# 13-6 and 13-7 Monday, may 11

Visual Learning 1

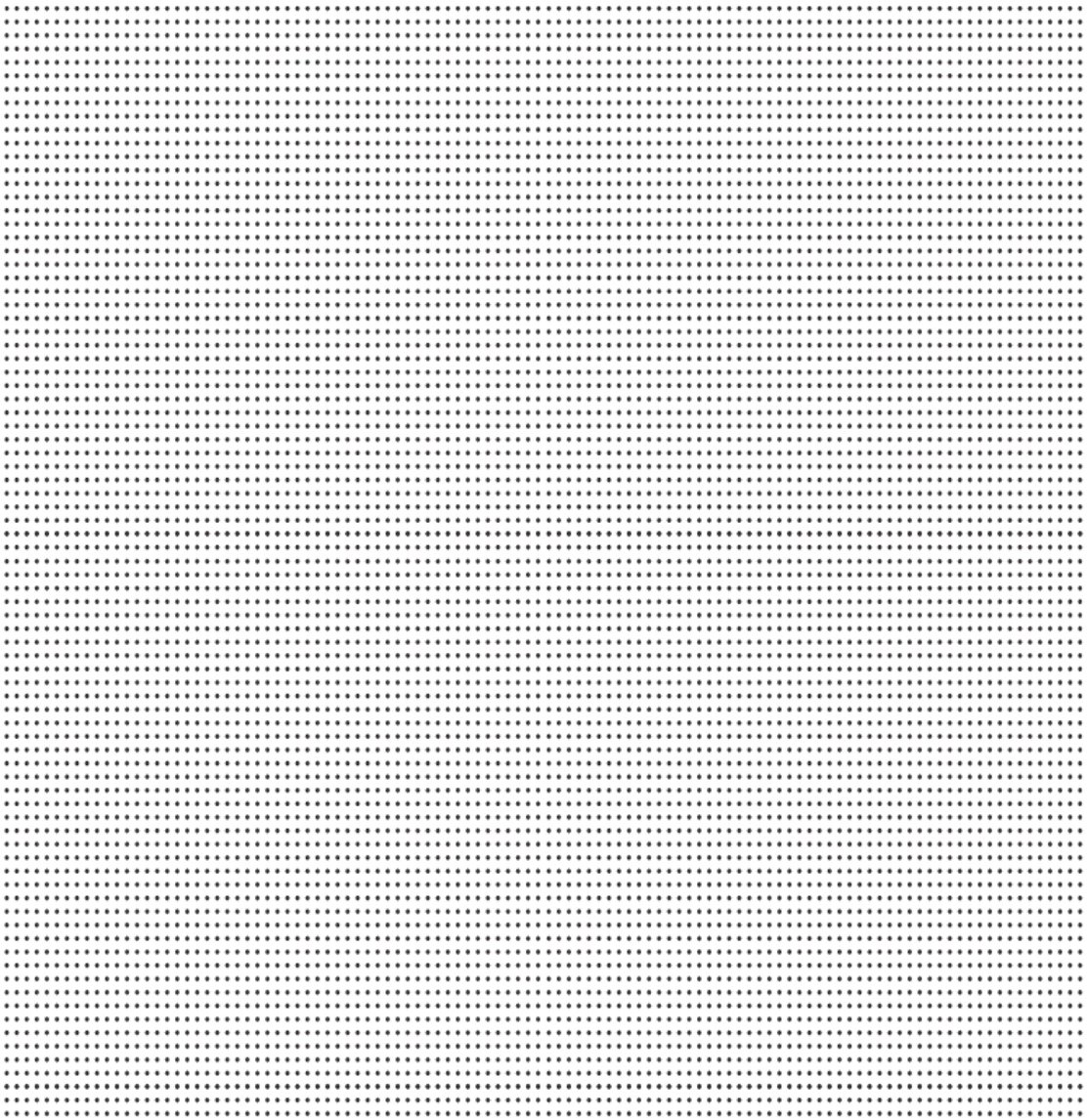
Visual Learning 2

# Today's Challenge:

Name _____

Enrichment
**13-6**

## Connect the Dots



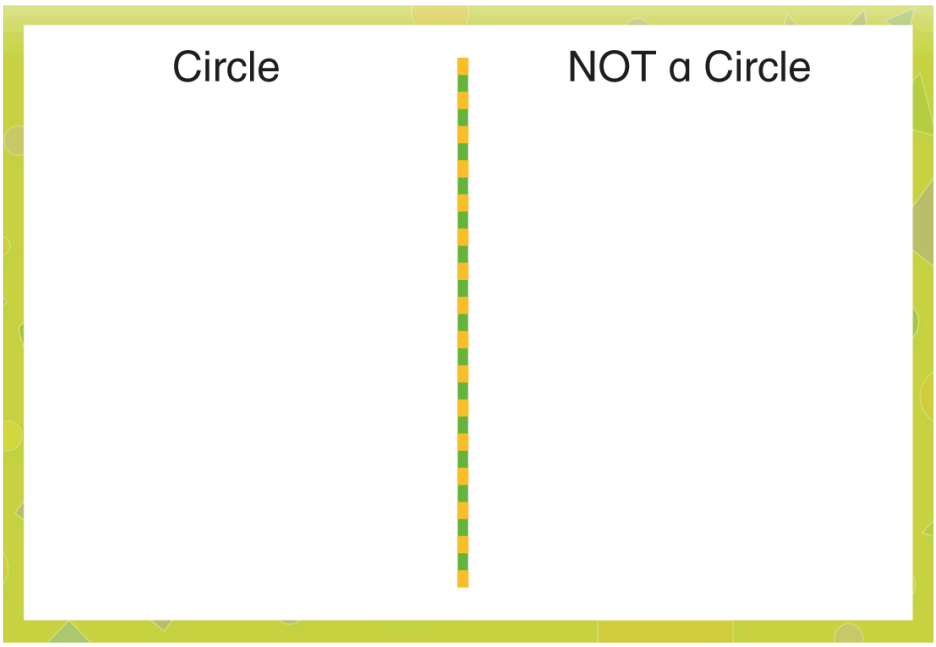
**Directions** Have children draw a square, a rectangle, and a triangle in the top half of the page. Then have them use yarn, pipe cleaners, or straws to make each shape. Children should attach any shape they make with materials to the page.



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## Solve and Share:

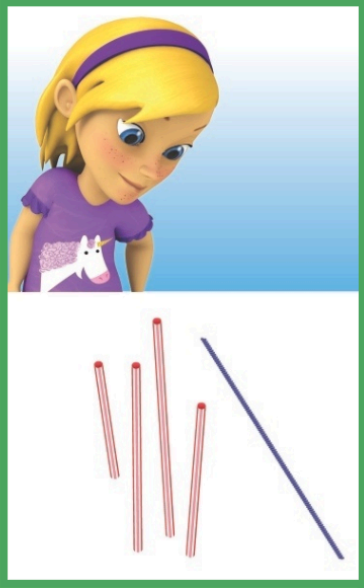
- Use yarn, string, or pipe cleaners to build a circle. Then use yarn, string, pipe cleaners, or straws to build a