|  |  |  |  |
| --- | --- | --- | --- |
| **Identifying Shapes Used to Create Outlines Behaviours/Strategies** | | | |
| Student is unable to predict which blocks were used to make the outline. | Student randomly places blocks in the outline with no thought to the lines. | Student accurately places blocks in the outline, but thinks there is only one way to fill it. | Student accurately predicts the blocks used, fills the outline to check, and realizes there are many ways to fill it. |
| **Observations/Documentation** | | | |
|  |  |  |  |
|  |  |  |  |
| **Identifying Solids Used to Make Structures Behaviours/Strategies** | | | |
| Student uses gestures or non-geometric language to identify the solids.  “It looks like a party hat.” | Student knows the solids that were used but cannot name them by their mathematical names. | Student accurately names the solids but does not use geometric language to describe them. | Student uses geometric language with ease to name and describe the solids used. |
| **Observations/Documentation** | |  | |
|  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Big Idea | | | | | Indicators From Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can name and describe the 2-D faces of  3-D solids.  **(Activities 11, 15)** |  |  |  |  |  |  |  |  |  |
| Student uses geometric language to describe a  3-D solid.  **(Activities 11, 15)** |  |  |  |  |  |  |  |  |  |
| Student can describe similarities and differences between an everyday object and a 3-D solid.  **(Activities 11, 15)** |  |  |  |  |  |  |  |  |  |
| Student can use 2-D shapes to make pictures and designs.  **(Activity 12)** |  |  |  |  |  |  |  |  |  |
| Student uses geometric language to describe a picture or design.  **(Activities 12, 14)** |  |  |  |  |  |  |  |  |  |
| Student can cover a puzzle outline with  2-D shapes.  **(Activities 13, 15)** |  |  |  |  |  |  |  |  |  |
| Student can identify and describe 2-D shapes within geometric designs/outlines. **(Activities 12, 13, 14, 15)** |  |  |  |  |  |  |  |  |  |
| Student can put shapes together to make other shapes and can see shapes within others.  **(Activities 13, 14, 15)** |  |  |  |  |  |  |  |  |  |
| Student can build 3-D structures and describe the 2-D shapes the structures contain. **(Activity 15)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Observed** | **Sometimes** | **Consistently** |
| Names and describes the  2-D faces of 3-D solids.  **(Activities 11, 15)** |  |  |  |
| Uses geometric language to describe a 3-D solid.  **(Activities 11, 15)** |  |  |  |
| Describes similarities and differences between an everyday object and a 3-D solid. **(Activities 11, 15)** |  |  |  |
| Uses 2-D shapes to make pictures and designs.  **(Activity 12)** |  |  |  |
| Uses geometric language to describe a picture or design.  **(Activities 12, 14)** |  |  |  |
| Covers a puzzle outline with  2-D shapes.  **(Activities 13, 15)** |  |  |  |
| Identifies and describes  2-D shapes within geometric designs/outlines.  **(Activities 12, 13, 14, 15)** |  |  |  |
| Puts shapes together to make other shapes and sees shapes within others.  **(Activities 13, 14, 15)** |  |  |  |
| Builds 3-D structures and describes the 2-D shapes the structures contain. **(Activity 15)** |  |  |  |

Strengths:

Next Steps: