K–5 Math

EDITION 1

ENGLISH

Grade 1
Module 5

SUCCEED

IDENTIFYING, COMPOSING, AND PARTITIONING SHAPES

STUDENT EDITION

Succeed

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

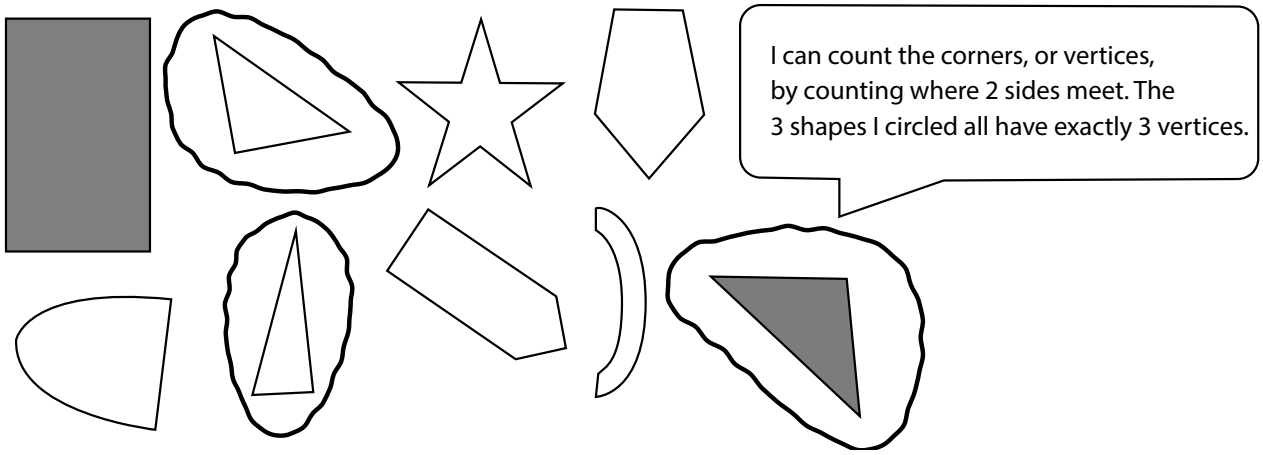
- What do I see?
- Can I draw something?
- What conclusions can I make from my drawing?

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

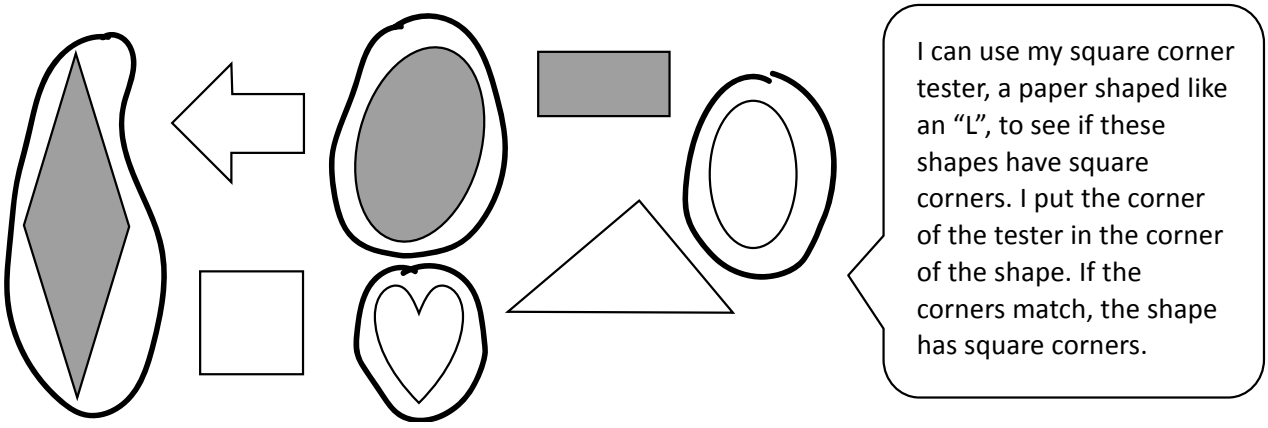
Contents

Module 5: Identifying, Composing, and Partitioning Shapes

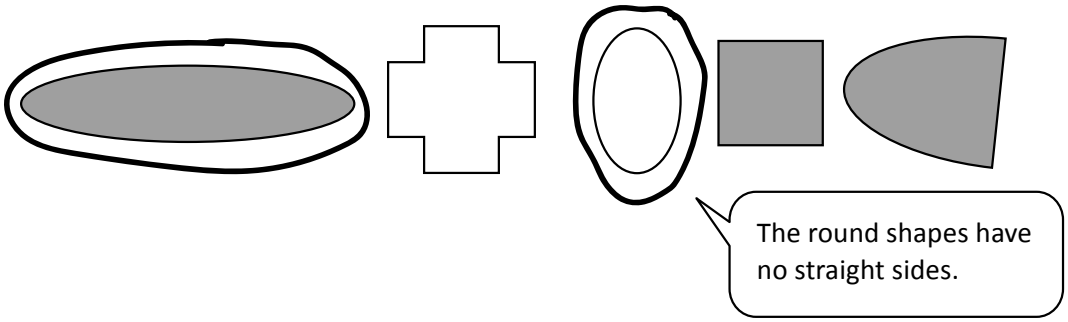
1. Circle the shapes that have exactly 3 vertices.



2. Circle the shapes that have no square corners.

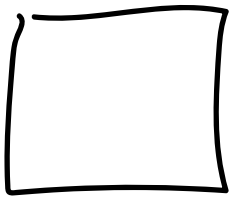


3. Circle the shapes that have no straight sides.



4.

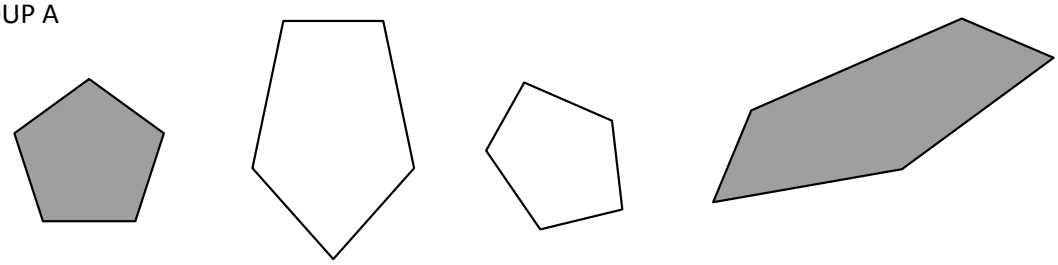
a. Draw a shape that has only square corners.



b. Draw another shape with only square corners that is different from the shape you drew in part (a) and from the ones above.

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

GROUP A

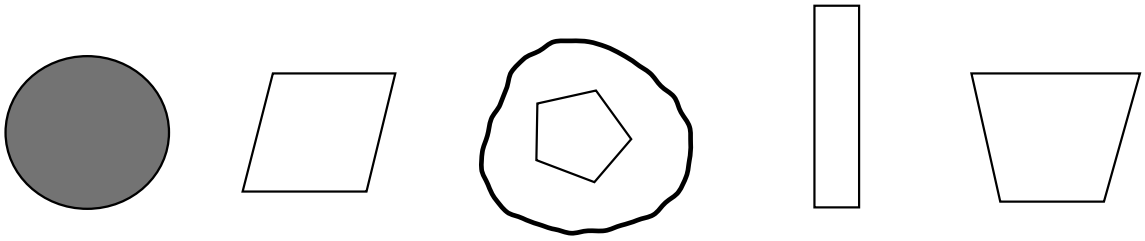


They all ***have 5 straight sides***.

They all ***have 5 vertices***.

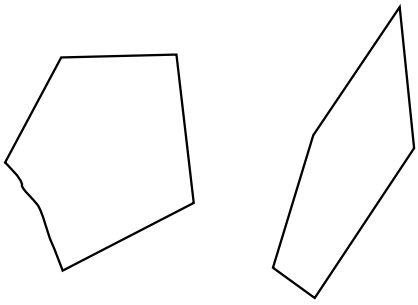
6.

a. Circle the shape that best fits with Group A in Problem 5.

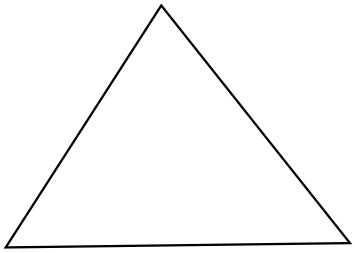


This shape has 5 straight sides and 5 vertices just like the shapes from Group A!

b. Draw 2 more shape that would fit with Group A.



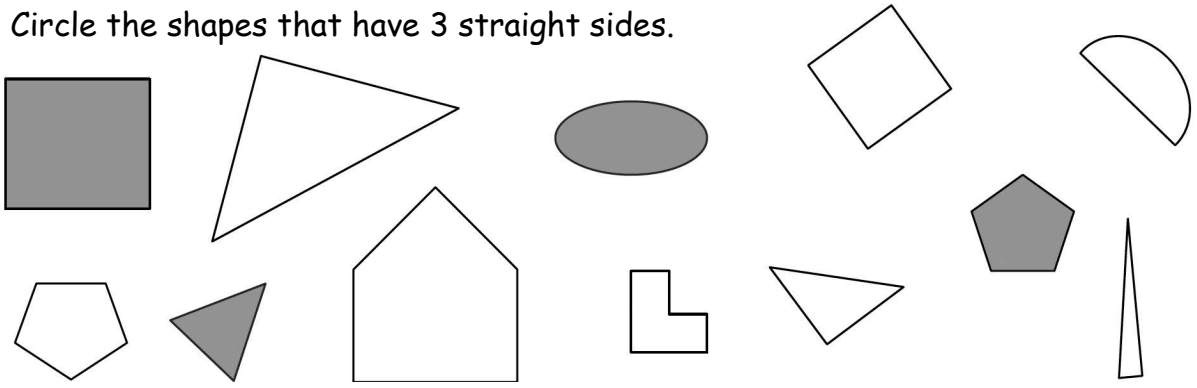
c. Draw 1 shape that would **not** fit with Group A.



