

School-Home Letter

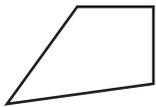
Dear Family:

My class started Chapter 11 this week. In this chapter, I will learn about three-dimensional and two-dimensional shapes. I will also learn about equal parts of a whole.

Love, _____

Vocabulary

quadrilateral



pentagon



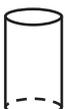
hexagon



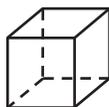
cone



cylinder



cube



Home Activity

Name a two-dimensional shape: triangle, quadrilateral, pentagon, or hexagon. With your child, look for an object that has that shape.

Repeat the activity using a three-dimensional shape: cube, rectangular prism, sphere, cylinder, or cone.

Literature

Reading math stories reinforces learning. Look for these books at the library.

Shape Up!
by David Adler.
Holiday House,
1998.

The Village of Round and Square Houses
by Ann Grifalconi. Little,
Brown and Company, 1986.



Carta para la casa

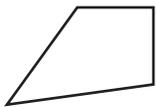
Querida familia:

Mi clase comenzó hoy el Capítulo 11. En este capítulo, aprenderé acerca de las guras bidimensionales y tridimensionales. También aprenderé sobre las partes igualdades de un entero.

Con cariño, _____

Vocabulario

cuadrilátero



pentágono



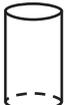
hexágono



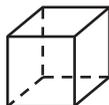
cono



cilindro



cubo



Actividad para la casa

Nombre alguna figura bidimensional, como triángulo, cuadrilátero, pentágono o hexágono. Juntos, busquen una figura que tenga la misma forma. Repitan la actividad con una figura tridimensional, como cubo, prisma rectangular, esfera, cilindro o cono.

Literatura

Leer cuentos de matemáticas refuerza el aprendizaje. Busquen estos libros en la biblioteca.

Shape Up!
por David Adler.
Holiday House,
1998

**The Village of Round
and Square Houses**
por Ann Grifalconi. Little,
Brown and Company, 1986.

Three-Dimensional Shapes



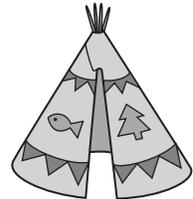
COMMON CORE STANDARD MACC.2.G.1.1
Reason with shapes and their attributes.

Circle the objects that match the shape name.

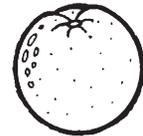
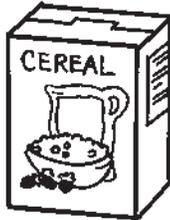
1. cube



2. cone



3. rectangular prism



4. cylinder



PROBLEM SOLVING REAL WORLD

5. Lisa draws a circle by tracing around the bottom of a block. Which could be the shape of Lisa's block?
Circle the name of the shape.

cone

cube

rectangular prism

Lesson Check (MACC.2.G.1.1)

1. What is the name of this shape?



- cube
- cone
- cylinder
- sphere

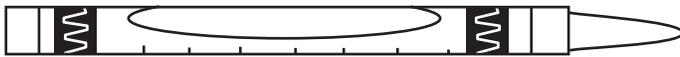
2. What is the name of this shape?



- rectangular prism
- cube
- sphere
- cone

Spiral Review (MACC.2.MD.1.3, MACC.2.MD.3.7, MACC.2.MD.3.8)

3. The string is about 6 centimeters long. Which is the best estimate for the length of the crayon? (Lesson 9.2)



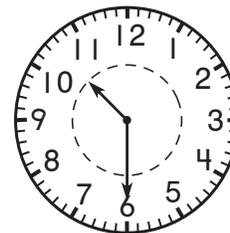
- 3 centimeters
- 4 centimeters
- 9 centimeters
- 12 centimeters

4. What is the total value of this group of coins? (Lesson 7.1)



- 3¢
- 11¢
- 15¢
- 16¢

5. What time is shown on this clock? (Lesson 7.8)



- 6:00
- 10:06
- 10:30
- 11:00

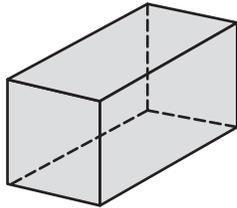
Attributes of Three-Dimensional Shapes



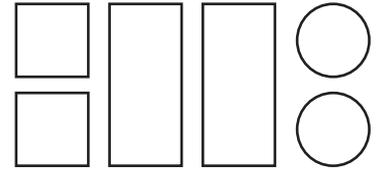
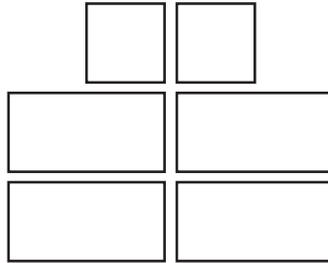
COMMON CORE STANDARD MACC.2.G.1.1
Reason with shapes and their attributes.

Circle the set of shapes that are the faces of the three-dimensional shape.

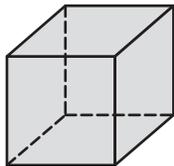
1.



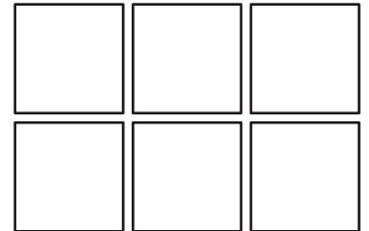
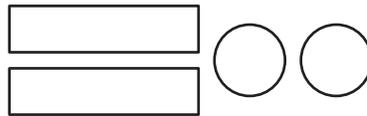
rectangular prism



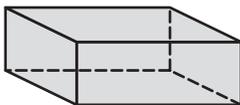
2.



