EUREKA MATH PUSD

A Story of Units

Pleasanton UNIFIED SCHOOL DISTRICT Mathematics Curriculum

Grade 1 • MODULE 5

Identifying, Composing, and Partitioning Shapes

Homework

Video tutorials: http://embarc.online

Info for parents: http://bit.ly/pusdmath

Version 3

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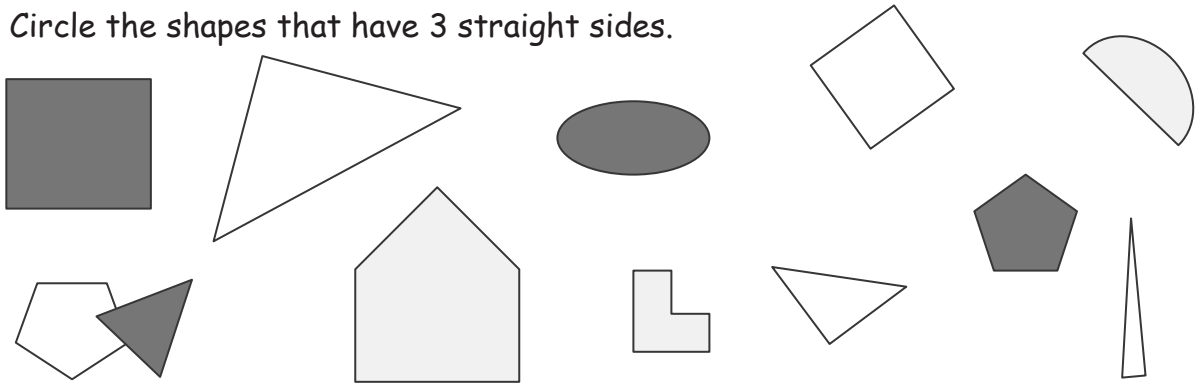
GRADE 1 • MODULE 5

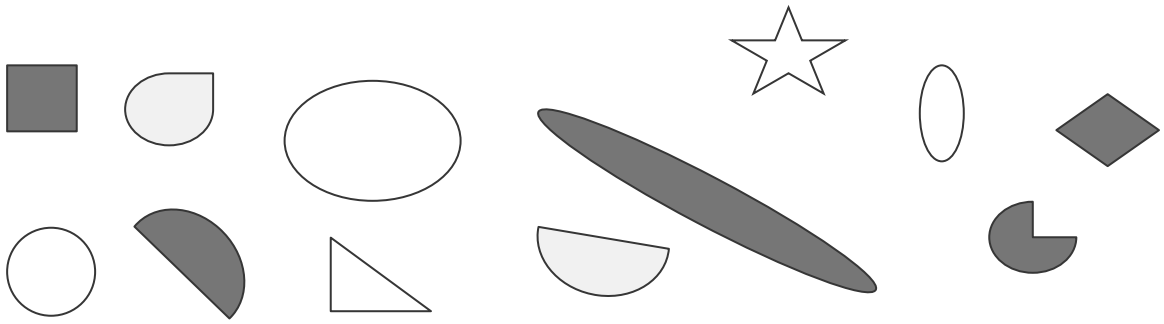
Identifying, Composing, and Partitioning Shapes

Name _____ Date _____

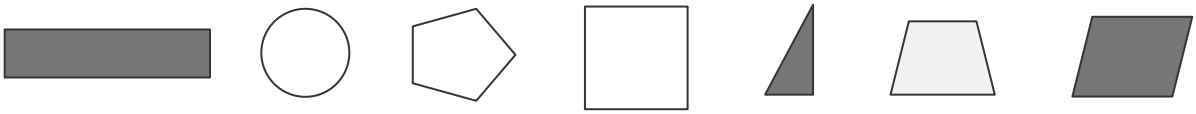
1. Circle the shapes that have 3 straight sides.



2. Circle the shapes that have no corners.



3. Circle the shapes that have only square corners.



4. a. Draw a shape that has 4 straight sides.

b. Draw another shape with 4 straight sides that is different from 4(a) and from the ones above.

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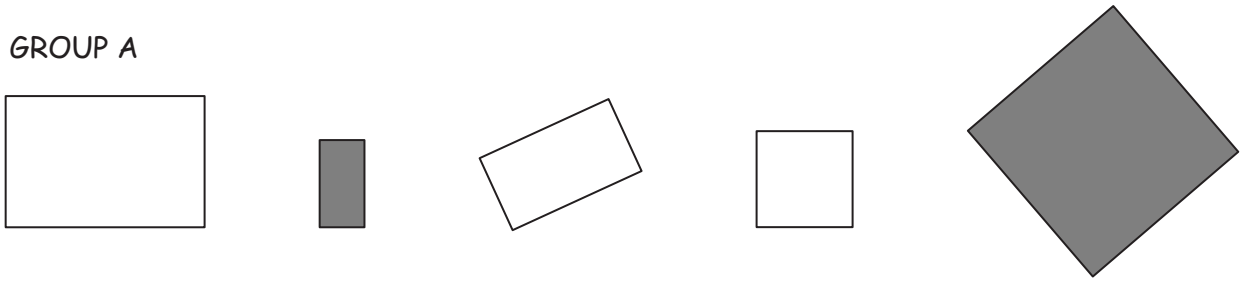
5. Which attributes, or characteristics, are the same for all of the shapes in Group A?

