



1. Choose one of the shapes below. Write the name in the middle. Answer the questions in each of the 4 corners for your shape.

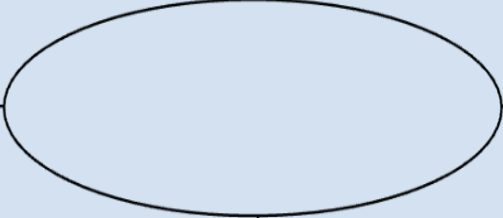
a. Circle

b. Triangle

c. Square

d. Rectangle

Draw your shape	List 2 things about your shape
Draw a shape that is not your shape	Where do you see your shape?





2. Look at the following image. Circle 3 shapes you see. How do you know what shapes they are?



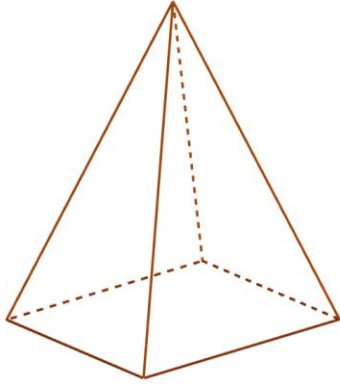
Shape 1

Shape 2

Shape 3



3. Explain what shapes you would need to build a pyramid.



4. Choose 3 or more shapes from your tangram set. Put them together to form a new shape. Draw (or trace) the shape. Can you show the original smaller shapes?