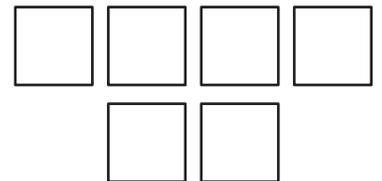
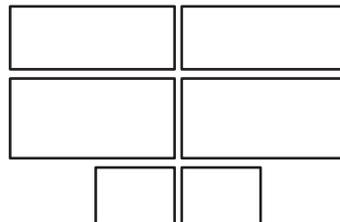
cube



3.



rectangular prism



PROBLEM SOLVING

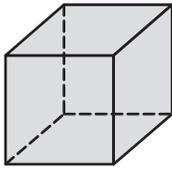


4. Kevin keeps his marbles in a container that has the shape of a cube. He wants to paint each face a different color. How many different paint colors does he need?

_____ different paint colors

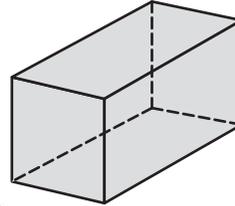
Lesson Check (MACC.2.G.1.1)

1. How many faces does a cube have?



- 8 6
 7 5

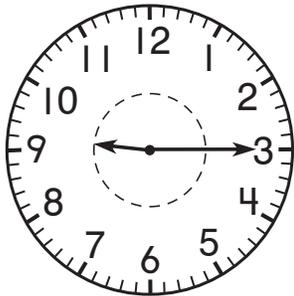
2. How many faces does a rectangular prism have?



- 12 8
 10 6

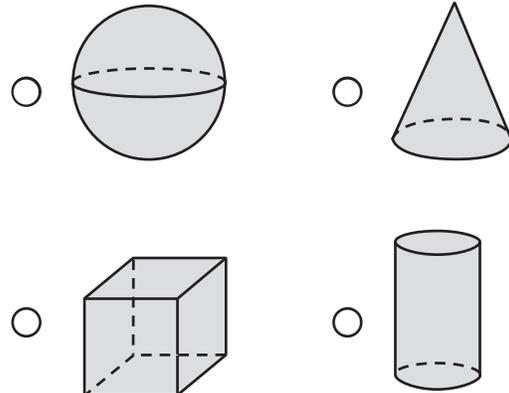
Spiral Review (MACC.2.MD.3.7, MACC.2.MD.4.9, MACC.2.MD.4.10, MACC.2.G.1.1)

3. What time is shown on this clock? (Lesson 7.9)



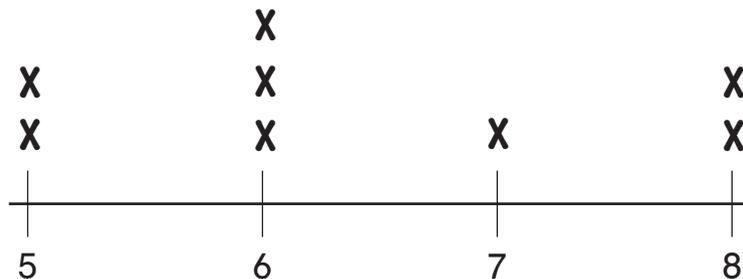
- 9:45 9:03
 9:15 3:45

4. Which of these shapes is a cone? (Lesson 11.1)



5. Use the line plot. How many books are 8 inches long? (Lesson 8.9)

- 1
 2
 6
 8



Lengths of Books in Inches

Two-Dimensional Shapes



COMMON CORE STANDARD MACC.2.G.1.1
Reason with shapes and their attributes.

Write the number of sides and the number of vertices. Then write the name of the shape.

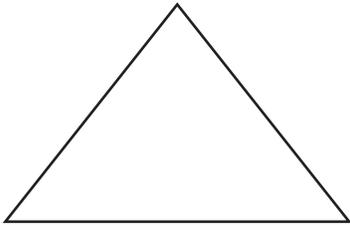
pentagon

triangle

hexagon

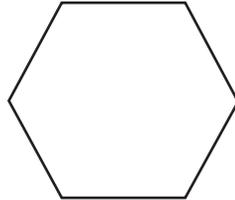
quadrilateral

1.



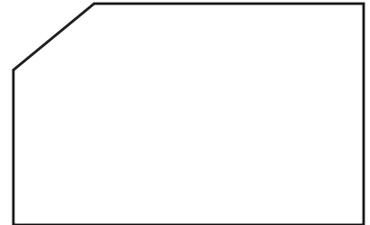
_____ sides
_____ vertices

2.



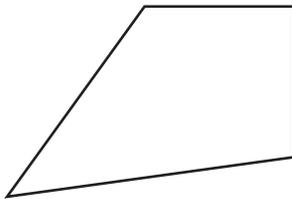
_____ sides
_____ vertices

3.



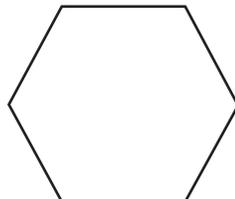
_____ sides
_____ vertices

4.



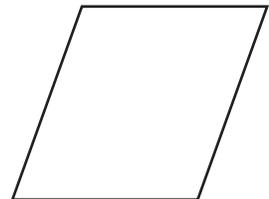
_____ sides
_____ vertices

5.



_____ sides
_____ vertices

6.



_____ sides
_____ vertices

PROBLEM SOLVING



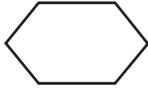
Solve. Draw or write to explain.

