

Zoom In, Zoom Out

Line Master 1 (Assessment Master)

Name: _____

Identify Shapes	Not observed	Sometimes	Consistently
Describes and names 2-D shapes			
Creates 2-D shapes			
Sorts and re-sorts 2-D shapes			
Relates 2-D shapes to 3-D objects			
Locate Objects			
Describes location of objects using positional language			
Follows and gives directions			
Locates and describes location on a grid			

Strengths:

Next Steps:

Line Master 2-1



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 ***Zoom In, Zoom Out***, which engages children in conversations, investigations, and activities that help develop their understanding of the big math ideas that “Shapes and solids can be explored and compared based on attributes” and “Objects can be located in space and looked at from different perspectives.” Particular focus is placed on identifying 2-D shapes and locating 3-D objects. Try this activity at home with your child.



Reading the Story: As you read the story, enjoy predicting what the children are looking at. Talk about the different shapes they see and others that are evident. When you are out with your child, draw attention to shapes in the environment by playing a version of I Spy: **I spy something round like a circle above the fence. What do I spy?** Encourage your child to take on the role of describing what he/she sees, describing the shapes and position.



Trace It, Name It: We are learning about the properties of different shapes. Your child has brought home some cutout shapes. Place them on a surface and say: **I’m going to trace one of these shapes on your back.** Trace it and invite your child to identify the shape you chose to trace. Reverse roles.



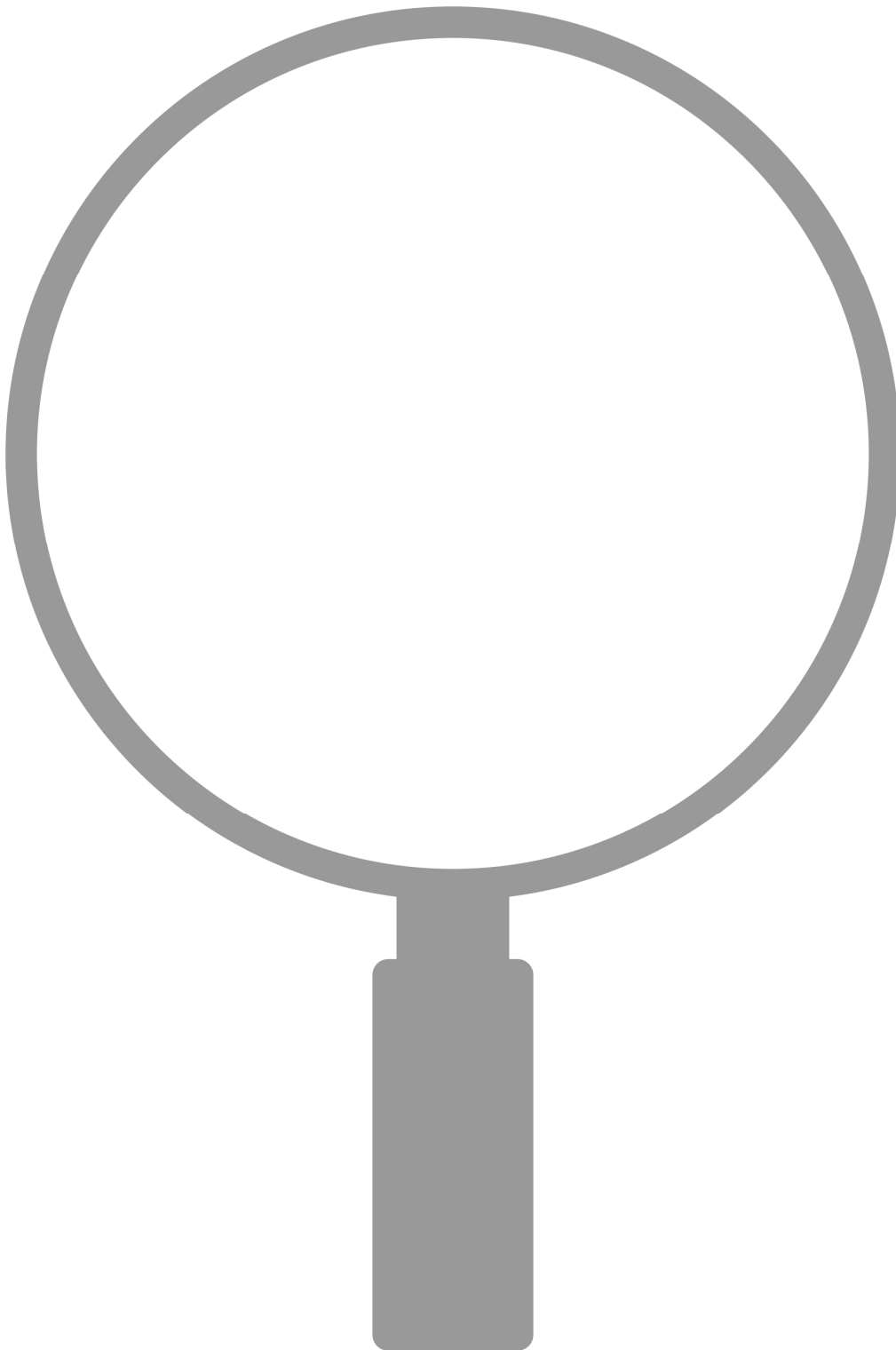
Where Is It? We are focusing on describing the location of things using words such as *above, below, beside, between, near, to the right, to the left, behind, in front of, on top of, under, over*. Secretly choose an item and describe where it is using these words. For example, say: **My secret object is between the door and the window. It is on the table near my coffee cup.** You might also choose an item and invite your child to ask questions about the location, ones that you answer with “Yes” or “No.” For example, ask: **Is your secret object beside the TV?** Reverse roles and listen to your child describe the location of a secret object.