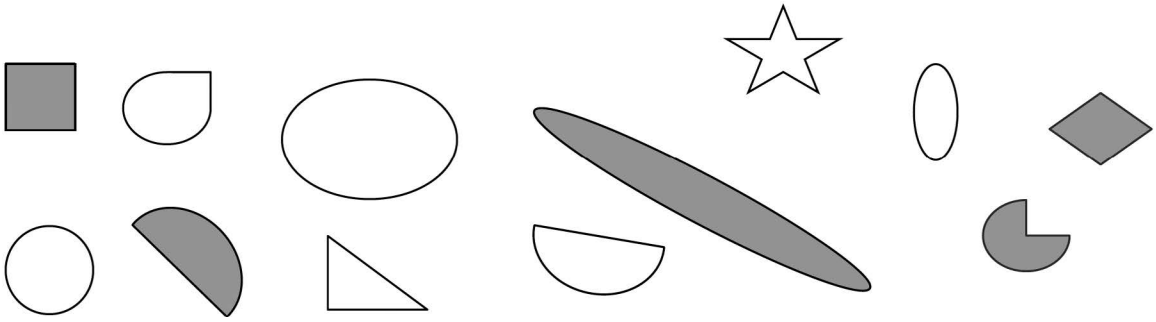
I can draw any shape I want, as long as it doesn't have 5 staight sides and 5 vertices!

Name _____ Date _____

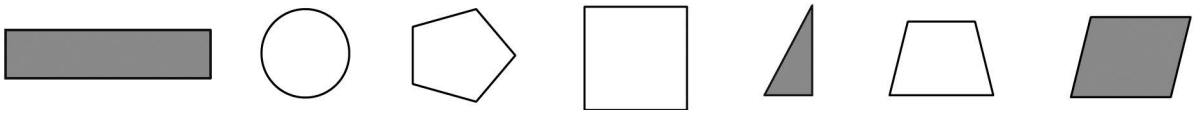
1. Circle the shapes that have 3 straight sides.



2. Circle the shapes that have no vertices.



3. Circle the shapes that have only square corners.

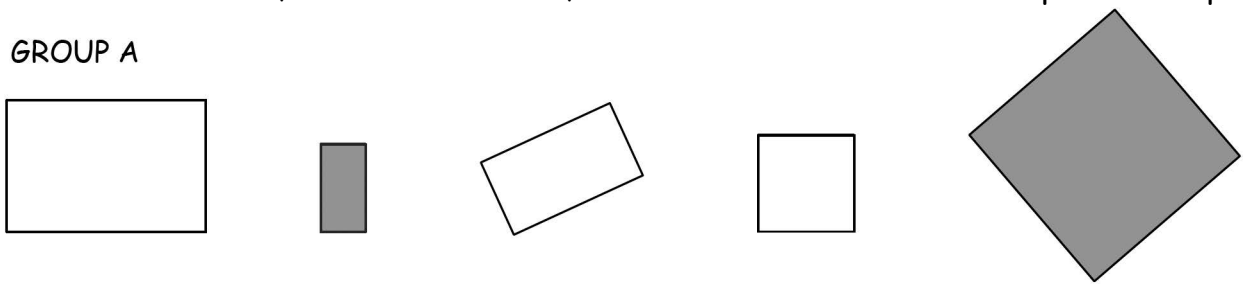


4. a. Draw a shape that has 4 straight sides.

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?

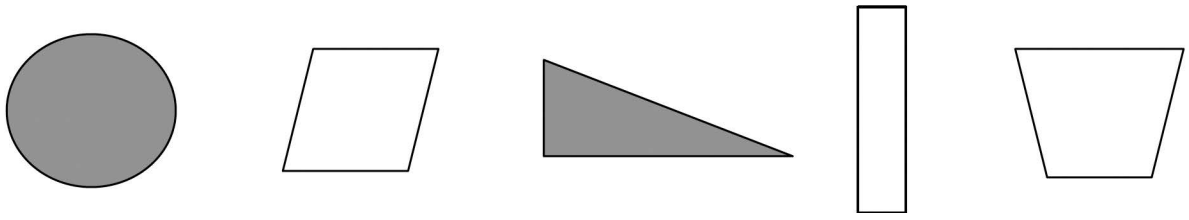
GROUP A



They all _____.

They all _____.

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



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

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

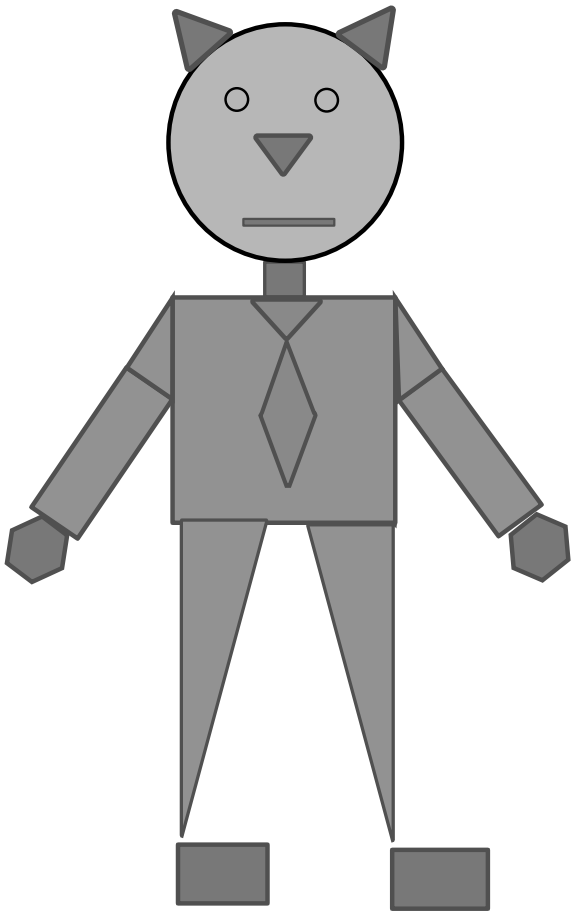
Key

RED— 4 straight sides: **8**

GREEN— 3 straight sides: **8**

BLUE— 6 straight sides: **2**

YELLOW— 0 straight sides: **3**



I count each side to know which color to make it. I know that yellow will be a circle because round shapes nave no straight sides!

A triangle has **3** straight sides and **3** vertices.

I colored **8** triangles.

A hexagon has **6** straight sides and **6** vertices.

I colored **2** hexagons.

A circle has **0** straight sides and **0** vertices.

I colored **3** circles.

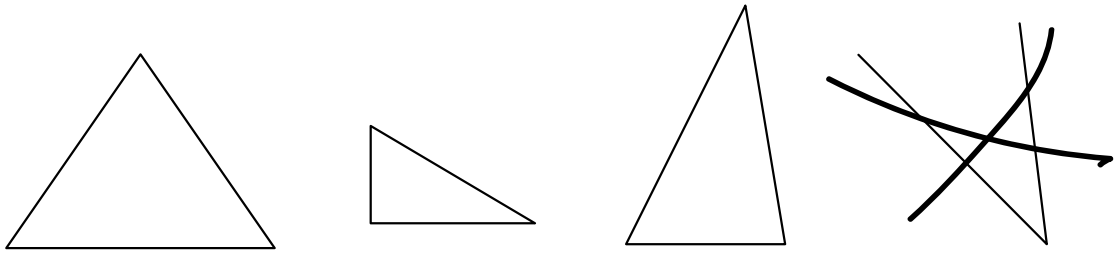
The cat's neck and body look like squares. Squares are rhombuses, too! The cat's tie also is a rhombus. That makes 3 rhombuses.

A rhombus has **4** straight sides that are equal in length and **4** vertices.

I colored **3** rhombuses.

2. A triangle is a closed shape with 3 straight sides and 3 vertices.

a. Cross off the shape that is **not** a triangle.

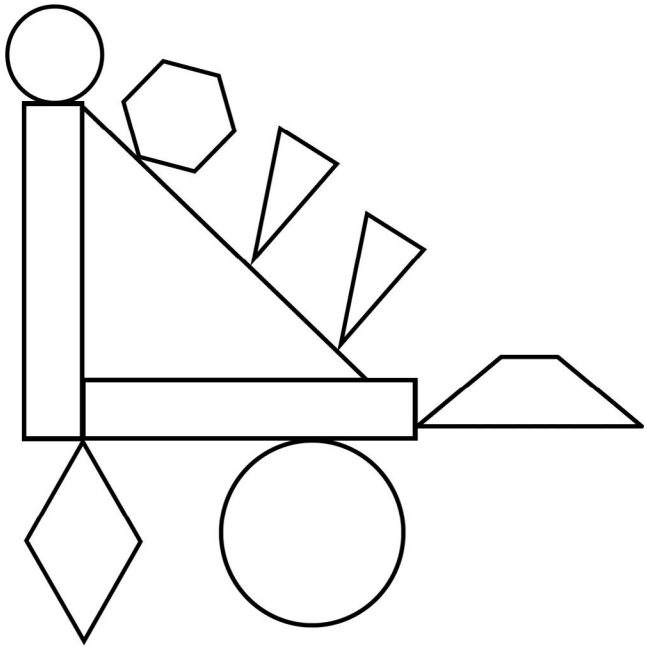


b. Explain your thinking: ***The shape that I crossed off is not a triangle because it is an open shape and doesn't have 3 sides.***

Name _____ Date _____

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

Key	
RED 3 straight sides:	_____
BLUE 4 straight sides:	_____
GREEN 6 straight sides:	_____
YELLOW 0 straight sides:	_____



2.

a. A **triangle** has ____ straight sides and ____ vertices.

b. I colored ____ triangles.

3.

a. A **hexagon** has ____ straight sides and ____ vertices.

b. I colored ____ hexagon.

4.

a. A **circle** has ____ straight sides and ____ vertices.

b. I colored ____ circles.

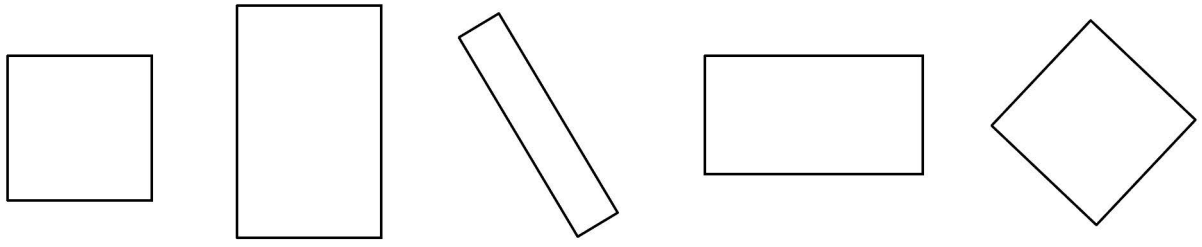
5.

a. A **rhombus** has ____ straight sides that are equal in length and ____ vertices.

b. I colored ____ rhombus.

