

# Sharing Our Stories

## Line Master 1 (Assessment Master)

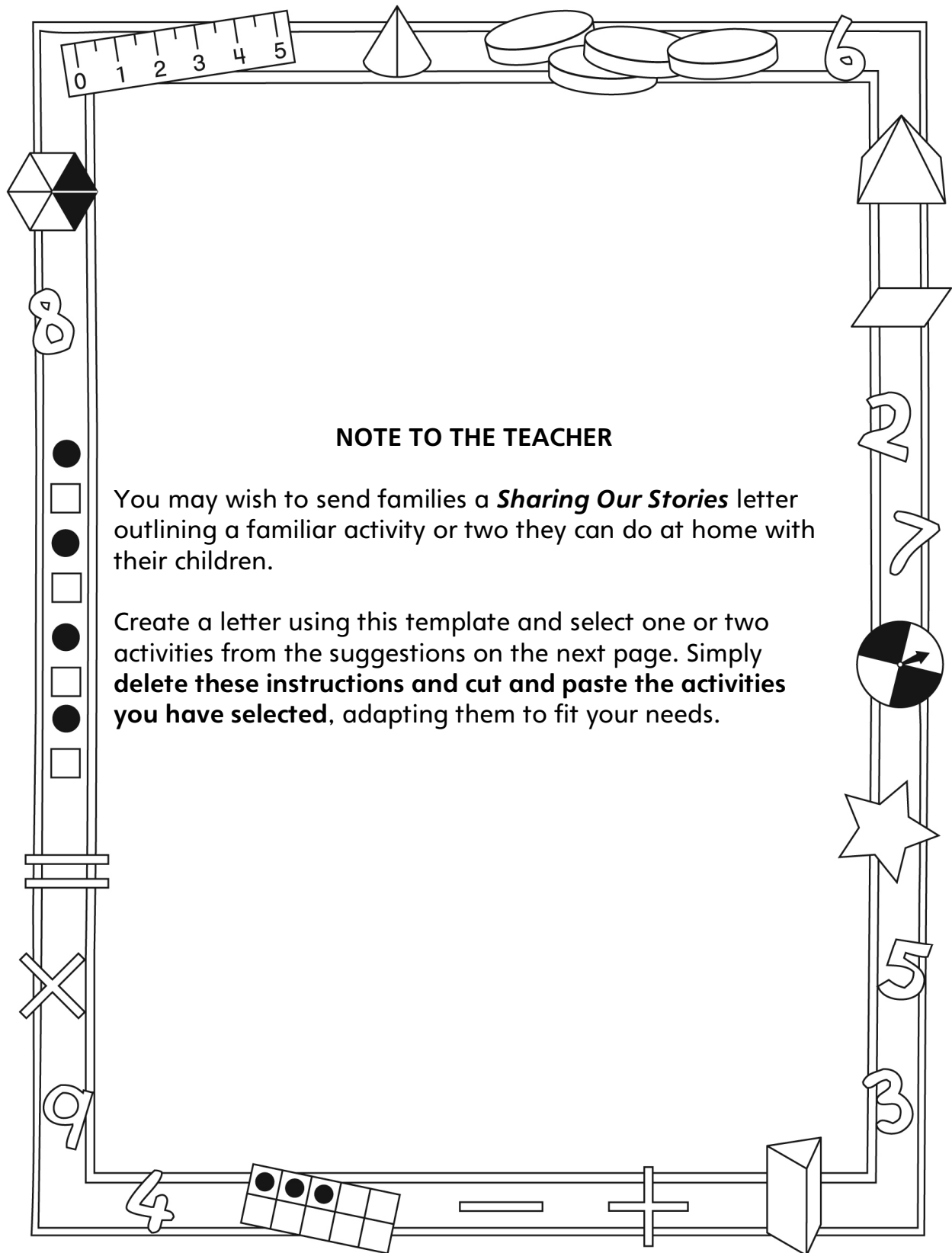
Name: \_\_\_\_\_

Explore lines of symmetry in 2-D shapes	Not observed	Sometimes	Consistently
Can explain what it means for a shape or design to be symmetrical			
Distinguishes between symmetrical and asymmetrical shapes			
Can identify the line(s) of symmetry on a 2-D shape			
Can construct a symmetrical design			
Can complete a symmetrical design			
<b>Explore 2-D shapes</b>			
Identifies and describes various shapes according to geometric properties			
Recognizes and identifies 2-D shapes embedded in 3-D objects			
Connects 2-D shapes to 3-D solids			

**Strengths:**

**Next Steps:**

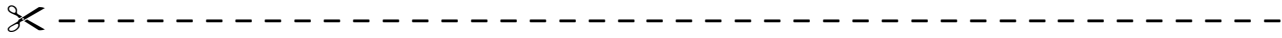
# Connecting Home and School Line Master 2-1



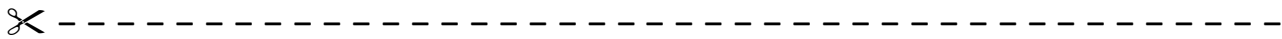
# Connecting Home and School Line Master 2–2

Dear Family:

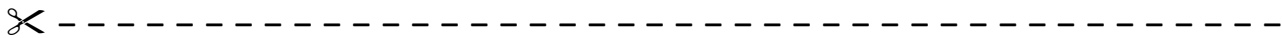
We have been reading *Sharing Our Stories*, which engages children in conversations, investigations, and activities to help develop understanding of the big math idea that “Shapes and solids can be transformed in many ways.” We have been exploring 2-D shapes and lines of symmetry on shapes. Try this activity at home with your child.



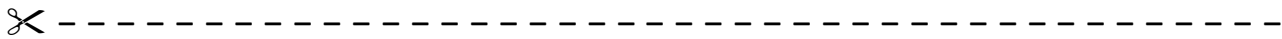
**Reading the Story:** As you read the story, encourage your child to identify and describe the 2-D shapes she/he see. Invite him/her to count the number of sides and vertices (corners) each shape has and to determine if the shape is symmetrical. Discuss what it means for a shape to be symmetrical and look for examples of symmetry throughout the book.



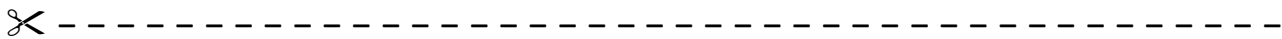
**Shape Treasure Hunt:** Encourage your child to look for shapes around your home and on the way to school, and to record what she/he finds using words and drawings. Challenge your child to find 2-D shapes on 3-D solids and record them as well (e.g., the rectangular side of a toaster, the square on the bottom of a milk carton). Invite your child to bring his/her findings to school and share them with the class.



**Symmetrical Designs:** Invite your child to create a symmetrical design. Provide her/him with a blank sheet of paper or grid paper and draw a line down the middle (either horizontally or vertically). Remind your child that both sides/halves of the paper have to match (same shapes, same colours, same design).



**Shape I Spy:** Invite your child to identify 2-D shapes through a game of I Spy. For example, if your child sees a triangle, he/she might say, “I spy a shape with 3 sides.” Encourage him/her to give increasingly detailed clues that include lines of symmetry (e.g., “I spy a shape with 4 vertices (corners) and 2 lines of symmetry”).