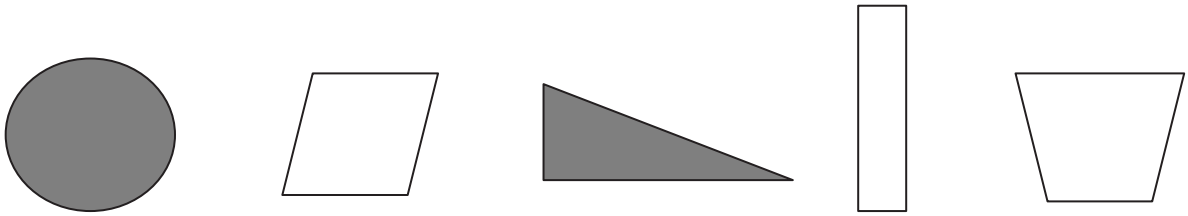
GROUP A



They all _____.

They all _____.

6. Circle the shape that best fits with Group A.

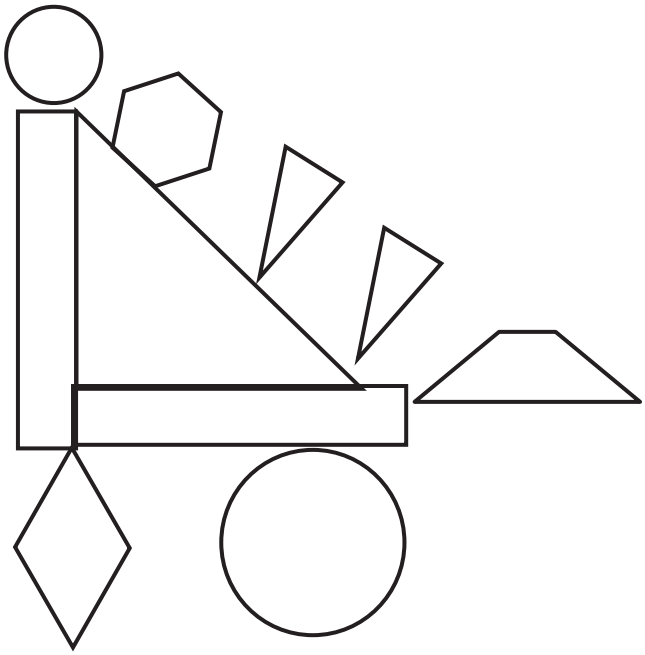


7. Draw 2 more shapes that would fit Group A.	8. Draw 1 shape that would **not** fit in Group A.

Name _____ Date _____

1. Color the shapes using the key. Write the number of shapes you colored on each line.

Key
RED 3 straight sides: _____
BLUE 4 straight sides: _____
GREEN 6 straight sides: _____
YELLOW 1 curved side: _____



2.

a. A **triangle** has _____ straight sides and _____ corners.

b. I colored _____ triangles.

3.

a. A **hexagon** has _____ straight sides and _____ corners.

b. I colored _____ hexagon.

4.

a. A **circle** has _____ straight sides and _____ corners.

b. I colored _____ circles.

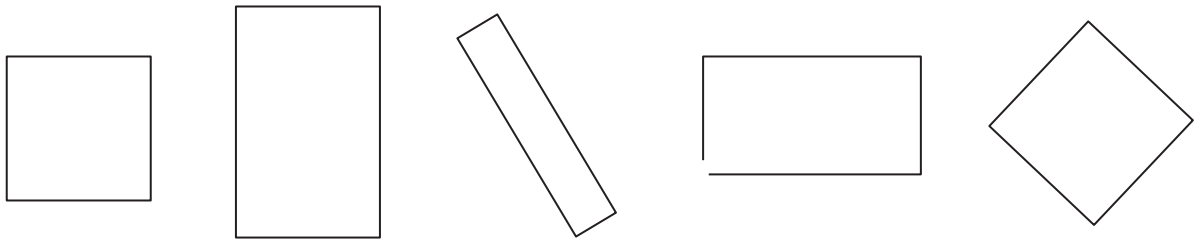
5.

a. A **rhombus** has _____ straight sides that are equal in length and _____ corners.

b. I colored _____ rhombus.

6. A **rectangle** is a closed shape with 4 straight sides and 4 square corners.

a. Cross off the shape that is NOT a rectangle.

