OER K–5 Math

EDITION 1

ENGLISH

Grade 1
Module 5

LEARN

IDENTIFYING, COMPOSING, AND PARTITIONING SHAPES

STUDENT EDITION

Learn

K–5 Math Grade 1 Module 5

IDENTIFYING, COMPOSING, AND PARTITIONING SHAPES

Acknowledgment

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice

These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Read–Draw–Write (RDW) Process

The K–5 Math materials support students as they problem solve by using a simple, repeatable process introduced by the teacher. The Read–Draw–Write (RDW) process calls for students to

1. Read the problem.
2. Draw and label.
3. Write a number sentence (equation).
4. Write a word sentence (statement).

Families may support the process by encouraging their students to ask themselves questions such as

- What do I see?
- Can I draw something?
- What conclusions can I make from my drawing?

The more students participate in reasoning through problems with this systematic approach, the more they internalize these practices and thought processes.

Contents

Module 5: Identifying, Composing, and Partitioning Shapes

Read

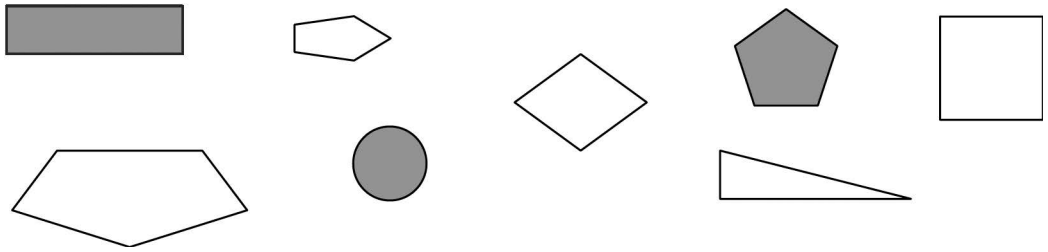
Today, everyone will get 7 straw pieces to use in our lesson. Later, you will use your pieces and your partner's pieces together. How many straw pieces will you have to use when you and your partner join them together?

Draw

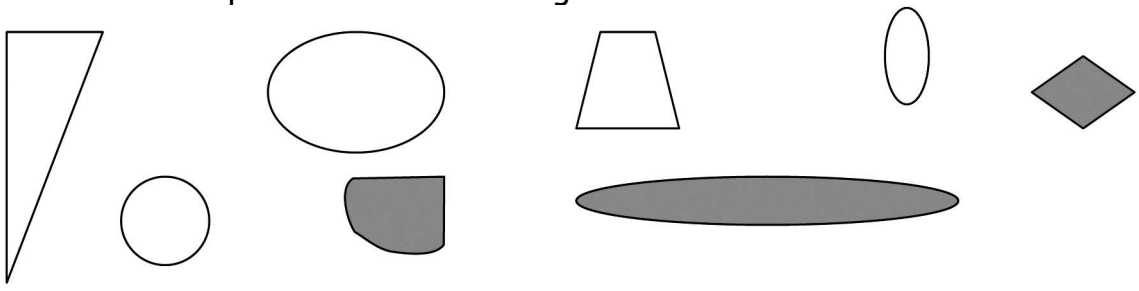
Write

Name _____ Date _____

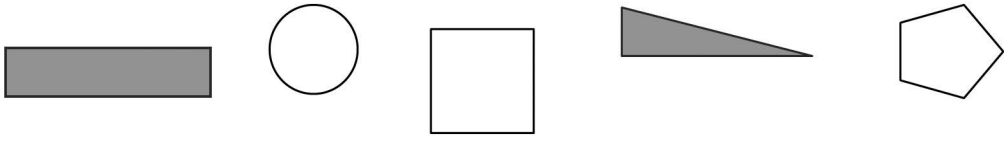
1. Circle the shapes that have 4 straight sides.



2. Circle the shapes that have no straight sides.



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



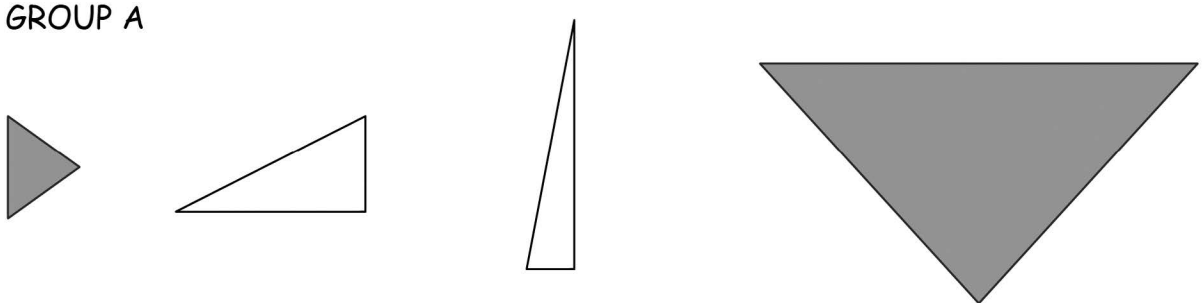
4.

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?

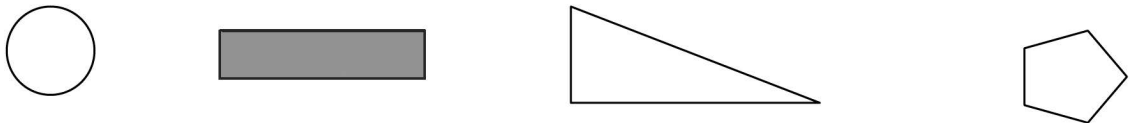
GROUP A



They all _____.

They all _____.

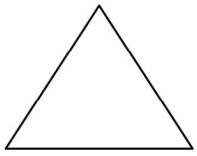
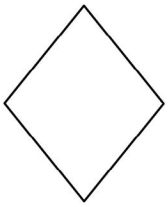
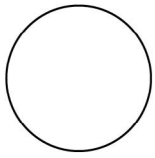
6. Circle the shape that best fits with Group A.



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

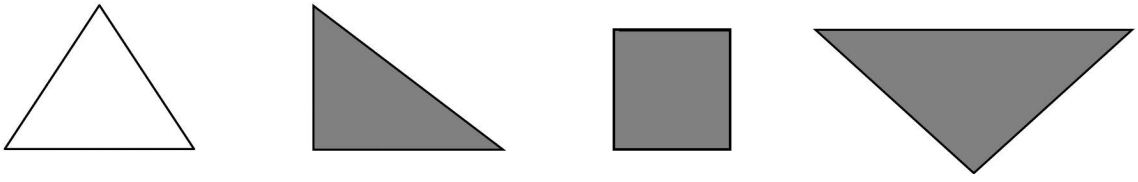
Name _____ Date _____

1. How many vertices and straight sides does each of the shapes below have?

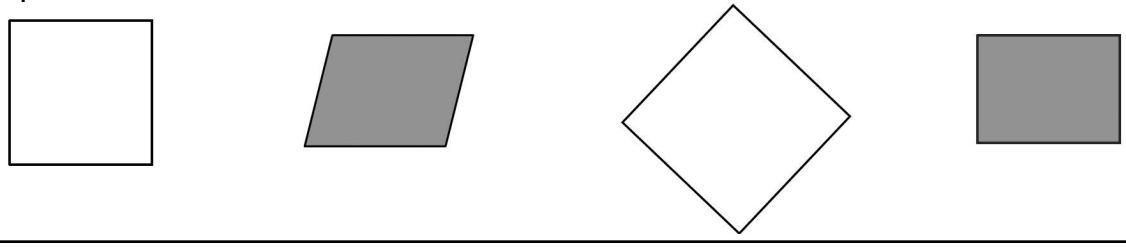
a. 	b. 	c. 
_____ vertices _____ straight sides	_____ vertices _____ straight sides	_____ vertices _____ straight sides

2. Look at the sides and vertices of the shapes in each row.

a. Cross off the shape that does not have the same number of sides and vertices.



b. Cross off the shape that does not have the same kind of vertices as the other shapes.



Read

Lee has 9 straws. He uses 4 straws to make a shape. How many straws does he have left to make other shapes?

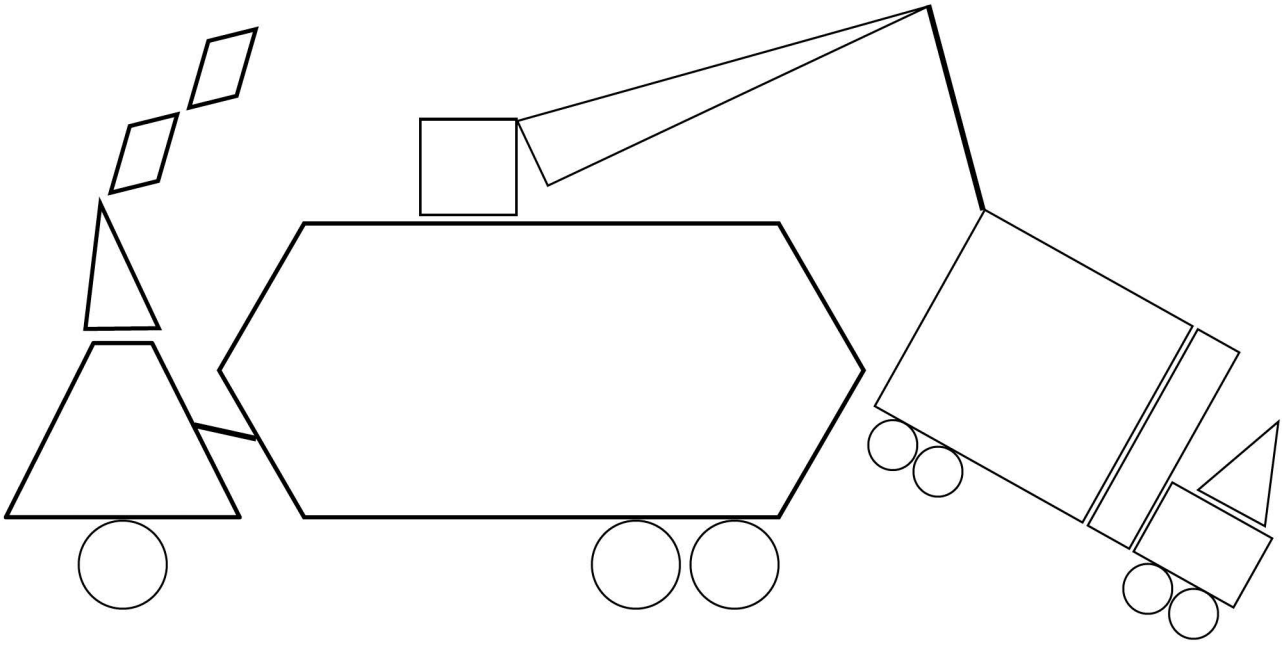
Extension: What possible shapes could Lee have created? Draw the different shapes Lee might have made using 4 straws. Label any shapes whose name you know.