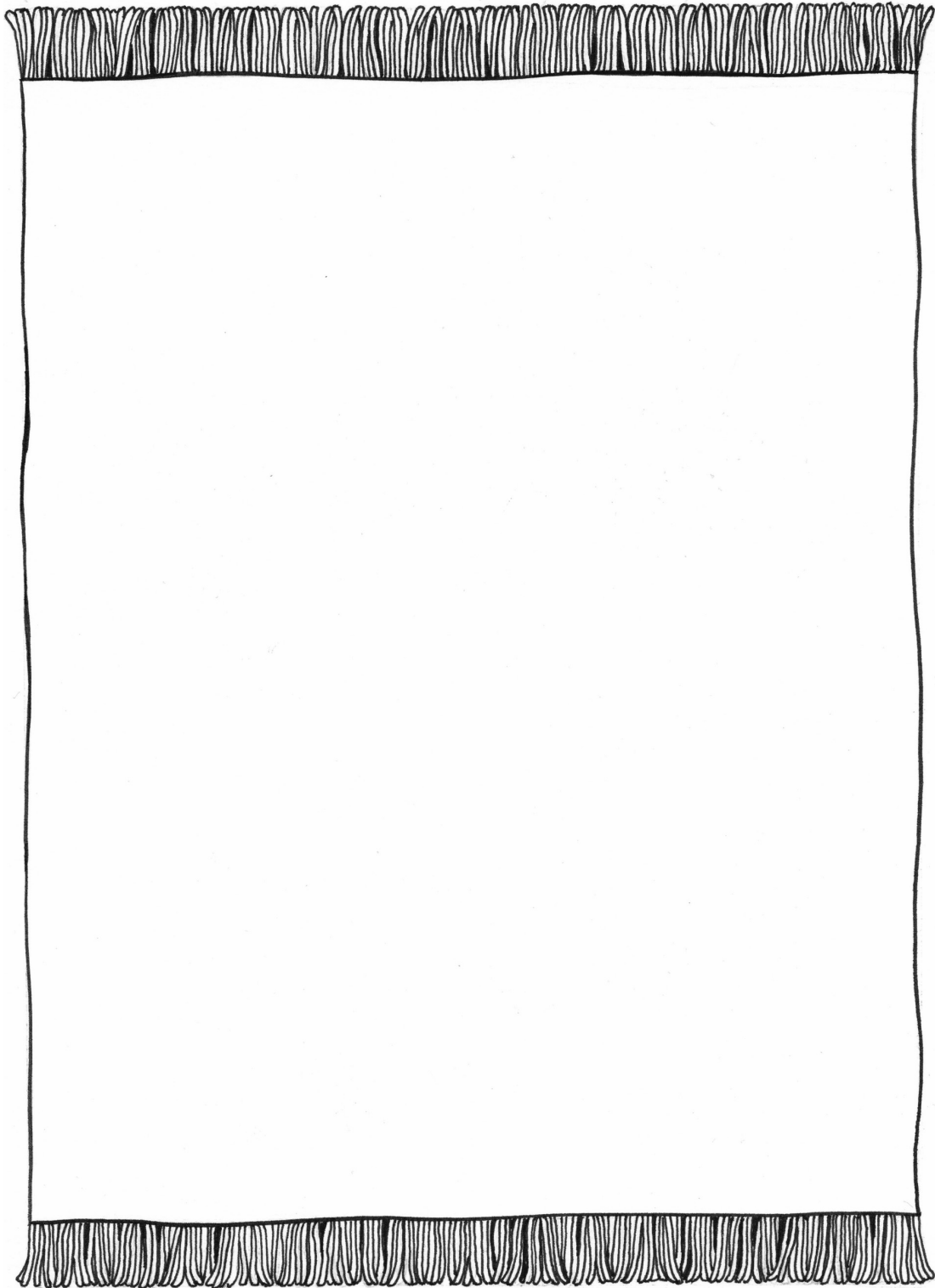
Sincerely,

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# Sharing Our Stories

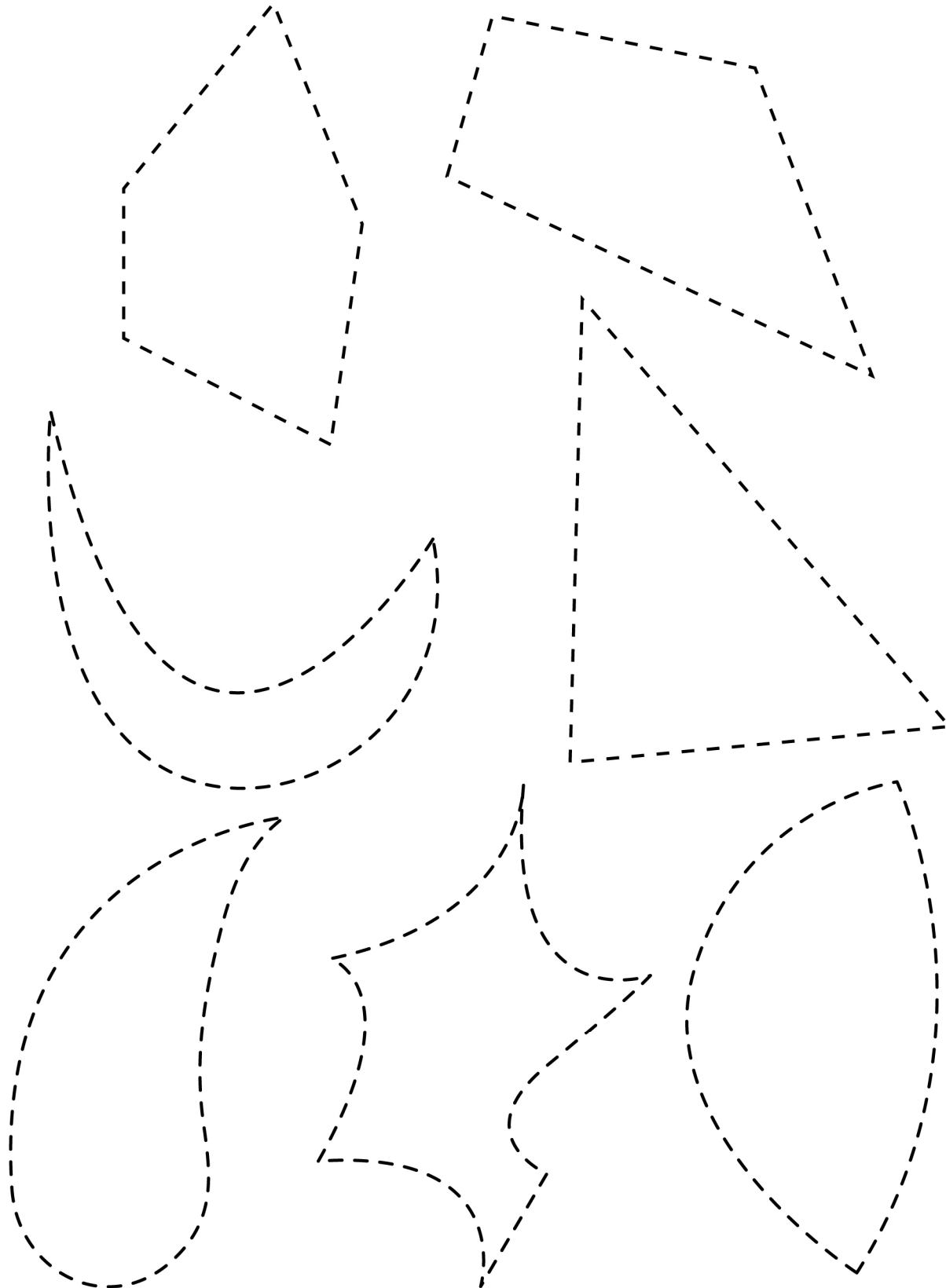
## Math Mat

Line Master 3



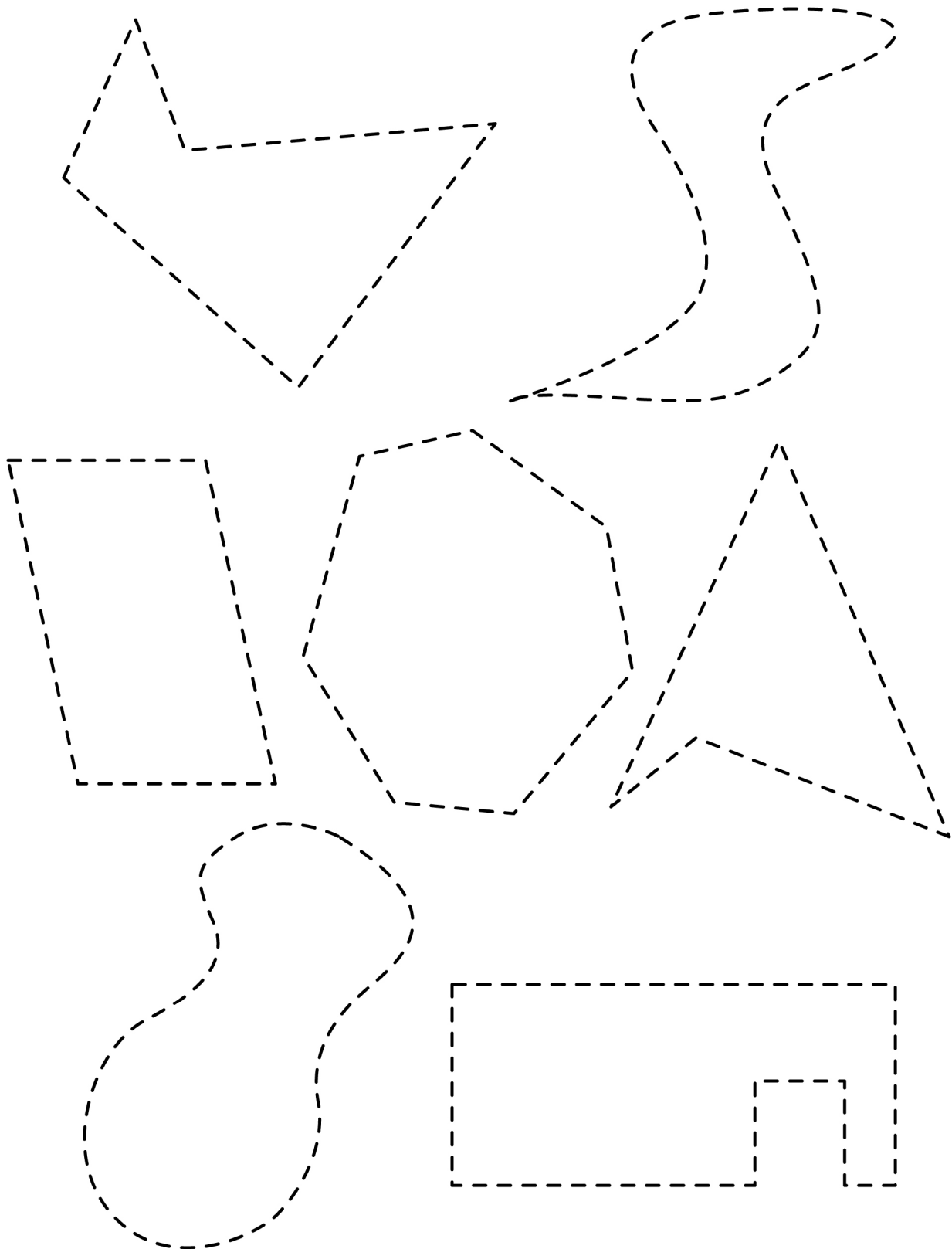
# Symmetrical and Asymmetrical Shapes

Line Master 4-1



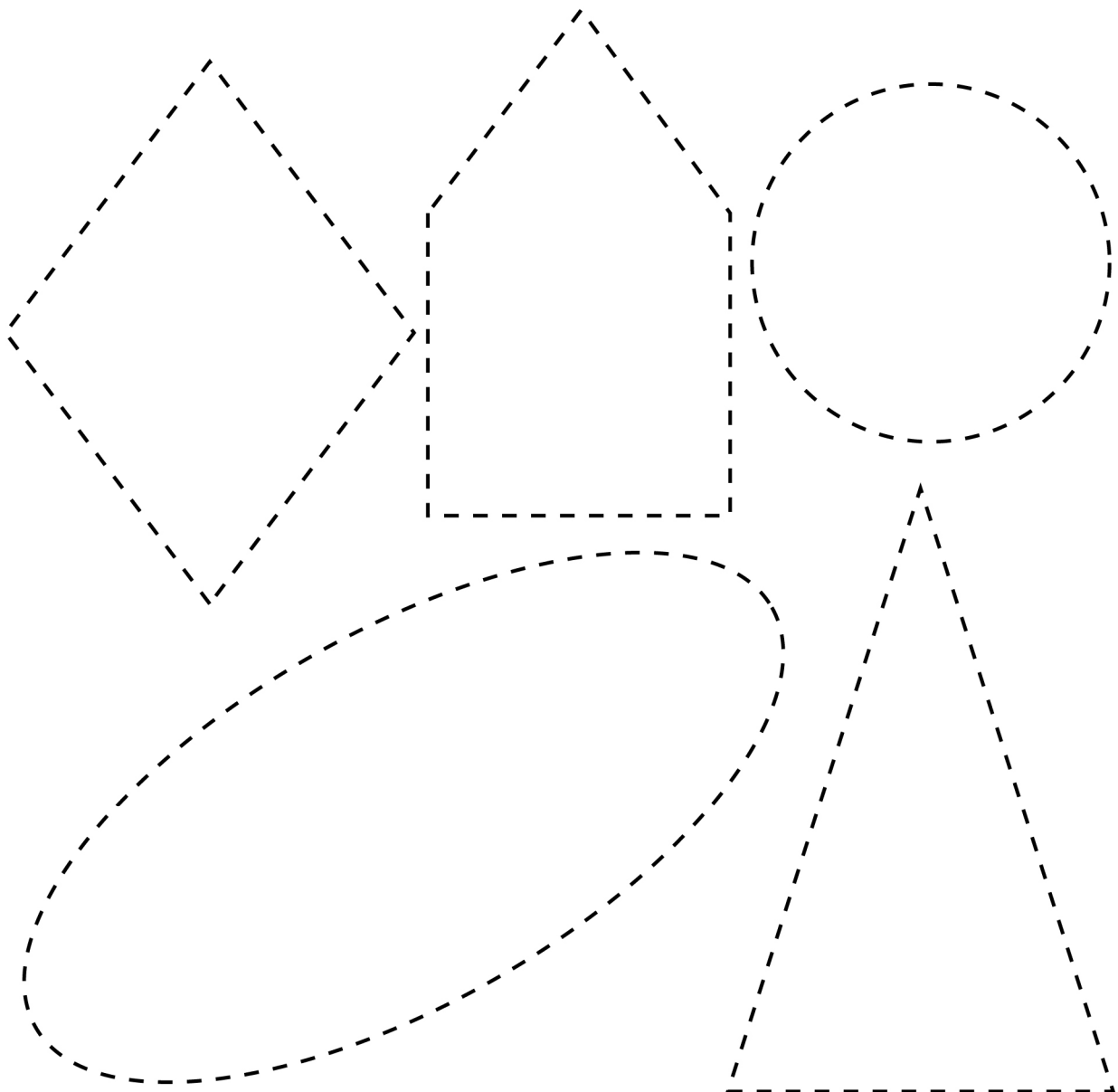