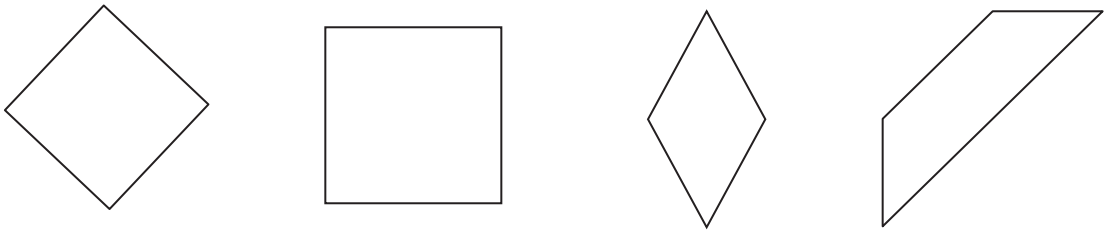


b. Explain your thinking: _____

_____

7. A **rhombus** is a closed shape with 4 straight sides of the same length.

a. Cross off the shape that is NOT a rhombus.



b. Explain your thinking: _____

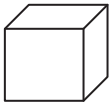
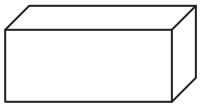
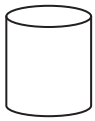
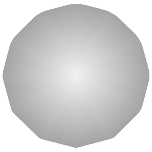
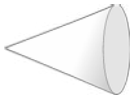
_____

hexagon closed shape with 6 straight sides	**rectangle** closed shape with 4 straight sides and 4 square corners
square closed shape with 4 straight sides of the same length and 4 square corners	**triangle** closed shape with 3 straight sides
rhombus closed shape with 4 straight sides of the same length	

shape description cards

Name _____ Date _____

1. Go on a scavenger hunt for 3-dimensional shapes. Look for objects at home that would fit in the chart below. Try to find at least four objects for each shape.

Cube 	Rectangular Prism 	Cylinder 	Sphere 	Cone 

2. Choose one object from each column. Explain how you know that object belongs in that column. Use the word bank if needed.

Word Bank

faces	circle	square	roll	six
sides	rectangle	point	flat	

a. I put the _____ in the cube column because

_____ .

b. I put the _____ in the cylinder column because

_____ .

c. I put the _____ in the sphere column because

_____ .

d. I put the _____ in the cone column because

_____ .

e. I put the _____ in the rectangular prism column because

_____ .

cone 3-dimensional shape with only one circle or oval face and one point	**cube** 3-dimensional shape with 6 square faces
cylinder 3-dimensional shape with 2 circle or oval faces that are the same size	**rectangular prism** 3-dimensional shape with 6 rectangle faces
sphere 3-dimensional shape with no flat faces	

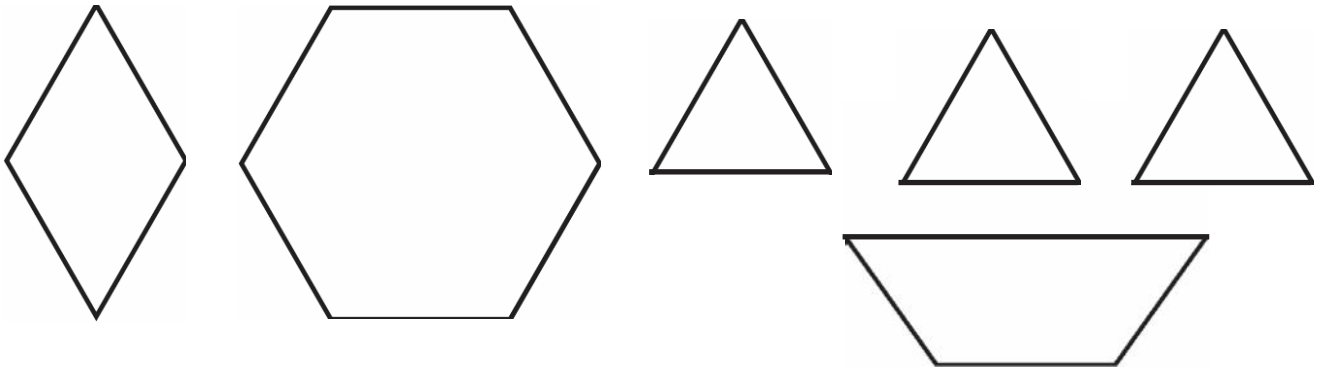
three-dimensional shape description cards

Name _____ Date _____

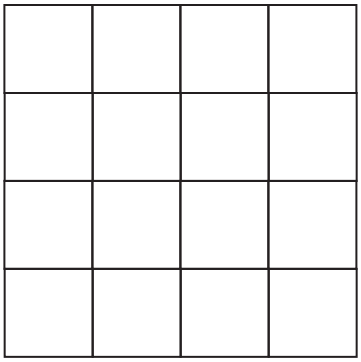
Cut out the pattern block shapes from the bottom of the page. Color them to match the key, which is different from the pattern block colors in class. Trace or draw to show what you did.

Hexagon—red	Triangle—blue	Rhombus—yellow	Trapezoid—green

1. Use 3 triangles to make 1 trapezoid.	2. Use 3 triangles to make 1 trapezoid, and then add 1 trapezoid to make 1 hexagon.



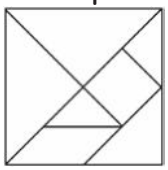
3. How many squares do you see in this large square?



I can find _____ squares in this large square.

