Graphic Organizer

- Have students complete the Graphic Organizer in small groups as a chapter review. Alternatively, have them complete each section after they have completed the Working Examples and the Show You Knows.
- Provide students with examples or page references.

Math Link: Wrap It Up!

Planning Notes

- Provide students with **BLM 3–8 Chapter 3 Math Link: Wrap It Up!** Enlarge the nets for students who struggle with dexterity.
- Have students work in pairs to build their mobiles. Pair students with poor dexterity with more dexterous students to help them build the 3-D shapes.
- Encourage students to make folds on the dotted lines before assembling the shapes.
- Students may find it easier to glue the shapes together rather than tape them.

Common Errors

- Some students may have difficulty with precise measuring.

$\mathbf{R}_x$ Remind students to always start measuring at 0, not at the end of the ruler. Encourage students to work in pairs. One person can hold the ruler for stability, while the partner reads the measurement. Review how to read millimetres and centimetres.

The chart below shows the Rubric for the Math Link: Wrap It Up! and provides notes that specify how to identify the level of specific answers for this project.

Score/Level	Holistic Descriptor	Specific Question Notes
5 **(Standard of Excellence)**	❑ Applies/develops **thorough** strategies and mathematical processes for making **significant** comparisons/connections that demonstrate a **comprehensive** understanding of how to develop a complete solution ❑ Uses **efficient** and **effective** procedures that may contain a **minor mathematical error** that does not affect understanding ❑ Uses **significant** mathematical language to explain understanding and provides **in-depth** support for the conclusion	• provides a complete and correct solution **Note:** The mobile may not be perfectly balanced, but the student has correctly completed all parts of the question.
4 **(Above Acceptable)**	❑ Applies/develops **thorough** strategies and mathematical processes for making **reasonable** comparisons/connections that demonstrate a **clear** understanding ❑ Uses **reasonable** procedures that may contain a **minor mathematical error** that may hinder the understanding in one part of a complete solution ❑ Uses **appropriate** mathematical language to explain understanding and provides **clear** support for the conclusion	• provides a complete response to all parts of the exercise with one algebraic error *or* • provides a complete and correct response to the algebraic component of the question but the student does not make the mobile *or* • provides a complete and correct response to all parts of the problem; the mobile is attempted and the shapes are colourful
3 **(Meets Acceptable)**	❑ Applies/develops **relevant** strategies and mathematical processes for making **some** comparisons/connections that demonstrate a **basic** understanding ❑ Uses **basic** procedures that may contain a **major mathematical error** or **omission** ❑ Uses **common** language to explain understanding and provides **minimal** support for the conclusion	• provides a correct and complete solution for the surface area and volume of one of the shapes with a correct start on the other *or* • provides partial correct starts to all parts of the exercise
2 **(Below Acceptable)**	❑ Applies/develops **some relevant** mathematical processes for making minimal comparisons/ connections that lead to a **partial solution** ❑ Uses **basic** procedures that may contain several major mathematical errors ❑ Communication is **weak**	• provides correct calculations for the surface area of two or more shapes; communication may be weak *or* • provides correct calculations for the volume of two or more shapes; communication may be weak
1 **(Beginning)**	❑ Applies/develops an **initial start** that may be **partially correct** or could have led to a correct solution ❑ Communication is **weak** or **absent**	• provides a correct initial start to any part of the question; calculations may be shown; there is minimal understanding and errors are present