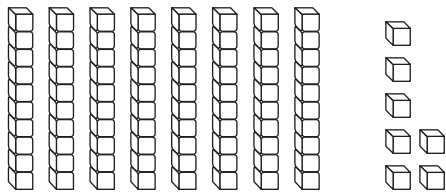


Name _____

Algebra • Ways to Expand Numbers**Essential Question** How can you write a two-digit number in different ways?**Model and Draw**

There are different ways to think about a number.

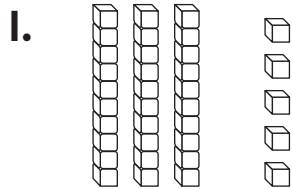


$$\begin{array}{r} 8 \text{ tens } 7 \text{ ones} \\ \underline{80} + \underline{7} \\ 87 \end{array}$$

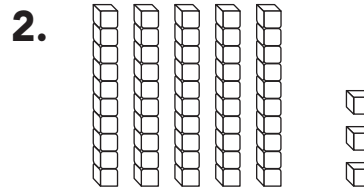
8 tens and 7 ones
is the same as
80 plus 7.**Share and Show**

Write how many tens and ones.

Write the number in two different ways.



$$\begin{array}{r} \underline{\quad} \text{ tens } \underline{\quad} \text{ ones} \\ \underline{\quad} + \underline{\quad} \\ \underline{\quad} \end{array}$$



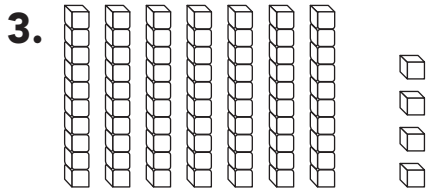
$$\begin{array}{r} \underline{\quad} \text{ tens } \underline{\quad} \text{ ones} \\ \underline{\quad} + \underline{\quad} \\ \underline{\quad} \end{array}$$

**Math Talk** Does the 7 in this number show 7 or 70? Explain.

On Your Own

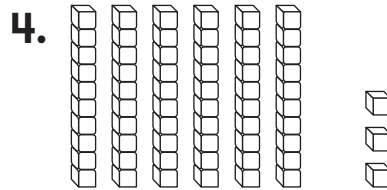
Write how many tens and ones.

Write the number in two different ways.



_____ tens _____ ones

_____ + _____



_____ tens _____ ones

_____ + _____

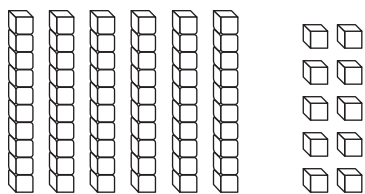
Problem Solving



5. Draw the same number using only tens.

Write how many tens and ones.

Write the number in two different ways.



_____ tens _____ ones

_____ + _____

_____ tens _____ ones

_____ + _____



TAKE HOME ACTIVITY • Write a two-digit number to 99.
Ask your child to write how many tens and ones and then write the number a different way.

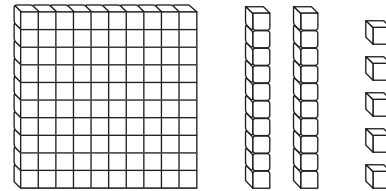
Name _____

Identify Place Value



Essential Question How can you use place value to understand the value of a number?



Model and Draw



The **1** in **125** means 1 hundred.
 The **2** in **125** means 2 tens.
 The **5** in **125** means 5 ones.