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

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

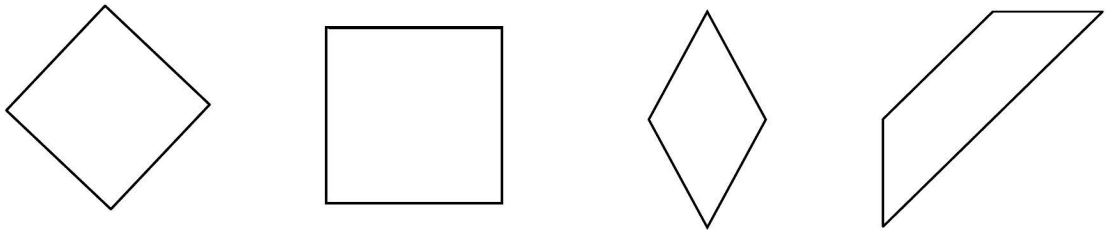


b. Explain your thinking: _____

_____

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

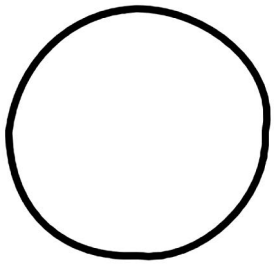
a. Cross off the shape that is NOT a rhombus.



b. Explain your thinking: _____

_____

1. Draw a picture of a circle.

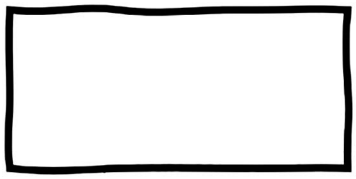


How do you know this is a circle?

This is a circle because it has no straight sides. It is curved all the way around.

I can draw shapes based on their attributes. Circles have no straight sides. They are curved all the way around, like a wheel.

2. Draw a picture of a rectangle.



How do you know this is a rectangle?

This is a rectangle because it is a closed shape with 4 straight sides. It has 4 square corners.

All rectangles have 4 straight sides and 4 square corners. I can use the corner of a piece of paper to make sure the corners on my rectangle are square.

Name _____ Date _____

1. Draw a picture of a square.

How do you know this is a square?

_____

_____

_____

2. Draw a picture of a hexagon.

How do you know this is a hexagon?

_____

_____

_____

3. Draw a picture of a triangle.

How do you know this is a triangle?

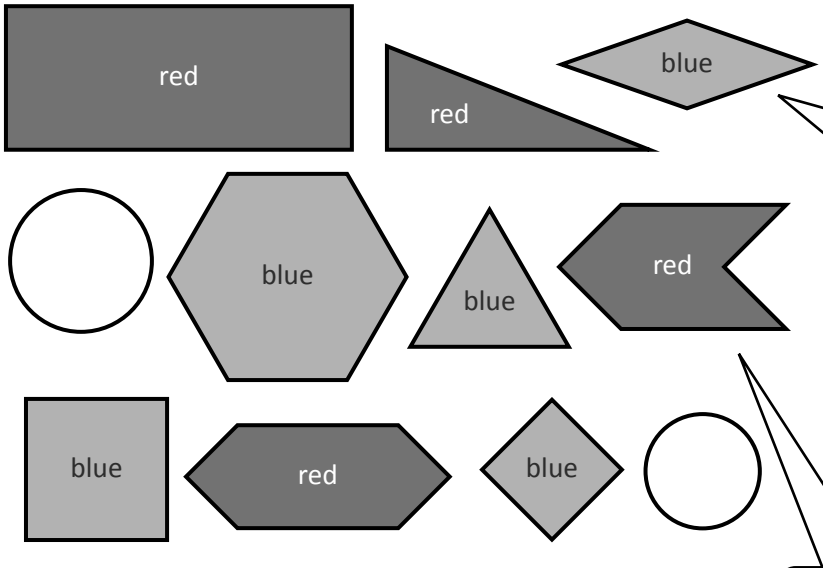
_____

_____

_____

1. 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.



I know that squares and rhombuses have 4 equal sides. I color those blue. I also see a triangle that has 3 equal sides. And I see a hexagon with 6 equal sides. I color those blue, too.

Some of these shapes have sides that are different lengths. The rectangle doesn't have equal sides, so I color it red. One of the triangles doesn't have equal sides. And I see two hexagons with 6 sides that are not equal. I color all of those red, too.

I don't color the circles because circles do not have sides!

2. What are the names of the shapes you colored blue?

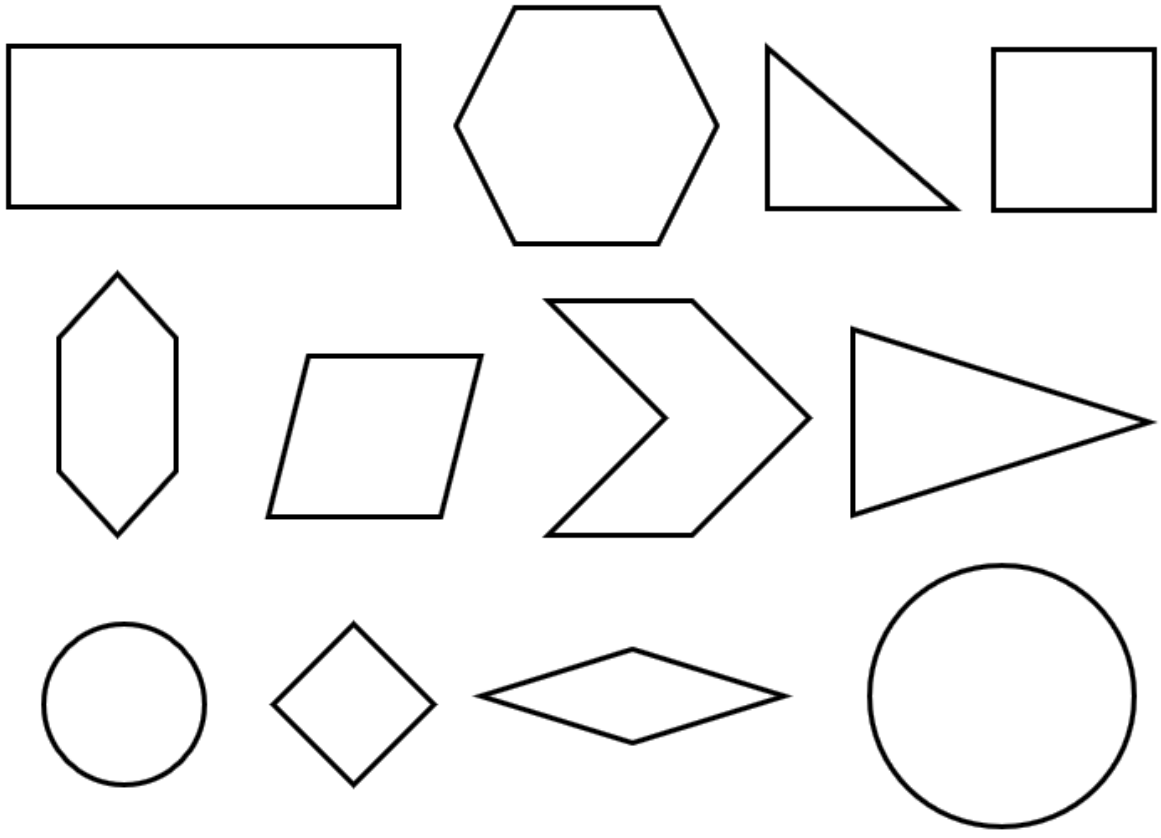
   square, rhombus, hexagon, triangle

3. What are the names of the shapes you colored red?

   rectangle, triangle, hexagon

Name _____ Date _____

1. Color the shapes with three vertices blue.
   Color the shapes with four vertices red.



2. What is the name of the shapes you colored blue?

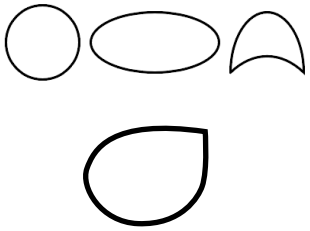
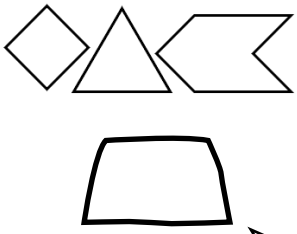
_____

3. What are the names of the shapes you colored red?

_____

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

2. Draw 1 more shape for each group.

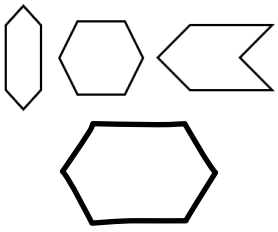
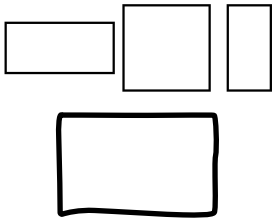
Curves	Straight sides
	

The shapes in the first group have curves. The shapes in the second group have straight sides. I write the labels for each group.

I draw another shape with curves in the first group, and another shape with straight sides in the second group.

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

4. Draw 1 more shape for each group.

Hexagons	Rectangles
	

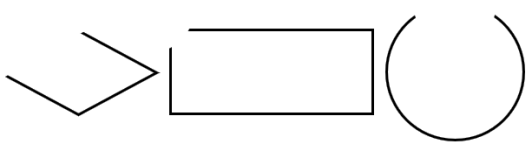
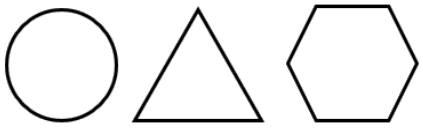
All these shapes have straight sides. The first group has shapes with 6 sides. Those are hexagons! The second group has shapes with 4 sides. And these shapes have 4 square corners. The sides are not all equal. So these are rectangles. I label the groups.

I draw another hexagon in the first group, and another rectangle in the second group.

Name _____ Date _____

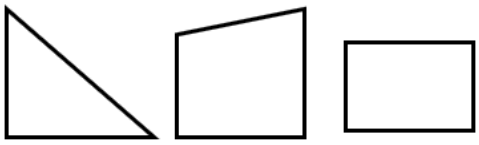
1. Look at the groups of shapes in the chart. Write a label for each group.

2. Draw 1 more shape for each group.

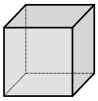
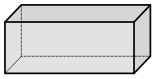
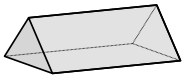
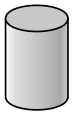
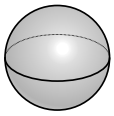
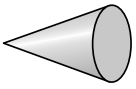
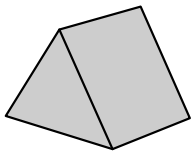
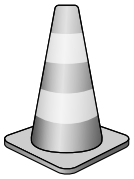
_____	_____
	

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

4. Draw 1 more shape for each group.

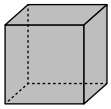
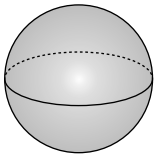
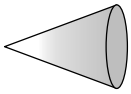
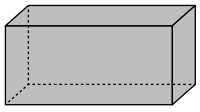
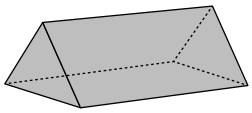
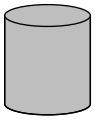
_____	_____
	

1. Go on a scavenger hunt for 3-dimensional shapes. Look for objects that would fit in the chart below.

Cube	Rectangular Prism	Triangular Prism	Cylinder	Sphere	Cone
					
					
I know that this gift is a cube because it has 6 faces and all the faces are square!	My fish tank is like a cube. It has 6 faces, but not all of them are square. That is how I know it is a rectangular prism!	My tent has 5 faces, three are rectangles and 2 are triangles.	I have a lot of cylinders in my kitchen! There are a lot of cans in there!	The orange I ate for a snack is a sphere. It is round! It has no flat sides!	The cone I use at soccer practice is pointy on one end and opens with a circle on the other end.