shape that is NOT a circle, and then tell what shape you built. Explain how the shapes you built are different from one another.

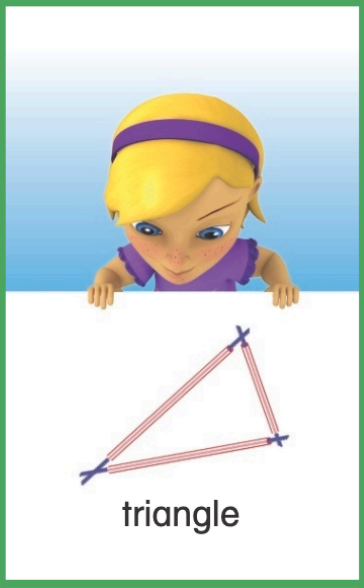


# Today's Worksheets:

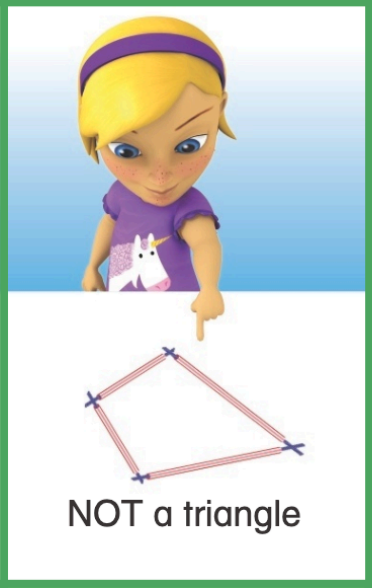
Visual Learning  A-Z Glossary

## Visual Learning Bridge

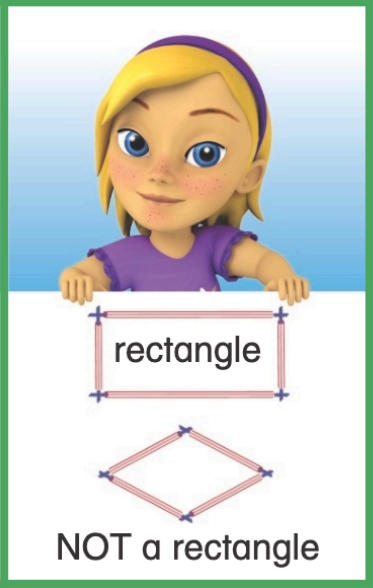




triangle



NOT a triangle



rectangle

NOT a rectangle

## Guided Practice

1



2



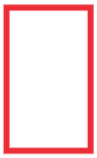
**Directions** Provide students with yarn, pipe cleaners, or straws to make each shape. Students should attach the shapes they make with materials to the page. Have students draw or build: 1 a square; 2 a shape that is NOT a square.



