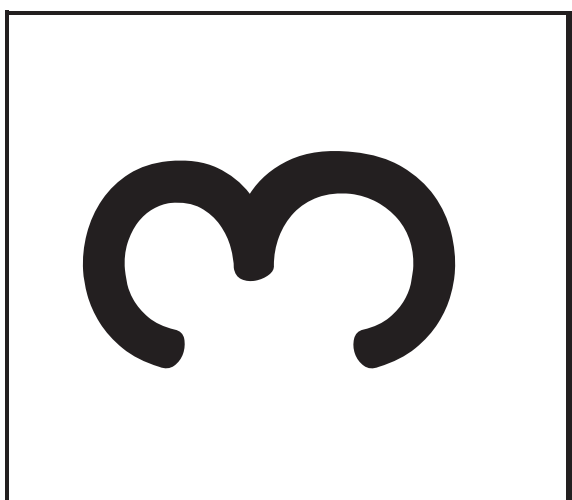
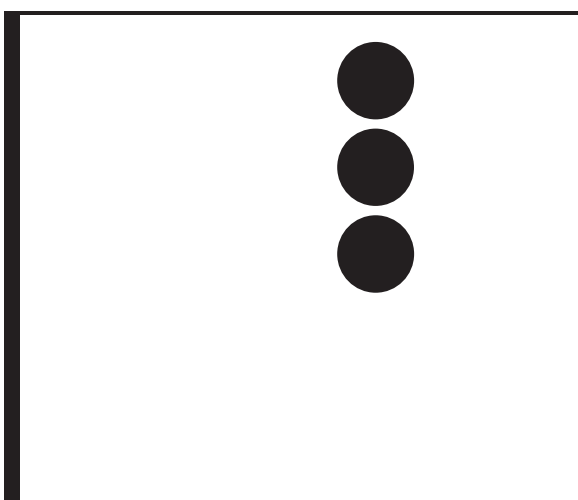
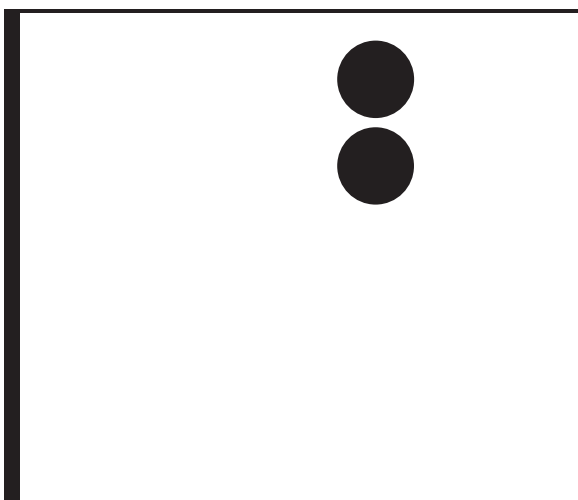
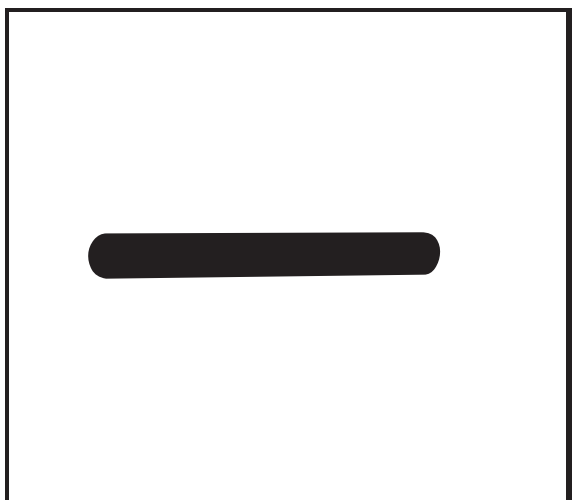
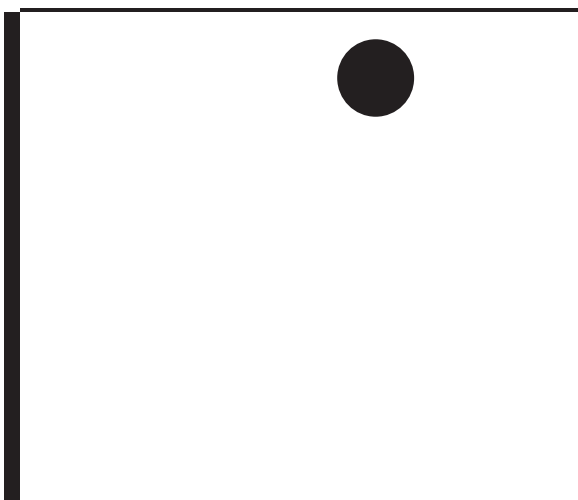
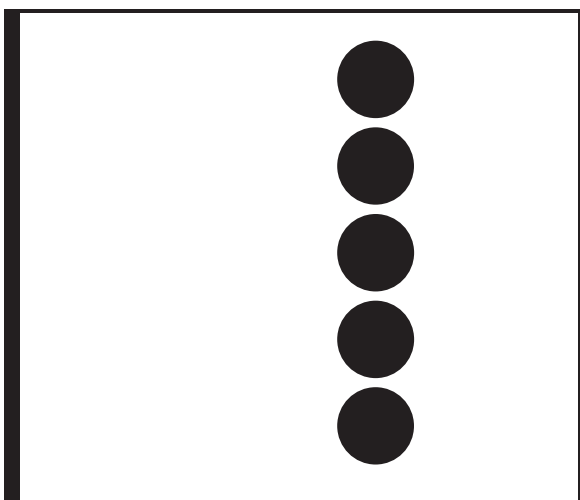
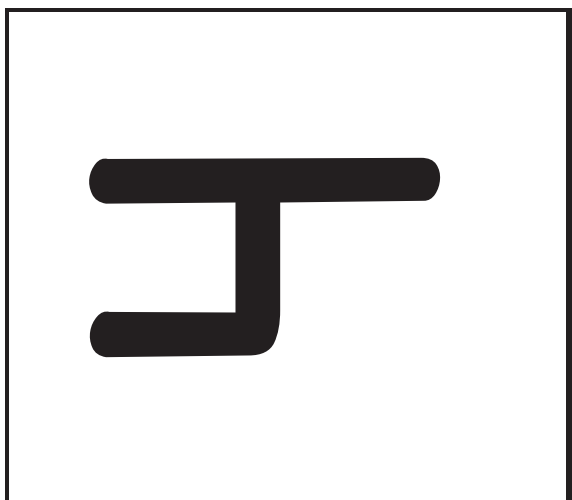
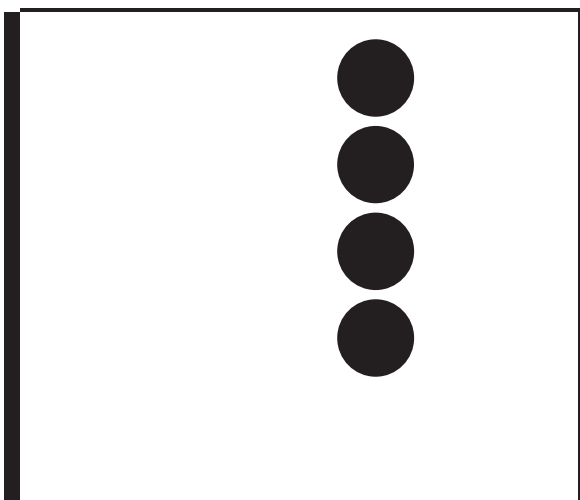


