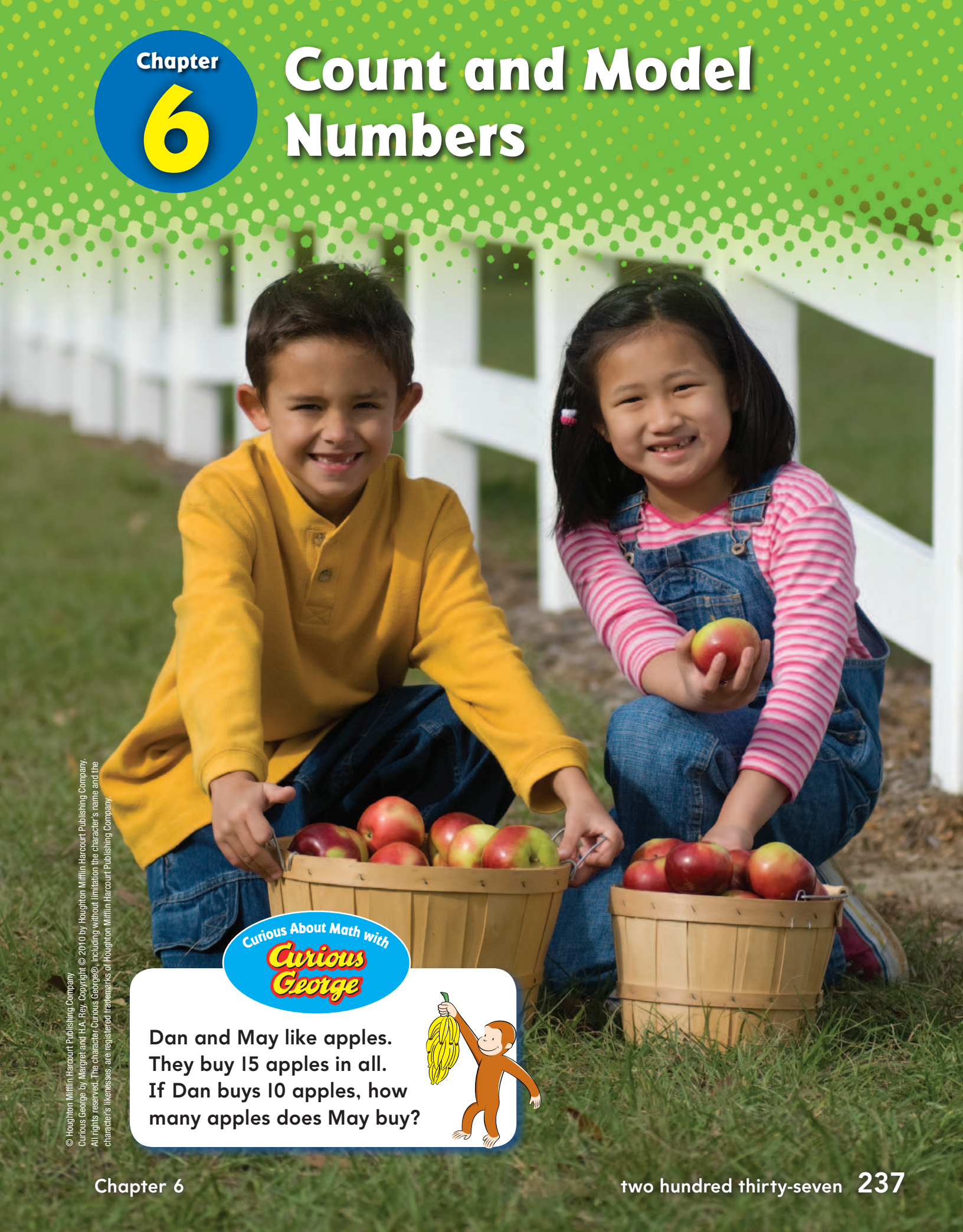
Chapter 6

Count and Model Numbers



Curious About Math with Curious George

Dan and May like apples. They buy 15 apples in all. If Dan buys 10 apples, how many apples does May buy?

Name _____

Show What You Know

Explore Numbers 6 to 9

Count how many. Circle the number.

1.

6

7

2.

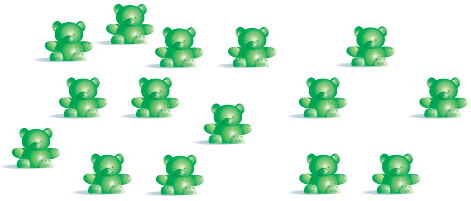
8

9

Count Groups to 20

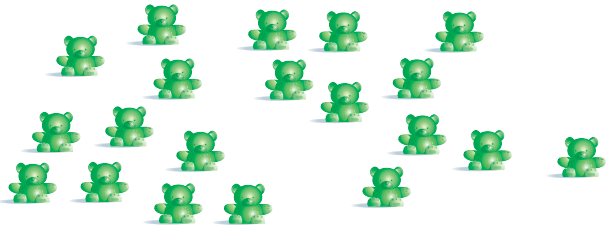
Circle groups of 10. Write how many.

3.



_____

4.



_____

Make Groups of 10

Use ●. Draw to show a group of 10 in two different ways.

5.

6.

This page checks understanding of important skills needed for success in Chapter 6.

Personal Math Trainer
Online Assessment and Intervention

Name _____

Vocabulary Builder

Review Words	
one	two
three	four
five	six
seven	eight
nine	ten

Visualize It

Draw pictures in the box to show the number.

two

nine

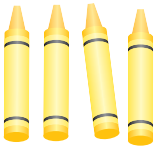
five

Understand Vocabulary

Write a review word to name the number.

1. 

_____

2. 

_____

3. 

_____

Game Show the Numbers

Materials • and • • 20 •

Play with a partner.

1. Put your on START.
2. Spin the . Move your that many spaces.
3. Read the number. Use to show the number on a ten frame.
4. Have your partner count the to check your answer. If you are not correct, lose a turn.
5. The first player to get to END wins.

Name _____

Count by Ones to 120

Essential Question How can knowing a counting pattern help you count to 120?

Number and Operations in Base Ten—1.NBT.1

MATHEMATICAL PRACTICES
MP.5, MP.7, MP.8

Listen and Draw

Real World

Write the missing numbers.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Math Talk — **Mathematical Practices**

Explain how you know which numbers are missing.

FOR THE TEACHER • Read the following problem. Debbie saw this page in a puzzle book. Two rows of numbers are missing. Use what you know about counting to write the missing numbers.

Model and Draw

Count forward.
Write the numbers.

10, 11, ____, ____, ____

100, 101, ____, ____, ____

110, 111, ____, ____, ____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Share and Show

MATH BOARD

Look for a pattern to help you write the numbers.

Use a Counting Chart. Count forward.
Write the numbers.

1. 114, ____, ____, ____, ____, ____, ____

2. 51, ____, ____, ____, ____, ____, ____

3. 94, ____, ____, ____, ____, ____, ____

4. 78, ____, ____, ____, ____, ____, ____

5. 35, ____, ____, ____, ____, ____, ____

6. 104, ____, ____, ____, ____, ____, ____

Name _____

On Your Own

MATHEMATICAL PRACTICE 7 **Look for a Pattern**

Use a Counting Chart. Count forward.
Write the numbers.

7. 19, ____, ____, ____, ____, ____, ____, ____, ____

8. 98, ____, ____, ____, ____, ____, ____, ____, ____

9. 60, ____, ____, ____, ____, ____, ____, ____, ____

10. 27, ____, ____, ____, ____, ____, ____, ____, ____

11. 107, ____, ____, ____, ____, ____, ____, ____, ____

12. 43, ____, ____, ____, ____, ____, ____, ____, ____

13. 68, ____, ____, ____, ____, ____, ____, ____, ____

14. THINK SMARTER Use a Counting Chart to write the numbers counting forward.

____, ____, ____, ____, ____, 120

Problem Solving • Applications Real World

WRITE Math

Use a Counting Chart. Draw and write numbers to solve.

15. GO DEEPER The bag has 99 buttons. Draw more buttons so there are 105 buttons in all. Write the numbers as you count.

16. THINK SMARTER The bag has 56 buttons. How many more buttons do you need to add to the bag to have 64 buttons?

____ buttons

17. THINK SMARTER Tito counts 105 cubes. Then he counts forward some more cubes. Write the numbers.

105, ____, ____, ____, ____, ____, ____

TAKE HOME ACTIVITY • Take a walk with your child. Count aloud together as you take 120 steps.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Count by Tens to 120

Essential Question How do numbers change as you count by tens to 120?

Number and Operations in Base Ten—1.NBT.1

MATHEMATICAL PRACTICES
MP.2, MP.5, MP.8

Listen and Draw

Start on 10. Count forward by tens.
Color each number as you say it.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Math Talk **Mathematical Practices**

Which numbers in the hundred chart did you color? **Explain.**

FOR THE TEACHER • Ask children: How do you count by tens? Starting at 10 on the hundred chart, have children count forward by tens, coloring each additional ten as they count.

Model and Draw

Start on 3. Count by tens.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

THINK
When you count by tens, each number is ten more.

3, 13, 23, 33, ____, ____, ____, ____, ____, ____, ____, ____

Share and Show

MATH BOARD

Use a Counting Chart to count by tens.
Write the numbers.

1. Start on 17.

   17, ____, ____, ____, ____, ____, ____, ____, ____

2. Start on 1.

   1, ____, ____, ____, ____, ____, ____, ____, ____

3. Start on 39.

   39, ____, ____, ____, ____, ____, ____, ____, ____

Name _____

On Your Own

MATHEMATICAL PRACTICE 5 **Use Patterns** Use a Counting Chart. Count by tens. Write the numbers.

4. 40, ____, ____, ____, ____, ____, ____, ____, ____

5. 15, ____, ____, ____, ____, ____, ____, ____, ____

6. 28, ____, ____, ____, ____, ____, ____, ____, ____

7. 6, ____, ____, ____, ____, ____, ____, ____, ____

8. 14, ____, ____, ____, ____, ____, ____, ____, ____

9. 32, ____, ____, ____, ____, ____, ____, ____, ____

10. THINK SMARTER If you start on 43 and count by tens, what number is after 73 and before 93? ____

11. You say me when you start on 21 and count by tens. I am after 91. I am before 111. What number am I? ____

Problem Solving • Applications Real World

WRITE Math

GO DEEPER Use what you know about a Counting Chart to write the missing numbers.

12.

6			
16			
		28	29

13.

		54	55
		64	
72			

14.

			15
32			

15.

97	98		

16. THINK SMARTER Use a Counting Chart. Count by tens. Match each number on the left to a number that is 10 more.

57 •	• 103
73 •	• 67
77 •	• 87
93 •	• 83

TAKE HOME ACTIVITY • Write these numbers: 2, 12, 22, 32, 42. Ask your child to tell you the next 5 numbers.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Understand Ten and Ones

Essential Question How can you use different ways to write a number as ten and ones?

Number and Operations in Base Ten—1.NBT.2b

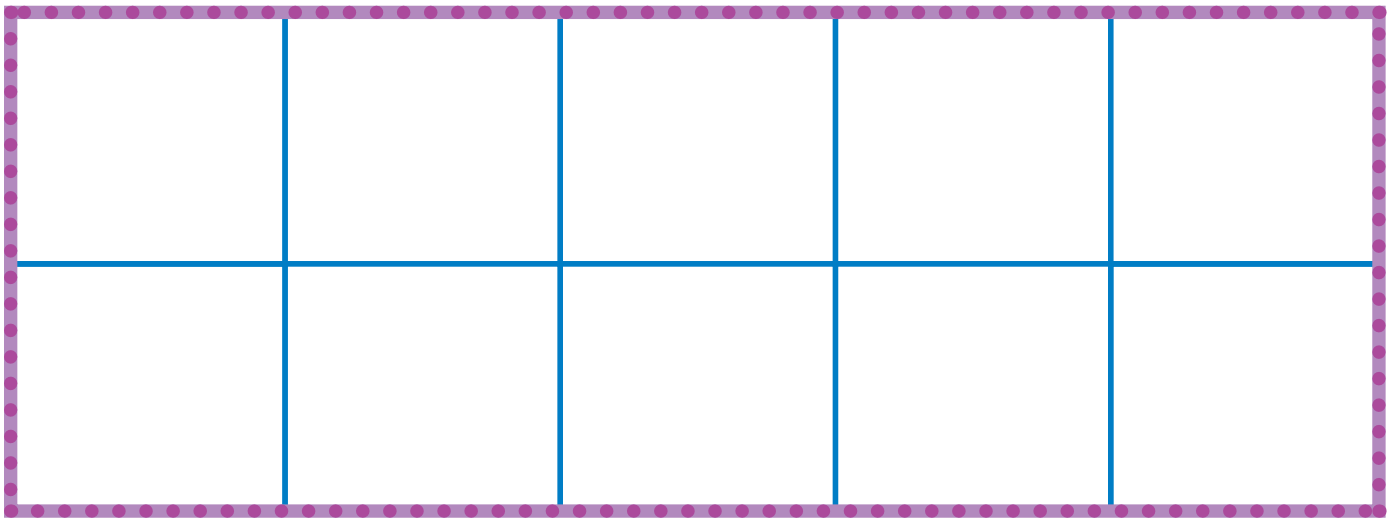
MATHEMATICAL PRACTICES
MP.3, MP.5, MP.6

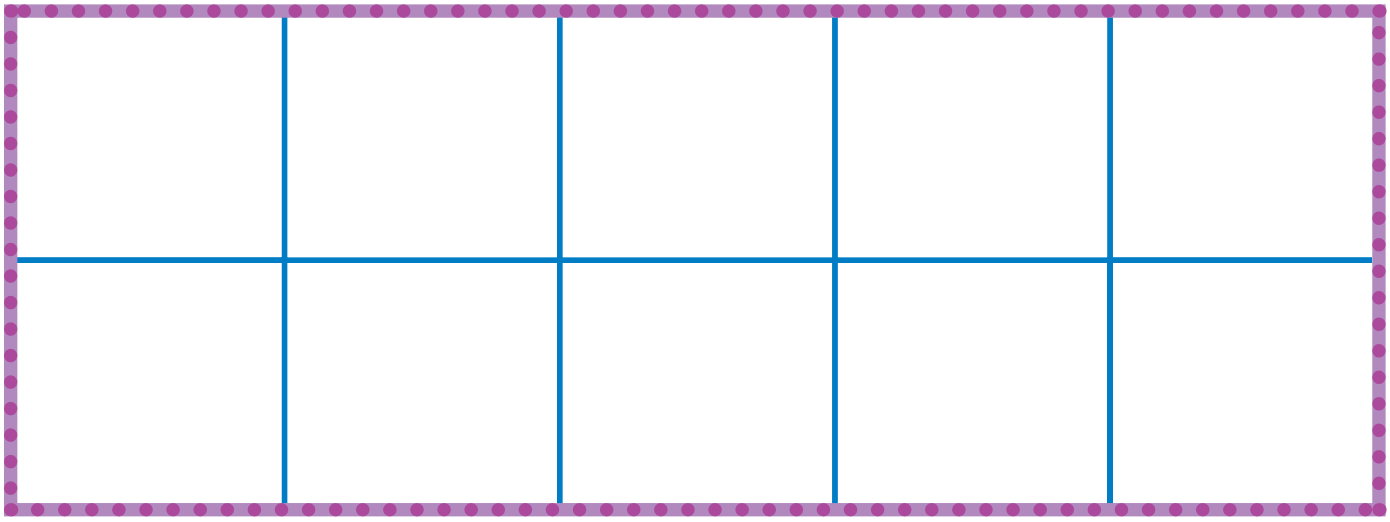
Listen and Draw

Real World

Hands On

Use ▪ to model the problem.
Draw the ▪ to show your work.





Math Talk **Mathematical Practices**

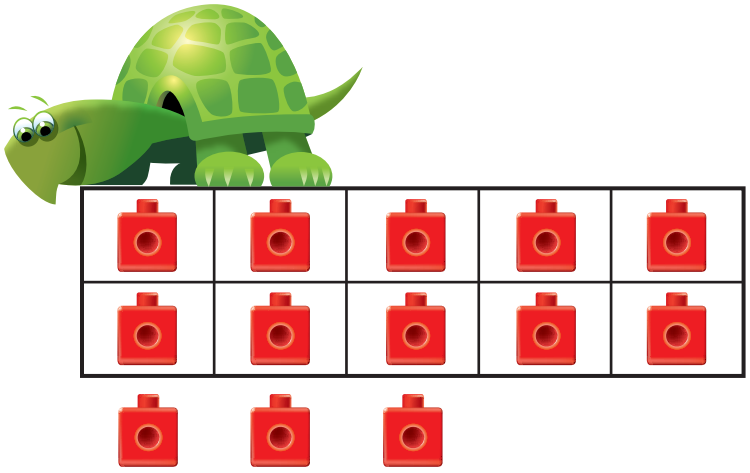
How does your picture show the pennies Tim has? **Explain.**

FOR THE TEACHER • Read the problem. Tim has 10 pennies. He gets 2 more pennies. How many pennies does Tim have now?

Model and Draw

13 is a two-**digit** number.
The 1 in 13 means 1 **ten**.
The 3 in 13 means 3 **ones**.

THINK
10 ones and 3 ones is the same as 1 ten 3 ones.



1 ten 3 ones

10 + 3

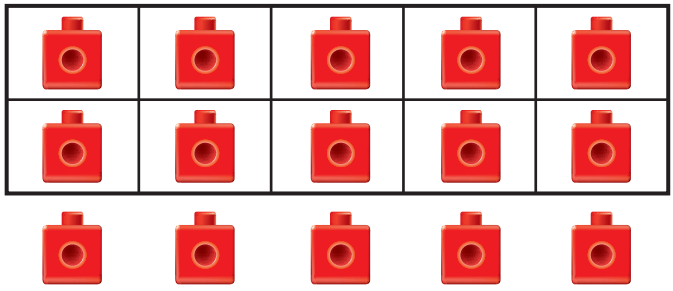
13

Share and Show

MATH BOARD

Use the model. Write the number three different ways.

1.

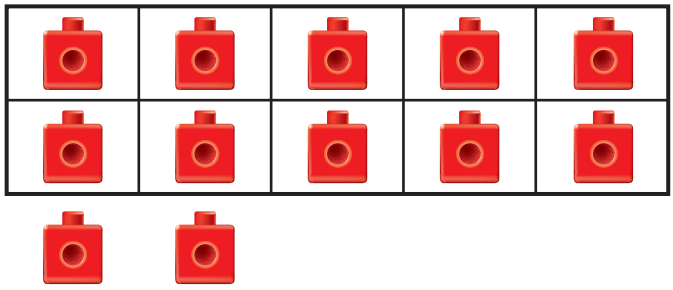


____ ten ____ ones

____ + ____

____

2.



____ ten ____ ones

____ + ____

____

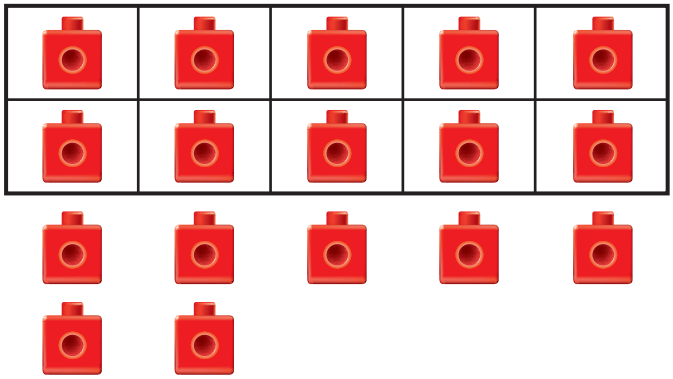
Name _____

On Your Own

MATHEMATICAL PRACTICE 6 **Make Connections**

Use the model. Write the number three different ways.

3.

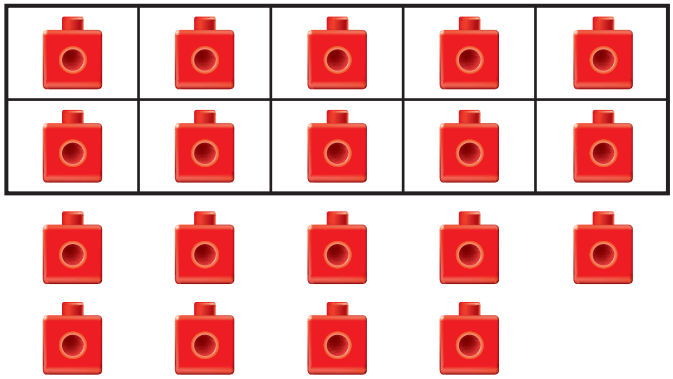


_____ ten _____ ones

_____ + _____

_____

4.

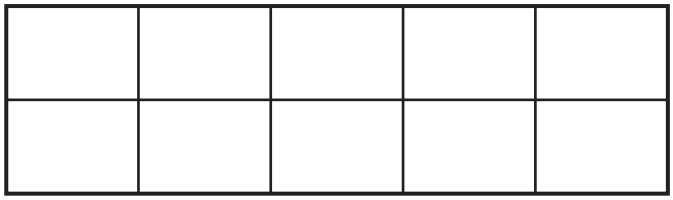


_____ ten _____ ones

_____ + _____

_____

5. GO DEEPER Draw cubes to show the number. Write the missing numbers.



18

_____ ten _____ ones

_____ + _____

Problem Solving • Applications Real World

WRITE Math

Draw cubes to show the number. Write the number three different ways.

6. David has 1 ten and 3 ones. Abby has 6 ones. They put all their tens and ones together. What number did they make?

____ ten ____ ones

____ + ____

____

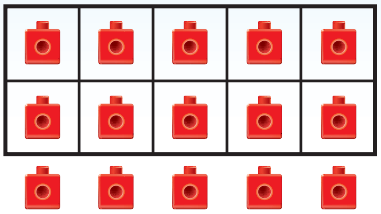
7. THINK SMARTER Karen has 7 ones. Jimmy has 9 ones. They put all their ones together. What number did they make?

____ ten ____ ones

____ + ____

____

8. THINK SMARTER Does the number match the model?



10 + 5 ○ Yes ○ No

1 ten 15 ones ○ Yes ○ No

TAKE HOME ACTIVITY • Show your child one group of 10 pennies and one group of 8 pennies. Ask your child to tell how many tens and ones there are and say the number. Repeat with other numbers from 11 to 19.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Make Ten and Ones

Essential Question How can you show a number as ten and ones?

Number and Operations in Base Ten—1.NBT.2b

MATHEMATICAL PRACTICES
MP.2, MP.3, MP.4

Listen and Draw

Real World

Hands On

Use ▪ to model the problem.
Draw ▪ to show your work.

Draw to show the group of ten another way.

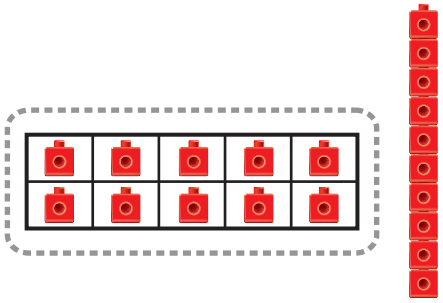
Math Talk **Mathematical Practices**

How are the pictures the same? How are the pictures different? **Explain**.

FOR THE TEACHER • Read the problem. Destiny has 10 cubes. How can she show 1 ten?

Model and Draw

You can group 10 to make 1 ten.



10 ones = 1 ten

Draw a quick picture to show 1 ten.

1 ten

Share and Show

MATH BOARD

Use . Make groups of ten and ones. Draw your work. Write how many.

1.

11
eleven

1 ten 1 one

2.

12
twelve

____ ten ____ ones

3.

13
thirteen

____ ten ____ ones

4.

14
fourteen

____ ten ____ ones

Name _____

On Your Own

MATHEMATICAL PRACTICE 6 **Compare** Use . Make groups of ten and ones. Draw your work. Write how many.

5. 15 fifteen

_____ ten _____ ones

6. 16 sixteen

_____ ten _____ ones

7. 17 seventeen

_____ ten _____ ones

8. 18 eighteen

_____ ten _____ ones

9. 19 nineteen

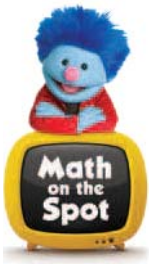
_____ ten _____ ones

Problem Solving • Applications Real World

WRITE Math

Solve.

10. THINK SMARTER Emily wants to write ten and ones to show 20. What does Emily write?



_____ ten _____ ones

11. GO DEEPER Gina thinks of a number that has 7 ones and 1 ten. What is the number? Draw to show your work.

_____

12. Ben drew this picture to show a number. What is the number?

_____

13. THINK SMARTER Circle the numbers that make the sentence true.

There are

1
4
10

tens and

1
4
10

ones in 14.

_____ ten _____ ones

TAKE HOME ACTIVITY • Give your child numbers from 11 to 19. Have your child work with pennies to show a group of ten and a group of ones for each number.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Tens

Essential Question How can you model and name groups of ten?

HANDS ON
Lesson 6.5

Number and Operations in Base Ten—1.NBT.2a, 1.NBT.2c

MATHEMATICAL PRACTICES
MP.7, MP.8

Listen and Draw

Real World

Hands On

Use ▪ to solve the riddle.
Draw and write to show your work.

Math Talk **Mathematical Practices**

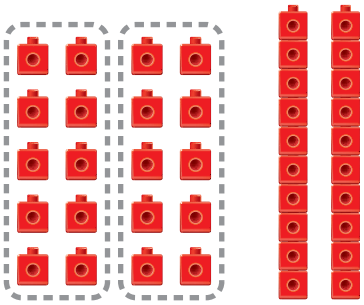
Explain what you did to solve the first riddle.

FOR THE TEACHER • Read the following riddles. I am thinking of a number that is the same as 1 ten and 4 ones. What is my number? I am thinking of a number that is the same as 1 ten and 0 ones. What is my number?

Model and Draw

You can group ones to make tens.

Draw a quick picture to show the tens.



20 ones = 2 tens 0 ones

2 tens = 20 twenty

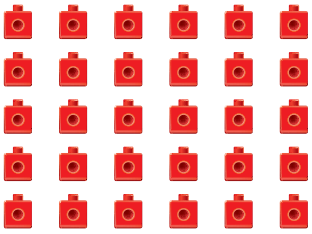
Share and Show

MATH BOARD

Use . Make groups of ten.
Write the tens and ones.

Draw the tens. Count by tens.

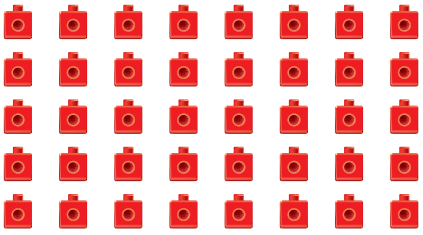
1.



30 ones = ____ tens ____ ones

____ tens = ____ thirty

2.



40 ones = ____ tens ____ ones

____ tens = ____ forty

Name _____

On Your Own

Draw the tens.
Count by tens.

MATHEMATICAL PRACTICE 8 **Use Repeated Reasoning**

Use . Make groups of ten. Write the tens and ones.

3. 50 ones

_____ tens _____ ones

_____ tens = _____ fifty

4. 60 ones

_____ tens _____ ones

_____ tens = _____ sixty

5. 70 ones

_____ tens _____ ones

_____ tens = _____ seventy

6. 80 ones

_____ tens _____ ones

_____ tens = _____ eighty

7. 90 ones

_____ tens _____ ones

_____ tens = _____ ninety

8. THINK SMARTER 100 ones

_____ tens _____ ones

_____ tens = _____ hundred

Name _____

Mid-Chapter Checkpoint

Concepts and Skills

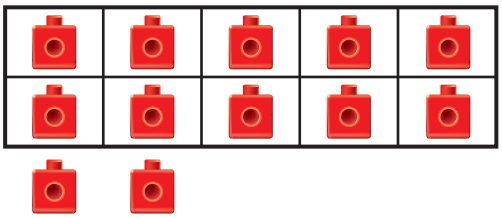
Use a Counting Chart. Count forward. Write the numbers. (1.NBT.1)

1. 63, 64, _____, _____, _____
2. 108, 109, _____, _____, _____

Use a Counting Chart. Count by tens. Write the numbers. (1.NBT.1)

3. 42, 52, _____, _____, _____
4. 79, 89, _____, _____, _____

5. Use the model. Write the number three different ways. (1.NBT.2b)



_____ ten _____ ones

_____ + _____

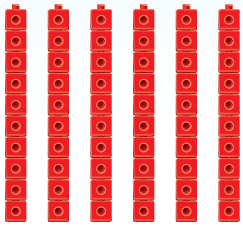
_____

Use ■. Make groups of ten and ones. Draw your work. Write how many. (1.NBT.2b)

6.

_____ ten _____ ones

7. THINK SMARTER Choose all the ways that name the model.



- ○ 60
- ○ 60 tens
- ○ 6 tens 0 ones

Name _____

Tens and Ones to 50

Essential Question How can you group cubes to show a number as tens and ones?

HANDS ON
Lesson 6.6

Number and Operations in Base Ten—1.NBT.2

MATHEMATICAL PRACTICES
MP.4, MP.5, MP.6

Listen and Draw

Hands On

Use ▪ to model the number.
Draw ▪ to show your work.

Tens	Ones

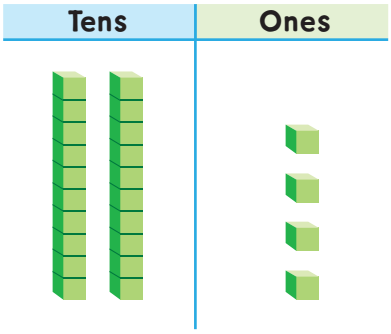
Math Talk **Mathematical Practices**

How did you figure out how many tens and ones are in 23? **Explain.**

FOR THE TEACHER • Ask children to use 23 cubes and show them as tens and ones.

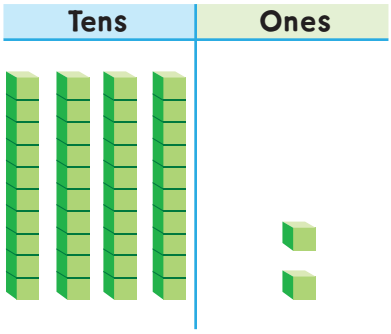
Model and Draw

The 2 in 24 means 2 tens.



2 tens 4 ones = 24

The 2 in 42 means 2 ones.

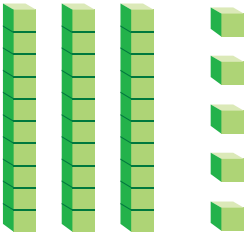


4 tens 2 ones = 42

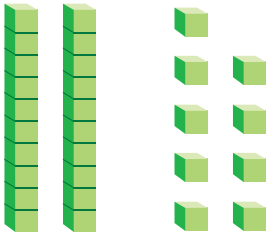
Share and Show

MATH BOARD

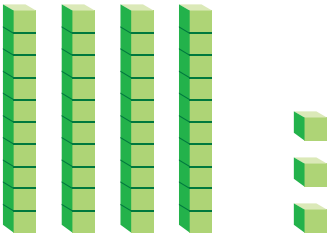
Use your MathBoard and  to show the tens and ones. Write the numbers.

1. 

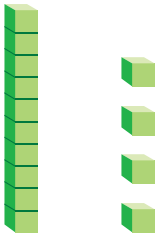
____ tens ____ ones = ____

2. 

____ tens ____ ones = ____

3. 

____ tens ____ ones = ____

4. 

____ ten ____ ones = ____

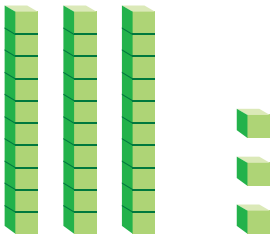
Name _____

On Your Own

MATHEMATICAL PRACTICE 6 **Make Connections**

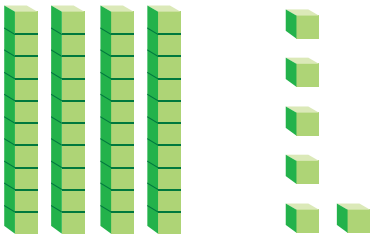
Write the numbers.

5.



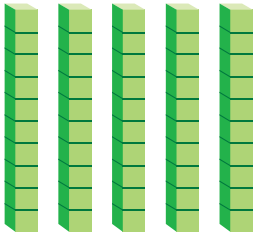
_____ tens _____ ones = _____

6.



_____ tens _____ ones = _____

7.



_____ tens _____ ones = _____

8.

_____ tens _____ ones = _____

9. GO DEEPER Mary drew tens and ones to show 32.
She made a mistake.
Draw a correct quick picture to show 32.
Write the numbers.

Tens	Ones

Tens	Ones

_____ tens _____ ones = _____

Problem Solving • Applications Real World

WRITE Math

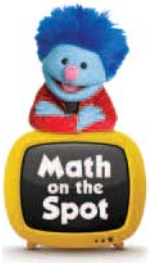
Solve. Write the numbers.

10. I have 46 cubes. How many tens and ones can I make? ____ tens ____ ones

11. I have 32 cubes. How many tens and ones can I make? ____ tens ____ ones

12. I have 28 cubes. How many tens and ones can I make? ____ tens ____ ones

13. THINK SMARTER I am a number less than 50. I have 8 ones and some tens. What numbers could I be?



_____

Personal Math Trainer

14. THINK SMARTER + There are 35 . Jun says that there are 3 ones and 5 tens. Rob says that there are 3 tens and 5 ones. Who is correct? Circle the name.

Jun Rob

How can you draw to show 35?

TAKE HOME ACTIVITY • Write a two-digit number from 20 to 50, such as 26. Ask your child to tell which digit names the tens and which digit names the ones. Repeat with different numbers.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Tens and Ones to 100

Essential Question How can you show numbers to 100 as tens and ones?

HANDS ON
Lesson 6.7

Number and Operations in Base Ten—1.NBT.2

MATHEMATICAL PRACTICES
MP.2, MP.4, MP.6

Listen and Draw

Hands On

Use  to model the number.
Draw a quick picture to show your work.

25

50

52

Math Talk **Mathematical Practices**

How did you figure out how many tens and ones are in 52? **Explain.**

FOR THE TEACHER • Ask children to use base-ten blocks to show how many tens and ones there are in 25, 50, and 52.

Model and Draw

The number just after 99 is 100.
10 tens is the same as 1 **hundred**.

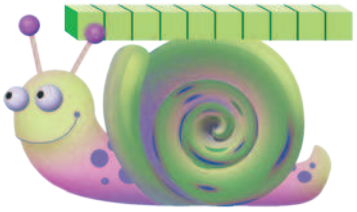
Draw quick pictures to show 99 and 100.

9 tens 9 ones = 99

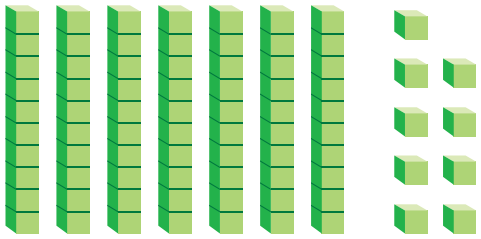
10 tens 0 ones = 100

Share and Show

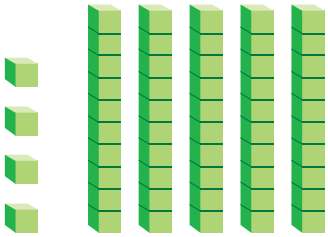
MATH BOARD



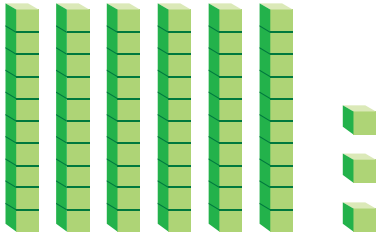
Use your MathBoard and to show the tens and ones. Write the numbers.

1. 

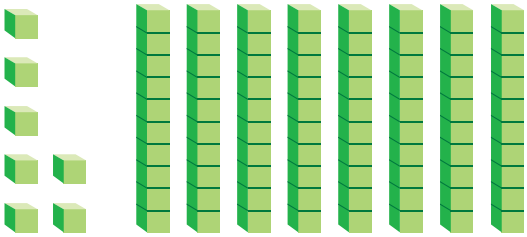
____ tens ____ ones = ____

2. 

____ tens ____ ones = ____

3. 

____ tens ____ ones = ____

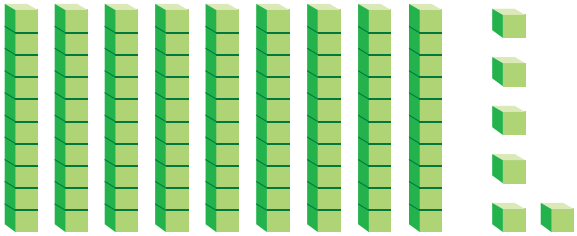
4. 

____ tens ____ ones = ____

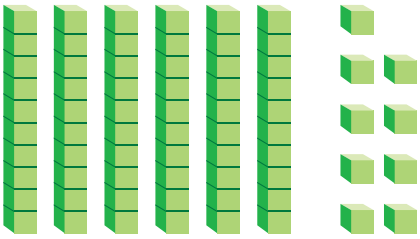
Name _____

On Your Own

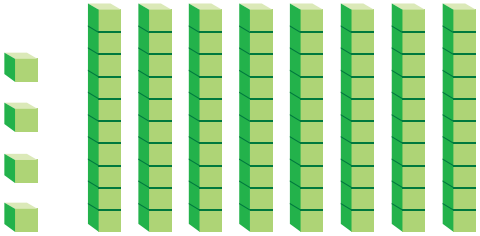
MATHEMATICAL PRACTICE 2 **Reason Quantitatively** Write the numbers.

5. 

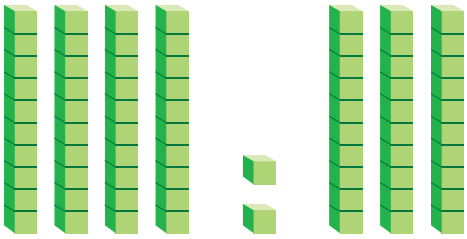
_____ tens _____ ones = _____

6. 

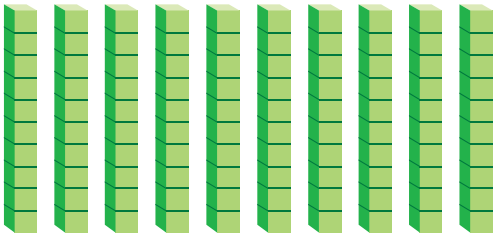
_____ tens _____ ones = _____

7. 

_____ tens _____ ones = _____

8. 

_____ tens _____ ones = _____

9. 

_____ tens _____ ones = _____

10. GO DEEPER What number is the same as 7 tens and 20 ones?

_____

11. GO DEEPER What number is the same as 5 tens and 13 ones?

_____

Problem Solving • Applications Real World

WRITE Math

Draw a quick picture to show the number.
Write how many tens and ones there are.

12. Edna has 82 stamps.

_____ tens _____ ones

13. Amy has 79 pennies.

_____ tens _____ ones

14. THINK SMARTER Moe has a group of 70 red feathers and 30 brown feathers.

_____ tens _____ ones

15. THINK SMARTER Read the problem. Write a number to solve.

I am greater than 14.
I am less than 20.
I have 6 ones. _____

TAKE HOME ACTIVITY • Give your child numbers from 50 to 100. Ask your child to draw a picture to show the tens and the ones in each number and then write the number.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Problem Solving • Show Numbers in Different Ways

Essential Question How can making a model help you show a number in different ways?

Number and Operations in Base Ten—1.NBT.2a, 1.NBT.3

MATHEMATICAL PRACTICES
MP.1, MP.6, MP.7

Gary and Jill both want 23 stickers for a class project. There are 3 sheets of 10 stickers and 30 single stickers on the table. How could Gary and Jill each take 23 stickers?

Unlock the Problem

Real World

What do I need to find?

two different ways to make a number

What information do I need to use?

The number is 23.

Show how to solve the problem.

Gary		Jill	
Tens	Ones	Tens	Ones
23		23	

HOME CONNECTION • Showing the number with base-ten blocks helps your child explore different ways to combine tens and ones.

Try Another Problem

- What do I need to find?
- What information do I need to use?

Use  to show the number two different ways. Draw both ways.

1. 46

Tens	Ones

Tens	Ones

____ ◯ ____

2. 71

Tens	Ones

Tens	Ones

____ ◯ ____

3. 65

Tens	Ones

Tens	Ones

____ ◯ ____

Math Talk — **Mathematical Practices**

Look at Exercise 3. **Explain** why both ways show 65.

Name _____

Share and Show

MATH BOARD

Use  to show the number two different ways. Draw both ways.

4. 59

Tens	Ones

Tens	Ones

_____ ◯ _____

5. 34

Tens	Ones

Tens	Ones

_____ ◯ _____

6. THINK SMARTER Show 31 three ways.

Tens	Ones

Tens	Ones

Tens	Ones

_____ ◯ _____ ◯ _____

On Your Own

WRITE Math

Write a number sentence to solve. Draw to explain.

7. MATHEMATICAL PRACTICE 1 **Write an Equation**

Felix invites 15 friends to his party. Some friends are girls. 8 friends are boys. How many friends are girls?

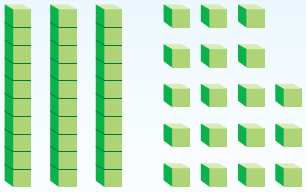
___ ◯ ___ ◯ ___ girls

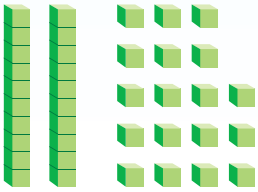
GO DEEPER Solve. Write the numbers.

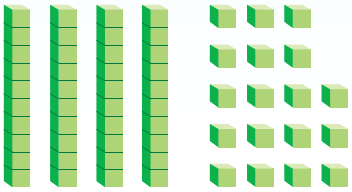
8. I am a number less than 35. I have 3 tens and some ones. What numbers can I be? _____

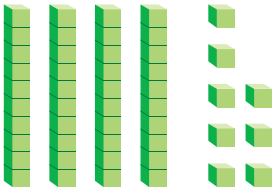
Personal Math Trainer

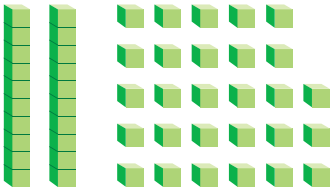
9. THINK SMARTER + Choose all the ways that show the same number.



○ 

○ 

○ 

○ 

TAKE HOME ACTIVITY • Have your child draw quick pictures to show the number 56 two ways.

FOR MORE PRACTICE: Standards Practice Book

Name _____

HANDS ON
Lesson 6.9

Model, Read, and Write Numbers from 100 to 110

Essential Question How can you model, read, and write numbers from 100 to 110?

Number and Operations in Base Ten—1.NBT.1

MATHEMATICAL PRACTICES
MP.4, MP.5, MP.7

Listen and Draw

Real World

Use  .

Circle a number to answer the question.

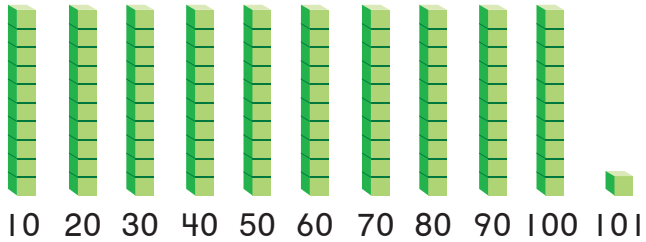
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Math Talk — **Mathematical Practices**

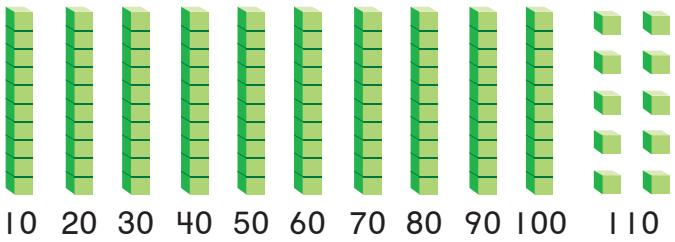
Explain why 100 is to the right of 99 on the hundred chart. **Explain** why 100 is below 90.

FOR THE TEACHER • Have children locate each number on the hundred chart. What number is the same as 30 ones? What number is the same as 10 tens? What number is the same as 8 tens 7 ones? What number has 1 more one than 52? What number has 1 more ten than 65?

Model and Draw



10 tens and 1 more = 101



10 tens and 10 more = 110

Share and Show

MATH BOARD

REMEMBER
10 tens = 100

Use  to model the number.
Write the number.

1. 10 tens and 1 more

_____

2. 10 tens and 2 more

_____

3. 10 tens and 3 more

_____

4. 10 tens and 4 more

_____

5. 10 tens and 5 more

_____

6. 10 tens and 6 more

_____

Name _____

On Your Own

MATHEMATICAL PRACTICE 4 **Model Mathematics**

Use  to model the number.

Write the number.

7. 10 tens and 7 more

_____

8. 10 tens and 8 more

_____

9. 10 tens and 9 more

_____

10. 10 tens and 10 more

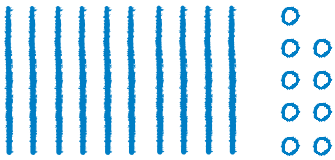
_____

11. THINK SMARTER 11 tens

_____

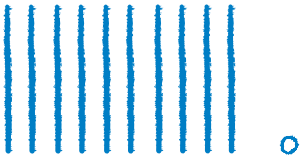
Write the number.

12.



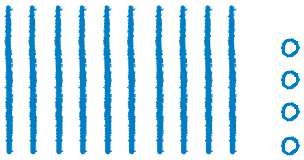
_____

13.



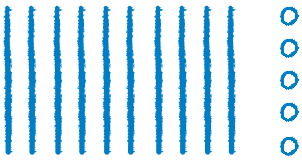
_____

14.



_____

15.



_____

Problem Solving • Applications (Real World) WRITE Math

GO DEEPER Solve to find the number of apples.

THINK

= 1 apple

= 10 apples

16.

There are _____ apples.

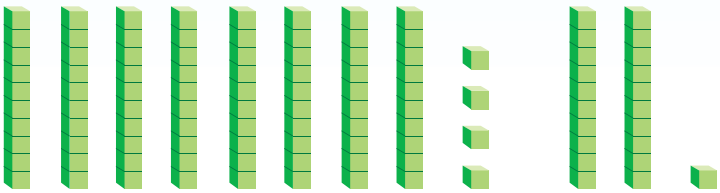
17.

There are _____ apples.

18.

There are _____ apples.

19. THINK SMARTER What number does the model show?



_____

TAKE HOME ACTIVITY • Give your child a group of 100 to 110 pennies. Ask him or her to make as many groups of ten as possible, then tell you the total number of pennies.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Model, Read, and Write Numbers from 110 to 120

Essential Question How can you model, read, and write numbers from 110 to 120?

HANDS ON Lesson 6.10

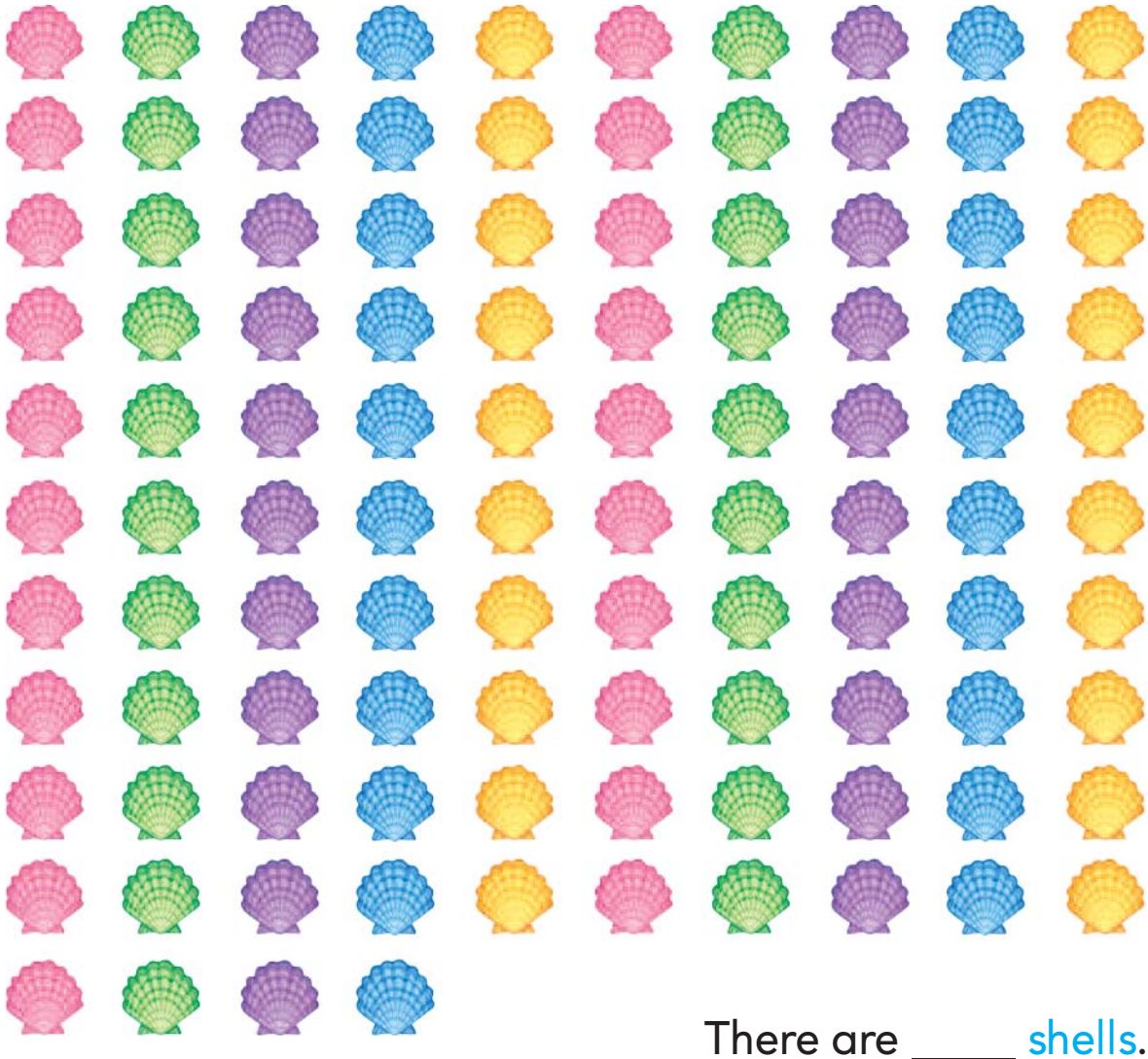
Number and Operations in Base Ten—1.NBT.1

MATHEMATICAL PRACTICES
MP.2, MP.4, MP.6

Listen and Draw

Real World

How many shells are there?



There are _____ shells.

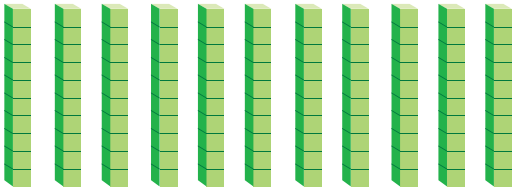
Math Talk **Mathematical Practices**

How did you decide how many shells there are? **Explain.**

FOR THE TEACHER • The picture shows the shells that Heidi has collected. How many shells does Heidi have?

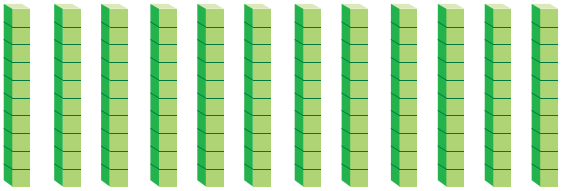
Model and Draw

11 tens is 110.



110

12 tens is 120.



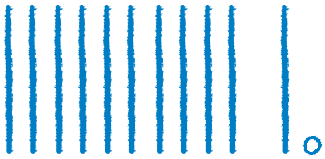
120

Share and Show

MATH BOARD

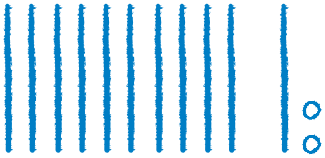
Use  to model the number.
Write the number.

1.



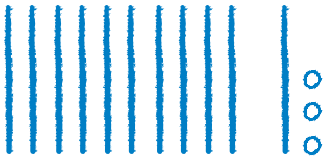
111

2.



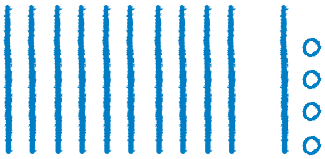
_____

3.



_____

4.



_____

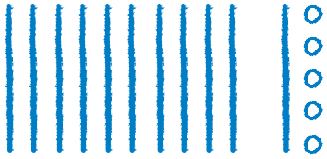
Name _____

On Your Own

MATHEMATICAL PRACTICE 4 **Model Mathematics**

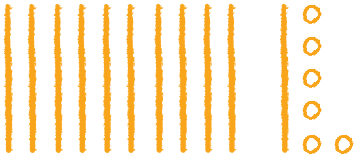
Use  to model the number.
Write the number.

5.



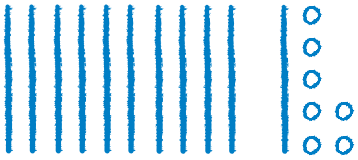
_____

6.



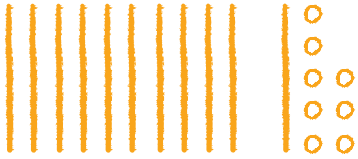
_____

7.



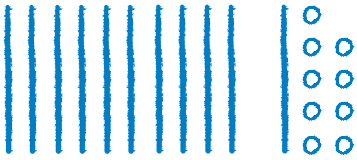
_____

8.



_____

9.



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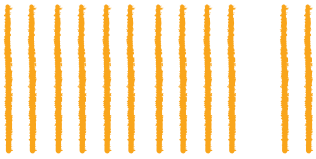
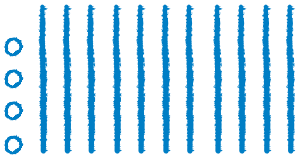
10.



_____

THINK SMARTER Write the number.

11.



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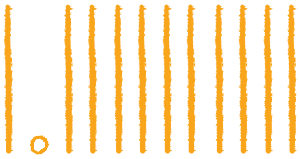
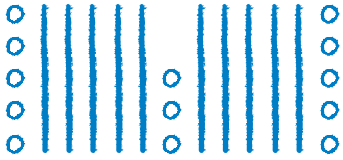


_____

13.



_____

Problem Solving • Applications Real World

WRITE Math

GO DEEPER Choose a way to solve.
Draw or write to explain.

14. Joe collects pennies. He can make 11 groups of 10 pennies. How many pennies does Joe have?

_____ pennies

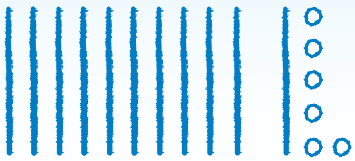
15. Cindy collects buttons. She can make 11 groups of 10 buttons and one more group of 7 buttons. How many buttons does Cindy have?

_____ buttons

16. Lee collects marbles. He can make 11 groups of 10 marbles and has 2 marbles left over. How many marbles does Lee have?

_____ marbles

17. THINK SMARTER Finish the drawing to show 119.



Write to explain.

TAKE HOME ACTIVITY • Give your child a group of 100 to 120 pennies. Ask him or her to make as many groups of ten as possible, then tell you the total number of pennies.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Chapter 6 Review/Test

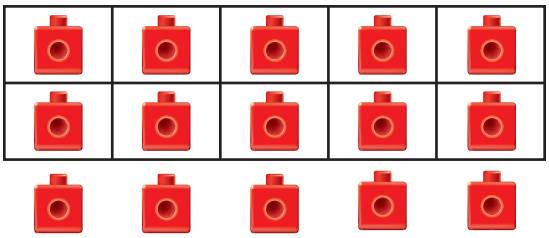
1. Felix counts 46 cubes. Then he counts forward some more cubes. Write the numbers.

46, _____, _____, _____, _____, _____, _____,

2. Count by tens. Match each number on the left to a number that is 10 more.

35 •	• 69
49 •	• 59
59 •	• 75
65 •	• 45
57 •	• 67

3. Does the number match the model? Choose Yes or No.

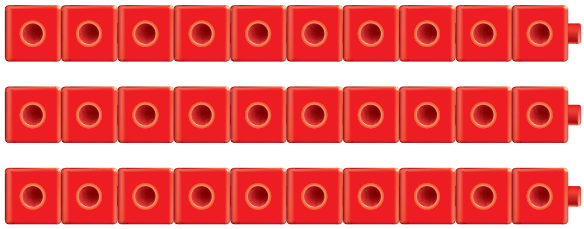


10 + 10	○ Yes	○ No
1 ten 4 ones	○ Yes	○ No
1 ten 5 ones	○ Yes	○ No
10 + 5	○ Yes	○ No

4. Circle the numbers that make the sentence true.

There are | 1 / 2 / 10 | tens and | 1 / 2 / 10 | ones in 12.

5. Choose all the ways that name the model.



- ○ 3 ones
- ○ 3 tens
- ○ 3 tens 0 ones
- ○ 30

Name _____

6. There are 42 . Lisa says that there are 4 tens and 2 ones. Elena says there are 2 tens and 4 ones. Who is correct? Circle the name.

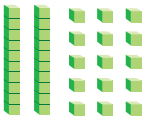
Lisa Elena

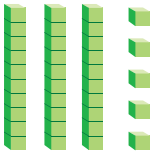
How can you draw to show 42?

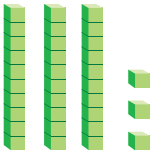
7. Read the problem. Write a number to solve.

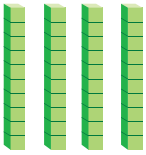
I am greater than 27.
I am less than 30.
I have 9 ones.

8. Choose all the ways that show the same number.

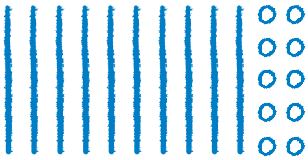






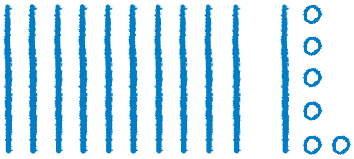


9. What number does the model show?



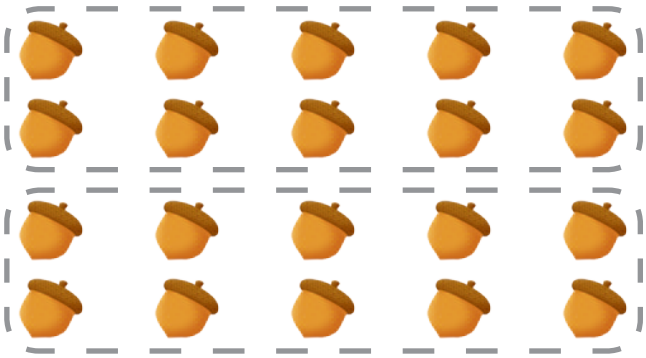
_____

10. Finish the drawing to show 118.



Write to explain.

11. Count the  . Write the numbers.



How many tens? _____ tens

How many  ? _____

_____ 

12. Draw a quick picture to show 54 in two ways. Then write the number of tens and ones in each picture.

_____ tens _____ ones _____ tens _____ ones

Chapter 7

Compare Numbers

Curious about Math

How many colors do you see in the kite? Name the number that is one more.

Name _____

Show What You Know

Model More

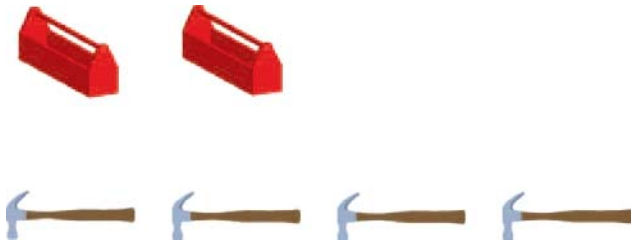
Draw lines to match.
Circle the set that has more.

1.

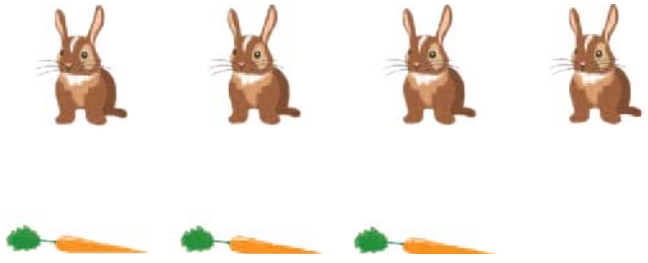
2.

More, Fewer

3. Circle the row that has more.



4. Circle the row that has fewer.



Draw Equal Groups

5. Draw a ball for each glove.

This page checks understanding of important skills needed for success in Chapter 7.

Personal Math Trainer
Online Assessment and Intervention

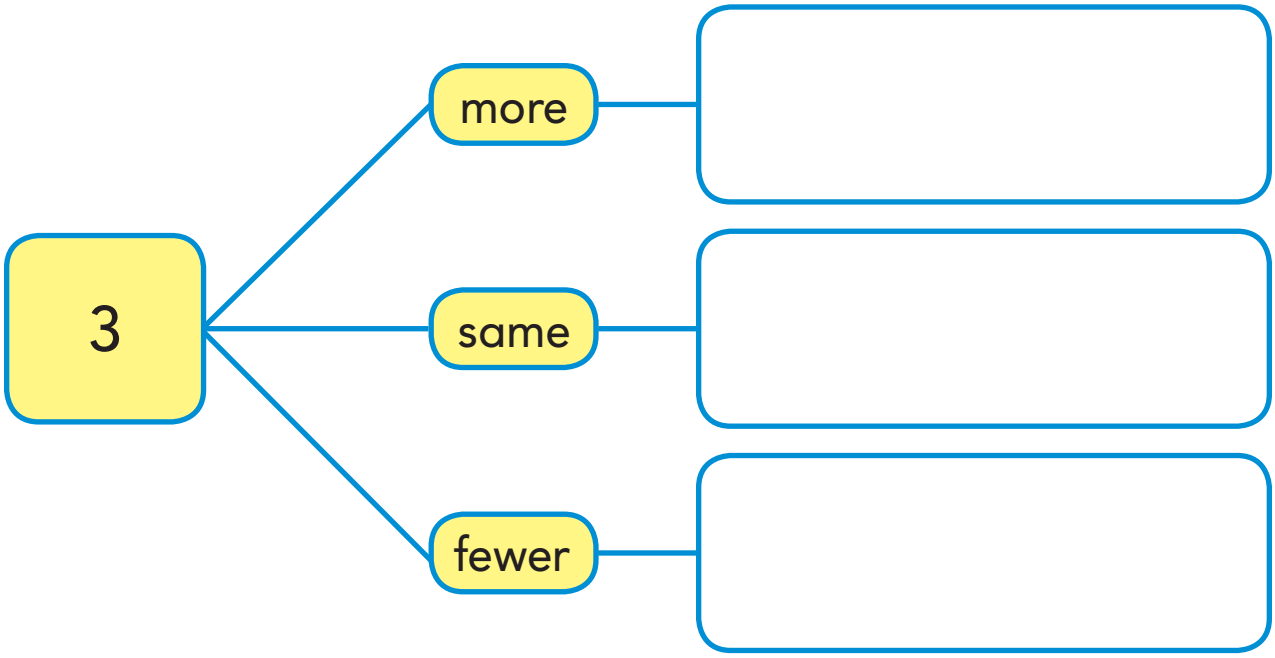
Name _____

Vocabulary Builder

Review Words
fewer
more
same

Visualize It

Draw pictures in the box to show **more**, **fewer**, or the **same** number.



Understand Vocabulary

Complete the sentences with review words.

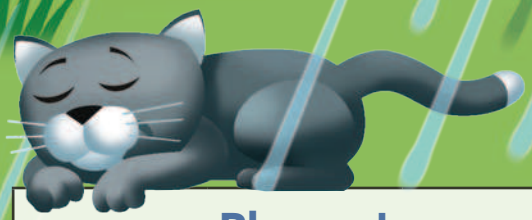
1. I see 2 white cats and 4 yellow cats. I see _____ yellow cats than white cats.
2. Dave has 9 grapes. Ann has 6 grapes. Ann has _____ grapes than Dave.
3. 5 ducks and 5 swans are at the pond. There are the _____ number of ducks and swans.

Game Rainy Day Bingo

Materials • • 9 • 9

Play with a partner.

1. Toss the .
2. Use to cover one space that shows a number that is 1 more.
3. If you do not have a space that shows the number, your turn is over.
4. The other player takes a turn.
5. The first player to cover all of his or her spaces wins.



Player 1		
4	5	2
3	6	4
2	5	7

Player 2		
6	2	3
4	7	6
5	3	7

Name _____

Algebra • Greater Than

Essential Question How can you compare two numbers to find which is greater?

HANDS ON
Lesson 7.1

Number and Operations in Base Ten—1.NBT.3

MATHEMATICAL PRACTICES
MP.5, MP.7

Listen and Draw

Hands On

Use  to solve.

Draw quick pictures to show your work.

Tens	Ones

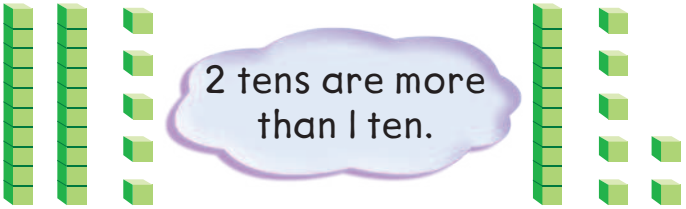
Math Talk Mathematical Practices

How did you decide which number is greater? **Explain.**

FOR THE TEACHER • Read the problem. Which number is greater, 65 or 56? Have children use base-ten blocks and draw quick pictures to solve.

Model and Draw

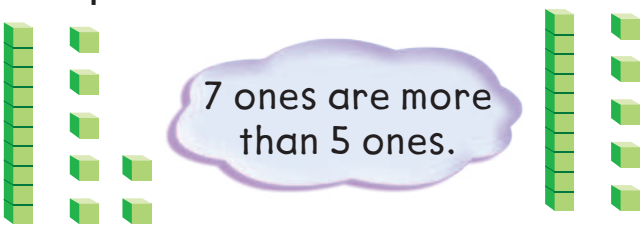
To compare 25 and 17, first compare the tens.



25 **is greater than** 17.

25 > 17

If the tens are the same, compare the ones.



17 is greater than 15.

17 > 15

Share and Show

MATH BOARD

Use your MathBoard and  to show each number.

	Circle the greater number.	Did tens or ones help you decide?	Write the numbers.
1.	62 (65)	tens (ones)	65 is greater than 62. 65 > 62
2.	84 48	tens ones	_____ is greater than _____. _____ > _____
3.	72 70	tens ones	_____ is greater than _____. _____ > _____

Name _____

On Your Own

MATHEMATICAL PRACTICE 5 Use a Concrete Model

Use  if you need to.

	Circle the greater number.	Did tens or ones help you decide?	Write the numbers.
4.	57 75	tens ones	_____ is greater than _____. _____ > _____
5.	94 98	tens ones	_____ is greater than _____. _____ > _____

Write or draw to solve.

6. THINK SMARTER Pam and Jake play a game for points. Pam's points are 1 ten 6 ones. Jake's points are 1 one 6 tens. Who has the greatest number of points?

_____

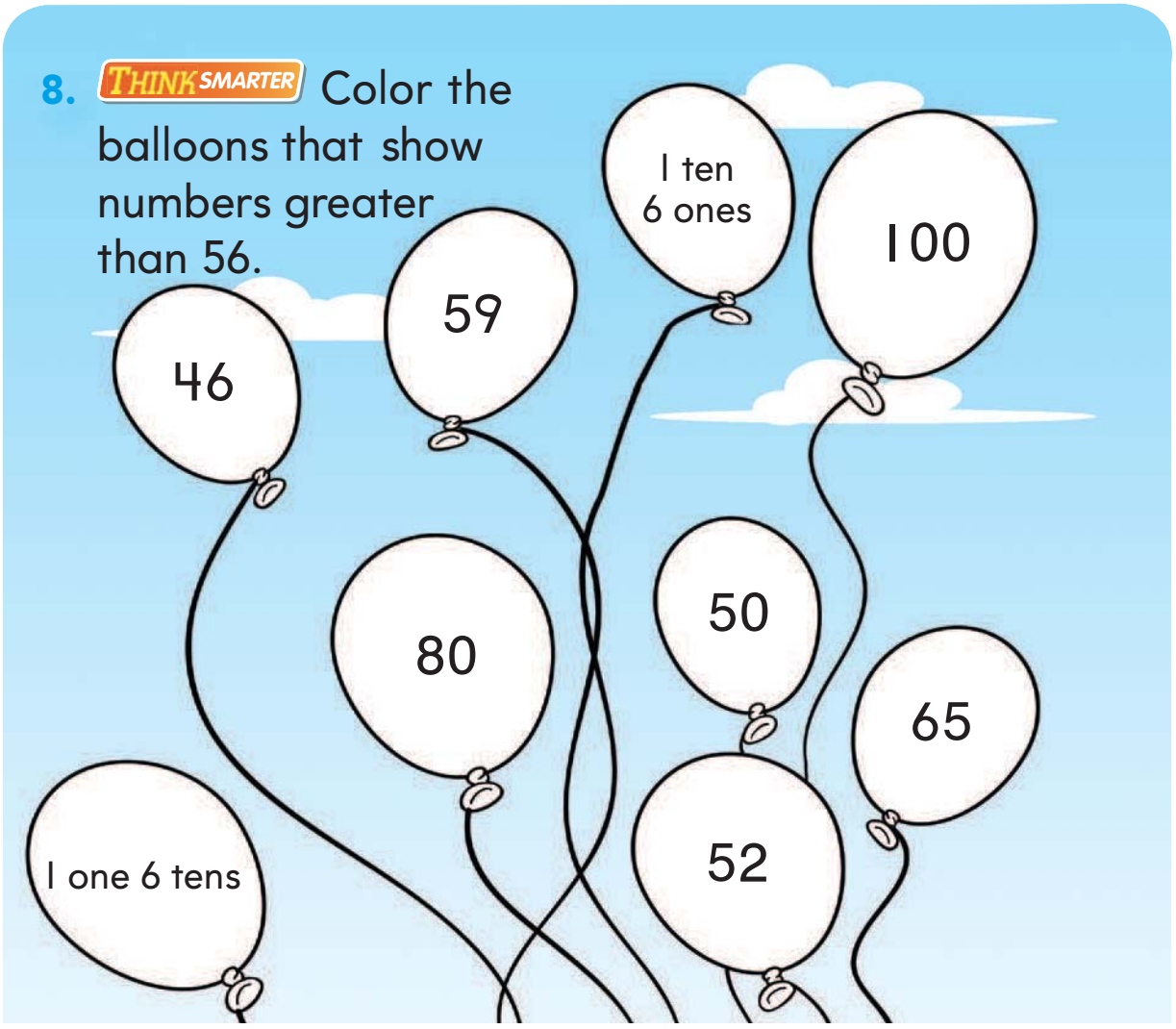
7. GO DEEPER John has 51 cards. Paul has 32 cards. George has a stack of cards greater than either Paul or John. How many cards might George have?

_____

_____

Problem Solving • Applications (Real World) WRITE Math

8. THINK SMARTER Color the balloons that show numbers greater than 56.



9. THINK SMARTER Compare. Is the math sentence true? Choose Yes or No.

37 is greater than 43.	○ Yes	○ No
41 is greater than 39.	○ Yes	○ No
48 > 52	○ Yes	○ No
86 > 68	○ Yes	○ No

TAKE HOME ACTIVITY • Write 38, 63, 68, and 83 on slips of paper. Show your child two numbers, and ask which number is greater. Repeat with different pairs of numbers.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Algebra • Less Than

Essential Question How can you compare two numbers to find which is less?

Number and Operations in Base Ten—1.NBT.3

MATHEMATICAL PRACTICES
MP.5, MP.7

Listen and Draw

Hands On

Use  to solve. Draw quick pictures to show your work.

Tens	Ones

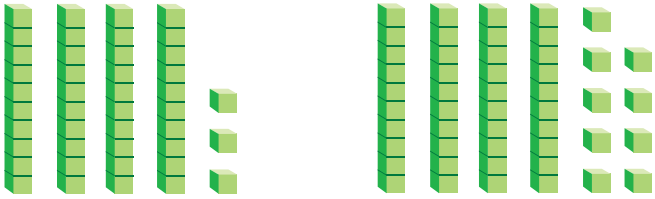
Math Talk **Mathematical Practices**

How does your drawing show which number is less? **Explain**.

FOR THE TEACHER • Read the problem. Which number is less, 22 or 28? Have children use base-ten blocks to solve.

Model and Draw

Compare numbers to find which is less.



43 **is less than** 49.

43 < 49

How do you know which number is less?

Share and Show

MATH BOARD

Use your MathBoard and to show each number.

	Circle the number that is less.	Did tens or ones help you decide?	Write the numbers.
1.	39 36	tens ones	36 is less than 39. 36 < 39
2.	80 94	tens ones	_____ is less than _____. _____ < _____
3.	57 54	tens ones	_____ is less than _____. _____ < _____

Name _____

On Your Own

MATHEMATICAL PRACTICE 5 **Use a Concrete Model**

GO DEEPER Use  if you need to.

	Circle the number that is less.	Did tens or ones help you decide?	Write the numbers.
4.	47 48	tens ones	_____ is less than _____. _____ < _____
5.	82 28	tens ones	_____ is less than _____. _____ < _____
6.	96 90	tens ones	_____ is less than _____. _____ < _____
7.	23 32	tens ones	_____ is less than _____. _____ < _____
8.	65 55	tens ones	_____ is less than _____. _____ < _____

Problem Solving • Applications Real World

WRITE Math

Write a number to solve.

9. THINK SMARTER Nan makes the number 46. Marty makes a number that is less than 46. What could be a number Marty makes?

_____

10. THINK SMARTER Jack makes the number 92. Kit makes a number that has fewer ones than 92. What could be a number Kit makes?

_____

11. THINK SMARTER Write a number that is less than 67.

How do you know your number is less than 67?

_____

TAKE HOME ACTIVITY • Write 47, 54, 57, and 74 on slips of paper. Show your child two numbers, and ask which number is less. Repeat with different pairs of numbers.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Algebra • Use Symbols to Compare

Essential Question How can you use symbols to show how numbers compare?

HANDS ON Lesson 7.3

Number and Operations in Base Ten—1.NBT.3 *Also 1.OA.7*

MATHEMATICAL PRACTICES
MP.1, MP.4, MP.8

Listen and Draw

Hands On

Use  . Draw quick pictures to show your work. Write the numbers to compare.

___ < 36

___ = 36

___ > 36

Math Talk **Mathematical Practices**

Compare 47 and 32 in two ways. What two symbols do you use? **Explain.**

FOR THE TEACHER • Have children use base-ten blocks to show a number less than 36, a number equal to 36, and a number greater than 36.

Model and Draw

21 < 24

21 is less than 24.

24 = 24

24 is equal to 24.

30 > 24

30 is greater than 24.

Share and Show

MATH BOARD

Use ▭ ▭. Draw to show each number.
Write <, >, or =. Complete the sentence.

1.

28 ◯ 35

28 _____ 35.

2.

16 ◯ 16

16 _____ 16.

3.

46 ◯ 31

46 _____ 31.

4.

51 ◯ 52

51 _____ 52.

Name _____

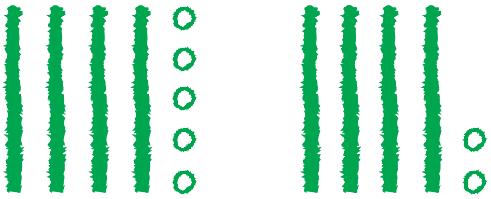
On Your Own

REMEMBER
< is less than
> is greater than
= is equal to

MATHEMATICAL PRACTICE 4 **Use Symbols**

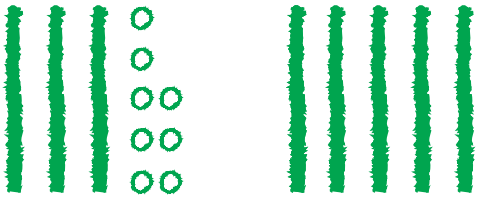
GO DEEPER Write <, >, or =.
Draw a quick picture if you need to.

5.



45 > 42

6.



38 ◯ 50

7. 90 ◯ 93

8. 87 ◯ 87

9. 64 ◯ 59

10. THINK SMARTER Gill and Rob win tokens in a game. Gill has 86 tokens. Rob has 61 tokens. 70 tokens are needed for a prize. Who has enough tokens for a prize? Write the number.

_____

THINK SMARTER Write numbers to solve.

11. 96 = ____

12. 53 > ____

13. 83 < ____

14. 40 < ____

15. 71 > ____

16. 29 = ____

TAKE HOME ACTIVITY • Have your child show you how to write <, >, and = to compare two numbers. Ask him or her to use words to explain each comparison.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Mid-Chapter Checkpoint

Concepts and Skills

Circle the greater number. Write the numbers. (1.NBT.3)

1. 38 83

____ is greater than ____.

____ > ____

Circle the number that is less. Write the numbers. (1.NBT.3)

2. 61 29

____ is less than ____.

____ < ____

3. Matt scores 34 points and wins the game. Lee scores points and does not win. The number of Lee's points is less than the number of Matt's points. Is Lee's score 49 or 29? (1.NBT.3) ____

4. THINK SMARTER Circle the symbol that makes the math sentence true. (1.NBT.3)

44 > < = 43

Name _____

Problem Solving • Compare Numbers

Essential Question How can making a model help you compare numbers?

Number and Operations in Base Ten—1.NBT.3

MATHEMATICAL PRACTICES
MP.2, MP.4, MP.6

Cassidy has the number cards shown below. She gives away the cards with numbers less than 49 and greater than 53. Which number cards does Cassidy have now?

Unlock the Problem

What do I need to find?

the number cards that Cassidy has now

What information do I need to use?

number cards < 49

and > 53

Show how to solve the problem.

~~47~~ ~~48~~ 51 52 ~~54~~

Cassidy has number cards 51, 52.

HOME CONNECTION • Your child made a model of the problem. The numbers crossed out are less than 49 and also greater than 53. The remaining numbers solve the problem.

Try Another Problem

Make a model to solve.

- What do I need to find?
- What information do I need to use?

1. Tony has these number cards. He gives away the cards with numbers less than 16 and greater than 19. Which number cards does Tony have now?

15	17	18	20	22

Tony has number cards _____.

2. Carol has these number cards. She keeps the cards with numbers greater than 98 and less than 95. Circle the number cards Carol keeps.

90	91	96	97	99

Carol keeps number cards _____.

Math Talk — **Mathematical Practices**

Explain how you can find the number cards Tony has now.

Name _____

Share and Show

MATH BOARD

MATHEMATICAL PRACTICE 4 **Use Models** Make a model to solve.

3. Felipe has these number cards. He gives away cards with numbers less than 60 and greater than 65. Which number cards does Felipe have now?

58 61 63 64 68

Felipe has number cards _____.

4. THINK SMARTER Molly underlines the number cards greater than 76 and circles the number cards less than 84. Which number cards are both greater than 76 and less than 84?

72 75 78 82 85

Number cards _____ are both greater than 76 and less than 84.

On Your Own

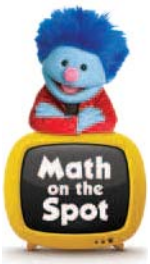
WRITE Math

Choose a way to solve.
Draw or write to explain.

5. GO DEEPER Some cows were in the field. 6 more cows walked there. Then there were 13 cows. How many cows were in the field before?

____ cows

6. THINK SMARTER Ed has 6 marbles. How many marbles can he put in a red cup and how many can he put in a blue cup?



____ + ____ = 6

Personal Math Trainer

7. THINK SMARTER + Lani has these number cards. Write each number in the box to show **less than** 24 or **greater than** 24.

22 27 23 21 25

less than 24	greater than 24

TAKE HOME ACTIVITY • Ask your child to tell you a number that is greater than 59 and a number less than 59.

FOR MORE PRACTICE: Standards Practice Book

Name _____

10 More, 10 Less

Essential Question How can you identify numbers that are 10 more or 10 less than a number?

HANDS ON
Lesson 7.5

Number and Operations in Base Ten—1.NBT.5

MATHEMATICAL PRACTICES
MP.1, MP.3, MP.6

Listen and Draw

Real World

Hands On

Use  to solve. Draw quick pictures to show your work.

Pat

_____

Tony

_____

Jan

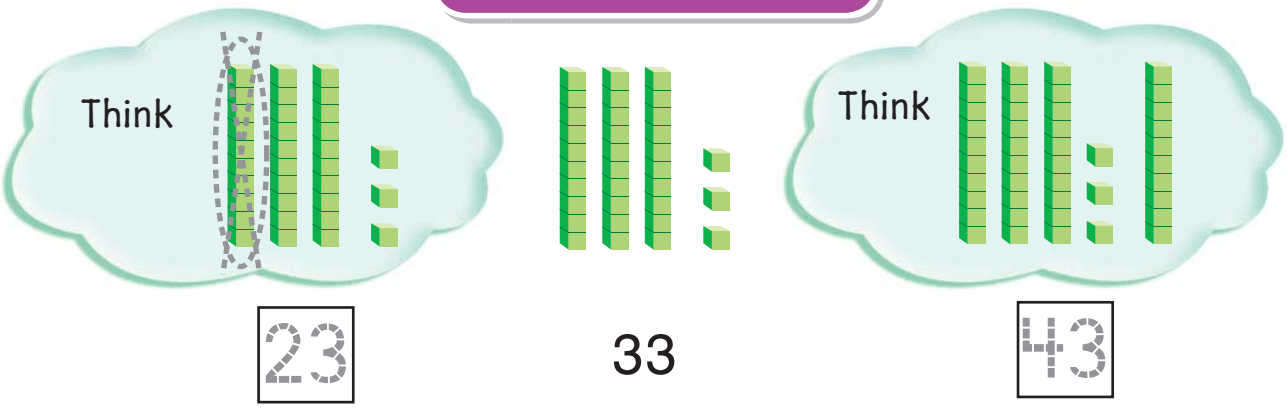
_____

FOR THE TEACHER • Read the following problem. Tony has 2 boxes of markers and 2 more markers. Pat has 10 fewer markers than Tony. Jan has 10 more markers than Tony. How many markers does each child have?

Math Talk — **Mathematical Practices**

What number has one less 10 than 12? **Explain.**

Model and Draw



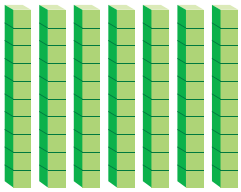
_____ is 10 less than 33.

_____ is 10 more than 33.

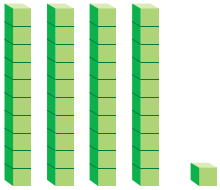
Share and Show

MATH BOARD

Use mental math. Write the numbers that are 10 less and 10 more.

1. 

☐ 70 ☐

2. 

☐ 41 ☐

3. ☐ 58 ☐

4. ☐ 66 ☐

5. ☐ 24 ☐

6. ☐ 86 ☐

7. ☐ 37 ☐

8. ☐ 15 ☐

Name _____

On Your Own

MATHEMATICAL PRACTICE 3 **Apply** Use mental math.
Complete the chart. Explain your method.

	10 Less		10 More
9.	____	39	____
10.	____	75	____
11.	____	64	____
12.	____	90	____
13.	____	83	____
14.	11	____	____
15.	____	____	26

16. THINK SMARTER Solve.
I have 89 rocks. I want to collect 10 more. How many rocks will I have then?

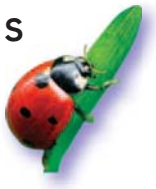
____ rocks

Problem Solving • Applications Real World

WRITE Math

Choose a way to solve. Draw or write to show your work.

17. The plant has 4 fewer ladybugs on it than the tree. The tree has 7 ladybugs on it. How many ladybugs are on the plant?



____ ladybugs

18. Amy has 7 ribbons. Charlotte has 9 ribbons. How many more ribbons does Charlotte have than Amy?

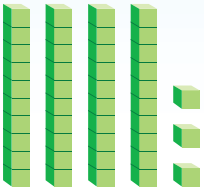
____ more ribbons

19. GO DEEPER Margo has 28 stamps. Chet has 10 more stamps than Margo. Luis has 10 more stamps than Chet. How many stamps does Luis have?

____ stamps

Personal Math Trainer

20. THINK SMARTER + Draw a quick picture to show a number that is 10 less than the model.



What is the new number? ☐

TAKE HOME ACTIVITY • Write a two-digit number, such as 25, 40, or 81. Ask your child to identify the numbers that are ten less than and ten more than that number. Repeat with other numbers.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Chapter 7 Review/Test

1. Compare. Is the math sentence true? Choose Yes or No.

54 is greater than 45.	○ Yes	○ No
37 is greater than 29.	○ Yes	○ No
29 > 43	○ Yes	○ No
55 > 45	○ Yes	○ No

2. Choose all the numbers that are less than 71.

○ 62 ○ 80 ○ 70 ○ 49

3. Circle the symbol that makes the math sentence true.

46 [> < =] 58

4. Megan has these number cards. Write each number in the box to show **less than** 33 or **greater than** 33.

37 34 31 35 32

less than 33	greater than 33

5. Use mental math. Complete the chart.

10 Less		10 More
_____	33	_____
_____	57	_____

6. Write a number that is less than 30.

How do you know your number is less than 30?

Name _____

7. Choose all the math sentences that are true.

- ○ $35 < 47$
- ○ $24 = 39$
- ○ $14 > 41$
- ○ $48 = 48$
- ○ $23 > 21$

8. James circles the numbers that are **less than** 87 or **greater than** 91. Which numbers does James circle?

86 88 89 90 92

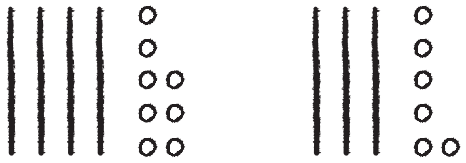
James circles _____ and _____.

9. Draw a quick picture to show a number that is 10 more than the model.

10. Compare. Is the math sentence true?
Circle yes or no.

49 is greater than 57.	○ Yes	○ No
54 is greater than 53.	○ Yes	○ No
$60 > 50$	○ Yes	○ No
$72 > 68$	○ Yes	○ No

11. Write $<$, $>$, or $=$ to compare the numbers.



48 _____ 36

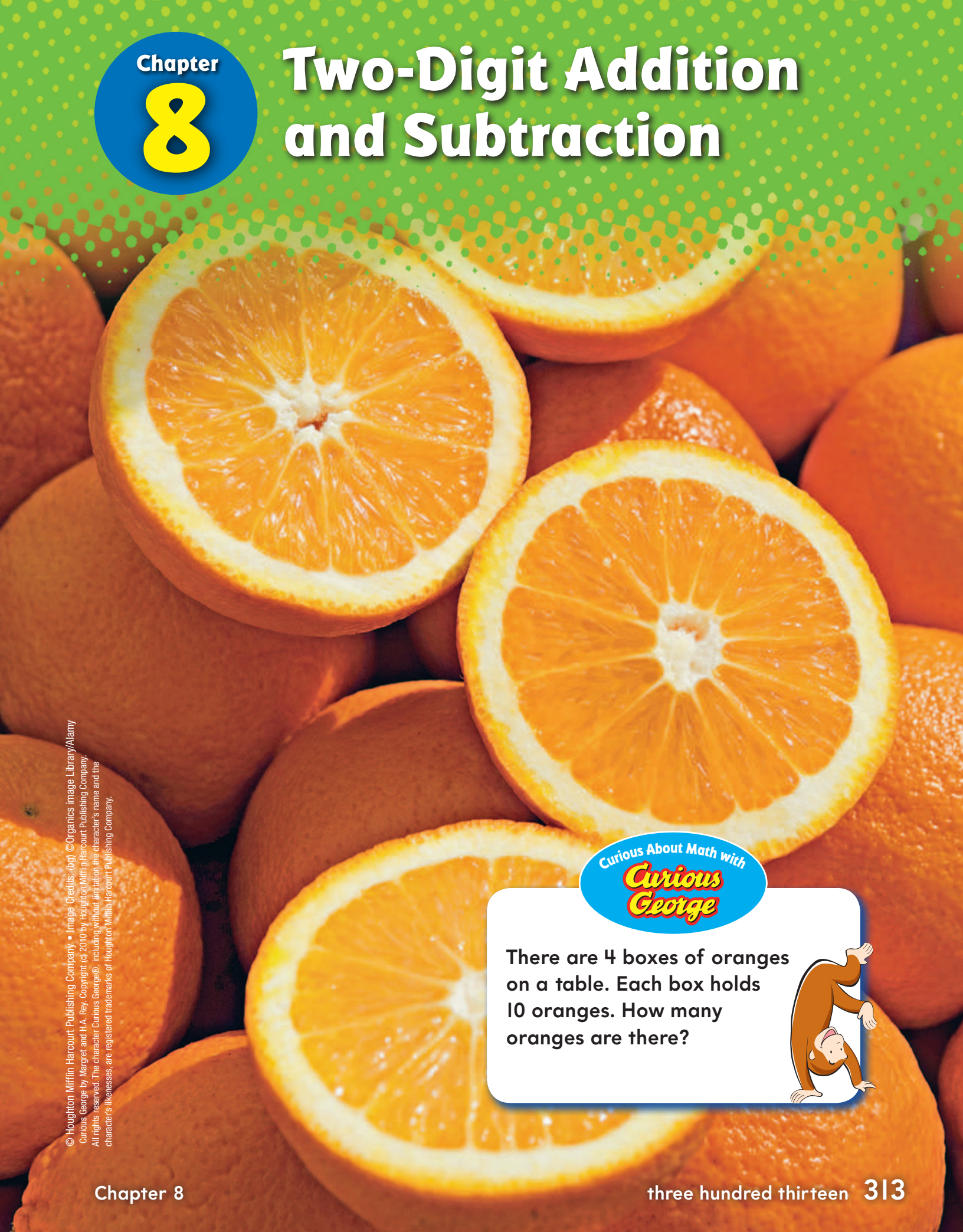
How do the drawings help you compare the numbers?

12. Circle the words that make the sentence true.

88 is greater than / less than / equal to 90.

Chapter 8

Two-Digit Addition and Subtraction



Curious About Math with Curious George

There are 4 boxes of oranges on a table. Each box holds 10 oranges. How many oranges are there?

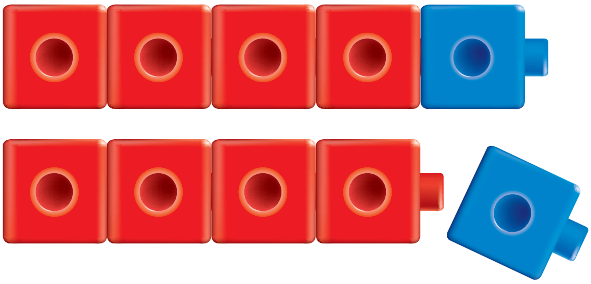
Name _____

Show What You Know

Add and Subtract

Use and to add. Write the sum.
Break apart to subtract.
Write the difference.

1.



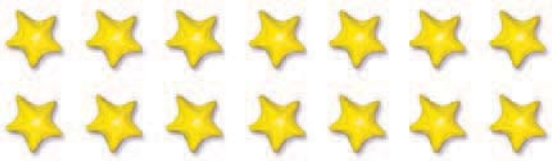
4 + 1 = _____

5 − 1 = _____

Count Groups to 20

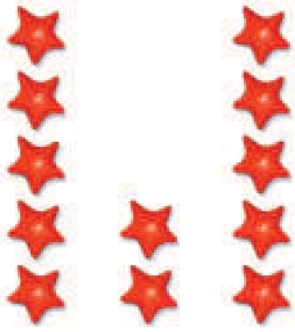
Circle groups of 10. Write how many.

2.



_____

3.



_____

Use a Hundred Chart to Count

Touch and count. Shade the last number counted.

4. Start at 1 and count to 20.
5. Start at 30 and count to 56.
6. Start at 77 and count to 93.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

This page checks understanding of important skills needed for success in Chapter 8.

Personal Math Trainer
Online Assessment and Intervention

Name _____

Vocabulary Builder

Review Words
add
subtract
sum
difference

Visualize It

Sort the review words from the box.

Put Together	Take Apart
_____	_____
_____	_____
_____	_____

Understand Vocabulary

Use a review word to complete each sentence.

1. 8 is the _____ for 17 − 9.
2. 17 is the _____ for 8 + 9.
3. When you _____ 4 to 8, you find the sum.
4. When you _____ 4 from 8, you find the difference.

Game Neighborhood Sums

Materials

- 2 pawns
- 1 spinner
- 9 red counters
- 9 orange counters
- 9 blue counters

Play with a partner.

1. Put your pawn on START.
2. Spin the spinner. Move that number of spaces.
3. Make a ten to help you find the sum.
4. The other player uses counters to check.
5. If you are not correct, you lose a turn.
6. The first player to get to END wins.

2 4 +8	Move ahead one space.	4 9 +6	4 4 +6	9 1 +6	END
4 6 +3	5 3 +7	9 7 +1	Move back one space.	3 7 +7	5 8 +5
					6 6 +4
	START	2 4 +8	Move ahead one space.	6 1 +9	8 8 +2

Name _____

Add and Subtract Within 20

Essential Question What strategies can you use to add and subtract?

Operations and Algebraic Thinking—1.OA.6

MATHEMATICAL PRACTICES
MP.1, MP.3, MP.6

Listen and Draw

Real World

What is 5 + 4?
Use a strategy to solve the addition fact. Draw to show your work.

5 + 4 = ____

Math Talk **Mathematical Practices**

Explain What strategy did you use to find the answer?

FOR THE TEACHER • Have children choose and model a strategy to solve the addition fact. Then have them draw to show their work.

Model and Draw

Think of a strategy you can use to add or subtract.

What is 14 − 6?

I can use a related fact.

6 + 8 = 14

So, 14 − 6 = 8.

Share and Show

MATH BOARD

Add or subtract.

1. 5 + 3 = ____	2. 10 − 5 = ____	3. 3 + 6 = ____
4. 12 − 5 = ____	5. 15 − 9 = ____	6. 5 + 7 = ____
7. 8 + 7 = ____	8. 9 − 7 = ____	9. 5 + 5 = ____
10. 12 − 7 = ____	11. 18 − 9 = ____	12. 9 + 4 = ____
13. 2 + 7 = ____	14. 5 − 1 = ____	15. 9 + 1 = ____
16. 7 − 6 = ____	✓17. 13 − 4 = ____	✓18. 2 + 6 = ____

Name _____

On Your Own

MATHEMATICAL PRACTICE 3 **Apply** Add or subtract.

19. $14 - 5$	20. $2 + 10$	21. $3 + 3$	22. $14 - 8$	23. $8 + 9$	24. $6 - 3$
25. $6 - 5$	26. $2 + 8$	27. $0 + 5$	28. $10 - 2$	29. $9 + 9$	30. $5 - 4$
31. $8 - 8$	32. $10 + 1$	33. $4 + 7$	34. $9 - 3$	35. $1 + 8$	36. $17 - 9$
37. $13 - 7$	38. $6 + 5$	39. $10 + 2$	40. $14 - 9$	41. $10 + 10$	42. $11 - 3$

43. THINK SMARTER Jamal thinks of an addition fact. The sum is 15. One addend is 8. What is a fact Jamal could be thinking of?

_____ ◯ _____ ◯ _____

Problem Solving • Applications Real World

WRITE Math

Solve. Write or draw to explain.

44. THINK SMARTER There are 9 ants on a rock. Some more ants get on the rock. Now there are 18 ants on the rock. How many more ants got on the rock?

____ more ants

45. GO DEEPER Fill in the blanks. Write a number sentence to solve.

Lin sees ____ bees. Some bees flew away. Now there are ____ bees. How many bees flew away?

___ ◯ ___ ◯ ___

____ bees

46. THINK SMARTER Write each addition or subtraction in the box below the answer.

7 + 9 6 + 1 17 − 8 14 − 7 8 + 8

7	9	16

TAKE HOME ACTIVITY • Have your child tell a strategy he or she would use to solve 4 + 8.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Add Tens

Essential Question How can you add tens?

HANDS ON
Lesson 8.2

Number and Operations in Base Ten—1.NBT.4

MATHEMATICAL PRACTICES
MP.2, MP.7

Listen and Draw

Real World

Choose a way to show the problem.
Draw a quick picture to show your work.

Math Talk **Mathematical Practices**

Explain why there will be no ones in your answer when you add 20 + 30.

FOR THE TEACHER • Read the following problems. Barb has 20 pennies. Ed has 30 pennies. How many pennies do they have? Kyle has 40 pennies. Kim has 50 pennies. How many pennies do they have?

Model and Draw

How can you find 30 + 40?

30 + 40 = 70

____ tens

Share and Show

MATH BOARD

Use ▭▭▭▭▭▭▭▭▭▭ ▭. Draw to show tens.
Write the sum. Write how many tens.

1. 20 + 40 = ____

____ tens

2. 30 + 30 = ____

____ tens

3. 40 + 50 = ____

____ tens

4. 50 + 30 = ____

____ tens

Name _____

On Your Own

MATHEMATICAL PRACTICE 2 **Represent a Problem** Draw to show tens. Write the sum. Write how many tens.

5. 40 + 40 = ____

____ tens

6. 70 + 20 = ____

____ tens

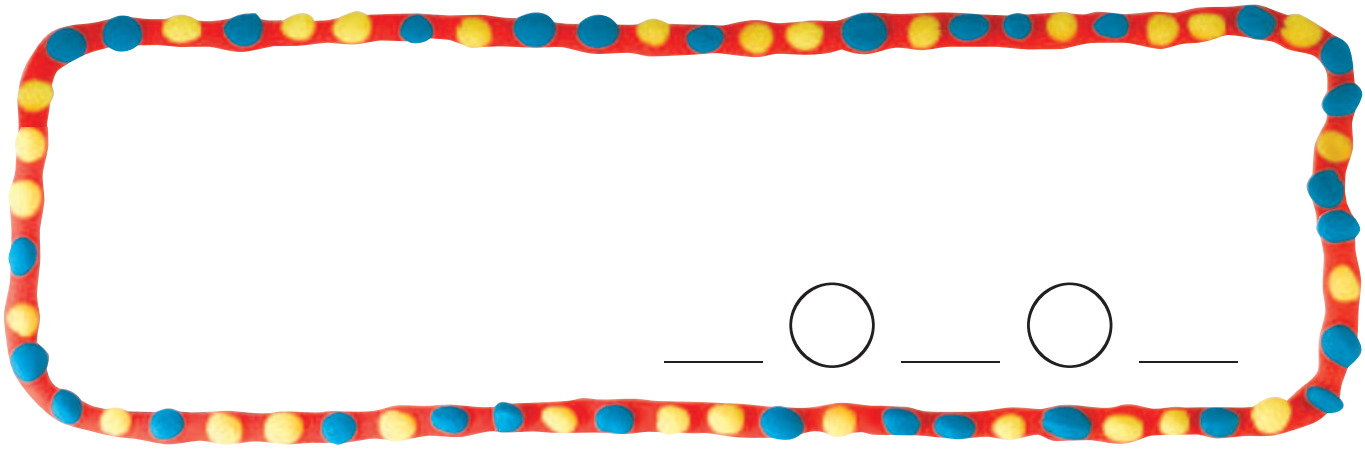
7. 10 + 80 = ____

____ tens

8. 60 + 30 = ____

____ tens

9. GO DEEPER Draw two groups of tens you can add to get a sum of 50. Write the number sentence.

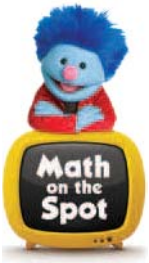


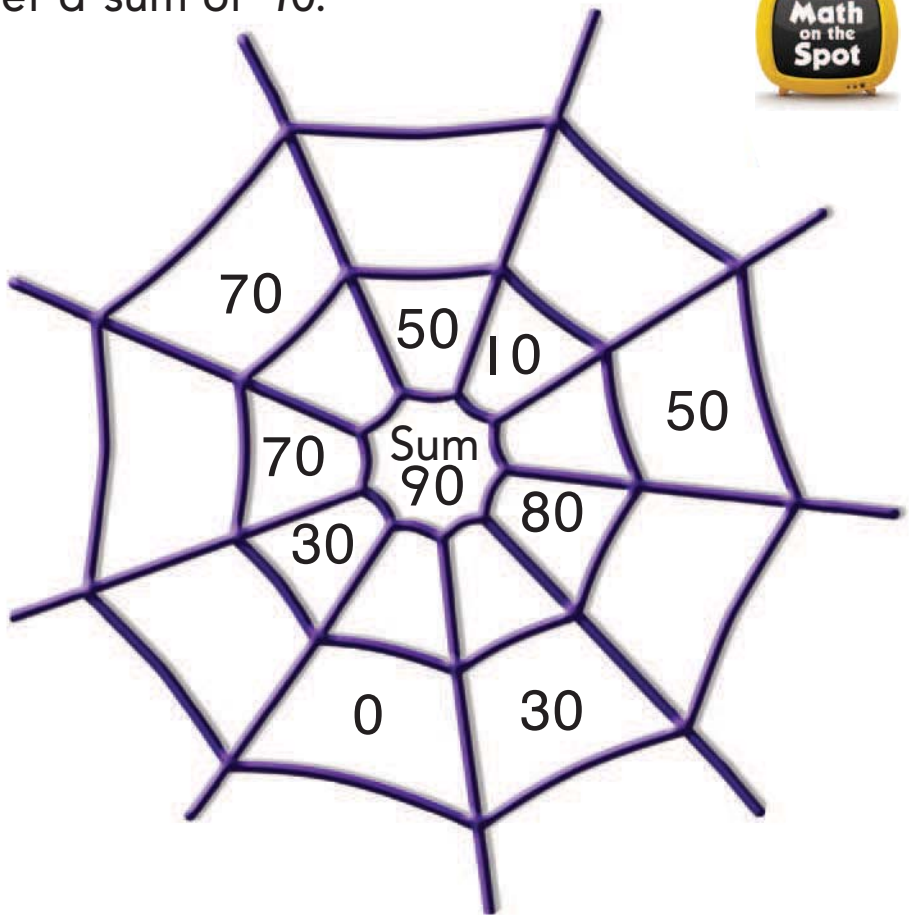
____ ◯ ____ ◯ ____

Problem Solving • Applications

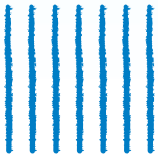
WRITE Math

10. THINK SMARTER Complete the web. Write the missing addend to get a sum of 90.





11. THINK SMARTER Choose all the ways that name the model.



- ○ 4 ones and 3 tens
- ○ 4 tens and 3 tens
- ○ 7 tens
- ○ 70

TAKE HOME ACTIVITY • Ask your child to explain how to use tens to find 20 + 70.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Subtract Tens

Essential Question How can you subtract tens?

HANDS ON
Lesson 8.3

Number and Operations in Base Ten—1.NBT.6

MATHEMATICAL PRACTICES
MP.3, MP.8

Listen and Draw

Real World

Choose a way to show the problem.
Draw a quick picture to show your work.

Math Talk Mathematical Practices

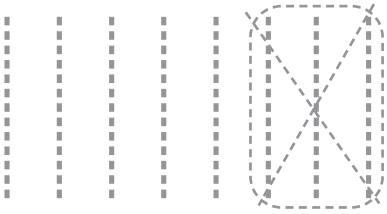
Explain how your picture shows the first problem.

FOR THE TEACHER • Read the following problems. Tara has 30 seashells. 20 shells are big. The rest are small. How many small shells does she have? Sammy has 50 shells. He gives 30 shells to his friend. How many shells does Sammy have now?

Model and Draw

How can you find 80 − 30?

80 − 30 = 50



____ tens

Share and Show

MATH BOARD

Use ▮▮▮▮▮▮▮▮▮▮ ▮. Draw to show tens.
Write the difference. Write how many tens.

1. 60 − 20 = ____

____ tens

2. 70 − 30 = ____

____ tens

3. 80 − 20 = ____

____ tens

4. 90 − 40 = ____

____ tens

Name _____

On Your Own

MATHEMATICAL PRACTICE 6 **Make Connections** Draw to show tens. Write the difference. Write how many tens.

5. 80 − 40 = ____

____ tens

6. 90 − 70 = ____

____ tens

7. 70 − 50 = ____

____ tens

8. 30 − 30 = ____

____ tens

THINK SMARTER Solve.

9. Jeff has 40 pennies. He gives some to Jill. He has 10 pennies left. How many pennies does Jeff give to Jill?

____ pennies

TAKE HOME ACTIVITY • Ask your child to explain how to use tens to find 90 − 70.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Mid-Chapter Checkpoint

Concepts and Skills

Add or subtract. (1.OA.6)

1. $\begin{array}{r} 4 \\ +8 \\ \hline \end{array}$

2. $\begin{array}{r} 15 \\ -\ 7 \\ \hline \end{array}$

3. $\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$

4. $\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$

5. $\begin{array}{r} 10 \\ +\ 6 \\ \hline \end{array}$

6. $\begin{array}{r} 11 \\ -\ 2 \\ \hline \end{array}$

Use  . Draw to show tens.
Write the sum. Write how many tens. (1.NBT.4)

7. 30 + 50 = ____

____ tens

8. 40 + 20 = ____

____ tens

Use  . Draw to show tens.
Write the difference. Write how many tens. (1.NBT.6)

9. 90 − 20 = ____

____ tens

10. 60 − 40 = ____

____ tens

11. THINK SMARTER Mike has 60 marbles. He gives 20 to Kathy. How many marbles does Mike have left? Show your work. (1.NBT.6)

_____ marbles

Name _____

Use a Hundred Chart to Add

Essential Question How can you use a hundred chart to count on by ones or tens?

Number and Operations in Base Ten—1.NBT.4

MATHEMATICAL PRACTICES
MP.4, MP.6

Listen and Draw

Real World

Use the hundred chart to solve the problems.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

FOR THE TEACHER • Read the following problems. Alice picks 12 flowers. Then she picks 4 more flowers. How many flowers does Alice pick? Ella picks 10 strawberries. Then she picks 20 more strawberries. How many strawberries does Ella pick?

Math Talk — **Mathematical Practices**

Describe how you can use a hundred chart to find each sum.

Model and Draw

Count on a hundred chart to find a sum.

Start at **24.**
Count on four ones.
25, 26, 27, 28

$24 + 4 =$ 28

Start at **31.**
Count on four tens.
41, 51, 61, 71

$31 + 40 =$ 71

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Share and Show

MATH BOARD

Use the hundred chart to add.
Count on by ones or tens.

1. $42 + 7 =$ ____

2. $57 + 30 =$ ____

3. $91 + 5 =$ ____

4. $18 + 50 =$ ____

Name _____

On Your Own

How can you use the hundred chart to find each sum?

32 + 5 = ___

48 + 30 = ___

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

MATHEMATICAL PRACTICE 5

Use Appropriate Tools

Use the hundred chart to add.
Count on by ones or tens.

5. 13 + 70 = ___

6. 22 + 6 = ___

7. 71 + 3 = ___

8. 49 + 50 = ___

9. 53 + 4 = ___

10. 25 + 40 = ___

11. GO DEEPER Solve. Show your work.

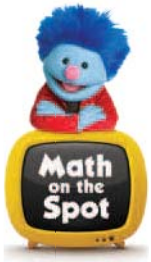
31 + 20 + 40 = ___

Problem Solving • Applications Real World

WRITE Math

Choose a way to solve. Draw or write to show your work.

12. THINK SMARTER Rae put 20 books away. She put 20 more books away, then 11 more. How many books did Rae put away?



_____ books

Personal Math Trainer

13. THINK SMARTER + Use the hundred chart to add. Count on by ones or tens.

$62 + 9 =$ _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Explain how you used the chart to find the sum.

TAKE HOME ACTIVITY • On a piece of paper, write 36 + 40. Ask your child to explain how to use the hundred chart to count on by tens to find the sum.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Use Models to Add

Essential Question How can models help you add ones or tens to a two-digit number?

HANDS ON Lesson 8.5

Number and Operations in Base Ten—1.NBT.4

MATHEMATICAL PRACTICES
MP.4, MP.6

Listen and Draw

Real World

Draw to show how you can find the sum.

14 + 5 = ____

Math Talk **Mathematical Practices**

Explain how you found the sum.

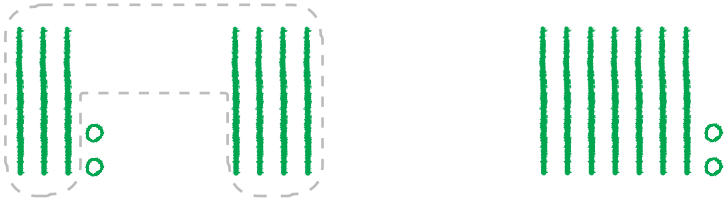
FOR THE TEACHER • Read the following problem. Amir counts 14 cars as they go by. Then he counts 5 more cars. How many cars does Amir count?

Model and Draw

Add ones to a two-digit number.

32 + 4 = 36

Add tens to a two-digit number.



32 + 40 = 72

Share and Show

MATH BOARD

Use ▭ ▭. Draw to show how to add the ones. Write the sum.

1. 27 + 2 = ____

2. 41 + 5 = ____

Use ▭ ▭. Draw to show how to add the tens. Write the sum.

3. 13 + 50 = ____

4. 28 + 30 = ____

Name _____

On Your Own

MATHEMATICAL PRACTICE 4 **Use Models**

Use and your MathBoard.
Add the ones or tens. Write the sum.

5. 65 + 3 = ____

6. 81 + 8 = ____

7. 54 + 20 = ____

8. 32 + 10 = ____

9. 95 + 2 = ____

10. 25 + 60 = ____

11. 2 + 54 = ____

12. 70 + 29 = ____

GO DEEPER Make a sum of 45. Draw a quick picture. Write the number sentence.

13. Add ones to a two-digit number.

____ + ____ = 45

14. Add tens to a two-digit number.

____ + ____ = 45

Problem Solving • Applications Real World

WRITE Math

Choose a way to solve. Draw or write to show your work.

15. Rita picks 63 strawberries. Then she picks 30 more. How many strawberries does Rita pick?

_____ strawberries

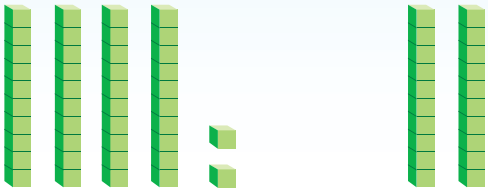
16. THINK SMARTER Kenny planted two rows of corn. He used 20 seeds in each row. He has 18 seeds left. How many seeds of corn did Kenny have?

_____ seeds

17. There are 7 oak trees and 32 pine trees in the park. How many trees are in the park?

_____ trees

18. THINK SMARTER Use the model. Draw to show how to add the tens.



42 + 20 = ____

TAKE HOME ACTIVITY • Give your child the addition problems 25 + 3 and 25 + 30. Ask your child to explain how to solve each problem.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Make Ten to Add

Essential Question How can making a ten help you add a two-digit number and a one-digit number?

HANDS ON
Lesson 8.6

Number and Operations in Base Ten—1.NBT.4

MATHEMATICAL PRACTICES
MP.2, MP.5

Listen and Draw

Real World

Hands On

Use . Draw to show how you can find the sum.

$21 + 6 =$ _____.

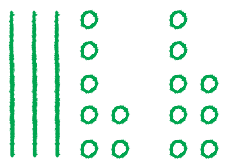
Math Talk **Mathematical Practices**

Explain how your model shows the sum of $21 + 6$.

FOR THE TEACHER • Read the following problem. Sally has 21 stickers in her sticker book. She gets 6 more stickers. How many stickers does Sally have now?

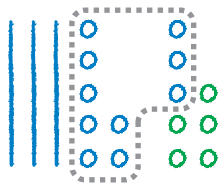
Model and Draw

Make a ten to find 37 + 8.

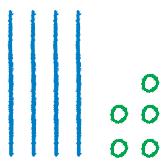


37 + 8

What can I add to 7 to make 10?



37 + 3 + 5



40 + 5

40 + 5 = 45

So, 37 + 8 = 45.

Share and Show

MATH BOARD

Use  . Draw to show how you make a ten. Find the sum.

1. 49 + 3 = ?

____ + ____ = ____

So, 49 + 3 = ____.

Name _____

On Your Own

MATHEMATICAL PRACTICE 5 Use a Concrete Model

Use  . Draw to show how you make a ten. Find the sum.

2. 39 + 7 = ____

3. 72 + 9 = ____

4. 58 + 5 = ____

THINK SMARTER Solve. Write the numbers.

5. 46 + 7

46 + ☐ + 3

☐ + 3

So, 46 + 7 = ____.

6. 53 + 8

53 + ☐ + 1

☐ + 1

So, 53 + 8 = ____.

Problem Solving • Applications Real World

WRITE Math

Choose a way to solve. Draw or write to show your work.

7. THINK SMARTER Koby puts 24 daisies and 8 tulips in a vase. How many flowers are in the vase?

_____ flowers

8. GO DEEPER There are 27 ducklings in the water. 20 of them come out of the water. How many ducklings are still in the water?

_____ ducklings

9. Write the missing addend.

46 + ☐ = 52

10. THINK SMARTER Use the model. Draw to show how to make a ten.

34 + 8 = ____

TAKE HOME ACTIVITY • Ask your child to explain how to find the sum for 25 + 9.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Use Place Value to Add

Essential Question How can you model tens and ones to help you add two-digit numbers?

HANDS ON
Lesson 8.7

Number and Operations in Base Ten—1.NBT.4

MATHEMATICAL PRACTICES
MP.1, MP.2, MP.7

Listen and Draw

Real World

Hands On

Model the problem with  .
Draw a quick picture to show your work.

Tens	Ones

Math Talk **Mathematical Practices**

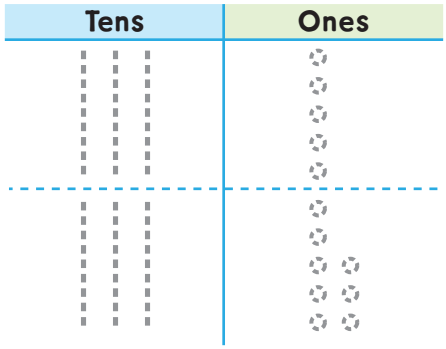
How many tens?
How many ones?
How many in all?
Explain.

FOR THE TEACHER • Read the following problem. Cameron has 30 shiny pennies and 25 dull pennies. How many pennies does Cameron have?

Model and Draw

How can you use tens and ones to add?

$$\begin{array}{r} 35 \\ +38 \\ \hline \end{array}$$



3 tens + 5 ones
3 tens + 8 ones

6 tens + 13 ones

60 + 13 = 73

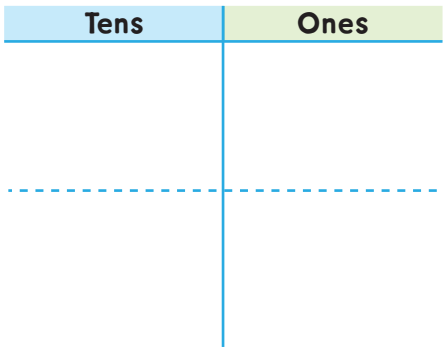
$$\begin{array}{r} 35 \\ +38 \\ \hline 73 \end{array}$$

Share and Show

MATH BOARD

Draw a quick picture.
Use tens and ones to add.

1. $$\begin{array}{r} 81 \\ +14 \\ \hline \end{array}$$



8 tens + 1 one
1 ten + 4 ones

____ tens + ____ ones

____ + ____ = ____

$$\begin{array}{r} 81 \\ +14 \\ \hline \end{array}$$

Name _____

On Your Own

MATHEMATICAL PRACTICE 6

Make Connections

Draw a quick picture. Use tens and ones to add.

2.

$$\begin{array}{r} 43 \\ +37 \\ \hline \end{array}$$

Tens	Ones

4 tens + 3 ones
3 tens + 7 ones

____ tens + ____ ones

____ + ____ = ____

$$\begin{array}{r} 43 \\ +37 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 62 \\ +23 \\ \hline \end{array}$$

Tens	Ones

6 tens + 2 ones
2 tens + 3 ones

____ tens + ____ ones

____ + ____ = ____

$$\begin{array}{r} 62 \\ +23 \\ \hline \end{array}$$

THINK SMARTER Solve.

4. 28 + 17

28 + ____ + 15

____ + 15 = ____

So, 28 + 17 = ____.

5. 59 + 13

59 + ____ + 12

____ + 12 = ____

So, 59 + 13 = ____.

Problem Solving • Applications Real World

WRITE Math

6. THINK SMARTER Draw a quick picture to solve. Kim has 24 marbles. Al has 47 marbles. How many marbles do they have?

____ marbles

Tens	Ones

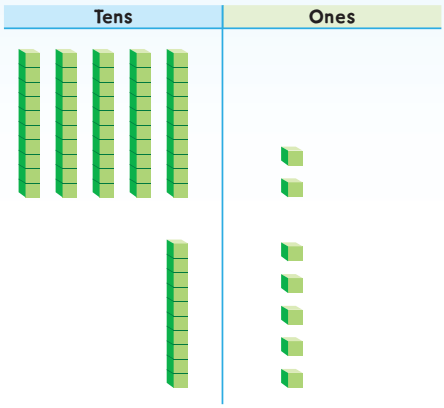
7. GO DEEPER Choose two addends from 11 to 49. Draw them. Add in any order to solve.

Addend **Addend**

___ + ___ = ___

___ + ___ = ___

8. THINK SMARTER Write the addition that the model shows. Solve.



___ + ___ = ___

TAKE HOME ACTIVITY • Write the numbers 42 and 17. Have your child tell how to find the sum by adding the tens and ones.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Problem Solving • Addition Word Problems

Essential Question How can drawing a picture help you explain how to solve an addition problem?

Number and Operations in Base Ten—1.NBT.4

MATHEMATICAL PRACTICES
MP.1, MP.6, MP.8

Kelly gets 6 new toy cars.
He already has 18 toy cars.
How many does he have now?

Unlock the Problem

What do I need to find?

how many toy cars Kelly has now

What information do I need to use?

Kelly has 18 cars.

He gets 6 more cars.

Show how to solve the problem.

HOME CONNECTION • Being able to show and explain how to solve a problem helps your child build on their understanding of addition.

Try Another Problem

Draw and write to solve.
Explain your reasoning.

- What do I need to find?
- What information do I need to use?

1. Aisha picks 60 blueberries to make a pie. Then she picks 12 more to eat. How many blueberries does Aisha pick?

_____ blueberries

2. Yuri collects 21 cans for the school food drive. Leo collects 36 cans. How many cans do Yuri and Leo collect?

_____ cans

Math Talk — **Mathematical Practices**

Explain the addition strategy you used to solve Exercise 1.

Name _____

Share and Show

MATH BOARD

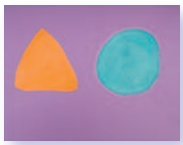
MATHEMATICAL PRACTICE 2 **Use Reasoning**

Draw and write to solve.

3. Tyra sees 48 geese in the field. Then she sees 17 more geese in the sky. How many geese does Tyra see?

____ geese

4. Jade paints 35 circles and 45 triangles in art class. How many shapes does Jade paint?



____ shapes

5. THINK SMARTER It takes 10 hops to get across the yard. How many hops does it take to get across the yard and back?

____ hops

On Your Own

Choose a way to solve. Draw or write to explain.

6. THINK SMARTER Julian sells 3 books of tickets for the school fair. Each book has 20 tickets. How many tickets does Julian sell?

_____ tickets

7. GO DEEPER I have some red roses and pink roses. I have 14 red roses. I have 8 more pink roses than red roses. How many roses do I have?

_____ roses

Personal Math Trainer

8. THINK SMARTER + Ella sees 27  . She sees 28  . How many   does Ella see? Circle the number that makes this sentence true.

Ella sees | 48 | 51 | 55 |   in all.

TAKE HOME ACTIVITY • Ask your child to solve 16 + 7, 30 + 68, and 53 + 24. Ask him or her to explain how they solved each problem.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Related Addition and Subtraction

Essential Question How can you use a hundred chart to show the relationship between addition and subtraction?

Number and Operations in Base Ten—1.NBT.4

MATHEMATICAL PRACTICES
MP.2, MP.3, MP.7

Listen and Draw

Real World

Use the hundred chart to solve the problems.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Math Talk — **Mathematical Practices**

Describe how you can use a hundred chart to find the sum and the difference.

FOR THE TEACHER • Read the following problems. Trevor collects 38 acorns. He collects 10 more acorns. How many acorns does Trevor have now? Trevor has 48 acorns. He gives 10 acorns to his brother. How many acorns does Trevor have now?

Model and Draw

You can use a hundred chart to find a sum and a difference.

Start at **29**. Count up four tens.
39, 49, 59, 69

$29 + 40 = \underline{69}$

Start at **69**. Count back four tens.
59, 49, 39, 29

$69 - 40 = \underline{29}$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Share and Show

MATH BOARD

Use the hundred chart to add and subtract.
Count up and back by tens.

1. $56 + 20 = \_\_\_$

$76 - 20 = \_\_\_$

2. $48 + 50 = \_\_\_$

$98 - 50 = \_\_\_$

Name _____

On Your Own

How can you use the hundred chart to find the sum and the difference?

28 + 60 = ___

88 − 60 = ___

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

MATHEMATICAL PRACTICE 7 **Look for a Pattern** Use the hundred chart to add and subtract. Count up and back by tens.

3. 36 + 30 = ___

66 − 30 = ___

4. 73 + 10 = ___

83 − 10 = ___

5. 25 + 70 = ___

95 − 70 = ___

6. 18 + 40 = ___

58 − 40 = ___

7. THINK SMARTER Solve.

There are 73 bees in a hive. 10 bees fly away. Then 10 more bees fly into the hive. How many bees are in the hive now?

____ bees

Problem Solving • Applications Real World

WRITE Math

Solve. Draw or write to show your work.

8. THINK SMARTER There are 38 ants on a rock. 10 move to the grass. 10 walk up a tree. How many ants are on the rock now?

____ ants

9. GO DEEPER There are 27 birds at the park. 50 more birds come. Then 50 fly away. How many birds are at the park now?

____ birds

10. THINK SMARTER Match the math sentences that count up and back by tens.

25 + 40 = ?	65 + 20 = ?	45 + 30 = ?
65 − 40 = ?	75 − 30 = ?	85 − 20 = ?

TAKE HOME ACTIVITY • On slips of paper, write 36 + 40 and 76 − 40. Ask your child to explain how to use the hundred chart to count up and back by tens to find the sum and the difference.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Practice Addition and Subtraction

Essential Question What different ways can you use to add and subtract?

Number and Operations in Base Ten—1.NBT.4, 1.NBT.6 *Also 1.OA.6*

MATHEMATICAL PRACTICES
MP.1, MP.3, MP.8

Listen and Draw

Real World

Draw to show the problem.
Then solve.

_____ ◯ _____ ◯ _____

Math Talk **Mathematical Practices**

How did you solve the problem? **Explain.**

FOR THE TEACHER • Read the following problem. The class collects paper bags for an art project. Ron brings 7 more bags than Ben. Ben brings 35 bags. How many bags does Ron bring?

Model and Draw

What ways have you learned to add and subtract?

$5 + 9 =$ ____

THINK
9 + 5 is the same as 10 + ___?___.

$50 - 30 =$ ____

THINK
5 tens − 3 tens.

$51 + 21 =$ ____

THINK
5 tens + 2 tens.
1 one + 1 one.

Share and Show

MATH BOARD

Add or subtract.

1. $30 + 60 =$ ____	2. $73 + 5 =$ ____	3. $10 - 4 =$ ____
4. $29 + 4 =$ ____	5. $9 + 9 =$ ____	6. $5 + 6 =$ ____
7. $25 + 54 =$ ____	8. $15 - 8 =$ ____	9. $40 + 10 =$ ____
10. $40 - 10 =$ ____	11. $14 - 7 =$ ____	12. $90 - 70 =$ ____
13. $86 + 12 =$ ____	14. $1 + 9 =$ ____	15. $6 + 7 =$ ____
16. $9 - 2 =$ ____	✓ 17. $8 + 31 =$ ____	✓ 18. $50 + 11 =$ ____

Name _____

On Your Own

MATHEMATICAL PRACTICE 8 **Use Repeated Reasoning** Add or subtract.

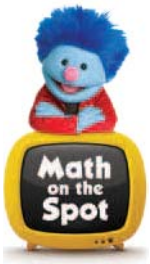
19. $12 - 3$	20. $10 + 10$	21. $7 + 42$	22. $41 + 36$
23. $8 + 10$	24. $16 + 7$	25. $6 - 6$	26. $3 + 8$
27. $64 + 3$	28. $60 - 30$	29. $2 + 7$	30. $5 - 1$
31. $13 - 5$	32. $52 + 40$	33. $3 + 2$	34. $30 + 50$
35. $8 + 4$	36. $18 - 8$	37. $20 + 13$	38. $70 - 50$
39. $29 + 2$	40. $34 + 24$	41. $20 + 70$	42. $11 - 7$

Problem Solving • Applications Real World

WRITE Math

Solve. Write or draw to explain.

43. THINK SMARTER Jane drew some stars. Then she drew 9 more stars. Now there are 19 stars. How many stars did Jane draw first?



____ stars

44. THINK SMARTER Adel drew 10 more stars than Charlie. Charlie drew 24 stars. How many stars did Adel draw?

____ stars

45. GO DEEPER Write three ways to get a sum of 49.

____ ◯ ____ = 49

____ ◯ ____ = 49

____ ◯ ____ = 49

46. THINK SMARTER Find the sum of 23 and 30. Use any way to add.

23 + 30 = ____

Explain how you solved the problem.

TAKE HOME ACTIVITY • Have your child explain how he or she solved Exercise 43.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Chapter 8 Review/Test

1. Write each addition or subtraction problem in the box below the answer.

7 + 2	3 + 3	15 − 9	8 + 6	14 − 5

6	9	14

2. Choose all the ways that name the model.

- ○ 2 tens and 3 tens
- ○ 20 + 30
- ○ 5
- ○ 50

3. Sasha has 70 stickers. She uses 40 of them. How many stickers are left? Show your work.

_____ stickers

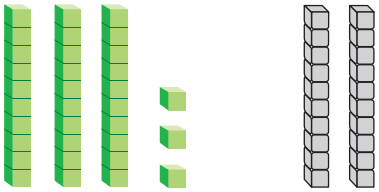
4. Use the hundred chart to add.
Count on by ones or tens.

$37 + 5 =$ ____

Explain how you used the chart to find the sum.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

5. Use the model. Draw to show how to add the tens.



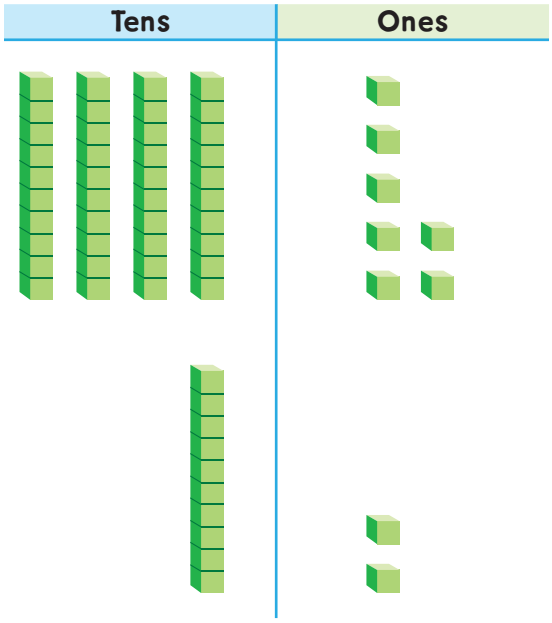
$33 + 20 =$ ____

Name _____

6. Use the model. Draw to show how to make a ten.

26 + 7 = ____

7. Write the addition sentence that the model shows. Solve.



____ + ____ = ____

8. What is the difference?

$$\begin{array}{r} 15 \\ -\ 7 \\ \hline \end{array}$$

○ 7 ○ 8 ○ 10 ○ 12

9. What is the sum?

$$\begin{array}{r} 40 \\ +\ 50 \\ \hline \end{array}$$

○ 10 ○ 70 ○ 80 ○ 90

10. Luis has 16 .

He has 38 .

How many leaves does Luis have? Circle the number that makes the sentence true.

Luis has | 48 | 54 | 59 | leaves.

---

11. Match the math sentences that count up and back by tens.

$38 + 30 = ?$	$48 + 40 = ?$	$38 + 20 = ?$
•	•	•
•	•	•
$58 - 20 = ?$	$68 - 30 = ?$	$88 - 40 = ?$

---

12. Find the sum of 62 and 15. Use any way to add.

$$62 + 15 = \_\_\_\_$$

Explain how you solved the problem.

All Kinds of Weather

written by Margie Sigman

CRITICAL AREA Developing understanding of linear measurement and measuring lengths as iterating length units

In rainy weather,

We play together.

Things We Use for Rainy Weather

raincoats

umbrellas

Use ● to complete the graph.

How many raincoats do you see? _____

How many umbrellas do you see? _____

SCIENCE

Describe rainy weather.

In sunny weather,

We play together.

Things We Use for Sunny Weather

sun hats

sunglasses

Use ● to complete the graph.

How many sunglasses do you see? ____

How many sun hats do you see? ____

SCIENCE

Describe sunny weather.

Whatever the weather,

We play together.

SCIENCE

Describe the weather shown here.

Name _____

Write About the Story

Use ●. Show some sun hats and sunglasses in each category on the graph.

Vocabulary Review
category
classify
graph

Things We Use for Sunny Weather

sun hats

sunglasses

WRITE Math Write a sentence telling how many sun hats there are. Write a sentence telling how many sunglasses there are.

More or Fewer?

1. Show more raincoats than umbrellas.
   Use ● in each category.

Things We Use for Rainy Weather

raincoats

umbrellas

2. Show fewer raincoats than umbrellas.
   Use ● in each category.

Things We Use for Rainy Weather

raincoats

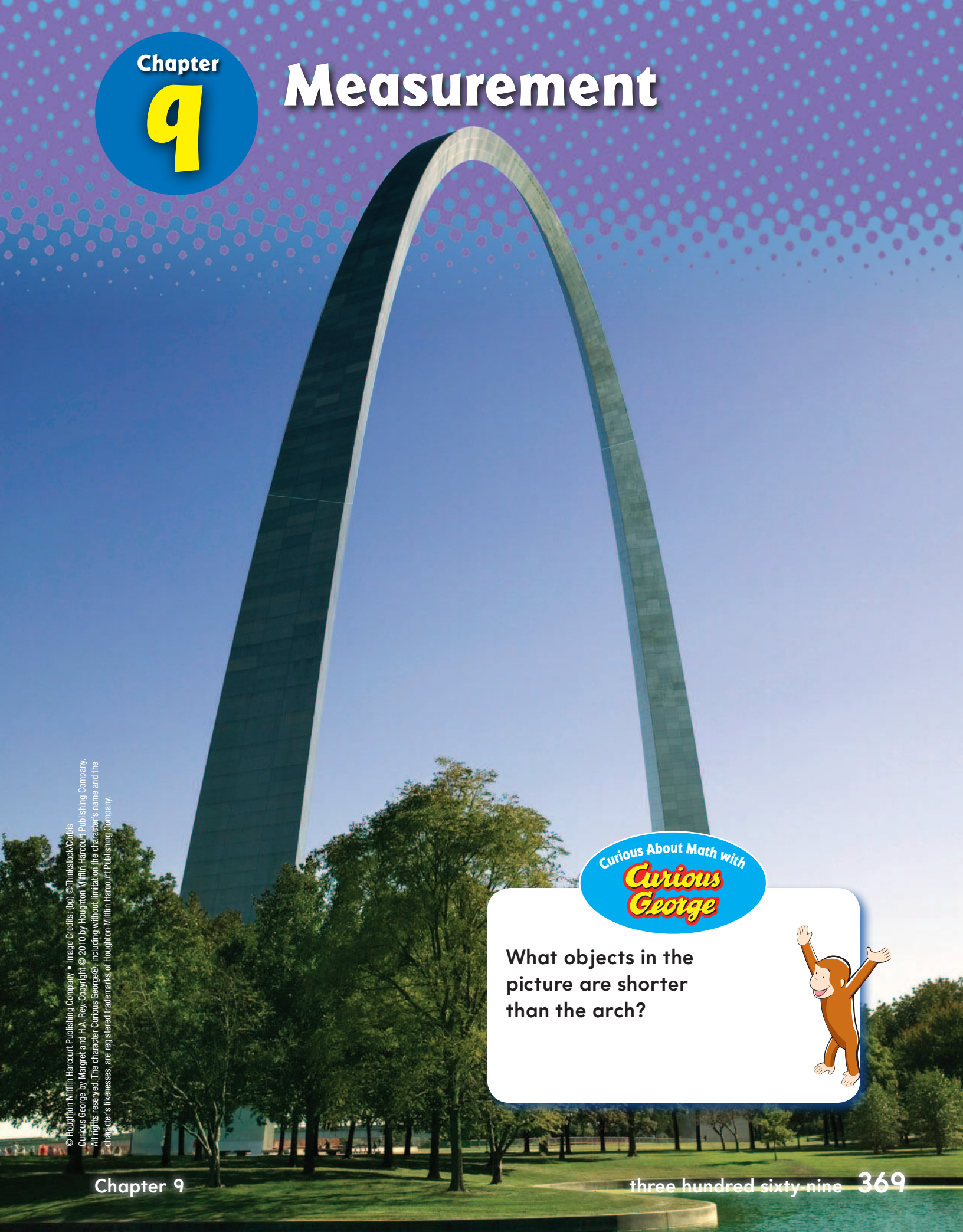
umbrellas

MATH BOARD

Write a story problem about raincoats and umbrellas. Tell how to classify each item in the correct category.

Chapter 9

Measurement



Curious About Math with Curious George

What objects in the picture are shorter than the arch?

Name _____

Show What You Know

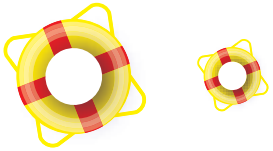
Bigger and Smaller

Circle the bigger object.

1.

Circle the smaller object.

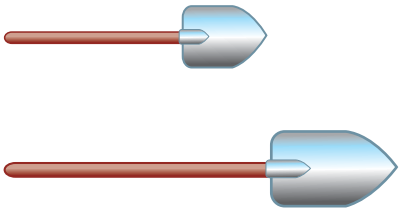
2.



Compare Length

Circle the longer object.
Draw a line under the shorter object.

3.



4.

Numbers 1 to 10

Write each number in order to 10.

5.

1 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 10

This page checks understanding of important skills needed for success in Chapter 9.

Personal Math Trainer
Online Assessment and Intervention

Name _____

Vocabulary Builder

Review Words	
nine	ten
eleven	twelve
long	longer
short	shorter

Visualize It

Sort the review words from the box.

length	sort	numbers
long		nine
_____		_____
_____		_____
_____		_____
_____		_____

Understand Vocabulary

Complete the sentences with the correct word.

1. A crayon is _____ than a marker.
2. A toothbrush is _____ than a paper clip.

Write the name below the number.

3. 9 10 11 12

_____ _____ _____ _____

Game Measure UP!

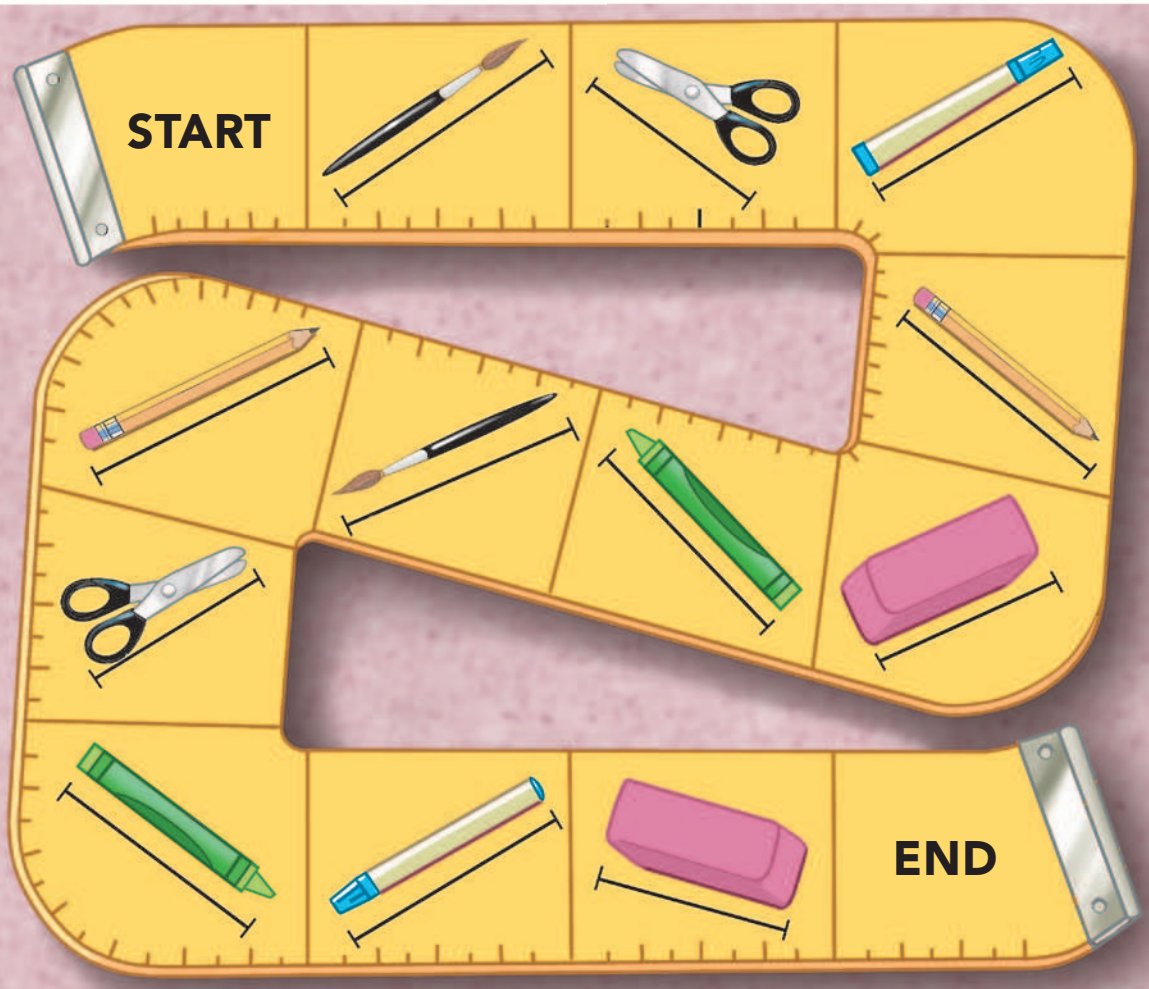
Materials • • •

• 12 • 2 • 2

• 2 • 2 • 2 • 2

Play with a partner.

1. Put on START.
2. Spin the . Move your that many spaces. Take that object.
3. Your partner spins, moves, and takes that object.
4. Compare the lengths of the two objects.
5. The player with the longer object places a on the space. If both objects are the same length, both players put a on the board.
6. Keep playing until one person gets to END. The player with the most wins.



Name _____

Order Length

Essential Question How do you order objects by length?

HANDS ON
Lesson 9.1

Measurement and Data—1.MD.1

MATHEMATICAL PRACTICES
MP.1, MP.3, MP.6

Listen and Draw

Real World

Hands On

Use objects to show the problem.
Draw to show your work.

Math Talk Mathematical Practices

Explain Compare the straw and the key. Which is longer? Which is shorter?

FOR THE TEACHER • Read the problem. Have children use classroom objects to act it out. Rosa has something that is longer than the drinking straw. She has another object that is shorter than the key. What objects might she have?

Model and Draw

Order three pieces of yarn from **shortest** to **longest**. Draw the missing piece of yarn.

shortest

longest

Share and Show

MATH BOARD

Draw three lines in order from **shortest** to **longest**.

1. **shortest**
2.
3. **longest**

Draw three lines in order from **longest** to **shortest**.

4. **longest**
5.
6. **shortest**

Name _____

On Your Own

MATHEMATICAL PRACTICE 3 **Compare Representations**

Draw three crayons in order from **shortest** to **longest**.

7. **shortest**

8.

9. **longest**

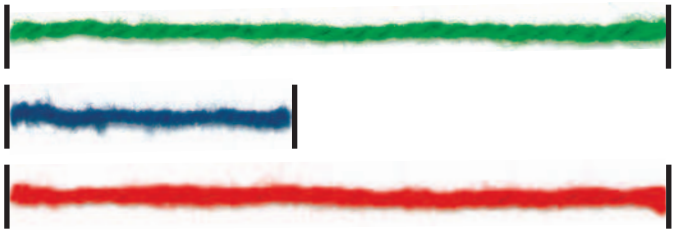
Draw three crayons in order from **longest** to **shortest**.

10. **longest**

11.

12. **shortest**

13. THINK SMARTER Complete each sentence.



The _____ yarn is the shortest.

The _____ yarn and the _____ yarn are the same length.

Problem Solving • Applications Real World

WRITE Math

Solve.

14. GO DEEPER Draw four objects in order from shortest to longest.

Objects

15. THINK SMARTER The string is shorter than the ribbon. The chain is shorter than the ribbon. Circle the longest object.

string

ribbon

chain

16. THINK SMARTER Match each word on the left to a drawing on the right.

shortest •

longest •

• ☐

• ☐

• ☐

TAKE HOME ACTIVITY • Show your child three different lengths of objects, such as three pencils or spoons. Ask him or her to order the objects from shortest to longest.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Indirect Measurement

Essential Question How can you compare lengths of three objects to put them in order?

Measurement and Data—1.MD.1

MATHEMATICAL PRACTICES
MP.1, MP.3, MP.4

Listen and Draw

Real World

Clue 1: A yellow string is shorter than a blue string.

Clue 2: The blue string is shorter than a red string.

Clue 3: The yellow string is shorter than the red string.

yellow

blue

red

Math Talk **Mathematical Practices**

Explain how the clues helped you draw the strings in the correct order.

FOR THE TEACHER • Read the clues. Have children use the MathBoard to draw each clue. Then have children draw the strings in order from shortest to longest.

Model and Draw

Use the clues. Write **shorter** or **longer** to complete the sentence. Then draw to prove your answer.

Clue 1: A green pencil is longer than an orange pencil.

Clue 2: The orange pencil is longer than a brown pencil.

So, the green pencil is longer than the brown pencil.

brown	
orange	
green	

Share and Show

MATH BOARD

Use the clues. Write **shorter** or **longer** to complete the sentence. Then draw to prove your answer.

1. Clue 1: A red line is shorter than a blue line.
   Clue 2: The blue line is shorter than a purple line.

   So, the red line is _____ than the purple line.

red	
blue	
purple	

Name _____

On Your Own

MATHEMATICAL PRACTICE 1 **Analyze Relationships** Use the clues. Write **shorter** or **longer** to complete the sentence. Then draw to prove your answer.

2. Clue 1: A green line is shorter than a pink line.
Clue 2: The pink line is shorter than a blue line.

So, the green line is _____ than the blue line.

green	
pink	
blue	

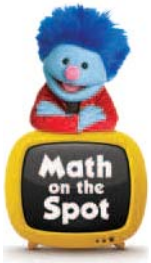
3. Clue 1: An orange line is longer than a yellow line.
Clue 2: The yellow line is longer than a red line.

So, the orange line is _____ than the red line.

red	
yellow	
orange	

Problem Solving • Applications (Real World) WRITE Math

4. THINK SMARTER The ribbon is longer than the yarn. The yarn is longer than the string. The yarn and the pencil are the same length. Draw the lengths of the objects next to their labels.



ribbon	
yarn	
pencil	
string	

5. THINK SMARTER Is the first line longer than the second line? Choose Yes or No.

○ Yes ○ No

○ Yes ○ No

○ Yes ○ No

TAKE HOME ACTIVITY • Show your child the length of one object. Then show your child an object that is longer and an object that is shorter than the first object.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Use Nonstandard Units to Measure Length

Essential Question How do you measure length using nonstandard units?

HANDS ON
Lesson 9.3

Measurement and Data—1.MD.2

MATHEMATICAL PRACTICES
MP.2, MP.6, MP.8

Listen and Draw

Real World

Hands On

Use ■. Draw to show the problem.

Math Talk **Mathematical Practices**

How do you draw the boat to be the right length? **Explain.**

FOR THE TEACHER • Read the problem. Jimmy sees that his boat is about 6 color tiles long. Draw Jimmy's boat. Draw the color tiles to show how you measured.

Model and Draw

You can use ■ to measure length.
Write how many.

about ____ ■

Share and Show

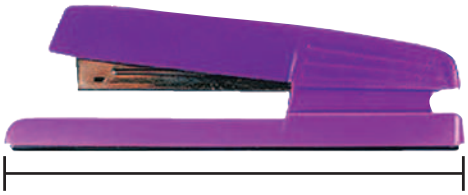
MATH BOARD

Use real objects. Use ■ to measure.

1.

about ____ ■

2.



about ____ ■

3.

about ____ ■

4.

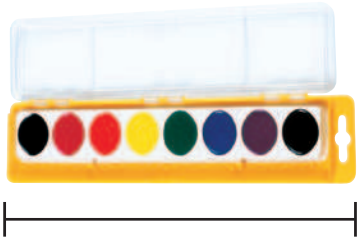
about ____ ■

Name _____

On Your Own

Use real objects. Use ■ to measure.

5.



about ____ ■

6.

about ____ ■

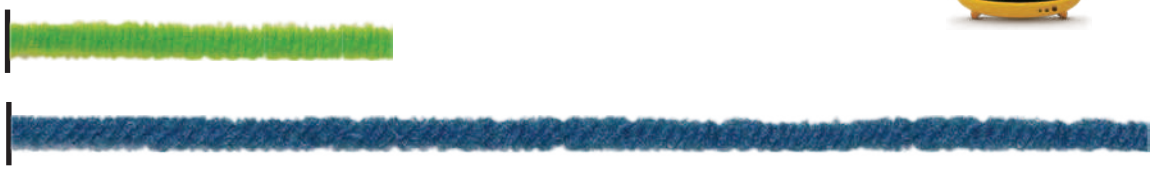
7.

about ____ ■

8.

about ____ ■

9. THINK SMARTER The green yarn is about 2 ■ long. About how long is the blue yarn?



about ____ ■

Problem Solving • Applications (Real World) WRITE Math

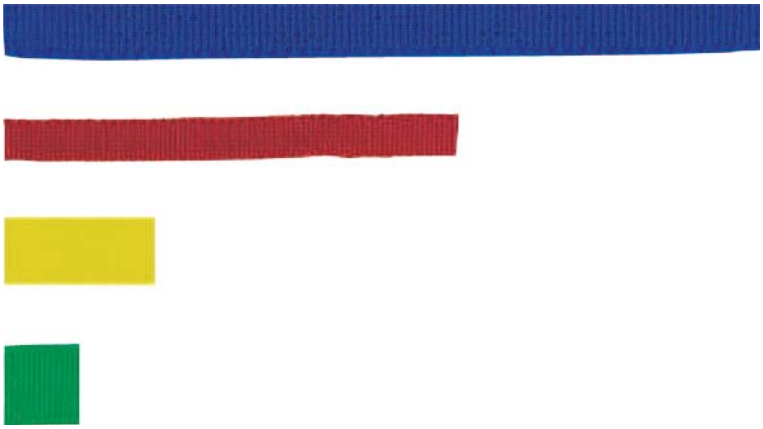
MATHEMATICAL PRACTICE 1 **Evaluate Reasonableness** Solve.

10. Mark measures a real glue stick with ■.
About how long is a glue stick?
Circle the answer that is most reasonable.

about 1 ■ **about 4 ■** **about 10 ■**

---

11. GO DEEPER Bo has 4 ribbons. Circle the ribbon that is less than 3 ■ long but more than 1 ■ long.



Personal Math Trainer

12. THINK SMARTER + The crayon is about 4 tiles long.
Draw tiles below the crayon to show its length.

TAKE HOME ACTIVITY • Give your child paper clips or other small objects that are the same length. Have him or her estimate the lengths of objects around the house and then measure to check.

FOR MORE PRACTICE: Standards Practice Book

Name _____

HANDS ON
Lesson 9.4

Make a Nonstandard Measuring Tool

Essential Question How do you use a nonstandard measuring tool to measure length?

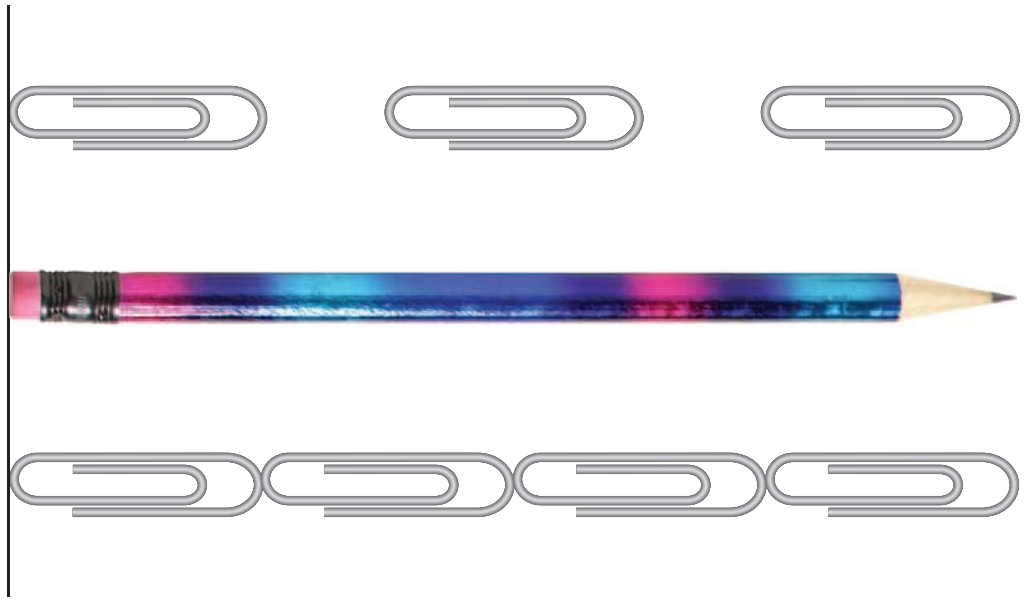
Measurement and Data—1.MD.2

MATHEMATICAL PRACTICES
MP.2, MP.3, MP.5

Listen and Draw

Real World

Circle the name of the child who measured correctly.



Alli

Mateo

Math Talk Mathematical Practices

Explain how you know who measured correctly.

FOR THE TEACHER • Read the problem. Mateo and Alli measure the same pencil. Mateo says it is about 4 paper clips long. Alli says it is about 3 paper clips long. Circle the name of the child who measured correctly.

Model and Draw

Make your own paper clip measuring tool like the one on the shelf. Measure the length of a door. About how long is the door?

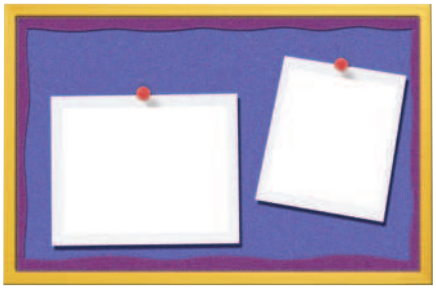
about _____

Share and Show

MATH BOARD

Use real objects and the measuring tool you made.
Measure. Circle the longest object.
Underline the shortest object.

1.



about _____

2.

about _____

3.

about _____

4.

about _____

Name _____

On Your Own

MATHEMATICAL PRACTICE 5 Use Appropriate Tools

Use the measuring tool you made.
Measure real objects.

5. 

about ____

6. 

about ____

7. 

about ____

8. 

about ____

9. GO DEEPER Cody measured his real lunch box. It is about 10 long. About how long is Cody's real pencil?

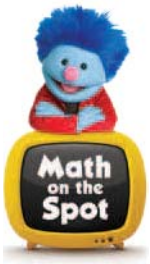
Cody's lunch box and pencil

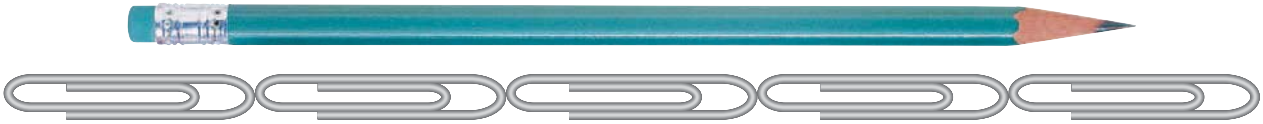
about ____

Problem Solving • Applications (Real World) WRITE Math

Solve.

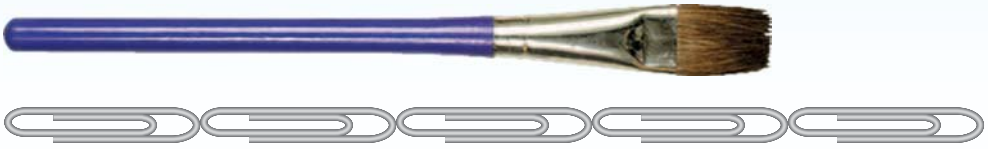
10. THINK SMARTER Lisa tried to measure the pencil. She thinks the pencil is 5 paper clips long. About how long is the pencil?





about ____ 

11. THINK SMARTER Use the  below. About how long is the paintbrush?



about ____ 

TAKE HOME ACTIVITY • Have your child measure different objects around the house using a paper clip measuring tool.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Problem Solving • Measure and Compare

Essential Question How can acting it out help you solve measurement problems?

Measurement and Data—1.MD.2

MATHEMATICAL PRACTICES
MP.1, MP.3

The blue ribbon is about 4 long. The red ribbon is 1 long. The green ribbon is 2 longer than the red ribbon. Measure and draw the ribbons in order from **shortest** to **longest**.

Unlock the Problem

Hands On

What do I need to find?

order the ribbons from shortest to longest

What information do I need to use?

Measure the ribbons using paper clips.

Show how to solve the problem.

HOME CONNECTION • Have your child act out a measurement problem by finding the lengths of 3 objects and ordering them from shortest to longest.

Try Another Problem

- What do I need to find?
- What information do I need to use?

Zack has 3 ribbons. The yellow ribbon is about 4 long. The orange ribbon is 3 shorter than the yellow ribbon. The blue ribbon is 2 longer than the yellow ribbon.

Measure and draw the ribbons in order from **longest** to **shortest**.

1.

about ____

2.

about ____

3.

about ____

Math Talk **Mathematical Practices**

How many paper clips shorter is the orange ribbon than the blue ribbon? **Explain**.

Name _____

Share and Show

MATH BOARD

Solve. Draw or write to explain.

4. GO DEEPER Lisa measures her shoe to be about 5 long. Measure and draw an object that is 3 shorter than her shoe. Measure and draw an object that is 2 longer than her shoe.

Personal Math Trainer

5. THINK SMARTER + Noah measures a marker to be about 4 long and a pencil to be about 6 long. Draw an object that is 1 longer than the marker and 1 shorter than the pencil.

TAKE HOME ACTIVITY • Have your child explain how he or she solved Exercise 4.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Mid-Chapter Checkpoint

Concepts and Skills

Draw three crayons in order from **shortest** to **longest**. (1.MD.1)

1.

shortest	
longest	

Use ■ to measure. (1.MD.2)

2. 

about ____ ■

3. THINK SMARTER Kiley measures a package with her paper clip measuring tool. About how long is the package? (1.MD.2)

about

1
5
10
20

Name _____

Time to the Hour

Essential Question How do you tell time to the hour on a clock that has only an hour hand?

Measurement and Data—1.MD.3

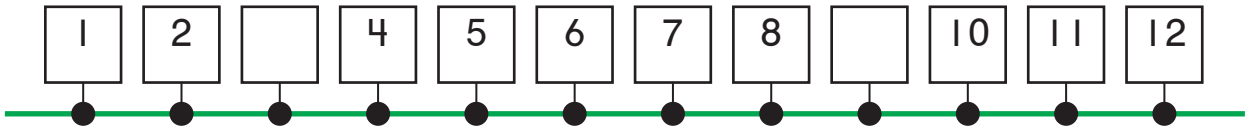
MATHEMATICAL PRACTICES
MP.5, MP.6, MP.7

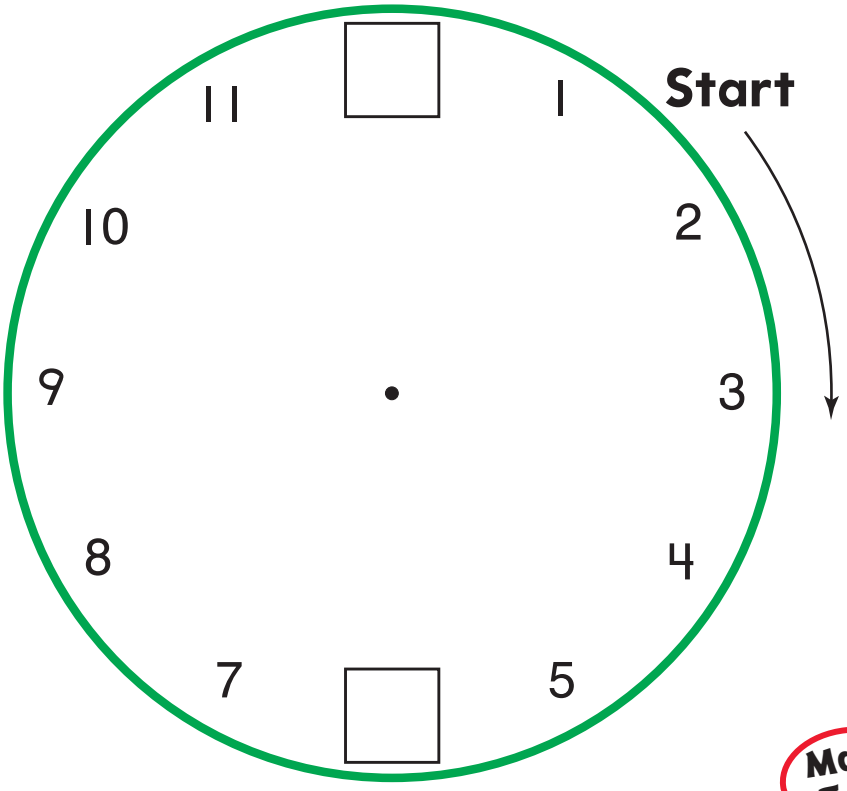
Listen and Draw

Real World

Start at 1.
Write the unknown numbers.

Start





Math Talk — **Mathematical Practices**

Explain How are a clock face and ordering numbers alike?

FOR THE TEACHER • In the top workspace, have children write the unknown numbers in the squares on the green yarn. In the bottom workspace, have children write the unknown numbers on the clock face.

Model and Draw

What does this clock show?

The **hour hand** points to the 3.
It is 3 o'clock.

Say three o'clock.

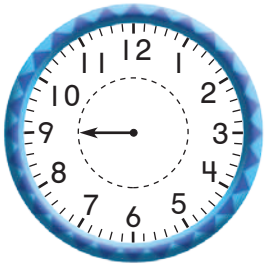
Write 3:00.

Share and Show

MATH BOARD

Look at where the hour hand points.
Write the time.

1.



_____

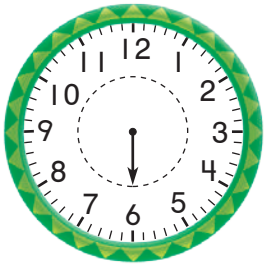
2.

_____

3.

_____

4.



_____

5.

_____

6.

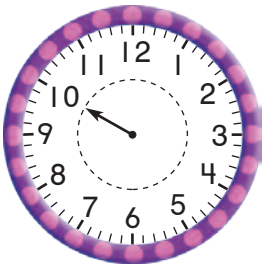
_____

Name _____

On Your Own

MATHEMATICAL PRACTICE 6 **Make Connections** Look at where the hour hand points. Write the time.

7. 
_____

8. 
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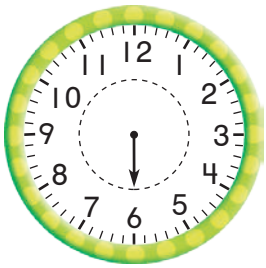
9. 
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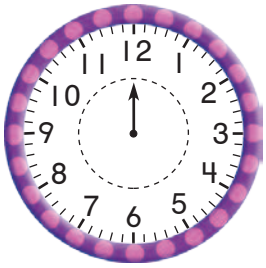
10. 
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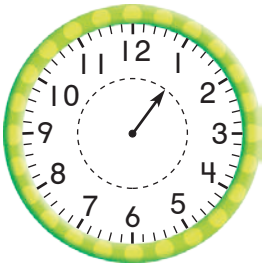
11. 
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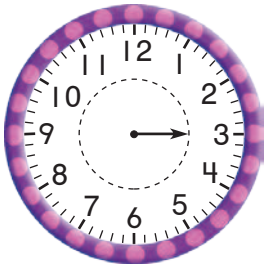
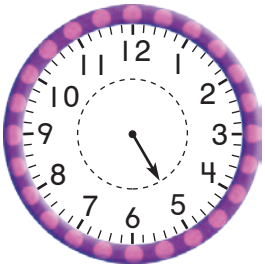
12. 
_____

13. 
_____

14. 
_____

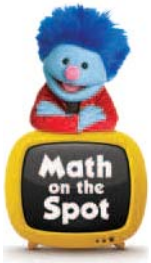
15. 
_____

Problem Solving • Applications (Real World) WRITE Math

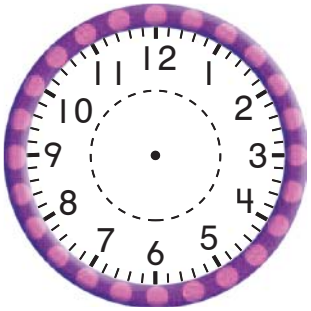
16. THINK SMARTER Which time is **not** the same? Circle it.

1:00

1 o'clock



17. GO DEEPER Manny leaves for school at 8 o'clock. Write and draw to show 8 o'clock.



_____

18. THINK SMARTER Look at the hour hand. What is the time?

- ○ 7:00
- ○ 8 o'clock
- ○ 9 o'clock
- ○ 12:00

TAKE HOME ACTIVITY • Have your child describe what he or she did in this lesson.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Time to the Half Hour

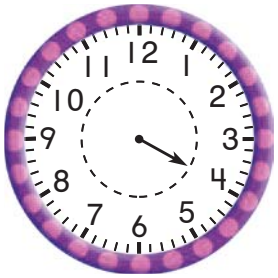
Essential Question How do you tell time to the half hour on a clock that has only an hour hand?

Measurement and Data—1.MD.3

MATHEMATICAL PRACTICES
MP.1, MP.2, MP.8

Listen and Draw

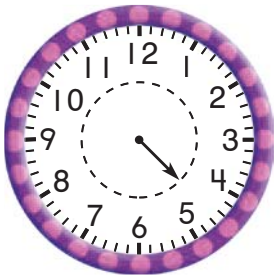
Circle **4:00**, **5:00**, or **between 4:00 and 5:00** to describe the time shown on the clock.



4:00

between 4:00 and 5:00

5:00



4:00

between 4:00 and 5:00

5:00

4:00

between 4:00 and 5:00

5:00

Math Talk — **Mathematical Practices**

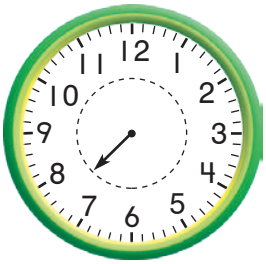
Use **before** and **after** to **describe** the time shown on the middle clock.

FOR THE TEACHER • Have children look at the hour hand on each clock to decide which choice best describes the time shown.

Model and Draw

As an **hour** passes, the hour hand moves from one number to the next number.

The hour hand is halfway between the 7 and the 8.



When a **half hour** has passed, the hour hand points halfway between two numbers.

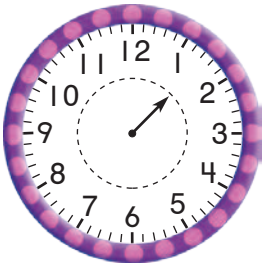
half past 7:00

Share and Show

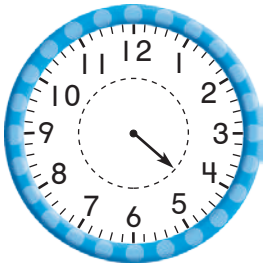
MATH BOARD

Look at where the hour hand points. Write the time.

1.

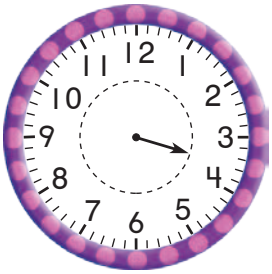


2.



3.

4.

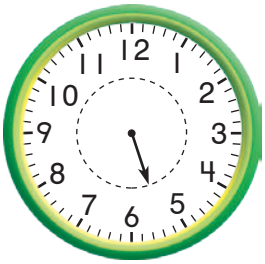


Name _____

On Your Own

MATHEMATICAL PRACTICE 2 **Use Reasoning** Look at where the hour hand points. Write the time.

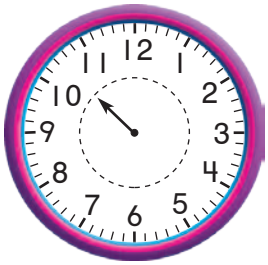
5.



_____

_____

6.



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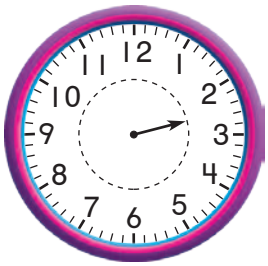
7.



_____

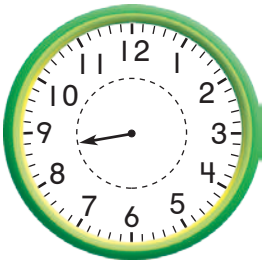
_____

8.

_____

_____

9.



_____

_____

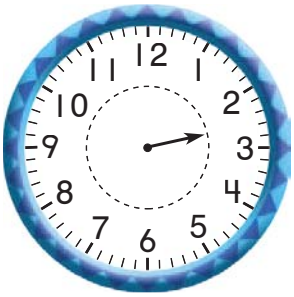
10.

_____

_____

Problem Solving • Applications (Real World) WRITE Math

11. THINK SMARTER Tim plays soccer at half past 9:00. He eats lunch at half past 1:00. He sees a movie at half past 2:00.



Look at the clock.
Write what Tim does.

_____

_____

Tim _____.

12. GO DEEPER Tyra has a piano lesson at 5:00. The lesson ends at half past 5:00. How much time is Tyra at her lesson? Circle your answer.

half hour

hour

13. THINK SMARTER What time is it? Circle the time that makes the sentence true.

The time is 5:30 / 6:00 / 6:30 .

TAKE HOME ACTIVITY • Say a time, such as half past 10:00. Ask your child to describe where the hour hand points at this time.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Tell Time to the Hour and Half Hour

Essential Question How are the minute hand and hour hand different for time to the hour and time to the half hour?

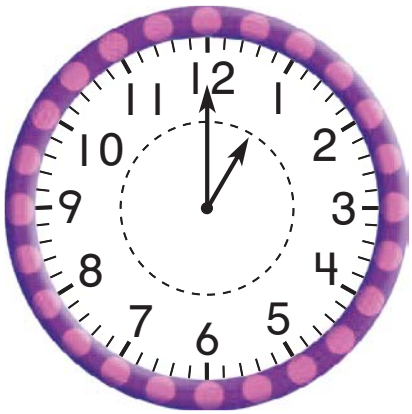
Measurement and Data—1.MD.3

MATHEMATICAL PRACTICES
MP.2, MP.5, MP.6

Listen and Draw

Real World

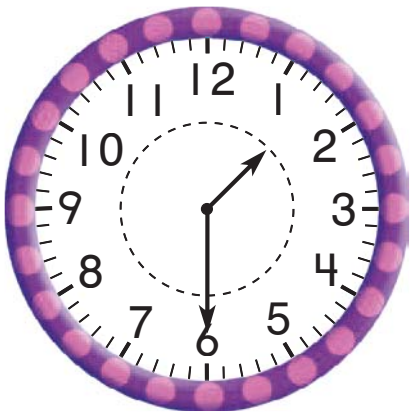
Each clock has an hour hand and a minute hand. Use what you know about the hour hand to write the unknown numbers.



It is 1:00.

The hour hand points to the _____.

The minute hand points to the _____.



It is half past 1:00.

The hour hand points between the _____ and the _____.

The minute hand points to the _____.

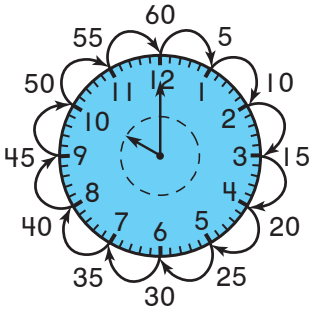
Math Talk **Mathematical Practices**

Look at the top clock. **Explain** how you know which is the minute hand.

FOR THE TEACHER • Read the time on the first clock and have children identify where the hour hand and minute hand point. Then repeat for the second clock.

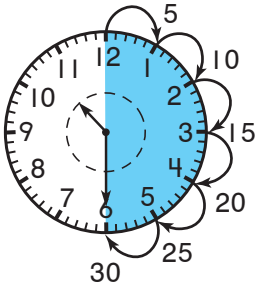
Model and Draw

An hour has 60 **minutes**.



The clocks show 10:00.

A half hour has 30 minutes.



The clocks show half past 10:00. The **minute hand** has moved from the 12 to the 6.

30 minutes after 10:00

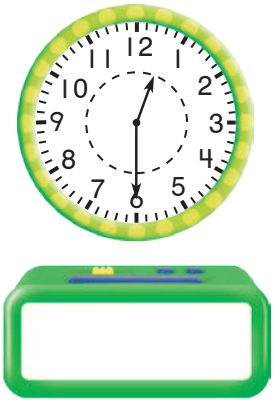
Share and Show

MATH BOARD

Write the time.

1.

2.



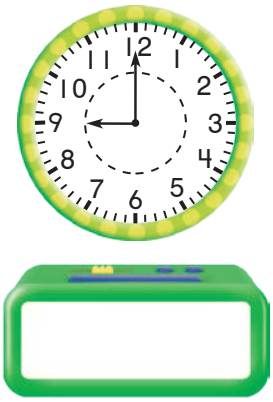
3.

Name _____

On Your Own

MATHEMATICAL PRACTICE 6 **Attend to Precision** Write the time.

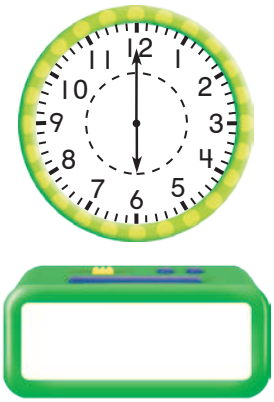
4. 

5. 

6. 

7. 

8. 

9. 

Circle your answer.

10. Sara goes to the park when both the hour hand and the minute hand point to the 12. What time does Sara go to the park?

1:00 12:00 12:30

11. THINK SMARTER Mel goes to the park when the hour hand points to the 3 and the minute hand points to the 6. What time does Mel go to the park?

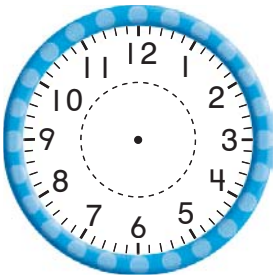
3:00 3:30 6:00

Problem Solving • Applications Real World

WRITE Math

Solve.

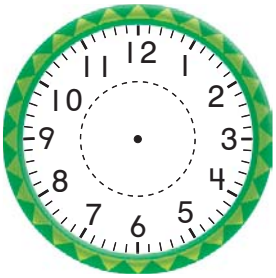
12. Linda wakes up at 6:30. Draw to show what time Linda wakes up.



13. David left school at 3:30. Circle the clock that shows 3:30.




14. GO DEEPER The hour hand points halfway between the 2 and 3. Draw the hour hand and the minute hand. Write the time.




15. THINK SMARTER Choose all the ways that name the time on the clock.

- ○ half past 7:00
- ○ 8:30
- ○ half past 6:00
- ○ 7:30

TAKE HOME ACTIVITY • At times on the half hour, have your child show you the minute hand and the hour hand on a clock and tell what time it is.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Practice Time to the Hour and Half Hour

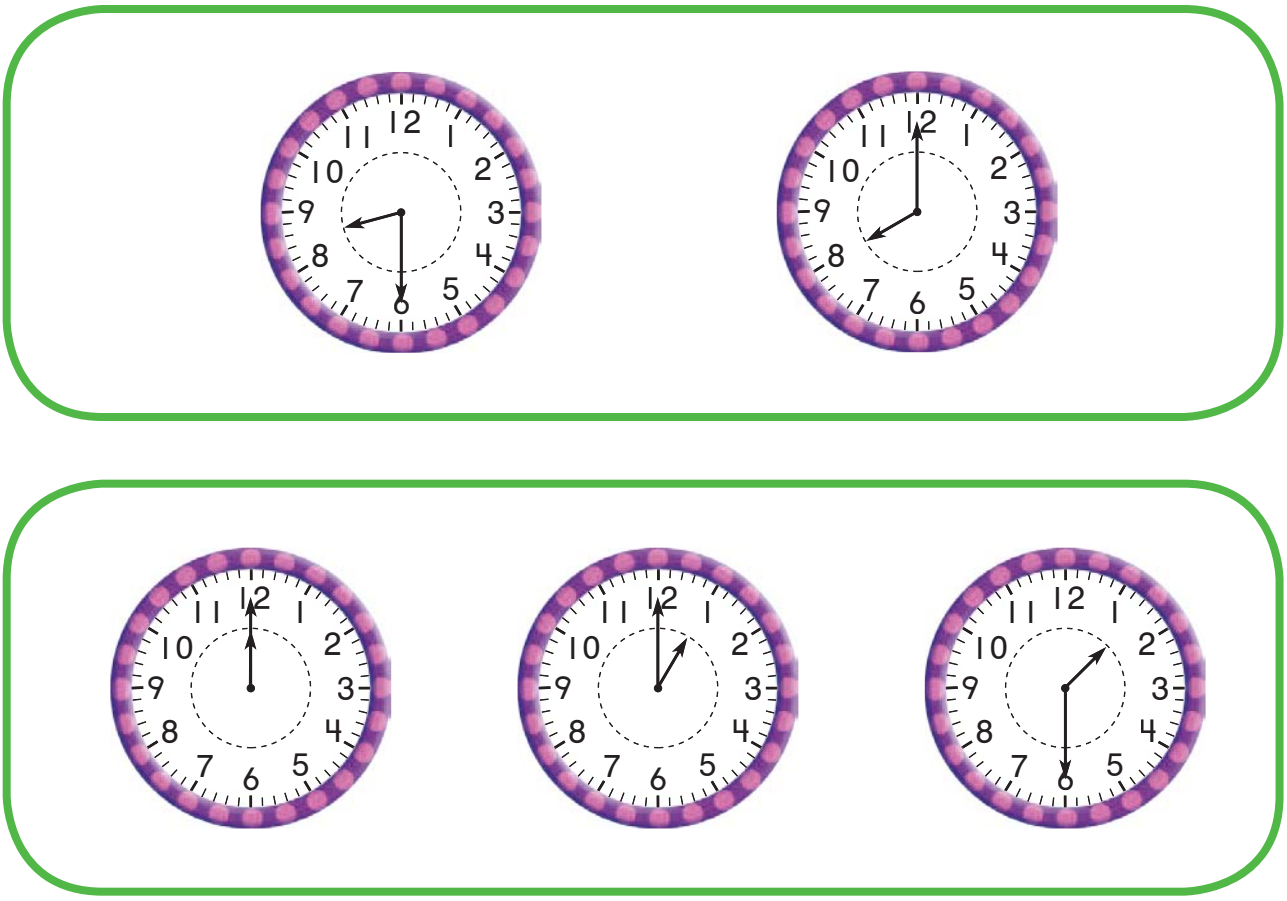
Essential Question How do you know whether to draw and write time to the hour or half hour?

Measurement and Data—1.MD.3

MATHEMATICAL PRACTICES
MP.1, MP.4, MP.8

Listen Real World

Circle the clock that matches the problem.



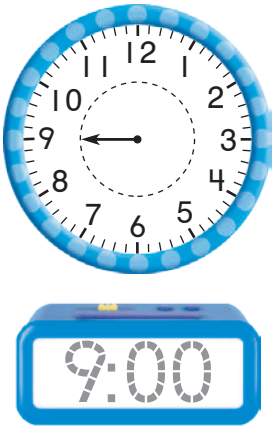
Math Talk Mathematical Practices

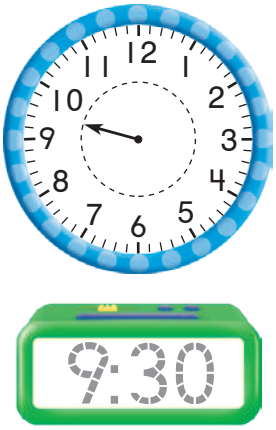
Describe how you know which clock shows 1:30.

FOR THE TEACHER • Read the following problems. Barbara goes to the store at 8:00. Circle the clock that shows 8:00. Have children use the top workspace to solve. Then have children solve this problem: Barbara takes Ria for a walk at 1:30. Circle the clock that shows 1:30.

Model and Draw

Where should you draw the minute hand to show the time?



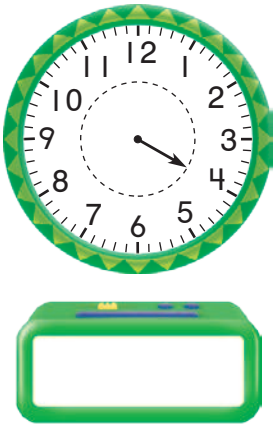


Share and Show

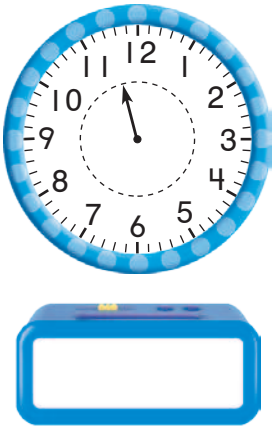
MATH BOARD

Use the hour hand to write the time.
Draw the minute hand.

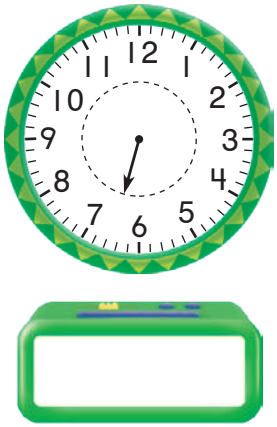
1.



2.

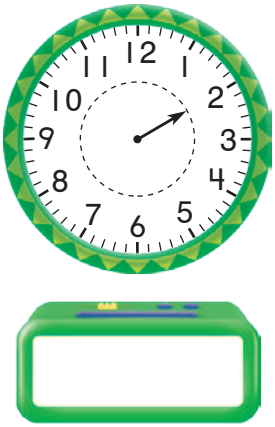


3.

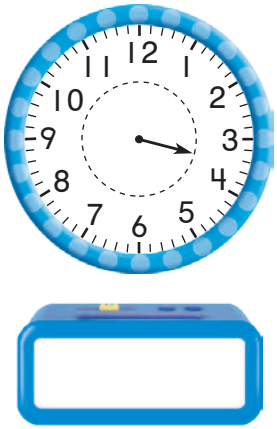


4.

5.



6.

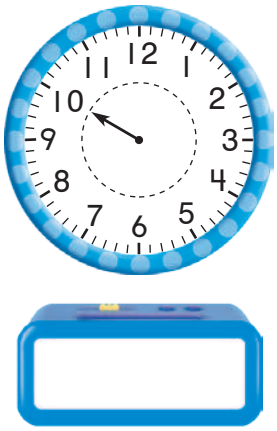


Name _____

On Your Own

MATHEMATICAL PRACTICE 4 **Use Diagrams** Use the hour hand to write the time. Draw the minute hand.

7.



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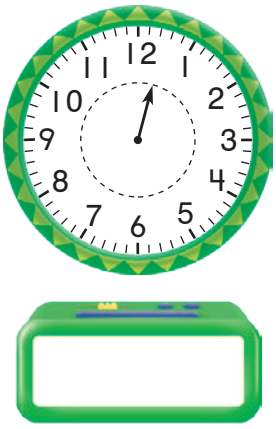

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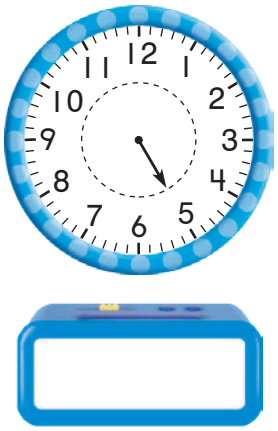

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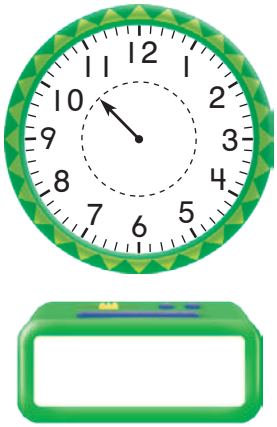
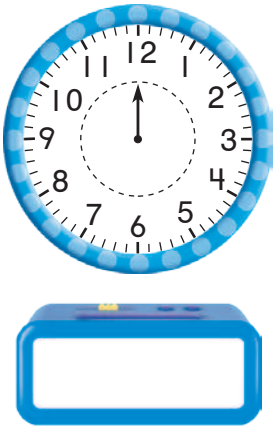
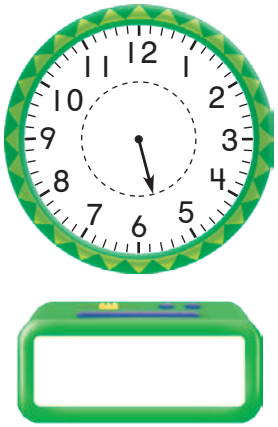


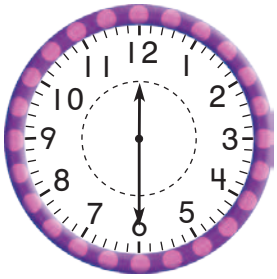
11.



12.



13. THINK SMARTER **What is the error?** Zoey tried to show 6:00. Explain how to change the clock to show 6:00.



_____

_____

_____

_____

_____

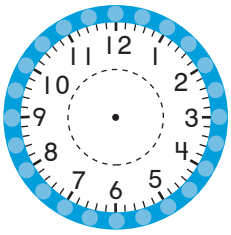
_____

Problem Solving • Applications Real World

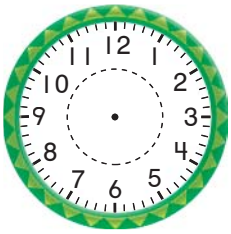
WRITE Math

Solve.

14. Vince goes to a baseball game at 4:30. Draw to show what time Vince goes to a baseball game.



15. GO DEEPER Brandon has lunch at 1 o'clock. Write and draw to show what time Brandon has lunch.



16. THINK SMARTER Juan tried to show 8:30. He made a mistake.

What did Juan do wrong? Explain his mistake.

TAKE HOME ACTIVITY • Show your child the time on a clock. Ask him or her what time it will be in 30 minutes.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Chapter 9 Review/Test

1. Match each word on the left to a drawing on the right.

shortest •

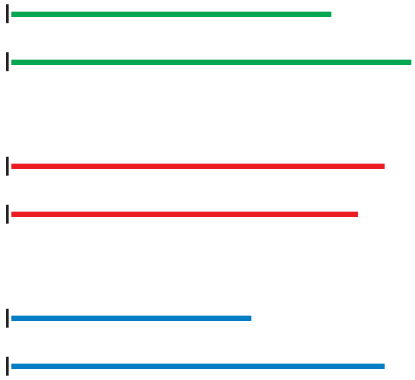
longest •

• ☐

• ☐

• ☐

2. Is the first line shorter than the second line? Choose Yes or No.



○ Yes ○ No

○ Yes ○ No

○ Yes ○ No

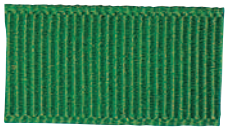
3. The crayon is about 5 tiles long. Draw tiles below the crayon to show its length.

4. Use the below. About how long is the ?

about _____

5. Measure the . Use .

about _____



about _____

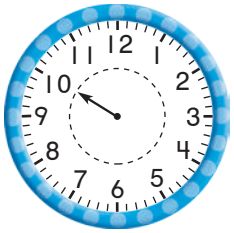
about _____

The _____ is the shortest.

The _____ is the longest.

Name _____

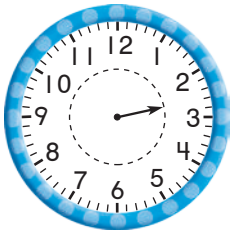
6. Look at the hour hand. What is the time?



- ○ 9:00
- ○ 10 o'clock
- ○ 11 o'clock
- ○ 12:00

---

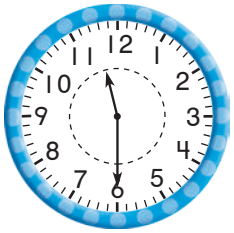
7. What time is it? Circle the time that makes the sentence true.



The time is 1:30 / 2:00 / 2:30 .

---

8. Choose all the ways that name the time on the clock.

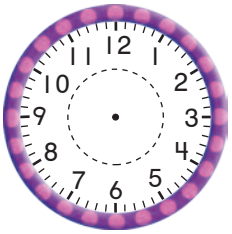


- ○ half past 6:00
- ○ half past 11:00
- ○ 6:00
- ○ 11:30

9. Draw the hand on the clock to show 9:30.

10. Lucy tried to show 5:00.
She made a mistake.

Draw hands on the clock to show 5:00.



What did Lucy do wrong? Explain her mistake.

11. The is shorter than the .
The is longer than the .
Draw the length of the .

Chapter 10

Represent Data

Curious about Math

How many days will it snow or rain this week where you live? How can you find out?

Name _____

Show What You Know

Make a Concrete Graph

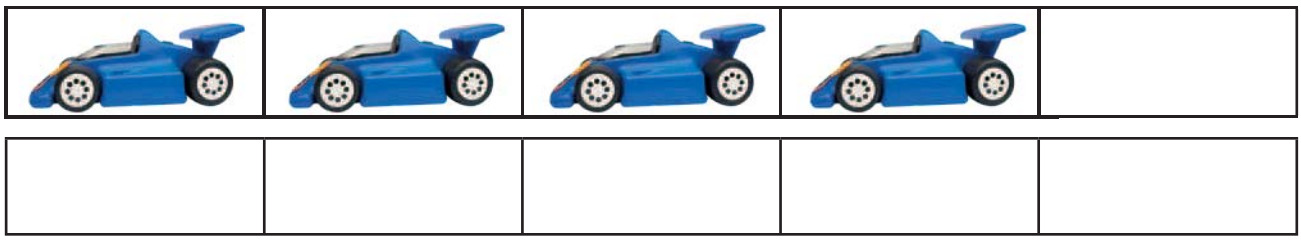
Sort a handful of ■ and ■. Make a concrete graph.

	Square Colors							
■								
■								

1. How many ■ are there? _____

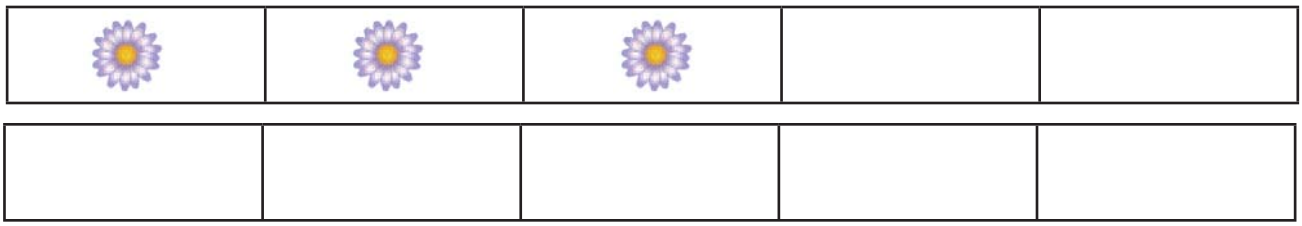
More, Fewer

2. Shade to show a set of fewer.



Draw Equal Groups

3. Draw a ◯ below each picture to show the same number of objects.



This page checks understanding of important skills needed for success in Chapter 10.

Personal Math Trainer
Online Assessment and Intervention

Name _____

Vocabulary Builder

Review Words
graph
more
fewer
most
fewest

Visualize It

Complete the chart.
Mark each row with a ✔.

Word	I Know	Sounds Familiar	I Do Not Know
graph			
more			
fewer			
most			
fewest			

Understand Vocabulary

Use the review words. Label the groups.

1.

_____ _____

2.

_____ _____

Game

Graph Game

Materials • 16 • 16 • 16

Play with a partner.

1. Spin the .
2. Put 1 cube of that color in the correct row of your graph.
3. Take turns. Play until each partner has 5 turns.
4. The player who went last spins again to get a color.
5. The player with more cubes of that color wins. Spin again if you both have the same number of cubes of that color.

Player 1

Player 2

Name _____

Read Picture Graphs

Essential Question What do the pictures in a picture graph show?

Measurement and Data—1.MD.4

MATHEMATICAL PRACTICES
MP.3, MP.4

Listen and Draw

Real World

Hands On

Use . Draw to show the cubes.
Write how many more .

_____ more

Math Talk **Mathematical Practices**

Describe how you can use your picture to compare the cubes.

FOR THE TEACHER • Read the following problem. There are 2 green cubes and 4 blue cubes. How many more blue cubes are there than green cubes?

Model and Draw

Children at the Playground					
swings					
slide					

A **picture graph** uses pictures to show information.

Each stands for 1 child.

There are 4 children on the .

There are ____ children on the .

There are more children on the _____.

Share and Show

MATH BOARD

Our Favorite Activity at the Fair							
animals							
rides							

Each stands for 1 child.

Use the picture graph to answer the question.

1. Which activity did more children choose? Circle.

2. How many children chose ? ____ children

3. How many children chose ? ____ children

4. How many fewer children chose than ? ____ fewer children

Name _____

On Your Own

What We Drink for Lunch								
milk								
juice								
water								

Each stands for 1 child.

Use the picture graph to answer the question.

5. How many children drink ?

_____ children

6. How many children in all drink and ?

_____ children

7. How many fewer children drink than ?

_____ fewer children

8. How many more children drink than ?

_____ more children

9. THINK SMARTER How many children in all drink , , and ?

_____ children

10. GO DEEPER 4 new children join the class. They drink at lunch. Now, how many more children drink than ?

_____ more children

Problem Solving • Applications Real World

WRITE Math

Our Favorite Animal at the Zoo								
zebras								
lions								
seals								

Each stands for 1 child.

MATHEMATICAL PRACTICE 4 **Write an Equation** Write a number sentence to solve the problem.

11. How many children chose and altogether?

___ ◯ ___ ◯ ___

___ children

12. How many more children chose than ?

___ ◯ ___ ◯ ___

___ more children

13. GO DEEPER How many more children chose than and altogether?

___ ◯ ___ ◯ ___

___ more children

14. THINK SMARTER Use the graph at the top. How many children chose ?

☐

TAKE HOME ACTIVITY • Keep track of the weather for one week by drawing a picture each day to show if it is sunny, cloudy, or rainy. At the end of the week, ask your child what the weather was like for most of the week.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Make Picture Graphs

Essential Question How do you make a picture graph to answer a question?

HANDS ON
Lesson 10.2

Measurement and Data—
1.MD.4

MATHEMATICAL PRACTICES
MP.3, MP.4

Listen and Draw

Real World

Hands On

Use ● to solve the problem.
Draw to show your work.

Which has more?

FOR THE TEACHER • Read the following problem. Asaf has 6 baseballs. He has 4 bats. Does he have more baseballs or bats? Have children draw circles to show the baseballs and bats. Then have them circle the object with more.

Math Talk — Mathematical Practices

Describe what the picture graph shows.

Model and Draw

Are there more black or white sheep in the picture? Make a picture graph to find out.

Sheep in the Meadow						
black						
white						

Each ◯ stands for 1 sheep.

There are more _____ sheep.

Share and Show

MATH BOARD

Do more children like cats or dogs?
Ask 10 friends which pet they like better.
Draw 1 circle for each child's answer.

Our Favorite Pet										
cats										
dogs										

Each ◯ stands for 1 child.

Use the picture graph to answer each question.

1. How many children chose ? ____ children

2. How many children chose ? ____ children

3. Which pet did more children choose? Circle.

Name _____

On Your Own

Which activity do the most children like best?
Ask 10 friends. Draw 1 circle for each child's answer.

Our Favorite Activity										
reading										
computer										
sports										

Each ◯ stands for 1 child.

MATHEMATICAL PRACTICE **Use Graphs** Use the picture graph to answer the question.

4. How many children chose ?

_____ children

5. How many children chose and ?

_____ children

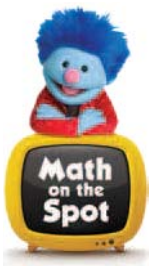
6. Which activity did the most children choose? Circle.



7. Did all your classmates make picture graphs that look the same? Circle **yes** or **no**.

8. THINK SMARTER Write your own question about the graph.

_____



9. GO DEEPER Look at the question you wrote. Answer your question.

_____

Problem Solving • Applications (Real World) WRITE Math

Matt made this picture graph to show the paint colors his friends like best.

Favorite Paint Color					
blue	○	○	○	○	○
red	○	○	○		
green	○	○			

Each ○ stands for 1 child.

10. How many children chose a paint color?

_____ children

11. How many fewer children chose green than blue?

_____ fewer children

Personal Math Trainer

12. THINK SMARTER + Complete the picture graph to show the number of flowers.

Flowers in the Vase					
red					
yellow					

Each ○ stands for 1 Flower.

TAKE HOME ACTIVITY • Ask your child to make a picture graph showing how many glasses of water each family member drinks in a day. Discuss how to find who drinks the most water.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Read Bar Graphs

Essential Question How can you read a bar graph to find the number that a bar shows?

Measurement and Data—1.MD.4

MATHEMATICAL PRACTICES
MP.3, MP.4

Listen Real World Hands On

Write a question about the graph.
Use ● to help solve the problem.

Type of Sneaker We Are Wearing											
 laces	○	○	○	○	○	○	○	○	○	○	
 no laces	○	○	○	○	○	○					

Each ○ stands for 1 child.

_____

_____

_____

_____

_____

_____

_____

_____

_____

FOR THE TEACHER • Read the following problem. Emma's class made this picture graph. What question could Emma's class answer using the graph? Write the question and the answer.

Math Talk **Mathematical Practices**

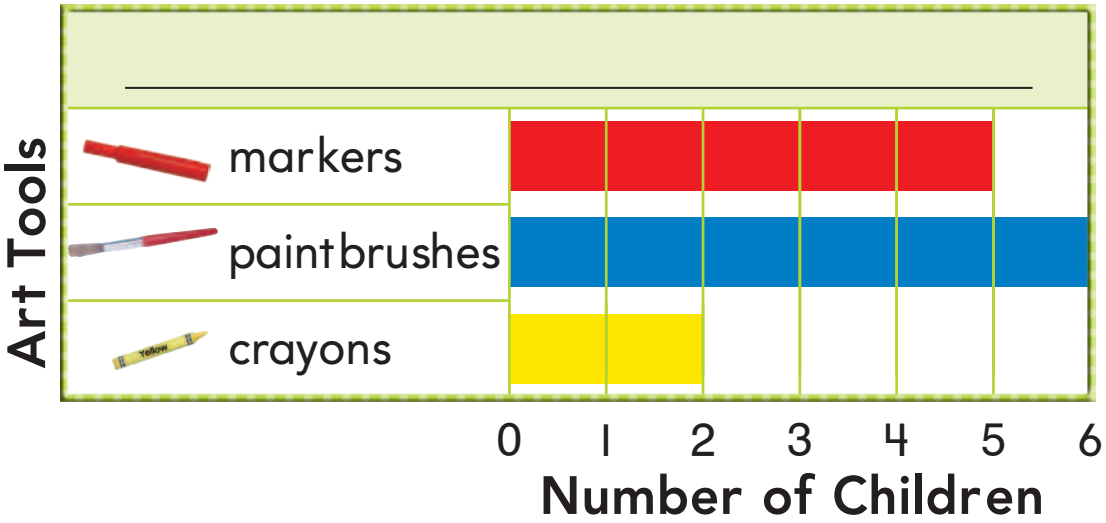
Describe how the class made this picture graph.

Model and Draw

In a **bar graph**, each bar shows information. You can compare the lengths of the bars.

What title describes this graph?

Touch the end of a bar. Look down to see the number of children.



Share and Show

MATH BOARD

Use the bar graph to answer the question.

1. How many children chose ?

_____ children

2. How many children chose ?

_____ children

3. How many more children chose than ?

_____ more children

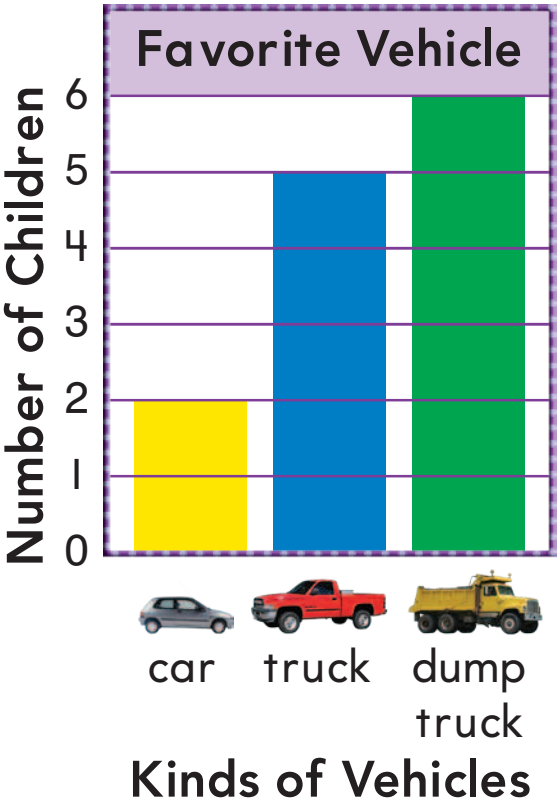
4. Which art tool did the fewest children choose? Circle.

5. Which art tool did the most children choose? Circle.

Name _____

On Your Own

MATHEMATICAL PRACTICE 4 **Use Graphs** Use the bar graph to answer the question.



6. How many children chose ?

_____ children

7. How many children chose ?

_____ children

8. How many children in all chose and ?

_____ children

9. How many more children chose than ?

_____ more children

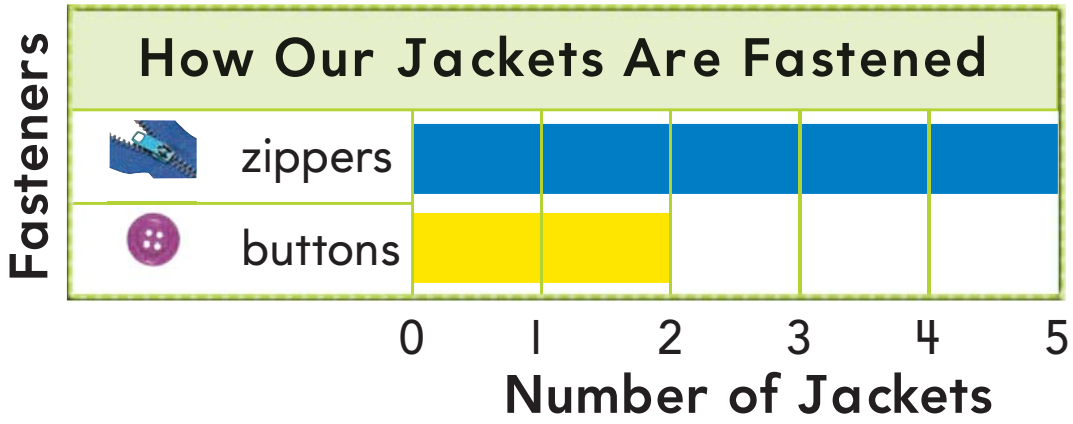
10. Which vehicle did the most children choose? Circle.

11. THINK SMARTER Order the vehicles from least to most votes. Write 1 for the least votes and 3 for the most votes.

_____ _____ _____

Problem Solving • Applications (Real World) WRITE Math

Use the bar graph to answer the question.



12. Kim puts on a jacket with ⊙.
Add her jacket to the graph.
Now how many jackets have ⊙? ____ jackets

13. GO DEEPER Ed adds a row to the graph to show jackets with snaps. 2 fewer jackets have snaps than have zippers.
How many jackets have snaps? ____ jackets

14. THINK SMARTER How many more jackets have 🧥 than ⊙? Circle the number in the box.

7
5
3

more jackets have 🧥 than ⊙.

TAKE HOME ACTIVITY • Have your child look through newspapers and magazines for examples of bar graphs. Talk about what information is shown in each graph you find.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Make Bar Graphs

Essential Question How does a bar graph help you compare information?

Measurement and Data—1.MD.4

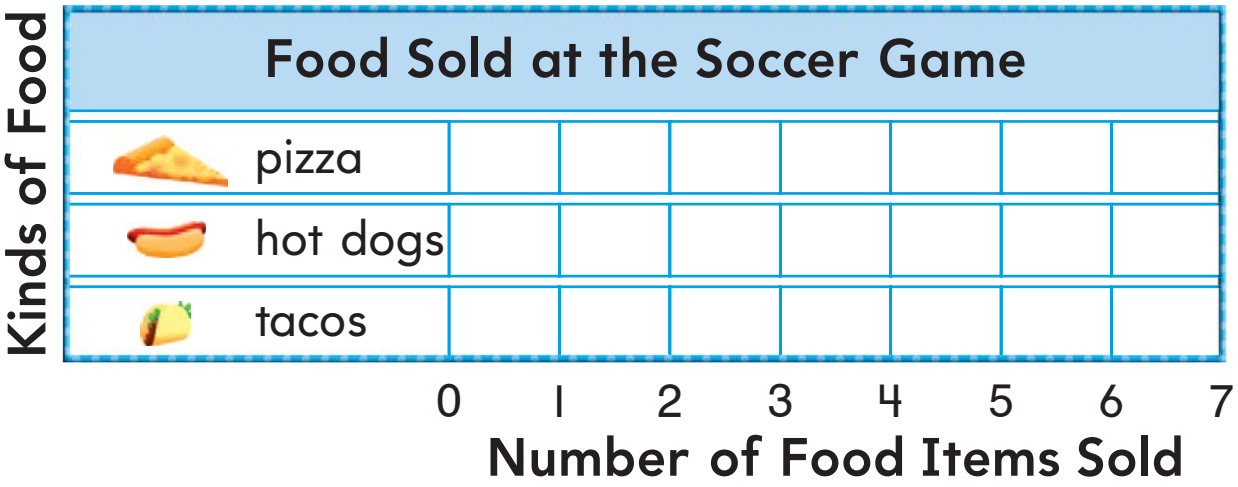
MATHEMATICAL PRACTICES
MP.3, MP.4, MP.8

Listen and Draw

Real World

Hands On

Use ▪ to model the problem. Color 1 box for each food item to complete the graph.



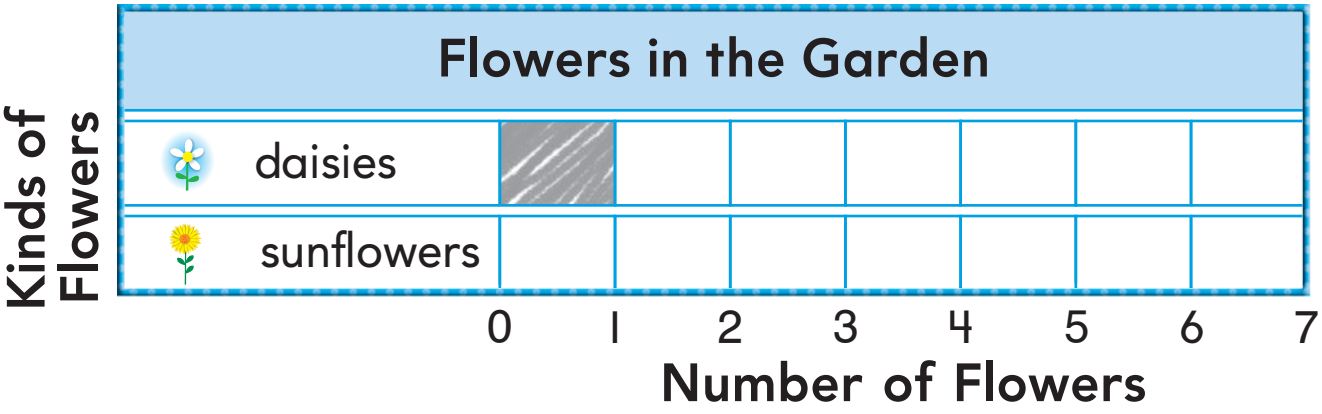
FOR THE TEACHER • Read the following problem. Dan keeps track of the food he sells at the soccer game. He sells all of the food on the table. Make a bar graph to show the food Dan sells.

Math Talk — **Mathematical Practices**

How do you know that you counted each food in the picture? **Explain.**

Model and Draw

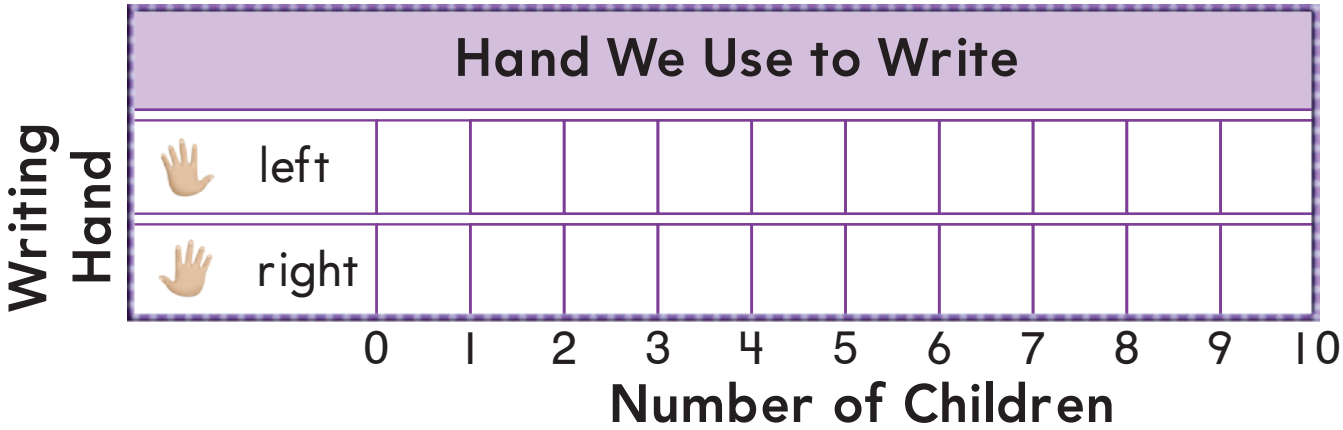
Are there more  or  in the garden?
Make a bar graph to find out.
Shade 1 box for each flower in the picture.



There are more _____ in the garden.

Share and Show

Do more children write with their left hand or right hand?
Ask 10 friends which hand they use. Make a bar graph.



1. Which hand do more children use to write? _____

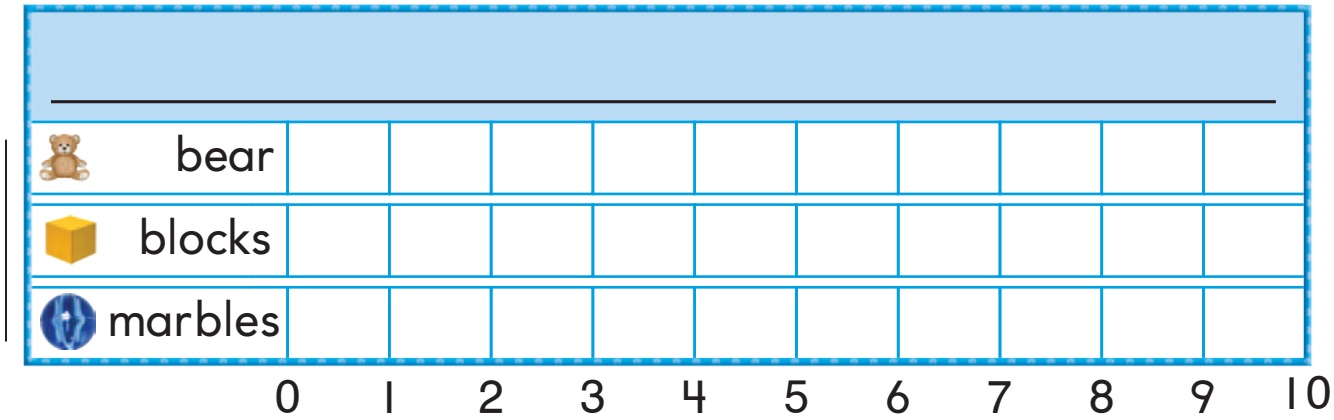
Name _____

On Your Own

MATHEMATICAL PRACTICE 8 **Draw Conclusions**

Do children like , , or best?
Ask 10 friends which toy they like best.

2. Make a bar graph. Write a title and labels for your graph.



_____

3. Which toy did the most children choose? Circle.



4. How many children chose ?

_____ children

5. THINK SMARTER How are picture graphs and bar graphs alike?

_____

_____

_____

TAKE HOME ACTIVITY • Your child has learned how to make picture graphs and bar graphs. Ask your child to explain how bar graphs are different from picture graphs.

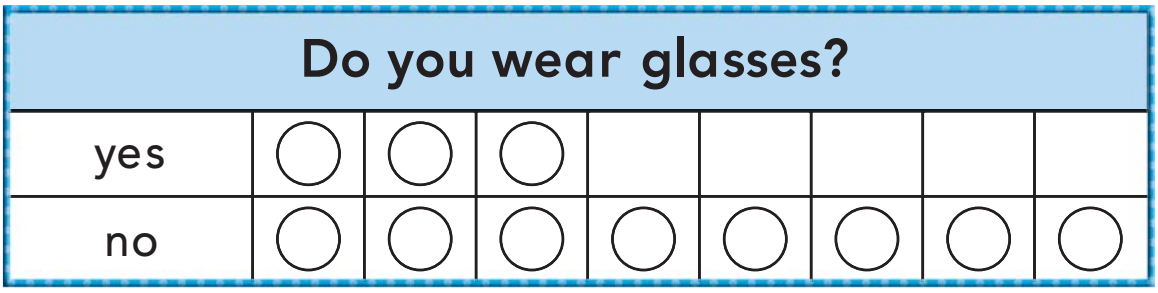
FOR MORE PRACTICE: Standards Practice Book

Name _____

Mid-Chapter Checkpoint

Concepts and Skills

Use the picture graph to answer the questions. (1.MD.4)

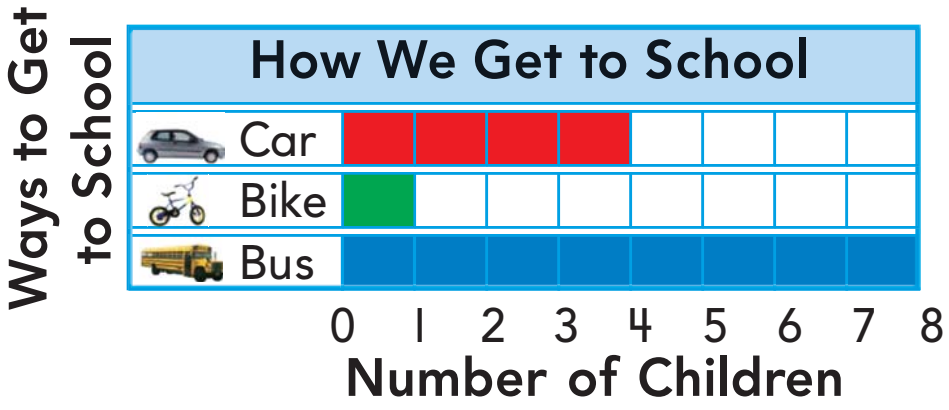


Each ◯ stands for 1 child.

1. How many children do not wear glasses? ____

2. How many children wear glasses? ____

THINK SMARTER Use the bar graph to answer the questions. (1.MD.4)



3. How many children take the bus to school? ____

4. THINK SMARTER Is the sentence true? Choose Yes or No.

5 children ride in a car or ride a bike.	○ Yes	○ No
More children go by car than by bus.	○ Yes	○ No
Fewer children go by bike than by car.	○ Yes	○ No

Name _____

Read Tally Charts

Essential Question How do you count the tallies on a tally chart?

Measurement and Data—1.MD.4

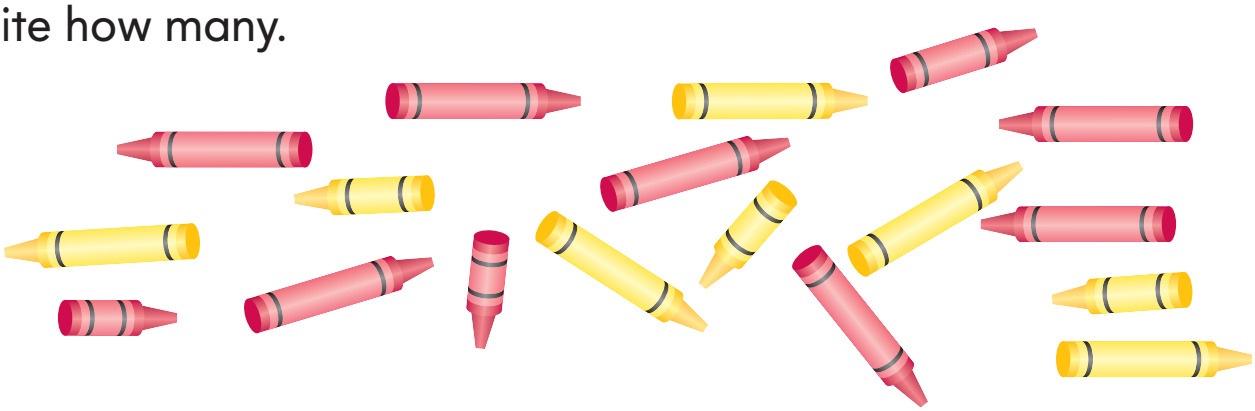
MATHEMATICAL PRACTICES
MP.2, MP.3, MP.4

Listen and Draw

Real World

Hands On

Use ● to solve the problem.
Draw to show your work.
Write how many.



_____ _____

Math Talk Mathematical Practices

Describe how you sorted the counters.

FOR THE TEACHER • Read the following problem. Jane is sorting her crayons. Draw to show how she can sort the crayons into two groups.

Model and Draw

Do more children like chicken or pizza better?

Food We Like		Total
chicken	|||	3
pizza	~~||||~~ |||	

You can use a **tally chart** to collect information.

Each | is a **tally mark**.
It stands for 1 child.
~~\|\|\|\|~~ stands for 5 children.
More children like pizza.

Share and Show

MATH BOARD

Complete the tally chart.

Boys and Girls in Our Class		Total
boys	~~||||~~ ||||	
girls	~~||||~~ |	

Use the tally chart to answer each question.

1. How many girls are in the class? _____ girls
2. How many boys are in the class? _____ boys
3. How many children are in the class in all? _____ children
4. Are there more boys or girls in the class? _____

Name _____

On Your Own

Complete the tally chart.

Our Favorite Sport		Total
t-ball	𝍸	
soccer	𝍸 II	
swimming	III	

Use the tally chart to answer the question.

5. How many children chose ? _____ children

6. How many more children chose than ? _____ more children

7. Which sport did the most children choose? Circle.

8. THINK SMARTER Write your own question about the tally chart.

_____

_____

_____

9. GO DEEPER Sam asked some other children which sport they like. They all chose . Now the most children chose . How many children did Sam ask? _____ children

Problem Solving • Applications (Real World) WRITE Math

Coins in the Bank		Total
dime	IIII	
penny	~~IIII~~ ~~IIII~~	
nickel	IIII	

Remember to write the total.

MATHEMATICAL PRACTICE 2 Connect Symbols and Words

Complete each sentence about the tally chart.
Write **greater than, less than,** or **equal to.**

10. The number of tallies for  is _____ the number of tallies for  .

11. The number of tallies for  is _____ the number of tallies for  .

12. The number of tallies for  is _____ the number of tallies for  .

13. GO DEEPER The number of tallies for  is _____ the number of tallies for both  and  .

14. THINK SMARTER How many coins are in the bank?

- ○ ~~IIII~~ III
- ○ ~~IIII~~ ~~IIII~~ IIII
- ○ ~~IIII~~ ~~IIII~~
- ○ ~~IIII~~ ~~IIII~~ ~~IIII~~ III

TAKE HOME ACTIVITY • Together with your child, make a tally chart showing how many times you all say the word "eat" during a meal. Then have your child write the number.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Make Tally Charts

Essential Question Why is a tally chart a good way to show information that you have collected?

Measurement and Data—1.MD.4

MATHEMATICAL PRACTICES
MP.1, MP.3, MP.4

Listen Real World

Complete the tally chart.

Our Favorite Game		Total
card game	𝍸	
puzzle	III	
board game	𝍸 𝍸	

Use the tally chart to answer the question.

Which game did the most children choose? Circle.



Which game did the fewest children choose? Circle.



FOR THE TEACHER • Read the following problem. Ava asks the children in her class which of three games they like the best. She makes a tally mark to show each child's answer. Which game did the most children choose? Which did the fewest children choose?

Math Talk **Mathematical Practices**

How do you know which game is the favorite? **Explain.**

Model and Draw

How can you make a tally chart to show the boats at the lake?

Decide if each boat has a sail.

Boats at the Lake		Total
boats with sails		
boats without sails		

Share and Show

MATH BOARD

Use the picture to complete the tally chart. Then answer each question.

Fish in the Tank		Total
zebra fish		
angel fish		

1. How many are in the tank?

_____

2. How many more than are there?

_____ more

3. How many and are in the tank?

_____ fish

Name _____

On Your Own

Which of these snacks do most children like the best?
Ask 10 friends. Make 1 tally mark for each child's answer.

Our Favorite Snack		Total
pretzel		
apple		
yogurt		

Use the tally chart to answer each question.

4. How many children chose ?

_____ children

5. How many children chose ?

_____ children

6. Which snack do most children like best? Circle.

7. THINK SMARTER What if 6 children out of the 10 chose ? Which snack would be the favorite? Circle it.

8. Explain Write your own question about the tally chart.

_____

_____

Problem Solving • Applications (Real World) WRITE Math

MATHEMATICAL PRACTICE 1 **Analyze Relationships** Jenna asked 10 friends to choose their favorite subject. She will ask 10 more children.

Our Favorite School Subject		Total
math	~~IIII~~ I	
reading	II	
science	II	

9. Predict. Which subject will children most likely choose? _____

10. Predict. Which subject will children least likely choose? _____

11. THINK SMARTER How can you prove if your prediction is good? Try it.

_____

12. THINK SMARTER Complete the tally chart to show the number of votes.

Fruit We Like		Total
apple	IIII	4
banana		5
grapes		2

TAKE HOME ACTIVITY • With your child, survey friends and family to find out their favorite food. Draw tally marks to record the results and then prepare the food.

FOR MORE PRACTICE: Standards Practice Book

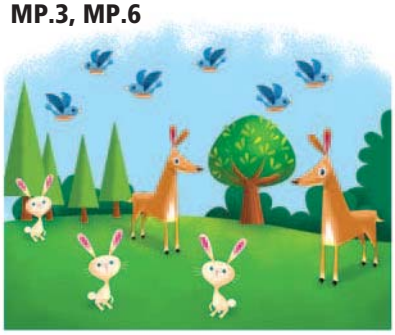
Name _____

Problem Solving • Represent Data

Essential Question How can showing information in a graph help you solve problems?

Measurement and Data—1.MD.4

MATHEMATICAL PRACTICES
MP.3, MP.6



Brad sees many animals at the park. How can you find how many animals Brad sees?

Unlock the Problem

Real World

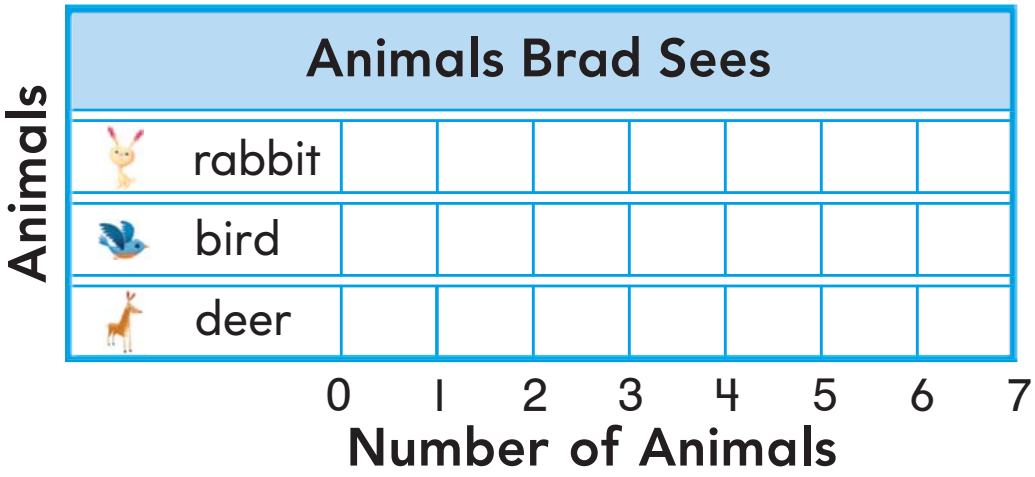
What do I need to find?

how many animals Brad sees

What information do I need to use?

the number of rabbits, birds, and deer in the picture

Show how to solve the problem.



____ + ____ + ____ = ____ animals

HOME CONNECTION • Your child learned how to represent data from a picture in a bar graph. Have your child explain why it is easier to use data in a bar graph than in a picture.

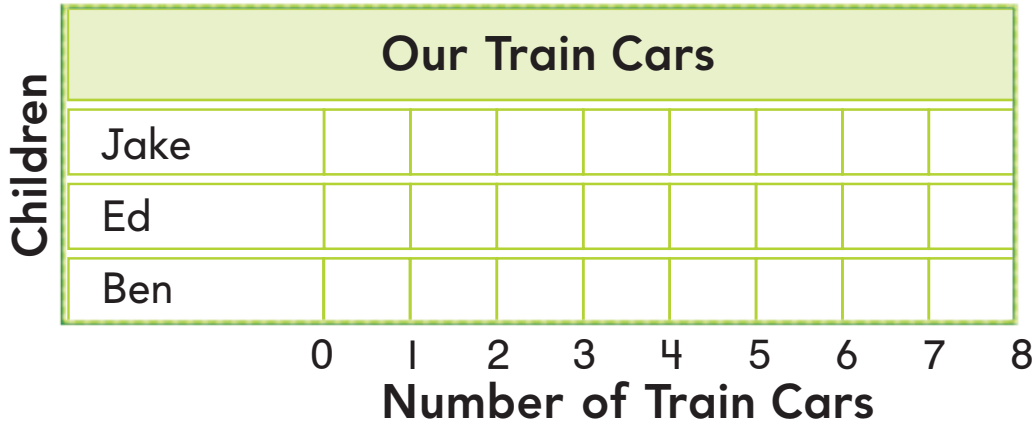
Try Another Problem

Make a graph to solve.

- What do I need to find?
- What information do I need to use?

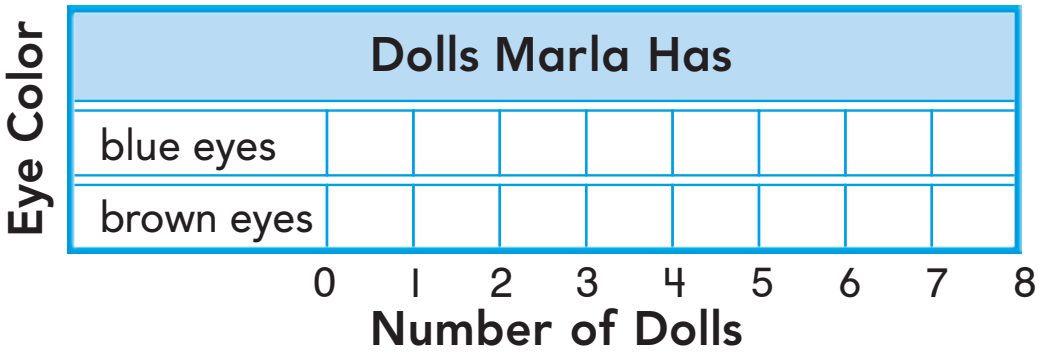
1. Jake has 4 more train cars than Ed. Ed has 3 train cars. Ben has 2 fewer train cars than Ed. How many train cars does Jake have?

____ train cars



2. Marla has 8 dolls. Three dolls have blue eyes. The rest have brown. How many dolls have brown eyes?

____ dolls



Math Talk — **Mathematical Practices**

Describe how the bar graph helps you solve Exercise 2.

Name _____

Share and Show

MATH BOARD

MATHEMATICAL PRACTICE 6 **Make Connections** Find out about the eye color of your classmates.

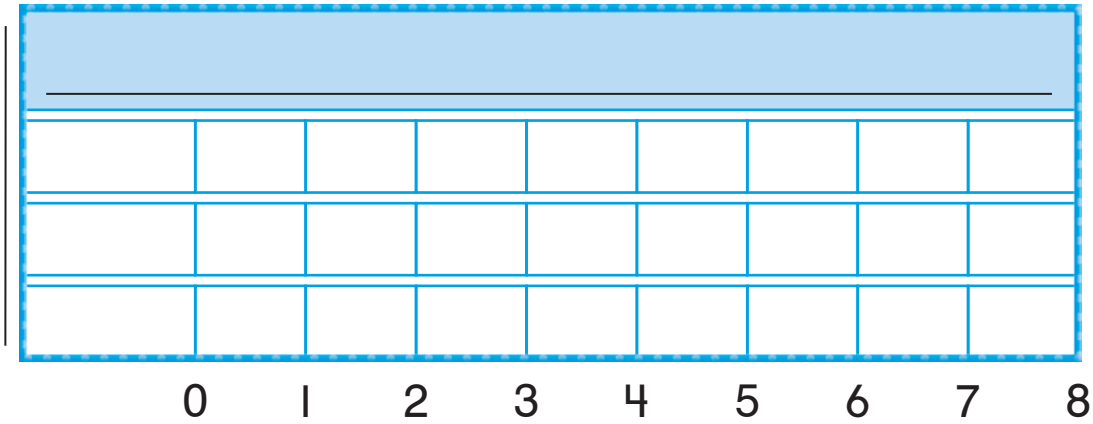
3. Write a question you can ask your friends.

_____

4. Ask 10 friends your question. Make a tally chart.

_____		Total

5. THINK SMARTER Use the tally chart to make a bar graph.



_____

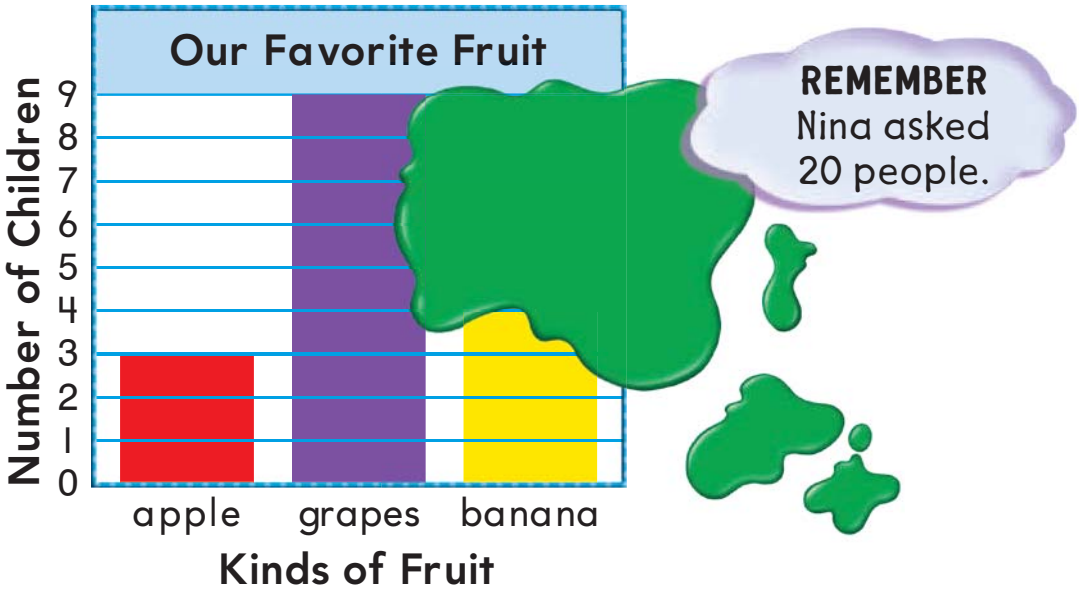
6. Explain What did you learn from the graph?

_____

On Your Own

WRITE Math

What is your favorite fruit? Nina asked 20 children this question. Then she made a bar graph. But Nina spilled paint on the graph.



7. How many children chose grapes?

____ children

8. GO DEEPER How many children chose bananas?

____ children

Personal Math Trainer

9. THINK SMARTER + Write another question that can be answered by using the graph.

TAKE HOME ACTIVITY • Work with your child to make a tally chart and a bar graph showing the favorite color of 10 family members or friends. Talk about the results.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Chapter 10 Review/Test

Use the picture graph to answer the questions.

Color We Like							
RED red							
BLUE blue							

Each stands for 1 child.

1. How many children chose RED?

☐

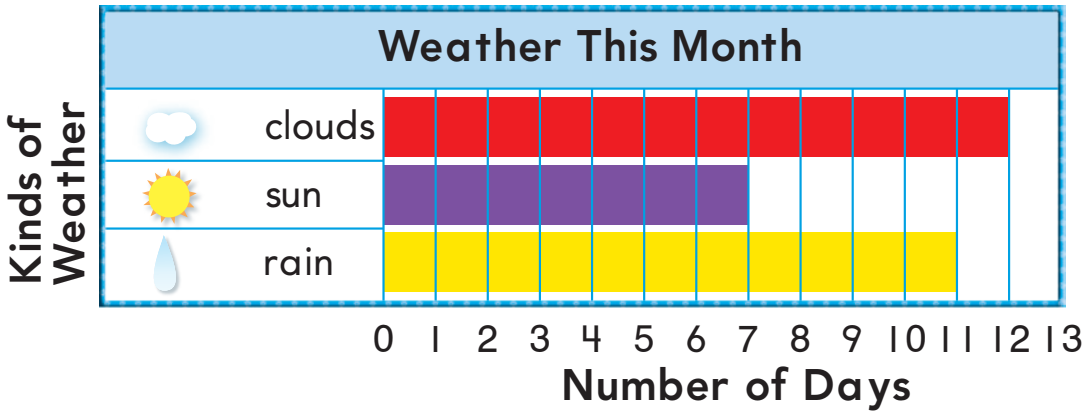
2. Is the sentence true? Choose Yes or No.

More children like blue than red.	○ Yes	○ No
5 children like red.	○ Yes	○ No
2 more children like blue than red.	○ Yes	○ No

3. 1 more child gets a BLUE. Draw what the blue row looks like now.

BLUE blue							

Use the bar graph to answer the questions.



4. How many days had ☀ ?

☐

---

5. Compare 💧 and ☀ days. Circle the number that makes the sentence true.

There were ☐ more 💧 days than ☀ days.

4
5
7

---

6. Ann says the graph shows 1 more rainy day than cloudy days. Is she correct?

Choose Yes or No.

○ Yes ○ No

Explain your answer.

☐

Name _____

Use the tally chart to answer the questions.

Sam's Cars and Trucks		Total
 cars		8
 trucks	𝍸 I	6

7. How many  does Sam have?

8. Draw tally marks for the number of cars that the chart shows.

9. Circle the words that make the sentence true.

The number of tally marks for  is

greater than
less than
equal to

the number of tally marks for  .

10. Chung visits the zoo. He sees 3  . He sees 3 more  than  . He sees 2 fewer  than  . Graph the data.

What Chung Sees							
 lion							
 elephant							
 monkey							
	0	1	2	3	4	5	6

Use Chung's graph to answer the questions.

11. How many  does Chung see?

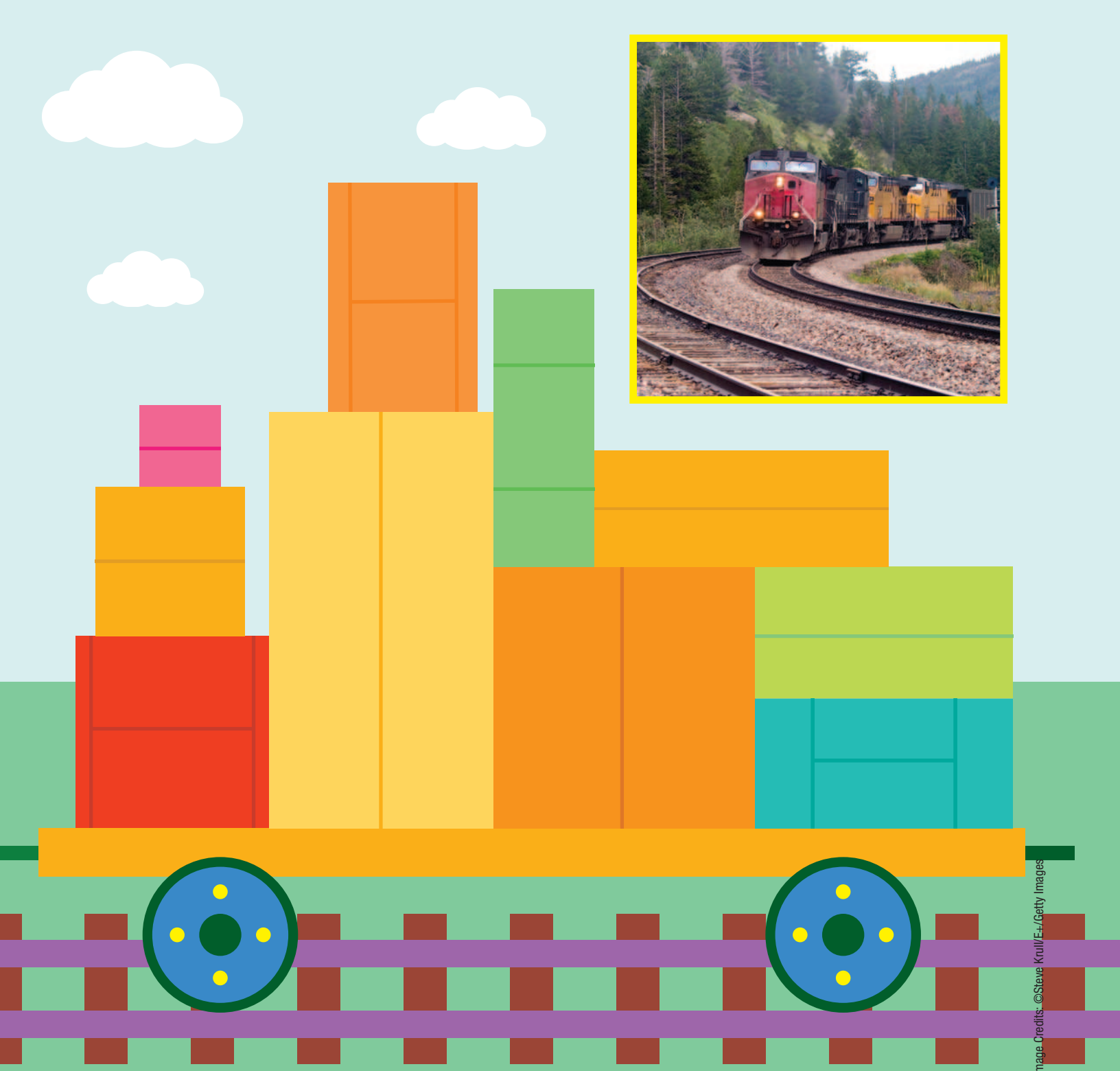
_____

12. Write another question that can be answered by Chung's graph.

On the Move

written by Jennifer Earnshaw

CRITICAL AREA Reasoning about attributes of, and composing and decomposing geometric shapes



The train car waits for the engine.

Name some shapes you see.

Social Studies

What will this train bring?

The big truck travels up the road.

Name some shapes you see.

Social Studies

What will this truck bring?

The ship loads at the dock.

Name some shapes you see.

Social Studies

What will this ship bring?

These trucks drive across town.

Name some shapes you see.

Social Studies

What will these trucks bring?

The airplane arrives at the airport.

Name some shapes you see.

Social Studies

What will this airplane bring?

Name _____

Write About the Story

Think of another kind of truck that takes goods from one place to another. Draw a picture. Use circles, squares, triangles, or rectangles in your drawing.

Vocabulary Review

circle	triangle
square	rectangle

truck

WRITE Math Write about your drawing.

_____

_____

_____

_____

_____

_____

_____

_____

Figure It Out

1. Draw an airplane.
   Use some triangles and circles in your drawing.

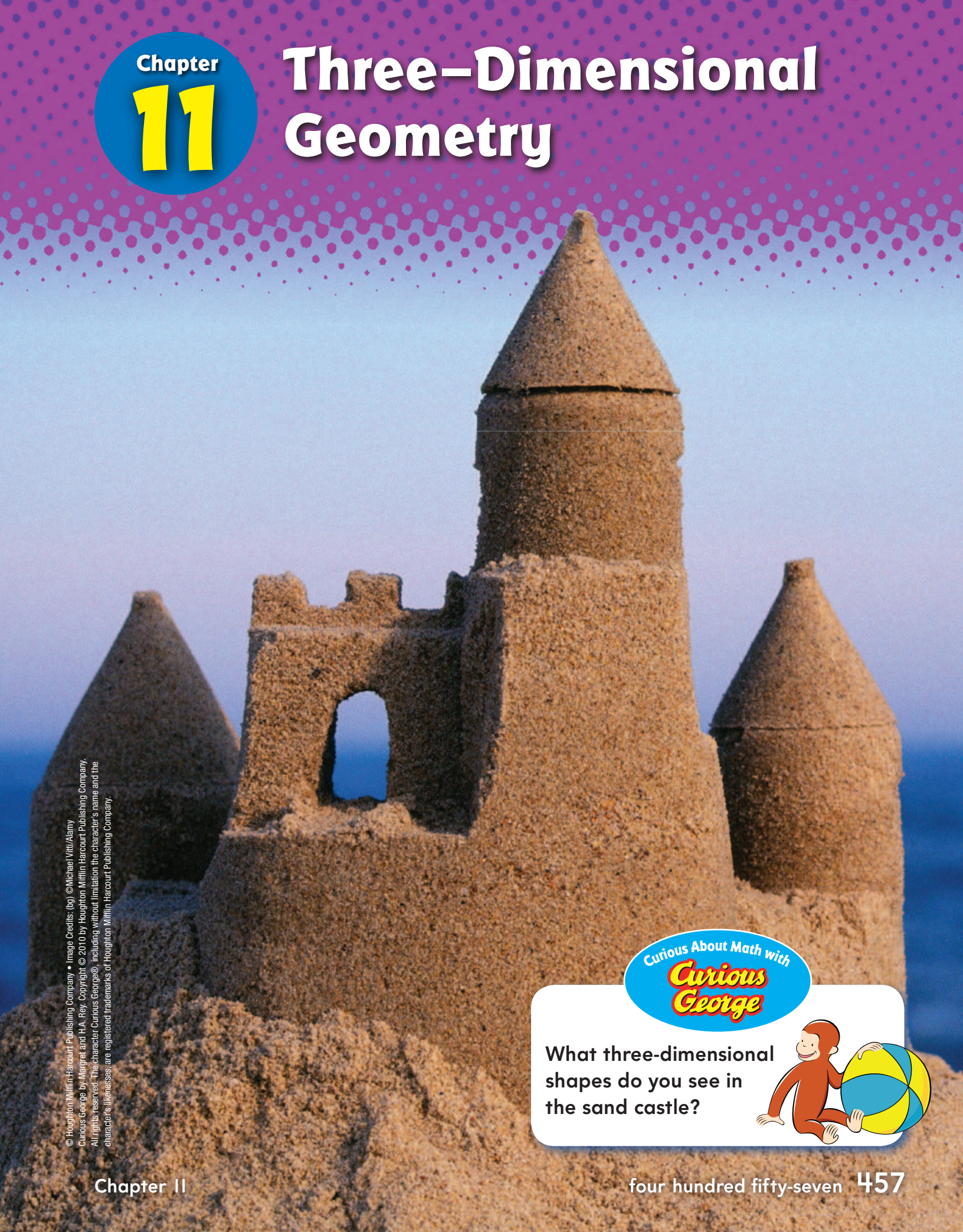
2. Draw a train.
   Use some rectangles and circles in your drawing.

MATH BOARD

Choose two shapes to use to draw a ship. Draw the ship.

Chapter 11

Three-Dimensional Geometry



Curious About Math with Curious George

What three-dimensional shapes do you see in the sand castle?

Name _____

Show What You Know

Alike and Different

Circle the objects that are alike.

1.

2.

Identify Three-Dimensional Shapes

Color the  blue. Color the  red.
Color the  yellow.

3.

4.

5.

Sort by Size

Mark an X on the object that does not belong.

6.

This page checks understanding of important skills needed for success in Chapter 11.

Personal Math Trainer
Online Assessment and Intervention

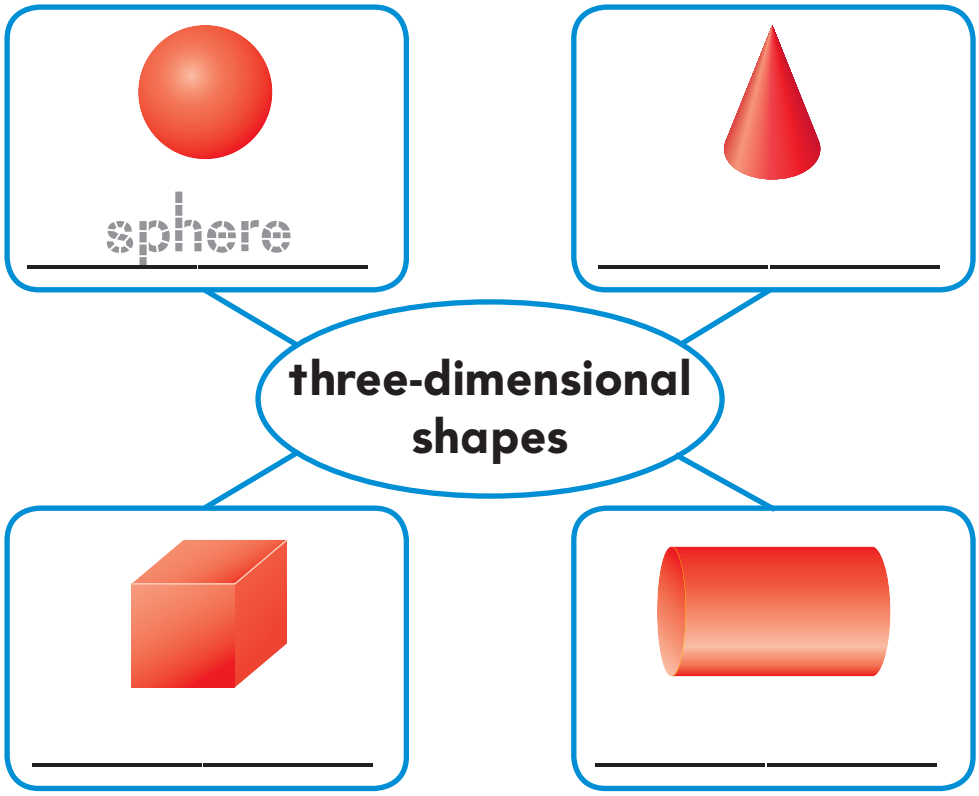
Name _____

Vocabulary Builder

Review Words
cone
cube
cylinder
sphere

Visualize It

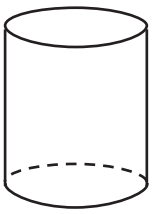
Write review words to name the shapes.



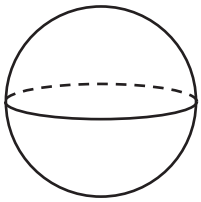
Understand Vocabulary

Look at the three-dimensional shapes.
Color the sphere. Color the cube.
Color the cylinder.

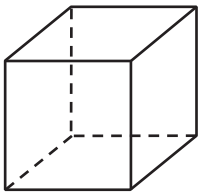
1.



2.



3.



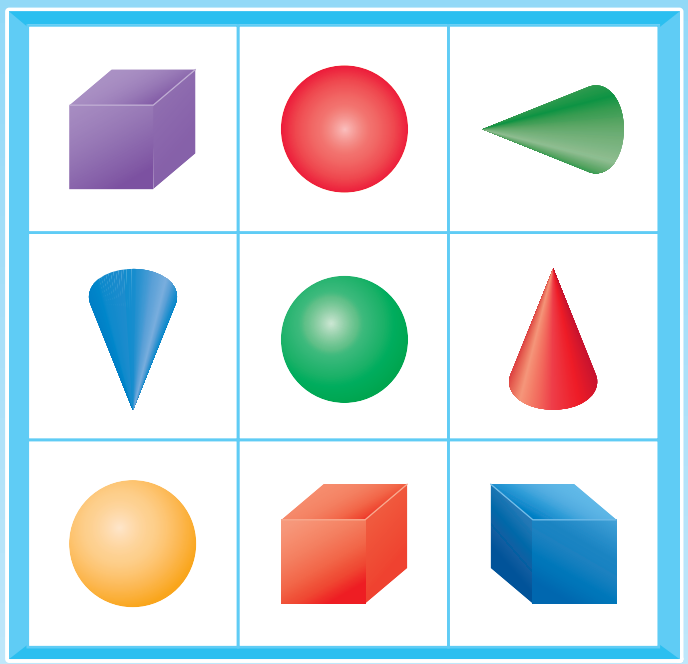
Game Shape Match Bingo

Materials • 9 🔴 • 9 🟡 • 🎡

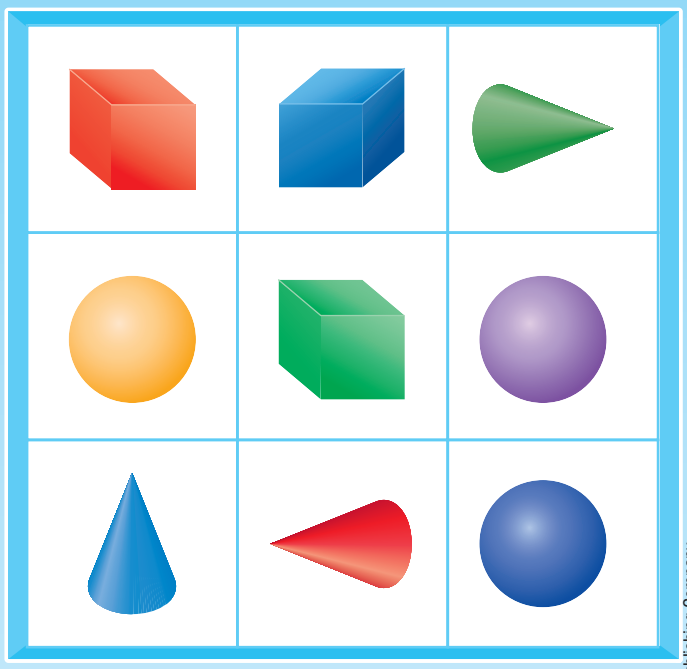
Play with a partner. Take turns.

1. One player uses 🟡. The other player uses 🔴.
2. Spin 🎡. Use a counter to cover a space with that shape.
3. If you cannot cover a space, your turn is over.
4. The first player to cover all of his or her spaces wins.

Player 1



Player 2



Name _____

Three-Dimensional Shapes

Essential Question How can you identify and describe three-dimensional shapes?

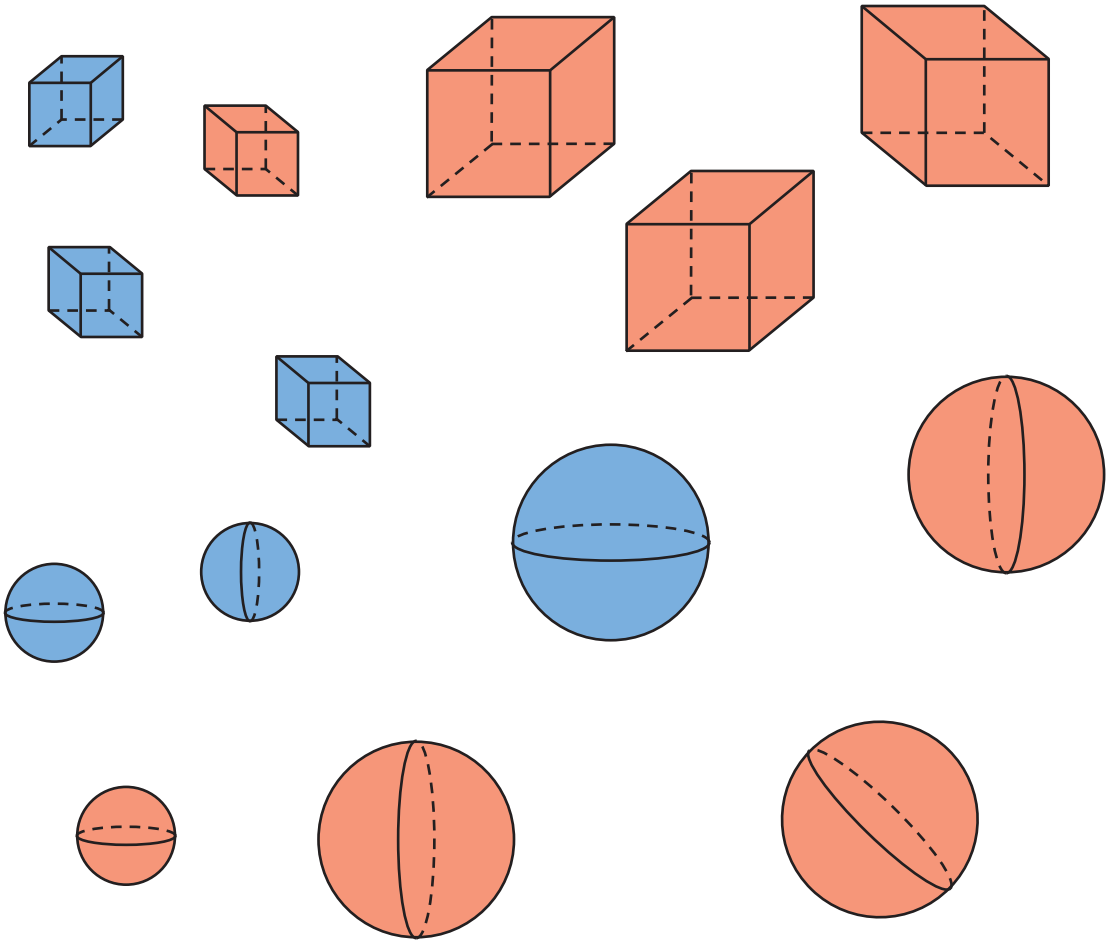
HANDS ON
Lesson 11.1

Geometry—1.G.1

MATHEMATICAL PRACTICES
MP.4, MP.8

Listen and Draw

Draw to sort the three-dimensional shapes.



Math Talk Mathematical Practices

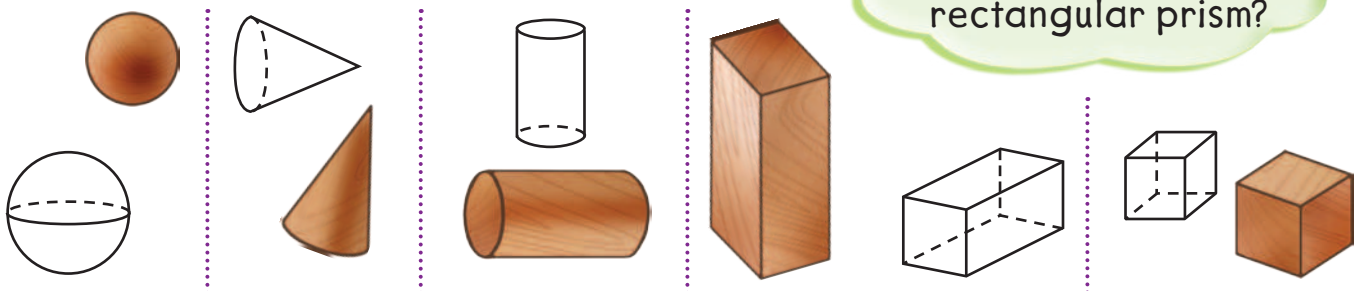
Explain how you sorted the shapes.

FOR THE TEACHER • Have children sort the three-dimensional shapes into two groups. Have them draw around each group to show how they sorted.

Model and Draw

These are three-dimensional shapes.

Why is a cube a special kind of rectangular prism?



sphere | cone | cylinder | rectangular prism | cube

Share and Show

MATH BOARD

Use three-dimensional shapes.
Sort the shapes into three groups.
Name and draw the shapes.

1. only flat surfaces

2. only a curved surface

3. both flat and curved surfaces

Name _____

On Your Own

MATHEMATICAL PRACTICE 4 **Use Models** Use three-dimensional shapes. Write the number of flat surfaces for each shape.

4. A rectangular prism has 6 flat surfaces.

5. A cube has _____ flat surfaces.

6. A cylinder has _____ flat surfaces.

7. A cone has _____ flat surface.

GO DEEPER Write to name each shape.

Exercises 4–7 can help you write the shape names.

8. 

sphere

9. 

10. 

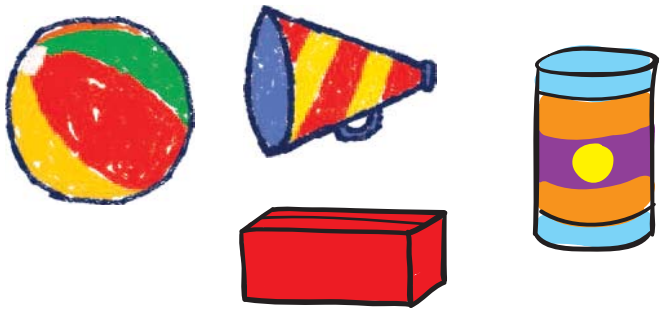
11. 

12. 

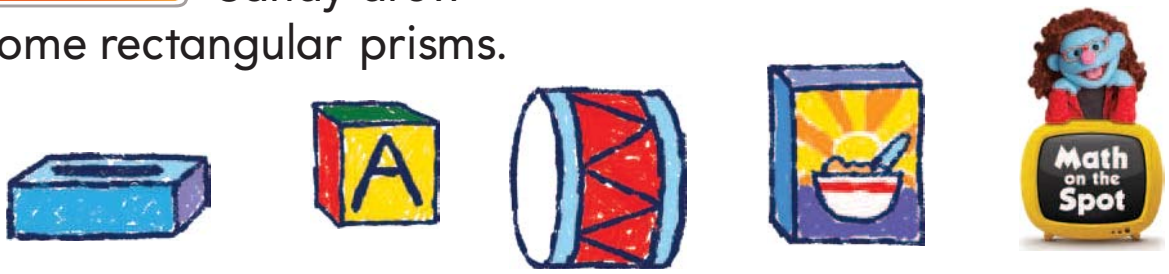
Problem Solving • Applications (Real World) WRITE Math

Circle the objects that match the clues.

13. Kelly drew objects that have both flat and curved surfaces.

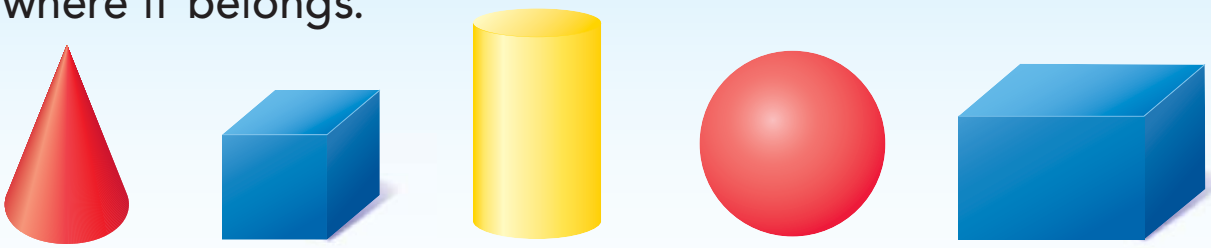


14. THINK SMARTER Sandy drew some rectangular prisms.



Personal Math Trainer

15. THINK SMARTER + Match each shape to the group where it belongs.



Both flat and curved surfaces	Only flat surfaces	Only a curved surface

TAKE HOME ACTIVITY • Ask your child to name real objects shaped like a sphere, a rectangular prism, and a cylinder.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Combine Three-Dimensional Shapes

Essential Question How can you combine three-dimensional shapes to make new shapes?

Geometry—1.G.2

MATHEMATICAL PRACTICES
MP.1, MP.2, MP.3

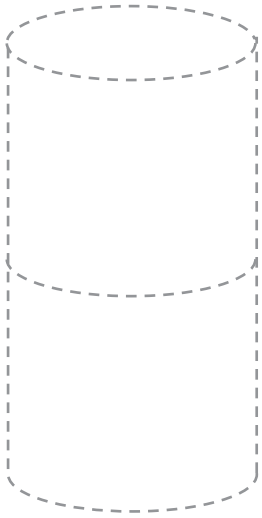
Listen and Draw

Real World

Hands On

Trace to draw the new shape.
Write to name the new shape.

Mandy

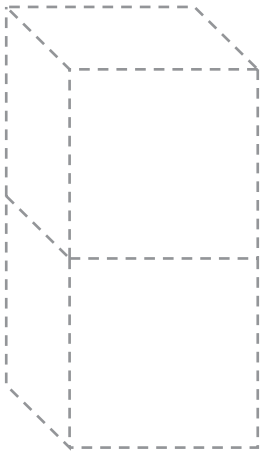


_____

_____

_____

Carl



_____

_____

_____

Math Talk Mathematical Practices

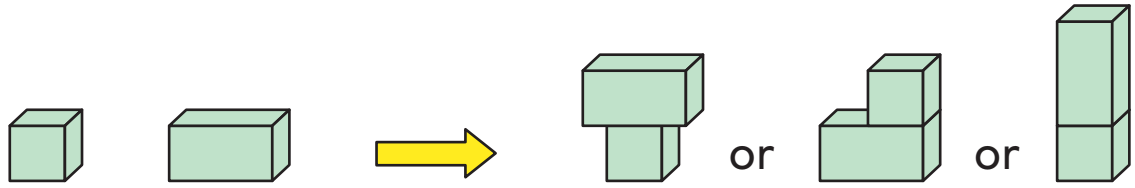
Describe the new shapes Mandy and Carl made.

FOR THE TEACHER • Have children trace the shapes to solve the problems. Mandy stacks one cylinder on top of another cylinder. Carl stacks one cube on top of another cube. What new shapes did Mandy and Carl make?

Model and Draw

You can put shapes together to make a new shape.

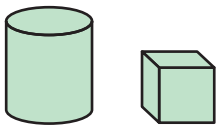
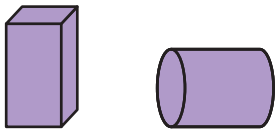
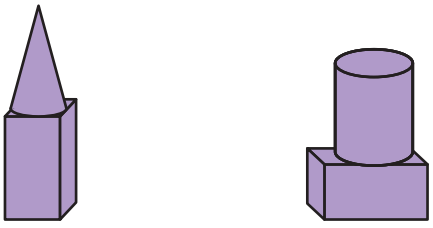
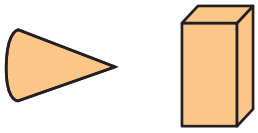
What other new shapes could you make?



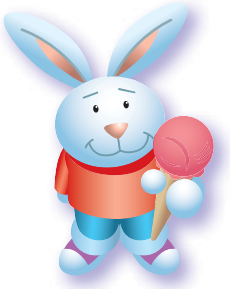
Share and Show

MATH BOARD

Use three-dimensional shapes.

Combine.	Which new shape can you make? Circle it.
1. 	
✓ 2. 	
✓ 3. 	

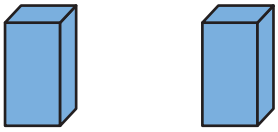
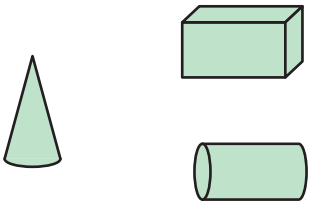
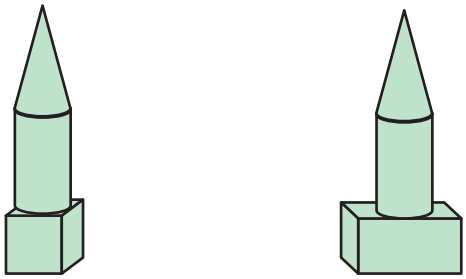
Name _____



On Your Own

MATHEMATICAL PRACTICE 6 **Attend to Precision**

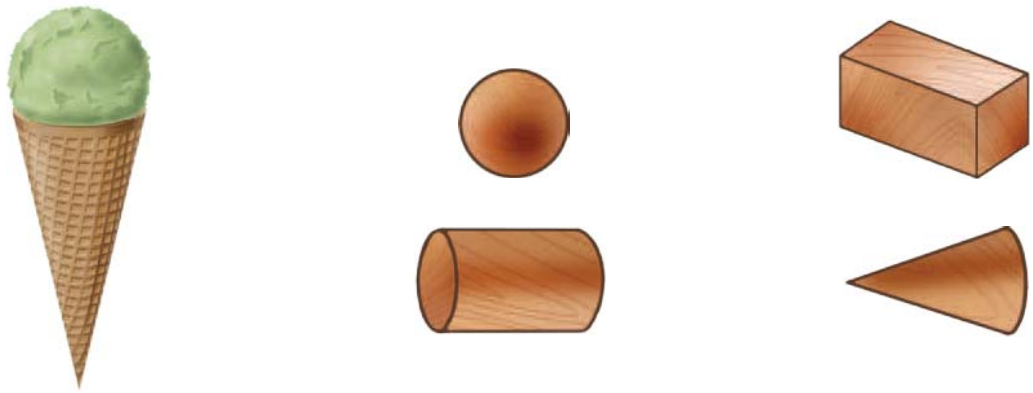
Use three-dimensional shapes.

Combine.	Which new shape can you make? Circle it.
4. 	
5. 	
6. 	
7. 	
8. THINK SMARTER 	

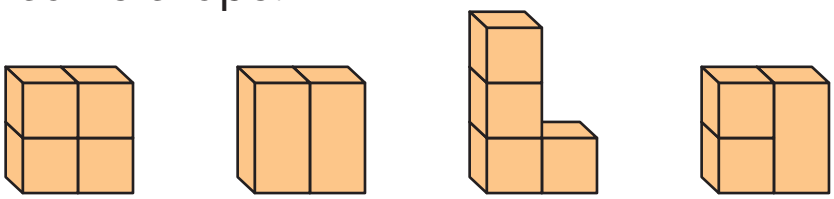
Problem Solving • Applications (Real World) WRITE Math

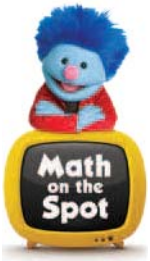
GO DEEPER Circle the shapes you could use to model the ice cream cone.

9.

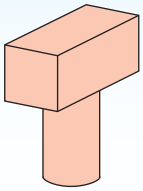


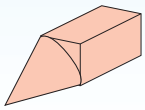
10. THINK SMARTER Circle the ways that make the same shape.

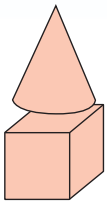


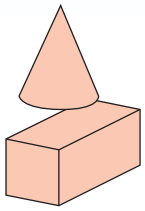


11. THINK SMARTER Combine  and  .
Choose all the new shapes you can make.

○ 

○ 

○ 

○ 

TAKE HOME ACTIVITY • Ask your child to show you two different new shapes he or she can make by combining a soup can and a cereal box.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Make New Three-Dimensional Shapes

Essential Question How can you use a combined shape to build new shapes?

HANDS ON
Lesson 11.3

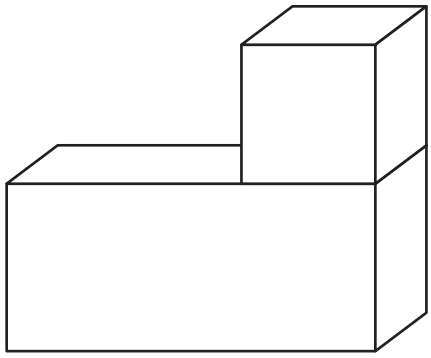
Geometry—1.G.2

MATHEMATICAL PRACTICES
MP.1, MP.2, MP.3

Listen and Draw

Real World

Draw to copy the shape.



Math Talk

Mathematical Practices

Describe how to draw to copy the new shape.

FOR THE TEACHER • Leila put a box on top of another box. Draw to copy the new shape Leila made.

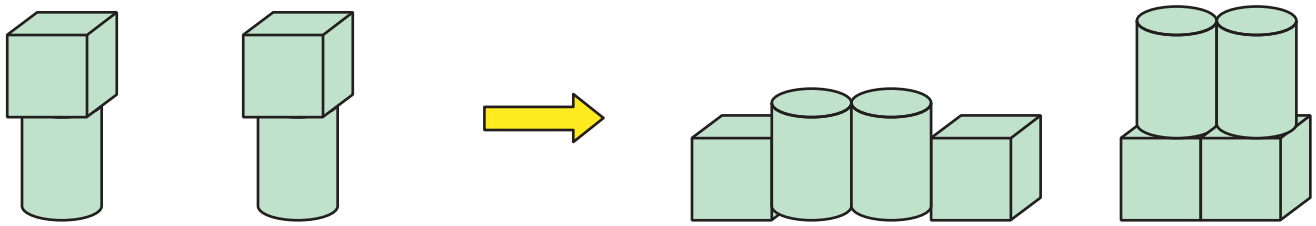
Model and Draw

Step 1 Build.

Step 2 Repeat.

Step 3 Combine.

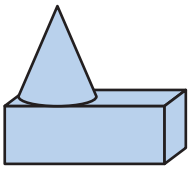
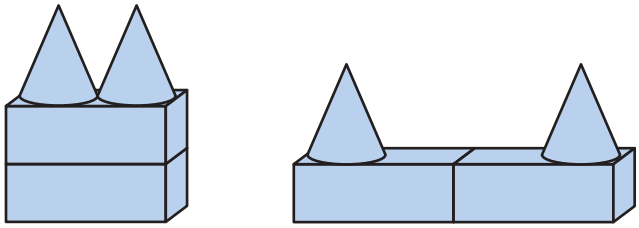
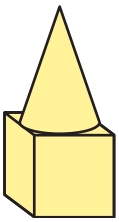
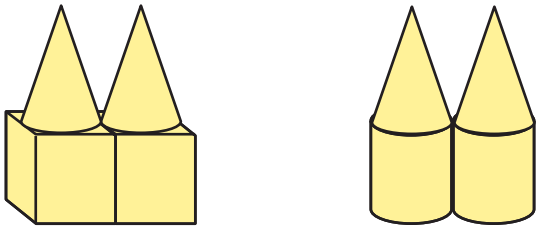
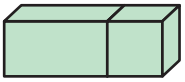
Circle a new shape you can make. **Explain** why you cannot make the other shape.



Share and Show

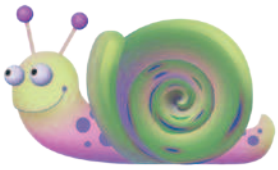
MATH BOARD

Use three-dimensional shapes.

Build and Repeat.	Combine. Which new shape can you make? Circle it.
1. 	
2. 	
3. 	

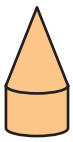
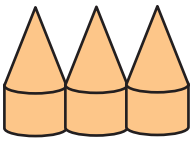
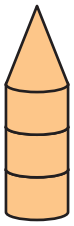
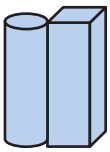
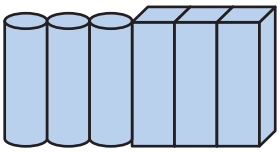
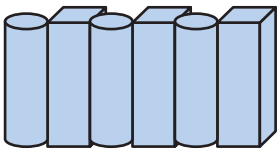
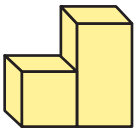
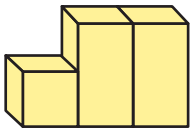
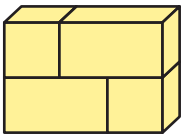
Name _____

On Your Own

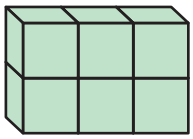


MATHEMATICAL PRACTICE 5 **Use a Concrete Model**

Use three-dimensional shapes.

Build and Repeat.	Combine. Which new shape can you make? Circle it.
4. 	 
5. 	 
6. 	 

7. THINK SMARTER Look at the shape.



How many  are used to make the shape? _____  make the shape.

How many  are used to make the shape? _____  make the shape.

TAKE HOME ACTIVITY • Ask your child to explain how he or she solved Exercise 4.

FOR MORE PRACTICE: Standards Practice Book

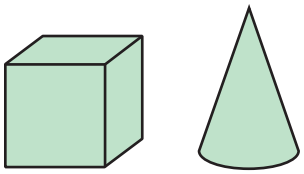
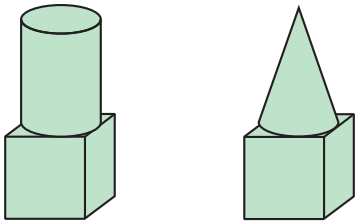
Name _____

Mid-Chapter Checkpoint

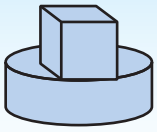
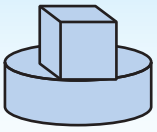
Concepts and Skills

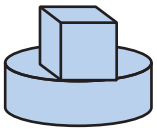
1. Circle the rectangular prisms. (1.G.1)
2. Draw a line under the shapes that have both flat and curved surfaces. (1.G.1)

Use three-dimensional shapes. (1.G.2)

Combine.	Which new shape can you make? Circle it.
3. 	

4. THINK SMARTER Which new shape can you make? (1.G.2)

Combine  and  .



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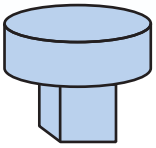

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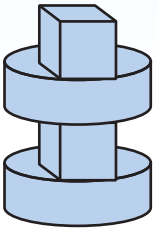

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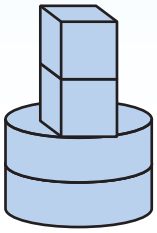


○

Name _____

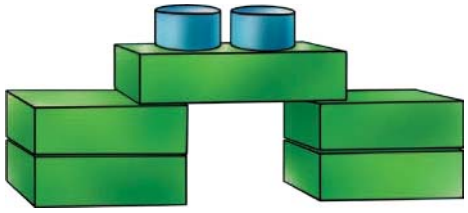
Problem Solving • Take Apart Three-Dimensional Shapes

Essential Question How can acting it out help you take apart combined shapes?

Geometry—1.G.2

MATHEMATICAL PRACTICES
MP.6, MP.7, MP.8

Mike has  ,  ,  , and  . He chose some shapes to build a bridge. Which shapes did Mike use to build the bridge?



Unlock the Problem

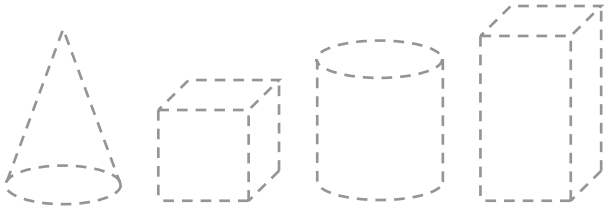
Real World

What do I need to find?

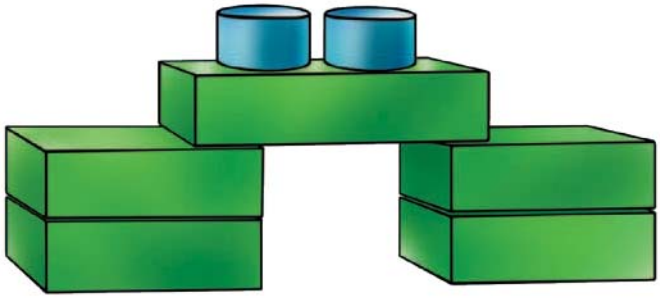
which shapes Mike chose to build the bridge

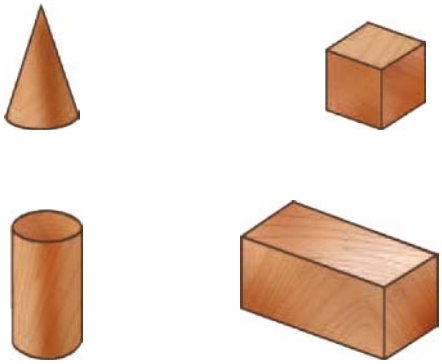
What information do I need to use?

Mike has these shapes.



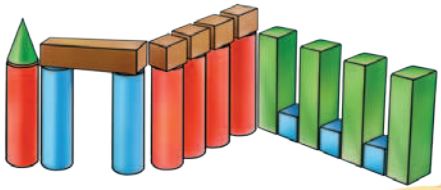
Show how to solve the problem.





HOME CONNECTION • Your child is investigating how shapes can be taken apart. Being able to decompose shapes into smaller parts provides a foundation for future work with fractions.

Try Another Problem

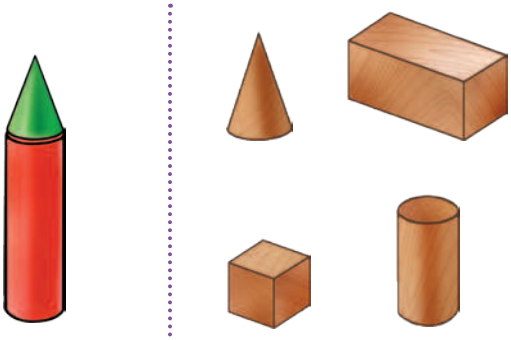


Kim used shapes to build this castle.

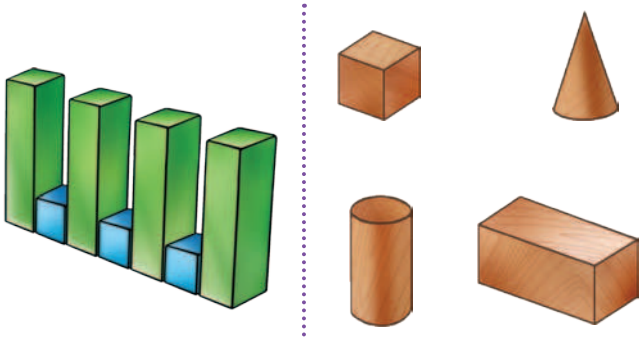
Use three-dimensional shapes. Circle your answer.

- What do I need to find?
- What information do I need to use?

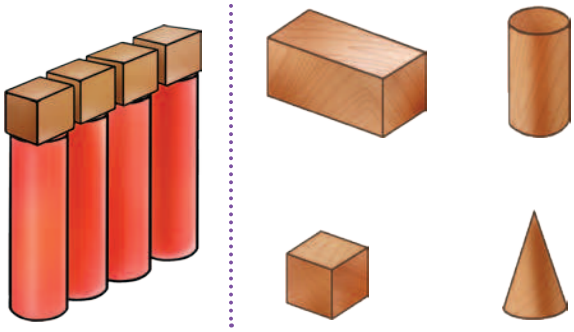
1. Which shapes did Kim use to build the tower?



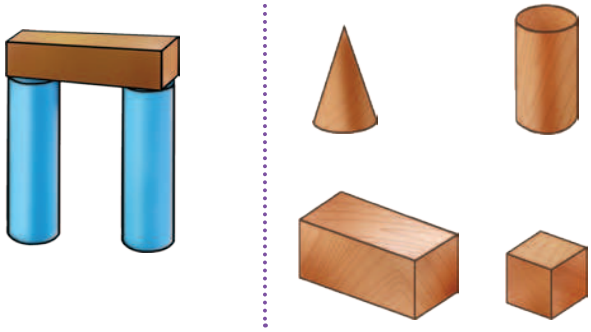
2. Which shapes did Kim use to build this wall?



3. Which shapes did Kim use to build this wall?



4. Which shapes did Kim use to build the gate?



Math Talk — **Mathematical Practices**

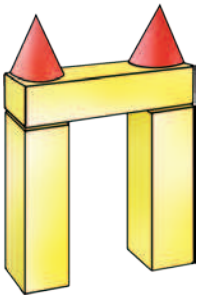
Describe how you know which shapes Kim used to build the tower.

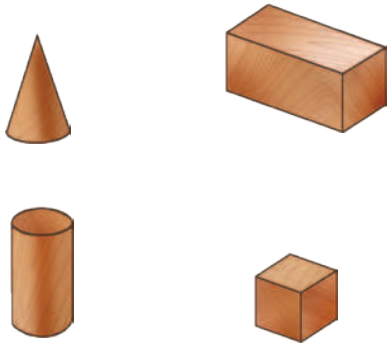
Name _____

Share and Show

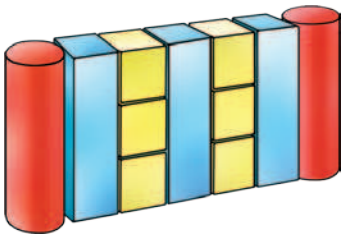
MATHEMATICAL PRACTICE 1 **Analyze** Use three-dimensional shapes. Circle your answer.

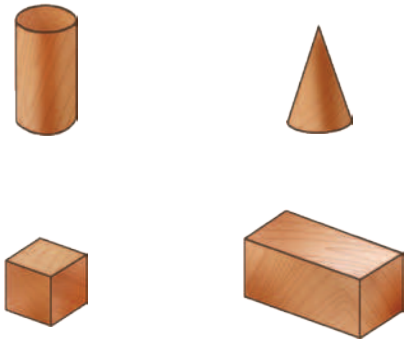
5. Zack used shapes to build this gate. Which shapes did Zack use?





6. Chris used shapes to build this wall. Which shapes did Chris use?





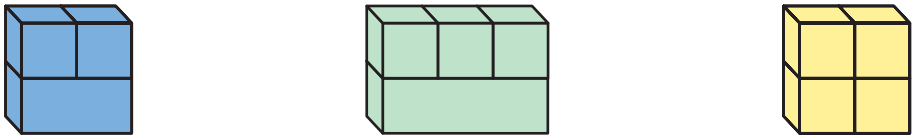
7. THINK SMARTER Rosa uses  ,  ,  , and  to build a tower. Draw to show a tower Rosa could build.

On Your Own

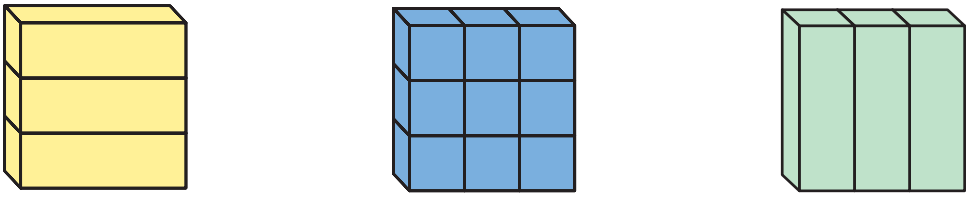
WRITE Math

GO DEEPER Circle the ways that show the same shape.

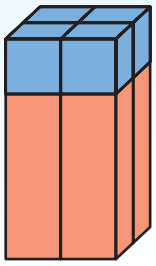
8.



9. THINK SMARTER



10. THINK SMARTER Sharon has many different blocks. She built this shape with her blocks.



Choose all the shapes Sharon used.

○ 

○ 

○ 

○ 

TAKE HOME ACTIVITY • Use real items such as a soup can (cylinder) and a cereal box (rectangular prism) to build a shape. Ask your child to name the shapes you used.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Two-Dimensional Shapes on Three-Dimensional Shapes

Essential Question What two-dimensional shapes do you see on the flat surfaces of three-dimensional shapes?

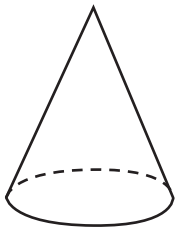
Geometry—1.G.1

MATHEMATICAL PRACTICES
MP.1, MP.4, MP.6

Listen and Draw

Real World

Hands On



Use a cone.

Math Talk

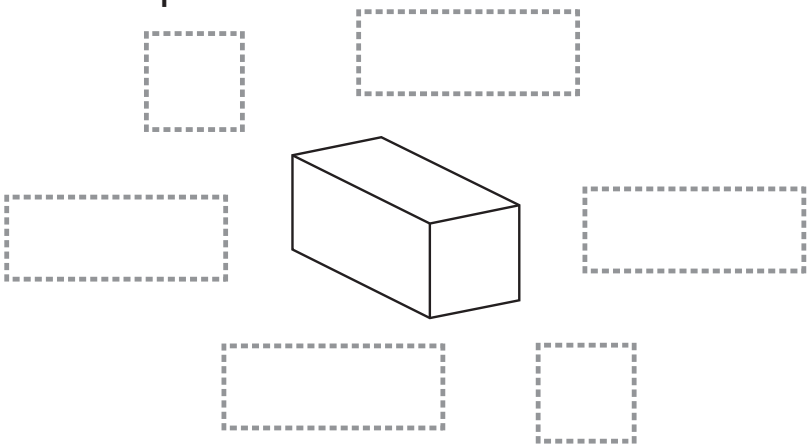
Mathematical Practices

What other shape could you use to draw the same kind of picture? **Explain.**

FOR THE TEACHER • Read the following problem and have children use the workspace to act it out. Lee places a cone on a piece of paper and draws around its flat surface. What did Lee draw?

Model and Draw

Trace around the flat surfaces of the three-dimensional shape to find the two-dimensional shapes.

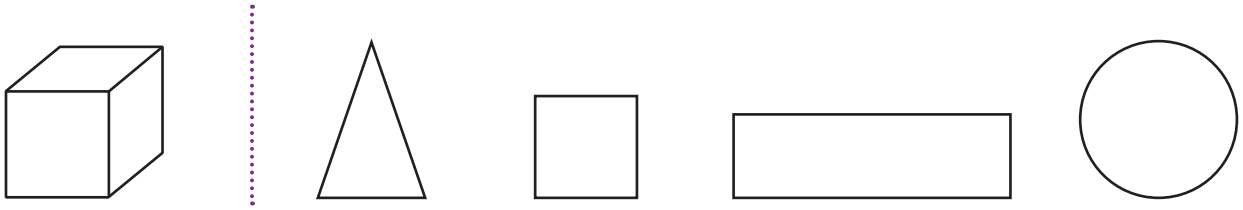


Share and Show

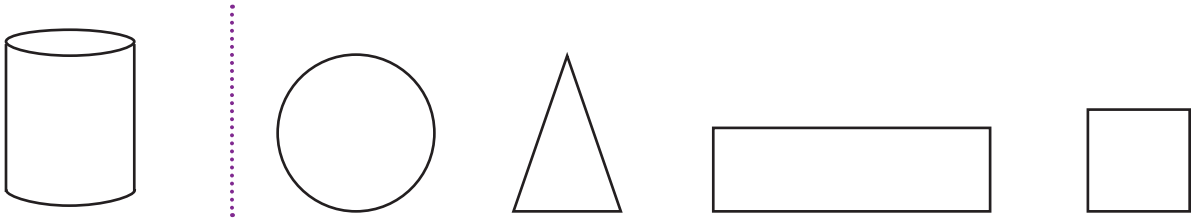
MATH BOARD

Use three-dimensional shapes. Trace around the flat surfaces. Circle the shapes you draw.

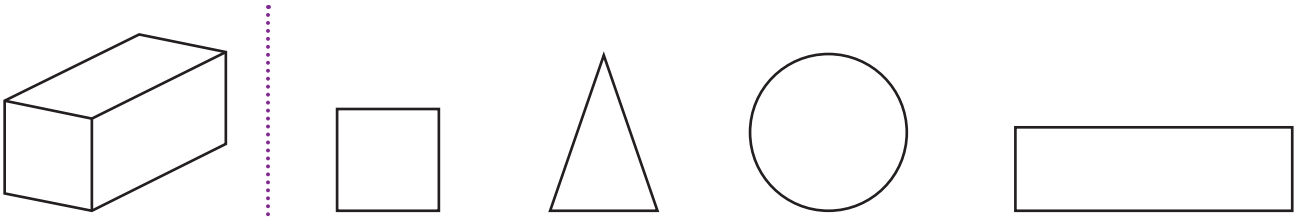
1.



2.



3.

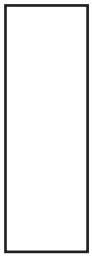


Name _____

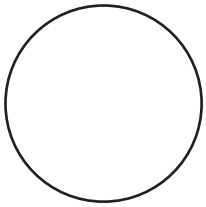
On Your Own

MATHEMATICAL PRACTICE 6 **Make Connections** Circle the objects you could trace to draw the shape.

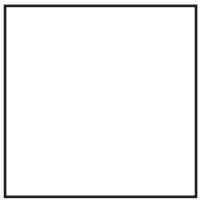
4.

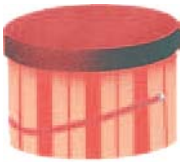


5.



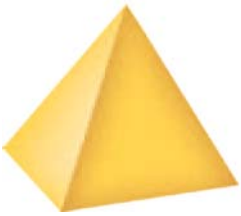
6.





7.

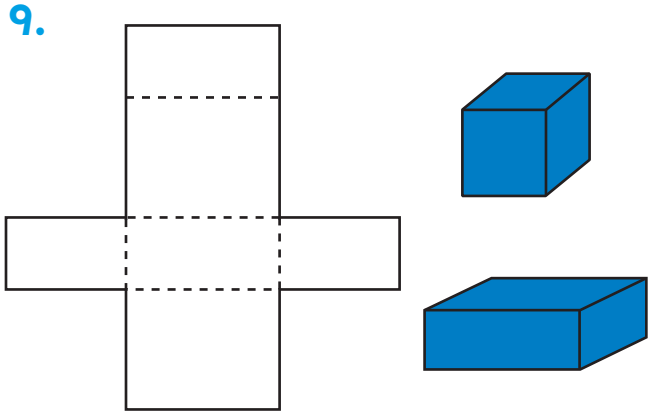
8. THINK SMARTER Draw a shape you would make if you traced this object.



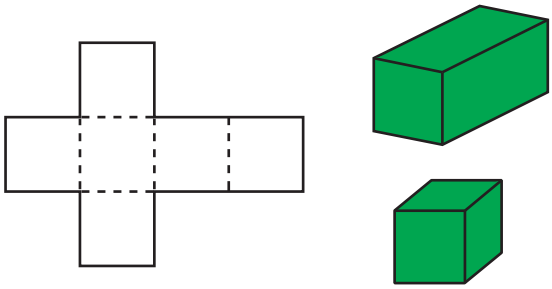
Problem Solving • Applications (Real World) WRITE Math

Circle the shape that the pattern will make if you fold it and tape it together.

9.



10.



Personal Math Trainer

11. THINK SMARTER + Kei wants to trace a ▭.
She finds these objects.
Which object should she use?

globe jar box

_____

What would happen if Kei used the  to trace a shape?

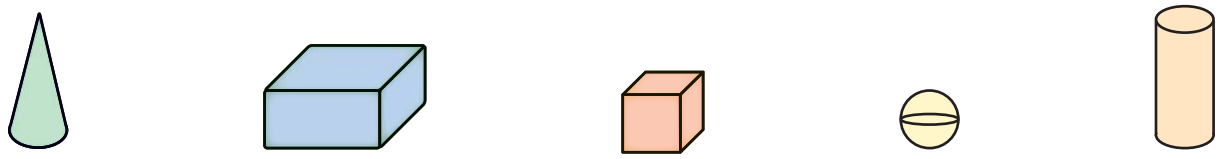
TAKE HOME ACTIVITY • Collect a few three-dimensional objects, such as boxes, that are shaped like rectangular prisms or cubes. Ask your child what two-dimensional shapes are on those objects.

FOR MORE PRACTICE: Standards Practice Book

Name _____

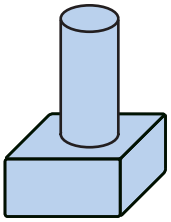
Chapter 11 Review/Test

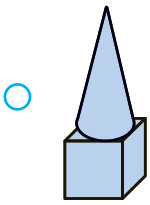
1. Match each shape to the group where it belongs.

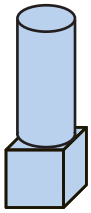


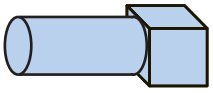
Only flat surfaces	Only a curved surface	Both flat and curved surfaces
●	●	●

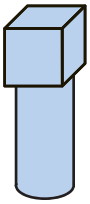
2. Combine  and  . Choose all the new shapes you can make.

○ 

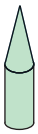
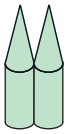
○ 

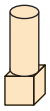
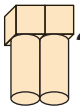
○ 

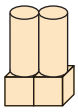
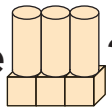
○ 

○ 

3. Build and repeat. Choose Yes or No.

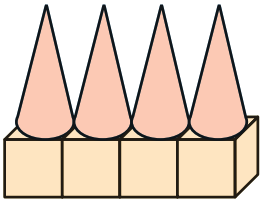
Can two  make  ? ○ Yes ○ No

Can two  make  ? ○ Yes ○ No

Can two  make  ? ○ Yes ○ No

---

4. Damon built this shape.



Choose all the shapes Damon used.

○ 

○ 

○ 

○ 

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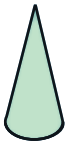
5. Circle the number that makes the sentence true.

There are 0 | 1 | 2 circles on a  .

Name _____

6. Sara wants to trace a ◯. She finds these objects.

Which object should she use?

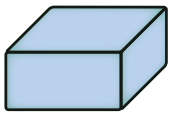
What would happen if she used the ▭ to trace a shape?

7. Which shape has only 2 flat surfaces?

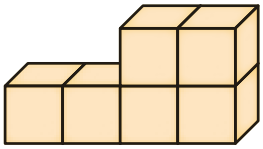
○ 

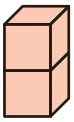
○ 

○ 

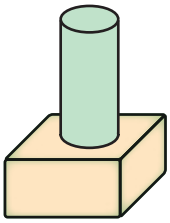
○ 

8. Look at the shape.

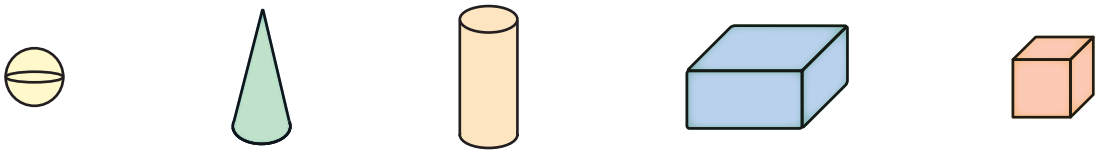


How many  are used to make the shape?

9. Ellen built this shape.

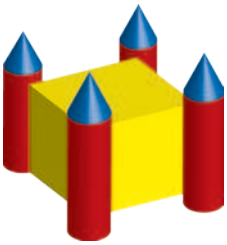


Which objects did Ellen use?
Circle them.



Draw another way to combine the objects.

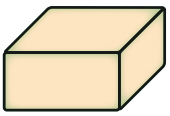
10. Hector built this shape.



Choose all the shapes Hector used.

○ 

○ 

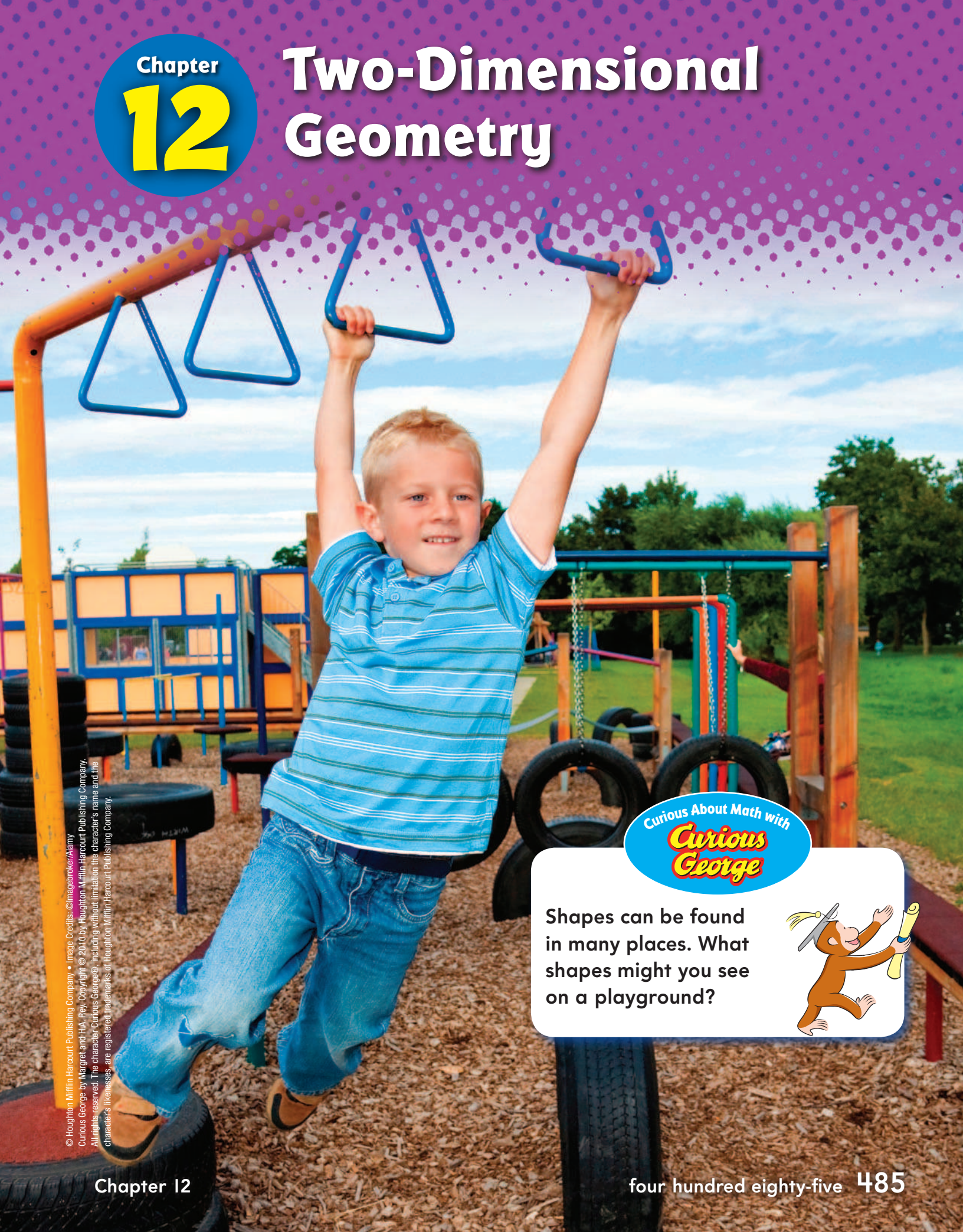
○ 

○ 

○ 

Chapter 12

Two-Dimensional Geometry



Curious About Math with Curious George

Shapes can be found in many places. What shapes might you see on a playground?

Name _____

Show What You Know

Sort by Shape

Circle the shape that belongs in each group.

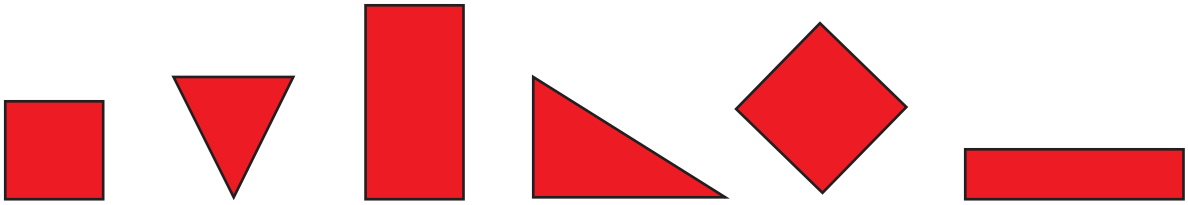
1.

2.

Sort Shapes

Circle the shapes with 4 sides.

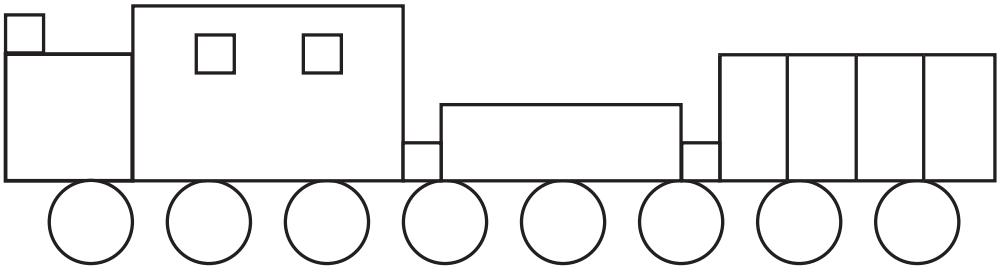
3.



Identify Two-Dimensional Shapes

Color each square blue. Color each rectangle yellow.
Color each circle red.

4.



This page checks understanding of important skills needed for success in Chapter 12.

Personal Math Trainer
Online Assessment and Intervention

Name _____

Vocabulary Builder

Review Words
circle
hexagon
rectangle
square
triangle

Visualize It

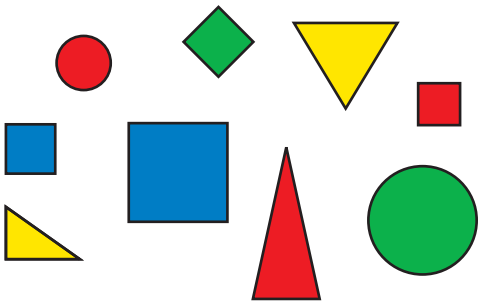
Complete the chart.
Mark each row with a ✓.

Word	I Know	Sounds Familiar	I Do Not Know
circle			
hexagon			
rectangle			
square			
triangle			

Understand Vocabulary

Write the number of each shape.

1. ____ circles
2. ____ squares
3. ____ triangles



Game Rocket Shapes

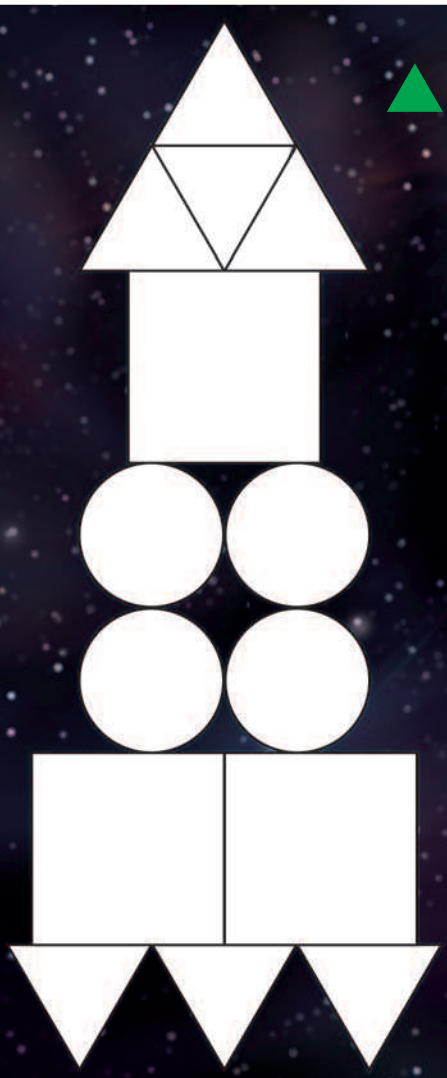
Materials

- • 6
- • 8
- • 14

Play with a partner.
Take turns.

1. Spin the .
2. Name the shape you spin.
3. Place that shape on the rocket if you can.
4. If you cannot place the shape, your turn is over.
5. The first player to cover a whole rocket wins.

Player 1



Player 2

Name _____

Sort Two-Dimensional Shapes

Essential Question How can you use attributes to classify and sort two-dimensional shapes?

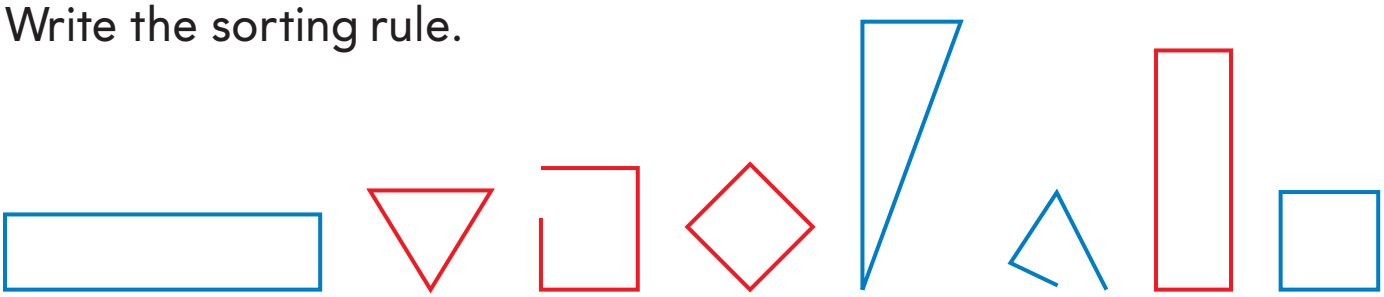
Geometry—1.G.1

MATHEMATICAL PRACTICES
MP.6, MP.7, MP.8

Listen and Draw

Real World

Draw to sort the shapes.
Write the sorting rule.



_____

_____

_____

_____

_____

_____

Math Talk Mathematical Practices

Explain Are there shapes that did not go in your groups?

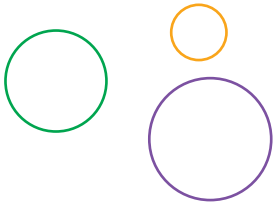
FOR THE TEACHER • Read the following aloud. Devon wants to sort these shapes to show a group of triangles and a group of rectangles. Draw and write to show how Devon sorts the shapes.

Model and Draw

Here are some ways to sort two-dimensional shapes.

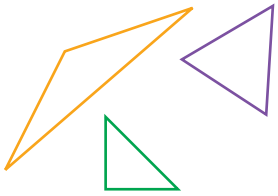
A **square** is a special kind of rectangle.

curved and closed shapes



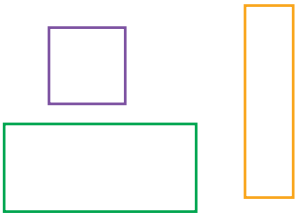
circles

closed shapes with ____ **sides**



triangles

closed shapes with ____ **vertices**



rectangles

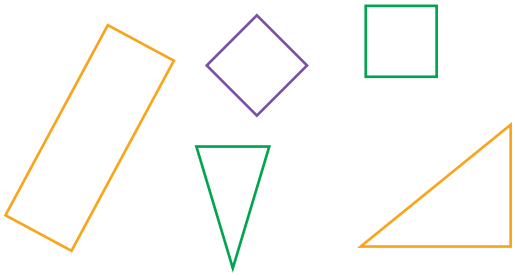
Share and Show

MATH BOARD

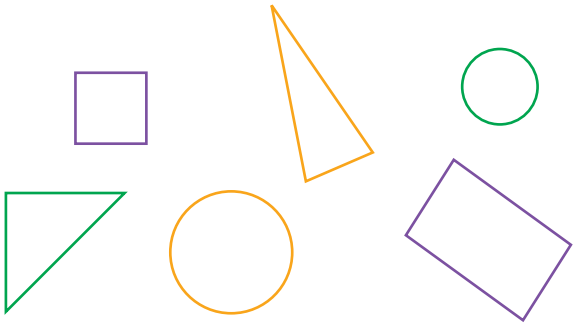
THINK
Vertices (corners) are where the sides meet.

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

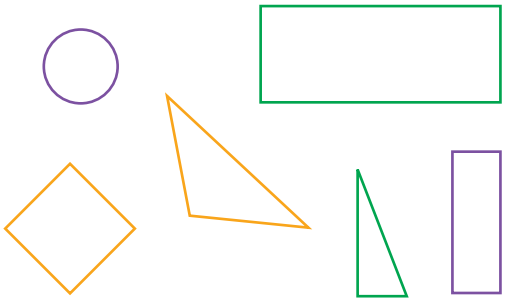
1. 4 vertices (corners)



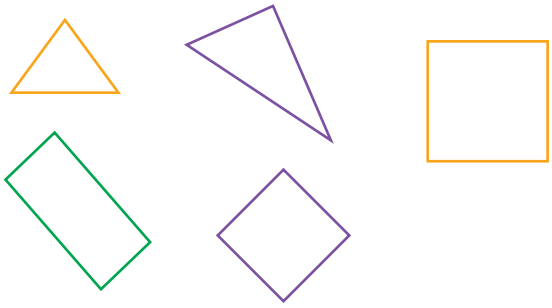
2. **not** curved



3. only 3 sides



4. more than 3 sides



Name _____

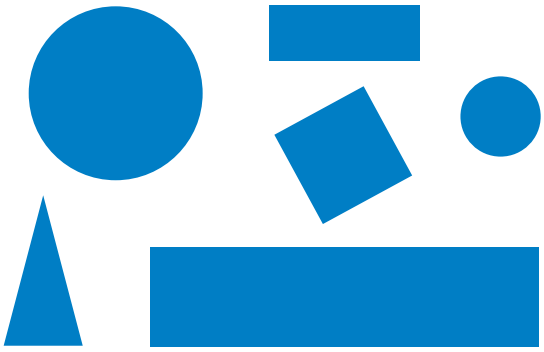
On Your Own

REMEMBER
Read the sorting rule first.

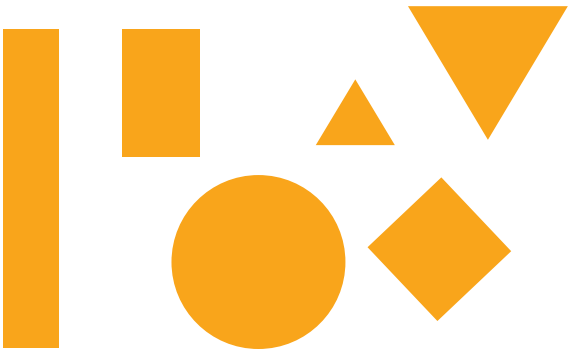
MATHEMATICAL PRACTICE 6 **Use Math Vocabulary**

Circle the shapes that follow the rule.

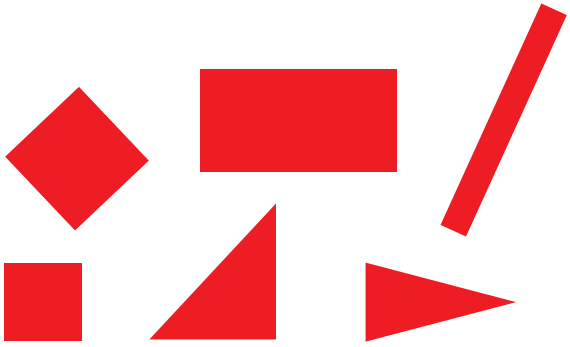
5. curved



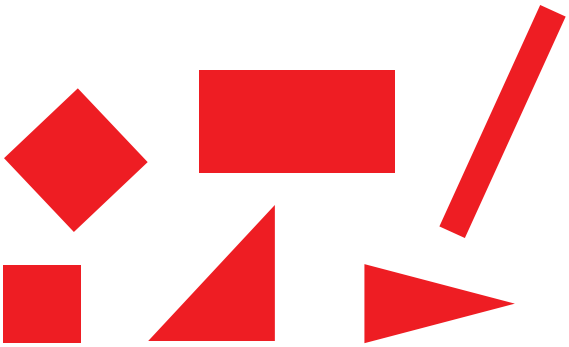
6. only 3 vertices (corners)



7. 4 sides



8. 4 sides are the same length



THINK SMARTER Draw 2 different two-dimensional shapes that follow both parts of the sorting rule.

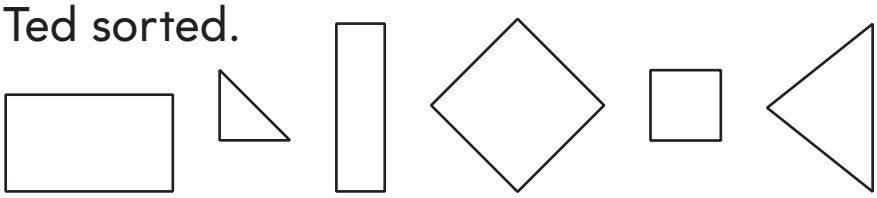
9. 3 sides and
3 vertices (corners)

10. 2 sides are long and
2 sides are short

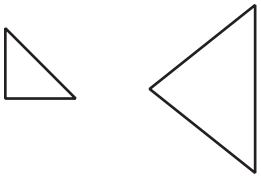
Problem Solving • Applications Real World

WRITE Math

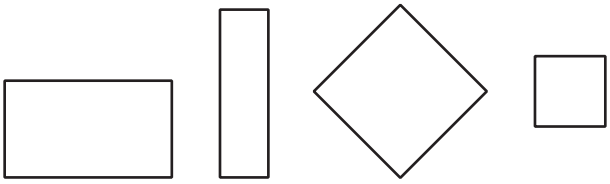
Ted sorted these shapes three different ways. Write sorting rules to tell how Ted sorted.



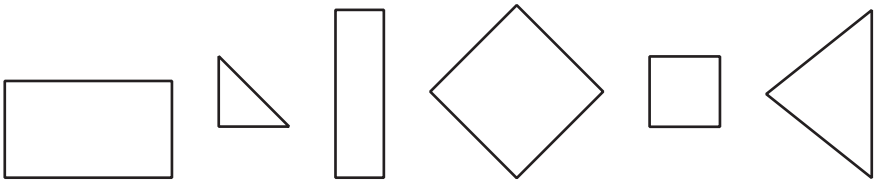
11.



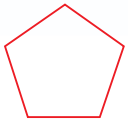
12.



13. THINK SMARTER



14. THINK SMARTER Which shapes have more than 3 sides? Choose all that apply.

○ 
○ 
○ 
○
○ 

TAKE HOME ACTIVITY • Gather some household objects such as photos, coins, and napkins. Ask your child to sort them by shape.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Describe Two-Dimensional Shapes

Essential Question What attributes can you use to describe two-dimensional shapes?

Geometry—1.G.1

MATHEMATICAL PRACTICES
MP.6, MP.7, MP.8

Listen and Draw

Hands On

Use two-dimensional shapes. Sort them into two groups. Draw to show your work.

curved	straight

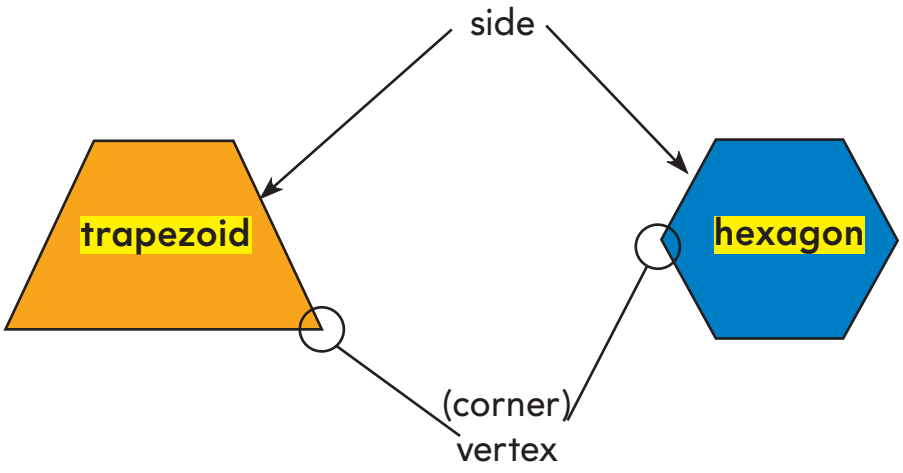
Math Talk Mathematical Practices

Explain how you sorted the shapes into two groups. Name the shapes in each group.

FOR THE TEACHER • Have children sort two-dimensional shapes into groups that are curved and straight. Have them draw the shapes to show how they sorted.

Model and Draw

Some shapes have straight sides and vertices (corners).



Share and Show

MATH BOARD

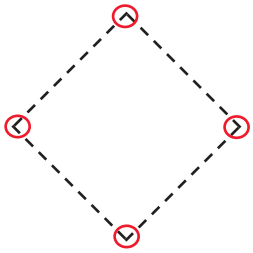
Use two-dimensional shapes. Draw and write to complete the chart.

	Shape	Draw the shape.	Number of Straight Sides	Number of Vertices (Corners)
1.	hexagon			
2.	rectangle			
3.	square			
4.	trapezoid			
5.	triangle			

Name _____

On Your Own

Use to trace each straight side.
Use to circle each vertex (corner).
Write the number of sides and vertices (corners).

6. 

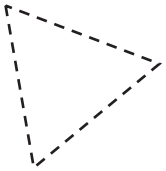
_____ sides

_____ vertices

7. 

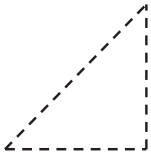
_____ sides

_____ vertices

8. 

_____ sides

_____ vertices

9. 

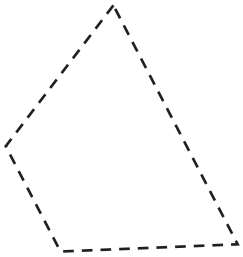
_____ sides

_____ vertices

10. 

_____ sides

_____ vertices

11. 

_____ sides

_____ vertices

THINK SMARTER Draw a picture to solve.

12. I am a shape with 3 straight sides and 3 vertices.

13. I am a shape with 4 straight sides that are the same length and 4 vertices.

Problem Solving • Applications (Real World) WRITE Math

MATHEMATICAL PRACTICE 6 **Use Math Vocabulary**

Draw shapes to match the clues.

14. Jake draws a shape that has fewer than 5 sides. It has 3 vertices.

15. Meg draws a shape with 4 sides. She labels it as a trapezoid.

16. GO DEEPER Ben draws two different shapes. They each have only 4 vertices.

17. THINK SMARTER Circle the number that makes the sentence true.

A △ has 2 / 3 / 4 vertices (corners).

TAKE HOME ACTIVITY • Have your child draw a square, a trapezoid, and a triangle. For each shape, have him or her show you the sides and vertices and tell how many of each.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Combine Two-Dimensional Shapes

Essential Question How can you put two-dimensional shapes together to make new two-dimensional shapes?

Geometry—1.G.2

MATHEMATICAL PRACTICES
MP.5, MP.6

Listen and Draw

Hands On

Use pattern blocks. Draw to show your work.

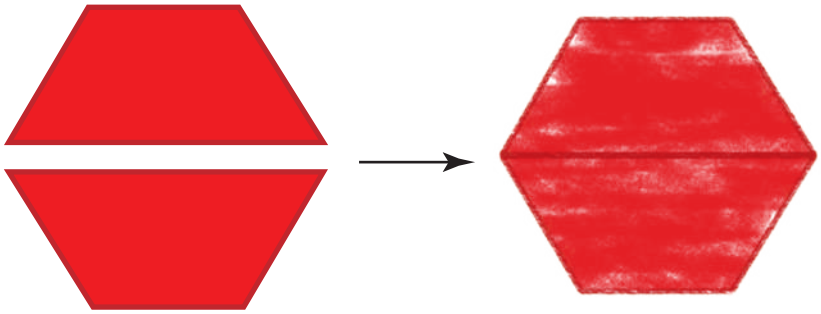
Math Talk **Mathematical Practices**

Describe the new shape Karen made.

FOR THE TEACHER • Have children use pattern blocks to act out the following problem. Karen has some pattern blocks. She puts two triangles together. Draw a new shape Karen could make.

Model and Draw

How many do you need to make a ?



2 make a .

Share and Show

MATH BOARD

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

1. How many make a ?

____ make a .

2. How many make a ?

____ make a .

Name _____

On Your Own

MATHEMATICAL PRACTICE 5 **Use a Concrete Model** Use pattern blocks. Draw to show the blocks. Write how many blocks you used.

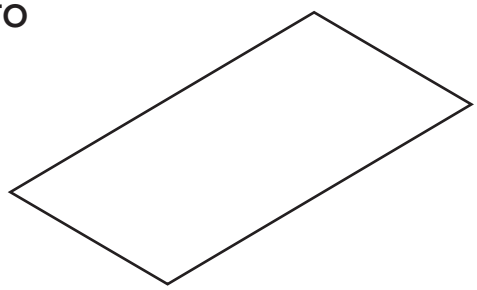
3. How many ▲ make a ⬢?

_____ ▲ make a ⬢.

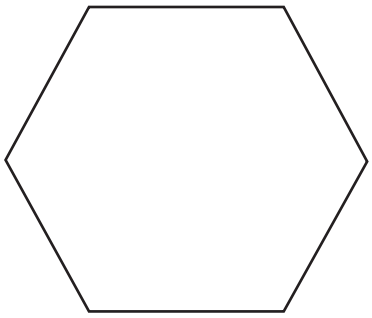
4. How many ▲ make a ◆?

_____ ▲ make a ◆.

5. THINK SMARTER Use me two times to make this shape. Which block am I? Circle a block to show your answer.



6. GO DEEPER Use these pattern blocks to make the shape. Write how many times you used each block.



_____ _____ _____

Problem Solving • Applications Real World

WRITE Math

GO DEEPER Use pattern blocks.
Draw to show your answer.

7. 2 ▲ make a ◆.

How many ▲ make 3 ◆?

_____ ▲ make 3 ◆.

Personal Math Trainer

8. THINK SMARTER + How many ▲ make a ⬟?
Use pattern blocks. Draw to show the blocks you used.

TAKE HOME ACTIVITY • Have your child explain how he or she solved Exercise 7.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Combine More Shapes

Essential Question How can you combine two-dimensional shapes to make new shapes?

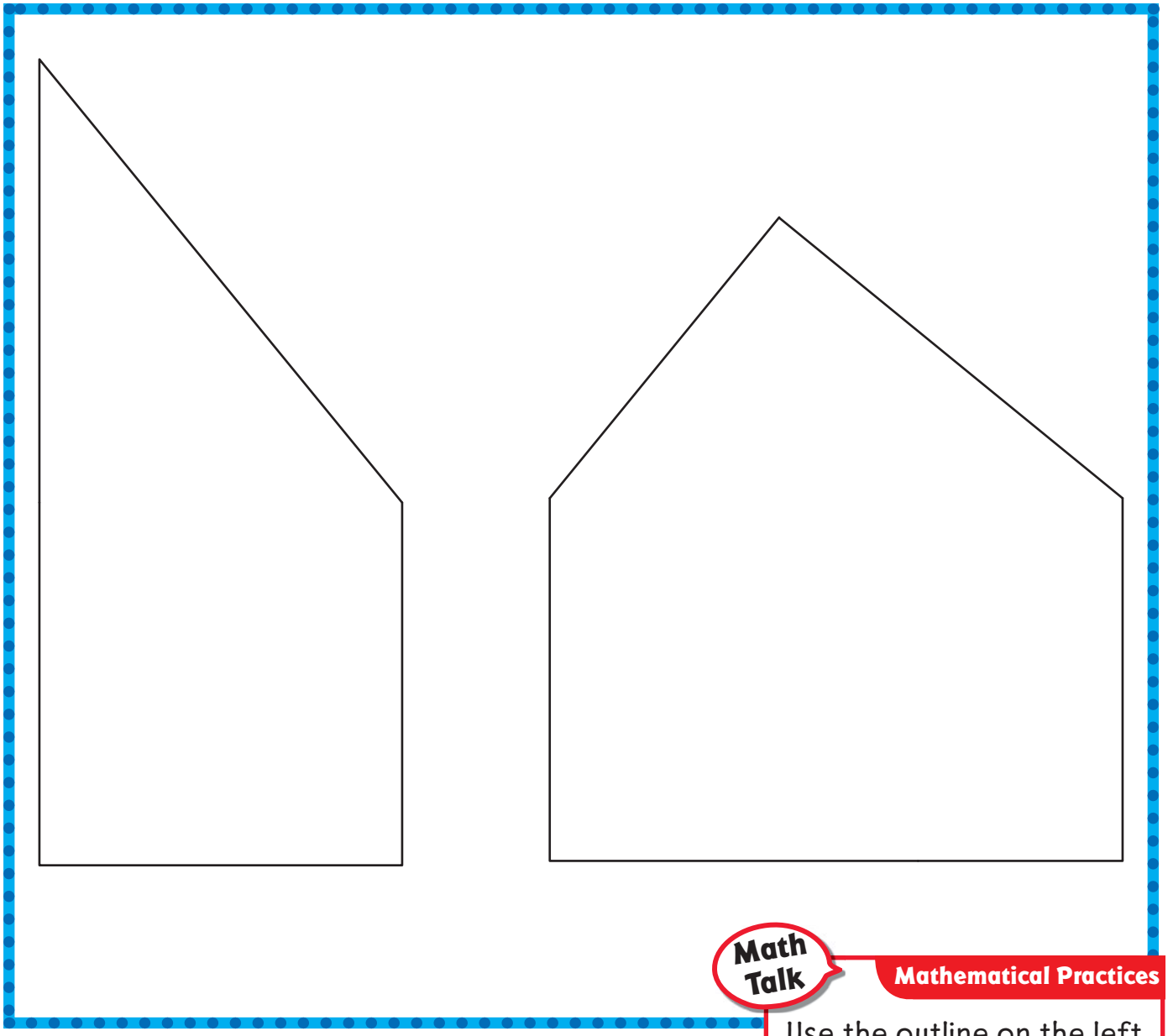
Geometry—1.G.2

MATHEMATICAL PRACTICES
MP.1, MP.4

Listen and Draw

Hands On

Use shapes to fill each outline.
Draw to show your work.



Math Talk

Mathematical Practices

Use the outline on the left to **describe** how two shapes can make another shape.

FOR THE TEACHER • Have children use two shapes to fill the outline on the left, and draw a line to show the two shapes. Then have children use three shapes to fill the outline on the right, again drawing lines to show the shapes.

Model and Draw

Combine shapes to make a new shape.

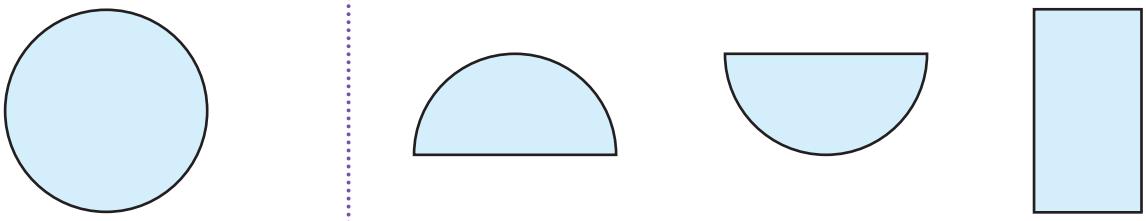
How else could you combine 2 ▭ ?

Share and Show

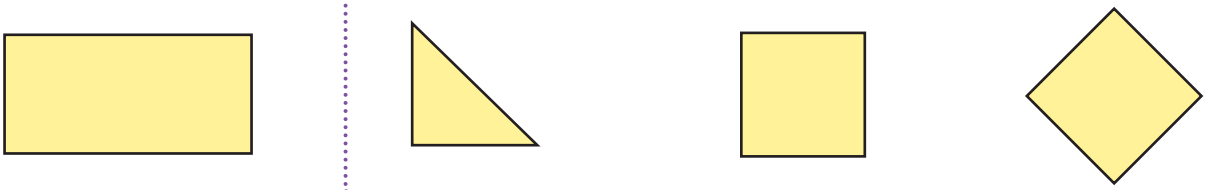
MATH BOARD

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

1.



2.



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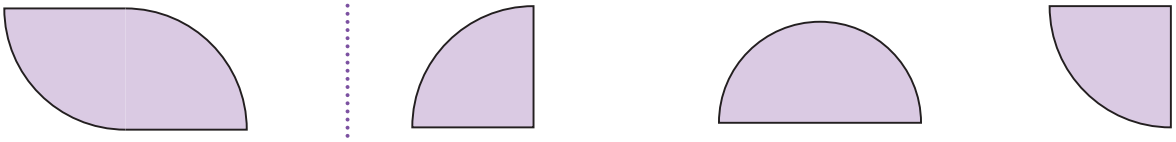
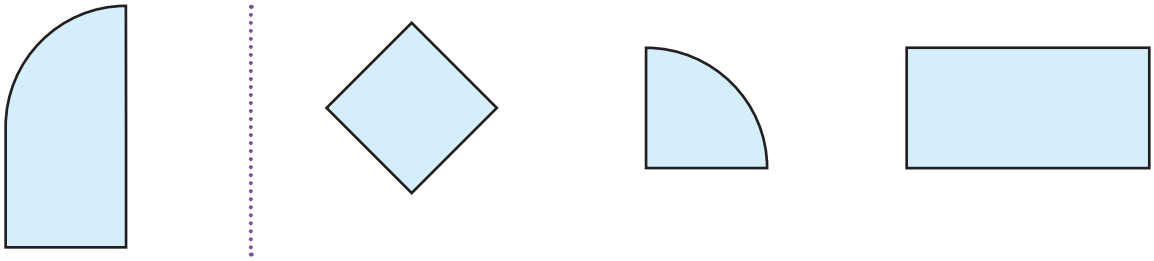


Name _____

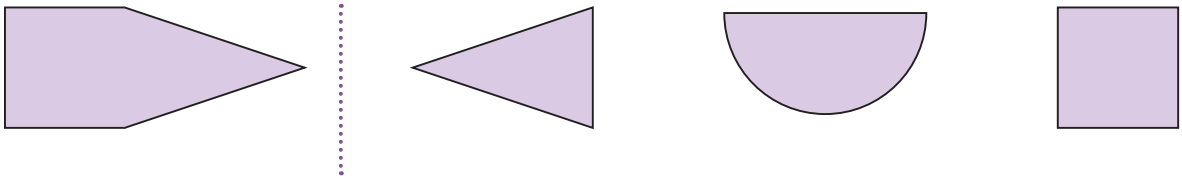
On Your Own

MATHEMATICAL PRACTICE 4 **Use Diagrams** Circle two shapes that can combine to make the shape on the left.

4.

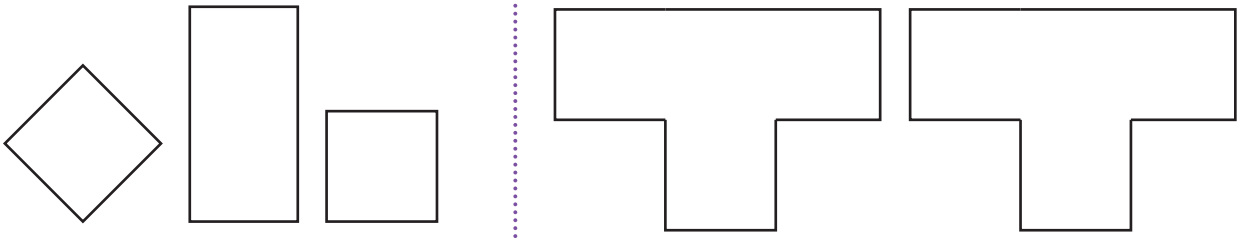


5.



THINK SMARTER Draw lines to show two different ways to combine the shapes on the left to make new shapes on the right.

6.



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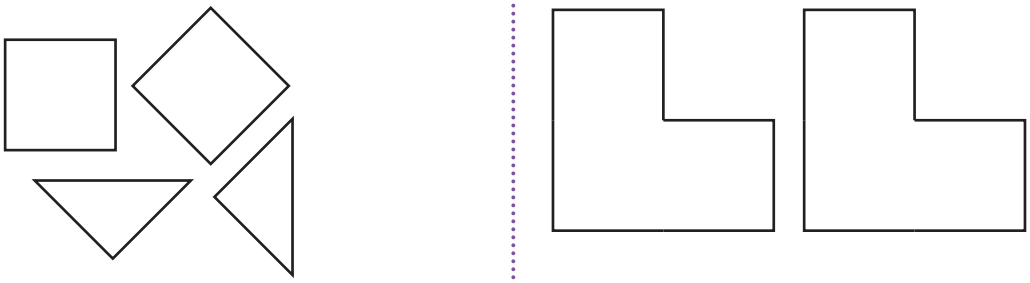
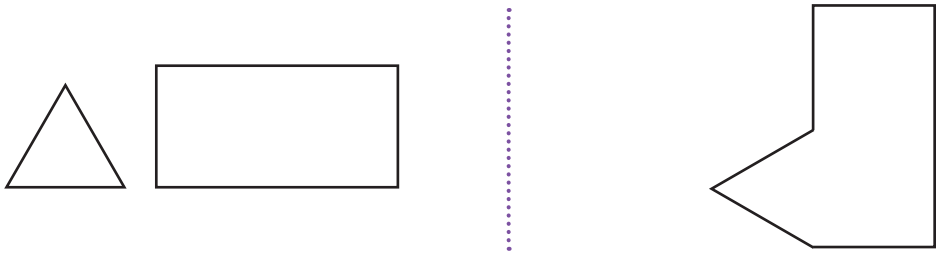


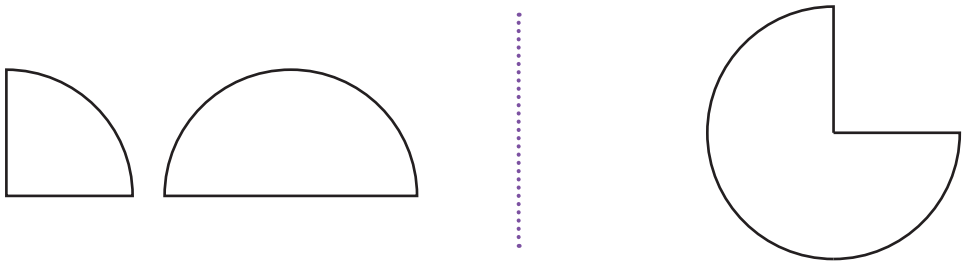
Problem Solving • Applications (Real World) WRITE Math

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

8.



9.



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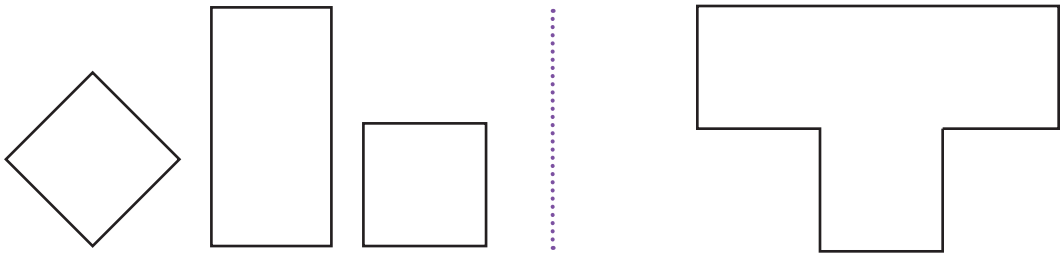
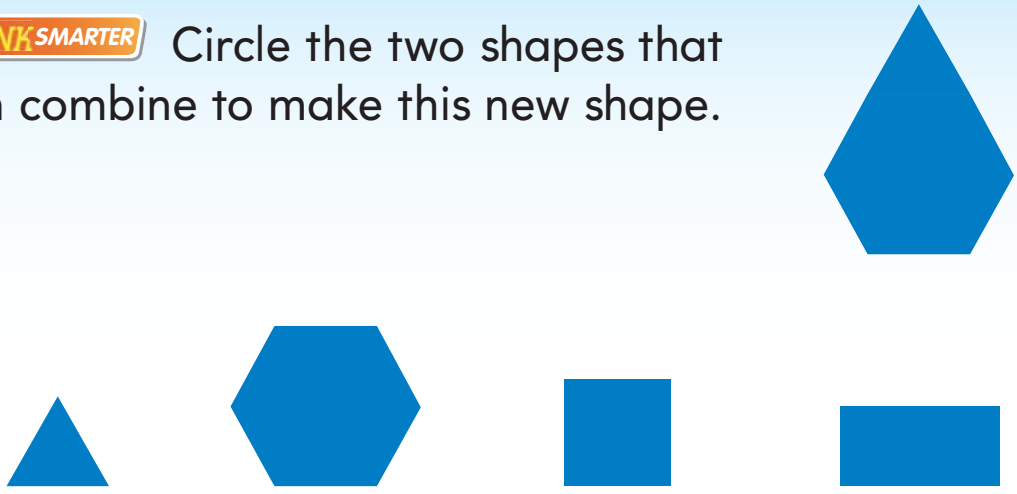


11. THINK SMARTER Circle the two shapes that can combine to make this new shape.



TAKE HOME ACTIVITY • Ask your child to draw a new shape he or she can make by combining two triangles.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Problem Solving • Make New Two-Dimensional Shapes

Essential Question How can acting it out help you make new shapes from combined shapes?

Geometry—1.G.2

MATHEMATICAL PRACTICES
MP.1, MP.4

Cora wants to combine shapes to make a circle. She has ◔. How can Cora make a circle?

Unlock the Problem

What do I need to find?

how Cora can make a

circle

What information do I need to use?

Cora uses this shape.

Show how to solve the problem.

Step 1 Use shapes. Combine to make a new shape.

Step 2 Then use the new shape.

HOME CONNECTION • Recognizing how shapes can be put together and taken apart provides a foundation for future work with fractions.

Try Another Problem

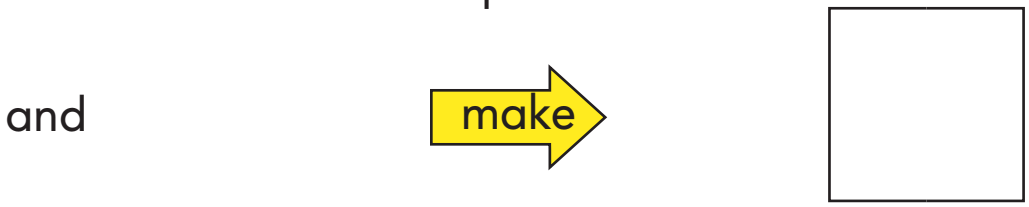
Use shapes to solve.
Draw to show your work.

- What do I need to find?
- What information do I need to use?

1. Use ☐ to make a larger ☐.

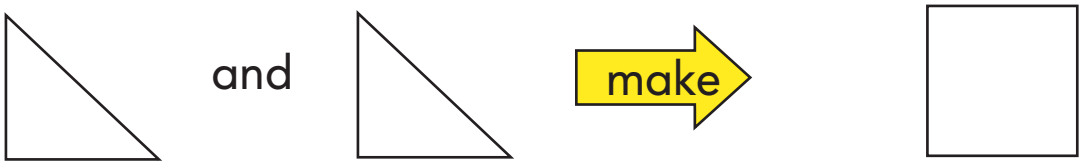
Step 1 Combine shapes to make a new shape.

Step 2 Then use the new shape.



2. Use ◺ to make a ▭.

Step 1 Combine shapes to make a new shape.



Step 2 Then use the new shape.

Math Talk — **Mathematical Practices**

Describe how you made the rectangle in Exercise 2.

Name _____

Share and Show

MATH BOARD

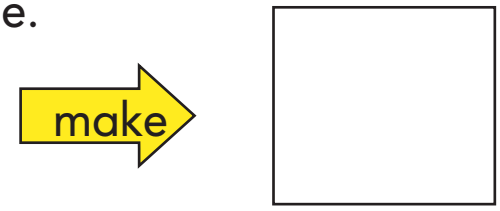
MATHEMATICAL PRACTICE 1 **Analyze Relationships** Use shapes to solve. Draw to show your work.

3. Use ◺ to make a ▭.

Step 1 Combine shapes to make a new shape.

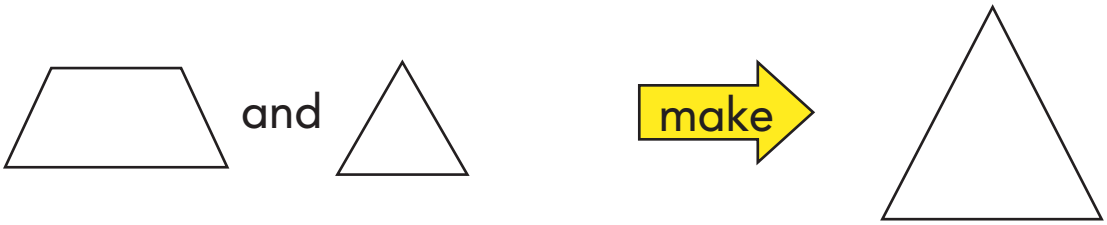
Step 2 Then use the new shape.

and



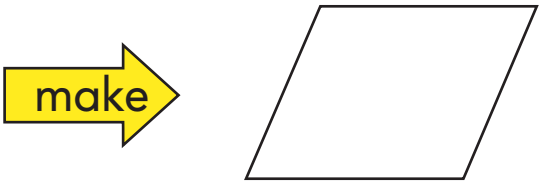
4. THINK SMARTER Use ⏢ and ⏢ to make a ▱.

Step 1 Combine shapes to make a new shape.



Step 2 Then use the new shape.

and



TAKE HOME ACTIVITY • Have your child explain how he or she solved Exercise 3.

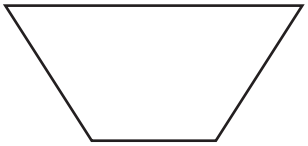
FOR MORE PRACTICE: Standards Practice Book

Name _____

Mid-Chapter Checkpoint

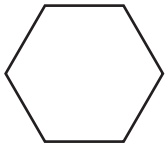
Concepts and Skills

Write the number of sides and vertices (corners). (1.G.1)

1. 

_____ sides

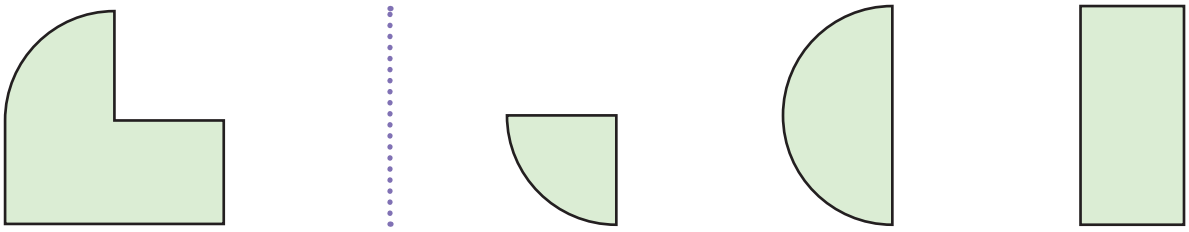
_____ vertices

2. 

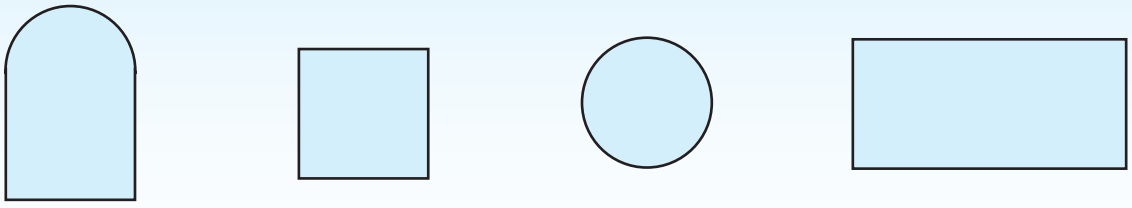
_____ sides

_____ vertices

Circle the shapes that can combine to make the new shape. (1.G.2)

3. 

4. THINK SMARTER Which new shape can you make? (1.G.2)



○ ○ ○ ○

Step 1

Combine  and  to make  .

Step 2

Then use  and  .

Name _____

Find Shapes in Shapes

Essential Question How can you find shapes in other shapes?

Geometry—1.G.2

MATHEMATICAL PRACTICES
MP.4, MP.5

Listen and Draw

Hands On

Use pattern blocks. What shape can you make with 1 ⬢ and 2 ▲?
Draw to show your shape.

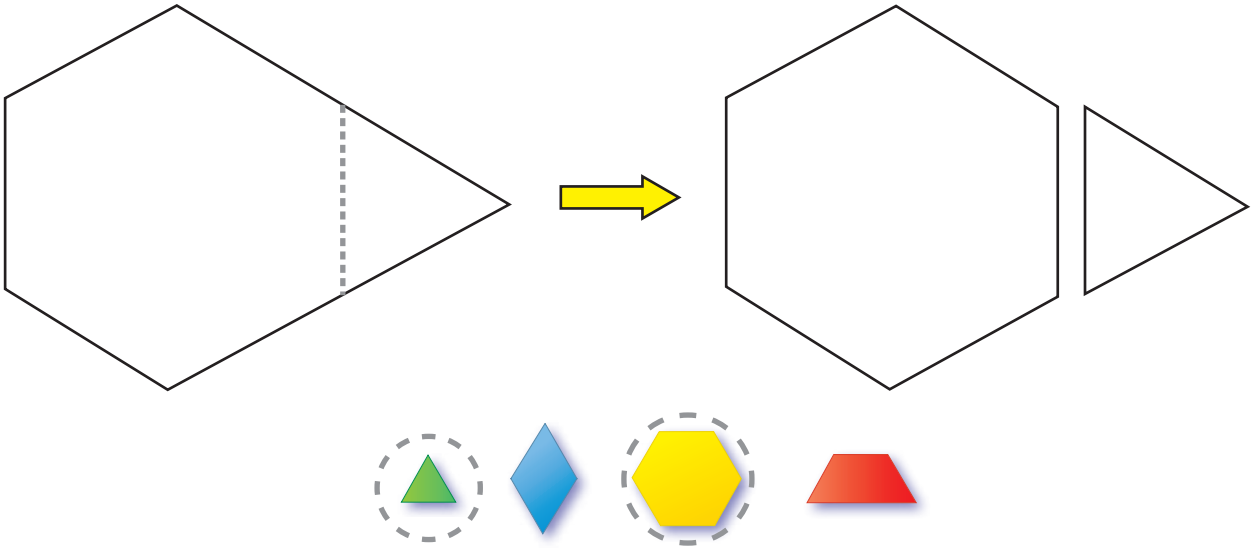
Math Talk Mathematical Practices

Explain Can you use the same pattern blocks to make a different shape?

FOR THE TEACHER • Have children explore making new shapes with the given pattern blocks. Discuss different shapes that can be made using the same pattern blocks.

Model and Draw

Which two pattern blocks make this shape?

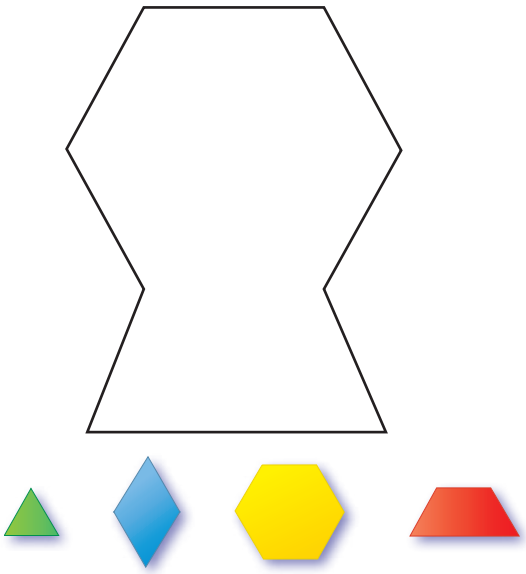


Share and Show

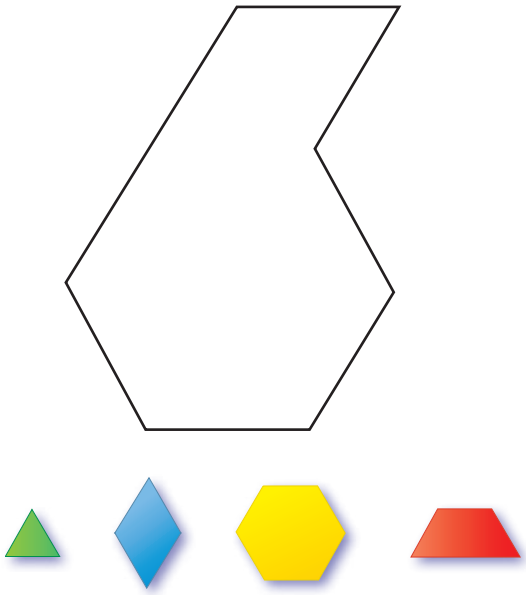
MATH BOARD

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

1.



2.



Name _____

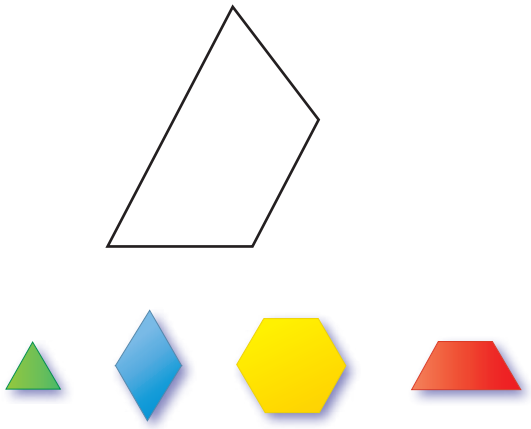
On Your Own

MATHEMATICAL PRACTICE 5

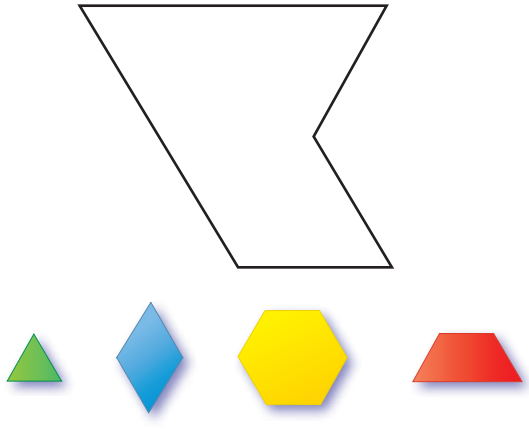
Use a Concrete Model

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

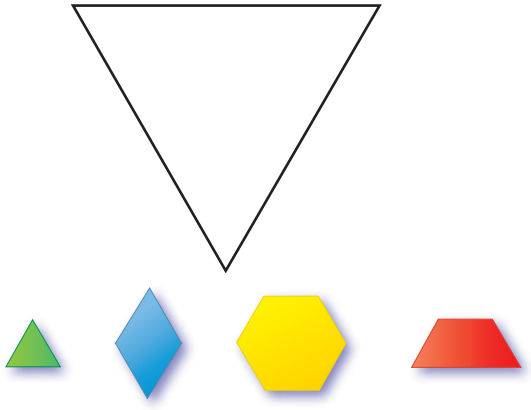
3.



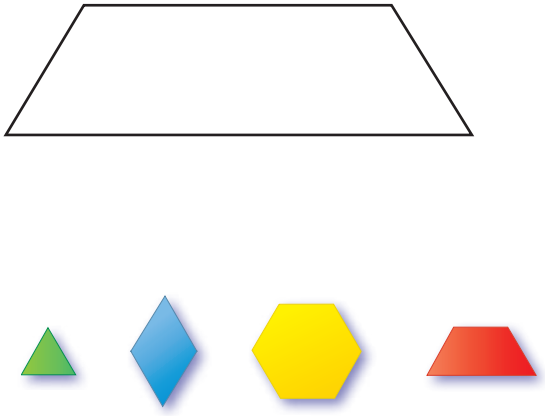
4.



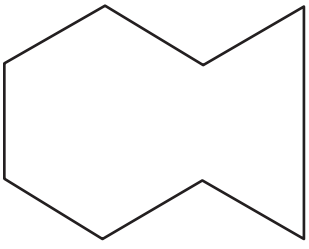
5.

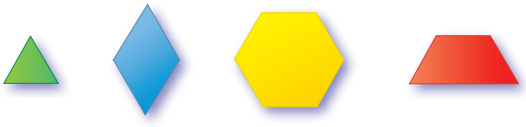


6.



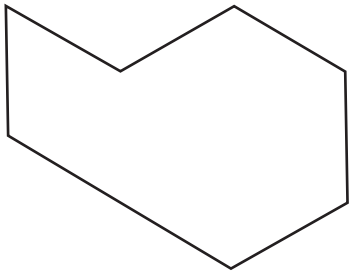
7. THINK SMARTER Use three pattern blocks to make the shape. Draw lines to show your model. Circle the blocks you use.





Problem Solving • Applications (Real World) WRITE Math

THINK SMARTER Make this shape. Use the number of pattern blocks listed in the exercise. Write how many of each block you use.



8. Use 3 blocks.

_____  _____ 

_____  _____ 

9. Use 5 blocks.

_____  _____ 

_____  _____ 

10. Use 7 blocks.

_____  _____ 

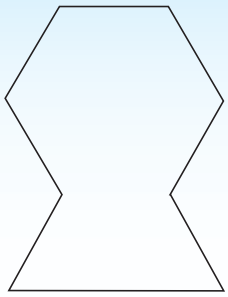
_____  _____ 

11. Use 8 blocks.

_____  _____ 

_____  _____ 

12. THINK SMARTER Use 4 pattern blocks to fill the shape. Draw to show the blocks you used.



TAKE HOME ACTIVITY • Have your child use this page to explain how to find shapes within the given shape.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Take Apart Two-Dimensional Shapes

Essential Question How can you take apart two dimensional shapes?

