



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.

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Google Slides Lessons Preview





BC Math Curriculum Measuring Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to use appropriate units of length to estimate, measure, and compare the lengths of different objects so we can clearly understand and describe how long things are.













Estimating Measurements - Referents

Decide which referent would be most suitable to measure the length of the following objects. Drag m or cm to answer.

m

cm

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – I Wonder Statements

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

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

Examples:

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

















BC Math Curriculum













Measuring Unit – Grade 1













Area

Area is how much space is taken up by a 2D shape. The area of your notebook or backpack is how large the surface is. Which surface has more area? Drag the checkmark to your answer.

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

Area is how much space is taken up by a 2D shape. Which surface has more area? Drag the checkmark to your answer.

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

Column 1	Column 1 is _____ than Column 2	Column 2
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	



BC Math Curriculum Measuring Unit – Grade 1

Familiar Two-Dimensional Shapes

Drag each shape and place it above its name.

Circle

Rectangle

Square

Triangle

Star

Sorting 2D Shapes

Sort the shapes into the correct categories by dragging.

A	B	C	D	E	F	G	H
I	J	K	L	M	N	O	P

1 Side		3 Sides	
4 Sides		5 Sides	

Sorting 3D Shapes

Sort the shapes into the correct categories by dragging.

G	H	I	J	K	L

1 Side			3 Sides		4 Sides	
6 Sides		7 Sides		8 Sides	5 Sides	
					9 Sides	



Workbook Preview



Grade 1 Measurement

Curriculum Expectations

Direct Measurement:

- Non-uniform units are not consistent in size (e.g., children's hands, pencils); uniform units are consistent in size (e.g., interlocking cubes, standard paper clips).
- Understanding the importance of using a baseline for direct comparison in linear measurement

• **Preview of 100 pages from
this product that contains
223 pages total.**

- Tiling an area
- Rope knots at intervals
- Using body parts to measure
- Hand/foot tracing for mitten/moccasin making

Name: _____

5

Story – Measuring With What We Have

Story

Read the story and answer the questions

Makwa and his friend Niibi lived in an Anishinaabe community near a big, bright lake.

One day, their Kookum (grandmother) asked them to help measure the land.

"We do not have a ruler," Makwa

"That is okay," Kookum smiled. "We can use what we have."

Draw what you pictured while reading.

Name: _____

6

Measuring With Feet

Makwa stood at the start of the path.

He took **4 heel-to-toe steps**, then **2 more**.



How many steps did he take in total?

Blank space for writing the answer to the question above.

Niibi tried to
She took **5 small steps**
Her steps were tiny!

How many steps did she take in total?

Blank space for writing the answer to the question above.

Draw what you pictured.

Large blank space for drawing.

PREVIEW

Name: _____

7

Measuring With Hands

At the end of the path, they saw a round rock.
Niibi measured around the rock using her hand.
She counted **7 hands** all the way around.



Makwa measured using his bigger hand.
He only counted **4 hands**.

How many hands did Niibi count?

Draw what you pictured.

PREVIEW

Measuring With Sticks

Kookum brought two sticks.

Niibi picked the **short stick**.

Makwa picked the **long stick**.

They both measured the same garden log.



Niibi lined up the short sticks:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

Makwa lined up the long sticks:

He only needed **4 sticks**.

How many more sticks did Niibi use than Makwa?

Draw what you pictured.

PREVIEW

Comparing All Their Measurements

Makwa looked confused.

“We got different numbers,” he said.

“But we measured the same things.”

Kookum nodded.

“That is what happens with **non-standard measurement**.

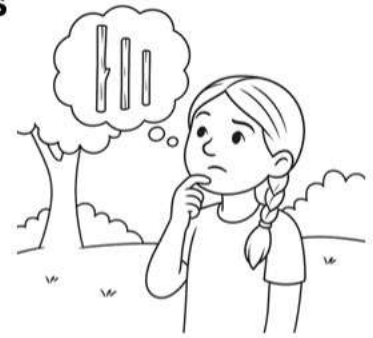
Different hands, or sticks give different answers.

But you both measured carefully. That is what matters.”

Makwa smiled.

Niibi smiled too.

They had measured the same thing using only what they had.



PREVIEW

Why did they get different answers even though they measured the same things?

Draw what you pictured.

Name: _____

12

Using Non – Uniform 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

Name: _____

14

Drawing Lengths Using Fingertips

Questions

Draw lines that are the lengths below



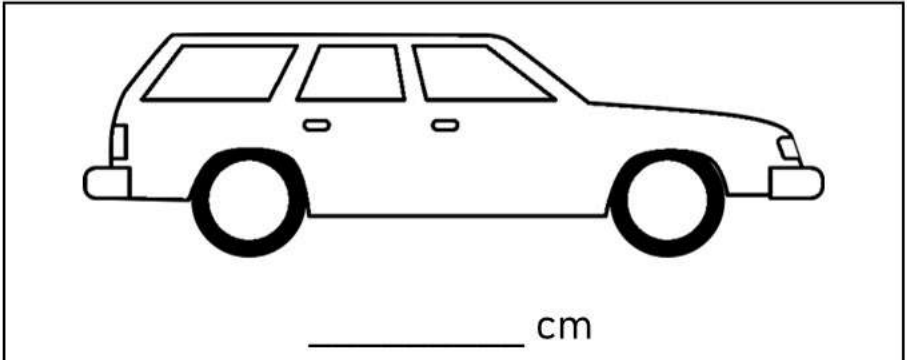
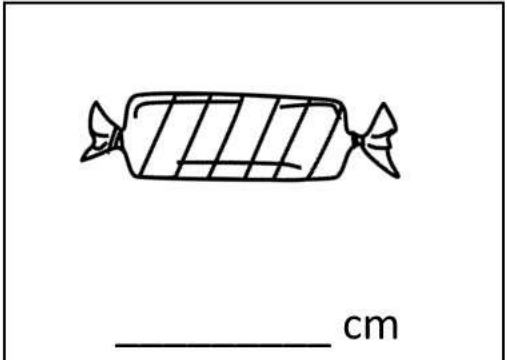
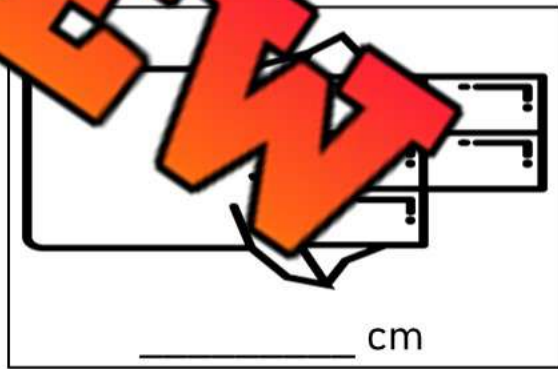
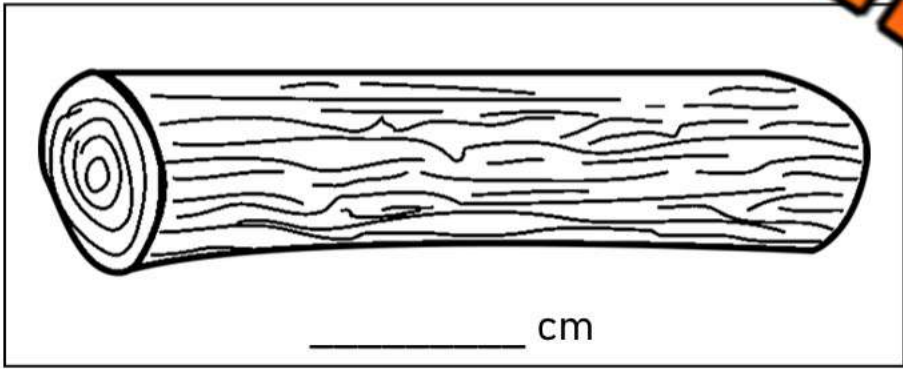
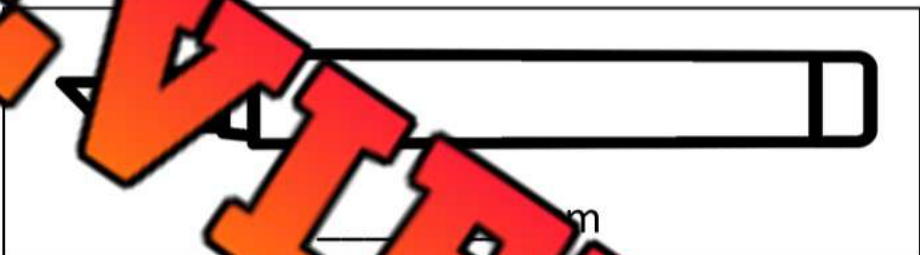
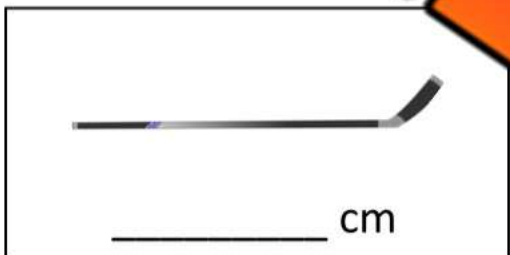
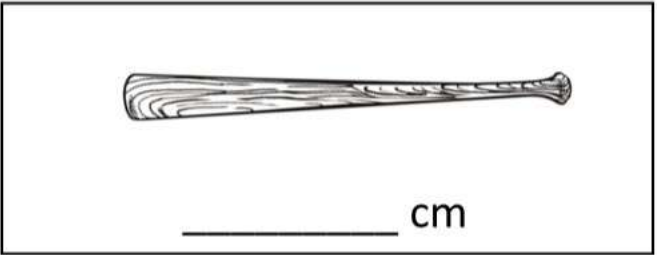
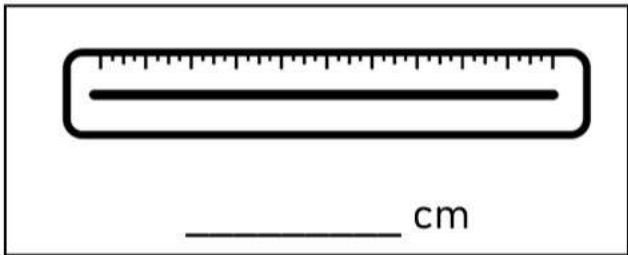
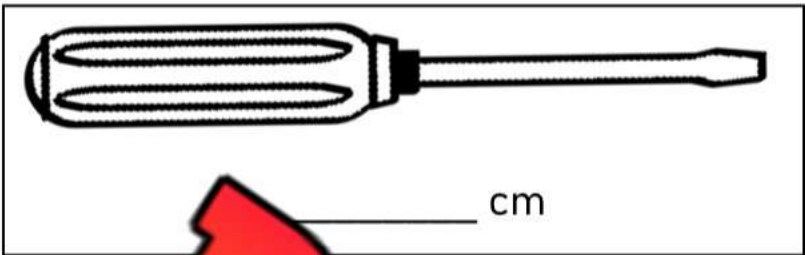
1)	2)
3 fingertips	6 fingertips
3)	4)
3 fingertips	9 fingertips
5)	6)
4 fingertips	7 fingertips
7)	8)
1 fingertips	8 fingertips
9)	10)
2 fingertips	10 fingertips
11)	
	14 fingertips
12)	
	17 fingertips

PREVIEW

Name: _____

Measuring Real-Life Objects

Questions Measure the length of the objects below



PREVIEW

Measuring Real-Life Objects - Changing Orientation

Questions

Measure the objects below using your fingertips

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

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

PREVIEW

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 in each group
- Paper and pencil
- Handouts with comparison recording



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 _____.

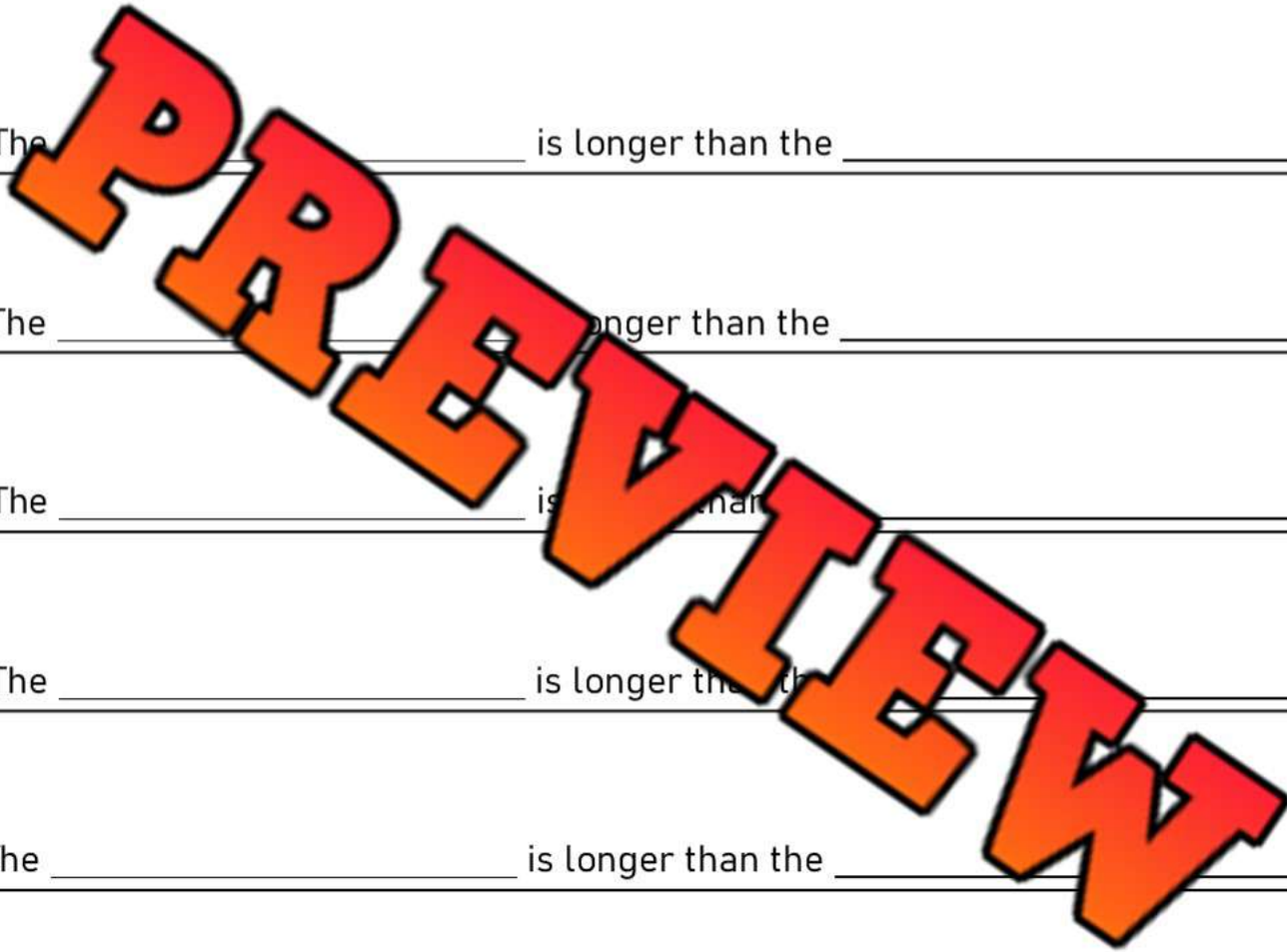
e) The _____ is longer than the _____.

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-uniform 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			
4) 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			

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-Uniform 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-Uniform 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-Uniform 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-Uniform unit you would use to measure the lengths below.



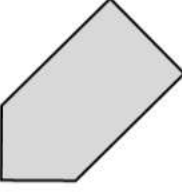
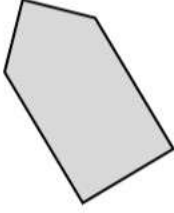

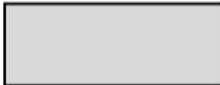

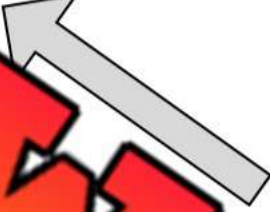
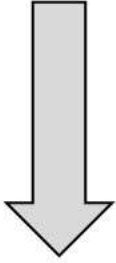
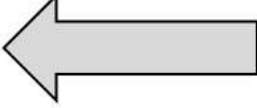

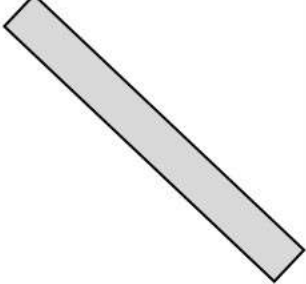
1) The height of a juice box.	Paper Clip	Pencil	Wing-span
2) The width of a hallway.	Paper Clip	Pencil	Wing-span
3) The height of your chair.	Paper Clip	Pencil	Wing-span

Measuring objects – Changing Orientation

Questions

Measure the objects below using your fingertips

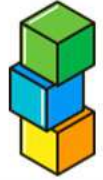
Measure the object in column 1 and column 2. These shapes are the same, but they have been moved or rotated.

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

Comparing Length – Shortest or Longest

Questions

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



1) Colour the longest rectangle.

--	--	--

2) Colour the shortest rectangle.

--	--	--

3) Colour the longest rectangle.

--	--	--

4) Colour the shortest rectangle.

--	--	--

5) Colour the longest rectangle.

--	--	--

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

--	--	--

7) Colour the longest rectangle.

