



Preview – Information



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

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

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

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

rob@supersimplesheets.com



Google Slides Lessons Preview





Saskatchewan Math Curriculum Shape & Space – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

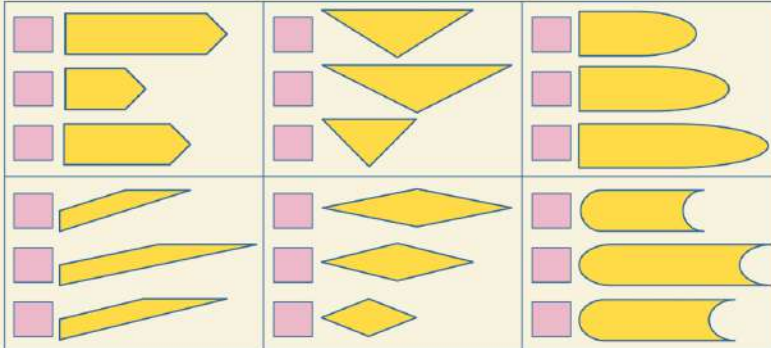
We are learning to **choose and use non-standard units to measure length**, so we can **understand that the bigger the unit, the fewer we need, and the smaller the unit, the more we need.**



Comparing Length – 2D Shapes

Drag the numbers to order the shapes from shortest (1) to longest (3).

1 2 3



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – Quick Draw



Quick Draw Time!

Grab a piece of paper. Draw a picture of an object (like a pencil, your shoe, or a book).

Then, draw or write what you would use to measure it (like paperclips, erasers, or blocks).

Think:

- What would happen if you used big blocks?
- What would happen if you used small paperclips?



Saskatchewan Math Curriculum

Shape & Space – Grade 2

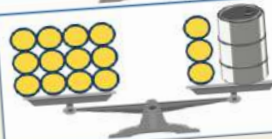
Mass

Which object has more mass? Drag the checkmark to your answer. 

 ☐	 ☐	 ☐
 ☐	 ☐	 ☐

 Heaviest	 Lightest	 Heaviest	 Lightest
3) The school building is the _____		2) The microwave is the _____	
 Heaviest	 Lightest	 Heaviest	 Lightest
5) The smartphone is the _____		4) The chair is the _____	
 Heaviest	 Lightest	 Heaviest	 Lightest
6) The whale is the _____			

How many  of mass do the objects _____

	The mass of the tomato is _____ 		The mass of the lamp is _____ 
	The mass of the perfume is _____ 		The mass of the box is _____ 
	The mass of the drink is _____ 		The mass of the barrel is _____ 



Saskatchewan Math Curriculum

Shape & Space – Grade 2

2D vs 3D Shapes

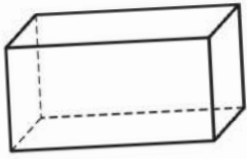
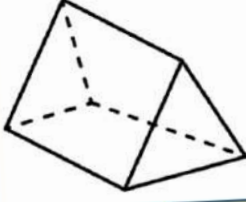
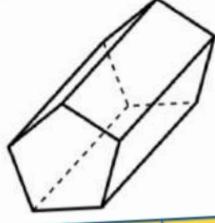
Determine whether the shape is 2D or 3D. Circle your answer.

 2D 3D	 2D 3D	 2D 3D	 2D 3D	 2D 3D
 2D 3D	 2D 3D	 2D 3D	 2D 3D	 2D 3D

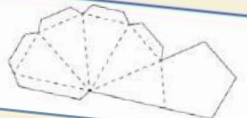
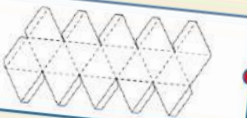
Vertices

Fill in the tables below based on the prisms. Drag the numbers to answer. Write the name of each prism.

6 7 8 9 0

																													
<table border="1"><thead><tr><th>Faces</th><th>Edges</th><th>Vertices</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr><tr><td colspan="3">Name</td></tr></tbody></table>	Faces	Edges	Vertices				Name			<table border="1"><thead><tr><th>Faces</th><th>Edges</th><th>Vertices</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr><tr><td colspan="3">Name</td></tr></tbody></table>	Faces	Edges	Vertices				Name			<table border="1"><thead><tr><th>Faces</th><th>Edges</th><th>Vertices</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr><tr><td colspan="3">Name</td></tr></tbody></table>	Faces	Edges	Vertices				Name		
Faces	Edges	Vertices																											
Name																													
Faces	Edges	Vertices																											
Name																													
Faces	Edges	Vertices																											
Name																													

... will form.

	Pentagon Based Pyramid
	Icosahedron Pyramid
	Triangle Based Pyramid



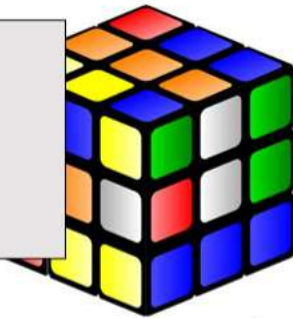
Workbook Preview





Grade 2

Shape and Space



	Curriculum Expectations	Pages
SS2.1	Demonstrate understanding of nonstandard units for linear measurement by: • describing the choice and appropriate use of nonstandard units • estimating • measuring • comparing and analyzing measurements.	5 – 31
SS2	Preview of 100 pages from this product that contains 240 pages total.	
SS2.3	including: • cubes • spheres • cones • cylinders • pyramids.	65 – 101
SS2.4	Describe, compare, and construct 2-D shapes, including: • triangles • squares • rectangles • circles.	54 – 64 , 102 – 129
SS2.5	Demonstrate understanding of the relationship between 2-D shapes and 3-D objects.	49 – 53
TQ	Tests and Quizzes	47 – 48 , 130 – 132



Name: _____

5

Curriculum Connection
SS2.1

Non – Standard Units

Non-Standard units are not all the same size. A standard unit could be your hand, finger tip, or wingspan.



Questions

Follow the instructions below

1) Trace one of your fingers below. Then trace a friend's finger beside it.

My Finger

My Friend's Finger

2) Trace your pencil below. Then trace a friend's pencil beside it.

My Pencil

My Friend's Pencil

Name: _____

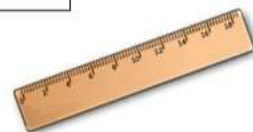
7

Curriculum Connection
SS2.1

Using Non – Standard Units - Fingertips

Questions

Use your fingertip to measure the lines below



1) _____
_____ fingertips

2) _____
_____ fingertips

3) _____
_____ fingertips

4) _____
_____ fingertips

5) _____
_____ fingertips

6) _____
_____ fingertips

7) _____
_____ fingertips

8) _____
_____ fingertips

9) _____
_____ fingertips

10) _____
_____ fingertips

11) _____
_____ fingertips

12) _____
_____ fingertips

Exit Cards

Cut Out

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

Name: _____

Use your fingertip to measure the lines below

1) _____ fingertips

2) _____ fingertips

3) _____ fingertips

Name: _____

Use your fingertip to measure the lines below

1) _____ fingertips

2) _____ fingertips

3) _____ fingertips

Name: _____

Use your fingertip to measure the lines below

1) _____ fingertips

2) _____ fingertips

3) _____ fingertips

Name: _____

Use your fingertip to measure the lines below

1) _____ fingertips

2) _____ fingertips

3) _____ fingertips

Drawing Lengths Using Fingertips

Questions

Draw lines that are the lengths below



1)

~~fingertips~~

2)

6 fingertips

3)

345

4)

9 fingertips

5)

4 fingertips

7 fingertips

7)

1 fingertips

6)

finger

9)

2 fingertips

10)

10 fingertips

11)

14 fingertips

12)

17 fingertips

Measuring Using Non – Standard Units – Blocks**Questions**

Measure the following objects using blocks



_____ Blocks



2) _____ Blocks



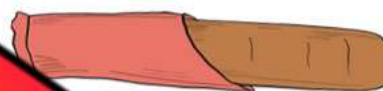
3) _____ Blocks



4) _____ Blocks



5) _____ Blocks



6) _____ Blocks



7) _____ Blocks



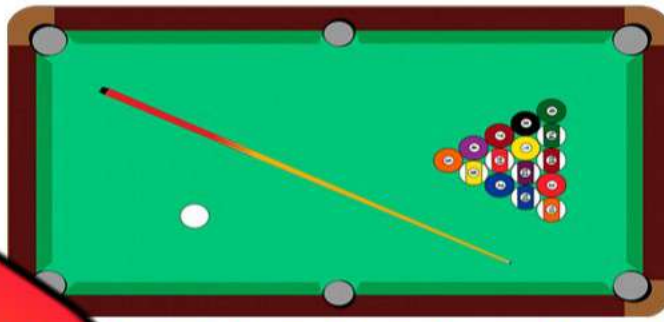
8) _____ Blocks



9) _____ Blocks

Using Non - Standard Units – Pencils

We can estimate the length of something by non-standard units. Try using your pencil to measure things.



= 6 units or 6 pencils

Directions

Find objects in the room that you can measure

Object Name	# of Pencils	Object Name	Length # of Pencils
1)		5)	
2)		6)	
3)		7)	
4)		8)	

Using Non - Standard Units - Wingspan

When we need to measure the length of something longer, like a doorway, many people will use their arms to measure the length. This is a fast way to get a rough estimate of how long something is without using a measuring tape.



Doorway = 1 wingspan length

Our wingspan is used to measure longer distances.
Examples: width of classroom, length of gymnasium

Directions

Find a length in your school that you could measure with your wingspan. Name it and how many wingspans it is.

Length Name	Length # of Wingspans	Length Name	Length # of Wingspans
1)			
2)		6)	
3)		7)	
4)		8)	

Measuring Length – Which Unit ?

Directions Circle which non-standard unit you would use to measure the lengths below

What You Are Measuring	Unit 1 	Unit 2 	Unit 3 
1) The length of an apple	Paper Clip	Pencil	Wingspan
2) The width of a desk	Paper Clip	Pencil	Wingspan
3) The width of the classroom	Paper Clip	Pencil	Wingspan
4) The length of the gymnasium	Paper Clip	Pencil	Wingspan
5) The length of your finger	Paper Clip	Pencil	Wingspan
6) The length of a book	Paper Clip	Pencil	Wingspan
7) The length of a bus	Paper Clip	Pencil	Wingspan
8) The length of your foot	Paper Clip	Pencil	Wingspan
9) The length of a cookie	Paper Clip	Pencil	Wingspan
10) The width of a window	Paper Clip	Pencil	Wingspan

Exit Cards

Cut Out

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

Name: _____

Circle which non-standard unit you would use to measure the lengths below.

1) The height of a juice box.	Paper Clip	Pencil	Wing-span
2) The width of a hallway.	Paper Clip	Pencil	Wing-span
3) The height of your chair.	Paper Clip	Pencil	Wing-span

Name: _____

Circle which non-standard unit you would use to measure the lengths below.

1) The height of a juice box.	Paper Clip	Pencil	Wing-span
2) The width of a hallway.	Paper Clip	Pencil	Wing-span
3) The height of your chair.	Paper Clip	Pencil	Wing-span

Name: _____

Circle which non-standard unit you would use to measure the lengths below.

1) The height of a juice box.	Paper Clip	Pencil	Wing-span
2) The width of a hallway.	Paper Clip	Pencil	Wing-span
3) The height of your chair.	Paper Clip	Pencil	Wing-span

Name: _____

Circle which non-standard unit you would use to measure the lengths below.

1) The height of a juice box.	Paper Clip	Pencil	Wing-span
2) The width of a hallway.	Paper Clip	Pencil	Wing-span
3) The height of your chair.	Paper Clip	Pencil	Wing-span

Activity: Creating and Measuring a Creature

Objective

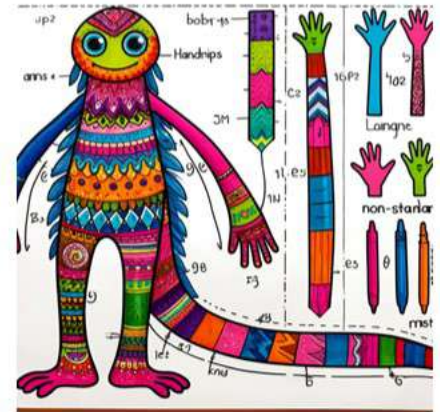
What are we learning about?

Students will understand the concept of measurement using non-standard units by creating a creature with specific features and measuring those features with their own units.

Materials

What you will need for the activity.

- Large sheets of drawing paper
- Crayons, markers, colored pencils
- A variety of items for measuring (e.g., bottle caps, small toys, etc.)
- Handouts with measurement recording sheets
- Pencils



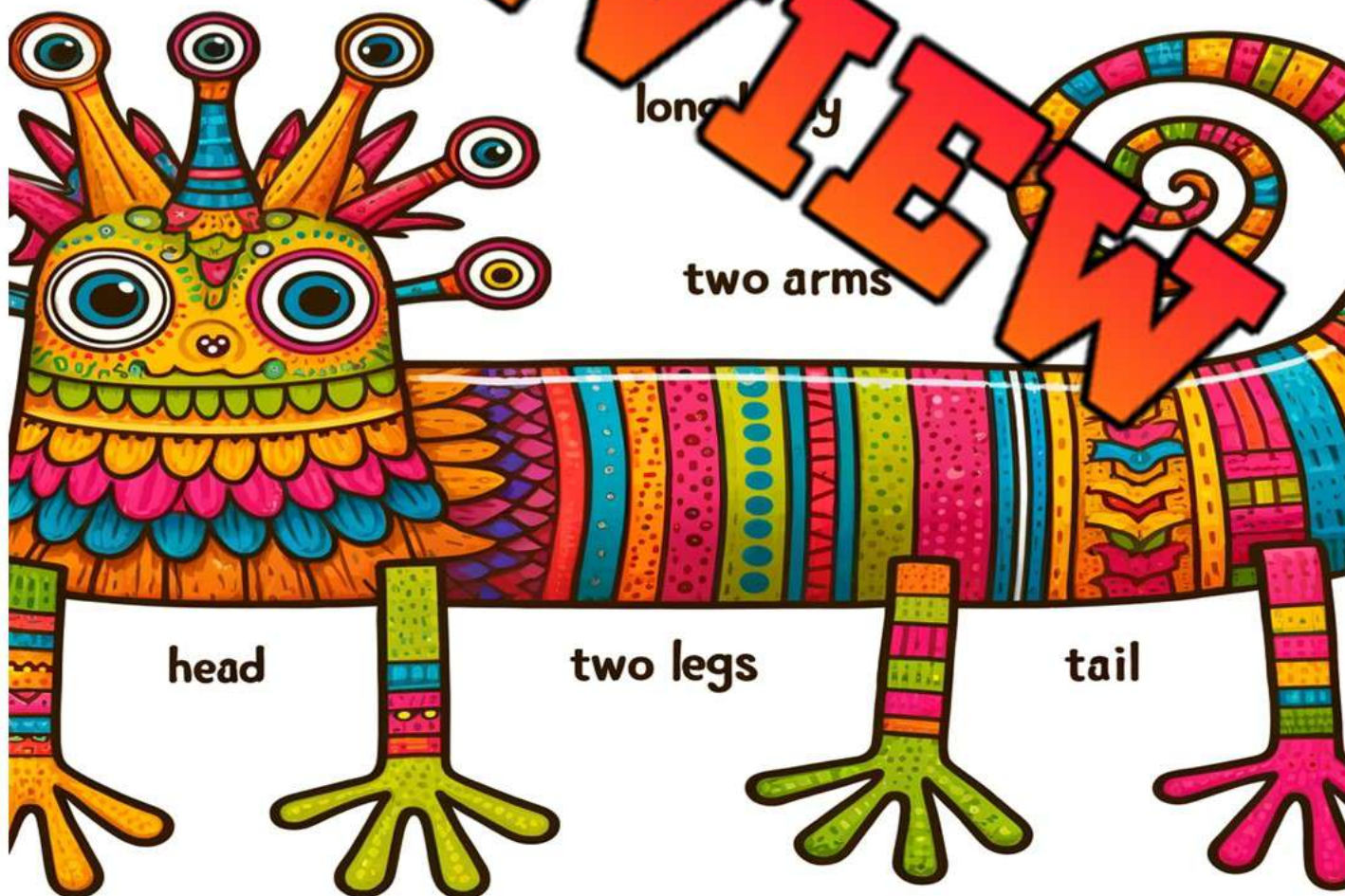
Instructions

How you will complete the activity

- 1) Explain the concept of non-standard units by having students use everyday items to measure things instead of standard units. Show examples like using a hand or a toy to measure distance.
- 2) Ask each student to choose an item they can trace (e.g., handprint, bottle cap, a small toy).
- 3) Have students trace their chosen item multiple times on a large sheet of paper to create their own non-standard unit. For instance, they might trace the handprint or a bottle cap 10 times in a row to create a line of "units."
- 4) Instruct students to draw a creature/monster that includes specific features: a body, two arms, two legs, and a tail. They should use their non-standard units to determine the length of each feature (e.g., "The body is 4 handprints long, each arm is 2 handprints long, each leg is 3 handprints long, and the tail is 5 handprints long").
- 5) Have students colour and decorate their creatures.
- 6) Distribute the handouts with measurement recording sheets. Students should measure each part of their creature using their non-standard units and record the lengths on the sheet.
- 7) After measuring and recording, have students share their creatures and their measurements with the class.

Examples

Check out the examples below



Name: _____

19

Curriculum Connection
SS2.1

Create your non-standard unit of measurement below. Choose an object and draw it several times across the page.

Instructions

PREVIEW

Recording Sheet

Answer the questions below.

1) What is the name of your creature/monster?

2) What non-standard unit of measurement did you use?

3) Fill in the measurements of your creature/monster below using your non-standard measurement. Add your own body parts that you can measure.

Body

Leg

Arm

Tail

4) If you could choose a different item to use as a non-standard unit, what would it be and why?

