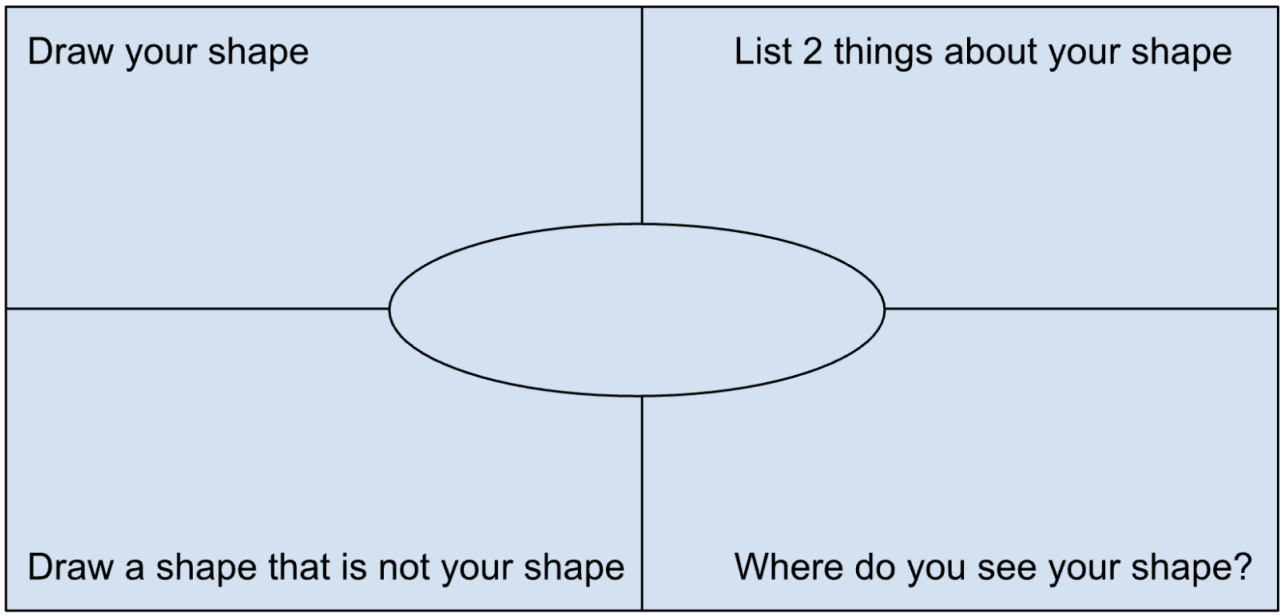
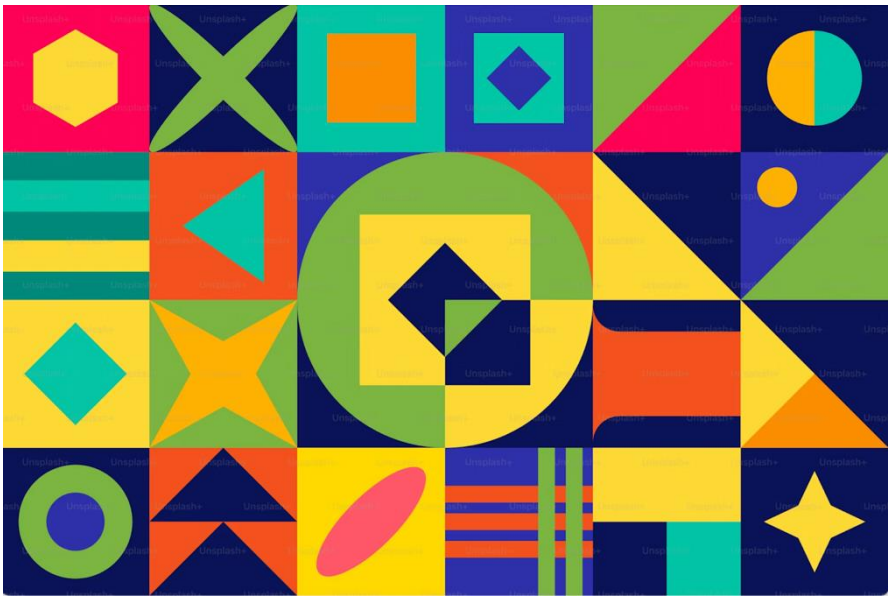
1. Choose one of the shapes below.

