

Name _____

RETEACHING: An action verb is a word that shows action. Some action verbs, such as *jump*, name actions you can see. Others, such as *think*, name actions you can't see.

ACTION VERBS

A. Underline the action verb in each sentence, and then write it on the line.

1. Judy Hindley wrote a book about the history of string. _____
2. An illustrator painted funny pictures about string. _____
3. Long ago people twisted vines into long, strong ropes. _____
4. People still weave long, thin fibers into cloth. _____
5. My sister knits sweaters from thick wool yarn. _____
6. We stretched the rope hammock from tree to tree. _____
7. I always tie a ribbon around a birthday package. _____
8. We learned about different kinds of knots. _____
9. He made a belt from three different colors of string. _____
10. We wished for another book by Judy Hindley. _____

B. Underline the action verb that is more vivid.

1. The rabbit quickly (moved, hopped) across the lawn.
2. I (pounded, touched) the nail with my hammer.
3. The thirsty dog (drank, slurped) the water noisily.
4. I (made, sewed) a quilt from scraps of fabric.

C. Write two sentences about how someone did something. Include a vivid action verb in each sentence.

1. _____
2. _____

Possessive Nouns

A **possessive noun** shows ownership. Add an apostrophe (') and s to most singular nouns to make them possessive.

Jake's backpack was lost in the flood.

Add an apostrophe after s in plural nouns to make them possessive.

The boys' backpacks were lost in the flood.



► Write the possessive nouns in each sentence correctly.

1. A marsupial lives in the mothers pouch at first.

2. Most other mammals mothers do not have a pouch.

3. The smallest marsupial is a rabbits size.

4. Kangaroos powerful hind legs help them move quickly.

5. These marsupials strong tails are used for balance.

6. A kangaroos fur is usually gray or red.

7. A kangaroo babys early life is warm and cozy.

8. The kangaroo is one of Australlas best-known marsupials.

April 3, 2020

Name _____

RETEACHING: An **action verb** is a word that shows action. Some action verbs name actions you can see, such as *jump*. Others name actions you can't see, such as *think*.

Action Verbs

A. Circle the action verb in each sentence.

1. People use string in many different ways.
2. Fran and I tie the packages with string.
3. We imagine people from earlier times.
4. These people invented rope, string, and cord.
5. The lively, happy tone of this story amazes me.

B. For each sentence, underline the action verb in parentheses that creates a more vivid picture.

6. We (sit, lounge) on the big chairs near the pool.
7. The horses (go, gallop) across the field.
8. Minna and Max (gulp, eat) their sandwiches in a hurry.
9. The workers (drag, move) the heavy load across the yard.
10. Rosa and I (put, staple) the parts together.



Use each of these action verbs in a sentence: *follow*, *shout*, *rush*, *slip*, *pound*. Write your sentences on another sheet of paper.

ACTION VERBS

A. Fill in the bubble next to the action verb in each sentence.

1. The space shuttle circled the Earth twenty times.

- ☐ a space
- ☐ b circled
- ☐ c twenty

2. Yesterday morning my class watched the newscast.

- ☐ a morning
- ☐ b class
- ☐ c watched

3. I think about space exploration all the time.

- ☐ a think
- ☐ b exploration
- ☐ c time

4. Before a mission, astronauts train for months.

- ☐ a mission
- ☐ b train
- ☐ c months

5. She read a biography about the first woman in space.

- ☐ a read
- ☐ b about
- ☐ c space

B. For each sentence, fill in the bubble next to the more vivid action verb.

1. At the beach, we _____ for pieces of driftwood.

- ☐ a looked
- ☐ b hunted

2. We _____ into the foamy waves.

- ☐ a walked
- ☐ b plunged

3. Several artists _____ a huge castle out of sand.

- ☐ a sculpted
- ☐ b made

4. I _____ my beach towel under a large umbrella.

- ☐ a put
- ☐ b spread

5. The wild horses _____ along the sandy seashore.

- ☐ a galloped
- ☐ b ran

Name _____

VERB TENSES

RETEACHING: Present tense verbs show action that is happening now or on a regular basis. Present tense verbs agree in number with who or what is doing the action. Past tense verbs show action that took place in the past. Most past tense verbs end in -ed. Future tense verbs show action that will happen in the future. The future tense is formed with the verb *will*.

A. Write *present* if the underlined word is a present tense verb, *past* if the underlined word is a past tense verb, and *future* if it is future tense.

1. The story of sneakers started with the development of rubber. _____
2. People in Central and South America melted gum from trees. _____
3. On Friday she will celebrate her tenth birthday. _____
4. Rubber protected the wearer's feet. _____
5. Gum acts as an eraser. _____
6. Everyone will carry a small backpack. _____
7. Unfortunately, pure rubber cracks in cold weather. _____
8. Charles Goodyear believed in a solution. _____
9. We will visit two museums. _____
10. Goodyear licenses the process to shoe companies. _____
11. The shoe companies manufactured shoes with rubber soles. _____

B. Look at the sentences with present tense verbs in part A. Then rewrite each one with the past tense form of the verb.

1. _____
2. _____
3. _____

Name _____

VERB TENSES

RETEACHING: Present tense verbs show action that is happening now or on a regular basis. Present tense verbs agree in number with who or what is doing the action. Past tense verbs show action that took place in the past. Most past tense verbs end in -ed. Future tense verbs show action that will happen in the future. The future tense is formed with the verb *will*.

A. Underline each subject. Decide whether it is singular or plural. Then circle the present tense verb that correctly completes the sentence, and write it on the line.

- | | | |
|---|-------|---------|
| 1. Anna _____ dark-purple sneakers. | wear | wears |
| 2. The sneakers _____ a squeaky sound on the floor. | make | makes |
| 3. The girl _____ her sister how to tie her sneakers. | teach | teaches |
| 4. Tight sneakers _____ your feet. | hurt | hurts |
| 5. Loose sneakers _____ blisters. | cause | causes |
| 6. Joe _____ his new sneakers under his bed. | place | places |
| 7. Rachel _____ new sneakers before the race. | buy | buys |
| 8. The students _____ comfortable sneakers. | want | wants |

B. Look at the present tense verbs in the box. Decide whether they agree in number with a singular or a plural subject. Then write each word in the correct column on the chart. An example is given.

lace	laces
design	designs
reach	reaches
erase	erases

Present-Tense Verbs	
With Most Singular Subjects and <i>he, she, it</i>	With Plural Subjects and <i>I, we, and you</i>
laces	lace

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VERB TENSES

A. Look at the underlined verb or verbs. Fill in the bubble next to the correct tense.

1. Tomorrow we will march in the Independence Day parade.
☐ a past
☐ b present
☐ c future
2. Last week my sister and I sewed our old-fashioned costumes.
☐ a past
☐ b present
☐ c future
3. Many townspeople will dress as Western pioneers.
☐ a past
☐ b present
☐ c future
4. Everyone participates in the celebration.
☐ a past
☐ b present
☐ c future
5. Will local cowhands ride their horses?
☐ a past
☐ b present
☐ c future

B. Decide if the underlined verbs are correct. Fill in the bubble next to the right answer.

1. The parade will began at 10:00 tomorrow morning.
☐ a will begin
☐ b will begins
☐ c correct as is
2. The marching bands will arrive in town this afternoon.
☐ a will arrives
☐ b will arrived
☐ c correct as is
3. One parade float will shows an old-time newspaper office.
☐ a will showed
☐ b will show
☐ c correct as is
4. When will the square dancers performed?
☐ a will perform
☐ b will performs
☐ c correct as is
5. Later we will celebrate with a picnic.
☐ a will celebrates
☐ b will celebrated
☐ c correct as is

April 10, 2020

word that names a person, place, animal, or thing.

1. I am going to visit my aunt. (person)
I am going to visit my aunt. (place)
I am going to visit my aunt. (animal)
I am going to visit my aunt. (thing)

2. I am going to visit my aunt. (person)
I am going to visit my aunt. (place)
I am going to visit my aunt. (animal)
I am going to visit my aunt. (thing)

3. I am going to visit my aunt. (person)
I am going to visit my aunt. (place)
I am going to visit my aunt. (animal)
I am going to visit my aunt. (thing)

4. I am going to visit my aunt. (person)
I am going to visit my aunt. (place)
I am going to visit my aunt. (animal)
I am going to visit my aunt. (thing)

5. I am going to visit my aunt. (person)
I am going to visit my aunt. (place)
I am going to visit my aunt. (animal)
I am going to visit my aunt. (thing)

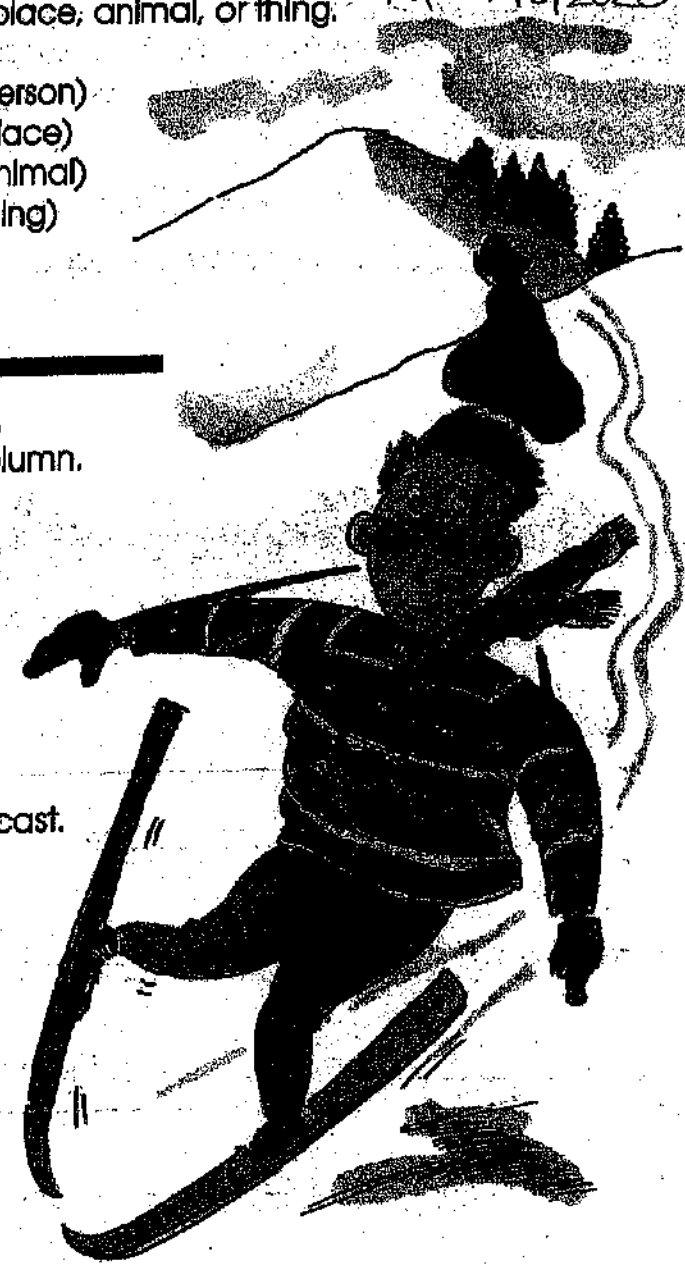
6. I am going to visit my aunt. (person)
I am going to visit my aunt. (place)
I am going to visit my aunt. (animal)
I am going to visit my aunt. (thing)

7. I am going to visit my aunt. (person)
I am going to visit my aunt. (place)
I am going to visit my aunt. (animal)
I am going to visit my aunt. (thing)

8. I am going to visit my aunt. (person)
I am going to visit my aunt. (place)
I am going to visit my aunt. (animal)
I am going to visit my aunt. (thing)

9. I am going to visit my aunt. (person)
I am going to visit my aunt. (place)
I am going to visit my aunt. (animal)
I am going to visit my aunt. (thing)

10. I am going to visit my aunt. (person)
I am going to visit my aunt. (place)
I am going to visit my aunt. (animal)
I am going to visit my aunt. (thing)



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A **noun** is a word that names a person, place, animal, or thing.

We are going to visit my **aunt**.
She lives in a **forest**.
She studies the **wolf**.
She wrote a **book**.

(person)
(place)
(animal)
(thing)

► Underline the nouns in each sentence.
Then write each noun in the proper column.

1. We went skiing out west.
2. I fell and broke my arm.
3. My brother took me to the hospital.
4. At the hospital, the doctor put on a cast.
5. I was glad to get home.
6. I played quietly with our dog.
7. My uncle asked if I wanted new skis.
8. I said I'd rather have a bike.





Beaver Ed's Wacky Horoscope - Part 1



NOUNS

- Skeleton
- Pumpkin
- Canary
- Thumb
- Puppet
- Anaconda
- Farmer
- Scarecrow
- Pig
- Skunk
- Peach
- Burger

ADJECTIVES

- Fat
- Grumpy
- Happy
- Sleepy
- Insane
- Tired
- Slimy
- Goofy
- Weird
- Ugly
- Dead
- Wild

Hey Kids... Use the words on this page or make up your own words for each story.

VERBS

- Punch
- Kick
- Hurt
- Scratch
- Tickle
- Hug
- Pet
- Cook
- Boil
- Wash
- Brush
- Fly

WACKY WORDS

- Gerbilface
- Slobby
- Badbreath
- Flabbygut
- KittyKitty
- Burping King
- Stumpy
- Limpy
- Whoa!
- Noodlelegs
- Spittle
- Giggles

Beginning April 13-17



Happily Never After



Once upon a time there was a/ an _____ named Princess _____



WOW

She lived a miserable life in a/ an _____ castle with her _____



stepsister, Matilda _____ One day, the pretty _____ decided

WOW



to _____ in town and met the _____ Prince, Lord

WOW



_____. It was love at first sight. Unfortunately, her _____

WOW



stepsister objected and hatched a plan to _____ so she could break

WOW

them apart. But the princess would not _____ She looked her

WOW

stepsister in the _____ and screamed "No more _____!"



WOW

The stepsister could only _____ as the princess left on a/an

WOW

_____ horse to marry the _____



of her dreams.



A Twisted Tale From Beaver Ed



11

There was a/an _____ man who lived in a _____.



He lived with his _____ and a _____ white cat.



He would never _____ unless he was asked,



or unless he could _____ with a _____ in a hat.



He knew where to go when he wanted to _____.



He knew how to _____ with a/an _____ high voice.



He knew he could _____ for money and food,



but not with a _____ because that was his choice.



Yes this was a _____ who could _____ in the air



and _____ with a _____ because he just didn't care.





The Amusement Park



13

I knew this was going to be a/an _____ day at the amusement park.



As soon as I got my ticket, I raced over to my favourite ride, the _____



_____. The line-up was crazier than a / an _____



, even though the ride looked _____ and _____



Still, the experience was worth it. We started with a large _____, then



got fired out of a _____, straight to the top of a/an _____



_____. That's when we got sprayed with a shower of _____



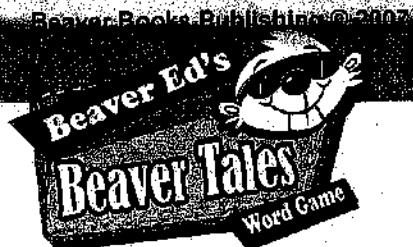
juice that left us smelling like a rotting _____ for the rest of the



_____ day. What a great time.



April 16



Teacher Trouble



Mr. _____ was not _____. He was my _____



gym teacher and it looked like he was about to _____. I just threw his



autographed _____ out of the window and into Miss _____'s



_____. She was the _____ math teacher at



_____ Elementary School and the look on her _____



face told me she wasn't happy about this either. I really was aiming for the

_____, but _____ Brandon, the class bully, pushed me



just as I was about to _____. I tripped over a/an _____



_____ and fell into Principal _____.



Needless to say I was in big trouble.

April 17



Peter's Adventure



Peter _____ was only seven when he saw his first _____.

Up until that point, he had only ever heard about them from his friend, John

_____. He had also seen _____ pictures of one in

The Daily _____. He had always hoped to _____

into one but this was a surprise. Who would believe he was able to _____

this close to one? If only he had brought his _____ camera. Now, as

he stood on top of the _____, pondering his next move, a thought

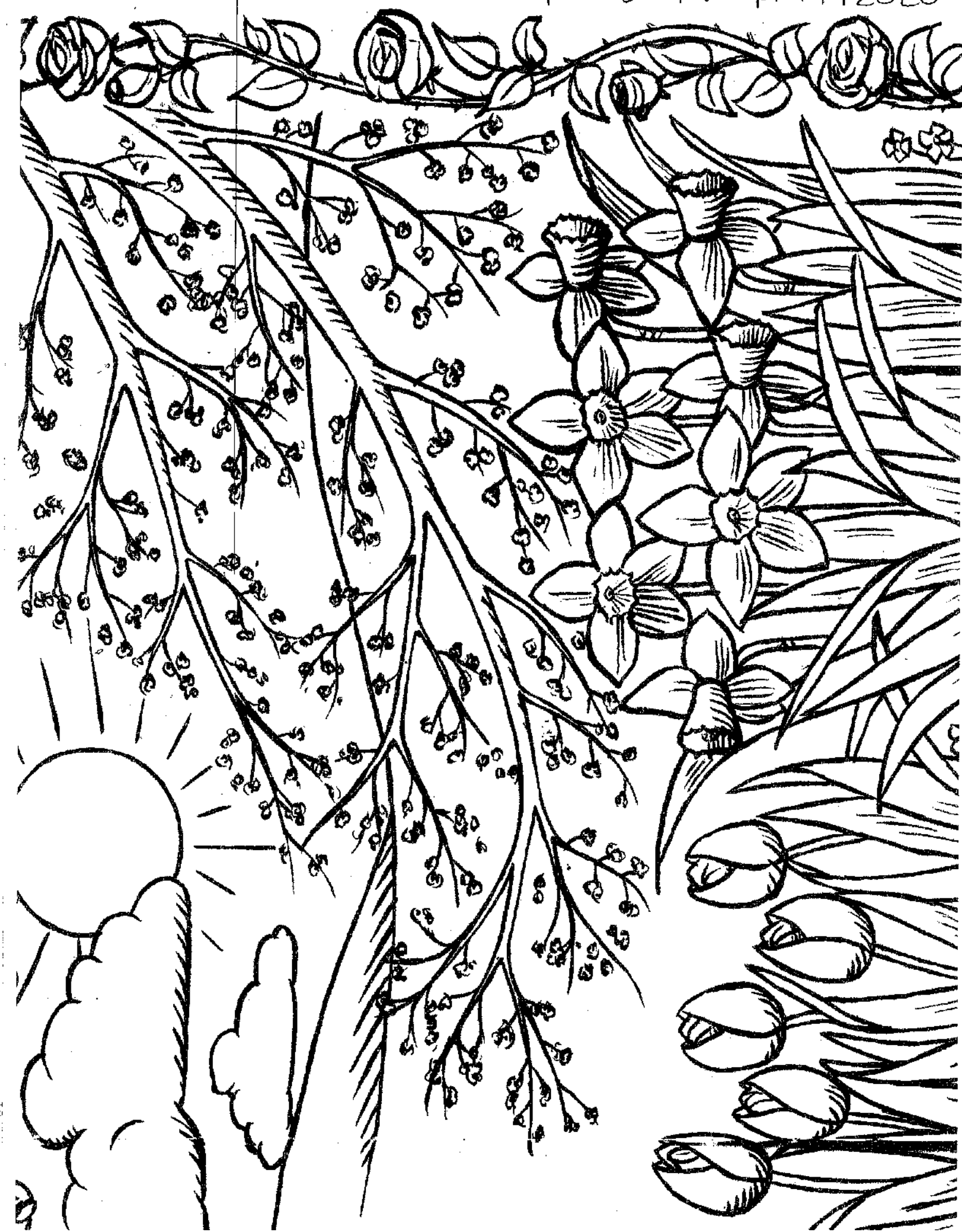
occurred to him: Why not bring the _____ thing home? That way, he

could show it to every _____ he knows. Brilliant!

April 3 - April 10



April 12 20, to April 17 2020



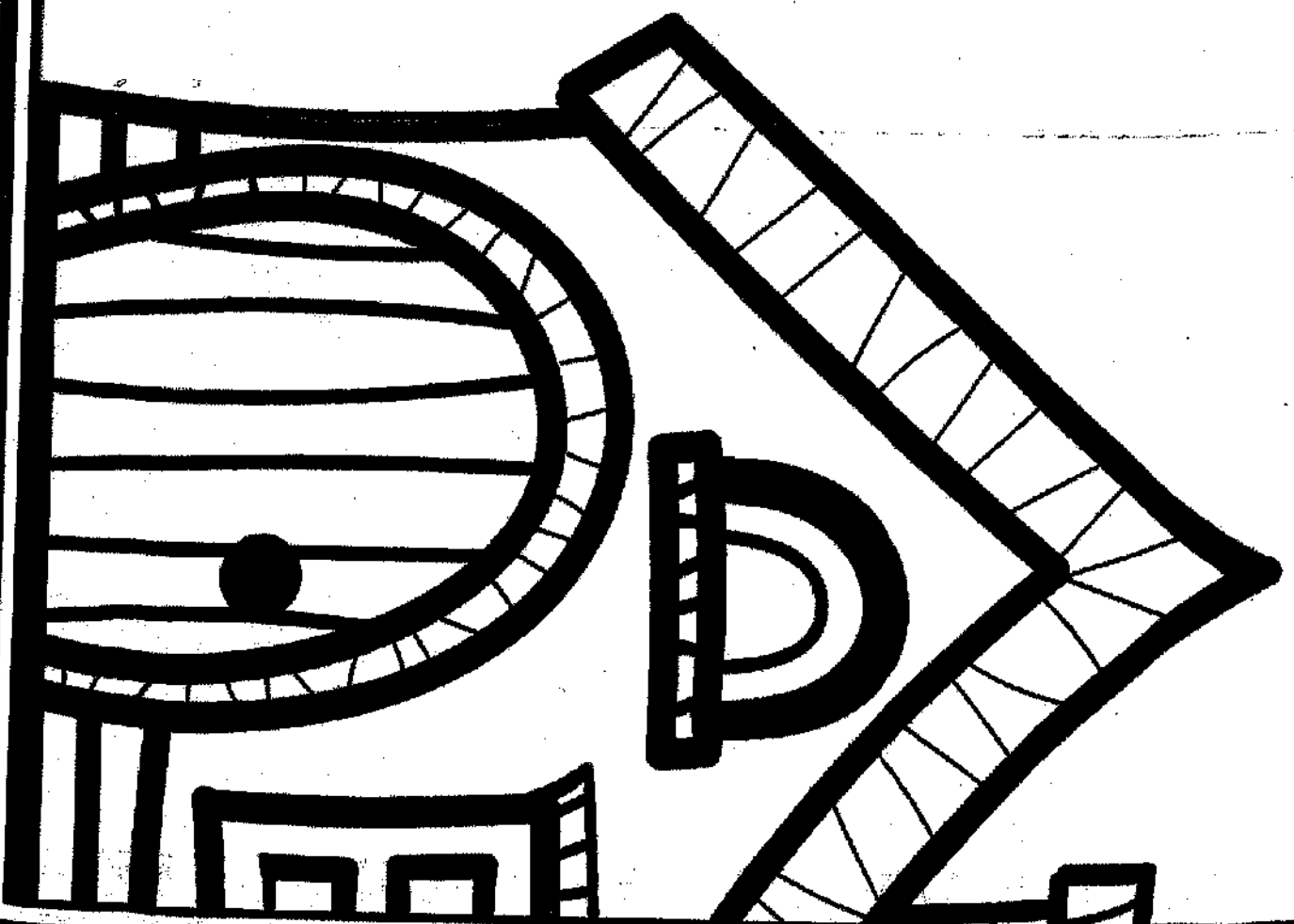
Area, perimeter, and geometry are hiding in your house.