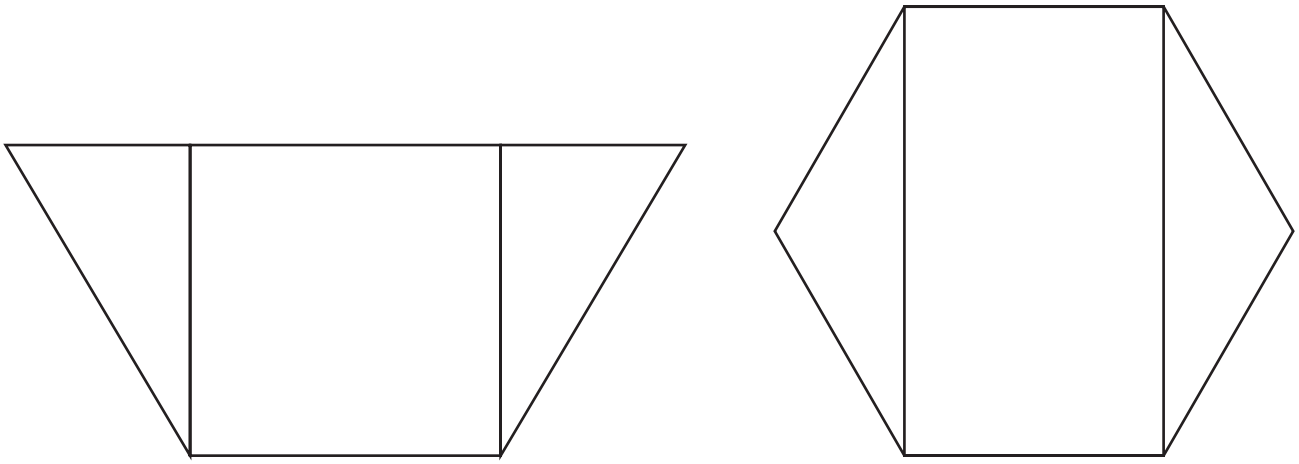
Geometry—1.G.2

MATHEMATICAL PRACTICES
MP.1, MP.7

Listen and Draw

Real World

Color rectangles orange.
Color triangles purple.



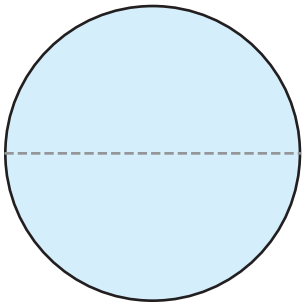
Math Talk Mathematical Practices

Explain What shapes did Angelina make?

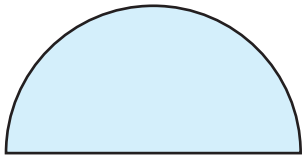
FOR THE TEACHER • Read the following aloud. Angelina put some triangles and rectangles together. She drew pictures to show what she made. Color to show how Angelina put the shapes together.

Model and Draw

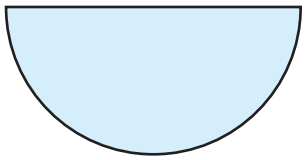
You can draw to show parts of a shape.



shows



and

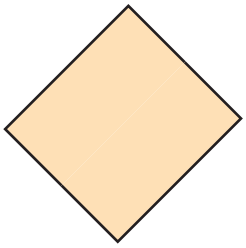


Share and Show

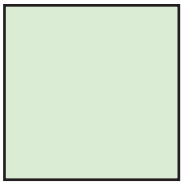
MATH BOARD

Draw a line to show the parts.

1. Show 2 ▭.

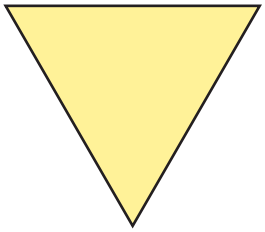


2. Show 2 △.



3. Show 2 ▢.

4. Show 2 △.



Name _____

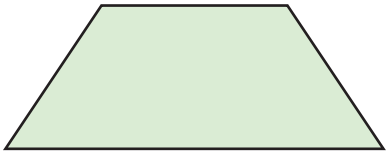
On Your Own

MATHEMATICAL PRACTICE 7

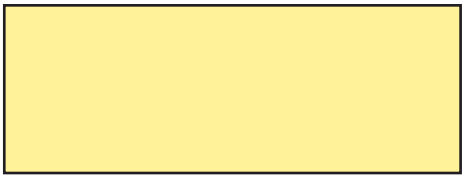
Identify Relationships

Draw a line to show the parts.

5. Show 2 △.

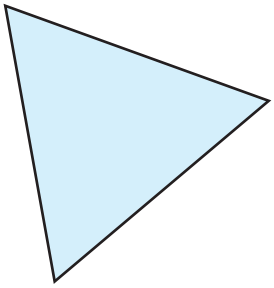


6. Show 2 ▭.



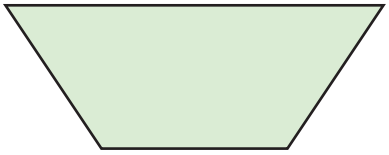
7. Show 1 ▭ and 1 ▭.

8. Show 1 △ and 1 ⏢.

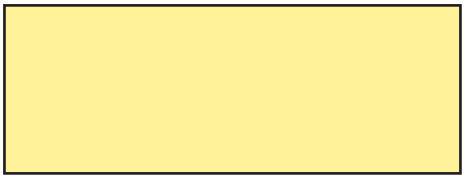


THINK SMARTER Draw two lines to show the parts.

9. Show 3 △.



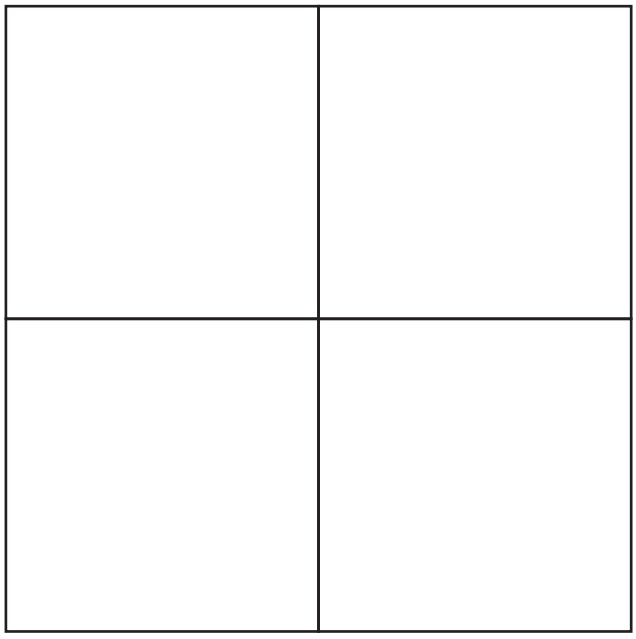
10. Show 2 △ and 1 ⏢.



Problem Solving • Applications

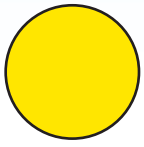
WRITE Math

11. THINK SMARTER How many squares are there?



_____ squares

12. THINK SMARTER Draw a line to show the parts.
Show 2



TAKE HOME ACTIVITY • Ask your child to explain how he or she solved Exercise 11.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Equal or Unequal Parts

Essential Question How can you identify equal and unequal parts in two-dimensional shapes?

Geometry—1.G.3

MATHEMATICAL PRACTICES
MP.1, MP.3, MP.6

Listen and Draw

Draw to show the parts.

Show 2 △.

Show 3 △.

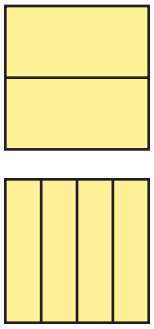
Math Talk **Mathematical Practices**

Describe how the triangles shown in each square compare.

FOR THE TEACHER • Have children draw lines to show two triangles in one square and three triangles in the other square.

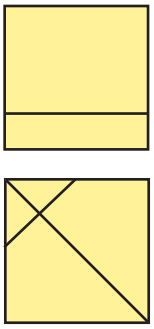
Model and Draw

These show **equal parts**, or **equal shares**.



How can you describe equal shares?

These show **unequal parts**, or **unequal shares**.



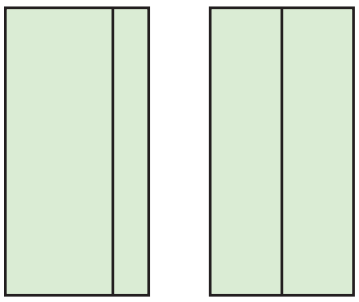
Share and Show

MATH BOARD

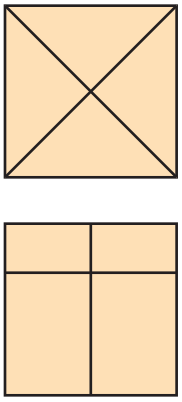
THINK
Are the parts the same size?

Circle the shape that shows equal parts.

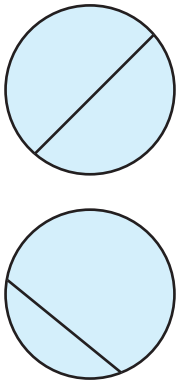
1.



2.

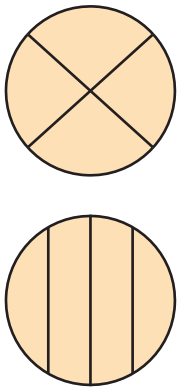


3.

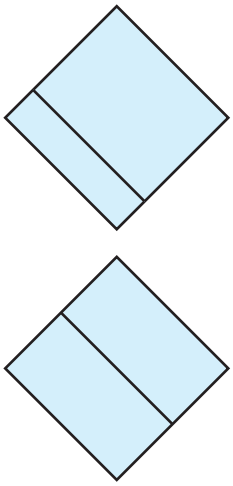


Circle the shape that shows unequal parts.

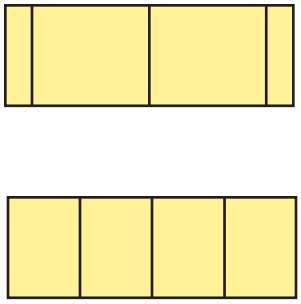
4.



5.



6.



Name _____

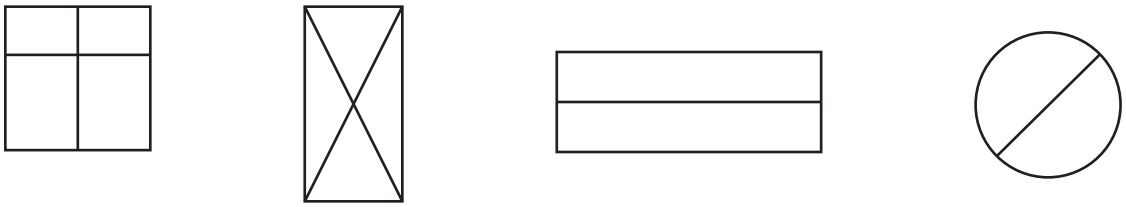
THINK
Equal shares means the same as equal parts.

On Your Own

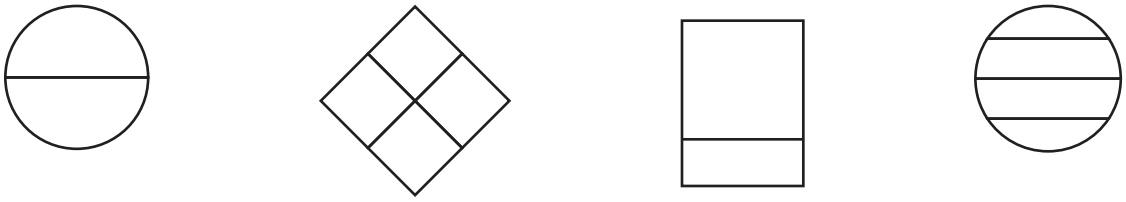
MATHEMATICAL PRACTICE 6 **Use Math Vocabulary**

Color the shapes that show unequal shares.

7.

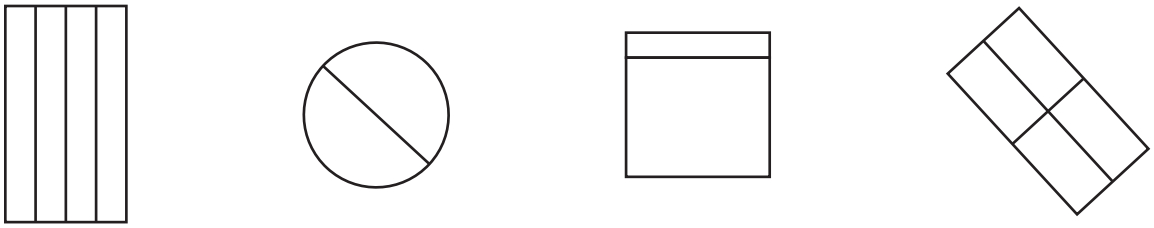


8.

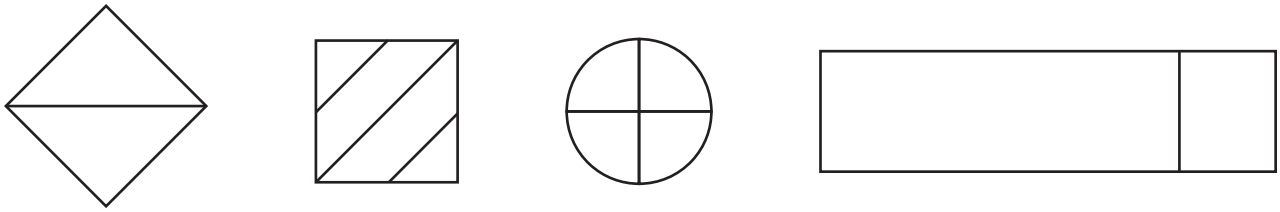


Color the shapes that show equal shares.

9.

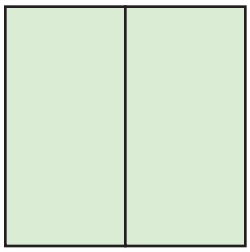


10.



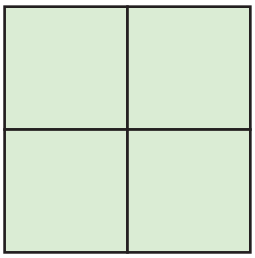
THINK SMARTER Write the number of equal shares.

11.



_____ equal shares

12.



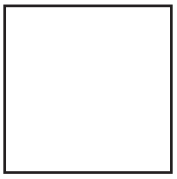
_____ equal shares

Problem Solving • Applications

WRITE Math

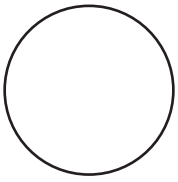
THINK SMARTER Draw lines to show the parts.

13. 2 equal parts

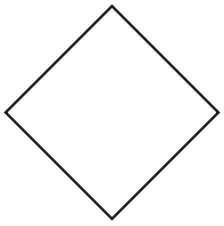


14. 2 unequal parts

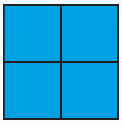
15. 4 equal shares



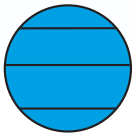
16. 4 unequal shares



17. THINK SMARTER Does the shape show equal shares? Choose Yes or No.



○ Yes ○ No



○ Yes ○ No

○ Yes ○ No

TAKE HOME ACTIVITY• Draw a circle on a piece of paper. Ask your child to draw a line so the circle shows 2 equal shares.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Halves

Essential Question How can a shape be separated into two equal shares?

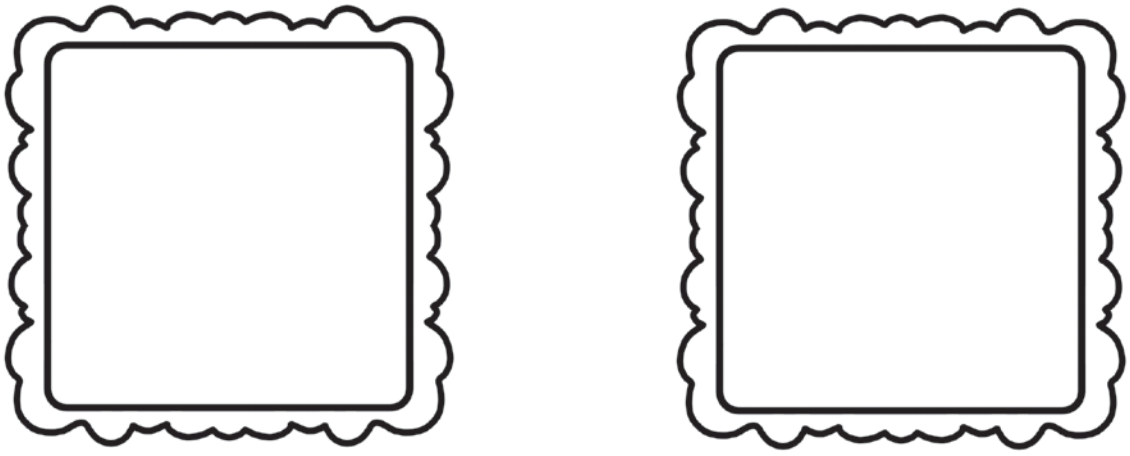
Geometry—1.G.3

MATHEMATICAL PRACTICES
MP.1, MP.4, MP.6

Listen and Draw

Real World

Draw to solve.



FOR THE TEACHER • Have children draw to solve this problem: Two friends share the sandwich on the left. How can they cut the sandwich so each gets an equal share? Then have children solve this problem: Two other friends share the sandwich on the right. How could this sandwich be cut a different way so each friend gets an equal share?

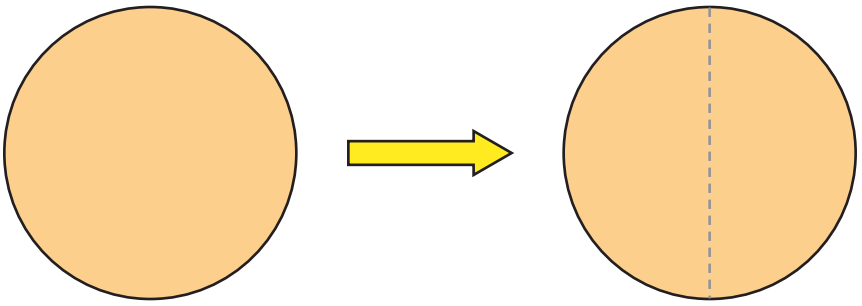
Math Talk — Mathematical Practices

Describe Will all four friends get the same amount of sandwich?

Model and Draw

The 2 equal shares make 1 whole.

2 equal shares



1 whole

2 **halves**

Is **half of** the circle larger or smaller than the whole circle?

Share and Show

MATH BOARD

Draw a line to show halves.

1.

2.

3.

4.

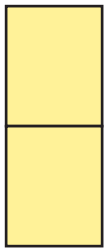
Name _____

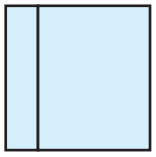
On Your Own

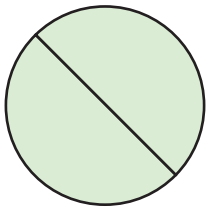
THINK
Halves are equal shares.

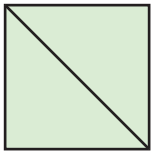
MATHEMATICAL PRACTICE 1 **Analyze Relationships**

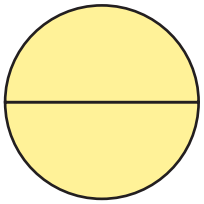
Circle the shapes that show halves.

5. 

6. 

7. 

8. 

9. 

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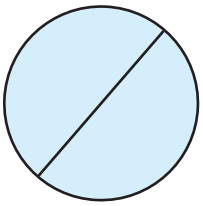
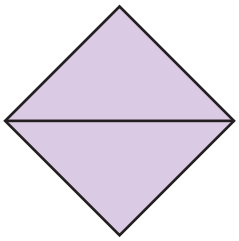
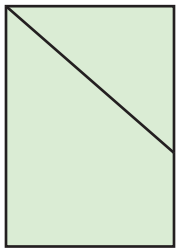
11. 

12. 

13. 

14. THINK SMARTER Use the picture.
Write numbers to solve.

The picture shows ____ halves.

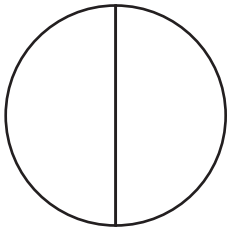
The ____ equal shares make ____ whole.

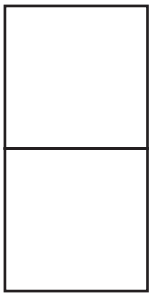
Problem Solving • Applications Real World

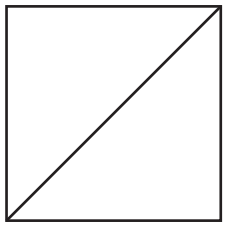
WRITE Math

Draw or write to solve.

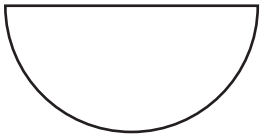
15. Color half of each shape.







16. Linus cut a circle into equal shares. He traced one of the parts. Write **half of** or **halves** to name the part.



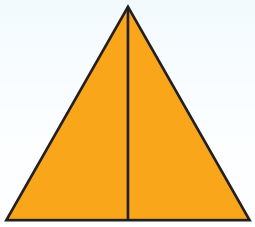
_____

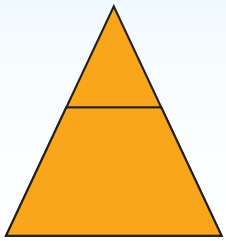
_____

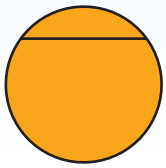
_____ a circle

17. GO DEEPER Draw three different ways to show halves.

18. THINK SMARTER Circle the shapes that show halves.







TAKE HOME ACTIVITY • Draw a rectangle on a piece of paper. Ask your child to draw a line to show halves.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Fourths

Essential Question How can a shape be separated into four equal shares?

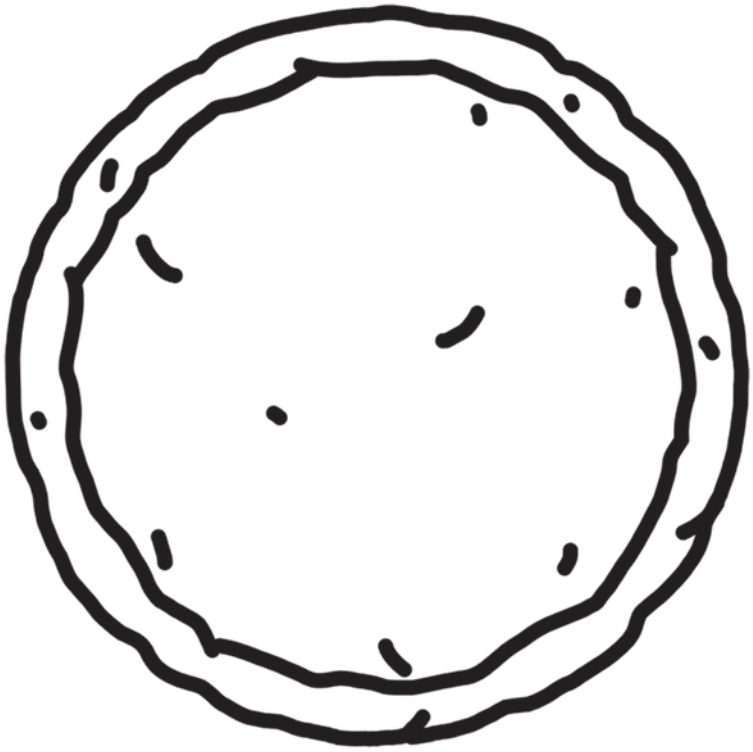
Geometry—1.G.3

MATHEMATICAL PRACTICES
MP.1, MP.4, MP.6

Listen and Draw

Real World

Use what you know about halves.
Draw to solve. Write how many.



There are ____ equal shares.

Math Talk

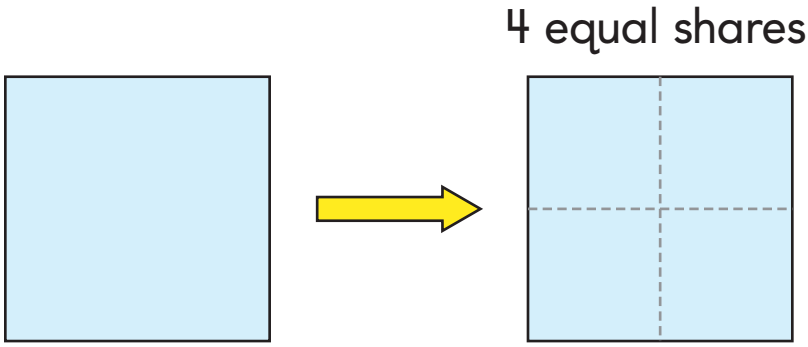
Mathematical Practices

Explain How did you decide how to cut the pizza?

FOR THE TEACHER • Read the following problem. Two friends will share a pizza. Then two more friends come. Now four friends will share the pizza. How can the pizza be cut so each friend gets an equal share? How many equal shares are there?

Model and Draw

The 4 equal shares make 1 whole.



1 whole

4 **fourths**, or
4 **quarters**

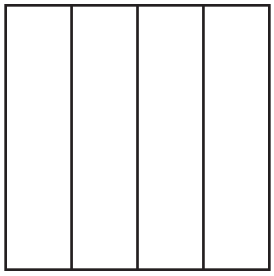
How can you describe one of the 4 equal shares?

Share and Show

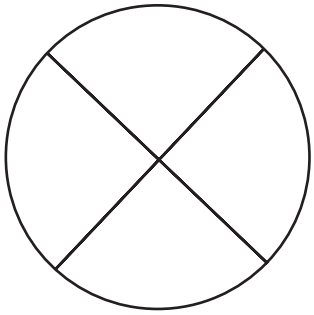
MATH BOARD

Color a **fourth of** the shape.

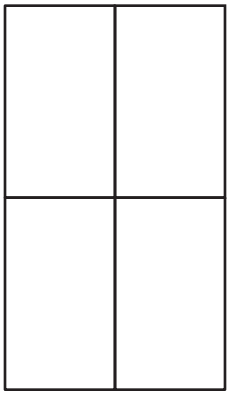
1.



2.

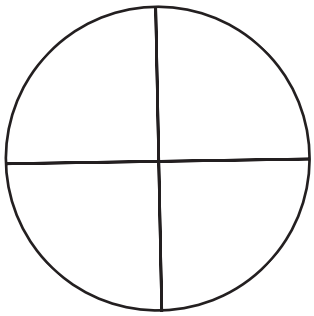


3.



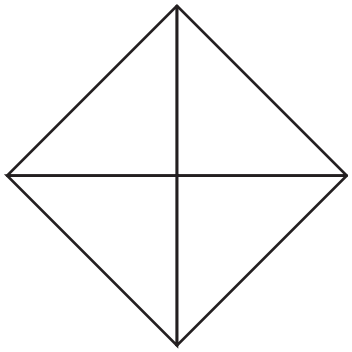
Color a **quarter of** the shape.

4.



5.

6.

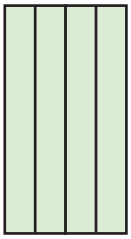


Name _____

On Your Own

MATHEMATICAL PRACTICE 4 **Use Diagrams** Circle the shapes that show fourths.

7.



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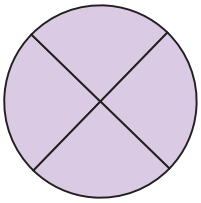

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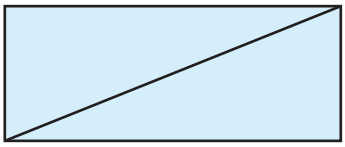

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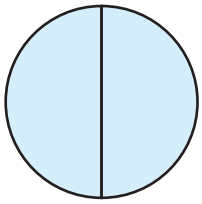

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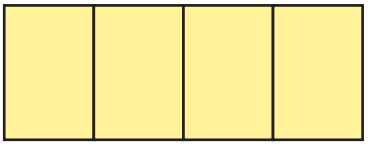

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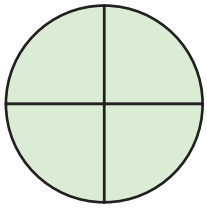

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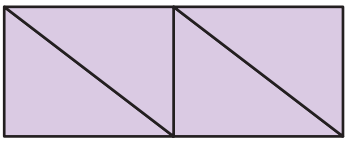
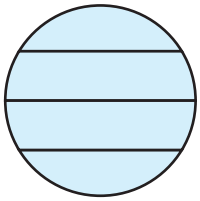
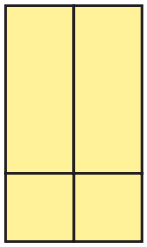


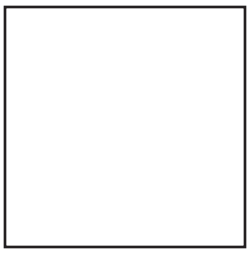
14.

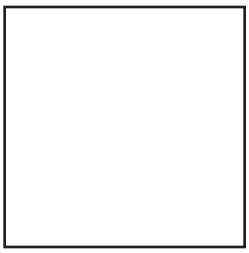


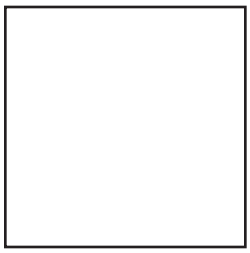
15.



16. GO DEEPER Draw three different ways to show fourths.





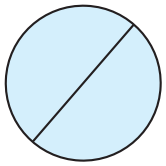


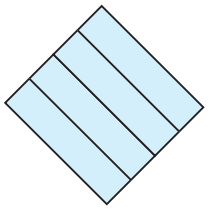
Problem Solving • Applications Real World

WRITE Math

Solve.

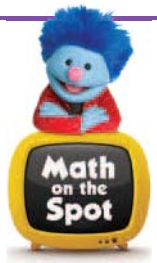
17. Write **halves, fourths,** or **quarters** to name the equal shares.

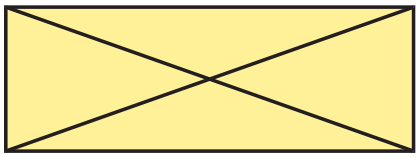


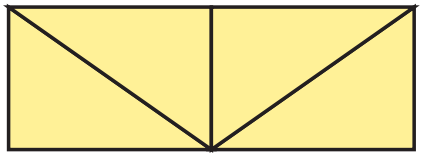


_____ _____

18. THINK SMARTER Circle the shape that shows quarters.

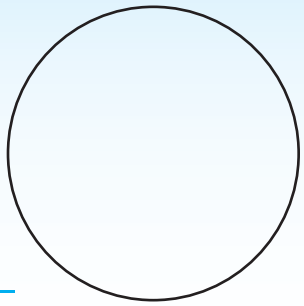






Personal Math Trainer

19. THINK SMARTER + Alano has a small pizza.
He wants to share the pizza with friends.
He cuts the pizza into fourths.
Draw lines to show how he cuts the pizza.



How many equal shares did you draw? _____

How many halves can you show in a circle? _____

Tell how you can solve this problem in a different way.

TAKE HOME ACTIVITY • Draw a circle on a piece of paper. Ask your child to draw lines to show fourths.

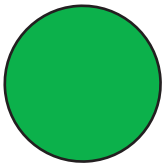
FOR MORE PRACTICE: Standards Practice Book

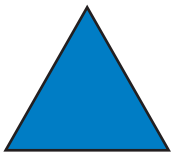
Name _____

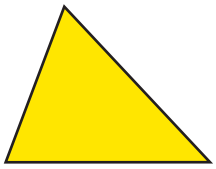
Chapter 12 Review/Test

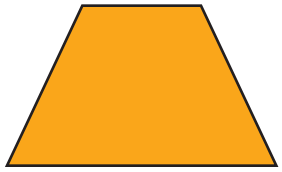
1. Which shapes have only 3 sides?
Choose all that apply.

○ 

○ 

○ 

○ 

○ 

2. Circle the number that makes the sentence true.

A  has

2
3
4

vertices (corners).

3. How many  make a  ?

Use pattern blocks. Draw to show the blocks you used.

4. Circle two shapes that can combine to make this new shape.

5. Use  to make a  . Use pattern blocks. Draw to show your work.

Step 1 Combine shapes.

Step 2 Use the new shape.

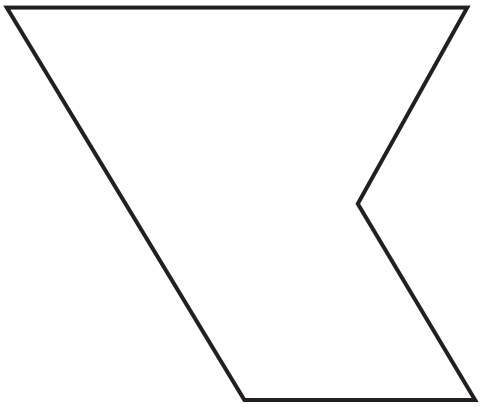
How many  do you need to make a  ?

Can you make a  with 3  ? Choose Yes or No.

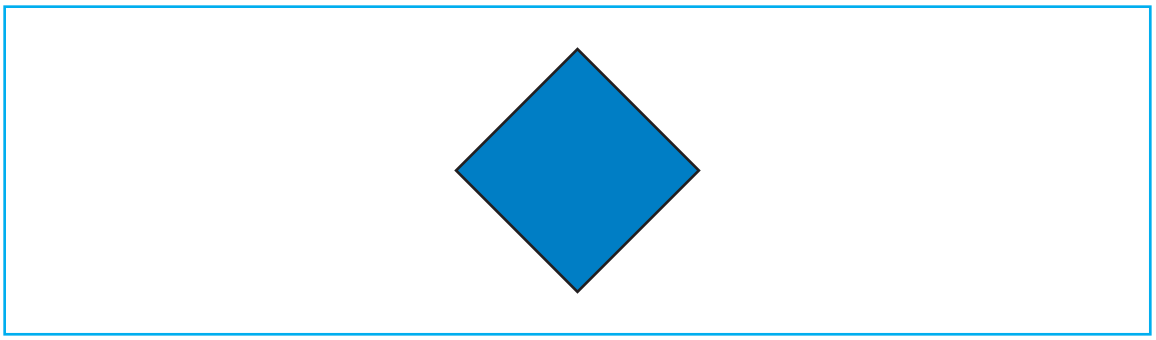
○ Yes ○ No

Name _____

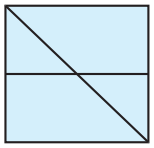
6. Use 4 pattern blocks to fill the shape. Draw to show the blocks you used.



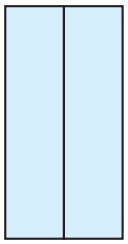
7. Draw a line to show the parts. Show 2  .



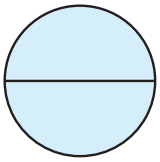
8. Does the shape show equal shares? Choose Yes or No.



○ Yes ○ No

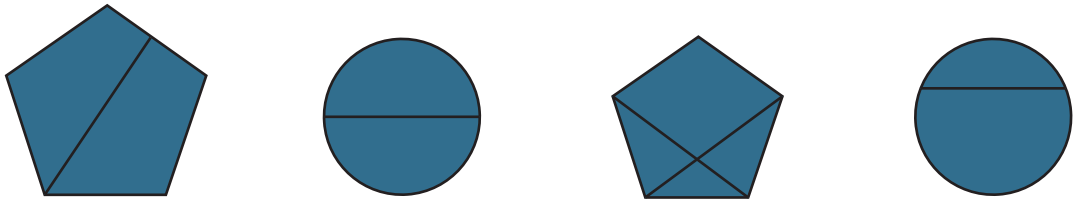


○ Yes ○ No



○ Yes ○ No

9. Circle the shapes that show halves.



10. Draw lines to show fourths.

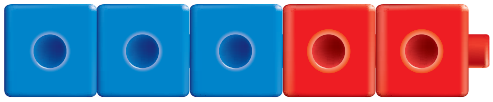
How many equal shares did you draw?

How many halves can you show in a rectangle?

Tell how you can solve this problem in a different way.

Picture Glossary

add sumar



$3 + 2 = 5$

addend sumando

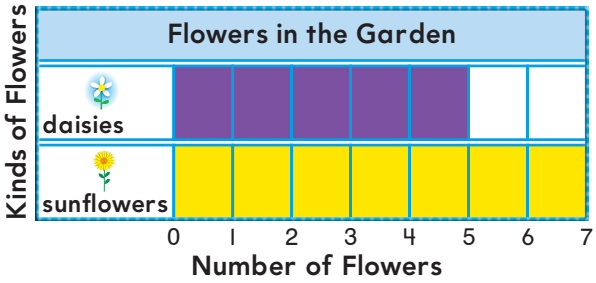
$1 + 3 = 4$

addend

addition sentence enunciado de suma

$2 + 1 = 3$ is an **addition sentence**.

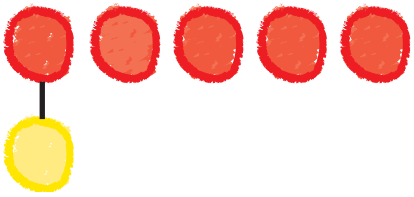
bar graph gráfica de barras



circle círculo

compare comparar

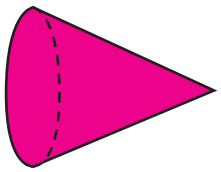
Subtract to **compare** groups.



$5 - 1 = 4$

There are more  .

cone cono



count back contar hacia atrás

$8 - 1 = 7$

Start at 8.

Count back 1.

You are on 7.

count on contar hacia adelante

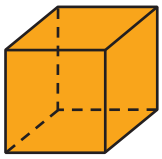
$4 + 2 = 6$

Say 4.

Count on 2.

5, 6

cube cubo



curved surface superficie curva

Some three-dimensional shapes have a **curved surface**.

cylinder cilindro

difference diferencia

$4 - 3 = 1$

The **difference** is 1.

digit dígito

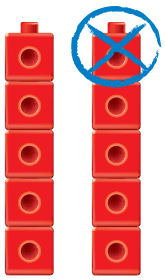
13 is a two-digit number.

The 1 in 13 means 1 ten.
The 3 in 13 means 3 ones.

doubles dobles

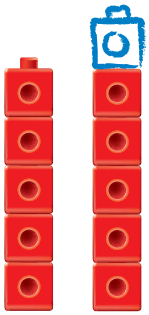
$5 + 5 = 10$

doubles minus one dobles menos uno



$5 + 5 = 10$, so $5 + 4 = 9$

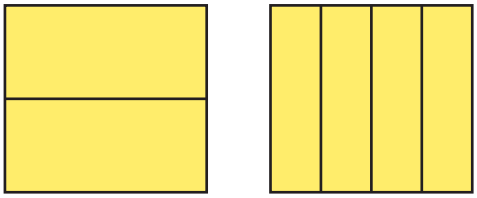
doubles plus one dobles más uno



$5 + 5 = 10$, so $5 + 6 = 11$

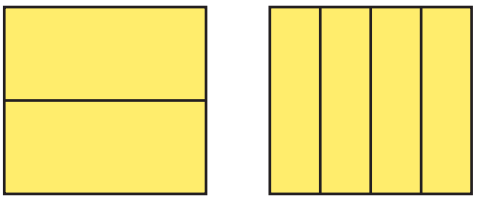
equal parts partes iguales

These show **equal parts**, or equal shares.



equal shares porciones iguales

These show equal parts, or **equal shares**.

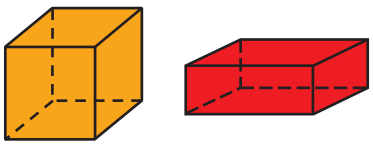


fewer menos

3 **fewer**

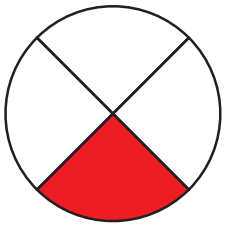
flat surface superficie plana

Some three-dimensional shapes have only **flat surfaces**.

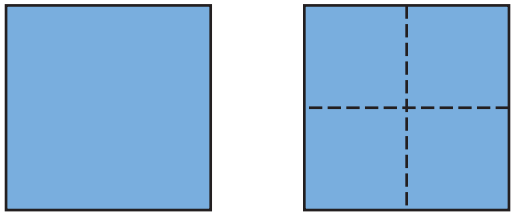


fourth of cuarto de

A **fourth of** this shape is shaded.



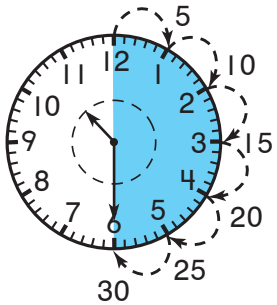
fourths cuartos



1 whole

4 **fourths**, or 4 quarters

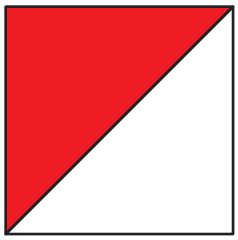
half hour media hora



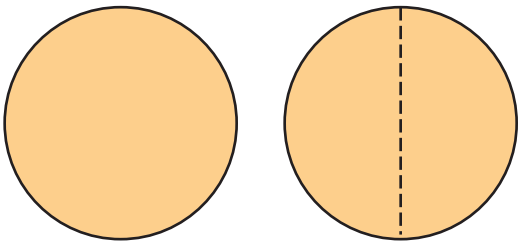
A **half hour** has 30 minutes.

half of mitad de

Half of this shape is shaded.

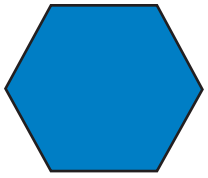


halves mitades

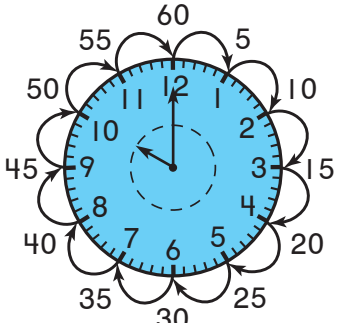


1 whole 2 **halves**

hexagon hexágono



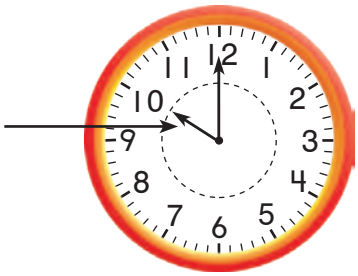
hour hora



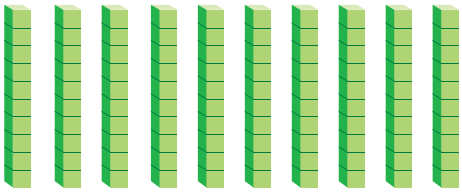
An **hour** has 60 minutes.

hour hand horario

hour hand



hundred centena



10 tens is the same as **1 hundred**.

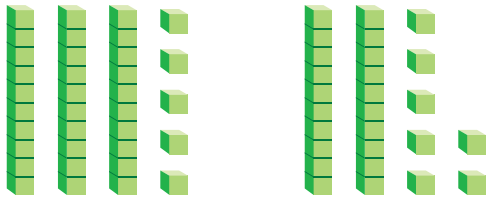
is equal to (=) es igual a

2 plus 1 **is equal to** 3.

$2 + 1 = 3$

is greater than es mayor que

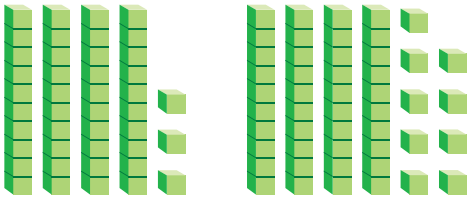
35 **is greater than** 27.



$35 > 27$

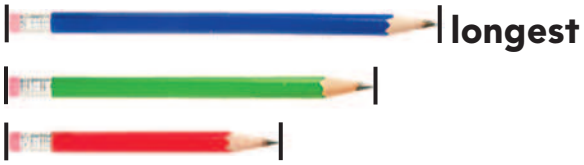
is less than es menor que

43 **is less than** 49.



$43 < 49$

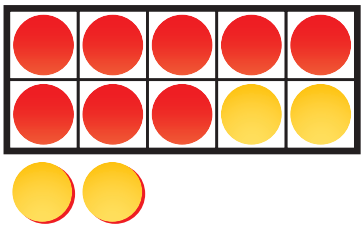
longest el más largo



make a ten formar una decena

Move 2 counters into the ten frame. **Make a ten**.

$$\begin{array}{r} 8 \\ +\ 4 \\ \hline 12 \end{array}$$

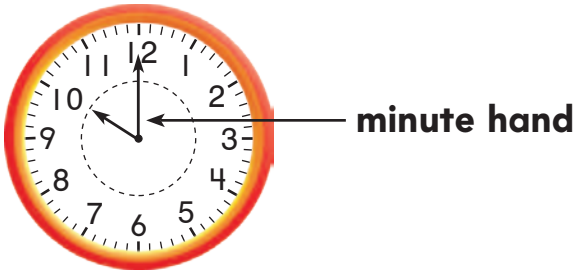


minus (−) menos

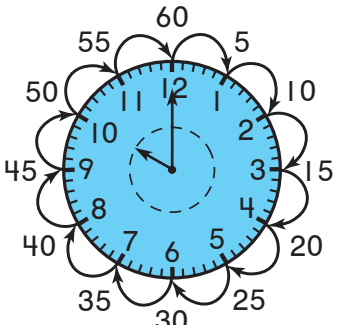
4 **minus** 3 is equal to 1.

$4 - 3 = 1$

minute hand minutero

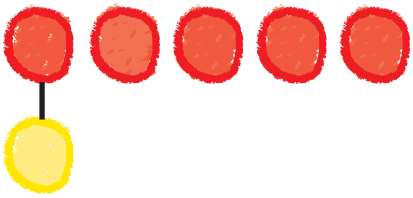


minutes minutos



An hour has 60 **minutes.**

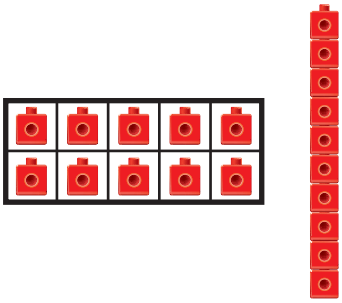
more más



$5 - 1 = 4$

There are **more** .

ones unidades



10 **ones** = 1 ten

order orden

You can change the **order** of the addends.

$1 + 3 = 4$ $3 + 1 = 4$

picture graph gráfica con dibujos

Our Favorite Activity at the Fair							
animals	☺	☺	☺	☺	☺		
rides	☺	☺	☺	☺	☺	☺	☺

Each ☺ stands for 1 child.

plus (+) más

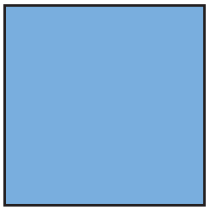
2 **plus** 1 is equal to 3.

$2 + 1 = 3$

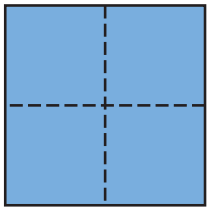
quarter of cuarta parte de

A **quarter of** this shape is shaded.

quarters cuartas partes



1 whole

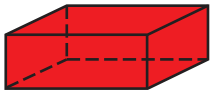


4 fourths,
or 4 **quarters**

rectangle rectángulo

A square is a special kind of rectangle.

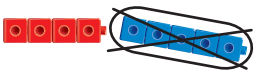
rectangular prism prisma rectangular



A cube is a special kind of rectangular prism.

related facts operaciones relacionadas

$4 + 5 = 9$

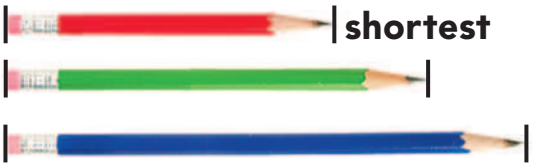


$9 - 5 = 4$

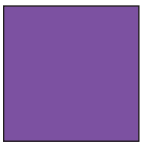
$5 + 4 = 9$

$9 - 4 = 5$

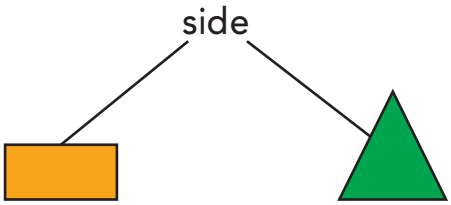
shortest el más corto



square cuadrado

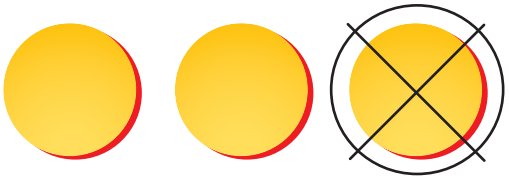


side lado

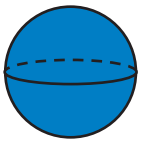


subtract restar

Subtract to find out how many.



sphere esfera



subtraction sentence
enunciado de resta

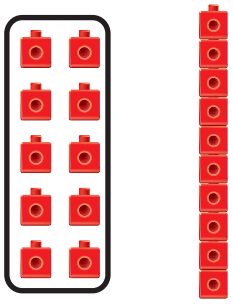
$4 - 3 = 1$ is a **subtraction sentence**.

sum suma o total

2 plus 1 is equal to 3.

The **sum** is 3.

ten decena

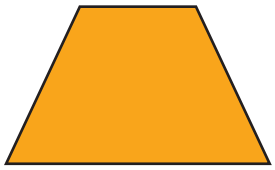


10 ones = 1 **ten**

tally chart tabla de conteo

Boys and Girls in Our Class		Total
boys	卌 IIII	9
girls	卌 I	6

trapezoid trapecio

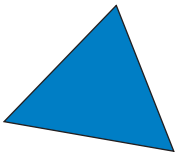


tally mark marca de conteo

卌

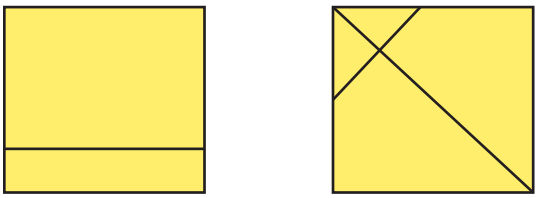
Each **tally mark** I stands for 1.
卌 stands for 5.

triangle triángulo



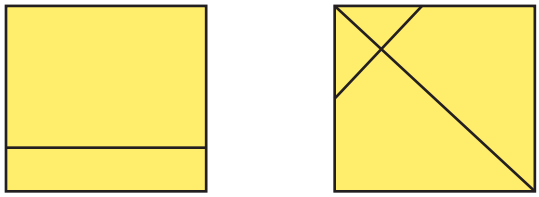
unequal parts partes desiguales

These show **unequal parts**, or unequal shares.

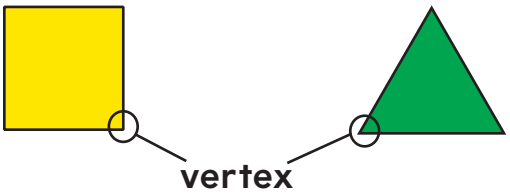


unequal shares porciones desiguales

These show unequal parts, or **unequal shares**.

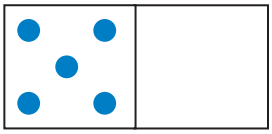


vertex vértice



zero 0 cero

When you add **zero** to any number, the sum is that number.



$5 + \mathbf{0} = 5$