7. Oscar is drawing a picture of a house. He draws a pentagon shape for a window. How many sides does his window have?

_____ sides

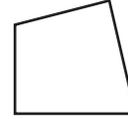
Lesson Check (MACC.2.G.1.1)

1. How many sides does a hexagon have?



- 3
- 4
- 5
- 6

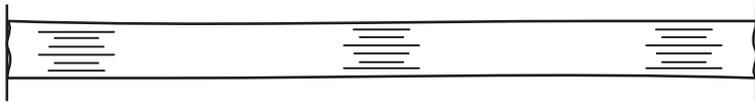
2. How many vertices does a quadrilateral have?



- 6
- 5
- 4
- 3

Spiral Review (MACC.2.MD.1.1, MACC.2.MD.4.10)

3. Use a centimeter ruler. What is the length of the ribbon to the nearest centimeter? (Lesson 9.3)



- 10 centimeters
- 14 centimeters
- 16 centimeters
- 18 centimeters

4. Look at the picture graph. How many more children chose apples than chose oranges? (Lesson 10.3)

- 1
- 2
- 4
- 11

Favorite Fruit					
apples	😊	😊	😊	😊	
oranges	😊	😊			
grapes	😊	😊	😊		
peaches	😊	😊			

Key: Each 😊 stands for 1 child.

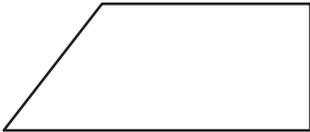
Angles in Two-Dimensional Shapes



COMMON CORE STANDARD MACC.2.G.1.1
Reason with shapes and their attributes.

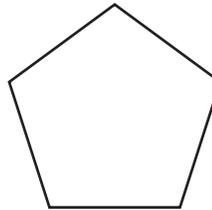
**Circle the angles in each shape.
Write how many.**

1.



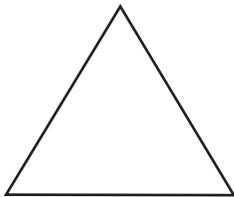
_____ angles

2.



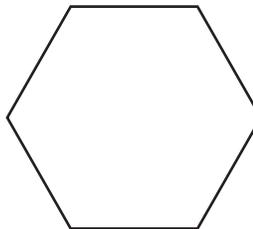
_____ angles

3.



_____ angles

4.

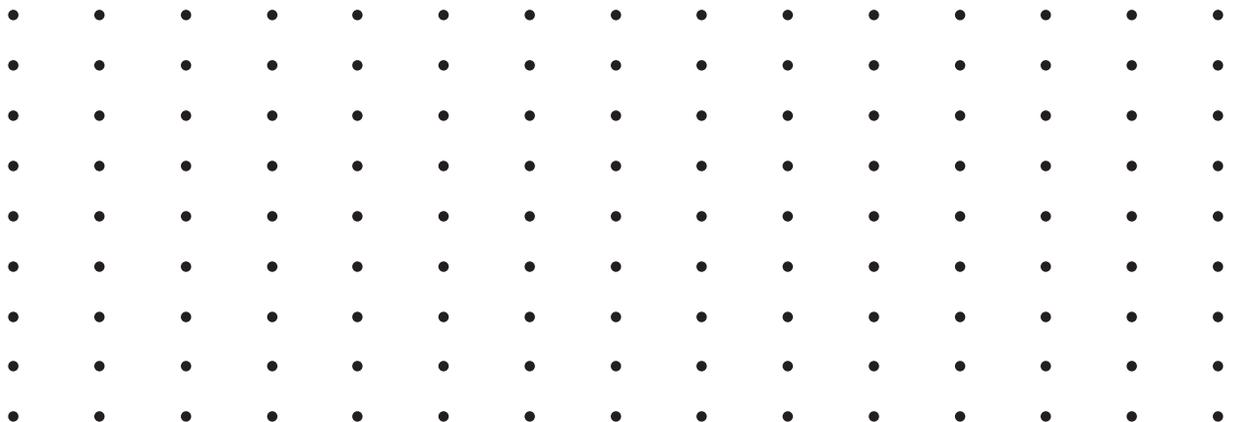


_____ angles

PROBLEM SOLVING

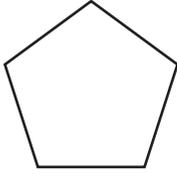


5. Logan drew 2 two-dimensional shapes that had 8 angles in all. Draw shapes Logan could have drawn.



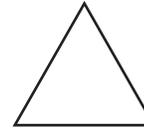
Lesson Check (MACC.2.G.1.1)

1. How many angles does this shape have?



- 3 5
 4 6

2. How many angles does this shape have?



- 3 5
 4 6

Spiral Review (MACC.2.MD.2.5, MACC.2.MD.2.6, MACC.2.MD.4.10, MACC.2.G.1.1)

3. Use an inch ruler. What is the length of the string to the nearest inch? (Lesson 8.4)



- 13 inches 5 inches
 11 inches 3 inches

4. Look at the picture graph. How many children chose daisies?

(Lesson 10.2)

- 2
 3
 4
 5

Favorite Flower						
roses	😊	😊	😊	😊		
tulips	😊	😊	😊			
daisies	😊	😊	😊	😊	😊	
lillies	😊	😊				

Key: Each 😊 stands for 1 child.