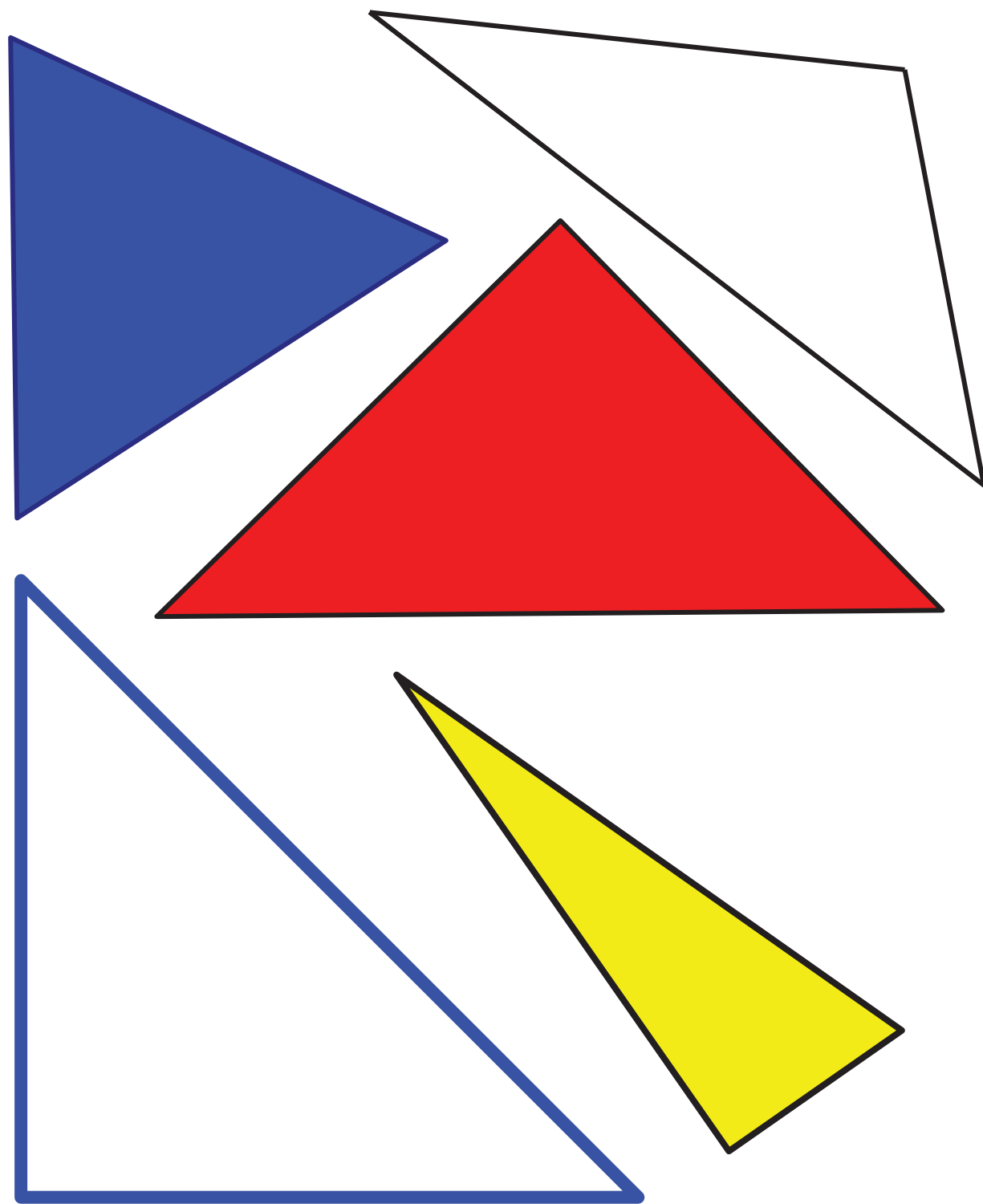
piano mat with numerals

To create numeral cards: 1) Print. 2) Fold lengthwise so the outline on the numeral side matches the outline on the dot side. 3) While the paper is folded, cut out individual cards. Do not cut along the fold! 4) Laminate with cards folded so that numeral and dots match.

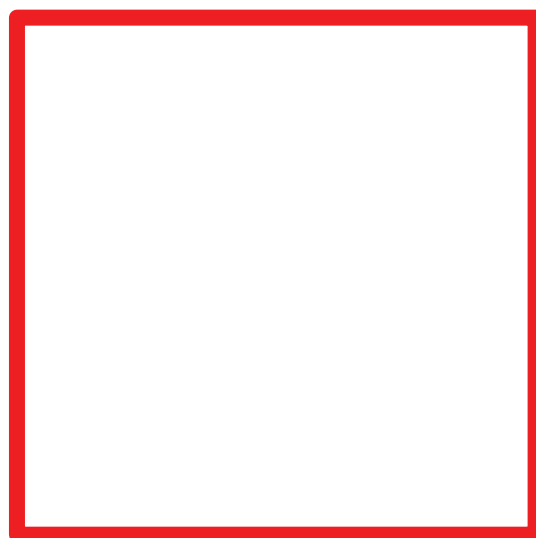
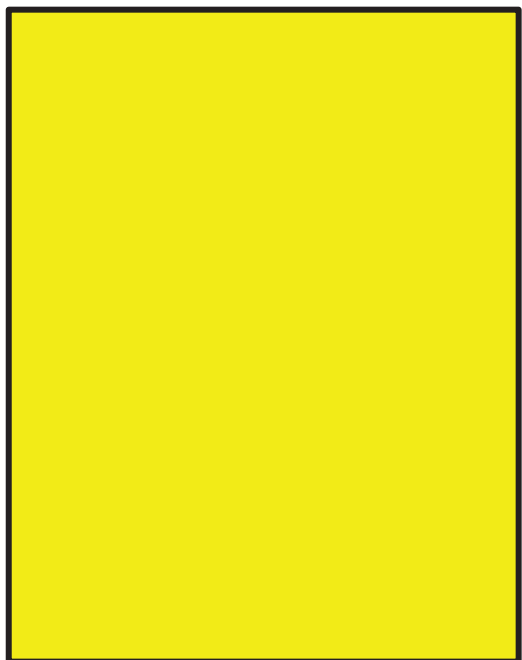
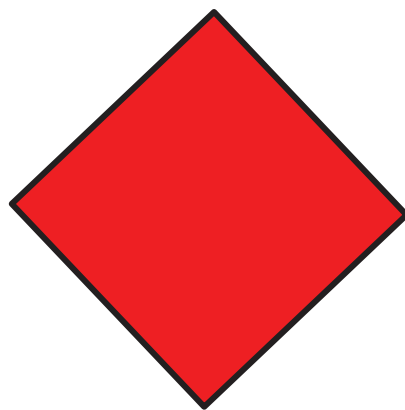
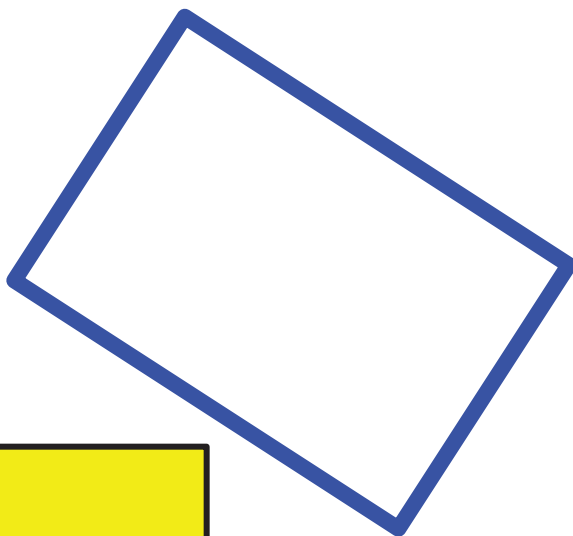




