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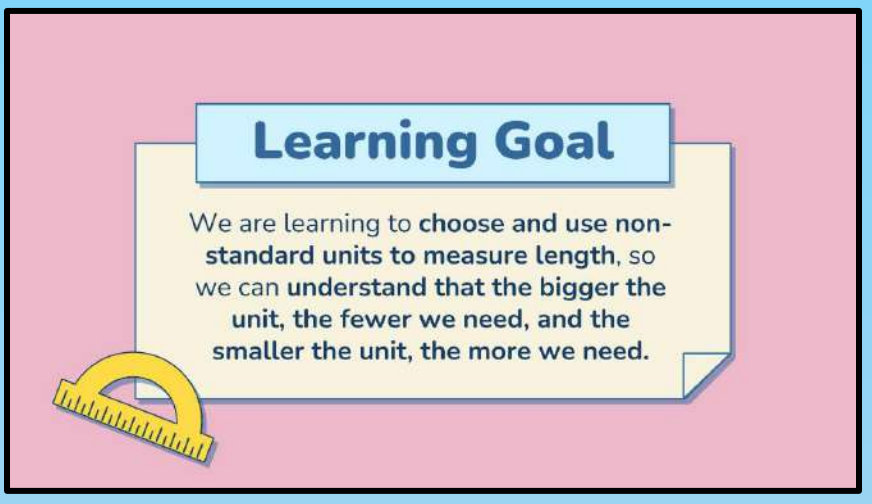
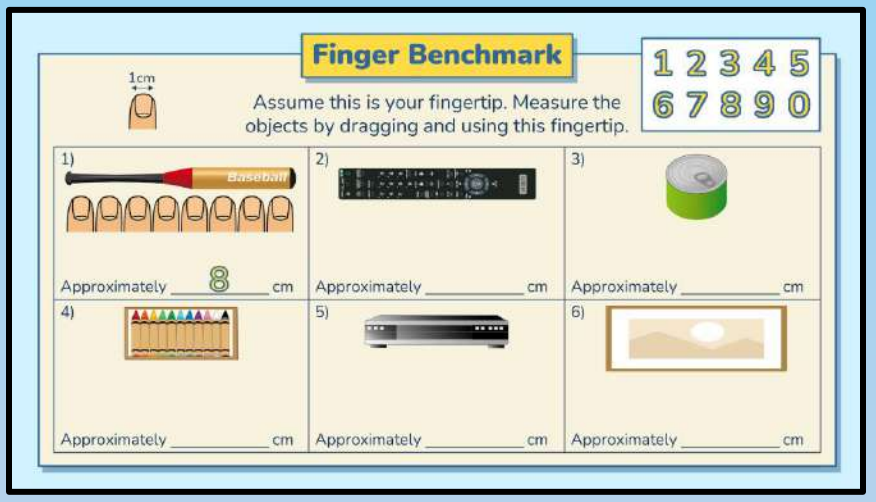
Google Slides Lessons Preview

BC Math Curriculum
Measuring Unit – Grade 2

3-Part Lesson Format

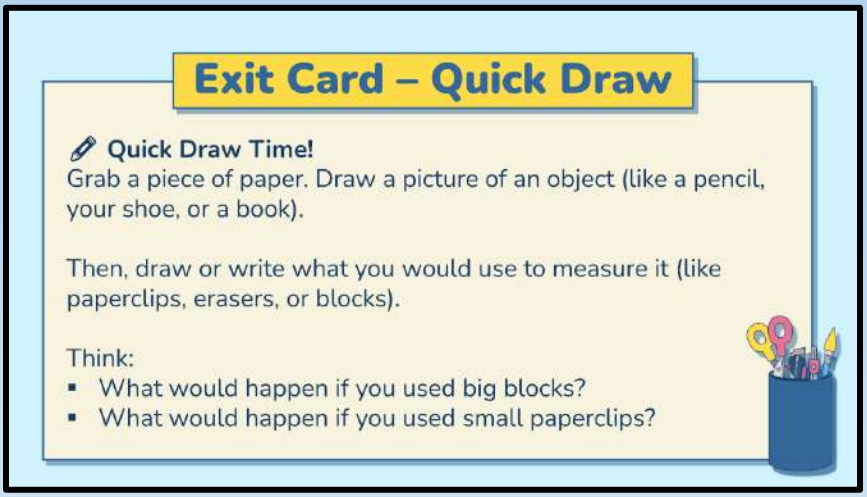
Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!



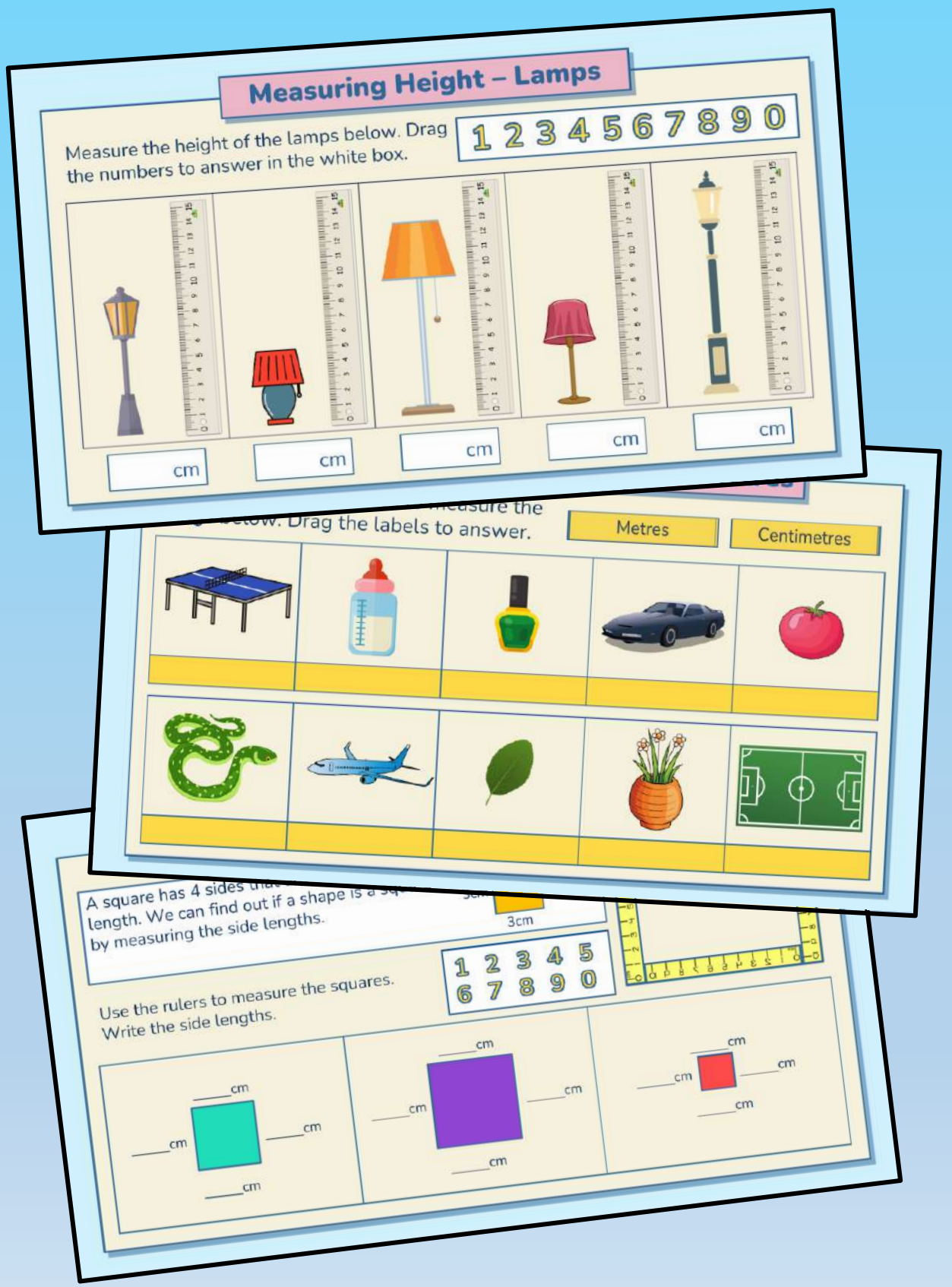


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

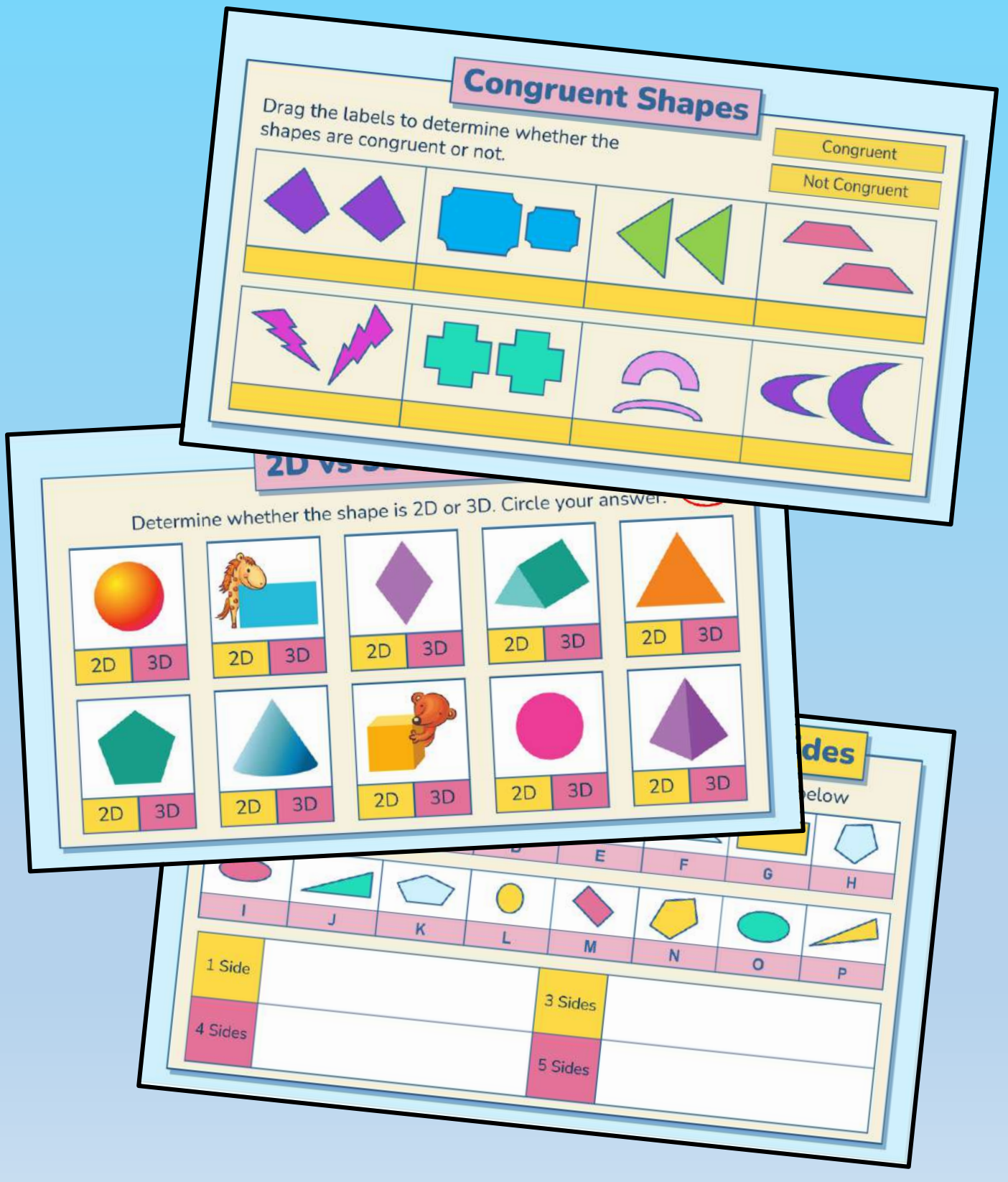
Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



BC Math Curriculum
Measuring Unit – Grade 2



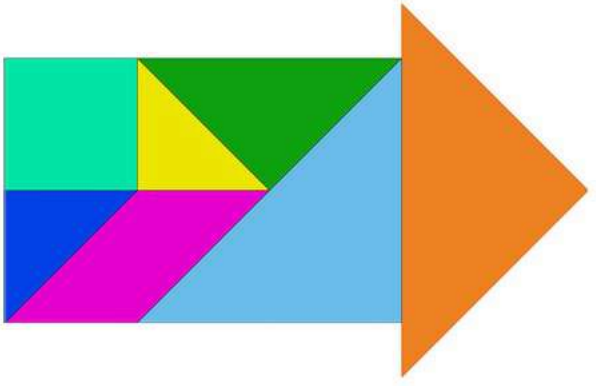
BC Math Curriculum
Measuring Unit – Grade 2



Workbook Preview

Grade 2
Measurement and Geometry

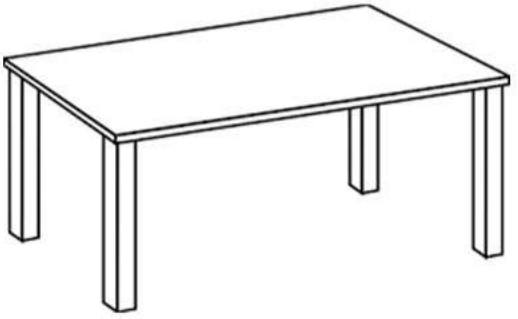
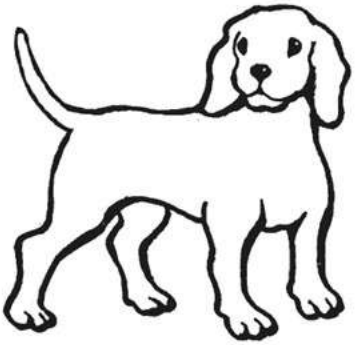
Curriculum Expectations
Direct Linear Measurement:
· centimetres and metres
· estimating length
· measuring and recording length, height, and width, using standard units
2D sh
· sorti ning the sc
· describing, comparing, and constructing 2D shapes, including triangles, squares, rectangles, circles
· identifying 2D shapes as part of 3D objects
· using traditional northwest coast First Peoples shapes (ovoids, U, split U, and local art shapes) reflected in the natural environment



Name: _____ 6

Estimating Lengths – Finger Benchmark

Questions	Measure the objects below using your fingertip

Flag 	Approximately _____ cm
White Board 	Approximately _____ cm
Table 	Approximately _____ cm
Dog 	Approximately _____ cm

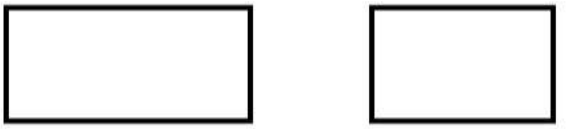
Name: _____ 7

Comparing Lengths – Finger Benchmark

Part 1 Estimate which object is longer by using your fingertip. Circle the longer object

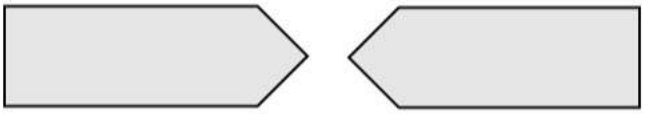
1)

2)

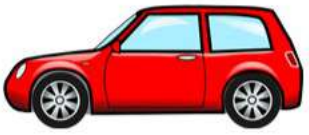


3)

4)



5)



6)

Part 2 Measure the lengths with your finger and it bel... cle the larger image

1)

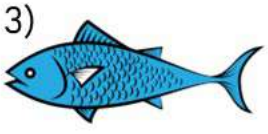
_____cm

_____cm

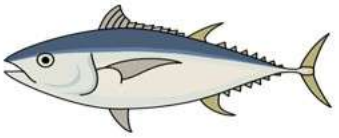
2)

_____cm _____cm

3)



_____cm



_____cm

4)

_____cm

_____cm

5)

_____cm

_____cm

6)

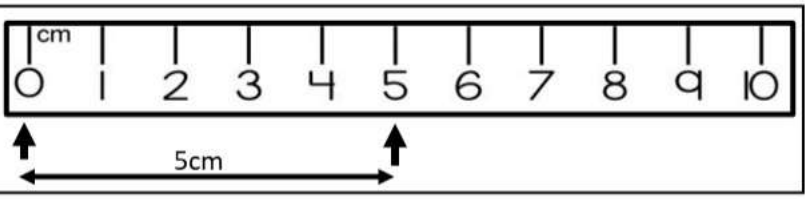
_____cm

_____cm

Name: _____ 8

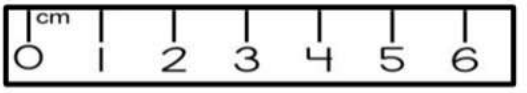
Measuring in Centimeters

We can accurately measure the length of something by using a ruler.