Draw

Write

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: _____

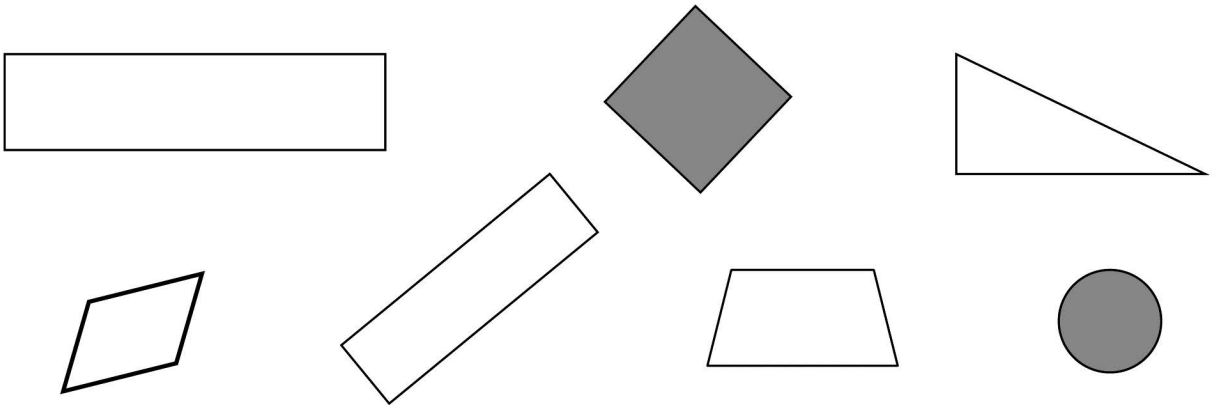
b. GREEN—3-sided shapes: _____

c. YELLOW—5-sided shapes: _____

d. BLACK—6-sided shapes: _____

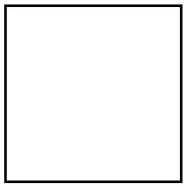
e. BLUE—shapes with no vertices: _____

2. Circle the shapes that are rectangles.

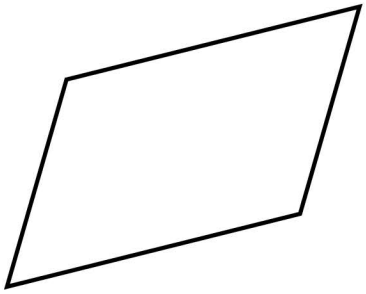


3. Is the shape a rectangle? Explain your thinking.

a.



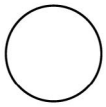
b.



Name _____ Date _____

Write the number of vertices 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.



____ vertices

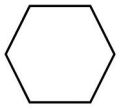
____ straight sides

2.

____ vertices

____ straight sides

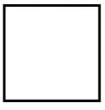
3.



____ vertices

____ straight sides

4.



____ vertices

____ straight sides

triangle

circle

rectangle

hexagon

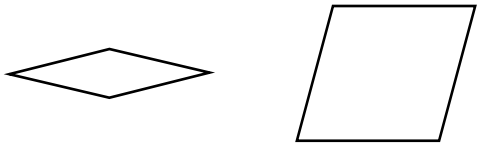
square

rhombus

Name _____ Date _____

Draw 2 more shapes for each category.

1.



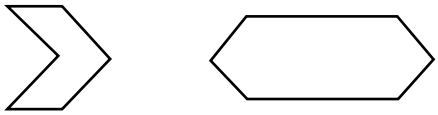
These shapes have _____ vertices.

These shapes have 4 _____ sides.

These shapes are called:

_____.

2.



These shapes have ____ straight sides.

These shapes have _____vertices.

These shapes are called

_____.

3. Draw 3 rectangles. Make one a special type of rectangle, called a square.

All rectangles have _____ sides and _____ square corners.

Squares are a special type of rectangle because they have _____sides.

4. Draw a picture of something in your classroom shaped like a circle.

How do you know this is a circle?

_____

_____

_____

5. Draw a picture of something in your classroom shaped like a triangle.

How do you know this is a triangle?

_____

_____

_____

6. Draw a picture of something in your classroom shaped like a square.

How do you know this is a square?

_____

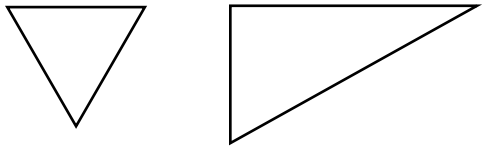
_____

_____

Name _____ Date _____

Draw 2 more shapes for each category.

1.



These shapes have ___ straight sides.

These shapes have ____ vertices.

These shapes are called

_____.

2.

These shapes have ___ straight sides.

These shapes have ____ square corners.

These shapes are called

_____.

3. Draw 2 more shapes for this category.

These shapes have _____ straight sides.

These shapes are _____.

Name _____ Date _____

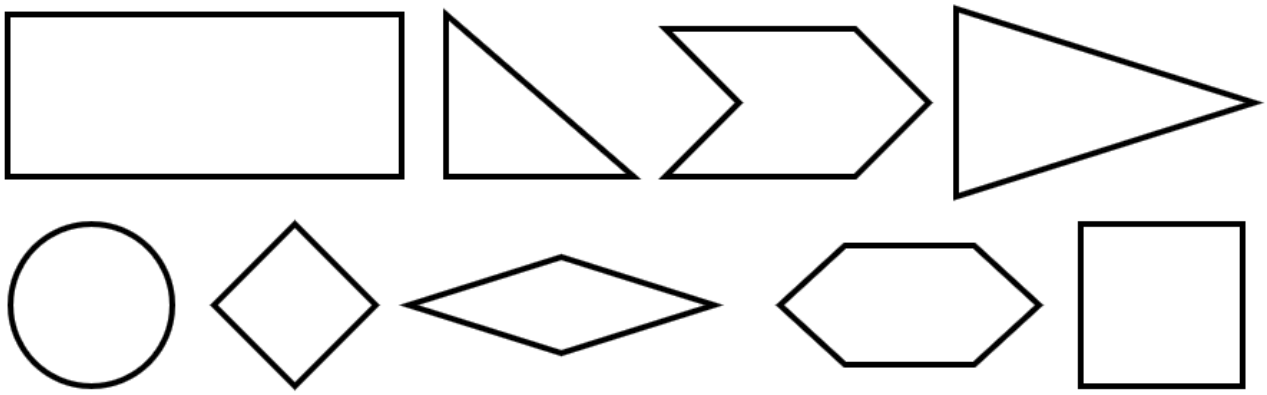
1. Cut out the shapes. Sort them into two groups:

Shapes with 0 Square Corners	Shapes with Square Corners

2. Draw 1 more shape for each group.

3. What do you notice about the shapes in each group? _____

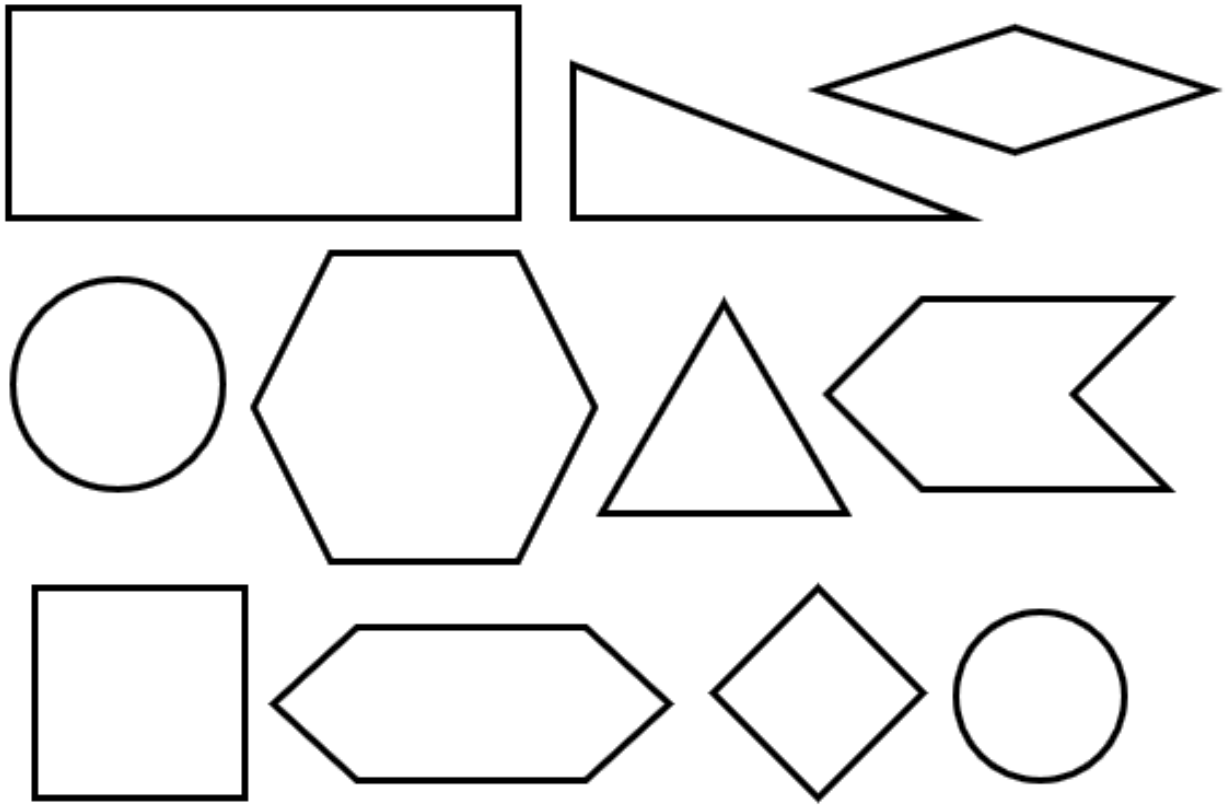
_____



4. Color the shapes with equal sides blue. Color the shapes that do not have equal sides red.

Equal sides

means all sides are the same length

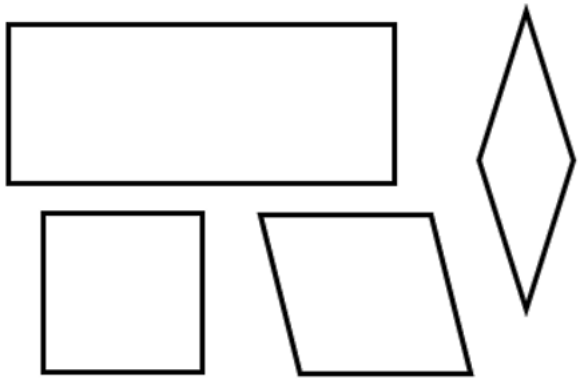
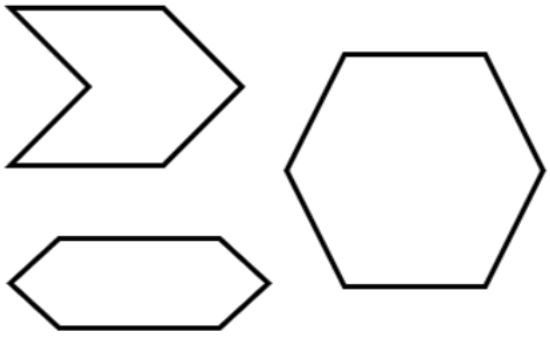


