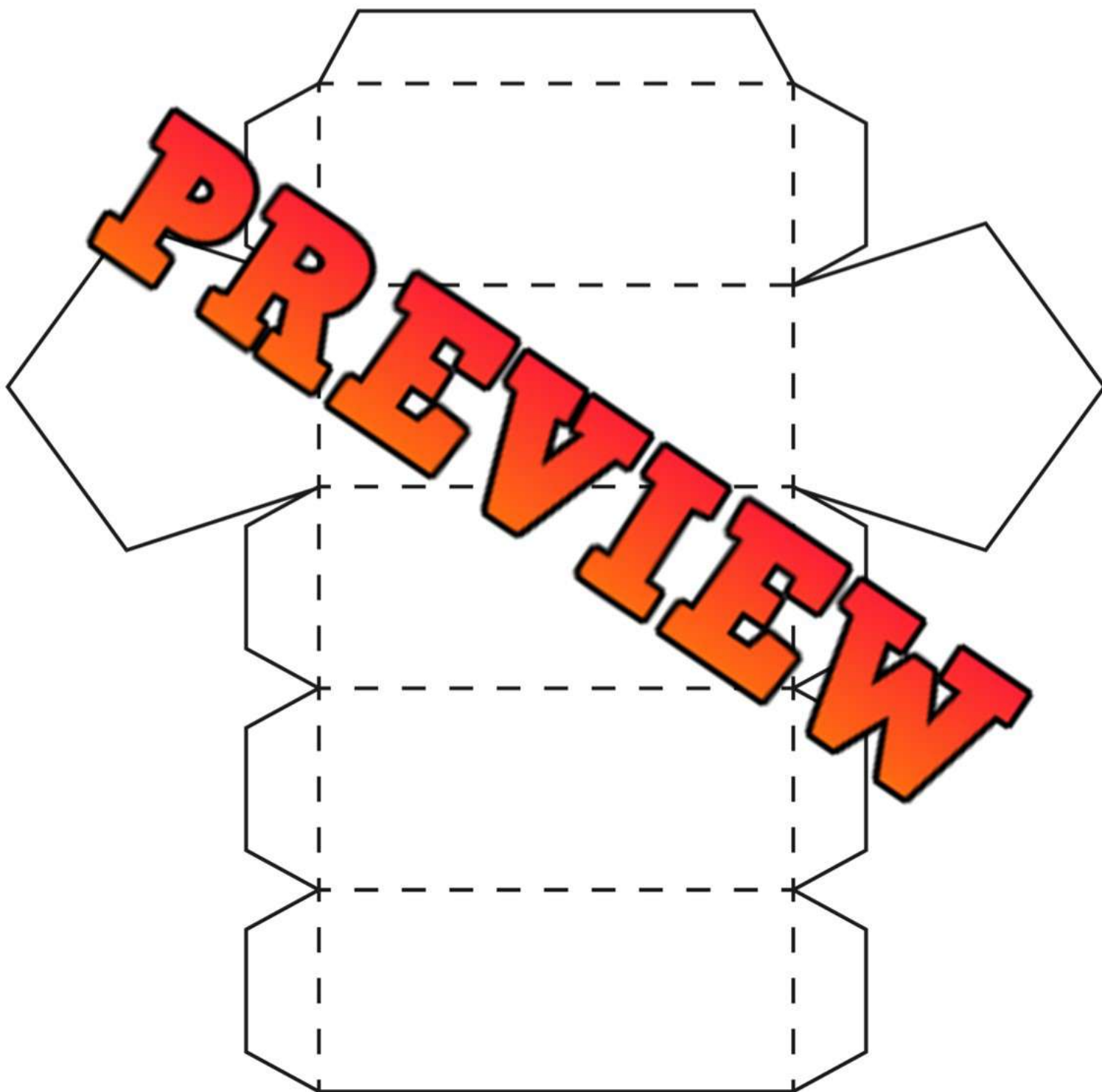


Name: _____

108

Curriculum Connection
SS1.2

3D Model – Pentagon Based Prism Net

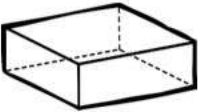
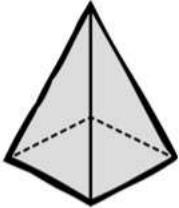
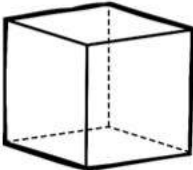
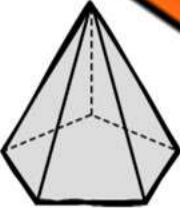


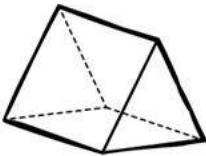
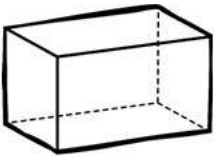
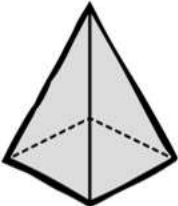
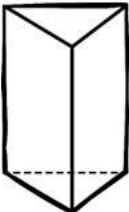
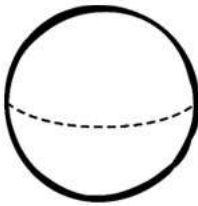
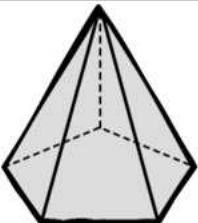
Sorting 3D Shapes - Colour

