

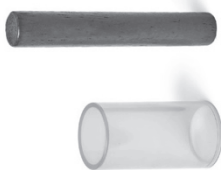



Identifying 3-D Solids in the Environment Behaviours/Strategies			
1. Student looks at a solid, but struggles to analyze its geometric attributes.	 <p>"It looks like a ball."</p>	2. Student analyzes geometric attributes of 3-D solids, but cannot name the solids.	 <p>"I forget what this is called."</p>
			3. Student identifies some 3-D solids in the environment, but struggles when the orientation of an object does not match his or her mental image of the solid.
Observations/Documentation			
4. Student identifies some 3-D solids in the environment, but struggles when the size of an object does not match the size of the given solid.		5. Student identifies 3-D solids in the environment, but struggles to explain why an object in the classroom is an example of the given 3-D solid.	6. Student successfully analyzes geometric attributes of 3-D solids, identifies 3-D solids in the environment, and explains thinking.
			 <p>"The water cooler cup is a cone. When it is full, it has one face and one vertex."</p>
Observations/Documentation			