



# IDENTIFY CROSS- SECTIONS OF 3D OBJECTS

AC9M6SP01

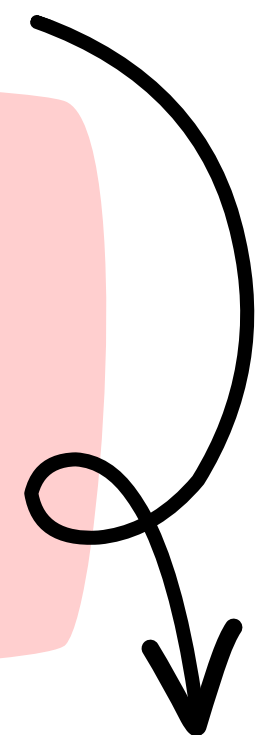
## IDENTIFYING 3D OBJECTS

# SUPER sort

Write the name of the 3D object on each problem card, then cut out each card and sort them according to whether they are a prism or a pyramid. Before gluing them, arrange the cards in each column in alphabetical order.

PRISM	PYRAMID
 A	 B
	 D

Keep scrolling to see what's included!



# HELP STUDENTS EXPLORE PARALLEL CROSS-SECTIONS IN 3D SHAPES LIKE PRISMS AND PYRAMIDS!



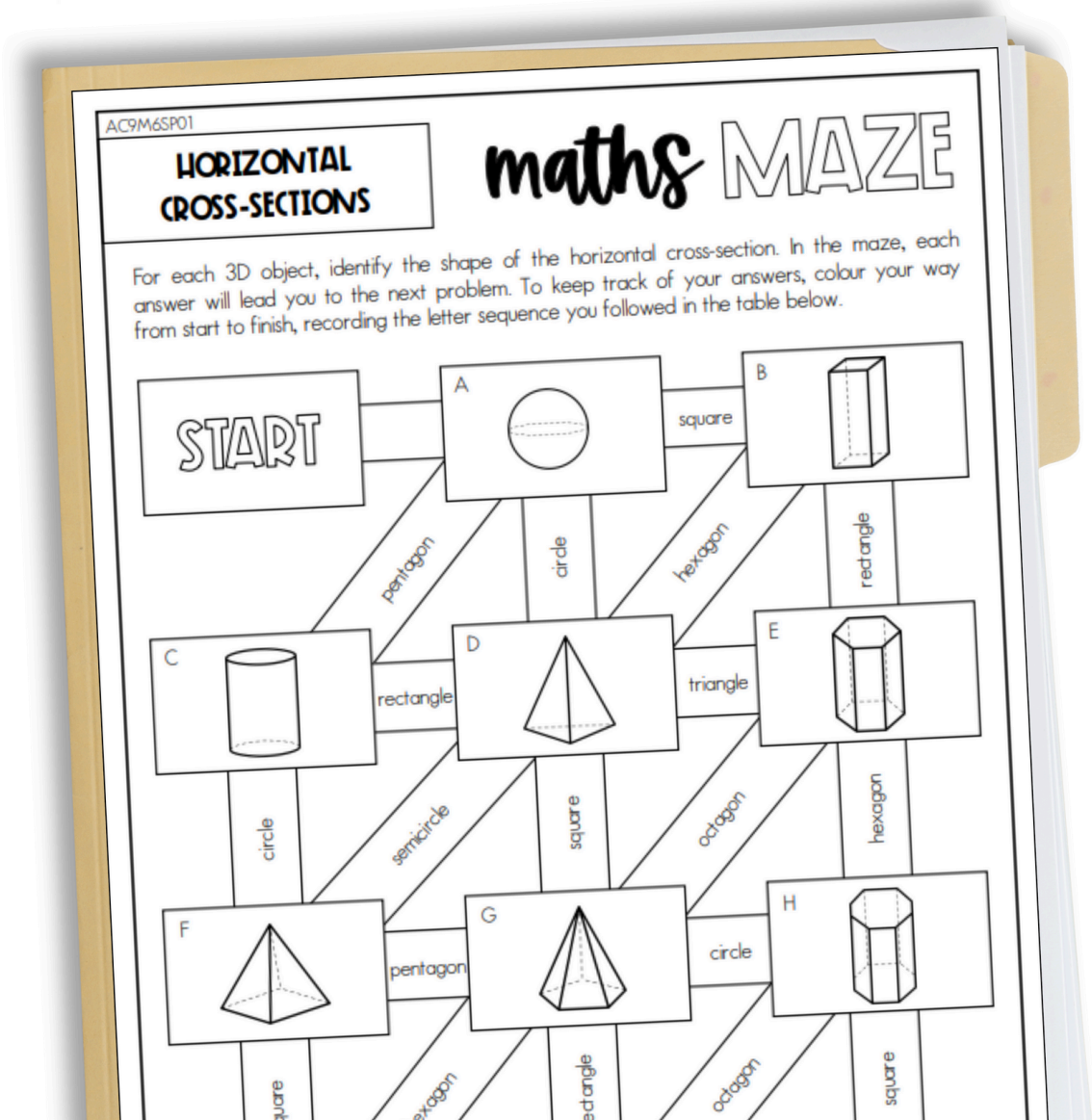
All six activities are aligned to the outcome: **(AC9M6SP01)**



Tasks range in difficulty from easy to challenging!



Activities are interactive, hands-on, and FUN!



# HELP STUDENTS EXPLORE PARALLEL CROSS-SECTIONS IN 3D SHAPES LIKE PRISMS AND PYRAMIDS!



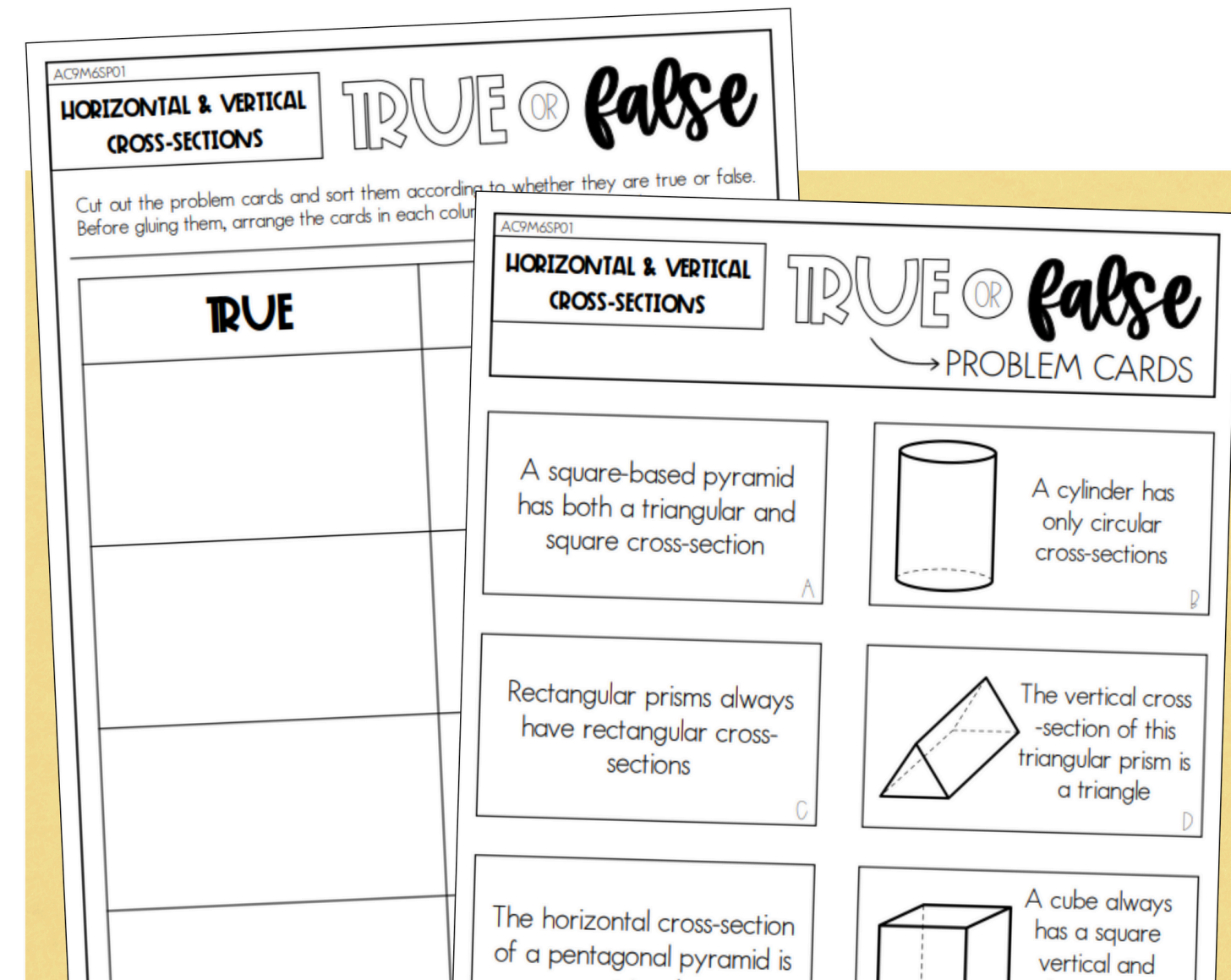
NO planning required for outcome **AC9M6SP01**



No prep, just print and go!



Aligns perfectly to the **Year 6 Measurement & Space Assessment Pack!**



# INCLUDES ALL THESE AND MORE!

AC9M6SP01

## IDENTIFYING 3D OBJECTS

SUPER *cost.*

PROB

AC9M6SP01

## HORIZONTAL CROSS-SECTIONS

### maths MAZE

For each 3D object, identify the shape of the horizontal cross-section. In the maze, each answer will lead you to the next problem. To keep track of your answers, colour your way from start to finish, recording the letter sequence you followed in the table below.