Name _____ Date _____

1. Cut out all of the tangram pieces from the separate piece of paper you brought home from school. It looks like this:



2. Tell a family member the name of each shape.

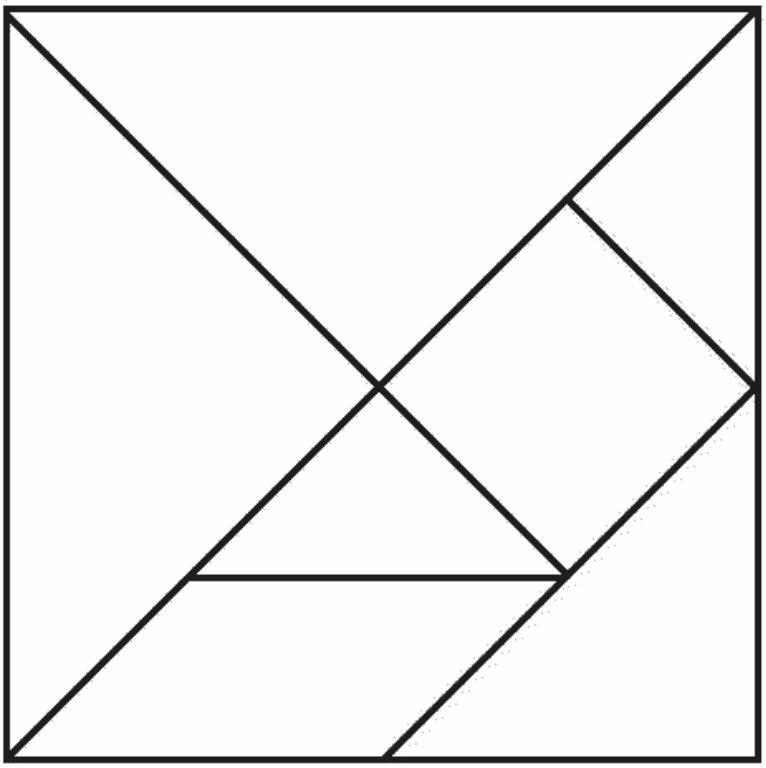
3. Follow the directions to make each shape below. Draw or trace to show the parts you used to make the shape.

   a. Use 2 tangram pieces to make 1 triangle.

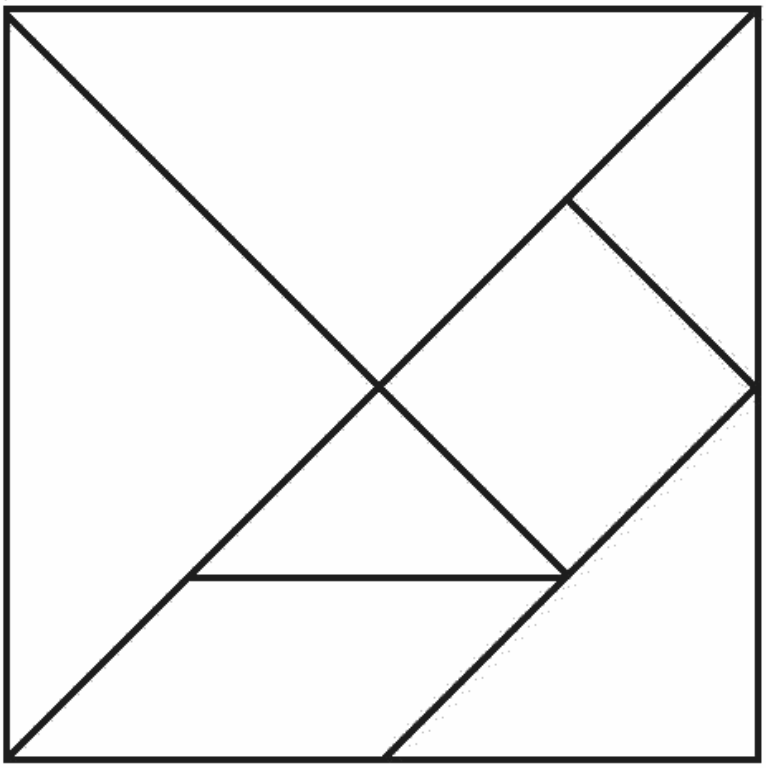
   b. Use 1 square and 1 triangle to make 1 trapezoid.

   c. Use one more piece to change the trapezoid into a rectangle.

4. Make an animal with all of your pieces. Draw or trace to show the pieces you used. Label your drawing with the animal's name.