Sincerely,

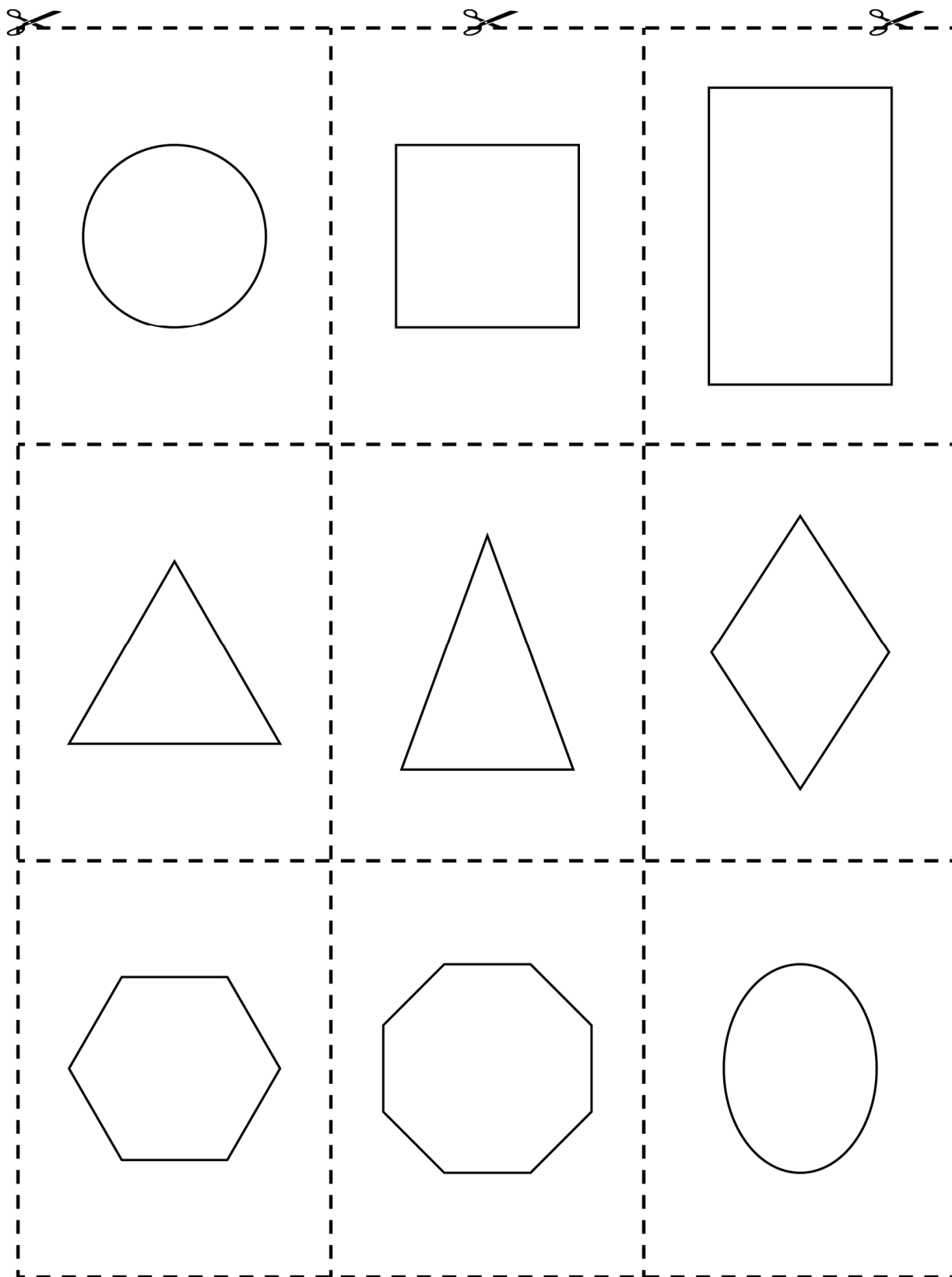
Zoom In, Zoom Out **Math Mat**

Line Master 3



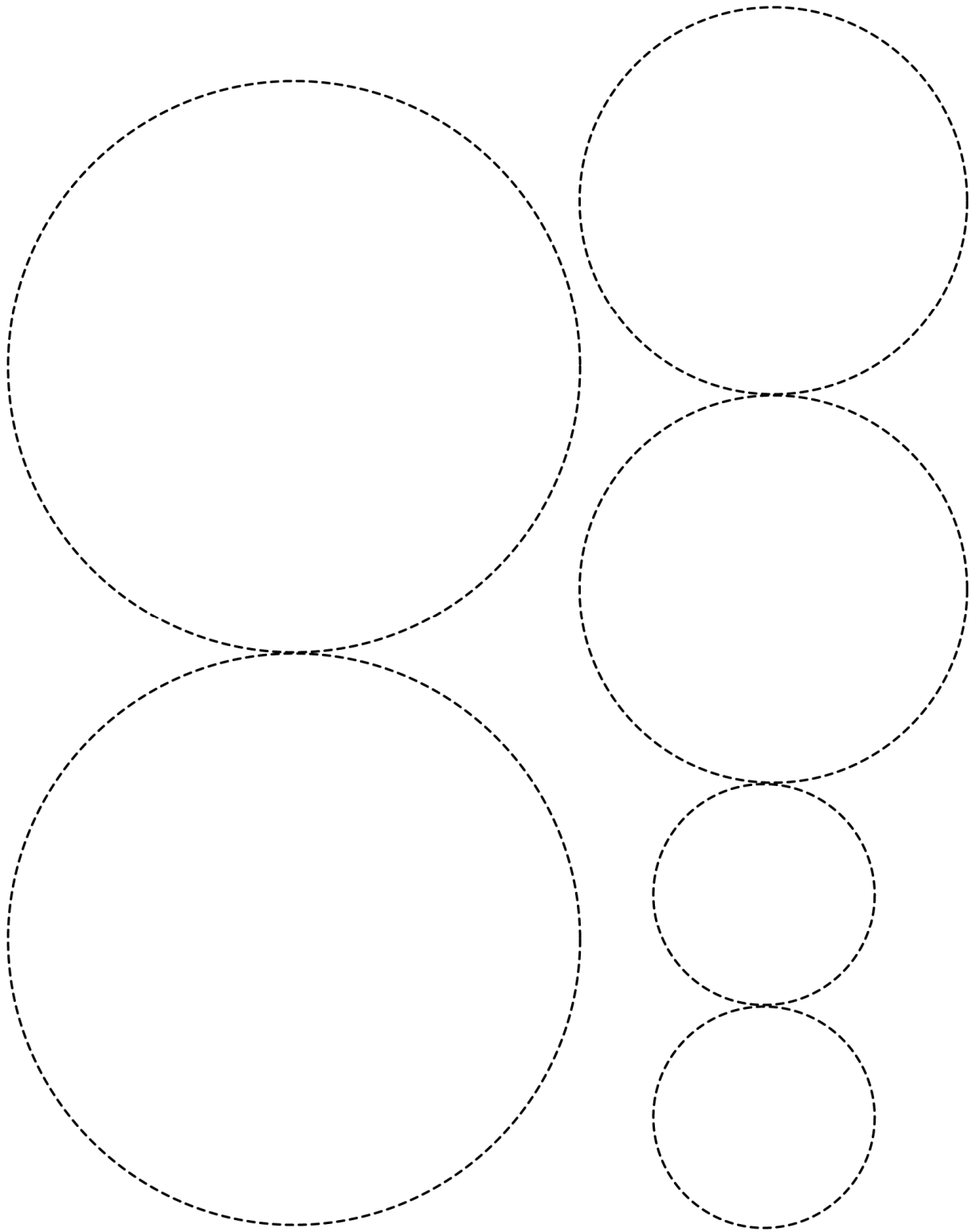
Shape Cards

Line Master 4



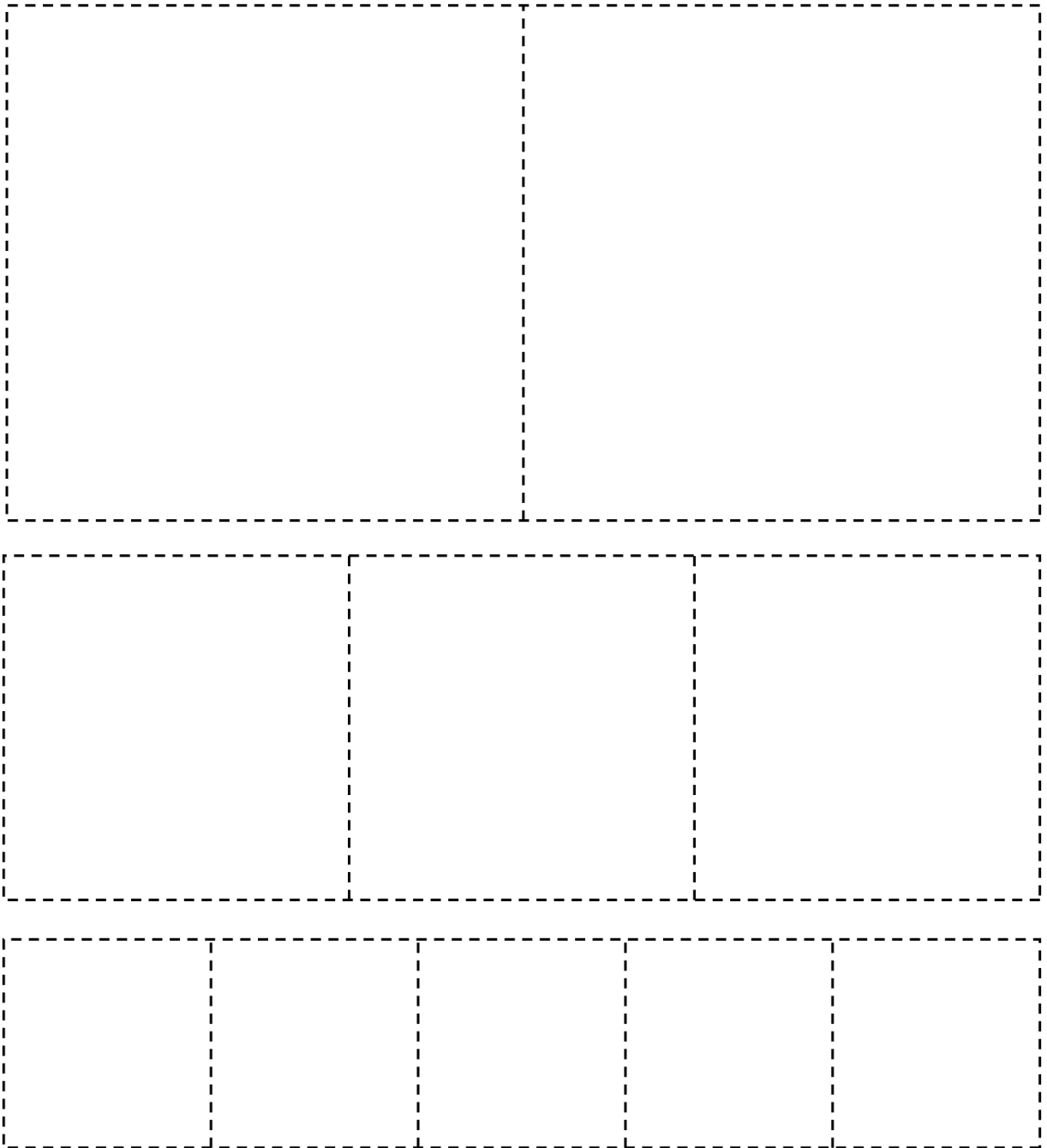
Shape Cutouts