125

Draw  for 

Draw  for 

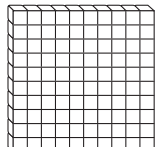

Draw  for 



| hundreds | tens | ones |
|----------|------|------|
| 1 | 2 | 5 |

Share and Show



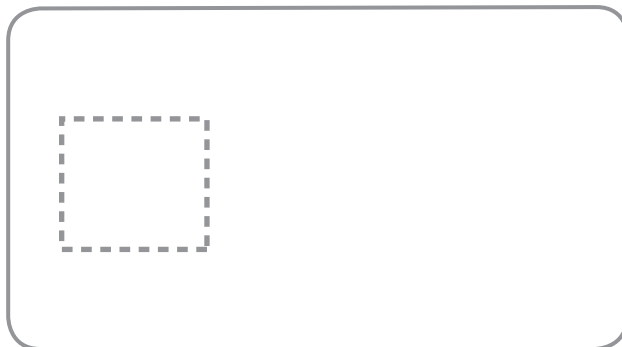
Use your MathBoard and   to show the number.

Draw to complete the quick picture. Write how many hundreds, tens, and ones.

THINK
106 has no tens.

1.

106

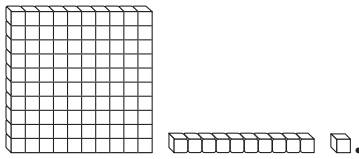


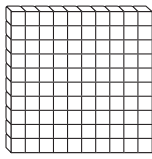

| hundreds | tens | ones |
|----------|-------|-------|
| _____ | _____ | _____ |



Math Talk How is the 1 in 187 different from the 1 in 781?

On Your Own



Use your MathBoard and  .
Draw to complete the quick picture.

Write how many hundreds, tens, and ones.

2. 170 

| hundreds | tens | ones |
|----------|------|------|
| ___ | ___ | ___ |

3. 143 

| hundreds | tens | ones |
|----------|------|------|
| ___ | ___ | ___ |

4. 121 

| hundreds | tens | ones |
|----------|------|------|
| ___ | ___ | ___ |

Problem Solving



Circle your answer.

5. I have 1 hundred, 9 tens, and 9 ones. What number am I?

99 100 199

6. I have 3 ones, 0 tens, and 1 hundred. What number am I?

107 170 103



TAKE HOME ACTIVITY • Write some numbers from 100 to 199. Have your child tell how many hundreds, tens, and ones are in the number.

Use Place Value to Compare Numbers

Essential Question How can you use place value to compare two numbers?

Model and Draw

Use these symbols to compare numbers.

$>$ is greater than

$<$ is less than

$=$ is equal to

45



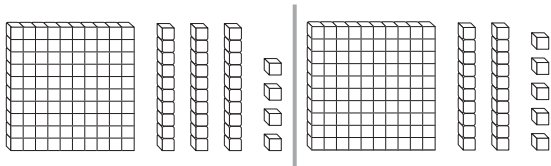
46

I want to eat the greater number.

$$45 < 46$$

45 is less than 46.

Compare 134 and 125.



First compare hundreds.

One hundred is equal to one hundred.

$$100 = 100$$

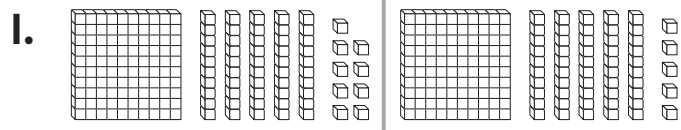
If the hundreds are equal, compare the tens. 30 is greater than 20.

$$134 > 125$$

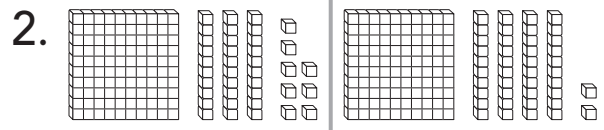
Share and Show



Write the numbers and compare. Write $>$, $<$, or $=$.



$$\underline{159} > \underline{155}$$



$$\underline{\quad} \bigcirc \underline{\quad}$$

Compare the numbers using $>$, $<$, or $=$.

3. $187 \bigcirc 168$

4. $165 \bigcirc 159$

5. $127 \bigcirc 141$



Math Talk Compare 173 and 177. Did you have to compare all the digits? Why or why not?

On Your Own



Write the numbers. Compare. Write $>$, $<$, or $=$.

6. \quad \bigcirc \quad

7. \quad \bigcirc \quad

Compare the numbers using $>$, $<$, or $=$.

- | | | |
|------------------------|------------------------|------------------------|
| 8. 143 \bigcirc 143 | 9. 162 \bigcirc 157 | 10. 185 \bigcirc 188 |
| 11. 124 \bigcirc 129 | 12. 189 \bigcirc 195 | 13. 135 \bigcirc 135 |
| 14. 173 \bigcirc 164 | 15. 123 \bigcirc 117 | 16. 118 \bigcirc 131 |
| 17. 155 \bigcirc 145 | 18. 181 \bigcirc 181 | 19. 192 \bigcirc 179 |
| 20. 122 \bigcirc 129 | 21. 166 \bigcirc 177 | 22. 154 \bigcirc 154 |

Problem Solving



23. Antonio is thinking of a number between 100 and 199. It has 1 hundred, 3 tens, and 6 ones. Kim is thinking of a number between 100 and 199. It has 1 hundred, 6 tens, and 3 ones. Who is thinking of a greater number?

Draw or write to explain.

_____ is thinking of a greater number.



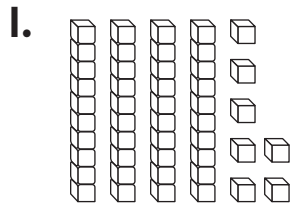
TAKE HOME ACTIVITY • Choose two numbers between 100 and 199 and have your child explain which number is greater.

Name _____

✓ Checkpoint

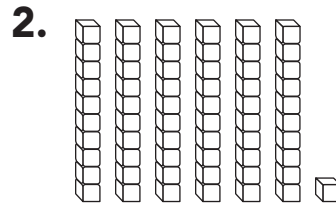
Concepts and Skills

Write how many tens and ones.
Write the number in two ways.



_____ tens and _____ ones

_____ + _____



_____ tens and _____ one

_____ + _____

Use your MathBoard and 

Draw to complete the quick picture.

Write how many hundreds, tens, and ones.

3. 154



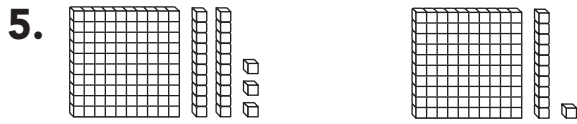
| hundreds | tens | ones |
|----------|-------|-------|
| _____ | _____ | _____ |

4. 128

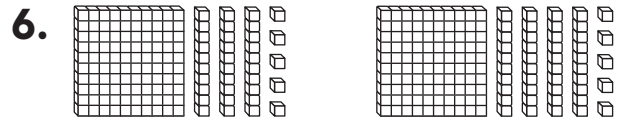


| hundreds | tens | ones |
|----------|-------|-------|
| _____ | _____ | _____ |

Write the numbers and compare. Write $>$, $<$, or $=$.



____ ○ ____



____ ○ ____

Compare the numbers using $>$, $<$, or $=$.

7. 175 ○ 175

9. 189 ○ 188

11. 157 ○ 157

8. 163 ○ 173

10. 142 ○ 158

12. 185 ○ 180

13. Which comparison is correct?

$132 > 131$

$131 = 132$

$131 > 132$

Name _____

Algebra • Addition Function Tables**Essential Question** How can you follow a rule to complete an addition function table?**Model and Draw**

The rule is Add 9.
Add 9 to each
number.

| Add 9 | |
|-------|----|
| 7 | 16 |
| 8 | 17 |
| 9 | 18 |

Share and Show

Follow a rule to complete the table.

1.

| Add 3 | |
|-------|--|
| 7 | |
| 8 | |
| 9 | |

2.

| Add 4 | |
|-------|--|
| 6 | |
| 7 | |
| 8 | |

3.

| Add 5 | |
|-------|--|
| 5 | |
| 7 | |
| 9 | |

4.

| Add 8 | |
|-------|--|
| 5 | |
| 7 | |
| 9 | |

5.

| Add 7 | |
|-------|--|
| 6 | |
| 8 | |
| 9 | |

6.

| Add 6 | |
|-------|--|
| 6 | |
| 8 | |
| 9 | |



Math Talk Look at Exercise 4. How does the rule help you see a pattern?

On Your Own



Follow a rule to complete the table.

7.

| Add 7 | |
|-------|--|
| 7 | |
| 8 | |
| 9 | |

8.

| Add 4 | |
|-------|--|
| 7 | |
| 8 | |
| 9 | |

9.

| Add 5 | |
|-------|--|
| 7 | |
| 8 | |
| 9 | |

10.

| Add 8 | |
|-------|--|
| 4 | |
| 6 | |
| 8 | |
| 9 | |

11.

| Add 3 | |
|-------|--|
| 3 | |
| 5 | |
| 7 | |
| 9 | |

12.

| Add 6 | |
|-------|--|
| 6 | |
| 7 | |
| 8 | |
| 9 | |

Problem Solving



13. Solve. Complete the table.

Tom is 8 years old.

Julie is 7 years old.

Carla is 4 years old.

How old will each child be in 4 years?

| Tom | 8 | |
|-------|---|--|
| Julie | 7 | |
| Carla | 4 | |



TAKE HOME ACTIVITY • Copy Exercise 12 and change the numbers in the left column to 9, 7, 5, and 3. Have your child complete the table and explain how he or she used a rule to solve the problem.

Name _____

Algebra • Subtraction Function Tables**Essential Question** How can you follow a rule to complete a subtraction function table?**Model and Draw**

The rule is
Subtract 7.
Subtract 7 from
each number.

| Subtract 7 | |
|------------|---|
| 14 | 7 |
| 15 | 8 |
| 16 | 9 |

Share and Show

Follow a rule to complete the table.

1.

| Subtract 3 | |
|------------|--|
| 9 | |
| 10 | |
| 11 | |

2.

| Subtract 4 | |
|------------|--|
| 6 | |
| 8 | |
| 10 | |

3.

| Subtract 5 | |
|------------|--|
| 6 | |
| 8 | |
| 10 | |

4.

| Subtract 8 | |
|------------|--|
| 9 | |
| 11 | |
| 13 | |

5.

| Subtract 7 | |
|------------|--|
| 12 | |
| 13 | |
| 14 | |

6.

| Subtract 6 | |
|------------|--|
| 6 | |
| 8 | |
| 9 | |

**Math Talk**

How can Exercise 2 help you solve Exercise 3?

On Your Own

Follow a rule to complete the table.

7.

| Subtract 4 | |
|------------|--|
| 11 | |
| 12 | |
| 13 | |

8.

| Subtract 6 | |
|------------|--|
| 7 | |
| 8 | |
| 9 | |

9.

| Subtract 5 | |
|------------|--|
| 7 | |
| 8 | |
| 9 | |

10.

| Subtract 7 | |
|------------|--|
| 13 | |
| 14 | |
| 15 | |
| 16 | |

11.

| Subtract 8 | |
|------------|--|
| 12 | |
| 14 | |
| 16 | |
| 17 | |

12.

| Subtract 9 | |
|------------|--|
| 12 | |
| 14 | |
| 16 | |
| 17 | |

Problem Solving



13. Solve. Complete the table.

Jane has 4 cookies.

Lucy has 3 cookies.

Seamus has 2 cookies.

How many cookies will each child have if they each eat 2 cookies?

| Jane | 4 | |
|--------|---|--|
| Lucy | 3 | |
| Seamus | 2 | |



TAKE HOME ACTIVITY • Copy Exercise 12 and change the numbers in the left column to 10, 11, 12, and 13. Have your child complete the table and explain how he or she used a rule to solve the problem.