5. What would you need to measure to show if this is a square?



6. Choose one of the shapes below. Find that shape in the classroom. Draw a picture of it.

Circle

Triangle

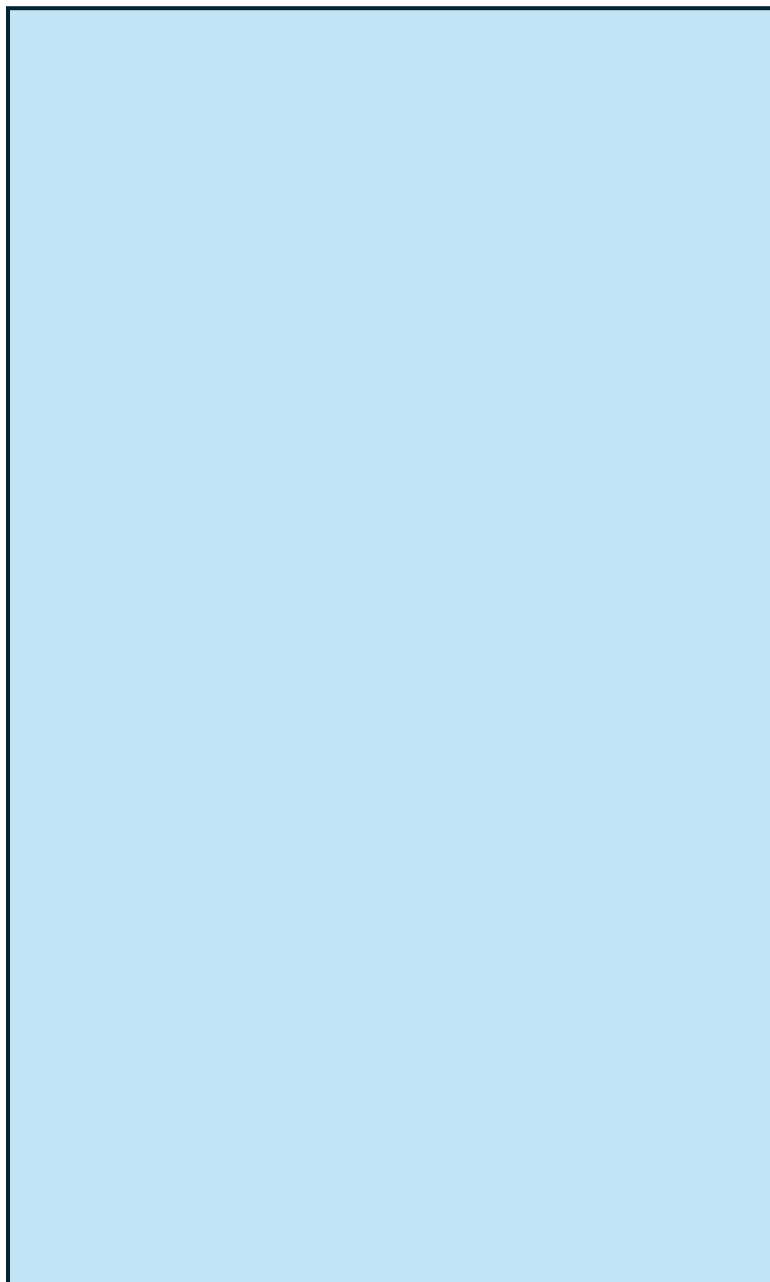
Square

Rectangle



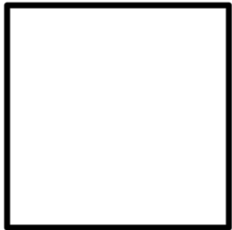
7. What smaller shapes could you cut from this rectangle? Use the materials provided to help. Write the name of shape on each of the pieces you cut. (Provide rectangles and scissors)

How many shapes could you cut?





8. This is one face of a 3-D object. What could the rest of the object look like?



9. Draw 3 shapes that all have the same number of sides, but look different. Explain how they are different.



10. Draw a 3-D shape. Cut it in half. Draw and describe the new shape.

Original 3-D Shape	New Half Shape



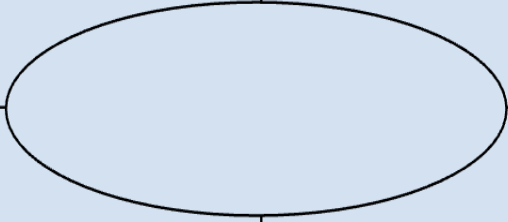
1. Choose one of the measurements below. Write the name in the middle. Answer the questions in each of the 4 corners for your measurement.

