

School-Home Letter

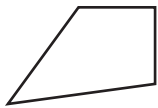
Dear Family:

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



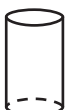
hexagon



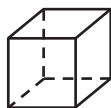
cone



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.

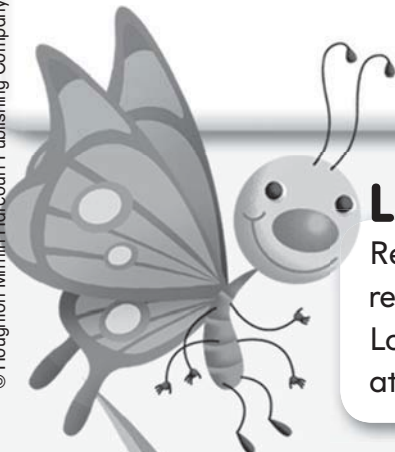
Repeat the activity using a three-dimensional shape: cube, rectangular prism, sphere, cylinder, or cone.

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

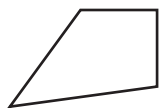
Querida familia:

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



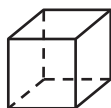
cono



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


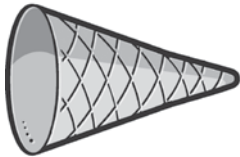

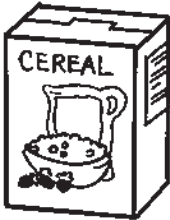
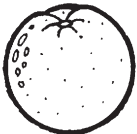
The Village of Round and Square Houses
por Ann Grifalconi. Little, Brown and Company, 1986.

Three-Dimensional Shapes



COMMON CORE STANDARD—2.G.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



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.

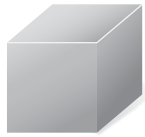
cone

cube

rectangular prism

Lesson Check (2.G.1)

1. What is the name of this shape?

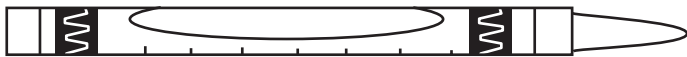


2. What is the name of this shape?



Spiral Review (2.MD.3, 2.MD.7, 2.MD.8)

3. The string is about 6 centimeters long. What is a reasonable estimate for the length of the crayon?

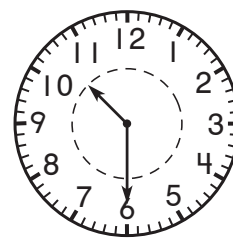


_____ centimeters

4. What is the total value of this group of coins?



5. What time is shown on this clock?



_____ : _____

Name _____

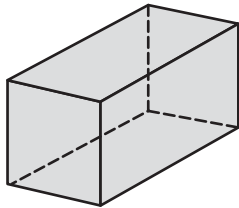
Attributes of Three-Dimensional Shapes



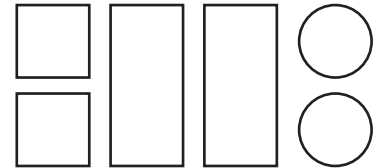
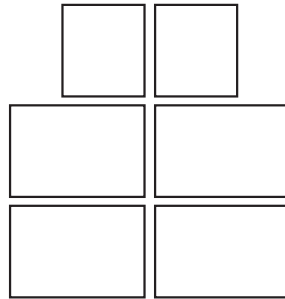
COMMON CORE STANDARD—2.G.1
Reason with shapes and their attributes.

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

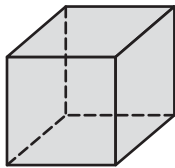
1.



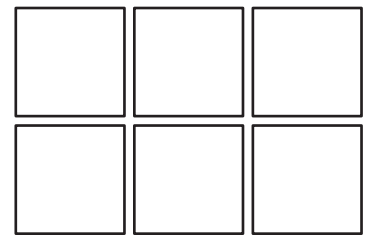
rectangular prism



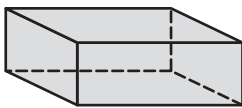
2.



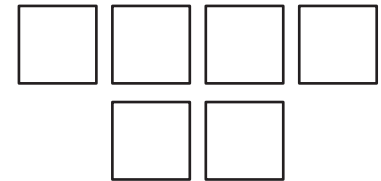
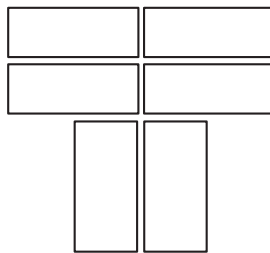
cube



3.



rectangular prism



Problem Solving

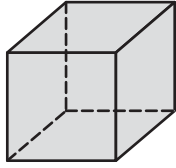


4. Kevin keeps his marbles in a container that has the shape of a cube. He wants to paint each face a different color. How many different paint colors does he need?

_____ different paint colors

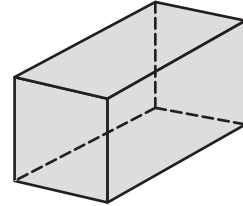
Lesson Check (2.G.1)

1. How many faces does a cube have?



___ faces

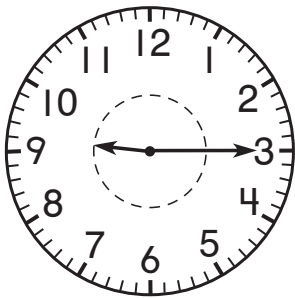
2. How many faces does a rectangular prism have?



___ faces

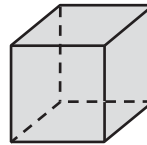
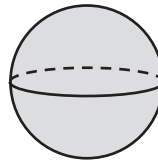
Spiral Review (2.MD.7, 2.MD.9, 2.MD.10, 2.G.1)

3. What time is shown on this clock?

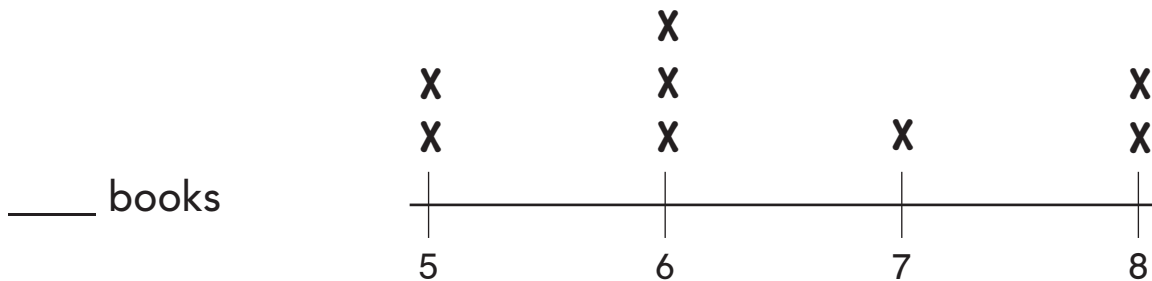


___ : ___

4. Circle the cone.



5. Use the line plot. How many books are 8 inches long?



Lengths of Books in Inches

Name _____

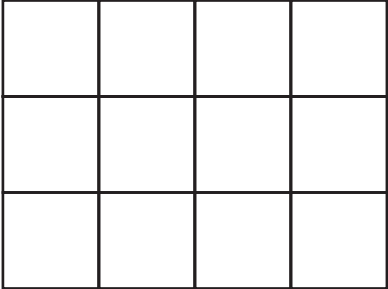
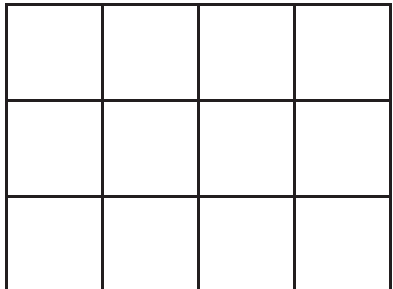
HANDS ON Lesson 11.3

Build Three-Dimensional Shapes

Build a rectangular prism with the given number of unit cubes. Shade to show the top and front views.



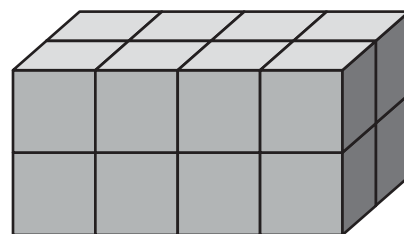
COMMON CORE STANDARD—2.G.1
Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

	top view	front view
1. 12 unit cubes		

Problem Solving

Solve. Write or draw to explain.

