EUREKA MATH PUSD

A Story of Units

Pleasanton Unified School District Mathematics Curriculum

Grade 1 • MODULE 5

Identifying, Composing, and Partitioning Shapes

Problem Sets

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

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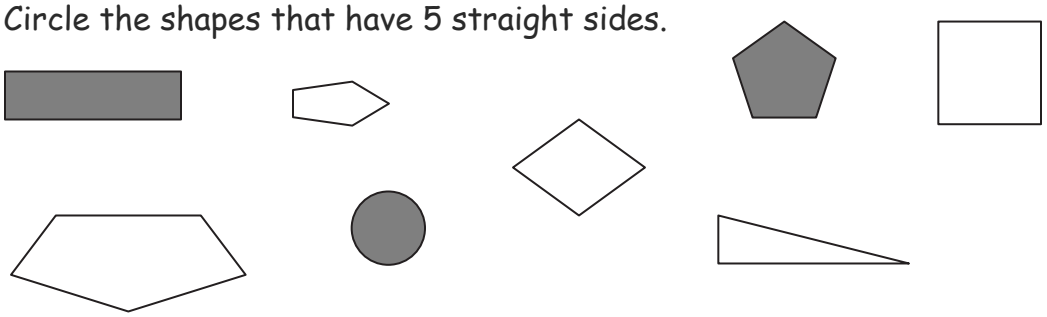
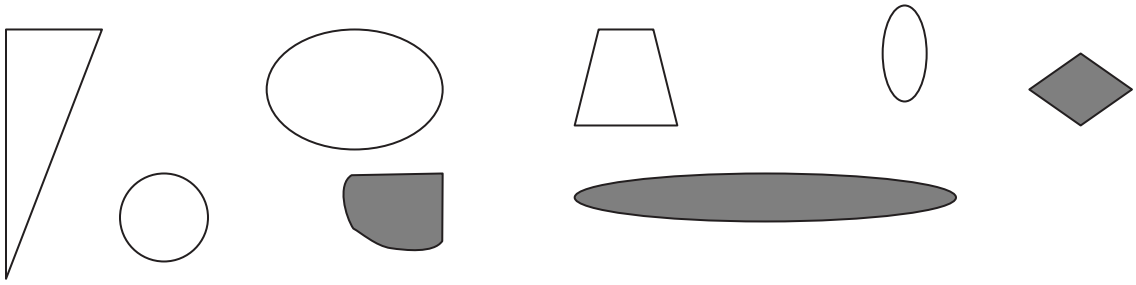
Module Assessments 5.S.1

Name _____ Date _____

1. Circle the shapes that have 5 straight sides.



2. Circle the shapes that have no straight sides.



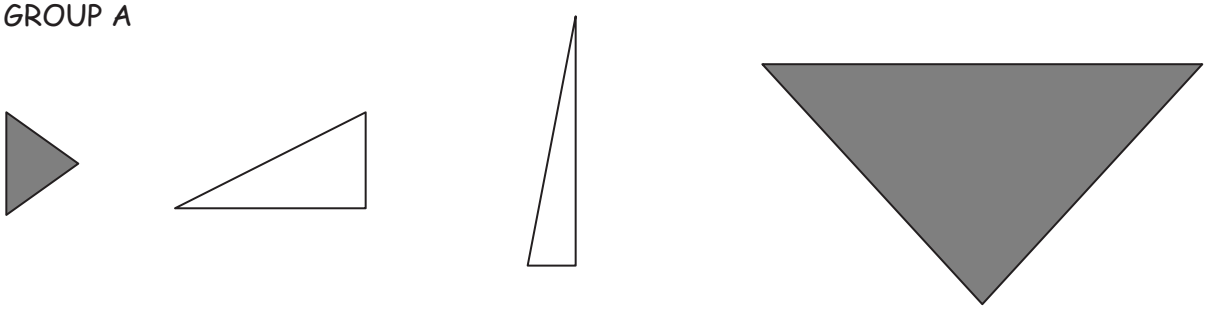
3. Circle the shapes where every corner is a square corner.

4. b. Draw a shape that has 3 straight sides.

a. Draw another shape with 3 straight sides that is different from 4(a) and from the ones above.

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

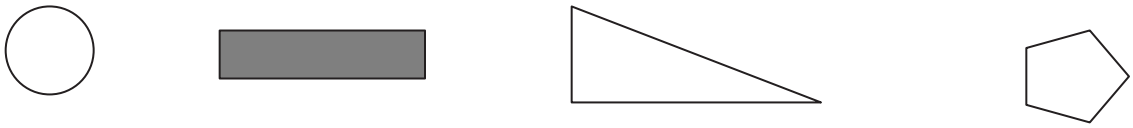
GROUP A



They all _____.

They all _____.

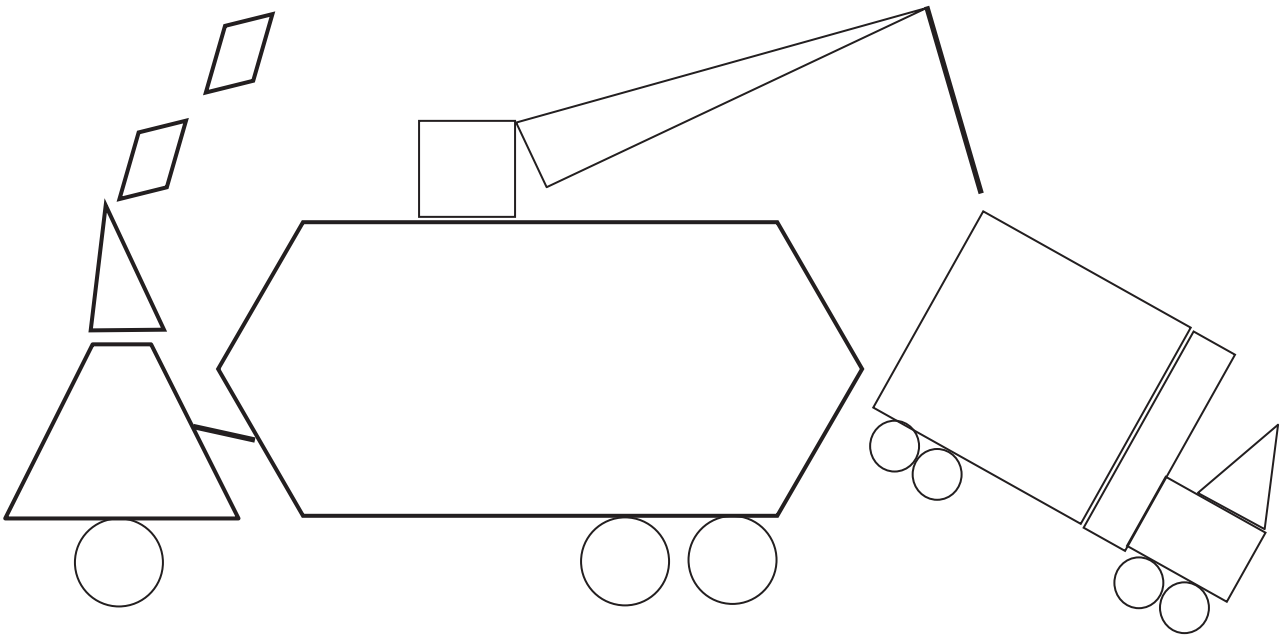
6. Circle the shape that best fits with Group A.



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

Name _____ Date _____

1. Use the key to color the shapes. Write how many of each shape are in the picture. Whisper the name of the shape as you work.



a. RED—4-sided shapes: _____

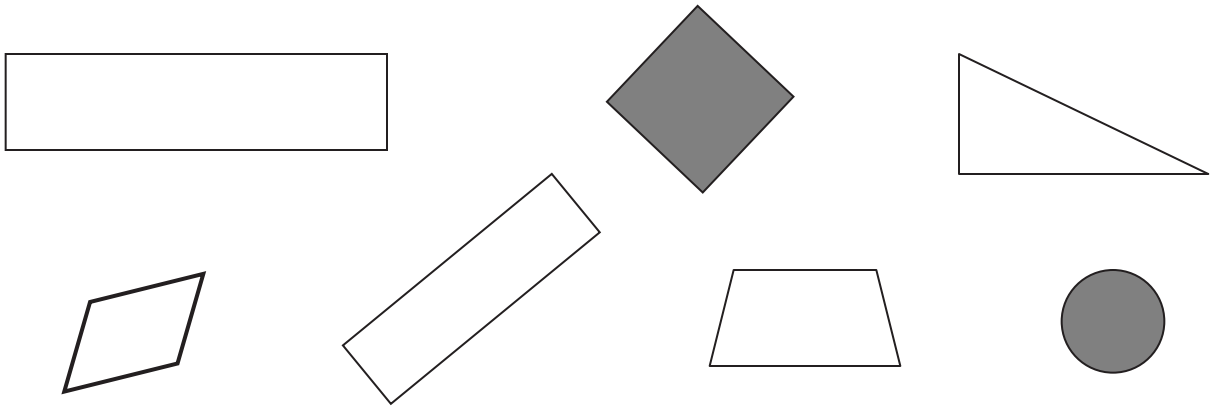
b. GREEN—3-sided shapes: _____

c. YELLOW—5-sided shapes: _____

d. BLACK—6-sided shapes: _____

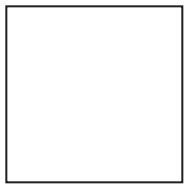
e. BLUE—shape with 0 corners: _____

2. Circle the shapes that are rectangles.

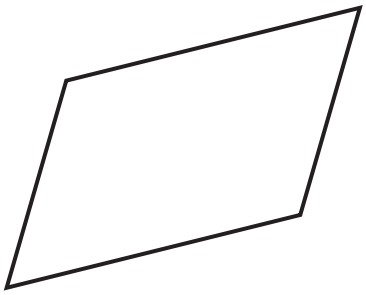


3. Is the shape a rectangle? Explain your thinking.

a.



b.

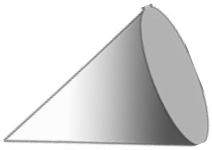


hexagon closed shape with 6 straight sides	**rectangle** closed shape with 4 straight sides and 4 square corners
square closed shape with 4 straight sides of the same length and 4 square corners	**triangle** closed shape with 3 straight sides
rhombus closed shape with 4 straight sides of the same length	

shape description cards

Name _____ Date _____

1. On the first 4 objects, color one of the flat faces red. Match each 3-dimensional shape to its name.

a. 

b. 

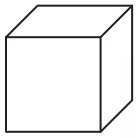
c. 

d. 

e. 

Rectangular prism
Cone
Sphere
Cylinder
Cube

2. Write the name of each object in the correct column.

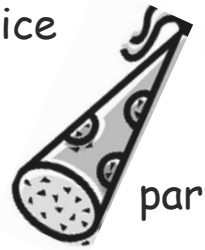

block


globe


tennis ball


tissue box


dice


party hat


can

Cubes	Spheres	Cones	Rectangular Prisms	Cylinders

3. Circle the attributes that describe *ALL* spheres.

have no straight sides

are round

can roll

can bounce

4. Circle the attributes that describe *ALL* cubes.

have square faces

are red

are hard

have 6 faces

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

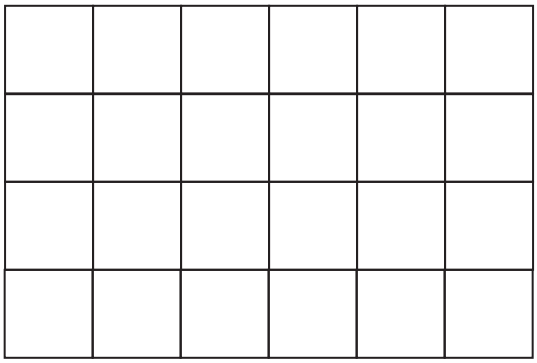
Name _____ Date _____

Use pattern blocks to create the following shapes. Trace or draw to record your work.

1. Use 3 triangles to make 1 trapezoid.	2. Use 4 squares to make 1 larger square.
3. Use 6 triangles to make 1 hexagon.	4. Use 1 trapezoid, 1 rhombus, and 1 triangle to make 1 hexagon.

5. Make a rectangle using the squares from the pattern blocks. Trace the squares to show the rectangle you made.

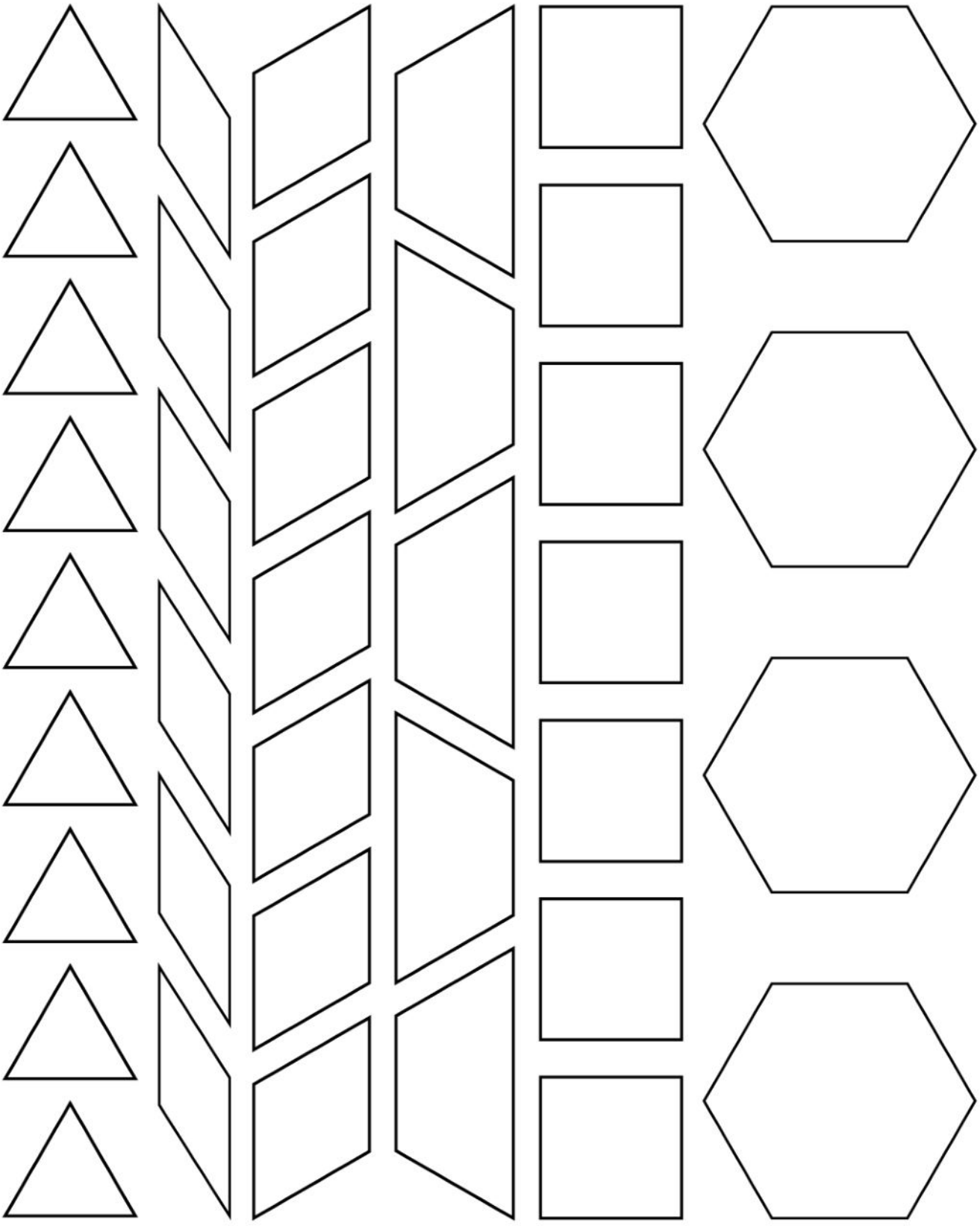
6. How many squares do you see in this rectangle?



I can find _____ squares in this rectangle.

7. Use your pattern blocks to make a picture. Trace the shapes to show what you made. Tell a partner what shapes you used. Can you find any larger shapes within your picture?

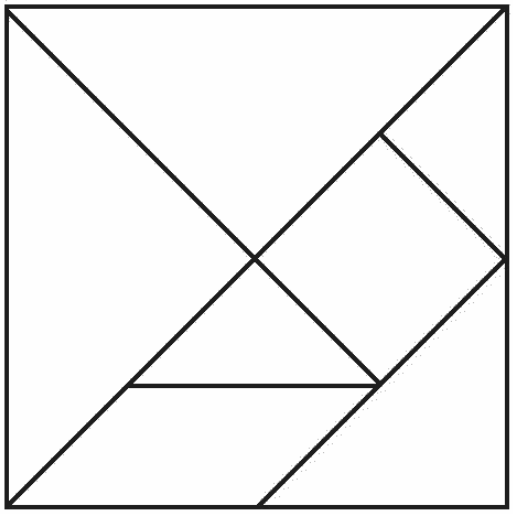
Pattern Blocks (all)



Name _____ Date _____

1.

a. How many shapes were used to make this large square?



There are _____ shapes in this large square.

b. What are the names of the 3 types of shapes used to make the large square?

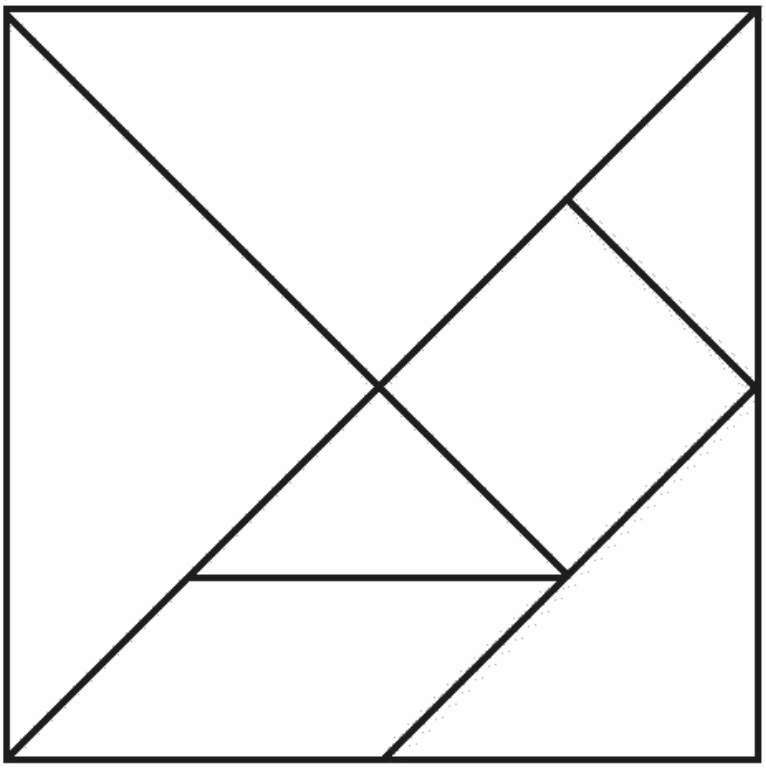
_____ _____ _____

2. Use 2 of your tangram pieces to make a square. Which 2 pieces did you use? Draw or trace the pieces to show how you made the square.

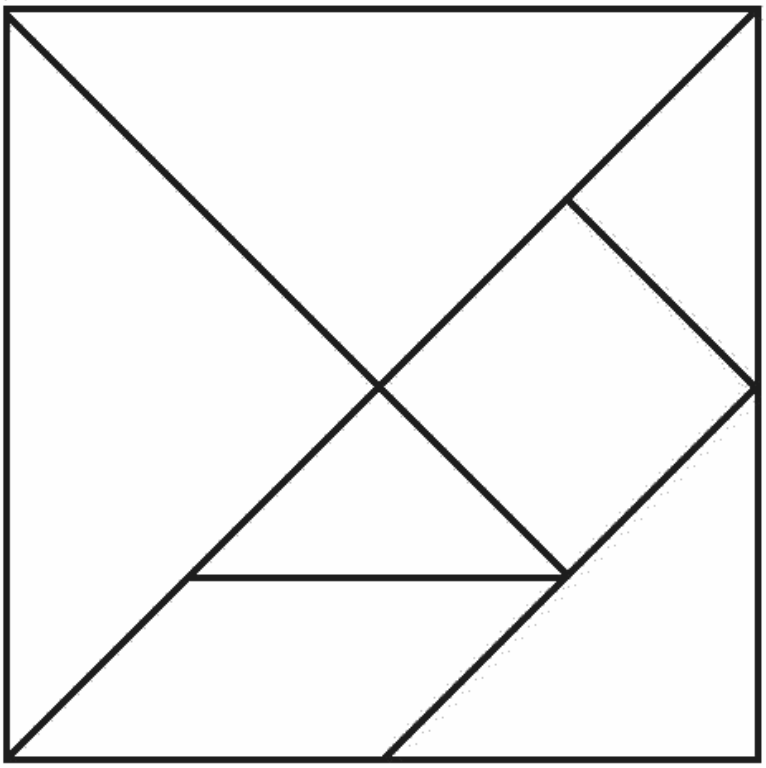
3. Use 4 of your tangram pieces to make a trapezoid. Draw or trace the pieces to show the shapes you used.

4. Use all 7 tangram pieces to complete the puzzle.

5. With a partner, make a bird or a flower using all of your pieces. Draw or trace to show the pieces you used on the back of your paper. Experiment to see what other objects you can make with your pieces. Draw or trace to show what you created on the back of your paper.



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



tangram

Name _____ Date _____

1. Work with your partner and another pair to build a structure with your 3-dimensional shapes. You can use as many of the pieces as you choose.

2. Complete the chart to record the number of each shape you used to make your structure.

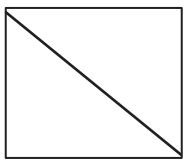
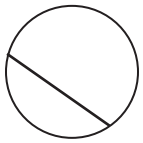
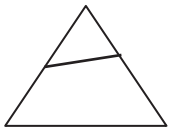
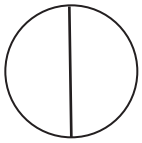
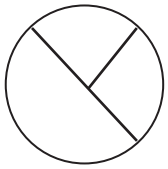
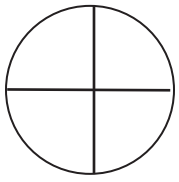
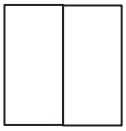
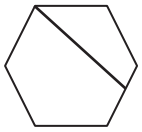
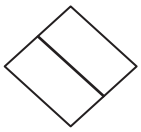
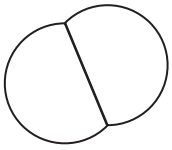
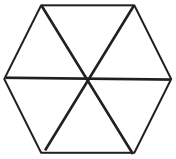
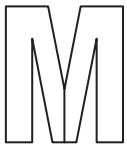
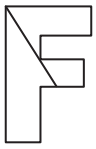
Cubes	
Spheres	
Rectangular Prisms	
Cylinders	
Cones	

3. Which shape did you use on the bottom of your structure? Why?

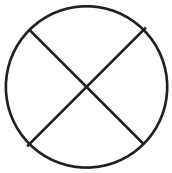
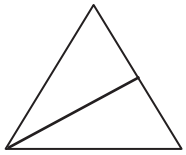
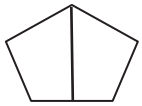
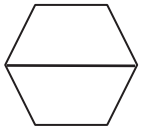
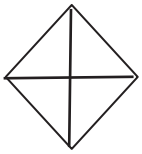
4. Is there a shape you chose not to use? Why or why not?

Name _____ Date _____

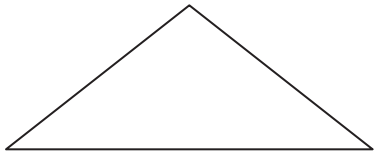
1. Are the shapes divided into equal parts? Write **Y** for yes or **N** for no. If the shape has equal parts, write how many equal parts on the line. The first one has been done for you.

a.  Y _ _ 2	b.  _____ _____	c.  _____ _____
d.  _____ _____	e.  _____ _____	f.  _____ _____
g.  _____ _____	h.  _____ _____	i.  _____ _____
j.  _____ _____	k.  _____ _____	l.  _____ _____
m.  _____ _____	n.  _____ _____	o.  _____ _____

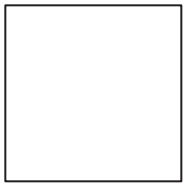
2. Write the number of equal parts in each shape.

a.  _____	b.  _____	c.  _____
d.  _____	e.  _____	f.  _____

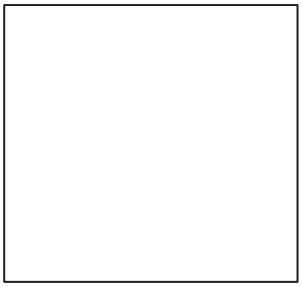
3. Draw one line to make this triangle into 2 equal triangles.



4. Draw one line to make this square into 2 equal parts.

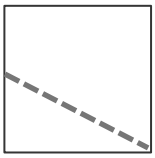


5. Draw two lines to make this square into 4 equal squares.

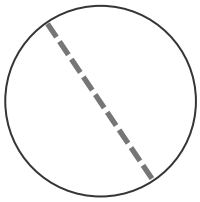


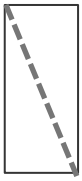
Name _____ Date _____

1. Are the shapes divided into halves? Write yes or no.

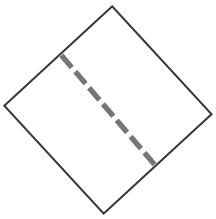
a. 

b. 

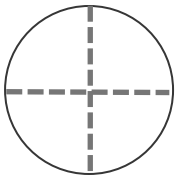
c. 

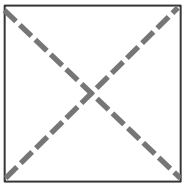
d. 

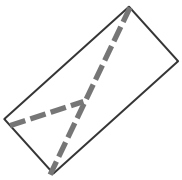
e. 

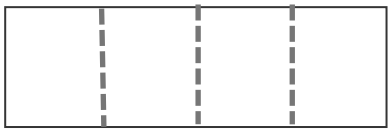
f. 

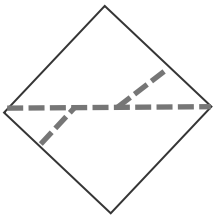
2. Are the shapes divided into quarters? Write yes or no.

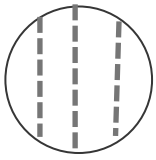
a. 

b. 

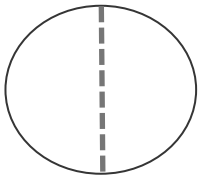
c. 

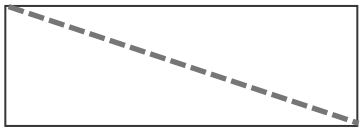
d. 

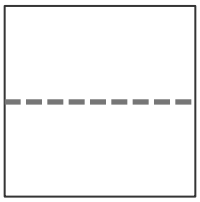
e. 

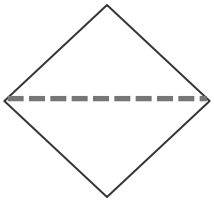
f. 

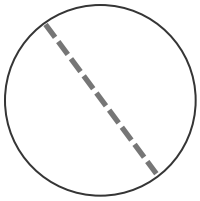
3. Color half of each shape.

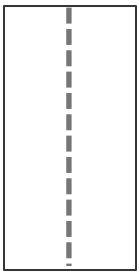
a. 

b. 

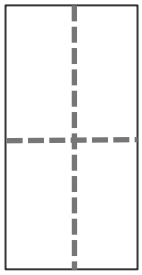
c. 

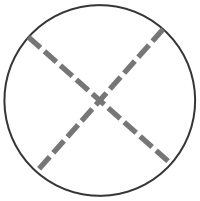
d. 

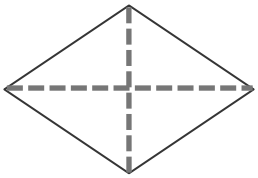
e. 

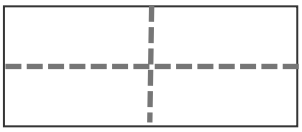
f. 

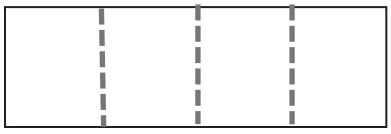
4. Color 1 fourth of each shape.

a. 

b. 

c. 

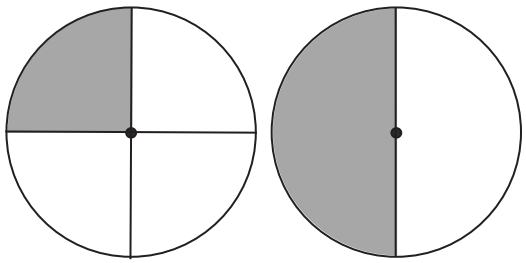
d. 

e. 

Name _____ Date _____

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

1.



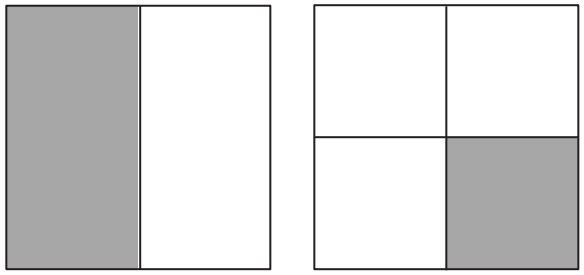
A B

Which shape has been cut into more equal parts? ____

Which shape has larger equal parts? ___

Which shape has smaller equal parts? ___

2.



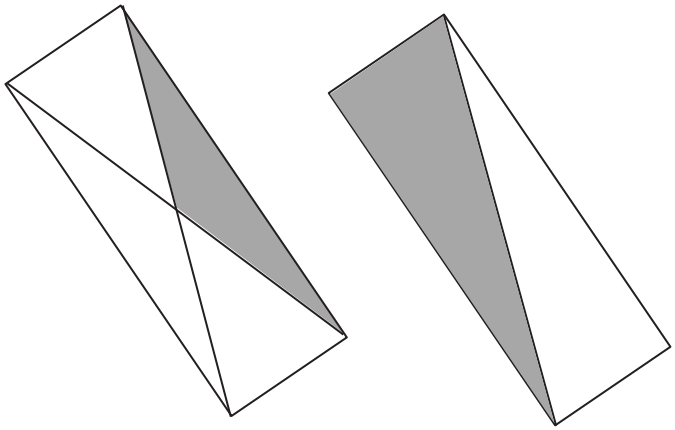
A B

Which shape has been cut into more equal parts? ____

Which shape has larger equal parts? ___

Which shape has smaller equal parts? ___

3. Circle the shape that has a larger shaded part. Circle the phrase that makes the sentence true.



The larger shaded part is

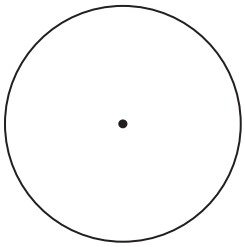
(one half of / one quarter of)

the whole shape.

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

4.

One half of the circle

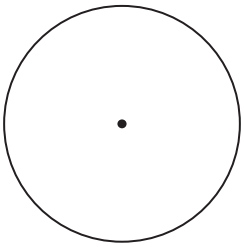


is larger than

is smaller than

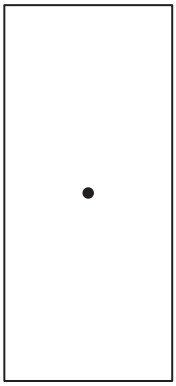
is the same size as

one fourth of the circle.



5.

One quarter of the rectangle

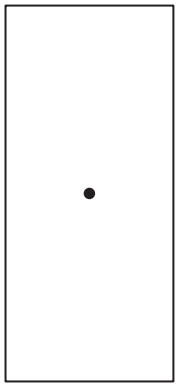


is larger than

is smaller than

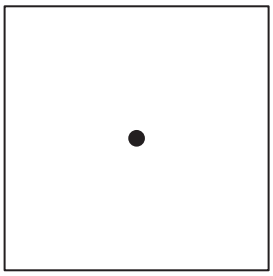
is the same size as

one half of the rectangle.



6.

One quarter of the square

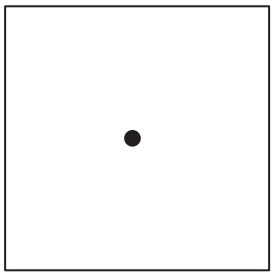


is larger than

is smaller than

is the same size as

one fourth of the square.

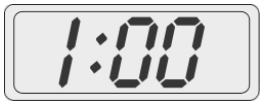


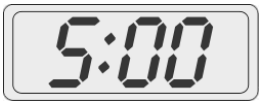
Name _____ Date _____

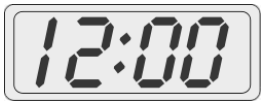
1. Match the clocks that show the same time.

a. b. c. d.



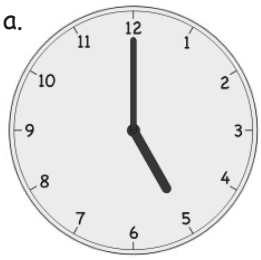



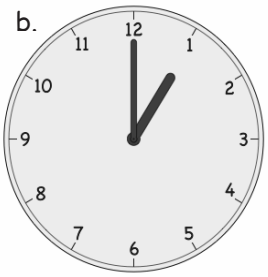


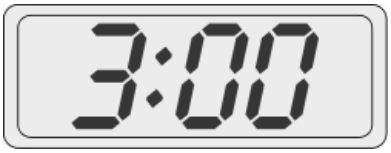


2. Put the hour hand on this clock so that the clock reads 3 o'clock.

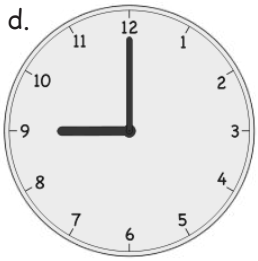
3. Write the time shown on each clock.

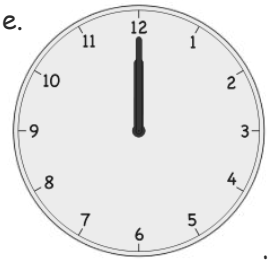
a. 
_____ : _____

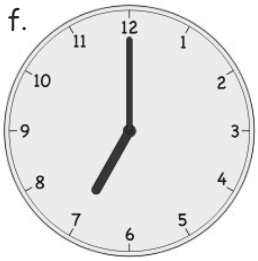
b. 
_____ o'clock

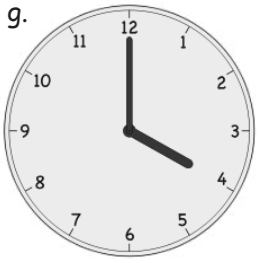
c. 

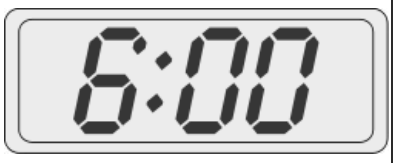
_____ o'clock

d. 
_____ o'clock

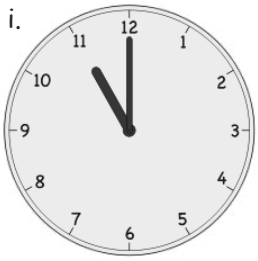
e. 
_____ : _____

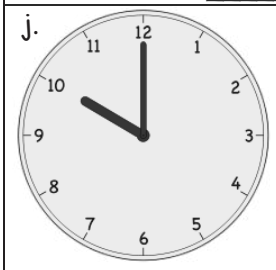
f. 
_____ o'clock

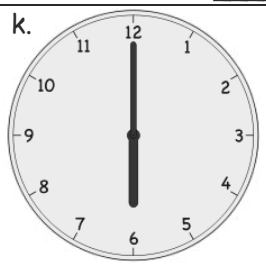
g. 
_____ : _____

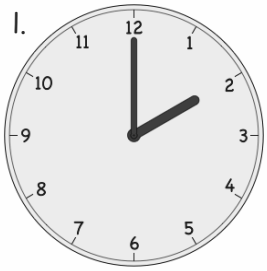
h. 

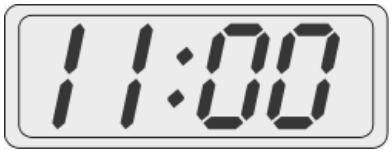
_____ o'clock

i. 
_____ : _____

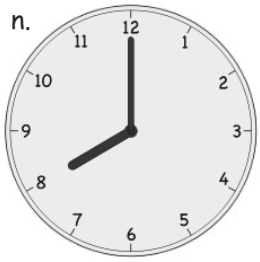
j. 
_____ o'clock

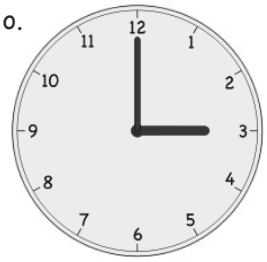
k. 
_____ : _____

l. 
_____ o'clock

m. 

_____

n. 
_____

o. 
_____

Name _____ Date _____

1. Match the clocks to the times on the right.

a. 

b. 

c. 

- Half past 5 o'clock
- 12:30
- 2:30
- Five thirty
- Half past 12 o'clock
- Two thirty

2. Draw the minute hand so the clock shows the time written above it.

a. 7 o'clock 

b. 8 o'clock 

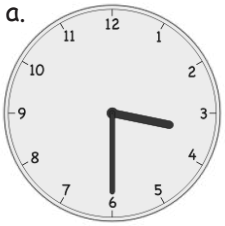
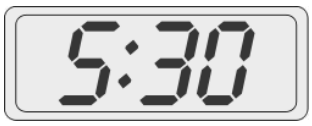
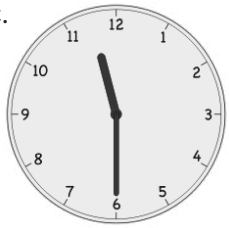
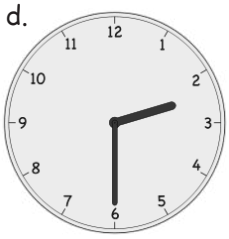
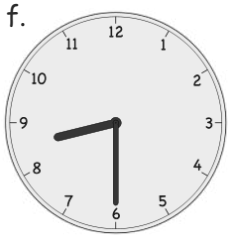
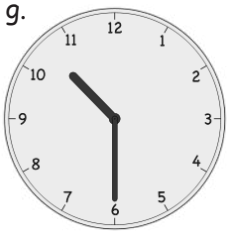
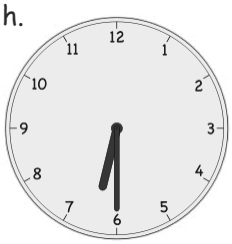
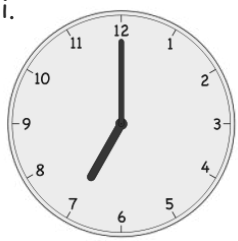
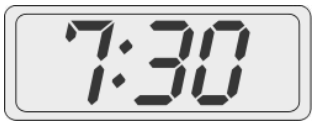
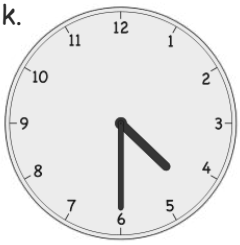
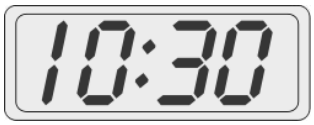
c. 7:30 

d. 1:30 

e. 2:30 

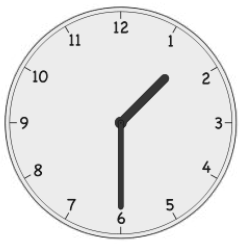
f. 2 o'clock 

3. Write the time shown on each clock. Complete problems like the first two examples.

a.  3:30	b.  five thirty	c.  _____
d.  _____	e.  _____	f.  _____
g.  _____	h.  _____	i.  _____
j.  _____	k.  _____	l.  _____

4. Circle the clock that shows half past 12 o'clock.

a. 

b. 

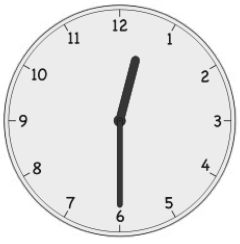
c. 

Name _____ Date _____

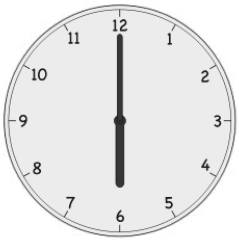
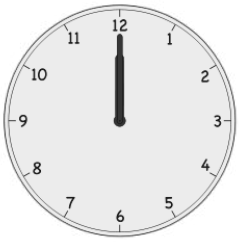
Fill in the blanks.

1.  A  B

Clock _____ shows half past eleven.

2.  A  B

Clock _____ shows half past two.

3.  A  B

Clock _____ shows 6 o'clock.

4.  A  B

Clock _____ shows 9:30.

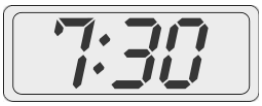
5.  A  B

Clock _____ shows half past six.

6. Match the clocks.

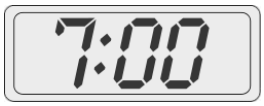
a. 

half past 7



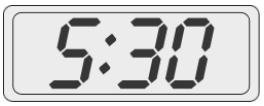
b. 

half past 1



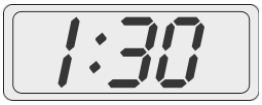
c. 

7 o'clock



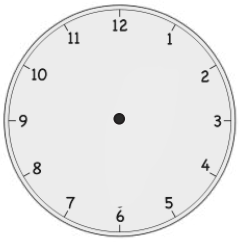
d. 

half past 5

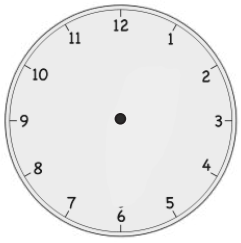


7. Draw the minute and hour hands on the clocks.

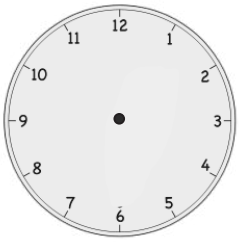
a. 3:30



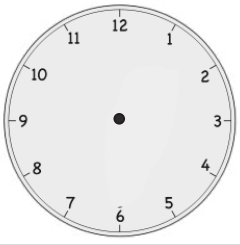
b. 8:30



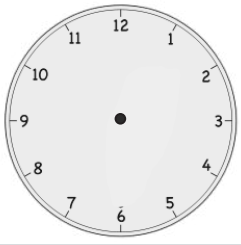
c. 11:00



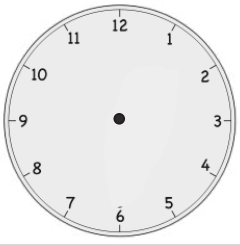
d. 6:00



e. 4:30



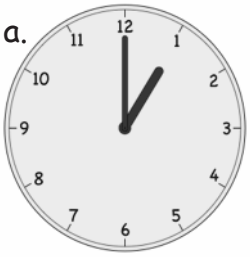
f. 12:30

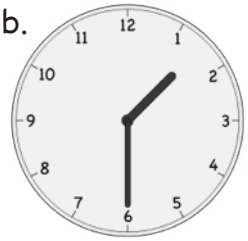


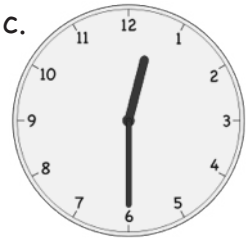
Name _____ Date _____

Circle the correct clock. Write the times for the other two clocks on the lines.

1. Circle the clock that shows half past 1 o'clock.

a. 

b. 

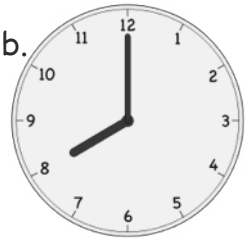
c. 

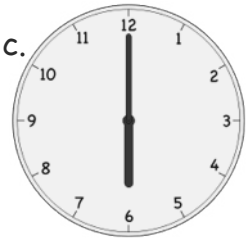
_____

_____

2. Circle the clock that shows 7 o'clock.

a. 

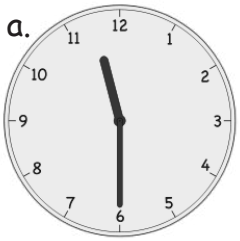
b. 

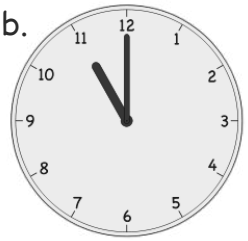
c. 

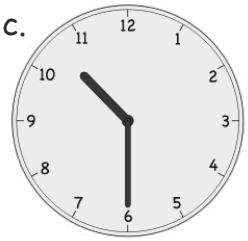
_____

_____

3. Circle the clock that shows half past 10 o'clock.

a. 

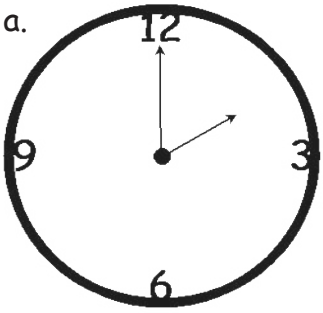
b. 

c. 

_____

_____

4. What time is it? Write the times on the lines.

a. 

_____ : _____

b. 

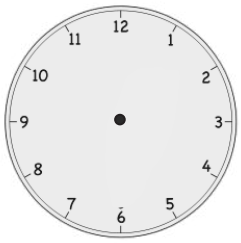
_____ : _____

c. 

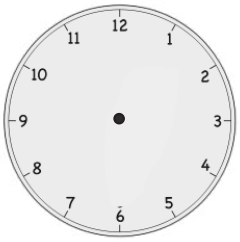
_____ : _____

5. Draw the minute and hour hands on the clocks.

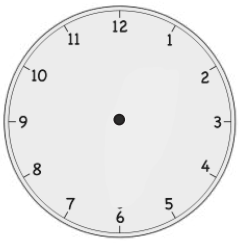
a. 1:00



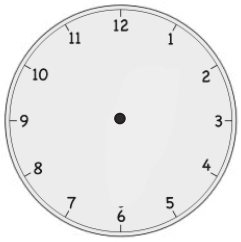
b. 1:30



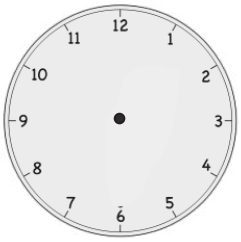
c. 2:00



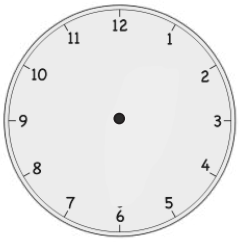
d. 6:30



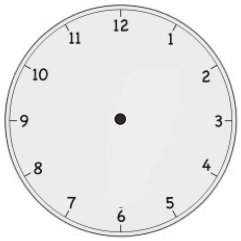
e. 7:30



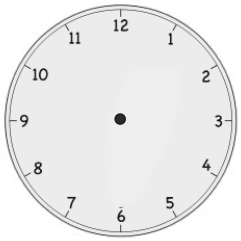
f. 8:30



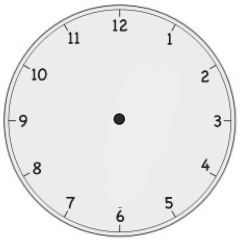
g. 10:00



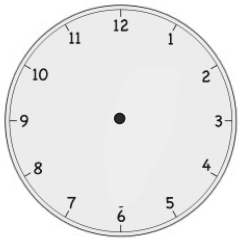
h. 11:00



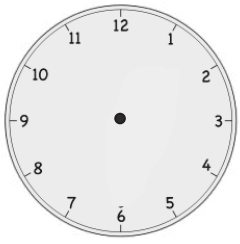
i. 12:00



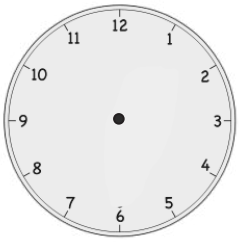
j. 9:30



k. 3:00



l. 5:30



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