Name _____

Algebra • Follow the Rule**Essential Question** How can you follow a rule to complete an addition or subtraction function table?**Model and Draw**

The rule for some tables is to add. For other tables the rule is to subtract.

| Add 1 | |
|-------|---|
| 2 | 3 |
| 4 | |
| 6 | |
| 8 | |

| Subtract 1 | |
|------------|---|
| 2 | 1 |
| 4 | |
| 6 | |
| 8 | |

Share and Show

Follow a rule to complete the table.

1.

| Add 2 | |
|-------|--|
| 10 | |
| 9 | |
| 8 | |
| 7 | |

2.

| Subtract 2 | |
|------------|--|
| 10 | |
| 9 | |
| 8 | |
| 7 | |

3.

| Subtract 1 | |
|------------|--|
| 3 | |
| 4 | |
| 7 | |
| 9 | |



Math Talk What is the rule for the pattern in Exercise 1?

On Your Own

Follow a rule to complete the table.

4.

| Add 5 | |
|-------|--|
| 7 | |
| 8 | |
| 9 | |
| 10 | |

5.

| Subtract 5 | |
|------------|--|
| 7 | |
| 8 | |
| 9 | |
| 10 | |

6.

| Subtract 1 | |
|------------|--|
| 8 | |
| 9 | |
| 11 | |
| 13 | |

7.

| Subtract 3 | |
|------------|--|
| 5 | |
| 7 | |
| 9 | |
| 11 | |

8.

| Add 4 | |
|-------|--|
| 6 | |
| 7 | |
| 8 | |
| 9 | |

9.

| Add 6 | |
|-------|--|
| 9 | |
| 8 | |
| 7 | |
| 6 | |

Problem Solving



10. Find the rule. Complete the table.

| 3 | |
|---|----|
| | 8 |
| 7 | 10 |
| | 12 |



TAKE HOME ACTIVITY • Copy the table for Exercise 9. Change the rule to Subtract 3. Have your child complete the table.

Name _____

Add 3 Numbers

Essential Question How can you choose a strategy to help add 3 numbers?

Model and Draw

When you add 3 numbers, you can add in any order. Using a strategy can help.

Make a 10.

$$\begin{array}{r} 2 \quad \nearrow 10 \\ 6 \quad \nearrow + 6 \\ + 8 \\ \hline 16 \end{array}$$

Use doubles.

$$\begin{array}{r} 8 \quad \nearrow 16 \\ 8 \quad \nearrow + 4 \\ + 4 \\ \hline 20 \end{array}$$

Use count on.

$$\begin{array}{r} 6 \quad \nearrow 9 \\ 8 \quad \nearrow + 8 \\ + 3 \\ \hline 17 \end{array}$$

Share and Show

Use strategies to find the sums. Circle any strategy you use.

1. 4 make a 10
7 doubles
+ 7 count on

2. 9 make a 10
8 doubles
+ 1 count on

3. 4 make a 10
6 doubles
+ 2 count on

4. 8 make a 10
4 doubles
+ 2 count on

5. 6 make a 10
3 doubles
+ 6 count on

6. 6 make a 10
7 doubles
+ 4 count on



Math Talk Explain why you used the make a 10 strategy to solve Exercise 6.

On Your Own

Use a strategy to find the sum. Circle the strategy you choose.

7. 5 make a 10
5 doubles
+ 5 count on

8. 7 make a 10
3 doubles
+ 5 count on

9. 3 make a 10
8 doubles
+ 8 count on

10. 4 make a 10
2 doubles
+ 7 count on

11. 2 make a 10
9 doubles
+ 2 count on

12. 9 make a 10
9 doubles
+ 1 count on

13. 9 make a 10
2 doubles
+ 8 count on

14. 6 make a 10
3 doubles
+ 7 count on

15. 8 make a 10
4 doubles
+ 1 count on

Problem Solving



16. Christine has 7 red buttons, 3 blue buttons, and 4 yellow buttons. How many buttons does she have?

_____ buttons



TAKE HOME ACTIVITY • Ask your child to choose 3 numbers from 1 to 9. Have your child add to find the sum.