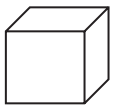
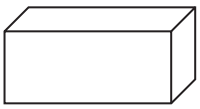
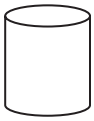
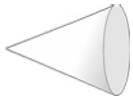
One tangram is to be used during class.
The other tangram is to be sent home with the homework.



tangram

Name _____ Date _____

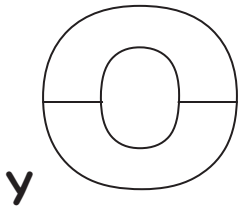
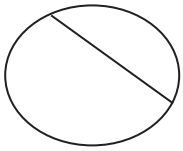
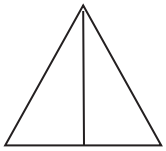
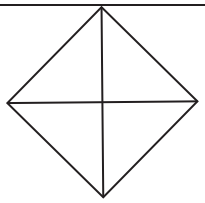
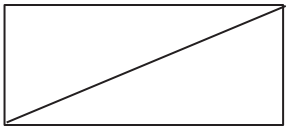
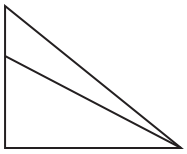
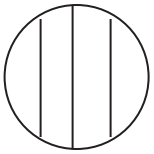
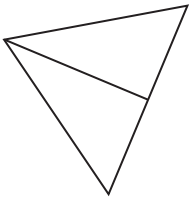
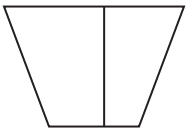
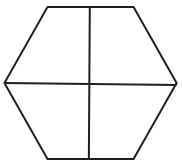
1. Use some 3-dimensional shapes to make another structure. The chart below gives you some ideas of objects you could find at home. You can use objects from the chart or other objects you may have at home.

Cube 	Rectangular prism 	Cylinder 	Sphere 	Cone 
Block	Food box: Cereal, macaroni and cheese, spaghetti, cake mix, juice box	Food can: Soup, vegetables, tuna fish, peanut butter	Tennis ball	Ice cream cone
Dice	Tissue box	Toilet paper or paper towel roll	Rubber band ball	Party hat
	Hardcover book	Glue stick	Basketball	Funnel
	DVD or video game box		Soccer ball	

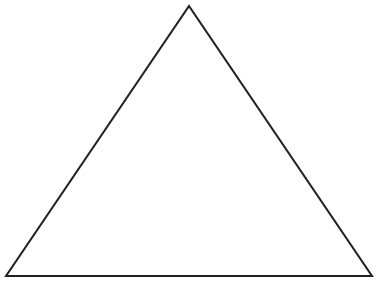
Ask someone at home to take a picture of your structure. If you are unable to take a picture, try to sketch your structure or write the directions on how to build your structure on the back of the paper.

Name _____ Date _____

1. Are the shapes divided into equal parts? Write **Y** for yes or **N** for no. If the shape has equal parts, write how many equal parts there are on the line. The first one has been done for you.

a. 	b. 	c. 
d. 	e. 	f. 
g. 	h. 	i. 
j. 	k. 	l. 
m. 	n. 	o. 

2. Draw 1 line to make 2 equal parts. What smaller shapes did you make?

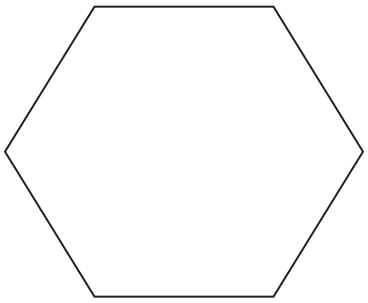


I made 2 _____.

3. Draw 2 lines to make 4 equal parts. What smaller shapes did you make?

I made 4 _____.

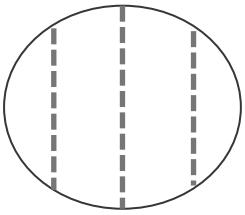
4. Draw lines to make 6 equal parts. What smaller shapes did you make?



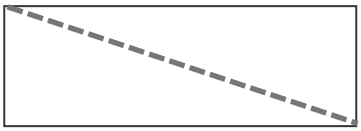
I made 6 _____.

Name _____ Date _____

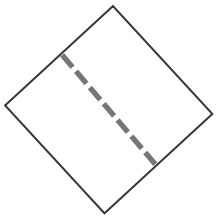
1. Circle the correct word(s) to tell how each shape is divided.

a. 

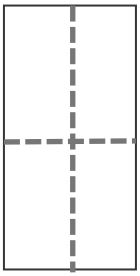
equal parts unequal parts

b. 

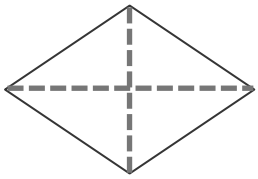
equal parts unequal parts

c. 

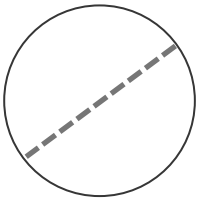
halves fourths

d. 

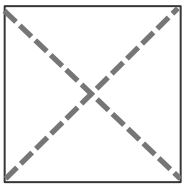
halves quarters

e. 

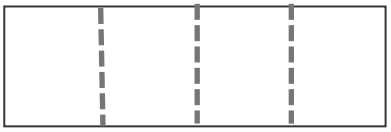
halves quarters

f. 

fourths halves

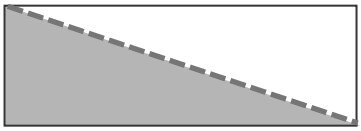
g. 

quarters halves

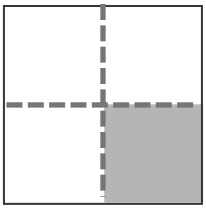
h. 

halves fourths

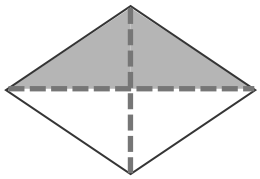
2. What part of the shape is shaded? Circle the correct answer.

a. 

