

KEY: Students may include more information than is suggested, but must have * items.

Geo Jammin'
Summative Assessment B – **KEY**

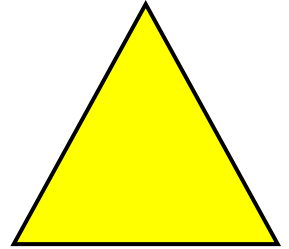
1. SHOW AND TELL (MA.C.1.1.1.2.1, MA.C.1.1.1.2.4, LA.B.2.1.2.2.3)

What Am I?

Cube Pyramid Triangle Rectangular Solid

Which Am I?

Two-dimensional Three-dimensional



Why?

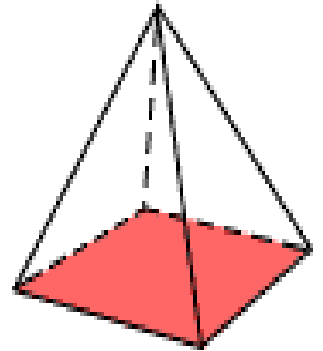
It is two-dimensional because it is *flat and can only be *measured in two directions. You can measure height and length. It has one *surface and the lines are called *sides. It has *angles and *vertices.

What Am I?

Cube Pyramid Cylinder Triangle

Which Am I?

Two-dimensional Three-dimensional



Harcourt Brace illustration

Why?

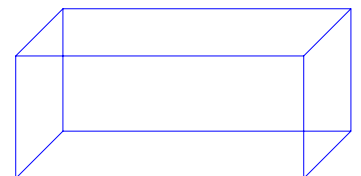
It is three-dimensional because it can be *measured in three-directions. You can measure height, length, and depth. The flat areas are the *faces and where faces touch are the *edges. It has many *vertices and *angles, OR it has more *vertices and *angles than a triangle or a two-dimensional figure.

What Am I?

Cube Pyramid Cylinder Rectangular Solid

Which Am I?

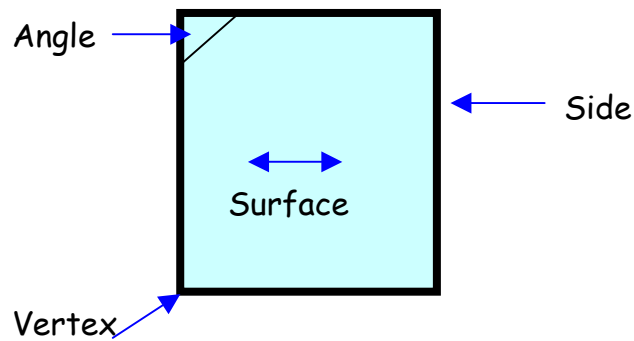
Two-dimensional Three-dimensional



Why?

It is three-dimensional because it can be *measured in three-directions. You can measure height, length, and depth. The flat areas are the *faces and where faces touch are the *edges. It has many *vertices and *angles, OR it has more *vertices and *angles than a rectangle or a two-dimensional figure.

2. Look at the shape. (MA.C.1.1.1.2.1, MA.C.1.1.1.2.2, MA.C.1.1.1.2.3, MA.C.1.1.1.2.4, LA.B.2.1.2.2.3)



This shape is: two-dimensional or three-dimensional (Circle one)

Why?

The student must convince you that they clearly and completely understand why this is a two-dimensional figure. The student can include these items:

A square

**** Two-dimensional***

**** Measured in two directions***

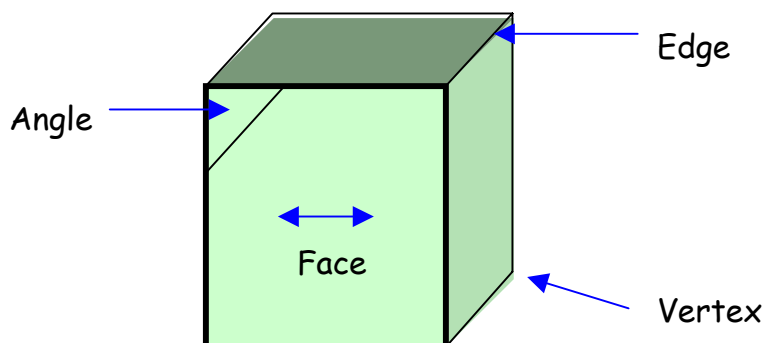
Has one flat area called a surface

The lines are called side(s) OR it has four sides, OR four equal sides

Where sides meet there is an angle and a vertex OR It has four angles and four vertices

A student may not mention all of these, but should have a sufficient amount that it is clear they understand what the attributes of two-dimensional objects are. *Items must be included.

Name something you can think of that has this shape. **Any appropriate example**



This shape is: two-dimensional or three-dimensional (Circle one)

Why?

The student must convince you that they clearly and completely understand why this is a three-dimensional figure. The student can include these items:

A cube

Solid

**** Three-dimensional***

**** Measured in three directions***

It has many flat areas called face(s)

Where faces meet it has an edge(s)

Where edges meet there is an angle(s) and a vertex(ices)

A student may not mention all of these, but should have a sufficient amount that it is clear they understand what the attributes of three-dimensional objects are. * Items must be included.

Name something you can think of that has this shape. **Any appropriate example**

3. Sort, Match, Name (MA.C.1.1.1.2.3, MA.C.1.1.1.2.4)

Cut out each picture. Match each two-dimensional picture with the correct three-dimensional picture. Paste each on the page. The 2-D and 3-D objects should match across. Write the geometric name for each shape you have pasted.

TWO-DIMENSIONAL



Geometric Name

Triangle



Geometric Name

Circle



Geometric Name

Square



Geometric Name

Rectangle

THREE-DIMENSIONAL



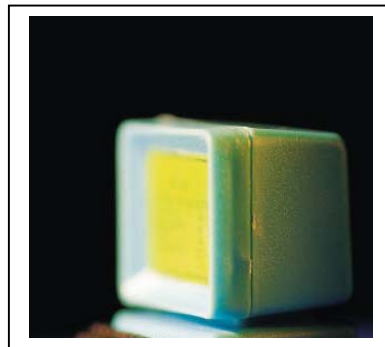
Geometric Name

Pyramid



Geometric Name

Cylinder



Geometric Name

Cube



Geometric Name

**Rectangular
Solid**