Questions Read the rulers below to find the distance between the arrows

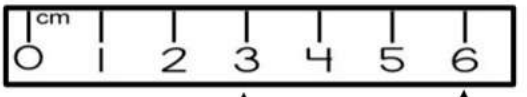
1) 

2) 

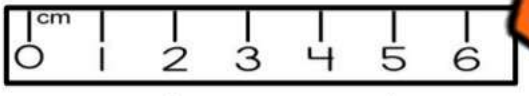
_____ cm

3) 

_____ cm

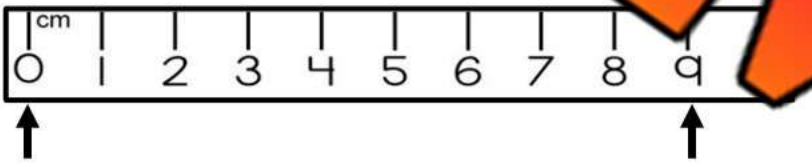
4) 

_____ cm

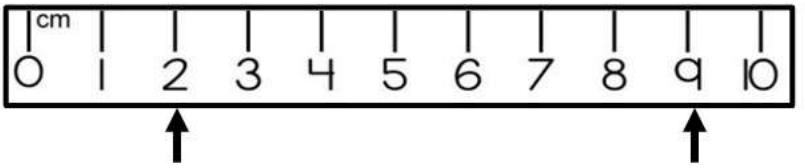
5) 

_____ cm

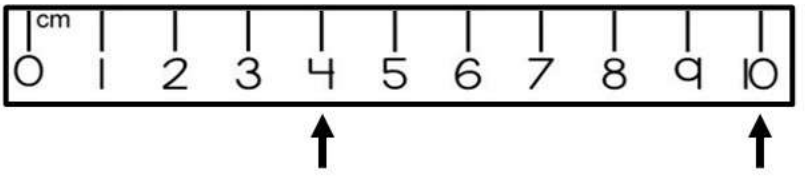
6) 

7) 

_____ cm

8) 

_____ cm

9) 

_____ cm

Name: _____ 9

Measuring in Centimeters

Questions Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

4) _____ cm

5) _____ cm

6) _____ cm

7) _____ cm

8) _____ cm

9) _____ cm

10) _____ cm

11) _____ cm

12) _____ cm

Exit Cards

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

Name: ______________________________

Use a ruler to measure the lines below

1) _________ cm

2) _________ cm

3) _________ cm

Name: ______________________________

Use a ruler to measure the lines below

1) _________ cm

2) _________ cm

3) _________ cm

Name: ______________________________

Use a ruler to measure the lines below

1) _________ cm

2) _________ cm

3) _________ cm

Name: ______________________________

Use a ruler to measure the lines below

1) _________ cm

2) _________ cm

3) _________ cm

Name: _____ 11

Drawing Lengths Using a Ruler

Questions	Draw lines that are the lengths below

1) 5 cm	2) 6 cm
3) 4 cm	4) 9 cm
5) 4 cm	6) 7 cm
7) 1 cm	8) 8 cm
9) 2 cm	10) 10 cm
11) 14 cm	
12) 17 cm	

Name: _____ 12

Ladder Challenge

Draw | Follow the instructions below

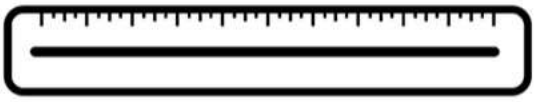
A good ladder needs rungs that are the same size and evenly spaced, so it's safe to climb. Your challenge is to draw a ladder with perfect rungs. Can you make the safest ladder ever? Let's try!

Name: _____ 14

Measuring Real–Life Objects

Questions | Measure the length of the objects below

_____ cm



_____ cm

_____ cm

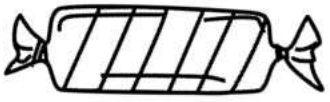
_____ cm

_____ cm

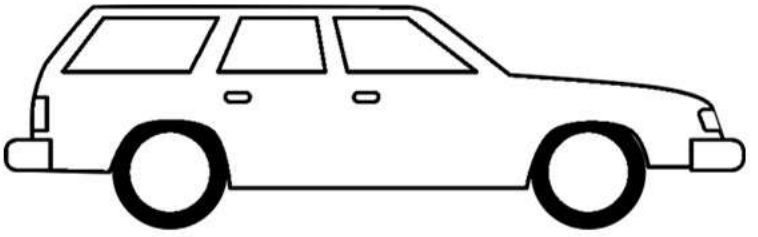
_____ cm

_____ cm

_____ cm



_____ cm



_____ cm

Name: _____ 16

Measuring Height – Lollipops

Questions Measure the height of the lollipop sticks

1. Colour the biggest stick red
2. Colour the shortest stick blue
3. Colour the two sticks that are the same length green

Name: _____ 17

Estimating Length in CM

Questions | Circle which length fits the description

1) A pencil

a) 5cm
b) 15cm
c) 50cm
d) 100cm

2) A computer

a) 5cm
b) 10cm
c) 40cm
d) 100cm

3) A

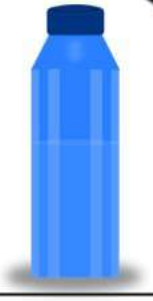
a) 50cm
b) 100cm
c) 500cm
d) 900cm

4) A cup

a) 3cm
b) 10cm
c) 50cm
d) 00cm

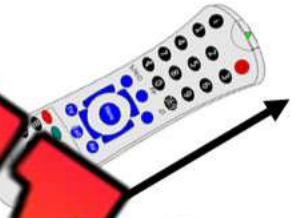
5) A bottle

a) 3cm
b) 30cm
c) 100cm
d) 300cm



) A re control

a)
b) cm
c) 10
d) 500cm



7) An apple

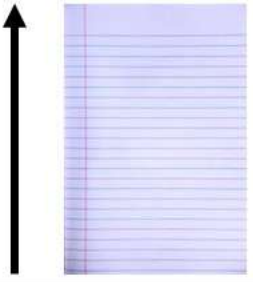
a) 1cm
b) 30cm
c) 10cm
d) 100cm

8) A paper clip

a) 5cm
b) 50cm
c) 100cm
d) 200cm

9) Piece of paper

a) 5cm
b) 15cm
c) 30cm
d) 100cm

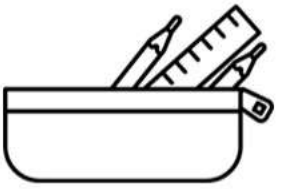


10) A shoe

a) 5cm
b) 15cm
c) 50cm
d) 200cm

Name: _____ 18

Measuring Length in CM



Directions Use a ruler to measure the following things

Objects to Measure	Length in CM
1) The length of this paper	
2) The length of your foot/shoe	
3) The length of your hand (from thumb to pinky)	
4) The length of your pencil	
5) The length of a marker	
6) The length of a paperclip	
7) The length of an eraser	
8) The height of a water bottle	
9) The length and width of a book	Length = Width =
10) The width of your desk or table	

Exit Cards

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

Name: ____________________

Use a ruler to measure the following things in CM.

a) The height of this card _______

b) The length of a crayon _______

c) The length of your finger (any finger) ____________

d) Measure the diagonal of your notebook (corner to opposite corner). ___________

Name: ____________________

Use a ruler to measure the following things in CM.

a) The height of this card _______

b) The length of a crayon _______

c) The length of your finger (any finger) ____________

d) Measure the diagonal of your notebook (corner to opposite corner). ___________

Name: ____________________

Use a ruler to measure the following things in CM.

a) The height of this card _______

b) The length of a crayon _______

c) The length of your finger (any finger) ____________

d) Measure the diagonal of your notebook (corner to opposite corner). ___________

Name: ____________________

Use a ruler to measure the following things in CM.

a) The height of this card _______

b) The length of a crayon _______

c) The length of your finger (any finger) ____________

d) Measure the diagonal of your notebook (corner to opposite corner). ___________

Name: _____ 20

Metric System – Meters and Centimeters

In Canada, we use the metric system. We use centimetres for smaller measurements and metres for larger measurements.

Centimetre (cm)
Approximately the width of your finger

Metre (m)
Approximately the width of a door

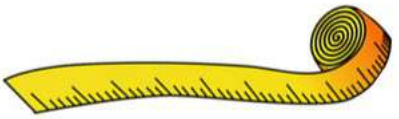
Question f measure would you use to measure the following distances?

1) The distan the oom	
2) The length of your h	
3) The length of your eraser	
4) The length of your classroom	
5) The distance around a track	
6) The distance of a 10 second race	
7) The length of your shoe	
8) The width your fingernail	
9) The height of the classroom door	
10) The length of your school	

Name: _____ 22

Meters and Centimeters

In Canada, we use the metric system. Two common units of measurement are metres and centimetres.



BENCHMARKS

100cm = 1m

1m = 100cm

Part 1 Fill in the table below

10	
300	
400	
	5
600	
	7
800	
	9
1000	

Part 2 Convert the units of measurement below

1) 1m	_____cm
2) 5m	_____cm
200cm	_____m
	_____m
2m	_____cm
6) 800	m
7) 4m	

Part 3 Which unit would you use to measure the things below

 CM M	 CM M	 CM M	 CM M
 CM M	 CM M	 CM M	 CM M

Name: _____ 23

Matching Game: Meters and Centimeters

Objective What are we learning about?

To help students practice converting centimeters to meters and vice versa by matching corresponding values.

Materials What you will need for the activity.

- Pre-prepared cut matching game cards with values in centimeters and meters.
- Small bags or envelopes to hold the card sets for each group

Instructions How you will complete the activity

1. Before the class, the teacher will cut out the pre-prepared matching game cards.
2. Divide the students into small groups and give each group a bag or envelope containing a set of the matching cards.
3. In their groups, students will spread out the cards face down on their table.
4. Each person takes a turn to try to match two cards – one set with values in centimeters with its matching value in meters.
5. If they find a correct match, they keep the cards out and continue with their next turn. If the cards don't match, they turn them back over in the same place, and the next player takes a turn.
6. The activity continues until all pairs are correctly matched within each group.

Name: _____ 24

Cards | Matching Game Cards

Meters (m)	Centimeters (cm)
1 m	100 cm
2 m	200 cm
3 m	300 cm
4 m	400 cm
5 m	500 cm

Name: _____ 25

Cards | Matching Game Cards

Meters (m)	Centimeters (cm)
6 m	600 cm
	700 cm
8 m	m
9 m	900 cm
10 m	1000 cm

Name: _____ 26

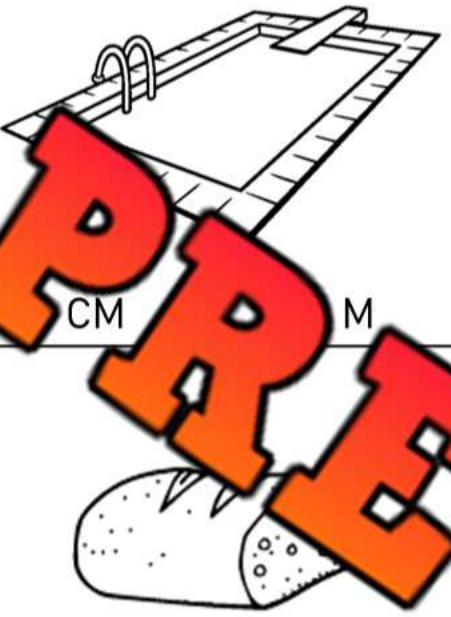
Cards | Matching Game Cards

Meters (m)	Centimeters (cm)
11 m	1100 cm
[illegible] m	1200 cm
13 m	[illegible] cm
14 m	1400 cm
15 m	1500 cm

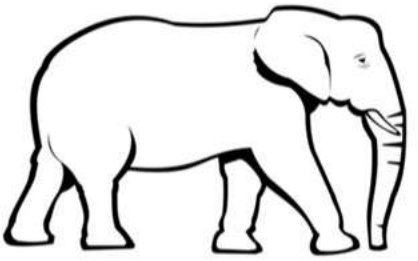
Name: _____ 27

Measure Treasure Hunt

Questions Circle the unit you would use to measure the things below



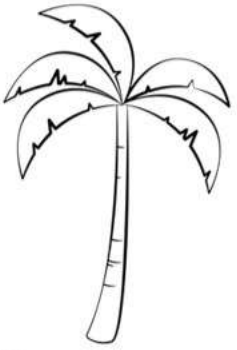
CM M



CM M

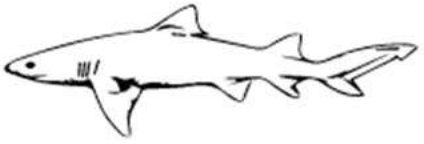
CM M

CM M



CM M

CM M



CM M

CM M

Name: _____ 28

Which is Longer

Part 1 Which distance is farther? Circle the longest distance.

1)	10m	200cm	500cm	7m
2)	20cm	200cm	5m	500m
3)	5	500cm	10m	50cm
4)		2m	300cm	1m
5)	500cm		200cm	3m

Part 2 Read the pr d sol m below

1. Steve is trying to buy a lo bas on One bat is 98cm long and the other is 1m long. Which bat is l

2. Bella is 1 metre tall. Emily is 125cm tall. Who is taller? Ex

3. Kyle and Simon are arguing over whose wingspan is longer. Kyle's wingspan is 525cm wide. Simon's wingspan is 6m wide. Whose wingspan is wider?

Name: _____ 29

Ordering Measurements

Part 1 Order the measurements from shortest to longest

Measurements	Order (Shortest to Longest)		
1) 150 cm, 2 m, 120 cm	120 cm	150 cm	2 m
2) 4 m, 3 m			
3) 1 m, 0 cm, 2 m			
4) 250 cm, 2 m, 1 m			
5) 700 cm, 6 m, 550 cm			

Part 2 Order the measurements from longest to shortest

Measurements	Order (Longest to Shortest)			
1) 700 cm, 6 m, 3 m, 500 cm				
2) 2 m, 250 cm, 175 cm, 1 m				
3) 800 cm, 5 m, 4 m, 450 cm				
4) 3 m, 299 cm, 2 m, 250 cm				
5) 150 cm, 1 m, 90 cm, 125 cm				

Name: _____ 30

Measurement Word Problems

Questions | Answer the questions below

	Word Problems
1	A giraffe in the zoo is 5 metres tall, an elephant is 4 metres tall, and a zebra is 375 cm tall. Order the animals from the tallest to the shortest.
2	The track around the pool is 300 metres long. The basketball court is 30 metres long. The soccer field is 12,500 cm long. Order the lengths of the track, the soccer field, and the basketball court from longest to shortest.
3	Three poles are being measured. The green pole is 8 metres tall, the red is 720 cm tall, and the blue pole is 7 metres and 50 cm tall. Convert all the measurements to centimetres and order the poles from tallest to shortest.
4	The heights of four trees in a park were measured: ▪ Tree A is **4 metres** tall. ▪ Tree B is **390 centimetres** tall. ▪ Tree C is **3 metres and 95 centimetres** tall. ▪ Tree D is **405 centimetres** tall. a) Which tree is the tallest? b) How much taller is it than the shortest tree?

Name: _____ 31

Estimate the Distance

In life, we often need to be able to estimate the distance or length of things. We first need to choose the correct unit of measurement – cm, m. Then we estimate by using our understanding of these units.

Example
- my walk to school is around 500m
- my pencil is approximately 10cm long

Question Answer the questions below by estimating the distances

1) How far do you live from the school?	
2) How wide is your class?	
3) How wide is your thumbnail?	
4) How tall is your desk/table?	
5) How tall are you?	
6) How tall is your water bottle?	
7) How far is the nearest grocery store?	
8) How long is a school bus?	
9) How wide is your gym?	
10) How thick is the last book you read?	

