

Memory Book

Line Master 1 (Assessment Master)

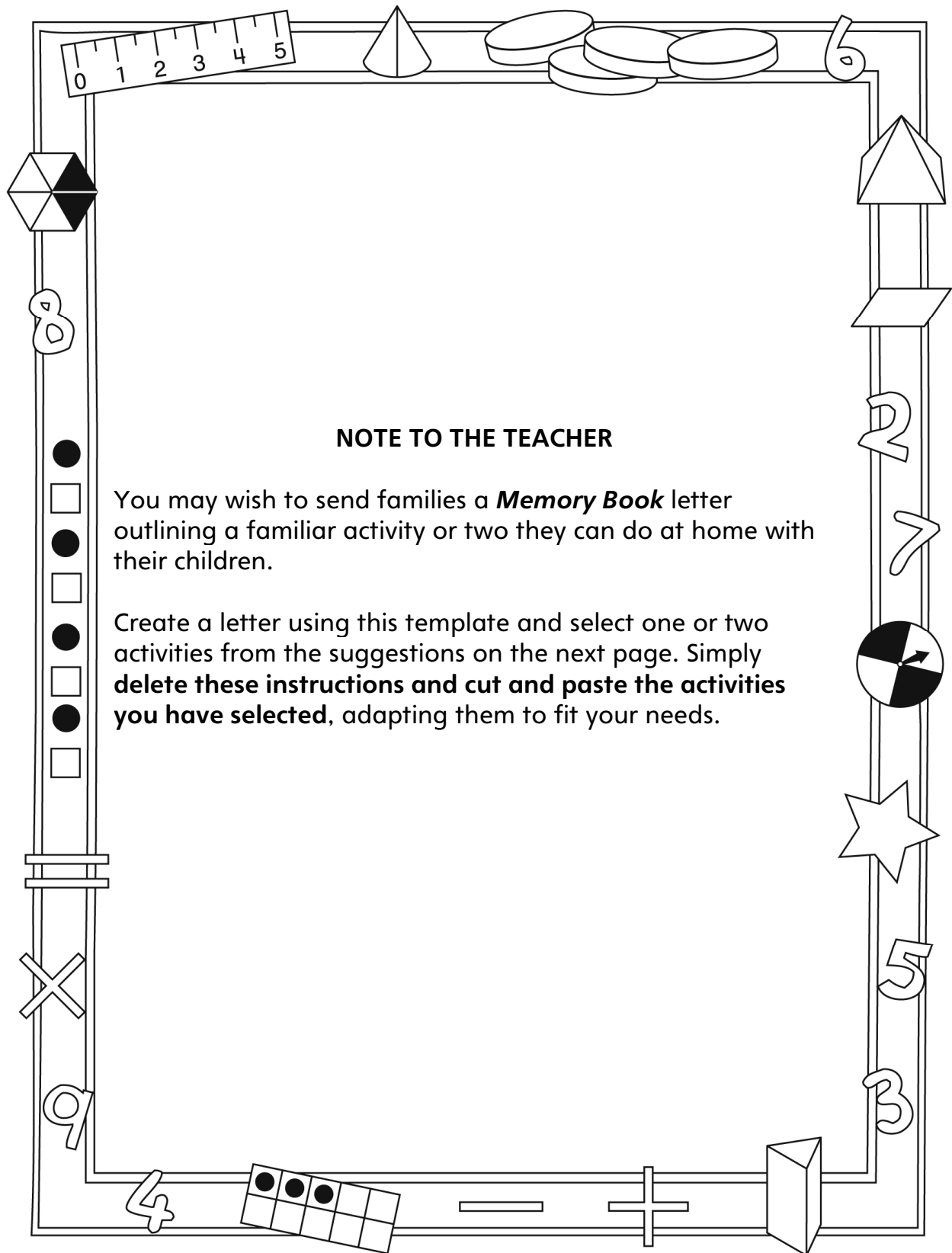
Name: _____

Locate and Map Objects in the Environment	Not observed	Sometimes	Consistently
Locates objects in the environment by interpreting a map			
Uses positional language to locate objects and give directions			
Follows and interprets instructions that use positional language			
Investigate 2-D Shapes and 3-D Solids			
Identifies and describes the geometric attributes of 2-D shapes			
Identifies and describes the geometric attributes of 3-D shapes			
Identifies 2-D shapes on 3-D objects in the environment			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



Connecting Home and School

Line Master 2–2

Dear Family:

We have been working on **Memory Book**, which focuses on locating and mapping objects in the environment, and investigating 2-D shapes and 3-D solids. Try this activity at home with your child.