Comparing Lengths - Finger Units

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

1)



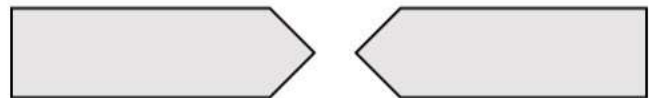
2)



3)



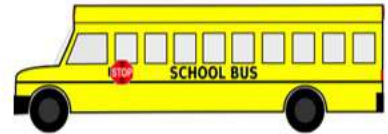
4)



5)



6)



Part 2 Measure the lengths with your finger and write below. Circle the larger image

1)



_____ fingers

_____ fingers

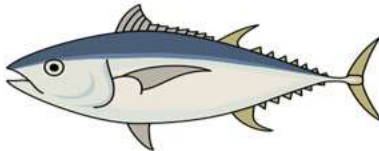
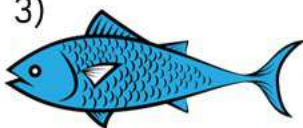
2)



_____ fingers

_____ fingers

3)



_____ fingers

_____ fingers

4)



_____ fingers

_____ fingers

5)



_____ fingers

_____ fingers

6)



_____ fingers

_____ fingers

Name: _____

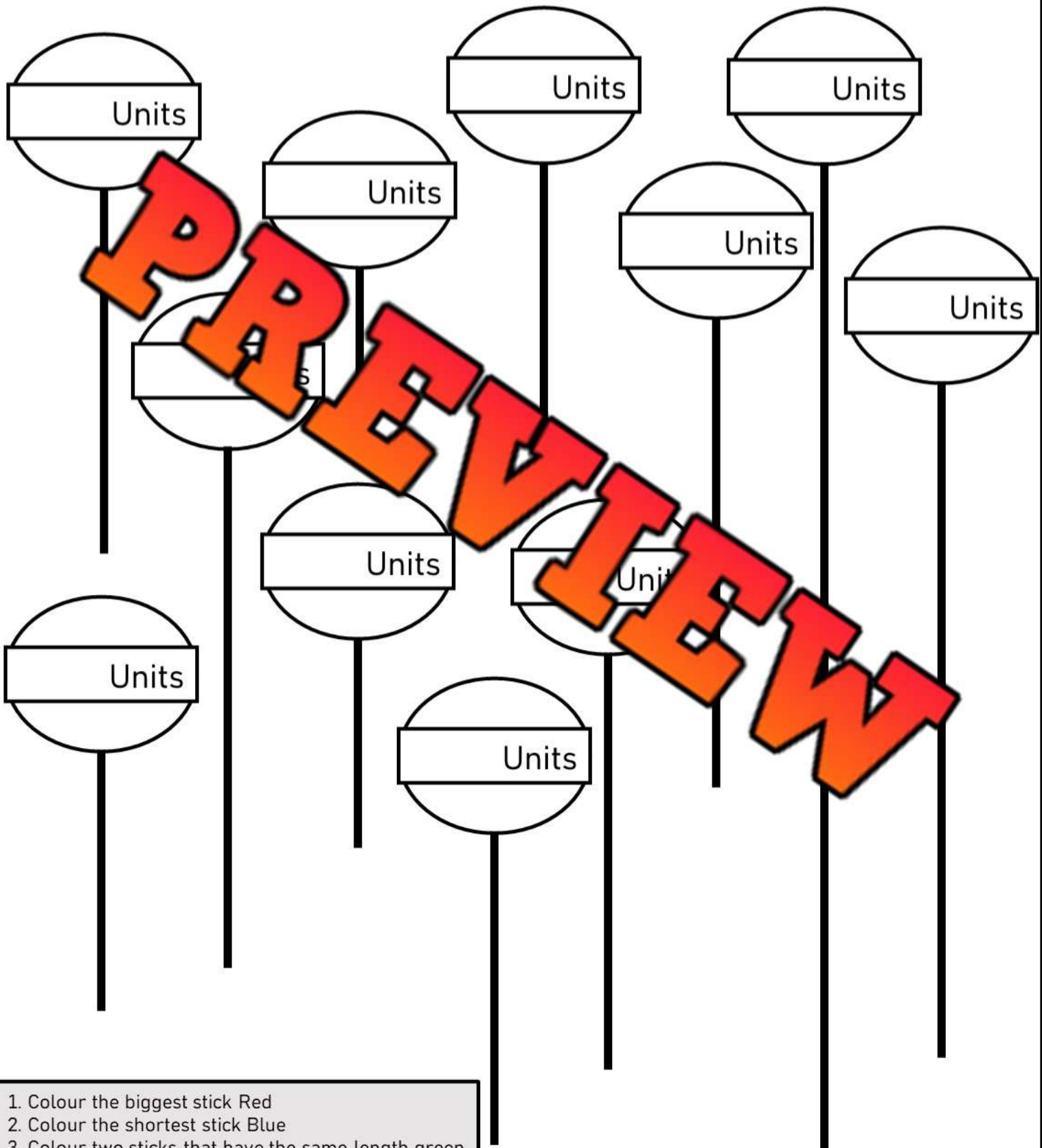
23

Curriculum Connection
SS2.1

Measuring Lollipops

Questions

Measure the lengths of the lollipop sticks using any non-standard unit

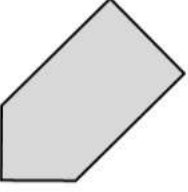
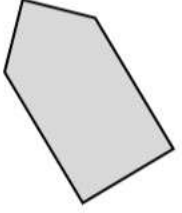
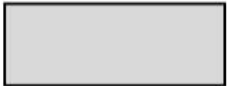
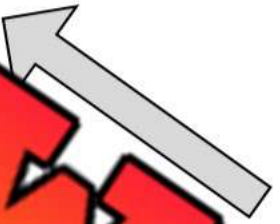
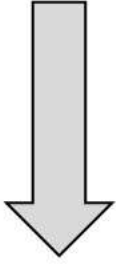
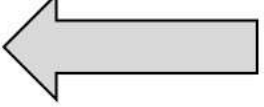
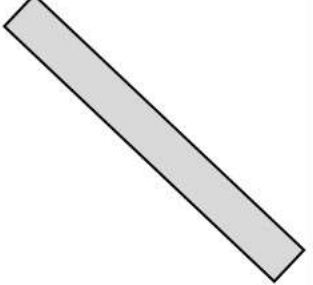


1. Colour the biggest stick Red
2. Colour the shortest stick Blue
3. Colour two sticks that have the same length green

Measuring objects – Changing Orientation**Questions**

Measure the objects below using your fingertips

Measure the object in column 1 and column 2. These shapes are the same, but they have been moved or rotated.

Column 1	Column 2	Column 1	Column 2
1)  _____ fingertips	 _____ fingertips	4)  _____ fingertips	 _____ fingertips
2)  _____ fingertips	 _____ fingertips	5)  _____ fingertips	 _____ fingertips
3)  _____ fingertips	 _____ fingertips	6)  _____ fingertips	 _____ fingertips

Activity: Length Detective

Objective

What are we learning about?

Students will learn to compare lengths of various objects to understand the concept of longer and shorter.

Materials

What you will need for the activity.

- A variety of objects of different lengths (e.g., pencils, erasers, books)
- Sets of 8 objects of different lengths for each group
- Paper and pencil
- Handouts with comparison recording sheet



Instructions

How you will complete the activity

- 1) Introduce the concept of comparing lengths. Explain that students can determine which objects are longer or shorter without using a ruler, just by looking at them and placing them next to each other.
- 2) Divide students into small groups and give each group a set of 8 objects of different lengths.
- 3) Ask each student in the group to choose two objects from the set and place them side by side to compare their lengths. They should decide which object is longer and which is shorter.
- 4) Have students record their comparisons on the handout. For example, "The pencil is longer than the eraser." Once done, they can get two more objects until they have compared at least 5 different sets of objects.
- 5) Ensure each student gets a turn to choose and compare two objects from the set.
- 6) After completing the comparisons, bring the class together to discuss their findings. Ask students to share which objects were the longest and shortest in their group.

Recording Sheet

Answer the questions below.

Fill in the blanks below

a) The _____ is longer than the _____.

b) The _____ is longer than the _____.

c) The _____ is longer than the _____.

d) The _____ is longer than the _____.

e) The _____ is longer than the _____.

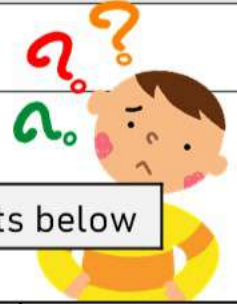
f) The _____ is longer than the _____.

g) The _____ is longer than the _____.

h) The _____ is longer than the _____.

i) The _____ is longer than the _____.

Estimating Lengths



Estimate Estimate the lengths of each object in the non-standard units below

Object	Unit 1 Fingertip	Unit 2 Paperclip	Unit 3 Pencil
1) The length of a pencil			
2) The width of your eye			
3) The height of a paper ball			
5) The length of a pair of scissors			
5) The height of this page			
6) The length of a book			
7) The height of a glue stick			
8) The length of your foot			
9) The width of the door to your class			
10) The width of a whiteboard or chalkboard			

Indigenous Methods For Measuring Length

Being able to measure lengths is very important. The Indigenous in Canada didn't use the metric system that we use today. Instead, they used their bodies to measure lengths.

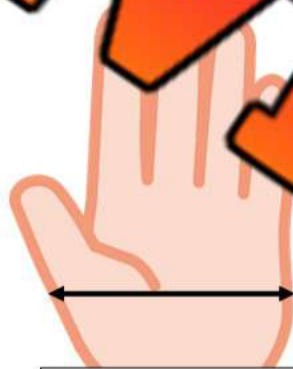
Measuring was important when trading. A metre of cloth was not measured with a metre stick. Rather, the seller would extend their arm straight out in front of them. The distance from their nose to their fingers was considered a metre (close to a metre in the metric system).

To measure short distances, the Indigenous used one finger width, two finger widths, three finger widths, four finger widths, and palm width.

To measure longer distances, wingspan was used. Our wingspan is the length when our arms are out to our sides as far as possible. For even further distances, the Indigenous would use 'pacing.' This means they would count their steps. They might say the distance from their longhouse to a nearby river as being 200 paces (steps).



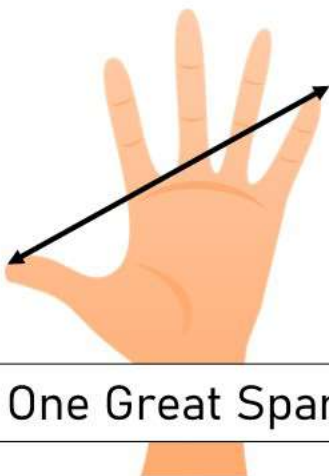
One Finger



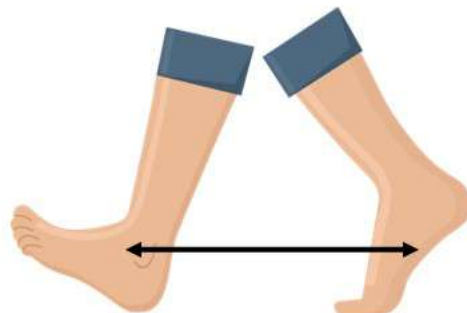
One Palm



One Arm Span



One Great Span



One Pace



One Wingspan

Indigenous Methods For Measuring Length

Part 1

Measure the following using one finger

Objects to Measure	How Many Fingers
1) Length of your pencil	
2) Width of your wrist	
3) Width of a door in your class	
4) Length of your arm	

Part 2

Measure the following using palms

Objects to Measure	How Many Palms
1) Width of this page	
2) Height of this page	
3) Height of a water bottle	
4) Width of a computer screen	

Part 3

Measure the following using spans

Objects to Measure	How Many Spans
1) Height from the floor to your knee	
2) Length of one arm (from fingers to shoulder)	
3) Height of your book bag	
4) Length of a friend's leg	

Indigenous Methods For Measuring Length

Part 4

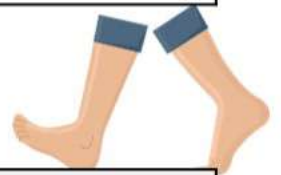
Measure the following using great spans



Objects to Measure	How Many Great Spans
1) Height from the floor to your knee	
2) Length of one arm (from fingers to shoulder)	
3) Height of a backpack	
4) Length of a foot	

Part 5

Measure the following using paces



Objects to Measure	How Many Paces
1) Width of your classroom	
2) Depth of your classroom	
3) Width of a hallway	
4) Length of a hallway	

Part 6

Measure the following using wingspans



Objects to Measure	How Many Wingspans
1) Width of your classroom	
2) Depth of your classroom	
3) Width of a hallway	
4) Length of a hallway	

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.

Question: Circle which object you think has more mass

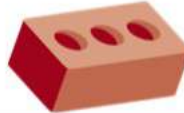


Comparing Mass – Heavy and Light

Questions

Circle whether the object is heaviest or lightest

1) The elephant is the _____.



Heaviest

Lightest

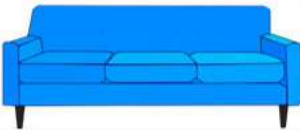
2) The bat is the _____.



Heaviest

Lightest

3) The couch is _____.



Heaviest

Lightest

4) The cereal box is the _____.



Heaviest

Lightest

5) The chair is the _____.



Lightest

6) The deer is the _____.



Heaviest

Lightest

7) The pencil case is the _____.



Heaviest

Lightest

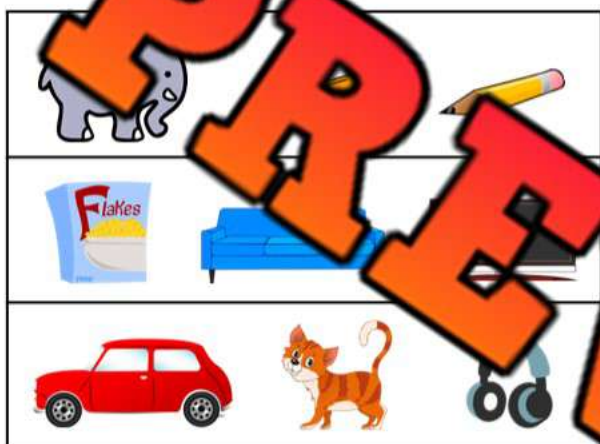
Exit Cards

Cut Out

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

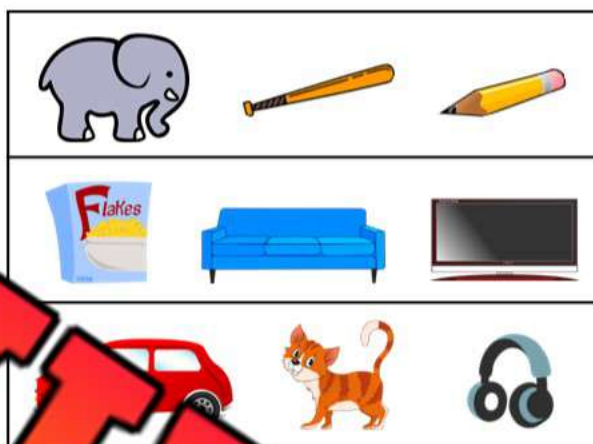
Name: _____

Put a square around the heaviest object and circle the lightest object.



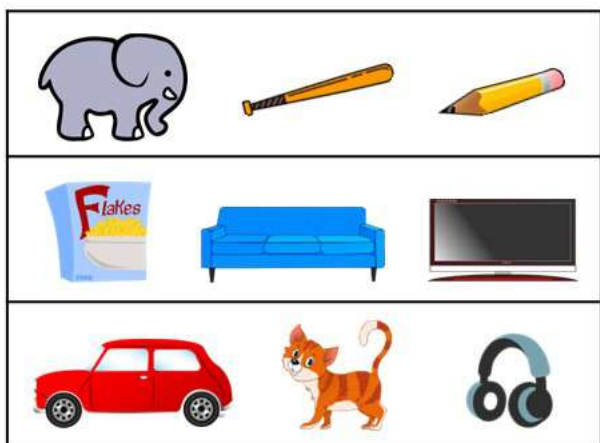
Name: _____

Put a square around the heaviest object and circle the lightest object.



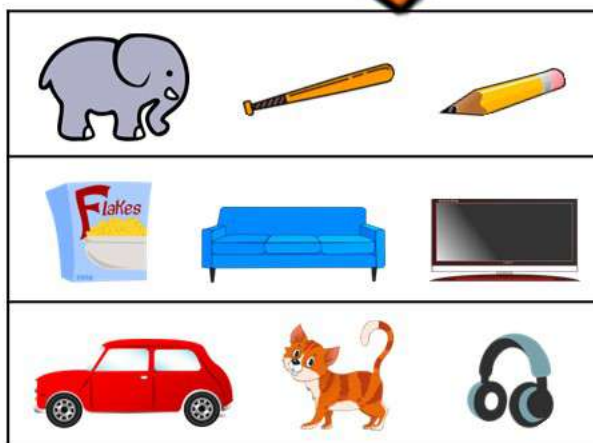
Name: _____

Put a square around the heaviest object and circle the lightest object.



Name: _____

Put a square around the heaviest object and circle the lightest object.



Comparing Mass – Heavy and Light

Questions

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

1)

☐☐☐

2)

☐☐☐

3)

☐☐☐

4)

☐☐☐

5)

☐☐☐

Balancing Scales - Measuring Mass**Questions**

How many ○ do the objects weigh?

1)



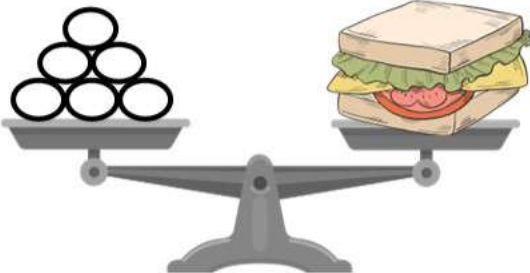
The banana weighs ____ ○.

2)



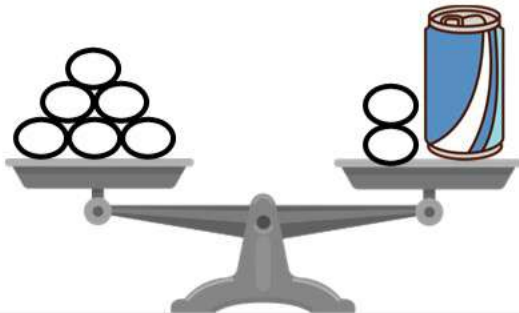
The cake weighs ____ ○.

3)



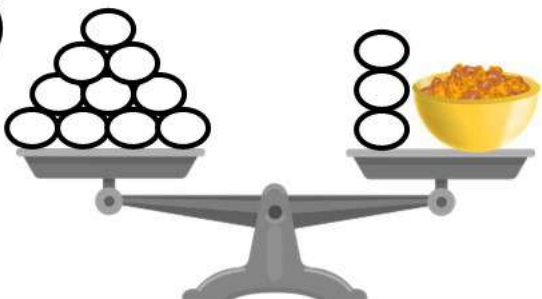
The sandwich weighs ____ ○.

4)



The can weighs ____ ○.

5)



The bowl weighs ____ ○.

Exit Cards

Cut Out

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

Name: _____

Here is Alex. How many triangles does Alex weigh? Write your answer in the space provided below.

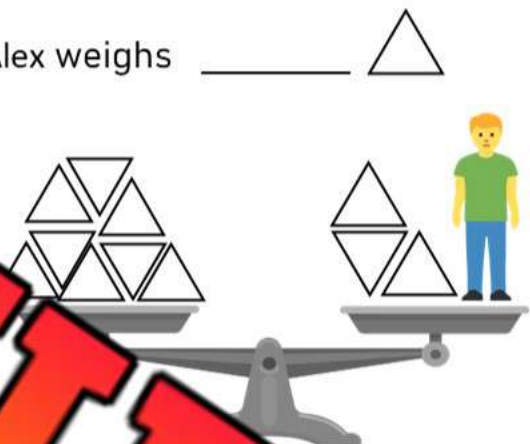
Alex weighs _____



Name: _____

Here is Alex. How many triangles does Alex weigh? Write your answer in the space provided below.

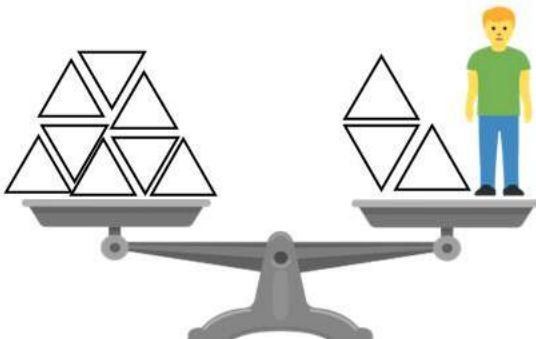
Alex weighs _____



Name: _____

Here is Alex. How many triangles does Alex weigh? Write your answer in the space provided below.

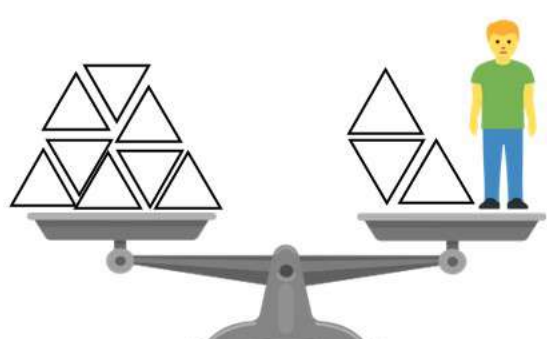
Alex weighs _____



Name: _____

Here is Alex. How many triangles does Alex weigh? Write your answer in the space provided below.

Alex weighs _____



Activity: Mystery Mass Challenge

Objective

What are we learning about?

Students will learn about the concept of mass and develop estimation and reasoning skills through a fun and engaging mystery challenge.

Materials

What you will need for the activity.

- Several bags with letters (A, B, C, etc.) marked on them
- A variety of small items with different masses (e.g., marbles, small toys, paper clips)
- Paper and pencils for recording
- Handouts with estimation and recording sheets



Instructions

How you complete the activity

- 1) Introduce the concept of mass and how we can use standard units to estimate and compare the weight of objects.
- 2) Show the students the individual items they will be using (e.g., a single marble, a single small toy, a paper clip) and let them hold each item to get a sense of its mass.
- 3) Prepare the mystery bags by placing one type of item in each bag (e.g., Bag A with marbles, Bag B with small toys, Bag C with paper clips). Ensure students cannot see or feel the exact contents.
- 4) Pass Bag A to one side of the room. Instruct students to hold the bag by the top and gently feel the weight without squeezing or feeling for the contents. Each student should have a chance to hold Bag A. Have them record their guess on their recording sheet.
- 5) Collect Bag A and pass Bag B to a different side of the room, following the same process. Repeat the process with Bag C, asking students to estimate how many paper clips are inside and record their guesses.
- 6) Once all bags have been passed around and guesses recorded, reveal the contents of each bag one by one.
- 7) Discuss as a class how close their estimates were to the actual contents. Ask students to explain their reasoning behind their predictions.

Name: _____

40

Curriculum Connection
SS2.2**Recording Sheet**

Answer the questions below.

How many objects are in each of the bags below.

Bag	Estimate (Guess)	Actual Count (Fill in at the End)
Bag A		
Bag B		
Bag C		
Bag D		
Bag E		
Bag F		

Reflection

Answer the questions below.

How close were your estimates to the actual contents?

Were there any surprises? Did any objects have more/less mass than you thought?

Non-Standard Units - Mass

Any object can be used as a non-standard unit of measurement for mass. However, it is better to use common objects that most people know the mass of. Here are some objects you can try: paperclips, marbles, bricks.

Part 1 Order the object's mass from least (1) to greatest (3)

Paperclips	Bricks	Marbles
---------------------------------	-----------------------------	------------------------------

Part 2 Which should you use to measure the mass of the objects below?

Objects - What You Are Measuring	Paperclip	Marble	Brick
1) Pencil	Paperclip	Marble	Brick
2) Ruler	Paperclip	Marble	Brick
3) Calculator	Paperclip	Marble	Brick
4) Chair	Paperclip	Marble	Brick
5) Apple	Paperclip	Marble	Brick
6) Glue stick	Paperclip	Marble	Brick
7) Empty pencil case	Paperclip	Marble	Brick
8) Desk	Paperclip	Marble	Brick
9) Water bottle	Paperclip	Marble	Brick
10) One paper	Paperclip	Marble	Brick

Non-Standard Units - Paperclips

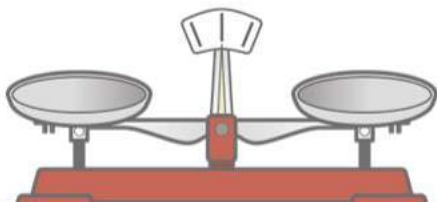
Directions

- 1) Estimate the mass in paperclips of each object.
- 2) Use a pan balance to measure the mass in paperclips of each object.

Object	Estimate - # of Paperclips	Mass - # of Paperclips
1) Pencil		
2) Ruler		
3) One paper folded up		
4) Pencil Sharpener		
5) Scissors		
6) Glue stick		
7) USB flash drive		
8) Marker		



Non-Standard Units - Marbles

**Directions**

- 1) Estimate the mass in marbles of each object.
- 2) Use a pan balance to measure the mass in marbles of each object.

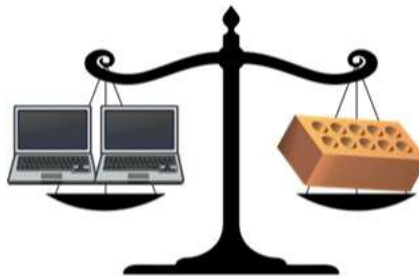
	Estimate - # of Marbles	Mass - # of Marbles
1) Ruler		
2) Scissors		
3) Glue Bottle		
4) Stapler		
5) Empty Pencil Case		
6) Hole Puncher		
7) Glue Stick		
8) Book		

Two-Pan Balance - Comparing Mass

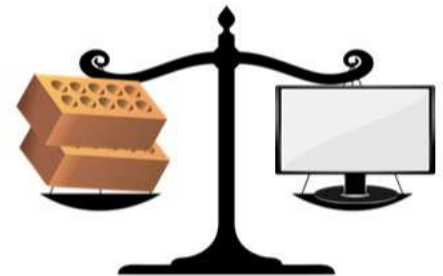
A **two-pan balance** is a tool we can use to find the mass of different objects. When we use a two-pan balance, we can use multiple objects to equal the mass of one object on the other side.



3 books = 1 laptop



2 laptops = 1 brick



2 bricks = 1 TV

Questions

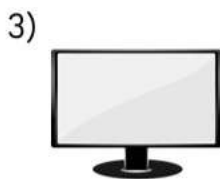
Use the information above to answer the questions



1) 3 books = _____ laptops



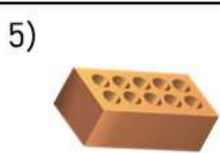
6 books = _____ laptops



3) 1 TV = _____ bricks



4) 2 TVs = _____ bricks



5) 6 bricks = _____ TVs



6) 2 bricks = _____ laptops



7) 3 laptops = _____ books



8) 6 laptops = _____ bricks



9) 9 books = _____ laptops



10) 3 TVs = _____ bricks

Measuring Mass Activity

Background

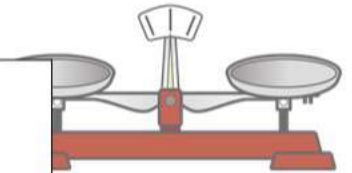
What is a pan balance?

We can use a pan balance to measure the mass of an object. A **pan balance** allows us to compare the mass of one object to the mass of another object. If we know the mass of the one object, we can find out the mass of the other object.

Materials

What do we need?

- Pan balance and/or regular pan balance)
- 7 objects to measure
- Non-standard measurement (ex. blocks, coins, marbles)
- Recording sheet



Method

How do we do the experiment?

1. Write your estimates below. Rank the objects from heaviest to lightest
2. Use the pan balance to find out the mass of the objects
3. Record the mass of the objects below using non-standard units
4. Answer the questions

Observations

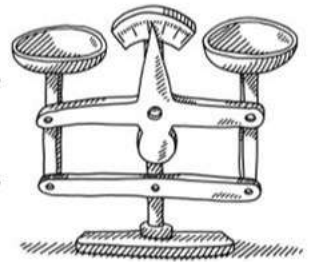
What happened?

Object	Estimate – Rank from Heaviest (1) to Lightest (7)	How many non-standard units

Mass Activity - Questions**Questions**

What did we learn?

1. What does mass mean?



2. Which of our estimates was correct? Which objects surprised you?

3. Which object had the most/least mass?

a) most mass = _____

b) least mass = _____

4. Which non-standard unit of measurement did you use?

5. What does it mean when we balance the pan scale?

6. Which 3 objects in your classroom have the most mass (not people)?

Name: _____

47

Curriculum Connection
TQ1

Measurement Unit Test

Part 1 Circle which non-standard unit you would use to measure for length

What You Are Measuring	Unit 1	Unit 2	Unit 3
1) The length of an orange	Paper Clip	Pencil	Wingspan
2) The width of a computer	Paper Clip	Pencil	Wingspan
3) The length of a bus	Paper Clip	Pencil	Wingspan

Part 2 Follow the instructions below1) Colour the longest arrow2) Colour the shortest arrow**Part 3** Use your fingertip to measure the lines below

- | | | |
|---|--|---|
| 1)

_____ fingertips | 2)

_____ fingertips | 3)

_____ fingertips |
|---|--|---|

Part 4 Draw a line that is the correct length

- | | | |
|-------------------------------|-------------------------------|-------------------------------|
| 1)

<u>5</u> fingertips | 2)

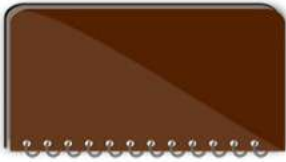
<u>3</u> fingertips | 3)

<u>4</u> fingertips |
|-------------------------------|-------------------------------|-------------------------------|

Part 5

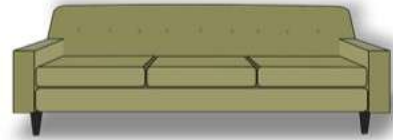
Measure the objects below using your fingertip

1)



Approximately _____ fingertips

2)



Approximately _____ fingertips

3)



Approximately _____ fingertips

4)

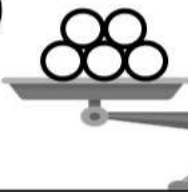


Approximately _____ fingertips

Part 6

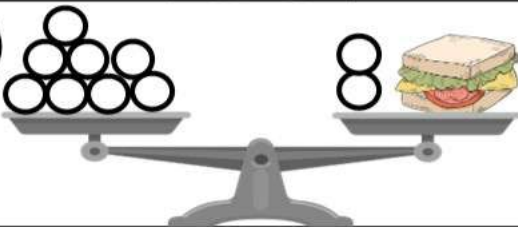
How many _____ objects weigh?

1)



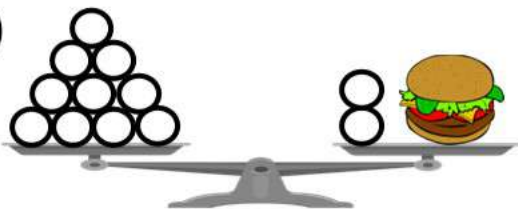
The circle weighs _____ ○.

2)



The sandwich weighs _____ ○.

3)



The burger weighs _____ ○.

Part 7

Which non-standard unit would you use to measure the mass?

Objects - What You Are Measuring	Paperclip	Marble	Brick
1) Desk	Paperclip	Marble	Brick
2) Pencil Case	Paperclip	Marble	Brick
3) Small Eraser	Paperclip	Marble	Brick

Name: _____

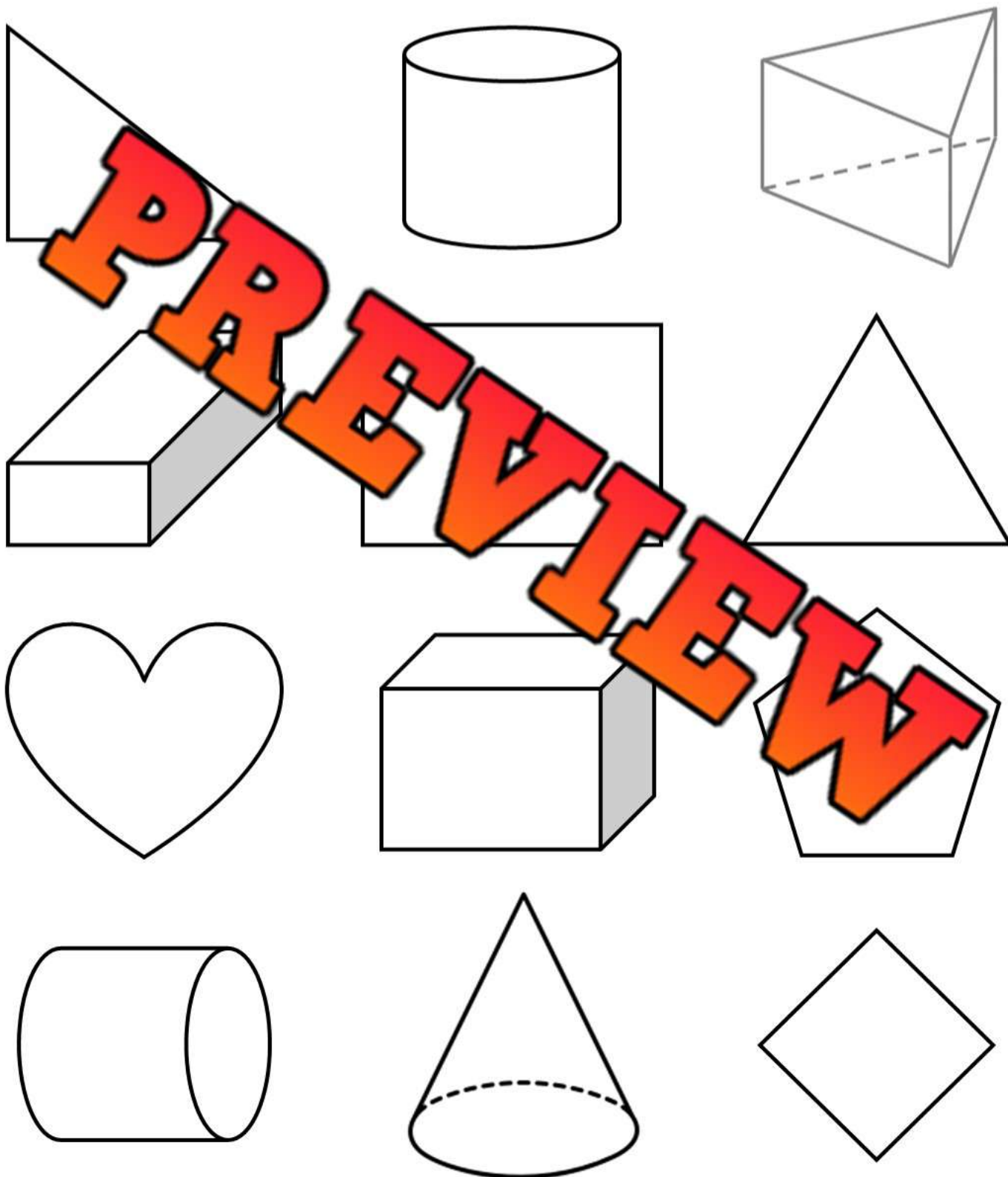
49

Curriculum Connection
SS2.5

2D vs 3D Shapes

Questions

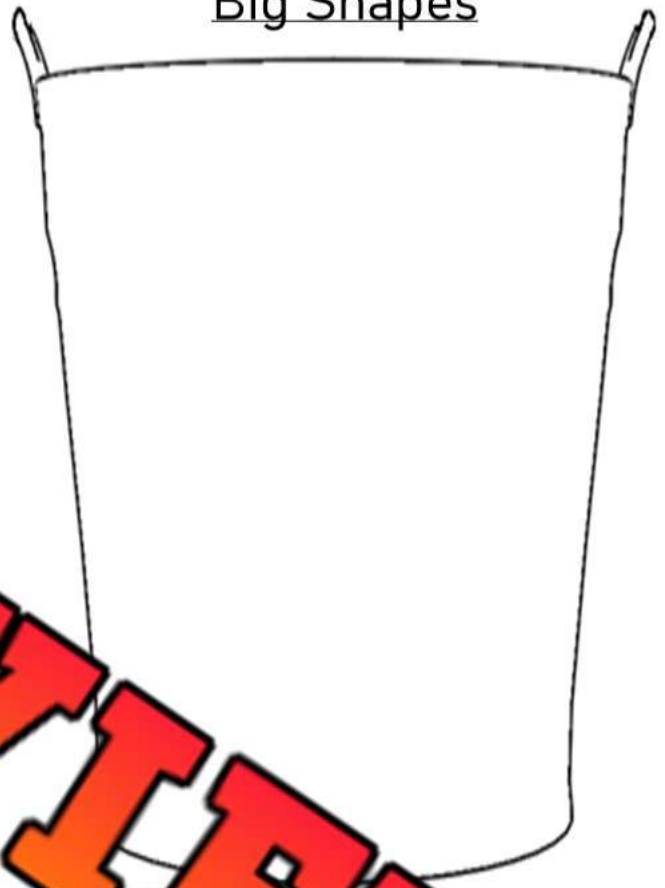
Colour the 2D shapes blue and the 3D shapes green