5. Circle the answer to each question:

Did you color none, some, or all of the triangles?	**none**	**some**	**all**
Did you color none, some, or all of the rhombuses?	**none**	**some**	**all**
Did you color none, some, or all of the circles?	**none**	**some**	**all**

Name _____ Date _____

Thanh sorted her shapes into two groups.

Group 1	Group 2
	

1. Thanh doesn't know where to put this last shape.

Where should Thanh put this shape? (Circle one.) **Group 1** **Group 2**

2. Draw 1 more shape for each group.

Name _____ Date _____

1. Look at your bag of paper shapes from today's lesson.
   Sort some of your shapes into two groups.
   Record drawings in this chart showing how you sorted the shapes.

2. Write labels for your groups at the top of your chart.

_____	_____

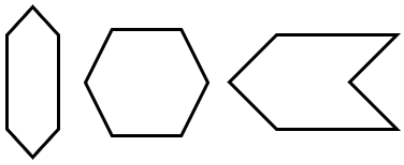
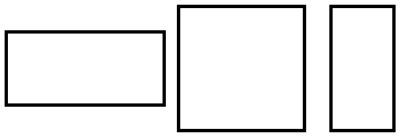
3. Look at the groups of shapes in the chart. Write a label for each group.

4. Draw 1 more shape for each group.

_____	_____
	

5. Look at the groups of shapes in the chart. Write a label for each group.

6. Draw 1 more shape for each group.

_____	_____
	

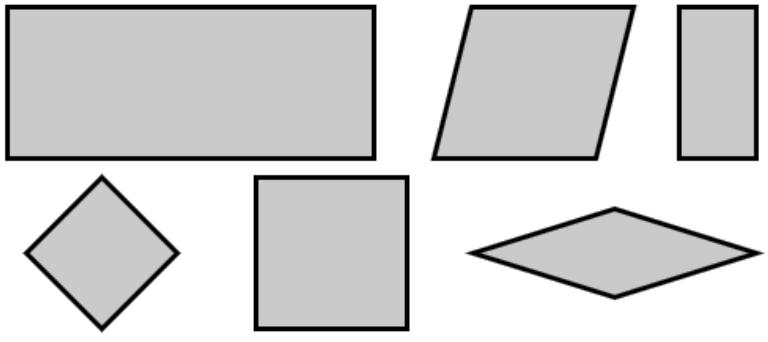
Name _____ Date _____

1. Cut out the shapes and sort them into 2 groups. Glue them onto the chart.

_____	_____

2. Write labels for each group.

3. Draw another shape for each group.



Read

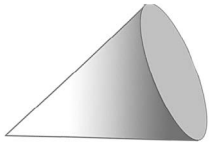
Rose draws 6 triangles. Maria draws 7 triangles. How many more triangles does Maria have than Rose?

Draw

Write

Name _____ Date _____

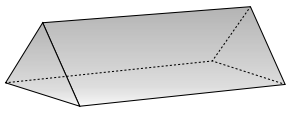
1. On the first 5 objects, color one of the flat faces red. Match each 3-dimensional shape to its name.

a. 

b. 

c. 

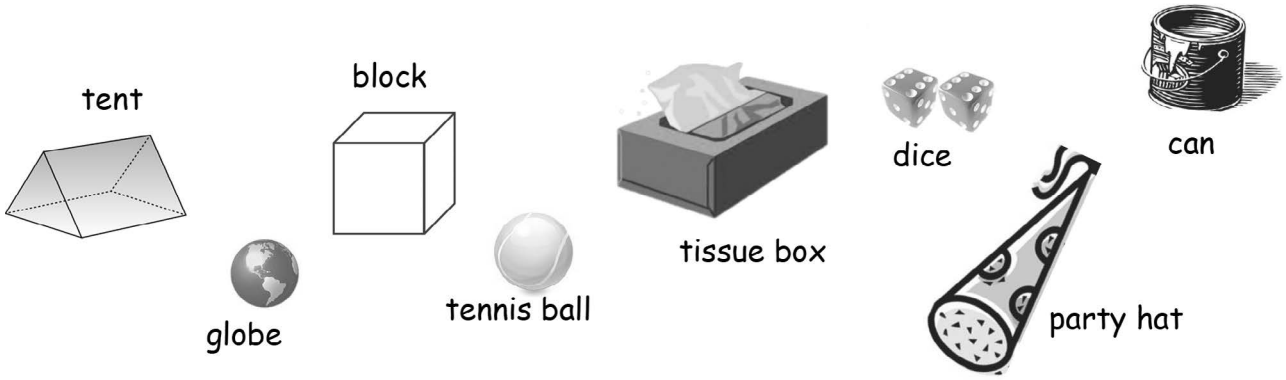
d. 

e. 

f. 

Rectangular Prism
Cone
Sphere
Triangular prism
Cylinder
Cube

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



Cubes	Spheres	Cones	Rectangular Prisms	Triangular 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

Name _____ Date _____

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

Word Bank

faces	circle	square
sides	rectangle	point

1.

This can is a cylinder. True or False

2.

This juice box is a cube. True or False

Read

Anton made a tower 5 cubes high. Ben made a tower 7 cubes high. How much taller is Ben's tower than Anton's?

Draw

Write

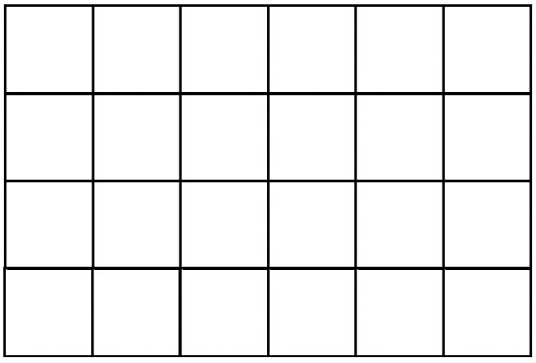
Name _____ Date _____

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

1. Use 4 triangles to make a larger triangle.	2. Use 4 squares to make 1 larger square.
3. Use 6 triangles to make 1 hexagon.	4. Use 1 red shape, 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?

Name _____ Date _____

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

1. Use 3 rhombuses to make a hexagon.	2. Use 1 hexagon and 3 triangles to make a large triangle.

Read

Darnell and Tamra are comparing their grapes. Darnell's vine has 9 grapes. Tamra's vine has 6 grapes. How many more grapes does Darnell have than Tamra?

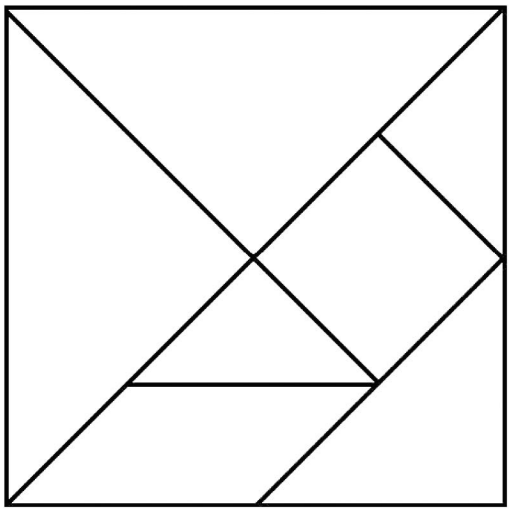
Draw

Write

Name _____ Date _____

1.

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



There are _____ shapes in the 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.

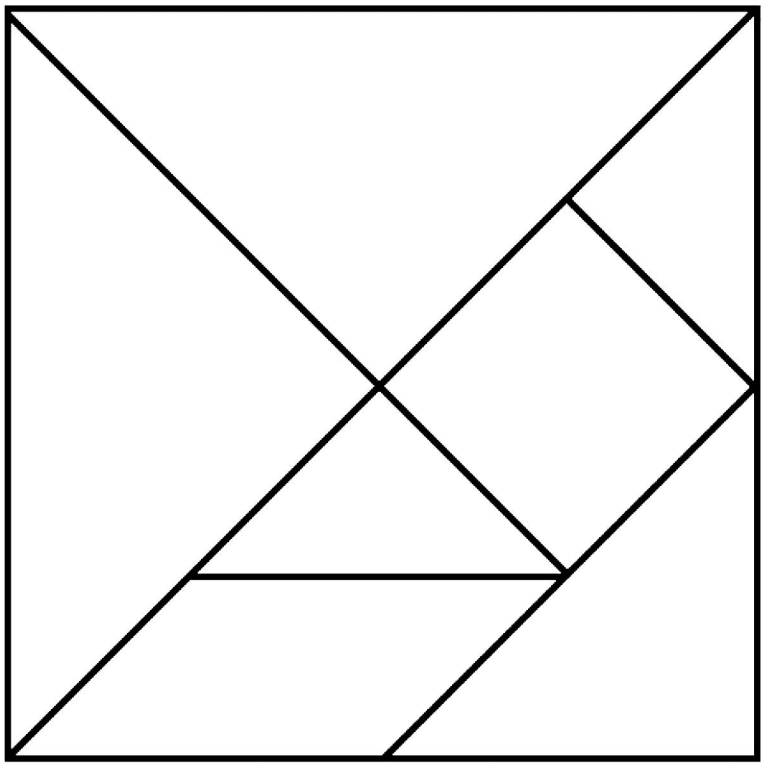
3. Use 3 of your tangram pieces to make a rectangle. Draw or trace the pieces to show the shapes you used.

