## In this sub-unit . . .

- We sorted, drew, and identified **polygons**, like **quadrilaterals**, **pentagons**, and hexagons, based on their sides and vertices.

**Quadrilaterals**

4 sides, 4 vertices

**Pentagons**

5 sides, 5 vertices

**Hexagons**

6 sides, 6 vertices

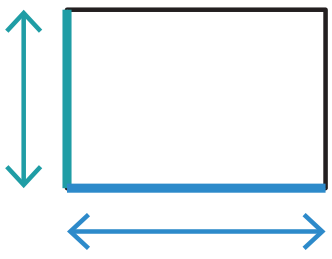
- We noticed that shapes in the same category can look different but share some of the same attributes.

*These are both hexagons because they have 6 sides and 6 vertices.*

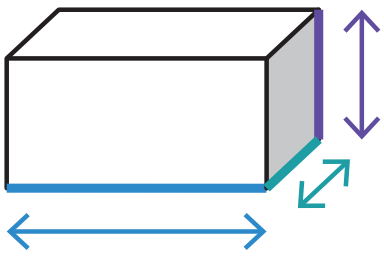
***Math tip:*** Shapes in different categories can share attributes.

- We saw that **two-dimensional** shapes are flat shapes with 2 dimensions that can be measured, and **three-dimensional** shapes are solid shapes with 3 dimensions that can be measured.

**two-dimensional shape (flat)**

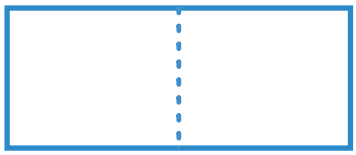
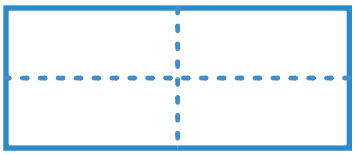
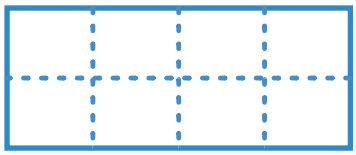


**three-dimensional shape (solid)**



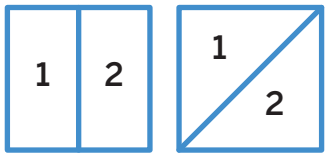
## In this sub-unit . . .

- We saw that we can split shapes into equal parts and name the equal parts.

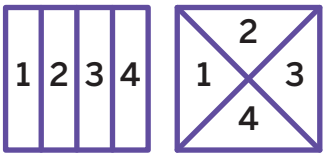
| 2 equal parts | 4 equal parts | 8 equal parts |
|---|---|---|
|  |  |  |
| halves | fourths or quarters | **eighths** |

- We noticed that equal parts of same-sized wholes can look different but still be the same size and have the same name.

**Halves**

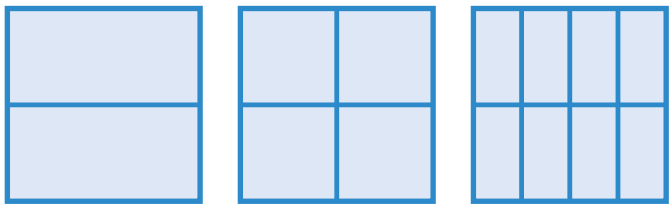



**Fourths**



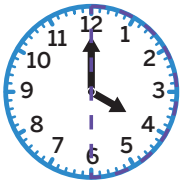

***Math tip:*** You can name the equal parts by counting how many parts there are in total.

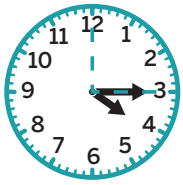
- We saw that when a shape is split into equal-sized pieces and all the pieces are shaded, it represents the whole shape.

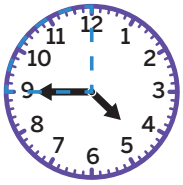


## In this sub-unit . . .

- We saw that when telling time, you can think about the clock split into halves and quarters. When the minute hand is 1 quarter past the hour, you can say **quarter past**. When the minute hand is 1 quarter before the next hour, you can say **quarter to**.


four o' clock


**quarter past** four

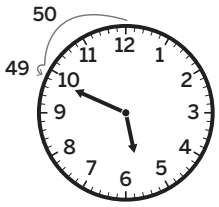

**quarter to** five

- We noticed that you can count forward or backward to tell the minutes on an analog clock. To tell the hour, it is important to consider the placement of the hour hand and the minute hand.

**5:49**

***The minute hand is close to the hour, so I started at 60 and counted backward to the 10 and got 50. I then counted back 1 more to get 49.***

**Count back from 6:00**




***Math tip:*** It can be helpful to start at a benchmark time closest to the minute hand and use different counting strategies to tell time.

- We labeled times **a.m.** or **p.m.** because times occur twice a day.

**7:45 a.m.**

**7:45 p.m.**