Name _____ Date _____

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

Cubes 				
Spheres 				
Cones 				
Rectangular Prisms 				
Triangular Prisms 				
Cylinders 				

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

Word Bank

faces	circle	square	five	roll	six
sides	rectangle	triangle	point	flat	

a. I put the _____ in the cube row because _____.

b. I put the _____ in the cylinder row because _____.

c. I put the _____ in the sphere row because _____.

d. I put the _____ in the cone row because _____.

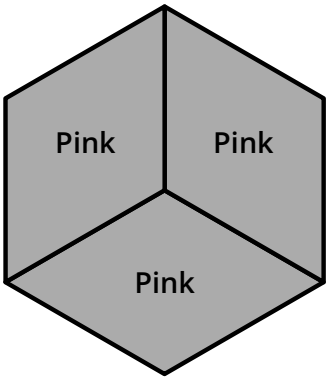
e. I put the _____ in the rectangular prism row because _____.

f. I put the _____ in the triangular prism row because _____.

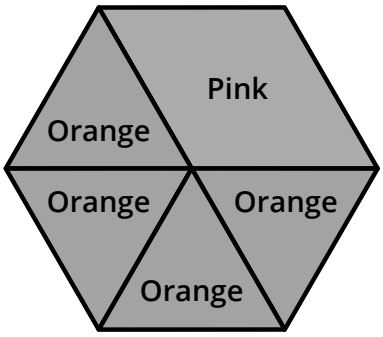
1. Cut out the pattern block shapes from the bottom of the page. Color them to match the key, which is different from the pattern block colors in class. Trace or draw to show what you did.

Hexagon—purple	Triangle—orange	Rhombus—pink

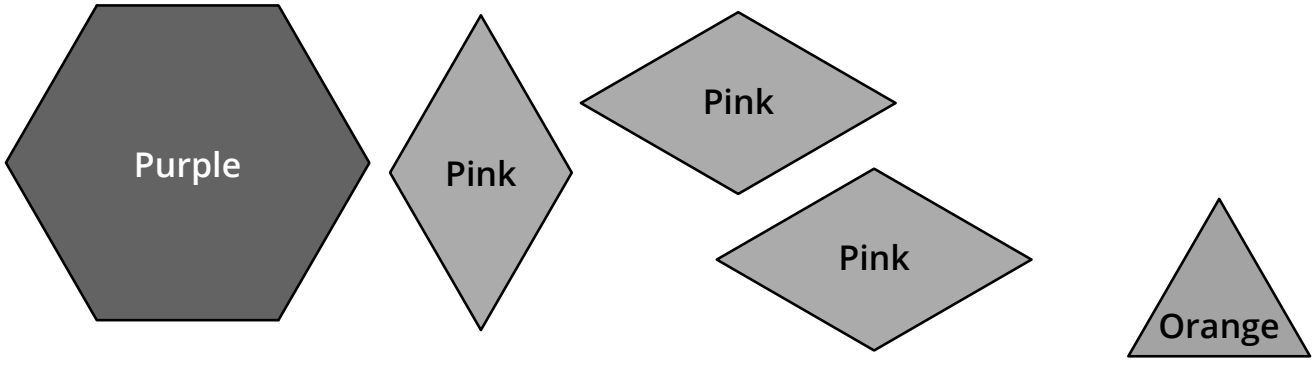
Use 3 rhombuses to make a hexagon.



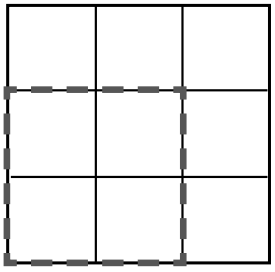
Use 1 rhombus and 4 triangles to make 1 hexagon.



I can make a bigger shape, or a composite shape, by putting smaller shapes together!



2. How many smaller squares do you see in this square?



I can find **13** squares in this large square.

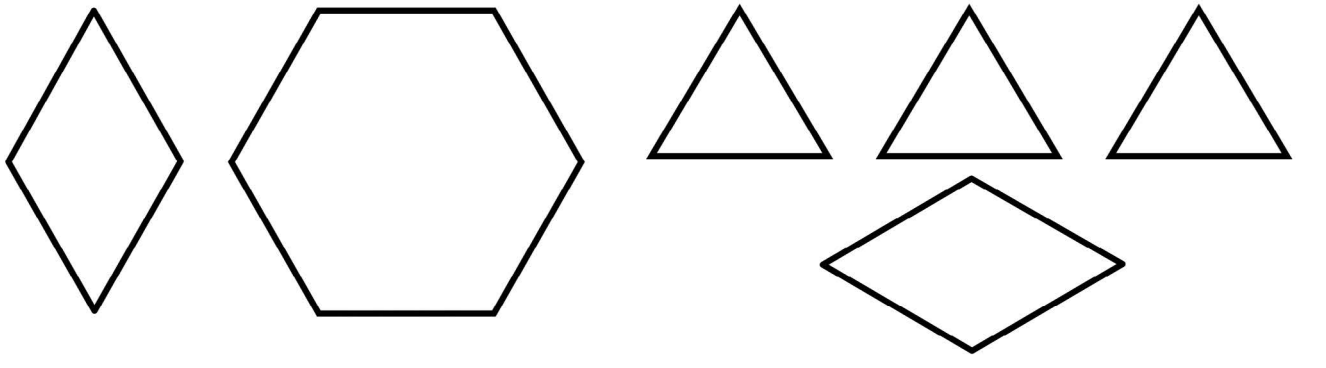
I know each little individual square counts as 1, so that makes 9. There are also 4 medium squares that are made of 4 little squares, so altogether that makes 13.

Name _____ Date _____

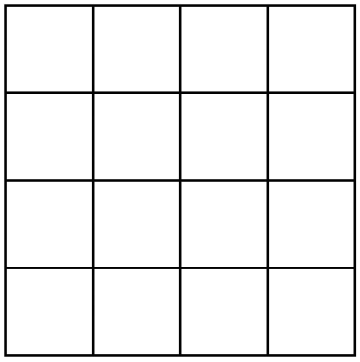
Cut out the pattern block shapes from the bottom of the page. Color them to match the key, which is different from the pattern block colors in class. Trace or draw to show what you did.

Hexagon—red	Triangle—blue	Rhombus—yellow

1. Use 2 triangles and a rhombus to make a larger triangle.	2. Use 2 triangles and 2 rhombuses to make a hexagon.



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

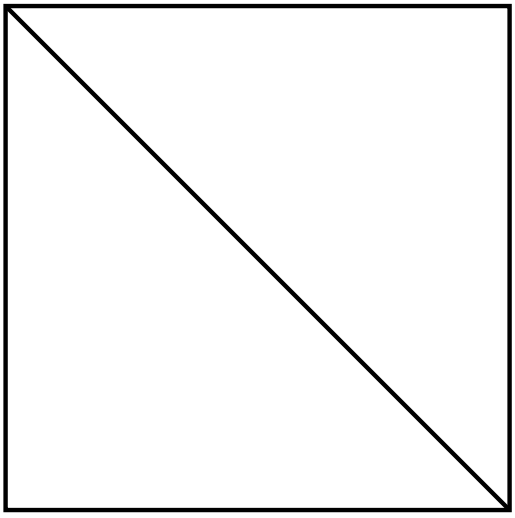


I can find _____ squares in this rectangle.

Use your tangram pieces to complete the problems below.

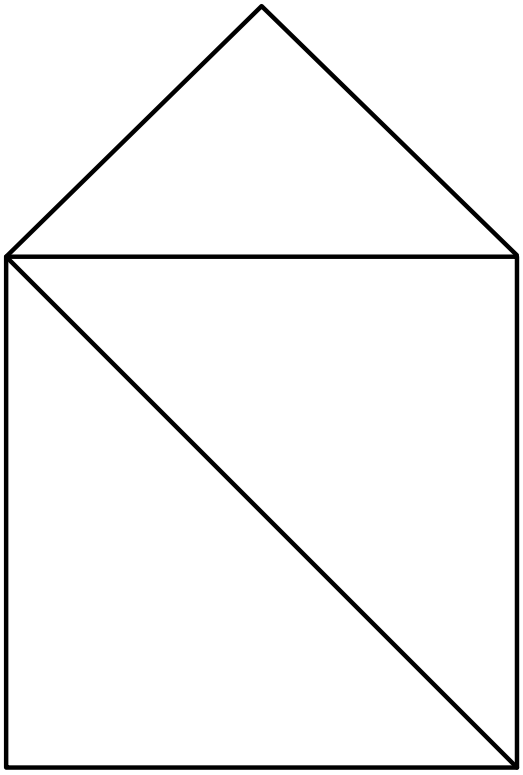
Draw or trace to show the parts you used to make the shape.

1. Use 2 triangles to make a square.



I can make a square with two triangles just like I did in class! I know that if I fold a square in half diagonally, it will make two triangles, so I just put my triangles together with the long sides touching, and it makes a square!

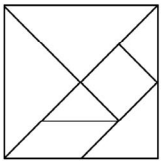
2. Use the square you made and a triangle to make a house.



I can add to my square to make a house. I just take the small triangle from my tangram pieces and put it on top to make a roof!

Name _____ Date _____

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



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

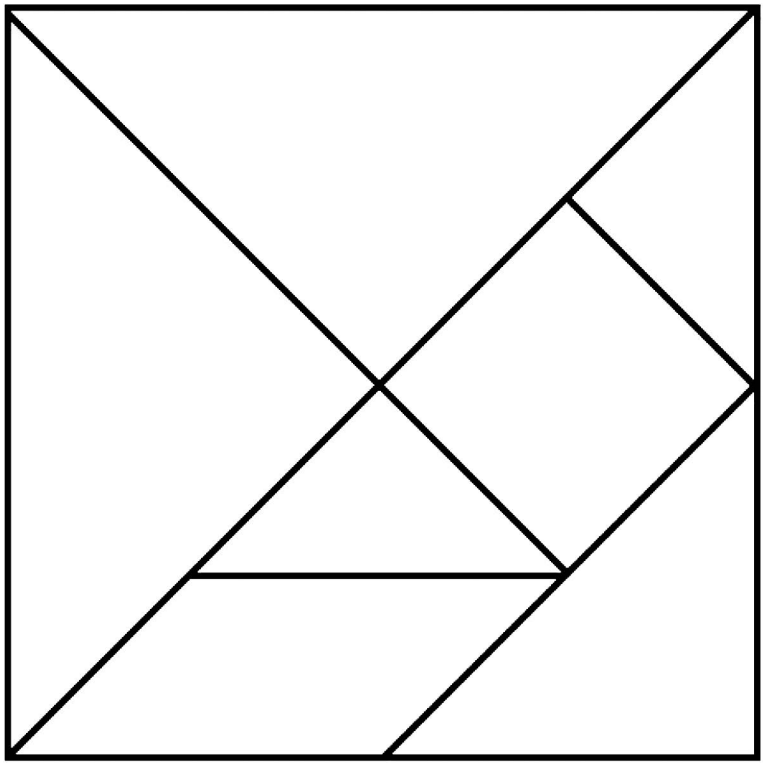
3. Follow the directions to make each shape below. Draw or trace to show the parts you used to make the shape.

   a. Use 2 tangram pieces to make 1 triangle.

   b. Use 2 triangles to make a rhombus.