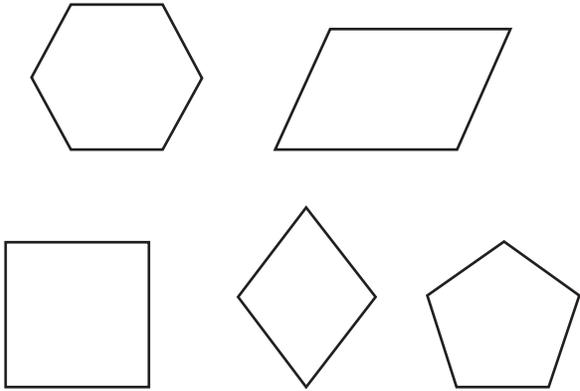
Sort Two-Dimensional Shapes



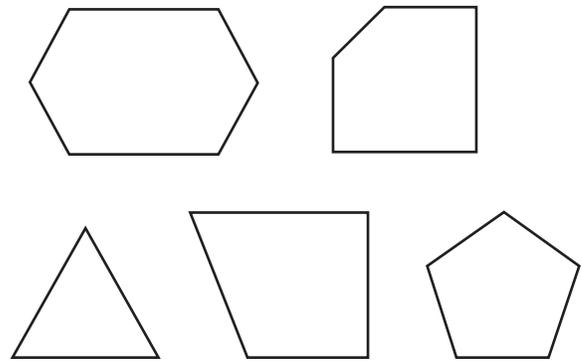
COMMON CORE STANDARD MACC.2.G.1.1
Reason with shapes and their attributes.

Circle the shapes that match the rule.

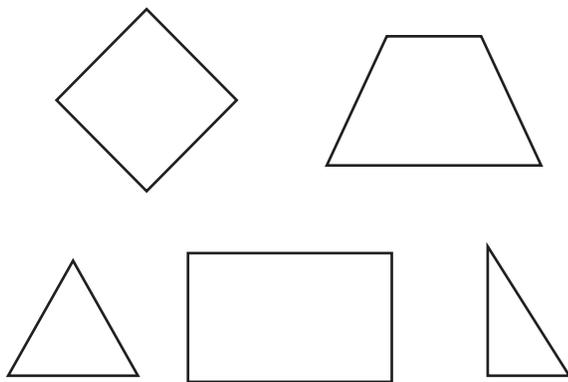
1. Shapes with fewer than 5 sides



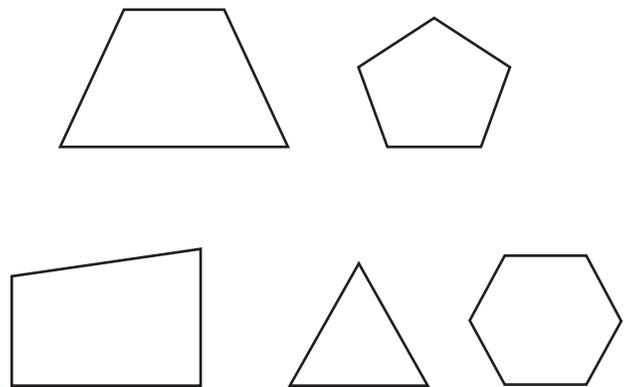
2. Shapes with more than 4 sides



3. Shapes with 4 angles



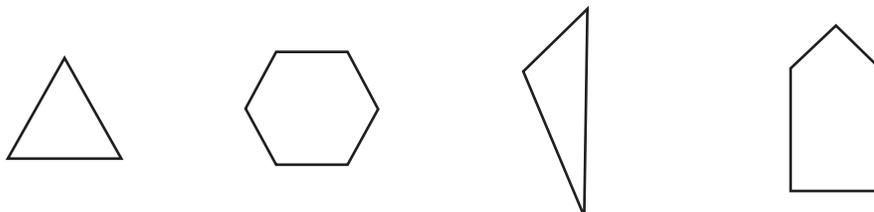
4. Shapes with fewer than 6 angles



PROBLEM SOLVING REAL WORLD

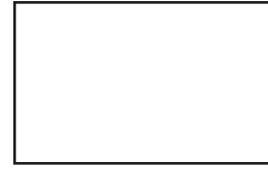
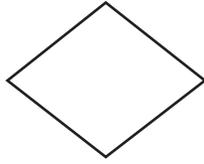
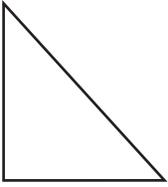
Circle the correct shape.

5. Tammy drew a shape with more than 3 angles.
It is not a hexagon. Which shape did Tammy draw?



Lesson Check (MACC.2.G.1.1)

1. Which shape has fewer than 4 sides?



Spiral Review (MACC.2.MD.1.1, MACC.2.MD.4.10)

2. Use an inch ruler. What is the length of the pencil to the nearest inch? (Lesson 8.4)



- 1 inch
- 2 inches
- 6 inches
- 8 inches

3. Use the tally chart. How many children chose basketball as their favorite sport? (Lesson 10.1)

- 4
- 5
- 6
- 7

Favorite Sport	
Sport	Tally
soccer	
basketball	
football	
baseball	

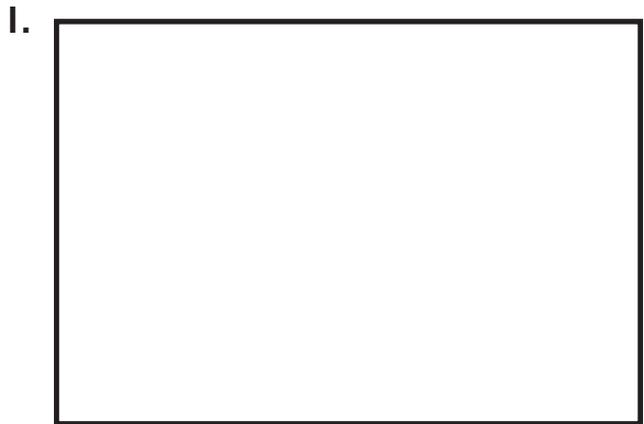
Name _____

Partition Rectangles

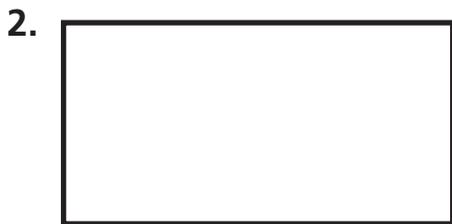


COMMON CORE STANDARD MACC.2.G.1.2
Reason with shapes and their attributes.