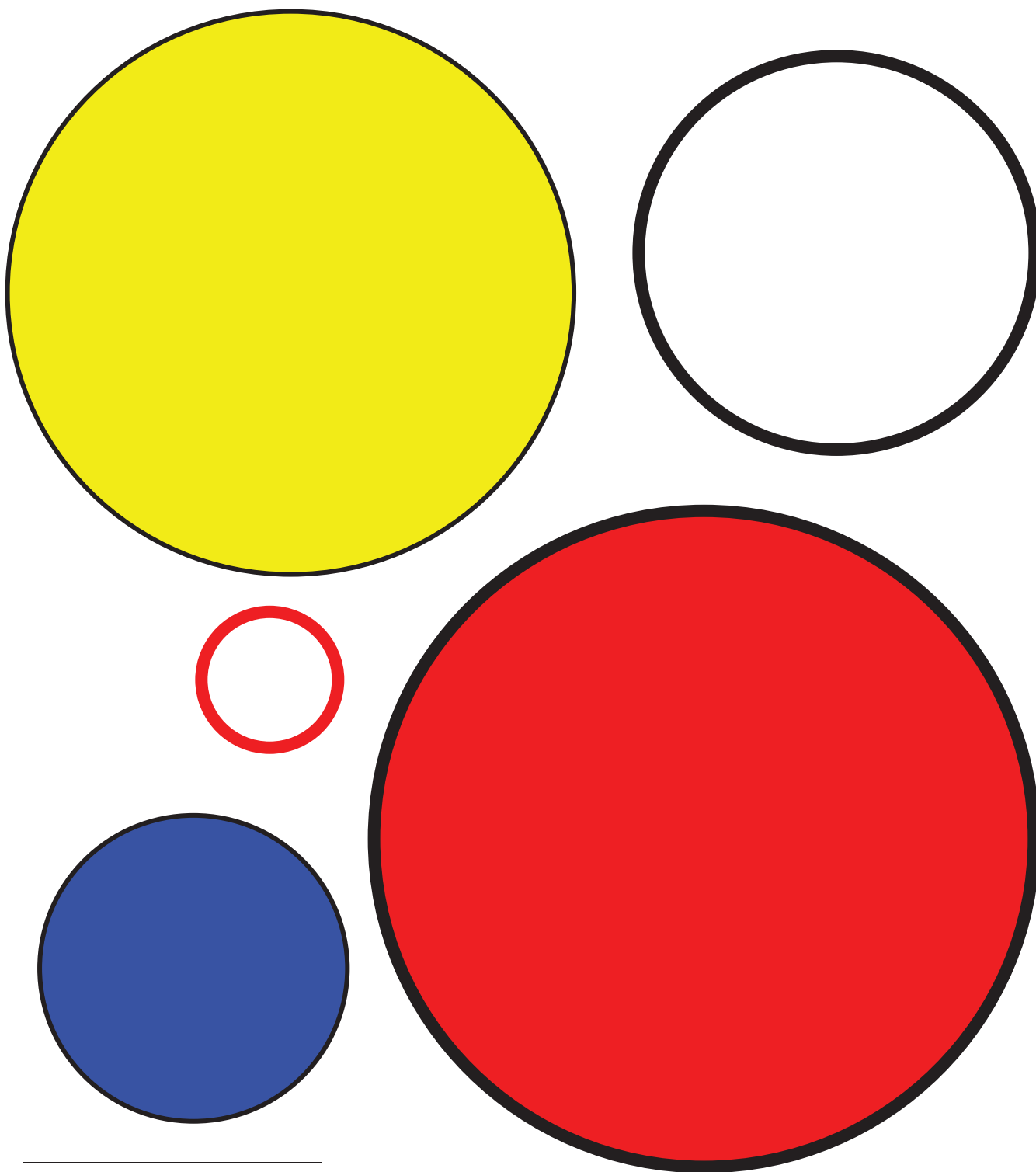
numeral cards



large triangle cutouts (exemplars and variants)



large rectangle cutouts (exemplars and variants)

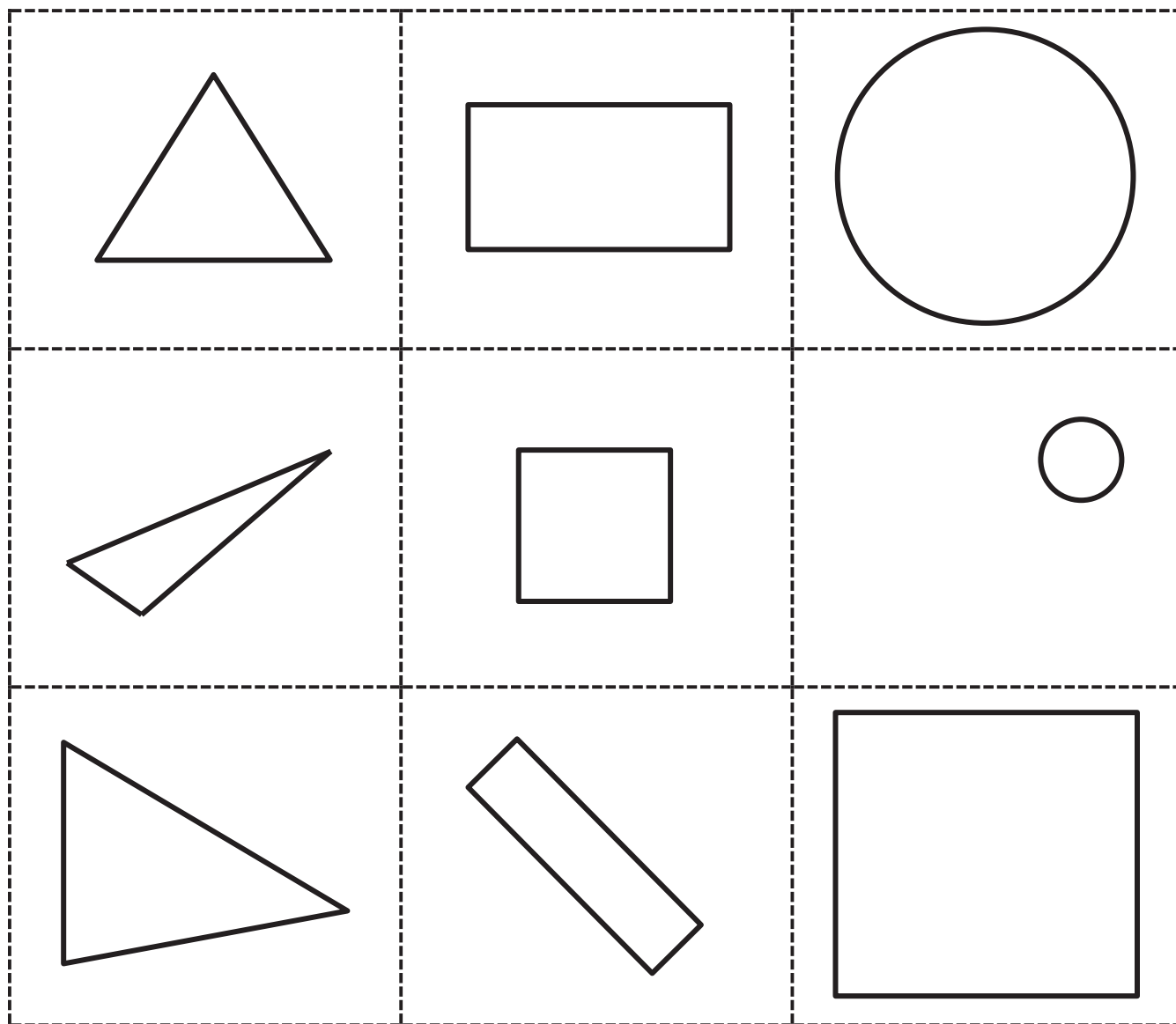


large circle cutouts (exemplars)



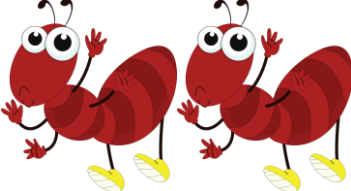


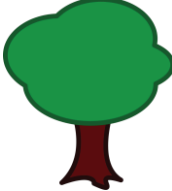
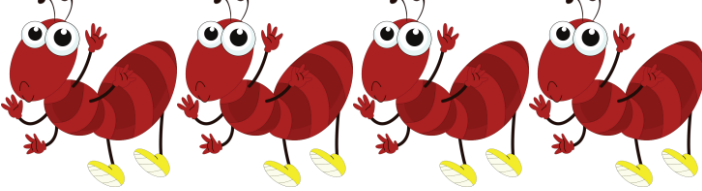





