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| **Sorting Solids Behaviours/Strategies** | | |
| Student is unable to select a solid based on the needed attribute. | Student focuses on one shape and doesn’t realize that more than one shape can be a face of a solid. | Student identifies some faces but doesn’t rotate the solid to see the different faces (shapes). |
| **Observations/Documentation** | | |
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|  |  |  |
| Student recognizes some shapes but doesn’t recognize a shape when it doesn’t match her or his mental image of the shape. | Student can only sort a solid in one way. | Student can sort solids with ease. |
| **Observations/Documentation** | | |
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| Big Idea | | | | | Indicators From Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can identify a 3-D solid from a given description.  **(Activity 7)** |  |  |  |  |  |  |  |  |  |
| Student can describe a  3-D solid using geometric language.  **(Activities 7–10)** |  |  |  |  |  |  |  |  |  |
| Student can identify and name the faces of 3-D solids.  **(Activities 7–10)** |  |  |  |  |  |  |  |  |  |
| Student can describe similarities and differences between an everyday object and a  3-D solid. **(Activity 7)** |  |  |  |  |  |  |  |  |  |
| Student can sort 3-D solids using a single attribute.  **(Activities 8, 9, 10)** |  |  |  |  |  |  |  |  |  |
| Student can sort solids using a single attribute in more than one way. **(Activities 8, 10)** |  |  |  |  |  |  |  |  |  |
| Student can identify the sorting rule for a  pre-sorted set of 3-D solids. **(Activities 9, 10)** |  |  |  |  |  |  |  |  |  |
| Student uses geometric language to explain a sorting rule.  **(Activities 9, 10)** |  |  |  |  |  |  |  |  |  |

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

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Identifies a 3-D solid from a given description.  **(Activity 7)** |  |  |  |
| Describes a  3-D solid using geometric language.  **(Activities 7–10)** |  |  |  |
| Identifies and names the faces of 3-D solids.  **(Activities 7–10)** |  |  |  |
| Describes similarities and differences between an everyday object and a 3-D solid. **(Activity 7)** |  |  |  |
| Sorts 3-D solids using a single attribute.  **(Activities 8, 9, 10)** |  |  |  |
| Sorts 3-D solids using a single attribute in more than one way. **(Activities 8, 10)** |  |  |  |
| Identifies the sorting rule for a pre-sorted set of 3-D solids. **(Activities 9, 10)** |  |  |  |
| Uses geometric language to explain a sorting rule.  **(Activities 9, 10)** |  |  |  |

Strengths:

Next Steps: