

**Homework Helpers**

**Grade 1**  
**Module 5**



# G1-M5-Lesson 1

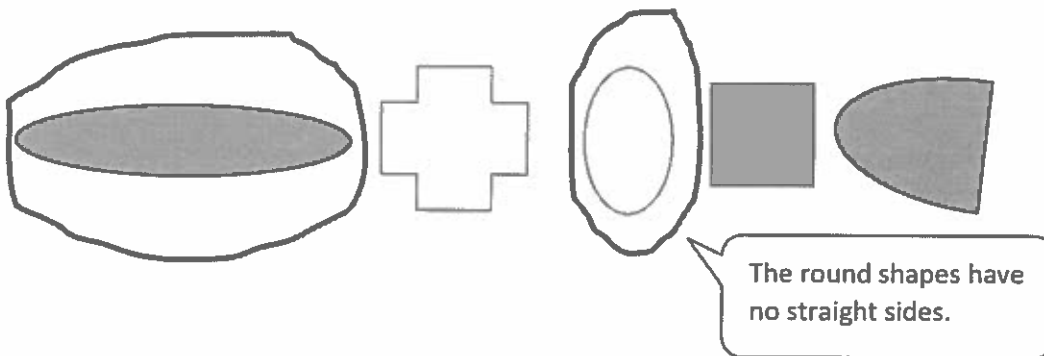
1. Circle the shapes that have exactly 3 corners.

I can count the corners by counting where 2 sides meet. The 3 shapes I circled all have exactly 3 corners.

2. Circle the shapes that have no square corners.

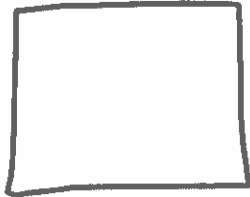
I can use my square corner tester, a paper shaped like an "L", to see if these shapes have square corners. I put the corner of the tester in the corner of the shape. If the corners match, the shape has square corners.

3. Circle the shapes that have no straight sides.



4.

a. Draw a shape that has only square corners.

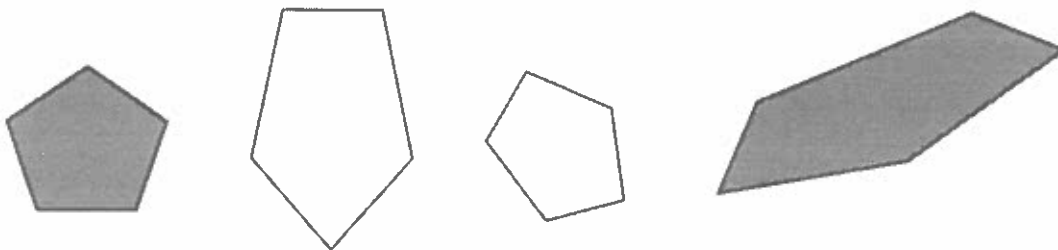


b. Draw another shape with only square corners that is different from the shape you drew in part (a) and from the ones above.



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

GROUP A

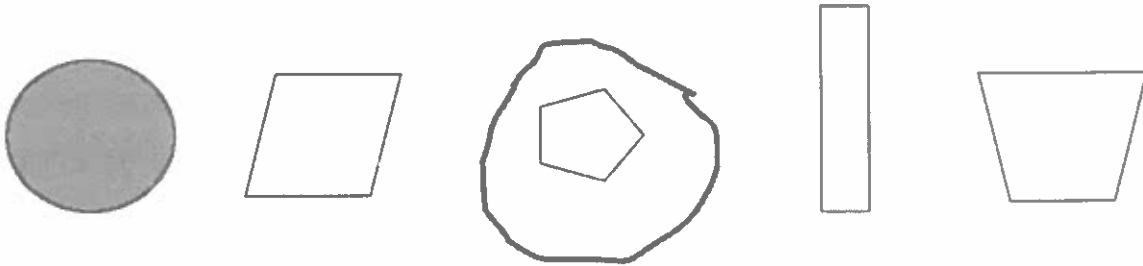


They all have 5 straight sides.

They all have 5 corners.

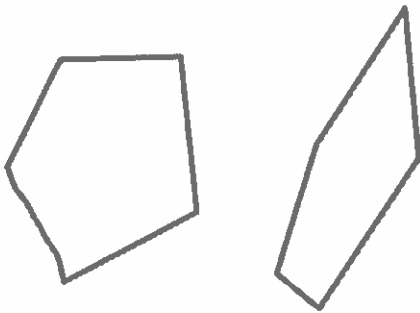
6.

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

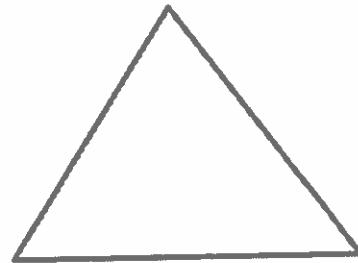


This shape has 5 straight sides and 5 corners just like the shapes from Group A!

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



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



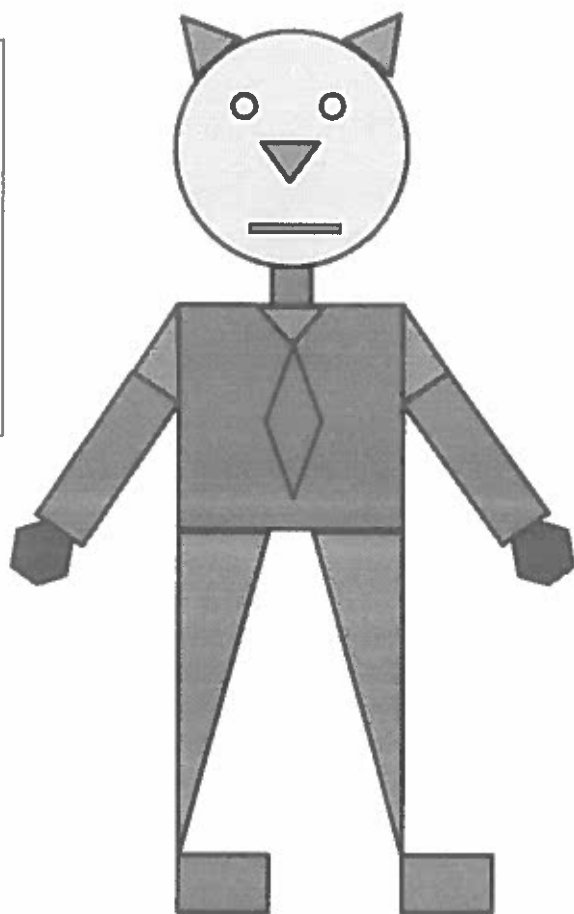
I can draw any shape I want, as long as it doesn't have 5 straight sides and 5 corners!

## G1-M5-Lesson 2

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

Key	
RED—4 straight sides:	<u>8</u>
GREEN—3 straight sides:	<u>8</u>
BLUE—6 straight sides:	<u>2</u>
YELLOW—0 straight sides:	<u>3</u>

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



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 triangle has 3 straight sides and 3 corners.

I colored 8 triangles.

A hexagon has 6 straight sides and 6 corners.

I colored 2 hexagons.

A circle has 0 straight sides and 0 corners.

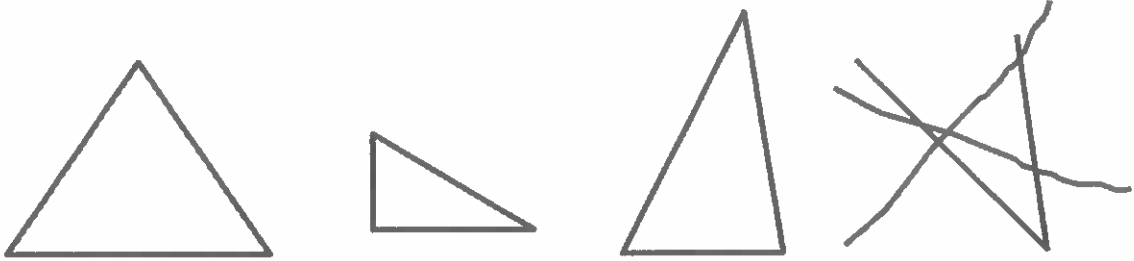
I colored 3 circles.