Exit Cards

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

Name: ______________________

a) Convert the unit of measurement below

- 7 m = ________ cm
- 900cm = _______ m

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

____

Name: ______________________

a) Convert the unit of measurement below

- 7 m = ________ cm
- 900cm = _______ m

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

____

Name: ______________________

a) Convert the unit of measurement below

- 7 m = ________ cm
- 900cm = _______ m

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

____

Name: ______________________

a) Convert the unit of measurement below

- 7 m = ________ cm
- 900cm = _______ m

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

____

Name: _____ 33

Estimating Length in Meters

Questions	Circle which length fits the description

1) A pool

a) 1m
b) 2m
c) 10m
d) 100m

2) A basketball player

a) 1m
b) 2m
c) 10m
d) 100m

3) A

a) 1m
b) 2m
c) 5m
d) 100m

4) A school

a) 1m
b) 10m
c) 100m
d) 500m

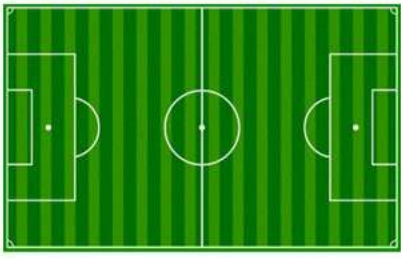
5) A school bus

a) 1m
b) 2m
c) 10m
d) 100m

6) A h

a)
b) m
c)
d) 500m

7) A soccer field



a) 5m
b) 10m
c) 20m
d) 100m

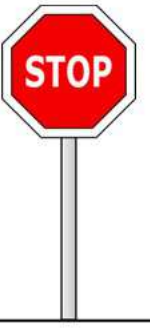
8) A basketball net

a) 1m
b) 4m
c) 50m
d) 100m

9) A hot tub

a) 2m
b) 10m
c) 50m
d) 100m

10) A stop sign

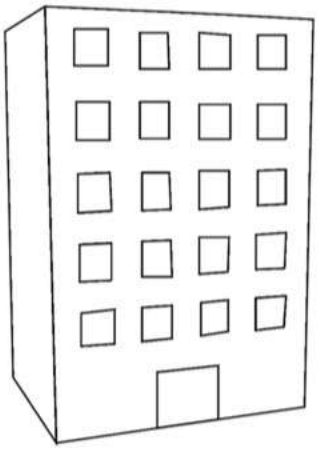


a) 1m
b) 2m
c) 10m
d) 100m

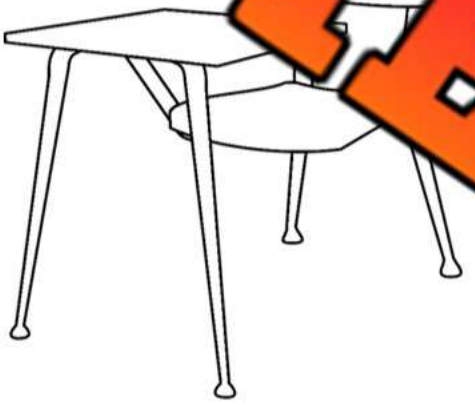
Name: _____ 36

How Many Meters

Questions How many meters tall are the objects below?



_____ _____ _____



_____ _____ _____

Options for Answers		
1m	2m	3m
10m	50m	500m

Name: _____ 38

Measuring Rectangles – Side Lengths

Questions	Label the side lengths in centimeters (cm)

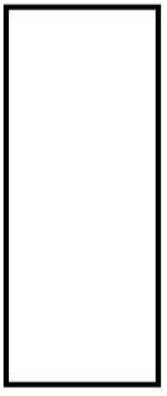
1)

2)

3)

4)

5)



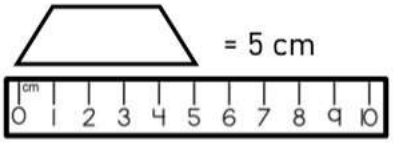
6)

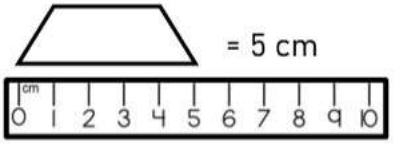
Name: _____ 39

Congruent Shapes

Questions Measure the side lengths and circle the congruent shape

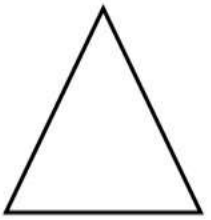
Measure each of the side lengths to make sure they are the same.



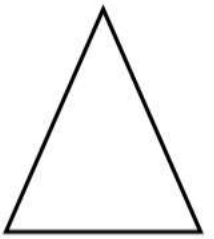


1)

a)



b)

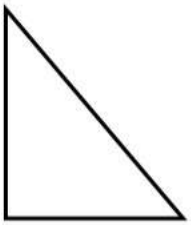


2)

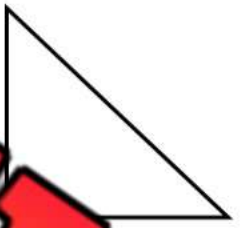
a)

b)

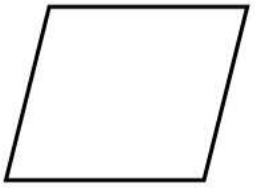
3)



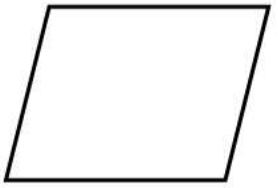
a)



4)

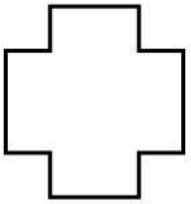


a)

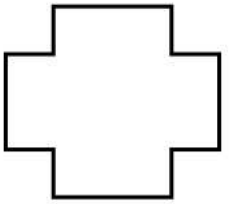


b)

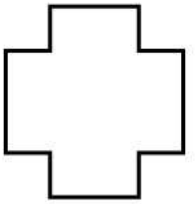
5)



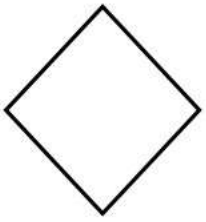
a)



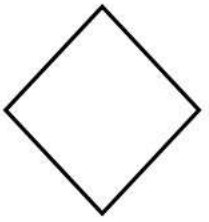
b)



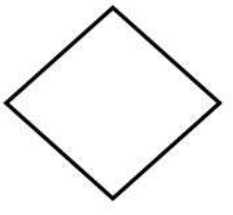
6)



a)



b)

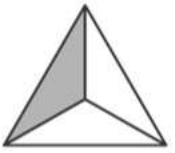
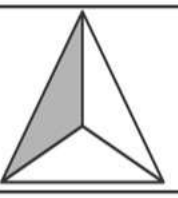
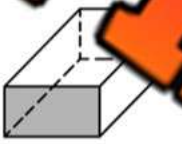
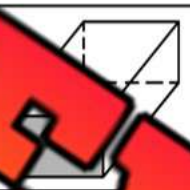
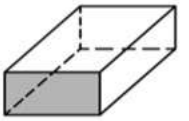
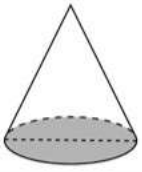
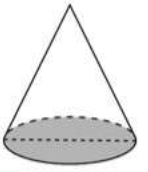


Exit Cards

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

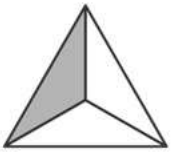
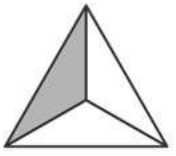
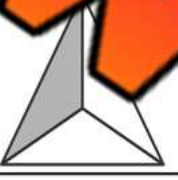
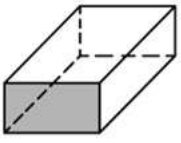
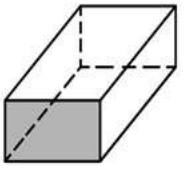
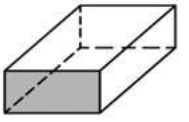
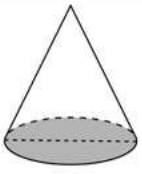
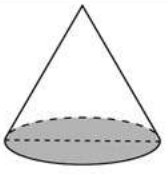
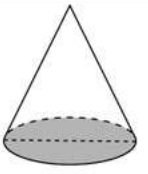
Name: _____

Measure the side lengths and circle the congruent shapes if there are any.

1)	a) 	b) 
2) 		b) 
3) 	a) 	b) 

Name: _____

Measure the side lengths and circle the congruent shapes if th

1) 	a) 	b) 
2) 	a) 	b) 
3) 	a) 	b) 

Name: _____ 42

Measurement Unit Test

Part 1 Use a ruler to measure the lines below

1)	2)	3)
 _____ cm	 _____ cm	 _____ cm

Part 2 Draw a line that is the correct length

1)	2)	3)
5 cm	3 cm	4 cm

Part 3 Fill in the below

cm	m
100	
300	
400	
	5
600	
	7
800	
	9
1000	

Part 4 Write the same number for the different units of measurement

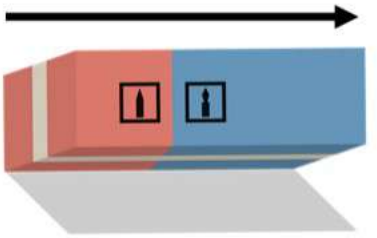
1) 1m	_____cm	3) 5m	_____cm	5) 300cm	_____m
2) 200cm	_____m	4) 600cm	_____m	6) 9m	_____cm

Part 5 — Circle which length fits the description

1) A ketchup bottle

a) 5cm
b) 30cm
c) 100cm
d) 200cm

2) An eraser



a) 5cm
b) 50cm
c) 100cm
d) 500cm

3) A marke

a) 10cr
b) 1
c) 500cm
d) 900cm

4) A house

a) 1m
b) 10m
c) 50m
d) 100m

5) A lamp

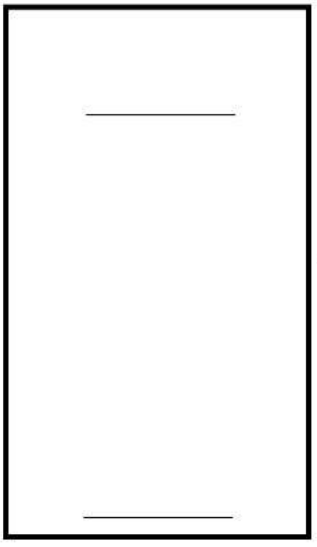
a) 2m
b) 5m
c) 10m
d) 50m

A car

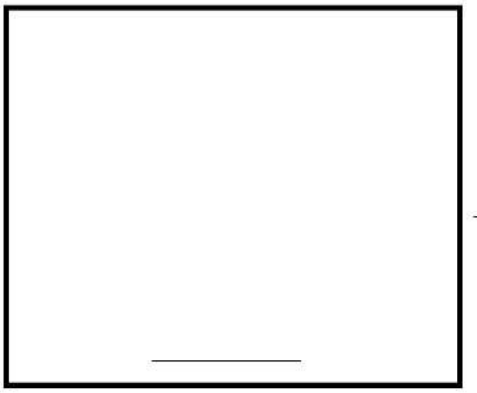
5
c)
m

Part 6 — Label the side lengths in centimetres (c

1)



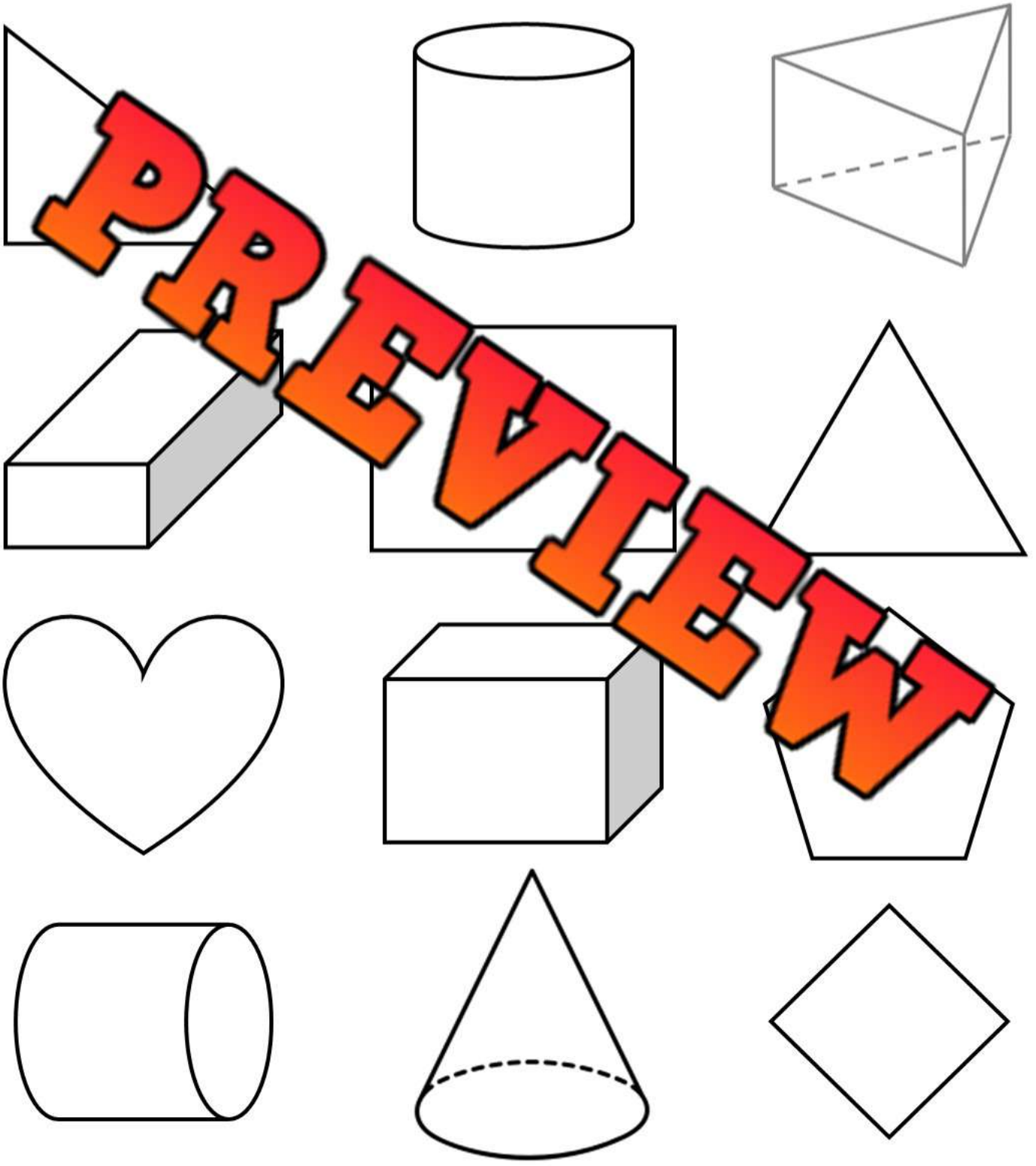
2)



Name: _____ 44

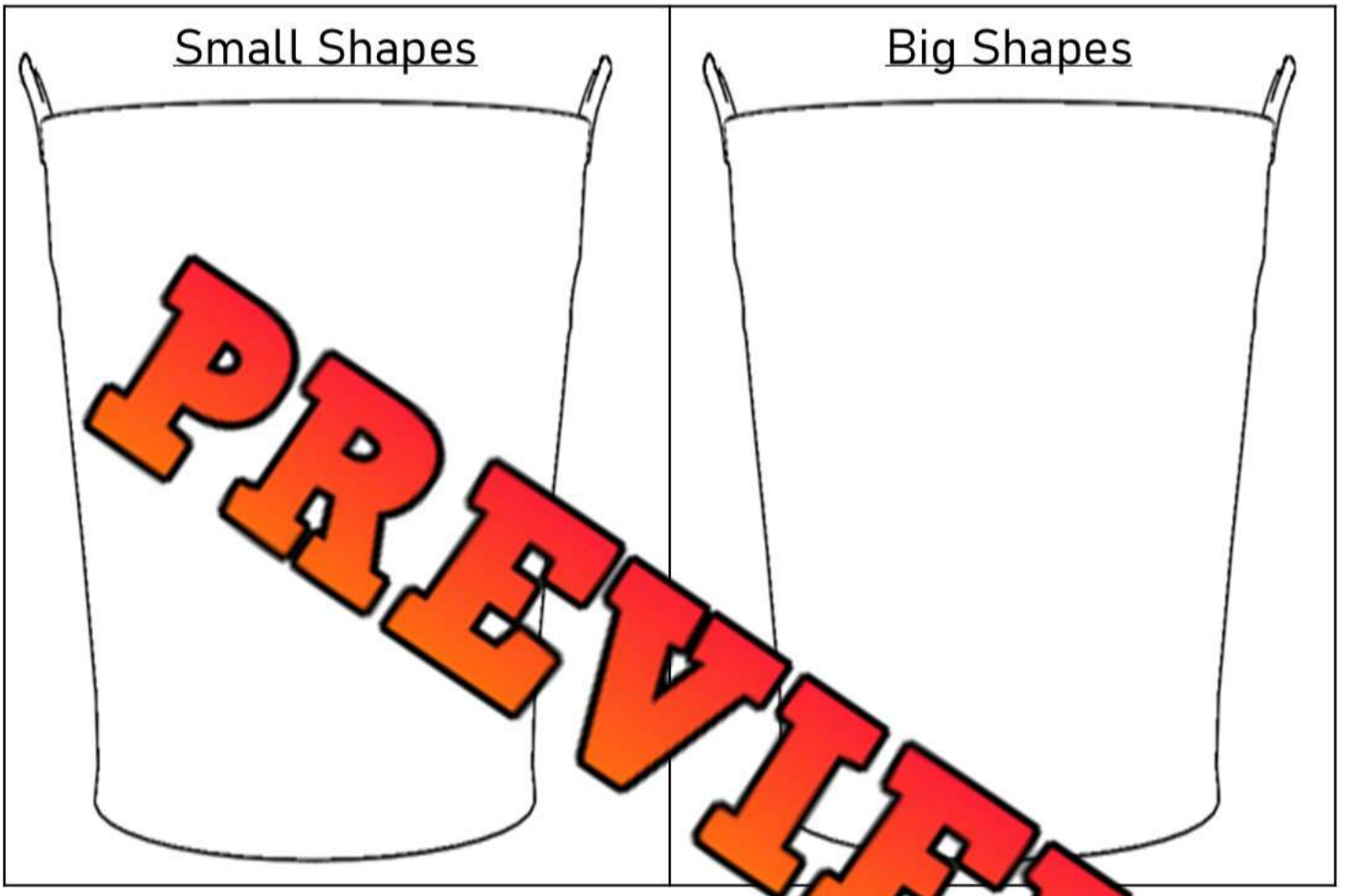
2D vs 3D Shapes

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

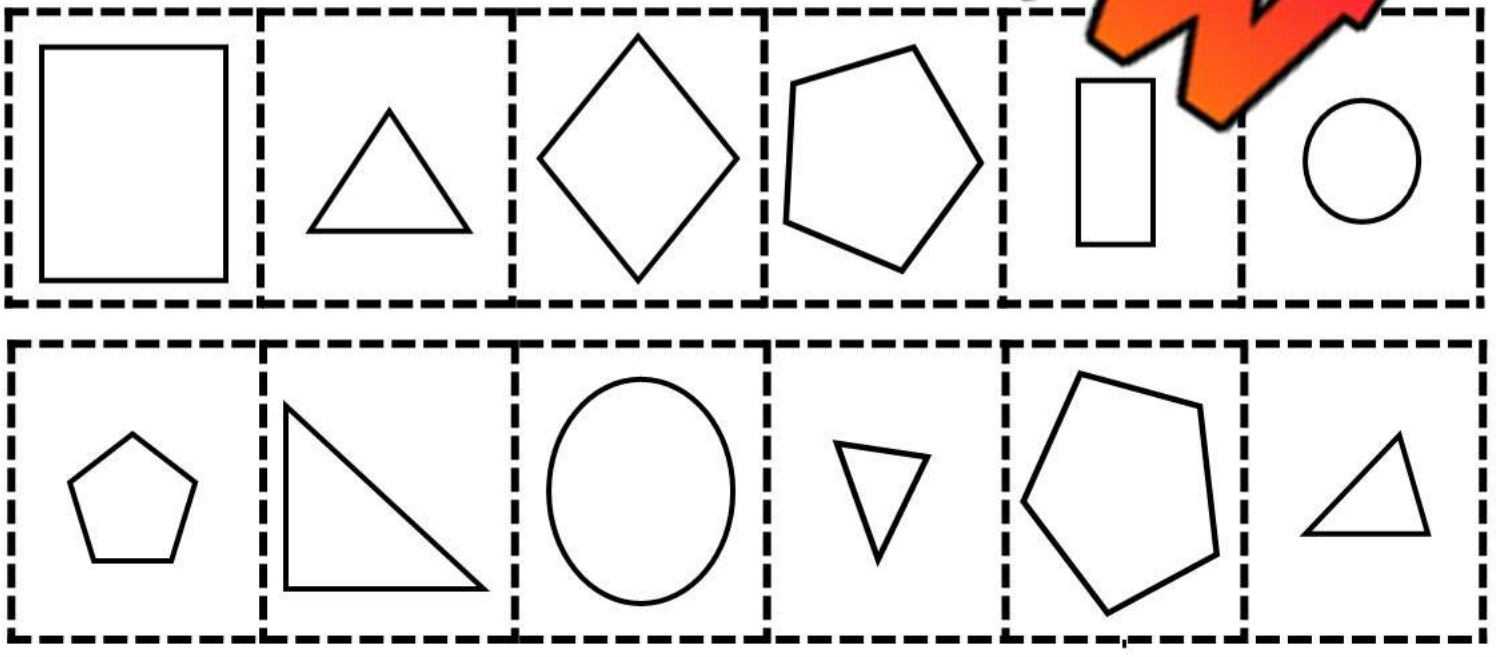


Name: _____ 45

Comparing 2D Shapes - Size



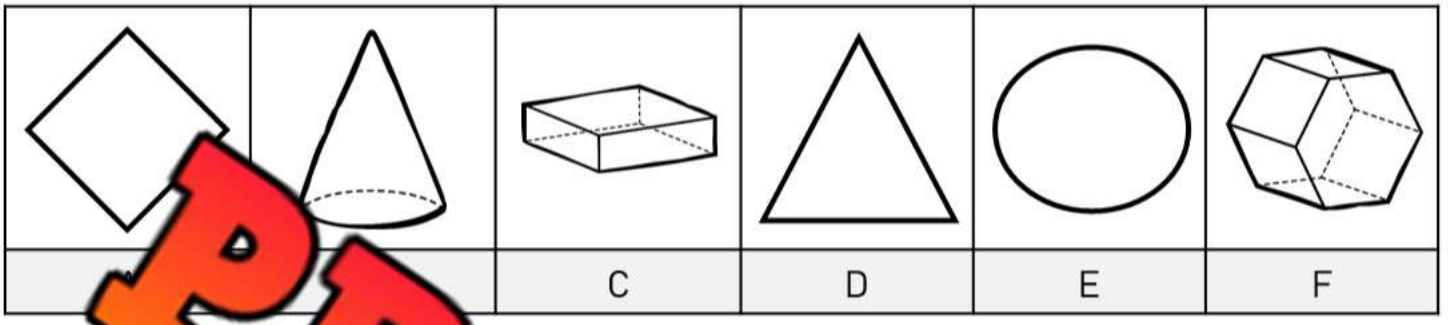
Directions Cut the shapes out and paste them in th ct



Name: _____ 46

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		K	L

2-Dimensional	3-Dimensional

Name: _____ 49

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.

- d 3D shapes (circles, squares, pyramids)
- Two large "2D n" and "3D Station"
- Small prizes

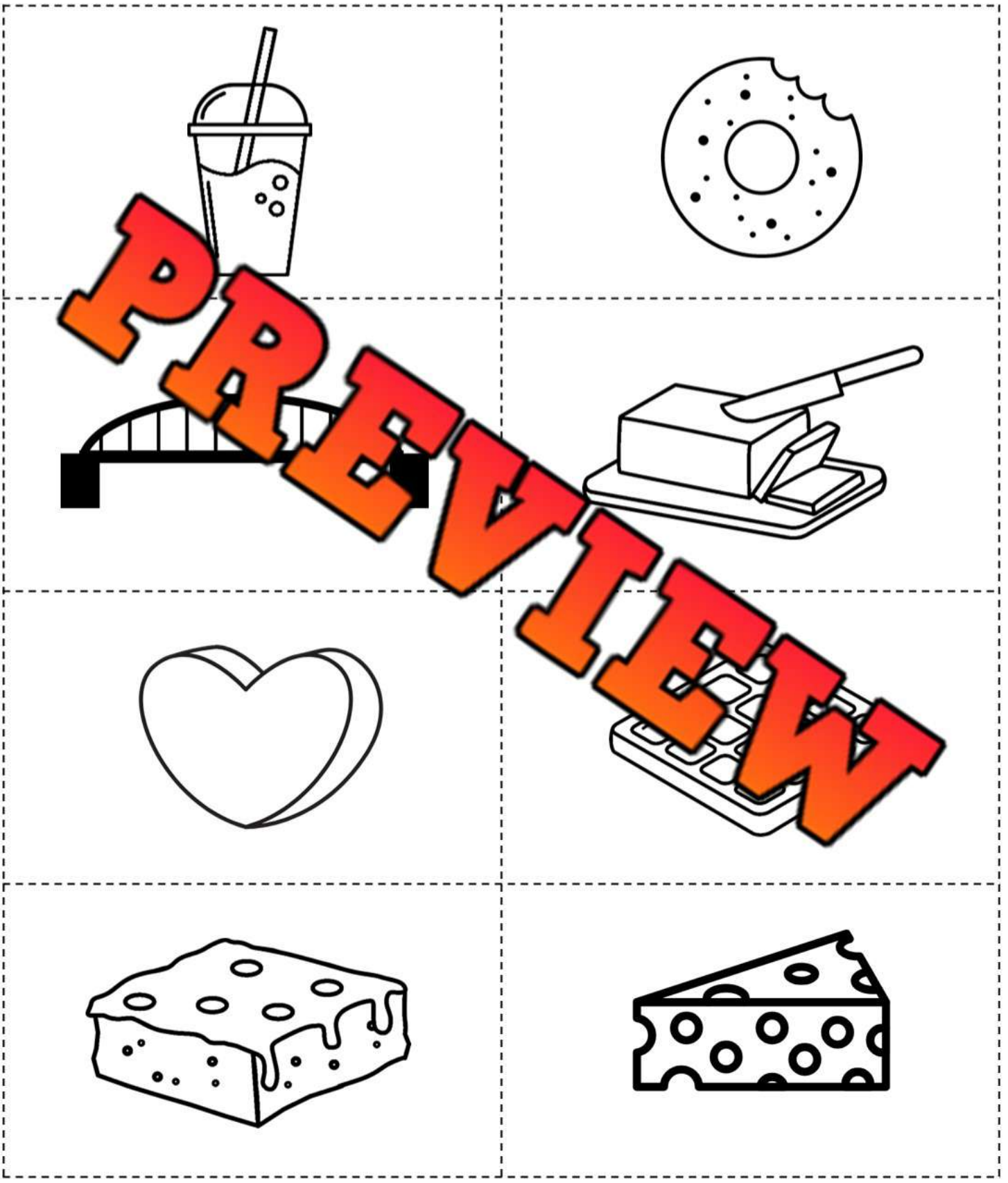
Instructions

How you

1) Prepare by hiding the shape images around th ssro in a designated safe outdoor area before the activity starts. Pri sha more treasure and a longer hunt.
2) Divide students into small groups to encourage tea
3) Explain the difference between 2D (flat shapes) and 3D (shape ore starting the hunt.
4) On your signal, allow the students to start searching for the hidden sh pe 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.

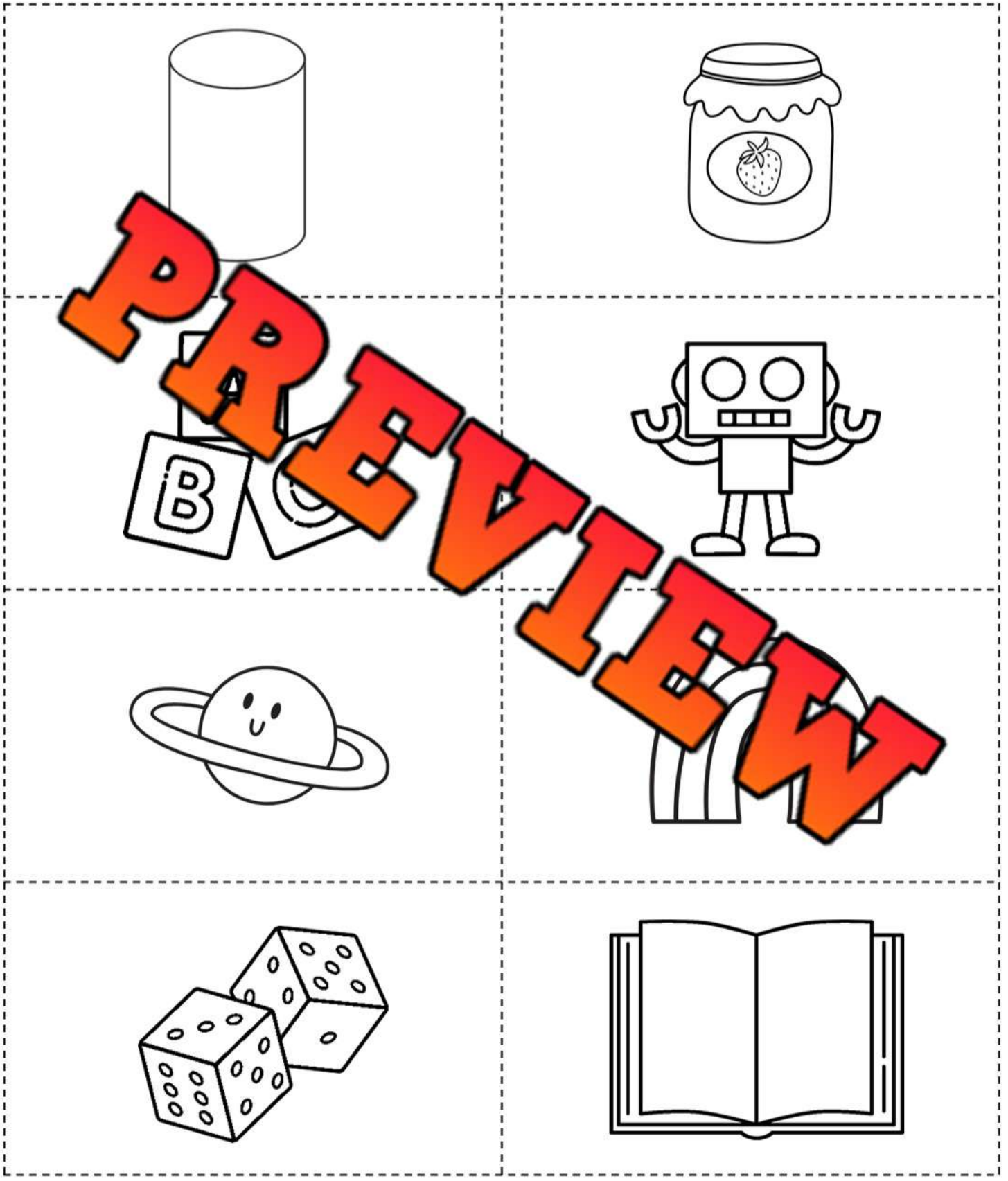
Name: _____ 50

Instructions	Cut out the cards below



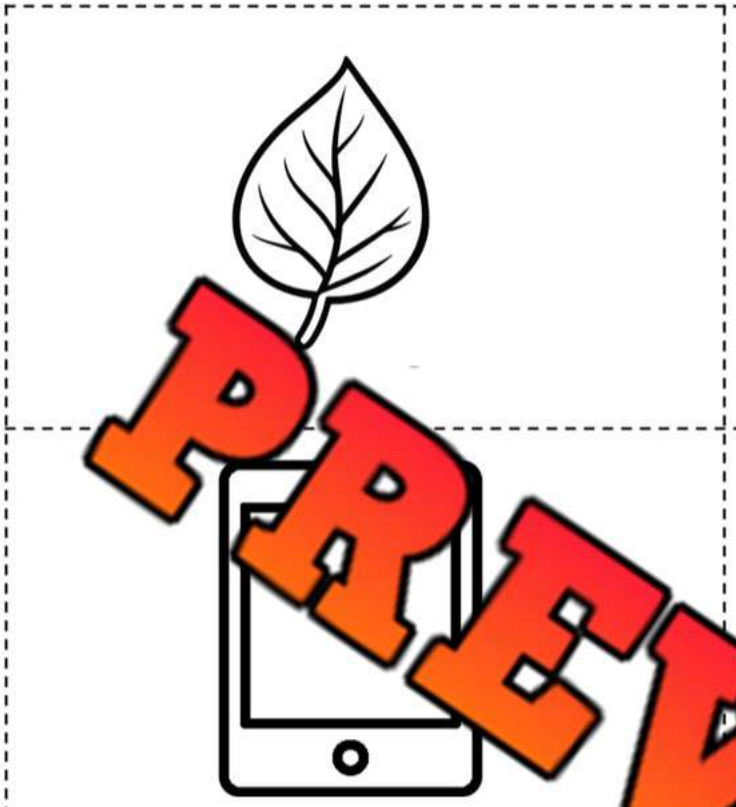
Name: _____ 51

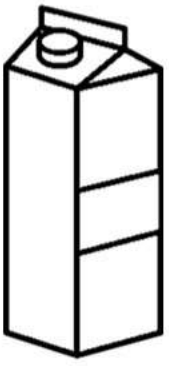
Instructions	Cut out the cards below



Name: _____ 52

Instructions	Cut out the cards below



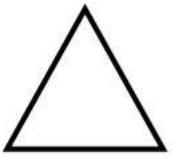
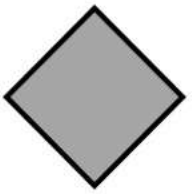


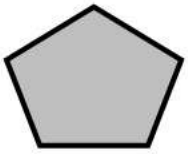
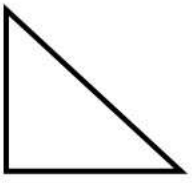
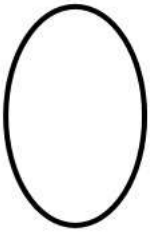
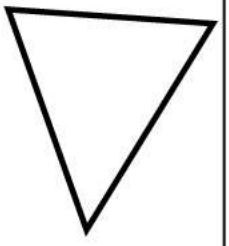
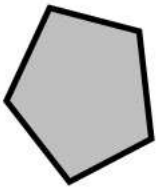
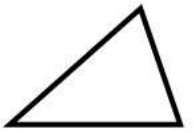
Name: _____ 53

Sorting 2-D Shapes Using Two Attributes

Questions Sort the shapes into the correct categories using the two attributes

4 or More Sides and Grey	3 or Less Sides and White

A	B	C	D	E	F
					

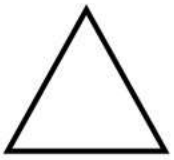
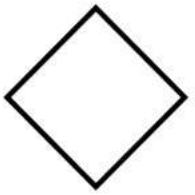
G	H	I	J	K	L
					

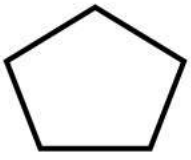
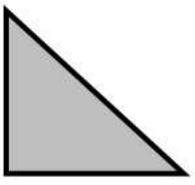
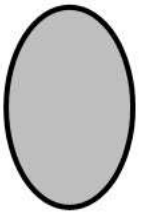
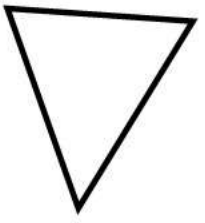
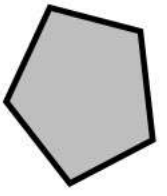
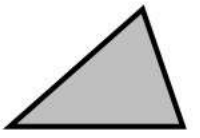
Name: _____ 54

Sorting 2-D Shapes Using Two Attributes

Questions Sort the shapes into the correct categories using the two attributes

4 or More Sides and Grey	3 or Less Sides and White
4 or Mo[illegible] and [illegible]te	3 or Less Sides and Grey

 A	 B	 C	 D	 E	F

 G	 H	 I	 J	 K	 L

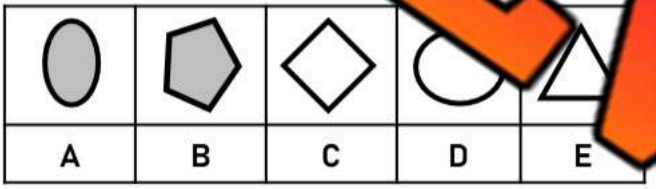
Exit Cards

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

Name: _____

Sort the shapes into the correct categories using the two attributes

4 or M...	3 or Less Sides and White
4 or More S... and Whit...	Les... and G...