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Name _____

3



4



5



6



**Directions** Provide students with yarn, pipe cleaners, or straws to make each shape. Students should attach the shapes they make with materials to the page. Have students draw or build: 3 a rectangle; 4 a shape that is NOT a rectangle; 5 a triangle; 6 a shape that is NOT a triangle.

## Independent Practice

Tools Assessment

7

8

9

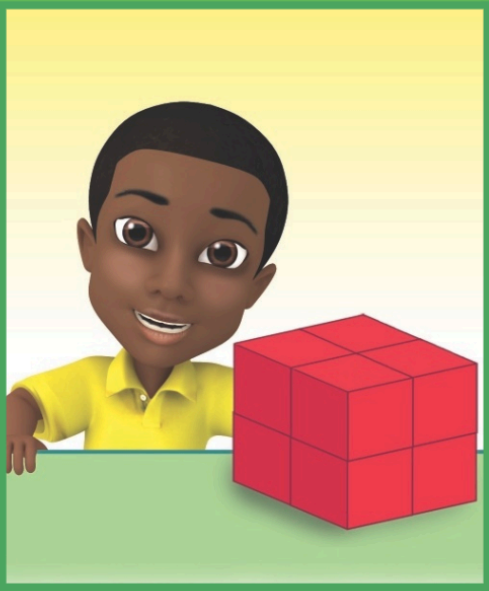
10

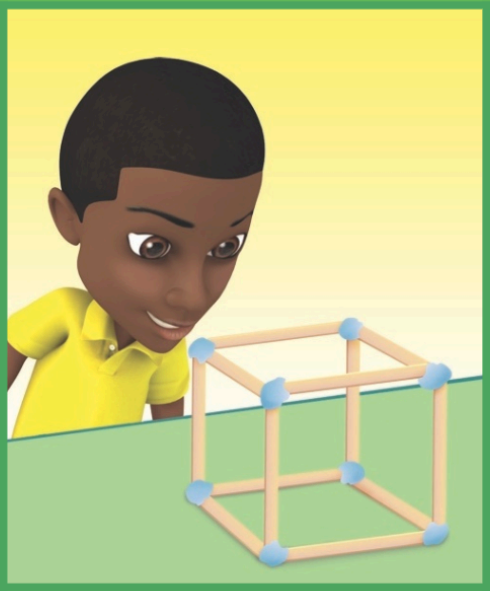
**Directions** Have students: 7 draw a rectangle; 8 draw a triangle; 9 draw a square. 10 **Higher Order Thinking** Have students choose yarn, string, pipe cleaners, or straws to build a circle. Have them attach it to this page, and then explain why some materials are better than others for building circles.

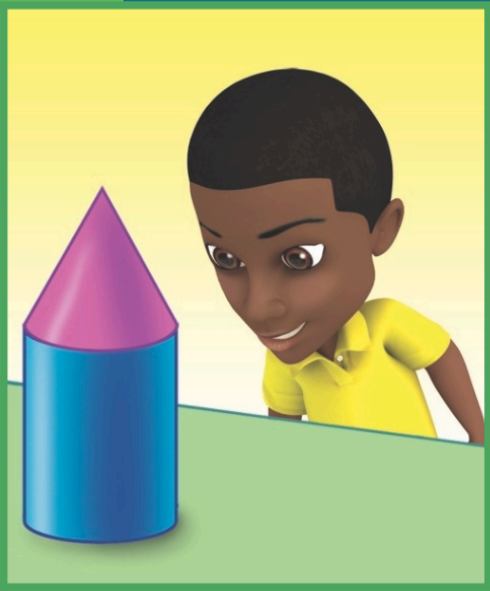

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Visual Learning  A-Z Glossary