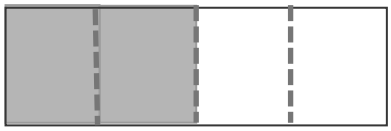
1 half 1 quarter

b. 

1 half 1 quarter

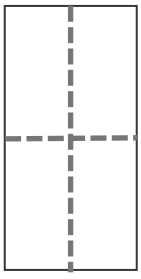
c. 

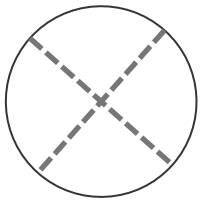
1 half 1 quarter

d. 

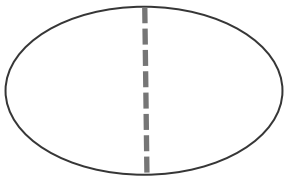
1 half 1 quarter

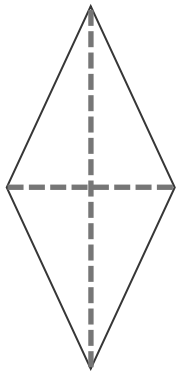
3. Color 1 quarter of each shape.





4. Color 1 half of each shape.





Name _____ Date _____

1. Label the shaded part of each picture as one half of the shape or one quarter of the shape.

A 

Which picture has been cut into more equal parts? ____

Which picture has larger equal parts? ___

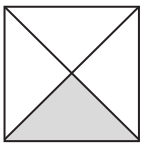
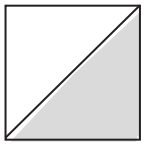
B 

Which picture has smaller equal parts? ___

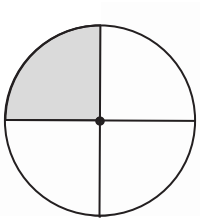
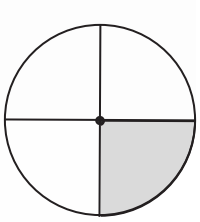
2. Write whether the shaded part of each shape is a half or a quarter.

a.  

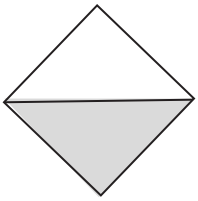
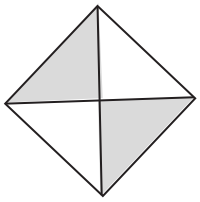
_____ _____

b.  

_____ _____

c.  

_____ _____

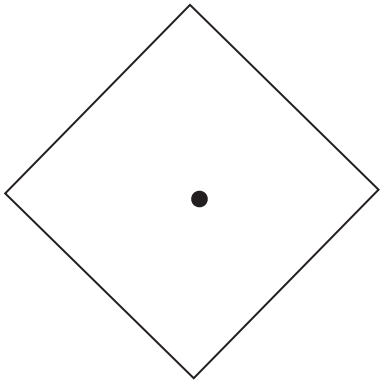
d.  

_____ _____

3. Color part of the shape to match its label. Circle the phrase that would make the statement true.

a.

One quarter of the square

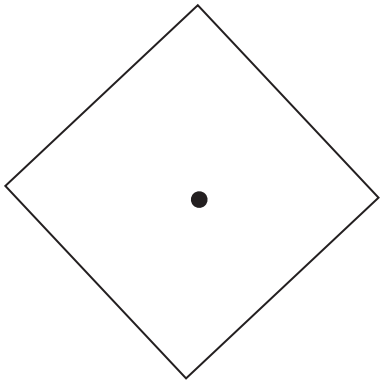


is larger than

is smaller than

is the same size as

one half of the square.



b.

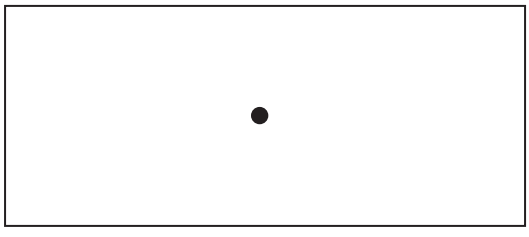
One quarter of the rectangle

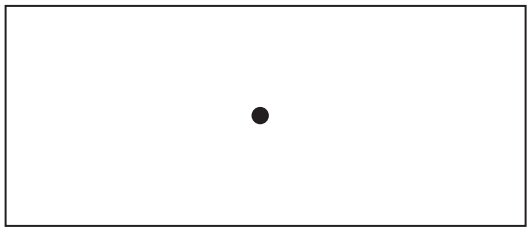
is larger than

is smaller than

is the same size as

one fourth of the rectangle.



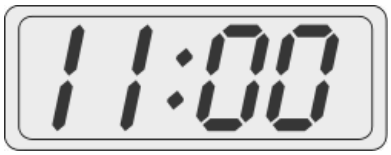


Name _____ Date _____

1. Match each clock to the time it shows.

a. 