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.

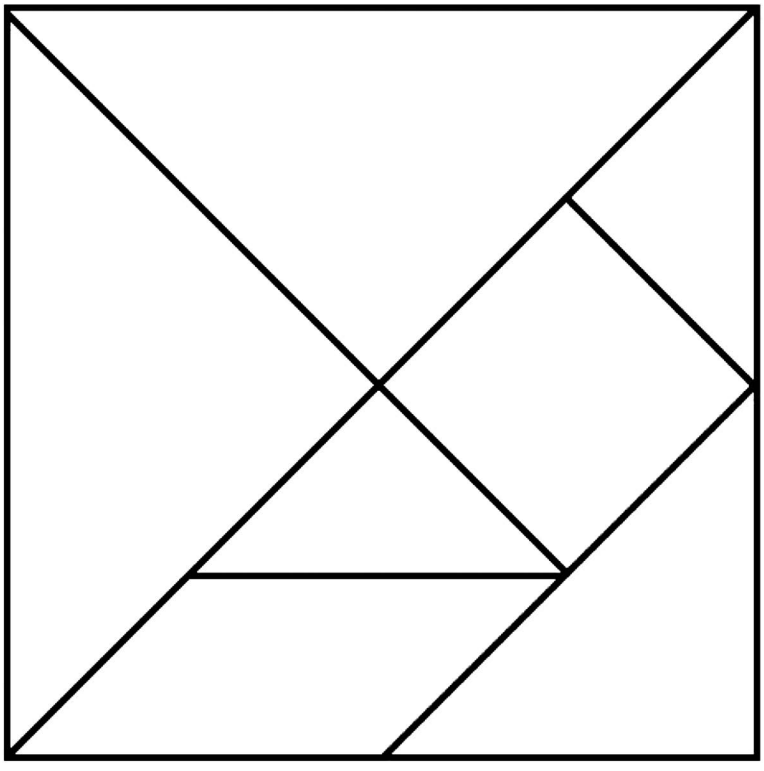
Name _____ Date _____

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.



One tangram is to be used during class.

The other tangram is to be sent with the homework.



Read

Emiliano lined up 4 yellow cubes in a row. Fran lined up 7 blue cubes in a row. Who has fewer cubes? How many fewer cubes does that student have?

Draw

Write

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	
Triangular 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 _____

Camilia made a structure using her 3-dimensional shapes. Use your shapes to try to make the same structure as Camilia as your teacher reads the description of Camilia's structure.

Camilia's structure has the following:

- 1 rectangular prism with the shortest face touching the table.
- 1 cube on top and to the right of the rectangular prism.
- 1 cylinder on top of the cube with the circular face touching the cube.

Read

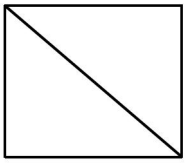
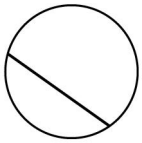
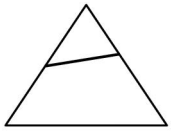
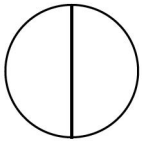
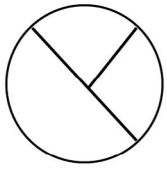
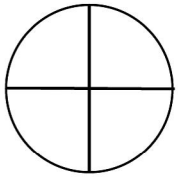
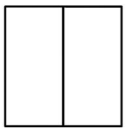
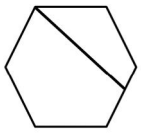
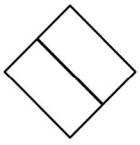
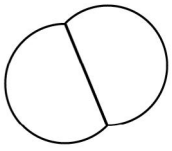
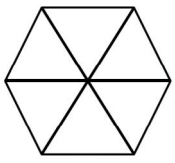
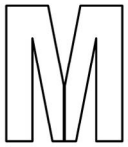
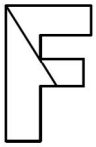
Peter set up 5 rectangular prisms to make 5 towers. He put a cone on top of 3 of the towers. How many more cones does Peter need to have a cone on every tower?

Draw

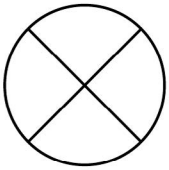
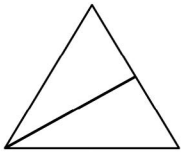
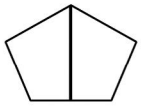
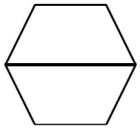
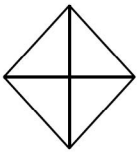
Write

Name _____ Date _____

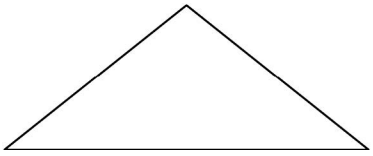
1. Are the shapes divided into equal parts? Write **Y** for yes or **N** for no. If the shape has equal parts, write how many equal parts on the line. The first one has been done for you.

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

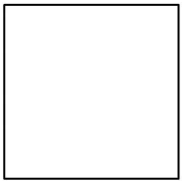
2. Write the number of equal parts in each shape.

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

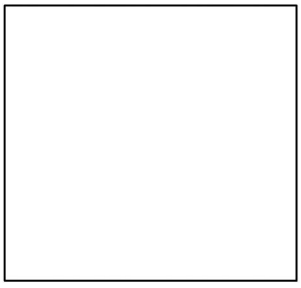
3. Draw one line to make this triangle into 2 equal triangles.



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

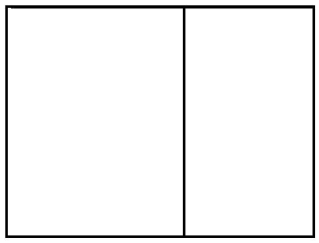


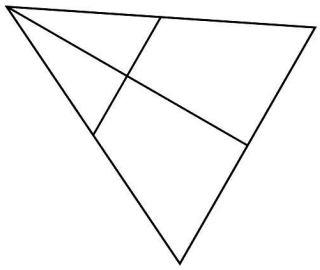
5. Draw two lines to make this square into 4 equal squares.

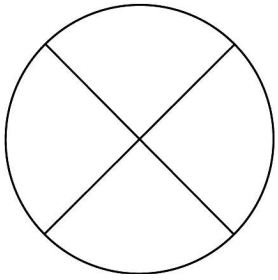


Name _____ Date _____

Circle the shape that has equal parts.







How many equal parts does the shape have? _____

Read

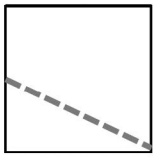
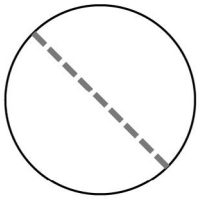
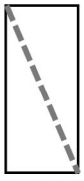
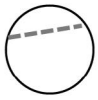
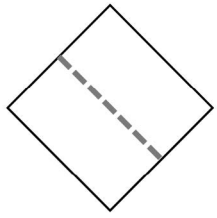
Peter and Fran each have an equal number of pattern blocks. There are 12 pattern blocks altogether. How many pattern blocks does Fran have?

Draw

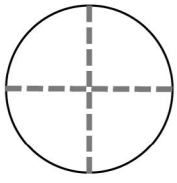
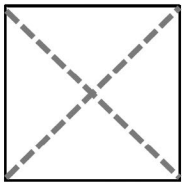
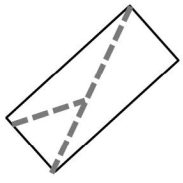
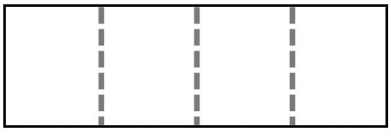
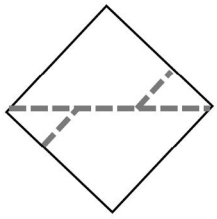
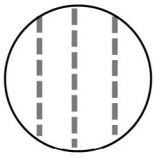
Write

Name _____ Date _____

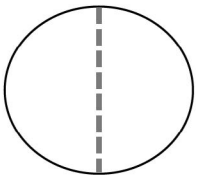
1. Are the shapes divided into halves? Write yes or no.

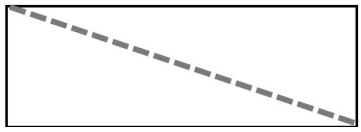
a.  _____	b.  _____	c.  _____
d.  _____	e.  _____	f.  _____

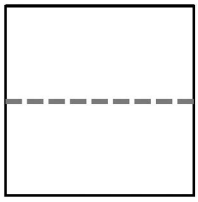
2. Are the shapes divided into quarters? Write yes or no.

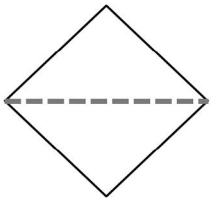
a.  _____	b.  _____	c.  _____
d.  _____	e.  _____	f.  _____

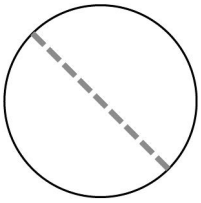
3. Color half of each shape.

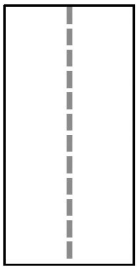
a. 

b. 

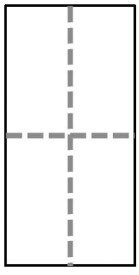
c. 

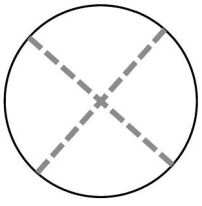
d. 

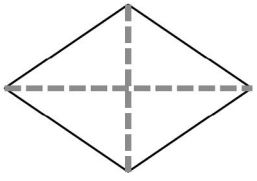
e. 

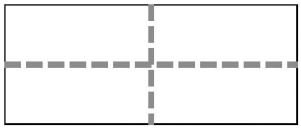
f. 

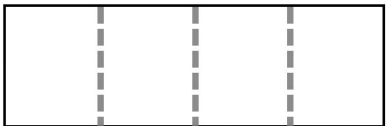
4. Color 1 fourth of each shape.

a. 