March 31. 2020

to April 14. 2020

BUILD A TINY HOUSE

»
name
»



BEFORE YOU BEGIN...

WHAT IS A TINY HOUSE?

Most people will say that a tiny house is a home with less than 400 square feet of space. Four hundred might sound like a lot, but it is probably only half the size of most classrooms.

Many times, tiny houses are built on wheels. This means they are mobile and can be moved to different locations. A lot of tiny house owners like this because they can live in different areas or even in someone's backyard (as long as it's big enough).

WHO LIVES IN TINY HOUSES?

Anyone can live in a tiny house. It doesn't matter if it is a single person or a family of five. A tiny house is just like any other home, except it's much smaller.

WHY LIVE IN A TINY HOUSE?

1. It is much cheaper than buying a larger home. Many people don't want to have large mortgages or monthly payments, so a tiny home fits their needs best.
2. Many owners don't want a lot of space. A small home is just perfect for what they need.
3. It can be an adventure! It's new, it's fun, and people like the challenge of living small.

BUILD A TINY HOUSE

If you've been watching TV or reading magazines, chances are you have seen a tiny house. These little homes are popping up everywhere! People love them. They cost less than regular homes and they can be moved around. There's even TV shows where buyers pick a tiny home that will fit their needs the best.

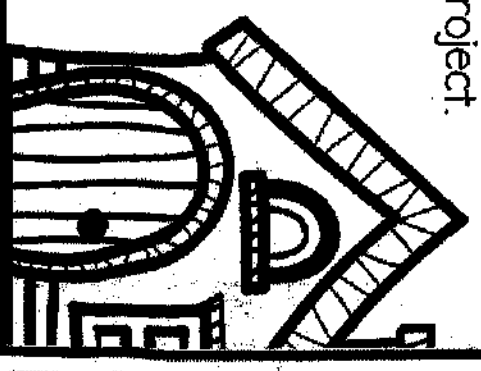
Your city council has been paying attention to the amazing things happening in your classroom. They want to use those skills to build and design a set of tiny houses.

You are being asked to create a tiny house that will be showed off at the Tri-City Realtor Convention. If these houses are a hit, they might choose to build them in town!

This means you'll be responsible for designing and building the perfect tiny house. It will include the layout, picking furniture, and using real-world math skills to finish this project.

Are you ready to build?

Let's go see your To-Do List...



TINY HOUSE TO-DO LIST

FIRST:	DIRECTIONS	Read ALL the directions in TINY HOUSE PARTS. VERY IMPORTANT! >>>> Refer back to them as much as you need.
SECOND:	ROUGH DRAFT	Create a rough draft of your tiny house and include all items on the requirements list.
THIRD:	FINAL VERSION	Create a final version of the tiny house. There are 4 pages for the Base, Walls, and Roof. Check off each item from the requirement list.
FOURTH:	SPEC HOME 1	Record the area, perimeter, and geometric shape of each item from the requirement list.
FIFTH:	SPEC HOME 2	Record the area and perimeter of the major sections of the house (base, walls, roof/ceiling).
SIXTH:	BUILD THE HOUSE	Cut out each of the four sections of the house and fit them together.
SEVENTH:	EXTERIOR	Continue your design and decorate the outside of your house.
EIGHTH:	REFLECTION	Answer questions about the house design and reflect on your creation.
NINTH:	BUILDING FURNITURE	OPTIONAL: Create 3D nets of the furnishings in your house. There is a page included or you may use graph paper included.
TENTH:	HOUSING PROBLEMS	OPTIONAL: Create area and perimeter word problems for your house and have other students solve them.

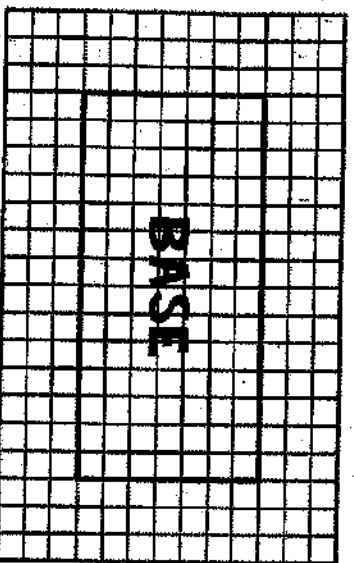
TINY HOUSE PARTS

There are four major parts of the house that you will build and design.

THE BASE

This is where you create the floor plan of the house.

This is a central part of creating the house.

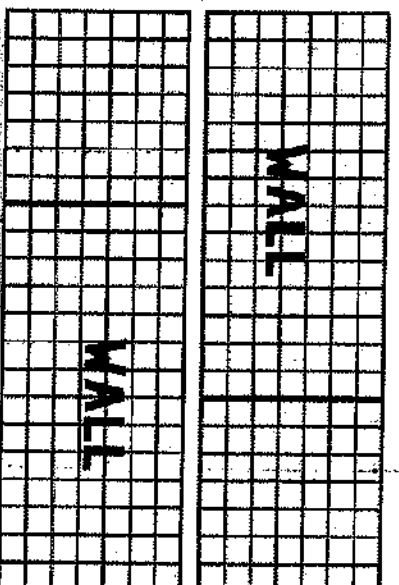


THE WALL, PIECE 1

Each WALL section contains two walls. They are folded to create house corners.

THE WALL, PIECE 2

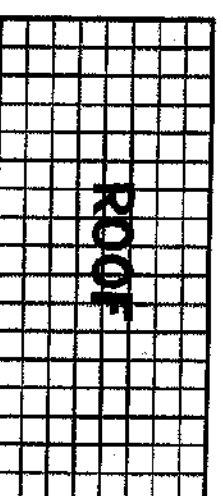
They can be cut out to create a rectangle that fits exactly around the base of the house.



THE ROOF

The final part of the house.

You will be designing the ceiling (fans, lights, vents).



Each of the MAJOR PARTS will be on separate pieces of paper. They can be cut out and placed together to form a tiny house in the shape of a rectangular prism.

SPEC HOME

Find the AREA, PERIMETER, and SHAPE of each required item in your house.
Fill in the information below.

ITEM	PERIMETER	AREA	SHAPE
shower or tub			
bathroom sink			
toilet			
bed			
table			
chair			
closet			
desk or side table			
couch/sofa or recliner			
counter			
microwave			

SPEC HOME

Find the AREA, PERIMETER, and SHAPE of each required item in your house.

Fill in the information below.

ITEM	PERIMETER	AREA	SHAPE
stove/oven			
kitchen sink			
TV or computer			
refrigerator			
front door			
window			
window			
light			
light			
picture/artwork			
mirror			

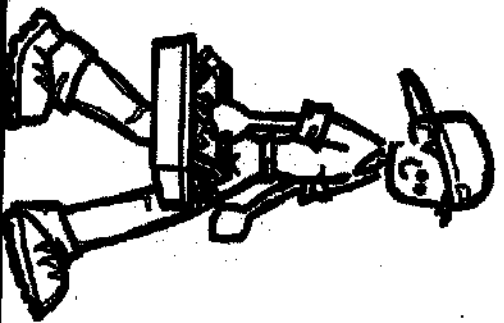
TINY HOUSE PARTS

Things To Know

REQUIREMENTS LIST

Your house will have a list of items that must be included.

This will be a list of items for the floor plan and the walls. You will decide where to put everything!



AREA & PERIMETER

As you create the layout of the house, you will need to find the area and perimeter of items from the requirement list.

Units will be the measurement used for perimeter and area.

Example:

-Perimeter is 24 units.

-Area is 26 square units (or units squared).

GEOMETRY DESIGN

Use your geometry skills to find the best solution to fitting all items into the house.

All houses are filled with geometry in real life. Use those ideas to help you make the best choices.

Math is everywhere!

BE PREPARED!

Your house must make sense and fit together.

You will want to make sure the layout makes sense.

