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| **Building Towers Behaviours/Strategies** | | | |
| Student uses one type of solid to make a tower. | Student only uses solids that have rectangular or square faces. | Student builds a tower but it does not match the original tower. | Student builds a tower that matches the original tower. |
| **Observations/Documentation** | | | |
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| **Describing and Identifying 3-D Solids Behaviours/Strategies** | | | |
| Student uses gestures or non-geometric language to describe solids.  “It has sides that are shaped like hockey cards.” | Student provides an incomplete description of the solid.  “The solid has faces that are rectangles.” | Student guesses the solid and ignores partner’s description, or focuses on only part of the description.  “It’s a cylinder; no, it’s a  cube …” | Student correctly describes solids using geometric language and identifies them with ease. |
| **Observations/Documentation** | |  | |
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