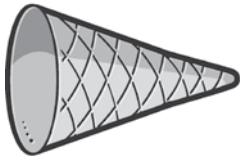

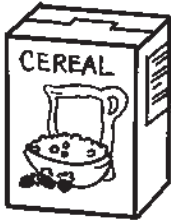



Three-Dimensional Shapes



COMMON CORE STANDARD—2.G.1
Reason with shapes and their attributes.

Circle the objects that match the shape name.

1. cube			
2. cone			
3. rectangular prism			
4. cylinder			

Problem Solving



5. Lisa draws a circle by tracing around the bottom of a block. Which could be the shape of Lisa's block? Circle the name of the shape.

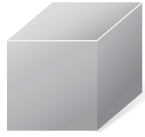
cone

cube

rectangular prism

Lesson Check (2.G.1)

1. What is the name of this shape?

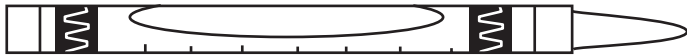


2. What is the name of this shape?



Spiral Review (2.MD.3, 2.MD.7, 2.MD.8)

3. The string is about 6 centimeters long. What is a reasonable estimate for the length of the crayon?

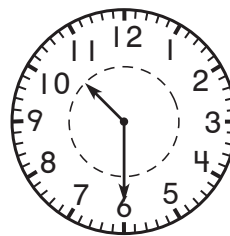


_____ centimeters

4. What is the total value of this group of coins?



5. What time is shown on this clock?



_____ : _____

Name _____

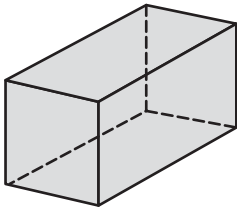
Attributes of Three-Dimensional Shapes



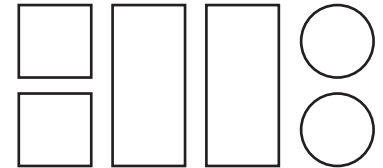
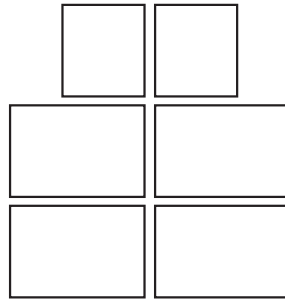
COMMON CORE STANDARD—2.G.1
Reason with shapes and their attributes.

Circle the set of shapes that are the faces of the three-dimensional shape.

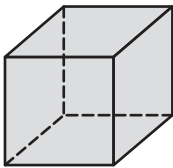
1.



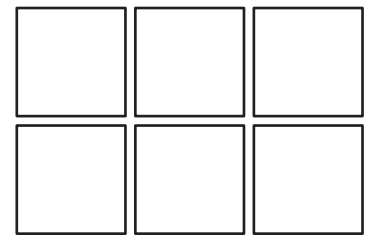
rectangular prism



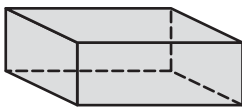
2.



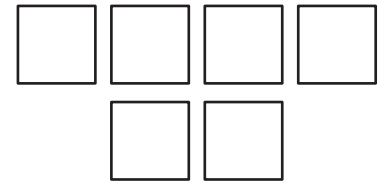
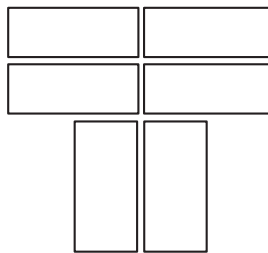
cube



3.



rectangular prism



Problem Solving

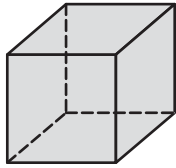


4. Kevin keeps his marbles in a container that has the shape of a cube. He wants to paint each face a different color. How many different paint colors does he need?

_____ different paint colors

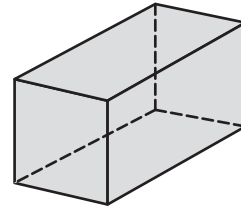
Lesson Check (2.G.1)

1. How many faces does a cube have?



___ faces

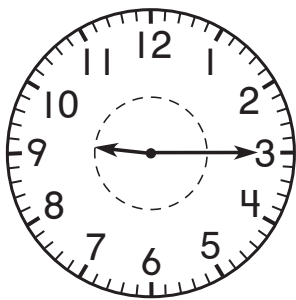
2. How many faces does a rectangular prism have?