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

I colored 3 rhombuses.

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

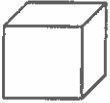
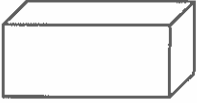
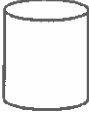
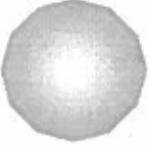






- a. Cross off the shape that is not a triangle.



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

## G1-M5-Lesson 3

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

Cube	Rectangular 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!

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

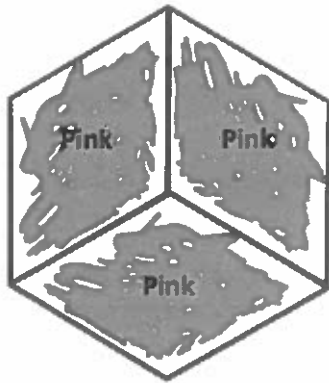


### G1-M5-Lesson 4

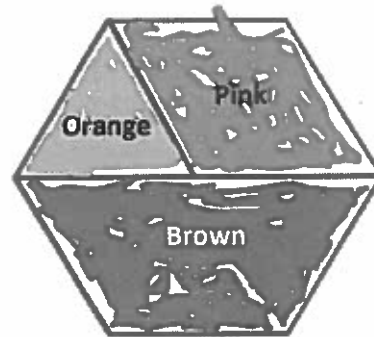
1. Cut out the pattern block shapes from the bottom of the page. Color them to match the key, which is different from the pattern block colors in class. Trace or draw to show what you did.

Hexagon—purple	Triangle—orange	Rhombus—pink	Trapezoid—brown
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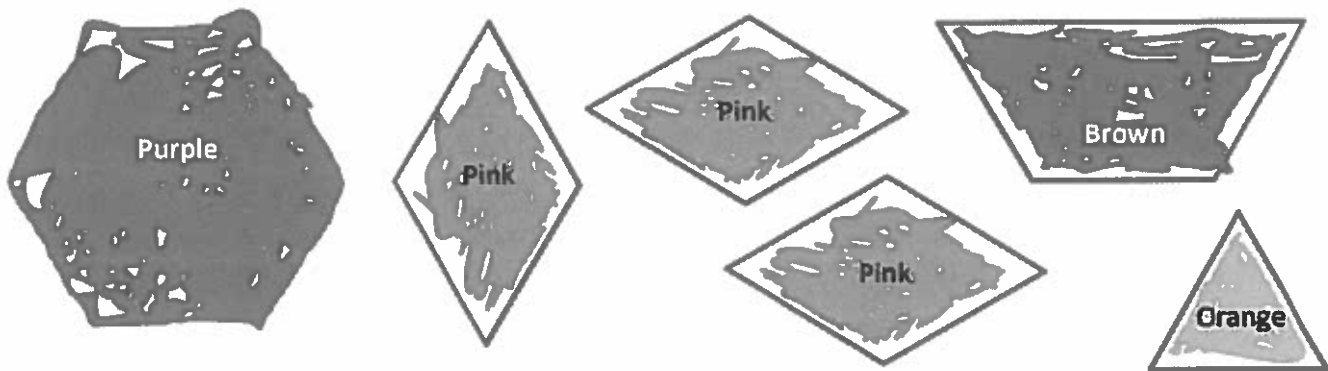
Use 3 rhombuses to make a hexagon.