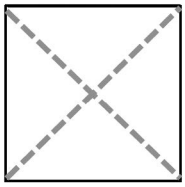
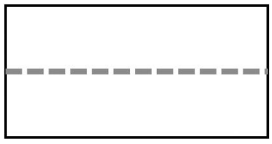
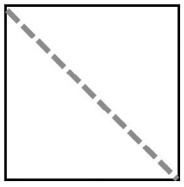
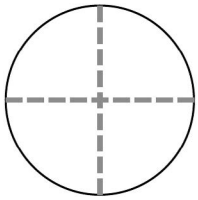
b. 

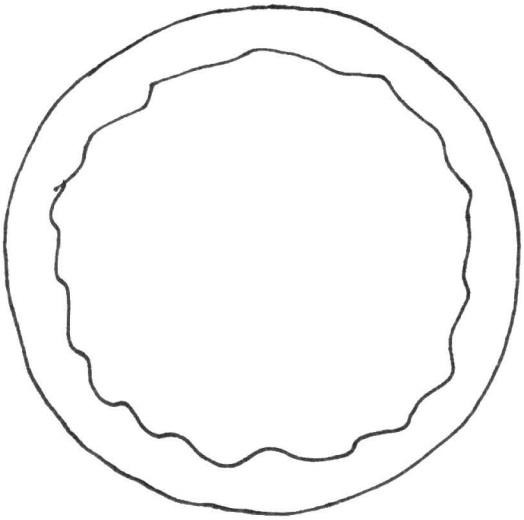
c. 

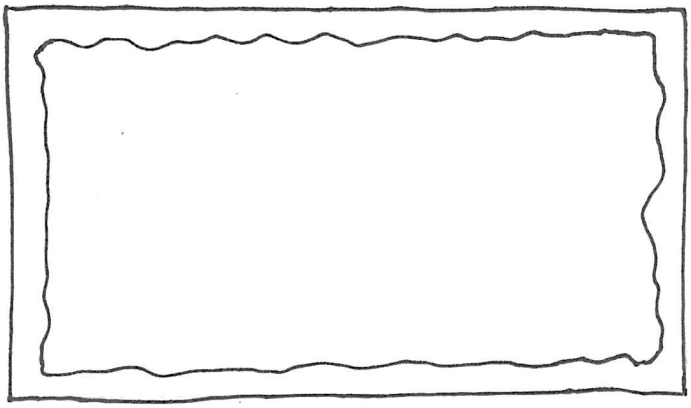
d. 

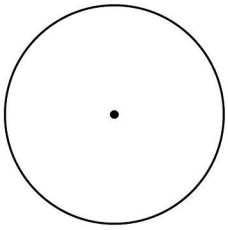
e. 

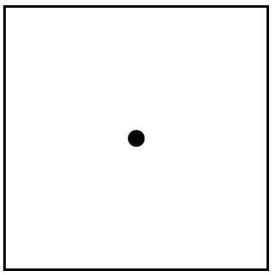
Name _____ Date _____

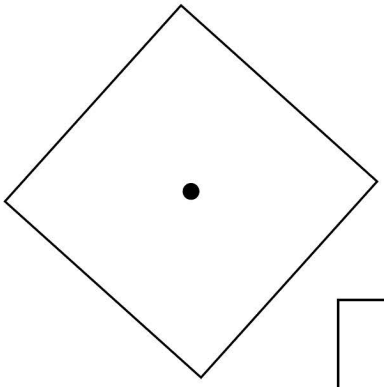
Color 1 fourth of this square. 	Color half of this rectangle. 
Color half of this square. 	Color a quarter of this circle. 

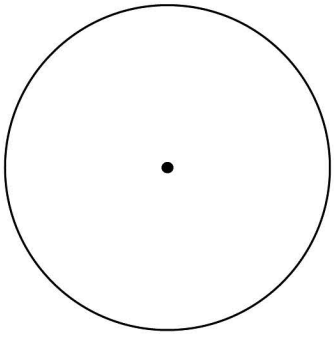


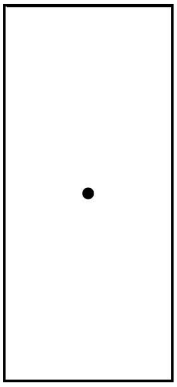


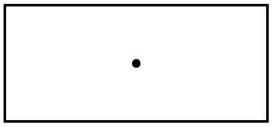


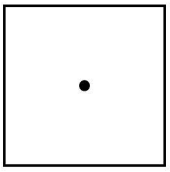


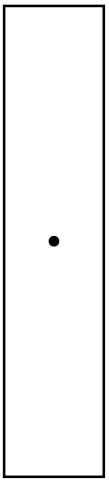












Read

Emi cut a square brownie into fourths. Draw a picture of the brownie.

Emi gave away 3 parts of the brownie. How many pieces does she have left?

Extension: What part, or fraction, of the whole brownie is left?

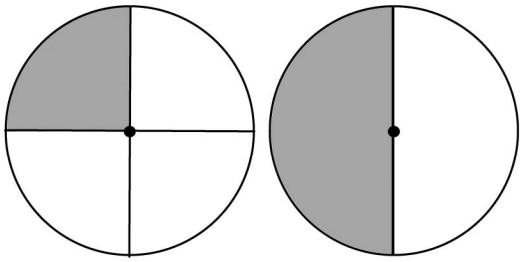
Draw

Write

Name _____ Date _____

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

1.



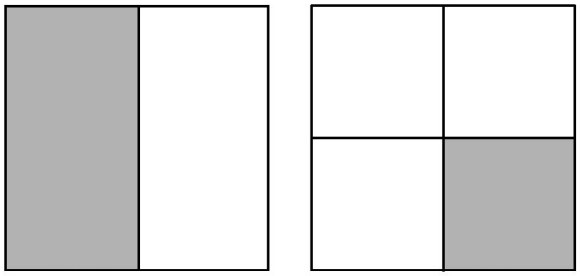
A B

Which shape has been cut into more equal parts? _____

Which shape has larger equal parts? ____

Which shape has smaller equal parts? ____

2.



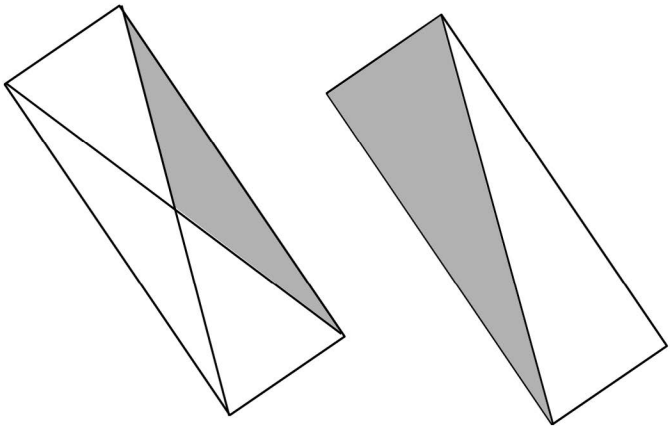
A B

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.



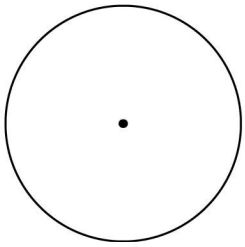
The larger shaded part is **(one half of / one quarter of)** the whole shape.

Color part of the shape to match its label.

Circle the phrase that would make the statement true.

4.

One half of the circle

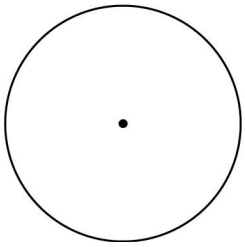


is larger than

is smaller than

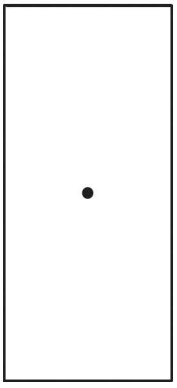
is the same size as

one fourth of the circle.



5.

One quarter of the rectangle

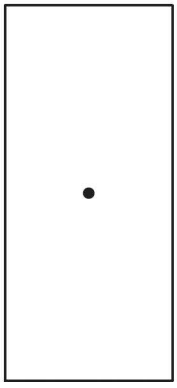


is larger than

is smaller than

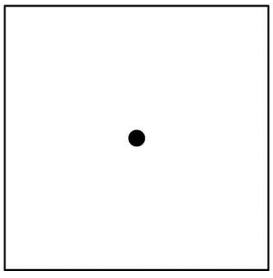
is the same size as

one half of the rectangle.



6.

One quarter of the square

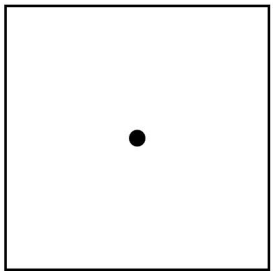


is larger than

is smaller than

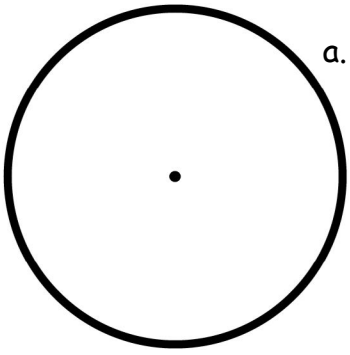
is the same size as

one fourth of the square.



Name _____ Date _____

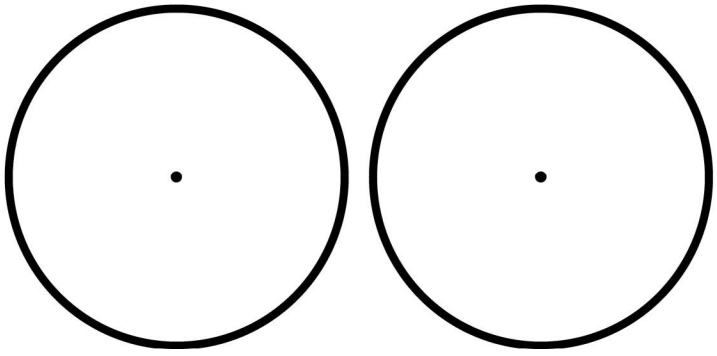
1. Circle **T** for true or **F** for false.