TINY HOUSE PARTS

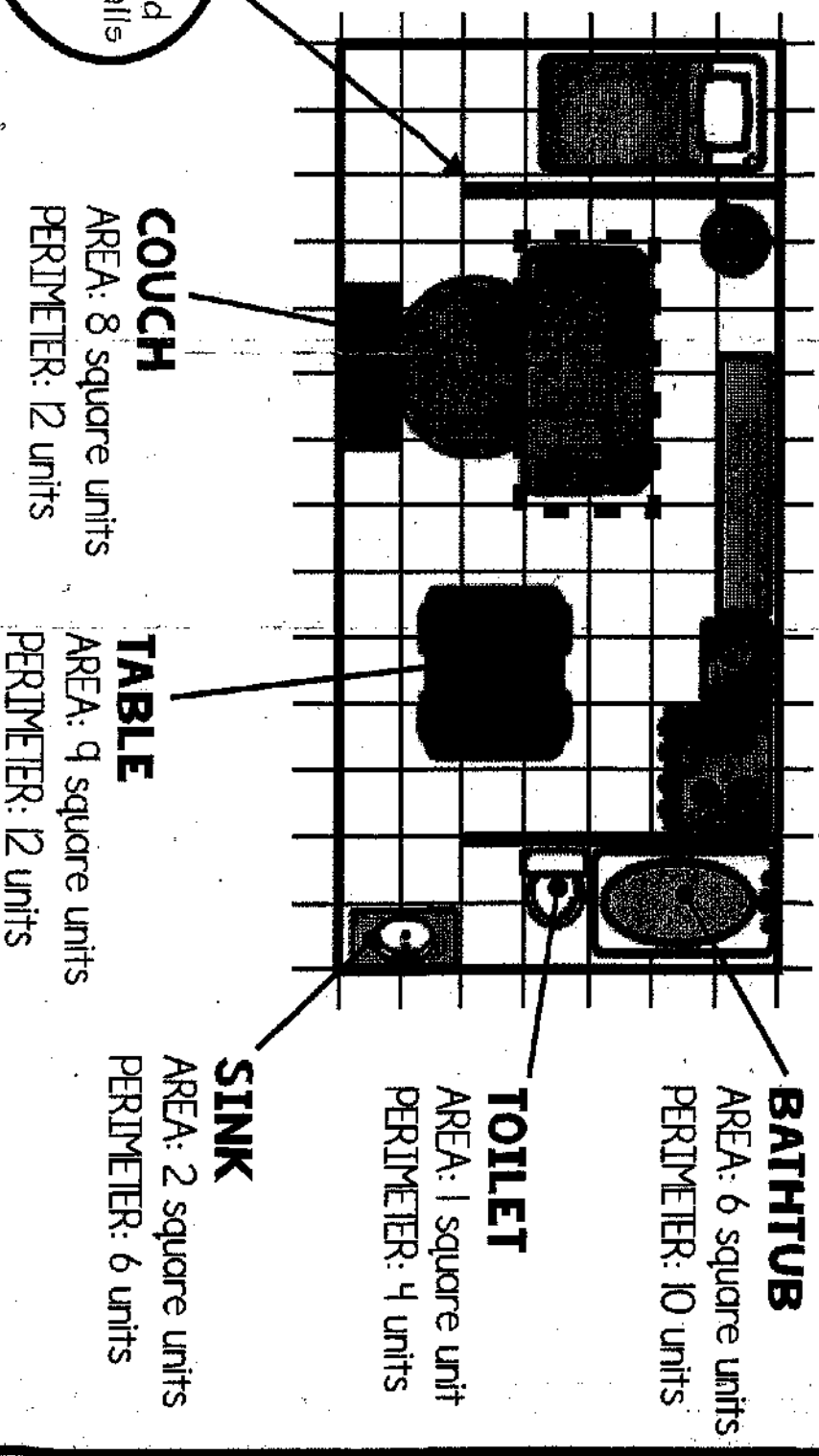
More important things to know.

After you have created the layout, you will have to find the area and perimeter of items in the house. Not all items will be exactly perfect, so estimate as close as you can.

You will design the base using a bird's eye view. Imagine looking straight down as you add in the furniture and lay it all out.

You can add your own walls too!

This is an example of a BASE floor plan.

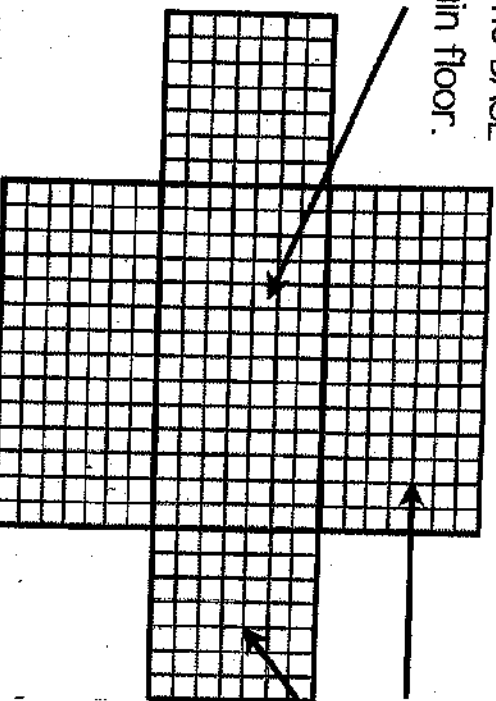


ROUGH DRAFT: INSTRUCTIONS

On the following page you will create a rough draft of the house.

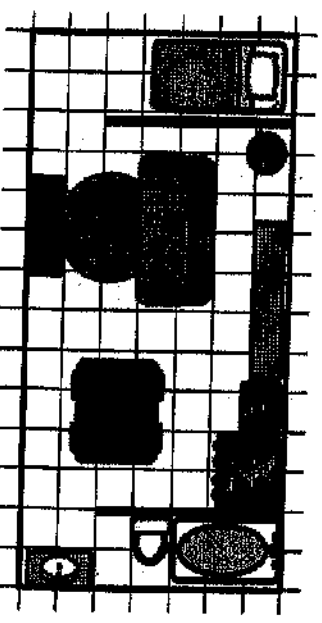
This rough draft will be used as a blueprint and will include all items from the Requirement List. The Requirement List will be included on the page. Check off each item once you have included it.

This is the BASE and main floor.



The house looks like the four walls have been laid down.

A finished wall or base could look like this. Design carefully!

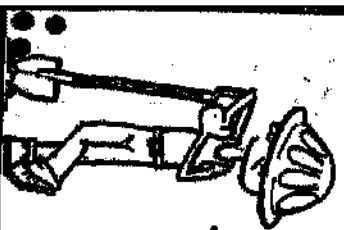


As seen on the previous page.

As you design the layout, you may have to turn your paper so your drawings match up.

Include all the furnishing in your house. ADD YOUR OWN IDEAS TOO! Make it your house!

Refer back to the directions and look at the examples to help you out.



ROUGH DRAFT: BLUEPRINTS

Create your rough draft of the tiny house. Check off each item after you add it to your house.

shower or tub	
bathroom sink	
toilet	
bed	
table	
chair	

stove/oven	
kitchen sink	
TV or computer	
refrigerator	
front door	

closet	
desk or side table	
couch/sofa or recliner	
counter	
microwave	

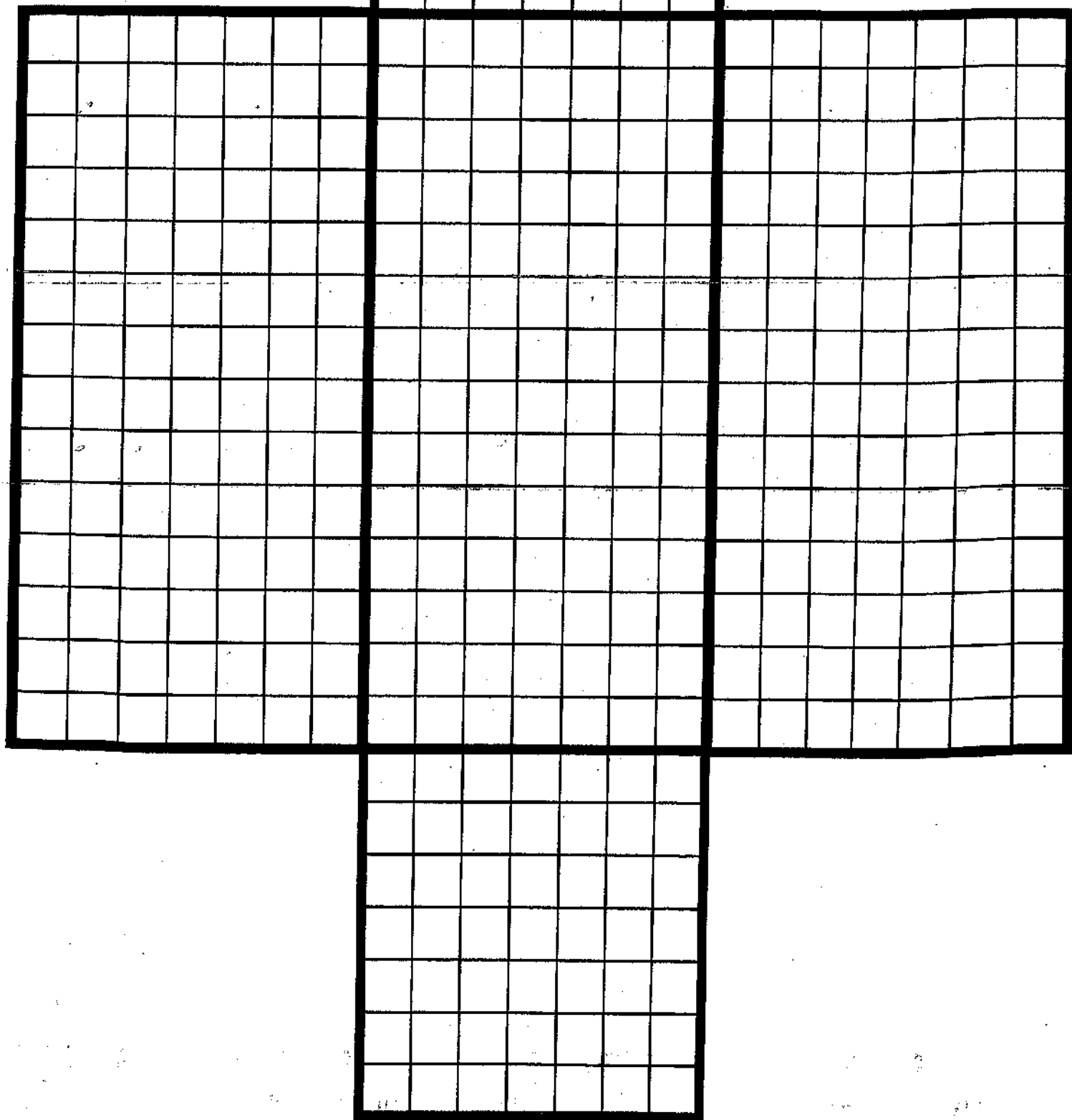
window	
window	
picture/artwork	
mirror	

WALL

WALL

WALL

WALL





FINAL VERSION: REQUIREMENT LISTS

Listed below are all the furnishing elements that must be included inside your tiny house.
Check off each item once it has been added in your house design.

ITEM	COMPLETED
shower or tub	
bathroom sink	
toilet	
bed	
table	
chair	
closet	
desk or side table	
couch/sofa or recliner	
counter	
microwave	

ITEM	COMPLETED
stove/oven	
kitchen sink	
TV or computer	
refrigerator	
front door	
window	
window	
light	
light	
picture/artwork	
mirror	

SPEC HOME

Find the AREA and PERIMETER of the base, four walls, and roof/ceiling.

ITEM	PERIMETER	AREA
House Base		
Wall One		
Wall Two		
Wall Three		
Wall Four		
Roof		

ITEM	PERIMETER	AREA
Yard		

EXTERIOR DESIGN



Awesome!
You designed your house and the inside looks great!
But--you need to decorate the outside.
Make it look like a REAL house!

BE CAREFUL with your coloring!