--	--	--

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

--	--	--

PREVIEW

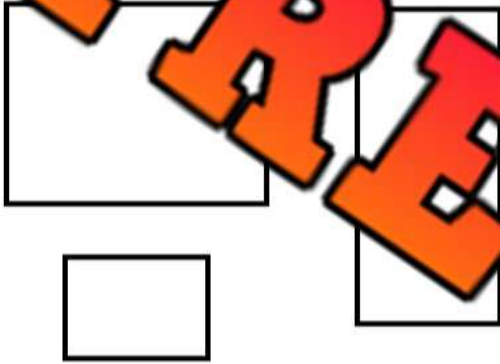
Exit Cards

Cut Out

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

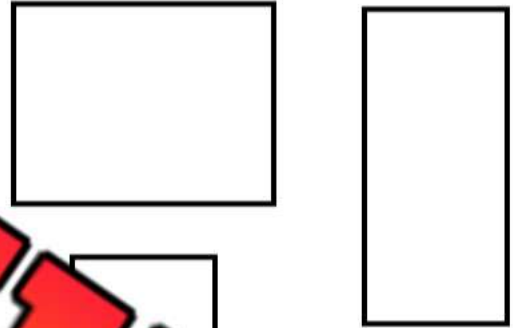
Name: _____

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



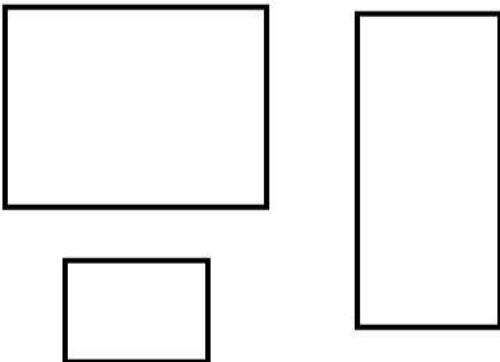
Name: _____

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



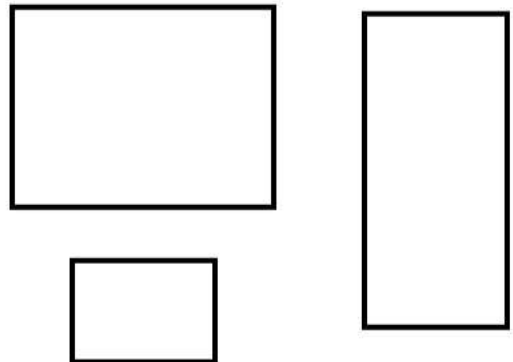
Name: _____

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



Name: _____

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



Comparing Length – Shortest to Longest

Questions

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

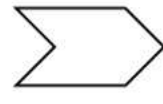
1)



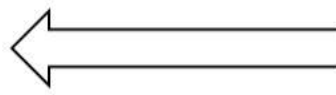
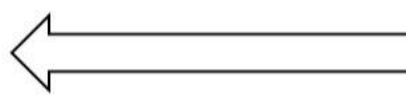
2)



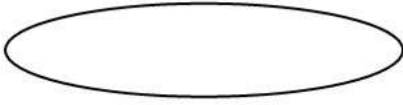
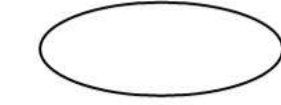
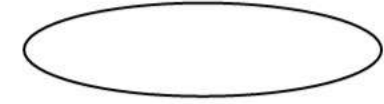
3)



4)



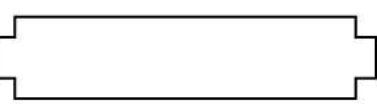
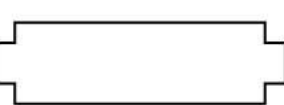
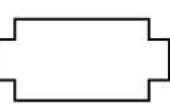
5)



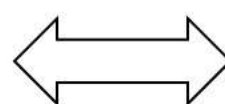
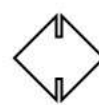
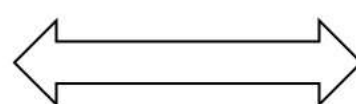
6)



7)



8)



PREVIEW

Comparing Length – Shortest to Longest

Questions

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

1)



2)



3)



4)



5)



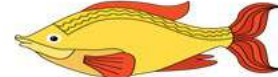
6)



7)




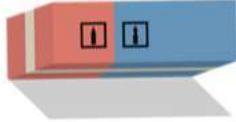

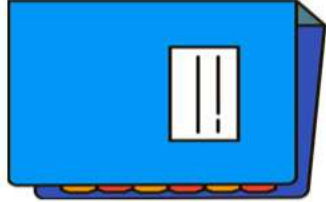




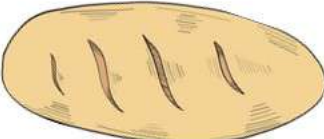



8)



Comparative Language

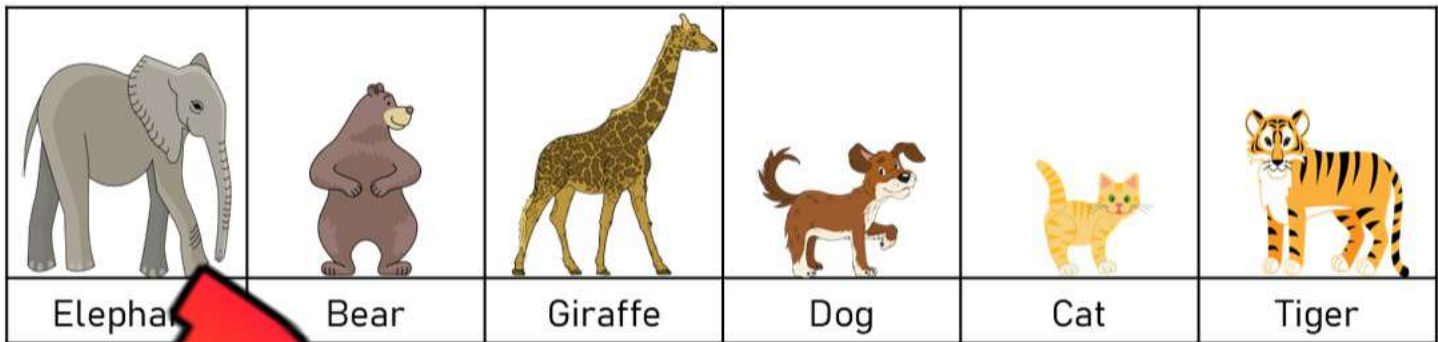
Questions

Circle the relationship between column 1 and column 2

Column 1	Comparative Language Column 1 is ____ than Column 2	Column 2
	<p>longer than as long as not as long as</p>	
	<p>longer than as long as not as long as</p>	
	<p>longer than as long as not as long as</p>	
	<p>longer than as long as not as long as</p>	
	<p>longer than as long as not as long as</p>	
	<p>longer than as long as not as long as</p>	

PREVIEW

Comparing Height – Tallest and Shortest

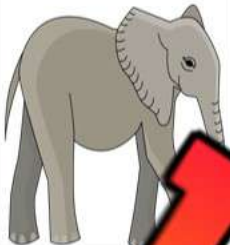

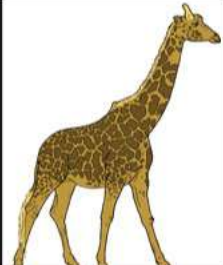





Questions whether the object is shorter or taller

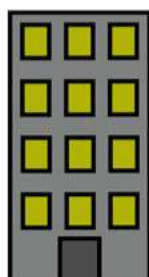





1) The elephant is _____ the giraffe.	shorter than taller than
2) The bear is _____ the giraffe.	shorter than taller than
3) The giraffe is _____ all the other animals.	shorter than taller than
4) The dog is _____ the tiger.	shorter than taller than
5) The cat is _____ all the other animals.	shorter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

Comparing Height – Tallest and Shortest







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

					
Elephant		Giraffe	Dog	Cat	Tiger

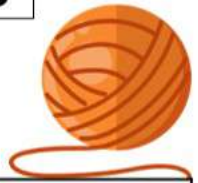
Part 2 Rank the buildings from tallest (1) to shortest (6)

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

Comparing Length – Curved String



Questions

Follow the instructions below

1) Circle the longest string



2) Circle the shortest string



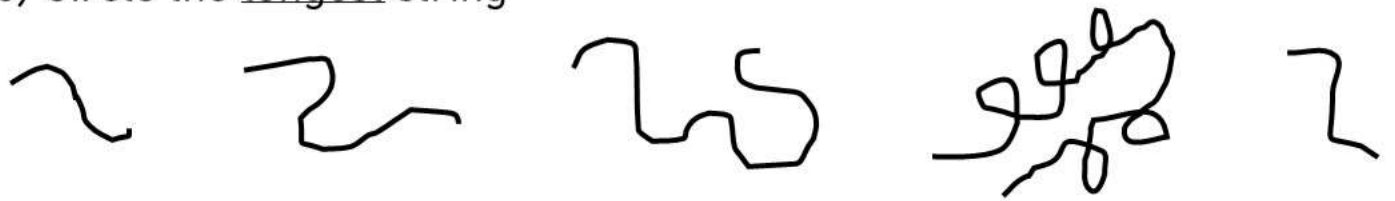
3) Circle the longest string



4) Circle the shortest string



5) Circle the longest string



6) Circle the shortest string



PREVIEW

Activity: Yarn Length Challenge

Objective

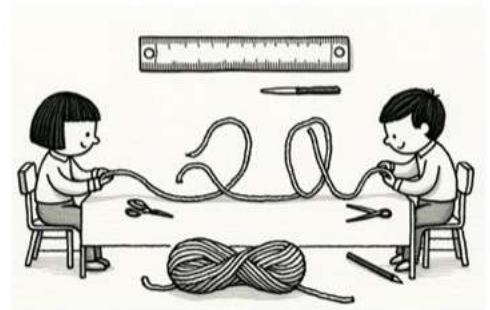
What are we learning about?

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

Materials

What you will need for the activity.

- Enough yarn for a pair of students to have three different lengths.
- Scissors
- Rulers or measuring tapes
- Paper and pencils for recording



Instructions

How you will complete the activity.

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

Exit Cards

Cut Out

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

Name: _____

1) Circle the longest string.



2) Circle the shortest string.



3) Circle the longest string.



Name: _____

1) Circle the longest string.



2) Circle the shortest string.



3) Circle the longest string.



Name: _____

1) Circle the longest string.



2) Circle the shortest string.



3) Circle the longest string.



Name: _____

1) Circle the longest string.



2) Circle the shortest string.



3) Circle the longest string.



Comparing Length – Yes/No

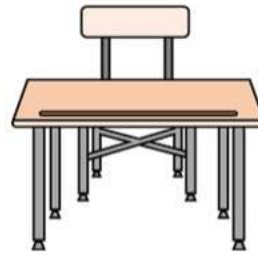
Questions

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

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

Area

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



Instruction: Circle which surface has more area

1)  vs 	2)  vs 
3)  vs 	4)  vs 
5)  vs 	6)  vs 
7)  vs 	8)  vs 

PREVIEW

Name: _____

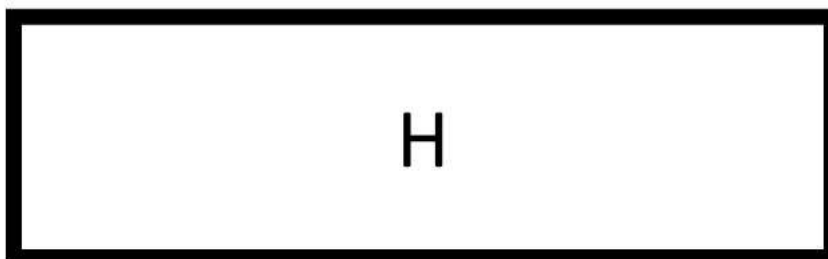
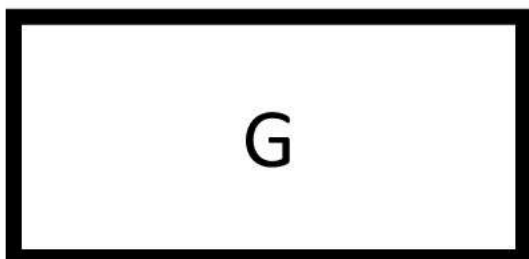
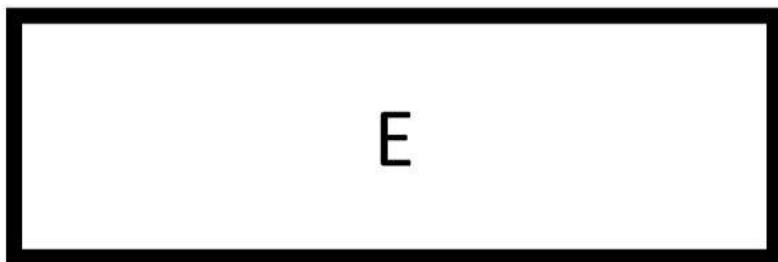
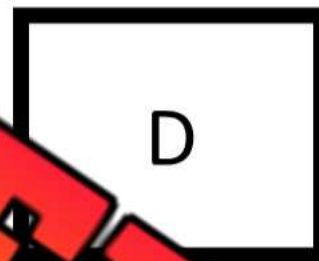
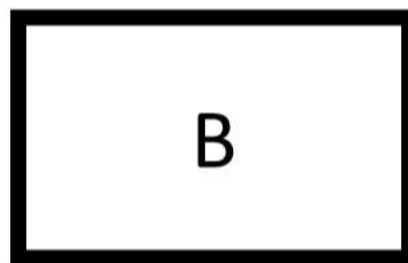
52

Area

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

Instructions

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



PREVIEW

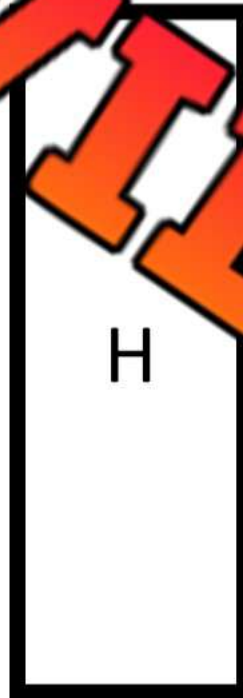
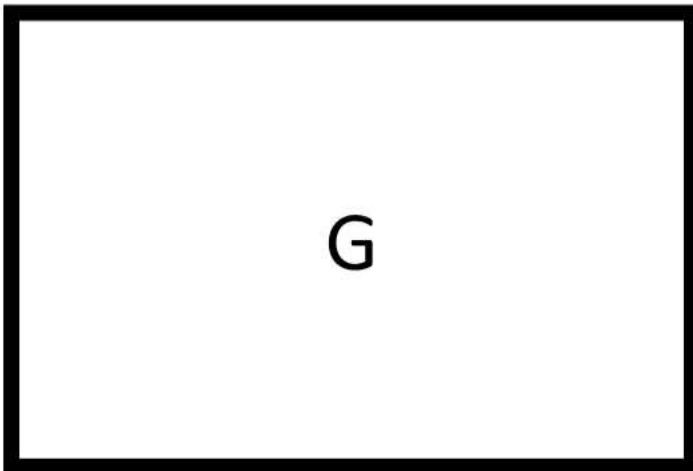
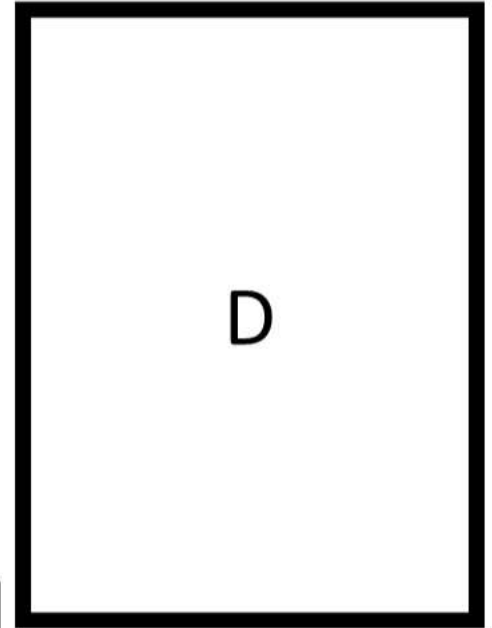
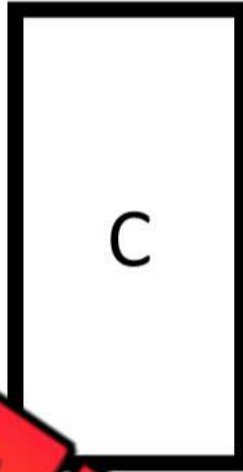
Name: _____

55

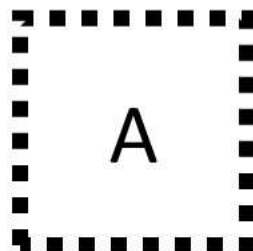
Area

Instructions

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



Shape	# of Times
A	
B	
C	
D	
E	
F	
G	
H	



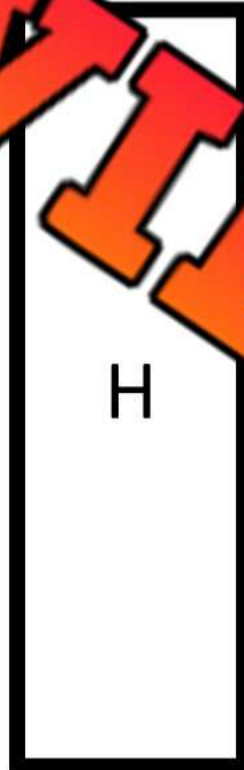
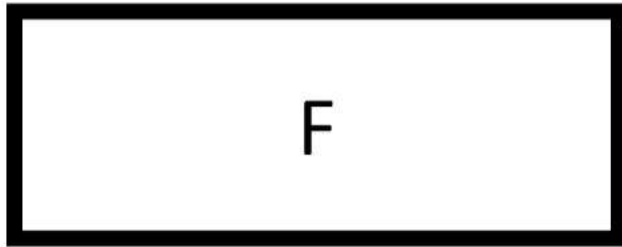
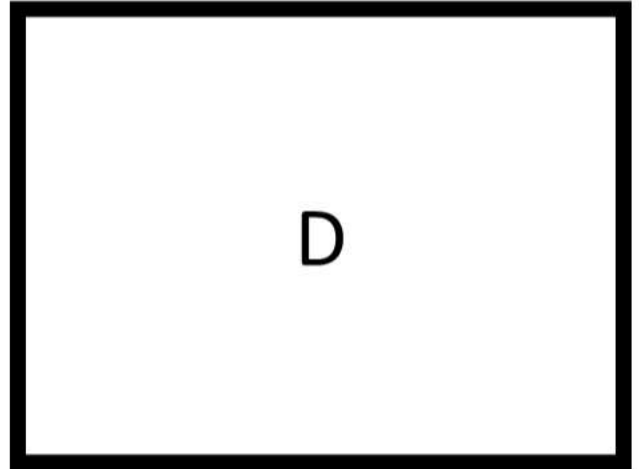
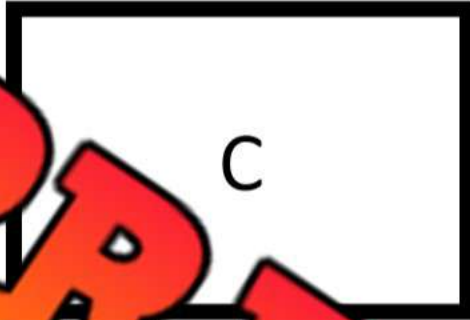
Name: _____