Grey	White

Instructions

Write the letter below each shape in the correct category

					
A	B	C	D	E	F

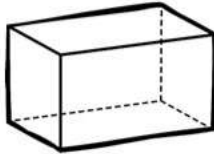
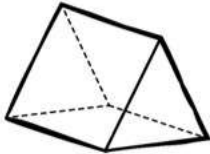
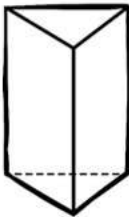
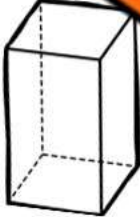
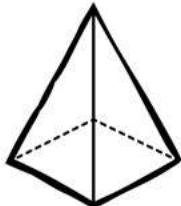
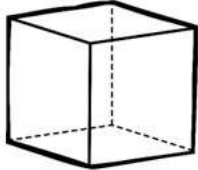
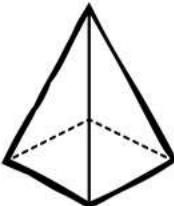
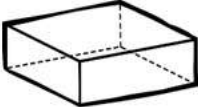
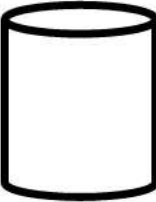
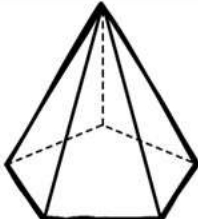
					
G	H	I	J	K	L

Sorting 3D Shapes - Pointed

Meets at a Point	Non-Pointed

Instructions

Write the letter below each shape in the correct category

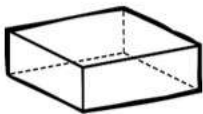
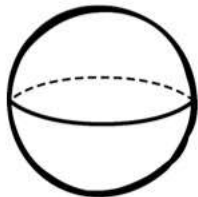
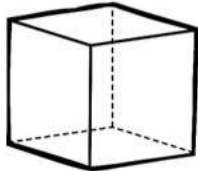
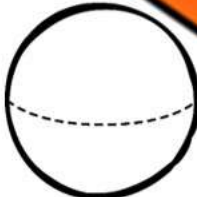
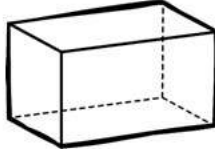
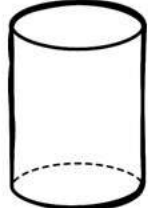
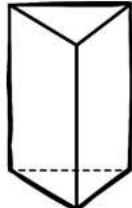
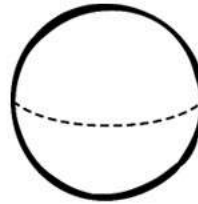
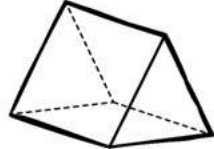
					
A	B	C	D	E	F
					
G	H	I	J	K	L

Sorting 3D Shapes - Rounded

Round	Not Round

Instructions

Write the letter below each shape in the correct category

					
A	B	C	D	E	F
					
G	H	I	J	K	L

Activity Title: Geometric Builders

Objective

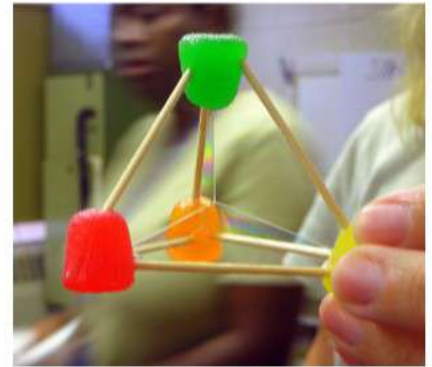
What are we learning about?

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.