Line Master 5-1



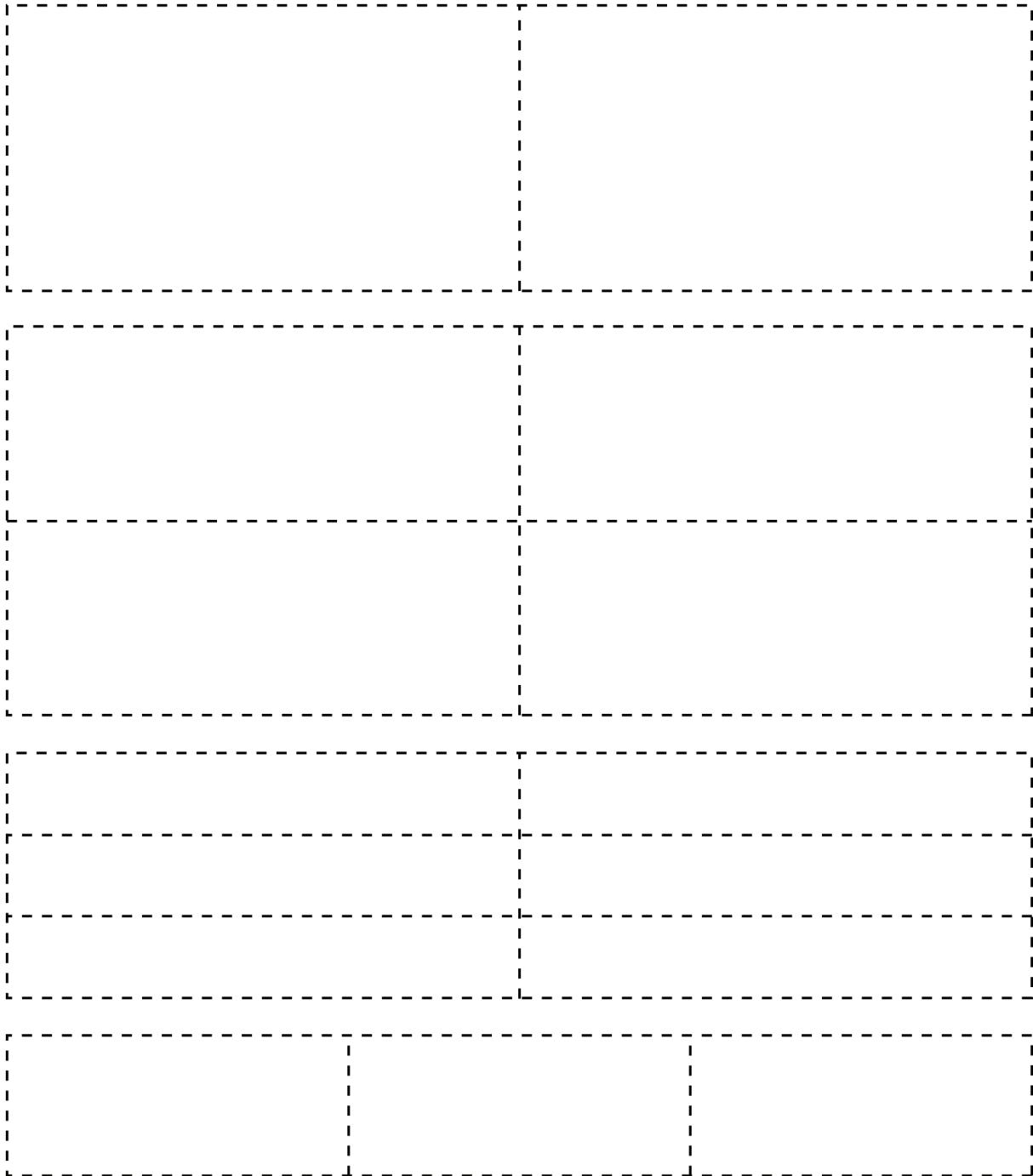
Shape Cutouts

Line Master 5-2



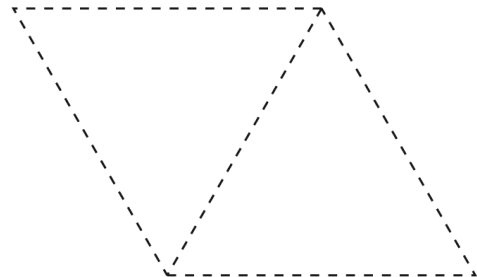
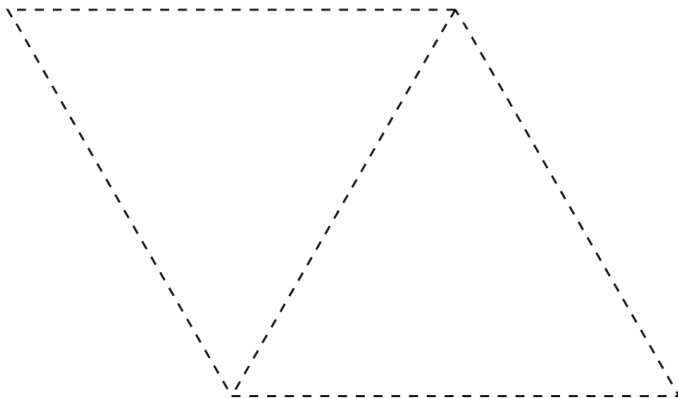
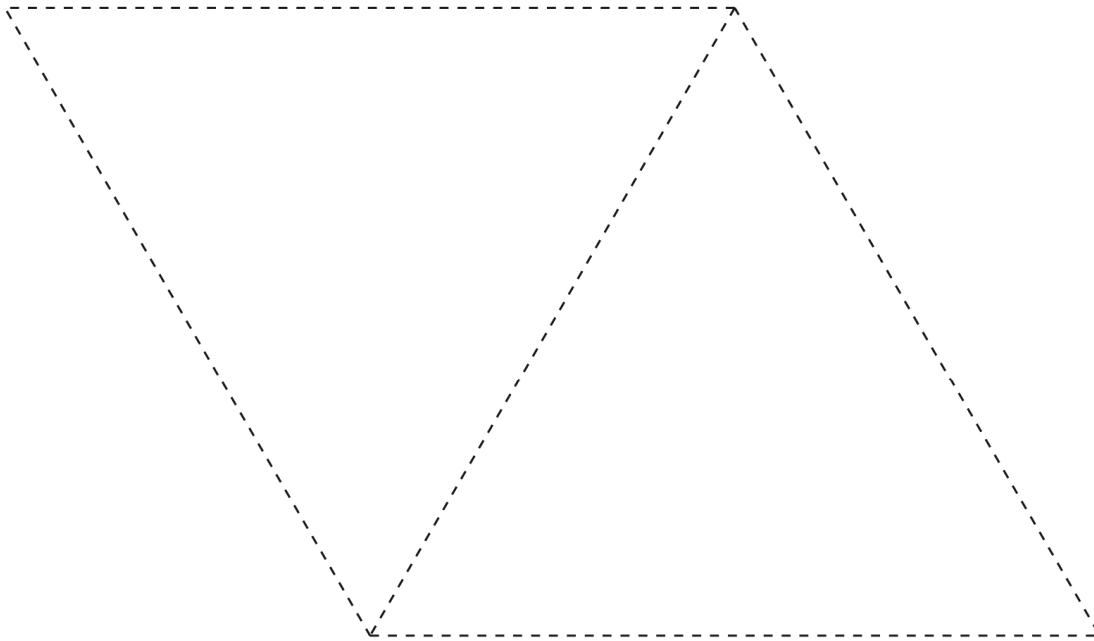
Shape Cutouts