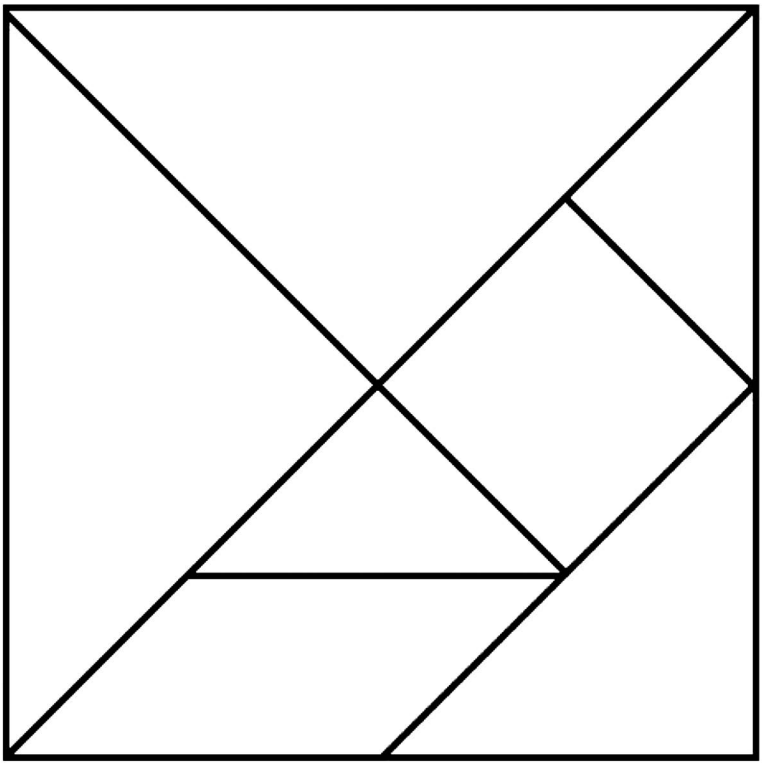
   c. Use 2 triangles to make a square.

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.

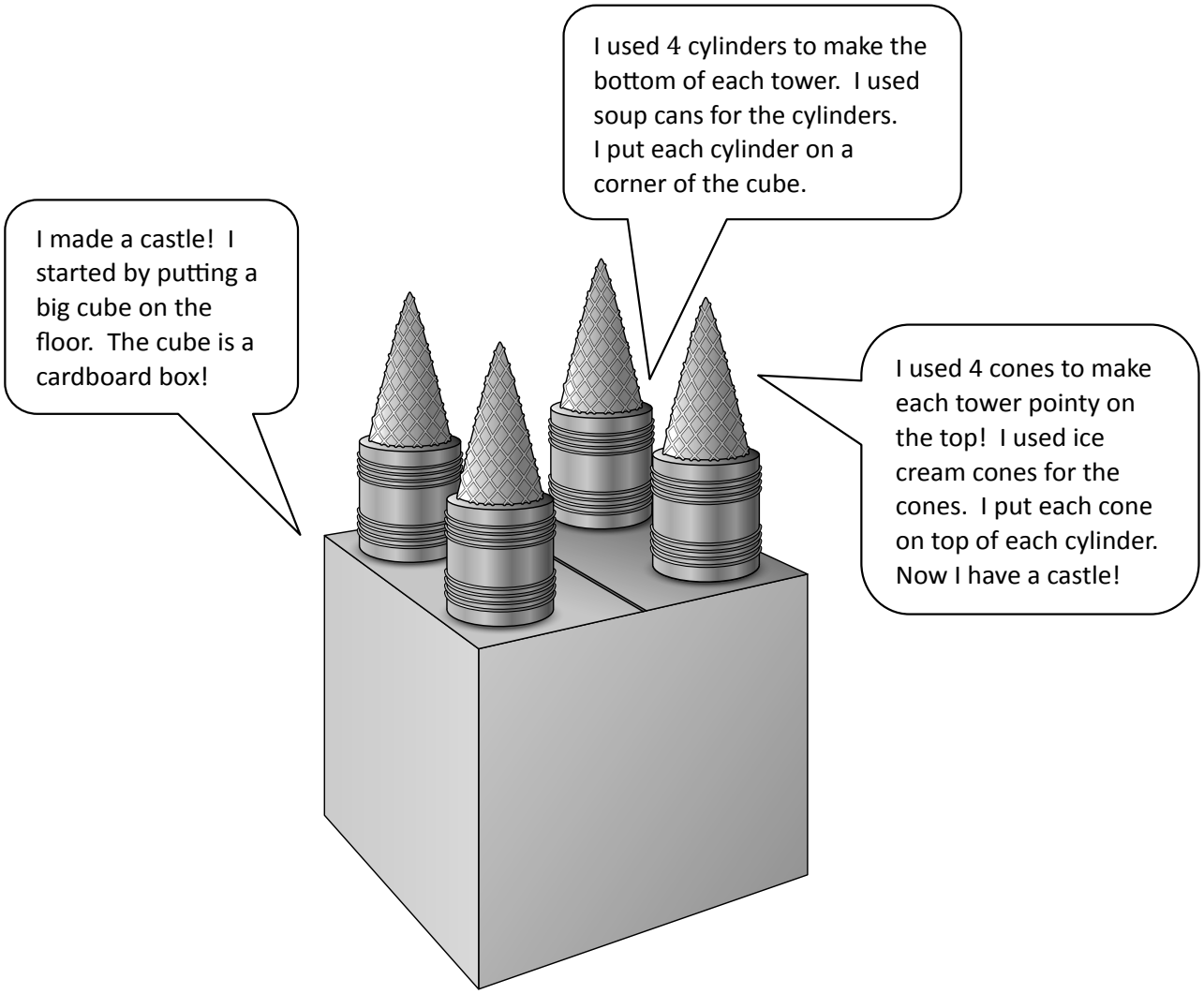


One tangram is to be used during class.

The other tangram is to be sent with the homework.

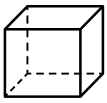
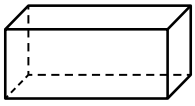
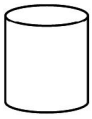
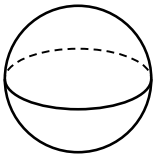
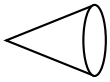


Use some 3-dimensional shapes to make a structure. Ask someone where you live to take a picture of your structure.



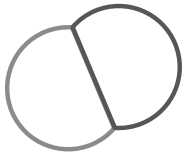
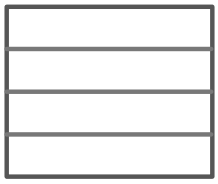
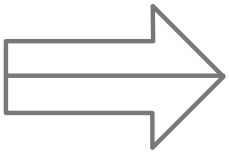
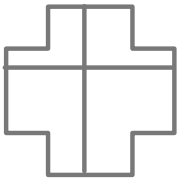
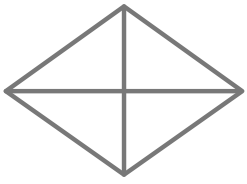
Name _____ Date _____

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

Cube 	Rectangular prism 	Triangular prism 	Cylinder 	Sphere 	Cone 
Block	Food box: Cereal, macaroni and cheese, spaghetti, cake mix, juice box	Candy box	Food can: Soup, vegetables, tuna fish, peanut butter	Balls: Tennis ball, rubber band ball, basketball, soccer ball	Ice cream cone
Dice	Tissue box	Camping tent	Toilet paper or paper towel roll	Fruit: Orange, grapefruit, melon, plum, nectarine	Party hat
	Hardcover book	Rooftop	Glue stick	Marble	Funnel
	Video game box				

Ask someone where you live 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 there are on the line.

a.  ***Y*** **2**	b.  ***N*** _____	c.  ***Y*** **4**
d.  ***Y*** **2**	e.  ***N*** _____	f.  ***Y*** **4**

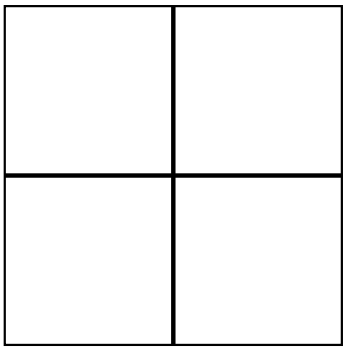
I know there are equal parts when every part is exactly the same. If every part is exactly the same, I just count how many!

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

I can make 2 equal parts in different ways. I can make 2 rectangles or 2 triangles.

I made 2 ***rectangles***.

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



I made 4 ***squares***.

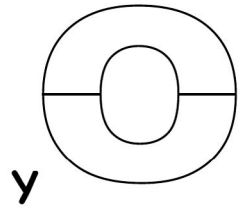
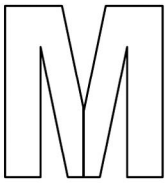
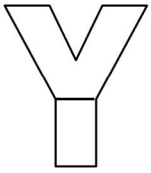
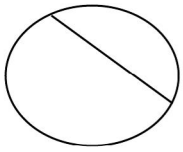
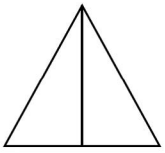
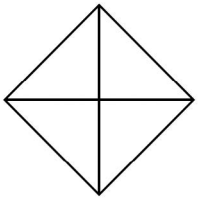
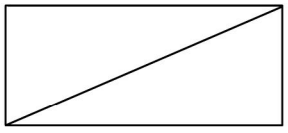
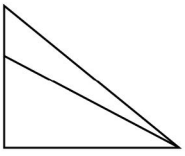
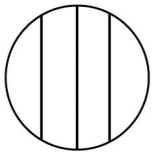
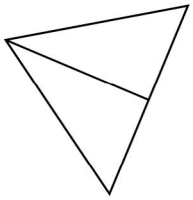
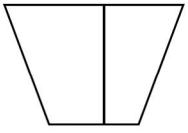
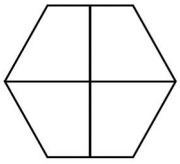
I can make 4 equal parts by drawing 2 lines. Then I have 4 smaller squares that are all equal!