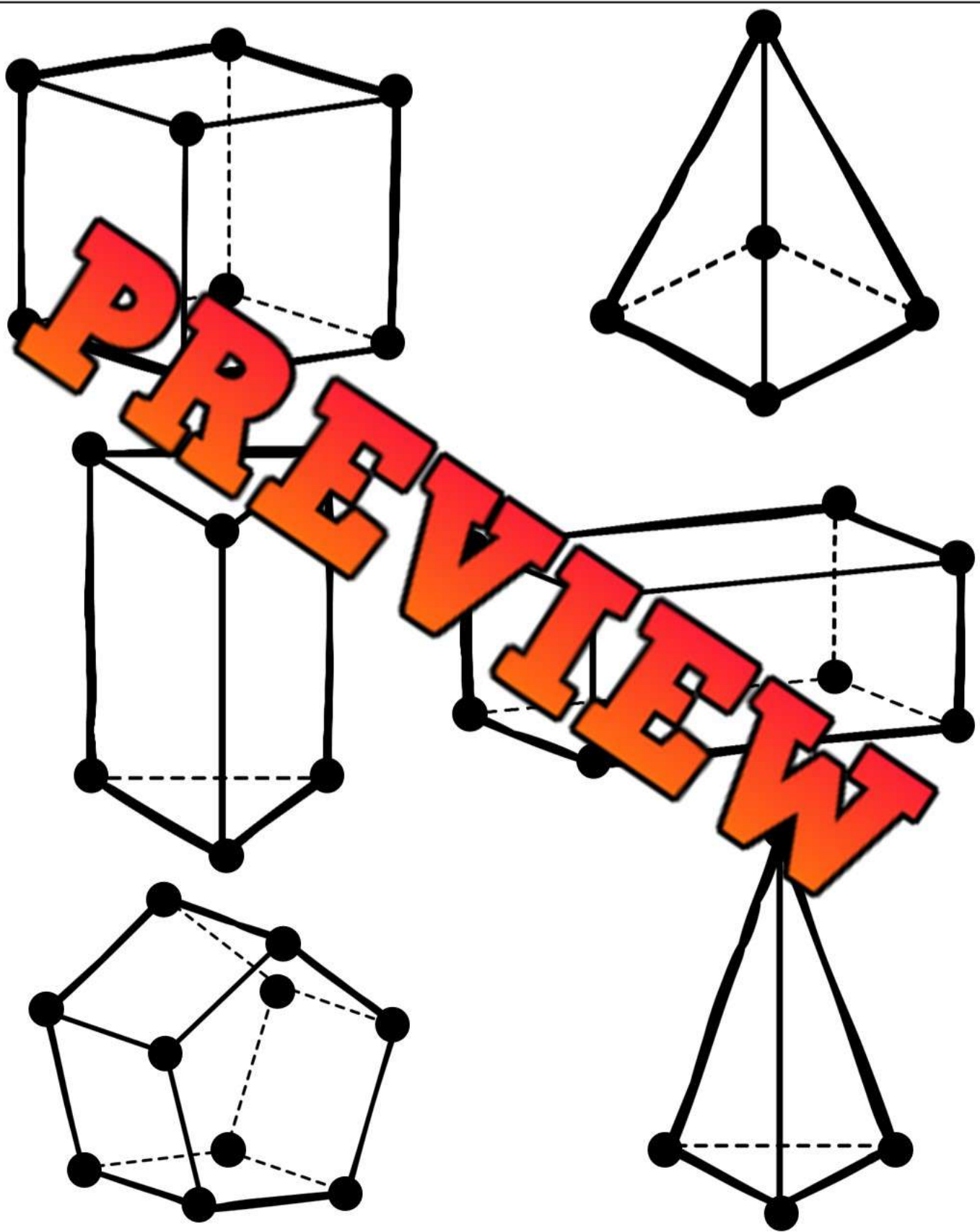
Instructions

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 cones 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.

Worksheet

Use the following diagrams to construct your 3D shapes



Name: _____

123

Curriculum Connection
SS1.2

Reflection

Answer the questions below.

1) Which 3D object was the hardest to make? Explain.

2) Draw a _____ below.

3) Draw a rectangular prism below.

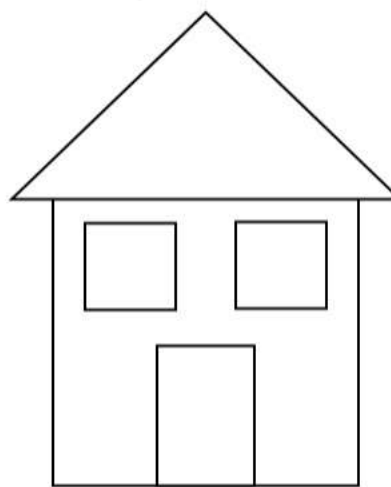
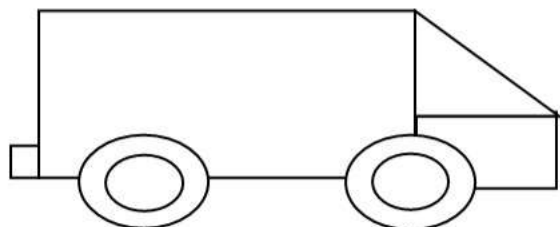
4) Draw a triangular prism below.

