UNIT 11

Homework Guide

Review the ***vowel-consonant-e syllable*** with your child during the next 3 weeks.

If your child gets stuck on a word, have your child look it up in his or her notebook of sounds.

Follow These 4 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Do not tap trick words (in bold).
3. Have your child tell you the letters that go with those sounds.
4. Write the letters.

WEEK 3

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	**Review Words**	→	maze	prize	skate
On Tuesday Dictate	**Current Words**	→	cones	shaves	jokes
On Wednesday Dictate	**Trick Words**	→	**none**	**another**	**friend**
On Thursday Dictate	**Sentence**	→	**What are the** rules **for** this game?		

Name: Date:

UNIT 11

WEEK 3

Do the "Match the Rhyming" Words Activity

Have your child read the words. Draw a line to connect the words that rhyme.

bikes	flaps
straps	strikes
rakes	bakes

hides	moles
holes	winks
blinks	tides

flakes	trades
skunks	bakes
grades	trunks

shines	pines
flags	ships
clips	drags

Name: _____ Date: _____

UNIT 11

Writing Grid for Word and Sentence Homework

Review Words

1 2

3

Current Words

1 2

Trick Words

3 1

2 3

Sentence

1

Grade 1 Reading Comprehension Worksheet

Read the passage. Then answer each question.

THE BOAT PARADE

The boats are floating along the lakeshore. It is the summer boat parade.

There are motor boats, rowboats and sailboats.

Jessica's favorite is the yellow motor boat with the flag. The rowboat decorated with flowers is Lisa's favorite. Tony likes the purple sailboat.

The boats float by one at a time. The people on the boats waive at the crowds. The crowds cheer the boats.

The boat parade is so much fun to watch. It is the best part of the summer.

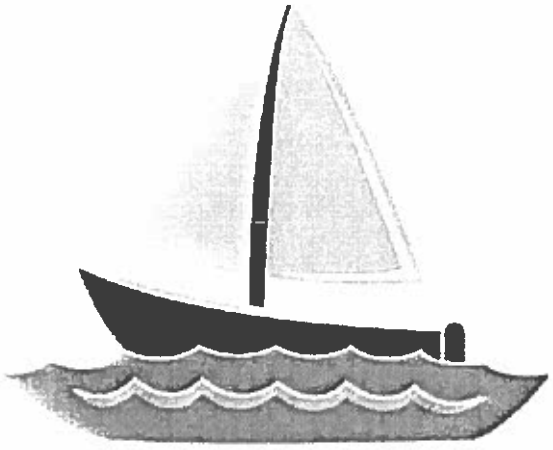
Answer the Questions:

1. Where are the boats floating?

2. What kind of boats are there?

3. What is Lisa's favorite boat?

4. What is the best part of summer?

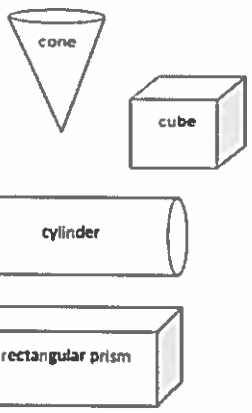


Eureka Math™ Tips for Parents

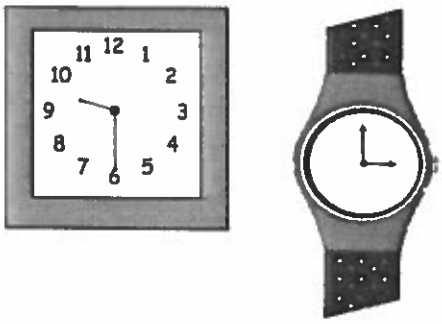
Grade 1 Module 5

Identifying, Composing, and Partitioning Shapes

In this module, students will revisit their kindergarten work with geometric shapes. They will sort, analyze, compare, and create two- and three-dimensional shapes, and put them together to create new shapes. They will also, as in their work with number bonds and addition and subtraction, examine the part-whole relationship through this new geometric lens.



Some three-dimensional shapes



Students will also use the idea of a half-circle to tell time to the ½ hour in this module.

What Came Before this Module:

In Module 4, students studied, organized, and added and subtracted numbers within 40. We used the symbols >, <, and = to compare numbers.

