

<p>1(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.</p>	<p>1(6)(E) The student is expected to identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language.</p>
<p>Materials</p> <ul style="list-style-type: none"> • Three-dimensional geometric solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms. 	
<p>Procedure: Show the student one three-dimensional solid at a time.</p> <p>What is the name of this solid? How do you know it is a _____?</p> <p><i>Repeat for other solids.</i></p>	
<p>Check Student’s Responses:</p>	
<p>Solid: _____</p> <p><input type="checkbox"/> Correctly identifies solid <input type="checkbox"/> Incorrectly identifies solid</p> <p><input type="checkbox"/> Identifies attribute(s) using formal language: vertices, edges, faces</p> <p><input type="checkbox"/> Identifies attribute(s) using informal language: _____</p> <p>Solid: _____</p> <p><input type="checkbox"/> Correctly identifies solid <input type="checkbox"/> Incorrectly identifies solid</p> <p><input type="checkbox"/> Identifies attribute(s) using formal language: vertices, edges, faces</p> <p><input type="checkbox"/> Identifies attribute(s) using informal language: _____</p> <p>Solid: _____</p> <p><input type="checkbox"/> Correctly identifies solid <input type="checkbox"/> Incorrectly identifies solid</p> <p><input type="checkbox"/> Identifies attribute(s) using formal language: vertices, edges, faces</p> <p><input type="checkbox"/> Identifies attribute(s) using informal language: _____</p>	
<p>Notes:</p>	

1(6)(E) The student is expected to identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language.

Possible interpretations, issues to follow up on, and implications for teaching

What did you observe?

- The student **correctly identified the solids but did not use attributes to describe the solids.** Provide the student with opportunities to sort solids based on a given attribute or identify the common attribute of three to five solids.
- The student **described attributes of solids using informal language.** The student may need additional time and practice relating informal vocabulary to formal vocabulary such as vertices, faces, and edges.