## Visual Learning Bridge

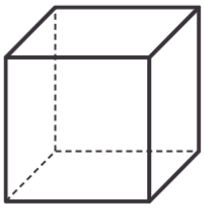




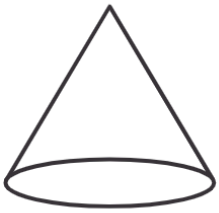


## Guided Practice

1



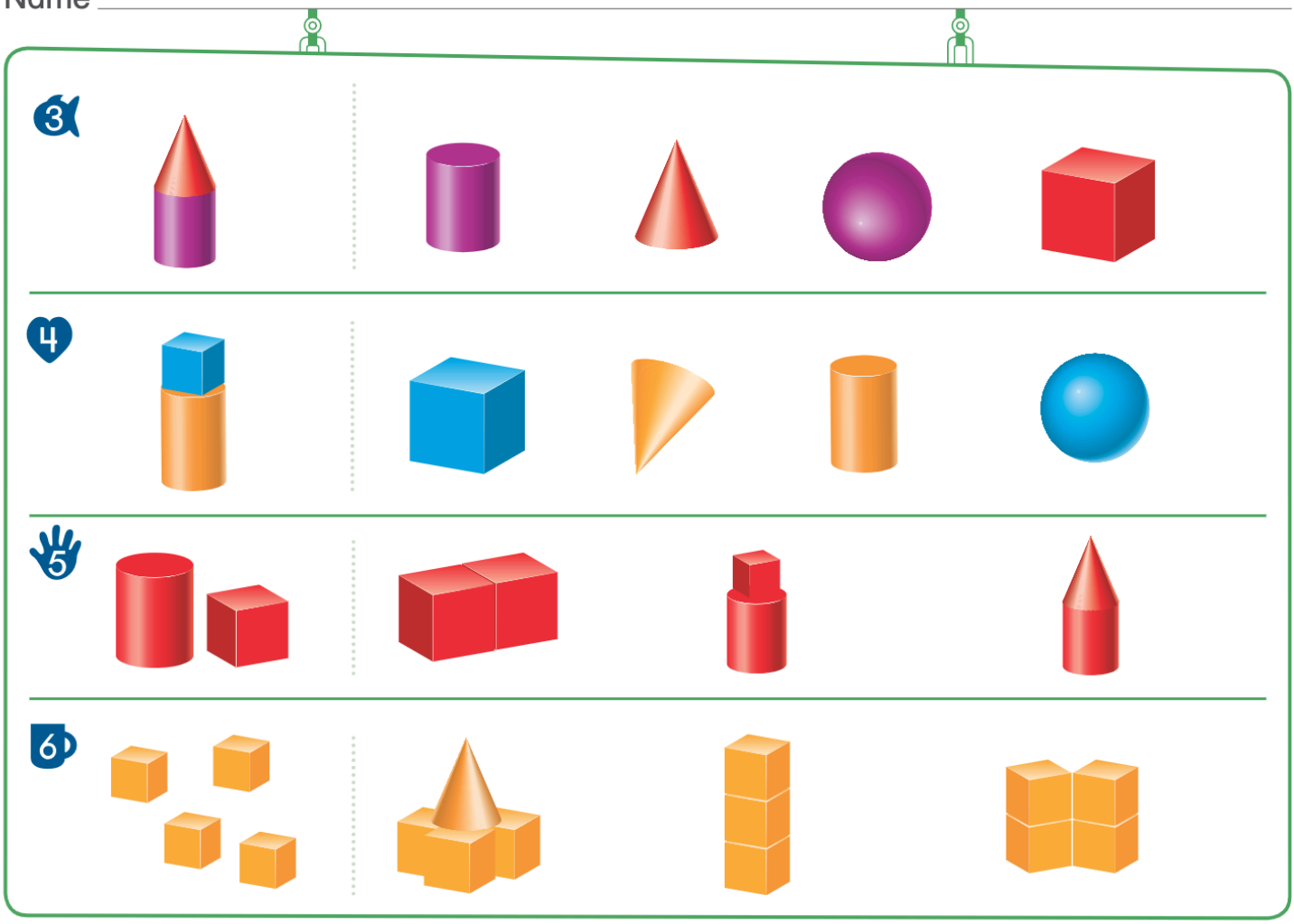
2



**Directions** 1 and 2 Have students use straws, clay, craft sticks, paper, or other materials to build the solid figure shown.


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Name _____

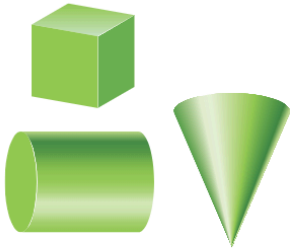



**Directions** Have students: 3 and 4 use tools to build the shape, and then draw a circle around the solid figures that build the shape; 5 and 6 use tools to find the shape the solid figures can build, and then draw a circle around the shape.

## Independent Practice

Tools Assessment

7





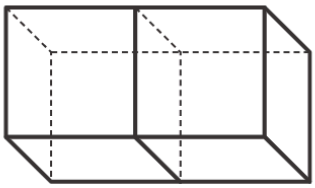
8





9

10



**Directions** Have students: 7 use tools to find the shape the solid figures can build, and then draw a circle around the shapes; 8 use tools to build the shape, and then draw a circle around the solid figures that build the shape. 9 **Higher Order Thinking** Have students use straws, yarn, pipe cleaners, or other materials to build a solid figure that is NOT a cone. Say: *Draw a sketch of the solid figure you made.* 10 **Higher Order Thinking** Have students use straws, clay, craft sticks, paper, or other materials to build the shape shown.


