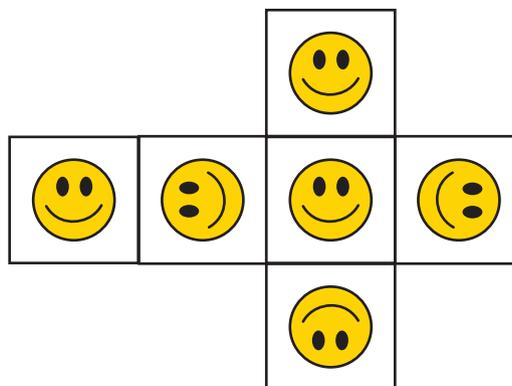
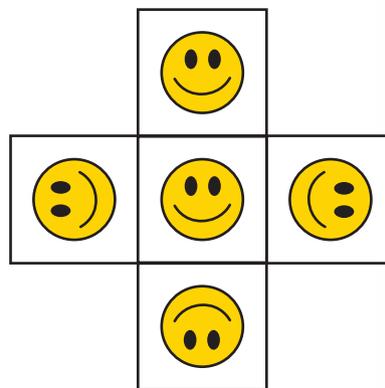
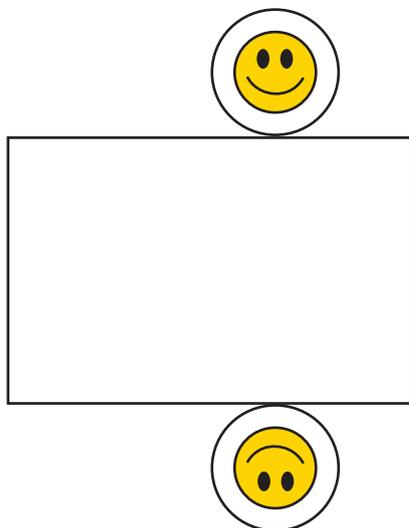


Three-Dimensional Geometry



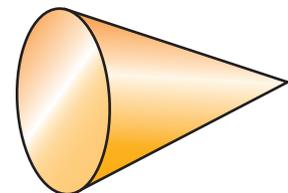
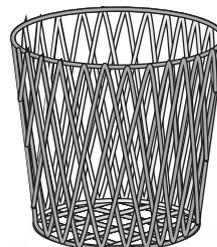
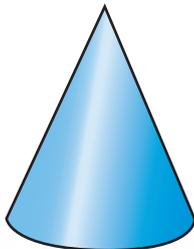
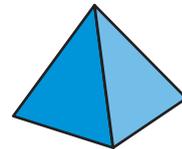
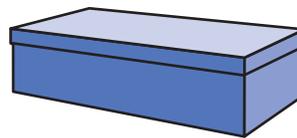
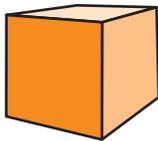
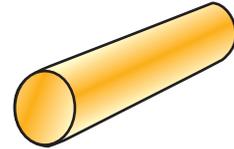
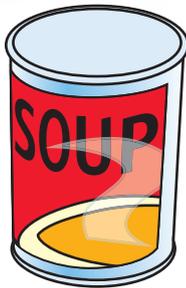
Which one will make a box?



A box has smiley faces.

Introducing Three-Dimensional Figures

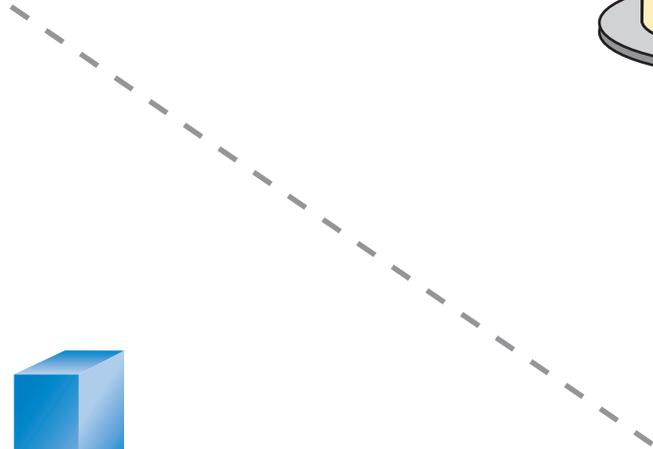
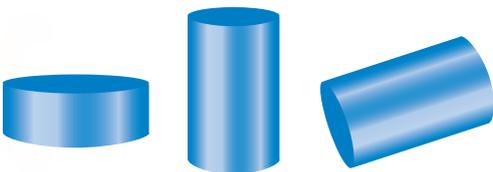
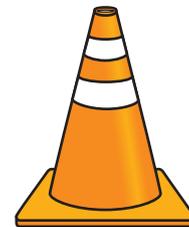
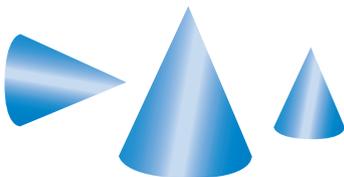
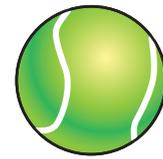
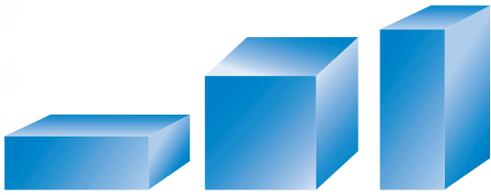
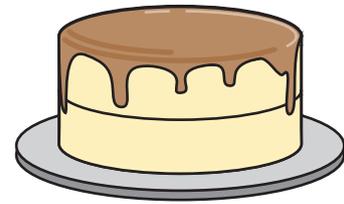
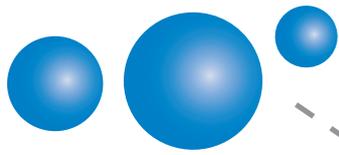
NCTM Standards 2, 3, 6, 7, 8, 9



Mark the object that does not belong in each group.



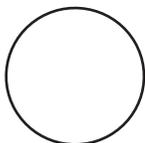
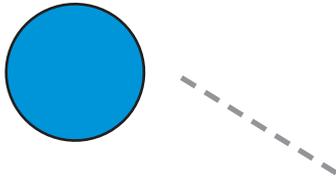
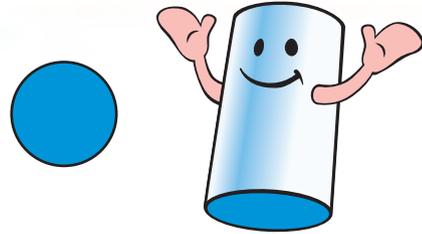
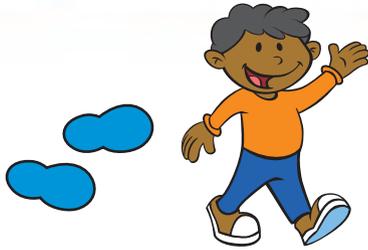
NOTE: Have your child point to each object and say whether it is a can, cone, ball, or box.



Draw lines to match the figures with each object.

Identifying Attributes of Three-Dimensional Figures

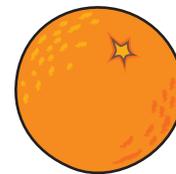
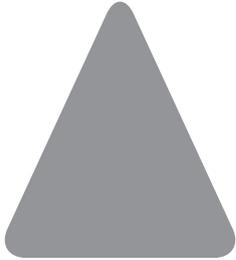
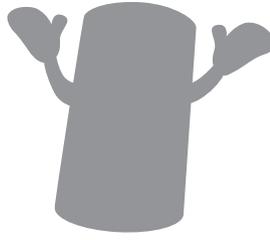
NCTM Standards 2, 3, 6, 9



Draw lines to match each footprint with the object.



NOTE: Have your child point to the parts of a box that are rectangles and the parts of a can and a cone that are circles.

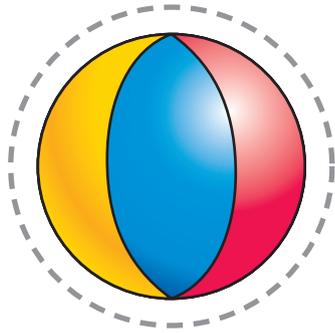


Draw lines to match each shadow with the object.

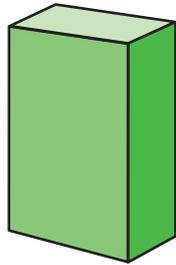
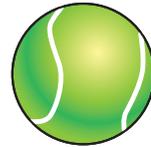
Comparing Three-Dimensional Figures

NCTM Standards 1, 2, 3, 4, 6, 7, 8, 9, 10

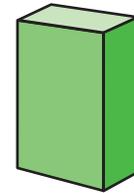
Which is taller?



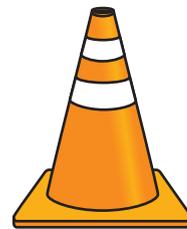
or



or



or



or



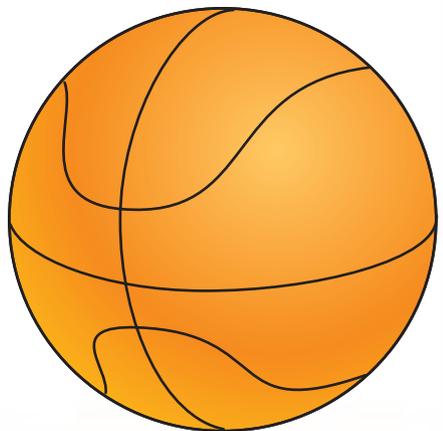
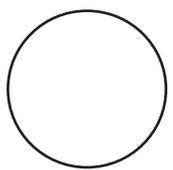
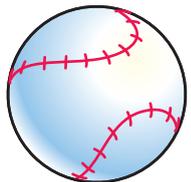
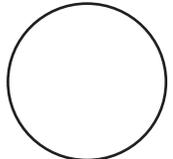
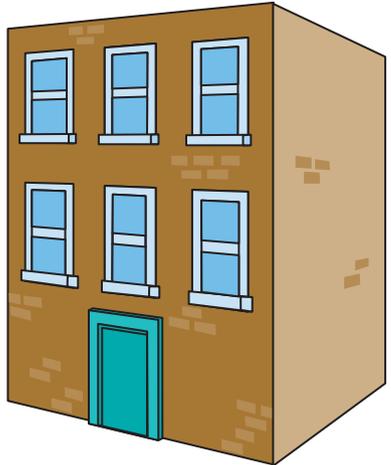
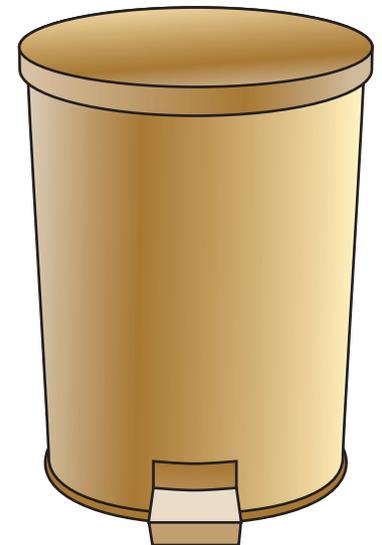
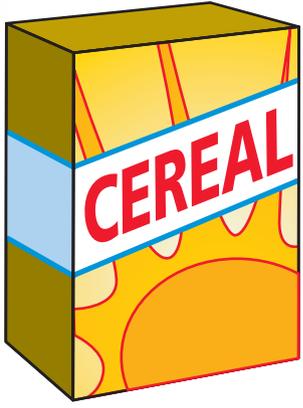
Circle the taller object in each row.



NOTE: Your child is learning to compare height. Ask your child to name the family member who is tallest and the one who is shortest.

shortest  TALLEST

1 2 3 4



 Draw lines to order the objects from shortest to tallest.
 Compare the height of the objects.
Write $>$, $=$, or $<$.

200 two hundred

More Comparing and Identifying Figures

NCTM Standards 2, 3, 4, 6, 7

Which is taller?



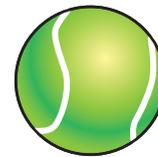
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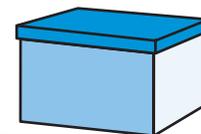
or



or



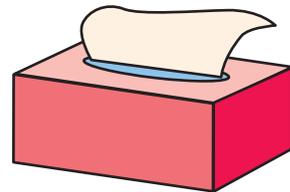
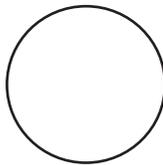
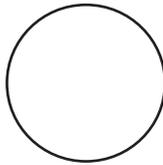
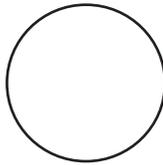
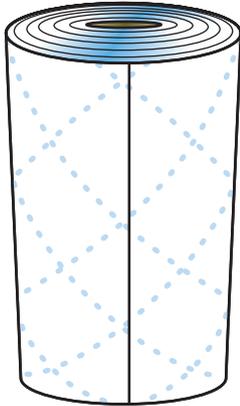
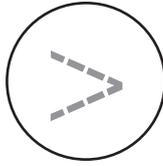
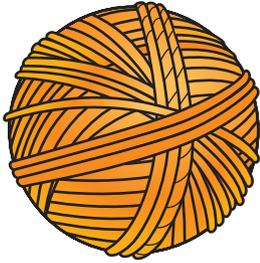
or



Circle the object in each row that is taller.



NOTE: On page 202 your child uses the symbols $>$ and $<$ to show which object is larger. Ask your child to explain the meanings of the symbols.

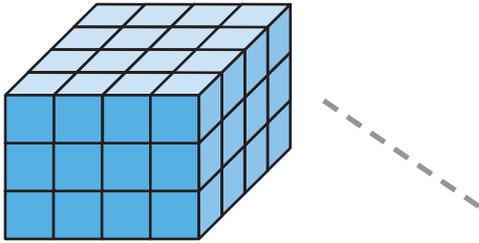


Compare the size of the objects. Write $>$, $=$, or $<$.

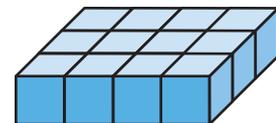
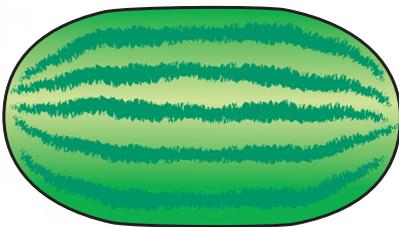
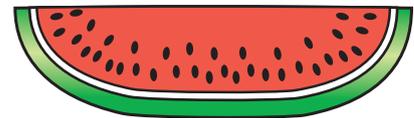
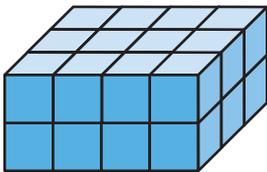
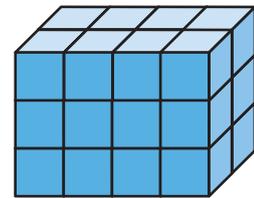
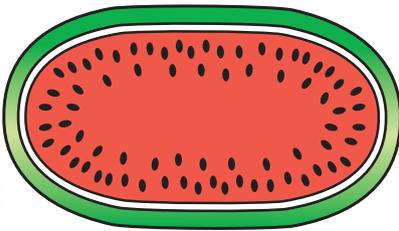
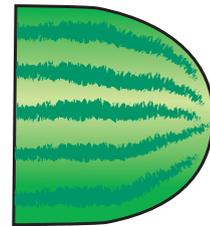
Cutting and Combining Three-Dimensional Figures

NCTM Standards 1, 3, 6

WHOLE



HALF



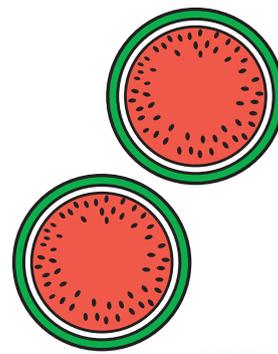
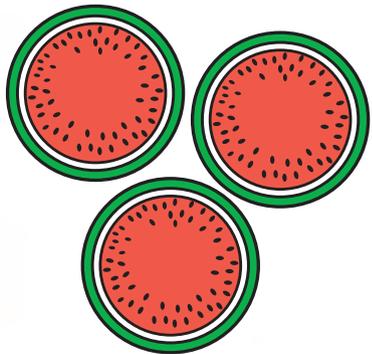
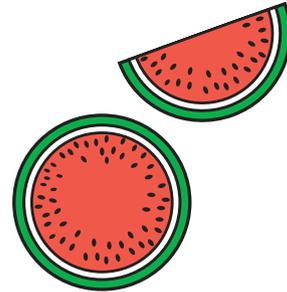
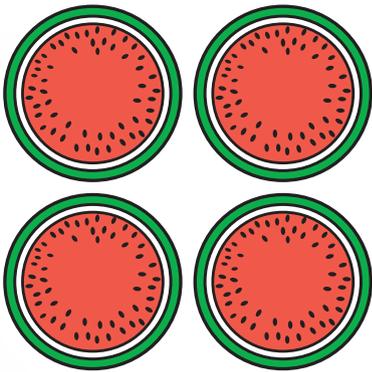
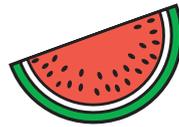
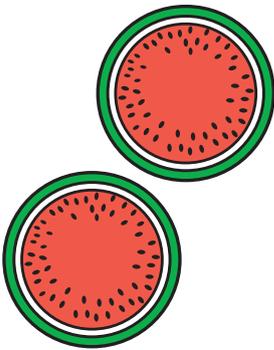
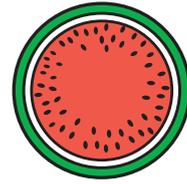
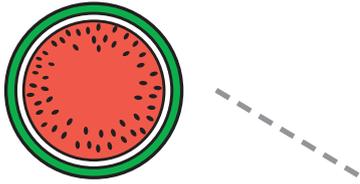
Draw lines from the whole object to the picture that shows half.



NOTE: Ask your child to describe how each pair of pictures shows a whole and half of the same object.

WHOLE

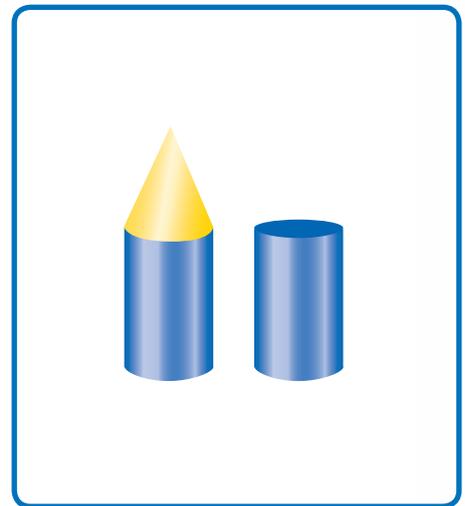
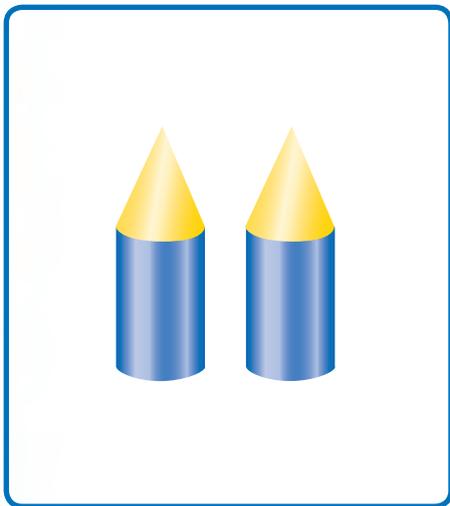
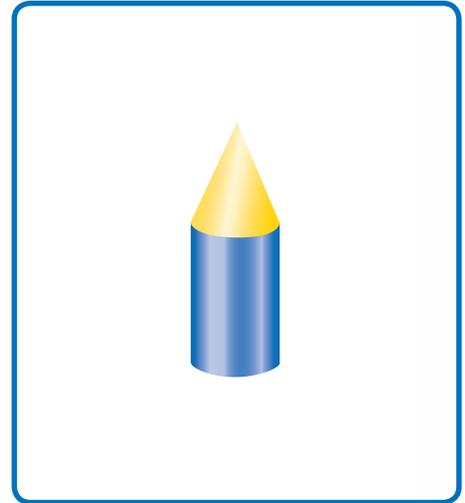
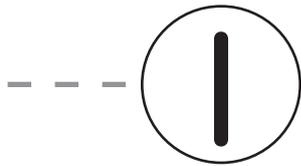
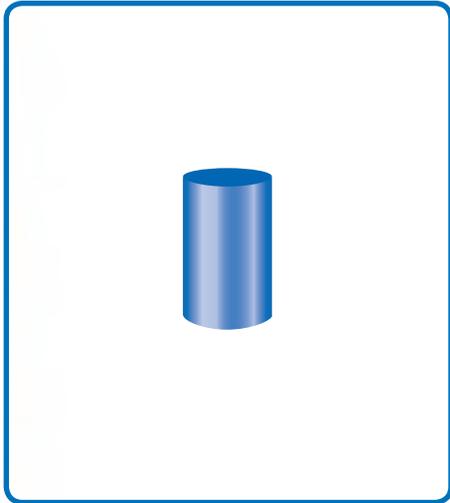
HALF



Draw lines from each whole group to half.

Making Buildings

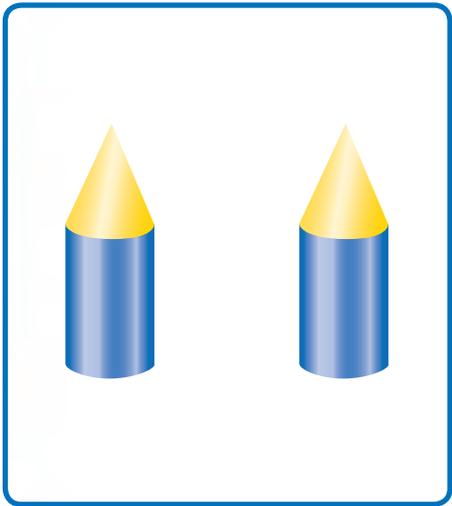
NCTM Standards 1, 2, 3, 6, 7



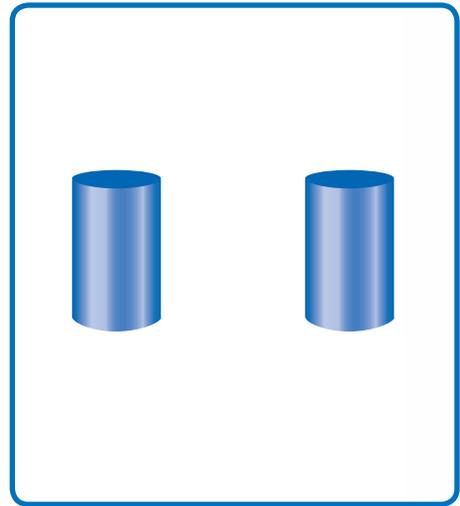
Draw lines to show how each structure was built.
Which comes first? second? third? fourth?



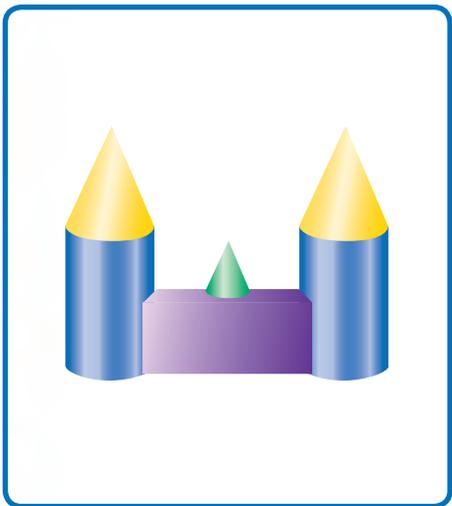
NOTE: Your child is learning about sequence. Have your child use the words *first*, *second*, *third*, and *fourth* to describe getting ready for school.



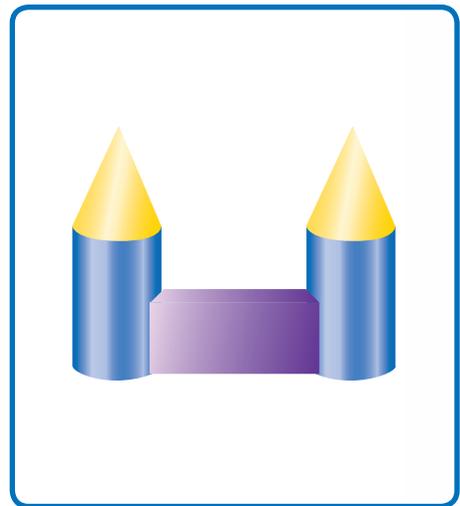
1



2



3



4

Draw lines to show the order of how the structure was built.

Describing Buildings

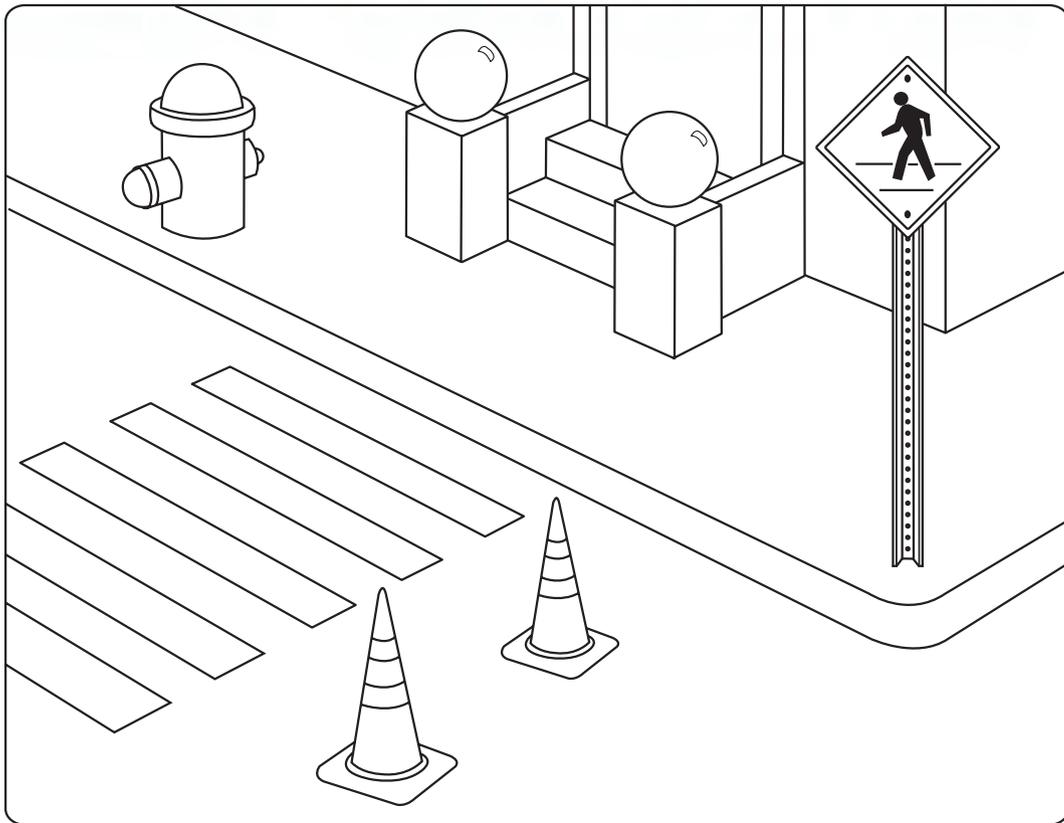
NCTM Standards 1, 3, 6, 7

This is a picture of what I made.

Use 4 or 5 blocks to build something. Then make a picture of what you built.



NOTE: Have your child find an example of a box, a ball, a can, and a cone in the pictures or at home.



I spy  . I colored them blue.

I spy  . I colored them green.

I spy  . I colored them yellow.

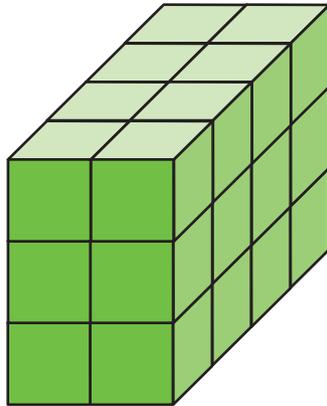
I spy  . I colored them red.

I colored shapes.

Color the figures. Color each cone blue, each ball green, each can yellow, and each box red. Write how many of each figure.

Building a Town

NCTM Standards 1, 3, 6, 7, 9, 10



Guess	<input style="width: 50px; height: 50px;" type="text"/> blocks
Check	<input style="width: 50px; height: 50px;" type="text"/> blocks

Guess how many blocks there are. Then use cubes to build and check. Write the numbers.

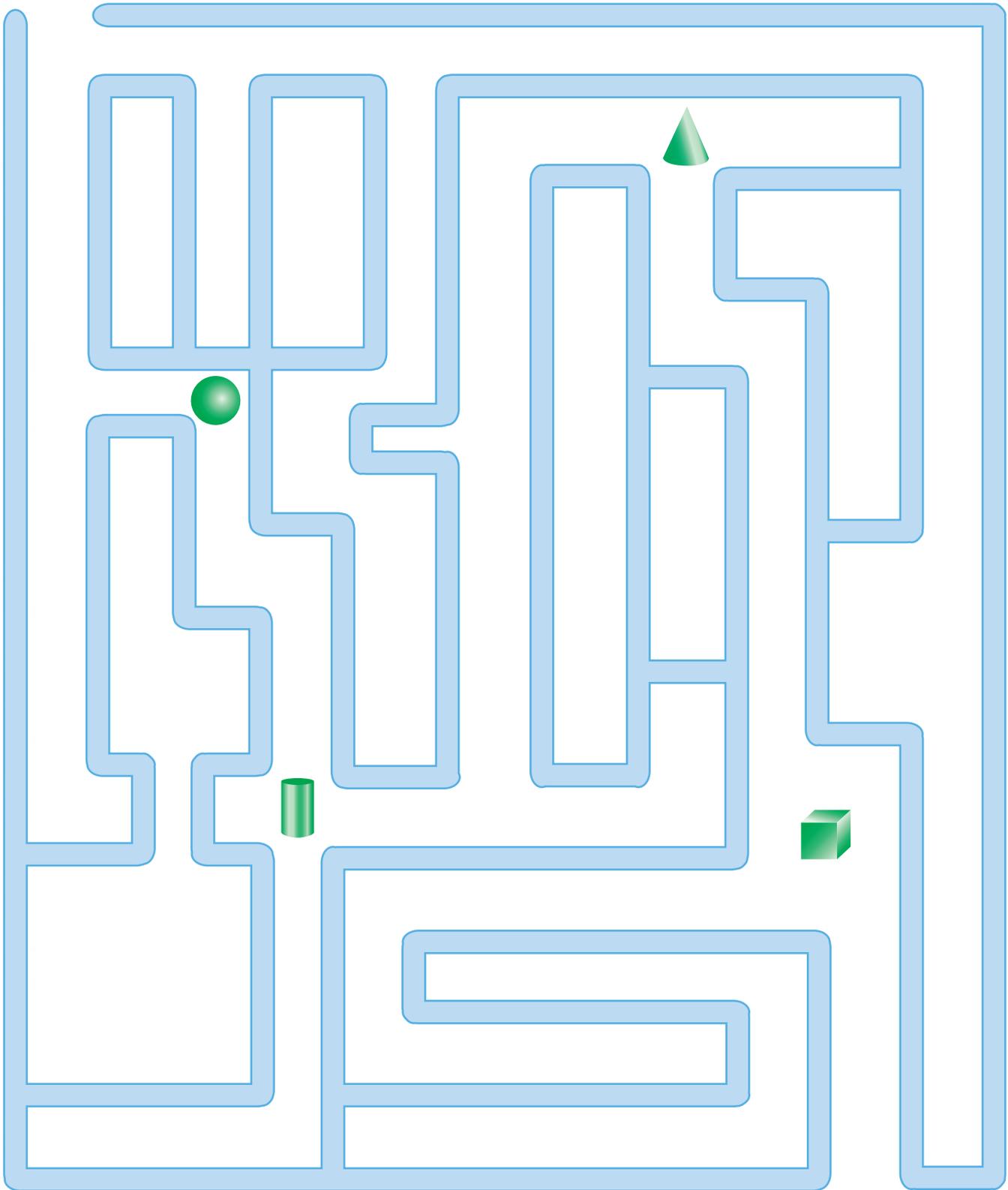


NOTE: Ask your child to explain how he or she counted the blocks that cannot be seen in the picture.



START

Pass each figure.



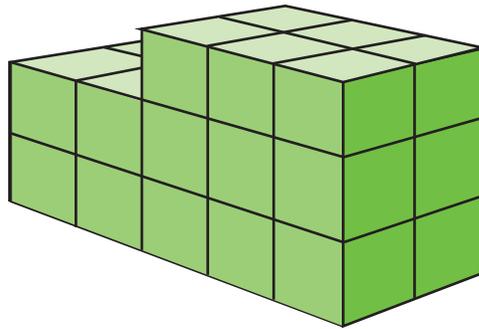
END



Draw the path to help the mouse find the cheese.
Pass by each figure to get to the end.

Moving Through Town

NCTM Standards 1, 2, 3, 6, 7



Guess	<input style="width: 50px; height: 50px;" type="text"/> blocks
Check	<input style="width: 50px; height: 50px;" type="text"/> blocks

Guess how many blocks there are. Then use cubes to build and check. Write the numbers.

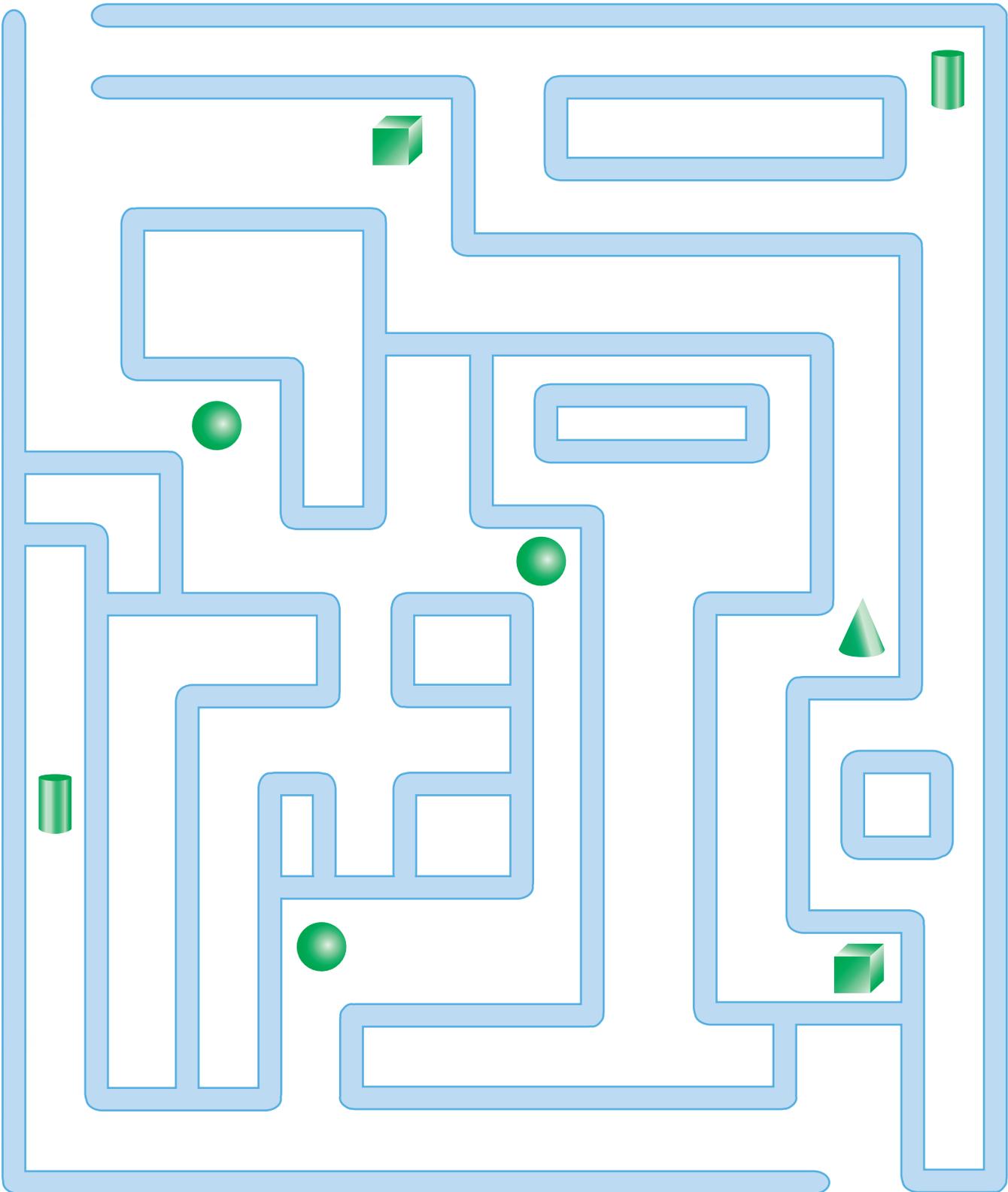


NOTE: Ask your child to point out how you can know that there are at least 16 blocks in the picture.



START

Pass only balls.



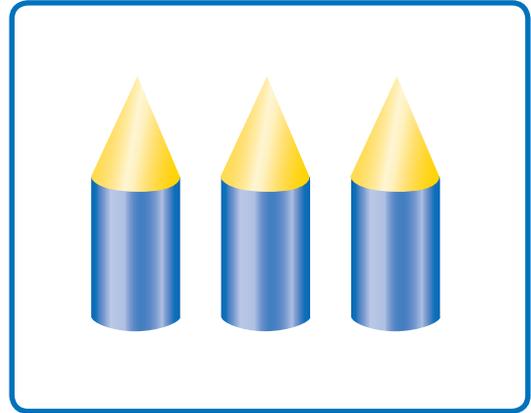
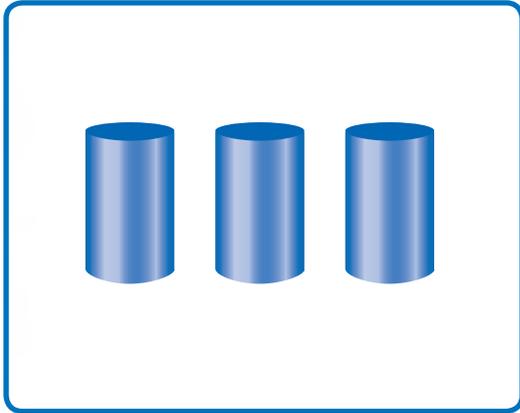
END



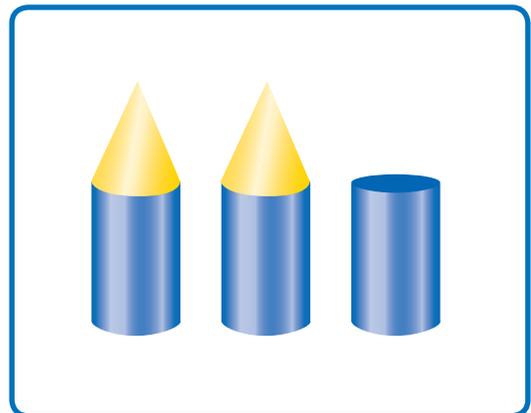
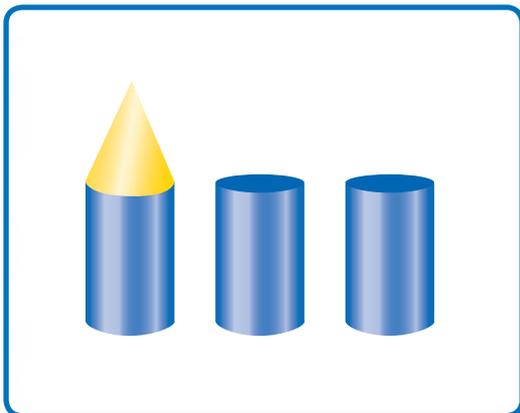
Draw lines to help the mouse find the cheese.
Pass only the balls to get to the end.

Sequencing and Giving Directions

NCTM Standards 1, 2, 3, 6, 7



1 first 2 second 3 third 4 fourth

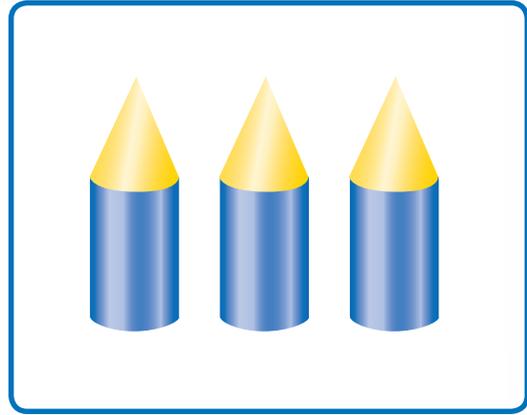
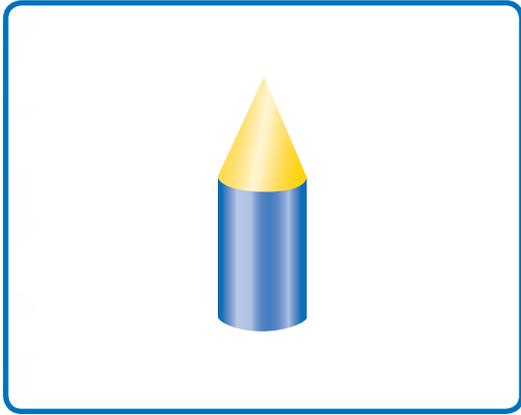


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Draw lines to show the order the structures were built.



NOTE: Help your child apply using sequence. Ask your child to tell how to get from one room to another in your house.

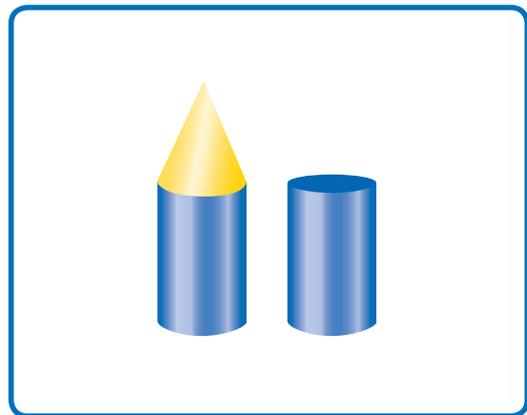
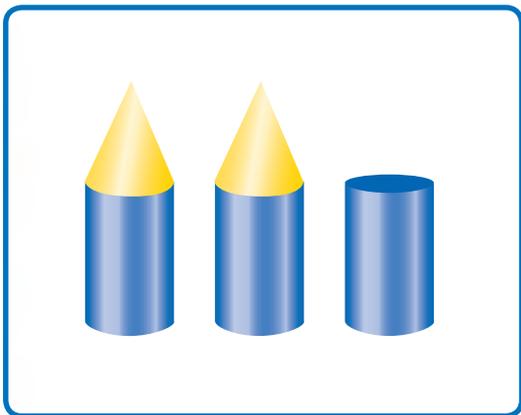


1
first

2
second

3
third

4
fourth



Draw lines to show the order the structures were built.

Making and Using a Town Map

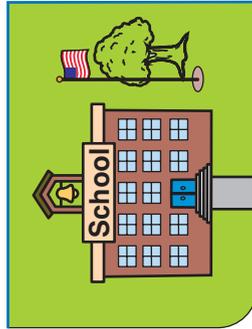
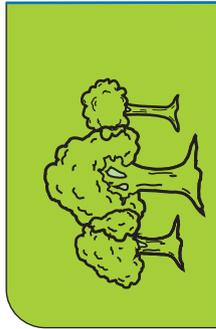
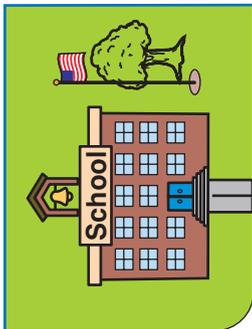
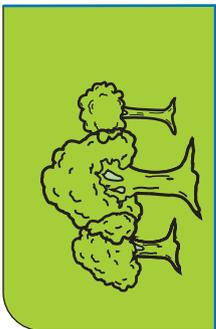
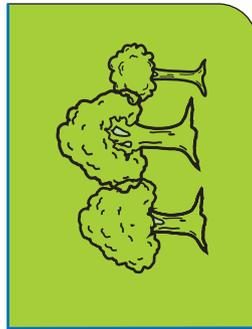
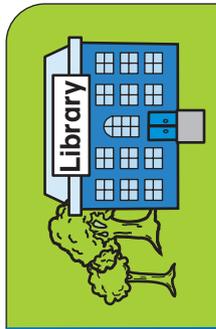
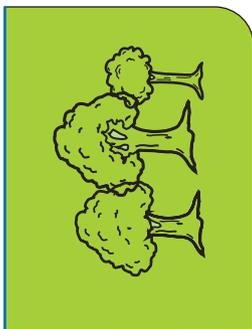
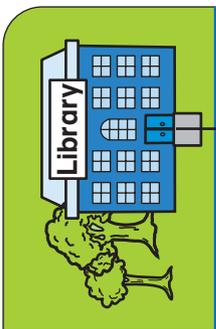
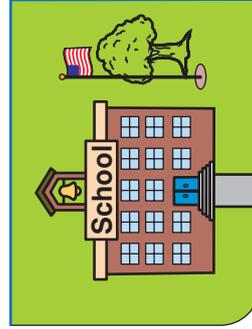
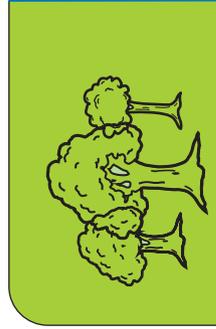
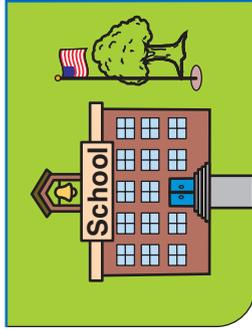
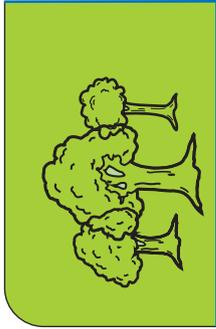
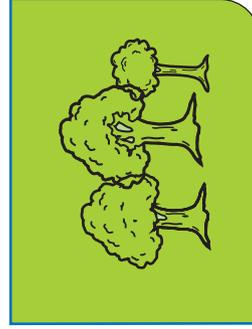
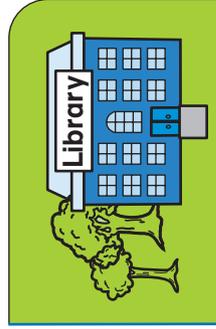
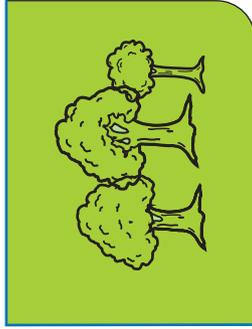
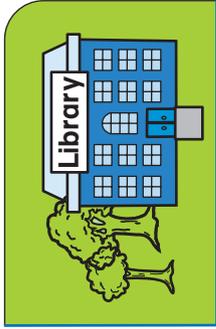
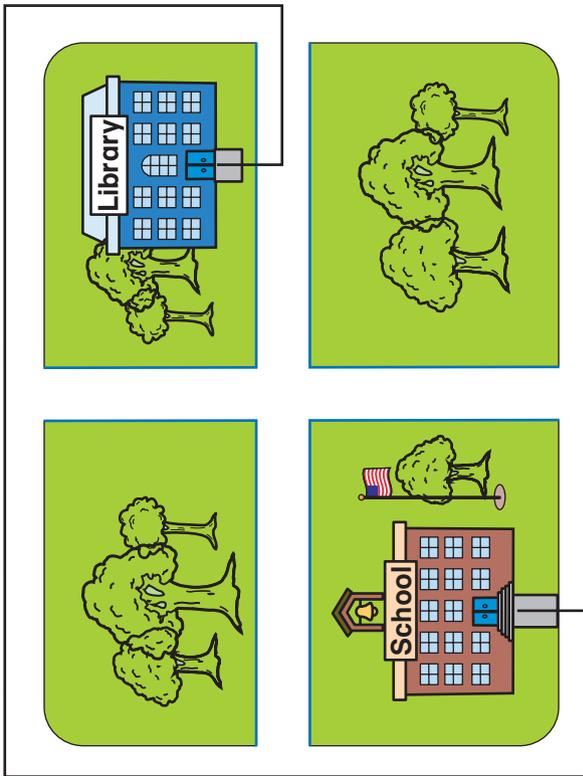
NCTM Standards 3, 4, 6, 9, 10

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Draw different ways to get from the house to the school.



NOTE: Ask your child to describe each route that he or she drew on the maps.



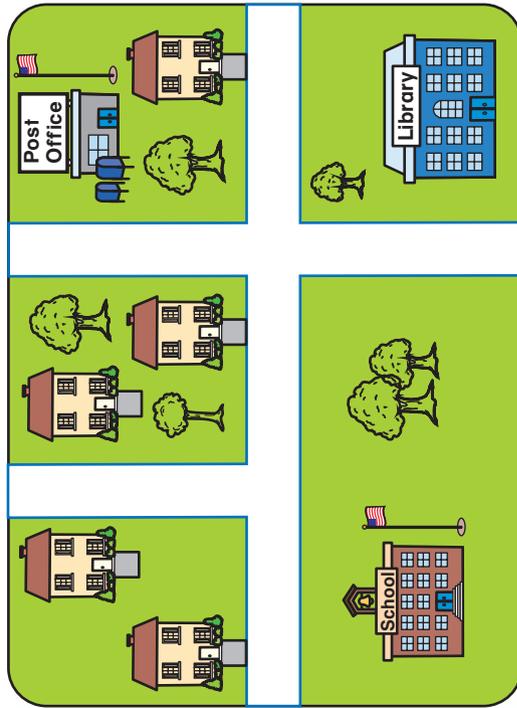
Draw different ways to get from the library to the school.

Making and Using a New Town Map

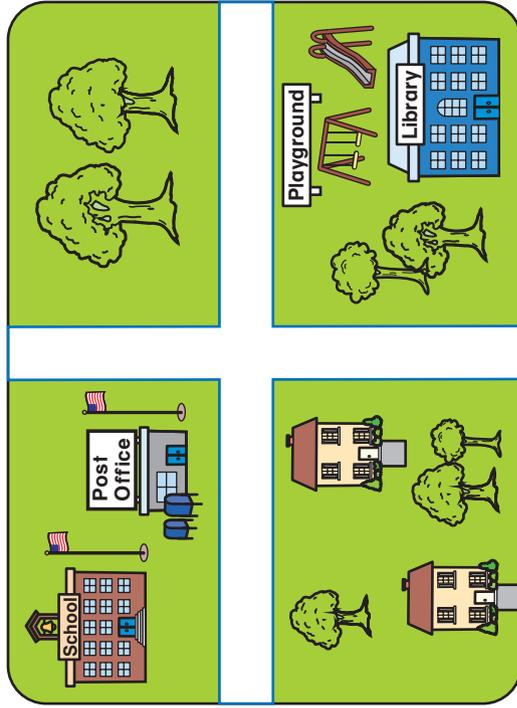
NCTM Standards 3, 6, 7

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Town A

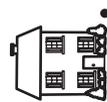


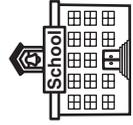
Town B



Town has more .

Town has more .