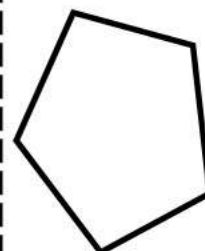
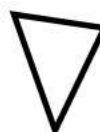
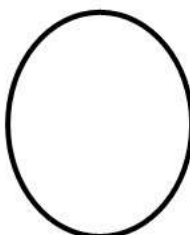
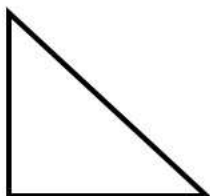
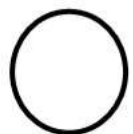
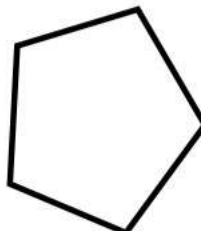
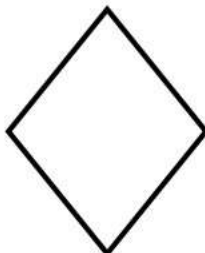
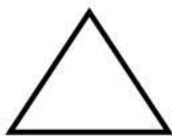
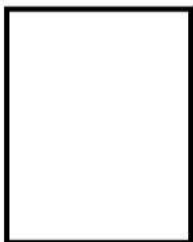
Comparing 2D Shapes - Size

Small Shapes

Big Shapes

**Directions**

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



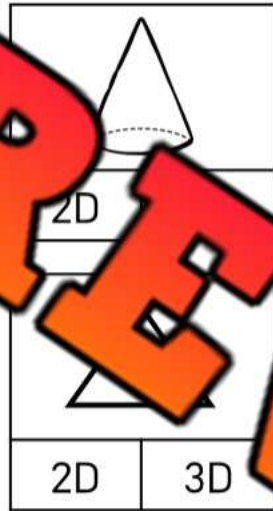
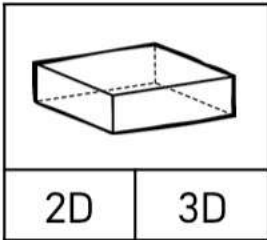
Exit Cards

Cut Out

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

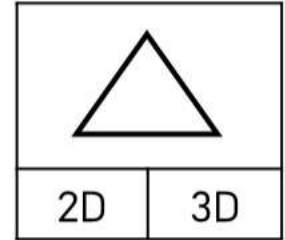
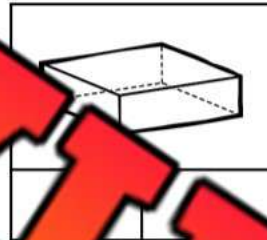
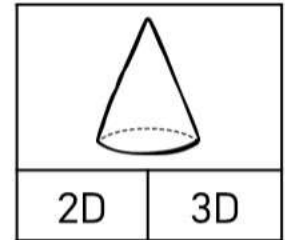
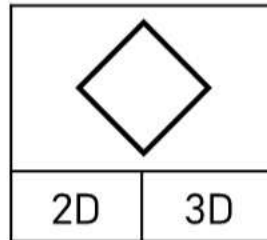
Name: _____

Is the shape 2D or 3D?



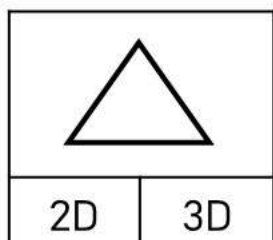
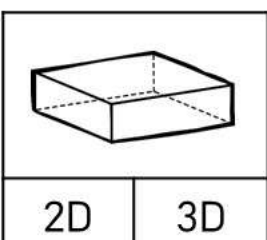
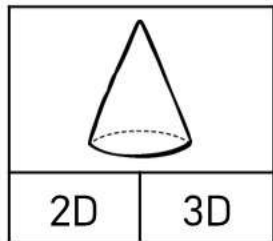
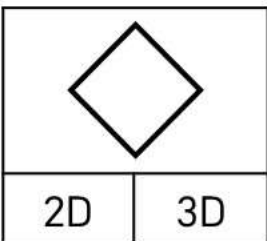
Name: _____

Is the shape 2D or 3D?



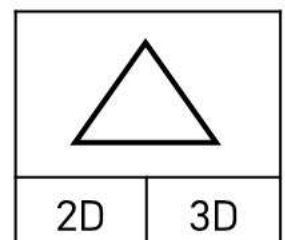
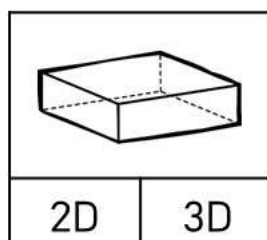
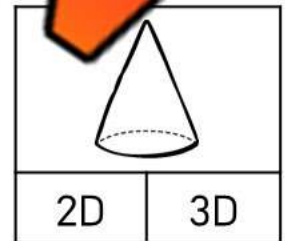
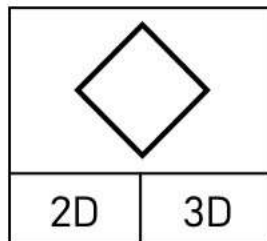
Name: _____

Is the shape 2D or 3D?



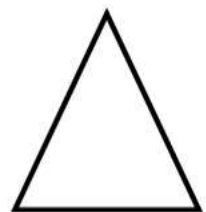
Name: _____

Is the shape 2D or 3D?



Sorting 2D vs 3D Shapes**Questions**

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**

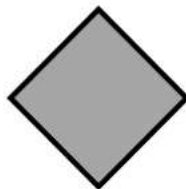
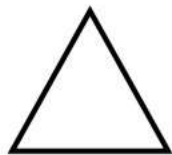
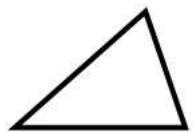
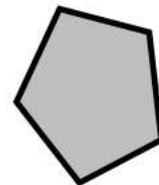
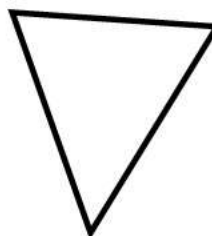
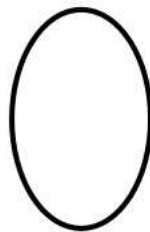
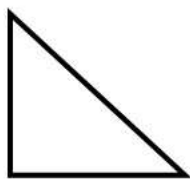
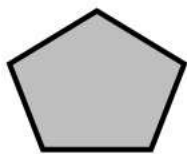
Sorting 2-D Shapes Using Two Attributes

Questions

Sort the shapes into the correct categories using the two attributes

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

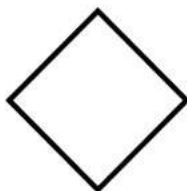
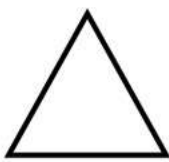
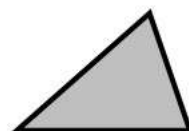
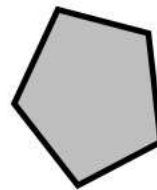
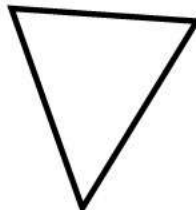
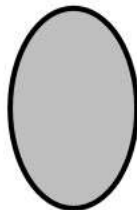
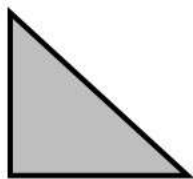
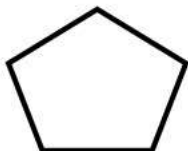
PREVIEW

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

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 More Sides and White****3 or Less Sides and Grey****A****B****C****D****E****F****G****H****I****J****K****L**

Exit Cards

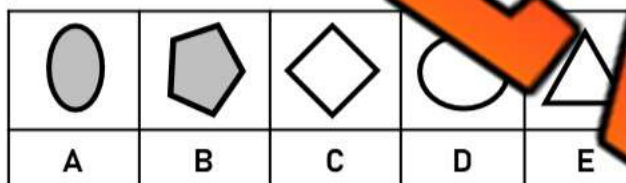
Cut Out

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

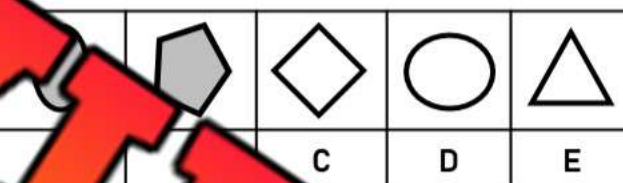
<u>4 or More Sides and Grey</u>	<u>3 or Less Sides and White</u>
<u>4 or More Sides and White</u>	<u>3 or Less Sides and Grey</u>



Name: _____

Sort the shapes into the correct categories using the two attributes

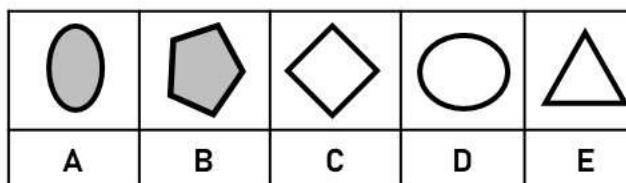
<u>4 or More Sides and Grey</u>	<u>3 or Less Sides and White</u>
<u>4 or More Sides and White</u>	<u>3 or Less Sides and Grey</u>



Name: _____

Sort the shapes into the correct categories using the two attributes

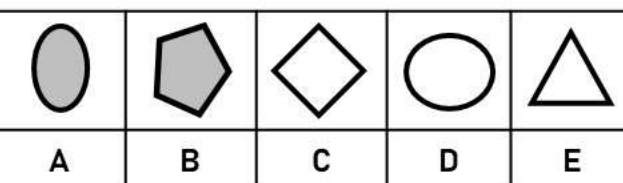
<u>4 or More Sides and Grey</u>	<u>3 or Less Sides and White</u>
<u>4 or More Sides and White</u>	<u>3 or Less Sides and Grey</u>



Name: _____

Sort the shapes into the correct categories using the two attributes

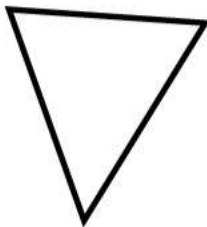
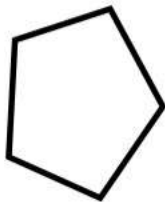
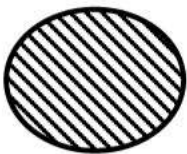
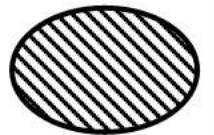
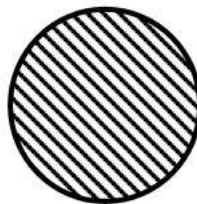
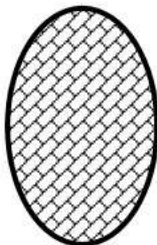
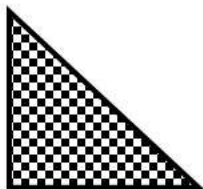
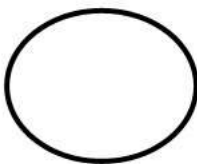
<u>4 or More Sides and Grey</u>	<u>3 or Less Sides and White</u>
<u>4 or More Sides and White</u>	<u>3 or Less Sides and Grey</u>



Sorting 2-D Shapes Using Two Attributes

Questions

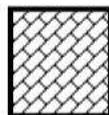
Sort the shapes into the correct categories using the two attributes

Round with PatternNot Round with No PatternRound with No PatternNot Round with Pattern**A****B****C****D****E****F****G****H****I****J****K****L**

Sorting 2-D Shapes Using Two Attributes



Diagonal Lines and 3 Sides



Brick Pattern and 4 Sides



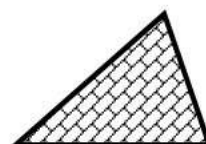
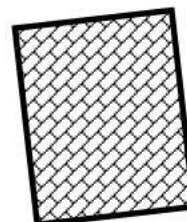
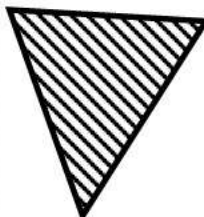
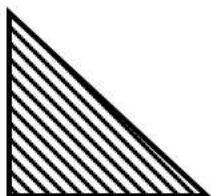
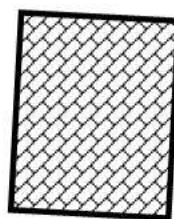
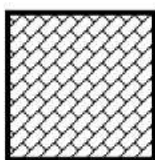
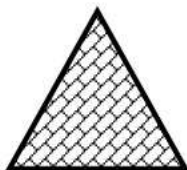
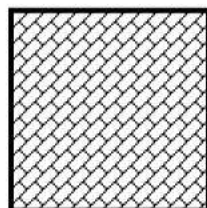
Diagonal Lines and 4 Sides



Brick Pattern and 3 Sides

Directions

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

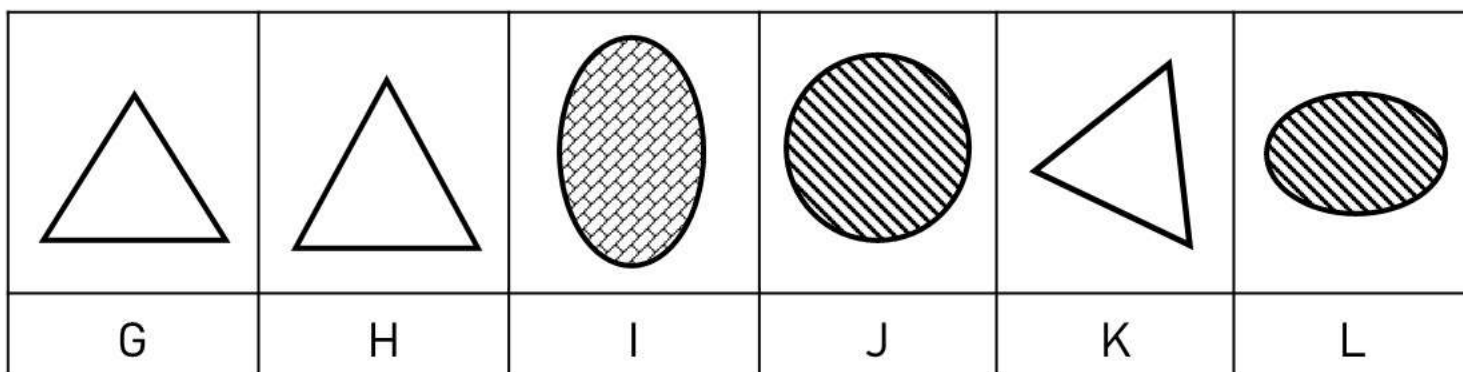
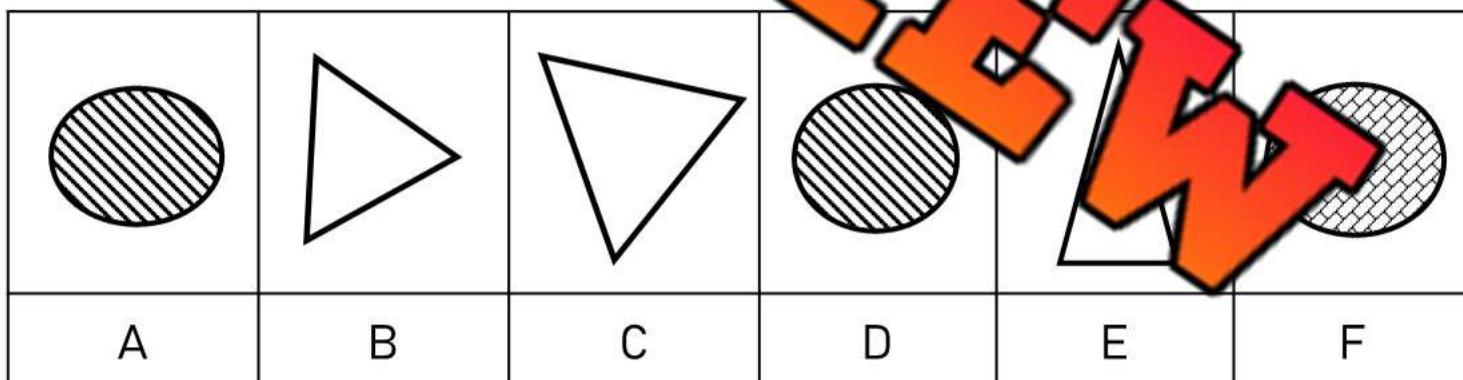


Sorting 2-D Shapes Using Two Attributes**Questions**

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

-------	-------



Sorting 2-D Shapes Using Two Attributes

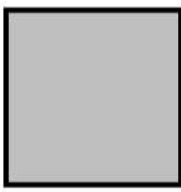
Questions

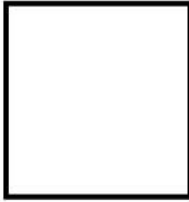
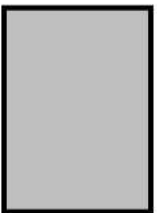
Choose 2 sorting rules to sort the shapes below