Add a One-Digit Number to a Two-Digit Number

Essential Question How can you find the sum of a 1-digit number and a 2-digit number?

Model and Draw

What is $54 + 2$?

To find the sum, find how many **tens** and **ones** in all.

$$\begin{array}{r} 5 \text{ tens } 4 \text{ ones} \\ + \quad \quad 2 \text{ ones} \\ \hline 5 \text{ tens } 6 \text{ ones} \end{array}$$

$$\begin{array}{r} 54 \\ + 2 \\ \hline \boxed{56} \end{array}$$

Share and Show



Add. Write the sum.

$$\begin{array}{r} 1. \quad 72 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 24 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 41 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 56 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 14 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 33 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 61 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 93 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 31 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 11 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 40 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 35 \\ + 3 \\ \hline \end{array}$$



Math Talk

Exercise 1?

How did you find the total number of ones in

On Your Own

Add. Write the sum.

$$\begin{array}{r} 13. \quad 22 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 53 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 46 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 71 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 84 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 93 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 16 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 37 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad 62 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 23 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 82 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 44 \\ + 4 \\ \hline \end{array}$$

Problem Solving



25. There are 23 children in the first grade class. Then 3 more children join the class. How many children are there now?

_____ children



TAKE HOME ACTIVITY • Tell your child you had 12 pennies and then you got 5 more. Have your child add to find how many pennies in all.

Add Two-Digit Numbers

Essential Question How can you find the sum of two 2-digit numbers?

Model and Draw

What is $23 + 14$?

You can find how many **tens** and **ones** in all.

$$\begin{array}{r} 2 \text{ tens} \quad 3 \text{ ones} \\ + 1 \text{ ten} \quad 4 \text{ ones} \\ \hline 3 \text{ tens} \quad 7 \text{ ones} \end{array}$$

$$\begin{array}{r} 23 \\ + 14 \\ \hline \boxed{37} \end{array}$$

Share and Show



Add. Write the sum.

$$\begin{array}{r} 1. \quad 82 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 25 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 15 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 71 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 36 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 43 \\ + 41 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 57 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 21 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 12 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 41 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 32 \\ + 41 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 51 \\ + 14 \\ \hline \end{array}$$



Math Talk How many tens are in $26 + 11$?
How do you know?

On Your Own

Add. Write the sum.

$$\begin{array}{r} 13. \quad 83 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 73 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 16 \\ + 51 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 23 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 24 \\ + 55 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 67 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 64 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 51 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad 26 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 51 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 46 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 34 \\ + 45 \\ \hline \end{array}$$

Problem Solving



25. Emma has 21 hair clips.
Her sister has 11 hair clips.
How many hair clips do
the girls have together?

_____ hair clips



TAKE HOME ACTIVITY • Tell your child you drove 21 miles and then you drove 16 more. Have your child add to find how many miles in all.

Name _____

Repeated Addition

Essential Question How can you find how many items there are in equal groups without counting one at a time?

Model and Draw

When all groups have the same number they are equal groups.

Ayita is putting 2 plants on each step up to her porch. She has 4 steps. How many plants does she need?



There are 4 equal groups. There are 2 in each group. Add to find how many in all.

$$\underline{2} + \underline{2} + \underline{2} + \underline{2} = \underline{8}$$

Ayita needs 8 plants.

Share and Show

Use your MathBoard and ●. Make equal groups. Complete the addition sentence.

| | Number of Equal Groups | Number in Each Group | How many in all? |
|----|------------------------|----------------------|---|
| 1. | 4 | 3 | $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| 2. | 2 | 5 | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| 3. | 3 | 4 | $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$ |



Math Talk How can you use addition to find 5 groups of 4?

On Your Own

Use your MathBoard and ●. Make equal groups. Complete the addition sentence.

| | Number of Equal Groups | Number in Each Group | How many in all? |
|----|------------------------|----------------------|---|
| 4. | 2 | 3 | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| 5. | 3 | 5 | $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| 6. | 4 | 4 | $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| 7. | 4 | 5 | $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| 8. | 5 | 7 | $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$ |

Problem Solving



Solve.