2. Rosie built this rectangular prism. How many unit cubes did she use?



_____ unit cubes

Lesson Check (2.G.1)

3. Milt builds the first layer of a rectangular prism using 3 cubes. He adds 2 more layers of 3 cubes each. How many cubes are used for the prism?

_____ cubes

4. Thea builds the first layer of a rectangular prism using 4 cubes. Raj adds 4 more layers of 4 cubes each. How many cubes are used for the prism?

_____ cubes

Spiral Review (2.MD.7, 2.NBT.7.1, 2.MD.10, 2.MD.10)

5. Patti's dance class will meet for 1 year. Her art class will meet for 32 weeks. Which is the greater amount of time?

6. A large pack has 512 beads. A small pack has 346 beads. Estimate how many more beads the large pack has than the small pack.

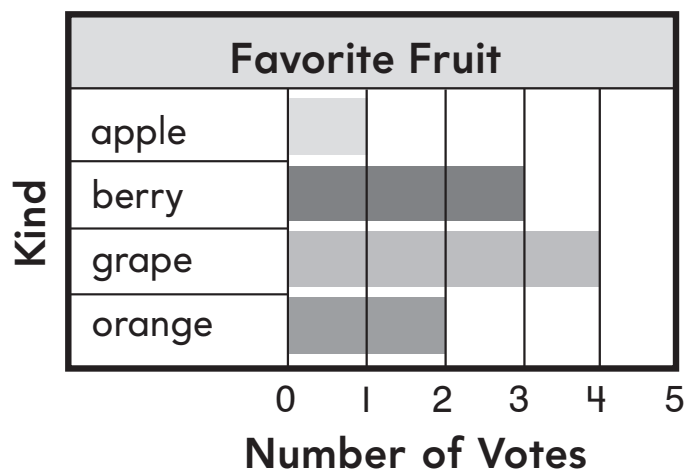
about _____ more beads

Use the bar graph.

7. Which kind of fruit got the fewest votes?

8. How many more votes did grape get than apple?

_____ more votes



Two-Dimensional Shapes



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

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

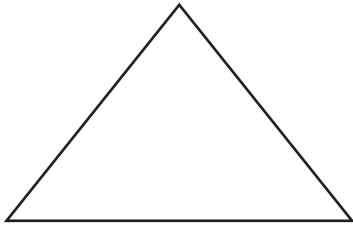
pentagon

triangle

hexagon

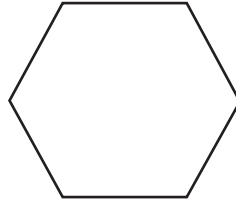
quadrilateral

1.



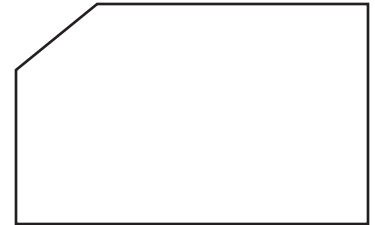
_____ sides
_____ vertices

2.



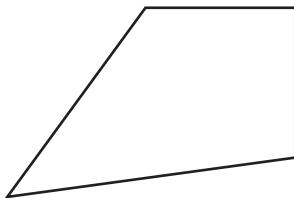
_____ sides
_____ vertices

3.



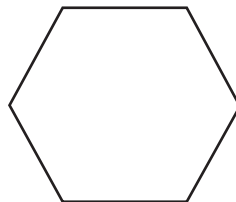
_____ sides
_____ vertices

4.



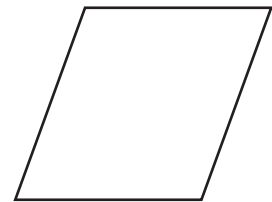
_____ sides
_____ vertices

5.



_____ sides
_____ vertices

6.



_____ sides
_____ vertices

Problem Solving



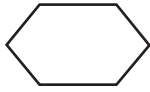
Solve. Draw or write to explain.

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

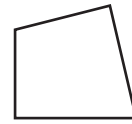
Lesson Check (2.G.1)

1. How many sides does a hexagon have?



_____ sides

2. How many vertices does a quadrilateral have?



_____ vertices

Spiral Review (2.MD.1, 2.MD.10)

3. Use a centimeter ruler. What is the length of the ribbon to the nearest centimeter?



_____ centimeters

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

_____ children

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

Key: Each 😊 stands for 1 child.

Name _____

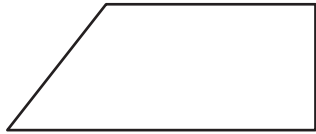
Angles in Two-Dimensional Shapes



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

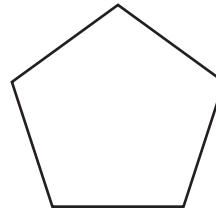
Circle the angles in each shape.
Write how many.

1.



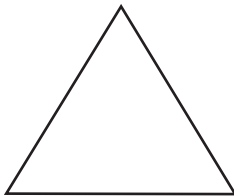
_____ angles

2.



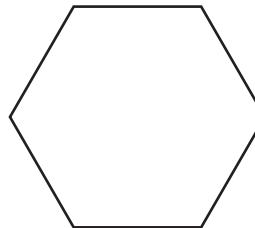
_____ angles

3.



_____ angles

4.

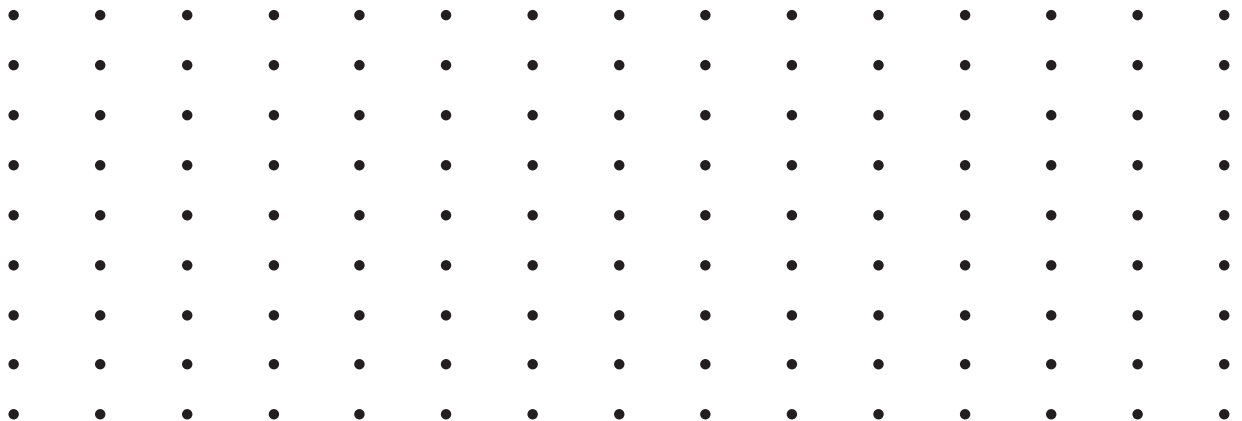


_____ angles

Problem Solving

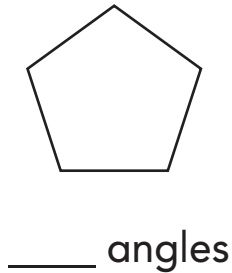


5. Logan drew 2 two-dimensional shapes that had 8 angles in all. Draw shapes Logan could have drawn.

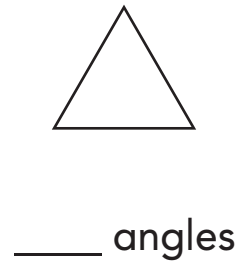


Lesson Check (2.G.1)

1. How many angles does this shape have?

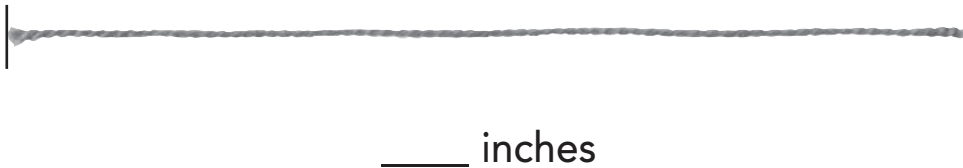


2. How many angles does this shape have?



Spiral Review (2.MD.5, 2.MD.6, 2.MD.10, 2.G.1)

3. Use an inch ruler. What is the length of the string to the nearest inch?



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

_____ children

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

Key: Each 😊 stands for 1 child.

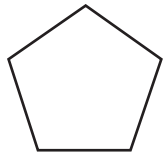
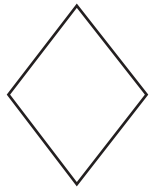
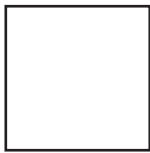
Sort Two-Dimensional Shapes



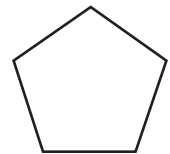
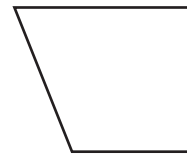
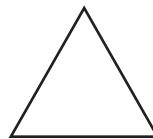
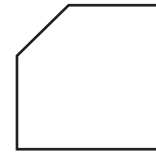
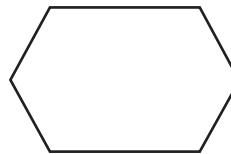
COMMON CORE STANDARD—2.G.1
Reason with shapes and their attributes.

Circle the shapes that match the rule.

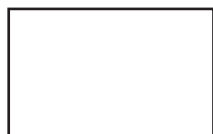
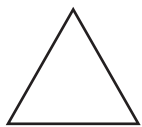
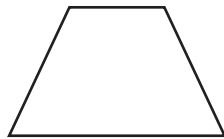
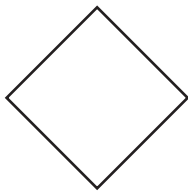
1. Shapes with fewer than 5 sides



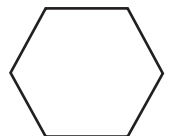
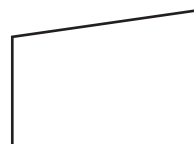
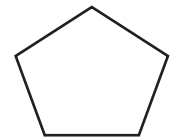
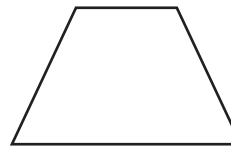
2. Shapes with more than 4 sides



3. Shapes with 4 angles



4. Shapes with fewer than 6 angles



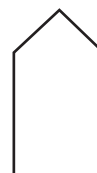
Problem Solving



Circle the correct shape.

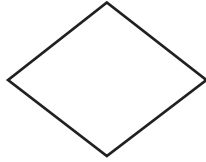
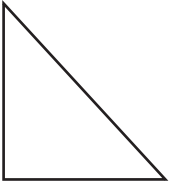
5. Tammy drew a shape with more than 3 angles.

It is not a hexagon. Which shape did Tammy draw?



Lesson Check (2.G.1)

1. Which shape has fewer than 4 sides?



Spiral Review (2.MD.1, 2.MD.10)

2. Use an inch ruler. What is the length of the pencil to the nearest inch?



_____ inches

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

_____ children

Favorite Sport	
Sport	Tally
soccer	
basketball	
football	
baseball	

Name _____

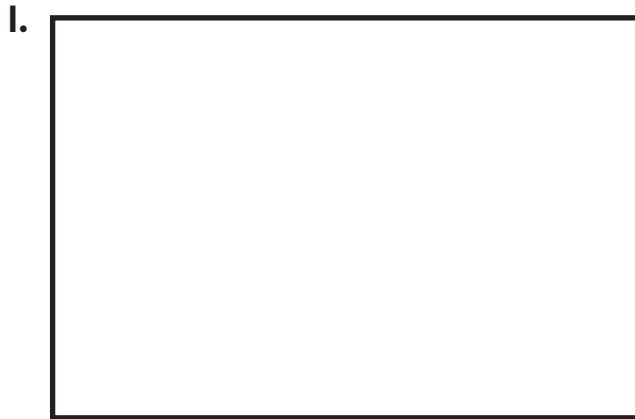
HANDS ON Lesson 11.7

Partition Rectangles



COMMON CORE STANDARD—2.G.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 (2.G.2)

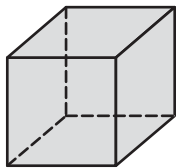
1. Use color tiles to cover the rectangle. How many tiles did you use?