4 o'clock

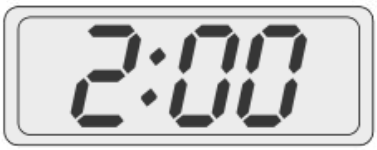


b. 

7 o'clock

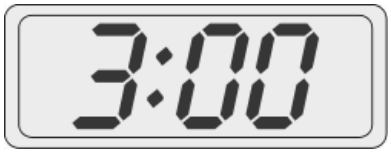
c. 

11 o'clock



d. 

10 o'clock



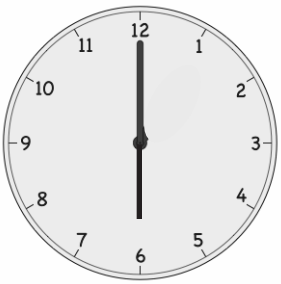
e. 

3 o'clock

f. 

2 o'clock

2. Put the hour hand on the clock so that the clock matches the time. Then, write the time on the line.

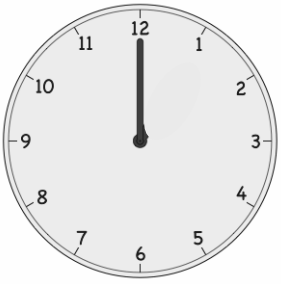
a. 

6 o'clock

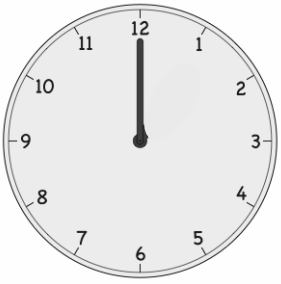
6:00

b. 

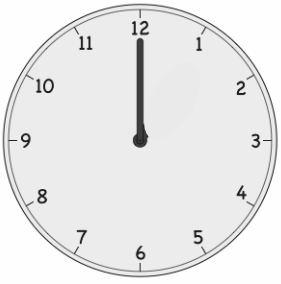
9 o'clock

c. 

12 o'clock

d. 

7 o'clock

e. 

1 o'clock

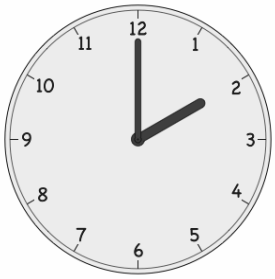
Name _____ Date _____

Circle the correct clock.

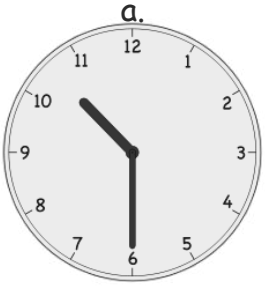
1. Half past 2 o'clock.

a. 

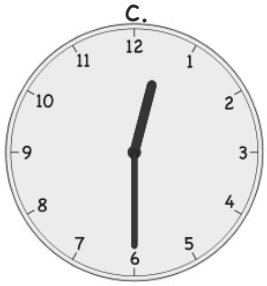
b. 

c. 

2. Half past 10 o'clock.

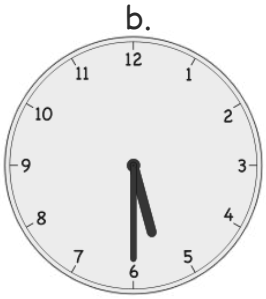
a. 

b. 

c. 

3. 6 o'clock.

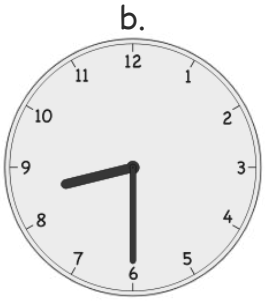
a. 

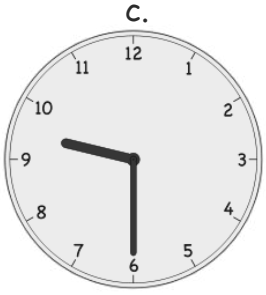
b. 

c. 

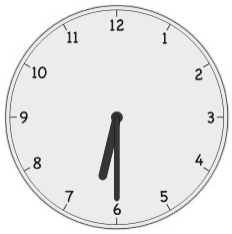
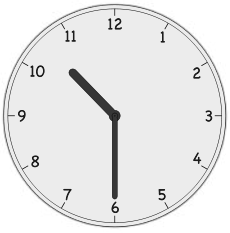
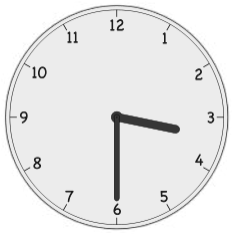
4. Half past 8 o'clock.

a. 

b. 