Use color tiles to cover the rectangle.
Trace around the square tiles.
Write how many.



Number of rows: _____
Number of columns: _____
Total: _____ square tiles



Number of rows: _____
Number of columns: _____
Total: _____ square tiles

PROBLEM SOLVING



Solve. Write or draw to explain.

3. Nina wants to put color tiles on a square. 3 color tiles fit across the top of the square. How many rows and columns of squares will Nina need? How many color tiles will she use in all?

Number of rows: _____
Number of columns: _____
Total: _____ square tiles

_____ tiles

Lesson Check (MACC.2.G.1.2)

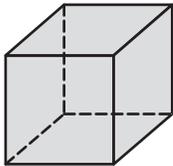
1. Use color tiles to cover the rectangle. How many tiles did you use?



- 1
- 2
- 3
- 4

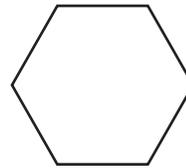
Spiral Review (MACC.2.MD.4.10, MACC.2.G.1.1)

2. How many faces does a cube have? (Lesson 11.2)



- 4
- 6
- 8
- 10

3. How many angles does this shape have? (Lesson 11.4)



- 6
- 7
- 8
- 10

4. Use the tally chart. How many more children chose art than reading? (Lesson 10.1)

- 10
- 8
- 3
- 2

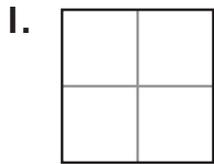
Favorite Subject	
Subject	Tally
reading	### III
math	### II
science	###
art	### ###

Equal Parts

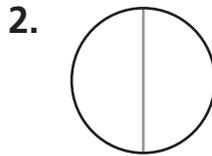


COMMON CORE STANDARD MACC.2.G.1.3
Reason with shapes and their attributes.

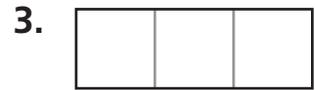
**Write how many equal parts there are in the whole.
Write halves, thirds, or fourths to name the equal parts.**



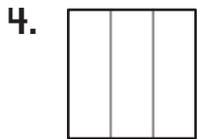
____ equal parts



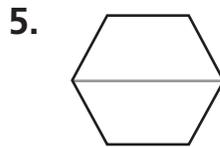
____ equal parts



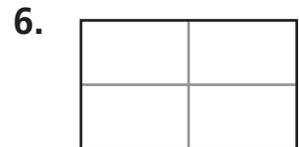
____ equal parts



____ equal parts



____ equal parts

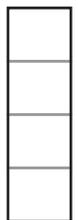
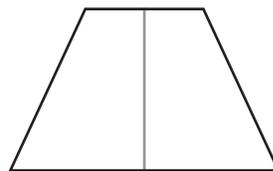
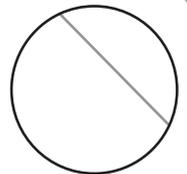
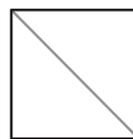


____ equal parts

PROBLEM SOLVING

7. Sort the shapes.

- Draw an X on the shapes that do not show equal parts.
- Circle the shapes that show halves.



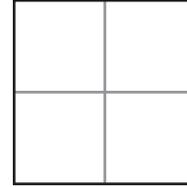
Lesson Check (MACC.2.G.1.3)

1. What are the 3 equal parts of the shape called?



- halves fourths
 thirds sixths

2. What are the 4 equal parts of the shape called?



- halves fourths
 thirds sixths

Spiral Review (MACC.2.NBT.2.5, MACC.2.G.1.1)

3. What is the sum? (Lesson 4.7)

$$\begin{array}{r} 87 \\ + 45 \\ \hline \end{array}$$

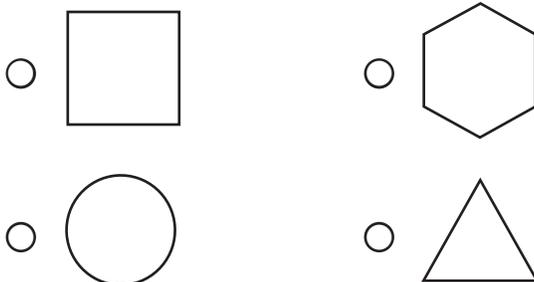
- 132 122
 112 42

4. What is the difference? (Lesson 5.2)

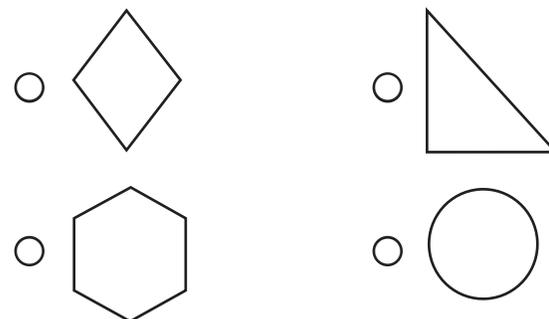
$$\begin{array}{r} 59 \\ - 15 \\ \hline \end{array}$$

- 24 34
 44 74

5. Which of the following shapes is a quadrilateral? (Lesson 11.3)



6. Which of the following shapes is a hexagon? (Lesson 11.3)



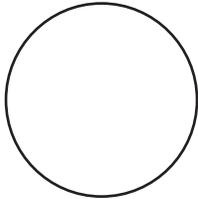
Show Equal Parts of a Whole



COMMON CORE STANDARD MACC.2.G.1.3
Reason with shapes and their attributes.