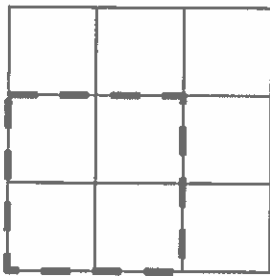
Use 1 trapezoid, 1 rhombus, and 1 triangle to make 1 hexagon.



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.

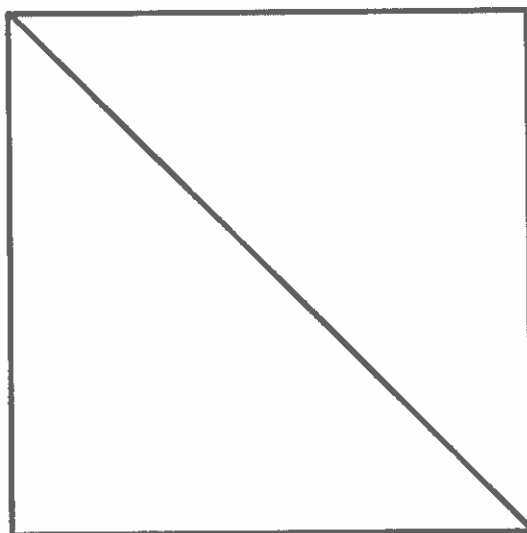
I know each little individual square counts as 1, so that makes 9. There are also 4 medium squares that are made of 4 little squares, so altogether that makes 13.

## G1-M5-Lesson 5

Use your tangram pieces to complete the problems below.

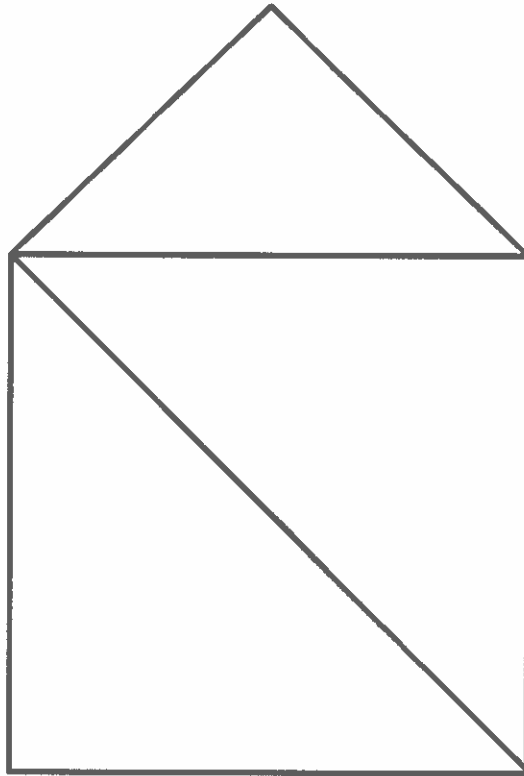
Draw or trace to show the parts you used to make the shape.

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!