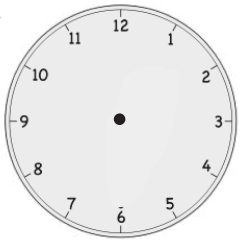
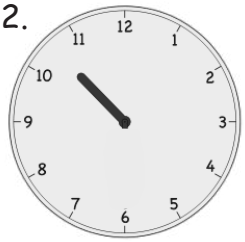
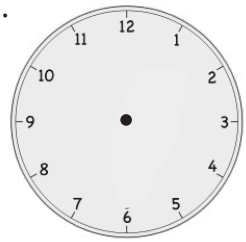
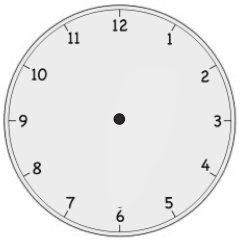
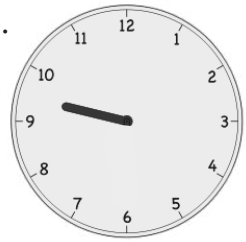
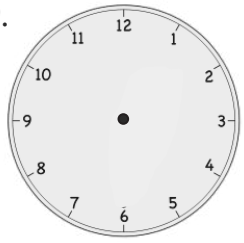
c. 

Write the time shown on each clock to tell about Lee's day.

5.  Lee wakes up at _____.	6.  He takes the bus to school at _____.
7.  He has math at _____.	8.  He eats lunch at _____.
9.  He has basketball practice at _____.	10.  He does his homework at _____.
11.  He eats dinner at _____.	12.  He goes to bed at _____.

Name _____ Date _____

Write the time shown on the clock, or draw the missing hand(s) on the clock.

1.  10 o'clock	2.  half past 10 o'clock
3.  8 o'clock	4.  _____
5.  3 o'clock	6.  half past 3 o'clock
7.  _____	8.  half past 6 o'clock
9.  half past 9 o'clock	10.  4 o'clock

11. Match the pictures with the clocks.

a. 

Soccer practice

3:30

b. 

Brush teeth

7:30

c. 

Wash dishes

6:00

d. 

Eat dinner

5:30

e. 

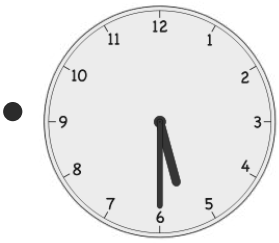
Take bus home

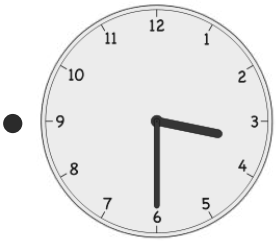
4:30

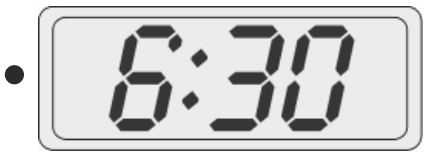
f. 

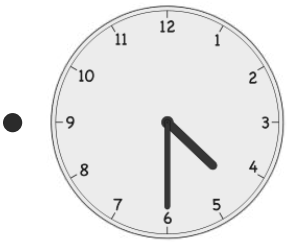
Homework

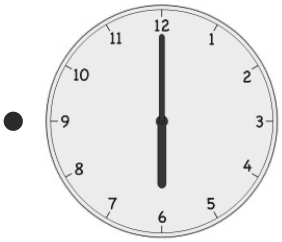
half past 6 o'clock

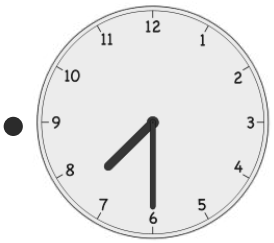










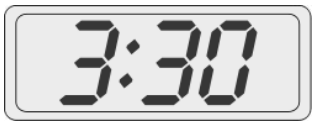


Name _____ Date _____

Fill in the blanks.

1.

A



B

Clock _____ shows half past three.

2.

A

B

Clock _____ shows half past twelve.

3.

A

B

Clock _____ shows eleven o'clock.

4.

A

B

Clock _____ shows 8:30.

5.

A

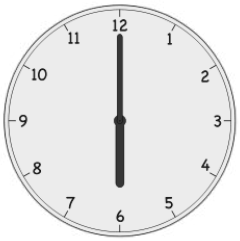
B

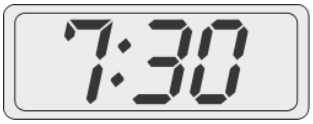
Clock _____ shows 5:00.

6. Write the time on the line under the clock.

a. 

b. 

c. 

d. 

e. 

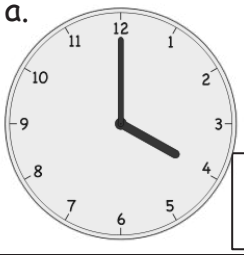
f. 

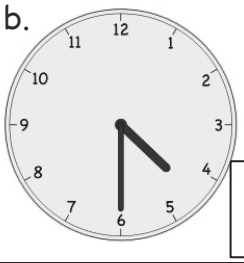
g. 

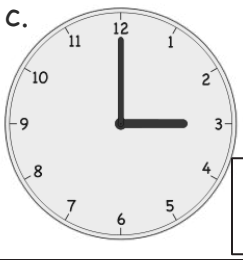
h. 

i. 

7. Put a check (✓) next to the clock(s) that show 4 o'clock.

a. 

b. 

c. 

d. 

Video tutorials: http://bit.ly/eurekapusd
Info for parents: http://bit.ly/pusdmath