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# Tuesday, may 12 Iready Math Diagnostic

# Wednesday, may 13 Iready math Diagnostic

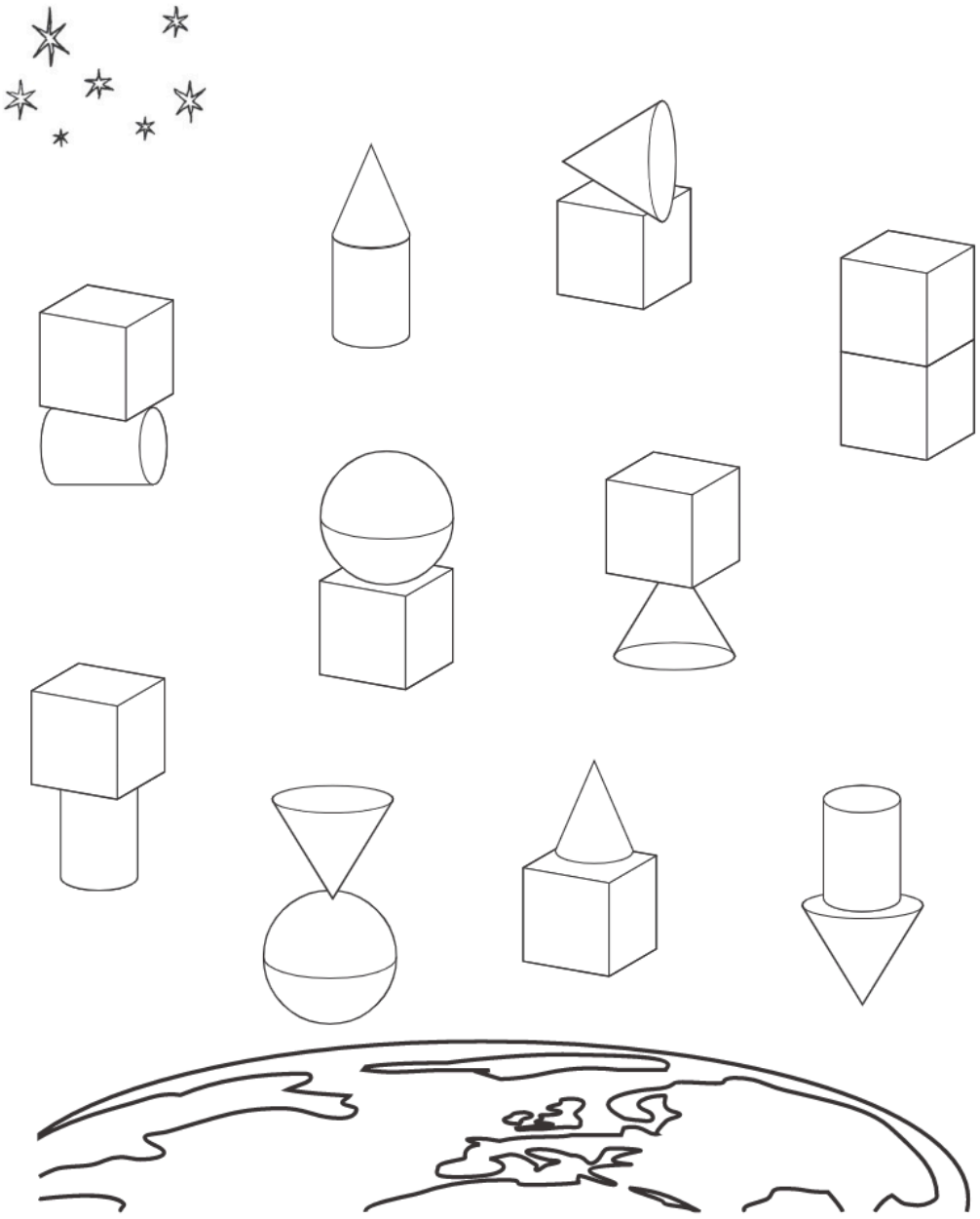
# Chapter 13 Review Pages Thursday, may 14

## Today's Challenge:

Name _____

Enrichment
**13-7**

### Lost Shapes in Space



**Directions** *There are some shapes floating together in space. Which shapes could be stacked as shown, on Earth? Which shapes could* ***not*** *be stacked this way?* Have children color the combined shapes that could be made by stacking the solid figures as shown.



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# Today's Worksheets:

## Find a Match

Name _____

TOPIC 13 Fluency Practice Activity



**1**

| P | T | O |
|---|---|---|
| 1 + 0 | 5 − 2 | 3 + 2 |
| 1 + 2 | 4 + 1 | 4 − 3 |

**2**

| T | H | A |
|---|---|---|
| 5 − 1 | 1 + 1 | 2 − 2 |
| 3 − 1 | 5 − 5 | 2 + 2 |

**Directions** 1 and 2 Have students find a partner. Have them point to a clue in the top row, and then solve the addition or subtraction problem in the clue. Then have them look at the clues in the bottom row to find a match, and then write the clue letter above the match. Have students find a match for every clue.