shape sort chart

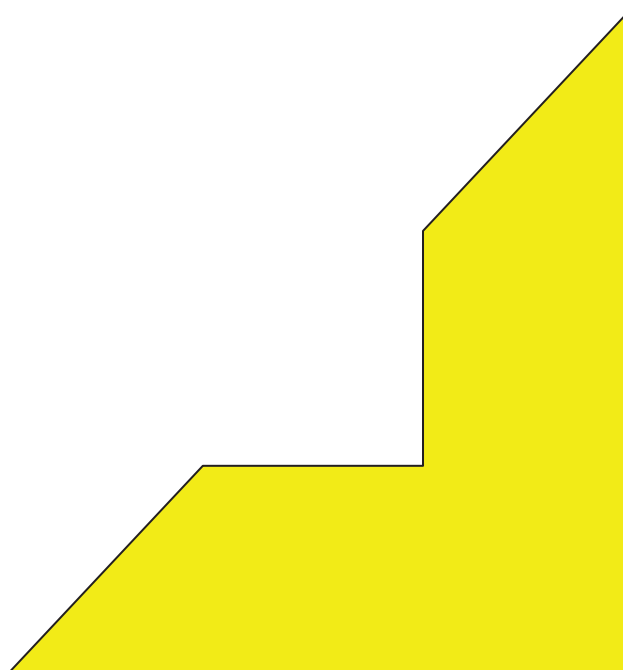
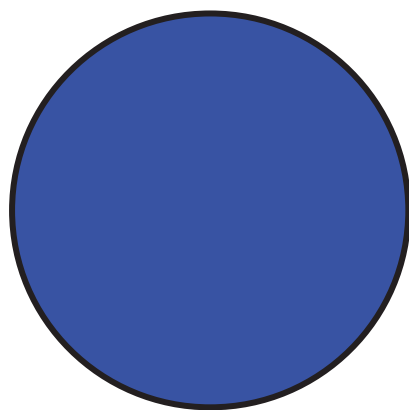
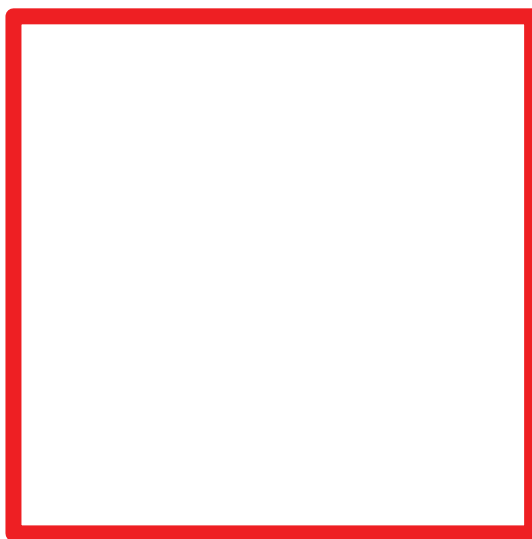
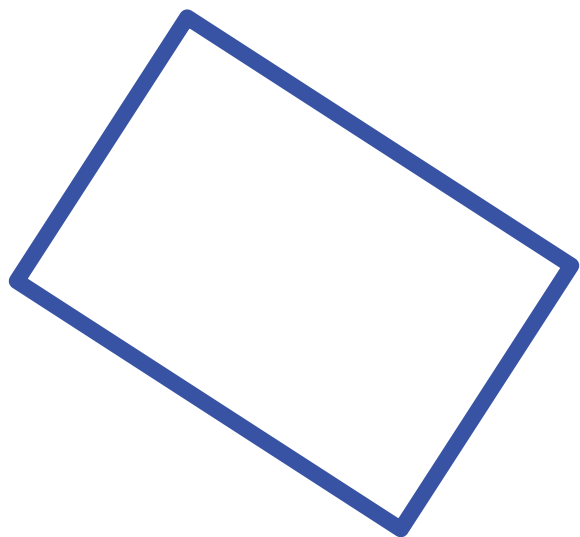
Note: These shapes are provided as cards for easy cutting. However, students should have experience with concrete shapes, as well. Teachers may wish to use pattern blocks and cutouts of shapes from construction paper. When preparing shapes, always be sure to include exemplars (like those pictured in the top row) and variants (like the triangles and rectangles in the bottom two rows).