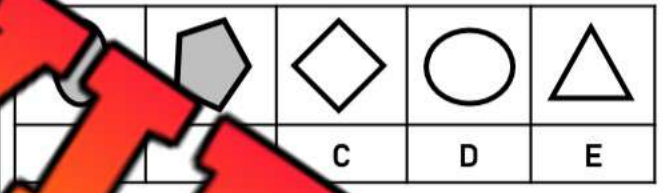


A	B	C	D	E

Name: _____

Sort the shapes into the correct categories using the two attributes

4 or More Sides and Grey	3 or Less Sides and White
4 or More Sides and White	3 or Less Sides and Grey

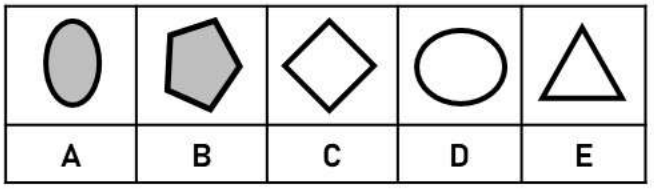


		C	D	E

Name: _____

Sort the shapes into the correct categories using the two attributes

4 or More Sides and Grey	3 or Less Sides and White
4 or More Sides and White	3 or Less Sides and Grey

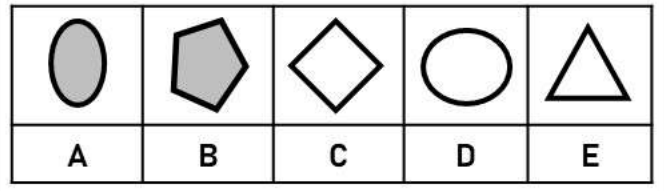


A	B	C	D	E

Name: _____

Sort the shapes into the correct categories using the two attributes

4 or More Sides and Grey	3 or Less Sides and White
4 or More Sides and White	3 or Less Sides and Grey



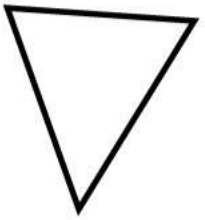
A	B	C	D	E

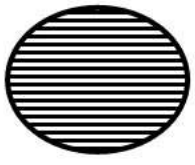
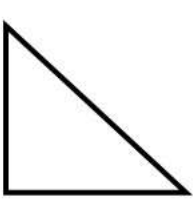
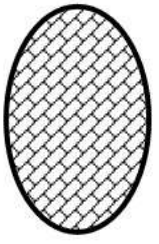
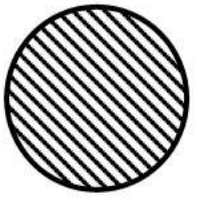
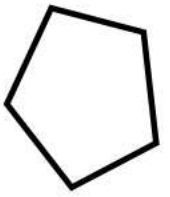
Name: _____ 56

Sorting 2-D Shapes Using Two Attributes

Questions Sort the shapes into the correct categories using the two attributes

Round with Pattern	Not Round with No Pattern

					
A	B	C	D	E	F

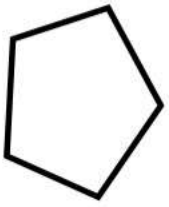
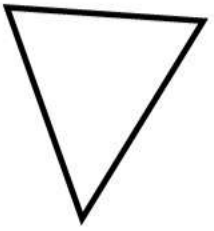
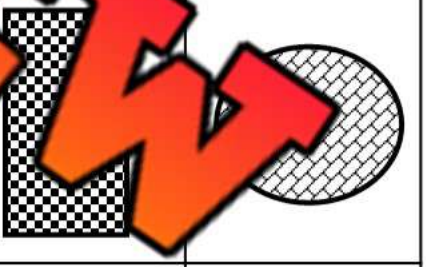
					
G	H	I	J	K	L

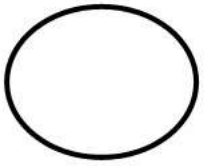
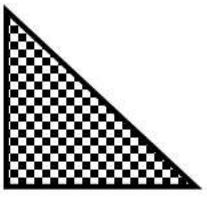
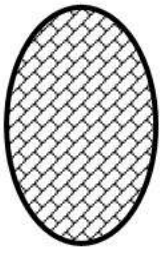
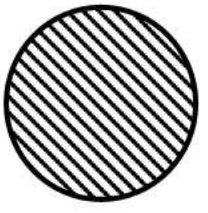
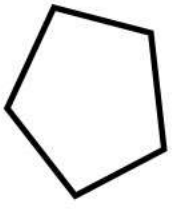
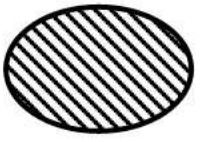
Name: _____ 57

Sorting 2-D Shapes Using Two Attributes

Questions Sort the shapes into the correct categories using the two attributes

Round with Pattern	Not Round with No Pattern
Round [illegible] Pat	Not Round with Pattern

					
A	B	C	D	E	F

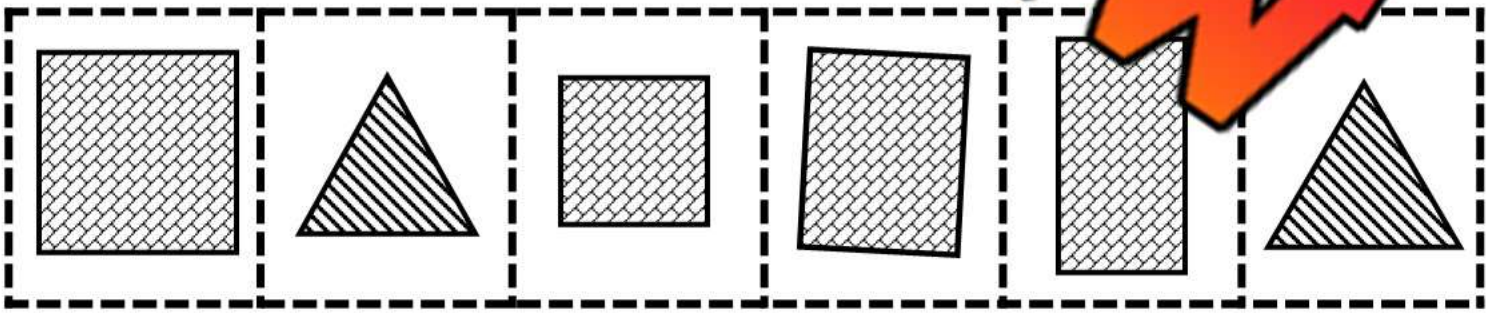
					
G	H	I	J	K	L

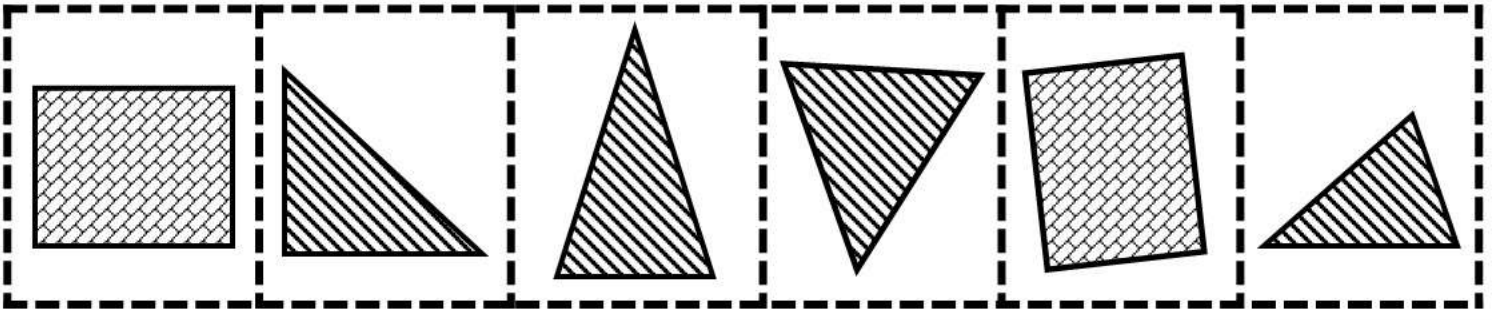
Name: _____ 58

Sorting 2-D Shapes Using Two Attributes

 **Diagonal Lines and 3 Sides**	 **Brick Pattern and 4 Sides**

Directions Cut the shapes out and paste them in ect a



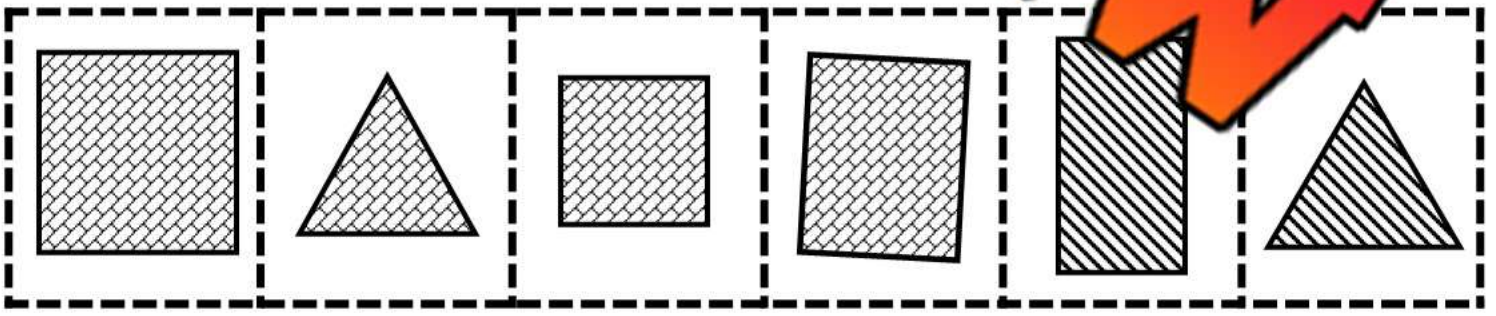


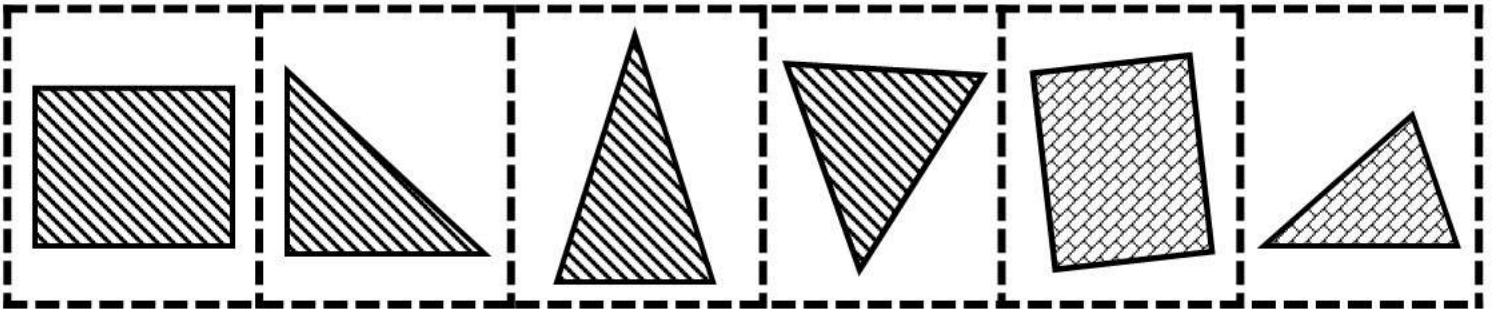
Name: _____ 59

Sorting 2-D Shapes Using Two Attributes

 **Diagonal Lines and 3 Sides**	 **Brick Pattern and 4 Sides**
 **Diagon[illegible]d [illegible]des**	 **Brick Pattern and 3 Sides**

Directions Cut the shapes out and paste them in [illegible]ect[illegible]





Name: _____ 60

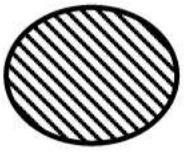
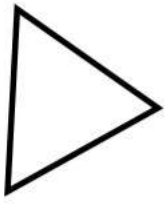
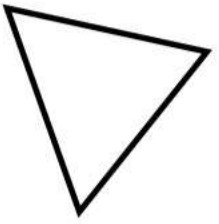
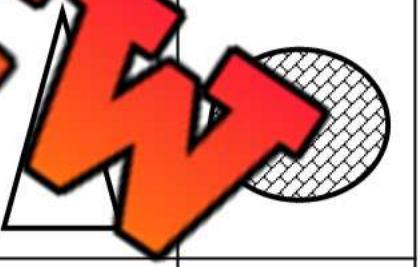
Sorting 2-D Shapes Using Two Attributes

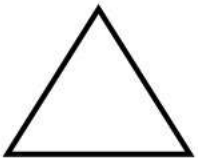
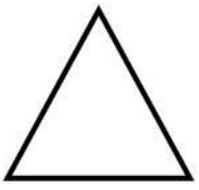
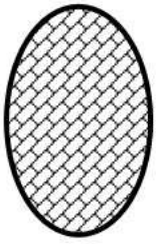
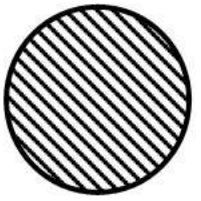
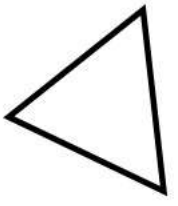
Questions | Choose 2 sorting rules to sort the shapes below

Sorting Rules Options – Choose 2 that will work

Pattern, No Pattern, Colour, Number of Sides, Round, Not Round, Size, Thickness

_____	_____

					
A	B	C	D	E	F

					
G	H	I	J	K	L

Name: _____ 63

Sorting 2-D Shapes Using Two Attributes

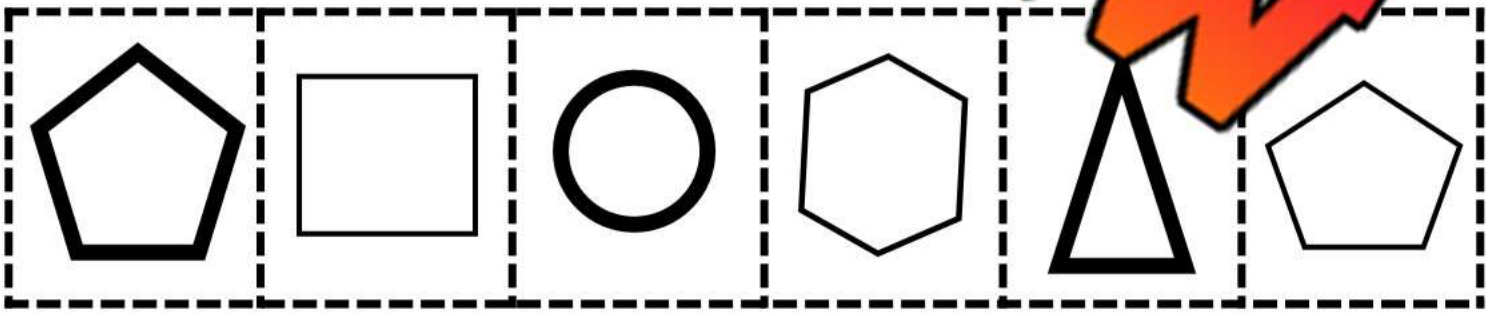
Questions Choose 2 sorting rules to sort the shapes below

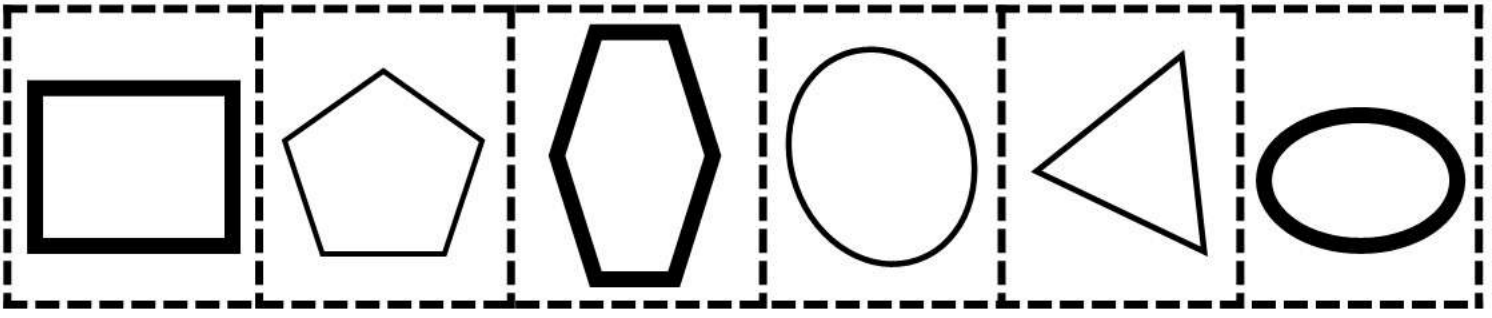
Sorting Rules Options – Choose 2 that will work

Pattern, No Pattern, Colour, Number of Sides, Round, Not Round, Size, Thickness

_____	_____

Directions Cut the shapes out and paste them in t... ect... a...