PREVIEW

Composite Pictures Using 2D Shapes

Directions

Colour the shapes below

TreeHouseCarBridge**Directions**

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

Drawing Composite Pictures Using 2D Shapes

Directions

Draw the pictures below using smaller shapes

Tree

House

Car

Bridge

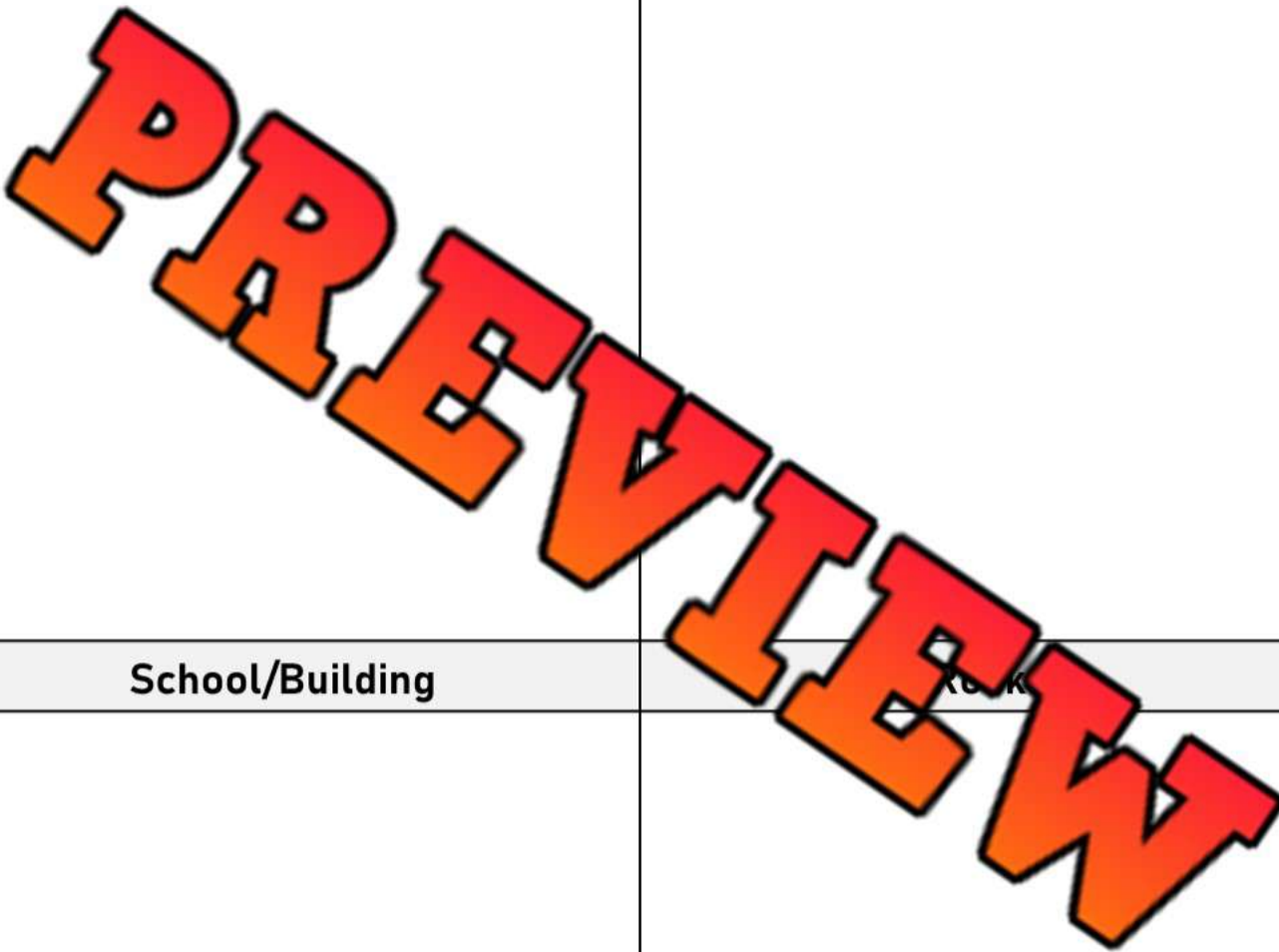
PREVIEW

Drawing Composite Pictures Using 2D Shapes

Directions

Draw the pictures below using smaller shapes

Dog	Human
School/Building	



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.

- Coloured paper (green, brown, and other festive colours)
- Glue sticks
- Safety scissors
- Template of 2D shapes
- Glitter or stickers for decoration
- Large sheet of white or light-colored background paper



Instructions

How you will complete the activity.

- 1) Start with an introduction to the shapes they will be using, such as triangles and rectangles.
- 2) Hand out the safety scissors and coloured paper. Give them a piece of green paper for the tree and brown for the trunk.
- 3) Show the students how to cut large triangles for the tree and a rectangle for the trunk.
- 4) Guide them to glue the triangle on the larger background paper as the tree.
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.

Examples

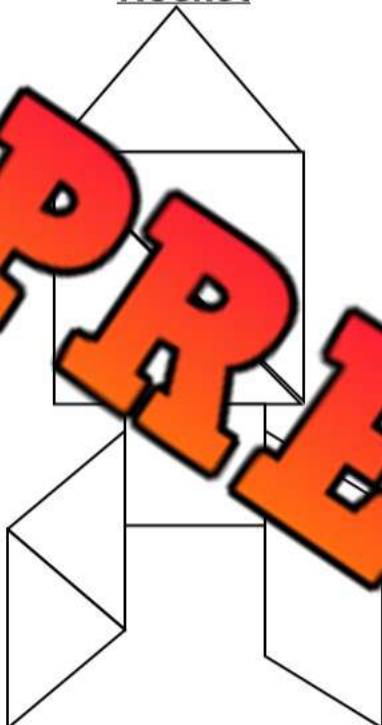
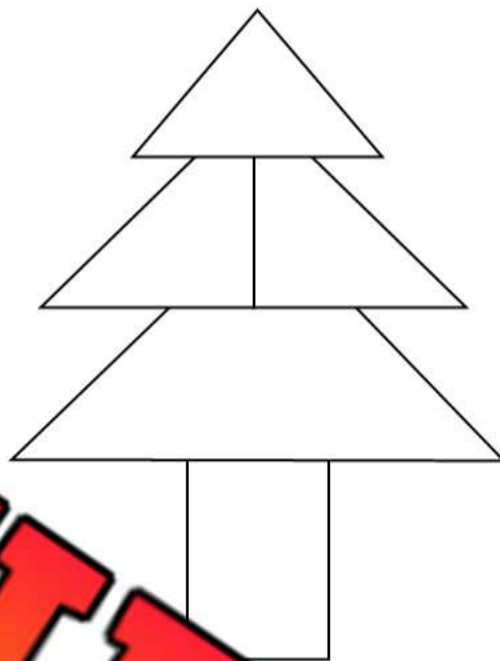
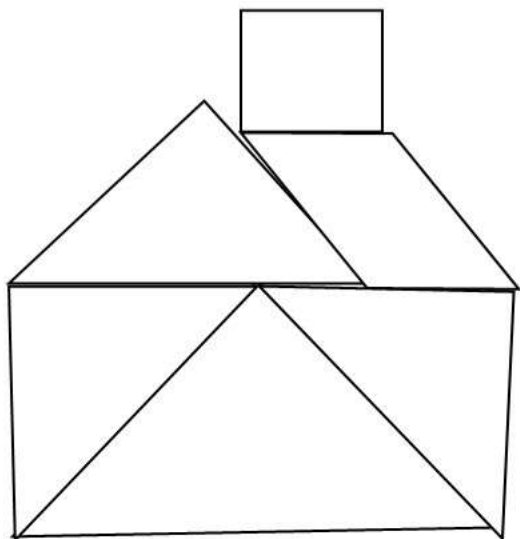
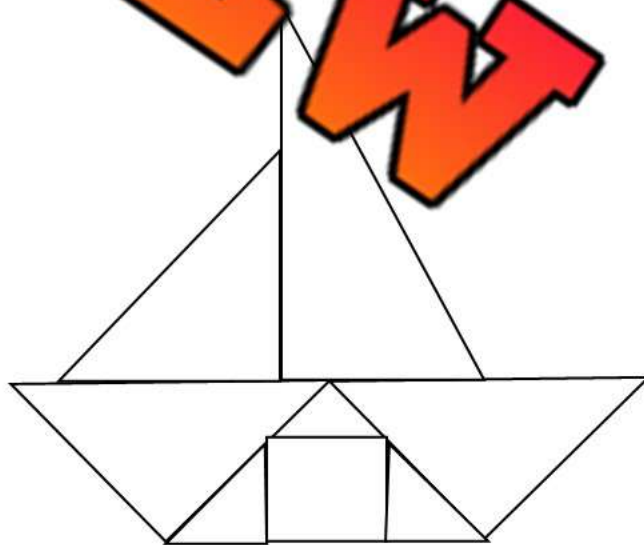
Show students the examples below