a. millimeter

b. centimeter

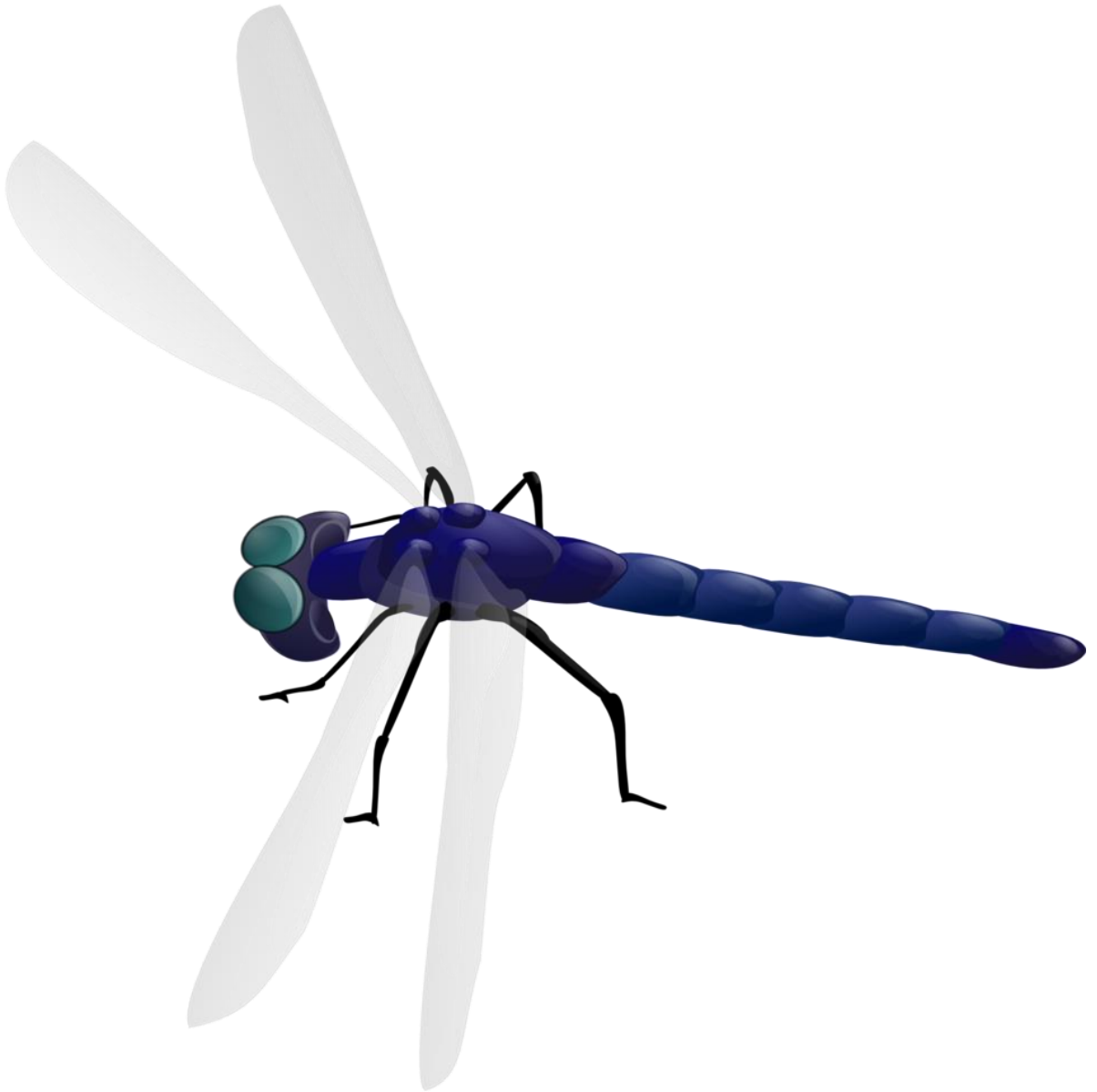
c. meter

d. kilometer

I could use it to measure ...	It's about as big as a...
	
What is it's symbol?	You could find it on a...



2. Use a ruler to measure how long (from head to tail) this dragonfly is in centimeters (cm)





3. Without measuring, what do you think the length of a tissue box is?

Smallest possible length	My estimate for length	Biggest possible length

4. Use a piece of string or rope to help you figure out about how far it is around a tree.



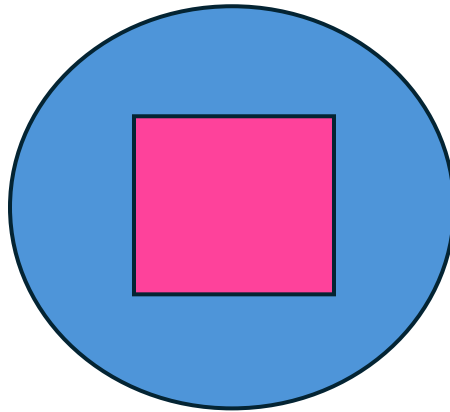
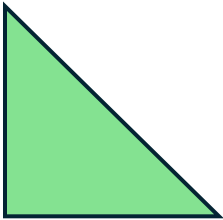
5. Describe how the shapes are related to each other using the following words:

Left
Above

Right
Below

Up
Inside

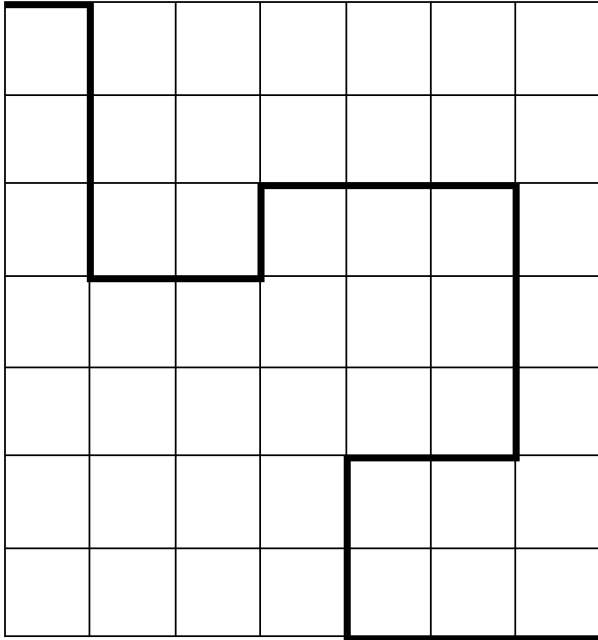
Down
Outside





6. Use the cm grid below to explain how Gary could walk to Maria.

GARY



MARIA



7. Measure a part of your body (length of a finger, fingertip to elbow, width of a hand).

a. Use that body part to estimate the width of your desk

b. Use that body part to estimate the width of a whiteboard or tackboard

8. Find an object in your classroom. Using a ruler, measure the length, width and height in millimeters or centimeters.



9. Explain how one person could measure something and get a really big number, and a different person could measure something and get a small number.

10. Explain how you could measure the length of a hallway at school if all you had was a 30cm ruler