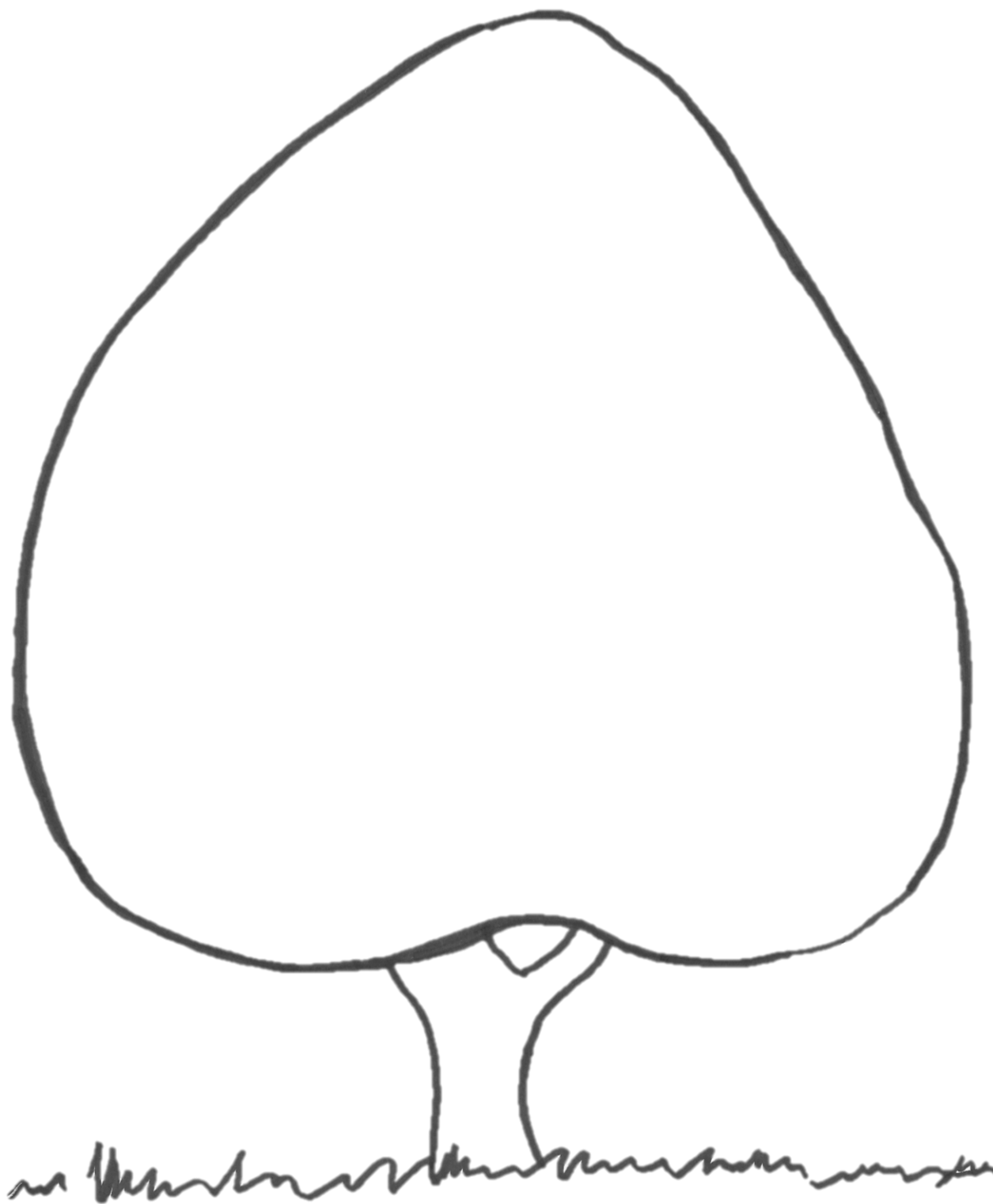
small shape cards

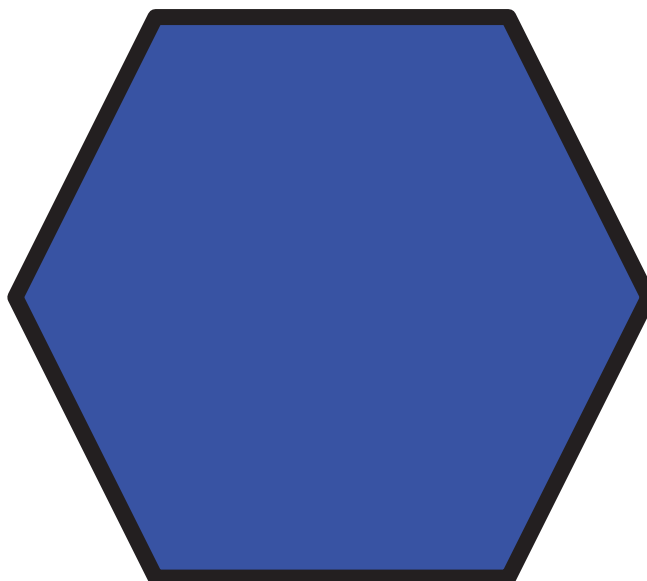
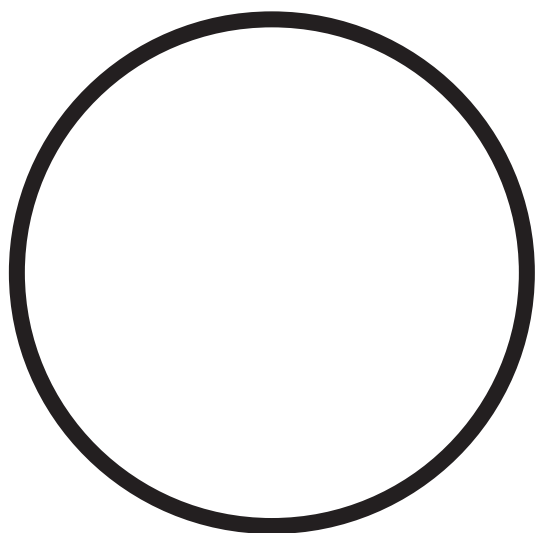
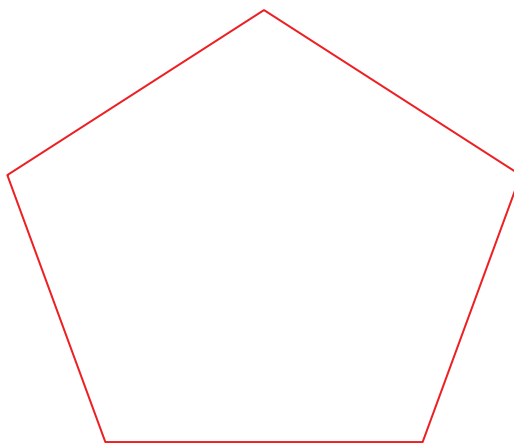
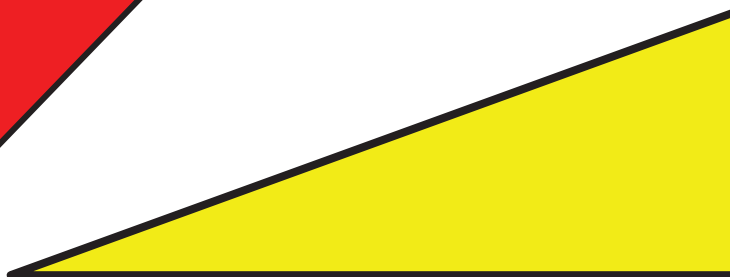
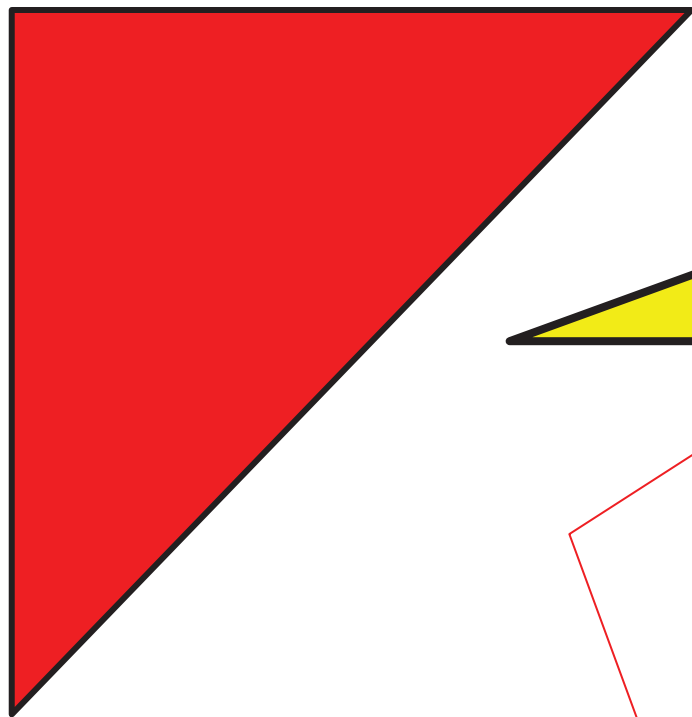
"The Ants Go Marching"