# Symmetrical and Asymmetrical Shapes

Line Master 4-2



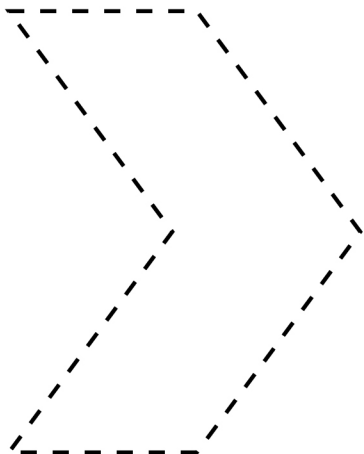
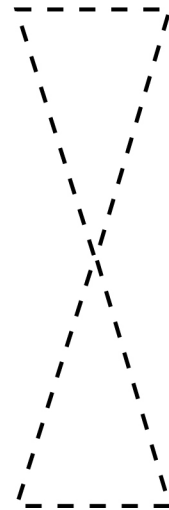
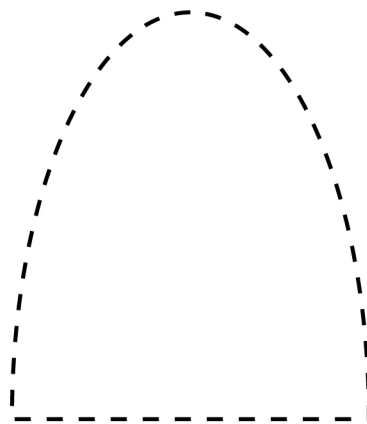
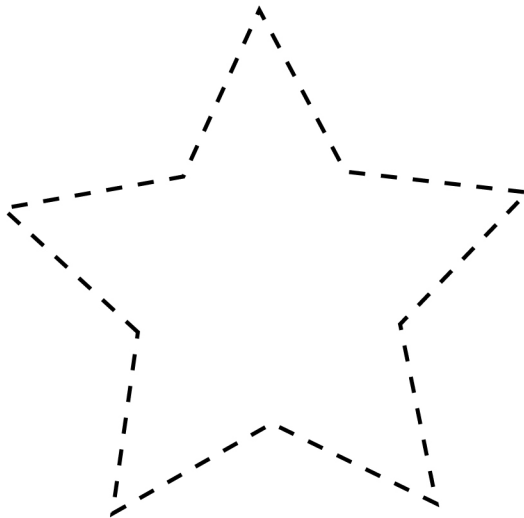
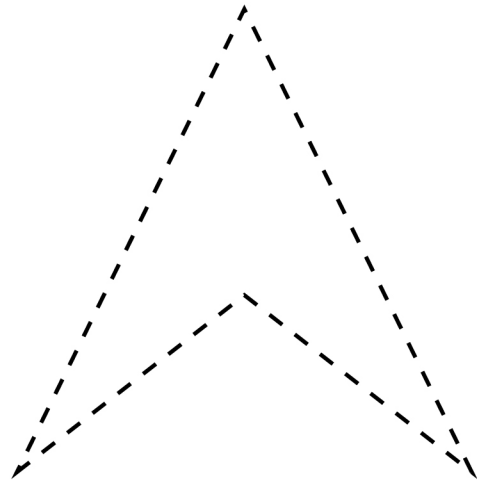
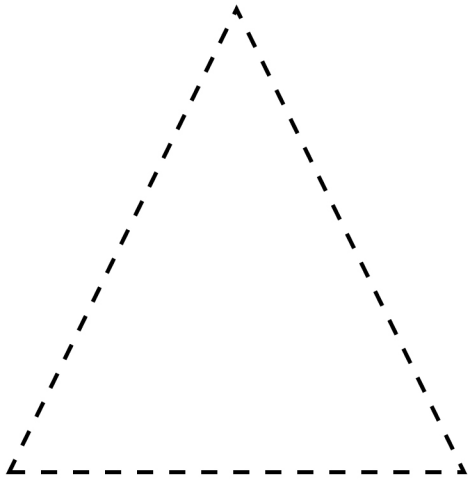
# Symmetrical and Asymmetrical Shapes

Line Master 4-3



# Symmetrical and Asymmetrical Shapes

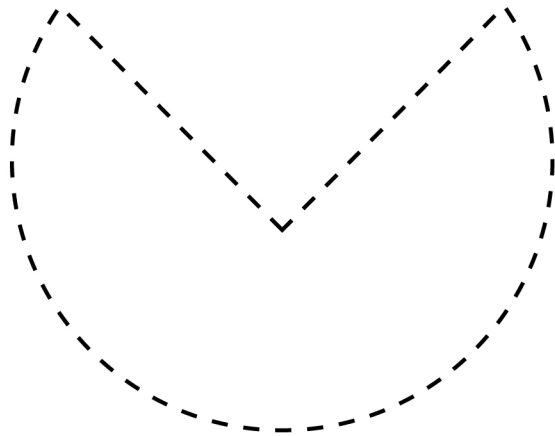
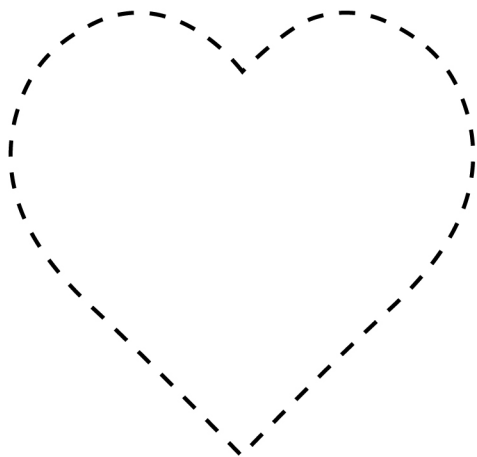
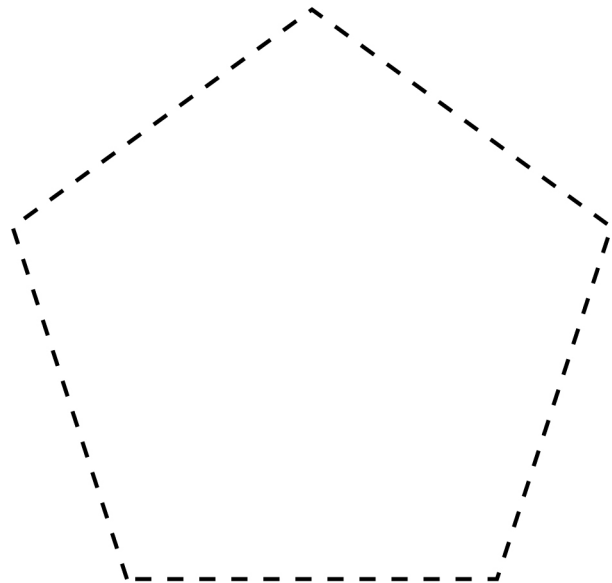
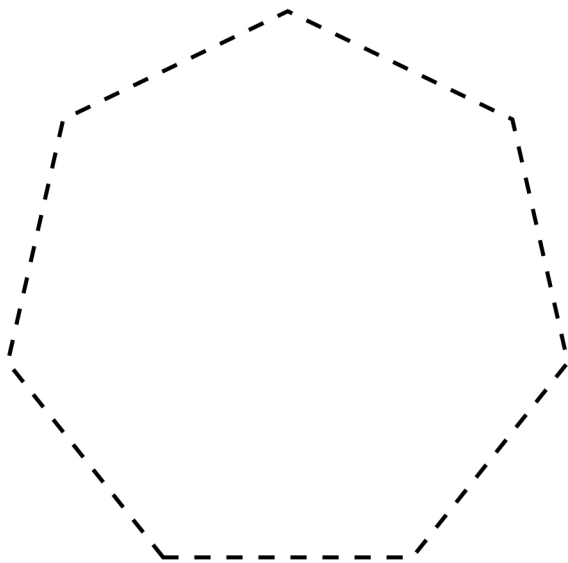
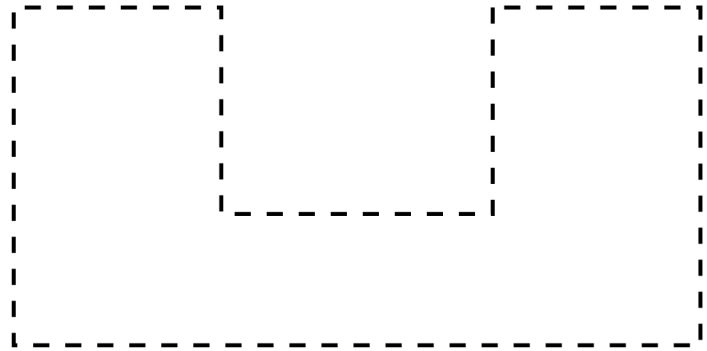
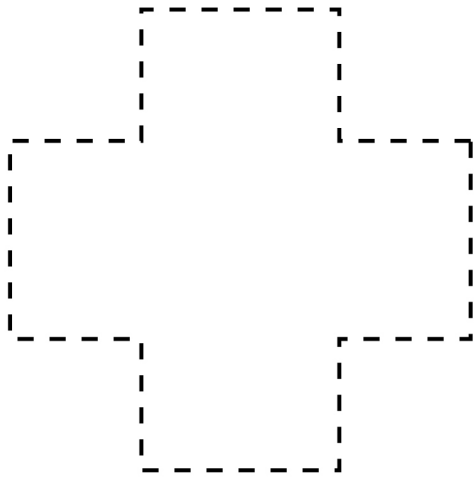
## Line Master 4-4





# Symmetrical and Asymmetrical Shapes

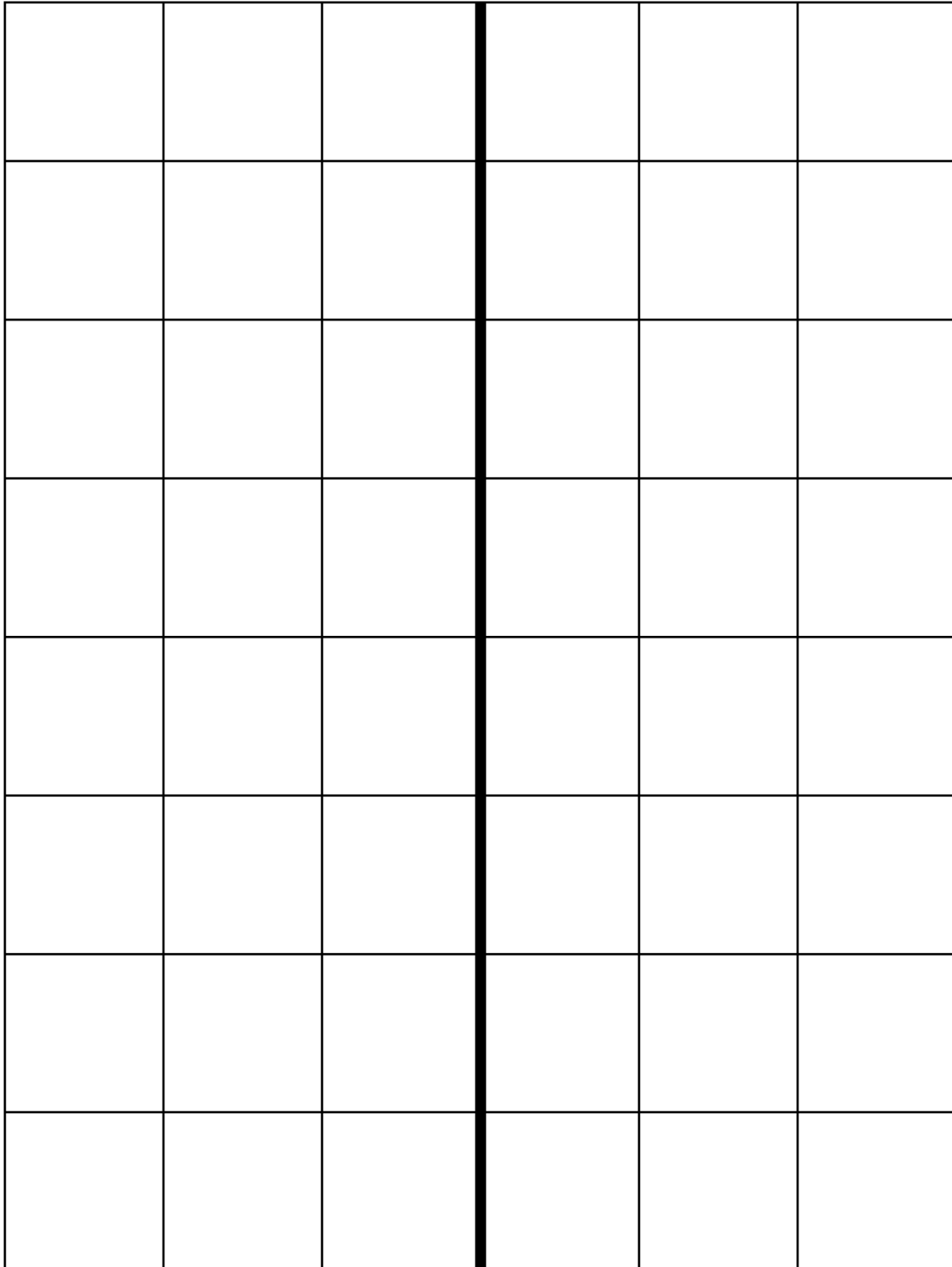
Line Master 4-5



# Symmetry Grid

# Line Master 5-1

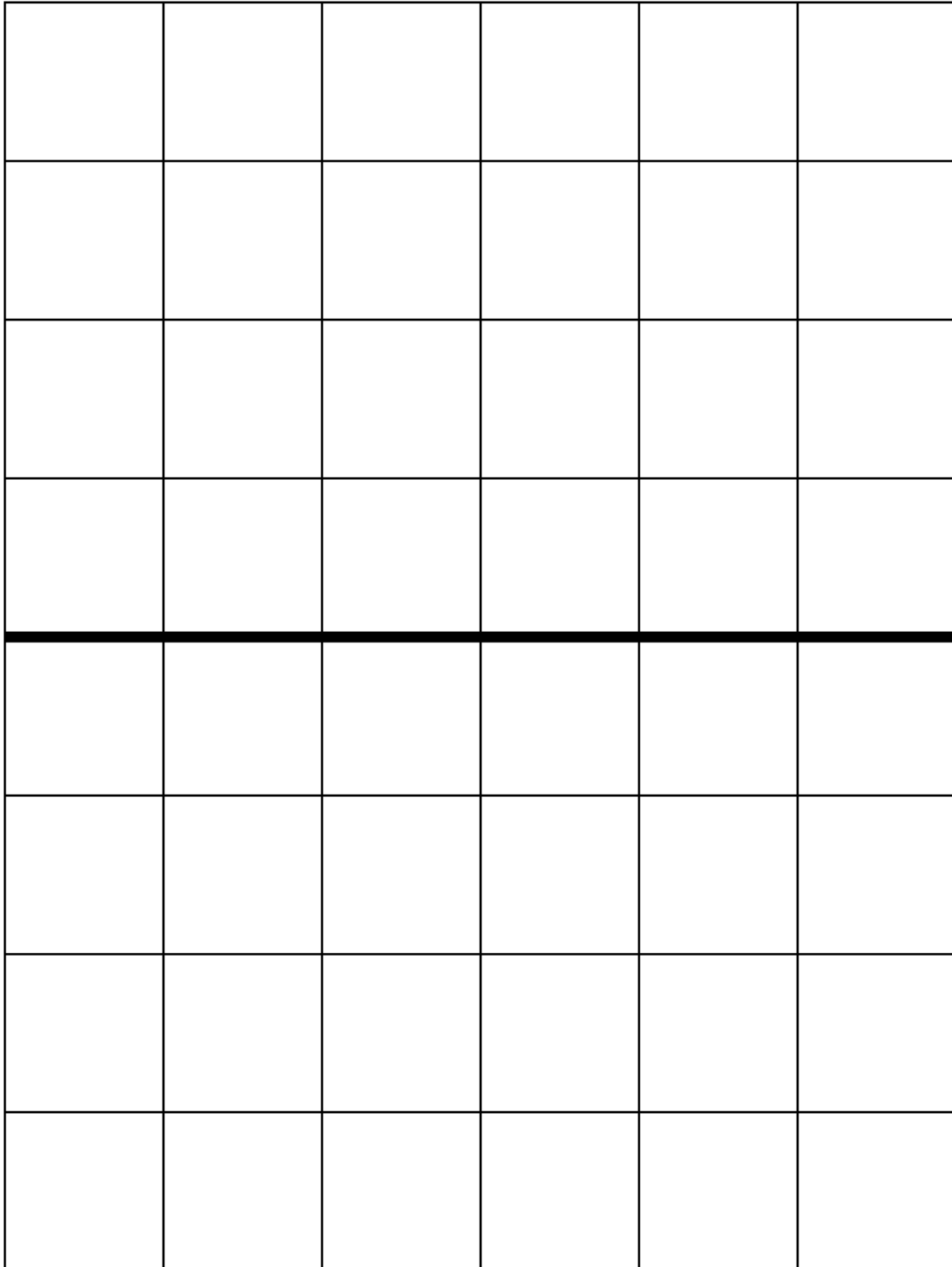
Name: \_\_\_\_\_



# Symmetry Grid

## Line Master 5-2

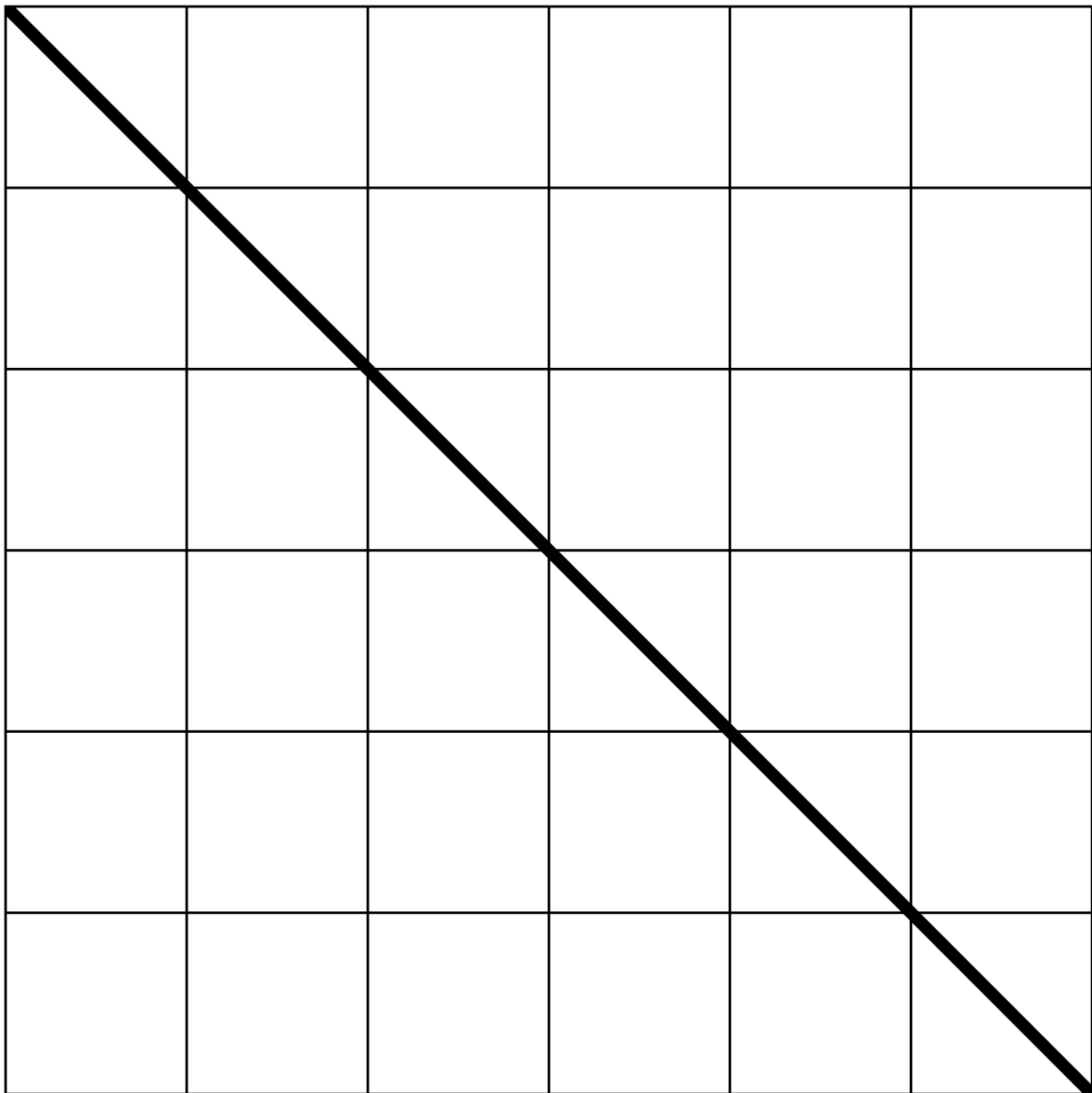
Name: \_\_\_\_\_



# Symmetry Grid

## Line Master 5-3

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



# Shape Story Template

## Line Master 6-1



My Shape Story

By \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Shape Story Template

## Line Master 6--2

The image shows a large rectangular area enclosed by a dashed line, indicating it is a template to be cut out. The area is divided into two columns by a solid vertical line. Each column contains three horizontal lines for writing.