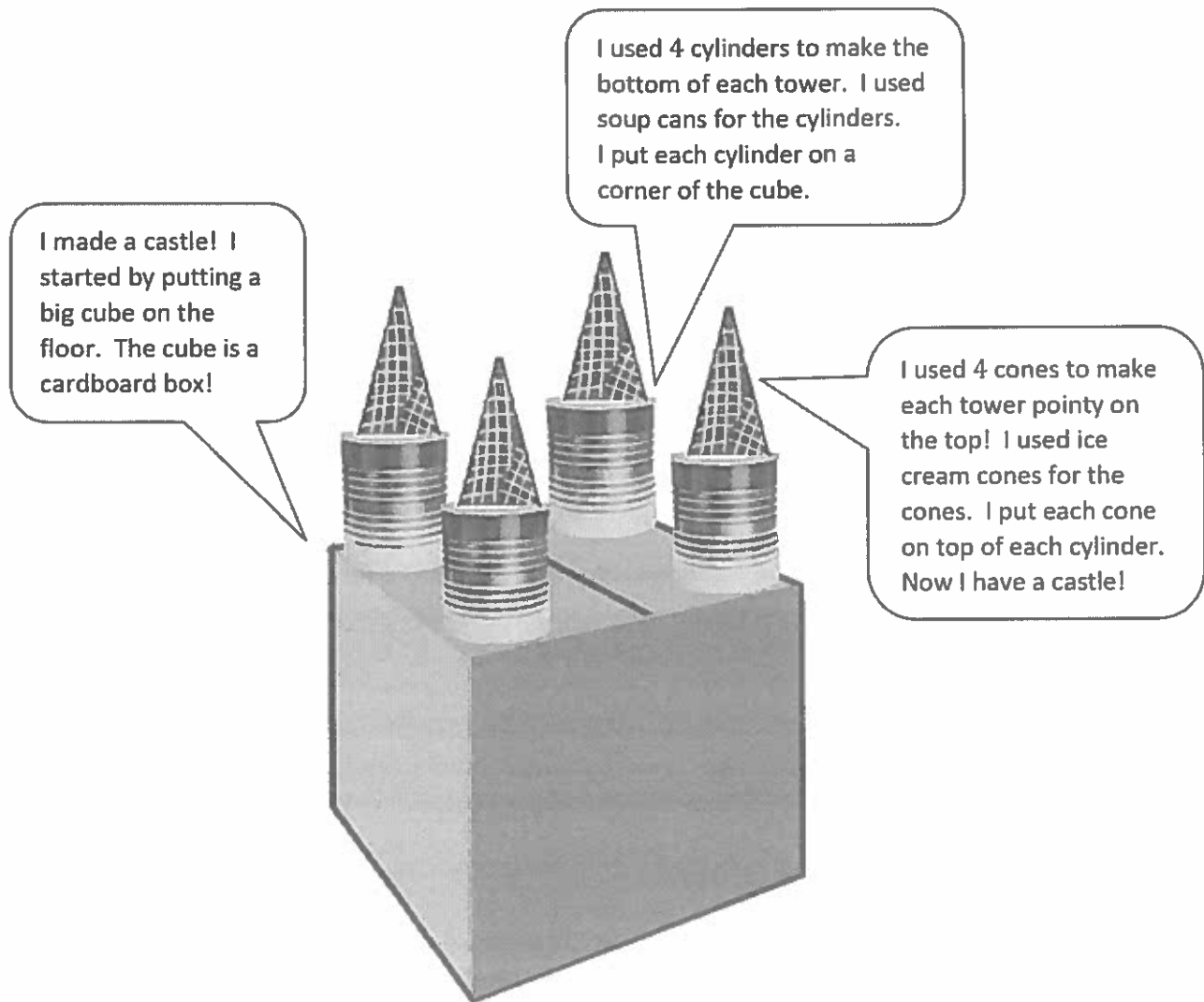
2. Use the square you made and a triangle to make a house.



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!

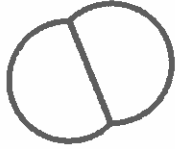


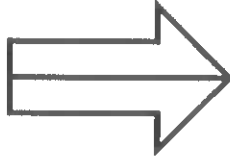
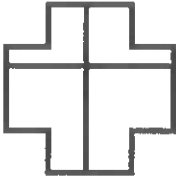
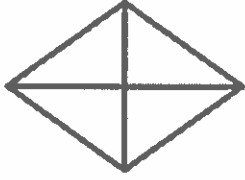
## G1-M5-Lesson 6

Use some 3-dimensional shapes to make a structure. Ask someone at home to take a picture of your structure.



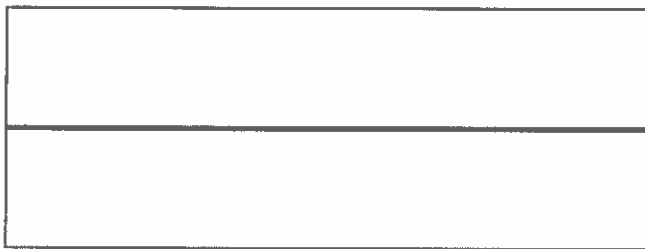
### G1-M5-Lesson 7

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.