Draw to show equal parts.

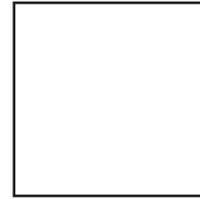
1. halves



2. fourths



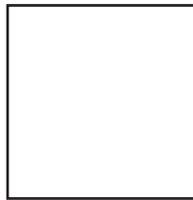
3. thirds



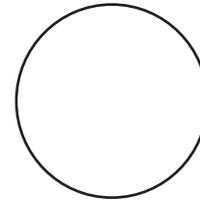
4. thirds



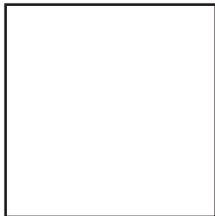
5. halves



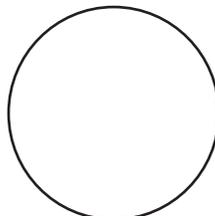
6. fourths



7. fourths



8. halves



9. thirds



PROBLEM SOLVING



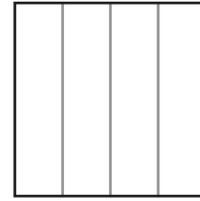
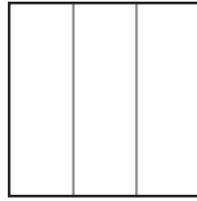
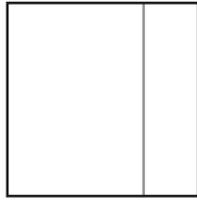
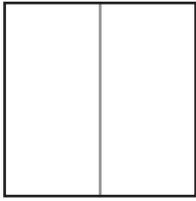
Solve. Write or draw to explain.

10. Joe has one sandwich. He cuts the sandwich into fourths. How many pieces of sandwich does he have?

_____ pieces

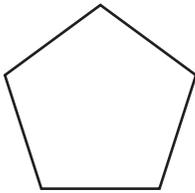
Lesson Check (MACC.2.G.1.3)

1. Which shape is divided into fourths?



Spiral Review (MACC.2.MD.1.4, MACC.2.G.1.1)

2. How many angles does this shape have? (Lesson 11.4)



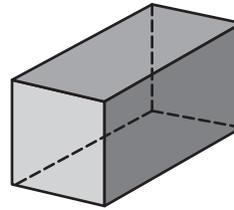
5

7

6

8

3. How many faces does a rectangular prism have? (Lesson 11.2)



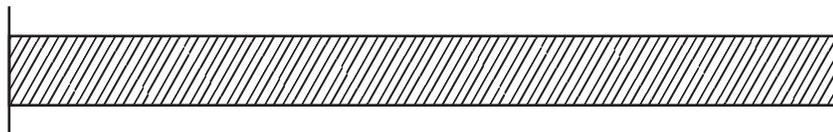
4

8

6

12

4. Use a centimeter ruler. Measure the length of each object. How much longer is the ribbon than the string? (Lesson 9.7)



2 centimeters longer

3 centimeters longer

5 centimeters longer

17 centimeters longer

Name _____

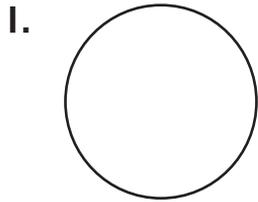
Describe Equal Parts



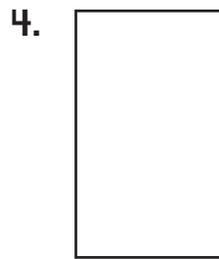
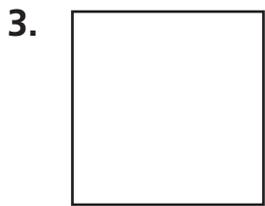
COMMON CORE STANDARD MACC.2.G.1.3

Reason with shapes and their attributes.

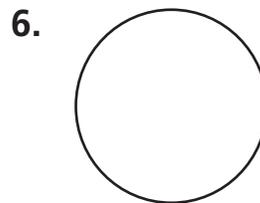
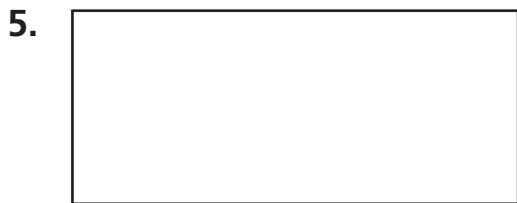
Draw to show halves.
Color a half of the shape.



Draw to show thirds.
Color a third of the shape.

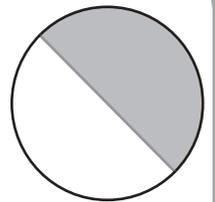
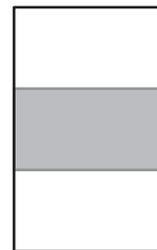
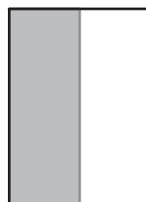
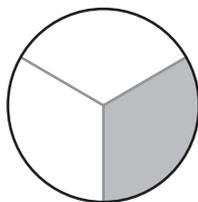
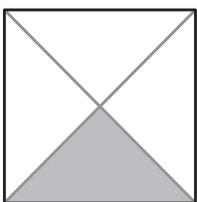


Draw to show fourths.
Color a fourth of the shape.