57

Area

Questions

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



Shape	# of Times
B	
C	
D	
E	
F	
G	
H	

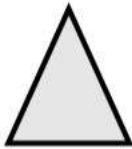


Comparing Area – 2D Shapes

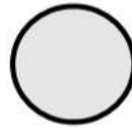
Questions

Circle the shape with more area

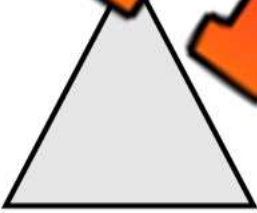
1)



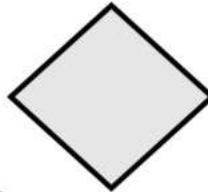
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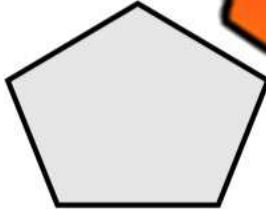
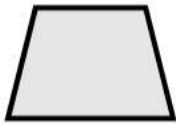
3)



4)



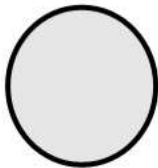
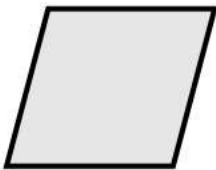
5)



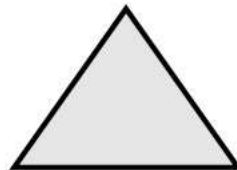
6)



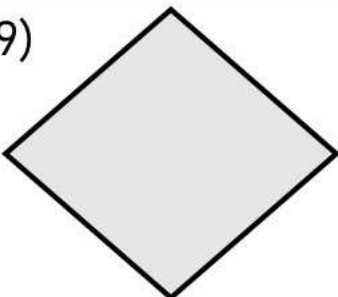
7)



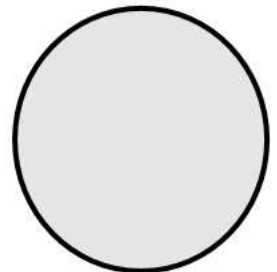
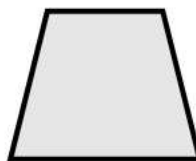
8)



9)



10)



PREVIEW

Comparing Area - Ordering

Questions

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

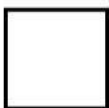
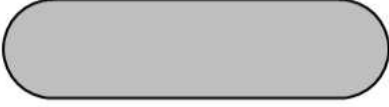
1)



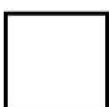
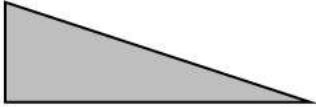
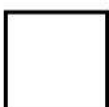
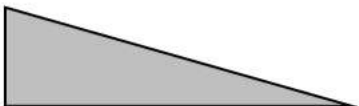
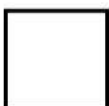
2)



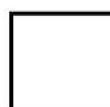
3)



5)



6)



PREVIEW

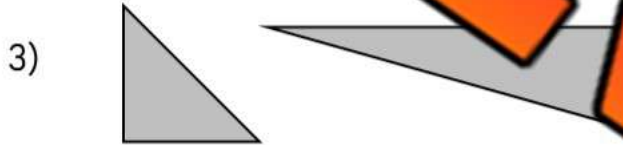
Exit Cards

Cut Out

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

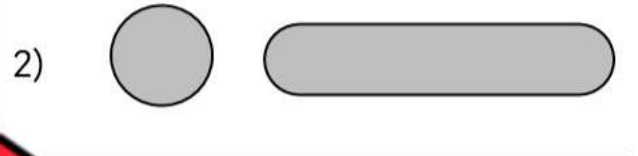
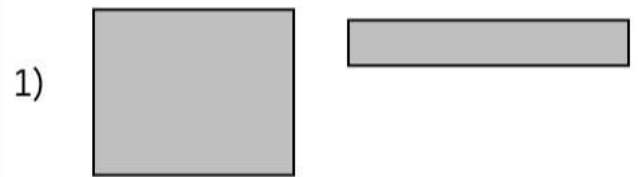
Name: _____

Circle the shape that has more area?



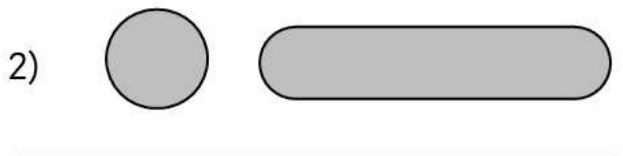
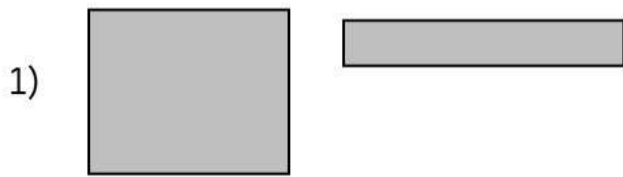
Name: _____

Circle the shape that has more area?



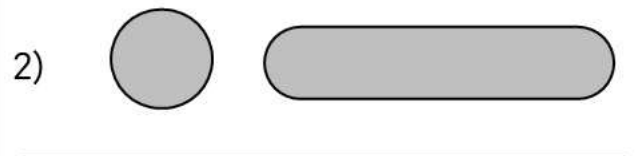
Name: _____

Circle the shape that has more area?



Name: _____


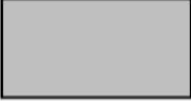
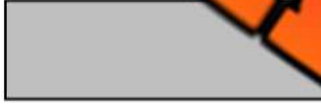
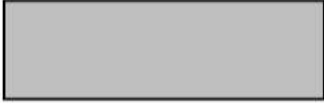






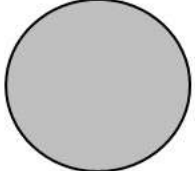
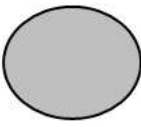
Circle the shape that has more area?



Comparative Language

Questions

Circle the relationship between column 1 and column 2



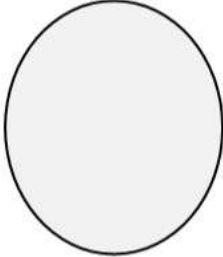
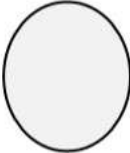

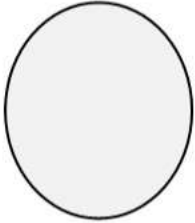
Column 1	Comparative Language Column 1 has ____ Column 2	Column 2
	<p>a <u>larger area</u> than a <u>smaller area</u> than the <u>same area</u> as</p>	
	<p>a <u>larger area</u> than a <u>smaller area</u> than the <u>same area</u> as</p>	
	<p>a <u>larger area</u> than a <u>smaller area</u> than the <u>same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

PREVIEW

Comparing Area – Largest to Smallest






Part 1

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

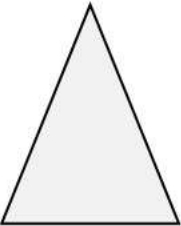
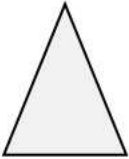

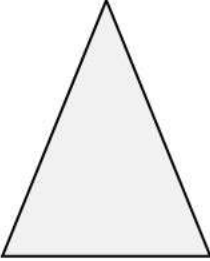

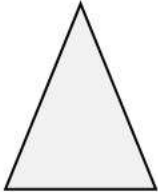
Part 2

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

Part 3

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

Measurement Unit Test

Part 1

Follow the instructions below

1) Colour the longest rectangle



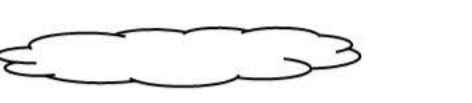
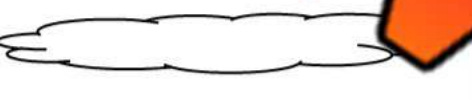
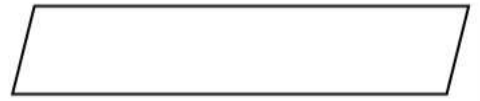
2) Colour the shortest rectangle



Part 2


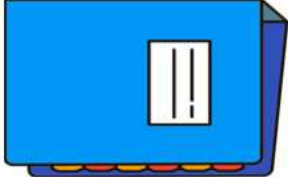


Circle the shape shortest (1) to longest (3)

1)






Part 3

Circle the relationship between column 1 and column 2

Column 1	Comparative Language Column 1 is ____ Column 2	Column 2
	<p>longer than</p> <p>as long as</p> <p>not as long as</p>	
	<p>longer than</p> <p>as long as</p> <p>not as long as</p>	


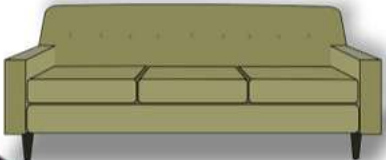


Part 4

Circle which non-standard unit you would use to measure

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 5

Measure the objects below using your fingertip

1)  Approximately _____ fingertips	2)  Approximately _____ fingertips
3)  Approximately _____ fingertips	4)  Approximately _____ fingertips













Part 6

Circle which surface has more area

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

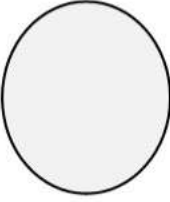



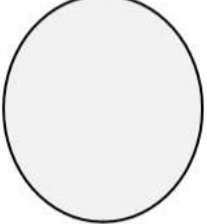
Part 7

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

1)			2)		
					
					





Part 8

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

Part 9

Circle the relationship between column 1 and

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

Grade 1
3-D Objects and 2-D Shapes

Curriculum Expectations

2D shapes and 3D objects:

- sorting 3D objects and 2D shapes using one attribute, and explaining the sorting rule

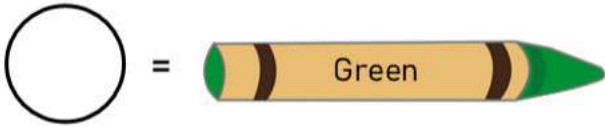
- comparing 2D shapes and 3D objects in the environment

- describing relative positions, using positional language (e.g., up and down, in and out)

- replicating composite 2D shapes and 3D objects (e.g., putting two triangles together to make a square)

Familiar Two-Dimensional Shapes

Colour Follow the instructions below



Circles



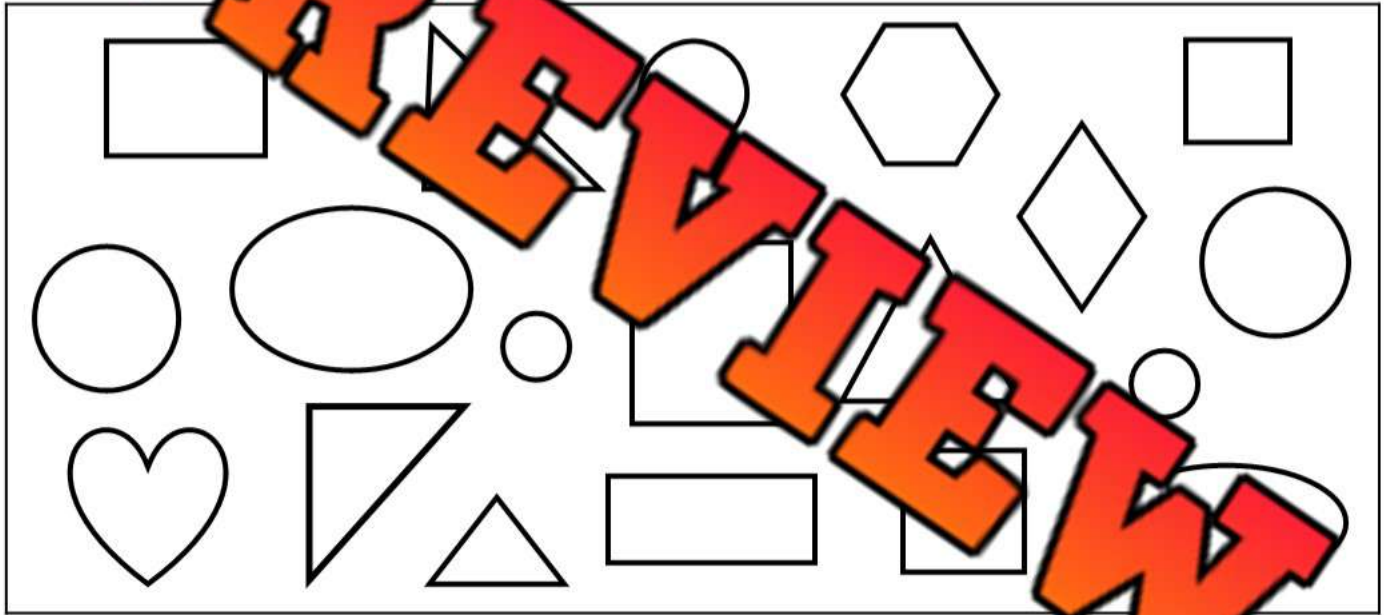
Rectangles



Squares



Triangles



Draw Draw the different two-dimensional shapes

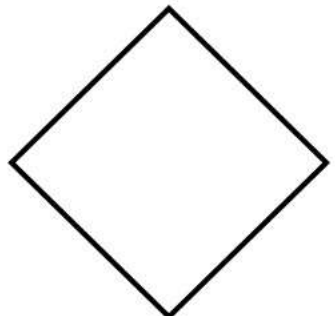
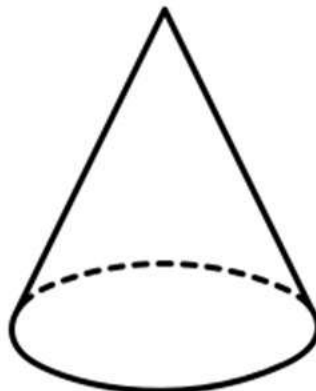
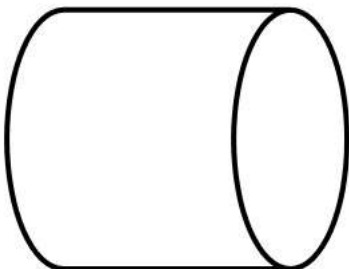
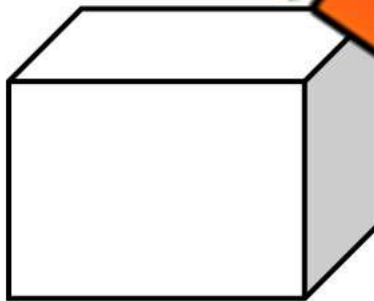
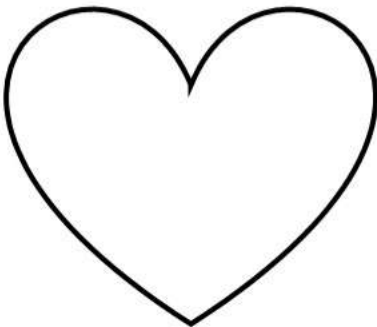
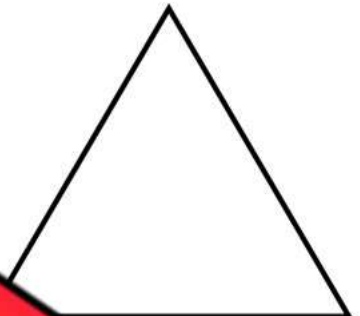
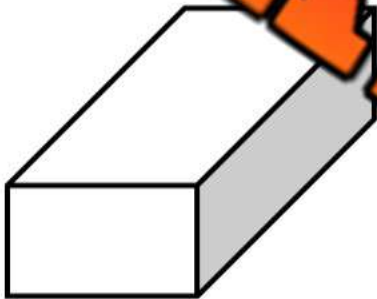
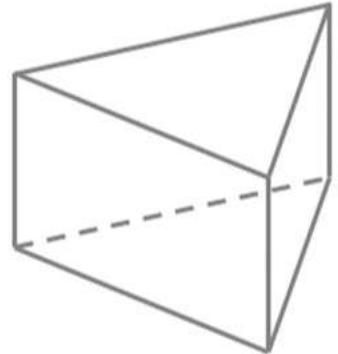
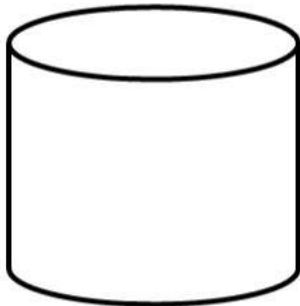
Circle	Rectangle	Square	Triangle

Name: _____

2D vs 3D Shapes

Instructions

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



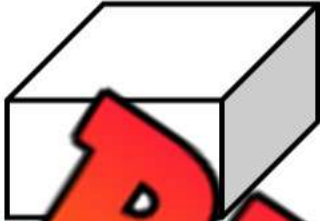
PREVIEW

2D vs 3D Shapes

Instructions

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

1)



- 2 Dimensional
 3 Dimensional

2)



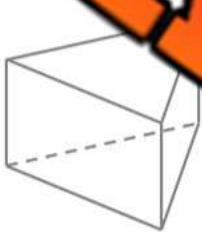
- 2 Dimensional
 3 Dimensional

3)



- 2 Dimensional
 3 Dimensional

4)



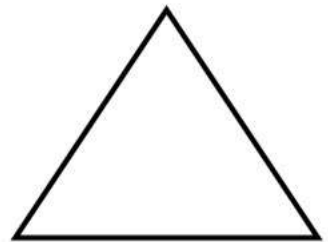
- 2 Dimensional
 3 Dimensional

5)