Circle **Triangle** **Square** **Rectangle**

Write the name in the middle. Answer the questions in each of the 4 corners for your shape.

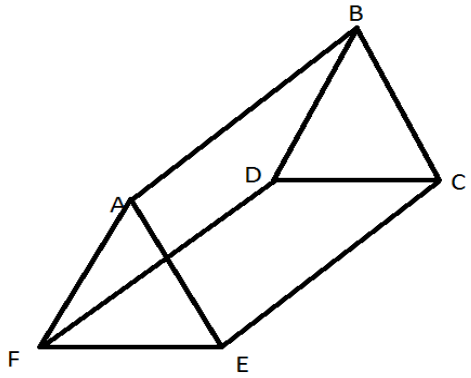


2. Look at the following image. Circle 3 shapes you see. How do you know what shapes they are?



Shape 1	
Shape 2	
Shape 3	

3. Explain what shapes you would need to build a triangular prism? (provide a 3D model as well).



4. Choose 2 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?

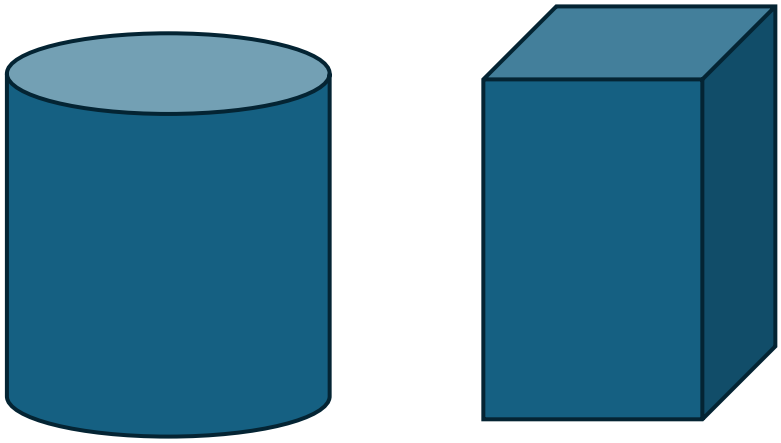
5. If I tell you this is a square, what can you tell me about it?

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.
a) How many shapes could you cut?

8. Look at the two shapes below. How are they the same, and how are they different?



9. Can you draw a shape with 4 sides that is not a rectangle or a square?

10. Draw a 2-D shape. Cut it in half. Draw and describe the new shape.

Original 2D shape	New Half Shape

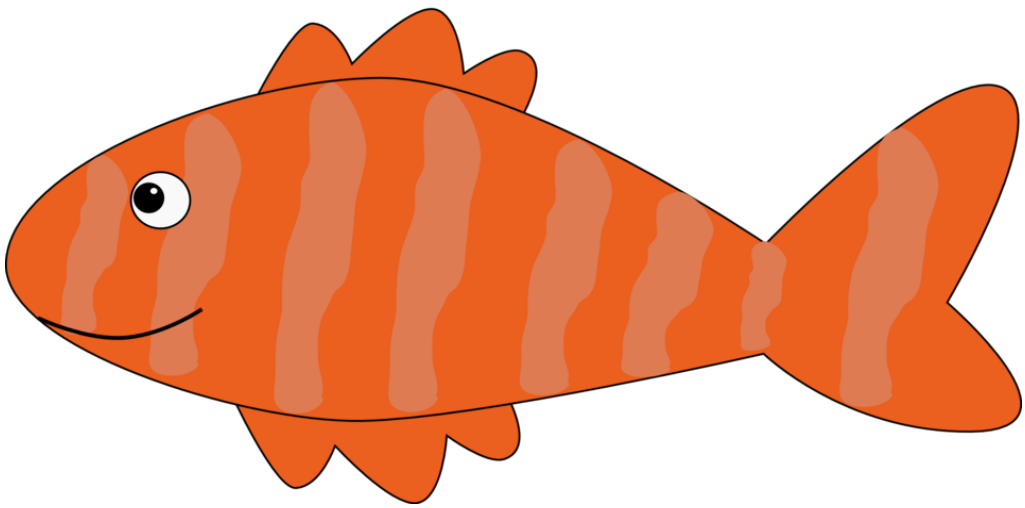
1. Choose one of the items below.