A					
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THE SYDNEY TEACHER

AC9M6SP01

## HORIZONTAL CROSS-SECTIONS

MATHS *match*

AC9M6SP01

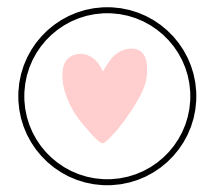
## HORIZONTAL & VERTICAL CROSS-SECTIONS

### TRUE OR false

PROBLEM CARDS

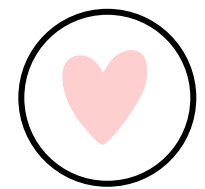
# CONTENTS

## What's included in this pack?



**SIX** engaging activities for the outcome **AC9M6SP01**:

- + True or False
- + Maths Match
- + Super Sort
- + Maths Maze
- + Would You Rather?
- + Thinker's Keys



**Answer Key for teachers**

AC9M6SP01

**HORIZONTAL & VERTICAL CROSS-SECTIONS**

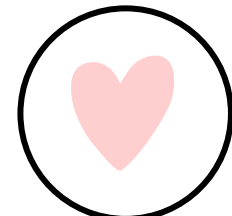
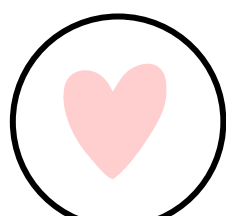
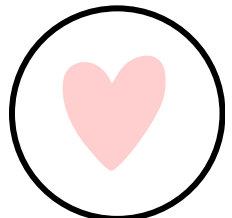
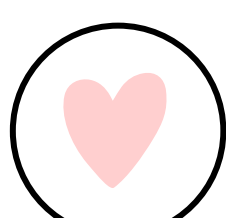
**WOULD YOU rather...**

Read the word problems then colour the box to show if you prefer option A or option B. Explain your thinking behind each decision.

**ANSWERS**

	OPTIONS	WHY?
<b>WOULD YOU RATHER...</b>	A Slice a straight loaf of bread horizontally for easy sharing <input type="radio"/>	A: Horizontal slices would result in large, flat pieces that are harder to manage. You would also get fewer slices.
	B Slice a straight loaf of bread vertically for easy sharing <input type="radio"/>	B: Vertical slices are smaller, easier to manage and provide more slices.
	A Chop a large candle horizontally to make smaller, decorative ones <input type="radio"/>	A: Each cut will have a wick. B: Chopped off wax without a wick is unusable.
	B Chop a large candle vertically to make smaller, decorative ones <input type="radio"/>	
	A Cut a tall plastic bottle vertically to upcycle it into a pencil holder <input type="radio"/>	A: This would have a wobbly base and pencils would not stand upright.
	B Cut a tall plastic bottle horizontally to upcycle it into a pencil holder <input type="radio"/>	B: This would have a stable base and an appropriate height for holding pencils.
A Break a Toblerone chocolate bar vertically <input type="radio"/>	A: This would be a neat, clean break as it is already designed in vertical triangular segments.	
B Break a Toblerone chocolate bar horizontally <input type="radio"/>	B: This would be much more...	

# HOW YOU CAN USE THIS RESOURCE

-  Use in class for **hands-on practice** comparing parallel cross-sections of 3D objects
-  **Assign as homework** to reinforce understanding of prisms and their relationships
-  **Mix and match activities** to differentiate learning for students of varying skill levels
-  Use as a **daily warm-up** to build routine, activate prior knowledge, and get students focused right away

# LOOKING FOR MORE?



Bring lessons to life with the **Year 6 Measurement & Space Activity Bundle!** Enjoy 42 interactive activities motivate, excite, and challenge students while covering every curriculum goal!

**YEAR 6**

## MEASUREMENT & SPACE ACTIVITY BUNDLE

THE SYDNEY TEACHER

**ACTIVITIES**

**ANGLES ON A STRAIGHT LINE** **maths MAZE**

**INTERPRET & USE TIMETABLES** **TRUE OR FALSE**

Study the ferry timetable, then cut out the problem cards and sort them according to whether they are true or false. Before gluing them, arrange the cards in each column in alphabetical order.

Destination to Arrive	06:15	06:45	07:15	07:45	08:15	08:45	09:15
Circular Quay	06:21	06:57	07:27	07:57	08:27	08:57	09:27
Birchgrove	06:23	07:03	07:33	08:03	08:33	09:03	09:33
Greenwich Point	06:24	07:06	07:36	08:06	08:36	09:06	09:36
Waverley	06:25	07:09	07:39	08:09	08:39	09:09	09:39
Cockatoo Island	06:26	07:14	07:44	08:14	08:44	09:14	09:44

**TRUE** **FALSE**

A ferry departing Circular Quay at 07:15 will arrive at Birchgrove at 07:33. A

If you miss the 07:03 ferry from Birchgrove to Greenwich Point, the next ferry comes at 07:33. D

If you are at Greenwich you can catch a ferry to Cockatoo Island at 7:00. C

The last departure from Circular Quay to Cockatoo Island is at 10:14. B

The first departure from Circular Quay is at 06:45. E

**40+ ACTIVITIES**