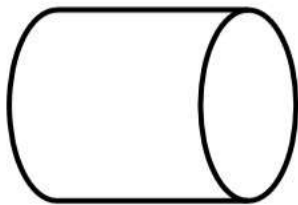
- 2 Dimensional
 3 Dimensional

6)



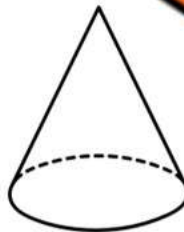
- 2 Dimensional
 3 Dimensional

7)



- 2 Dimensional
 3 Dimensional

8)



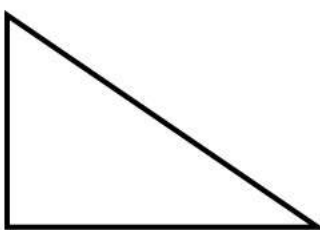
- 2 Dimensional
 3 Dimensional

9)



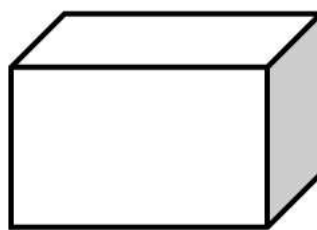
- 2 Dimensional
 3 Dimensional

10)



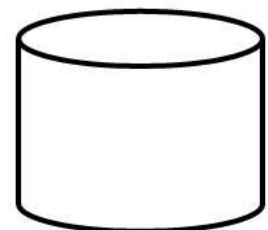
- 2 Dimensional
 3 Dimensional

11)



- 2 Dimensional
 3 Dimensional

12)



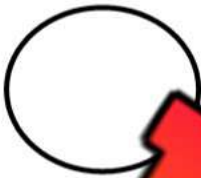
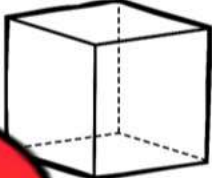
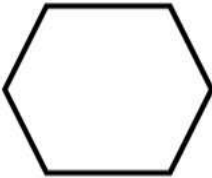
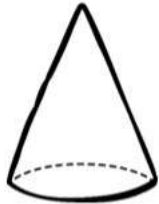
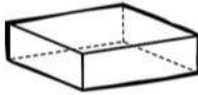
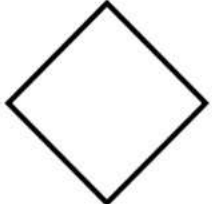
- 2 Dimensional
 3 Dimensional

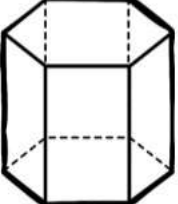
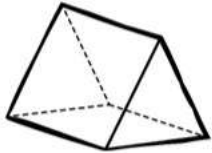
Name: _____

Sorting 2D vs 3D Shapes

Instructions

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

					
		C	D	E	F

				
G	H	I	K	L

2-Dimensional	3-Dimensional

PREVIEW

Name: _____

Sorting 2D vs 3D Shapes


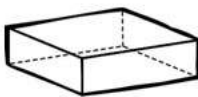

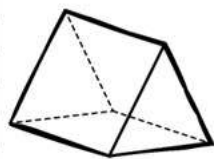
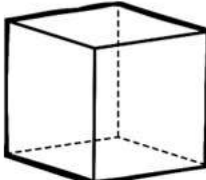
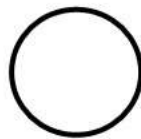
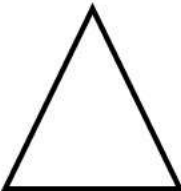
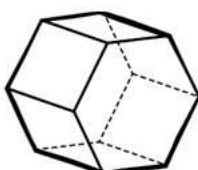

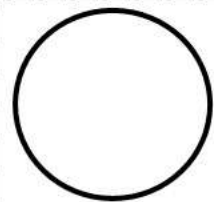
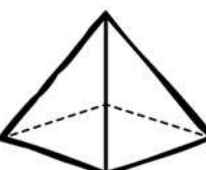
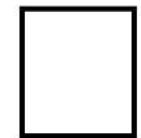
2D

3D

PREVIEW

Instructions







Cut the shapes out and paste them in the corre

Sorting 2D vs 3D Shapes

Instructions

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

					
		C	D	E	F

				
G	H	I	J	L

2-Dimensional

3-Dimensional

Exit Cards

Cut Out

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

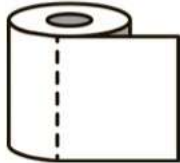
Name: _____

Circle if the images are 2D or 3D.



2D 3D

2D 3D



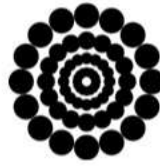
2D 3D



2D 3D

Name: _____

Circle if the images are 2D or 3D.



2D 3D



2D 3D



3D



2D 3D

Name: _____

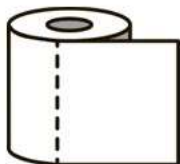
Circle if the images are 2D or 3D.



2D 3D



2D 3D



2D 3D



2D 3D

Name: _____

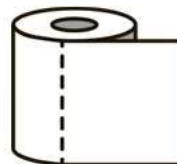
Circle if the image



2D 3D



2D 3D



2D 3D



2D 3D

Activity Title: Shape Treasure Hunt

Objective

What are we learning about?

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

Materials

What you will need for the activity.

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



Instructions

How you will complete the activity.

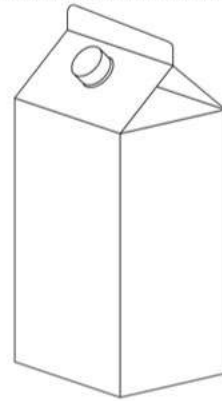
- 1) Prepare by hiding the shape images around the classroom in a designated safe outdoor area before the activity starts. Prizes for shapes found more treasure and a longer hunt.
- 2) Divide students into small groups to encourage teamwork.
- 3) Explain the difference between 2D (flat shapes) and 3D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

Name: _____

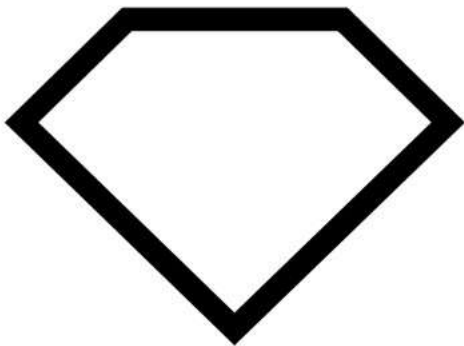
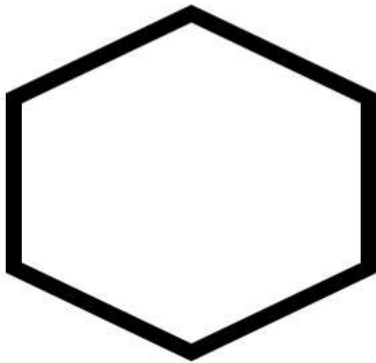
81

Instructions

Cut out the cards below



PREVIEW

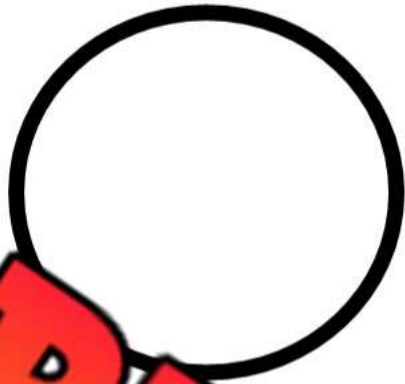


Name: _____

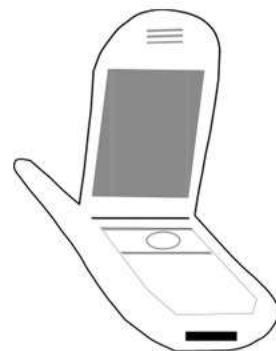
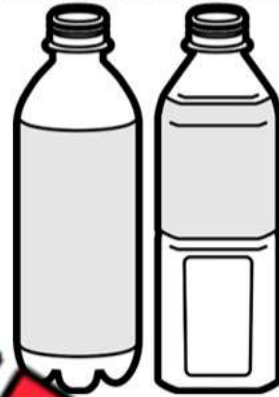
82

Instructions

Cut out the cards below



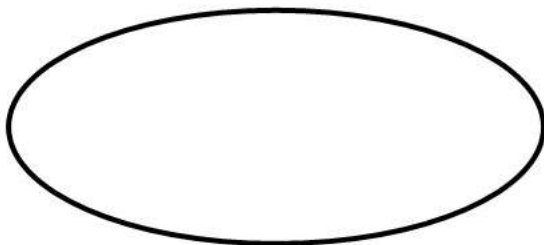
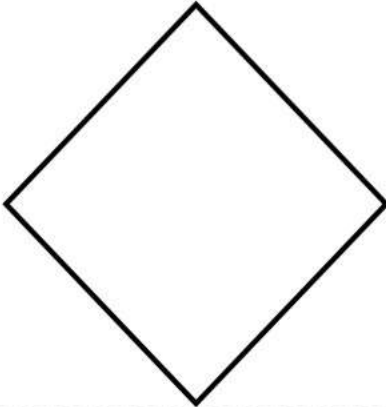
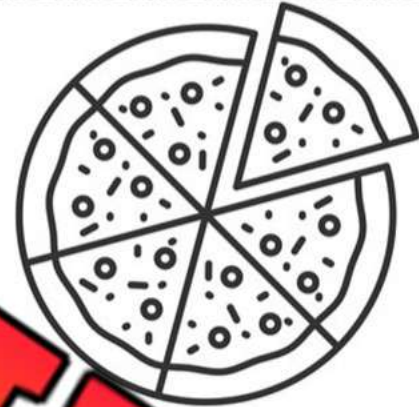
PREVIEW



Name: _____

Instructions

Cut out the cards below



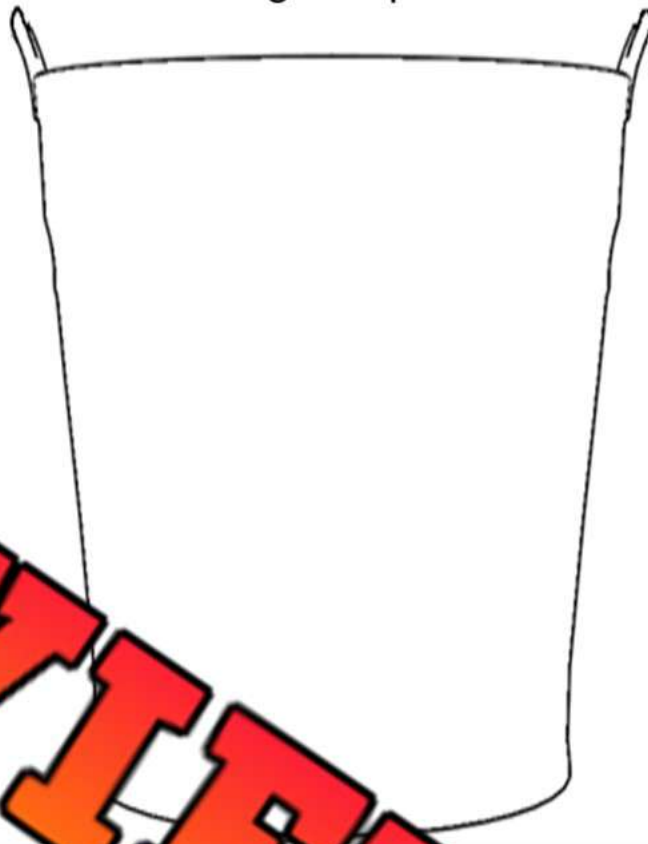
PREVIEW

Comparing 2D Shapes - Size

Small Shapes



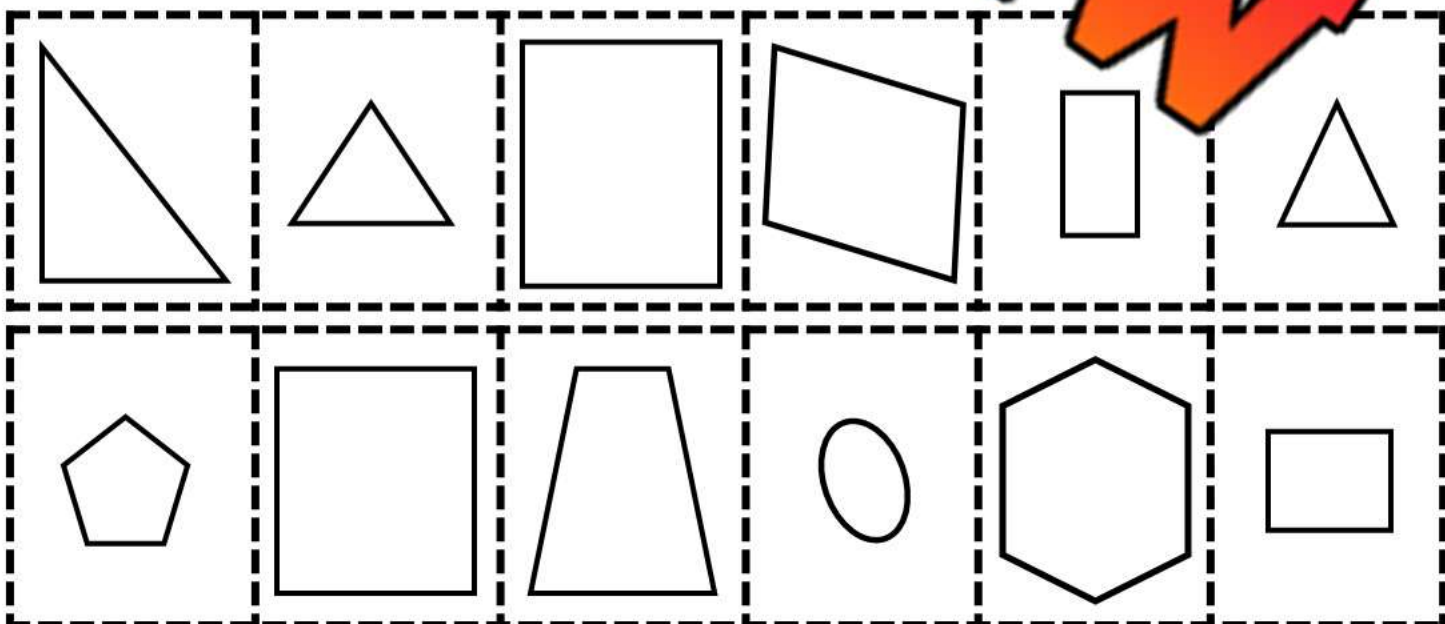
Big Shapes



PREVIEW

Instructions

Cut the shapes out and paste them into the bucket.



Name: _____

85

Drawing 2D Shapes

Questions

Draw the 2D shapes below

1) Circle

2) Square

3) Rectangle

4) Triangle

5) Oval

6) Point

7) Hexagon

8) Octagon

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

Pentagon

Oval

Triangle

Name: _____

Draw the 2D shapes below.

Circle

Pentagon

Oval

Triangle

Name: _____

Draw the 2D shapes below.

Circle

Pentagon

Oval

Triangle

Name: _____

Draw the 2D shapes below.

Circle

Pentagon

Oval

Triangle

PREVIEW

Name: _____

87

Drawing 2D Shapes

Questions

Draw the 2D shapes below

1) Star

2) Diamond

3) Heart

4) Cross

5) Semicircle

6) Triangle

7) Arrow

8) Parallelogram

PREVIEW

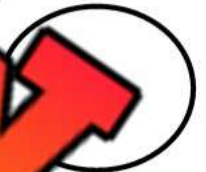
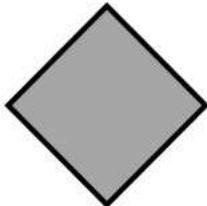
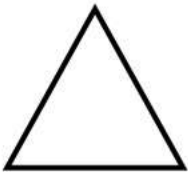
Sorting 2D Shapes - Colour

Instructions

Sort the shapes into the correct categories

Grey Shapes**White Shapes**

PREVIEW



A

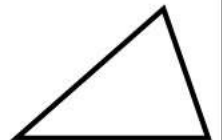
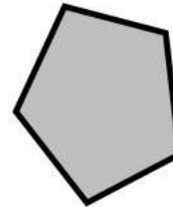
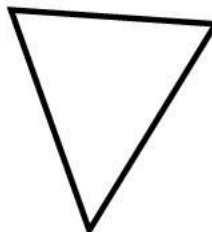
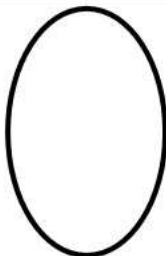
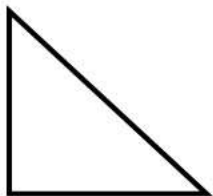
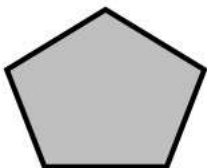
B

C

D

E

F



G

H

I

J

K

L

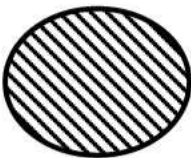

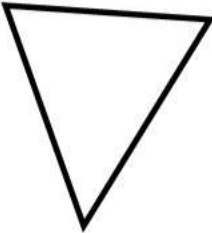


Sorting 2D Shapes - Patterns

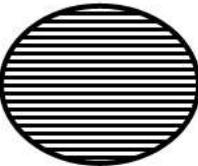
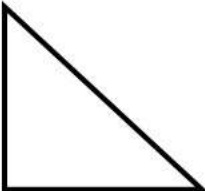

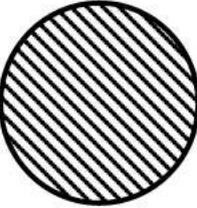

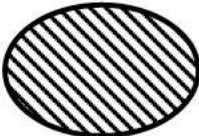
Instructions

Sort the shapes into the correct categories

Pattern	No Pattern

PREVIEW

					
A	B	C	D	E	F

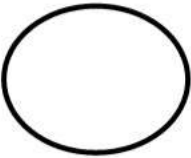
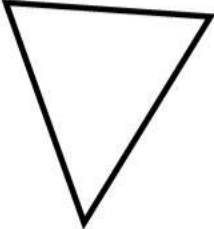
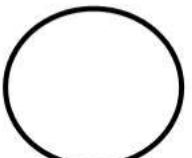