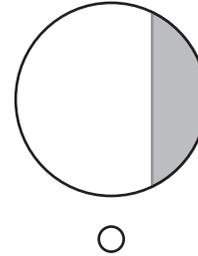
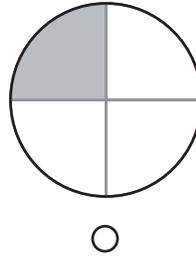
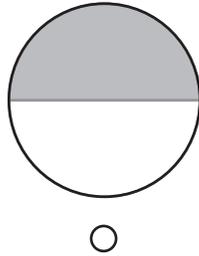
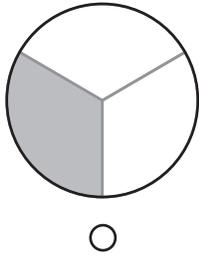
PROBLEM SOLVING

7. Circle all the shapes that have a third of the shape shaded.



Lesson Check (MACC.2.G.1.3)

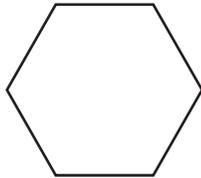
1. Which of these has a half of the shape shaded?



Spiral Review (MACC.2.MD.1.1, MACC.2.MD.3.7, MACC.2.G.1.1)

2. What is the name of this shape?

(Lesson 11.2)



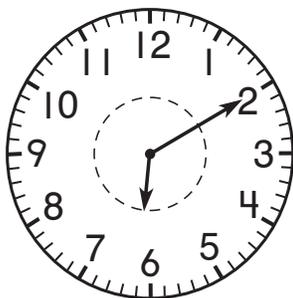
- hexagon
- pentagon
- rectangle
- triangle

3. Use a centimeter ruler. What is the length of the string to the nearest centimeter? (Lesson 9.3)



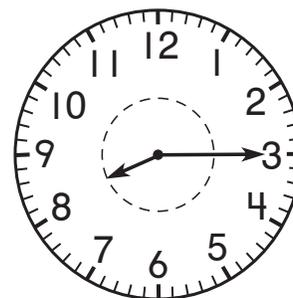
- 2 centimeters
- 4 centimeters
- 6 centimeters
- 8 centimeters

4. The clock shows the time Chris finished his homework. What time did Chris finish his homework? (Lesson 7.11)



- 2:10 A.M.
- 6:10 P.M.
- 2:30 A.M.
- 2:30 P.M.

5. What time is shown on this clock? (Lesson 7.9)



- 3:40
- 8:15
- 8:03
- 9:15

Name _____

PROBLEM SOLVING Lesson 11.10

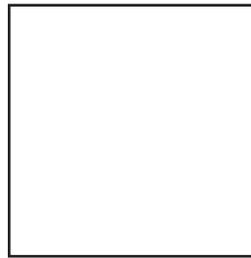
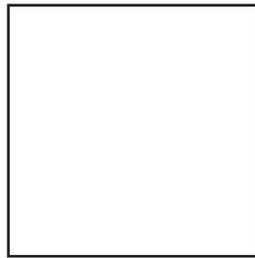
Problem Solving • Equal Shares



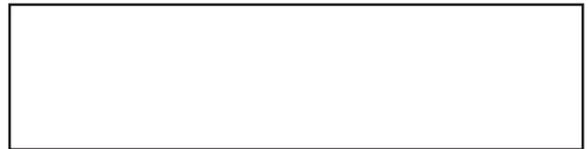
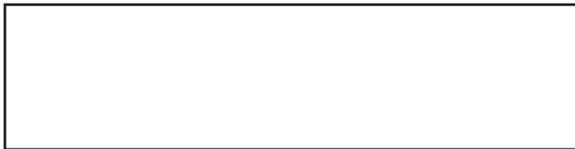
COMMON CORE STANDARD MACC.2.G.1.3
Reason with shapes and their attributes.

Draw to show your answer.

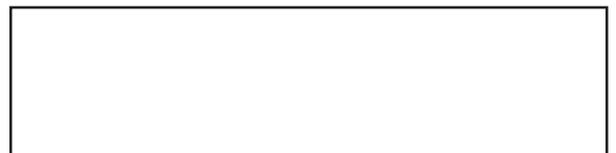
1. Max has square pizzas that are the same size.
What are two different ways he can divide the pizzas into fourths?



-
2. Lia has two pieces of paper that are the same size.
What are two different ways she can divide the pieces of paper into halves?

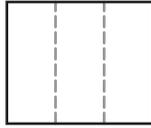


-
3. Frank has two crackers that are the same size.
What are two different ways he can divide the cracker into thirds?

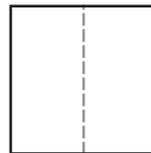
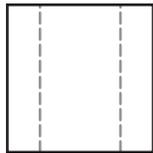
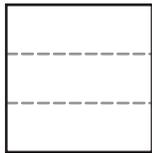
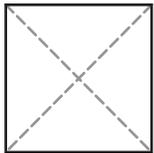


Lesson Check (MACC.2.G.1.3)

1. Bree cut a piece of cardboard into thirds like this.



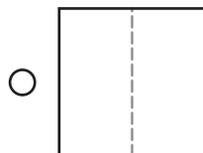
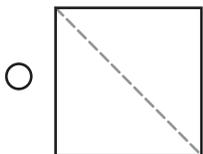
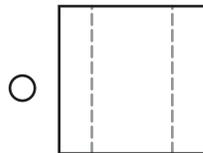
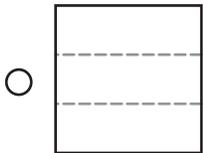
Which of these shows another way to cut the cardboard into thirds?