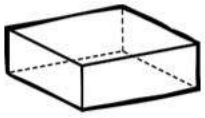
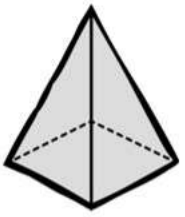
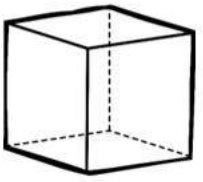
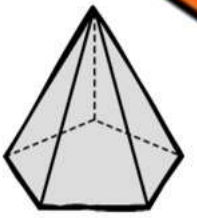


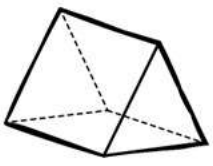
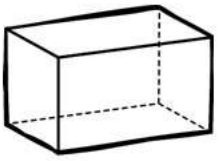
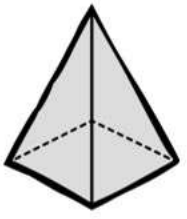
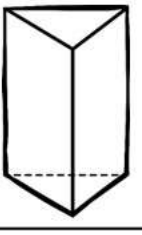
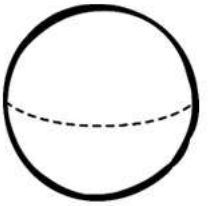
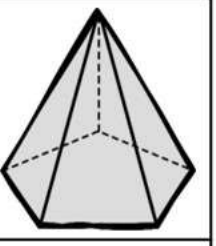
Name: _____ 64

Sorting 3-D Shapes Using Two Attributes

Shaded In And Meets At A Point	White And Doesn't Meet At A Point

Questions Write the letter below each sh… th… …ory

					
A	B	C	D	E	F

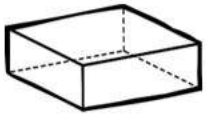
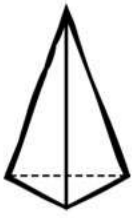
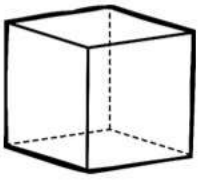
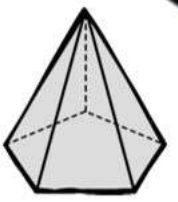
					
G	H	I	J	K	L

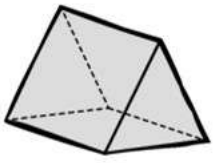
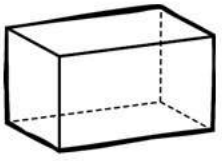
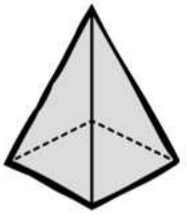
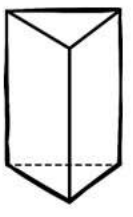
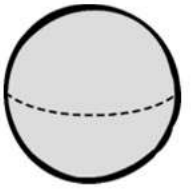
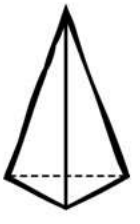
Name: _____ 65

Sorting 3-D Shapes Using Two Attributes

Shaded In And Meets At A Point	White And Doesn't Meet At A Point
Shade[illegible] And D[illegible]eet At A Point	White And Meets At A Point

Questions Write the letter below each shap[illegible]ect ca[illegible]ry

					
A	B	C	D	E	F

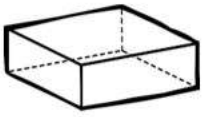
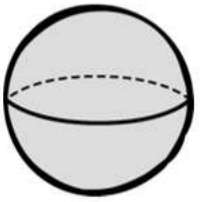
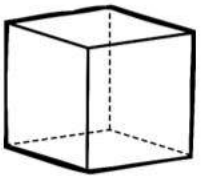
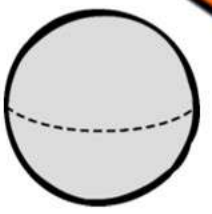
					
G	H	I	J	K	L

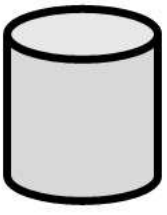
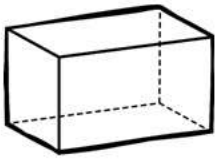
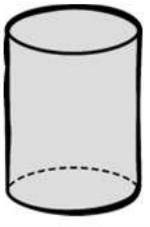
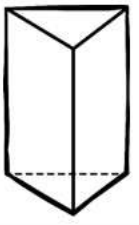
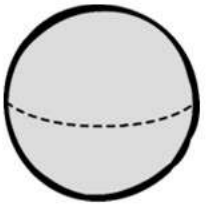
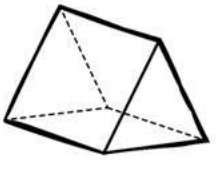
Name: _____ 66

Sorting 3-D Shapes Using Two Attributes

Round and Shaded In	Not Round and White

Questions Write the letter below each shap[illegible]

					
A	B	C	D	E	F

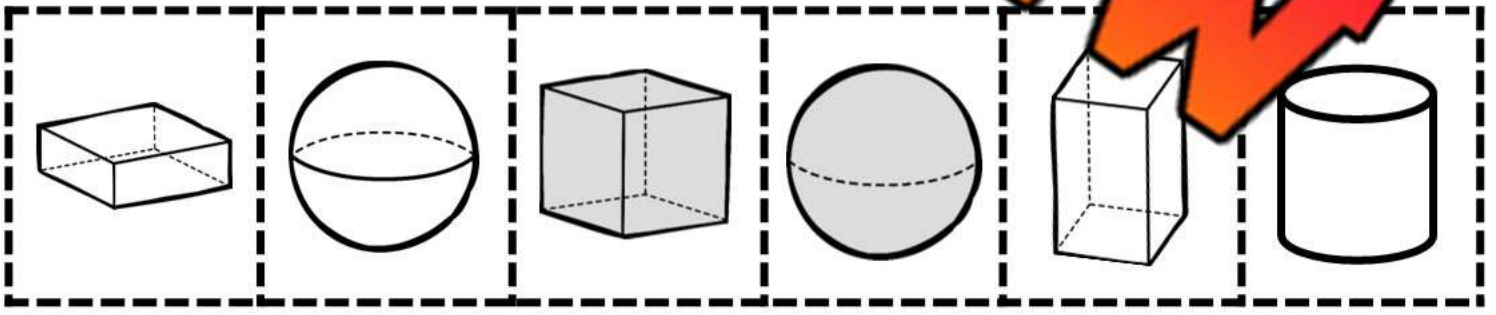
					
G	H	I	J	K	L

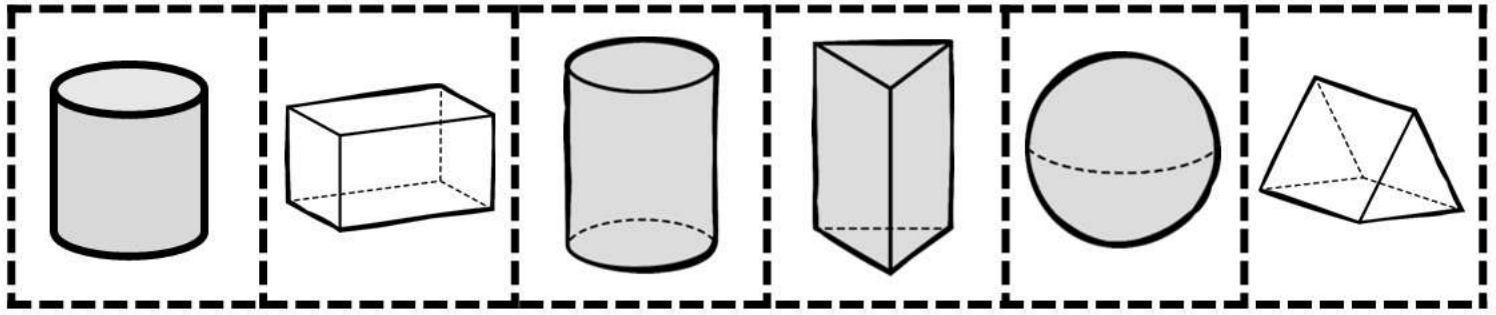
Name: _____ 67

Sorting 3-D Shapes Using Two Attributes

Round and Shaded In	Not Round and White
Roun ite	Not Round and Shaded In

Directions Cut the shapes out and paste them rrec





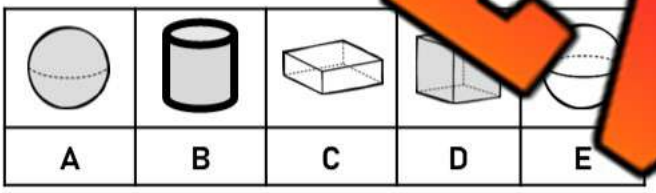
Exit Cards

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

Name: _____

Sort the objects into the correct categories using the two attributes

Round and Shaded In	Not Round and White
Round and White	Not Round and Shaded In

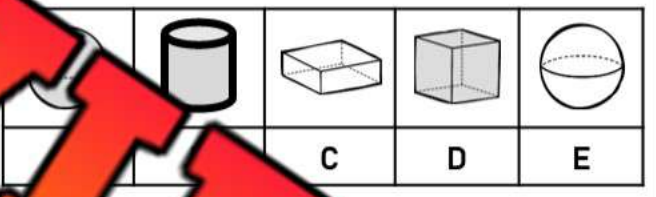


A	B	C	D	E

Name: _____

Sort the objects into the correct categories using the two attributes

Round and Shaded In	Not Round and White
Round and White	Not Round and Shaded In

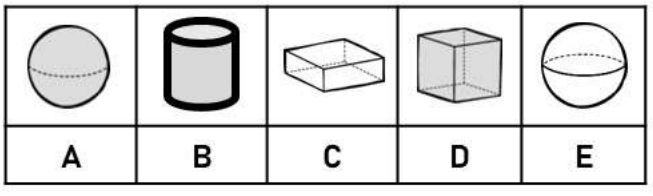


C	D	E

Name: _____

Sort the objects into the correct categories using the two attributes

Round and Shaded In	Not Round and White
Round and White	Not Round and Shaded In

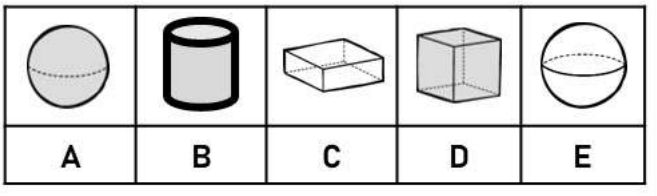


A	B	C	D	E

Name: _____

Sort the objects into the correct categories using the two attributes

Round and Shaded In	Not Round and White
Round and White	Not Round and Shaded In

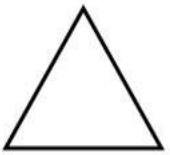
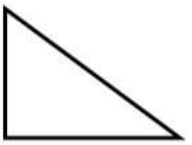
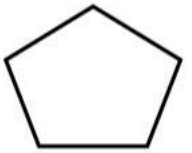


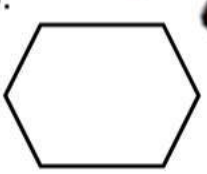
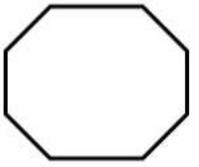
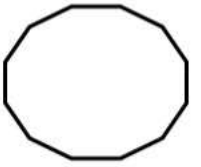
A	B	C	D	E

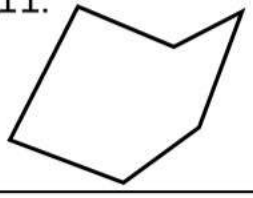
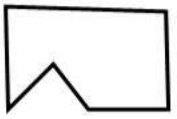
Name: _____ 72

Sides of a Shape

Part 1 How many sides does the shape have?

1.	2.	3.	4.	5.
				

6.	8.	9.	10.
			

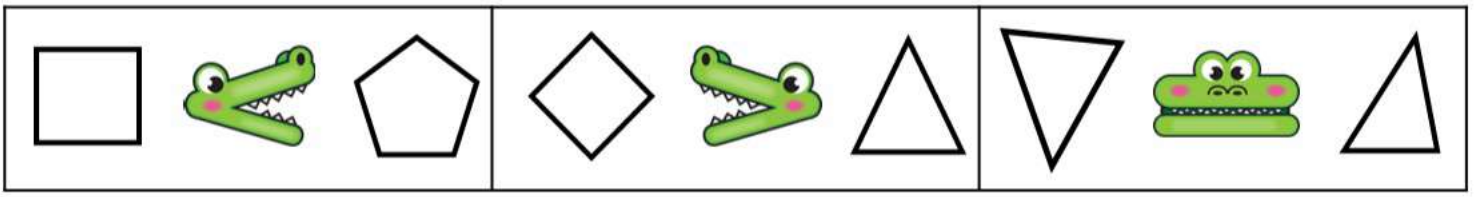
11.	12.	13.	14.	15.
				