_____ tiles

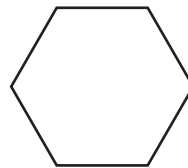
Spiral Review (2.MD.10, 2.G.1)

2. How many faces does a cube have?



_____ faces

3. How many angles does this shape have?



_____ angles

4. Use the tally chart. How many more children chose art than reading?

_____ children

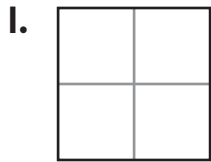
Favorite Subject	
Subject	Tally
reading	
math	
science	
art	

Equal Parts

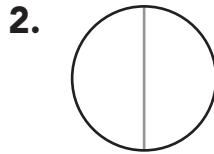


COMMON CORE STANDARD—2.G.3
Reason with shapes and their attributes.

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



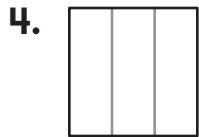
____ equal parts



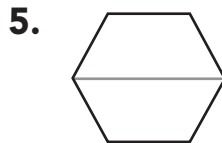
____ equal parts



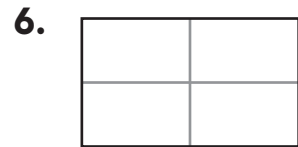
____ equal parts



____ equal parts



____ equal parts



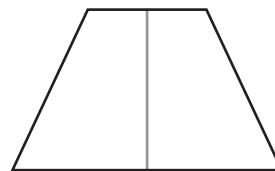
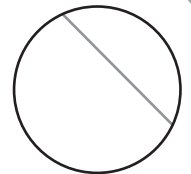
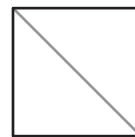
____ equal parts

Problem Solving



7. Sort the shapes.

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

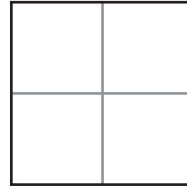


Lesson Check (2.G.3)

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



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



Spiral Review (2.NBT.5, 2.G.1)

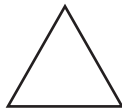
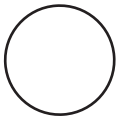
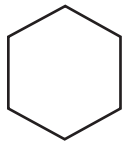
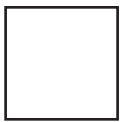
3. What is the sum?

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

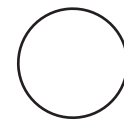
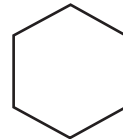
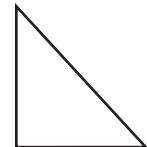
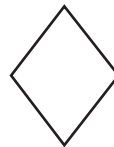
4. What is the difference?

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

5. Circle the quadrilateral.



6. Circle the hexagon.



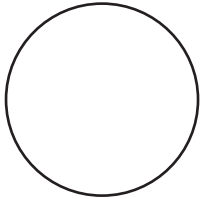
Show Equal Parts of a Whole



COMMON CORE STANDARD—2.G.3
Reason with shapes and their attributes.

Draw to show equal parts.

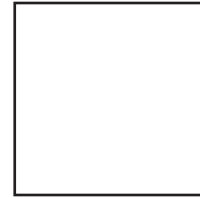
1. halves



2. fourths



3. thirds



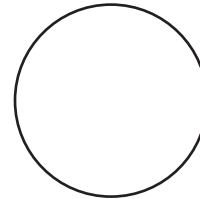
4. thirds



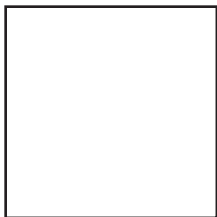
5. halves



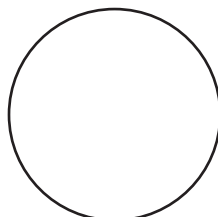
6. fourths



7. fourths



8. halves



9. thirds



Problem Solving



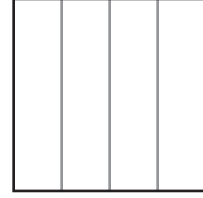
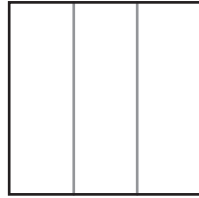
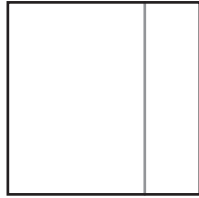
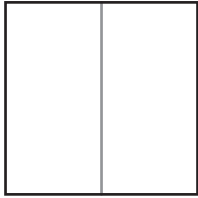
Solve. Write or draw to explain.