# Treasure Hunt

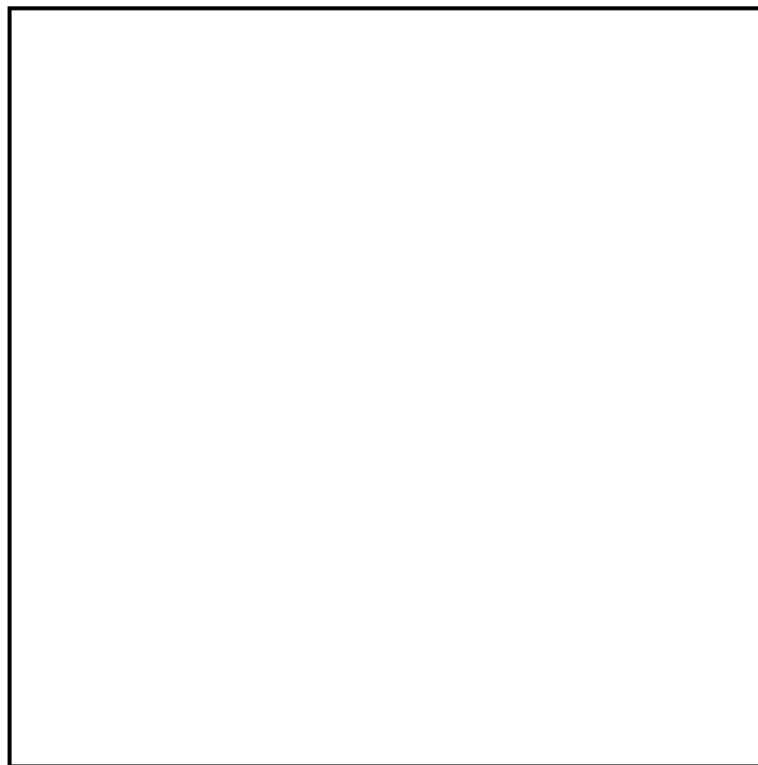
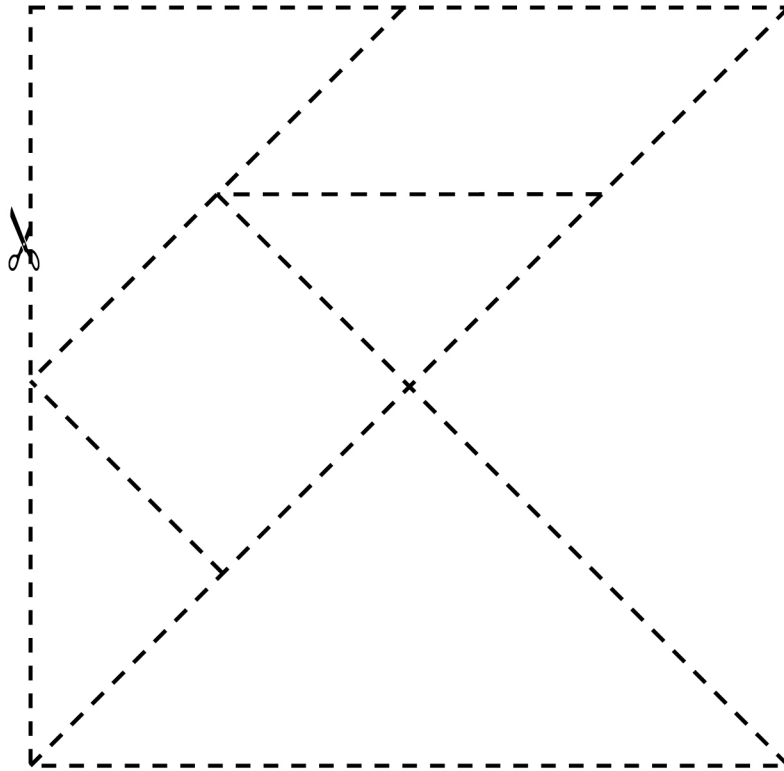
# Line Master 7

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

Object	Shape	What I Know About the Shape

# Shape Puzzles

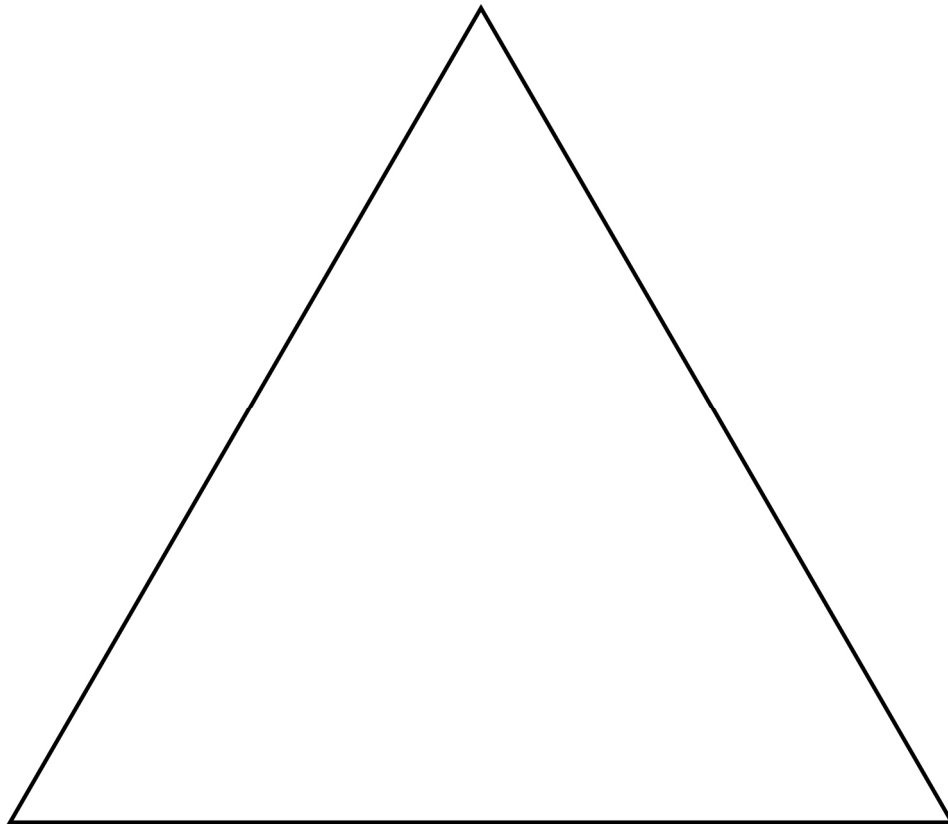
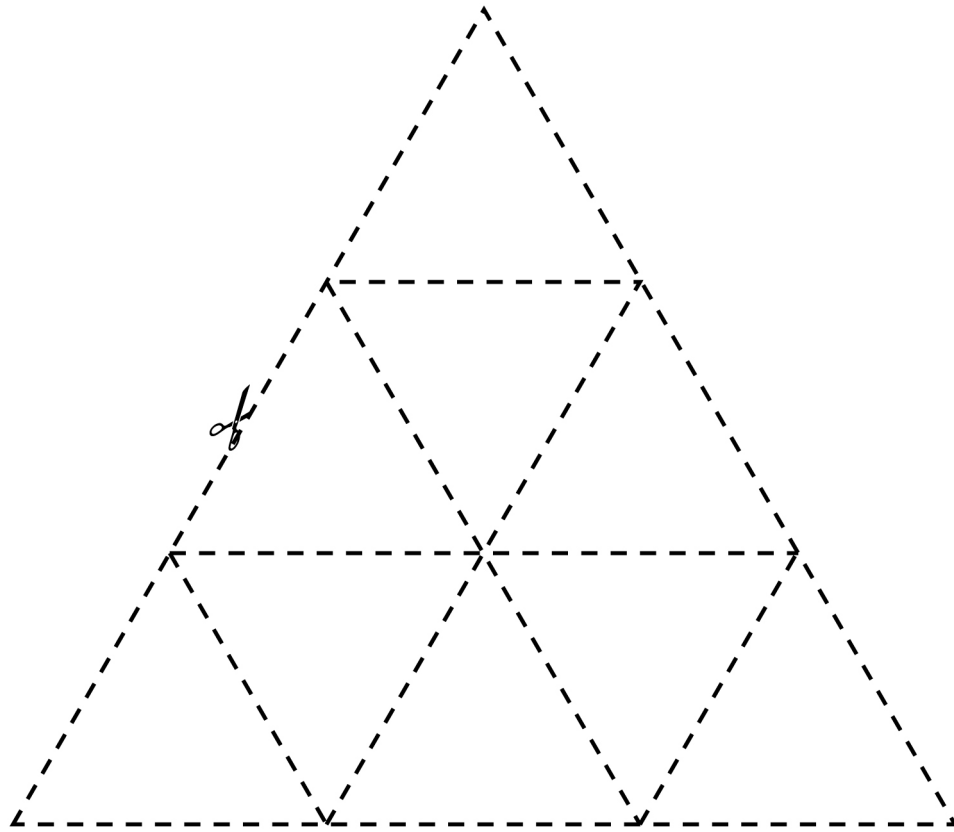
## Line Master 8-1