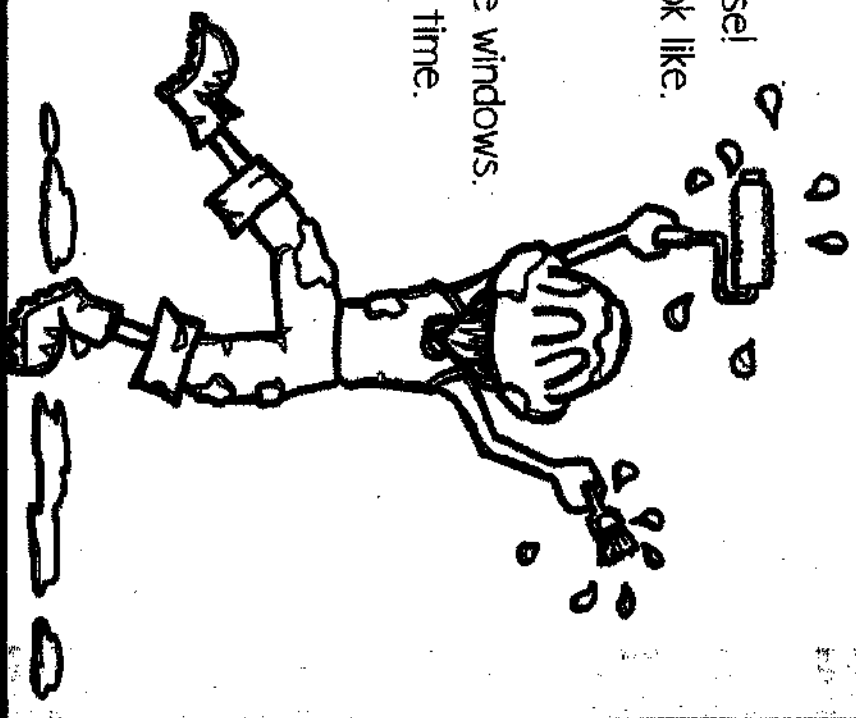
- ONLY USE crayons or colored pencils.
- Markers could bleed through and ruin the inside--no leaky house!
- Look at some pictures of houses to see what the outsides look like.

WINDOWS and DOORS

- If you are up to the challenge, try cutting out where you have windows.
- Be patient and work slow. Doors are easier, but windows take time.

OUTDOOR SIDING

- Decide what kind of exterior you want for your house:
wood, stucco, log cabin, or something else.
- Color it or add designs..just be creative.



NAME _____

STUDENT REFLECTION

I CAN	YES	NEEDS MORE WORK
I completed steps 1-8 on the To-Do List.		
I can find the area of an object.		
I can find the perimeter of an object		
I can find the area and perimeter of an object I create.		
I can connect area, perimeter, and geometry to real-world situations.		
I can use problem-solving techniques to complete this activity.		
I can use collaboration techniques to complete this activity.		

THE MOST CHALLENGING PART OF THIS PROJECT WAS...

MY FAVORITE PART OF THIS PROJECT WAS...

ONE THING THAT REALLY SURPRISED ME WAS...

SOMETHING I LEARNED FROM A CLASSMATE WAS...

BUILDING FURNITURE

It's time to build your furniture by creating three dimensional shapes.

Use two provided graphing sheets with furniture included or create your own.

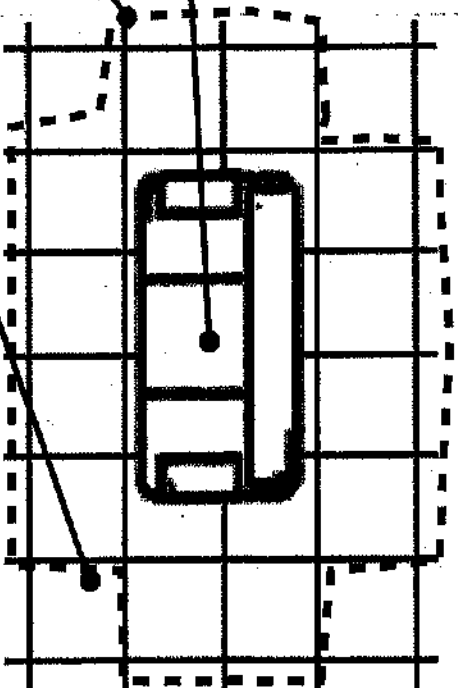
FIRST: Make sure your furniture size matches what you created in your house.

SECOND: 3D (three dimensional) means you'll have to design on all the sides. Minecraft and LEGOS are good examples.

THIRD: Don't cut out the net until you are sure you have enough. Map out what you need.

FOURTH: Tape your shapes together. You can try glue, but it might not work as well.

FIFTH: DON'T get discouraged! This is a very difficult element of design. It will take you a while to master it...but you can do it!



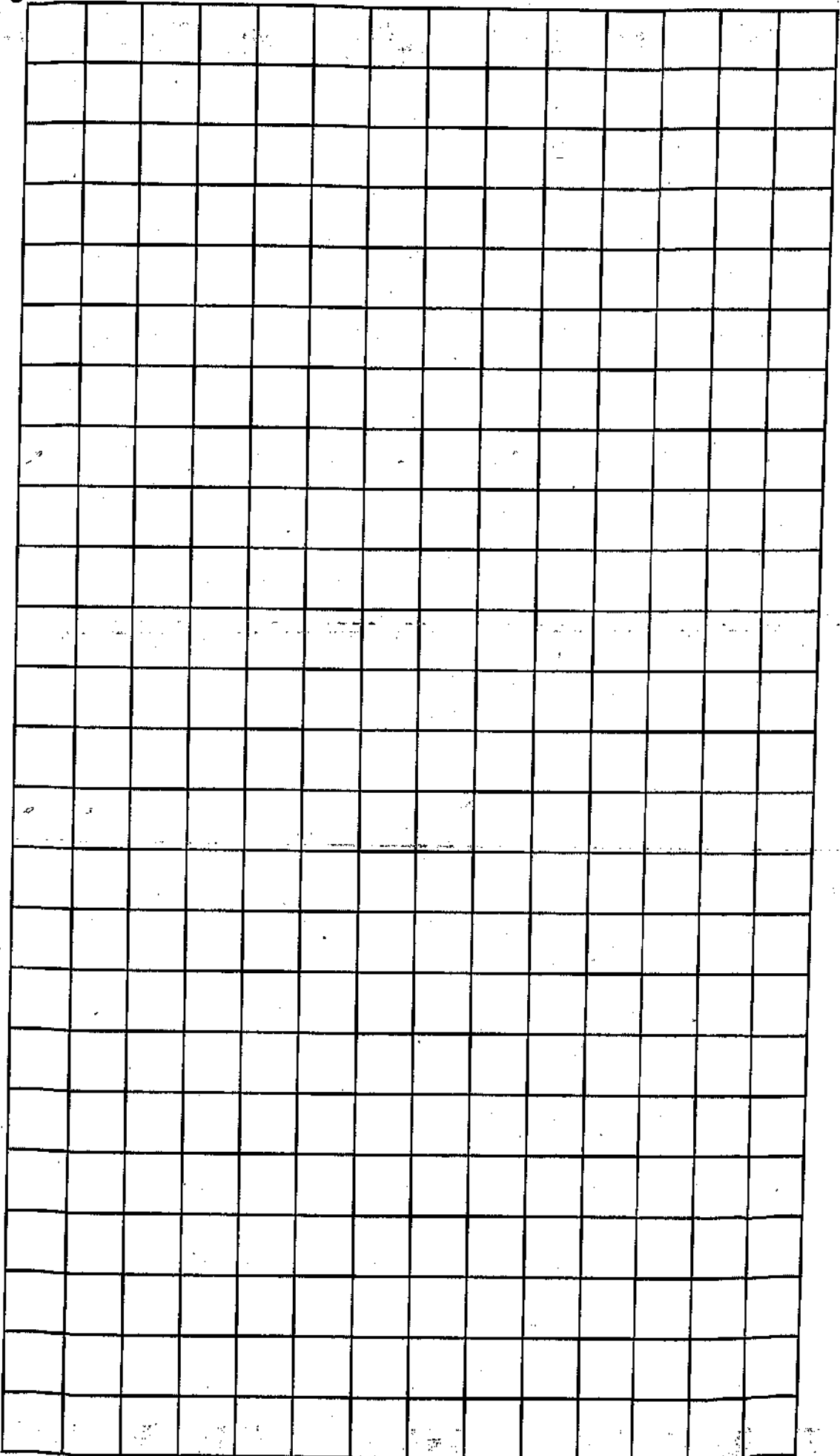
For this couch, I would cut out on my dotted line and tape the 4 sides together.

WALLS: If you created walls—add those!

**DON'T TAPE OR GLUE ANYTHING TO YOUR HOUSE.
UNLESS YOUR TEACHER SAYS YOU CAN!**

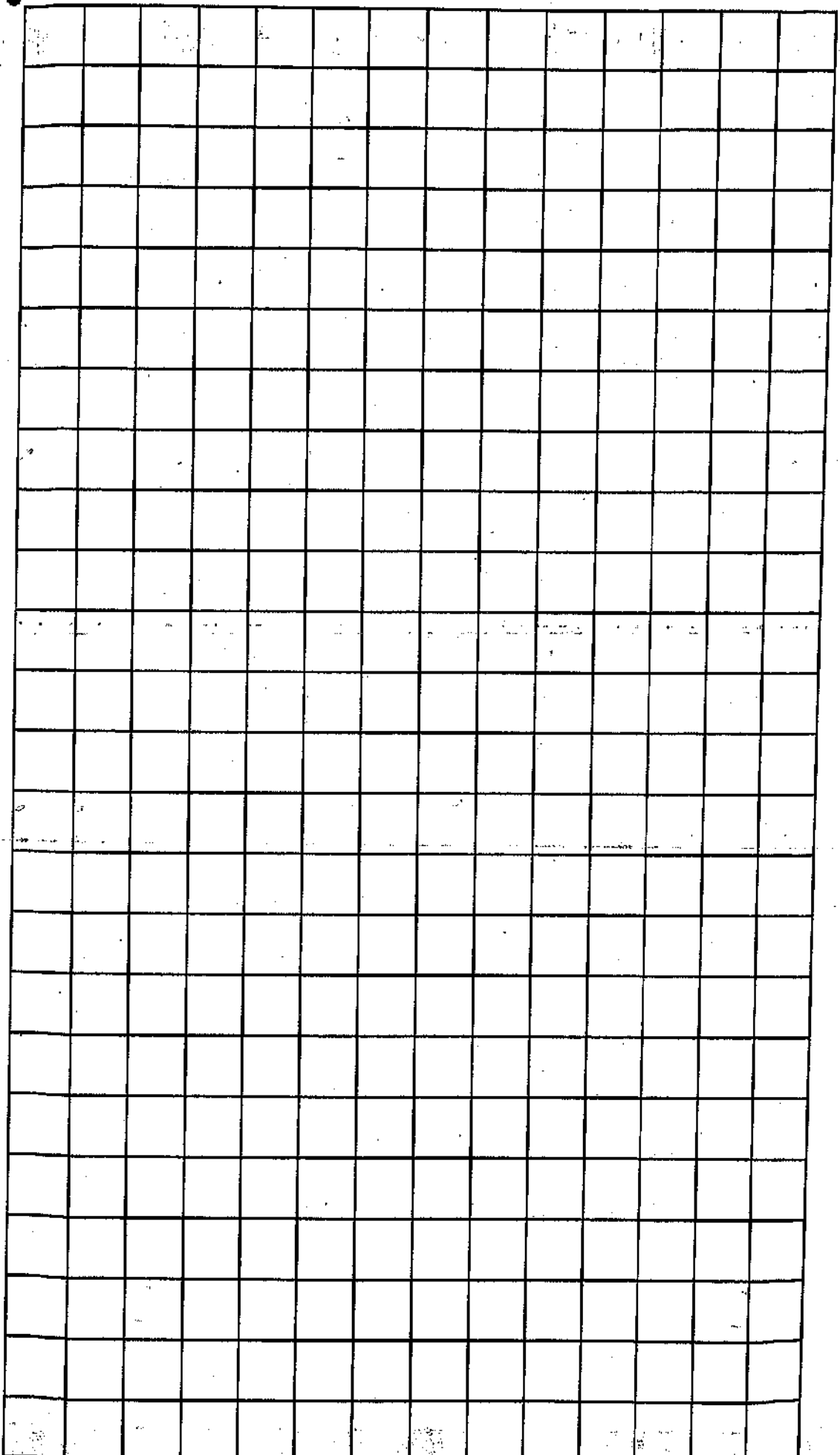
THREE-DIMENSIONAL PIECES

Use this graph paper to create your own three-dimensional furniture for the house.