					
G	H	I	J	K	L

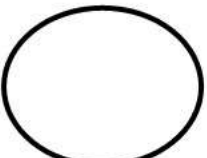
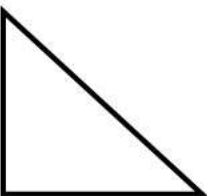
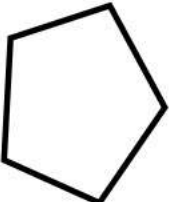
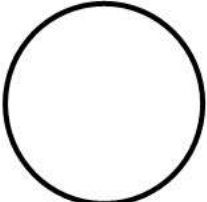
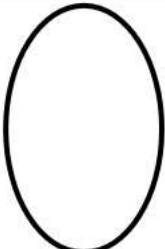
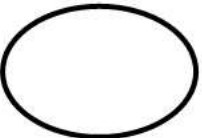
Sorting 2D Shapes – Rounded Shapes

Instructions

Sort the shapes into the correct categories

Round	Not Round
PREVIEW	

					
A	B	C	D	E	F

					
G	H	I	J	K	L

Sorting 2D Shapes - Pattern



Diagonal Line Pattern



Brick Pattern

PREVIEW

Instructions

Cut the shapes out and paste them in the correct area

Name: _____

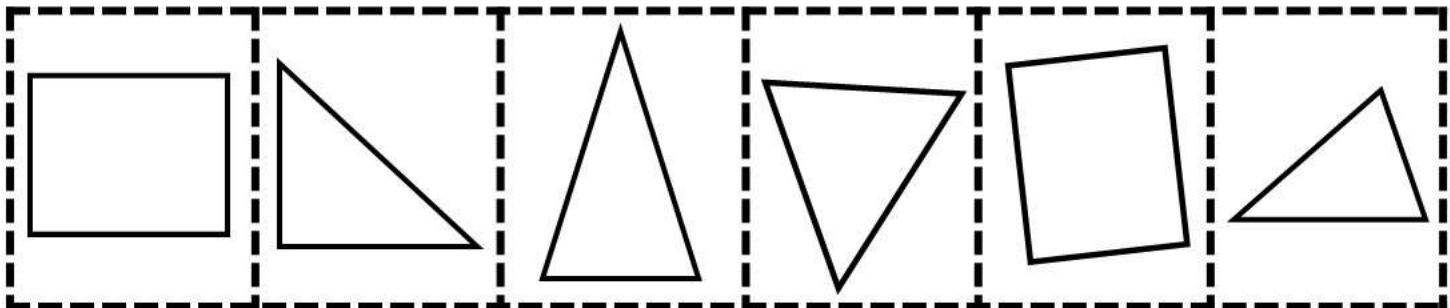
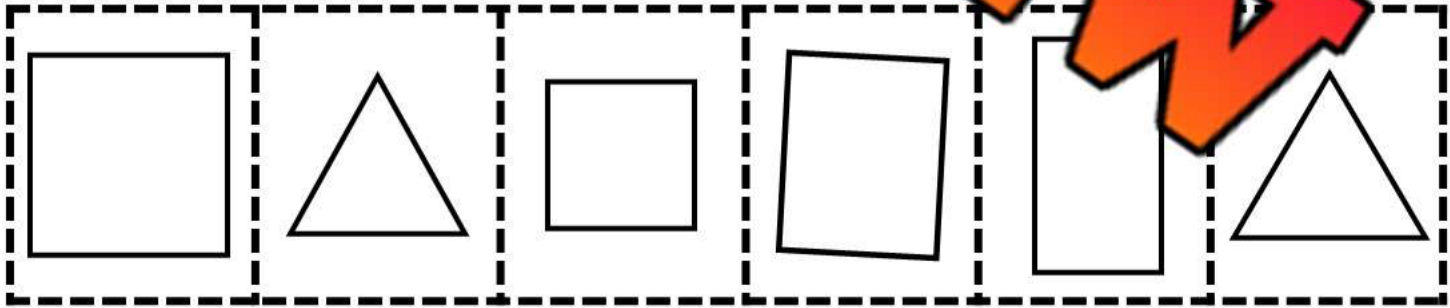
Sorting 2D Shapes - Sides

3 Sides	4 Sides

PREVIEW

Instructions

Cut the shapes out and paste them in the correct area



Sorting 2D Shapes – Sorting Rules

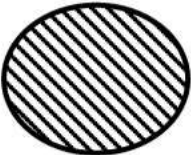
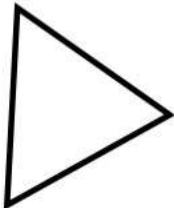
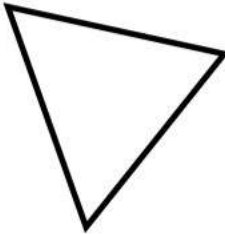



Instructions

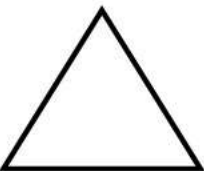
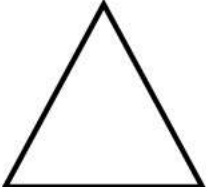
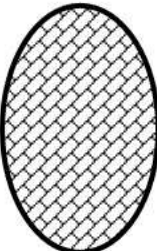
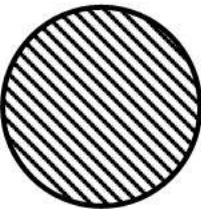
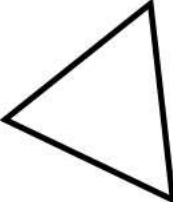

Choose 1 sorting rule to sort the shapes below

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

--	--

PREVIEW

					
A	B	C	D	E	F

					
G	H	I	J	K	L

Name: _____

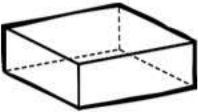
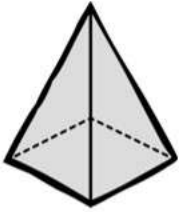
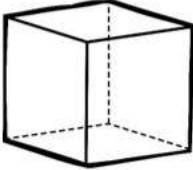
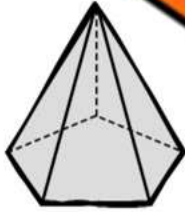


Sorting 3D Shapes - Colour

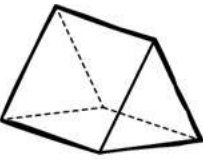
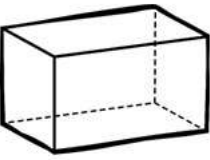
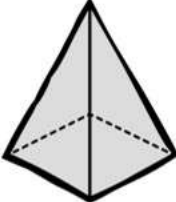
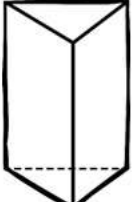
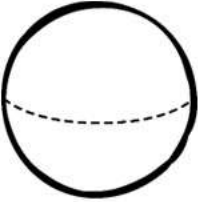
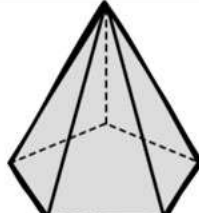
Grey	White

PREVIEW

Instructions

Write the letter below each shape in the correct category

					
A	B	C	D	E	F

					
G	H	I	J	K	L

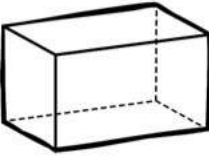
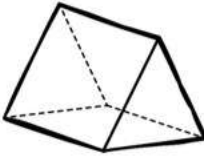
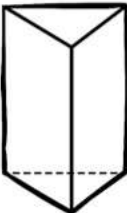
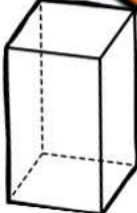


Name: _____

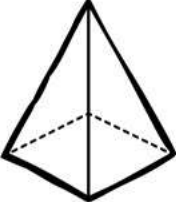
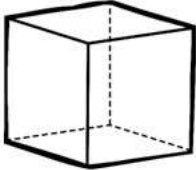
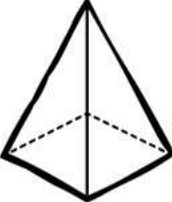
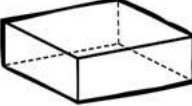
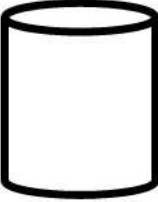
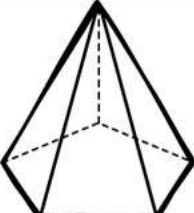
Sorting 3D Shapes - Pointed

Meets at a Point	Non-Pointed

PREVIEW

Instructions Write the letter below each shape in the correct category

					
A	B	C	D	E	F

					
G	H	I	J	K	L

Name: _____

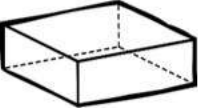
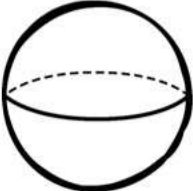
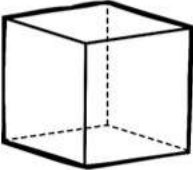



Sorting 3D Shapes - Rounded

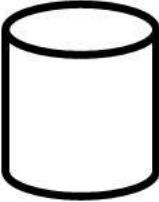
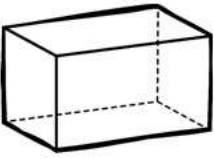
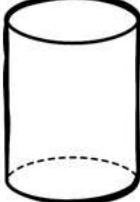
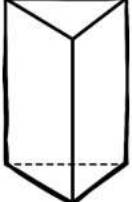
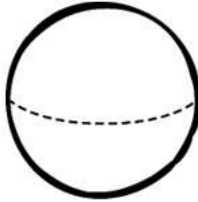
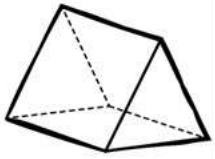
Round	Not Round

PREVIEW

Instructions

Write the letter below each shape in the correct category

					
A	B	C	D	E	F

					
G	H	I	J	K	L

Activity Title: Geometric Builders

Objective

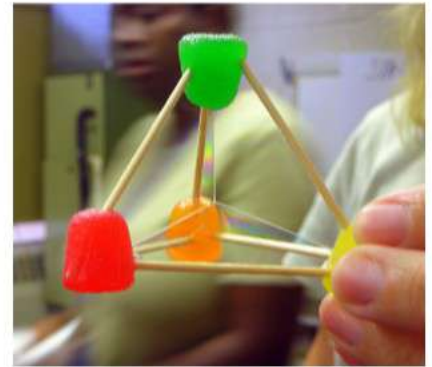
What are we learning about?

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

Materials

What you will need for the activity.

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



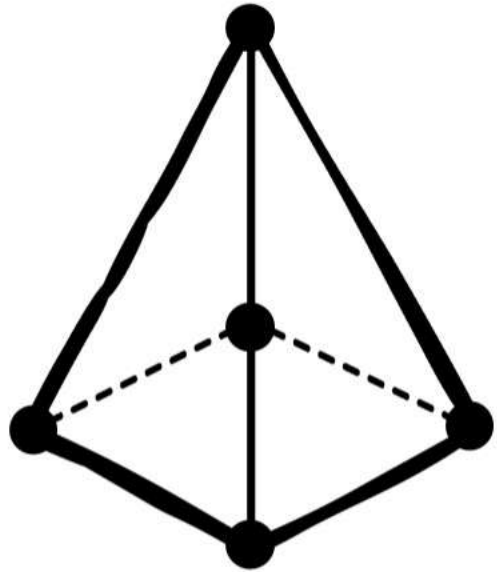
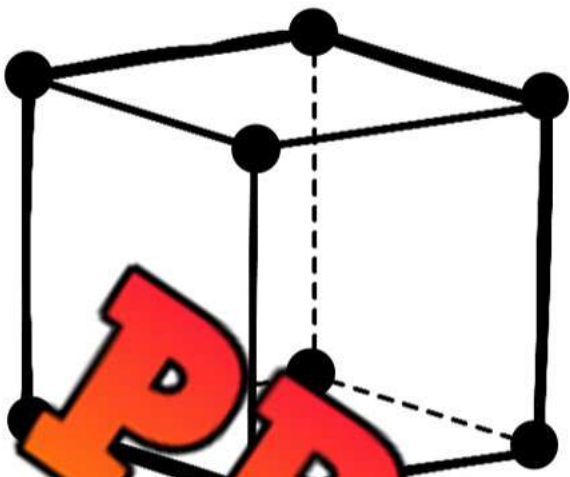
Instructions

How you will complete the activity.

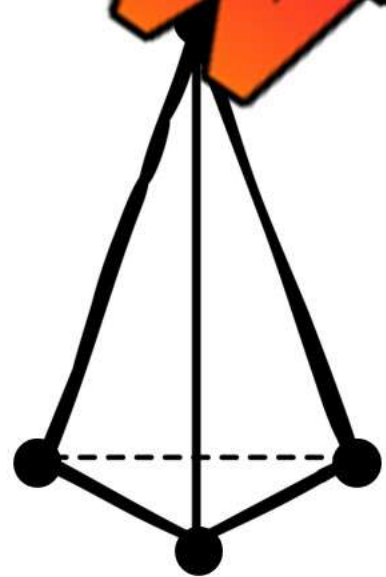
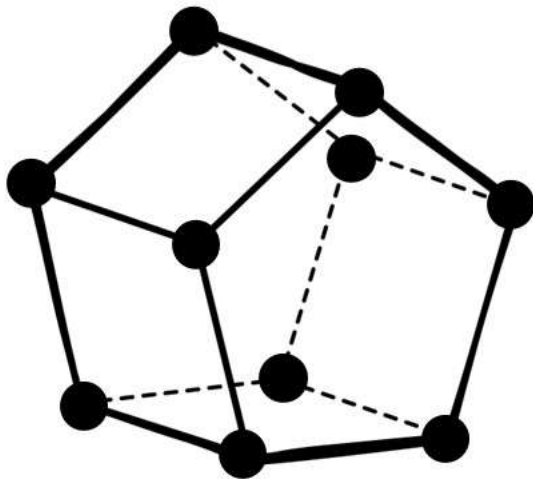
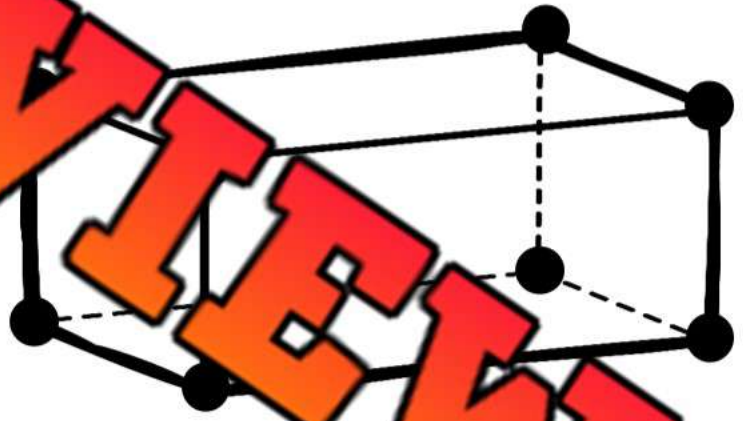
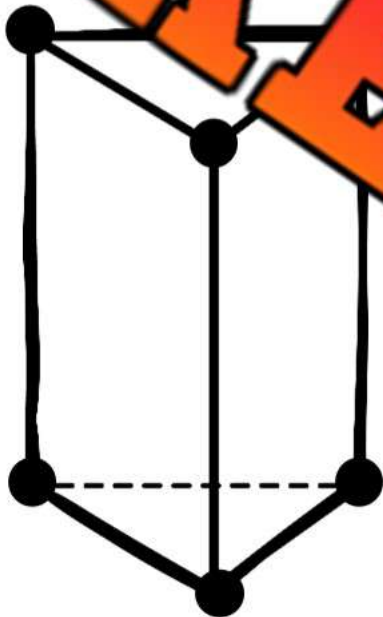
- 1) Explain the basic elements of 3D shapes: edges, vertices, and faces.
- 2) Show the students examples of 3D shapes like cubes, spheres, and cones on the worksheet.
- 3) Distribute toothpicks and marshmallows to the students.
- 4) Guide the students to connect the toothpicks with marshmallows to form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

Worksheet

Use the following diagrams to construct your 3D shapes



PREVIEW



Reflection

Answer the questions below.

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

2) Draw _____ below.

3) Draw a rectangular prism below.

4) Draw a triangular prism below.

Composing Shapes

Questions

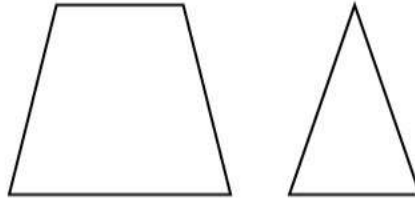
Circle the shape that will be made by combining the shapes below?

1)



Triangle

2)



Square

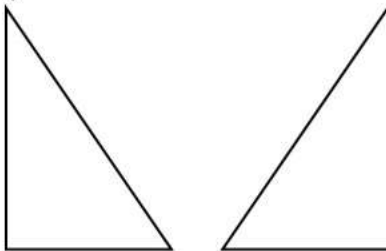
3)



Pentagon

Hexagon

4)



Triangle

Square

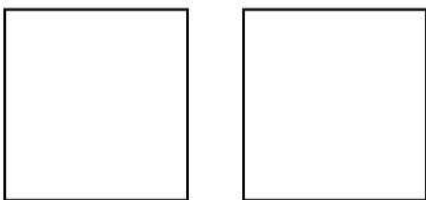
6)



Pentagon

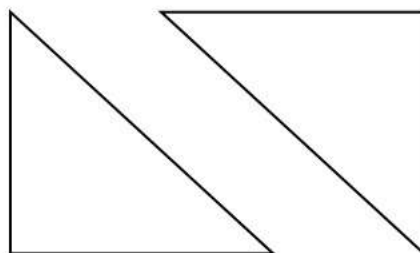
Hexagon

7)



Square
Rectangle

8)



Square
Rectangle

9)



Parallelogram
Rectangle

PREVIEW

Draw The Combination**Draw**

Draw the shape that is formed when you combine the two shapes listed below.

