**Memory Book** **Line Master 1** (Assessment Master)

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Locate and Map Objects in the Environment** | **Not observed** | **Sometimes** | **Consistently** |
| Locates objects in the environment by interpreting a map |  |  |  |
| Uses positional language to locate objects and give directions |  |  |  |
| Follows and interprets instructions that use positional language |  |  |  |
| **Investigate 2-D Shapes and**  **3-D Solids** |  |  |  |
| Identifies and describes the geometric attributes of 2-D shapes |  |  |  |
| Identifies and describes the geometric attributes of 3-D shapes |  |  |  |
| Identifies 2-D shapes on 3-D objects in the environment |  |  |  |

**Strengths:**

**Next Steps:**

**Connecting Home and School Line Master 2–1**

**NOTE TO THE TEACHER**

You may wish to send families a ***Memory Book*** letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.



**Connecting Home and School Line Master 2–2**

Dear Family:

We have been working on ***Memory Book***, which focuses on locating and mapping objects in the environment, and investigating 2-D shapes and 3-D solids. Try this activity at home with your child.

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**Reading the Story:** As you read the story, encourage your child to describe the shapes on each page. Invite your child to make connections among 2-D shapes and 3-D solids. After you read, ask her/him to identify different shapes and solids in your home and compare them with shapes and solids your child encountered at school.

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**Map Making:** Together, design a map of your home or neighbourhood. Encourage your child to include landmarks or important objects. Invite your child to label the map and explain how he/she decided what to label. You might also have your child make a map of the route he/she takes to school and provide you with directions for getting there.

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**Let’s Build:** Gather a collection of 3-D objects (e.g., tissue boxes, paper towel rolls) and work with your child to create structures and sculptures. Encourage your child to be creative and think carefully about how different objects will fit together. Invite your child to identify 3-D solids and 2-D shapes during building, and then describe the completed structure.

✂ – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – –

**Mystery Shapes?** Gather 3-D objects from around your home that have circular, rectangular, triangular, and/or square faces to trace. Trace one of the faces and challenge your child to identify which object your mystery shape came from. Invite your child to describe its attributes (e.g., number of corners, number of sides).

✂ – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – –

Sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Memory Book* Math Mat Line Master 3**



**My Map Line Master 4**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

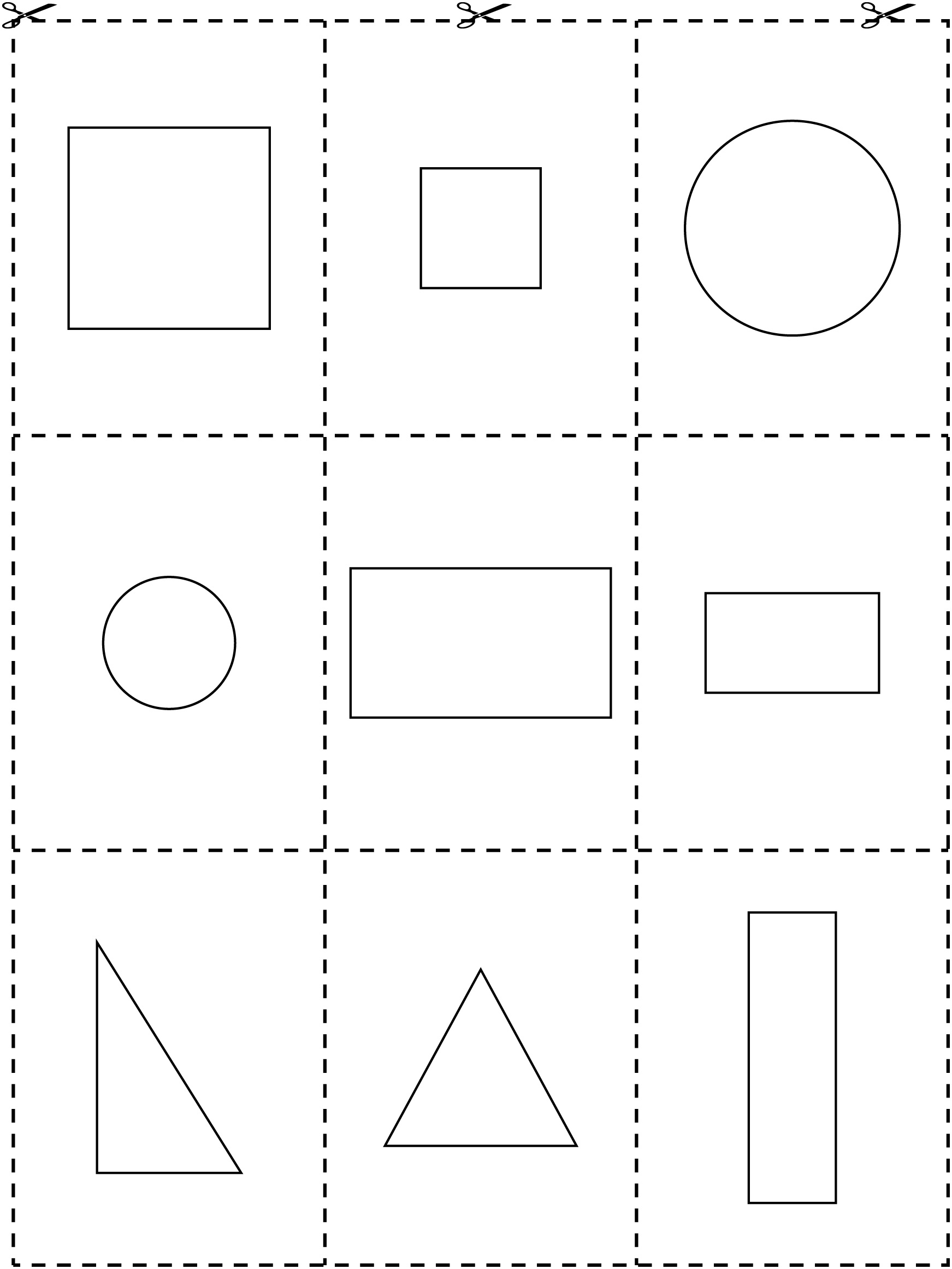
List of Items on My Map

|  |
| --- |
|  |

**Grid Paper Line Master 5**

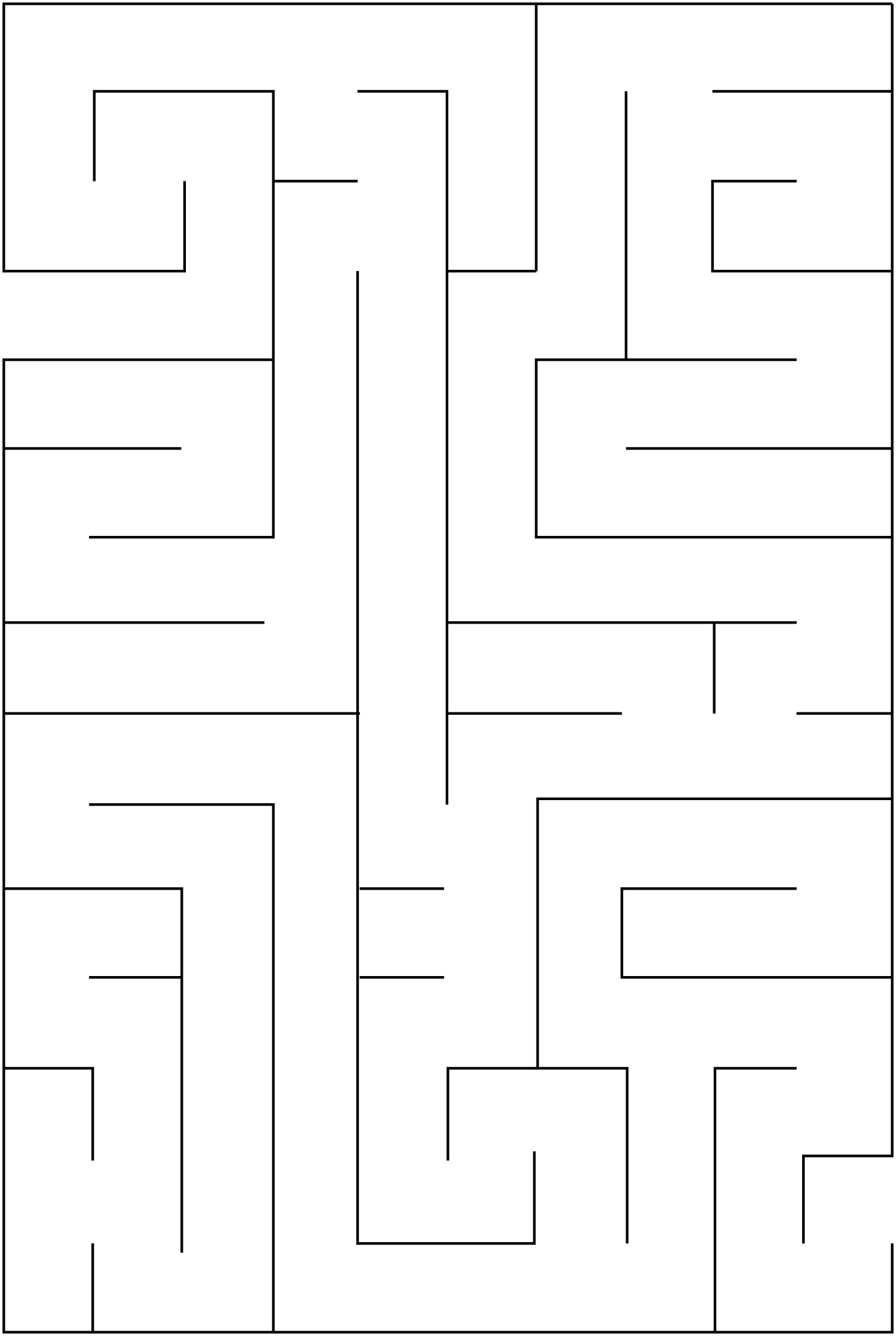
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**2-D Shapes Line Master 6**