<p>a.</p>  <p><u>Y</u>                      <u>2</u></p>	<p>b.</p>  <p><u>N</u>                      _____</p>	<p>c.</p>  <p><u>Y</u>                      <u>4</u></p>
<p>d.</p>  <p><u>Y</u>                      <u>2</u></p>	<p>e.</p>  <p><u>N</u>                      _____</p>	<p>f.</p>  <p><u>Y</u>                      <u>4</u></p>

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!

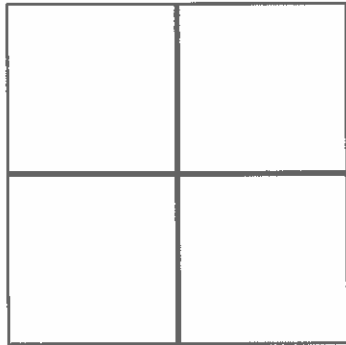
2. Draw 1 line to make 2 equal parts. What smaller shapes did you make?



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

I made 2 rectangles.

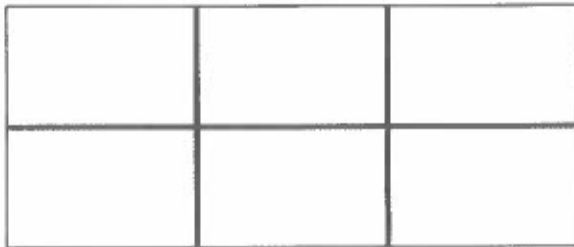
3. Draw 2 lines to make 4 equal parts. What smaller shapes did you make?



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?

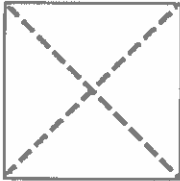


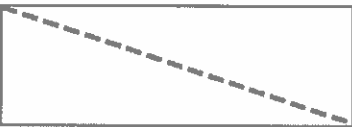


I made 6           *rectangles*          .

### G1-M5-Lesson 8

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

If all the parts are the same, then they are equal!

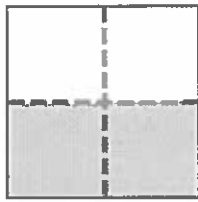
 <p>equal parts      unequal parts</p>	 <p>equal parts      unequal parts</p>
 <p>halves      quarters</p>	 <p>halves      quarters</p>

I can make halves by cutting a shape vertically, horizontally, or diagonally like this one! As long as both parts are equal they are halves.



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.

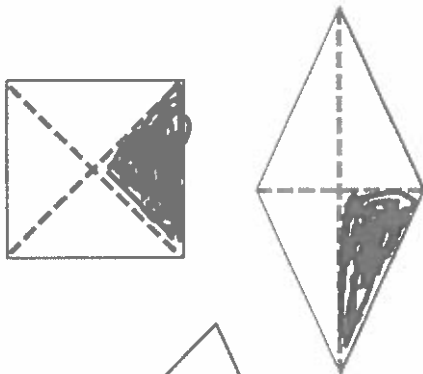
b.



1 half

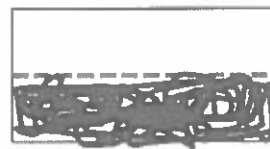
1 quarter

3. Color 1 quarter of each shape.

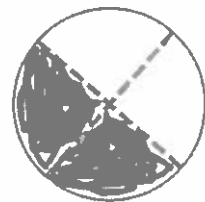


To color a quarter, I just color 1 of the 4 equal parts!

4. Color 1 half of each shape.



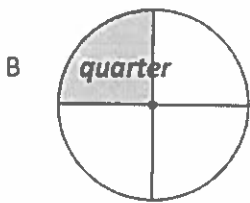
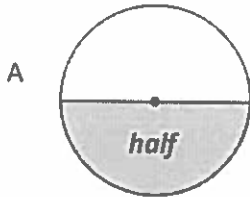
To color a half, I just color 1 of the 2 equal parts!