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

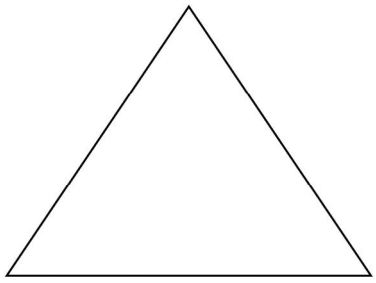
I made 6 ***rectangles***.

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?

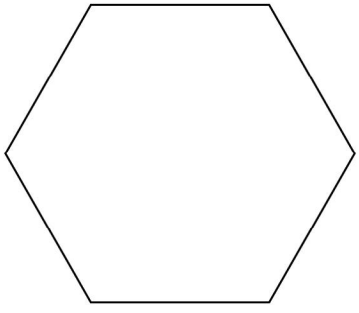


I made 2 _____.

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

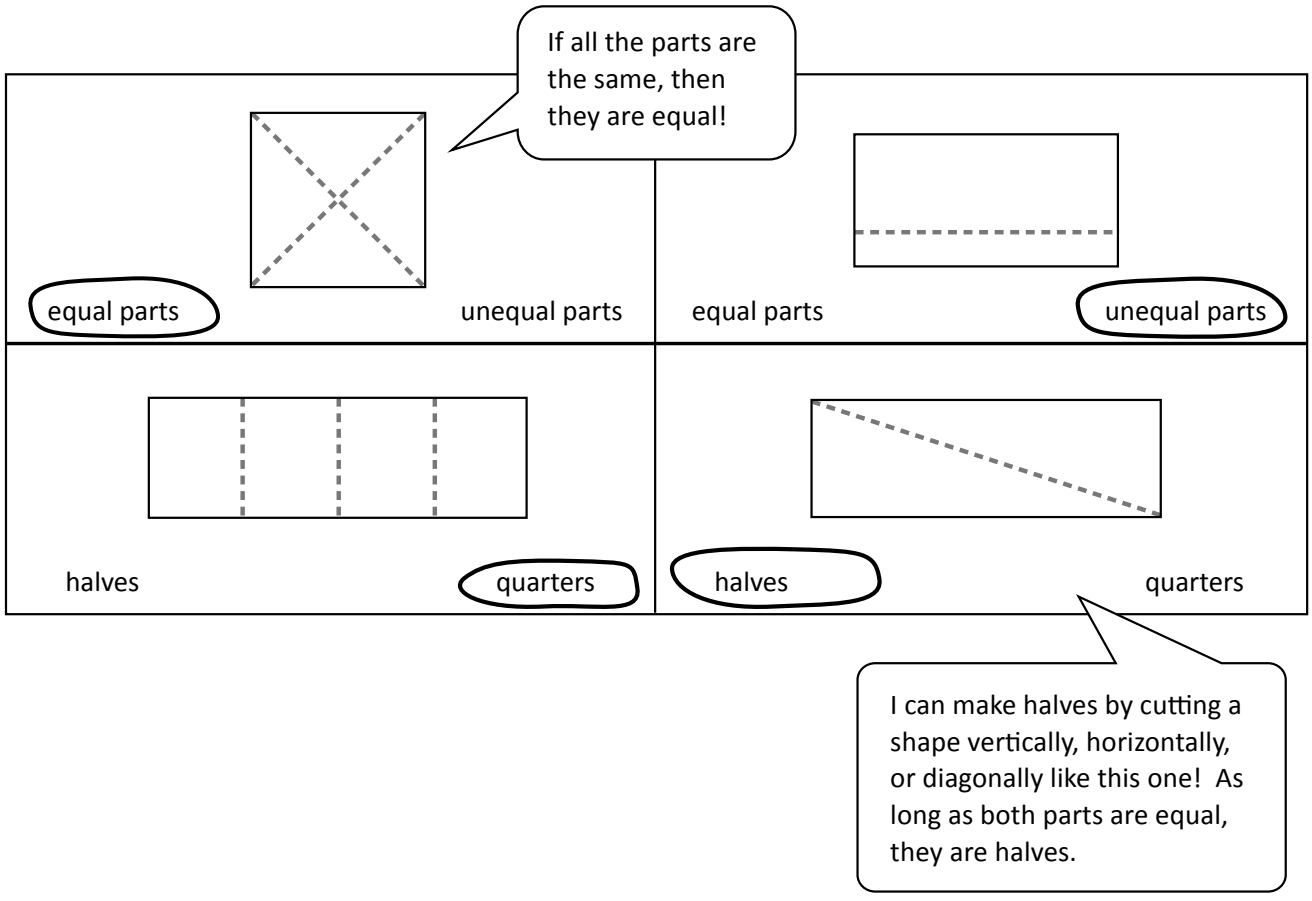
I made 4 _____.

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



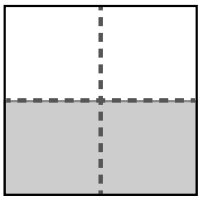
I made 6 _____.

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



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

a.

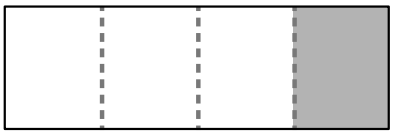


1 half

1 quarter

Even though this shape has 4 equal parts, 2 of them are shaded. I can see that half the shape is shaded.

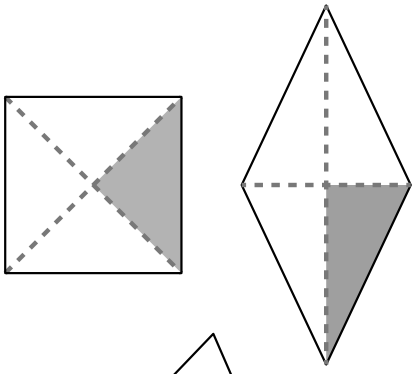
b.



1 half

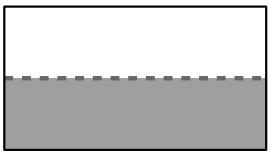
1 quarter

3. Color 1 quarter of each shape.

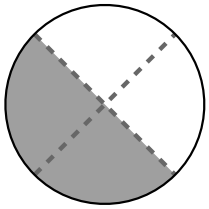


To color a quarter, I just color 1 of the 4 equal parts!

4. Color 1 half of each shape.



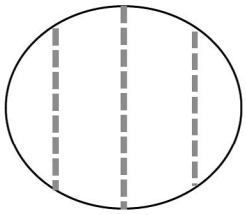
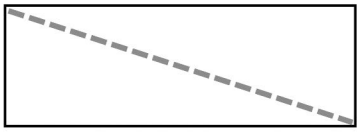
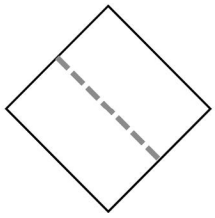
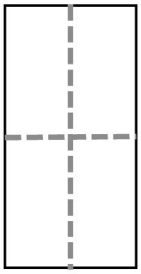
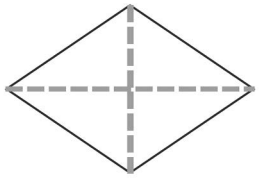
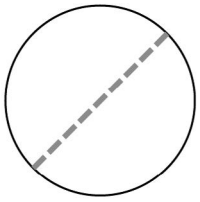
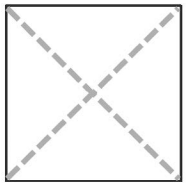
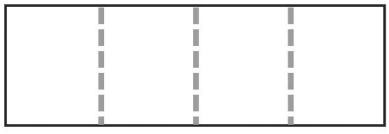
To color a half, I just color 1 of the 2 equal parts!



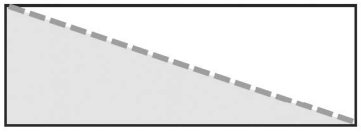
To color a half of this shape I need to color 2 of the 4 equal parts.

Name _____ Date _____

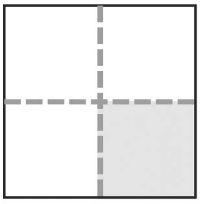
1. Circle the correct word(s) to tell how each shape is divided.

a.  equal parts unequal parts	b.  equal parts unequal parts
c.  halves fourths	d.  halves quarters
e.  halves quarters	f.  fourths halves
g.  quarters halves	h.  halves fourths

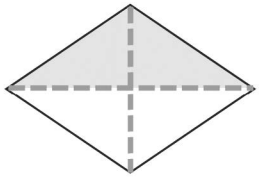
2. What part of the shape is shaded? Circle the correct answer.

a. 

1 half 1 quarter

b. 

1 half 1 quarter

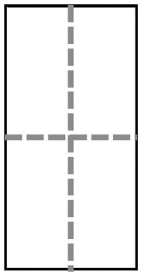
c. 

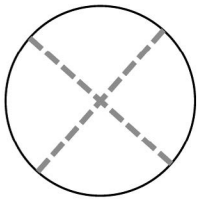
1 half 1 quarter

d. 

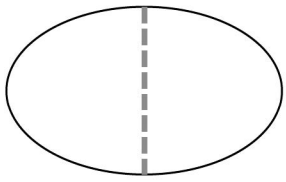
1 half 1 quarter

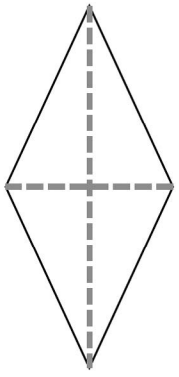
3. Color 1 quarter of each shape.





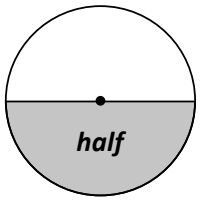
4. Color 1 half of each shape.



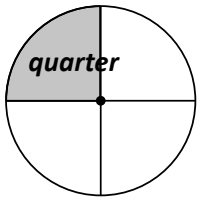


1. Label the shaded part of each picture as one half of the shape or one quarter of the shape.

A



B



Which picture has been cut into more equal parts? ***B***

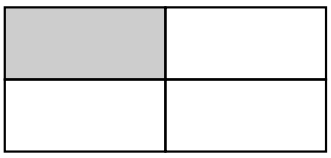
Which picture has larger equal parts? ***A***

Which picture has smaller equal parts? ***B***

Picture B has been cut into 4 equal parts, and Picture A has been cut into 2 equal parts.

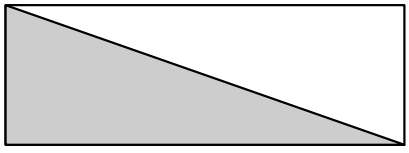
If these were pieces of pizza, I would want the piece from picture A so that I could have the bigger piece! One half is bigger than one quarter.

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



quarter

I know this is a quarter because there are 4 equal parts.

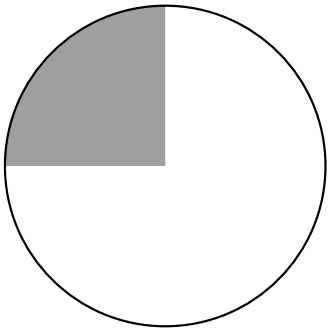


half

I know this is a half because there are 2 equal parts.

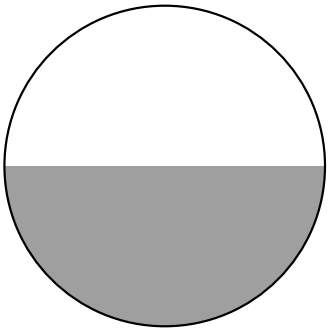
3. Color part of the shape to match its label. Circle the phrase that would make the statement true.

One quarter of the circle.



is larger than
is smaller than
is the same size as

One half of the circle.



A quarter is smaller than a half. If you cut a shape into quarters, you cut it into 4 equal parts. If you cut a shape into halves, you make only 2 equal parts. The more equal parts there are, the smaller the size of the parts.

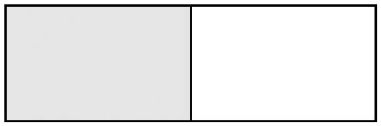
Name _____ Date _____

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

A 

Which picture has been cut into more equal parts? ____

Which picture has larger equal parts? ___

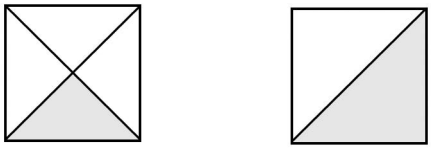
B 

Which picture has smaller equal parts? ___

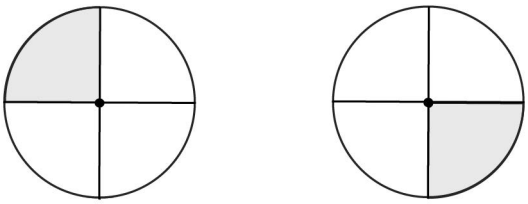
2. Write whether the shaded part of each shape is a half or a quarter.

a. 

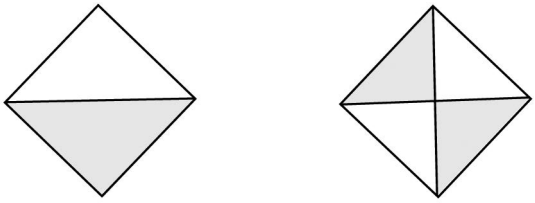
_____ _____

b. 

_____ _____

c. 

_____ _____

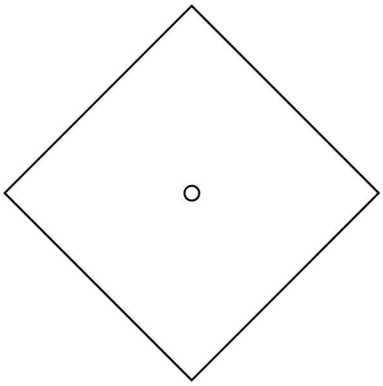
d. 

_____ _____

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

a.

One quarter of the square

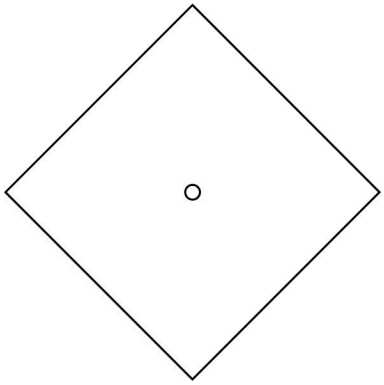


is larger than

is smaller than

is the same size as

one half of the square.



b.

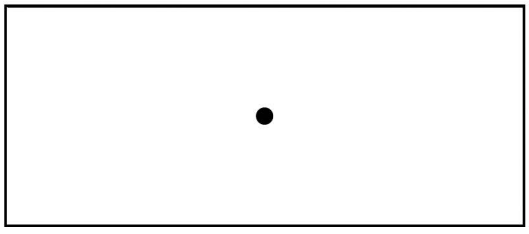
One quarter of the rectangle

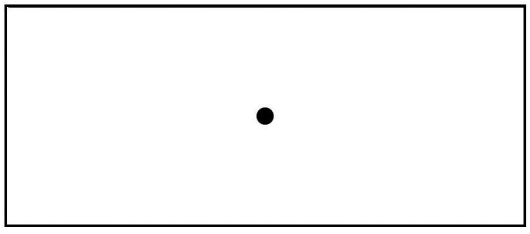
is larger than

is smaller than

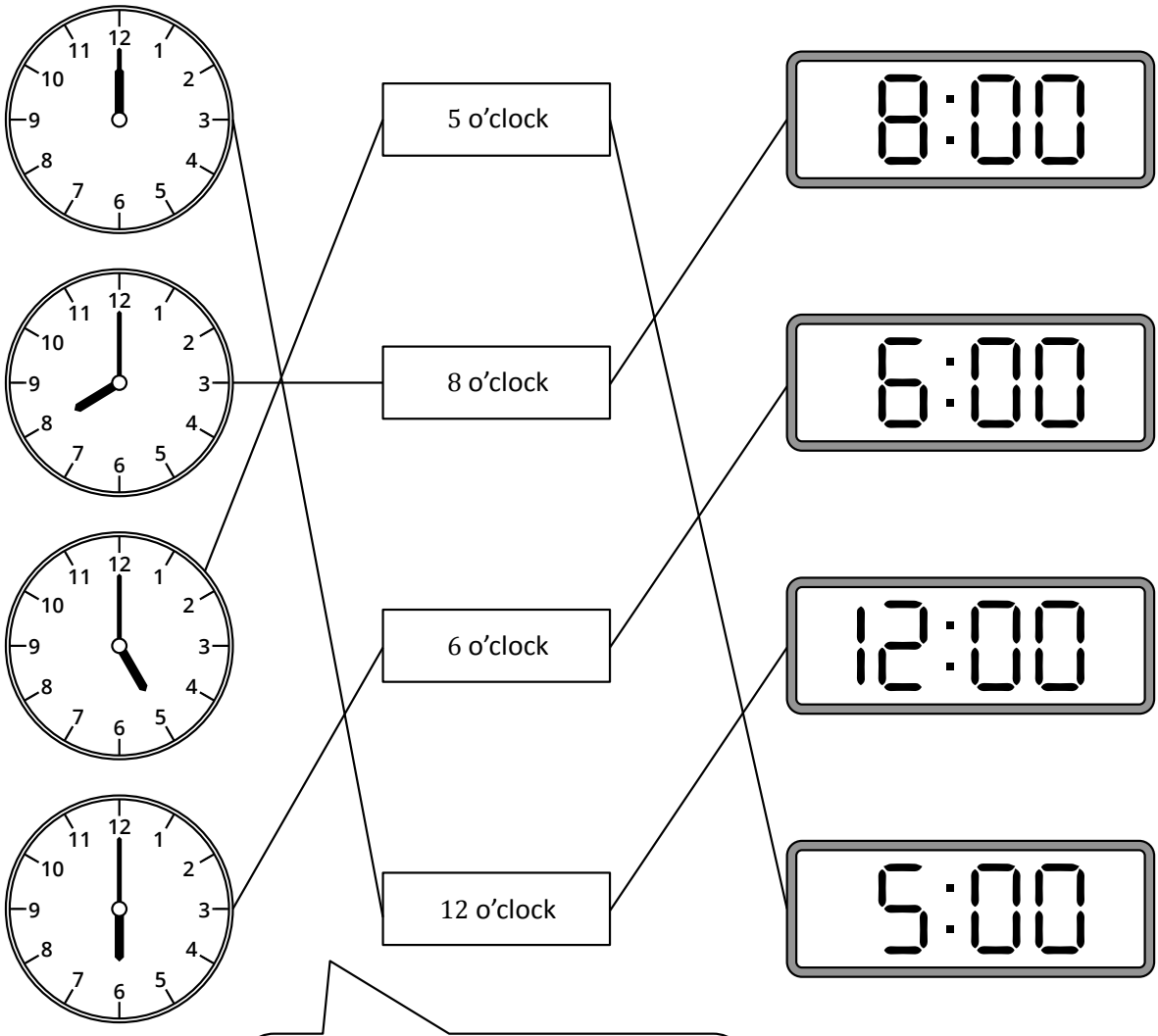
is the same size as

one fourth of the rectangle.



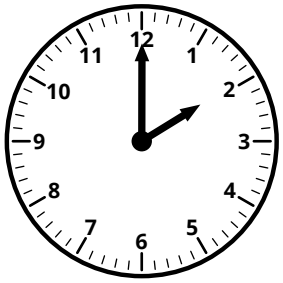


1. Match each clock to the time it shows.



The minute hand is pointing at the 12 on every clock. That means each time is "something o'clock"! To find the answer, I just look at the hour hand, which tells me what the hour is!

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



2 o'clock

2:00

I have to make the hour hand point right at the 2. When the time is 2:00, the minute hand is pointing at the 12, and the hour hand is pointing right at the 2.

Name _____ Date _____

1. Match each clock to the time it shows.

a. 

4 o'clock

b. 

7 o'clock

c. 

11 o'clock

d. 

10 o'clock

e. 

3 o'clock

f. 

2 o'clock

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

a. 

6 o'clock

6:00

b. 

9 o'clock

c. 

12 o'clock

d. 

7 o'clock

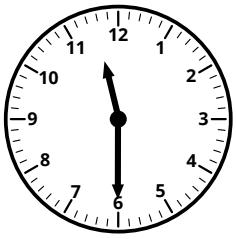
e. 

1 o'clock

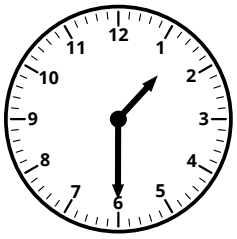
1. Circle the correct clock.

   Half past 12 o'clock

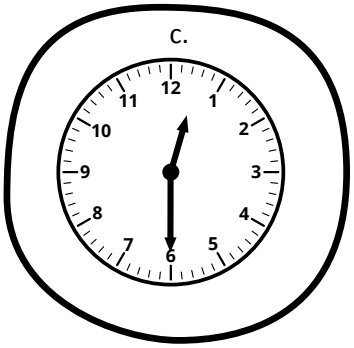
a.



b.



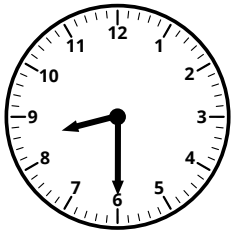
c.