	Question	Combined Shape
1	Triangle + Square	
2	Rectangle + Triangle	
3	Circle + Rectangle	
4	Hexagon + Triangle	

PREVIEW

Decomposing Shapes

Questions

What smaller shapes can you use to make the bigger shape?

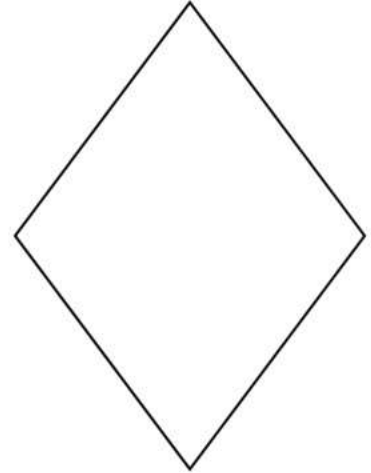
1)



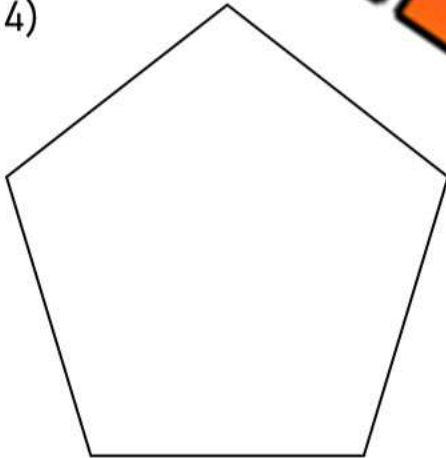
2)



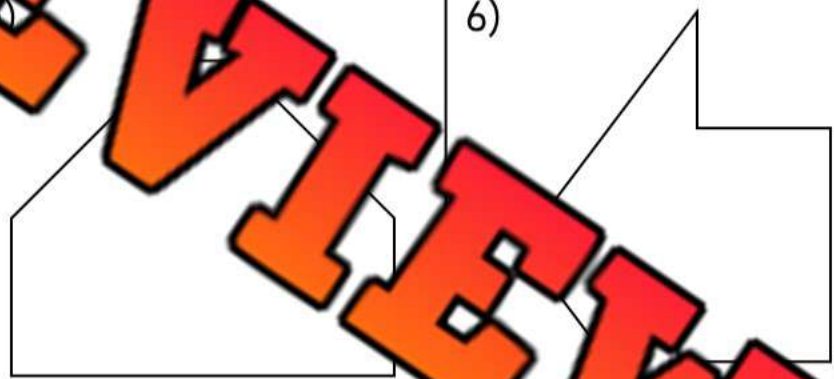
3)



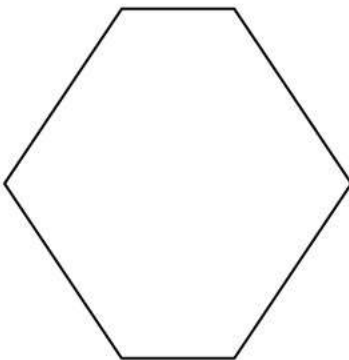
4)



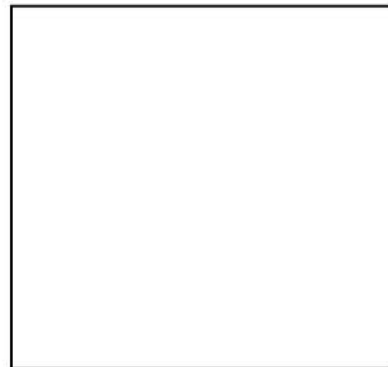
6)



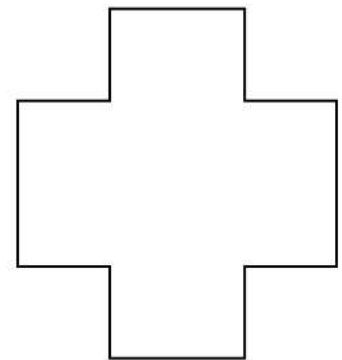
7)



8)



9)



Composite Pictures Using 2D Shapes

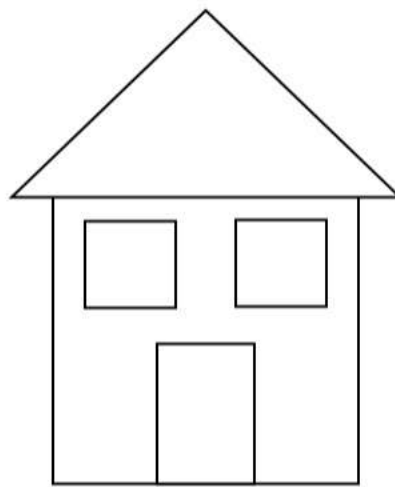
Directions

Colour the shapes below

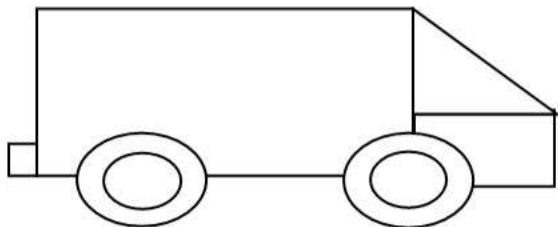
Tree



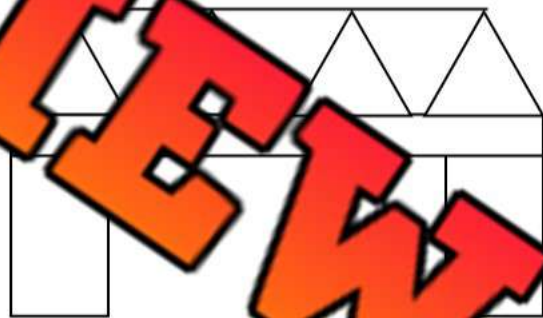
House



Car



Bridge



Directions

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

Name: _____

Drawing Composite Pictures Using 2D Shapes

Directions

Draw the pictures below using smaller shapes

Tree

House

Car

Bridge

PREVIEW

Name: _____

Drawing Composite Pictures Using 2D Shapes

Directions

Draw the pictures below using smaller shapes

Dog

Human

PREVIEW

School/Building

Rock

Activity Title: Build 3D Using 2D Shapes

Objective

What are we learning about?

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

Materials

What you will need for the activity.

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



Instructions

How you will complete the activity.

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

Examples

Show students the examples below



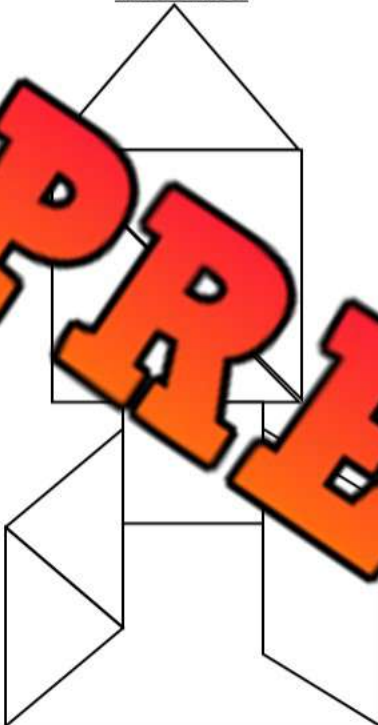
Name: _____

Tangrams

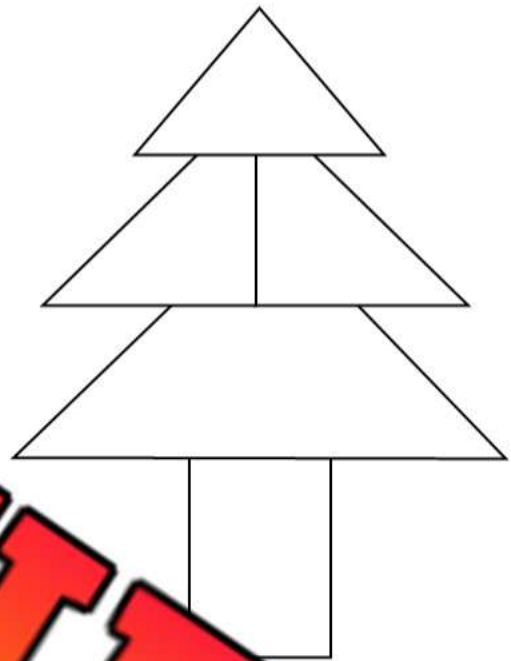
Directions

Use the pictures below to create tangrams using blocks

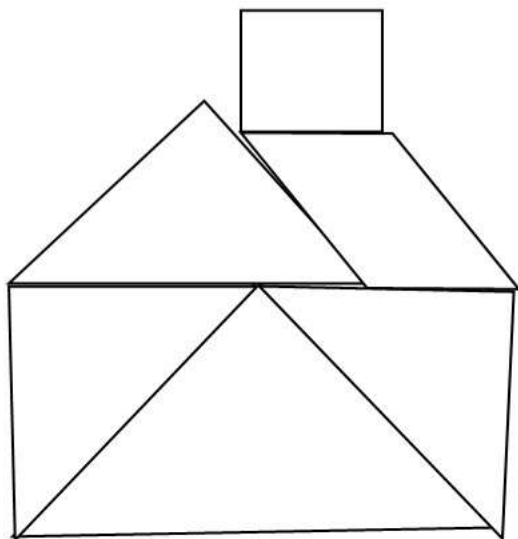
Rocket



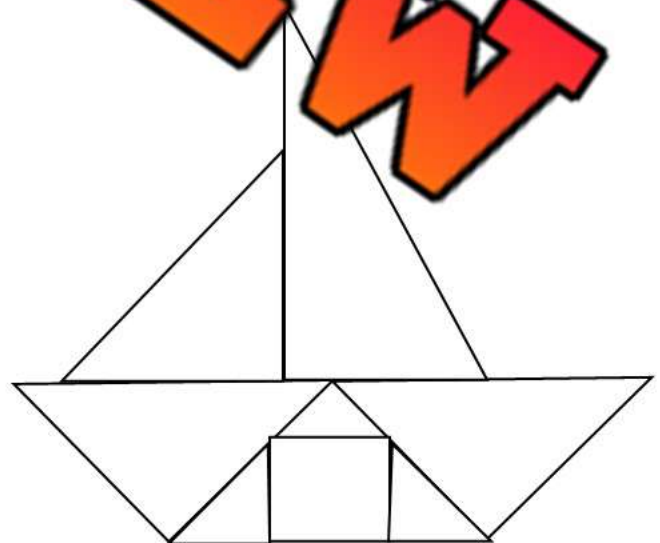
Tree



House



Boat



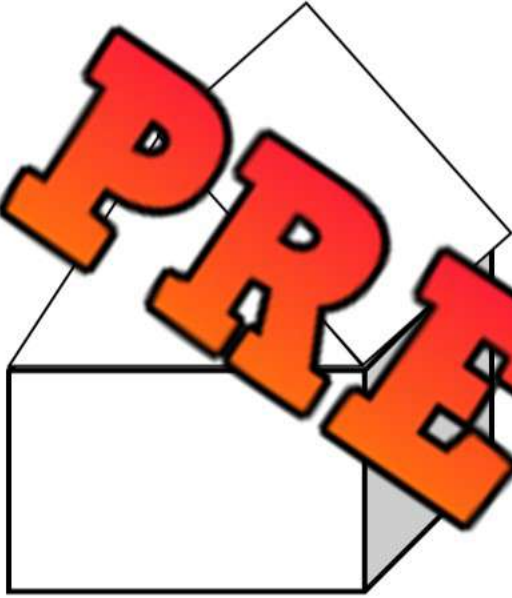
PREVIEW

3D Shapes – Composite Pictures

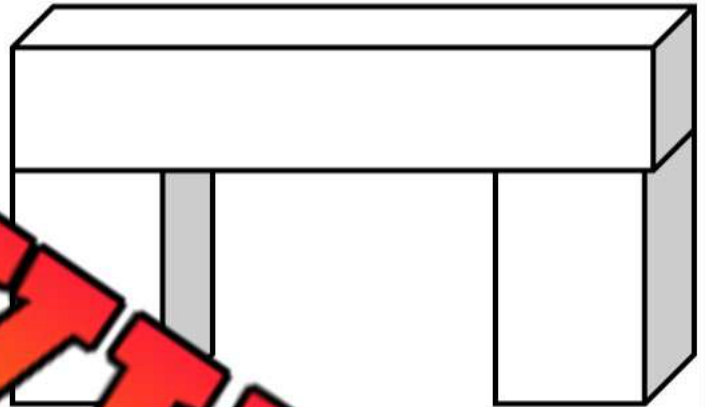
Directions

Colour the 3D objects below

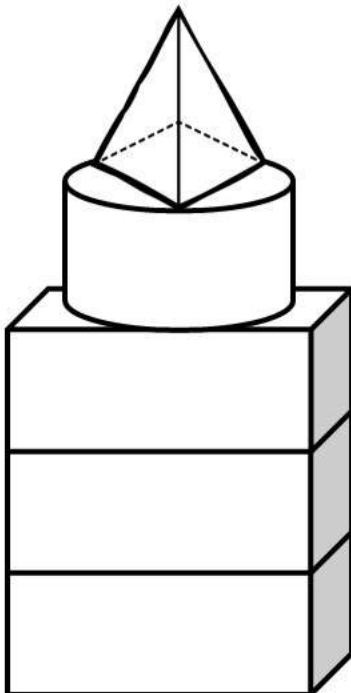
House



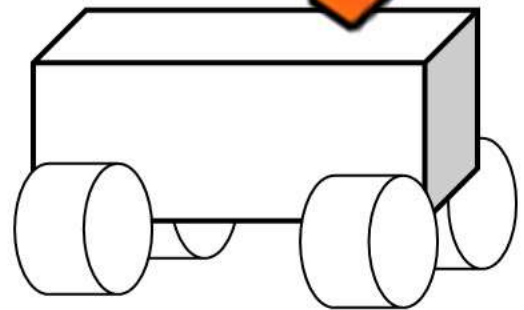
Bridge



Tower





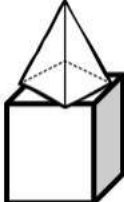
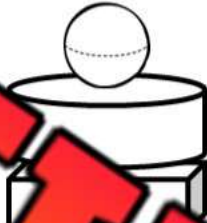
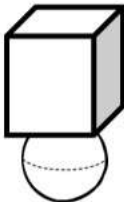

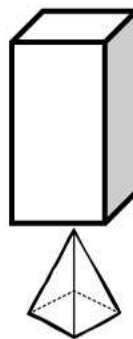
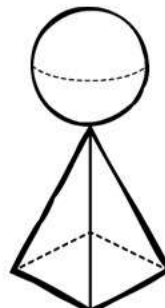
Car



Building Using 3D shapes – Possible or Impossible?

Directions

Circle whether the picture is possible to make or not

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

Exit Cards

Cut Out

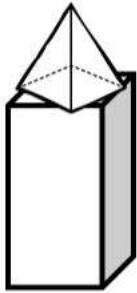
Cut out the exit cards below and have students complete them at the end of class

Name: _____

Circle whether the picture is possible to make



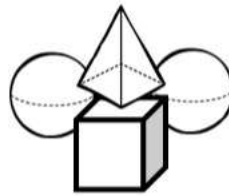
Possible Impossible



Possible Impossible

Name: _____

Circle whether the picture is possible to make or not.



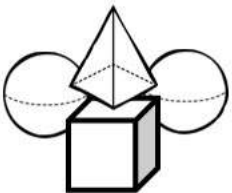
Possible Impossible



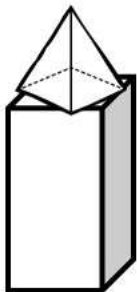
Possible Impossible

Name: _____

Circle whether the picture is possible to make or not.



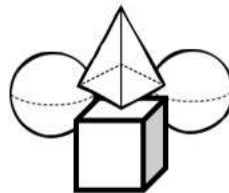
Possible Impossible



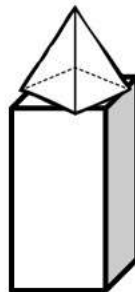
Possible Impossible

Name: _____

Circle whether the picture is possible to make or not.