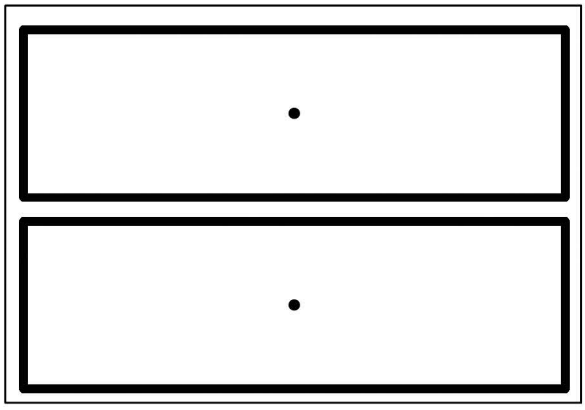


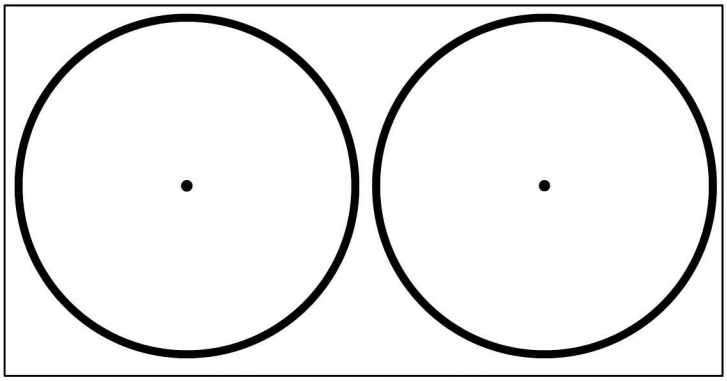
a. One fourth of the circle is larger than one half of the circle. **T F**

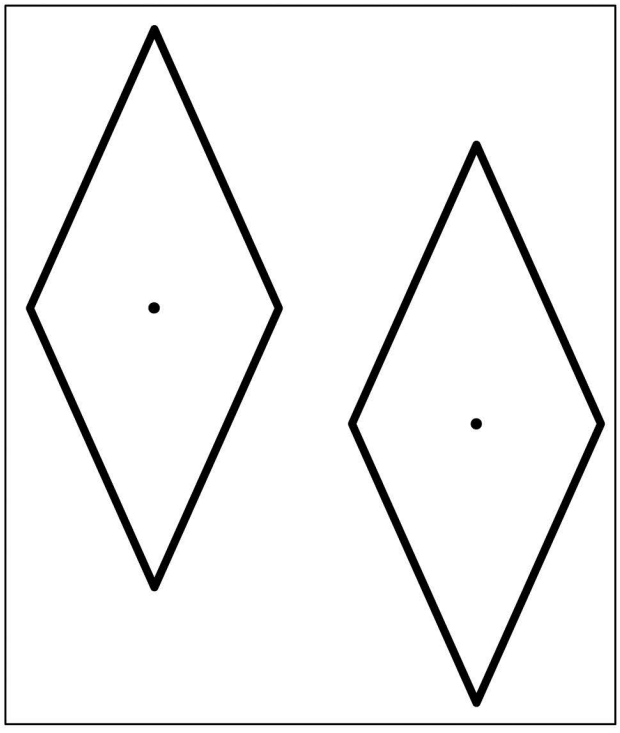
b. Cutting the circle into quarters gives you more pieces than cutting the circle into halves. **T F**

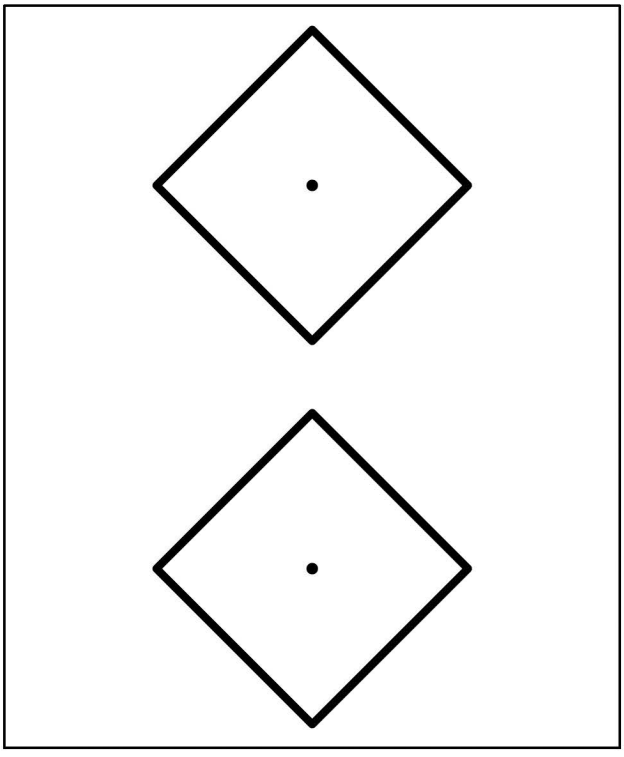
2. Explain your answers using the circles below.











Read

Kim drew 7 circles. Shanika drew 10 circles. How many fewer circles did Kim draw than Shanika?

Draw

Write

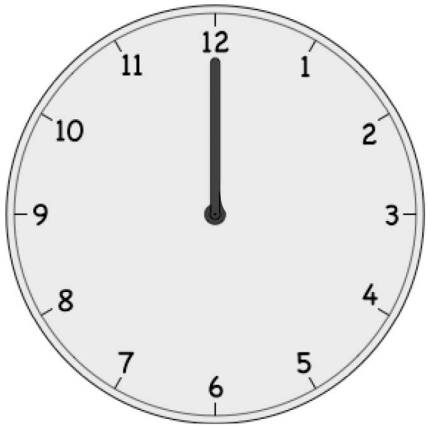
Name _____ Date _____

1. Match the clocks that show the same time.

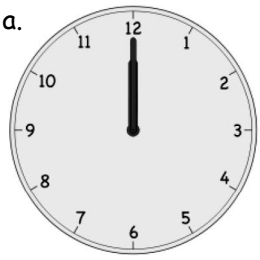
a. b. c. d.



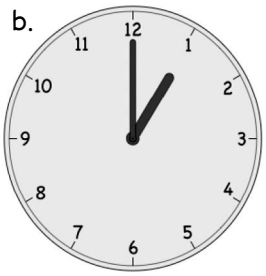

2. Put the hour hand on this clock so that the clock reads 3 o'clock.



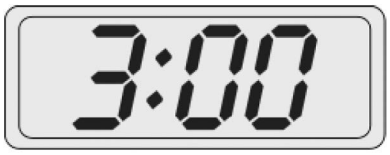
3. Write the time shown on each clock.

a. 

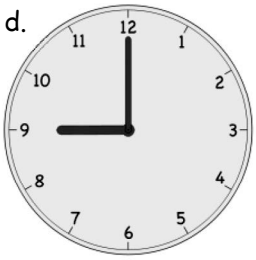
_____ : _____

b. 

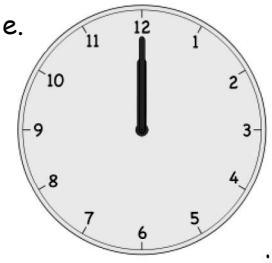
_____ o'clock

c. 

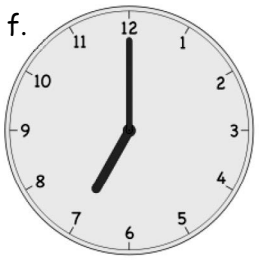
_____ o'clock

d. 

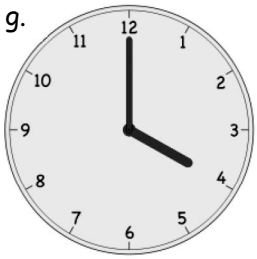
_____ o'clock

e. 

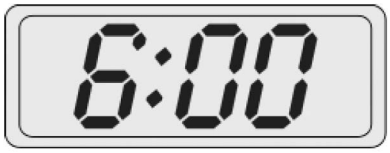
_____ : _____

f. 

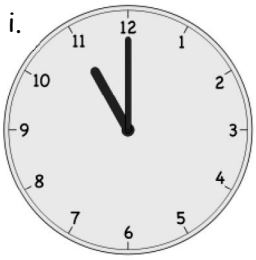
_____ o'clock

g. 

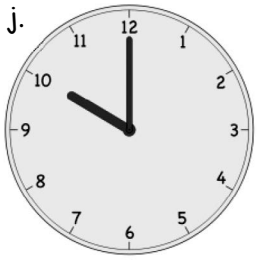
_____ : _____

h. 

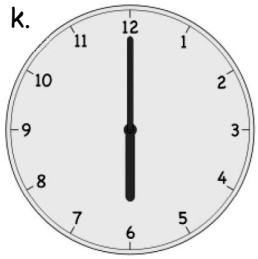
_____ o'clock

i. 

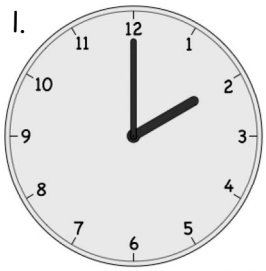
_____ : _____

j. 

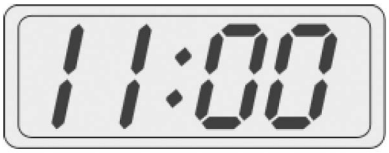
_____ o'clock

k. 

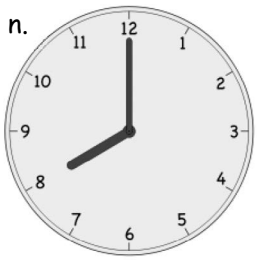
_____ : _____

l. 

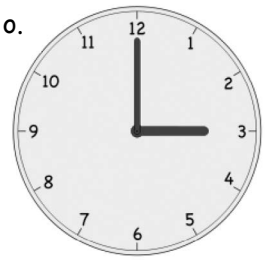
_____ o'clock

m. 

_____

n. 

_____

o. 

_____

Name _____ Date _____

Write the time shown on each clock.

1.

_____

2.

_____

3.

_____

4.

_____

Read

Tamra has 7 digital clocks and only 2 circular or analog clocks. How many fewer circular clocks does Tamra have than digital clocks? How many clocks does Tamra have altogether?