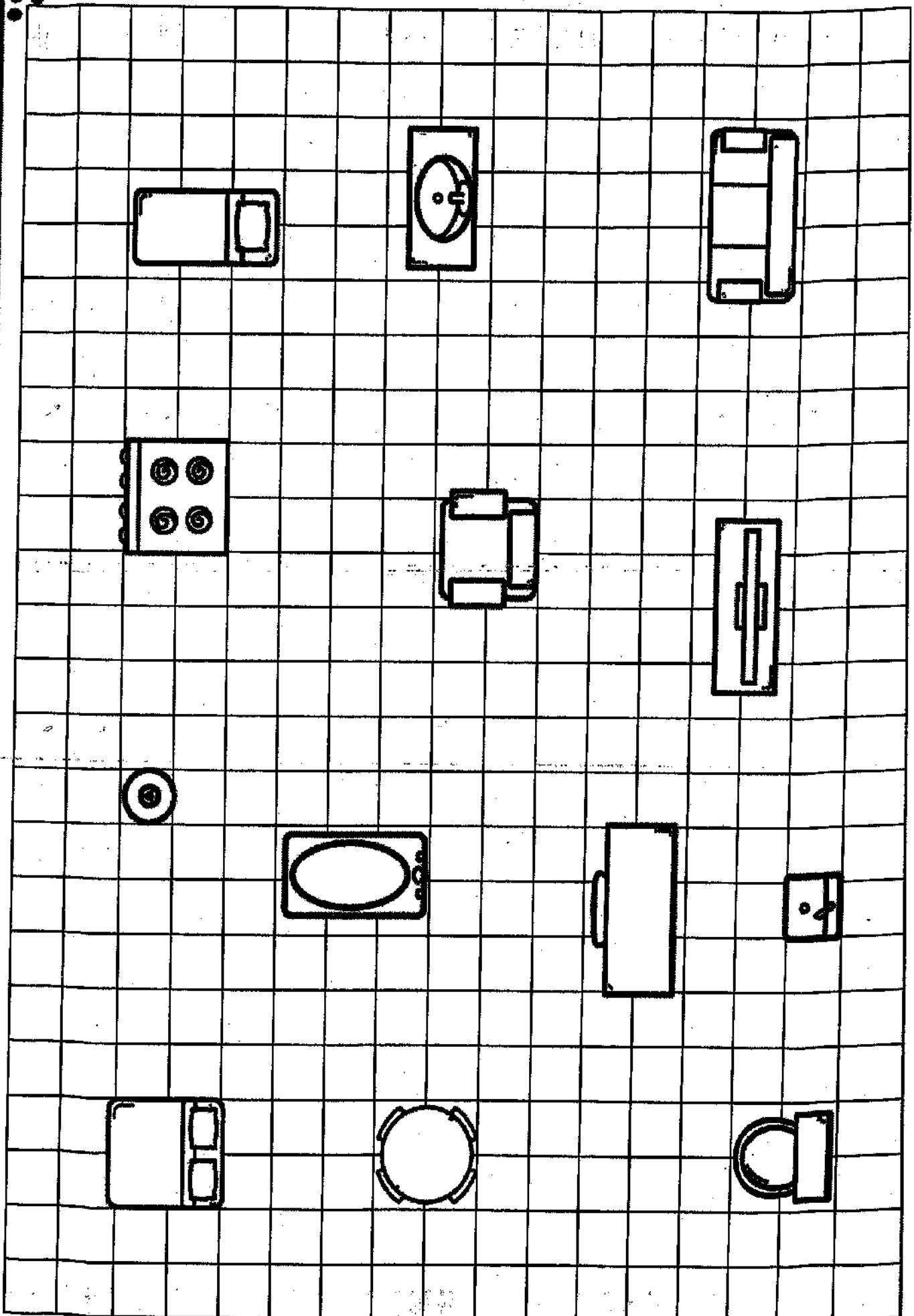


THREE-DIMENSIONAL PIECES

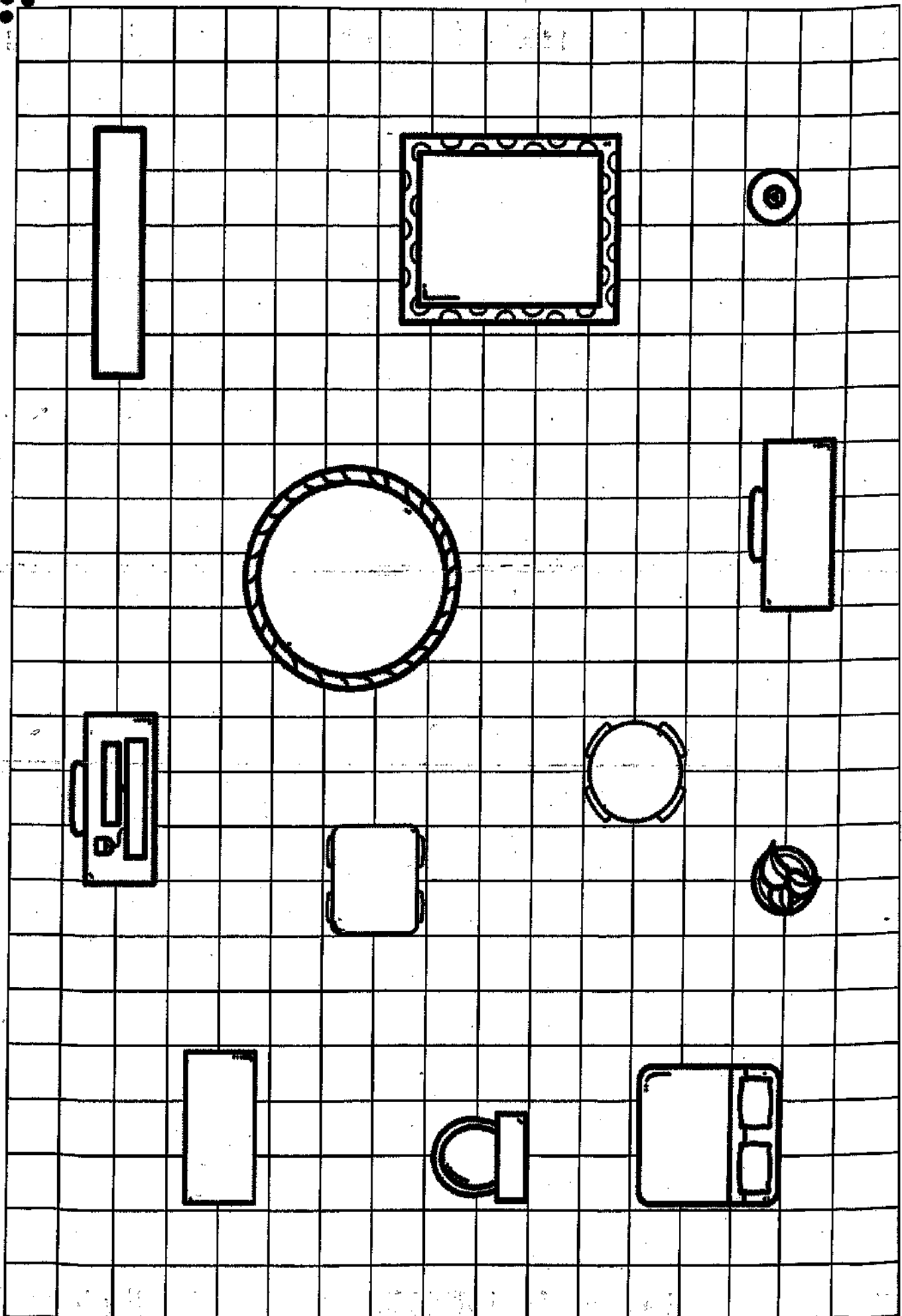
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THREE-DIMENSIONAL PIECES



THREE-DIMENSIONAL PIECES



SPEC HOME

Find the AREA and PERIMETER of each REQUIRED item in your house.
Fill in the information below.

ITEM	PERIMETER	AREA
shower or tub		
bathroom sink		
toilet		
bed		
table		
chair		
closet		
desk or side table		
couch/sofa or recliner		
counter		
microwave		

ITEM	PERIMETER	AREA
stove/oven		
kitchen sink		
TV or computer		
refrigerator		
front door		
window		
window		
light		
light		
picture/artwork		
mirror		

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light		
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picture/artwork		
mirror		

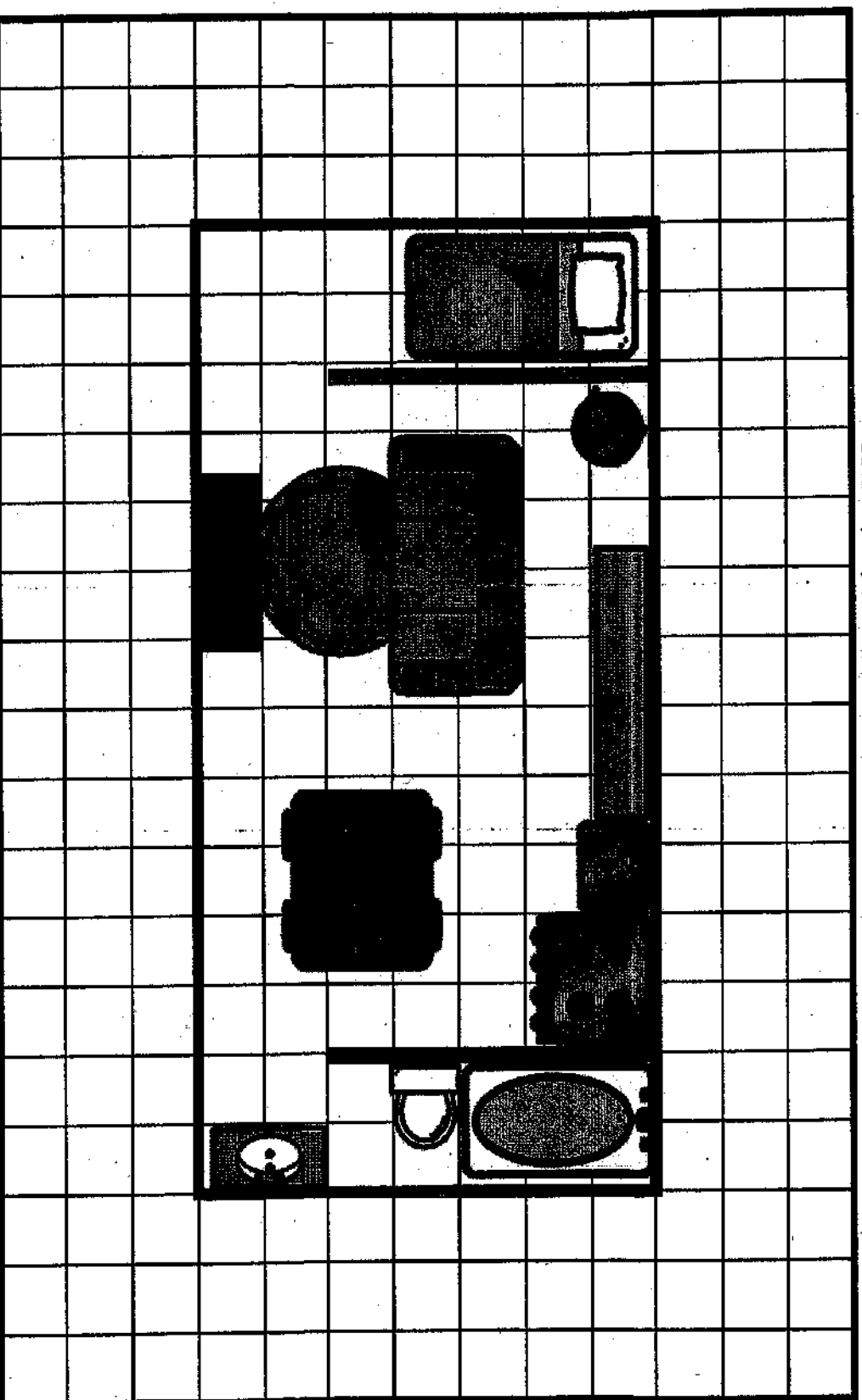
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mirror		

