

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Activity 1: Mystery Shapes (page 1)

**Goal:** to guess the mystery shape using the least number of clues

### How to play:

Both teams play at the same time.

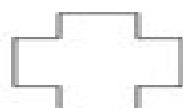
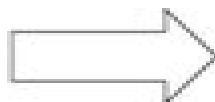
**Step 1** Player 1 from each team selects a shape without revealing the shape.

**Step 2** Player 1 writes property clues on page 2 to help his or her teammate identify the mystery shape. A property could be number of sides, length of a side, number of angles, size of an angle, or number of lines of symmetry. There can be only one property in each clue.

**Step 3** Player 1 reads one property clue at a time to his or her partner. Player 2 from each team guesses the mystery shape after each clue is read. After guessing the correct shape, players switch roles for the next round.

### Scoring:

- If a player guesses the mystery shape after the first clue is read, the player's team receives 3 points.
- After two clues, the team receives 2 points.
- After three clues, the team receives 1 point.
- The first team to reach 10 points wins.



# Unit 3 Geometry And Spatial Sense Answers

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**Authentic Learning Activities: Geometry & Spatial Sense** Brendan Kelly,2000 Hands-On Mathematics, Grade 2 Jennifer Lawson,2006 This teacher resource offers a detailed introduction to the Hands On Mathematics program guiding principles implementation guidelines an overview of the processes that grade 2 students use and develop during mathematics inquiry and a classroom assessment plan complete with record keeping templates and connections to the Achievement Levels outlined in the Ontario Mathematics Curriculum It also provides strategies and visual resources for developing students mental math skills Each unit is divided into lessons that focus on specific curricular expectations Each lesson has materials lists activity descriptions questioning techniques problem solving examples activity centre and extension ideas assessment suggestions activity sheets and visuals Portage Main Press Hands-On Mathematics, Grade 3 Jennifer Lawson,2006 This teacher resource offers a detailed introduction to the Hands On Mathematics program guiding principles implementation guidelines an overview of the processes that grade 3 students use and develop during mathematics inquiry and a classroom assessment plan complete with record keeping templates and connections to the Achievement Levels outlined in the Ontario Mathematics Curriculum It also provides strategies and visual resources for developing students mental math skills Each unit is divided into lessons that focus on specific curricular expectations Each lesson has materials lists activity descriptions questioning techniques problem solving examples activity centre and extension ideas assessment suggestions activity sheets and visuals Portage Main Press **Stable Structures & Mechanisms Gr. 3 (US Version) , Advantage Test Prep Grade 3 ,2004-04** Third graders are provided with instruction in the four key curriculum areas tested nationwide reading writing language and mathematics The formats reading passages and questions are all modeled after national standardized and proficiency tests Each book culminates with a practice test with an answer sheet for a real test like experience Also perfect for multi subject summer review **The NAEP ... Technical Report ,1999 Think Math! Plane Figures and Spatial Sense, Grade 2** Harcourt School Publishers,2005-11 Skill Builder Divide, Measure & Multiply Twin Sisters® Digital Media™,2025-04-14 Reviewed evaluated edited and creatively written by teaching professionals this workbook implements current teaching strategies and aligns with grade level standards **How to Multiply, Grades 2-3** Mary Rosenberg,2000-05 Presents comprehensive overview of multiplication of whole numbers to be used in classrooms or at home Investigations in Number, Data, and Space Addison-Wesley Educational Publishers, Incorporated,2004 These guides help get you started with the program Included in every Curriculum Unit Package **Math & Science for Young Children** Rosalind Charlesworth,Karen Lind,2007 Math and Science for Young Children 5e is a unique reference that focuses on the integration of math and science with the other important areas of child development during the crucial birth through eight age range It also carefully addresses the ever changing and significant national standards of the following organizations The National Association for the Education of Young Children NAEYC National

Council of Teachers of Math NCTM National Science Teachers Association NSTA American Association for the Advancement of Science AAAS and the National Research Council NRC A valuable resource for the student learner working professional as well as the involved parent Math and Science for Young Children 5e is the most current volume of information of its kind available on the market today

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*Judaism and the Doctrine of Creation* Norbert M. Samuelson, 1994-11-24 The topic of this book is creation It breaks down into discussions of two distinct but interrelated questions what does the universe look like and what is its origin The opinions about creation considered by Norbert Samuelson come from the Hebrew scriptures Greek philosophy Jewish philosophy and contemporary physics His perspective is Jewish liberal and philosophical It is Jewish because the foundation of the discussion is biblical texts interpreted in the light of traditional rabbinic texts It is philosophical because the subject matter is important in both past and present philosophical texts and to Jewish philosophy in particular Finally it is liberal because the authorities consulted include heterodox as well as orthodox Jewish sources The ensuing discussion leads to original conclusions about a diversity of topics including the limits of human reason and religious faith and the relevance of scientific models to religious doctrine

**Teaching in the Standards-based Classroom**, 2001 Virtually every national standards document every state framework and every local set of standards calls for fundamental changes in what and how teachers teach The challenge for teachers is to implement the vision for mathematics and science classrooms called for in the standards This issue describes that vision and suggests ways to use the standards mandated in

your school to improve your practice to help you teach in your standards based classroom      **Teaching Mathematics Today** Shelly Frei,2008 New teachers and anyone interested in best practices for mathematics instruction will score big with this useful resource that puts it all together in one easy to use format Boost your professional resource library with this up to date research based guide based on solid research and proven methodology This resource equips teachers with sound educational strategies and resources and provides interactive elements while promoting a thorough understanding of mathematics and its importance In addition this resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills and supports core concepts of STEM instruction 200pp      **Daily Warm-Ups: Problem Solving Math Grade 2** Mary Rosenberg,2011-06-21 Solving word problems requires both strategy and skill When confronted with a problem students need to figure out how to solve the problem and then solve it The 250 exercises in each book help students learn a variety of strategies for solving problems as well as grade specific math skills      **No-stress Guide to the 8th Grade FCAT (Florida Comprehensive Assessment Test)** Cynthia Johnson,Drew Johnson,2000 Reviews the eighth grade FCAT exam in reading writing and math including test taking strategies and extensive practice exercises combined with a humorous storyline      **Investigations in Number, Data, and Space** Karen Economopoulos,2003-01-15 Part of a K 5 mathematics curriculum with curriculum units for classroom use and resources for teachers the Investigations curriculum was developed at TERC formerly Technical Education Research Centers      **ENC Focus** ,2001

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