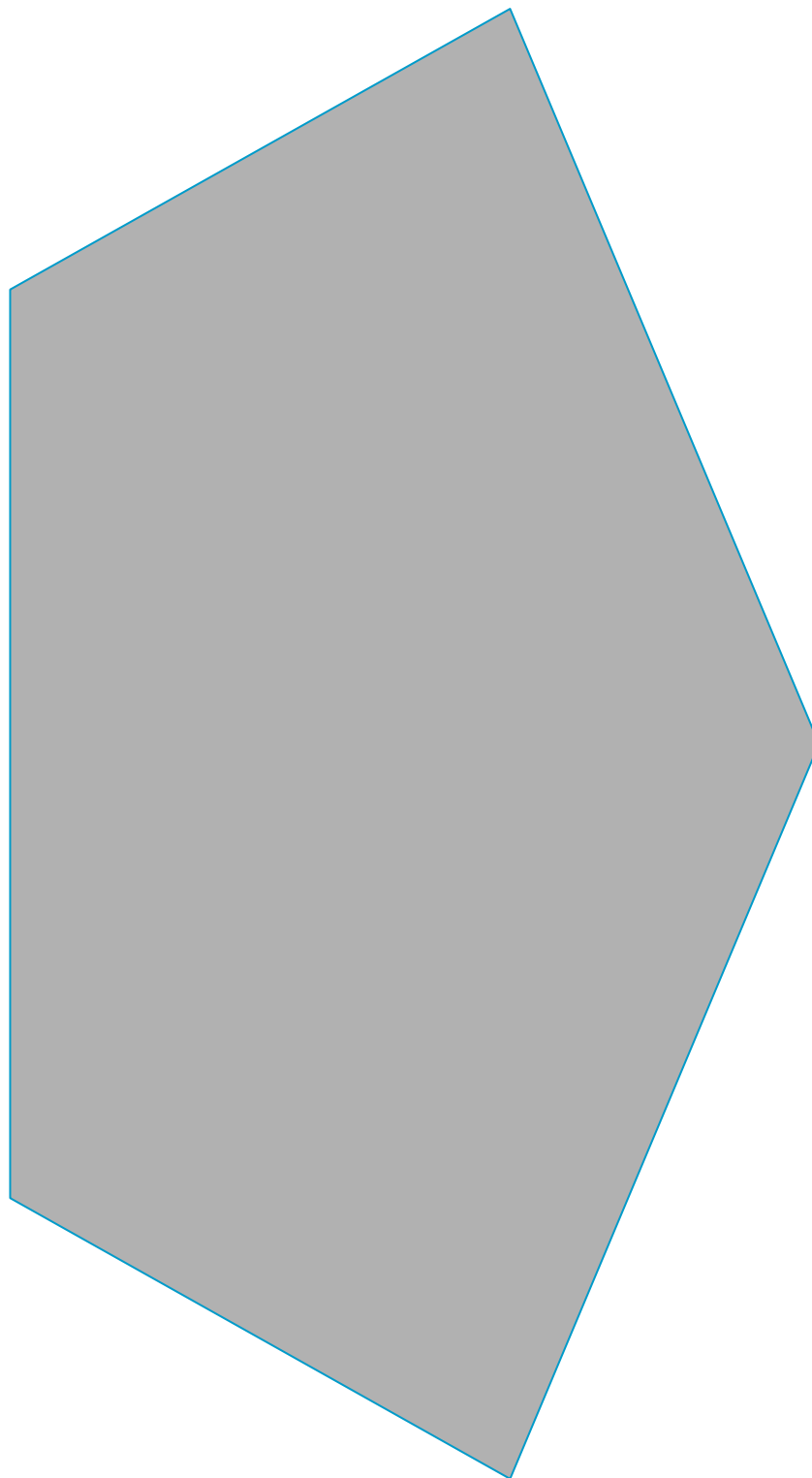
triangle non-examples



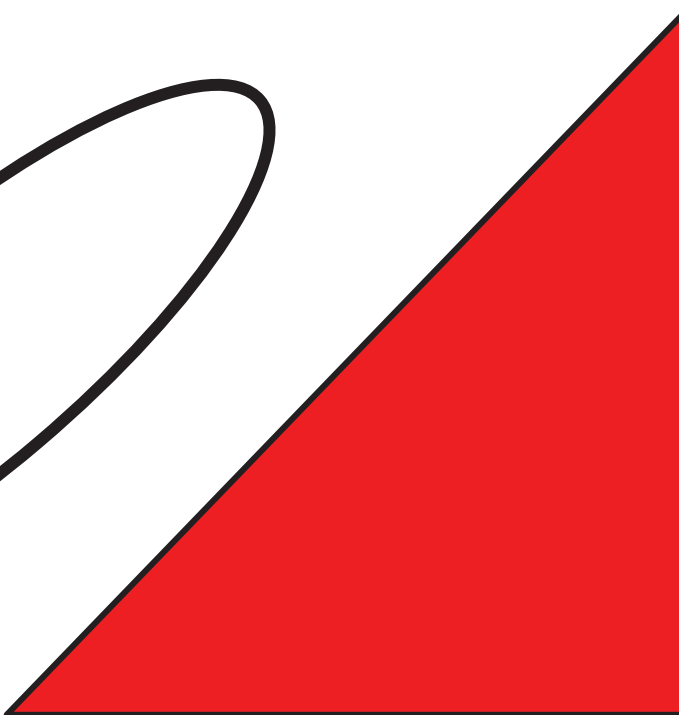
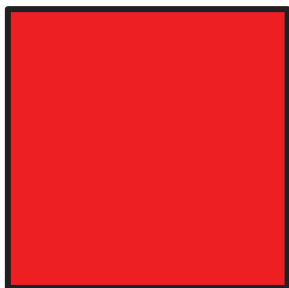
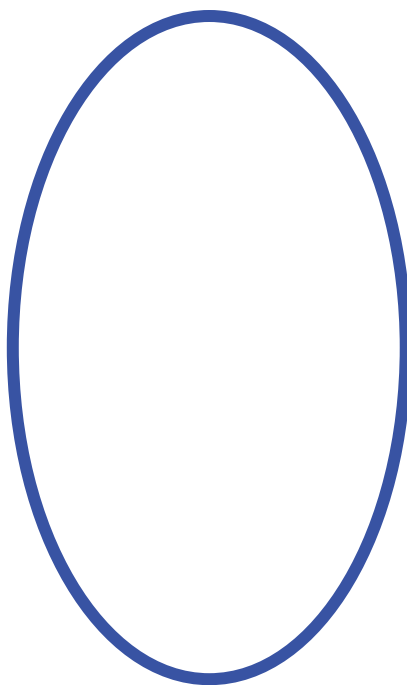
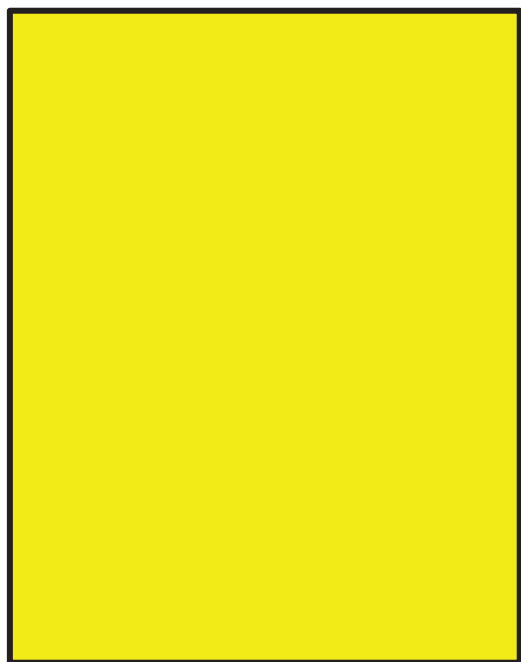
tree mat



