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| **Sorting Shapes Behaviours/Strategies** |
| Student randomly sorts shapes without thinking about attributes. “I just put shapes in columns.I didn’t use a rule.” | Student always sorts using non-geometric attributes (e.g., colour, size). “I like to sort by size.” | Student sorts by appearance rather than attributes, and does not realize that the orientation of a shape does not matter. | Student sorts shapes using both geometric and non-geometric attributes. |
| **Observations/Documentation** |
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| **Identifying Sorting Rules Behaviours/Strategies** |
| Student cannot identify the sorting rule. | Student sorts the shapes but does not look at the shapes in the *No* column to confirm the sorting rule. | Student identifies the sorting rule but needs help communicating it. | Student identifies and describes the sorting rule. |
| **Observations/Documentation** |  |
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| Big Idea | Indicators From Learning Progression |
| Curriculum Expectations addressed  |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student uses mathematical language to describe 2-D shapes. **(Activities 1–6)** |  |  |  |  |  |  |  |  |  |
| Student can identify triangles/rectangles and explain why a shape is or is not a triangle/rectangle. **(Activities 2–6)** |  |  |  |  |  |  |  |  |  |
| Student can identify 2-D shapes from a given description.**(Activity 4)** |  |  |  |  |  |  |  |  |  |
| Student can sort and classify 2-D shapes by their attributes.**(Activities 1, 2, 3, 5, 6)** |  |  |  |  |  |  |  |  |  |
| Student can sort 2-D shapes in different ways. **(Activities 1, 5, 6)** |  |  |  |  |  |  |  |  |  |
| Student can identify the sorting rule for a pre-sorted set of 2-D shapes. **(Activities 5, 6)** |  |  |  |  |  |  |  |  |  |
| Student uses geometric language to describe a sorting rule.**(Activities 5, 6)** |  |  |  |  |  |  |  |  |  |
| Student can identify 2-D shapes in the environment. **(Activities 2, 3)** |  |  |  |  |  |  |  |  |  |

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

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Uses mathematical language to describe 2-D shapes. **(Activities 1–6)** |  |  |  |
| Identifies triangles/rectangles and explains why a shape is or is not a triangle/rectangle. **(Activities 2–6)** |  |  |  |
| Identifies and names 2-D shapes from a given description. **(Activity 4)** |  |  |  |
| Sorts and classifies 2-D shapes by their attributes. **(Activities 1, 2, 3, 5, 6)** |  |  |  |
| Sorts 2-D shapes in different ways. **(Activities 1, 5, 6)** |  |  |  |
| Identifies the sorting rule for a pre-sorted set of 2-D shapes. **(Activities 5, 6)** |  |  |  |
| Uses geometric language to describe a sorting rule. **(Activities 5, 6)** |  |  |  |
| Identifies 2-D shapes in the environment. **(Activities 2, 3)** |  |  |  |

Strengths:

Next Steps: