GRADE 1 • MODULE 5
Identifying, Composing, and Partitioning Shapes

Module Overview ................................................................. i
Topic A: Attributes of Shapes .................................................. 5.A.1
Topic B: Part–Whole Relationships Within Composite Shapes ........ 5.B.1
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Topic D: Application of Halves to Tell Time ................................ 5.D.1
Module Assessments .................................................................. 5.S.1
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. 
   a. Draw a shape that has 3 straight sides.
   b. 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.
1. How many corners and straight sides does each of the shapes below have?

   a. 
   ___ corners
   ___ straight sides

   b. 
   ___ corners
   ___ straight sides

   c. 
   ___ corners
   ___ straight side

2. Look at the sides and corners of the shapes in each row. Cross off the shape that does not have the same number of straight sides or the same kind of corner.

   a. 
   
   b. 
   
   b. 
   
   c. 
   
   d. 
   
   e. 
   
   f. 
   
   g. 
   
   h. 
   
   i. 
   
   j. 
   
   k. 
   
   l. 
   
   m. 
   
   n. 
   
   o. 
   
   p. 
   
   q. 
   
   r. 
   
   s. 
   
   t. 
   
   u. 
   
   v. 
   
   w. 
   
   x. 
   
   y. 
   
   z. 
   
   {by-nc-sa}
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.
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.
Closed Shapes

Open Shapes
Square Corner Tester Template

Print on cardstock and cut out each of the two square corner testers.
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.
Write the number of corners and sides that each shape has. Then match the shape to its name. Remember that some special shapes may have more than one name.

1. [Circle]
   - _____ corners
   - _____ straight sides
   - triangle

2. [Triangle]
   - _____ corners
   - _____ straight sides
   - circle

3. [Hexagon]
   - _____ corners
   - _____ straight sides
   - rectangle

4. [Square]
   - _____ corners
   - _____ straight sides
   - hexagon

   - square

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

<table>
<thead>
<tr>
<th>Key</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RED</td>
<td>3 straight sides: _____</td>
</tr>
<tr>
<td>BLUE</td>
<td>4 straight sides: _____</td>
</tr>
<tr>
<td>GREEN</td>
<td>6 straight sides: _____</td>
</tr>
<tr>
<td>YELLOW</td>
<td>1 curved side: _____</td>
</tr>
</tbody>
</table>

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 ____ rhombuses.
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.
   
   ![Shapes]

   b. Explain your thinking: __________________________________________
      ______________________________________________________________

7. A **trapezoid** is a closed shape with 4 straight sides with at least 2 of those sides the same distance apart across the length of the side.
   
a. Cross off the shape that is NOT a trapezoid.
   
   ![Shapes]

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

- Rectangular prism
- Cone
- Sphere
- Cylinder
- Cube
2. Write the name of each object in the correct column.

<table>
<thead>
<tr>
<th>Cubes</th>
<th>Spheres</th>
<th>Cones</th>
<th>Rectangular Prisms</th>
<th>Cylinders</th>
</tr>
</thead>
<tbody>
<tr>
<td>globe</td>
<td>block</td>
<td>tissue box</td>
<td>dice</td>
<td>can</td>
</tr>
</tbody>
</table>

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
Circle true or false. Write one sentence to explain your answer. Use the word bank if needed.

**Word Bank**

<table>
<thead>
<tr>
<th>faces</th>
<th>circle</th>
<th>square</th>
</tr>
</thead>
<tbody>
<tr>
<td>sides</td>
<td>rectangle</td>
<td>point</td>
</tr>
</tbody>
</table>

This can is a cylinder. **True** or **False**

This juice box is a cube. **True** or **False**
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.

<table>
<thead>
<tr>
<th>Cube</th>
<th>Rectangular prism</th>
<th>Cylinder</th>
<th>Sphere</th>
<th>Cone</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Cube" /></td>
<td><img src="image2" alt="Rectangular prism" /></td>
<td><img src="image3" alt="Cylinder" /></td>
<td><img src="image4" alt="Sphere" /></td>
<td><img src="image5" alt="Cone" /></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>faces</th>
<th>circle</th>
<th>square</th>
<th>roll</th>
<th>six</th>
</tr>
</thead>
<tbody>
<tr>
<td>sides</td>
<td>rectangle</td>
<td>point</td>
<td>flat</td>
<td></td>
</tr>
</tbody>
</table>

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 ____________________________________________.
### Shape Vocabulary Cards

<table>
<thead>
<tr>
<th>Shape</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>cone</strong></td>
<td>3-dimensional shape with only one circle or oval face and one point</td>
</tr>
<tr>
<td><strong>cube</strong></td>
<td>3-dimensional shape with 6 square faces</td>
</tr>
<tr>
<td><strong>cylinder</strong></td>
<td>3-dimensional shape with 2 circle or oval faces that are the same size</td>
</tr>
<tr>
<td><strong>rectangular prism</strong></td>
<td>3-dimensional shape with 6 rectangle faces</td>
</tr>
<tr>
<td><strong>sphere</strong></td>
<td>3-dimensional shape with no flat faces</td>
</tr>
</tbody>
</table>
Use pattern blocks to create the following shapes. Trace or draw to record your work.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use 3 triangles to make 1 trapezoid.</td>
<td>2. Use 4 squares to make 1 larger square.</td>
</tr>
<tr>
<td>3. Use 6 triangles to make 1 hexagon.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Use 1 trapezoid, 1 rhombus, and 1 triangle to make 1 hexagon.</td>
</tr>
</tbody>
</table>
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?

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?
Use pattern blocks to create the following shapes. Trace or draw to show what you did.

<table>
<thead>
<tr>
<th>1. Use 3 rhombuses to make a hexagon.</th>
<th>2. Use 1 hexagon and 3 triangles to make a large triangle.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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.
2-D Shape Flash Cards
2-D Shape Flash Cards, page 2

Diagram of a parallelogram and a trapezoid.
1. How many shapes were used to make this large square?

   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.
1. Use words or drawings to show how you can make a larger shape with 3 smaller shapes. Remember to use the names of the shapes in your example.
Lesson 5: Compose a new shape from composite shapes.

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.
Lesson 6: Create a composite shape from three-dimensional shapes and describe the composite shape using shape names and positions.

Date: 10/8/13

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.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cubes</td>
<td></td>
</tr>
<tr>
<td>Spheres</td>
<td></td>
</tr>
<tr>
<td>Rectangular Prisms</td>
<td></td>
</tr>
<tr>
<td>Cylinders</td>
<td></td>
</tr>
<tr>
<td>Cones</td>
<td></td>
</tr>
</tbody>
</table>

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?
Maria made a structure using her 3-dimensional shapes. Use your shapes to try to make the same structure as Maria, as your teacher reads the description of Maria’s structure.

Maria’s structure has

- 1 rectangular prism with the shortest face touching the table.
- 1 cube on the right of the rectangular prism.
- 1 cylinder on top of the cube with the circular face touching the cube.
Lesson 6: Create a composite shape from three-dimensional shapes and describe the composite shape using shape names and positions.

Name ____________________________ Date _____________

1. Use some three-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.

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

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.
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.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>b.</td>
<td>c.</td>
<td>d.</td>
<td>e.</td>
<td>f.</td>
</tr>
<tr>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>h.</td>
<td>i.</td>
<td>j.</td>
<td>k.</td>
<td>l.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m.</td>
<td>n.</td>
<td>o.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 ________________

Circle the shape that has equal parts.

How many equal parts does the shape have? ________
Lesson 7 Homework

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 ____________________.
Lesson 8: Partition shapes and identify halves and quarters of circles and rectangles.

Date: 10/8/13

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>b.</td>
<td>c.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>e.</td>
<td>f.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>b.</td>
<td>c.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>e.</td>
<td>f.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>b.</td>
<td>c.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>e.</td>
<td>f.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 8:
Partition shapes and identify halves and quarters of circles and rectangles.

3. Color half of each shape.

a. 

b. 

c. 

d. 

e. 

f. 

4. Color 1 fourth of each shape.

a. 

b. 

c. 

e. 

f. 

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Lesson 8: Partition shapes and identify halves and quarters of circles and rectangles.

<table>
<thead>
<tr>
<th>Color 1 fourth of this square.</th>
<th>Color half of this rectangle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Diagram of square divided into four equal parts]</td>
<td>![Diagram of rectangle divided into two equal parts]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Color half of this square.</th>
<th>Color a quarter of this circle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Diagram of square divided into two equal parts]</td>
<td>![Diagram of circle divided into four equal parts]</td>
</tr>
</tbody>
</table>
1. Circle the correct word(s) to tell how each shape is divided.

<table>
<thead>
<tr>
<th></th>
<th>equal parts</th>
<th>unequal parts</th>
<th></th>
<th>equal parts</th>
<th>unequal parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>circle</td>
<td></td>
<td>b.</td>
<td>circle</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
<td>d.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td></td>
<td>f.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td></td>
<td></td>
<td>h.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Shape Descriptions:**
- **a.** Circle divided into equal parts.
- **b.** Line dividing the shape into unequal parts.
- **c.** Square divided into halves and fourths.
- **d.** Line dividing the shape into halves and quarters.
- **e.** Diamond divided into halves and quarters.
- **f.** Circle divided into fourths and halves.
- **g.** Square divided into quarters and halves.
- **h.** Rectangle divided into halves and fourths.
2. What part of the shape is shaded? Circle the correct answer.

3. Color 1 quarter of each shape.

4. Color 1 half of each shape.
Lesson 8: Partition shapes and identify halves and quarters of circles and rectangles.

Date: 10/8/13
Lesson 8: Partition shapes and identify halves and quarters of circles and rectangles.

Date: 10/8/13

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

1. Which shape has been cut into more equal parts? ____
   Which shape has larger equal parts? ____
   Which shape has smaller equal parts? ____

2. 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
   \[ \text{is bigger than} \]
   \[ \text{is smaller than} \]
   \[ \text{is the same size as} \]
   One fourth of the circle.

5. One quarter of the rectangle
   \[ \text{is bigger than} \]
   \[ \text{is smaller than} \]
   \[ \text{is the same size as} \]
   One half of the rectangle.

6. One quarter of the square
   \[ \text{is bigger than} \]
   \[ \text{is smaller than} \]
   \[ \text{is the same size as} \]
   One fourth of the square.
Circle T for true and F for false.

One fourth of a circle is bigger than one half of a circle.  
T  F

Cutting the circle into quarters gives you more pieces than cutting the circle into halves.  
T  F

Explain your answer using the circles below.
Lesson 9: Partition shapes and identify halves and quarters of circles and rectangles.

Date: 10/8/13

Name ___________________________ Date ______________

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

   A

   \[ \text{Which shape has been cut into more equal parts? _____} \]

   \[ \text{Which shape has larger equal parts? _____} \]

   B

   \[ \text{Which shape has smaller equal parts? _____} \]

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

\[ \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \]

\[ \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \]

\[ \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \]

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Which shape has been cut into more equal parts? _____

Which shape has larger equal parts? _____

Which shape has smaller equal parts? _____
3. Color part of the shape to match its label. Circle the phrase that would make the statement true.

One quarter of the square

\[ \bullet \]

is bigger than

is smaller than

is the same size as

one half of the square.

One quarter of the rectangle

\[ \bullet \]

is bigger than

is smaller than

is the same size as

one fourth of the rectangle.
Lesson 9: Partition shapes and identify halves and quarters of circles and rectangles.

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Lesson 10:

Construct a paper clock by partitioning a circle and tell time to the hour.

Date: 10/8/13

Lesson 10 Problem Set

Name _______________________________ Date ________________

1. Match the clocks that show the same time.

- [1:00]
- [5:00]
- [12:00]
- [8:00]

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

- [3:00]
3. Write the time shown on each clock.

a. 

b. 

c. 

d. 

e. 

f. 

g. 

h. 

i. 

j. 

k. 

l. 

m. 

n. 

o. 

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Lesson 10 Exit Ticket

Write the time shown on each clock.

1. ___________________ 2. ___________________

3. ___________________ 4. ___________________
1. Match each clock to the time it shows.

a. [Clock image] 4 o'clock

b. [Clock image] 7 o'clock

c. [Clock image] 11 o'clock

d. [Clock image] 10 o'clock

e. [Clock image] 3 o'clock

f. [Clock image] 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. [Image of a clock showing 6 o'clock] 6 o'clock  

b. [Image of a clock showing 9 o'clock] 9 o'clock  

c. [Image of a clock showing 12 o'clock] 12 o'clock  

d. [Image of a clock showing 7 o'clock] 7 o'clock  

e. [Image of a clock showing 1 o'clock] 1 o'clock
Lesson 10: Construct a paper clock by partitioning a circle and tell time to the hour.

Date: 10/8/13
Lesson 10:
Construct a paper clock by partitioning a circle and tell time to the hour.
Date: 10/8/13

Digital Clock Template
1. **Match the clocks to the times on the right.**

   - 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. [Clock with hands at 3 and 6] 3:30
b. [Digital clock showing 5:30] five thirty
c. [Clock with hands at 1 and 5] __________

d. [Clock with hands at 3 and 6] __________
e. [Clock with hands at 1 and 5] __________
f. [Clock with hands at 12 and 6] __________

g. [Clock with hands at 3 and 6] __________
h. [Clock with hands at 6 and 12] __________
i. [Clock with hands at 12 and 6] __________

j. [Digital clock showing 7:30] __________
k. [Clock with hands at 7 and 12] __________
l. [Digital clock showing 10:30] __________

4. Circle the clock that shows half past 12 o’clock.
Name ___________________________  Date ________________

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

1. 9:30

2. 3:30

3. Write the correct time on the line.

________________
Lesson 11 Homework

Name _______________________________ Date ________________

Circle the correct clock.

1. Half past 2 o’clock.

2. Half past 10 o’clock.

3. 6 o’clock.

4. Half past 8 o’clock.
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 ____________.
Lesson 11: Recognize halves within a circular clock face and tell time to the half hour.

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Lesson 12: Recognize halves within a circular clock face and tell time to the half hour.