Reading the Story: As you read the story, encourage your child to describe the shapes on each page. Invite your child to make connections among 2-D shapes and 3-D solids. After you read, ask her/him to identify different shapes and solids in your home and compare them with shapes and solids your child encountered at school.



Map Making: Together, design a map of your home or neighbourhood. Encourage your child to include landmarks or important objects. Invite your child to label the map and explain how he/she decided what to label. You might also have your child make a map of the route he/she takes to school and provide you with directions for getting there.



Let's Build: Gather a collection of 3-D objects (e.g., tissue boxes, paper towel rolls) and work with your child to create structures and sculptures. Encourage your child to be creative and think carefully about how different objects will fit together. Invite your child to identify 3-D solids and 2-D shapes during building, and then describe the completed structure.



Mystery Shapes? Gather 3-D objects from around your home that have circular, rectangular, triangular, and/or square faces to trace. Trace one of the faces and challenge your child to identify which object your mystery shape came from. Invite your child to describe its attributes (e.g., number of corners, number of sides).



Sincerely,



My Map

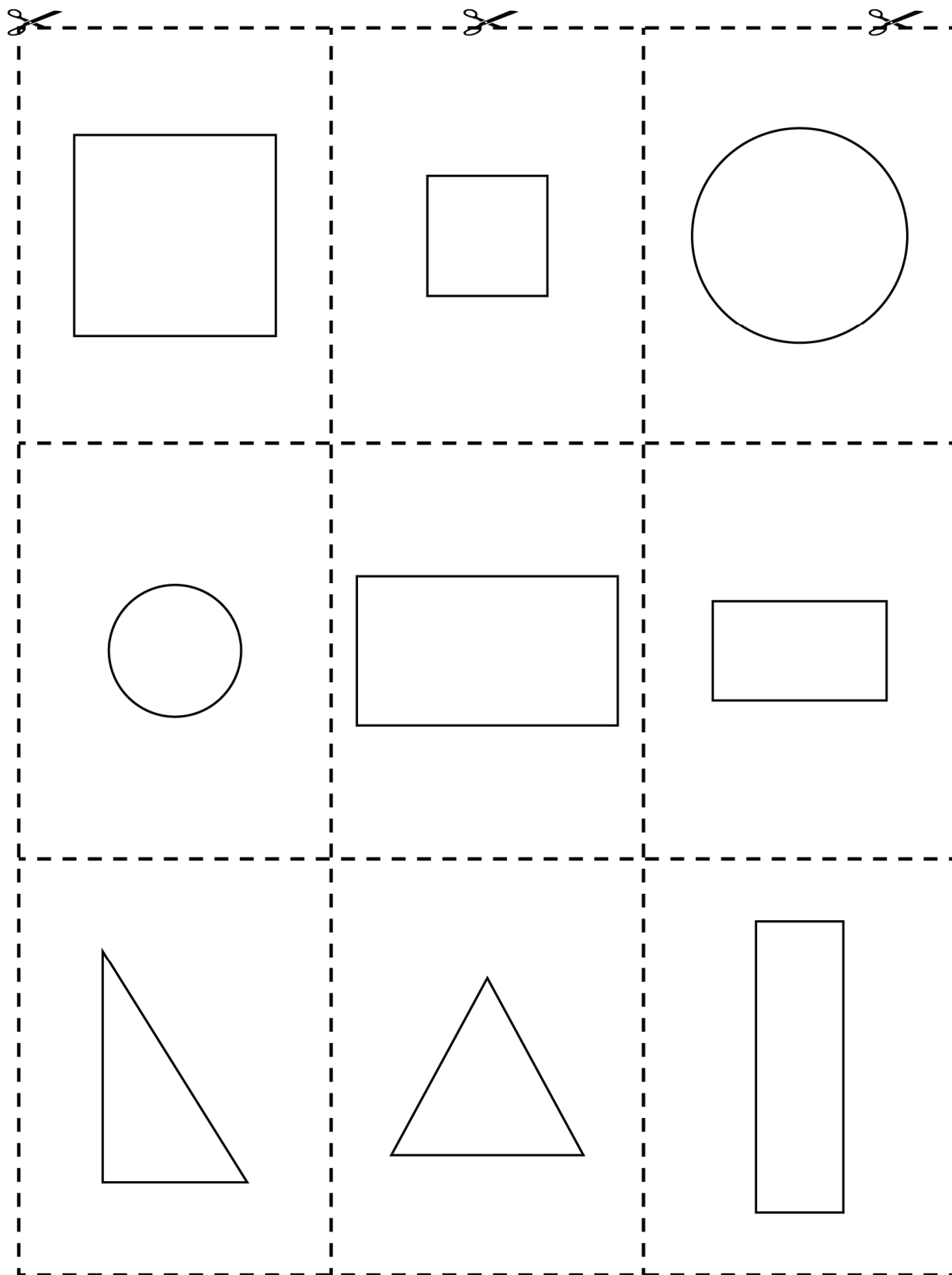
Line Master 4

Name: _____

List of Items on My Map

2-D Shapes

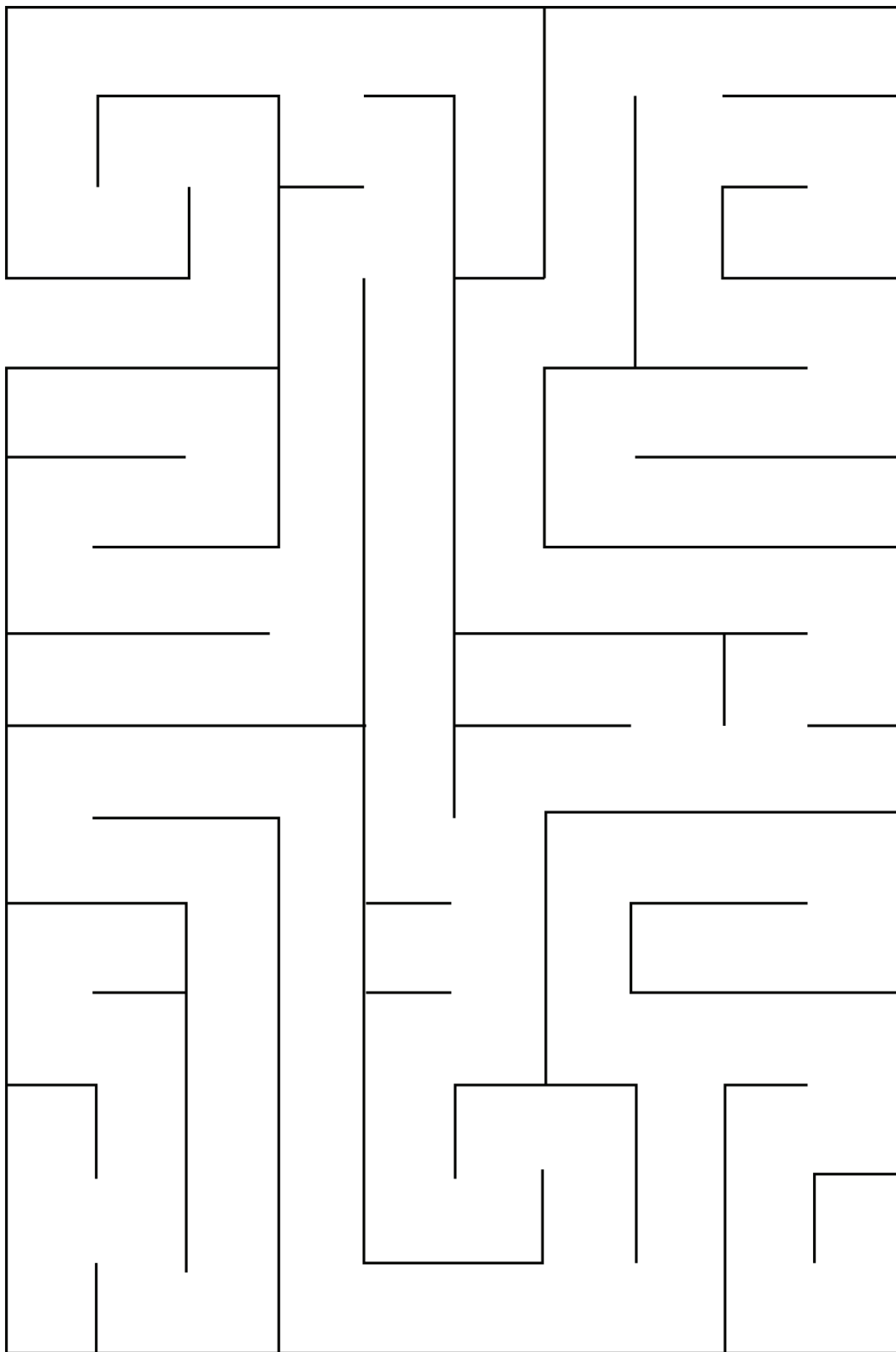
Line Master 6



Mazes

Line Master 7-1

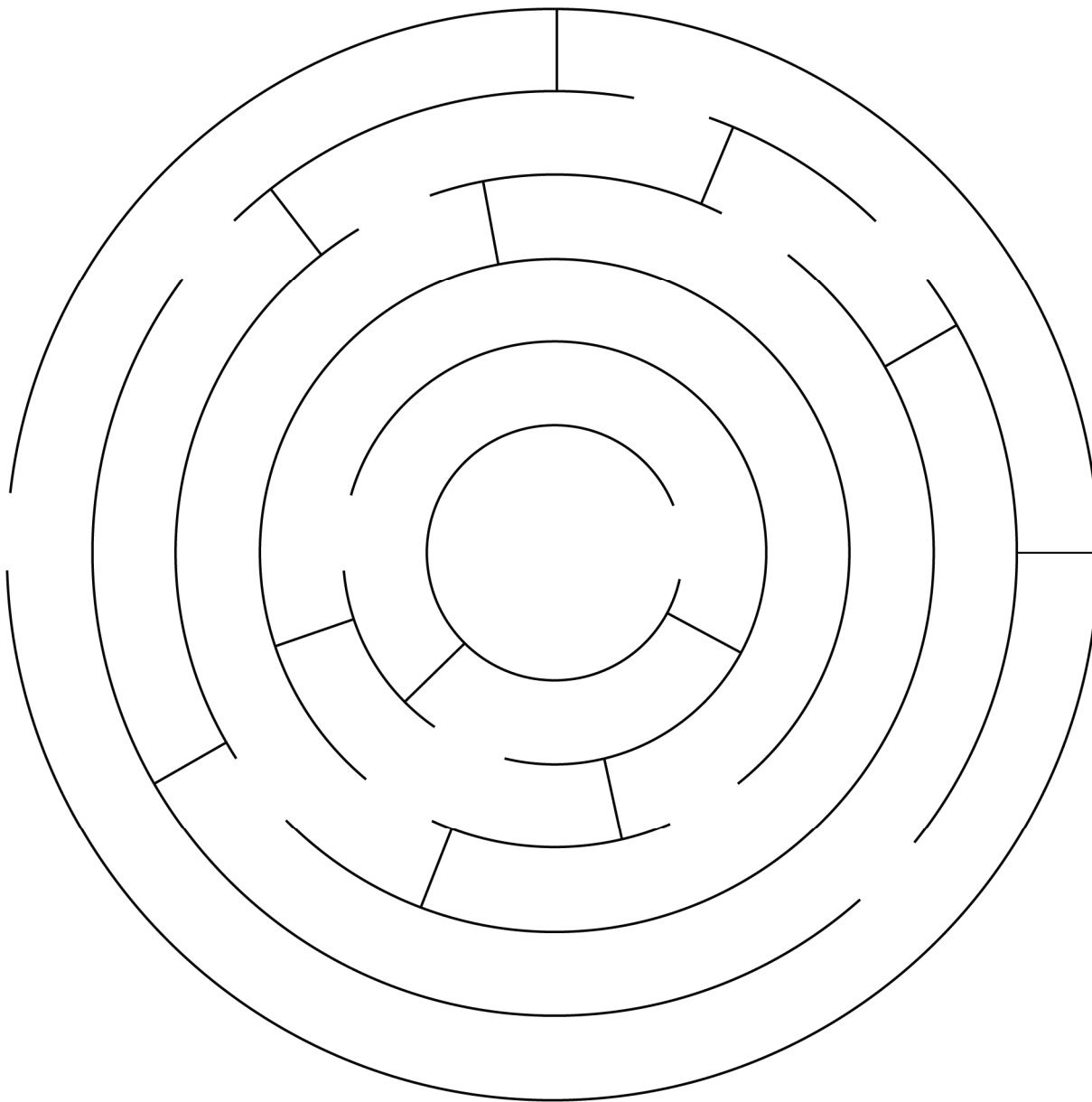
Name: _____



Mazes

Line Master 7-2

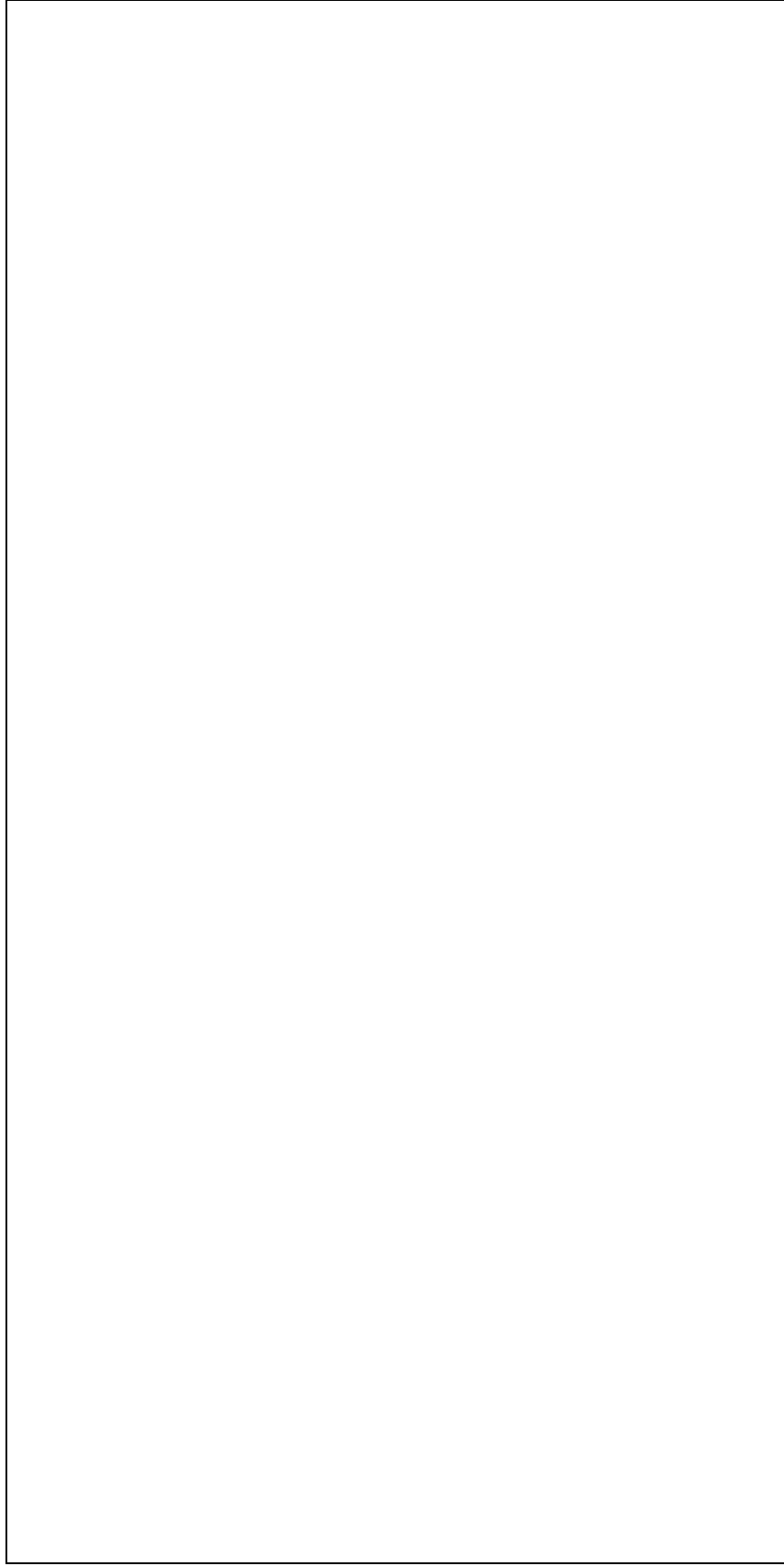
Name: _____



Shape Art

Line Master 8

Name: _____



What I made: _____

Shapes I used: _____

My Route to School

Line Master 9-1

Name: _____

SCHOOL

My Route to School

Line Master 9-2

Name: _____

My route to school:

Shape Problems

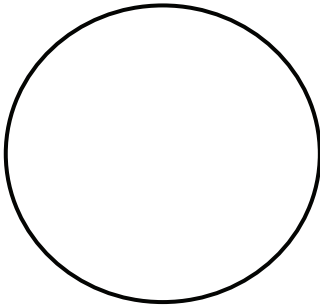
Line Master 10-1



How many sides do I have? _____

How many corners do I have? _____

I am a _____.



How many sides do I have? _____

How many corners do I have? _____

I am a _____.

Shape Problems

Line Master 10–2



I have 4 sides and 4 corners.
All of my sides are the same length.
All of my corners are the same size.

What am I? _____

Draw me!



I have 3 sides and 3 corners.
All of my sides are different lengths.

What am I? _____

Draw me!