Tangrams

Directions

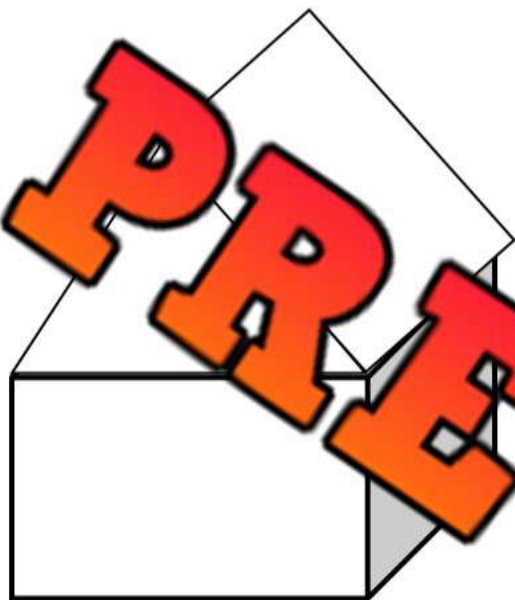
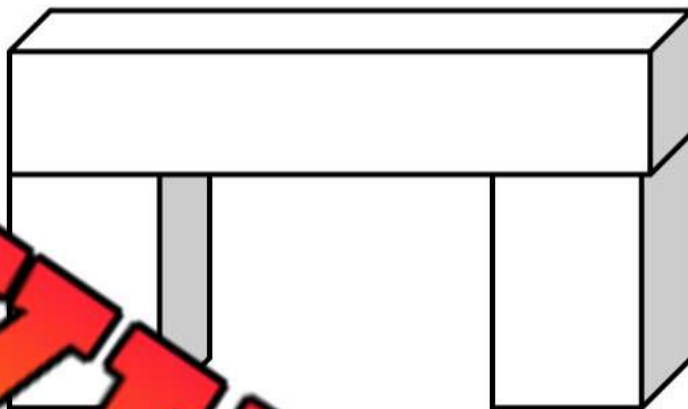
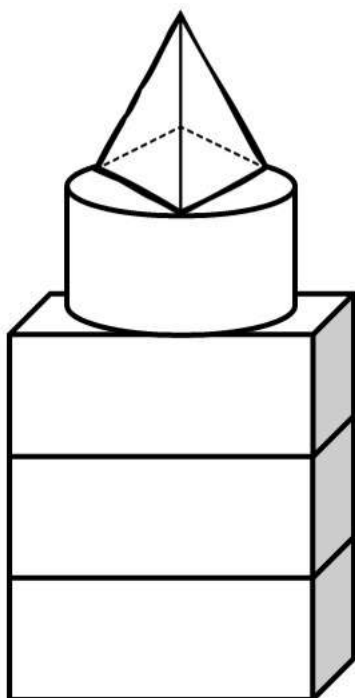
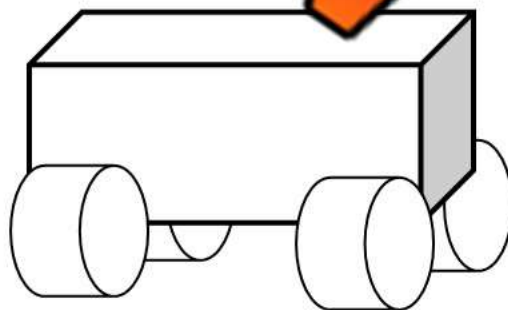
Use the pictures below to create tangrams using blocks

RocketTreeHouseBoat

3D Shapes – Composite Pictures

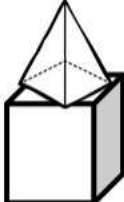
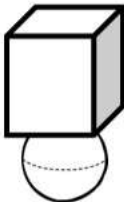
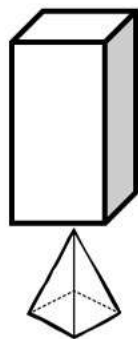
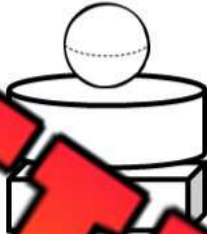
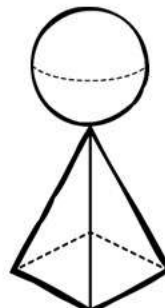
Directions

Colour the 3D objects below

HouseBridgeTowerCar

Building Using 3D shapes – Possible or Impossible?**Directions**

Circle whether the picture is possible to make or not

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

Exit Cards

Cut Out

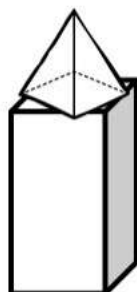
Cut out the exit cards below and have students complete them at the end of class

Name: _____

Circle whether the picture is possible to make or not.



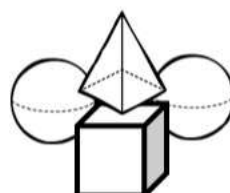
Possible Impossible



Possible Impossible

Name: _____

Circle whether the picture is possible to make or not.