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: _____

64

Curriculum Connection
SS2.4

Sorting 2-D Shapes Using Two Attributes

Questions

Choose 2 sorting rules to sort the shapes below

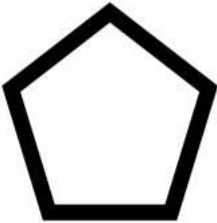
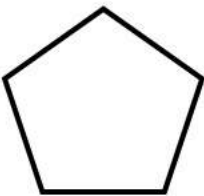
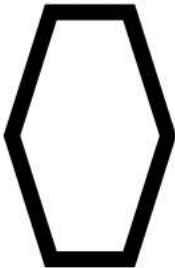
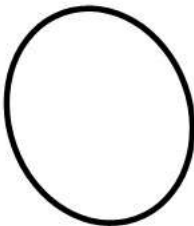
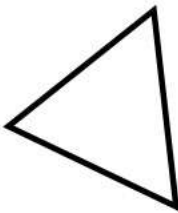
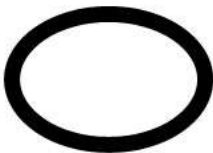
Sorting Rules Options – Choose 2 that will work

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

-------	-------

Directions

Cut the shapes out and paste them in the correct box

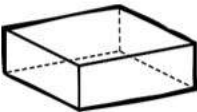
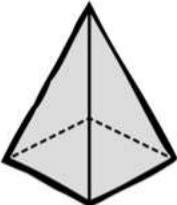
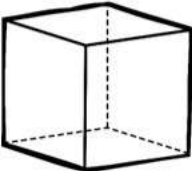
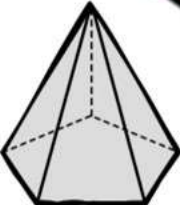
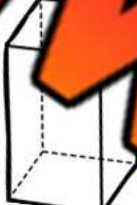
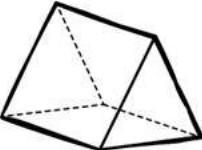
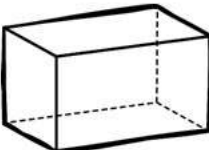
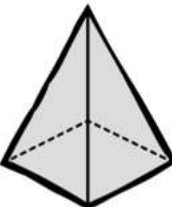
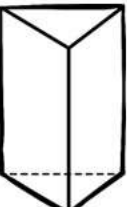
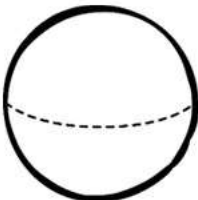
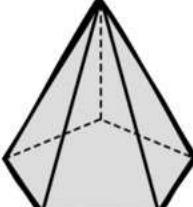
					
					

Sorting 3-D Shapes Using Two Attributes**Shaded In And Meets At A Point****White And Doesn't Meet At A Point**

PREVIEW

Questions

Write the letter below each shape in the correct category

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

Name: _____

68

Curriculum Connection
SS2.3

Sorting 3-D Shapes Using Two Attributes

Round and Shaded In

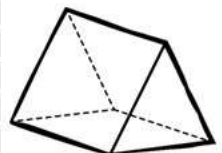
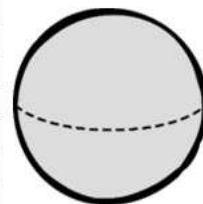
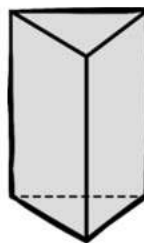
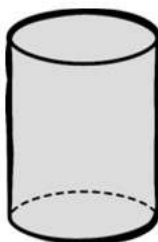
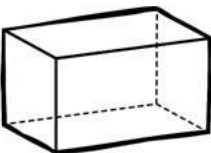
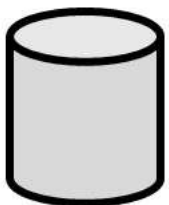
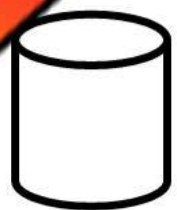
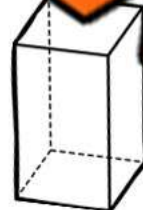
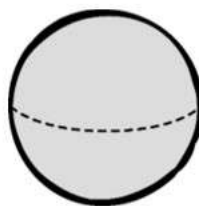
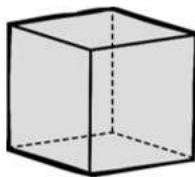
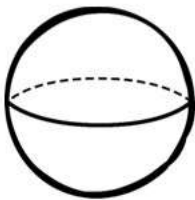
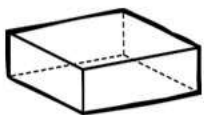
Not Round and White

Round and White

Not Round and Shaded In

Directions

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



Exit Cards

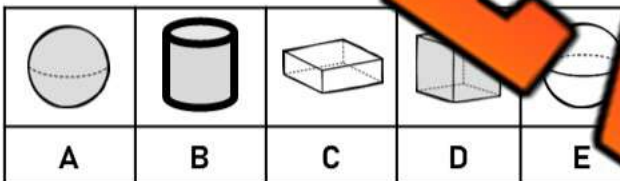
Cut Out

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

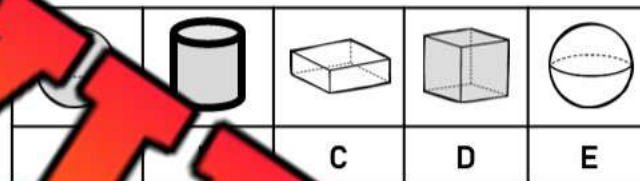
<u>Round and Shaded In</u>	<u>Not Round and White</u>
<u>Round and White</u>	<u>Not Round and Shaded In</u>



Name: _____

Sort the objects into the correct categories using the two attributes

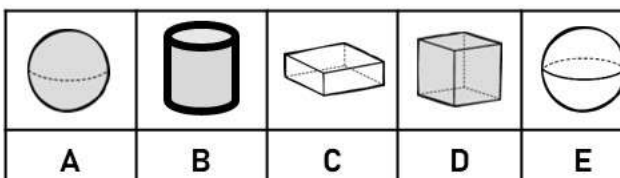
<u>Round and Shaded In</u>	<u>Not Round and White</u>
<u>Round and White</u>	<u>Not Round and Shaded In</u>



Name: _____

Sort the objects into the correct categories using the two attributes

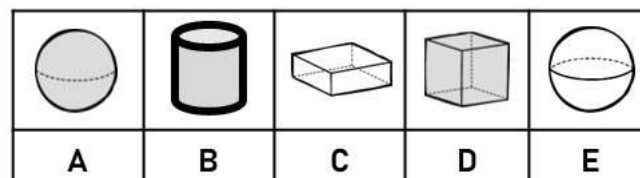
<u>Round and Shaded In</u>	<u>Not Round and White</u>
<u>Round and White</u>	<u>Not Round and Shaded In</u>



Name: _____

Sort the objects into the correct categories using the two attributes

<u>Round and Shaded In</u>	<u>Not Round and White</u>
<u>Round and White</u>	<u>Not Round and Shaded In</u>



Activity Title: Geometric Builders

Objective

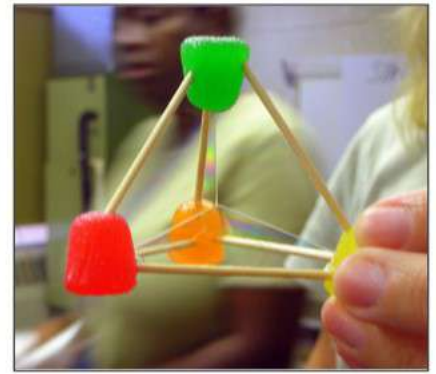
What are we learning about?

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 (coloured)
- 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, pyramids, 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 coloured 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.

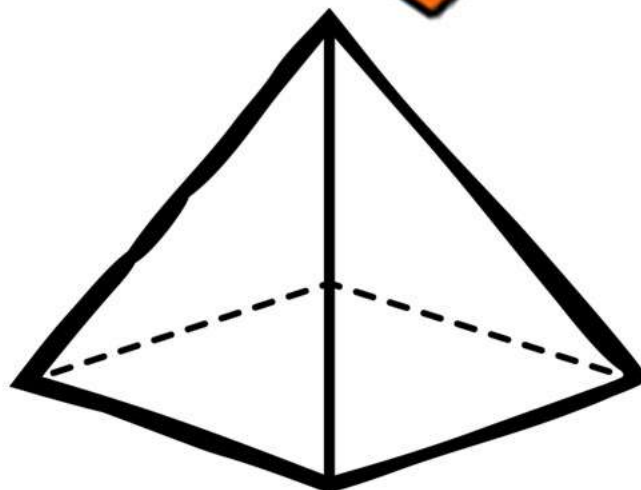
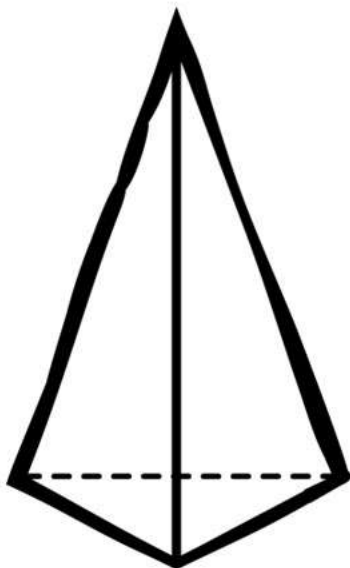
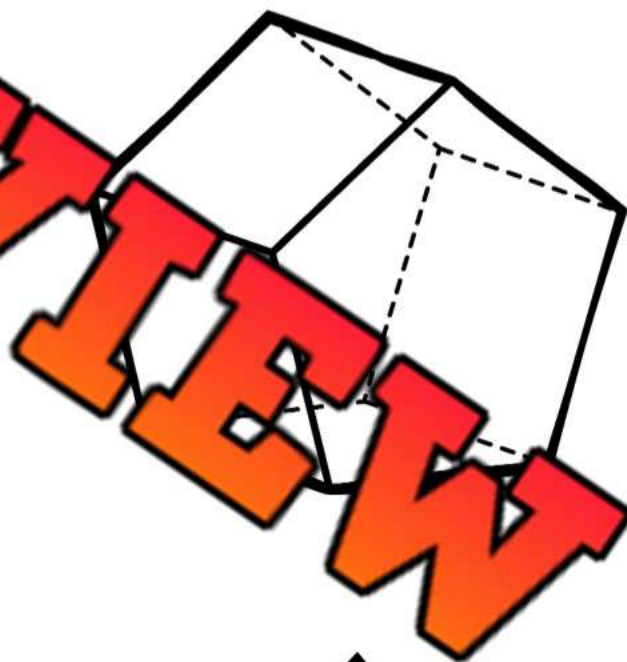
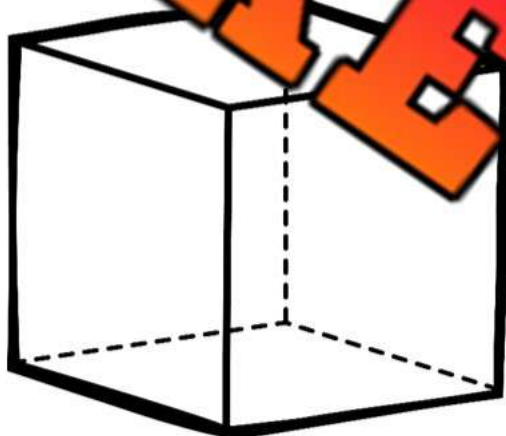
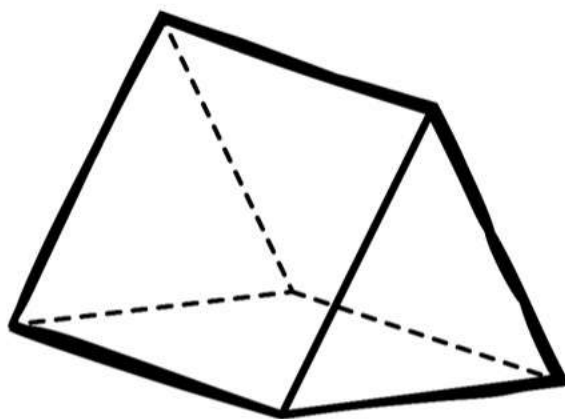
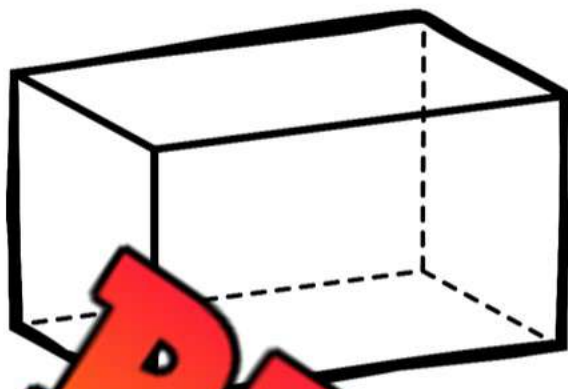
Name: _____

71

Curriculum Connection
SS2.3

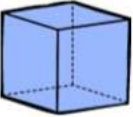
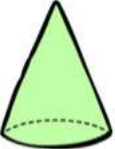
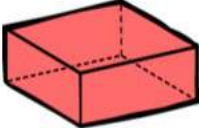
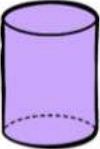
Examples

Make the 3D objects below



PREVIEW

3D Shapes – Colouring Activity

				
Blue	Green	Orange	Red	Purple
Cube	Cone	Sphere	Rectangular Prism	Cylinder

Questions: Colour each picture the correct colour

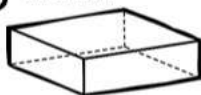


3D Shapes in the Real World

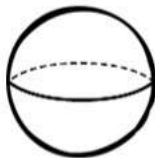
Questions

Cut and paste the 3D objects with their match

Rectangular
Prism



Sphere



Cone



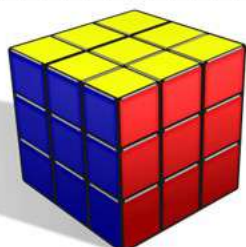
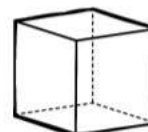
Triangular
Prism



Cylinder



Cube



3D Objects - Number of Faces

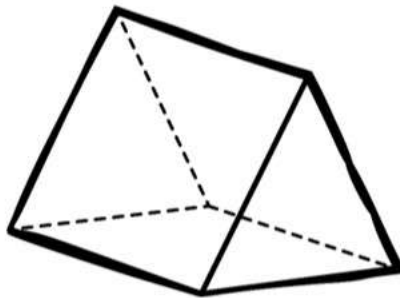
Questions

Colour the box with the correct number of faces



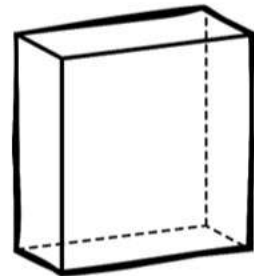
3

5



5

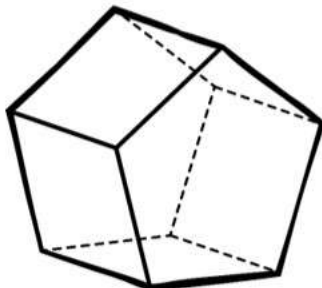
6



3

5

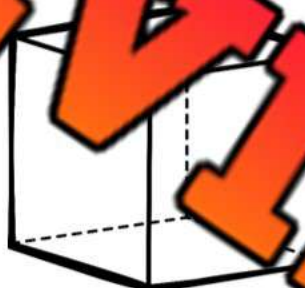
6



4

7

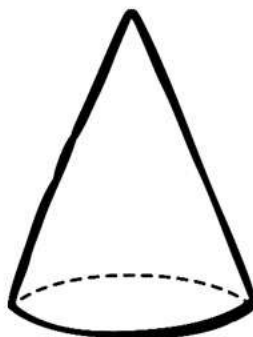
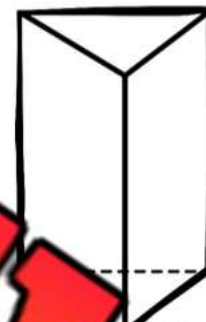
9



4

6

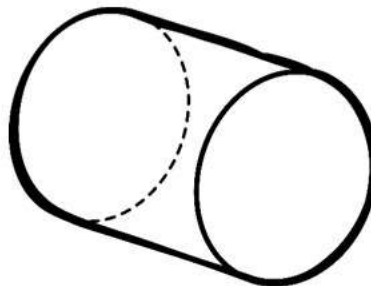
8



2

3

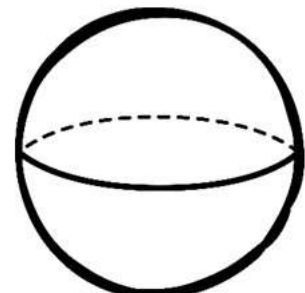
4



1

2

3



0

1

2

Exit Cards

Cut Out

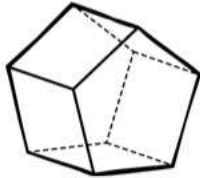
Cut out the exit cards below and have students complete them at the end of class

Name: _____

Colour the box with the correct number of faces



3	5	6
---	---	---



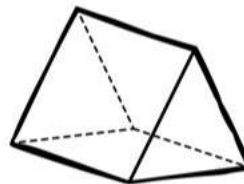
4	7	9
---	---	---



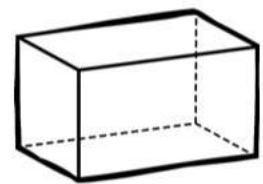
0	1	2
---	---	---

Name: _____

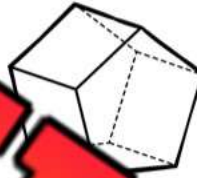
Colour the box with the correct number of faces



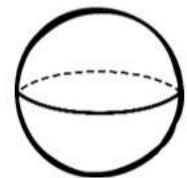
3	5	6
---	---	---



3	5	6
---	---	---



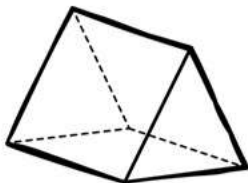
4	7	9
---	---	---



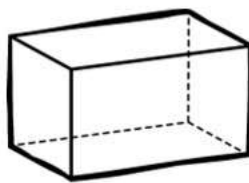
0	1	2
---	---	---

Name: _____

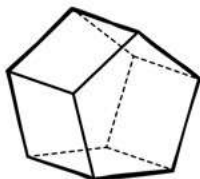
Colour the box with the correct number of faces