What Comes After this Module:

All of our first-grade learning comes together in this unit in which we will work with place value, addition, and subtraction within 100, as well as continue our work with money and coins.

New Terms and Strategies in this Module:

Attributes - characteristics of an object such as color or number of sides

Fourth - 1 out of 4 equal parts

Half - 1 out of 2 equal parts

Time Terms:
Half hour
Hour
Minute
O'clock

Three-Dimensional Shapes:

Cone	Cube
Cylinder	Sphere
Rectangular prism	

Two-Dimensional Shapes:

Circle	Half-circle
Square	Quarter-circle
Rectangle	Triangle

Hexagon - flat figure enclosed by six straight sides

Rhombus - flat figure enclosed by four straight sides of the same length where two pairs of opposite sides are parallel

+ How you can help at home:

- If you have Pattern Blocks or Tangram pieces at home, use them to practice the skills your student will be working on in this module. If you need blocks, ask your child's teacher for a blank copy of the ones being used in this module, or make your own out of paper from a model. (Please see the reverse side of this sheet for a helpful model of all the blocks).

Key Common Core Standards:

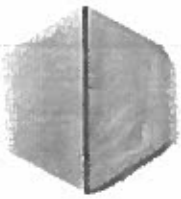
- *Reason with shapes and their attributes*
  - Distinguish between defining attributes (e.g. triangles are closed and three-sided) versus non-defining attributes (e.g. color, relative size, orientation)
  - Compose two-dimensional or three-dimensional shapes to create a composite shape
  - Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters
- *Tell and write time*
  - Tell and write time in hours and half-hours using analog and digital clocks

Prepared by Erin Schweng, Math Coach

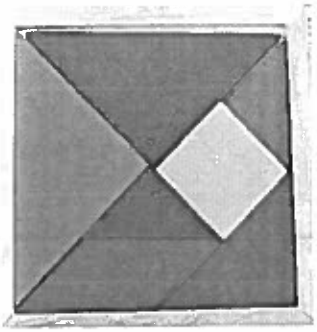
Some basic pattern blocks are shown below. In this module, students will use them as shown to make composite shapes from other shapes, as with the 2 triangles and 2 rhombuses combined to make a hexagon.

1 hexagon

2 triangles and 2 rhombuses



2 trapezoids



Tangrams, above, are a puzzle game similar to pattern blocks.

Spotlight on Math Strategies:

Pattern Blocks

Students will use these blocks to compose shapes in this module of *A Story of Units*.

A Story of Units has several key mathematical strategies that will be used throughout a student's elementary years.

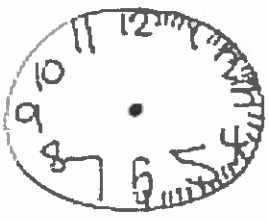
This module takes the basic understanding students have about shapes from Kindergarten and stretches their skills to see how to combine and create the shapes they know into new, composite shapes. Pattern blocks are not exclusive to *A Story of Units*. They are tools that have been used to support math learning for many generations of students.

In this module, students will learn the proper names of all the pattern block shapes: triangle, square, rhombus, hexagon, and trapezoid, (though some pattern block sets do not include trapezoids). We will also use the blocks to discuss equal parts, for example students can compose a hexagon out of several different pattern blocks, as above.

Sample Problem from Module 5:
(Example taken from Lesson 12)

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

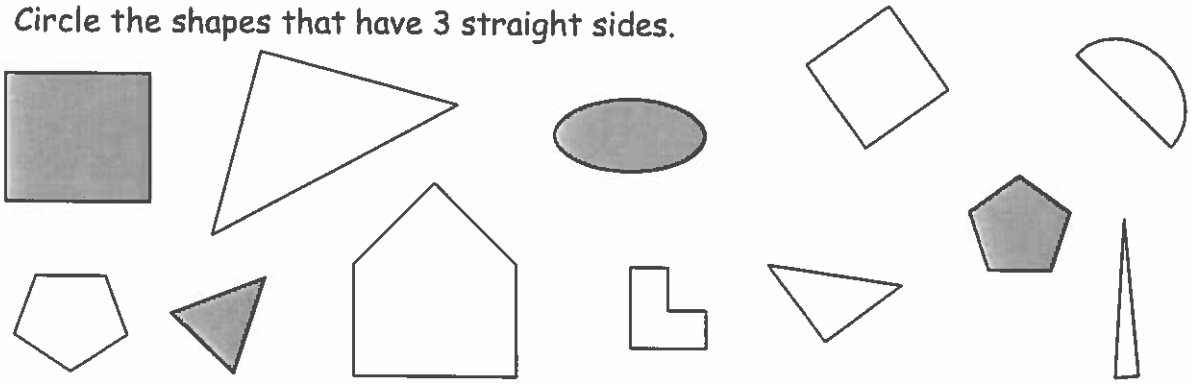
Explain why that is the same as 30 minutes.



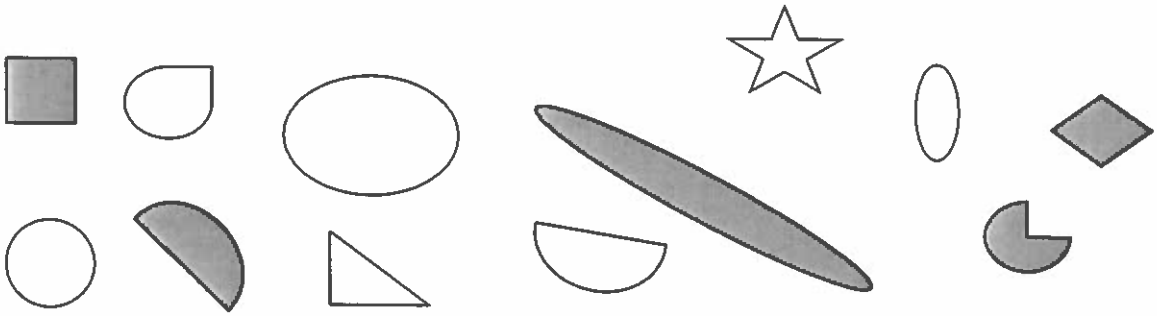
Half an hour is halfway around the clock with the minute hand. There are 30 minutes in that half of the clock.

Name _____ Date _____

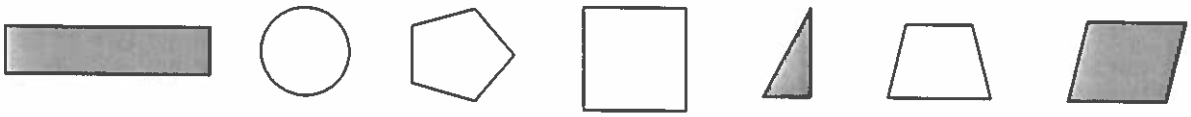
1. Circle the shapes that have 3 straight sides.



2. Circle the shapes that have no corners.



3. Circle the shapes that have only square corners.



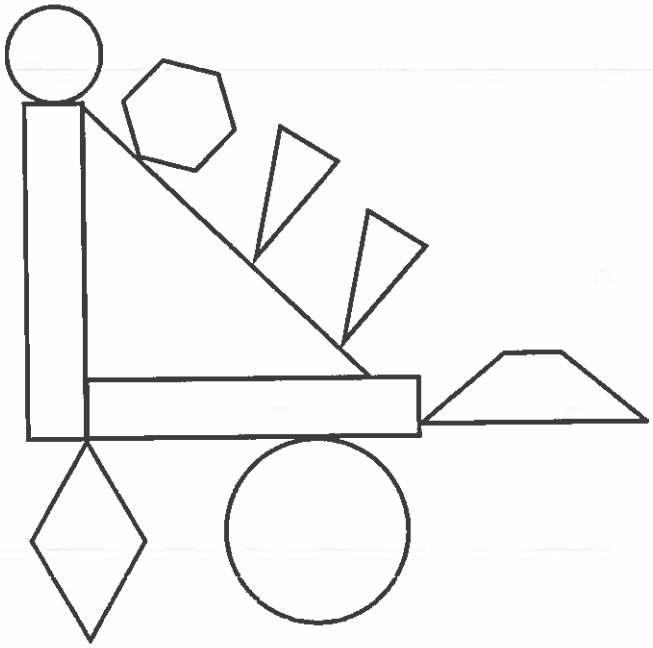
4. a. Draw a shape that has 4 straight sides.

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

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.