Possible Impossible



Possible Impossible

Real Life 2D Objects

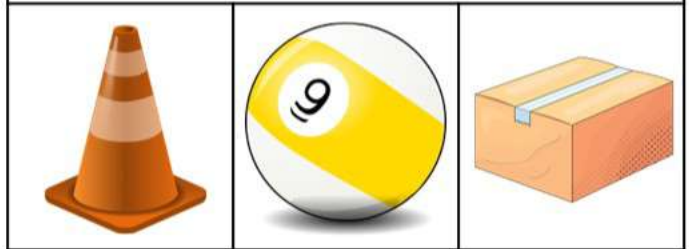
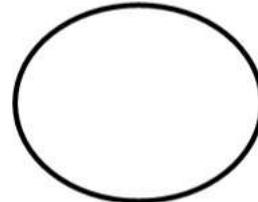
Directions

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

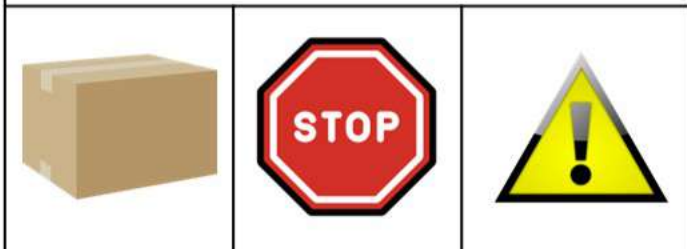
1)



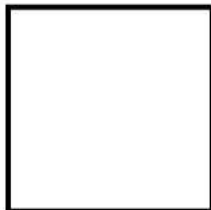
2)



3)



5)




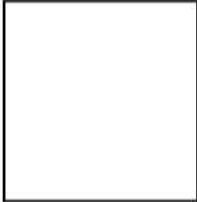
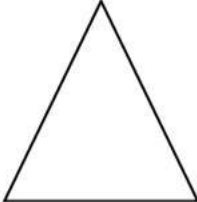
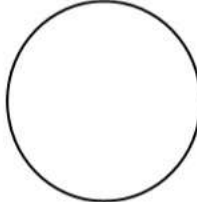
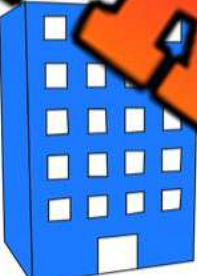

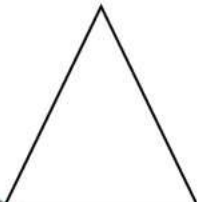
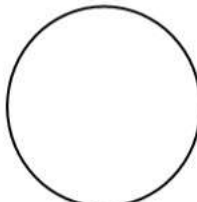




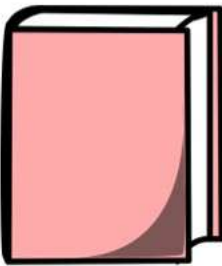

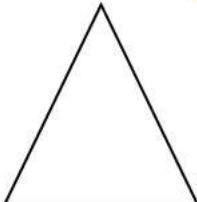
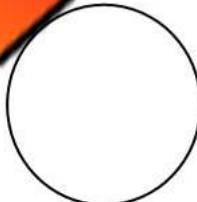


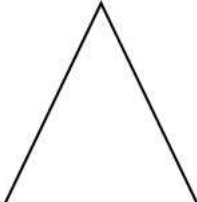
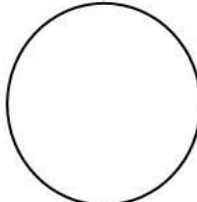
6)



2D Shapes Found in 3D Pictures

Directions

Circle the 2D shapes found in the 3D shape

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

Exit Cards

Cut Out

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

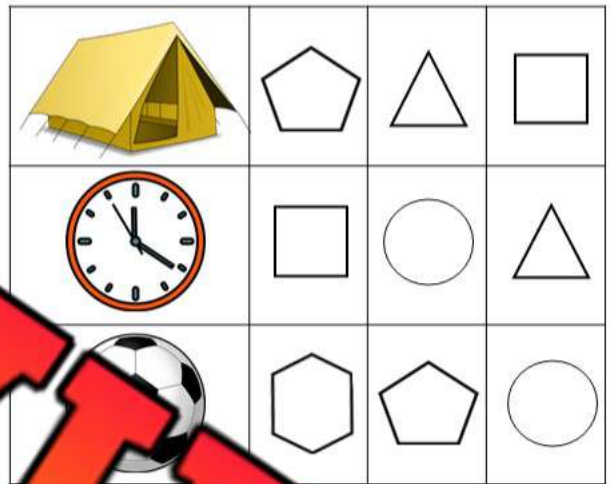
Name: _____

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



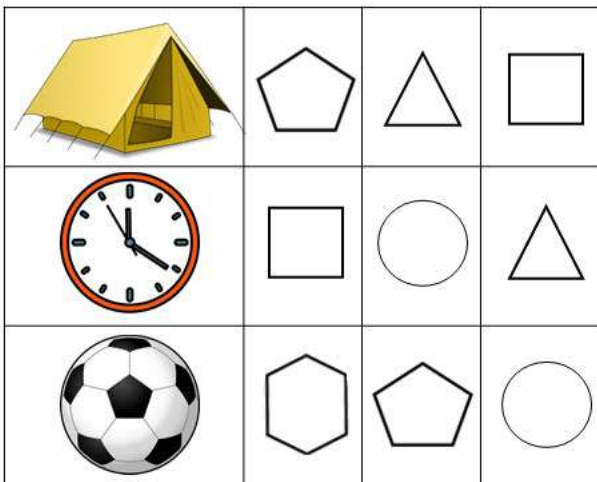
Name: _____

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



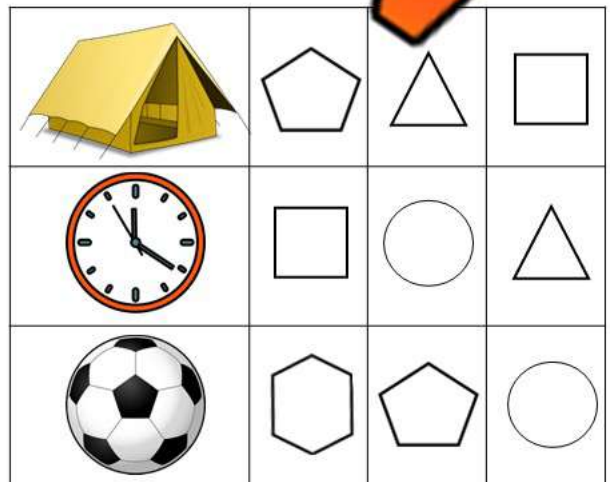
Name: _____

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



Name: _____

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

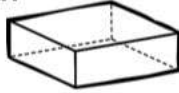


3D Shapes in The Real World

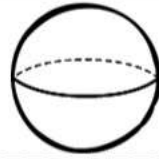
Directions

Cut and paste the 3D objects with their match

Rectangular Prism



Sphere



Cone



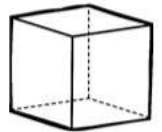
Triangular Prism



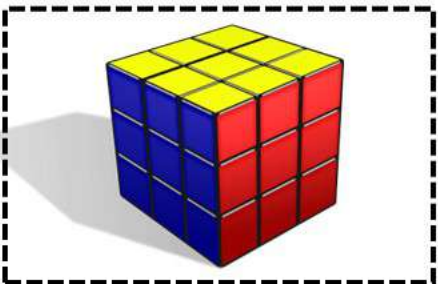
Cylinder



Cube



PREVIEW



Activity Title: Shape Explorers

Objective

What are we learning about?

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

Materials

What you will need for the activity.

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



Instructions

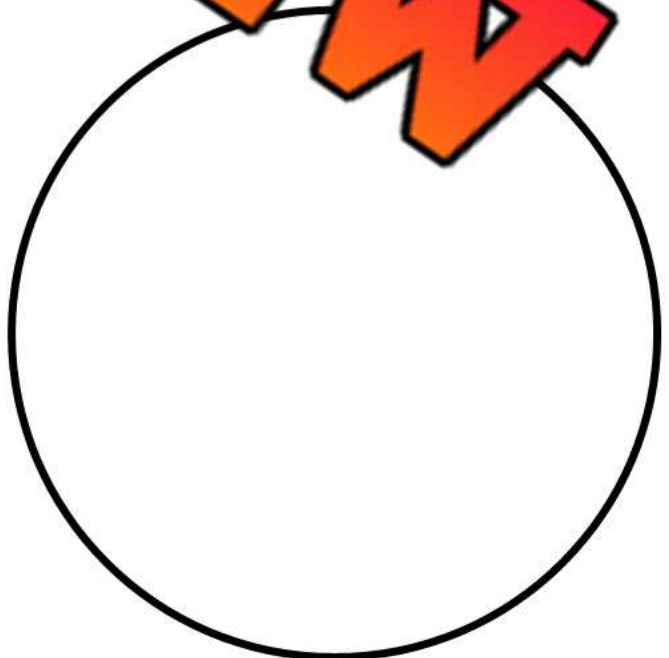
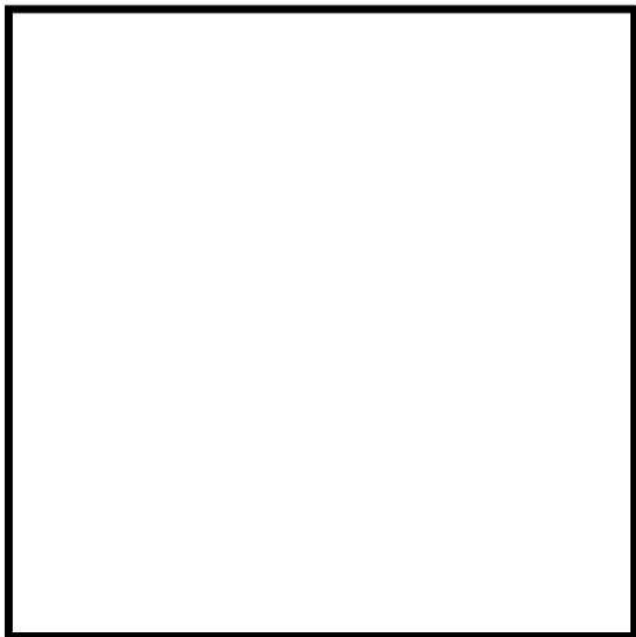
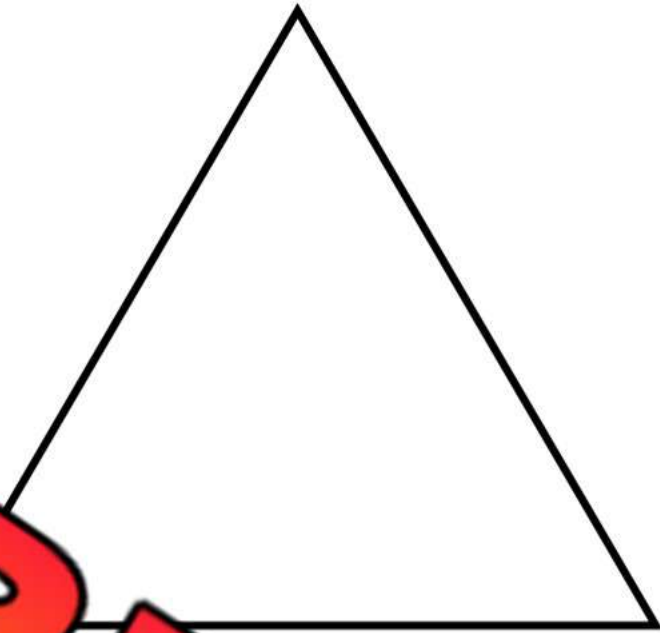
How you will complete the activity.

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

Name: _____

121

PREVIEW



Name: _____

122

Shape Explorers Recording Sheet

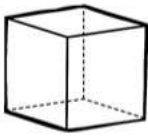

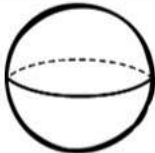
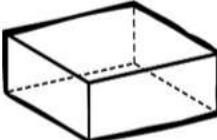

Answers

Record your answers below

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

PREVIEW

3D Shapes – Colouring Activity

				
Blue	Green	Orange	Red	Purple
Cube	Cone	Sphere	Rectangular Prism	Cylinder

Instruct Colour each picture the correct colour

PREVIEW

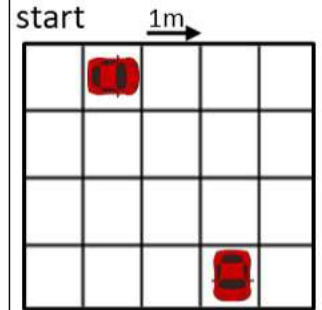
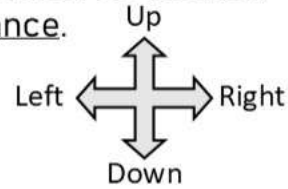
Movement – Left, Right, Down, Up

When we move something or someone from one location to another, we describe the movement using direction and distance.

Directions – left, right, down, up

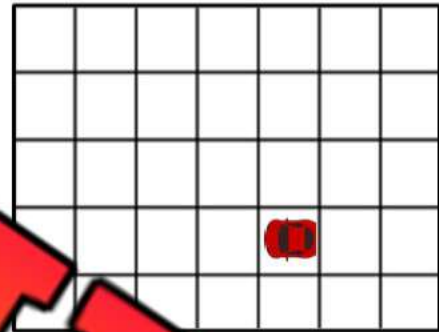
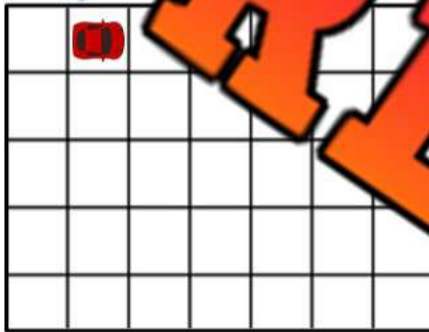
Distance – steps, metres

Example of movement – the car went right 2 metres, and down 3 metres.

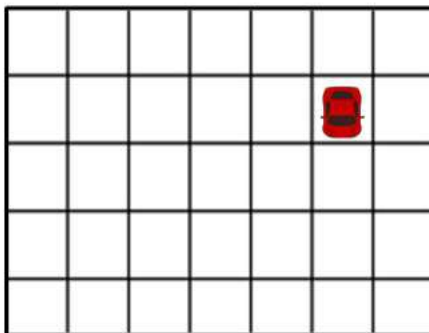


Question: Put an X where you think the car will end up

- 1) Directions – right 2 metres, down 3 metres 2) Directions – left 3 metres, up 2 metres

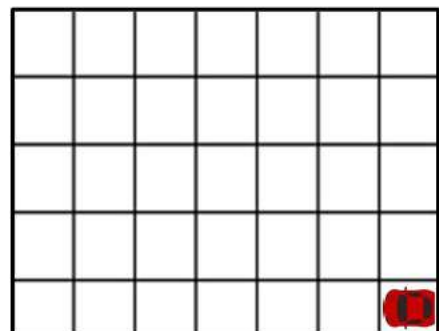
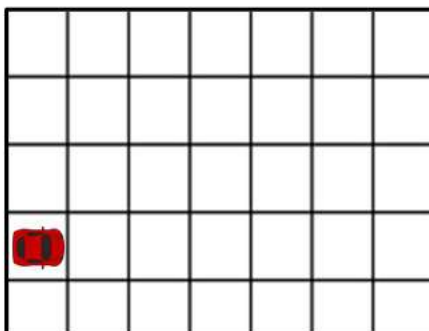


- 3) Directions – down 3 metres, left 4 metres 4) Directions – right 2 metres, left 3 metres



- 5) Directions – right 6 metres, up 3 metres

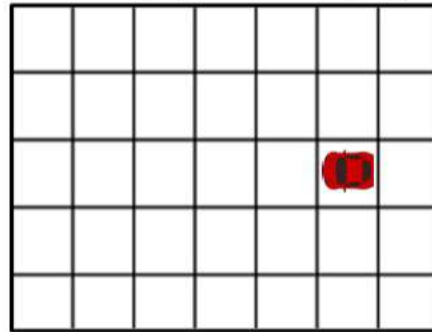
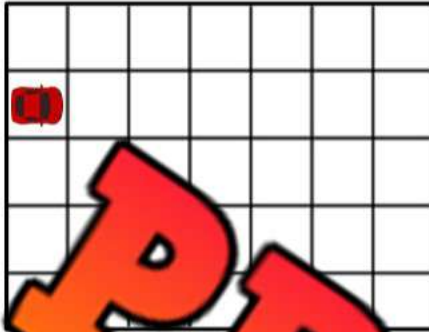
- 6) Directions – left 5 metres, up 4 metres



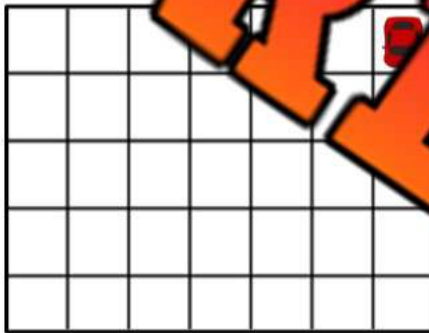
Movement – Left, Right, Down, Up**Questions**

Read the directions and put an X where you think the car will end up

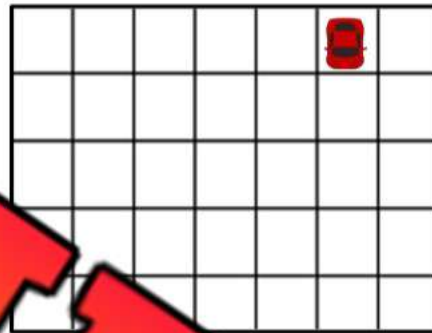
- 1) Right 2 metres, down 2 metres, right 3 metres 2) Left 4 metres, up 2 metres, right 5 metres



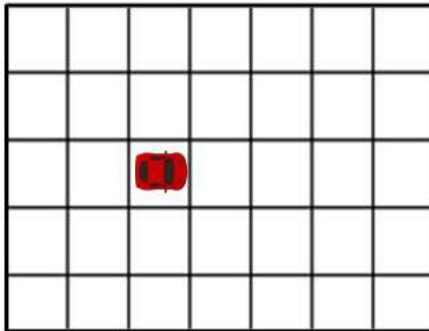
- 3) Down 3 metres, left 2 metres, up 1 metre



- 4) Down 4 metres, left 5 metres, up 4 metres



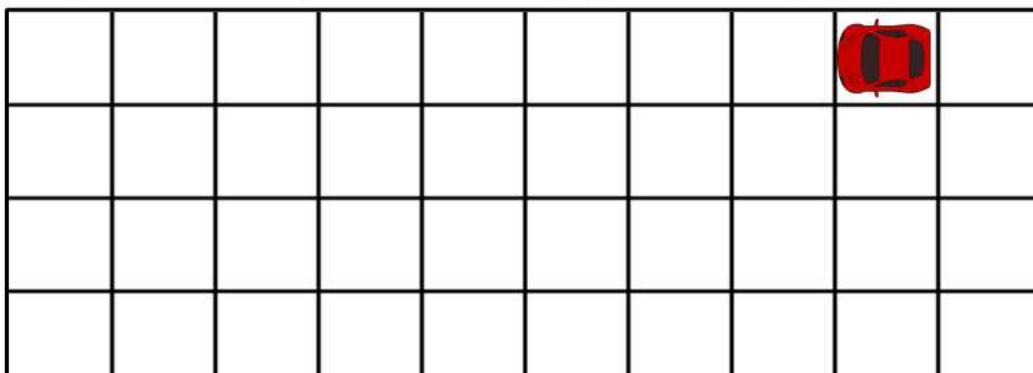
- 5) Right 3 metres, up 2 metres, left 5 metres