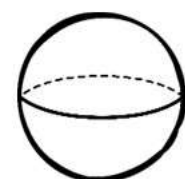
3	5	6
---	---	---



3	5	6
---	---	---



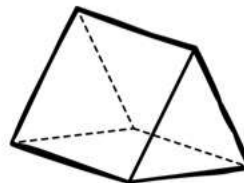
4	7	9
---	---	---



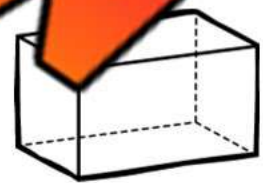
0	1	2
---	---	---

Name: _____

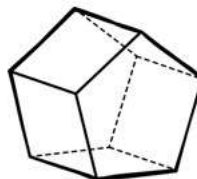
Colour the box with the correct number of faces



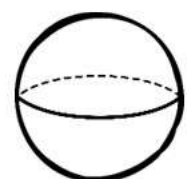
3	5	6
---	---	---



3	5	6
---	---	---



4	7	9
---	---	---



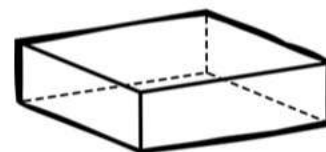
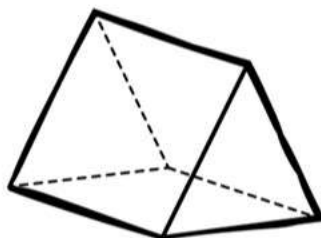
0	1	2
---	---	---

Prisms – Faces, Edges, Vertices

Questions

Fill in the tables below based on the prisms

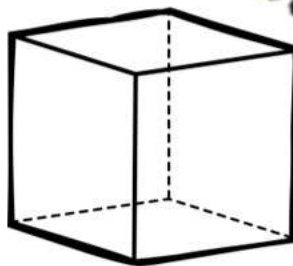
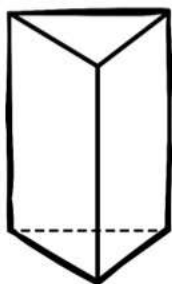
Word Bank – Triangular Prism, Rectangular Prism, Cube



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

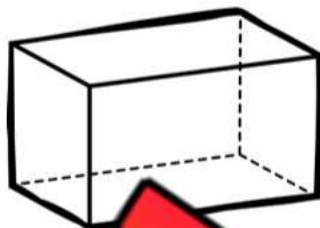
Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

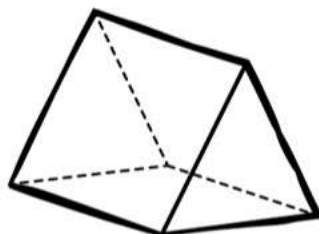
Naming Prisms

Questions

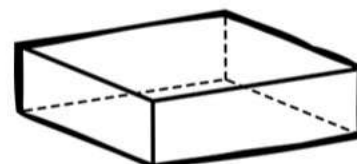
Circle the name of the prism



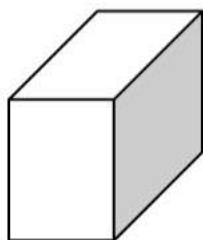
Rectangular Prism
Triangular Prism
Cube



Rectangular Prism
Triangular Prism
Cube



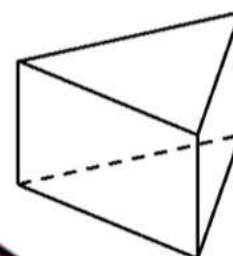
Rectangular Prism
Triangular Prism
Cube



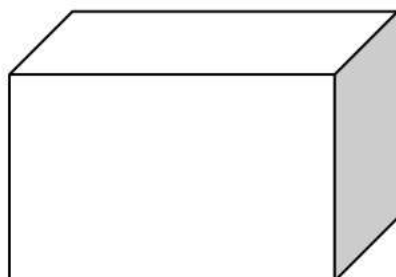
Rectangular Prism
Triangular Prism
Cube



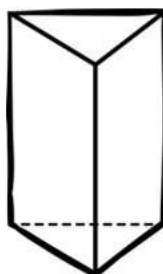
Rectangular Prism
Triangular Prism
Cube



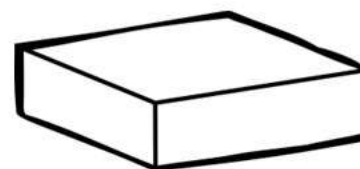
Rectangular Prism
Triangular Prism
Cube



Rectangular Prism
Triangular Prism
Cube



Rectangular Prism
Triangular Prism
Cube



Rectangular Prism
Triangular Prism
Cube

Name: _____

79

Curriculum Connection
SS2.3

Naming Pyramids

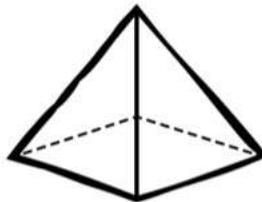
Questions

Write the name of the pyramids below

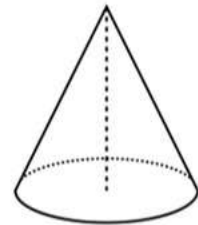
Word Bank – Triangular Pyramid, Rectangular Pyramid, Square Pyramid, Cone



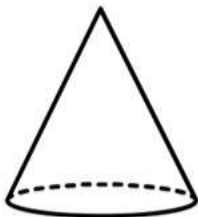
Name	
# of sides on the base	



Name	
# of sides on the base	



Name	
# of sides on the base	



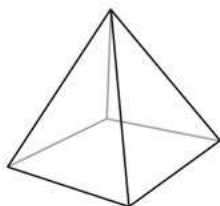
Name	
# of sides on the base	



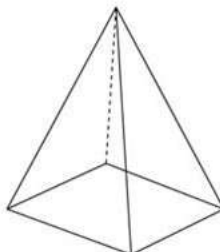
Name	
# of sides on the base	



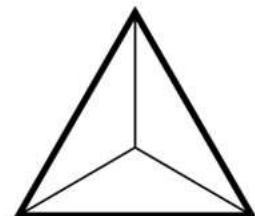
Name	
# of sides on the base	



Name	
# of sides on the base	



Name	
# of sides on the base	



Name	
# of sides on the base	

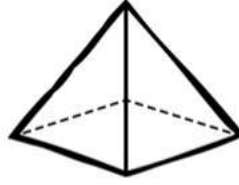
Naming Pyramids

Questions

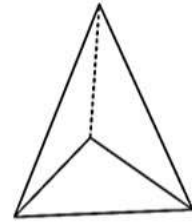
Circle the name of the pyramid



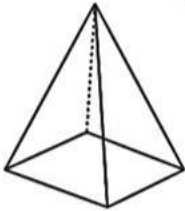
Square-Based Pyramid
Triangular-Based Pyramid
Rectangular-Based Pyramid
Cone



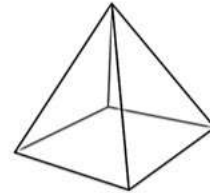
Square-Based Pyramid
Triangular-Based Pyramid
Rectangular-Based Pyramid
Cone



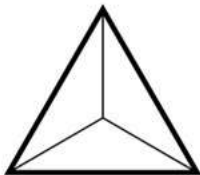
Square-Based Pyramid
Triangular-Based Pyramid
Rectangular-Based Pyramid
Cone



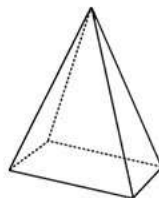
Square-Based Pyramid
Triangular-Based Pyramid
Rectangular-Based Pyramid
Cone



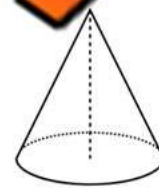
Square-Based Pyramid
Triangular-Based Pyramid
Rectangular-Based Pyramid
Cone



Square-Based Pyramid
Triangular-Based Pyramid
Rectangular-Based Pyramid
Cone



Square-Based Pyramid
Triangular-Based Pyramid
Rectangular-Based Pyramid
Cone



Square-Based Pyramid
Triangular-Based Pyramid
Rectangular-Based Pyramid
Cone

Name: _____

81

Curriculum Connection
SS2.3

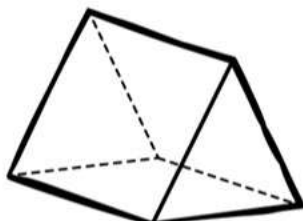
Prism or Pyramid

Questions

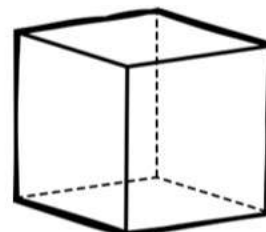
Is the shape a prism or pyramid?



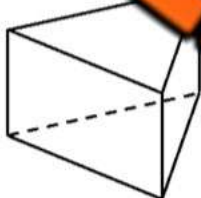
Prism Pyramid



Prism Pyramid



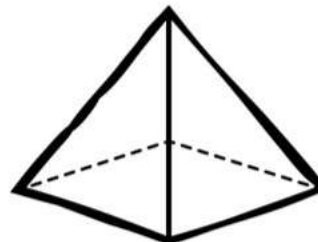
Prism Pyramid



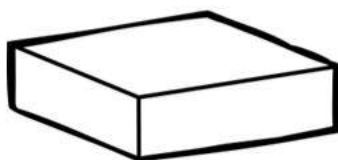
Prism Pyramid



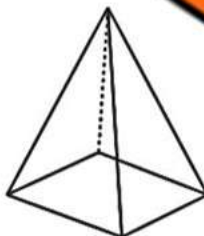
Prism Pyramid



Prism Pyramid



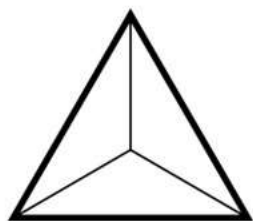
Prism Pyramid



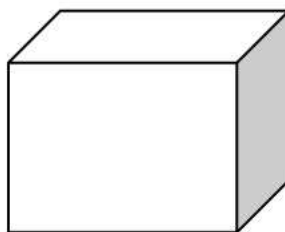
Prism Pyramid



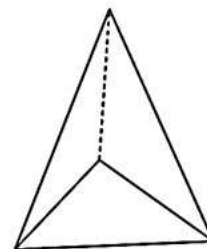
Prism Pyramid



Prism Pyramid



Prism Pyramid



Prism Pyramid

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 or pyramid?



Prism Pyramid Prism Pyramid



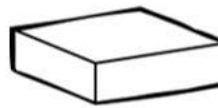
Prism Pyramid



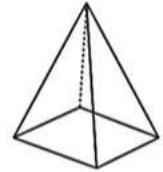
Prism Pyramid

Name: _____

Is the object a prism or pyramid?



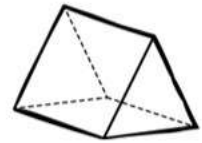
Prism Pyramid



Prism Pyramid



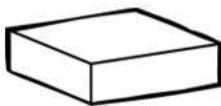
Prism Pyramid



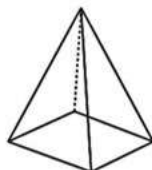
Prism Pyramid

Name: _____

Is the object a prism or pyramid?



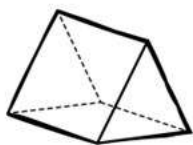
Prism Pyramid



Prism Pyramid



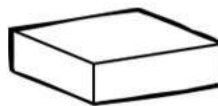
Prism Pyramid



Prism Pyramid

Name: _____

Is the object a prism or pyramid?



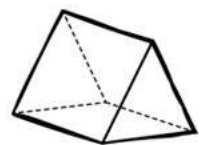
Prism Pyramid



Prism Pyramid



Prism Pyramid



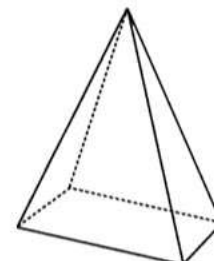
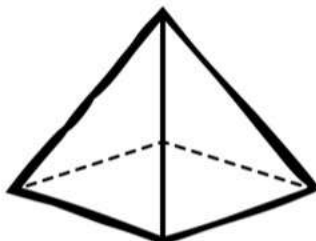
Prism Pyramid

Pyramids – Faces, Edges, Vertices

Questions

Fill in the tables below based on the pyramids

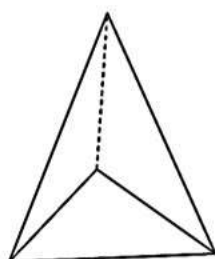
Word Bank – Triangular Pyramid, Rectangular Pyramid, Square Pyramid, Cone



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

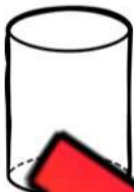


Faces	
Edges	
Vertices	
Name	

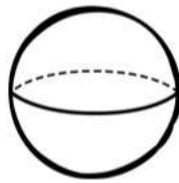
Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Naming 3D Shapes

QuestionsWrite the names of the 3D shapes below: Cone, Sphere, or Cylinder

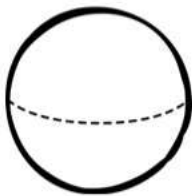
Name	
# of faces	



Name	
# of faces	



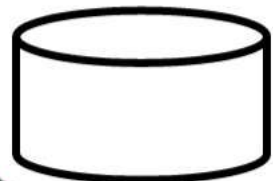
Name	
# of faces	



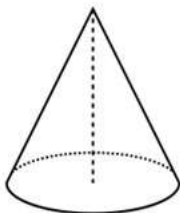
Name	
# of faces	



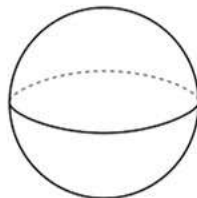
Name	
# of faces	



Name	
# of faces	



Name	
# of faces	



Name	
# of faces	



Name	
# of faces	

Name: _____

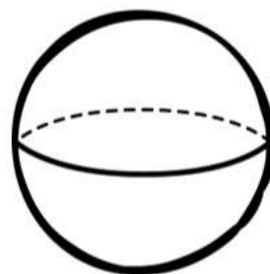
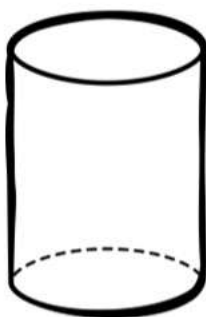
85

Curriculum Connection
SS2.3

Cone, Cylinder or Sphere

Questions

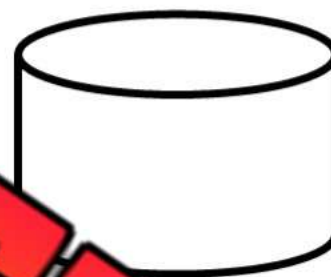
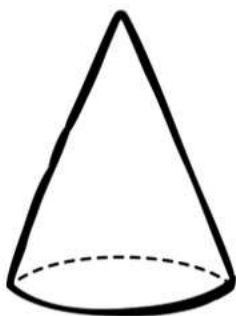
Is the 3D object a cone, cylinder, or sphere?



Cone Cylinder Sphere

Cylinder Sphere

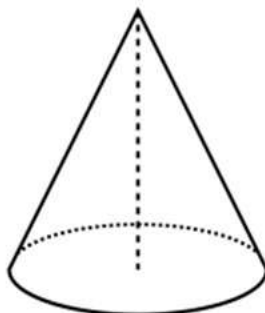
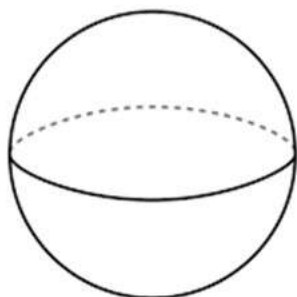
Cone Cylinder Sphere



Cone Cylinder Sphere

Cone Cylinder Sphere

Cone Cylinder Sphere



Cone Cylinder Sphere

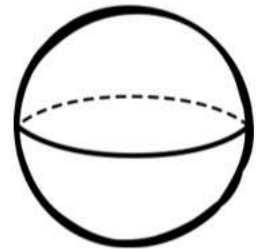
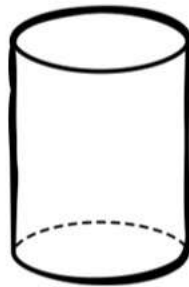
Cone Cylinder Sphere

Cone Cylinder Sphere

3D Shape – Faces, Edges, Vertices

Questions

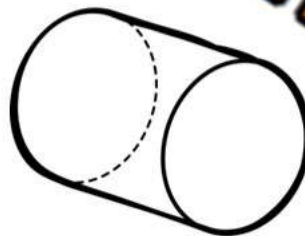
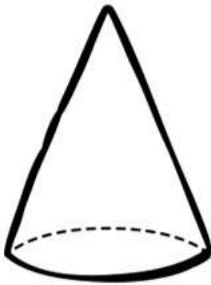
Fill in the tables below



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Activity: Exploring Nets of 3D Objects

Objective

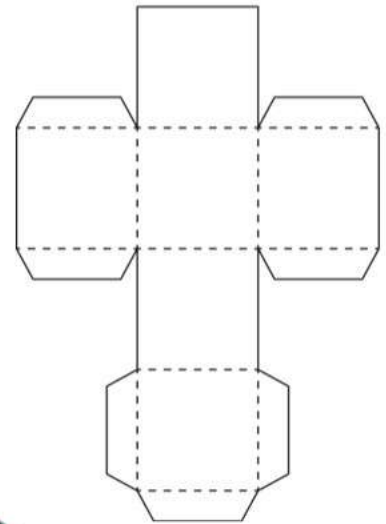
What are we learning about?

Students will learn about the nets of 3D objects and investigate the properties of pyramids, cones, cylinders, and prisms by constructing these shapes from given nets. They will count and record the number of faces, edges, and vertices of each shape.

Materials

What you will need for the activity.