BASE & FLOOR PLAN

EXAMPLE



SCORING RUBRIC

STUDENT NAME: _____

CRITERIA	MET STANDARD				AREA NEEDS MORE WORK
Student completes steps 1-8 on the To-Do List	5	4	3	2	1
Demonstrates an understanding of finding area and applying it correctly.	5	4	3	2	1
Demonstrates an understanding of finding perimeter and applying it correctly.	5	4	3	2	1
Demonstrates an understanding of identifying geometric shapes correctly.	5	4	3	2	1
Connects the concepts of area, perimeter, and geometric shapes to real-world settings (building a house).	5	4	3	2	1
Applies problem-solving skills to complete the activity.	EVIDENCE OF EXCEEDING		MET		
Applies collaboration skills to complete the activity	EVIDENCE OF EXCEEDING		MET		

TEACHER RUBRICS

Included are two versions of rubrics.

Choose the version that works best for your class.

The first is a **single-point rubric**. If students are proficient in each category (running down the middle) you can circle the criteria. If they exceed or need more work with each criteria, there is space for you to give a specific example. This version requires more writing (from the teacher), but works well if your school is not using traditional grading systems.

The second rubric is more **traditional using a 5-point scale**. Teachers determine the scoring based on how they performed with the project, which is totaled at 25 points. The two final criteria options are based on problem-solving and collaboration. Those do not have a score. Students either exceed, meet, or need more work. Extra space is provided to write in, too.

SCORING RUBRIC

STUDENT NAME: _____

AREA NEEDS MORE WORK	PROFICIENT	EVIDENCE OF EXCEEDING STANDARD
	Student completed steps 1-8 on the To-Do List	
	Demonstrates an understanding of finding area and applying it correctly.	
	Demonstrated an understanding of finding perimeter and applying it correctly.	
	Demonstrated an understanding of identifying geometric shapes correctly.	
	Connected the concepts of area, perimeter, and geometric shapes to real-world settings (building a house).	
	Applied problem-solving skills to complete the activity.	
	Applied collaboration skills to complete the activity.	

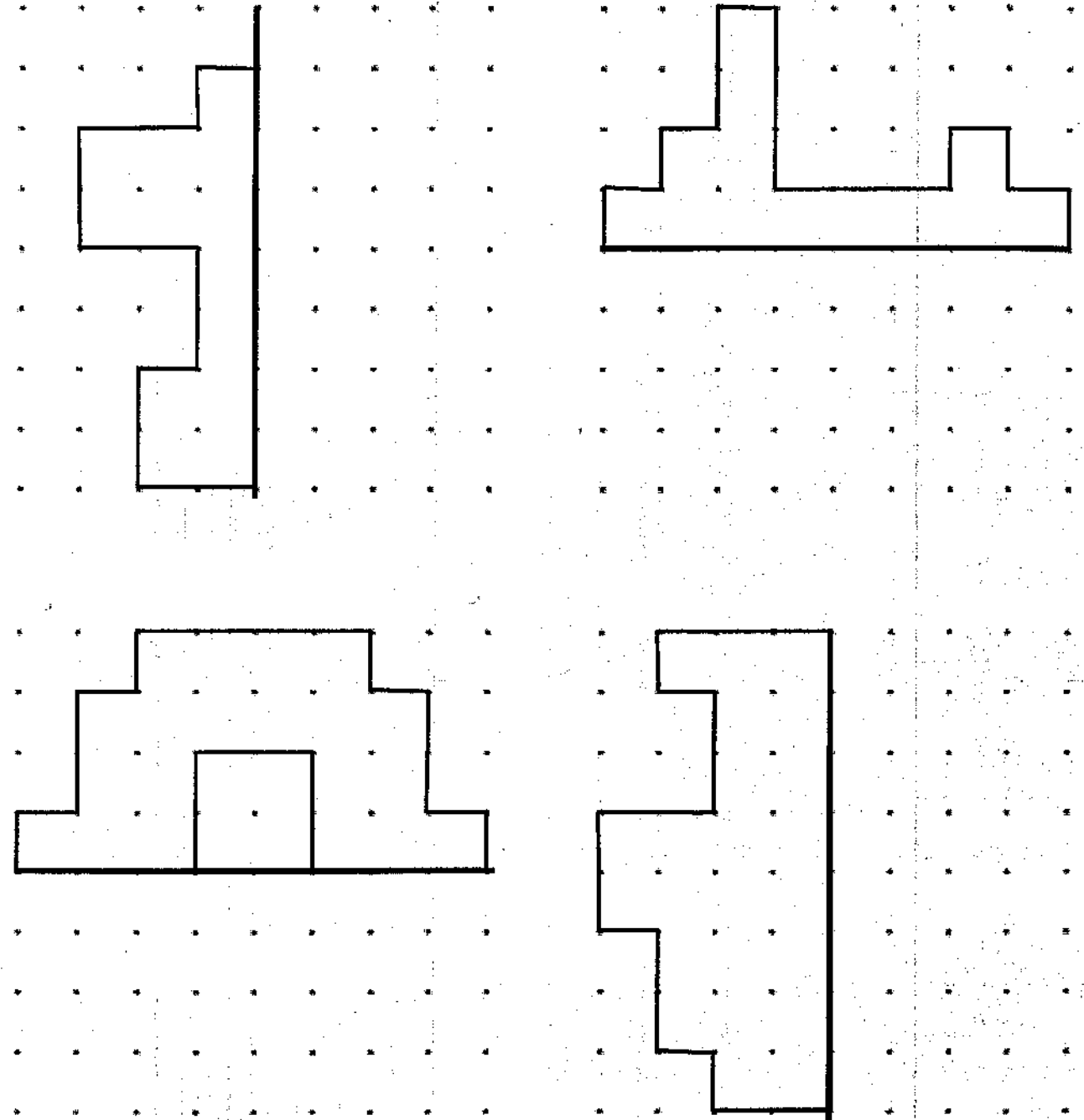
Name _____

Date April, 15 2020



LINE SYMMETRY SHEET 1

Complete the missing half of each of the shapes using the mirror lines.



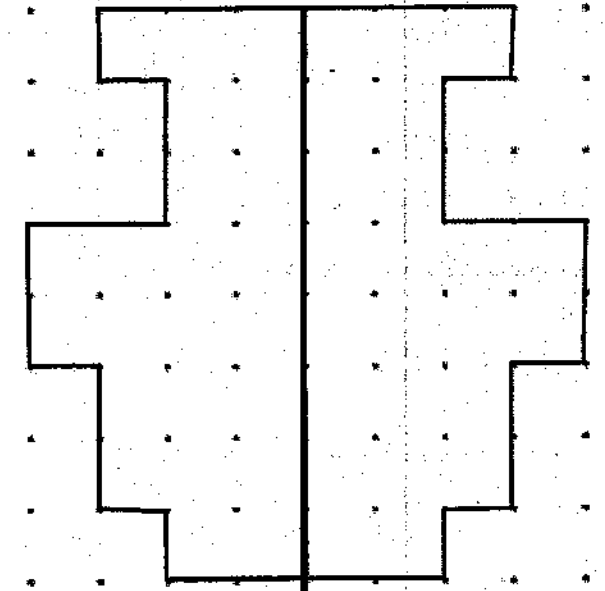
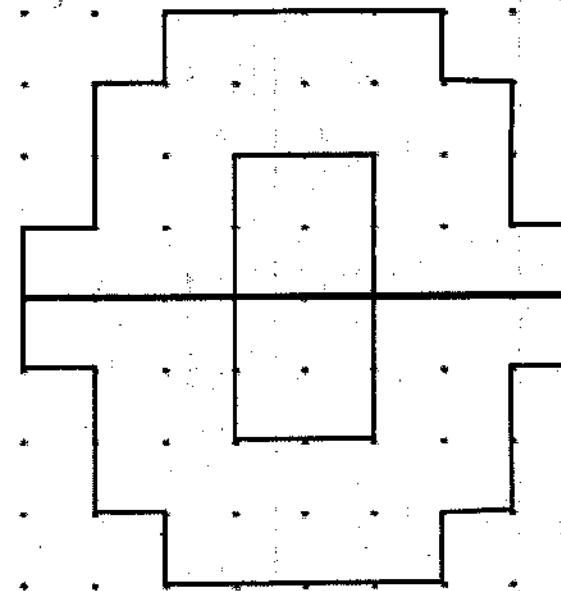
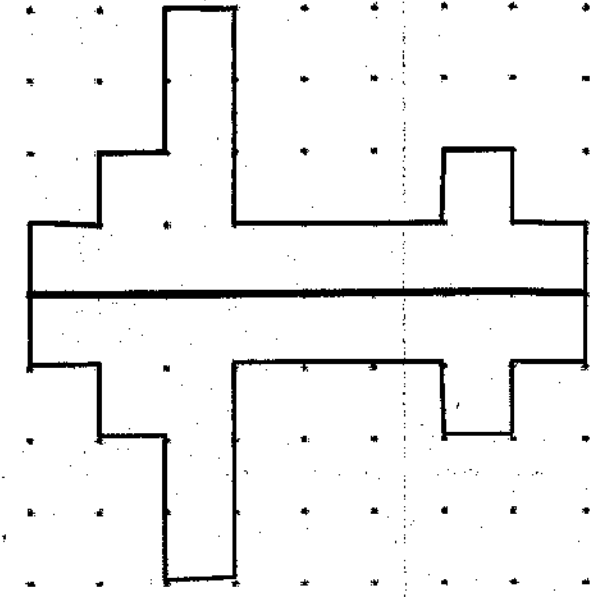
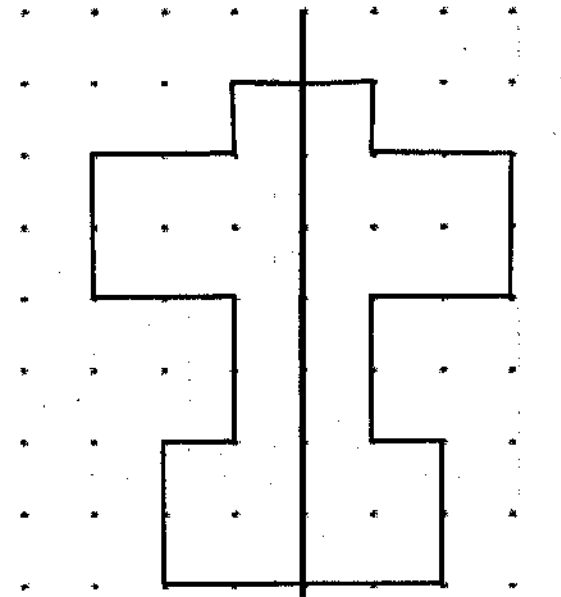
Name

Date April 15, 2020 [try without first]



LINE SYMMETRY SHEET 1 ANSWERS

Complete the missing half of each of the shapes using the mirror lines.