Part 2 Draw a shape with the correct number of sides

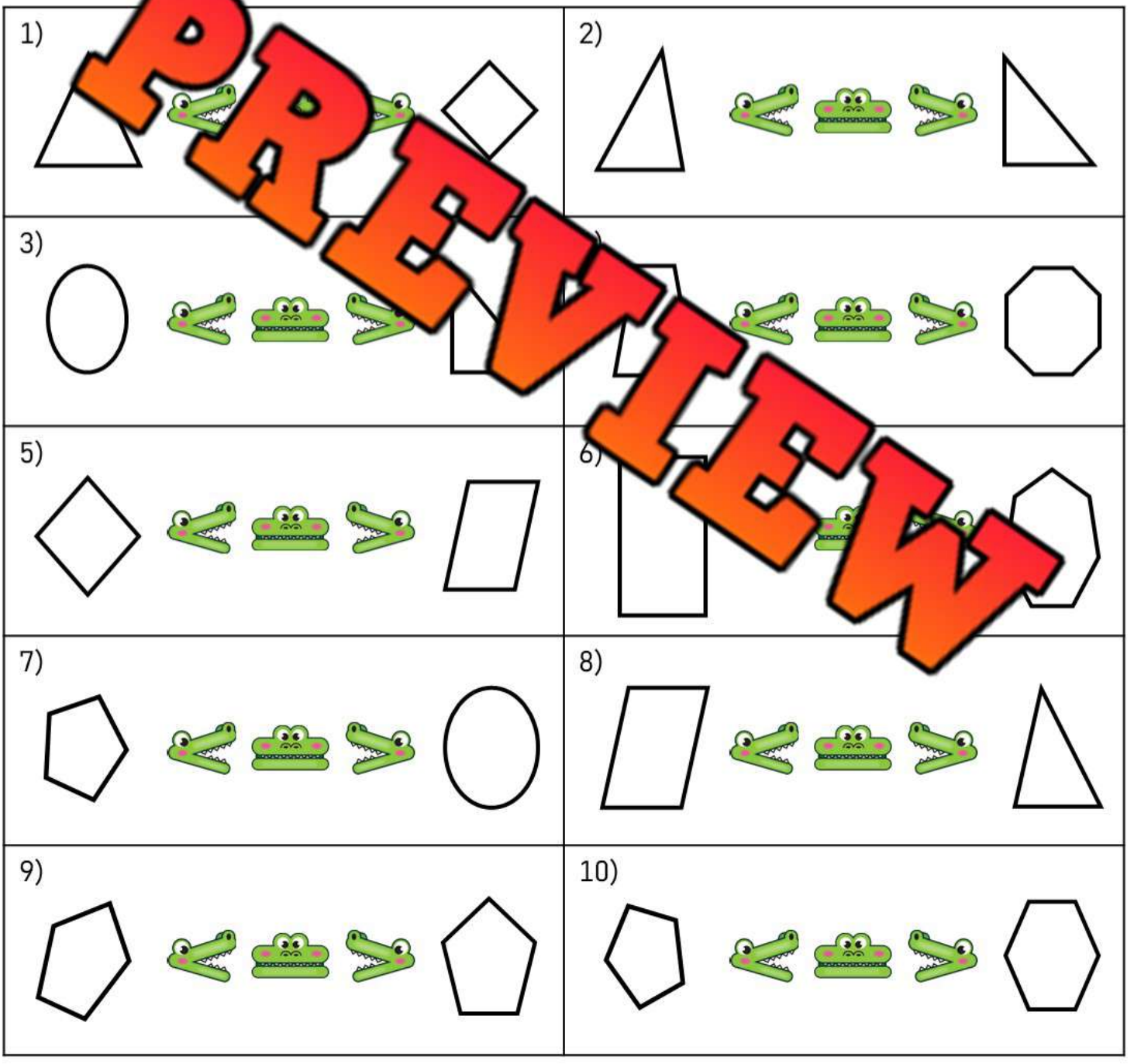
1)	2)	3)	4)	5)
4	**3**	**6**	**8**	**10**

Name: _____ 73

Comparing Shapes - Number of Sides



Questions Circle the correct alligator



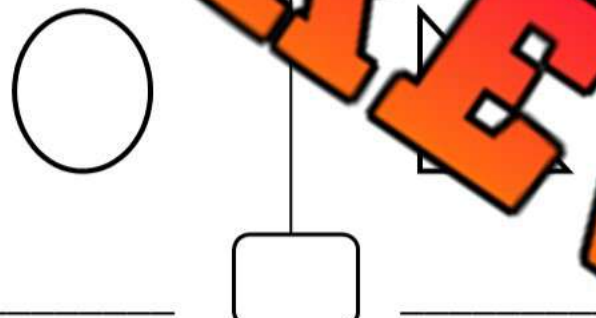
Name: _____ 74

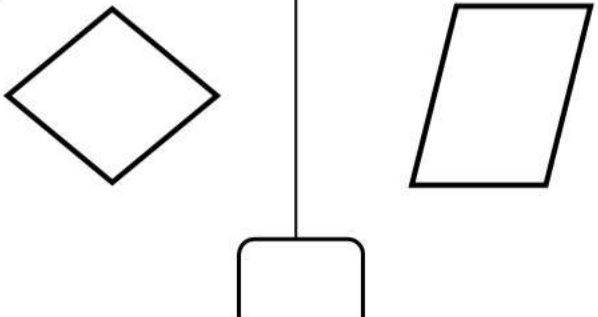
Comparing Shapes - Number of Sides

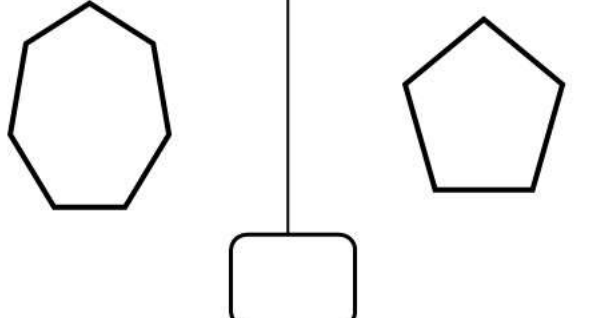
Questions	Compare the number of sides on the shapes using < > =

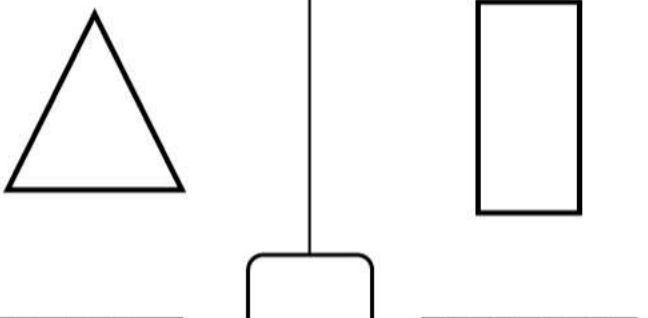
1) 

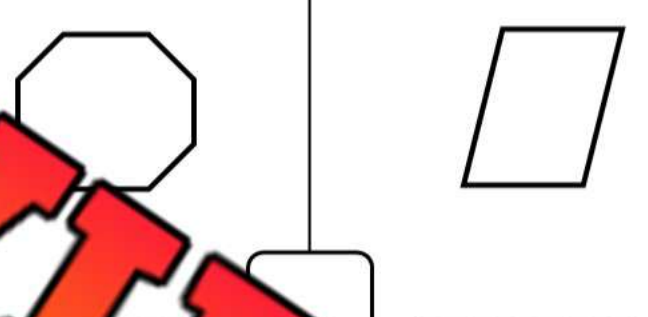
4

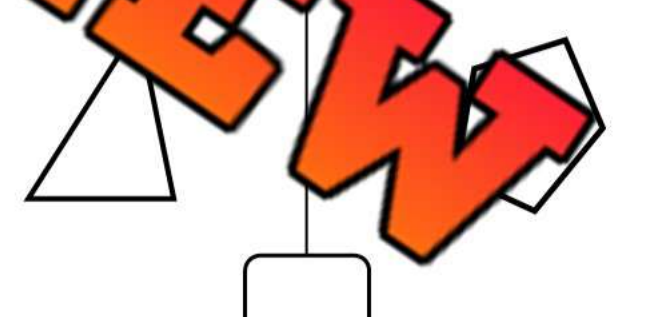
2) 

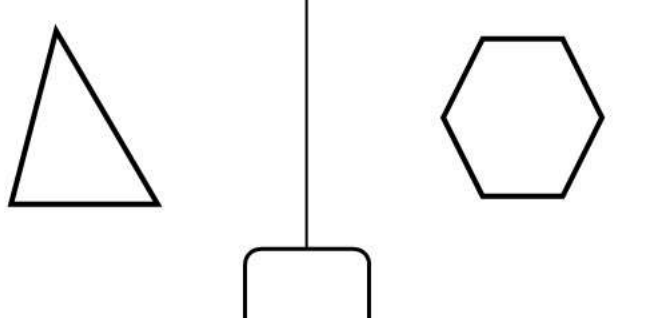
3) 

4) 

5) 

6) 

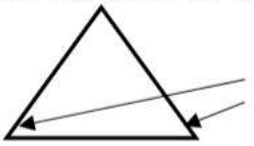
7) 

8) 

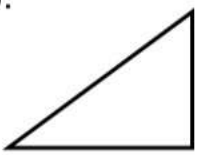
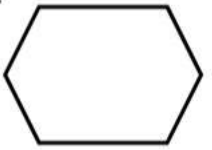
Name: _____ 75

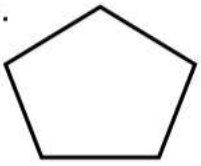
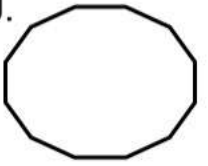
Vertices

Vertices are where two sides meet. The vertices of a shape are the corners.



Part 1 Circle the vertices and write how many vertices the shape has

1.	2.	3.	4.	5.
				
_____	_____	_____	_____	_____

6.	7.	8.	9.	10.
				
_____	_____	_____	_____	_____

Part 2 Draw a shape with the correct number of vertice

1)	2)	3)	4)	
3	**4**	**5**	**6**	**7**

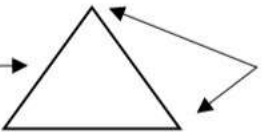
What do you notice about the number of vertices and sides that a shape has?

_____

Name: _____ 76

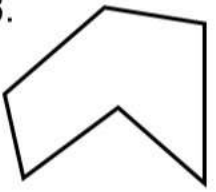
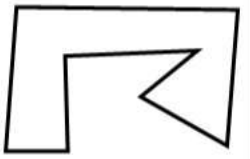
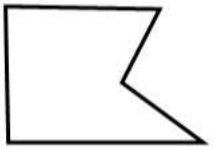
Sides and Vertices

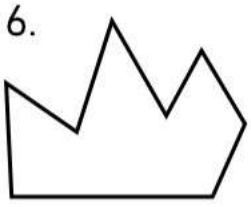
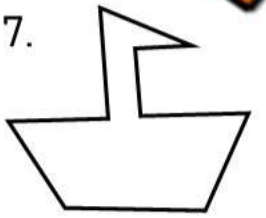
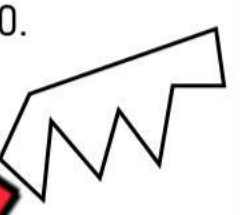
Reminder: Side → Vertices



Part 1

How many sides and vertices does the shape have?

1.	2.	3.	4.	5.
				
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices

6.	7.	8.	9.	10.
				
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices

Part 2

Draw a shape with the correct number of vertices and sides

1.	2.	3.	4.	5.
3 sides	4 sides	5 sides	6 sides	7 sides
3 vertices	4 vertices	5 vertices	6 vertices	7 vertices

Exit Cards

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

Name: _____

How many sides and vertices does the shape have?

1.	2.
_____ sides	_____ sides
_____ vertices	_____ vertices

Name: _____

How many sides and vertices does the shape have?

1.	2.
_____ sides	_____ sides
_____ vertices	_____ vertices

Name: _____

How many sides and vertices does the shape have?

1.	2.
_____ sides	_____ sides
_____ vertices	_____ vertices

Name: _____

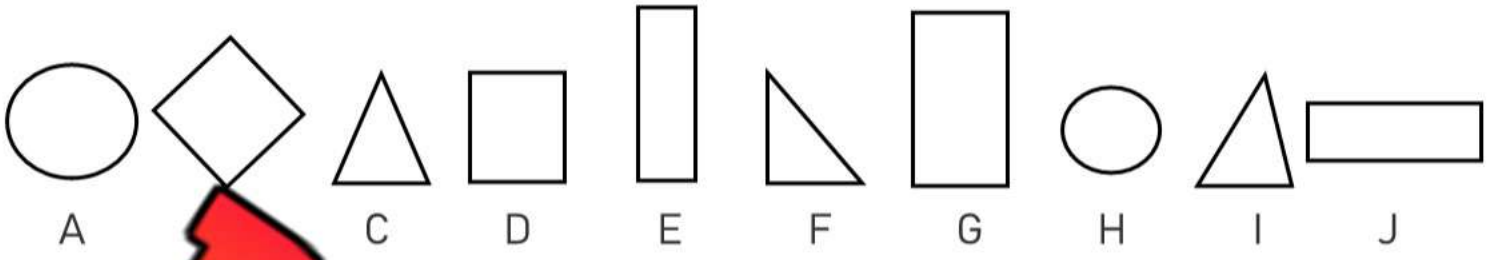
How many sides and vertices does the shape have?

1.	2.
_____ sides	_____ sides
_____ vertices	_____ vertices

Name: _____ 78

Sorting Sides and Vertices

Part 1 Sort the shapes into the categories below



A C D E F G H I J

Shapes	[illegible]	Rectangles	Squares	Circles
Letters				

Part 2 Sort the [illegible] shapes [illegible] the following categories

A B C D [illegible] H

Sides	7	8	[illegible]	[illegible]
Letters				

Part 3 Draw irregular shapes below with the correct number of sides

Drawings				
Sides	7	8	9	10

Name: _____ 79

Activity: Create and Sort: 2D Shape Challenge

Objective

What are we learning about?

Students will learn to identify and create 2D shapes based on the number of sides and vertices and sort them accordingly.

Materials

What you will need for the activity.

- C[illegible]ction p[illegible]us colours)
- Sciss[illegible]s
- Glue stick[illegible]
- Pencils
- Rulers
- Handouts with sorting [illegible]ecording
- Markers

Instructions

How you will complete th[illegible]vity

1) Introduce the different 2D shapes by showing exa[illegible]each (t[illegible]s, squares, rectangles, pentagons, hexagons, and circles). Disc[illegible]umbe[illegible]des and vertices for each shape.

2) Explain that today's activity is to create their own 2D shapes, cu[illegible]er[illegible]d sort them based on the number of sides and vertices.

3) Distribute construction paper, scissors, pencils, rulers, and glue sticks to each student.

4) Instruct students to look at the recording sheet and draw and cut out shapes that would match the criteria (number of sides and vertices.)

5) After cutting out the shapes, ask students to glue each shape onto their recording sheets above the correct category based on the number of sides and vertices.

6) Have a class discussion to review their work, discuss any challenges they faced, and reinforce the concept of sides and vertices in 2D shapes.

Name: _____ 80

Recording Sheet	Cut out and paste shapes that match the criteria below

3	6 Sides
	6 Vertices
4 Sides	7 Si
4 Vertices	7 V
5 Sides	8 Sides
5 Vertices	8 Vertices

Name: _____ 81

Sides and Vertices Word Problems

Questions | Answer the questions below

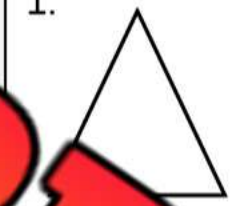
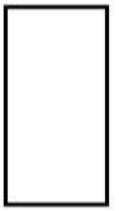
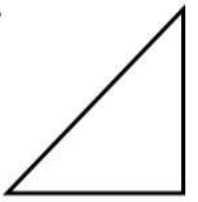
	Word Problems	Answers
1	A shape has 3 sides and 3 vertices. What is it?	
2	Sa[illegible] a figure with 4 sides of equal length. How many [illegible]ve?	
3	A shape [illegible]rtices [illegible]des. What shape is it?	
4	A classroom door is shaped lik[illegible]ngl[illegible]w many sides and vertices does it have?	
5	A piece of fabric is 10 metres long and 6 m[illegible]. A tai[illegible] wants to cut it into a different shape that is 15 [illegible]long[illegible] wide will the new piece of fabric be if it has the sa[illegible]are[illegible]	
6	An octagon is featured on a sign. Count the sides and vertices.	
7	A hexagon-shaped frame holds a picture. How many sides and vertices does this shape have?	
8	If a shape has 6 sides, and all sides are equal, what is the number of vertices?	

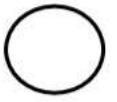
Name: _____ 82

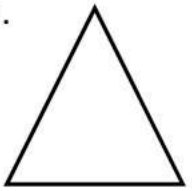
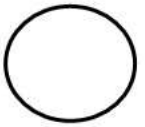
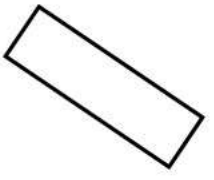
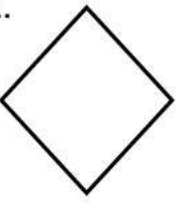
Naming Shapes

Questions | Fill in the blanks below

Word Bank - Triangle Circle Rectangle Square

	1. 	2. 	3. 	4. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

	5. 	6. 	7. 	8. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

	9. 	10. 	11. 	12. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

Exit Cards

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

Name: _____

Draw the 2D shapes below.

Circle	Square
Rectangle	Triangle

Name: _____

Draw the 2D shapes below.

Circle	Square
	Triangle

Name: _____

Draw the 2D shapes below.

Circle	Square
Rectangle	Triangle

Name: _____

Draw the 2D shapes below.

