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| **Identifying Congruent Lengths, Angles, and 2-D Shapes Behaviours/Strategies** |
| 1. Student recognizes and names familiar 2-D shapes, but is unable to match congruent shapes.

“This one’s a triangle. That one’s a square.”A picture containing text, clipart  Description automatically generated | 1. Student identifies how 2-D shapes are alike and how they are different, but has difficulty determining if the shapes are congruent.

A picture containing shape  Description automatically generated“The triangle has 3 sides. The square has 4 sides. Their sides are the same length. I don’t know if they’re congruent.” | 1. Student physically matches congruent 2-D shapes by rotating one shape and placing it on top of the other, but cannot explain why the shapes are congruent.

“They’re the same. They’re congruent.”Shape, arrow  Description automatically generated |
| **Observations/Documentation** |
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| 1. Student physically matches congruent 2-D shapes, but has difficulty mentally matching congruent shapes.

“I can’t tell if they’re congruent just by looking.”A picture containing clipart, ax, sport kite  Description automatically generated | 1. Student mentally matches congruent 2-d shapes, but doesn’t identify or describe congruent side lengths and angles.

A picture containing clipart, ax, sport kite  Description automatically generated“I just know they’re congruent.” | 1. Student uses mental and physical matching to determine if 2-D shapes are congruent and to identify congruent side lengths and angles.

Shape, rectangle, square  Description automatically generated“I visualized the angles and sides all matching, but when I physically matched them, I could see that all angles matched, but only 2 of the sides matched. One is a square and the other a rectangle. They are not congruent.” |
| **Observations/Documentation** |
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