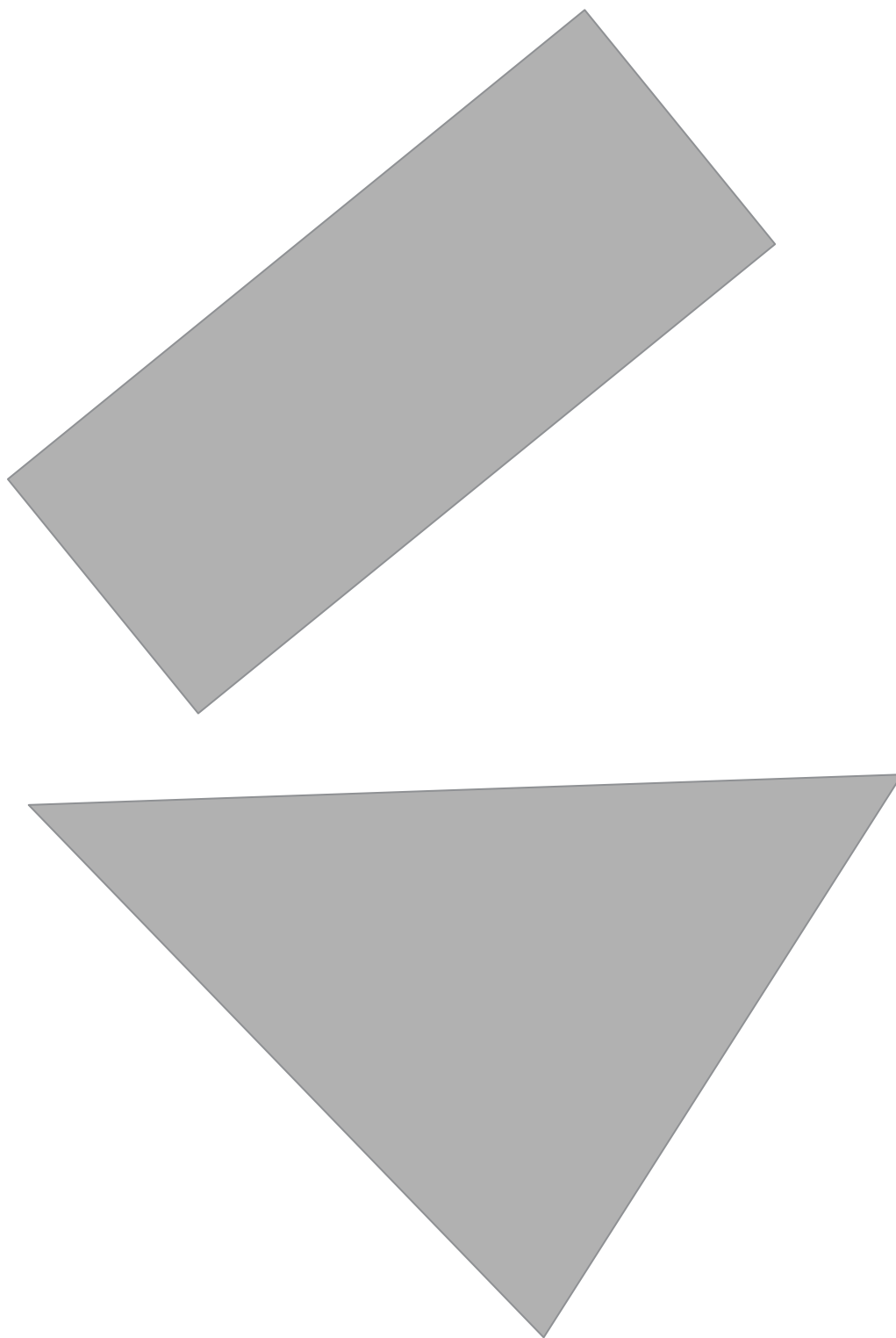
rectangle non-examples



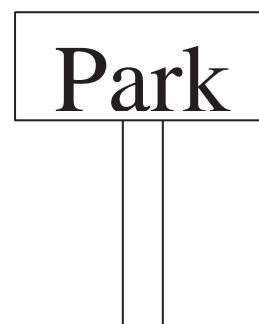
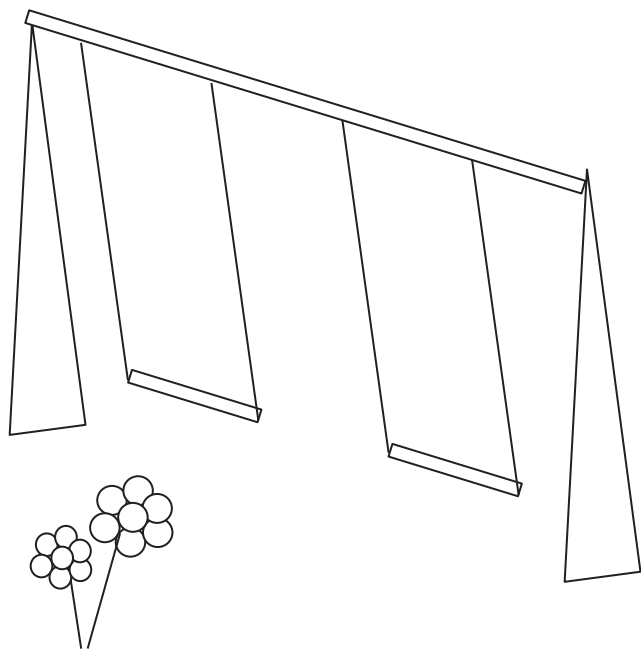
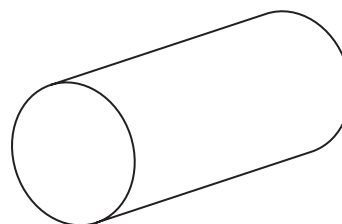
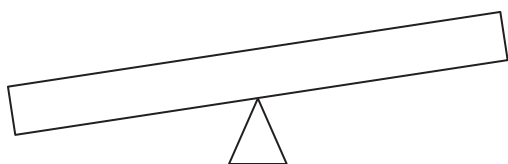
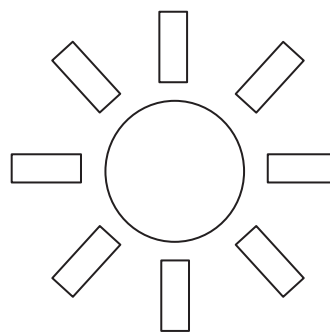
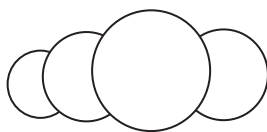
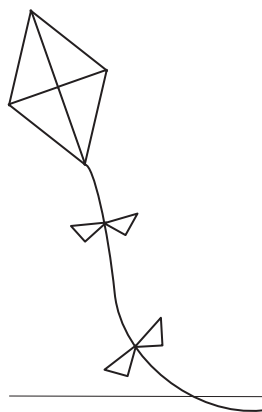
5-corner shape