- Pre-printed nets of pyramids, cones, cylinders, and prisms (one set per student)
- Scissors
- Glue or tape
- Paper and pencil
- Handouts with table for recording number of faces, edges, and vertices for each shape



Instructions

How you will complete the activity

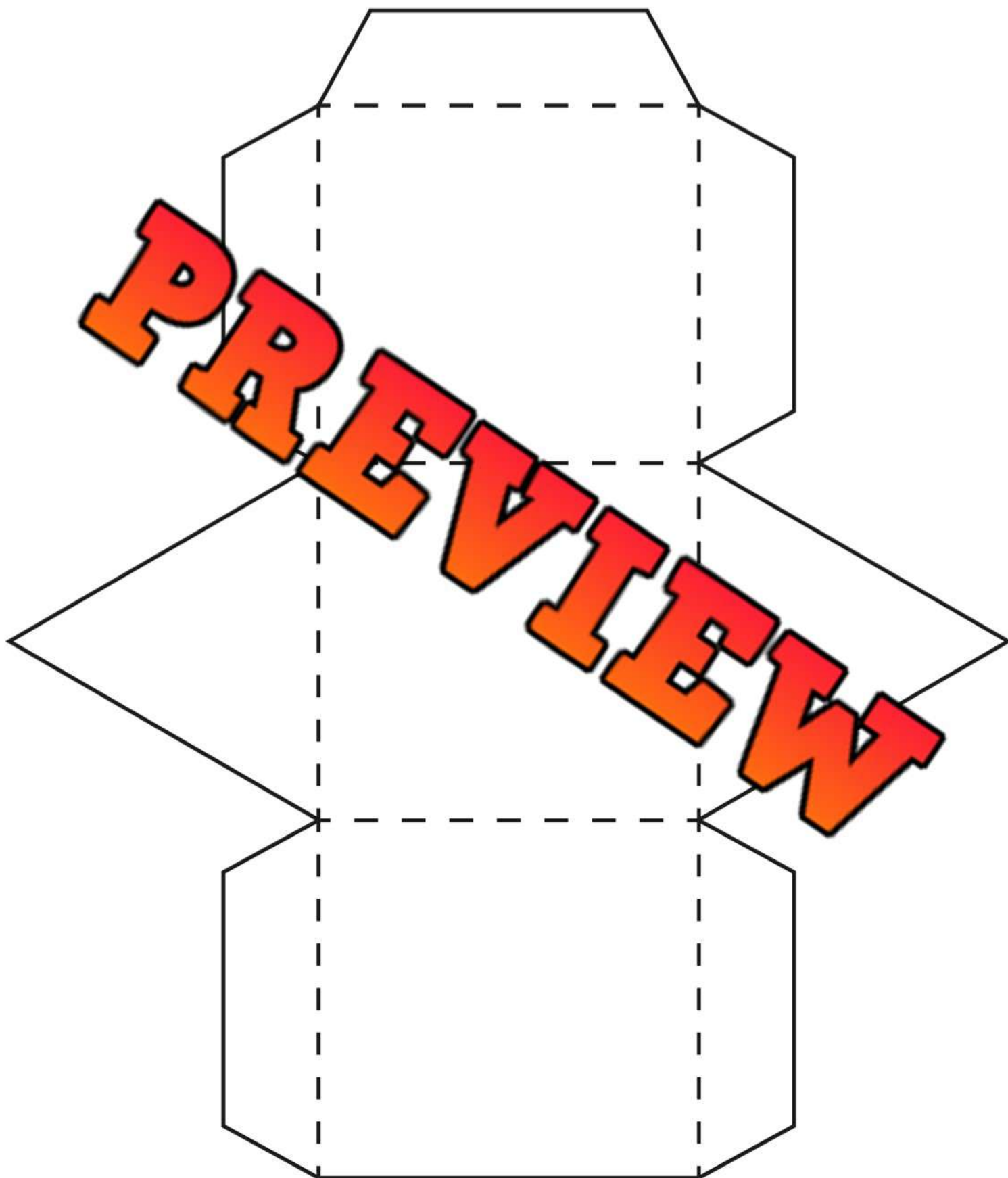
- 1) Introduce the concept of nets and how they can be folded to form 3D shapes. Explain that a net is a two-dimensional shape that can be folded to form a three-dimensional object.
- 2) Distribute the pre-printed nets of pyramids, cones, cylinders, and prisms to each student, along with scissors, glue or tape, and the handout for recording observations.
- 3) Show an example of how to cut out and fold a net to create a 3D shape. Demonstrate where to cut and how to fold along the lines, using glue or tape to secure the edges.
- 4) Ask students to start with one net, cut it out, and carefully fold it to create the corresponding 3D shape. Ensure they follow the lines and use glue or tape to hold the shape together.
- 5) Once they have constructed the shape, instruct them to count and record the number of faces, edges, and vertices on the provided handout.
- 6) Repeat the process with the remaining nets, constructing the pyramid, cone, cylinder, and prism one by one.
- 7) After constructing all shapes, have a class discussion about their observations. Compare the number of faces, edges, and vertices of each shape and discuss any patterns or differences they noticed.

Name: _____

88

Curriculum Connection
SS2.3

Triangular Prism

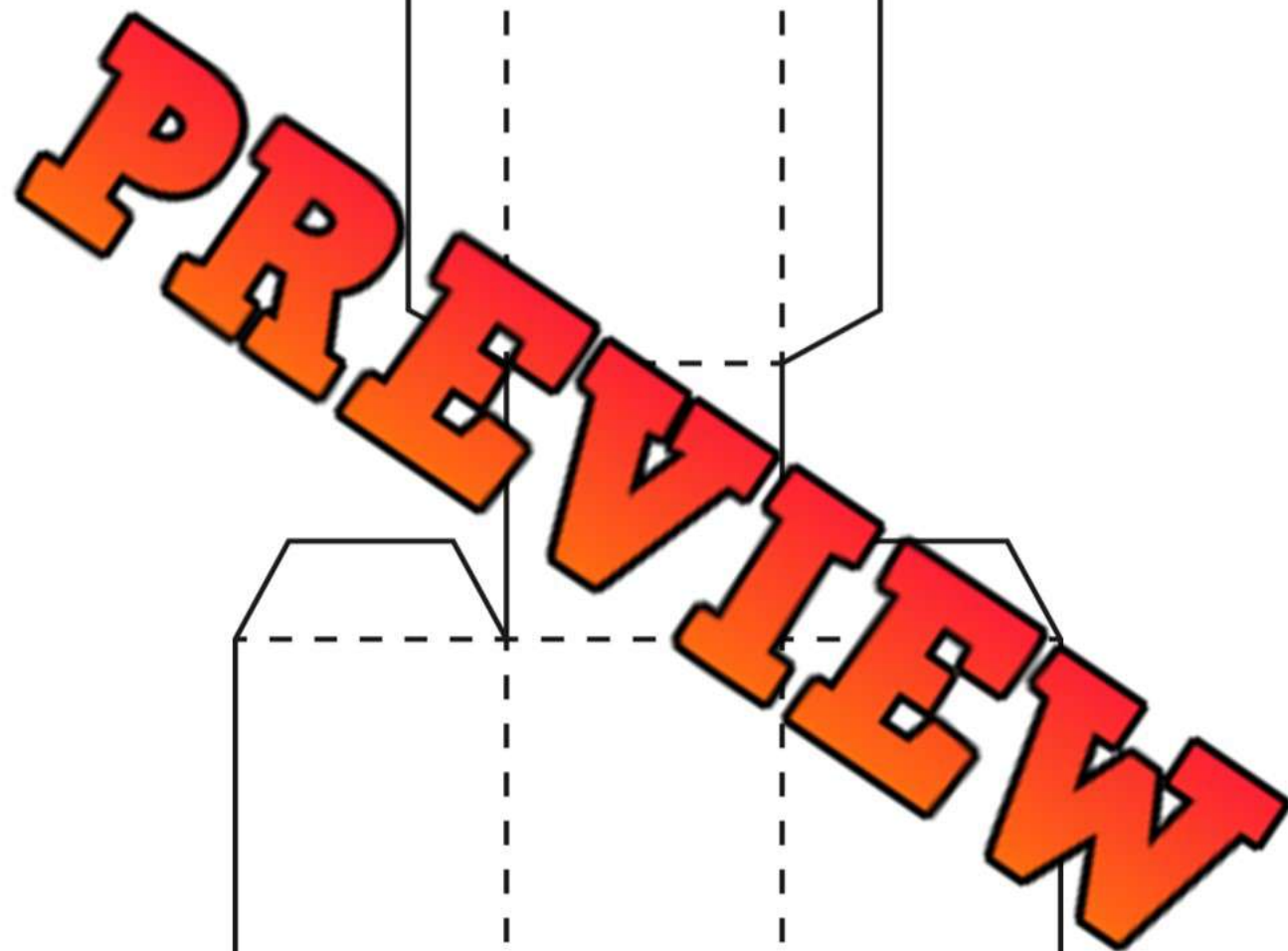


Name: _____

89

Curriculum Connection
SS2.3

Rectangular Prism

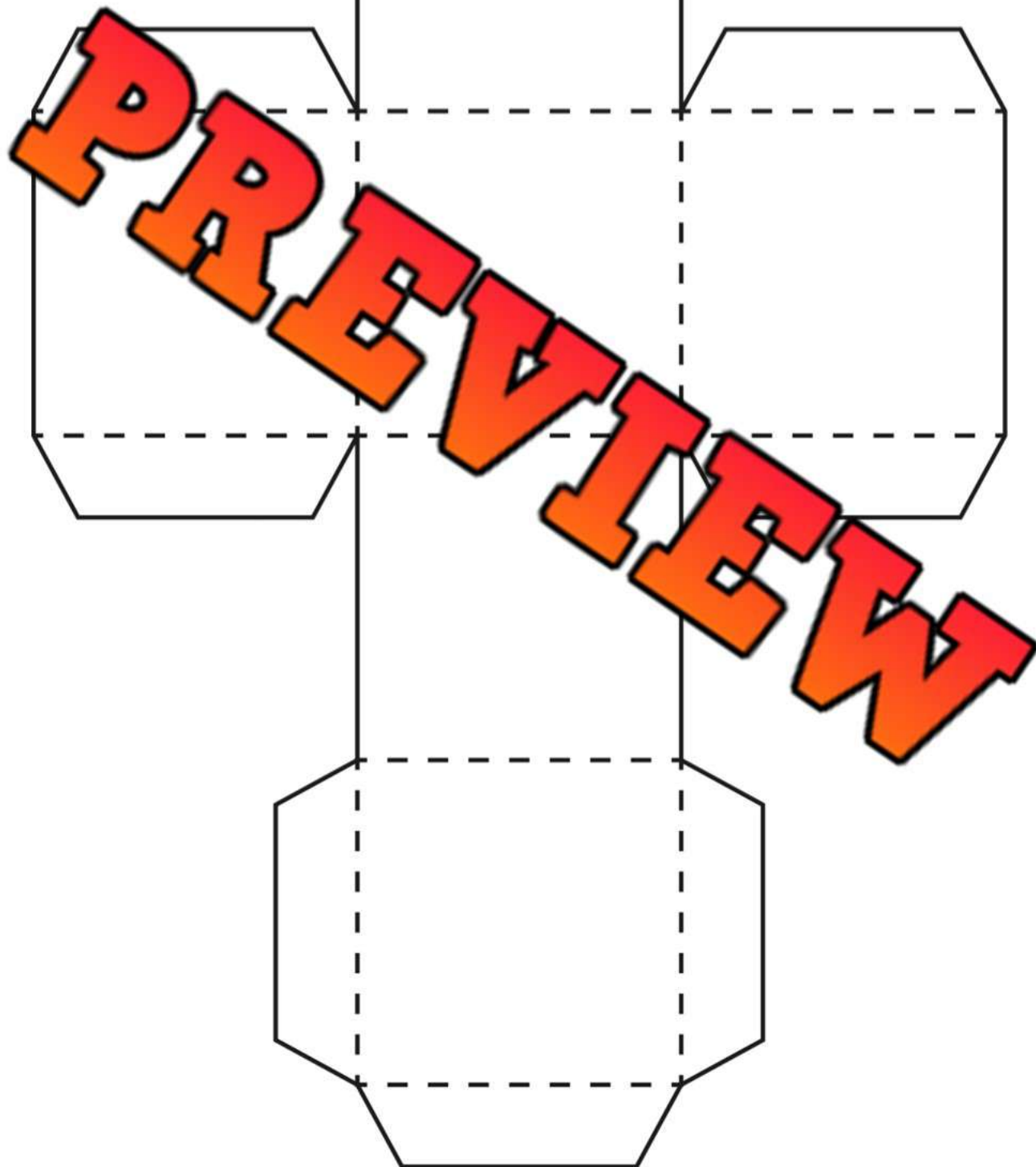


Name: _____

90

Curriculum Connection
SS2.3

Cube



Name: _____

91

Curriculum Connection
SS2.3

Cone



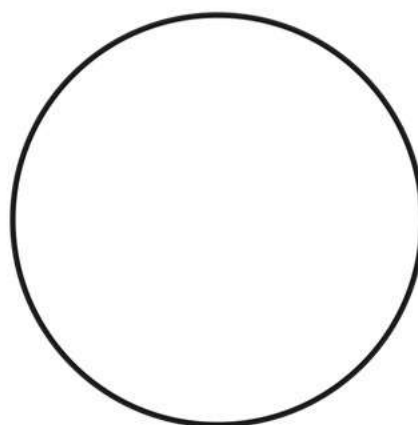
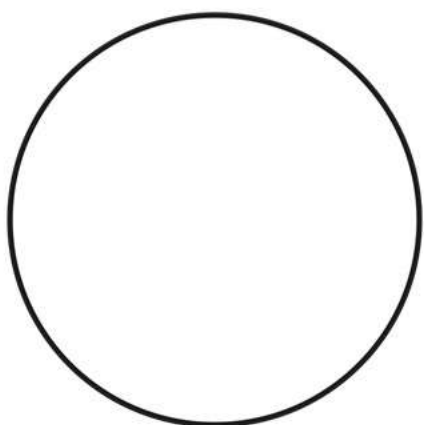
Name: _____

92

Curriculum Connection
SS2.3

Cylinder

PREVIEW



Name: _____

93

Curriculum Connection
SS2.3

Triangular Pyramid

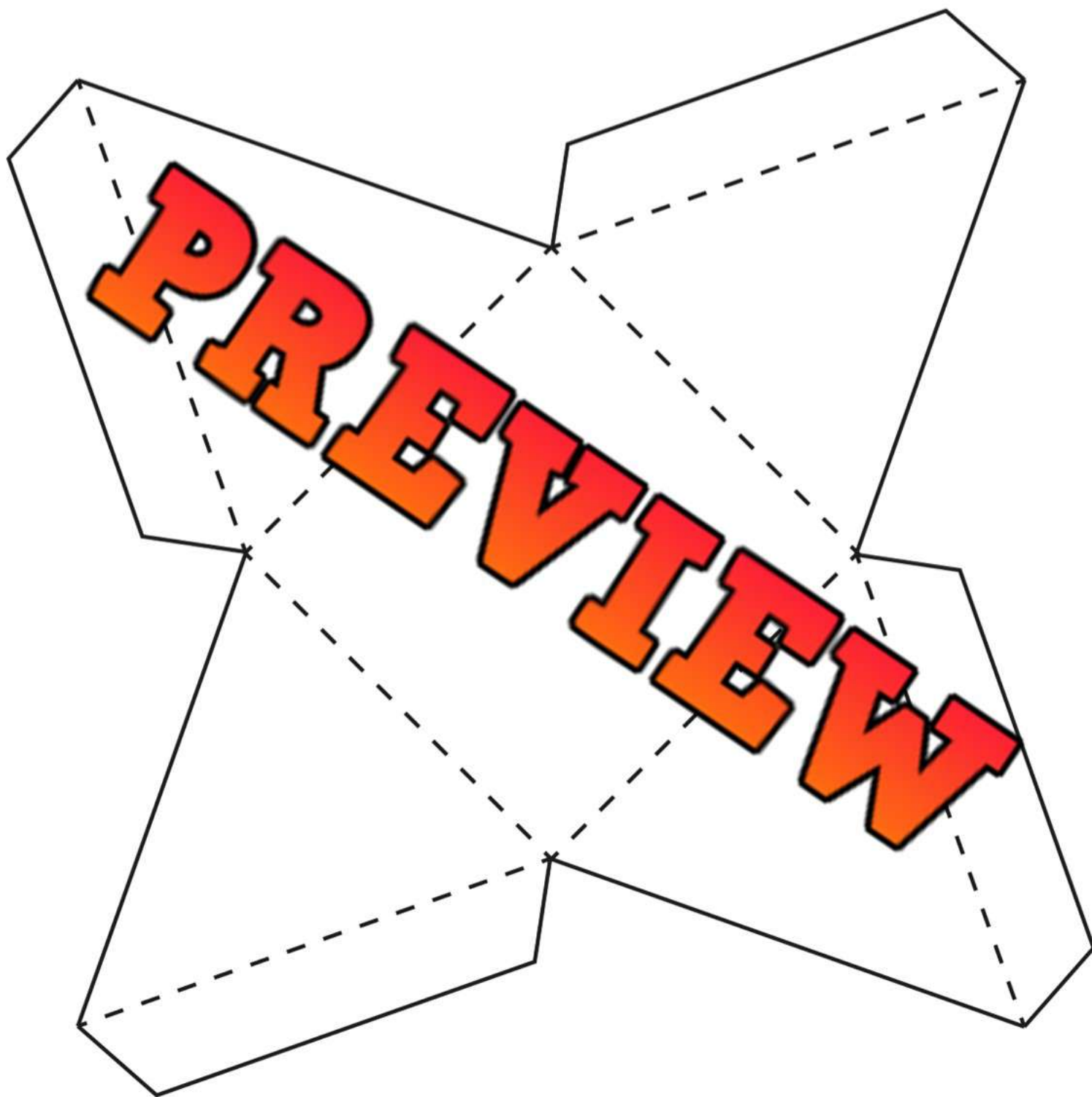
PREVIEW

Name: _____

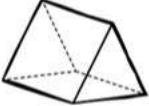
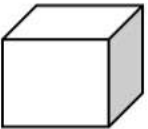
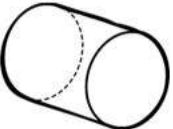
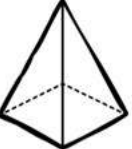
94

Curriculum Connection
SS2.3

Square Pyramid



3D Models – Investigating Nets

Name of 3D Shape	Faces (Sides)	Edges	Vertices (Corners)
Triangular Prism 			
Rectangular Prism 			
Cube 			
Cone 			
Cylinder 			
Triangular Pyramid 			
Square Pyramid 			

Sorting 3-D Shapes Using Two Attributes

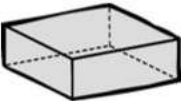
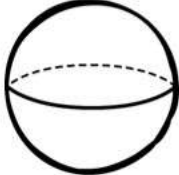
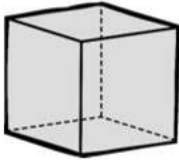
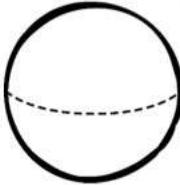
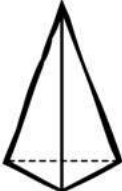
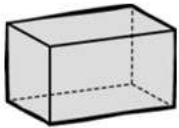
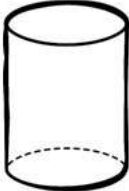
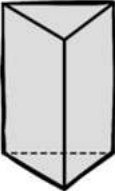
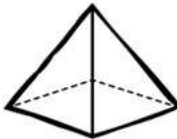
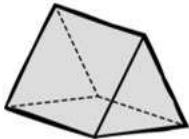
Prism and Shaded

Non-Prism and White

PREVIEW

Questions

Write the letter below each shape in the correct category

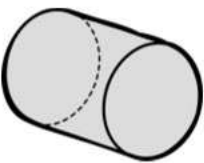
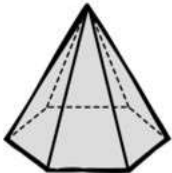
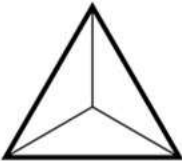
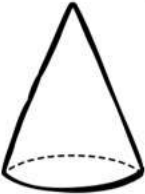
					
A	B	C	D	E	F
					
G	H	I	J	K	L

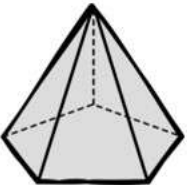
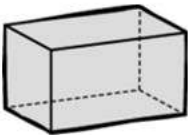
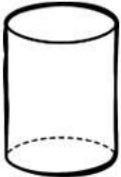
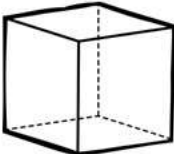
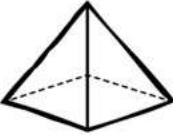
Sorting 3-D Shapes Using Two Attributes

<u>Pyramid and Shaded</u>	<u>Pyramid and White</u>
<u>Non-Pyramid and White</u>	<u>Non-Pyramid and Shaded</u>

Questions

Write the letter below each shape in the correct category.

