Curriculum Correlation
Geometry Cluster 2: 3-D Solids

ON

Kindergarten
17.1 explore, sort, and compare the attributes (e.g., reflective symmetry) and the properties (e.g., number of faces) of traditional and non-traditional two-dimensional shapes and three-dimensional figures (e.g., when sorting and comparing a variety of triangles: notice similarities in number of sides, differences in side lengths, sizes of angles, sizes of the triangles themselves; see smaller triangles in a larger triangle)
17.3 investigate and explain the relationship between two-dimensional shapes and three-dimensional figures in objects they have made (e.g., explain that the flat surface of a cube is a square)

Grade 1
Geometry and Spatial Sense Geometric Properties – trace and identify the two-dimensional faces of three-dimensional figures, using concrete models (e.g., "I can see squares on the cube.") (Activities 7–10) – identify and describe common three-dimensional figures (e.g., cubes, cones, cylinders, spheres, rectangular prisms) and sort and classify them by their attributes (e.g., colour; size; texture; number and shape of faces), using concrete materials and pictorial representations (e.g., "I put the cones and the cylinders in the same group because they all have circles on them.") (Activities 7–10) – describe similarities and differences between an everyday object and a three-dimensional figure (e.g., "A water bottle looks like a cylinder, except the bottle gets thinner at the top.") (Activity 7)

Grade 2
Geometry and Spatial Sense Geometric Properties – distinguish between the attributes of an object that are geometric properties (e.g., number of sides, number of faces) and the attributes that are not geometric properties (e.g., colour, size, texture), using a variety of tools (e.g., attribute blocks, geometric solids, connecting cubes) – identify and describe various three-dimensional figures (i.e., cubes, prisms, pyramids) and sort and classify them by their geometric properties (i.e., number and shape of faces), using concrete materials (e.g., "I separated the figures that have square faces from the ones that don't.") – create models and skeletons of prisms and pyramids, using concrete materials (e.g., cardboard; straws and modelling clay), and describe their geometric properties (i.e., number and shape of faces, number of edges)

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BC/YT

Kindergarten
Single attributes of 2D shapes and 3D objects • sorting 2D shapes and 3D objects using a single attribute • building and describing 3D objects (e.g., shaped like a can)
Grade 1
Comparison of 2D shapes and 3D objects • sorting 3D objects and 2D shapes using one attribute, and explaining the sorting rule (Activities 7–10) Cross Strand: Repeating patterns with multiple elements and attributes • identifying sorting rules (Activities 9, 10)
Grade 2
Multiple attributes of 2D shapes and 3D objects • sorting 2D shapes and 3D objects using two attributes, and explaining the sorting rule • identifying 2D shapes as part of 3D objects

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SK

Kindergarten
Shape and Space SSK.2 Sort 3-D objects using a single attribute. SSK.3 Build and describe 3-D objects.
Grade 1
Shape and Space SS1.2 Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule. (Activities 7–10)
Grade 2
Shape and Space SS2.3 Describe, compare, and construct 3-D objects, including: • cubes • spheres • cones • cylinders • pyramids. SS2.5 Demonstrate understanding of the relationship between 2-D shapes and 3-D objects.

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PEI/NB/MB

Kindergarten
Shape and Space SS2 Sort 3-D objects using a single attribute. SS3 Build and describe 3-D objects.

Grade 1
Shape and Space SS2 Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule. (Activities 7–10)

Grade 2
Shape and Space SS6 Sort 2-D shapes and 3-D objects using two attributes, and explain the sorting rule. SS7 Describe, compare and construct 3-D objects, including: • cubes • spheres • cones • cylinders • (prisms MB) • pyramids. • SS9 Identify 2-D shapes as parts of 3-D objects in the environment.

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AB/NWT/NU

Kindergarten
Shape and Space 2. Sort 3-D objects using a single attribute. 3. Build and describe 3-D objects.
Grade 1
Shape and Space 2. Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule. (Activities 7–10) Cross Strand: Patterns and Relations 3. Sort objects, using one attribute, and explain the sorting rule.
Grade 2
Shape and Space 6. Sort 2-D shapes and 3-D objects using two attributes, and explain the sorting rule. 7. Describe, compare and construct 3-D objects, including: • cubes • spheres • cones • cylinders • (prisms MB) • pyramids. • 9. Identify 2-D shapes as parts of 3-D objects in the environment.

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NS

Kindergarten
Geometry G01: Students will be expected to sort 3-D objects using a single attribute. G02: Students will be expected to build and describe 3-D objects.

Grade 1
Geometry G01: Students will be expected to sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule. (Activities 7–10) G03: Students will be expected to identify 2-D shapes in 3-D objects. (Activities 7–10)

Grade 2
Geometry G01: Students will be expected to sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule. G02: Students will be expected to recognize, name, describe, compare, and build 3-D objects, including cubes and other prisms, spheres, cones, cylinders, and pyramids. G04: Students will be expected to identify 2-D shapes as part of 3-D objects in the environment.

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NFL

Kindergarten
Shape and Space KSS2. Sort 3-D objects, using a single attribute and explain the sorting rule. KSS3. Build and describe 3-D objects.

Grade 1
Shape and Space 1SS2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule. (Activities 7–10)

Grade 2
Shape and Space 2SS6. Sort 2-D shapes and 3-D objects, using two attributes, and explain the sorting rule. 2SS7. Describe, compare and construct 3-D objects, including: • cubes • spheres • cones • cylinders • pyramids. 2SS9. Identify 2-D shapes as parts of 3-D objects in the environment.