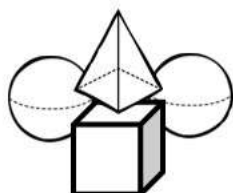
Possible Impossible



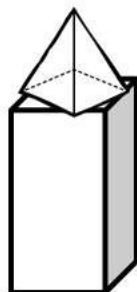
Possible Impossible

Name: _____

Circle whether the picture is possible to make or not.



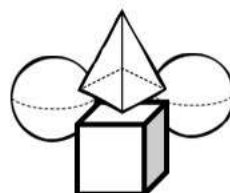
Possible Impossible



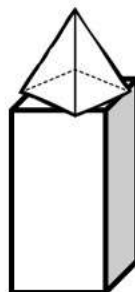
Possible Impossible

Name: _____

Circle whether the picture is possible to make or not.



Possible Impossible



Possible Impossible

Real Life 2D Objects

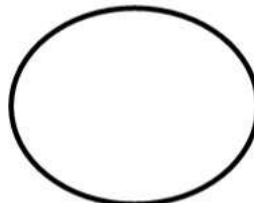
Directions

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

1)



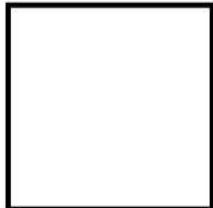
2)



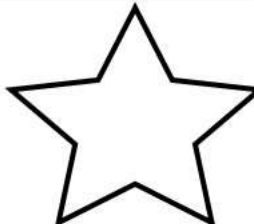
3)



5)



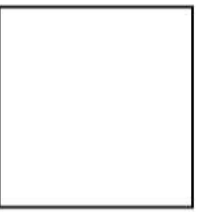
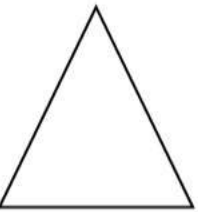
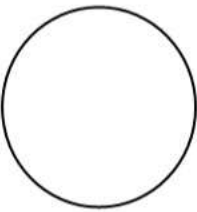
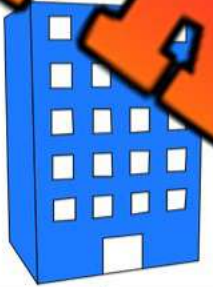
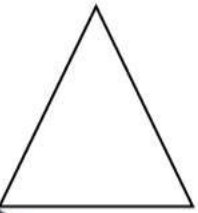
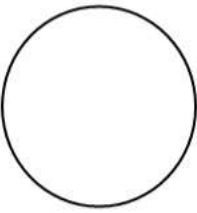
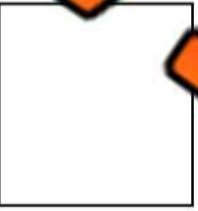
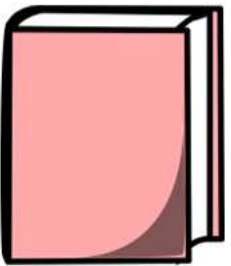
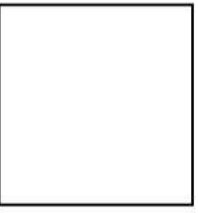
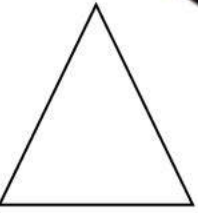
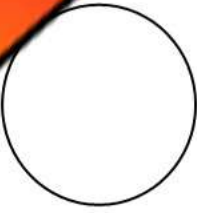
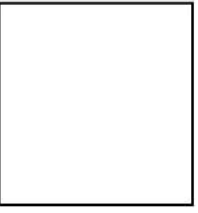
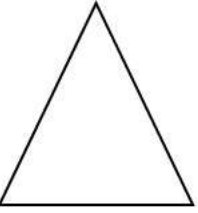
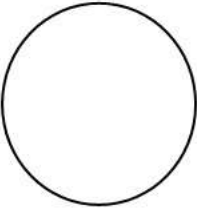
6)



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
			
			
			
			
			

Exit Cards

Cut Out

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

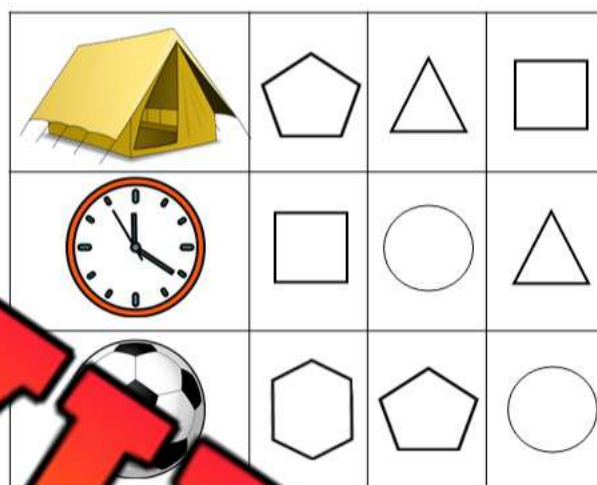
Name: _____

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



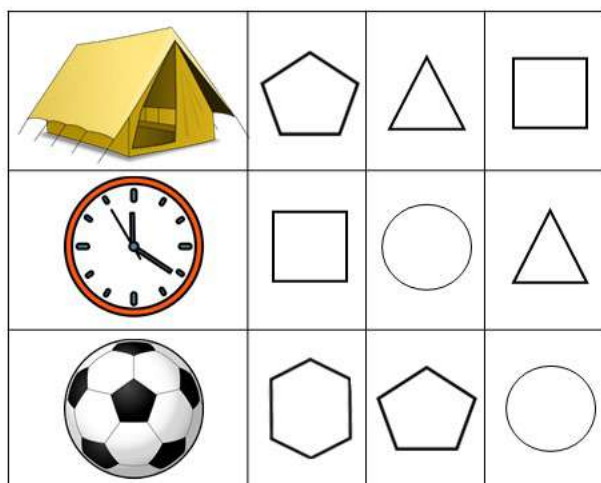
Name: _____

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



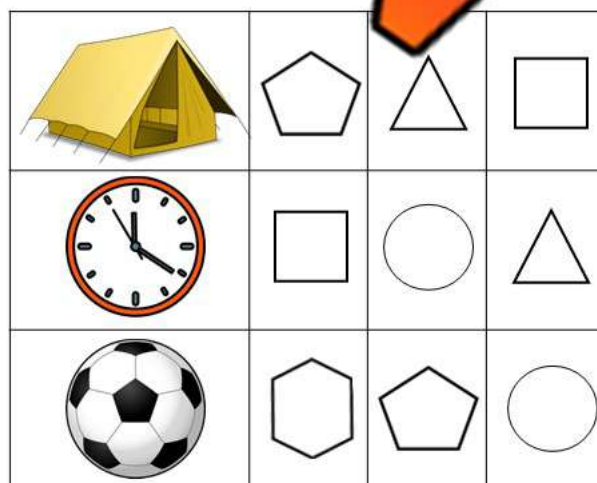
Name: _____

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



Name: _____

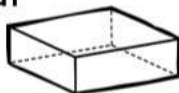
Circle the 2D shapes found in the 3D shape.



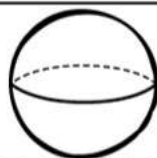
3D Shapes in The Real World

Directions

Cut and paste the 3D objects with their match

Rectangular
Prism

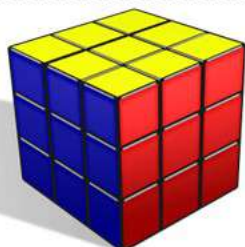
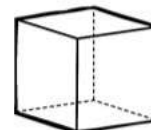
Sphere



Cone

Triangular
Prism

Cube



Activity Title: Shape Explorers

Objective

What are we learning about?

This arts and crafts activity engages students in understanding the relationship between 2-D shapes and 3-D objects by identifying and matching shapes to objects.

Materials

What you will need for the activity.

- Cut-out 2-D shapes (circle, square, rectangle, triangle)
- Various 3-D objects (e.g., cans, balls, blocks)
- Safety scissors
- Recording sheets or paper
- Pencils



Instructions

How you will complete the activity

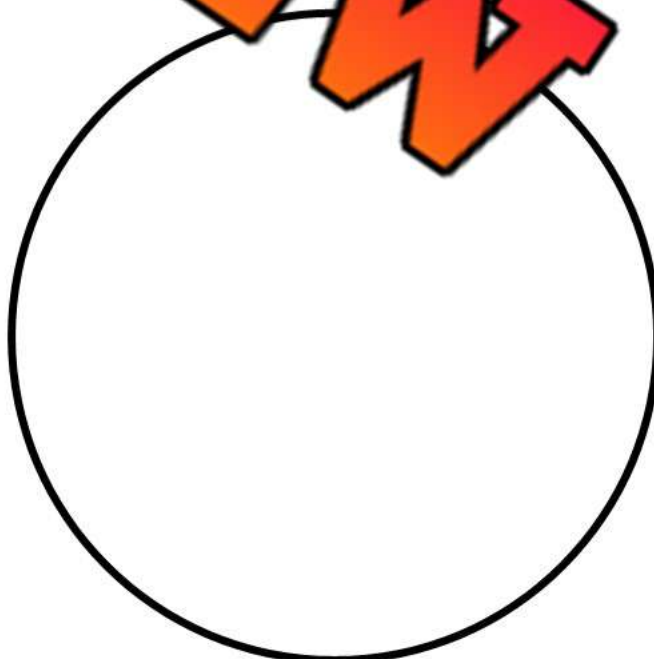
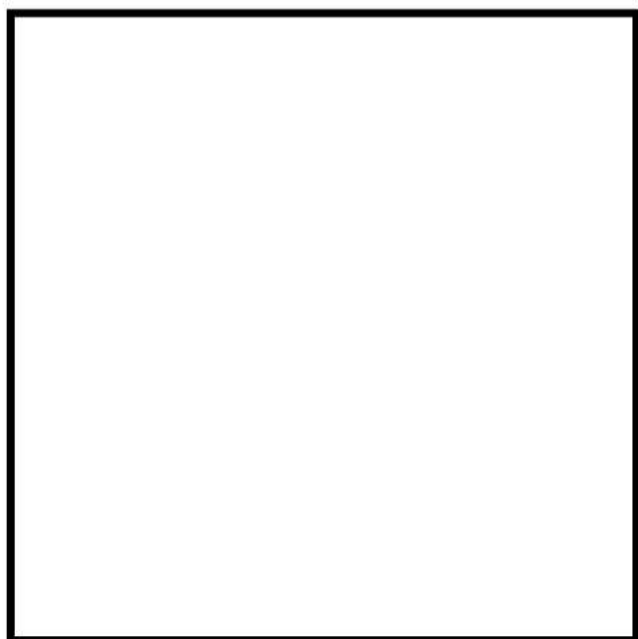
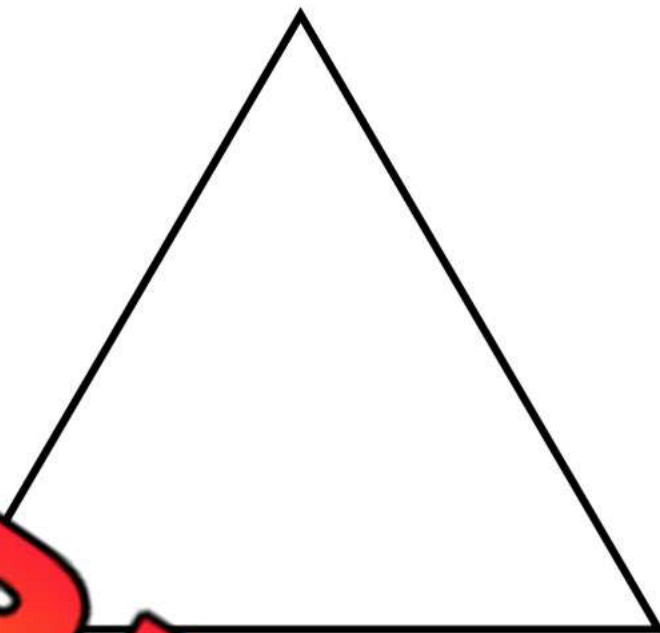
1. Begin by reviewing basic 2-D shapes (circle, square, rectangle, triangle) with the class. Show the students different 3-D objects (a ball, a can, a block) and discuss their shapes.
2. Distribute the cut-out 2-D shapes to each student. Place the 3-D objects around the classroom in different stations.
3. Instruct students to visit each station and match the 2-D shapes to the faces of the 3-D objects (e.g., matching a circle to the top of a can).
4. Have students record which 2-D shapes they matched to each 3-D object on their recording sheets.
5. Once all students have visited each station, gather the class to discuss their findings. Ask students to share which 2-D shapes they found on each 3-D object and how they matched them.