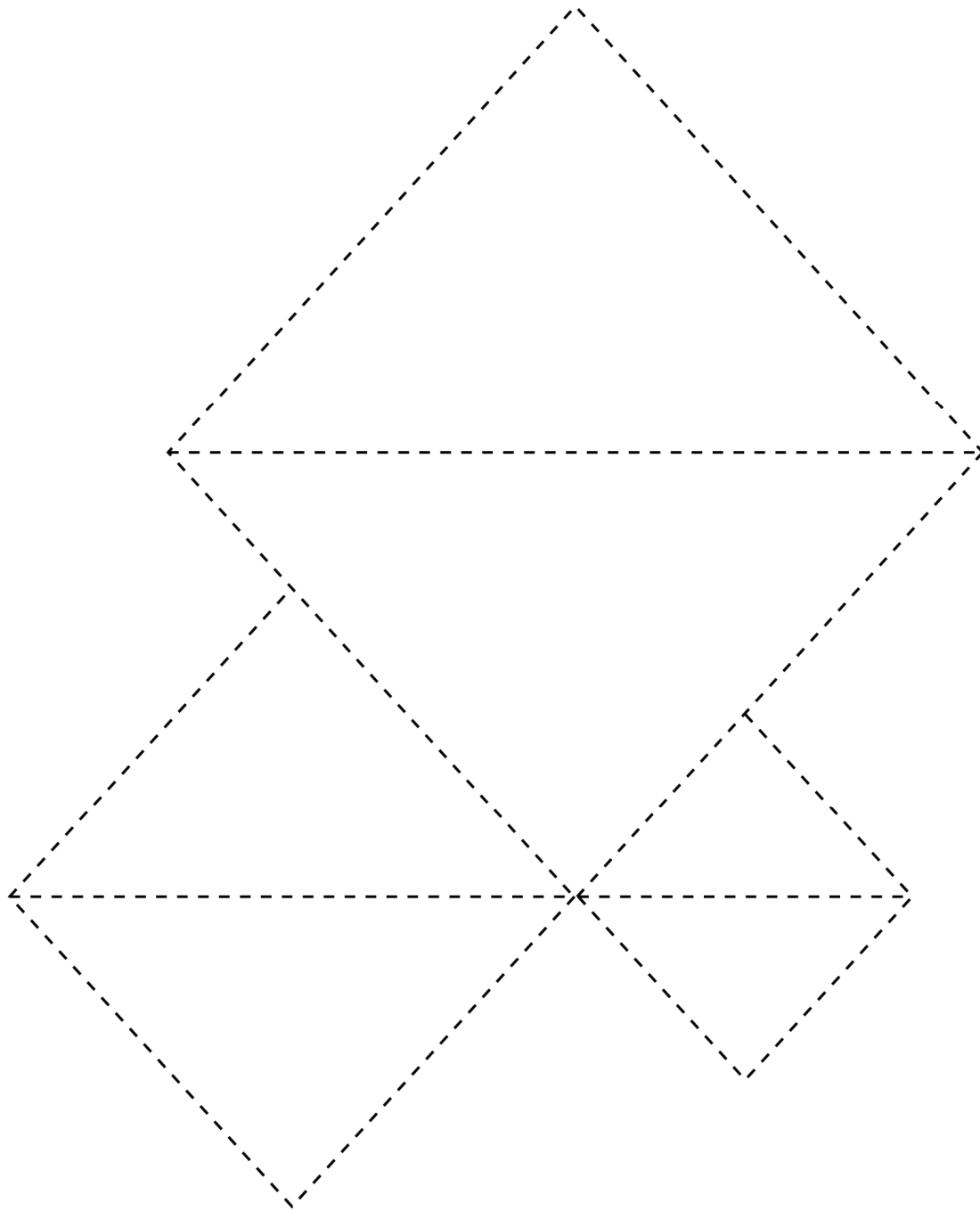
Line Master 5-3



Shape Cutouts

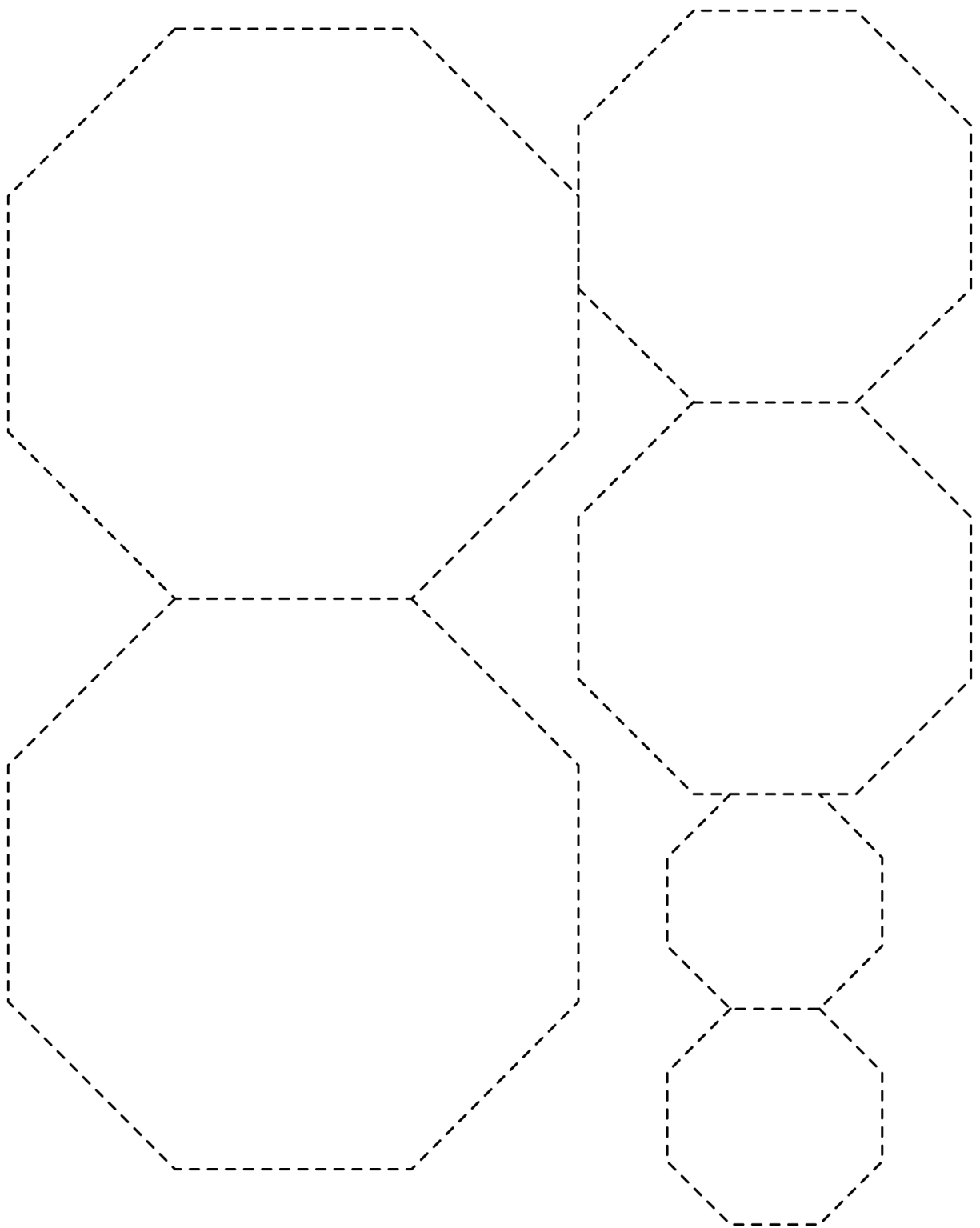
Line Master 5-4





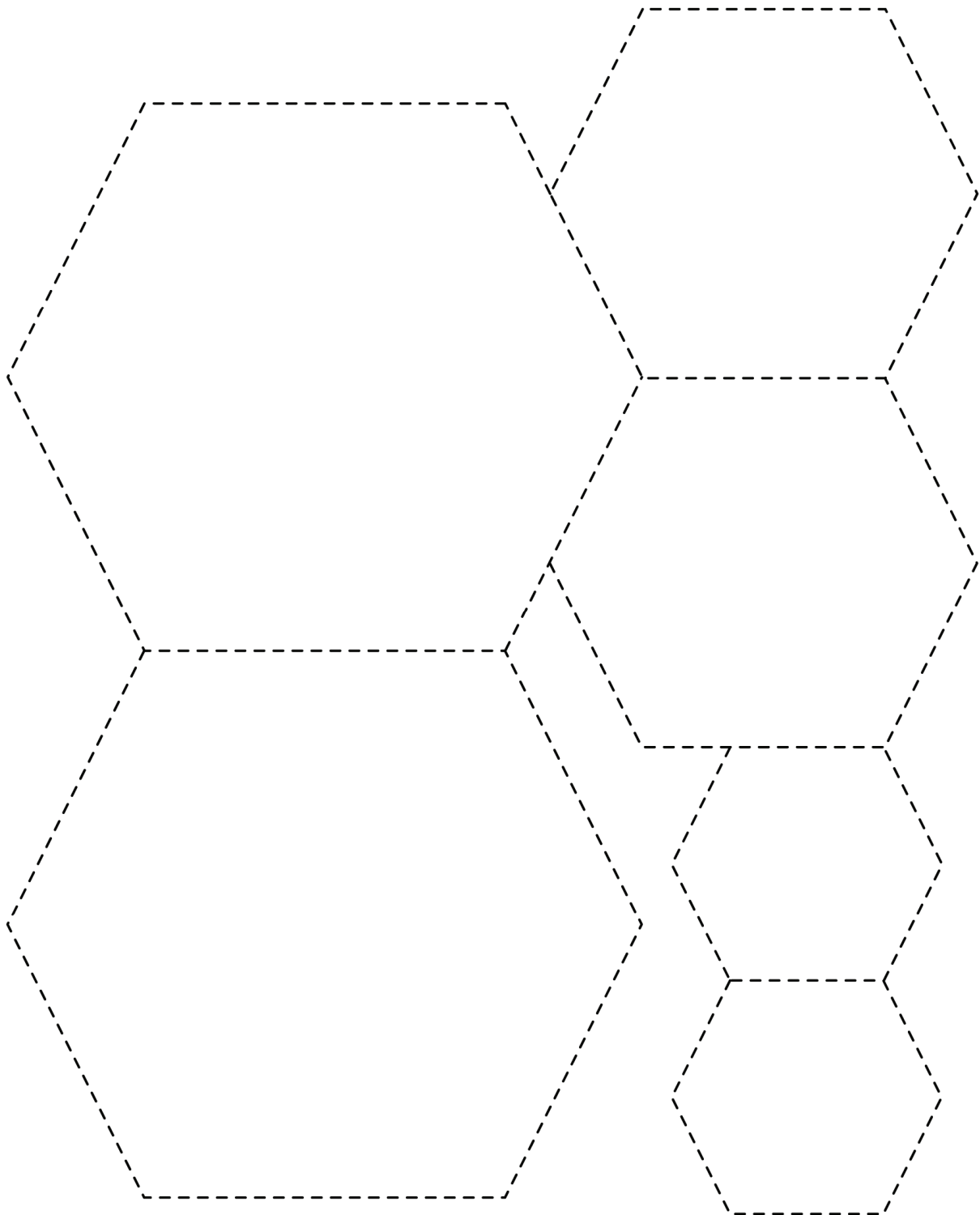
Shape Cutouts

Line Master 5–6



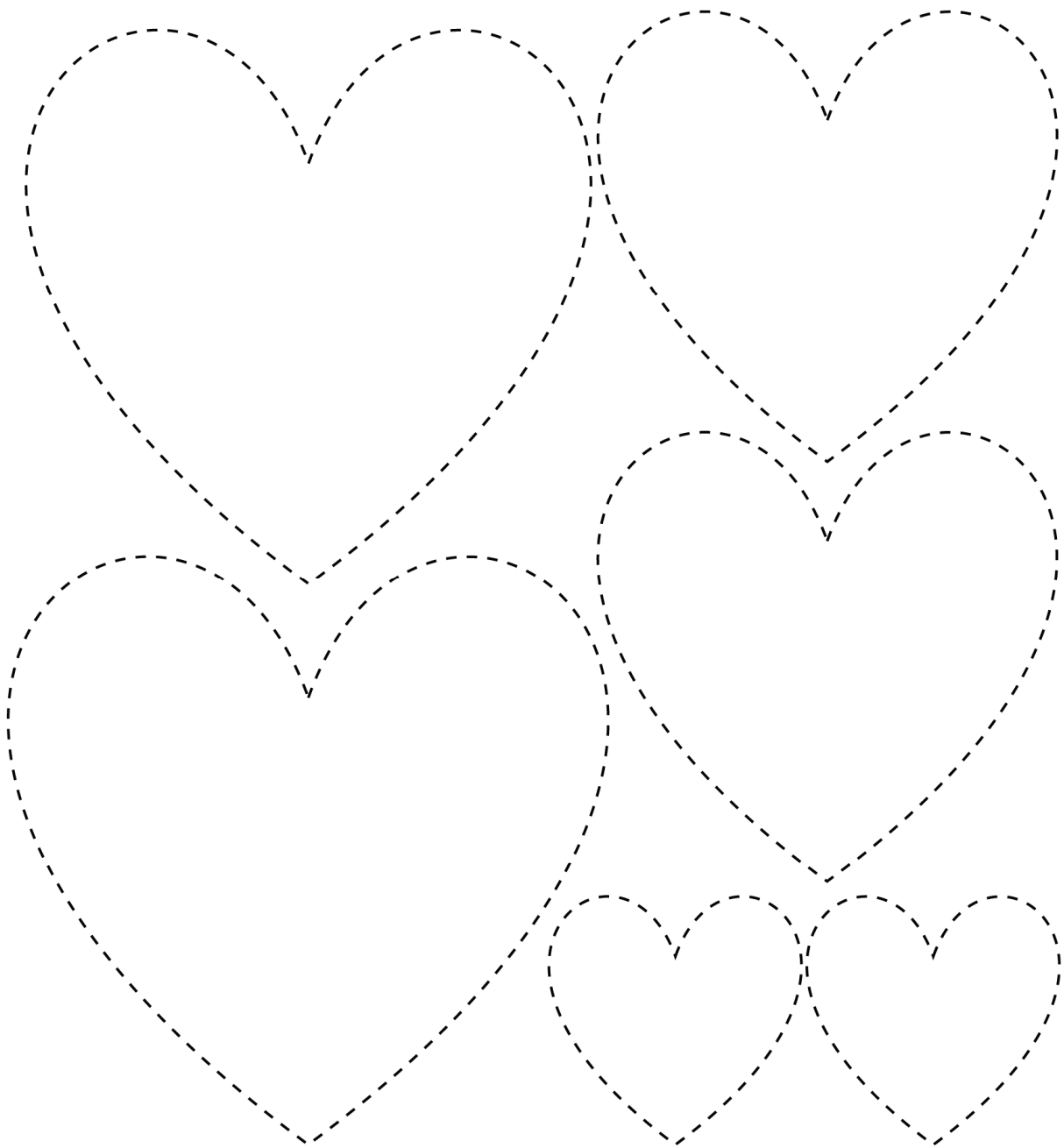
Shape Cutouts

Line Master 5–7