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

### G1-M5-Lesson 9

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



Which picture has been cut into more equal parts? B

Which picture has larger equal parts? A

Which picture has smaller equal parts? B

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.

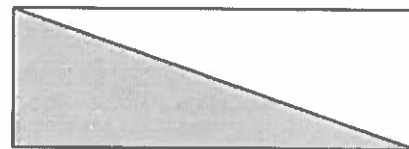
Picture B has been cut into 4 equal parts, and Picture A has been cut into 2 equal parts.

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.

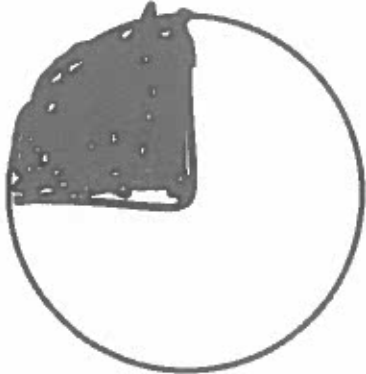


half

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.

### G1-M5-Lesson 10

1. Match each clock to the time it shows.

5 o'clock

8 o'clock

6 o'clock

12 o'clock

8:00

6:00

12:00

5:00

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

\_\_\_\_\_

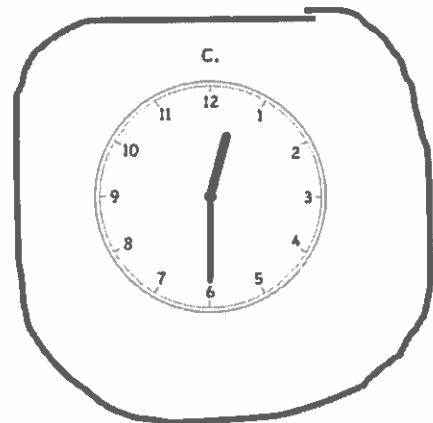
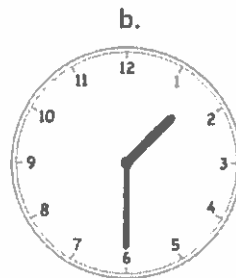
2:00

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.

## G1-M5-Lesson 11

1. Circle the correct clock.

Half past 12 o'clock



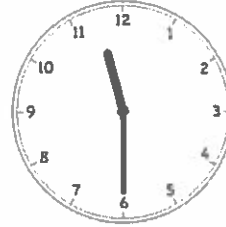
When the time is "half past", the minute hand will always be pointing down, halfway around the clock, at the 6. All these clocks have the minute hand pointing at the 6, so now I just find the clock with the hour hand pointing just past the 12.

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.

## G1-M5-Lesson 12

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.




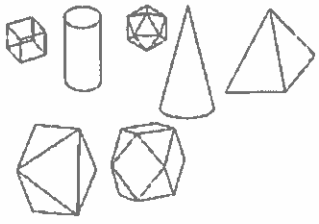
<p>1.</p>  <p>2 o'clock</p>	<p>2.</p>  <p>half past 2 o'clock</p>
<p>3.</p>  <p>7 o'clock</p>	<p>4.</p>  <p>7:30</p>

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

## G1-M5-Lesson 13

1. Fill in the blanks.



A



B

Clock B shows half past five.

Clock A shows half past 6. This one was easy because it's easy 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.

<p>a.</p>  <p><u>2:00</u></p>	<p>b.</p>  <p><u>Half past 1</u></p>	<p>c.</p>  <p><u>12:30</u></p>
<p>d.</p>  <p><u>Half past 10</u></p>	<p>e.</p>  <p><u>4 o'clock</u></p>	<p>f.</p>  <p><u>Half past 5</u></p>

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

<p>a.</p>  <input type="checkbox"/>	<p>b.</p>  <input type="checkbox"/>	<p>c.</p>  <input checked="" type="checkbox"/>	<p>d.</p>  <input checked="" type="checkbox"/>
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