

FAMILY MATH

Attributes of Shapes

Dear Family,

Your student is studying geometry by exploring the defining attributes, or characteristics, of two-dimensional shapes.

Key Terms

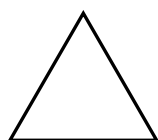
parallel

rhombus

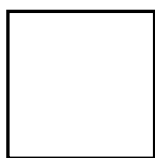
sphere

square corner

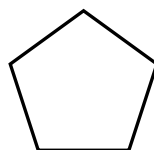
trapezoid



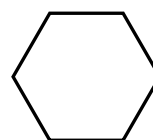
Triangle
3 sides



Quadrilateral
4 sides



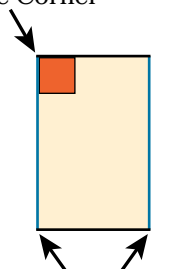
Pentagon
5 sides



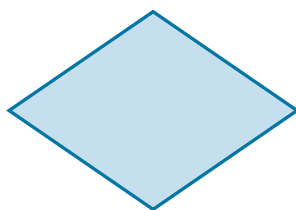
Hexagon
6 sides

Using the attributes, they name the shapes. Your student also draws, describes, and categorizes the two-dimensional shapes. For example, squares, rectangles, rhombuses, and trapezoids are quadrilaterals because they have 4 sides. They notice some shapes have square corners or parallel sides. Parallel sides do not touch, even if they were extended.

Square Corner



Parallel Sides

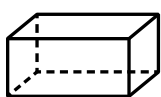


A rhombus is a closed shape with 2 pairs of parallel sides and 4 straight sides that are the same length.



A trapezoid is a closed shape with at least 1 pair of parallel sides and 4 straight sides.

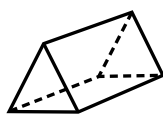
Your student describes the attributes of three-dimensional shapes by identifying the face shapes, counting the number of faces, and describing their characteristics. For example, shapes with curved surfaces like cylinders and spheres can roll.



Rectangular
prism



Cone



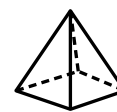
Triangular prism



Cube



Cylinder



Pyramid



Sphere

At-Home Activities

Shapes Around Us

Encourage your student to observe the attributes of two-dimensional shapes in everyday life. For example, point out that the sides of a door are parallel, and two edges of the door meet to form a square corner. Have your student look for attributes in other shapes they see. For example, a sign for a school zone may be in the shape of a pentagon or a rhombus.

Stack or Roll?

Invite your student to find different objects that can be stacked, such as boxes and cans, and objects that can roll, such as cans and balls. For example, quarters can be stacked when flat or roll along their sides and cereal boxes can be stacked on all their sides. Then ask your student the following questions to discuss the attributes of the objects.

- “Which of the objects can both roll and stack? Why?”
- “What shapes are the objects?”
- “How might you group the objects?”