___ faces

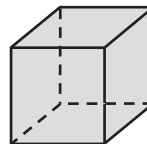
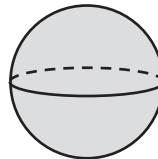
Spiral Review (2.MD.7, 2.MD.9, 2.MD.10, 2.G.1)

3. What time is shown on this clock?

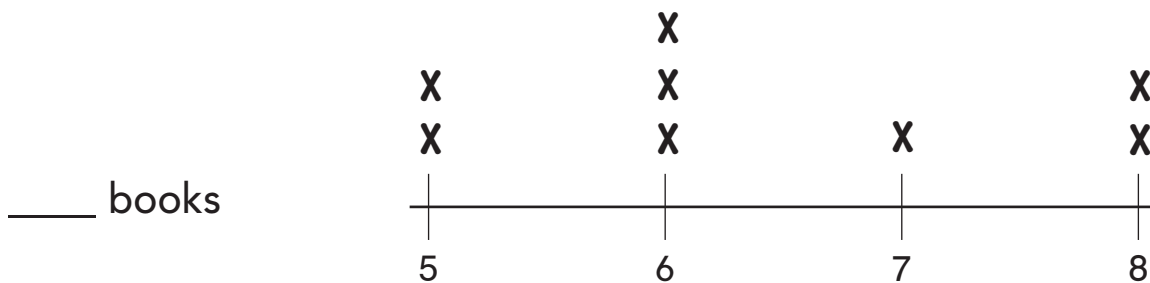


___ : ___

4. Circle the cone.



5. Use the line plot. How many books are 8 inches long?



Lengths of Books in Inches

Name _____

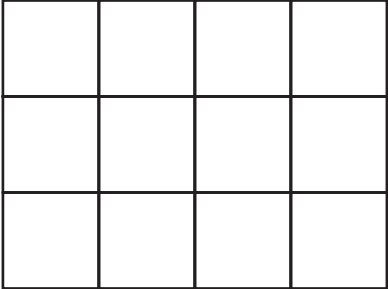
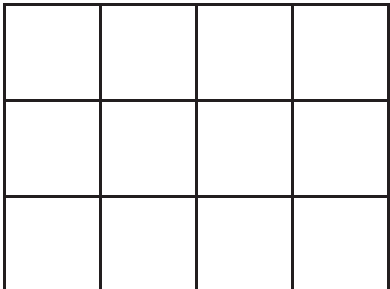
HANDS ON Lesson 11.3

Build Three-Dimensional Shapes

Build a rectangular prism with the given number of unit cubes. Shade to show the top and front views.



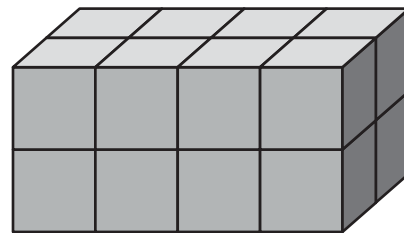
COMMON CORE STANDARD—2.G.1
Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

	top view	front view
1. 12 unit cubes		

Problem Solving

Solve. Write or draw to explain.

2. Rosie built this rectangular prism. How many unit cubes did she use?



_____ unit cubes

Lesson Check (2.G.1)

3. Milt builds the first layer of a rectangular prism using 3 cubes. He adds 2 more layers of 3 cubes each. How many cubes are used for the prism?

_____ cubes

4. Thea builds the first layer of a rectangular prism using 4 cubes. Raj adds 4 more layers of 4 cubes each. How many cubes are used for the prism?

_____ cubes

Spiral Review (2.MD.7, 2.NBT.7.1, 2.MD.10, 2.MD.10)

5. Patti's dance class will meet for 1 year. Her art class will meet for 32 weeks. Which is the greater amount of time?

6. A large pack has 512 beads. A small pack has 346 beads. Estimate how many more beads the large pack has than the small pack.

about _____ more beads

Use the bar graph.

7. Which kind of fruit got the fewest votes?

8. How many more votes did grape get than apple?

_____ more votes