Spiral Review (MACC.2.MD.3.7, MACC.2.MD.3.8, MACC.2.G.1.1)

2. Which shape has 3 equal parts?

(Lesson 11.7)



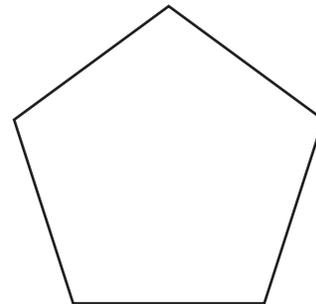
3. How many angles does this shape have? (Lesson 11.5)

3

4

5

6



4. What is the best estimate for the width of a door? (Lesson 10.4)

1 foot

3 feet

6 feet

10 feet

5. Which is another way to write 10 minutes after 9? (Lesson 7.10)

8:50

9:10

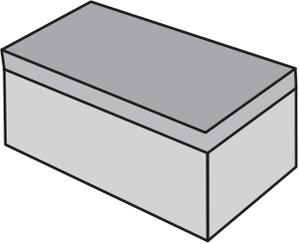
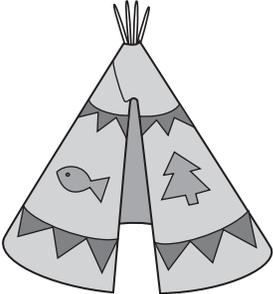
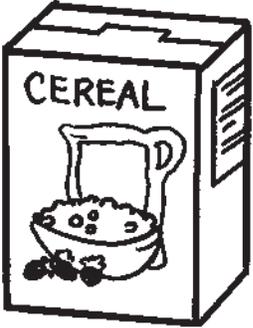
9:50

10:10

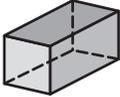
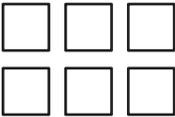
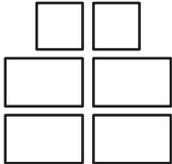
Chapter 11 Extra Practice

Lessons 11.1-11.2 (pp. 509-516)

Circle the objects that match the shape name.

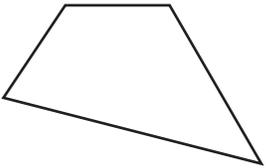
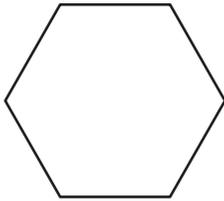
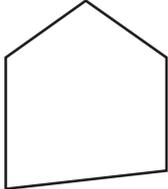
<p>1. rectangular prism</p>			
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Circle the set of shapes that are the faces of the three-dimensional shape.

<p>2.</p> 		
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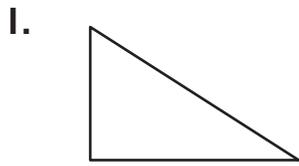
Lesson 11.3 (pp. 517-520)

Write the number of sides and the number of vertices.

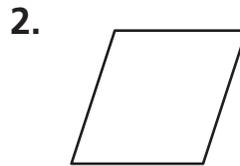
<p>1.</p>  <p>_____ sides</p> <p>_____ vertices</p>	<p>2.</p>  <p>_____ sides</p> <p>_____ vertices</p>	<p>3.</p>  <p>_____ sides</p> <p>_____ vertices</p>
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Lesson 11.4 (pp. 521–524)

Circle the angles in each shape. Write how many.



_____ angles

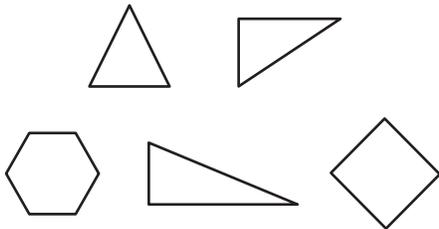


_____ angles

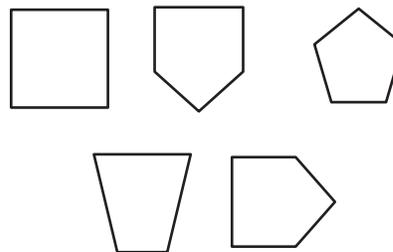
Lesson 11.5 (pp. 525–528)

Circle the shapes that match the rule.

1. Shapes with fewer than 4 sides



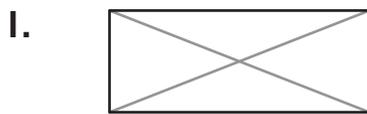
2. Shapes with 5 angles



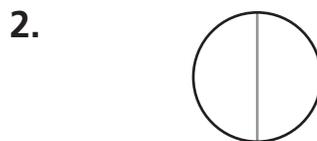
Lesson 11.7 (pp. 533–536)

Write how many equal parts there are in the whole.

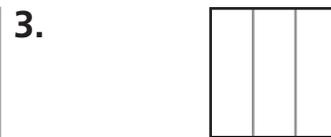
Write halves, thirds, or fourths to name the equal parts.



_____ equal parts



_____ equal parts



_____ equal parts

Lesson 11.8 (pp. 537–540)

Draw to show equal parts.