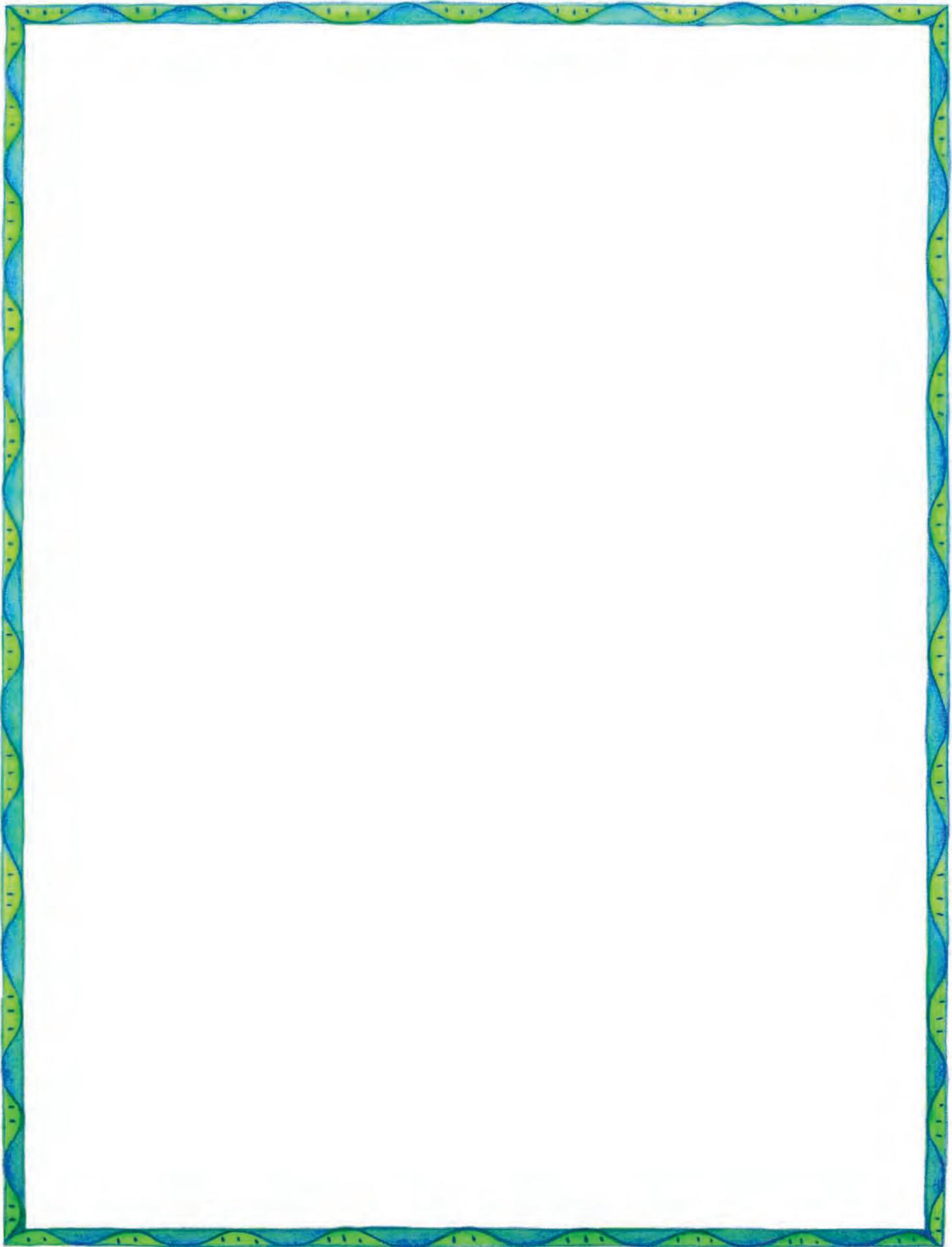
Town has more .

The  is closer to the  in Town .

Compare Town A and Town B. Write A or B to make each sentence true.



NOTE: Help your child read the town maps. Ask your child to show how to get from the post office to the school in each town.



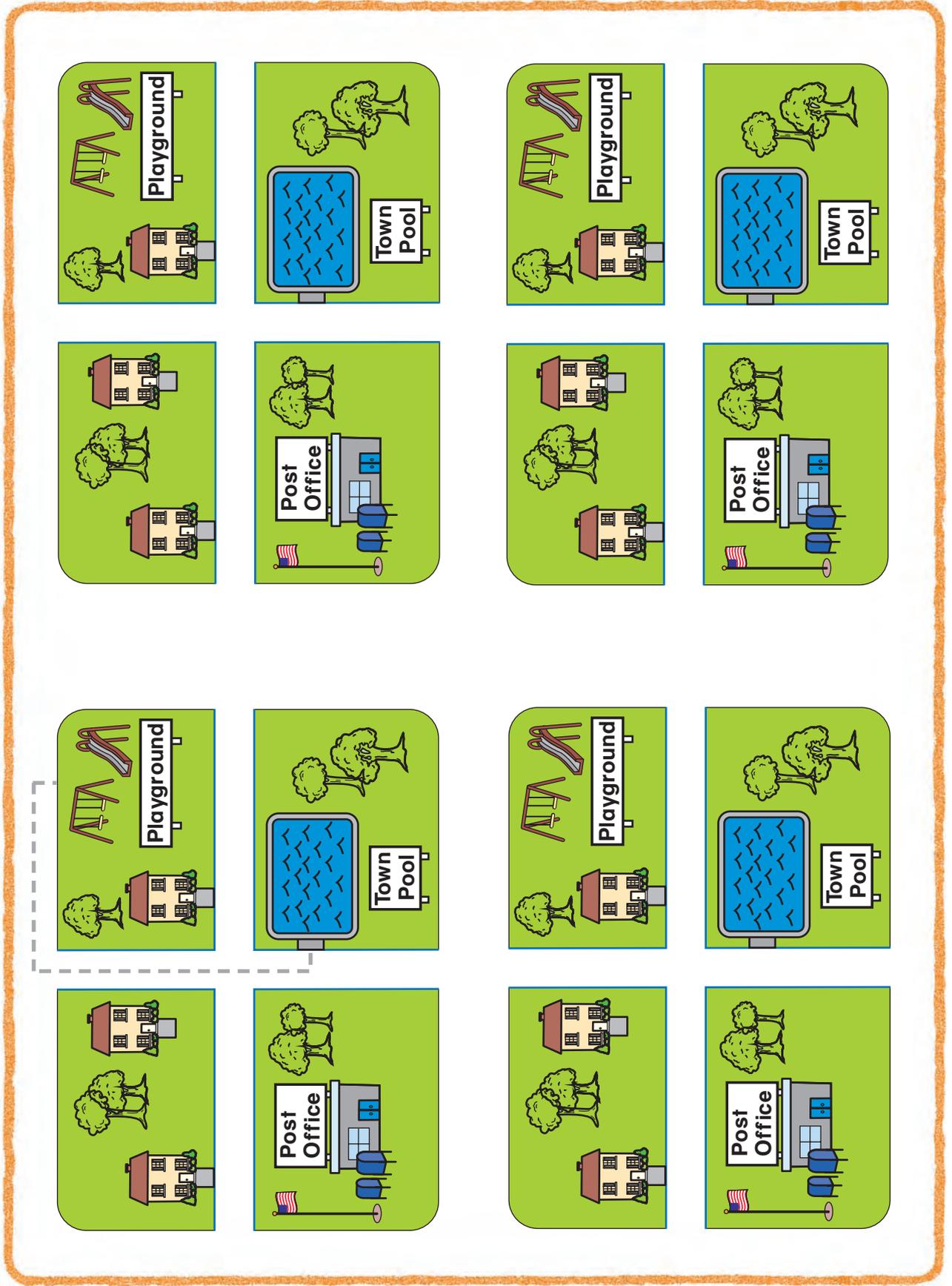
Make a town map of your own. Use the pictures of buildings that you want from Activity Master 135. Draw the roads.

218 two hundred eighteen

Treasure Hunts and Maps

NCTM Standards 3, 6, 7

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Draw different ways to get from the playground to the pool.