Draw

Write

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

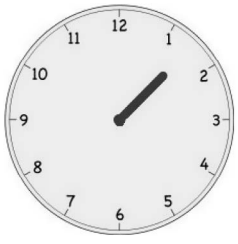
2. Draw the minute hand so the clock shows the time written above it.

a. 7 o'clock

b. 8:00

c. 7:30

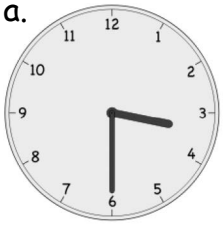
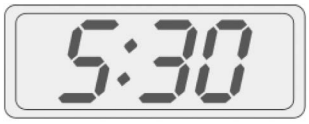
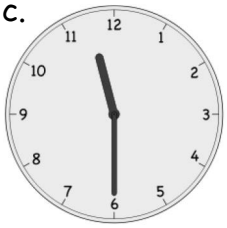
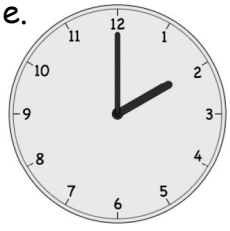
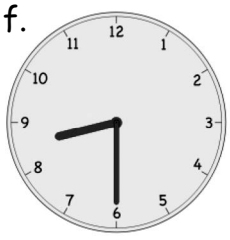
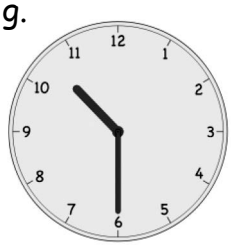
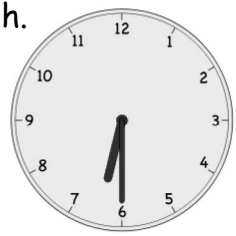
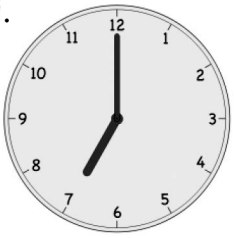
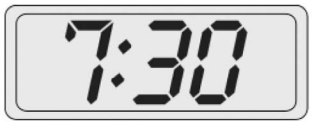
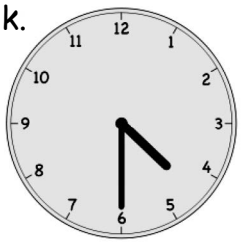
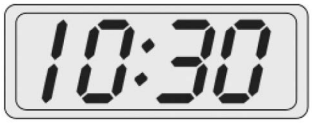
d. 1:30



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. 

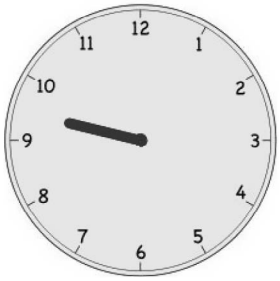
b. 

c. 

Name _____ Date _____

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.

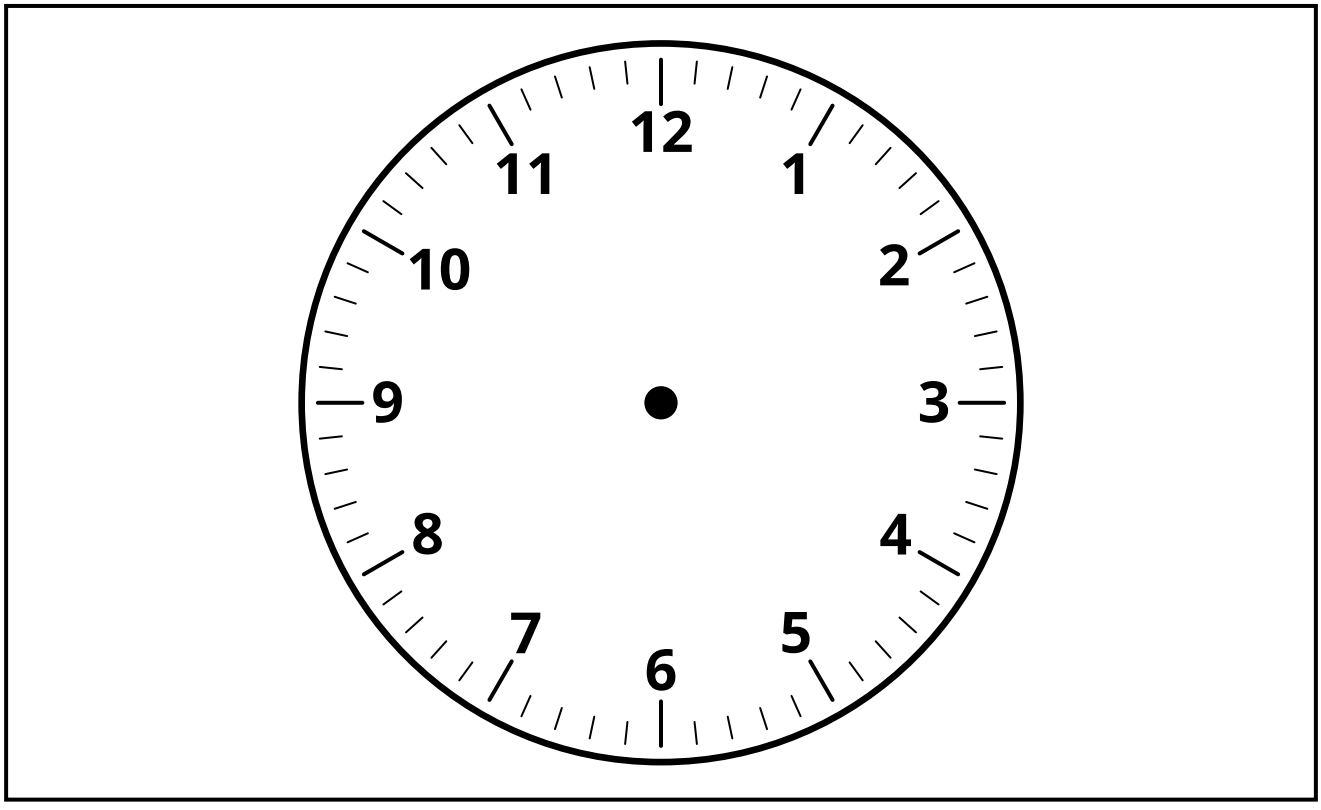
_____

Read

Shade the clock from the start of a new hour through half an hour.

Explain why that is the same as 30 minutes.

Draw

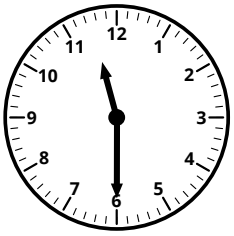


Write

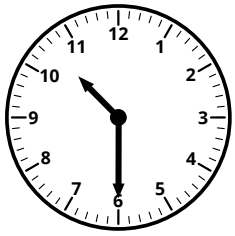
Name _____ Date _____

Fill in the blanks.

1.



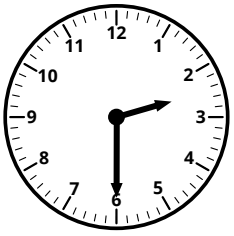
A



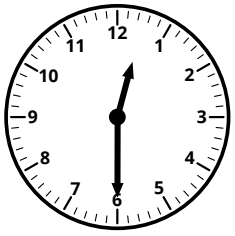
B

Clock _____ shows half past eleven.

2.



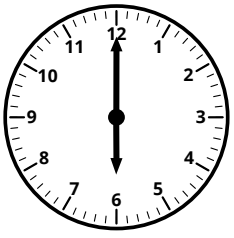
A



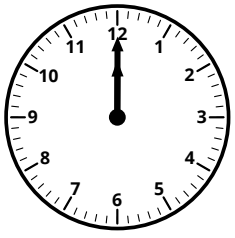
B

Clock _____ shows half past two.

3.



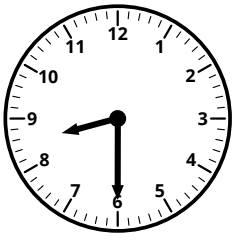
A



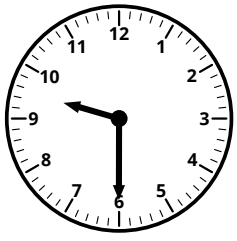
B

Clock _____ shows 6 o'clock.

4.



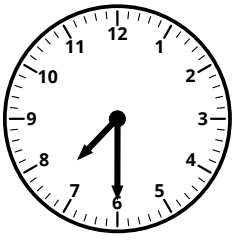
A



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. 

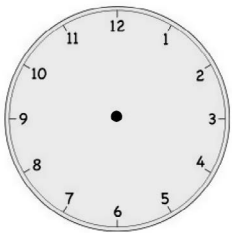
7 o'clock

d. 

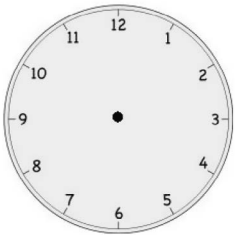
half past 5

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

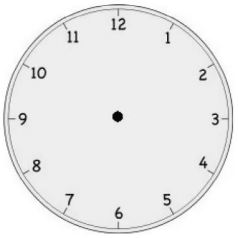
a. 3:30



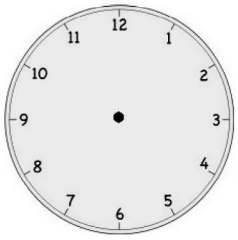
b. 8:30



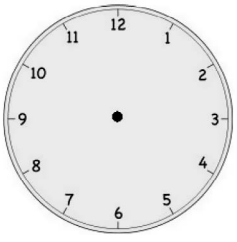
c. 11:00



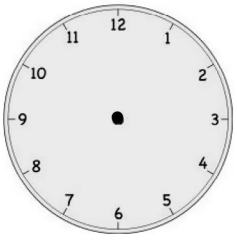
d. 6:00



e. 4:30



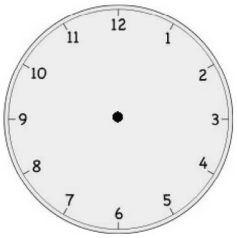
f. 12:30



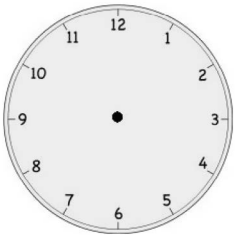
Name _____ Date _____

Draw the minute and hour hands on the clocks.