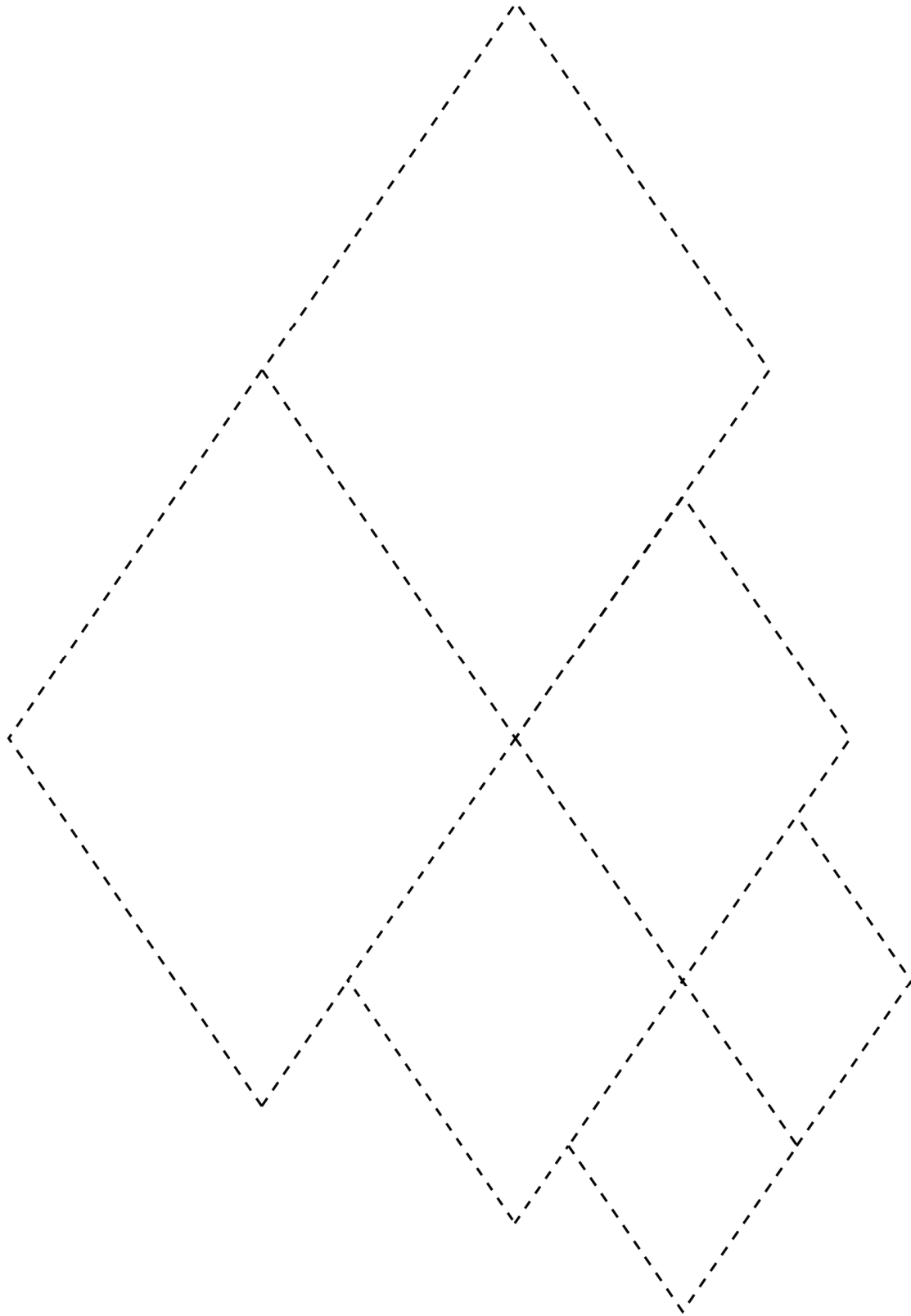
Shape Cutouts

Line Master 5–8



Shape Cutouts

Line Master 5–9

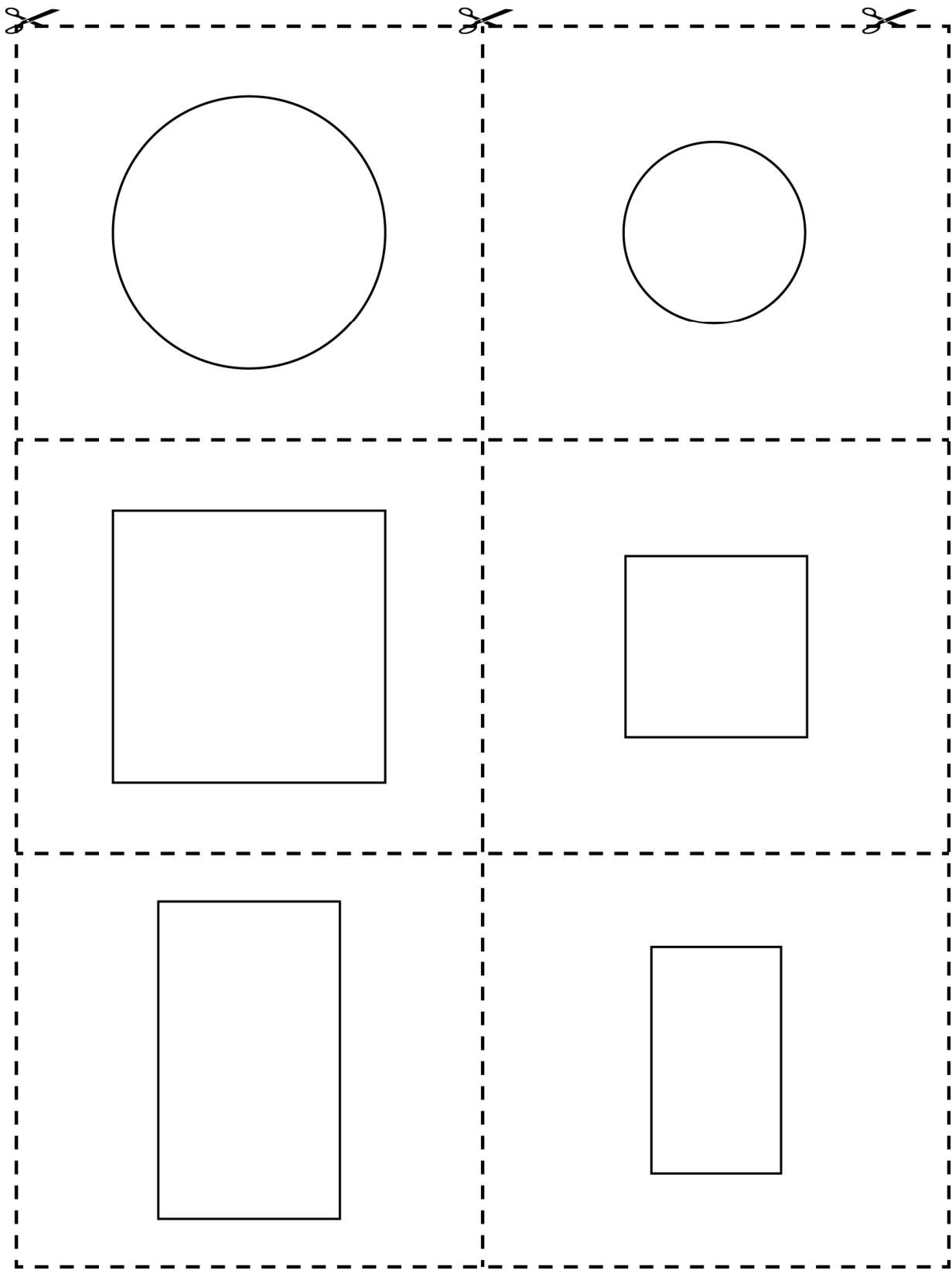


Put It There!