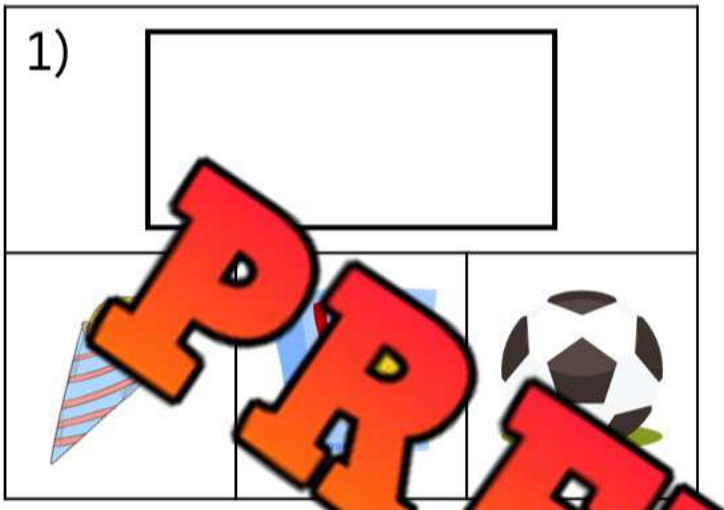
Circle	Square
Rectangle	Triangle

Name: _____ 86

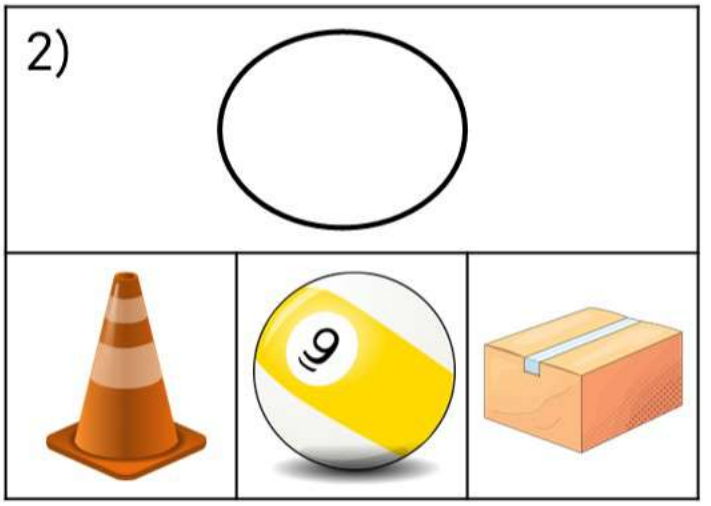
Real Life 2D Objects

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

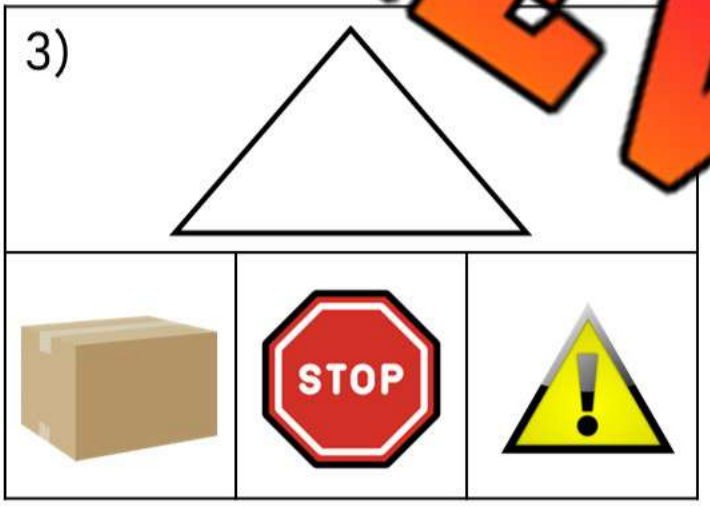
1)



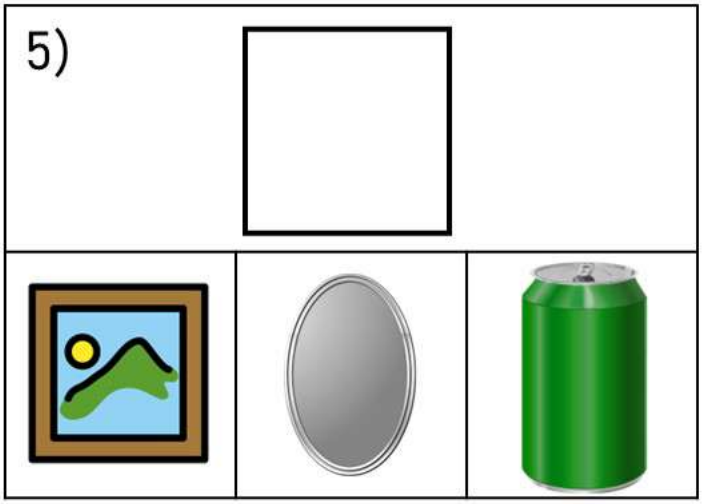
2)



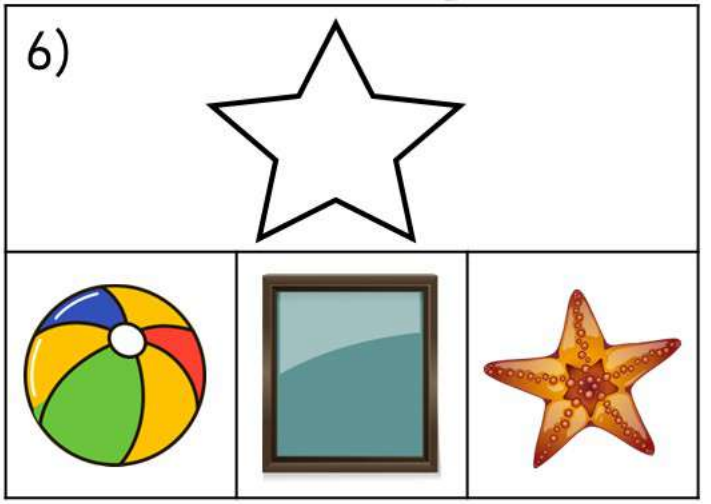
3)



5)



6)



Name: _____ 89

Finding Shapes In Your Classroom

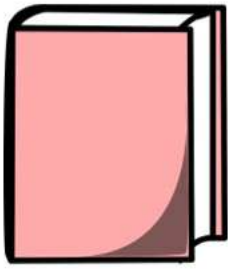
Questions Look around your class and draw the shapes you see

R[illegible]le	2) Rectangle
3) Square	[illegible]Square
5) Circle	6) Circle
7) Triangle	8) Triangle

Name: _____ 90

2D Shapes Found in 3D Pictures

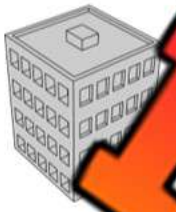
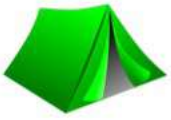
Directions Circle the 2D shapes found in the 3D shape

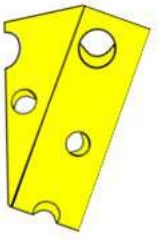
3D Shape	2D Shape 1	2D Shape 2	2D Shape 3
			
			
			
			
			

Name: _____ 91

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
			
			
			
			
			

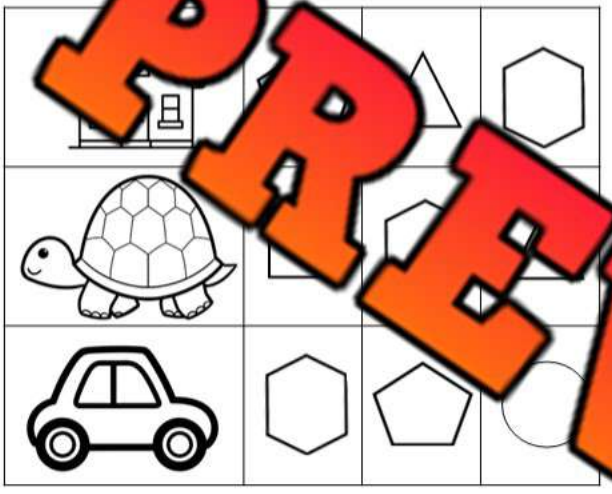
3D Shape	2D Shape 1	2D Shape 2	2D Shape 3
			
			
			
			
			

Exit Cards

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

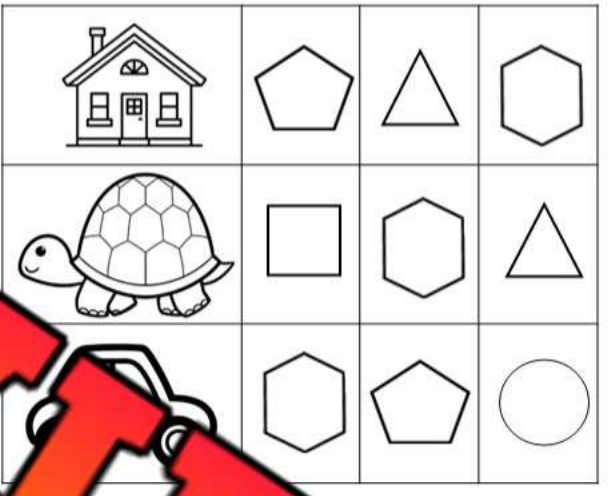
Name: _____

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



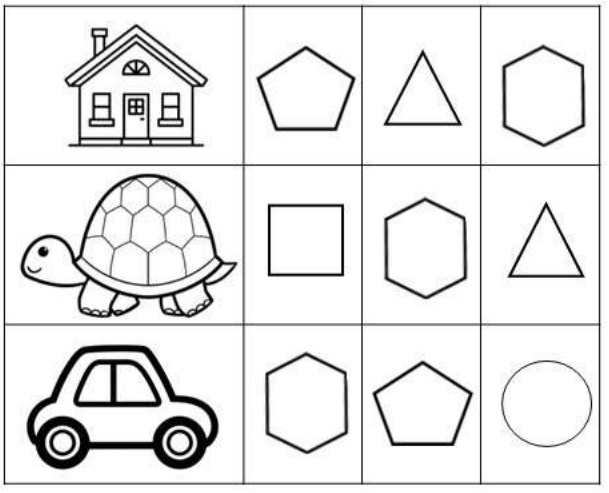
Name: _____

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



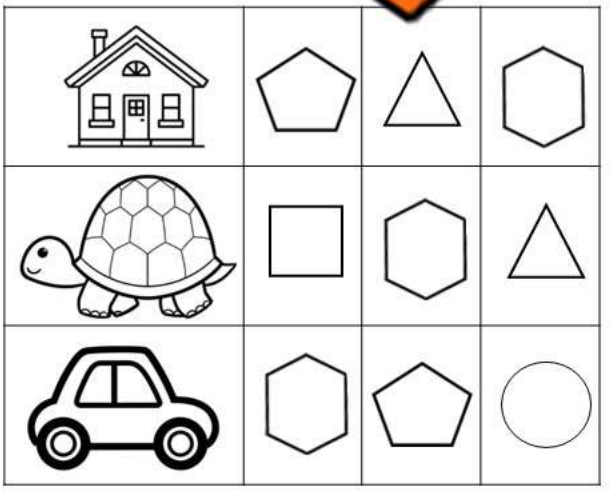
Name: _____

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



Name: _____

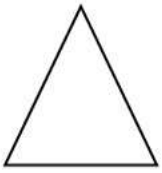
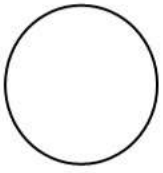
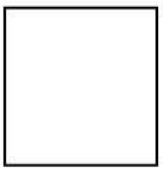
Circle the 2D shapes found in the 3D shape.

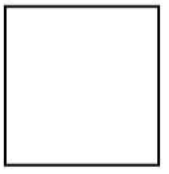
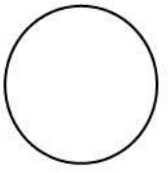


Name: _____ 93

2D Shapes Found in 3D Pictures

Directions Draw 3D shapes that are made of the 2D shapes provided

2D Shape	3D Shape
	
	
	
	

2D Shape	3D Shape
	
	
	
	

Name: _____ 94

Story: The Shapes of the Coast

The Shapes of the Coast

My name is Teya, and I live in a First Nations community on the Northwest Coast. One morning, my Auntie Raven took me to the beach to teach me about the **shapes our artists use**.

She picked up a smooth stone. "This shape is an **ovoid**," she said. "It is round on one side and flat on the other. You will find it in many caves and in stones like this." I looked around and pointed to another ovoid-shaped rock.

Next, Auntie bent a piece of driftwood. It curved gently. "This is a **crescent shape**," she said. "It looks like wings or tails." I thought of eagles flying above us.

Then she drew in the sand: a U-shape with a line inside. "This is a **split U**. It shows moving water or strong muscles."

I smiled. "These shapes are all around us!"

Auntie nodded. "Nature teaches us—if we look closely."

Name: _____ 95

Part 1 Draw each of the shapes mentioned in the story

Ovoid	U-Shape	Split U

Part 2 W... sha... is the arrow pointing to?

Ovoid U-Shape Split U	
Ovoid U-Shape Split U	
Ovoid U-Shape Split U	
Ovoid U-Shape Split U	
Ovoid U-Shape Split U	
Ovoid U-Shape Split U	

Name: _____ 96

Instructions Look at the artwork below. Circle the ovoids, U-shapes, and split U's.

Name: _____ 97

Instructions	Look at the artwork below. Circle the ovoids, U-shapes, and split U's.

Name: _____ 98

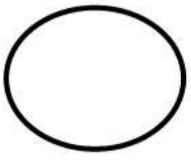
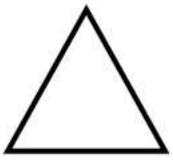
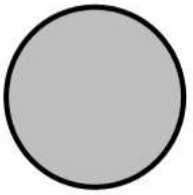
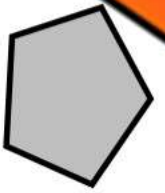
Instructions Look at the artwork below. Circle the ovoids, U-shapes, and split U's.

Name: _____ 99

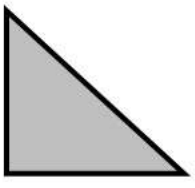
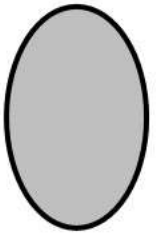
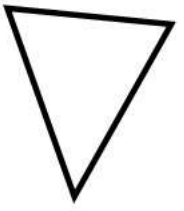
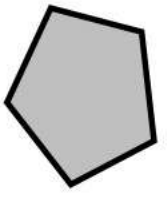
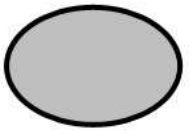
Unit Test - 3-D Objects, 2-D Objects and 2-D Shapes

Part 1 Sort the shapes into the correct categories using the two attributes

Round and White	Round and Grey
Not Round and White	Not Round and Grey

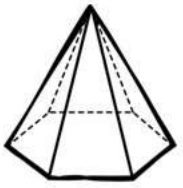
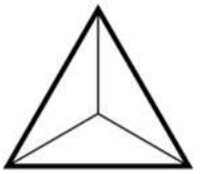
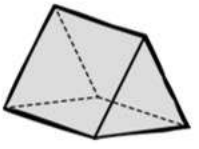
A	B	C	D	E	F

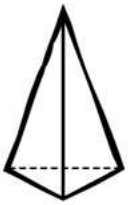
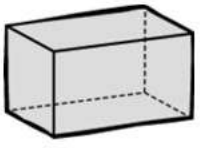
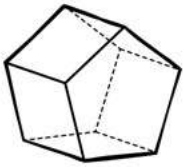
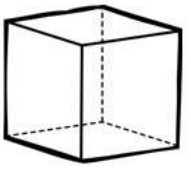
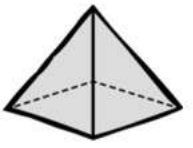
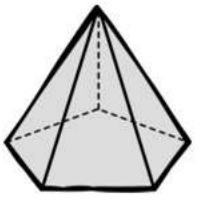







G	H	I	J	K	L

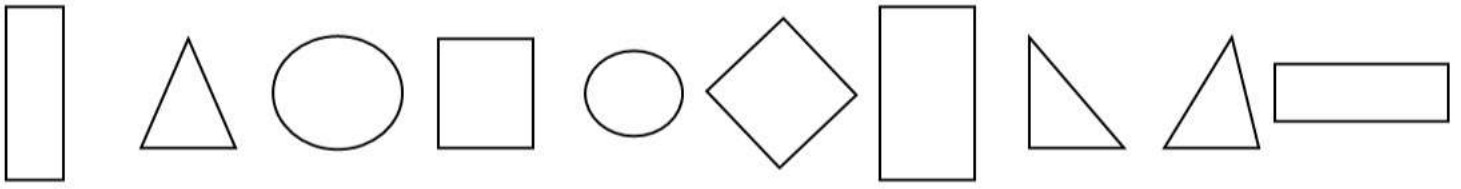
Part 2 Write the letter below each shape in the correct category

Pyramid and Shaded	Prism and White
Pyr... Whi...	Prism and Shaded

A	B	C	D	E	F
					

G	H	I	J	K	L
					

Part 3 Sort the shapes into the categories below



A B C D E F G H I J

Shapes	Triangles	Rectangle	Square	Circle
Lette				

Part 4 Circ 2D s d in the 3D shape

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