Eureka Math™
Grade 1, Module 5

Student File_A
Contains copy-ready classwork and homework as well as templates (including cut outs)
Lesson 1: Classify shapes based on defining attributes using examples, variants, and non-examples.

Name ____________________________ Date ____________

1. **Circle the shapes that have 5 straight sides.**

2. **Circle the shapes that have no straight sides.**

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

4. 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.
Lesson 1 Homework

1. Circle the shapes that have 3 straight sides.

2. Circle the shapes that have no corners.

3. Circle the shapes that have only square corners.

4. a. Draw a shape that has 4 straight sides.
   b. Draw another shape with 4 straight sides that is different from 4(a) and from the ones above.
Lesson 1 Homework

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.
Lesson 2: Find and name two-dimensional shapes including trapezoid, rhombus, and a square as a special rectangle, based on defining attributes of sides and corners.

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 corners: ____
Lesson 2: Find and name two-dimensional shapes including trapezoid, rhombus, and a square as a special rectangle, based on defining attributes of sides and corners.

2. **Circle the shapes that are rectangles.**

   ![Shapes](image)

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

   a. 
   ![Shape](image)

   ____________________________

   ____________________________

   b. 
   ![Shape](image)

   ____________________________

   ____________________________
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 ____ corners.
   b. I colored ____ triangles.

3. 
   a. A **hexagon** has ____ straight sides and ____ corners.
   b. I colored ____ hexagon.

4. 
   a. A **circle** has ____ straight sides and ____ corners.
   b. I colored ____ circles.
5.  
   a. A rhombus has ____ straight sides that are equal in length and ____ corners.
   b. I colored ____ rhombus.

6. A rectangle is a closed shape with 4 straight sides and 4 square corners.
   a. Cross off the shape that is NOT a rectangle.

   
   b. Explain your thinking: __________________________________________________________

7. A rhombus is a closed shape with 4 straight sides of the same length.
   a. Cross off the shape that is NOT a rhombus.

   
   b. Explain your thinking: __________________________________________________________
Lesson 3: Find and name three-dimensional shapes including cone and rectangular prism, based on defining attributes of faces and points.

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

   a. Rectangular prism
   b. Cone
   c. Sphere
   d. Cylinder
   e. Cube
Lesson 3: Find and name three-dimensional shapes including cone and rectangular prism, based on defining attributes of faces and points.

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

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

3. Circle the attributes that describe ALL spheres.
   - have no straight sides
   - are round
   - can roll
   - can bounce

4. Circle the attributes that describe ALL cubes.
   - have square faces
   - are red
   - are hard
   - have 6 faces
1. Go on a scavenger hunt for 3-dimensional shapes. Look for objects at home that would fit in the chart below. Try to find at least four objects for each shape.

<table>
<thead>
<tr>
<th>Cube</th>
<th>Rectangular Prism</th>
<th>Cylinder</th>
<th>Sphere</th>
<th>Cone</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Cube" /></td>
<td><img src="image" alt="Rectangular Prism" /></td>
<td><img src="image" alt="Cylinder" /></td>
<td><img src="image" alt="Sphere" /></td>
<td><img src="image" alt="Cone" /></td>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Choose one object from each column. Explain how you know that object belongs in that column. Use the word bank if needed.

Word Bank

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

a. I put the ___________________________ in the cube column because ___________________________.

b. I put the ___________________________ in the cylinder column because ___________________________.

c. I put the ___________________________ in the sphere column because ___________________________.

d. I put the ___________________________ in the cone column because ___________________________.

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

Lesson 3: Find and name three-dimensional shapes including cone and rectangular prism, based on defining attributes of faces and points.
Lesson 4: Create composite shapes from two-dimensional shapes.

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

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

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

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

1. Use 3 triangles to make 1 trapezoid.
2. Use 3 triangles to make 1 trapezoid, and then add 1 trapezoid to make 1 hexagon.
3. How many squares do you see in this large square?

I can find ________ squares in this rectangle.
1. a. How many shapes were used to make this large square?

There are ____________

shapes in this large square.

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

_____________  _______________  _______________

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

3. Use 4 of your tangram pieces to make a trapezoid. Draw or trace the pieces to show the shapes you used.
4. Use all 7 tangram pieces to complete the puzzle.

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

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

![Tangram Pieces](image)

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.

   ![Triangle](image)

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

   ![Trapezoid](image)

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

   ![Rectangle](image)
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.
Lesson 5:
Compose a new shape from composite shapes.

One tangram is to be used during class. The other tangram is to be sent home with the homework.
Lesson 6 Problem Set

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.

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

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

4. Is there a shape you chose not to use? Why or why not?
Use some 3-dimensional shapes to make another structure. The chart below gives you some ideas of objects you could find at home. You can use objects from the chart or other objects you may have at home.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Object Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cube</td>
<td>Rectangular prism, Cylinder, Sphere, Cone, Block, Food box, Food can, Balls, Ice cream cone</td>
</tr>
<tr>
<td>Block</td>
<td>Cereal, macaroni and cheese, spaghetti, cake mix, juice box</td>
</tr>
<tr>
<td>Dice</td>
<td>Tissue box, Toilet paper or paper towel roll</td>
</tr>
<tr>
<td></td>
<td>Toilet paper or paper towel roll, Fruit: Orange, grapefruit, melon, plum, nectarine</td>
</tr>
<tr>
<td></td>
<td>Hardcover book, Glue stick, Marbles, Funnel</td>
</tr>
<tr>
<td></td>
<td>DVD or video game box</td>
</tr>
</tbody>
</table>

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>y</td>
<td>2</td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
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<tr>
<td>d.</td>
<td></td>
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<tr>
<td>e.</td>
<td></td>
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<tr>
<td>f.</td>
<td></td>
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<tr>
<td>g.</td>
<td></td>
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<tr>
<td>h.</td>
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<tr>
<td>i.</td>
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<td>k.</td>
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<td>l.</td>
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<td>m.</td>
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<td>n.</td>
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<tr>
<td>o.</td>
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</tr>
</tbody>
</table>
2. Write the number of equal parts in each shape.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>c</td>
</tr>
<tr>
<td></td>
<td></td>
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</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>e</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

5. Draw two lines to make this square into 4 equal squares.
Name ___________________________ Date ____________

1. Are the shapes divided into 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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Y</td>
<td>2</td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
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<tr>
<td>d.</td>
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<td>e.</td>
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<td>f.</td>
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<td>g.</td>
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<td>h.</td>
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<td>i.</td>
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<td>n.</td>
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<td>o.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Draw 1 line to make 2 equal parts. What smaller shapes did you make?

I made 2 __________________________.

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

I made 4 __________________________.

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

I made 6 __________________________.
Lesson 8: Partition shapes and identify halves and quarters of circles and rectangles.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>b.</td>
</tr>
<tr>
<td>equal parts</td>
<td>unequal parts</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>d.</td>
</tr>
<tr>
<td>halves</td>
<td>quarters</td>
</tr>
<tr>
<td>fourths</td>
<td>halves</td>
</tr>
<tr>
<td>e.</td>
<td>f.</td>
</tr>
<tr>
<td>halves</td>
<td>quarters</td>
</tr>
<tr>
<td></td>
<td>fourths</td>
</tr>
<tr>
<td>g.</td>
<td>h.</td>
</tr>
<tr>
<td>quarters</td>
<td>halves</td>
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</tr>
</tbody>
</table>

Name ___________________________  Date __________
2. What part of the shape is shaded? Circle the correct answer.

a. 

b. 

1 half 1 quarter

1 half 1 quarter

c. 

d. 

1 half 1 quarter

1 half 1 quarter

3. Color 1 quarter of each shape.

4. Color 1 half of each shape.
Lesson 8: Partition shapes and identify halves and quarters of circles and rectangles.
Lesson 9 Problem Set

Name ___________________________ Date ______________

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

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

   ![A circle divided into two equal parts and another divided into four equal parts.]
   A    B

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

   ![A rectangle divided into two equal parts and another divided into four equal parts with some shaded.]
   A    B

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.

Lesson 9: Partition shapes and identify halves and quarters of circles and rectangles.
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.
Lesson 9: Partition shapes and identify halves and quarters of circles and rectangles.

Name ___________________________   Date _____________

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

   A
   \[
   \begin{array}{c}
   \hline
   \hline
   \hline
   \end{array}
   \]
   
   Which picture has been cut into more equal parts? ____

   B
   \[
   \begin{array}{c}
   \hline
   \hline
   \hline
   \end{array}
   \]
   
   Which picture has larger equal parts? ____

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

   a.
   \[
   \begin{array}{c}
   \hline
   \hline
   \hline
   \end{array}
   \]
   
   ________               ________

   b.
   \[
   \begin{array}{c}
   \hline
   \hline
   \hline
   \end{array}
   \]
   
   ________               ________

   c.
   \[
   \begin{array}{c}
   \hline
   \hline
   \hline
   \end{array}
   \]
   
   ________               ________

   d.
   \[
   \begin{array}{c}
   \hline
   \hline
   \hline
   \end{array}
   \]
   
   ________               ________
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.
Lesson 9: Partition shapes and identify halves and quarters of circles and rectangles.
Lesson 10 Problem Set

1. Match the clocks that show the same time.

   a. 
   b. 
   c. 
   d. 

   ![Clocks with times 1:00, 5:00, 12:00, 8:00]

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

   ![Clock with a hand on 3]

Lesson 10: Construct a paper clock by partitioning a circle and tell time to the hour.
3. Write the time shown on each clock.

a. 

b. 

c. 

d. 

e. 

f. 

g. 

h. 

i. 

j. 

k. 

l. 

m. 

n. 

o. 