Line Master 6

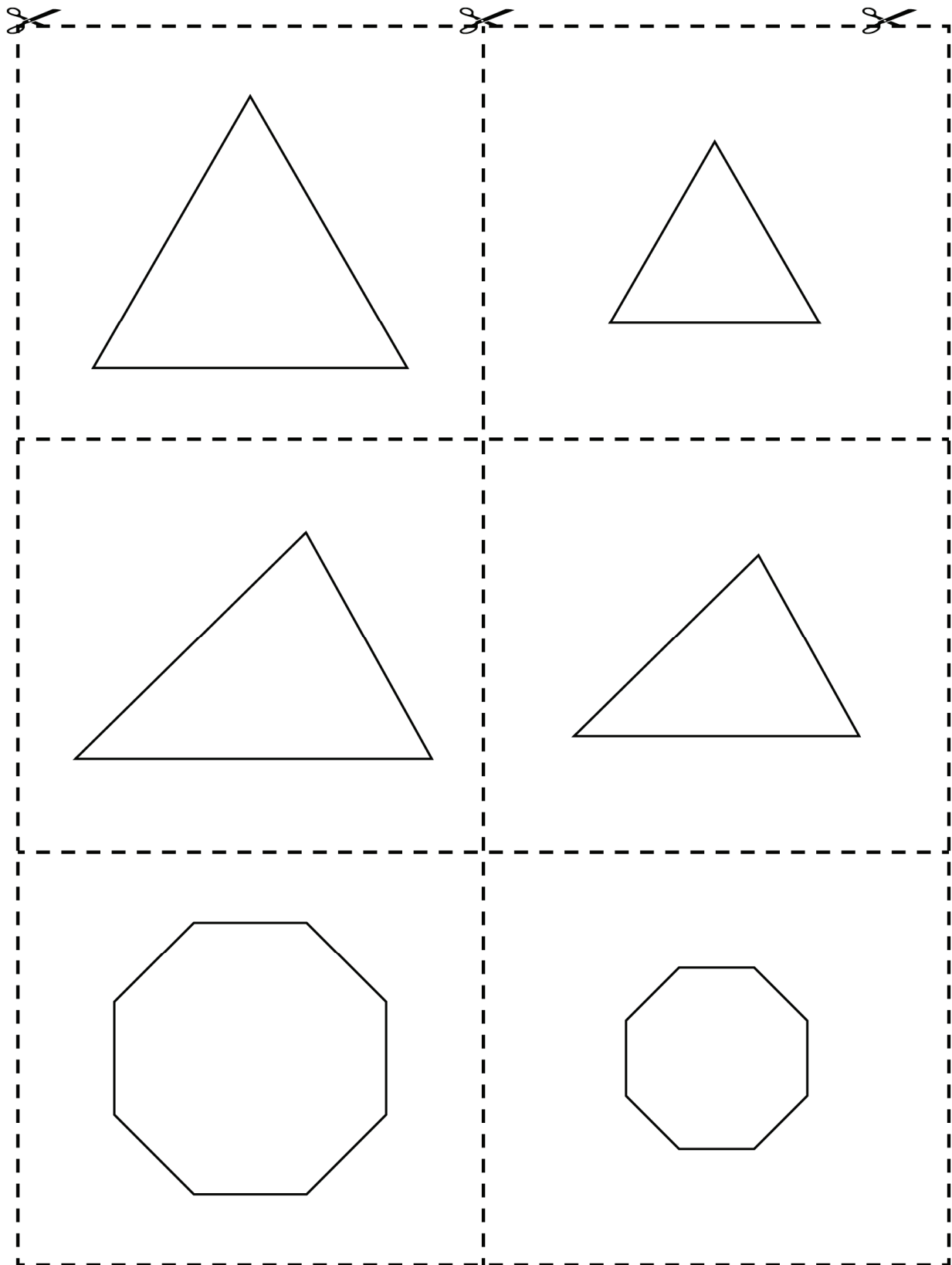
Concentration Cards

Line Master 7-1



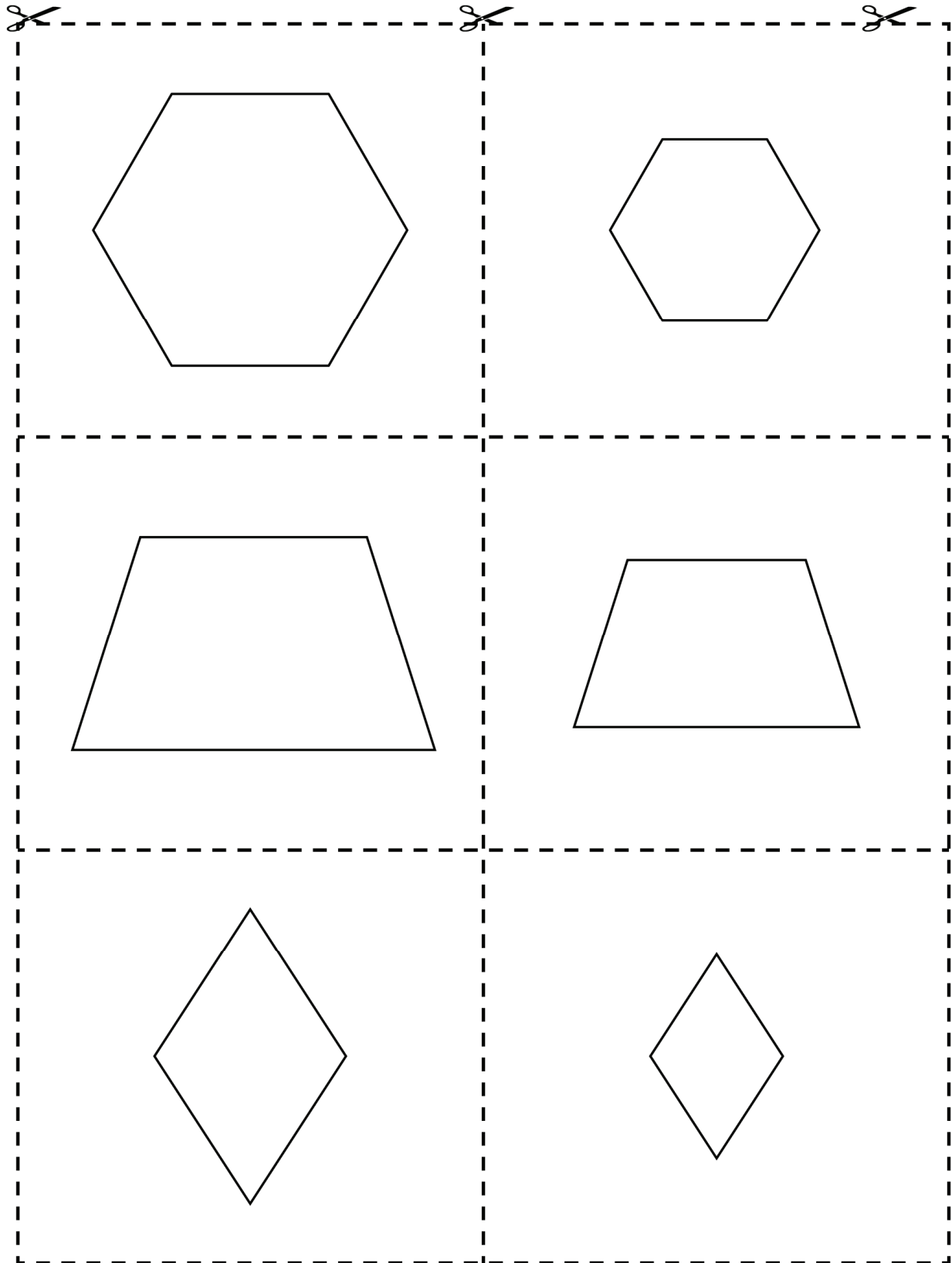
Concentration Cards

Line Master 7-2



Concentration Cards

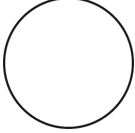
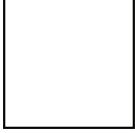

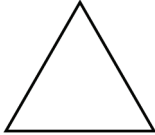
Line Master 7-3



Shape Detective

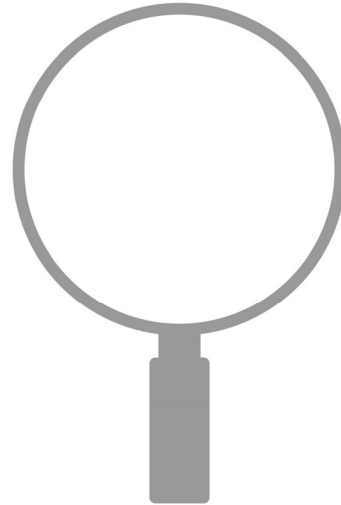
Line Master 8

Name: _____

 _____	 _____
 _____	 _____

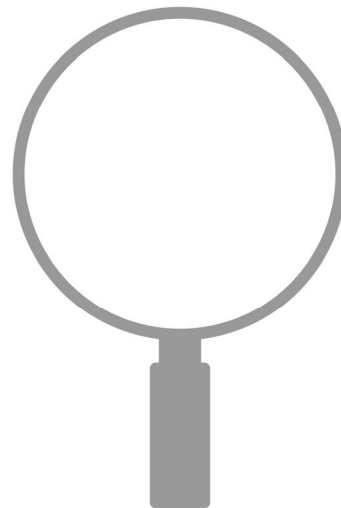
**Zoom In,
Zoom Out**
by _____

I zoom in and
see...



I see a...

I zoom in and
see...

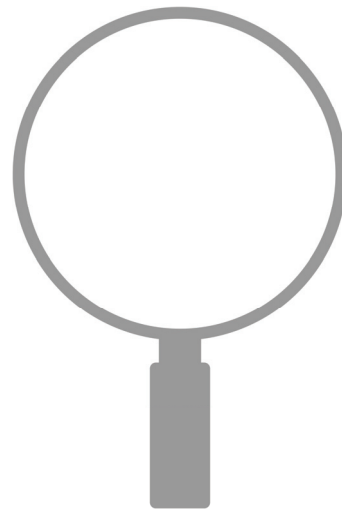


Story Template

Line Master 9-2

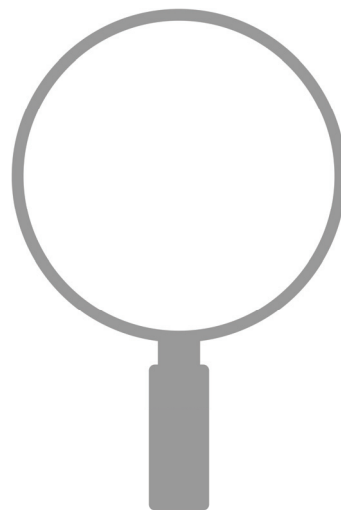
I see a...

I zoom in and
see...



I see a...

I zoom in and
see...

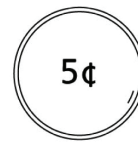


Solving Problems

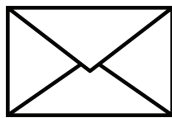
Line Master 10-1



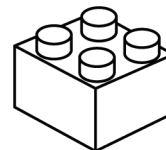
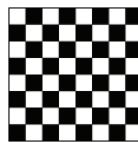
How are these the same?
What will you draw that belongs?



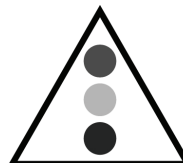
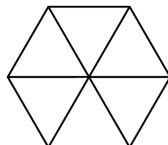
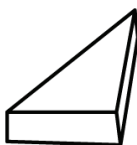
How are these the same?
What will you draw that belongs?



How are these the same?
What will you draw that belongs?



How are these the same?
What will you draw that belongs?



Solving Problems

Line Master 10-2

Draw an X on the shape that does not belong.