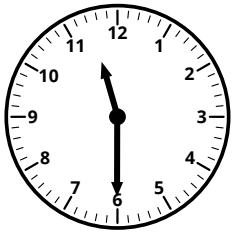
When the time is "half past", the minute hand will always be pointing down, halfway around the clock, at the 6. All these clocks have the minute hand pointing at the 6, so now I just find the clock with the hour hand pointing just past the 12.

The hour hand is not yet at the 1, so I know the hour is still 12.

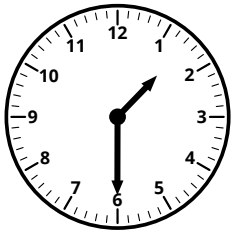
2. Write the time shown on each clock to tell about Henry's Saturday.



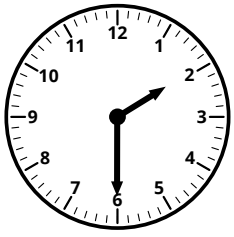
Henry wakes up at **8:30**.



He goes to the park at **11:30**.



He goes home for lunch at **1:30**.



He takes a nap at **2:30**.

I can check my work by asking myself if my answer makes sense. It wouldn't make sense for Henry to eat lunch at 8:30, for example.

Name _____ Date _____

Circle the correct clock.

1. Half past 2 o'clock

a.

b.

c.

2. Half past 10 o'clock

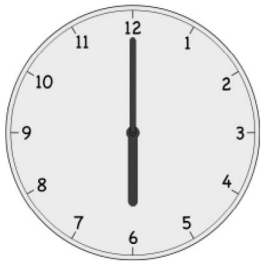
a.

b.

c.

3. 6 o'clock

a.



b.

c.

4. Half past 8 o'clock

a.

b.

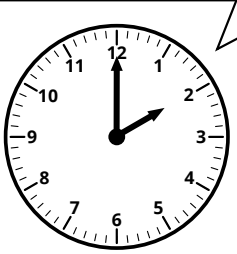
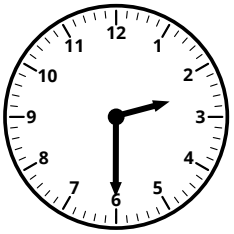
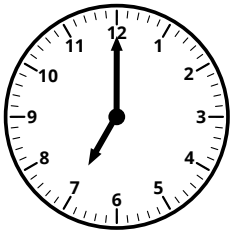
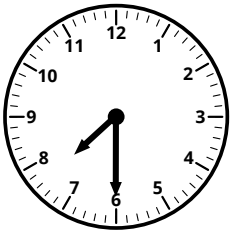
c.

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

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

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

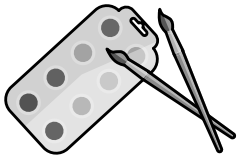
When the time is “o’clock”, I draw the minute hand pointing to the 12.

1.  2 o’clock.	2.  half past 2 o’clock.
3.  7 o’clock.	4.  7:30

When the time is “half past” or 30 minutes, I know the minute hand should be pointing halfway around the clock at the 6.

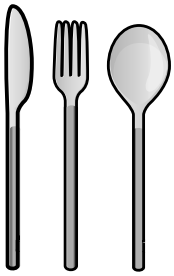
5. Match the pictures with the clocks.

When I am looking at the hour hand, I can tell if the time is “o’clock” or “half past”! The hour hand should point right at the number when the time is “o’clock”!

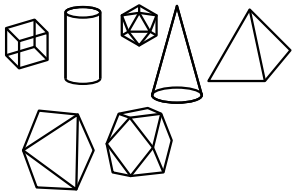


After school art class
4:00

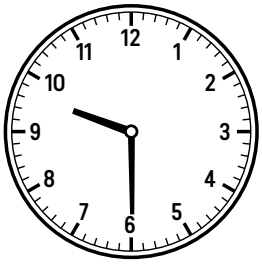
Walk to school
half past 7 o’clock

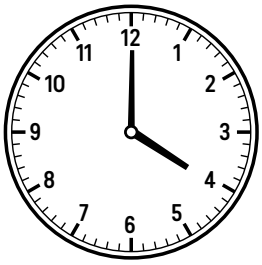


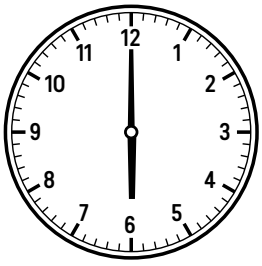
Eat dinner
6 o’clock



Math class
9:30

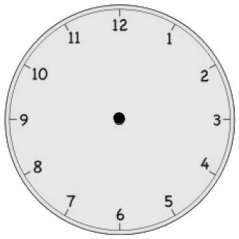
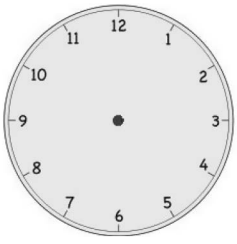
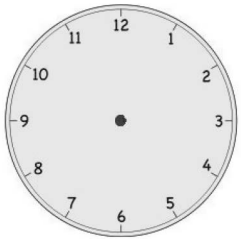
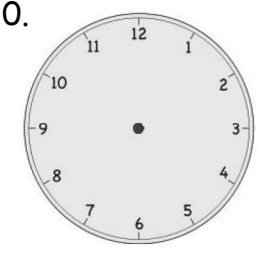






Name _____ Date _____

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

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

11. Match the pictures with the clocks.

a.

Soccer practice

3:30

b.

Brush teeth

7:30

c.

Wash dishes

6:00

d.

Eat dinner

5:30

e.

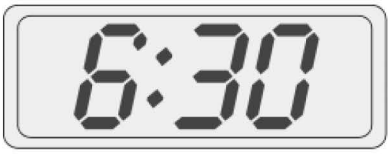
Afterschool bus

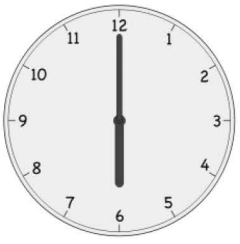
4:30

f.

Homework

half past 6 o'clock





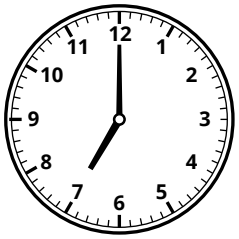
1. Fill in the blanks.

A

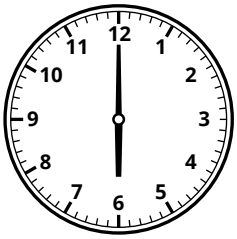
B

Clock ___*B*___ shows half past five.

Clock A shows half past 6. This one was simple because it's simple to read the digital clock. It shows "five-thirty."



A



B

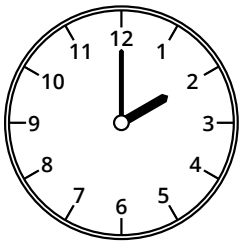
Clock ___*A*___ shows seven o'clock.

Both clocks show a time that is "o'clock," but when I look carefully at the hour hands, I see that clock B shows 6 o'clock, and clock A shows 7 o'clock.

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

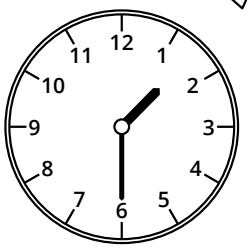
I also know that if the hour hand is halfway between two numbers, then it will be half past the hour.

a.



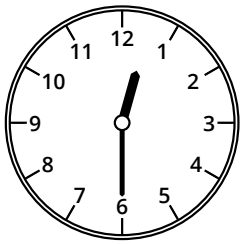
2:00

b.



Half past 1

c.

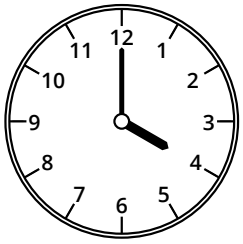


12:30

d.

Half past 10

e.



4 *o'clock*

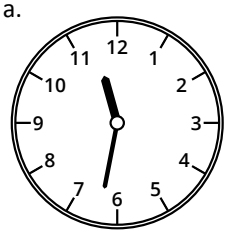
f.

Half past 5

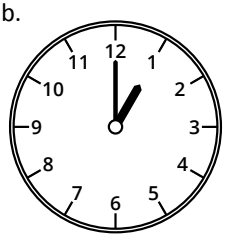
3. Put a check (✓) next to the clock(s) that are close to 11 o'clock.

I can tell time to the nearest half hour by seeing if the minute hand is closer to the 12 or the 6. This clock is close to 11:00.

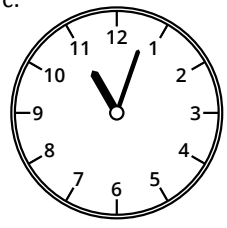
a.



b.



c.



d.

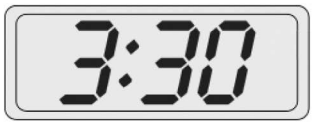
I know that 10:59 is only 1 minute away from being 11:00. This clock is also close to 11:00.

Name _____ Date _____

Fill in the blanks.

1.

A



B

Clock _____ shows half past three.

2.

A

B

Clock _____ shows half past twelve.

3.

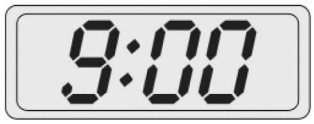
A

B

Clock _____ shows eleven o'clock.

4.

A



B

Clock _____ shows 8:30.

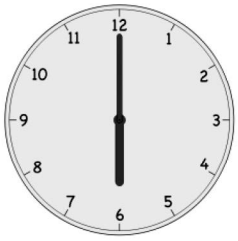
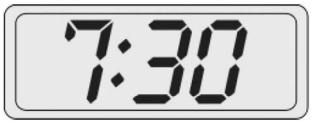
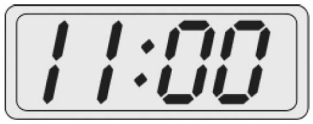
5.

A

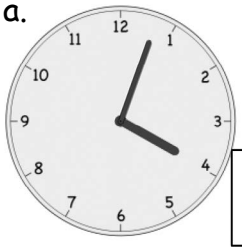
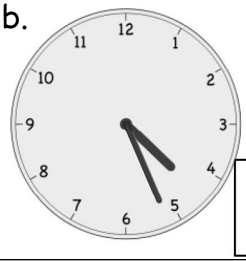
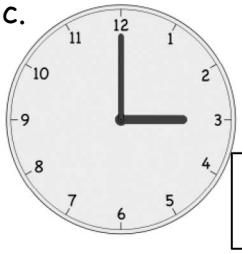
B

Clock _____ shows 5:00.

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

a.  _____	b.  _____	c.  _____
d.  _____	e.  _____	f.  _____
g.  _____	h.  _____	i.  _____

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

a.  ☐	b.  ☐	c.  ☐	d.  ☐

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OER K–5 Math

EDITION 1

ENGLISH

SUCCEED

IDENTIFYING, COMPOSING, AND PARTITIONING SHAPES

G1 | MODULE 5 | STUDENT EDITION

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