**I can ...**
add and subtract fluently within 5.

MAFS.K.OA.1.5

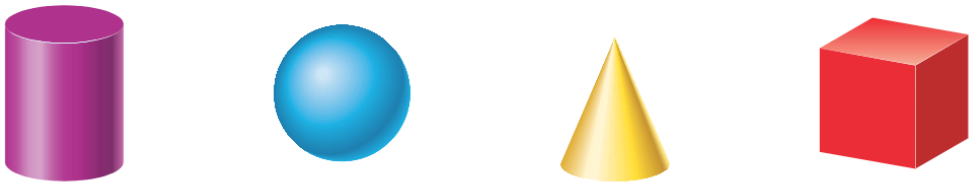
# TOPIC 13 Vocabulary Review

A-Z Glossary

1



2



3



**Directions** **Understand Vocabulary** Have students: 1 draw a circle around the solid figures that **roll**; 2 draw a circle around the solid figures that **stack**; 3 draw a circle around the solid figures that **slide**.


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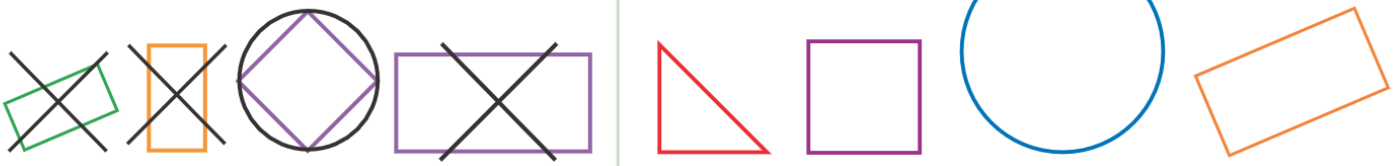
Name _____

TOPIC 13

Reteaching

## Set A

1



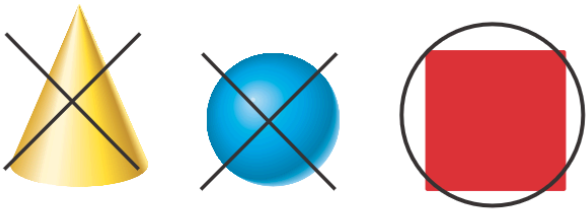
## Set B

2



**Directions** Have students: 1 listen to the clues, mark an X on the shapes that do NOT fit the clues, draw a circle around the shape that the clues describe, and then tell how the shapes they marked with an X are similar to the shape they drew a circle around. *I am NOT round. I have 4 sides. They are NOT all the same length;* 2 draw a circle around the solid figure that does NOT stack and slide.

## Set C

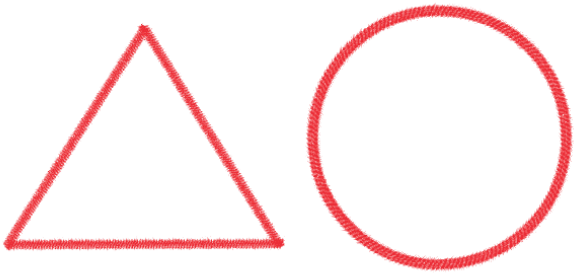


3





## Set D



triangle NOT a triangle

4

**Directions** Have students: 3 mark an X on the shapes that do NOT fit the clues, and then draw a circle around the shape the clues describe: *I have no sides. I do NOT roll. Which shape am I?* 4 draw or use yarn, pipe cleaners, or straws to make a triangle and a shape that is NOT a triangle, and then attach their shapes to this page.


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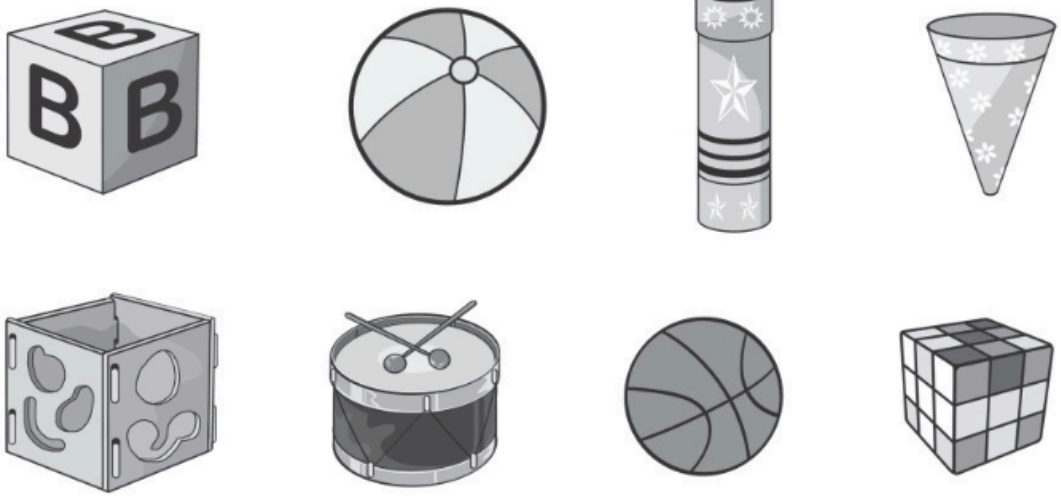
# Chapter 13 Assessment Friday, May 15