# Shape Puzzles

# Line Master 8-2



# Search for Symmetry

## Line Master 9

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

Shape	Number of Lines of Symmetry

# Shape Profile

## Line Master 10

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

Shape: \_\_\_\_\_



My shape has \_\_\_\_\_ sides.

My shape has \_\_\_\_\_ vertices.

My shape has \_\_\_\_\_ lines of symmetry.

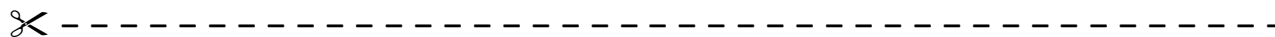
Interesting fact: \_\_\_\_\_

\_\_\_\_\_

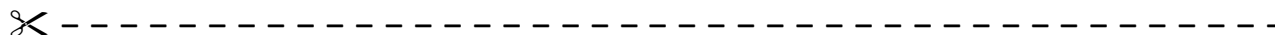
\_\_\_\_\_

# Symmetry Problems

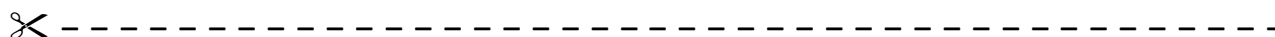
## Line Master 11-1



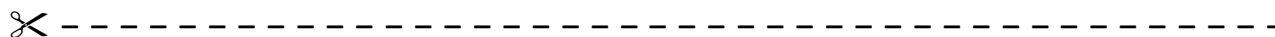
Draw a shape that has 1 line of symmetry.



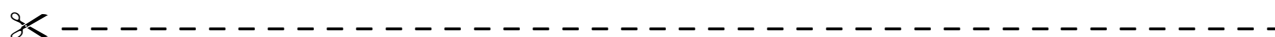
Draw a shape that has more than 1 line of symmetry.



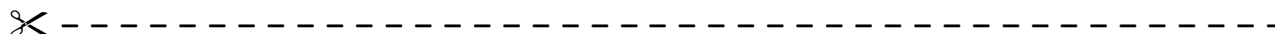
Draw a shape that has no lines of symmetry.



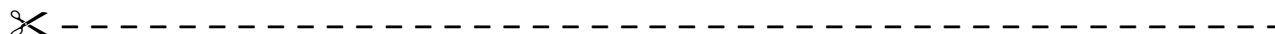
Draw a symmetrical shape that has 3 sides.



Draw a symmetrical shape that has 4 sides.

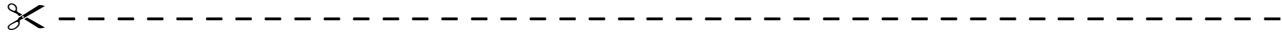


Draw a shape that has 3 sides and no lines of symmetry.

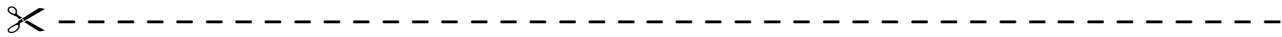
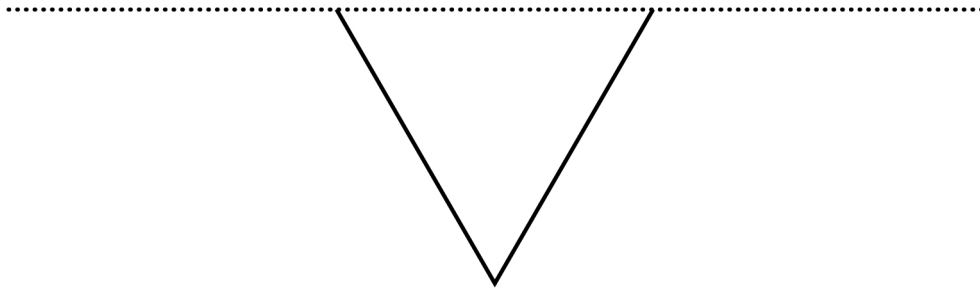


# Symmetry Problems

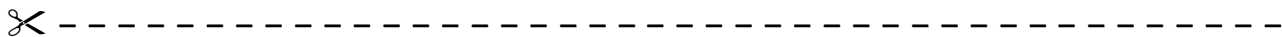
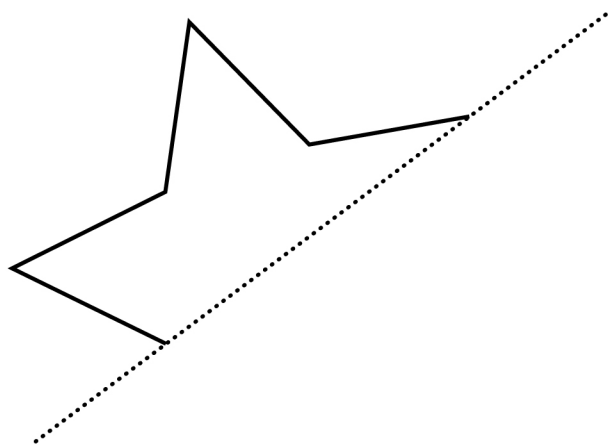
## Line Master 11-2



Complete the symmetrical shape.

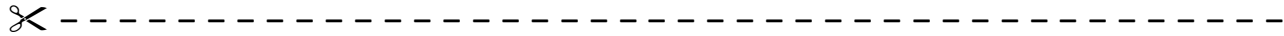


Complete the symmetrical shape.



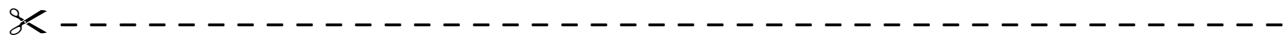
# Symmetry Problems

## Line Master 11–3



I have 4 sides and 2 lines of symmetry. What shape am I?

Show how you know.



I have 5 sides and 1 line of symmetry. What shape am I?

Show how you know.