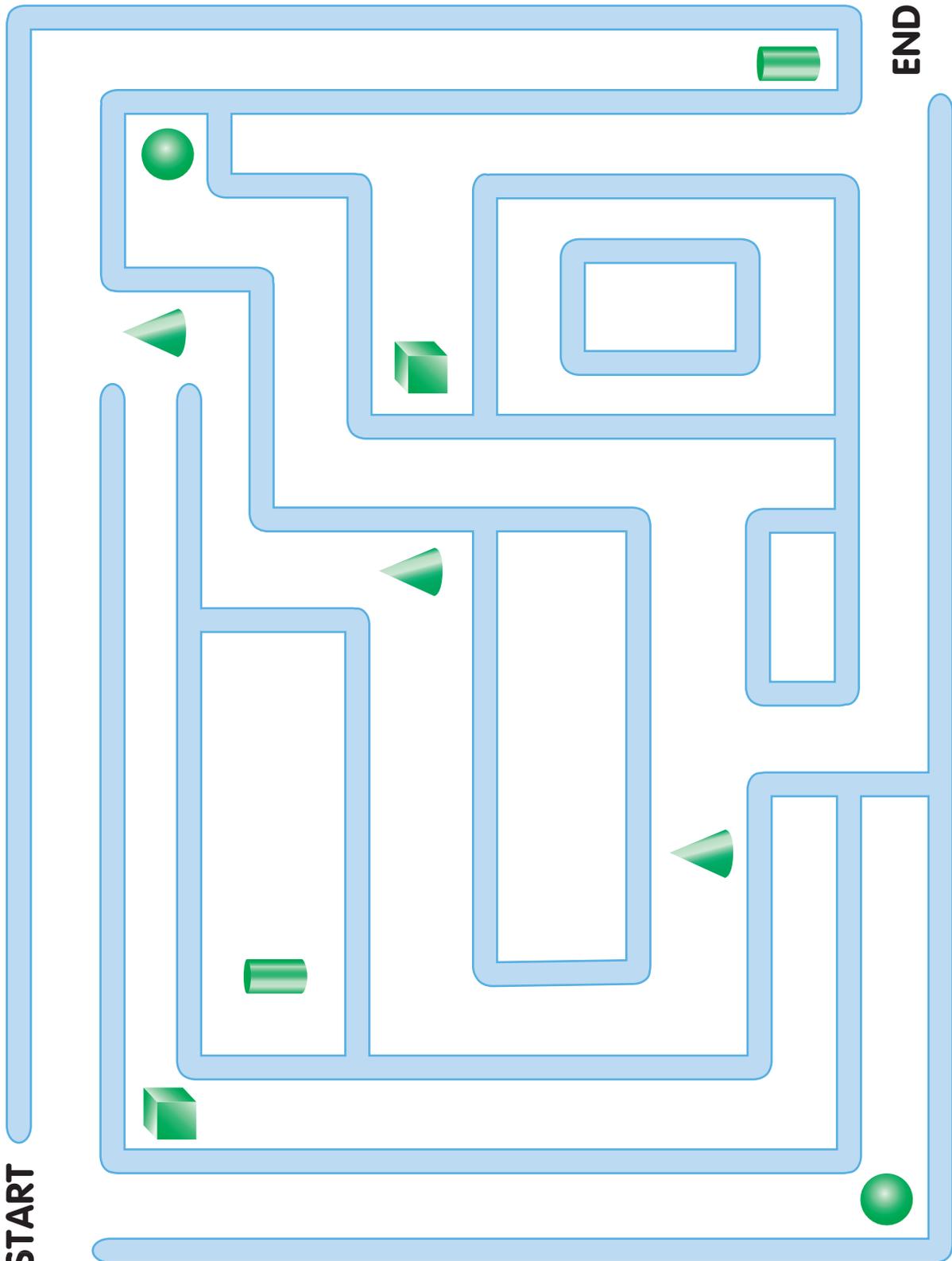


NOTE: Ask your child to compare the town map and the map of a maze. In both, they travel along routes to get from one place to another.

Pass only cones.



START

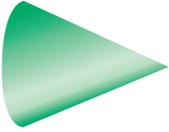


END

Draw lines to help the mouse find the cheese.
Pass only the cones to get to the end.

Making a Shape Graph

NCTM Standards 1, 2, 3, 5, 6, 7, 8, 9, 10

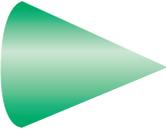
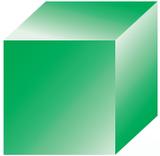
Shape Search	
	
	
	
	

Look for shapes in the classroom. Draw a tally mark for each shape that you find.



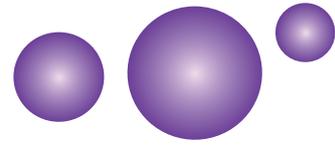
NOTE: Have your child explain how the tally marks on this page match the graph on the back of this page.

Shape Graph

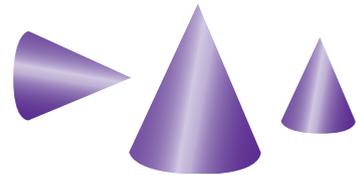
Shape Graph			
			

Color a box for each of the figures that you found on your Shape Search.

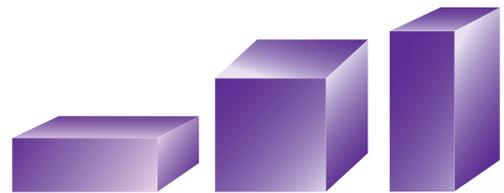
Boxes



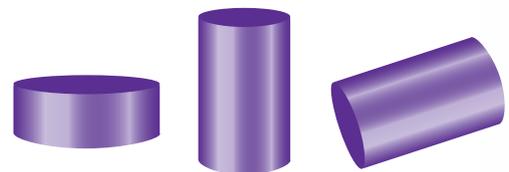
Cans



Balls



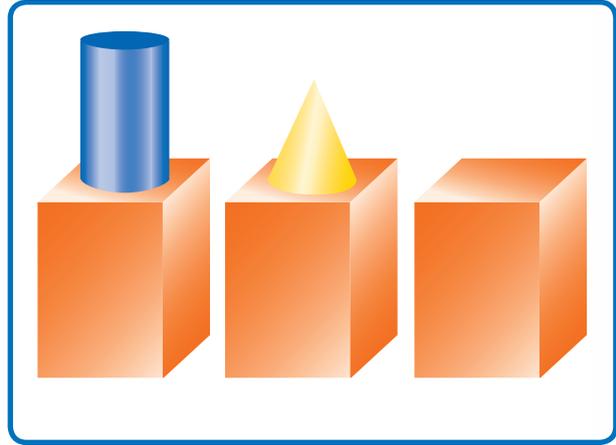
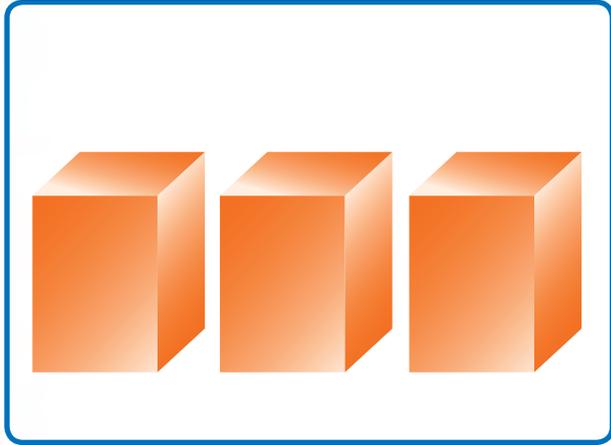
Cones



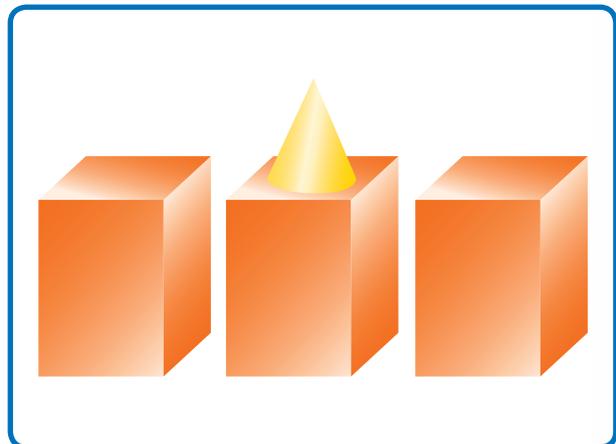
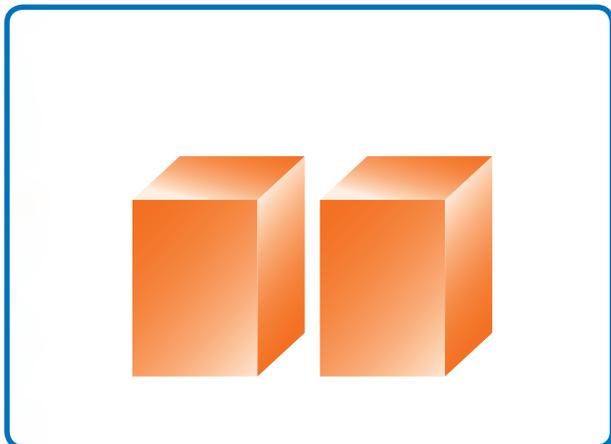
Draw lines to match the word with the pictures.



NOTE: This page gives your child an opportunity to review chapter concepts. Ask your child to describe the three-dimensional figures on this page.



1 2 3 4
first second third fourth



Draw lines to show what was placed first, second, third, and fourth.