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

_____ pieces

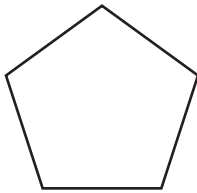
Lesson Check (2.G.3)

1. Circle the shape divided into fourths.



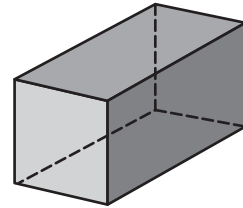
Spiral Review (2.MD.4, 2.G.1)

2. How many angles does this shape have?



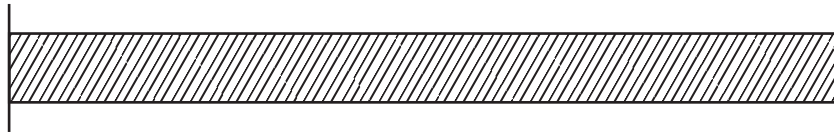
___ angles

3. How many faces does a rectangular prism have?



___ faces

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



___ centimeters long

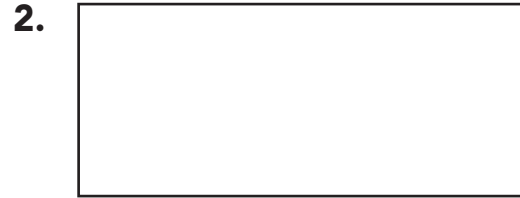
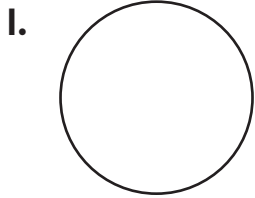
Name _____

Describe Equal Parts

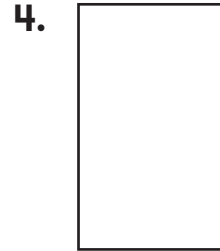
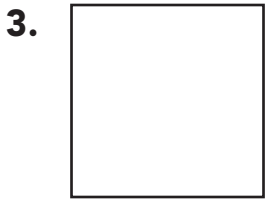


COMMON CORE STANDARD—2.G.3
Reason with shapes and their attributes.

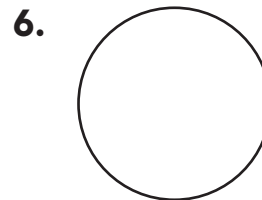
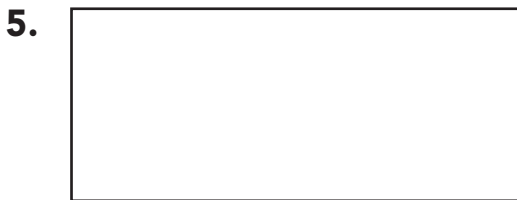
Draw to show halves.
Color a half of the shape.



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

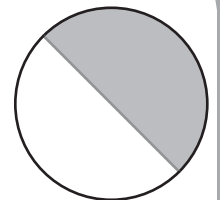
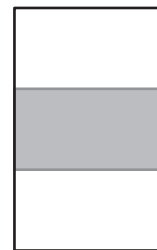
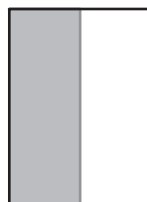
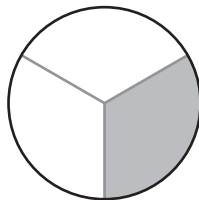
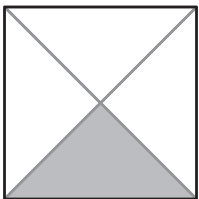


Draw to show fourths.
Color a fourth of the shape.



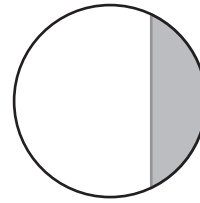
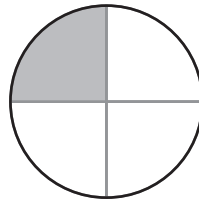
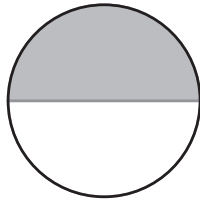
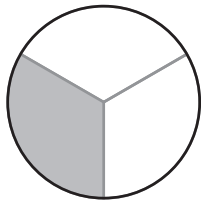
Problem Solving