- 6) Left 3 metres, down 5 metres, right 4 metres



- 7) Left 8 metres, down 3 metres, right 9 metres, up 3 metres



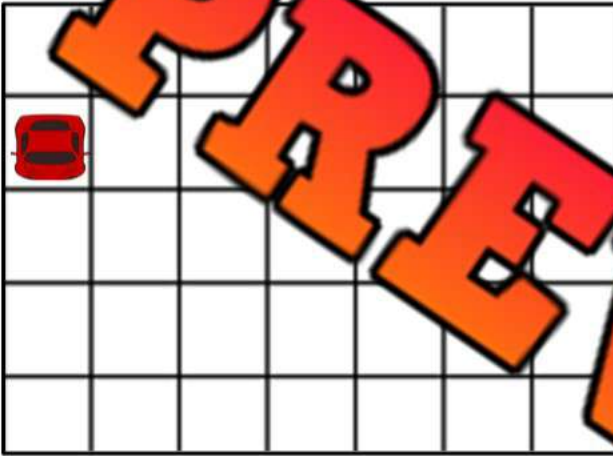
Exit Cards

Cut Out

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

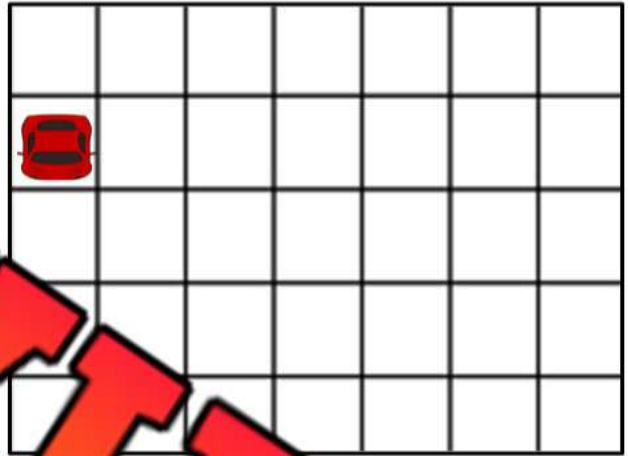
Name: _____

Right 5 metres, down 3 metres, right 1 metre



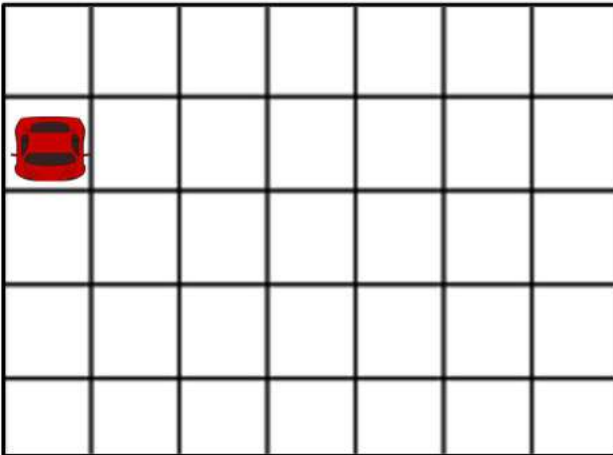
Name: _____

Right 5 metres, down 3 metres, right 1 metre



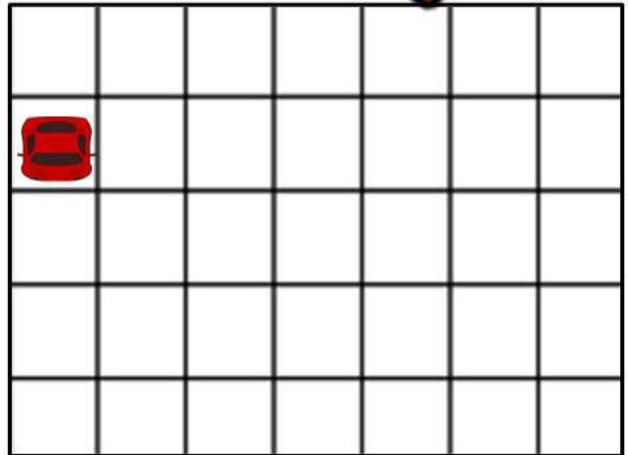
Name: _____

Right 5 metres, down 3 metres, right 1 metre



Name: _____

Right 5 metres, down 3 metres, right 1 metre



Describing Movement Using Left, Right, Up, Down

Questions

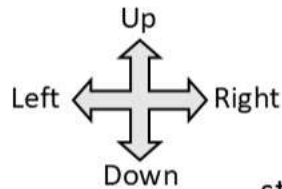
Describe how the car moved from the start to the end

1)

start

Move _____ metres

Move _____ metres



2)

Move _____ metres

Move _____ metres

3)

Move _____ metres

Move _____ metres

4)

Move _____ metres

Move _____ metres

5)

start

Move _____ metres

Move _____ metres

6)

start

Move _____ metres

Move _____ metres

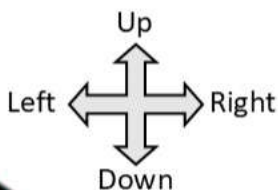
Movement – Left, Right, Down, Up

Questions

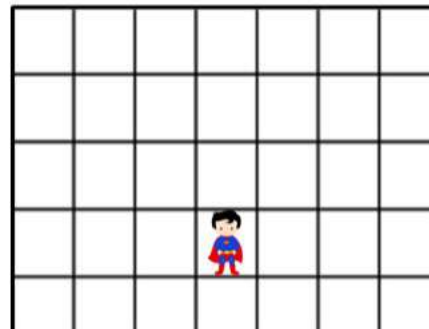
Put an X where you think the child will end up



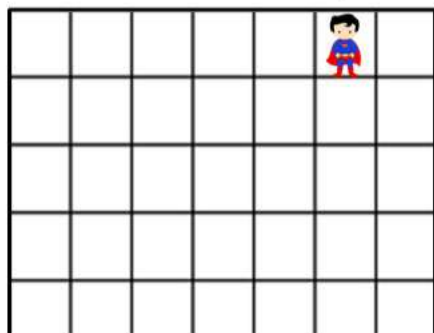
1) Directions – down 2 steps, right 3 steps



2) Directions – up 3 steps, left 2 steps



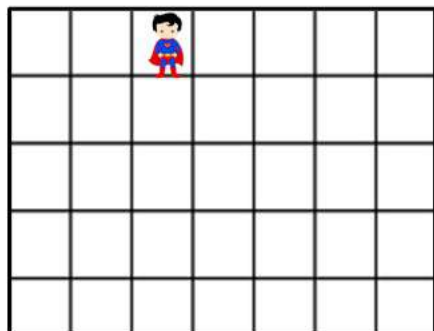
3) Directions – down 4 steps, left 1 step



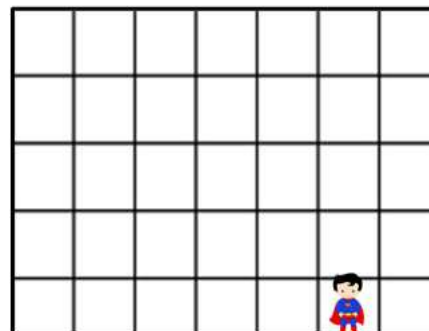
4) Directions – up 4 steps, right 6 steps



5) Directions – down 3 steps, right 4 steps



6) Directions – up 2 steps, left 3 steps

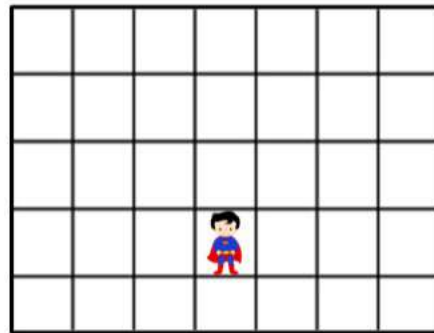
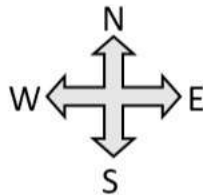


Movement – Left, Right, Down, Up

Questions Read the directions and put an X where you think the child will end up

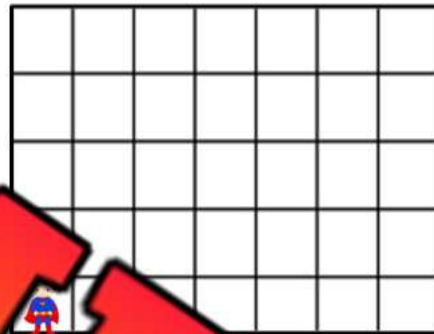
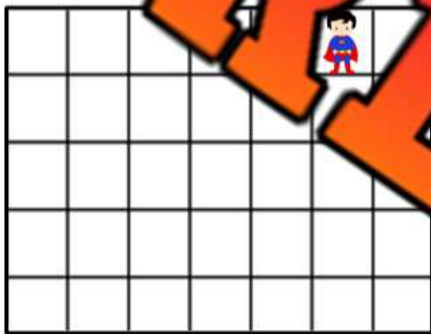
1) South 1 step, east 4 steps, south 3 steps

2) West 3 steps, north 3 steps, east 5 steps



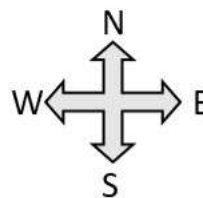
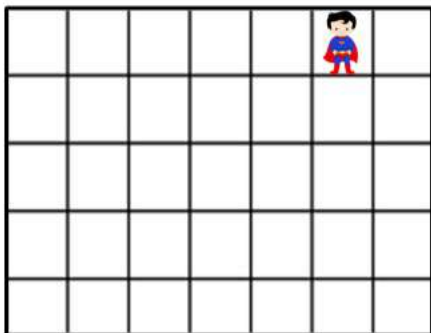
3) South 2 steps, west 3 steps, north 2 steps

4) North 4 steps, east 3 steps, south 3 steps

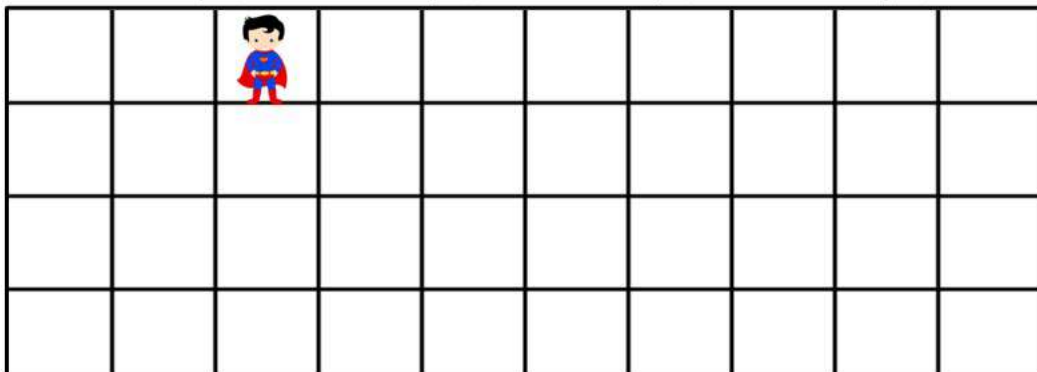


5) West 5 steps, south 4 steps, east 6 steps

6) North 3 steps, east 4 steps, south 2 steps



7) East 5 steps, south 3 steps, west 7 steps, north 3 steps, east 2 steps



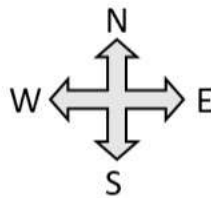
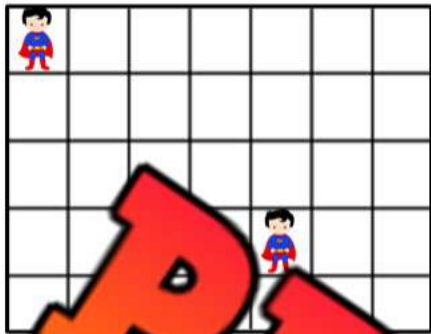
PREVIEW

Describing Movement Using Left, Right, Down, Up

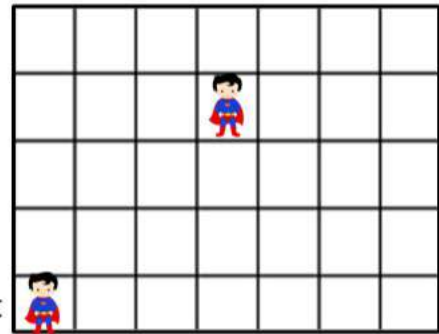
Questions

Describe how the child moved from the start to the end

1) start



2)



start

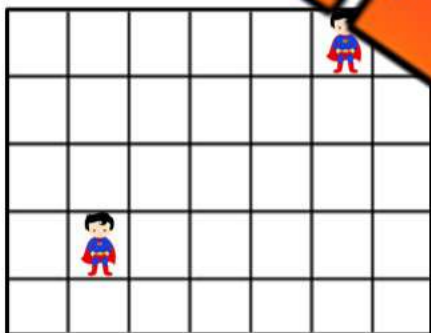
Move _____ spaces

Move _____

Move _____ spaces

Move _____ spaces

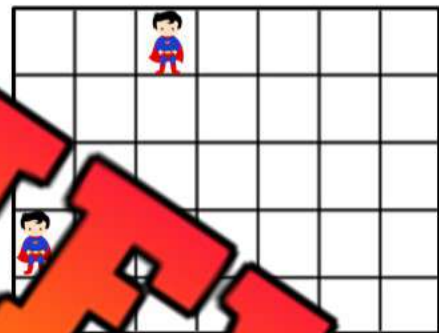
3)



Move _____ spaces

Move _____ spaces

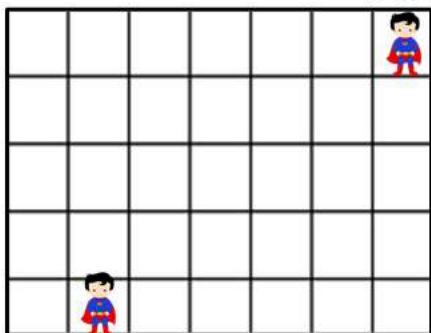
4)



Move _____ spaces

Move _____ spaces

5)

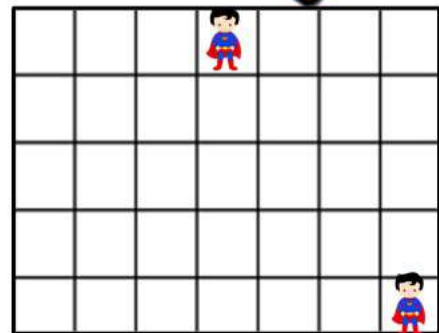


start

Move _____ spaces

Move _____ spaces

6)



start

Move _____ spaces

Move _____ spaces

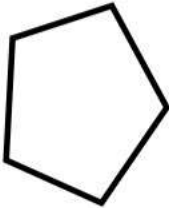
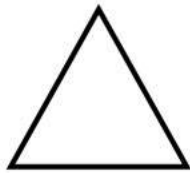
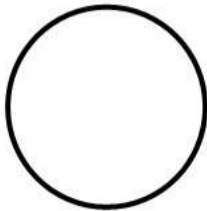
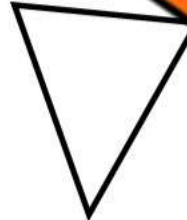
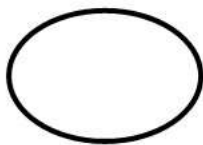
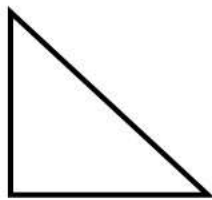
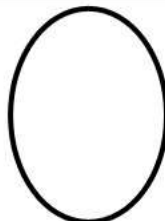
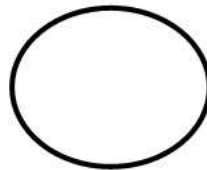
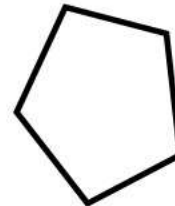
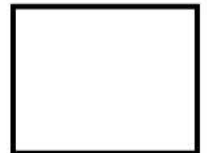
Unit Test – 3-D Objects and 2-D Shapes

Part 1

Sort the shapes into the correct categories

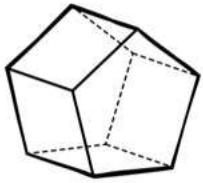
Round**Not Round**

PREVIEW

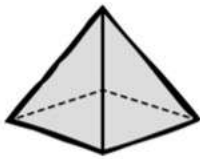
**A****B****C****D****E****F****G****H****I****J****K****L**

Part 2

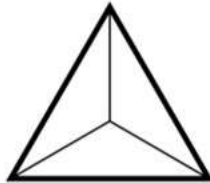
Write the letter below each shape in the correct category

WhiteShaded**PREVIEW**

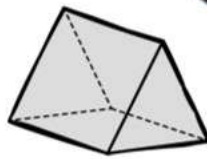
A



B



C

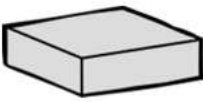


D

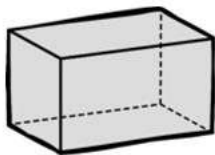


E

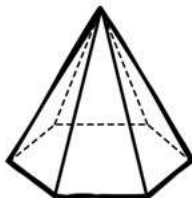
F



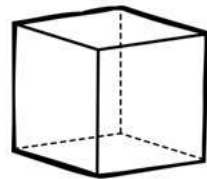
G



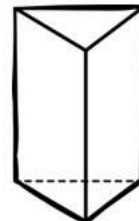
H



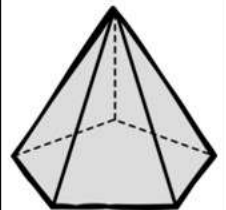
I



J



K



L

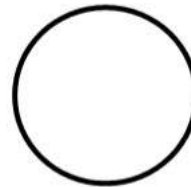
Part 3

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

1)



2)



Part 4

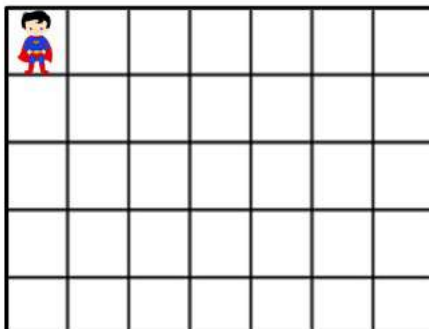
Circle the 2D shapes found in the 3D objects

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

Part 5

Put an X where you think the child will end up

1) Directions – down 2 steps, right 3 steps



2) Directions – up 3 steps, left 2 steps