					
A	B	C	D	E	F

					
G	H	I	J	K	L

Name: _____

102

Curriculum Connection
SS2.4

Sides of a Shape

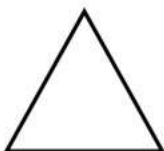
Part 1

How many sides does the shape have?

1.



2.



3.



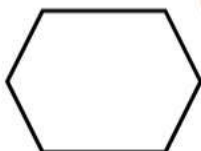
4.



5.



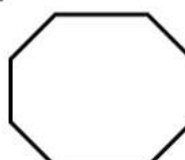
6.



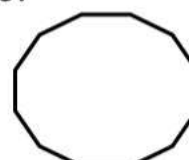
8.



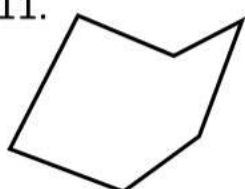
9.



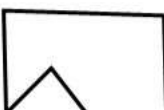
10.



11.



12.



13.



14.



15.



Part 2

Draw a shape with the correct number of sides

1)

2)

3)

4)

5)

4

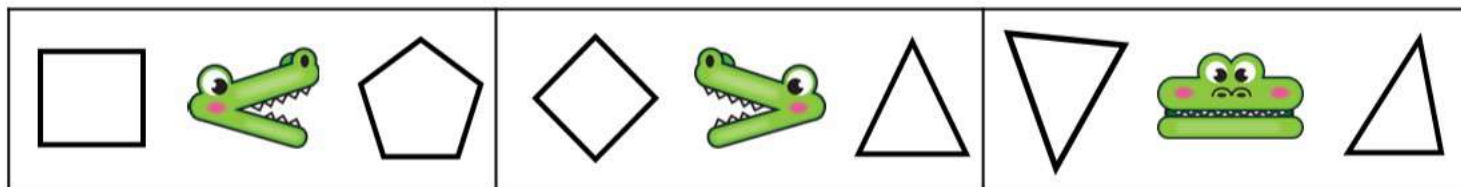
3

6

8

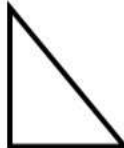
10

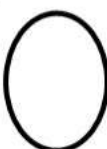
Comparing Shapes - Number of Sides

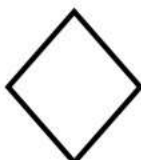
**Questions**

Circle the correct alligator

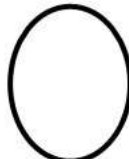
1)   

2)     

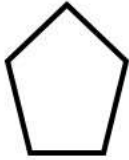
3)         

5)     

6)    

7)     

8)     

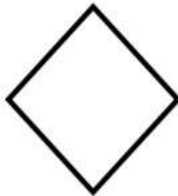
9)     

10)     

Comparing Shapes - Number of Sides

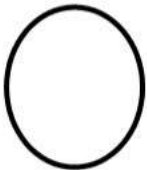
QuestionsCompare the number of sides on the shapes using $<$ $>$ $=$

1)

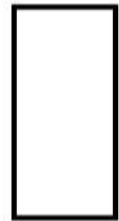
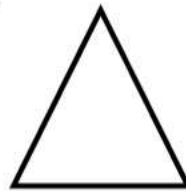


4

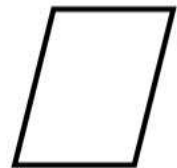
2)



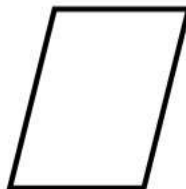
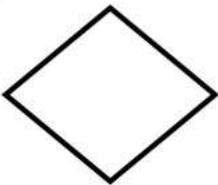
5)



6)



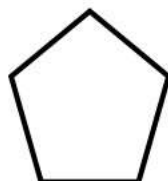
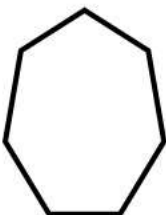
3)



7)



4)

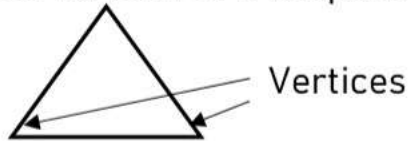


8)



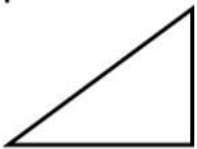
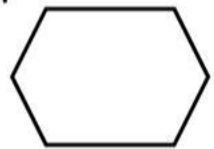
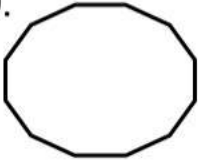
Vertices

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 vertices

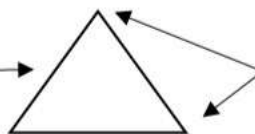
1) 	2) 	3) 	4) 	
3	4	5	6	7

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

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. 	10. 	
_____ sides	_____ sides	_____ sides	_____ sides	
_____ 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.



_____ sides

_____ vertices

2.



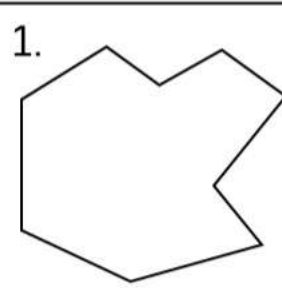
_____ sides

_____ vertices

Name: _____

How many sides and vertices does the shape have?

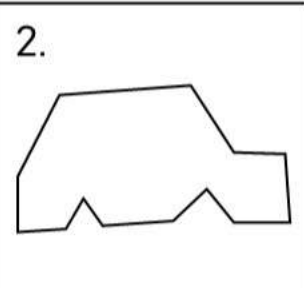
1.



_____ sides

_____ vertices

2.



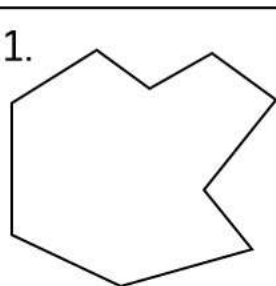
_____ sides

_____ vertices

Name: _____

How many sides and vertices does the shape have?

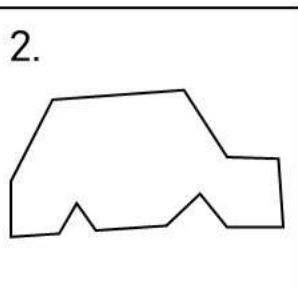
1.



_____ sides

_____ vertices

2.



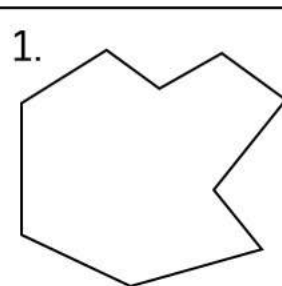
_____ sides

_____ vertices

Name: _____

How many sides and vertices does the shape have?

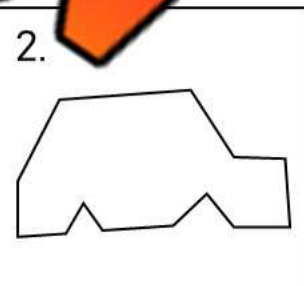
1.



_____ sides

_____ vertices

2.



_____ sides

_____ vertices

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.

- Construction paper (various colours)
- Scissors
- Glue sticks
- Pencils
- Rulers
- Handouts with sorting/recording
- Markers



Instructions

How you will complete the activity

- 1) Introduce the different 2D shapes by showing examples of each (triangles, squares, rectangles, pentagons, hexagons, and circles). Discuss the number of sides and vertices for each shape.
- 2) Explain that today's activity is to create their own 2D shapes, cut them out, and 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.

Recording Sheet

Cut out and paste shapes that match the criteria below

3

6 Sides
6 Vertices


4 Sides
4 Vertices

VIEW

5 Sides
5 Vertices

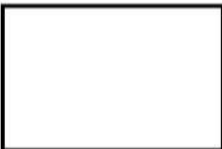
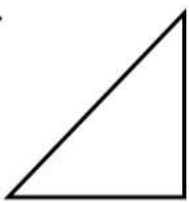
8 Sides
8 Vertices

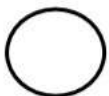
Naming Shapes

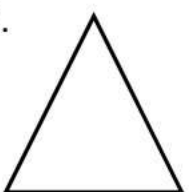
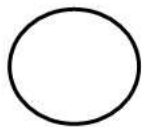
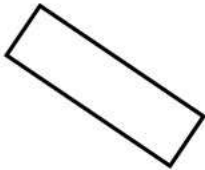
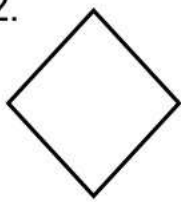
Questions

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. 	8. 
# of Sides	_____ sides	_____ sides	_____ sides
Name of Shape			

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

Drawing 2D Shapes

Questions

Draw the 2D shapes below

1) Circle

2) Square

3) Rectangle

4) Triangle

5) Oval

6) Regular Hexagon

7) Right-Angled Triangle

8) Diamond (Square)

PREVIEW

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

Rectangle

Triangle

Name: _____

Draw the 2D shapes below.

Circle

Square

Rectangle

Triangle

Name: _____

Draw the 2D shapes below.

Circle

Square

Rectangle

Triangle

Real Life 2D Objects

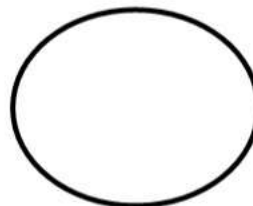
Questions

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

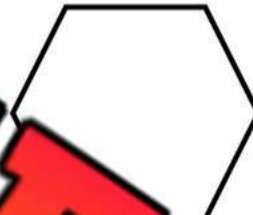
1)



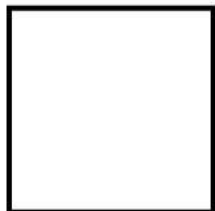
2)



3)



5)



6)



Finding Shapes in Our Lives

Questions

Circle the shapes in the pictures below and write their names below

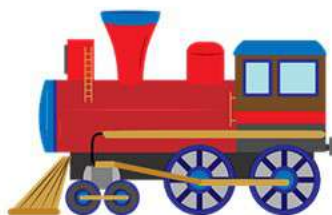
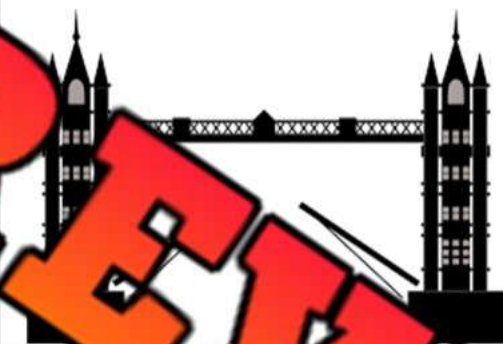
Word Bank

Triangle

Rectangle

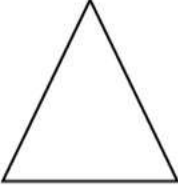
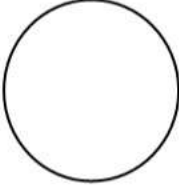
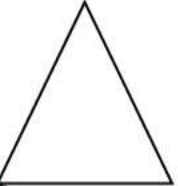
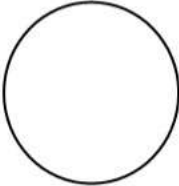
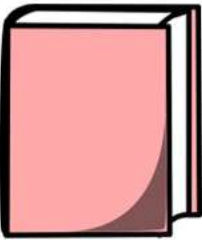
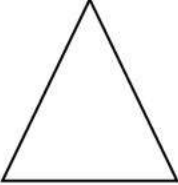
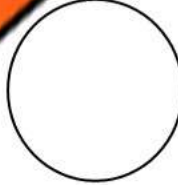
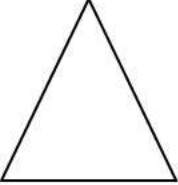
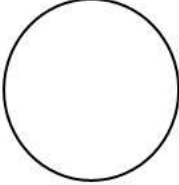
Circle

Square



2D Shapes Found in 3D Pictures**Questions**

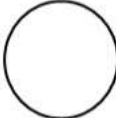
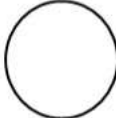
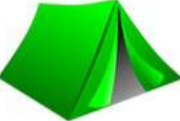
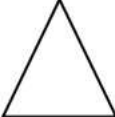
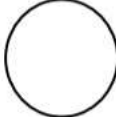
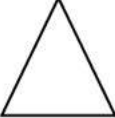
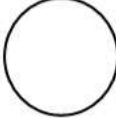
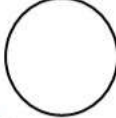
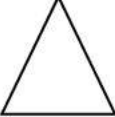
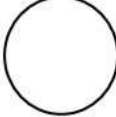
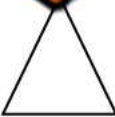
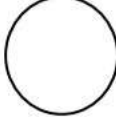
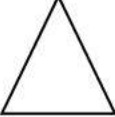
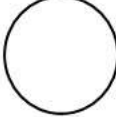
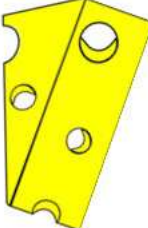
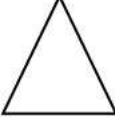
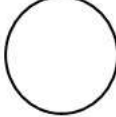
Circle the 2D shapes found in the 3D objects

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

2D Shapes Found in 3D Pictures

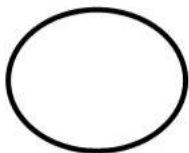
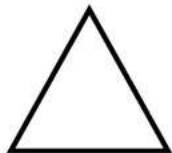
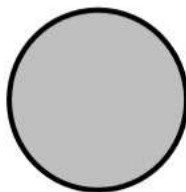
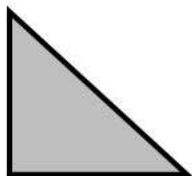
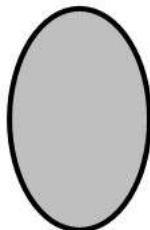
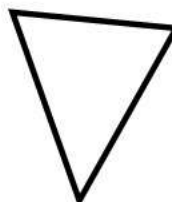
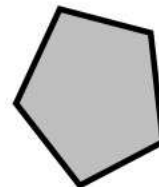
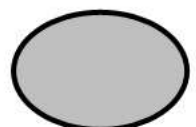
Questions

Circle the 2D shapes found in the 3D objects

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

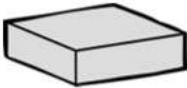
Unit Test - 3-D Objects, 2-D Objects and 2-D Shapes**Part 1**

Sort the shapes into the correct categories using the two attributes

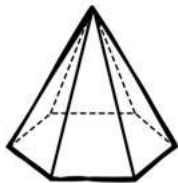
Round and White**Round and Grey****Not Round and White****Not Round and Grey****A****B****C****D****F****G****H****I****J****K****L**

Part 2

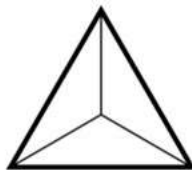
Write the letter below each shape in the correct category

Pyramid and ShadedPrism and WhitePyramid and WhitePrism and Shaded

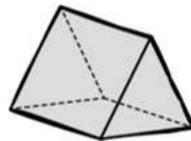
A



B



C



D



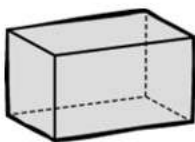
E



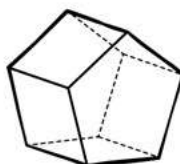
F



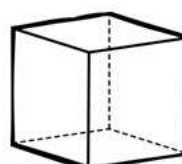
G



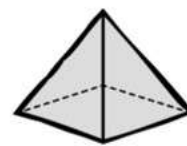
H



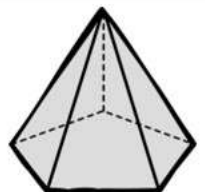
I



J



K



L

Part 3

Use the word bank to label the 3-D objects below

Word Bank

Triangular Prism

Rectangular Prism

Triangular Pyramid

Square Pyramid

Rectangular Pyramid

Sphere

Cylinder

Cone

Cube