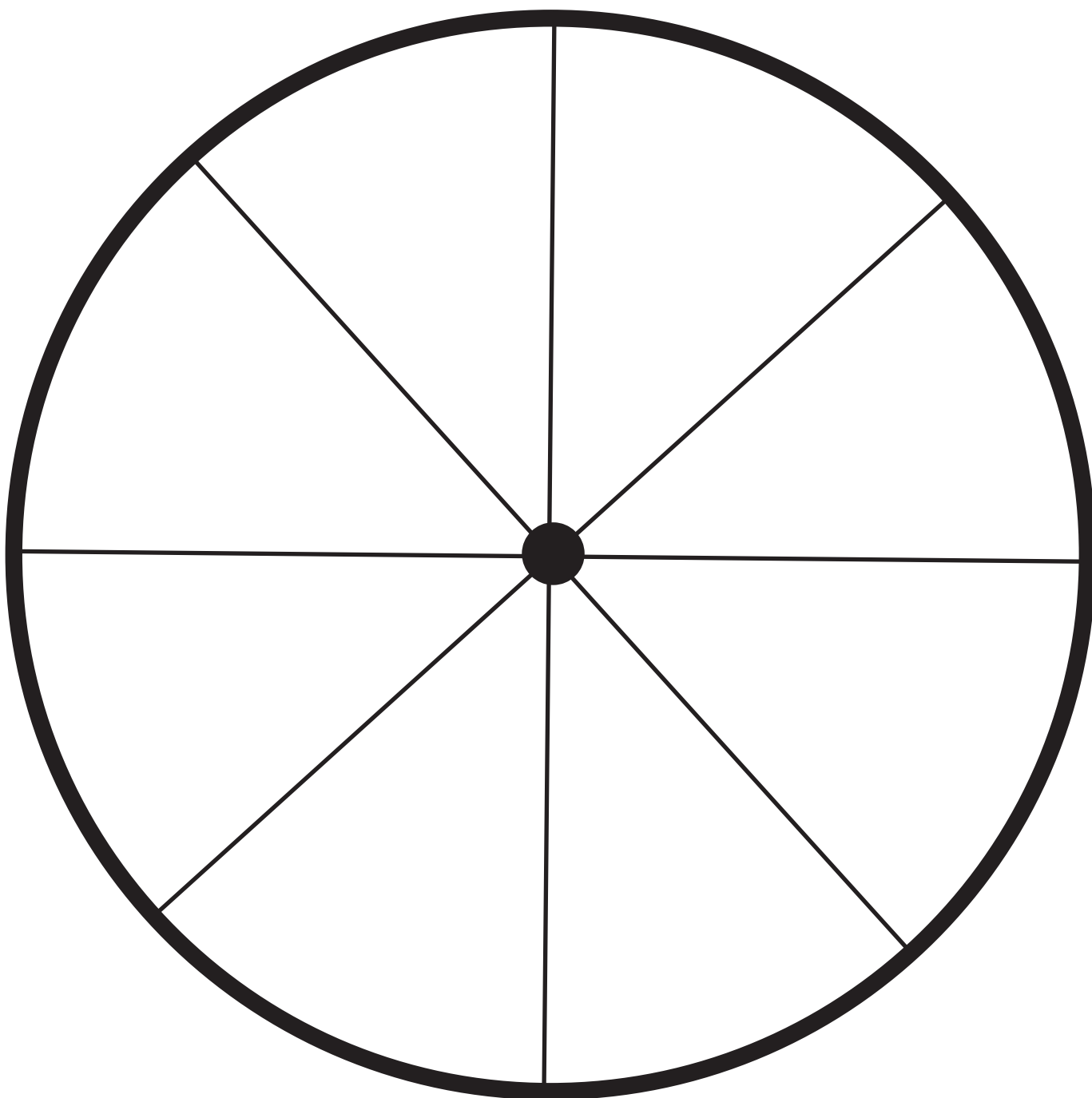
circle non-examples



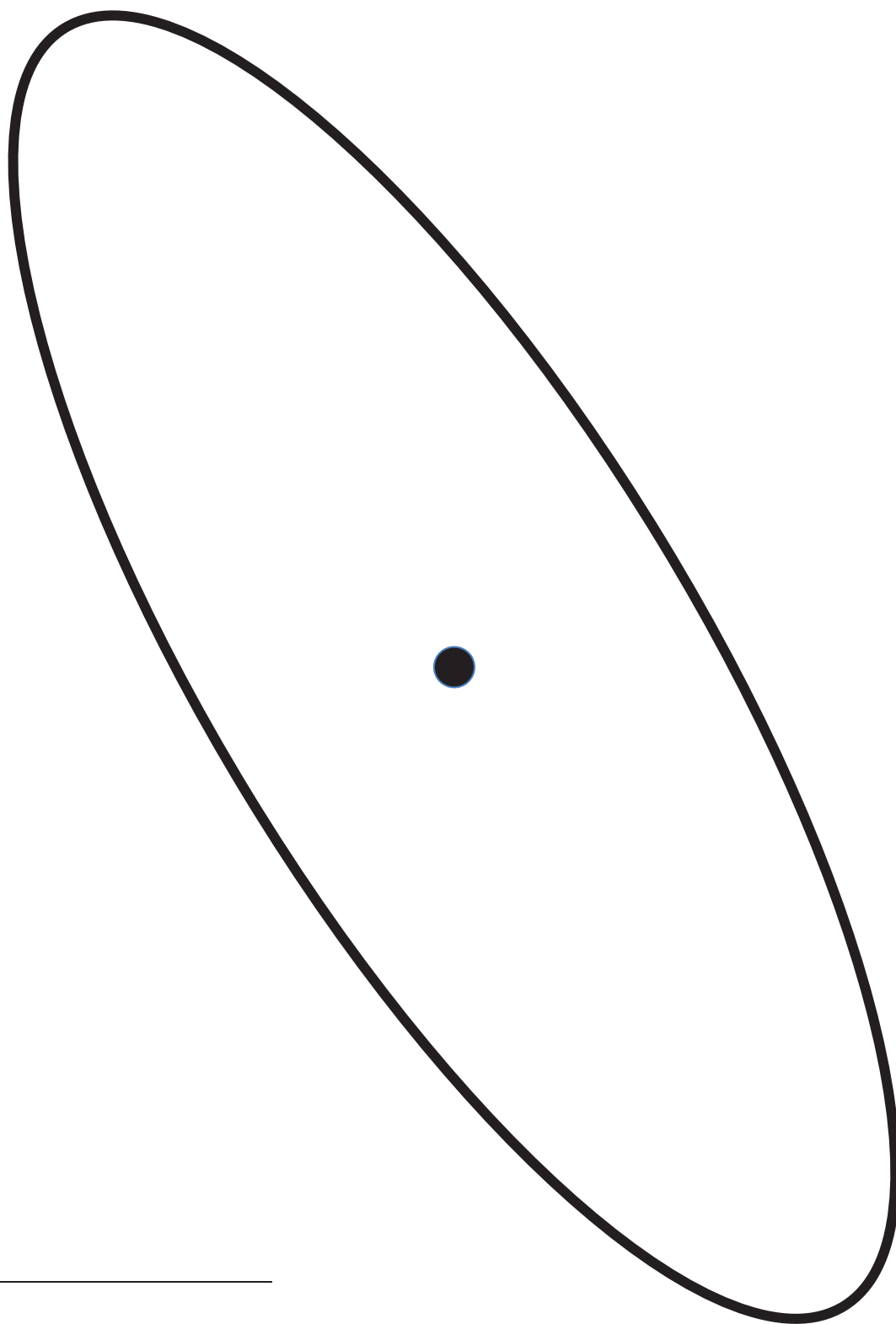
rectangle and triangle



park scene



wheel

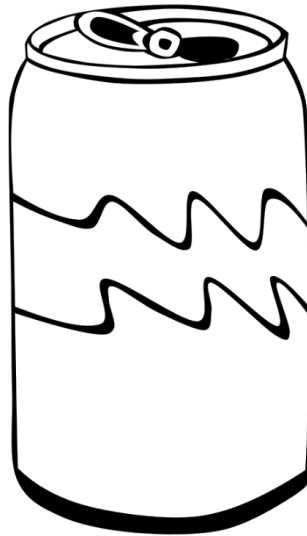
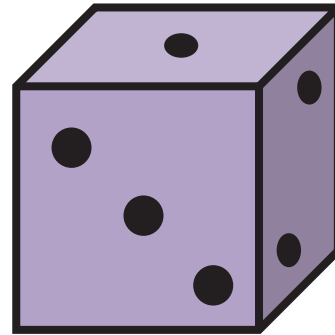
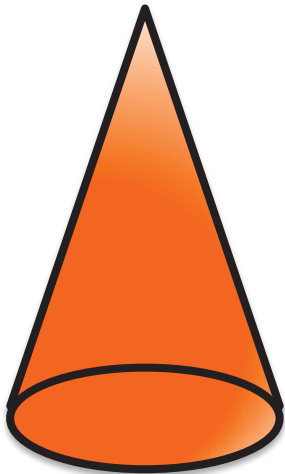


oval

Name _____

Date _____

Listen to your teacher read the clues. Circle the shapes.

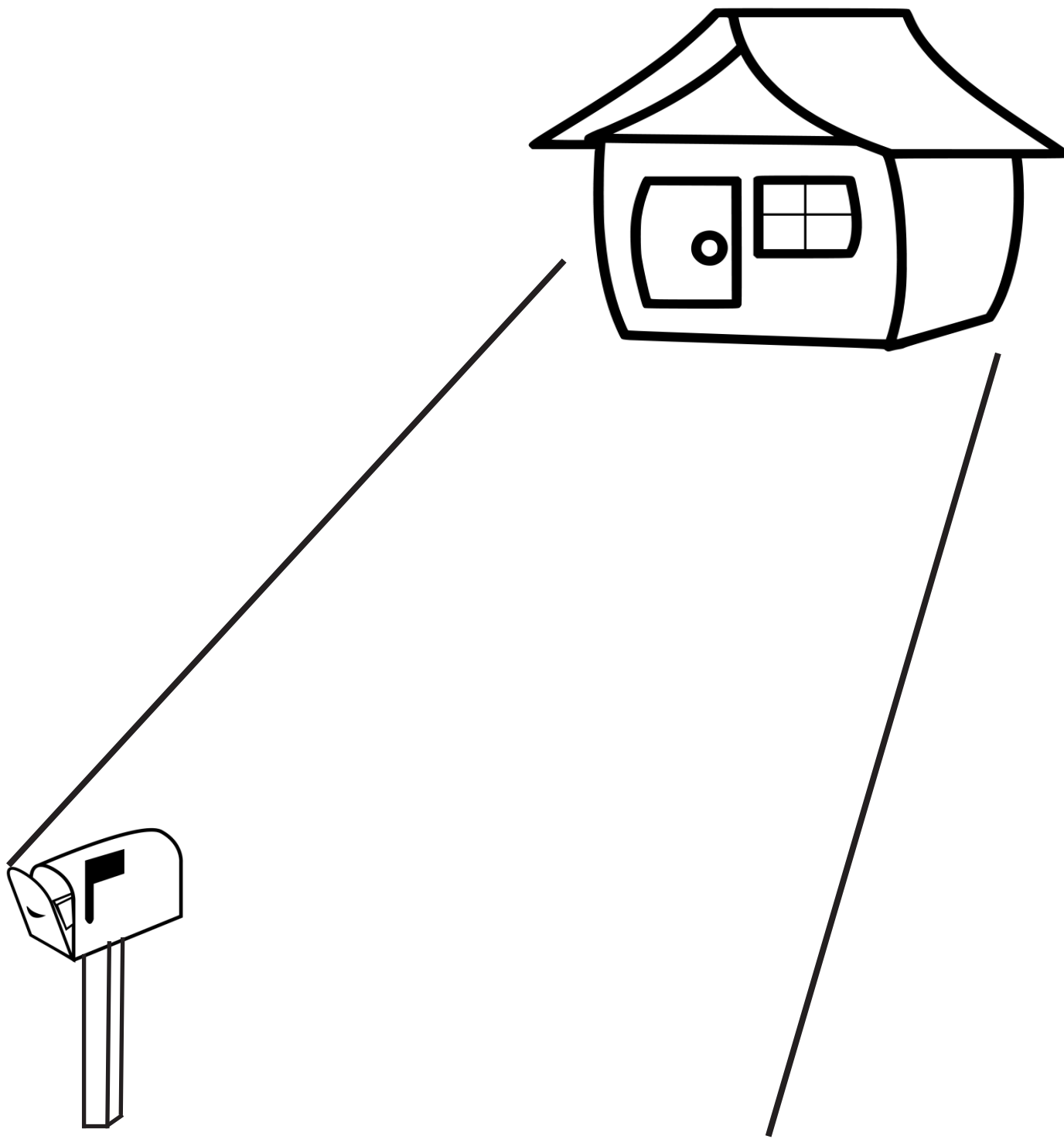


Clues:

1. I'm holding a shape that is round and smooth. I don't feel anything flat or sharp.
2. I'm holding a shape that has a flat circle on the bottom. It has a point on the top.
3. I'm holding a shape that has lots of flat squares. There are lots of pointy corners. It feels like a box.
4. I'm holding a shape that has two flat circles, one on the top and one on the bottom. It is round in the middle.

Name _____

Date _____



Topic B: Construct Two-Dimensional Shapes

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 8 straws cut in half: 4 long, 4 short (cut in half); blank mat

1. (Place 8 straws on the table next to the mat.) Use some straws to make a rectangle on your mat.
How many straws did you use?

What did the student do?	What did the student say?

Topic C: Three-Dimensional Shapes

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Collection of three-dimensional objects: spheres, rectangular blocks, cylinders, cones, cubes, triangular block or pyramids; 2 blank mats, each a different color

1. Look in the box. Put the objects with only one flat side or no flat sides on the red mat. Put the objects with more than one flat side on the blue mat.
2. What's different about the objects on the red mat from the objects on the blue mat? (This question is not evaluated by the rubric. Record and use this data to inform instruction and review.)



What did the student do?	What did the student say?
1.	
2.	

Class Record Sheet of Rubric Scores: End-of-Module 2 Assessment

Student Names	Topic A: Two-Dimensional Shapes	Topic B: Constructing Two- Dimensional Shapes	Topic C: Three-Dimensional Shapes	Next Steps:

