Chapter 12

School-Home Letter

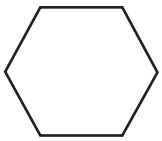
Dear Family,

My class started Chapter 12 this week. In this chapter, I will describe and combine two-dimensional shapes. I will learn about equal shares, halves, and fourths.

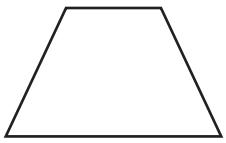
Love, _____

Vocabulary

hexagon



trapezoid



Home Activity

Use a napkin (square), a folded napkin (triangle), and an envelope (rectangle). Combine these items or other household items of the same shapes to make new shapes. Have your child name each shape used in the new shapes you made.

Literature

Look for these books in a library. Point out shapes and how they can be found in everyday objects.

The Greedy Triangle
by Marilyn Burns.
Scholastic, 2008.

Color Farm
by Lois Ehlert.
HarperCollins, 1990.

Capitulo 12

Carta para la casa

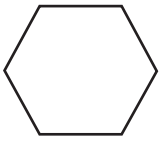
Querida familia:

Mi clase comenzó el Capítulo 12 esta semana. En este capítulo, aprenderé sobre guras bidimensionales. Aprenderé cómo hacer guras más grandes que otras.

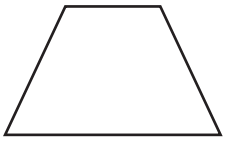
Con cariño, _____

Vocabulario

hexágono



trapecio



Actividad para la casa

Use una servilleta (cuadrado), una servilleta doblada (triángulo) y un sobre (rectángulo). Construya objetos usando estos u otros elementos de la casa con las mismas formas. Pídales a los niños que nombren cada figura usada en los objetos que usted hace.

Literatura

Busque estos libros en una biblioteca. Señale las figuras y muestre cómo se pueden encontrar en los objetos de la vida diaria.

The Greedy Triangle
por Marilyn Burns.
Scholastic, 2008.

Color Farm
by Lois Ehlert.
HarperCollins, 1990.

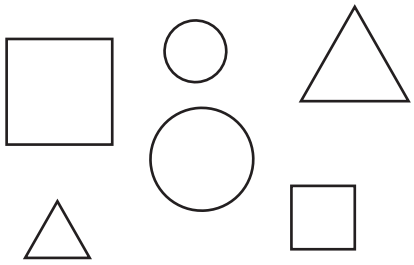
Name _____

Sort Two-Dimensional Shapes

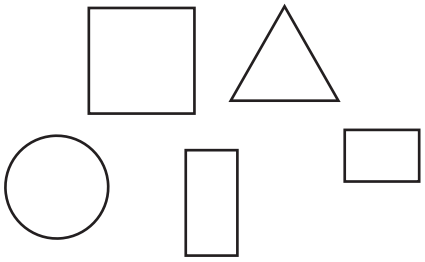
COMMON CORE STANDARD—1.G.1
Reason with shapes and their attributes.

Read the sorting rule. Circle the shapes that follow the rule.

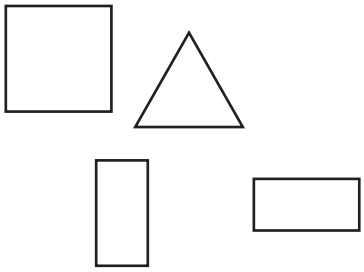
1. **not** curved



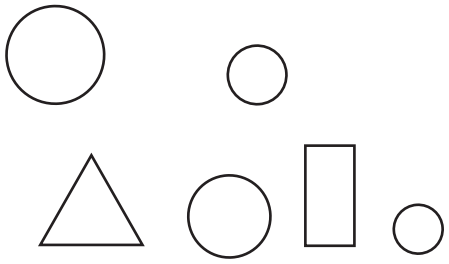
2. 4 vertices



3. more than 3 sides

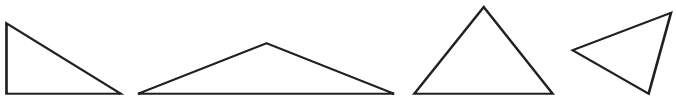


4. curved



Problem Solving Real World

5. Katie sorted these shapes. Write a sorting rule to tell how Katie sorted.



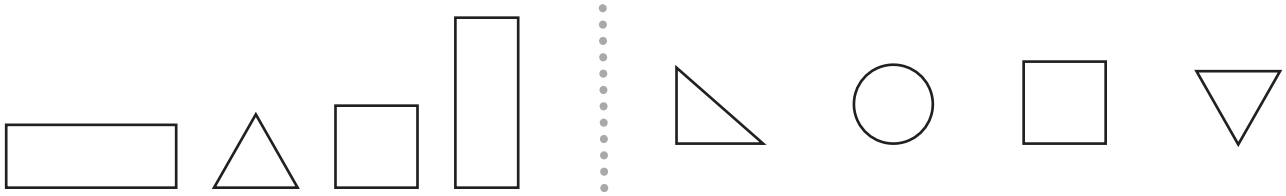
_____

_____

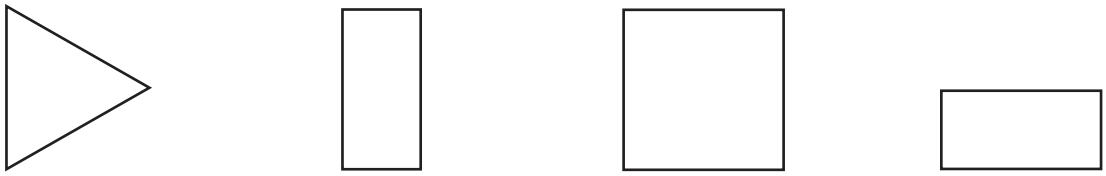
_____

Lesson Check (1.G.1)

1. Circle the shape that would **not** be sorted into this group.



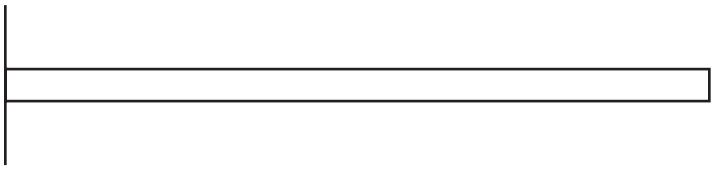
2. Circle the shape that has fewer than 4 sides.



Spiral Review (1.MD.1)

Solve. Draw or write to explain.

3. Clue 1: A black line is shorter than a white line.
Clue 2: The white line is shorter than a gray line.
Is the black line longer or shorter than the gray line? _____



Name _____

Describe Two-Dimensional Shapes

COMMON CORE STANDARD—1.G.1
Reason with shapes and their attributes.

Use BLUE to trace each straight side. Use RED to circle each vertex. Write the number of sides and vertices.

1.

_____ sides

_____ vertices

2.

_____ sides

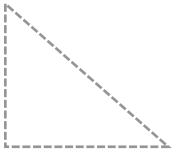
_____ vertices

3.

_____ sides

_____ vertices

4.



_____ sides

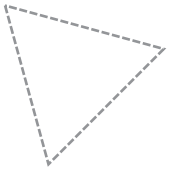
_____ vertices

5.

_____ sides

_____ vertices

6.



_____ sides

_____ vertices

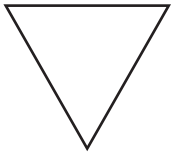
Problem Solving Real World

Draw a shape to match the clues.

7. Ying draws a shape with 4 sides. She labels it as a rectangle.

Lesson Check (1.G.1)

1. How many vertices does a triangle have?



_____ vertices

2. How many vertices does a ☐ have?

_____ vertices

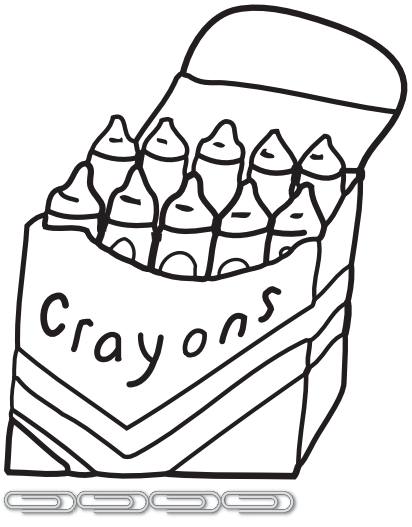
Spiral Review (1.OA.5, 1.MD.2)

3. Circle the greater addend. Count on to find the sum.

$$\begin{array}{r} 2 \\ +\ 9 \\ \hline \end{array}$$

4. Corey measures a crayon box with his paper clip ruler. About how long is the box?

about _____



Name _____

Combine Two-Dimensional Shapes

COMMON CORE STANDARD—1.G.2
Reason with shapes and their attributes.

Use pattern blocks. Draw to show the blocks. Write how many blocks you used.

1. How many △ make a ⏢?

_____ △ make a ⏢.

2. How many △ make a ◇?

_____ △ make a ◇.

Problem Solving Real World

Use pattern blocks. Draw to show your answer.

3. 2 ⏢ make a ⬡.

How many ⏢ make 4 ⬡?

_____ ⏢ make 4 ⬡.

Lesson Check (1.G.2)

1. How many △ do you use to make a ⬡?

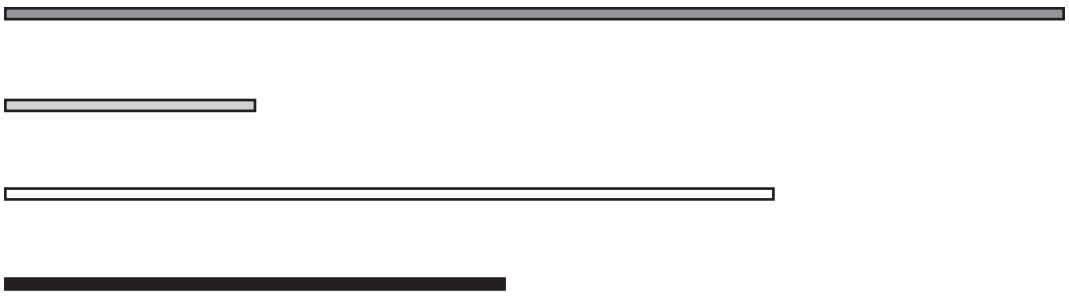
_____ △ make a ⬡.

2. How many ◇ do you use to make a ⬡?

_____ ◇ make a ⬡.

Spiral Review (1.MD.2, 1.MD.3)

3. Use 📎. Which string is about 5 📎 long? Circle the string that is about 5 📎 long.



4. Look at the hour hand. Write the time.

_____

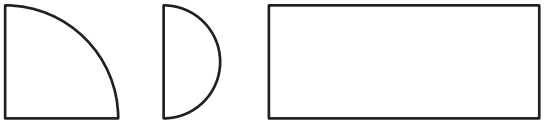
Name _____

Combine More Shapes

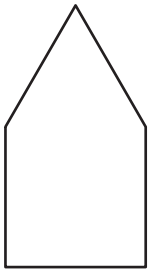
COMMON CORE STANDARD—1.G.2
Reason with shapes and their attributes.

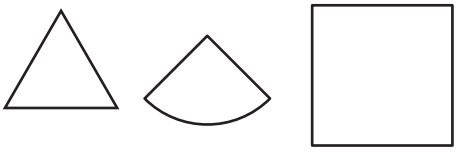
Circle two shapes that can combine to make the shape on the left.

1.

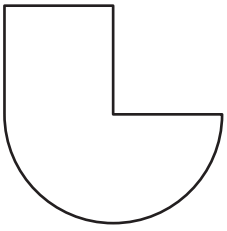


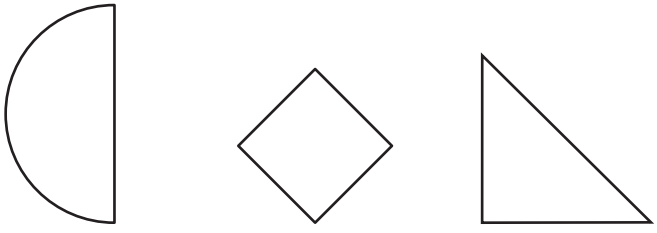
2.





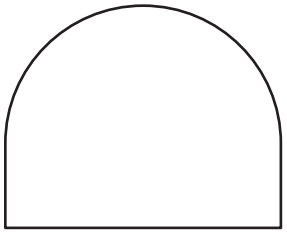
3.





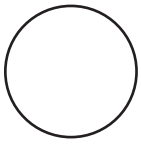
Problem Solving Real World

4. Draw lines to show how the shapes on the left combine to make the new shape.



Lesson Check (1.G.2)

1. Circle the shapes that can combine to make this new shape.



Spiral Review (1.MD.4)

Use the picture graph to answer each question.

Our Favorite Activity						
Swimming	3					
Dancing	4					
Drawing	6					

Each stands for 1 child.

2. How many more children chose than ?

____ more children

3. How many children chose and ?

____ children

Name _____

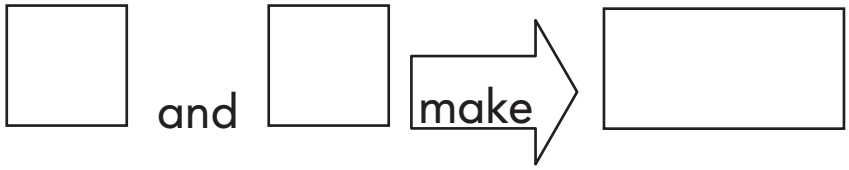
Problem Solving • Make New Two-Dimensional Shapes

COMMON CORE STANDARD—1.G.2
Reason with shapes and their attributes.

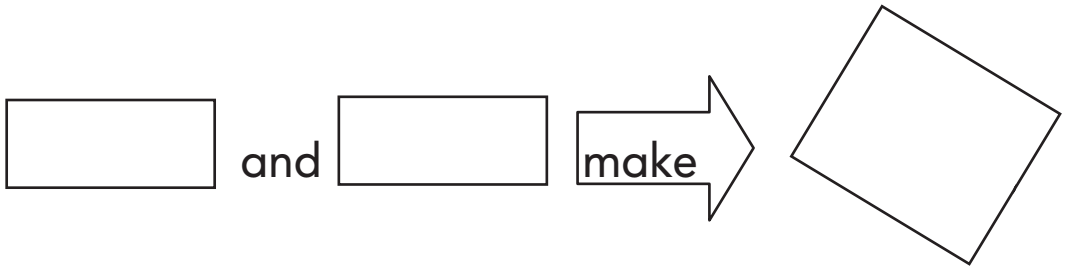
Use shapes to solve.
Draw to show your work.

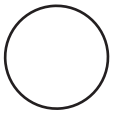
1. Use  to make a  .

Step 1. Combine shapes to make a new shape.



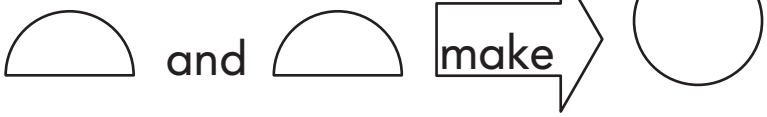
Step 2. Then use the new shape.



2. Use  to make a  .

Step 1. Combine shapes to make a new shape.

Step 2. Then use the new shape.

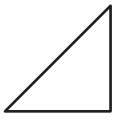
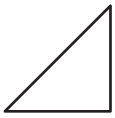
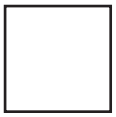


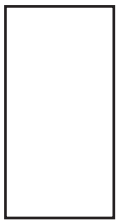
Lesson Check (1.G.2)

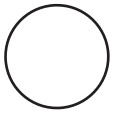
Follow the steps.

1. Which new shape could you make?
   Circle your answer.

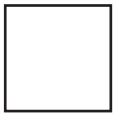
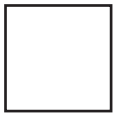
Step 1.

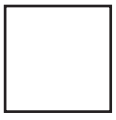
Combine  and  to make  .





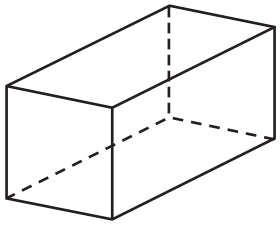
Step 2.

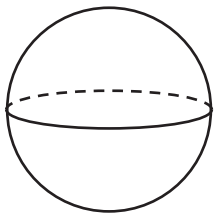
Then use  and  .

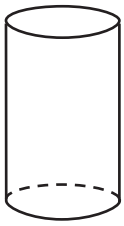


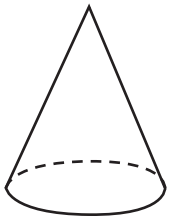
Spiral Review (1.G.1)

2. Circle the shape that has no flat surfaces.

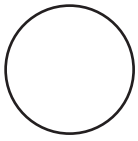


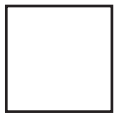






3. Which flat surface does a cylinder have?
   Circle your answer.





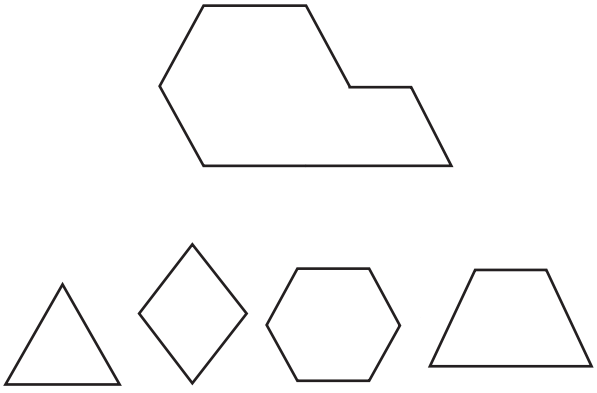
Name _____

Find Shapes in Shapes

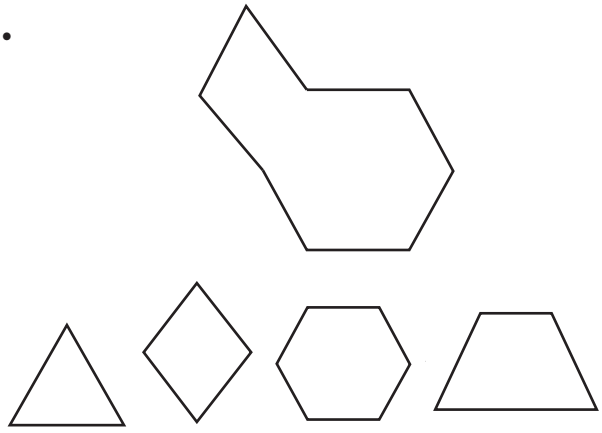
COMMON CORE STANDARD—1.G.2
Reason with shapes and their attributes.

Use two pattern blocks to make the shape. Draw a line to show your model. Circle the blocks you use.

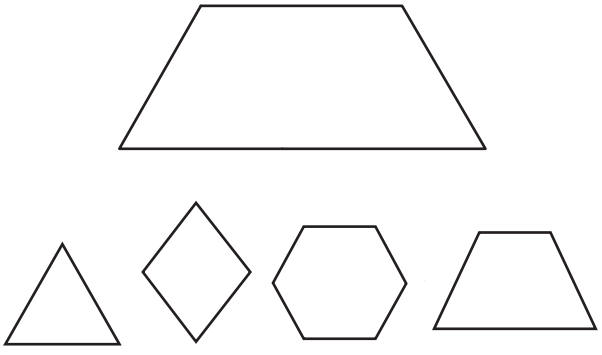
1.



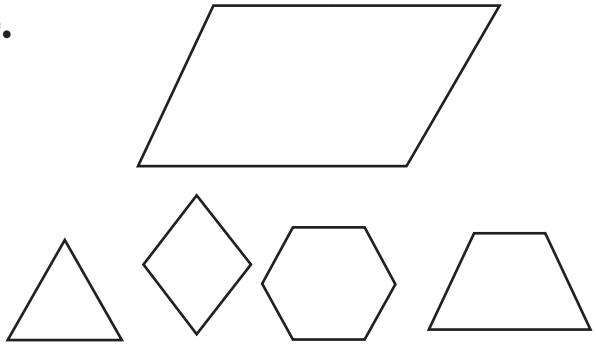
2.



3.

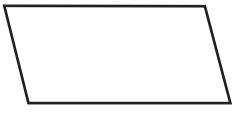


4.

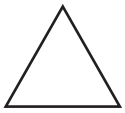
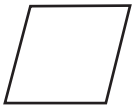
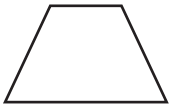
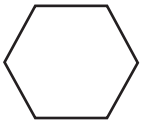


Problem Solving Real World

Make the shape to the right. Use the number of pattern blocks listed in the exercise. Write how many of each block you use.

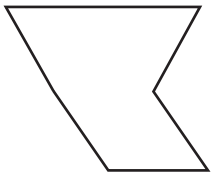


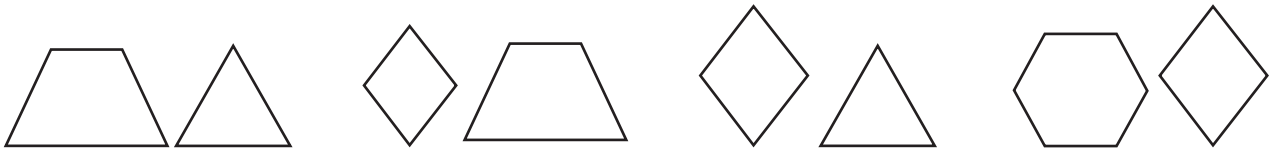
5. Use 3 blocks.

___  ___  ___  ___ 

Lesson Check (1.G.2)

1. Circle the pair of pattern blocks that can make this shape.





Spiral Review (1.MD.3, 1.MD.4, 1.G.1)

2. Write the time.

_____

3. Write tally marks to show the number 8.

_____

4. How many vertices does a ☐ have?

____ vertices

Name _____

Take Apart Two-Dimensional Shapes

COMMON CORE STANDARD—1.G.2
Reason with shapes and their attributes.

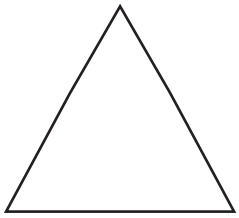
Draw a line to show the parts.

1. Show 2  .

2. Show 2  .

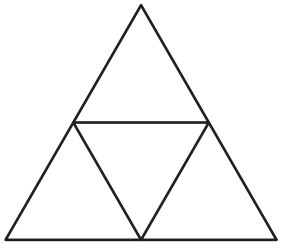
3. Show 1  and 1  .

4. Show 1  and 1  .



Problem Solving Real World

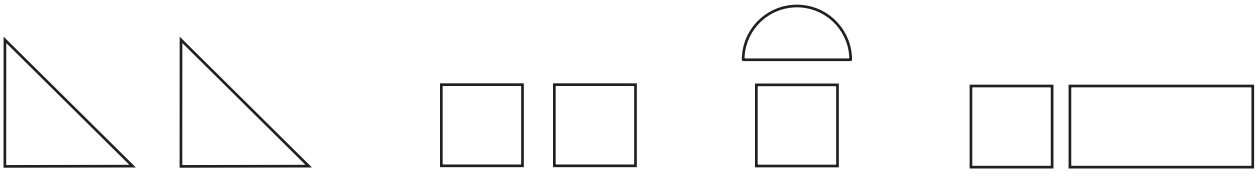
5. How many triangles are there?



____ triangles

Lesson Check (1.G.2)

1. Look at the picture. Circle the pair that shows the parts.



Spiral Review (1.MD.4, 1.G.2)

2. Use the graph. How many children chose  ?

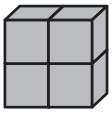
Our Favorite Sport							
soccer							
baseball							
tennis							

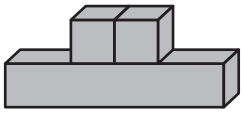
Each stands for 1 child.

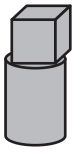
____ children

3. Which new shape can you make? Circle your answer.

Combine  and  .







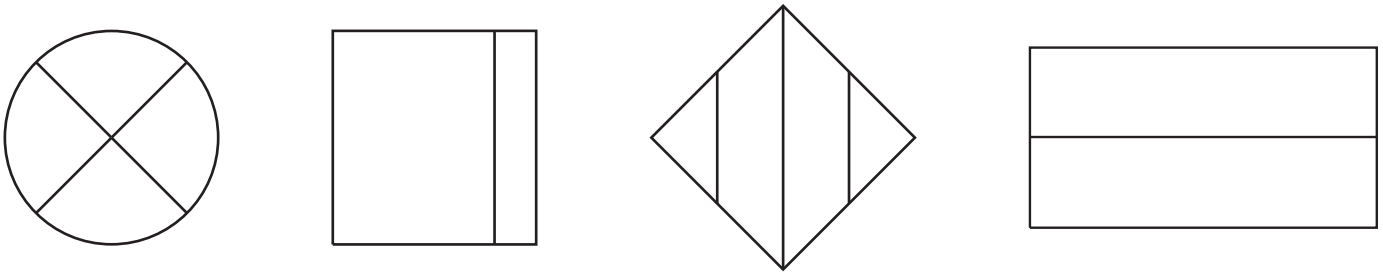
Name _____

Equal or Unequal Parts

COMMON CORE STANDARD—1.G.3
Reason with shapes and their attributes.

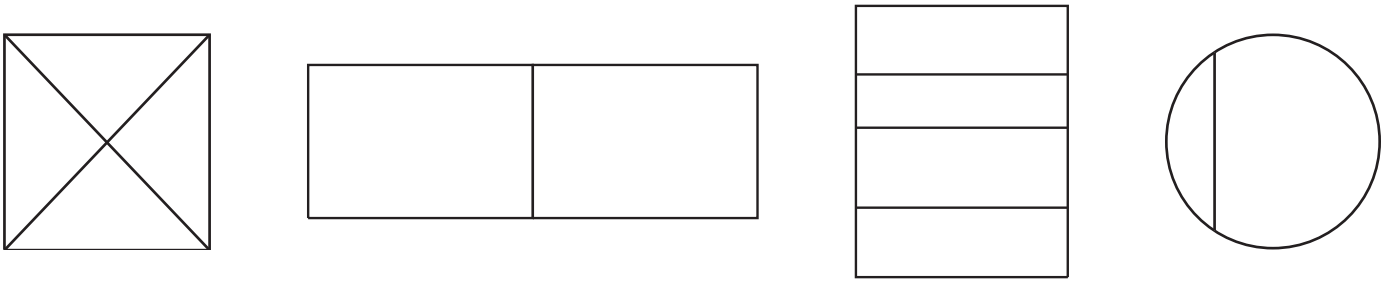
Color the shapes that show unequal shares.

1.



Color the shapes that show equal shares.

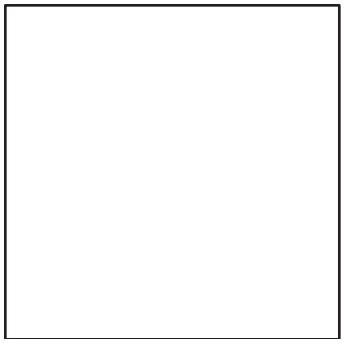
2.



Problem Solving Real World

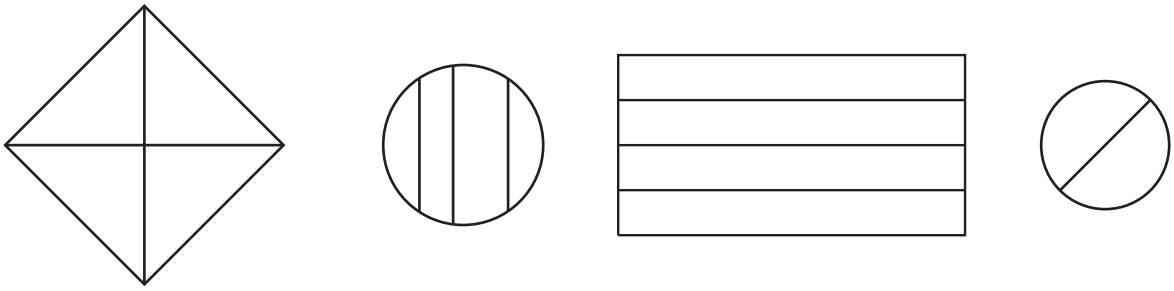
Draw lines to show the parts.

3. 4 equal shares



Lesson Check (1.G.3)

1. Color the shape that shows unequal shares.

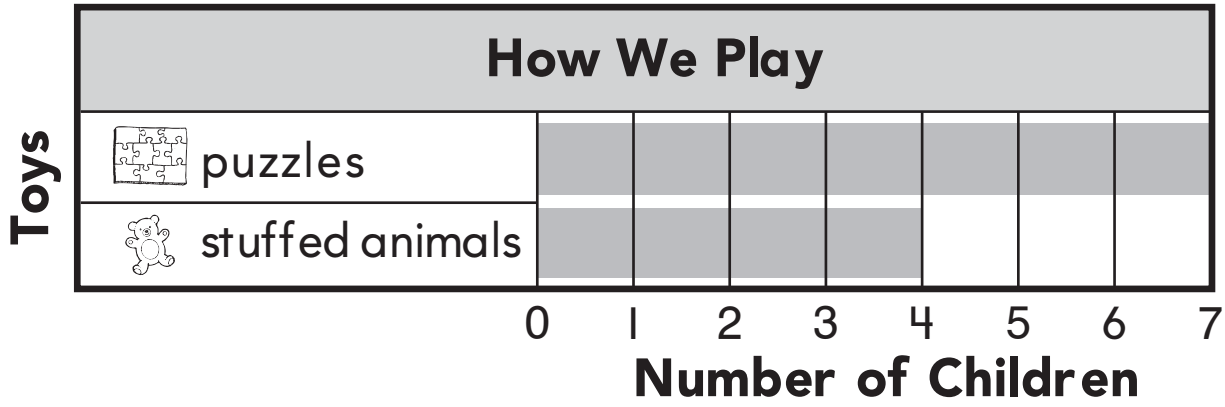


Spiral Review (1.MD.4)

2. Which food did the most children choose? Circle your answer.

Our Favorite Breakfast		Total
eggs	𝍸	4
waffles	𝍸	3
pancakes	𝍸 I	6

3. Use the graph. How many children chose  ?



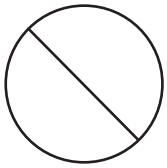
____ children

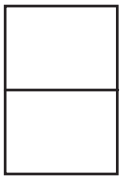
Name _____

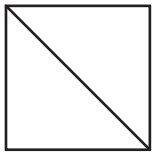
Halves

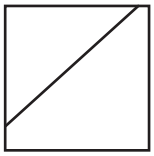
COMMON CORE STANDARD—1.G.3
Reason with shapes and their attributes.

Circle the shapes that show halves.

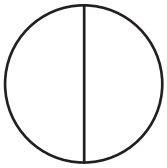
1. 

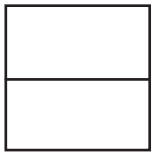
2. 

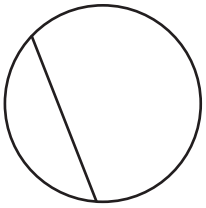
3. 

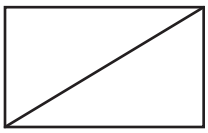
4. 

5. 

6. 

7. 

8. 

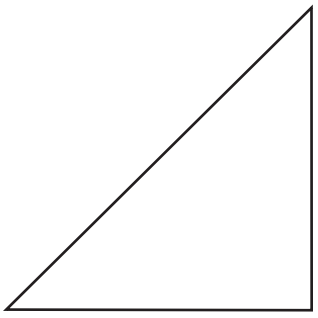
9. 

Problem Solving

Real World

Draw or write to solve.

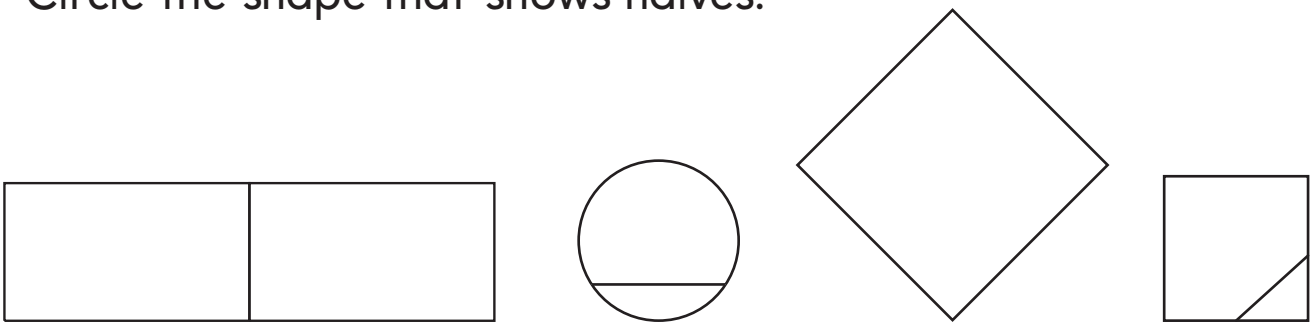
10. Kate cut a square into equal shares. She traced one of the parts. Write **half of** or **halves** to name the part.



_____
_____ a square
_____

Lesson Check (1.G.3)

1. Circle the shape that shows halves.



Spiral Review (1.G.1, 1.G.2)

2. Circle the new shape you can make.

Combine  and  .