Pencil **Unit Cube** **Toy Car** **Tissue Box**

Write the name in the middle. Answer the questions in each of the 4 corners for your measurement.

I could use it to measure …	How many of them would it take to be as tall as me?
Something that is smaller than it is…	Something that is bigger than it is…

2. Use linking cubes or Unifix cubes to measure how long (from head to tail) this fish is (number of blocks).



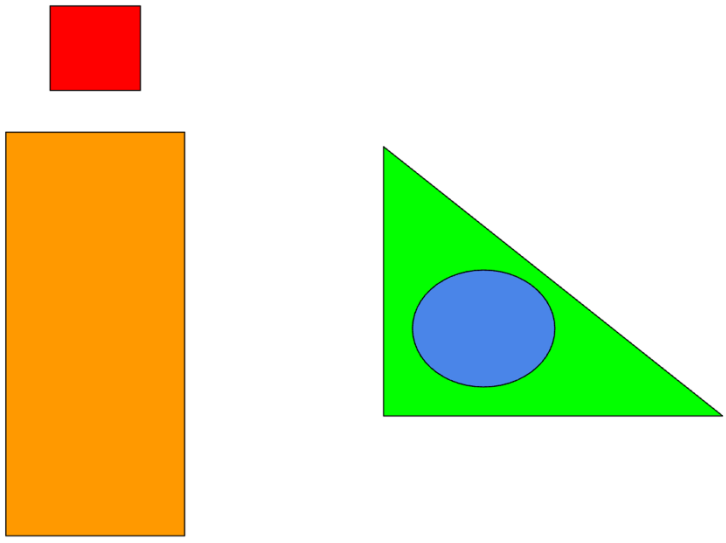
3. Without measuring, what do you think the length of this pencil is?

Smallest possible length	My estimate for length	Biggest possible length

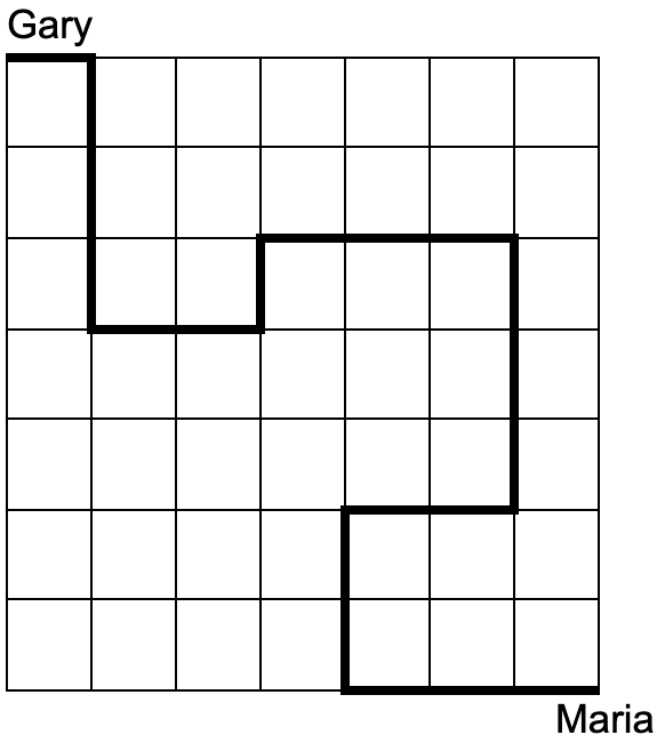
4. Use a piece of string or rope to help you figure out about how far it is between the poles of a soccer goalpost.

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

Left **Right** **Up** **Down**
Below **Inside** **Outside** **Above**



6. Walking along the lines, can you describe how to walk from Gary to Maria?



7. Using 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. Pretend you are using a finger to measure the length of a pencil. Explain why you need to use the same finger every time.

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

10. Explain how you could measure the distance around a really big tree (one that you could not reach around).