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



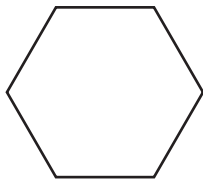
Lesson Check (2.G.3)

1. Circle the shape that is half shaded.



Spiral Review (2.MD.1, 2.MD.7, 2.G.1)

2. What is the name of this shape?

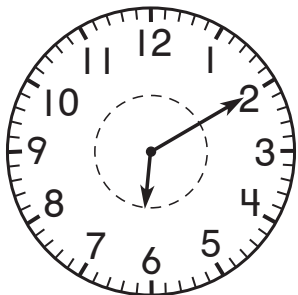


3. Use a centimeter ruler. What is the length of the string to the nearest centimeter?



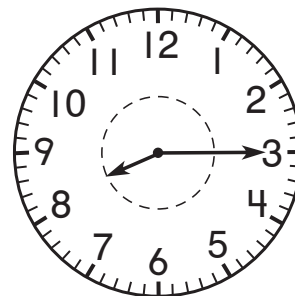
_____ centimeters

4. The clock shows the time Chris finished his homework. What time did Chris finish his homework?



_____ : _____

5. What time is shown on this clock?



_____ : _____

Name _____

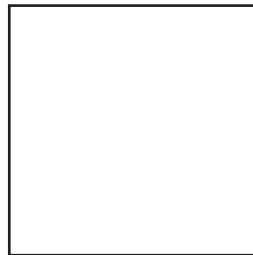
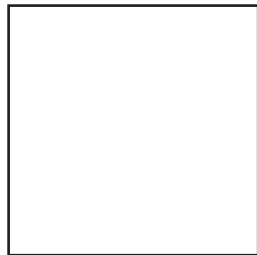
Problem Solving • Equal Shares



COMMON CORE STANDARD—2.G.3
Reason with shapes and their attributes.

Draw to show your answer.

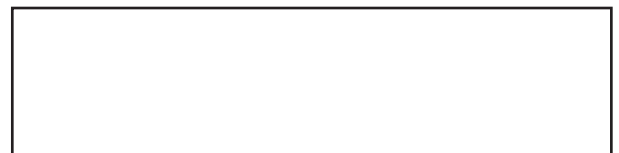
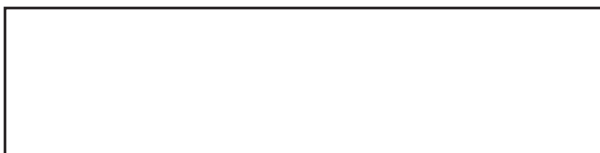
1. Max has square pizzas that are the same size.
What are two different ways he can divide the pizzas into fourths?



-
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?

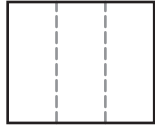


-
3. Frank has two crackers that are the same size.
What are two different ways he can divide the cracker into thirds?

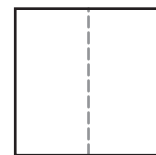
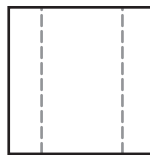
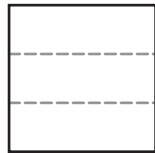
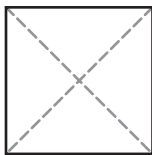


Lesson Check (2.G.3)

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

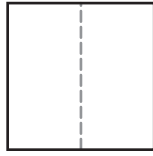
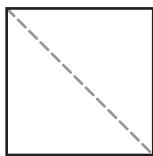
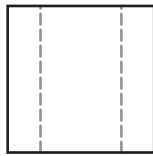
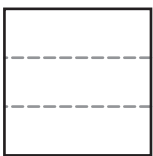


Circle the other shape that is divided into thirds.

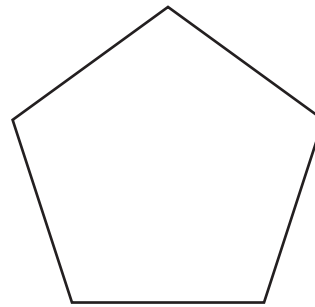


Spiral Review (2.MD.7, 2.MD.8, 2.G.1)

2. Circle the shape with three equal parts.



3. How many angles does this shape have?



_____ angles

4. What is the best estimate for the width of a door?

_____ feet

5. Which is another way to write 10 minutes after 9?

_____ : _____