Name _____

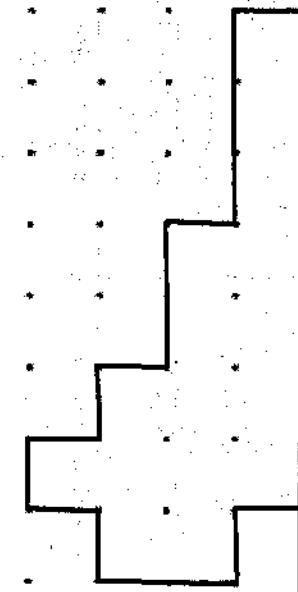
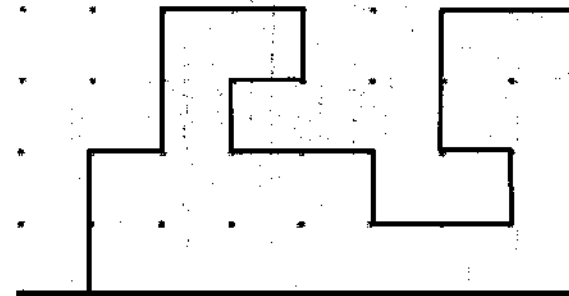
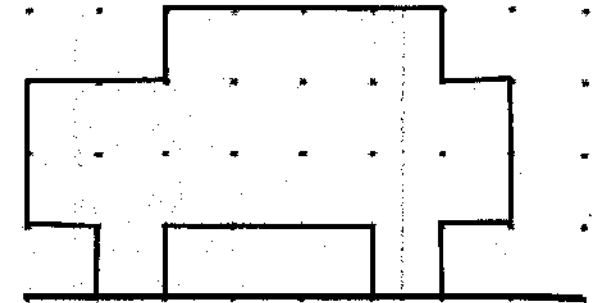
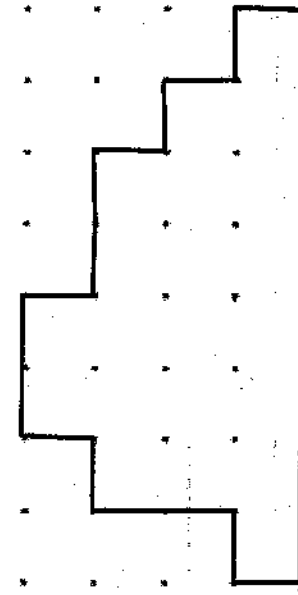
Date _____

April 16, 2020



LINE SYMMETRY SHEET 2

Complete the missing half of each of the shapes using the mirror lines.



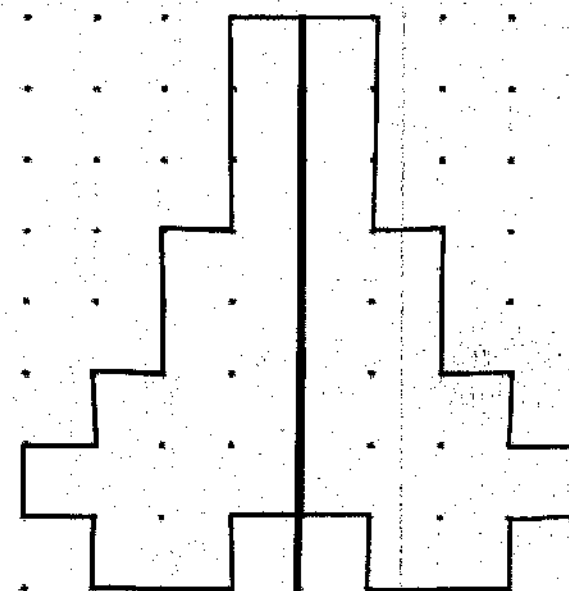
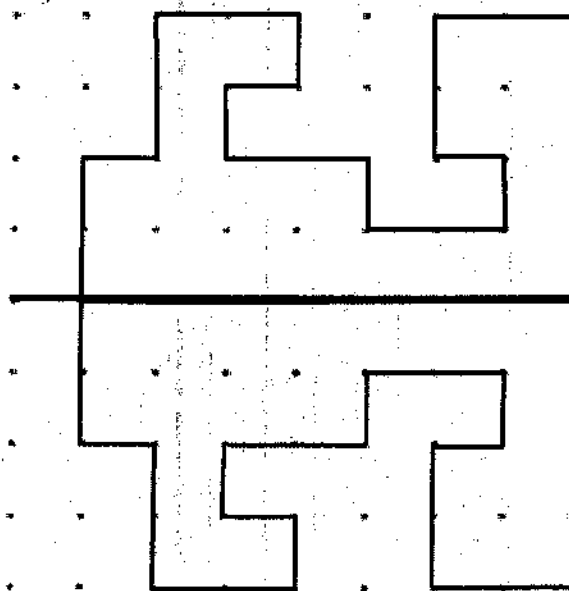
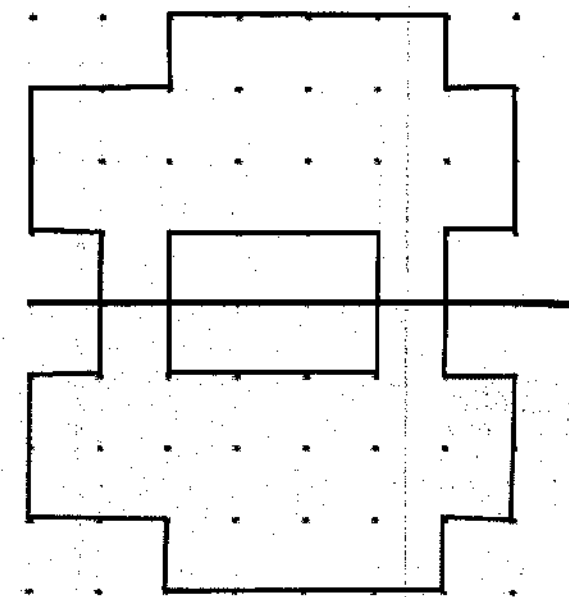
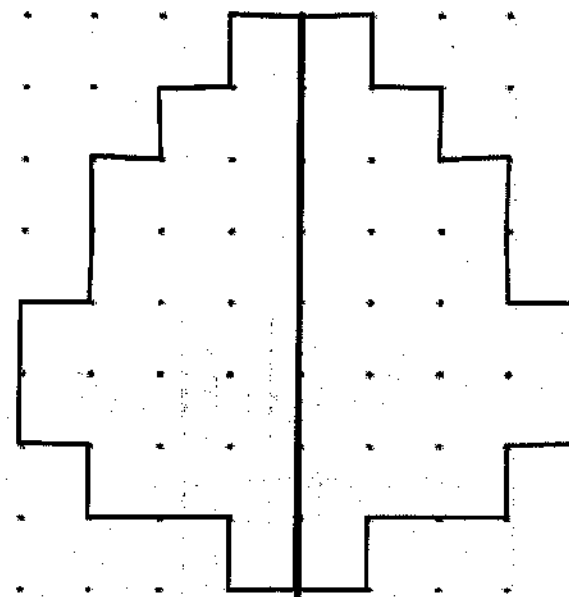
Name

Date

April 16, 2020

LINE SYMMETRY SHEET 2 ANSWERS

Try without first



Name _____

Date _____

April 17, 2020

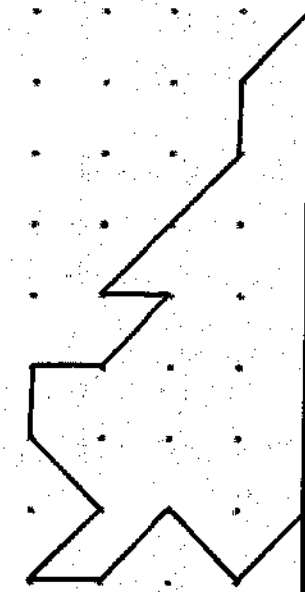
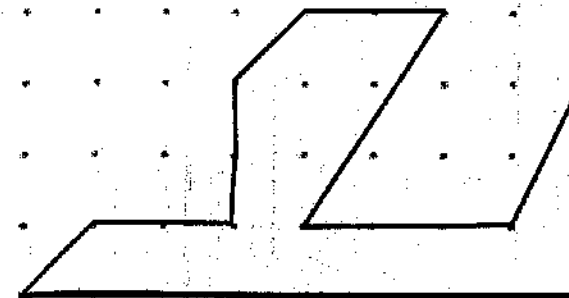
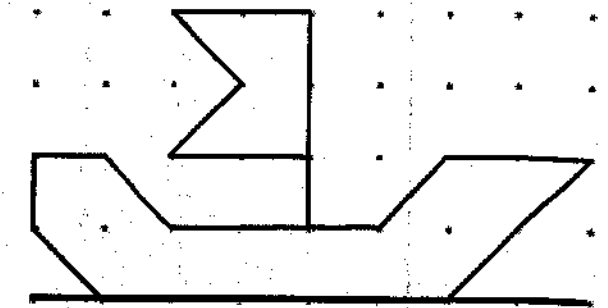
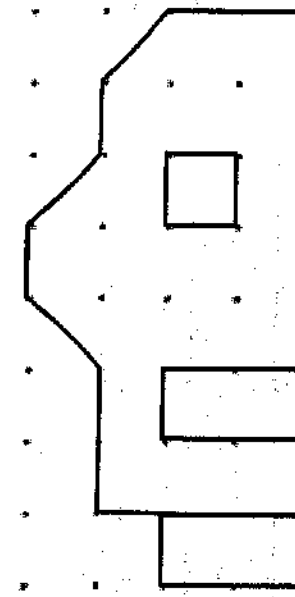
answers

LINE SYMMETRY SHEET 4

Try Without first



Complete the missing half of each of the shapes using the mirror lines.



Name

Date

April 17, 2020

try without
first



LINE SYMMETRY SHEET 4 ANSWERS