Date: 10/8/13

Fill in the blanks.

1. Clock ______ shows half past eleven.
   
   ![Clock A](image1)
   ![Clock B](image2)

2. Clock ______ shows half past two.
   
   ![Clock A](image3)
   ![Clock B](image4)

3. Clock ______ shows 6 o’clock.
   
   ![Clock A](image5)
   ![Clock B](image6)

   
   ![Clock A](image7)
   ![Clock B](image8)

5. Clock ______ shows half past six.
   
   ![Clock A](image9)
   ![Clock B](image10)
6. Match the clocks.

- 7:30
- 7:00
- 5:30
- 1:30

- half past 7
- half past 1
- 7 o’clock
- half past 5

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

- 3:30
- 8:30
- 11:00

- 6:00
- 4:30
- 12:30

Lesson 12: Recognize halves within a circular clock face and tell time to the half hour.

Date: 10/8/13
Lesson 12: Recognize halves within a circular clock face and tell time to the half hour.

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Draw the minute and hour hands on the clocks.

1. 1:30
   ![Clock 1](image1)

2. 10:00
   ![Clock 2](image2)

3. 5:30
   ![Clock 3](image3)

4. 7:30
   ![Clock 4](image4)
Write the time shown on the clock or draw the missing hands 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 clock.

- Soccer practice
  - 3:30
- Brush teeth
  - 7:30
- Wash dishes
  - 6:00
- Eat dinner
  - 5:30
- Take bus home
  - 4:30
- Homework
  - Half past 6 o'clock
Lesson 13 Problem Set

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.

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

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

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
Lesson 13 Exit Ticket

Name ____________________________ Date ________________

1. Circle the clock(s) that shows half past 3 o’clock.

2. Write the time or draw the hands on the clocks.
   
   a. ______________________  
      4:30
   
   b. ______________________  
   
   c. ________________  
      9 o’clock
Lesson 13 Homework

Fill in the blanks.

1. Clock ______ shows half past three.

2. Clock ______ shows half past twelve.

3. Clock ______ shows eleven o’clock.

4. Clock ______ shows 8:30.

5. Clock ______ shows 5:00.
6. Write the time on the line under the clock.

![Clocks](image1)

a. ____________________
b. ____________________
c. ____________________
d. ____________________

e. ____________________
f. ____________________
g. ____________________
h. ____________________
i. ____________________

7. Check (□) next to the clock(s) that show 4 o’clock.

![Clocks](image2)
Lesson 13:
Recognize halves within a circular clock face and tell time to the half hour.

Date: 10/8/13

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Lesson 13: Recognize halves within a circular clock face and tell time to the half hour.

Date: 10/8/13
1. Color the shapes using the key. On the line, write how many of each shape there are.

   a. YELLOW  Circles: ______
   b. RED  Rectangles: ______
   c. BLUE  Triangles: ______
   d. GREEN  Trapezoids: ______
   e. BLACK  Hexagons: ______
   f. ORANGE  Rhombuses: ______

2. Is the shape a triangle? If it is, write YES on the line. If it is not, explain on the line why it is not a triangle.

   a. __________________________
   b. __________________________
   c. __________________________
   d. __________________________
3. a. Circle the attributes that are used to describe all cylinders.

<table>
<thead>
<tr>
<th>Cylinders can roll.</th>
<th>Cylinders are hollow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cylinders are made of paper.</td>
<td>Cylinders have two flat surfaces made of circles.</td>
</tr>
</tbody>
</table>

b. Circle the attributes that are used to describe all rectangular prisms.

<table>
<thead>
<tr>
<th>Rectangular prisms can roll.</th>
<th>The faces of a rectangular prism are rectangles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rectangular prisms have 6 faces.</td>
<td>Rectangular prisms are made of wood.</td>
</tr>
</tbody>
</table>

4. Use your triangle pattern blocks and cover the shapes below. Draw lines to show how you formed the shape with your triangles.

a.

b.
e. Here are the pieces of the picture Dana is creating.

Which of the following shows what Dana’s shape might look like when she combines her smaller shapes?
5. Match the time to the correct clock.

a. ten o’clock

b. ten thirty

c. one o’clock

d. three thirty

6. Write the time on the line.

a. __________________

b. __________________

c. __________________

d. Circle the clock that shows half past 5 o’clock.
7. Draw the minute hand so that the clock shows the time written above it.

   a. 4:30
   
   b. 5:00

   c. Draw one line to make this rectangle into two squares that are the same size.

   d. Circle the words that make the sentence true.

   One square makes up \(\text{one half / one quarter}\) of the rectangle above.

   e. Color one half of the rectangle. What shapes were used to make the rectangle?

   f. Color one fourth of the rectangle. What shapes were used to make the rectangle?
g. Color one fourth of the circle. The dot is in the middle.
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