3. Circle the shape that has both flat and curved surfaces.

4. How many △ do you use to make a ⏢? Draw to show your answer.

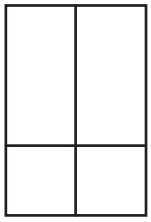
_____  make a  .

Name _____

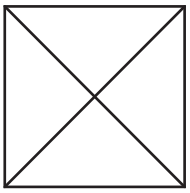
Fourths

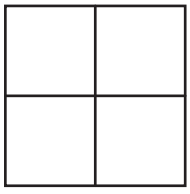
COMMON CORE STANDARD—1.G.3
Reason with shapes and their attributes.

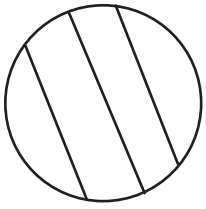
Circle the shapes that show fourths.

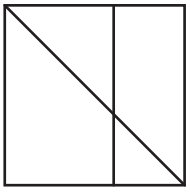
1. 

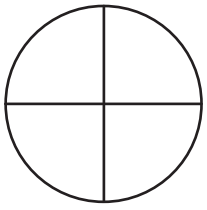
2. 

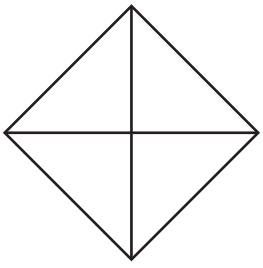
3. 

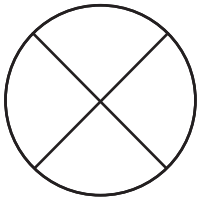
4. 

5. 

6. 

7. 

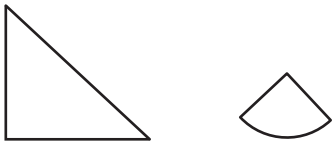
8. 

9. 

Problem Solving Real World

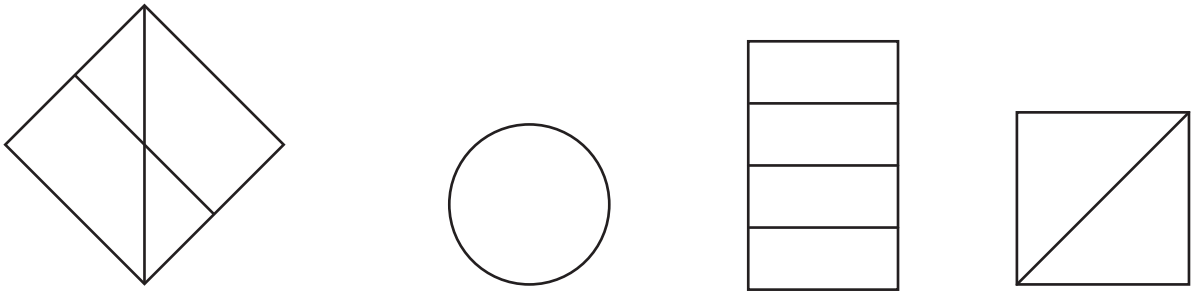
Solve.

10. Chad drew a picture to show a quarter of a circle. Which shape did Chad draw? Circle it.



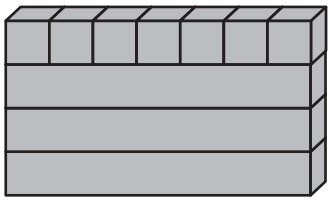
Lesson Check (1.G.3)

1. Circle the shape that shows fourths.

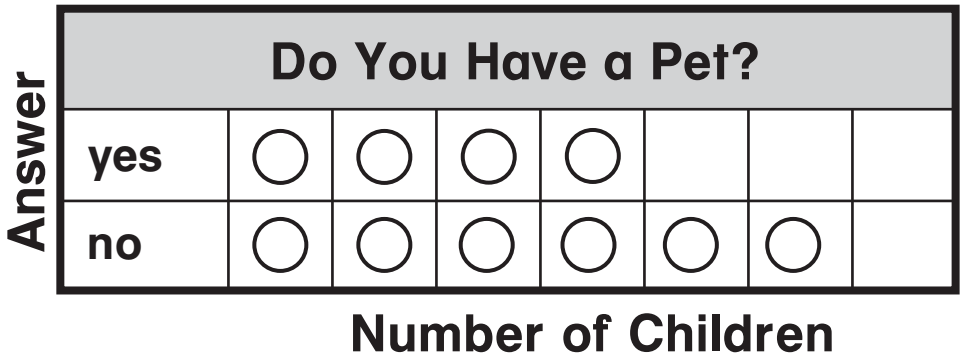


Spiral Review (1.MD.4, 1.G.2)

2. What shapes did Leila use to build the wall? Circle the shapes she used.



3. Use the graph to answer the question. How many fewer children answered **yes** than **no**?



____ fewer children