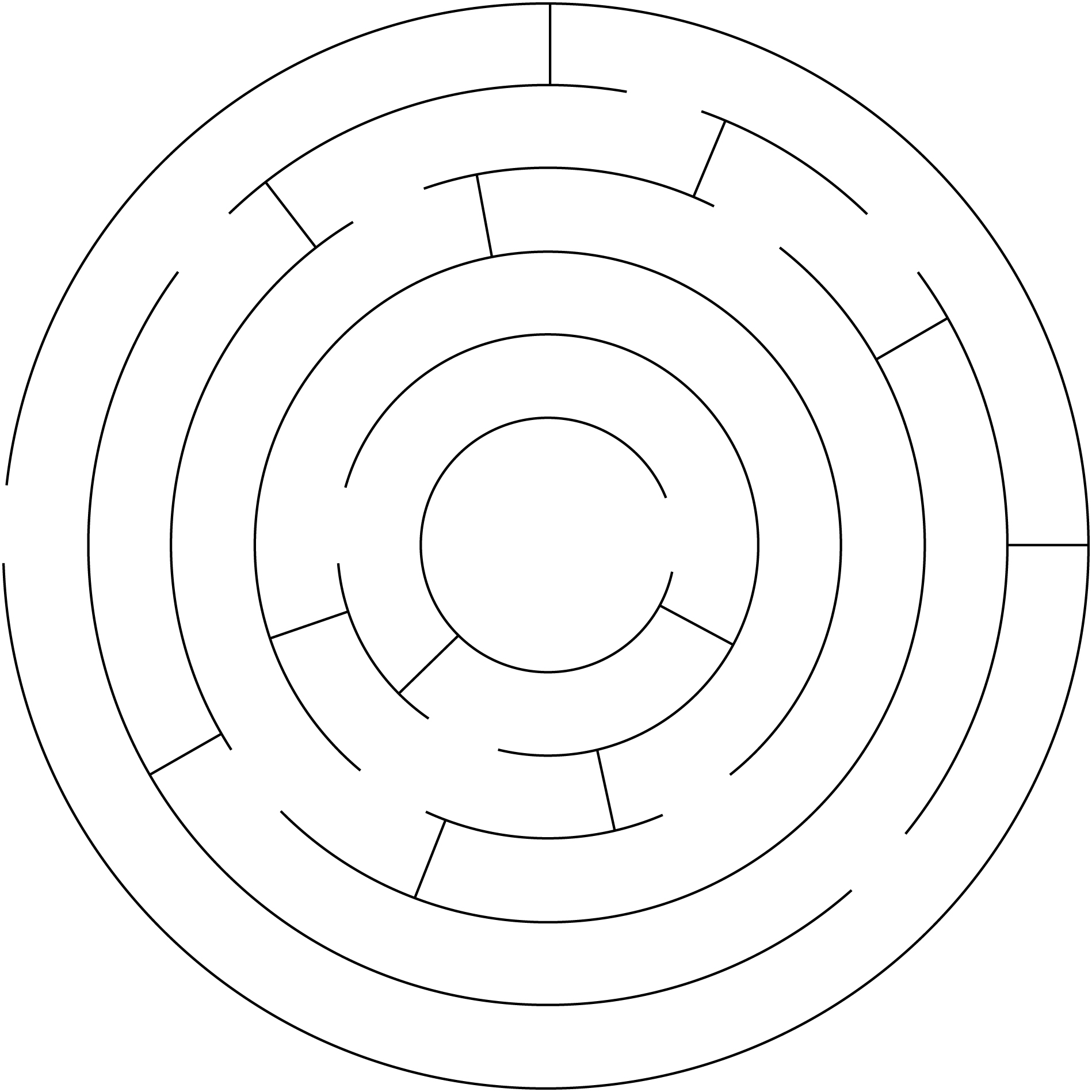
**Mazes Line Master 7–1**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Mazes Line Master 7–2**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Shape Art Line Master 8**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What I made: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Shapes I used: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My Route to School Line Master 9–1**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **SCHOOL** |

**My Route to School Line Master 9–2**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My route to school:

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**Shape Problems Line Master 10–1**

✂ – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – –

How many sides do I have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many corners do I have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I am a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

✂ – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – –

How many sides do I have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many corners do I have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I am a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Shape Problems Line Master 10–2**

✂ – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – –

I have 4 sides and 4 corners.

All of my sides are the same length.

All of my corners are the same size.

What am I? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw me!

✂ – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – –

I have 3 sides and 3 corners.

All of my sides are different lengths.

What am I? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw me!