

Name \_\_\_\_\_

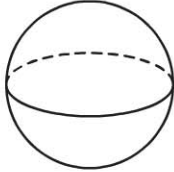
## Three-Dimensional Figures

COMMON CORE STANDARD CC.5.MD.3

Geometric measurements: understand concepts of volume and relate volume to multiplication and to addition.

Classify the solid figure. Write *prism*, *pyramid*, *cone*, *cylinder*, or *sphere*.

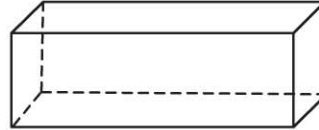
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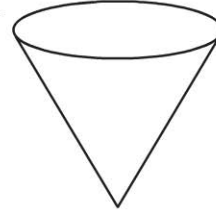
There are no bases. There is 1 curved surface. It is a

**sphere**

2.

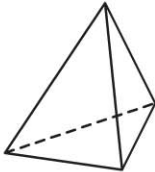


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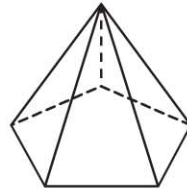


Name the solid figure.

4.



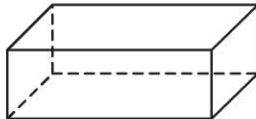
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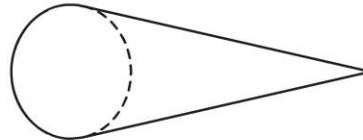
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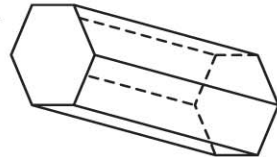
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8.



9.



### Problem Solving **REAL WORLD**

10. Darrien is making a solid figure out of folded paper. His solid figure has six congruent faces that are all squares. What solid figure did Darrien make?

\_\_\_\_\_

11. Nanako said she drew a square pyramid and that all of the faces are triangles. Is this possible? **Explain.**

\_\_\_\_\_

### Lesson Check (CC.5.MD.3)

- Luke made a model of a solid figure with 1 circular base and 1 curved surface. What solid figure did he make?
  - cone
  - cylinder
  - sphere
  - triangular pyramid
- Which of the following does NOT have any rectangular faces?
  - pentagonal prism
  - hexagonal pyramid
  - rectangular prism
  - square pyramid

### Spiral Review (CC.5.NF.1, CC.5.MD.1, CC.5.G.3, CC.5.G.4)

- Without measuring, how can you determine whether two sides of a polygon are congruent? (Lesson 11.4)
  - If the two sides look congruent, you can assume they are congruent.
  - Cut out the polygon and fold the two sides onto each other. If the sides match up, you can assume they are congruent.
  - Cut out the polygon and fold two of the angles onto each other. If the angles match up, you can assume the sides are also congruent.
  - It is not possible to determine whether two sides of a polygon are congruent without measuring.
- Latasha made 128 ounces of punch. How many cups of punch did Latasha make? (Lesson 10.2)
  - 4 cups
  - 8 cups
  - 16 cups
  - 32 cups
- James has  $4\frac{3}{4}$  feet of rope. He plans to cut off  $1\frac{1}{2}$  feet from the rope. How much rope will be left? (Lesson 6.6)
  - $\frac{1}{4}$  foot
  - 3 feet
  - $3\frac{1}{4}$  feet
  - $6\frac{1}{2}$  feet
- Which of the following statements is NOT true? (Lesson 11.3)
  - Some quadrilaterals are squares.
  - All rhombuses are quadrilaterals.
  - All squares are rectangles.
  - Some trapezoids are parallelograms.