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

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1. Match each clock to the time it shows.
   a. 
      ![Clock Image]
      4 o'clock
      11:00
   b. 
      ![Clock Image]
      7 o'clock
      10:00
   c. 
      ![Clock Image]
      11 o'clock
      2:00
   d. 
      ![Clock Image]
      10 o'clock
      3:00
   e. 
      ![Clock Image]
      3 o'clock
      4:00
   f. 
      ![Clock Image]
      2 o'clock
      7:00
2. Put the hour hand on the clock so that the clock matches the time. Then, write the time on the line.

a. [Image of a clock with the hour hand on 6] 6 o’clock

b. [Image of a clock with the hour hand on 9] 9 o’clock

c. [Image of a clock with the hour hand on 12] 12 o’clock

d. [Image of a clock with the hour hand on 7] 7 o’clock

e. [Image of a clock with the hour hand on 1] 1 o’clock
Lesson 11: Recognize halves within a circular clock face and tell time to the half hour.

1. Match the clocks to the times on the right.
   a. [Image of a clock showing 12 o'clock]
   b. [Image of a clock showing 6 o'clock]
   c. [Image of a clock showing 3 o'clock]

2. Draw the minute hand so the clock shows the time written above it.
   a. 7 o'clock
   b. 8 o'clock
   c. 7:30
   d. 1:30
   e. 2:30
   f. 2 o'clock

Name ________________________________
Date _______________

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

a. \[ \text{3:30} \]

b. 5:30

c. [Blank]

d. 12:30

e. [Blank]

f. [Blank]

g. [Blank]

h. [Blank]

i. [Blank]

j. 7:30

k. [Blank]

l. 10:30

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

a.

b.

c.
Lesson 11: Recognize halves within a circular clock face and tell time to the half hour.
Write the time shown on each clock to tell about Lee’s day.

5. Lee wakes up at ____________.

6. He takes the bus to school at ____________.

7. He has math at ____________.

8. He eats lunch at ____________.

9. He has basketball practice at ____________.

10. He does his homework at ____________.

11. He eats dinner at ____________.

12. He goes to bed at ____________.
Lesson 12: Recognize halves within a circular clock face and tell time to the half hour.

Name ___________________________ Date _____________

Fill in the blanks.

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

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

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

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

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

a. [Clock image] half past 7

b. [Clock image] half past 1

c. [Clock image] 7 o’clock

d. [Clock image] 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
Lesson 12 Homework

Name _______________________________  Date ______________

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

1. [Clock image] 10 o’clock
2. [Clock image] half past 10 o’clock

3. [Clock image] 8 o’clock
4. [Clock image] (Blank)

5. [Clock image] 3 o’clock
6. [Clock image] half past 3 o’clock

7. [Clock image] (Blank)
8. [Clock image] half past 6 o’clock

9. [Clock image] half past 9 o’clock
10. [Clock image] 4 o’clock
11. Match the pictures with the clocks.

a. 
   
   Soccer practice
   3:30

b. 
   
   Brush teeth
   7:30

c. 
   
   Wash dishes
   6:00

d. 
   
   Eat dinner
   5:30

e. 
   
   Take bus home
   4:30

f. 
   
   Homework
   Half past 6 o’clock
Lesson 13: Recognize halves within a circular clock face and tell time to the half hour.

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

1. Circle the clock that shows half past 1 o’clock.
   a. 
   b. 
   c. 

2. Circle the clock that shows 7 o’clock.
   a. 
   b. 
   c. 

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

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

Name ___________________________ Date ____________
5. Draw the minute and hour hands on the clocks.

a. 1:00  

b. 1:30  
c. 2:00  
d. 6:30  
e. 7:30  
f. 8:30  
g. 10:00  
h. 11:00  
i. 12:00  
j. 9:30  
k. 3:00  
l. 5:30
Lesson 13 Homework

Fill in the blanks.

1. Clock ______ shows half past three.
   
   A
   B

2. Clock ______ shows half past twelve.
   
   A
   B

3. Clock ______ shows eleven o’clock.
   
   A
   B

4. Clock ______ shows 8:30.
   
   A
   B

5. Clock ______ shows 5:00.
   
   A
   B

Lesson 13: Recognize halves within a circular clock face and tell time to the half hour.
6. Write the time on the line under the clock.

a. ___________________

b. ___________________

c. ___________________

d. ___________________

e. ___________________

f. ___________________

g. ___________________

h. ___________________

i. ___________________

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

a. 

b. 

c. 

d. 4:00
Lesson 13: Recognize halves within a circular clock face and tell time to the half hour.
Cut Out Packet
Lesson 1: Classify shapes based on defining attributes using examples, variants, and non-examples.

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<th>2</th>
<th>3</th>
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<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

= + + –
Print on cardstock, and cut out each of the two square corner testers.
Lesson 2: Find and name two-dimensional shapes including trapezoid, rhombus, and a square as a special rectangle, based on defining attributes of sides and corners.
Lesson 10: Construct a paper clock by partitioning a circle and tell time to the hour.

partitioned circle
Lesson 11: Recognize halves within a circular clock face and tell time to the half hour.