Today's Assessment: (keep scrolling)

Name _____

Topic **13**
Performance Task

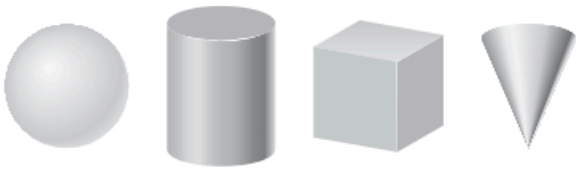
**1**



**2**

**3**





**Directions Playground Fun!** Say: *Samir and his friends go to an indoor playground. These are some of the objects that are at the playground.* Have students: **1** draw a circle around the objects that can roll. Have them tell how the shape of those objects are different from the shape of the other objects. Then have students mark an X on the objects that are cones; **2** draw what the flat surface of a cone looks like, and then name that shape. **3** Say: *Samir places a toy on top of another toy.* Have students draw a circle around the solid figures that could be used to build the same shape. If needed, have students use tools to help them.



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4

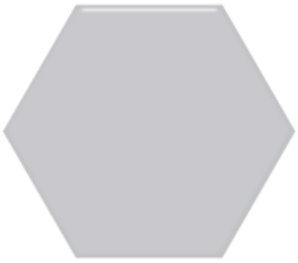




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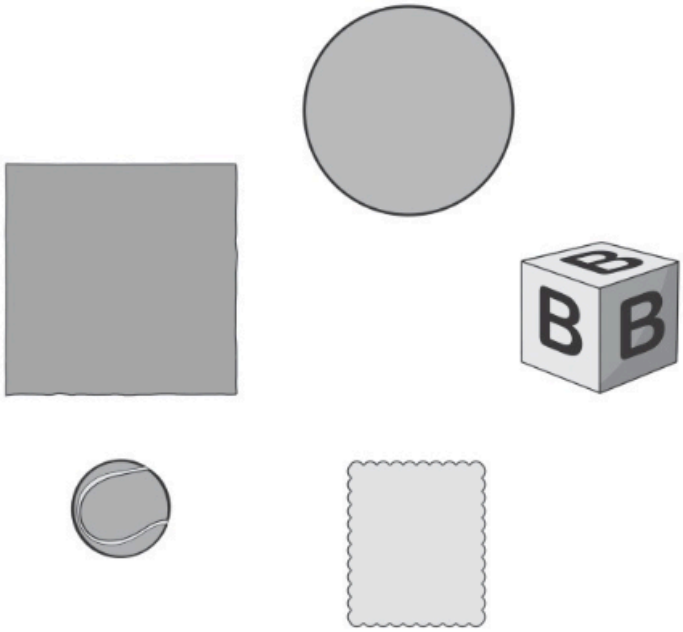


_____

_ _ _ _ _

_____

5




**Directions** Say: 4 *Samir makes a puzzle for his friends. He uses pattern blocks to make this flower.* Have students use pattern blocks to cover, and then draw lines on the flower. Have them write the number that tells how many of each pattern block they used: 5 *Samir plays a game with his friends. He gives his friends clues and has them tell what object he is thinking about. Samir gives these clues: The object is NOT a flat shape. The object does NOT roll. The object slides.* Have students mark an X on the objects that do NOT fit all of the clues, draw a circle around the object that Samir describes, and then name the shape of that object.

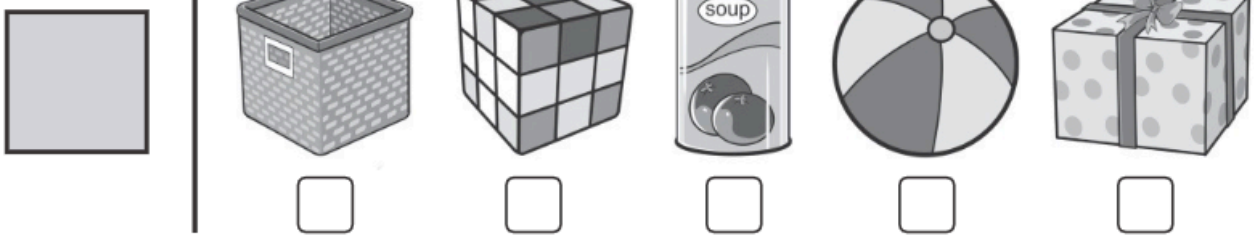


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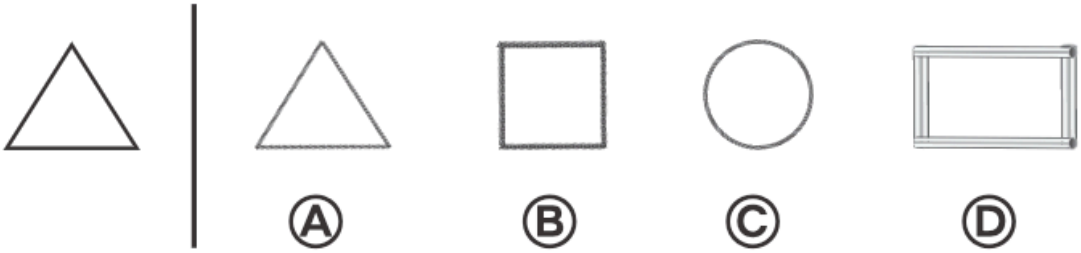
Name _____