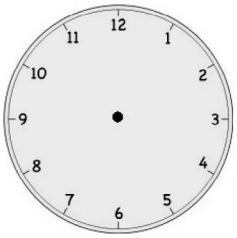
1. 1:30



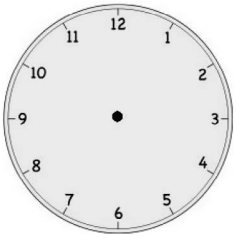
2. 10:00



3. 5:30



4. 7:30



Read

Ben is a clock collector. He has 8 digital clocks and 5 circular clocks. How many clocks does Ben have altogether? How many more digital clocks does Ben have than circular clocks?

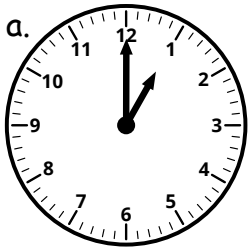
Draw

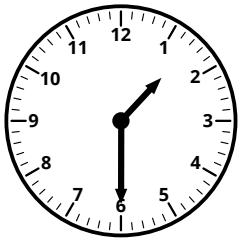
Write

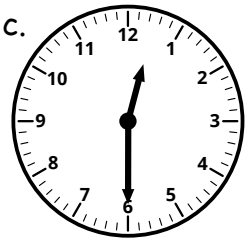
Name _____ Date _____

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. 

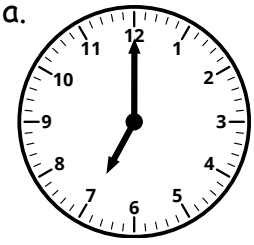
b. 

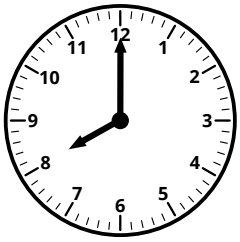
c. 

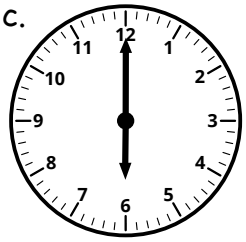
_____

_____

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

a. 

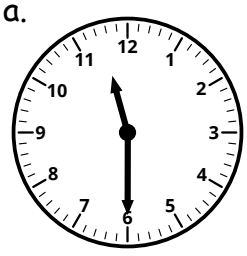
b. 

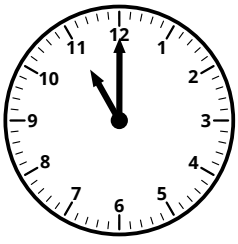
c. 

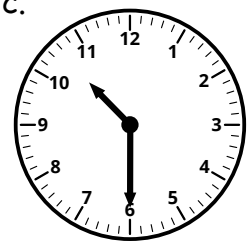
_____

_____

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

a. 

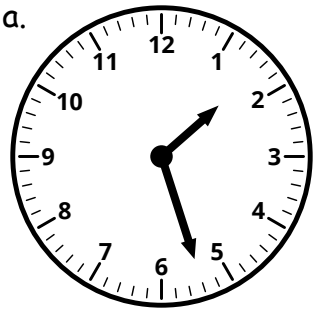
b. 

c. 

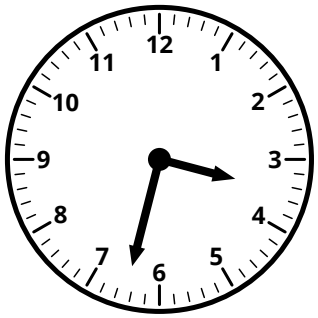
_____

_____

4. Write the time to the closest half hour.

a. 

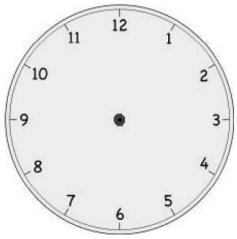
b. 

c. 

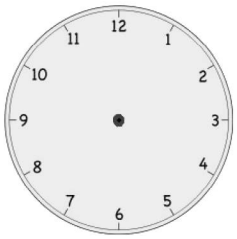
_____ _____ _____

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

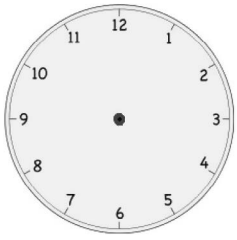
a. 1:00



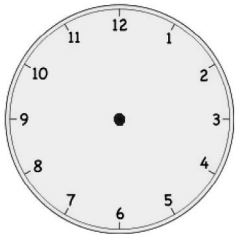
b. 1:30



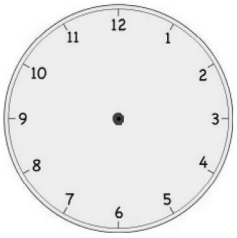
c. 2:00



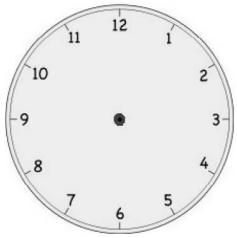
d. 6:30



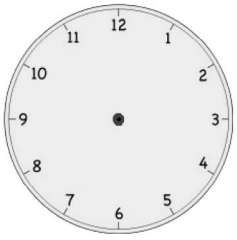
e. 7:30



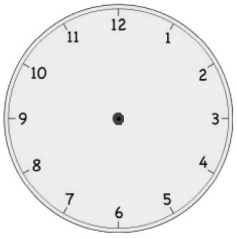
f. 8:30



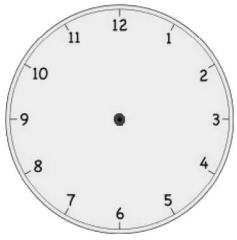
g. 10:00



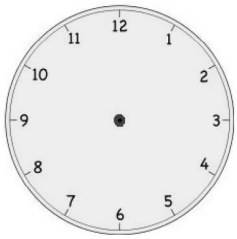
h. 11:00



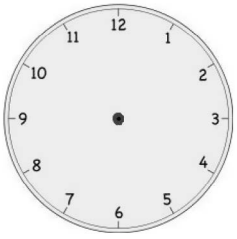
i. 12:00



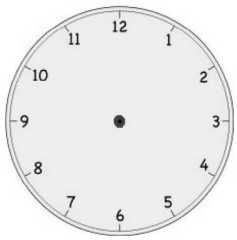
j. 9:30



k. 3:00



l. 5:30



Name _____ Date _____

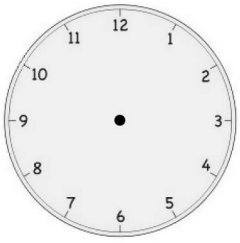
1. Circle the clock(s) that shows half past 3 o'clock.

a. 

b. 

c. 

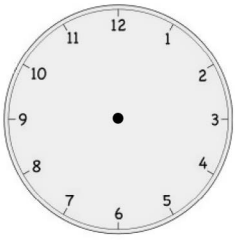
2. Write the time or draw the hands on the clocks.

a. 

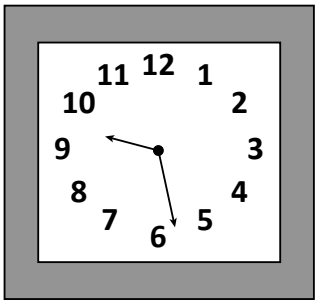
4:30

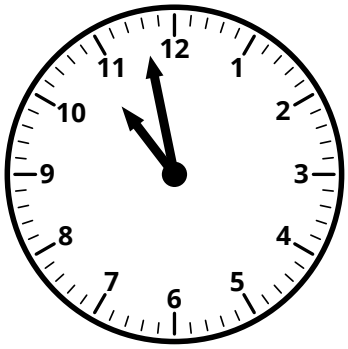
b. 

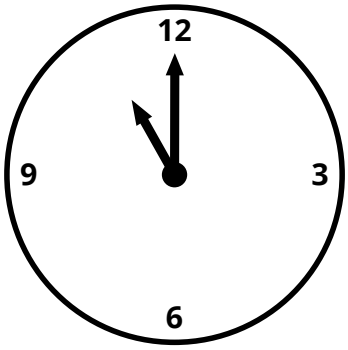
_____

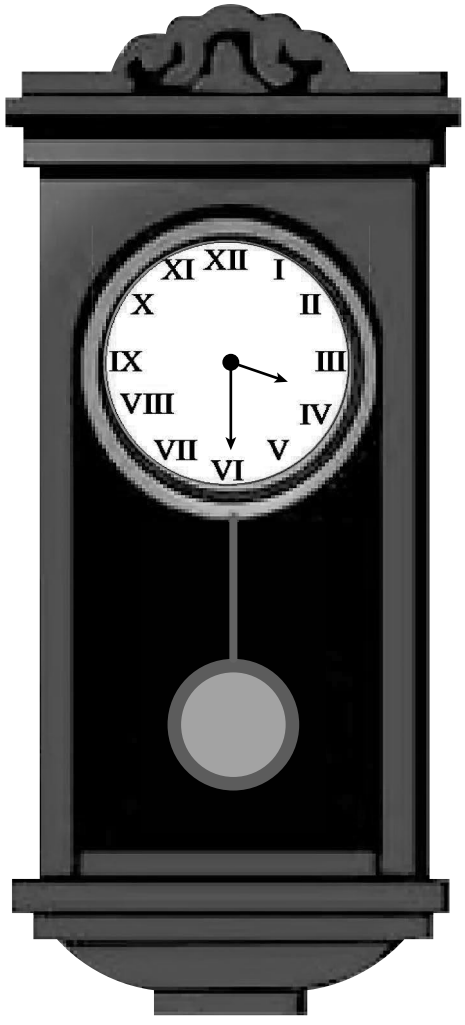
c. 

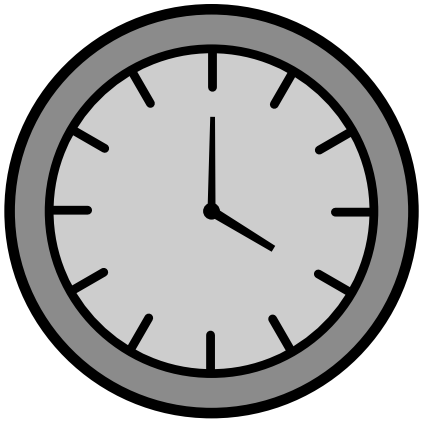
9 o'clock


12
1
2
3
4
5
6
7
8
9
10
11


12
1
2
3
4
5
6
7
8
9
10
11


12
3
6
9


XII
I
II
III
IV
V
VI
VII
VIII
IX
X
XI



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OER K–5 Math

EDITION 1

ENGLISH

LEARN

IDENTIFYING, COMPOSING, AND PARTITIONING SHAPES

G1 | MODULE 5 | STUDENT EDITION

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