Name: _____

138

Curriculum Connection
SS1.4

PREVIEW



Name: _____

139

Curriculum Connection
SS1.4

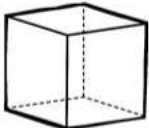
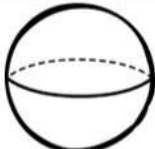
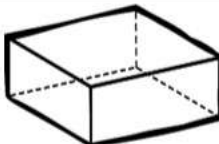
Shape Explorers Recording Sheet

Answers

Record your answers below

	3-D Object	2-D Shape(s)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

3D Shapes – Colouring Activity

				
Blue	Green	Orange	Red	Purple
Cube	Cone	Sphere	Rectangular Prism	Cylinder

Instructions

Colour each picture the correct colour



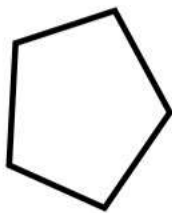
Unit Test – 3-D Objects and 2-D Shapes

Part 1

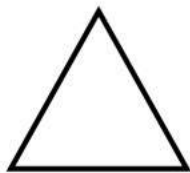
Sort the shapes into the correct categories

RoundNot Round

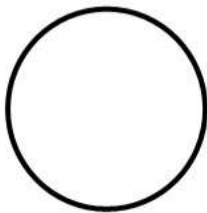
PREVIEW



A



B



C



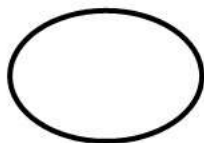
D



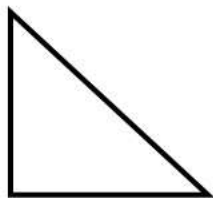
E



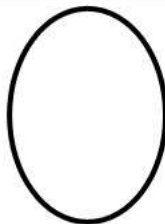
F



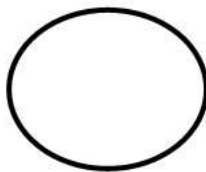
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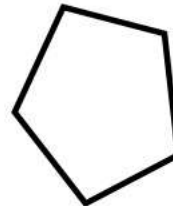
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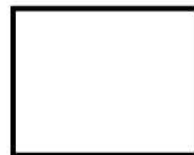
I



J



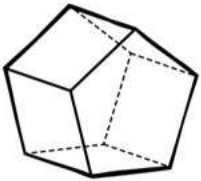
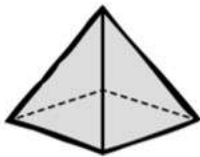
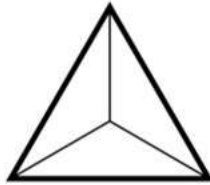
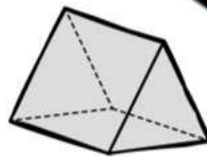
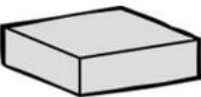
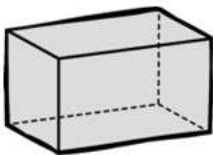
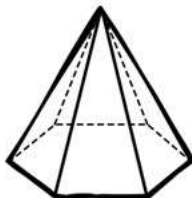
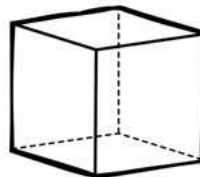
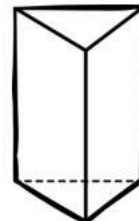
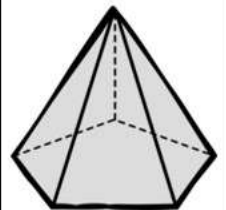
K



L

Part 2

Write the letter below each shape in the correct category

WhiteShaded**PREVIEW****A****B****C****D****E****F****G****H****I****J****K****L**

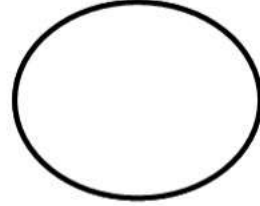
Part 3

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

1)



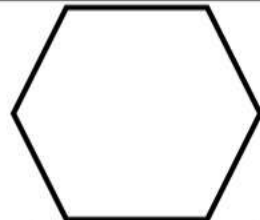
2)



3)



4)



Part 4

Circle the 2D shapes found in the 3D shape

Composite 3D Shape

2D Shape 1

2D Shape 2

2D Shape 3