Topic **13**
Assessment

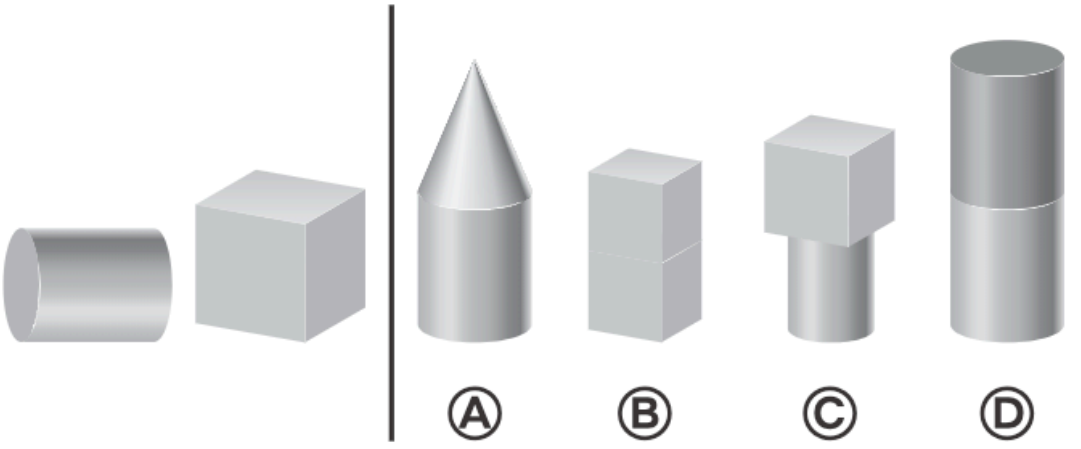
**1**




**2**




**3**

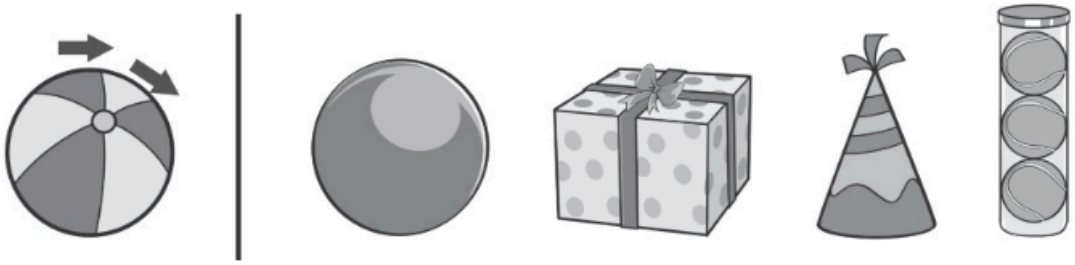



**Directions** Have students mark the best answer. 1 Look at the shape on the left. Mark the three solid figures that have a flat surface with the same shape. 2 Which shape that was built using different materials or drawn matches the shape on the left? 3 Which shape can be built using the solid figures on the left?



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4

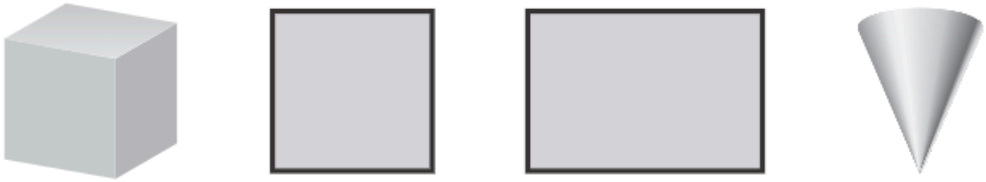


5

6



7



**Directions** Have students: 4 look at the object on the left that rolls, and then draw a circle around all of the other objects that roll; 5 listen to the clues, and then draw the shape that the clues describe. Say: *I have more than 1 flat surface. I can stack on top of another shape. I CANNOT roll. What solid figure am I?* 6 write the number that tells how many triangle pattern blocks can cover the shape; 7 listen to the clues, mark an X on the shapes that do NOT fit the clues, and then draw a circle around the shape that the clues describe. Say: *I am a flat shape. I have 4 straight sides all the same length. What shape am I?*



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