9. There are 3 flower pots. There are 2 flowers in each flower pot. How many flowers are there?

$\underline{\quad}$ flowers

10. There are 2 plants. There are 4 leaves on each plant. How many leaves are there?

$\underline{\quad}$ leaves

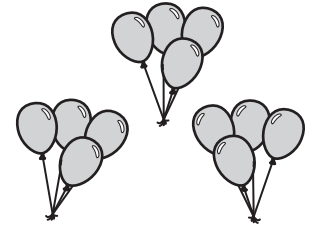


TAKE HOME ACTIVITY • Use dry cereal or pasta to make 3 equal groups of 5. Ask your child to find the total number of items.

Name _____

Use Repeated Addition to Solve Problems**Essential Question** How can you use repeated addition to solve problems?**Model and Draw**

Dyanna will have 3 friends at her party. She wants to give each friend 4 balloons. How many balloons does Dyanna need?



12 balloons

THINK $4 + 4 + 4 = 12$

Share and Show

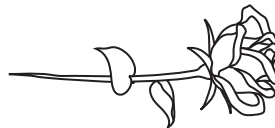
Draw pictures to show the story.
Write the addition sentence to solve.

1. Ted plays with 2 friends. He wants to give each friend 5 cards. How many cards does Ted need?



_____ cards

2. Aisha shops with 4 friends. She wants to buy each friend 2 roses. How many roses does Aisha need?



_____ roses



Math Talk
to Exercise 2?

What pattern can you use to find the answer

On Your Own

Draw pictures to show the story.
Write the addition sentence to solve.

3. Lea plays with 3 friends. She wants to give each friend 5 ribbons. How many ribbons does Lea need?

_____ ribbons

4. Harry shops with 5 friends. He wants to buy each friend 2 pens. How many pens does Harry need?

_____ pens

5. Cam plays with 4 friends. She wants to give each friend 4 stickers. How many stickers does Cam need?

_____ stickers

Problem Solving

Circle the way you can model the problem.

Then solve.

6. There are 4 friends. Each friend has 3 apples. How many apples are there?

4 groups of 4 apples

4 groups of 3 apples

3 groups of 4 apples

There are _____ apples.



TAKE HOME ACTIVITY • Use small items such as cereal pieces to act out each problem. Have your child check the answers on this page.

Name _____

✓ Checkpoint

Concepts and Skills

Follow the rule to complete each table.

1.

| Add 3 | |
|-------|--|
| 2 | |
| 4 | |
| 6 | |
| 8 | |

2.

| Subtract 7 | |
|------------|--|
| 10 | |
| 12 | |
| 13 | |
| 14 | |

3.

| Add 6 | |
|-------|--|
| 10 | |
| 9 | |
| 8 | |
| 7 | |

4.

| Subtract 6 | |
|------------|--|
| 15 | |
| 14 | |
| 13 | |
| 12 | |

Use strategies to find the sums. Circle any strategy you use.

5.
$$\begin{array}{r} 4 \\ 3 \\ + 4 \\ \hline \end{array}$$
 make a 10
doubles
count on

6.
$$\begin{array}{r} 3 \\ 7 \\ + 5 \\ \hline \end{array}$$
 make a 10
doubles
count on

Add. Write the sum.

7.
$$\begin{array}{r} 32 \\ + 14 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 52 \\ + 46 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 18 \\ + 21 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 43 \\ + 35 \\ \hline \end{array}$$

Use your MathBoard and ●. Make equal groups.
Complete the addition sentence.

| | Number of Equal Groups | Number in Each Group | How many in all? |
|-----|---------------------------|-------------------------|---|
| 11. | 3 | 2 | $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| 12. | 2 | 4 | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ |

13. Choose the way to model the problem.

James has 4 letters. He puts 2 stamps on each letter.
How many stamps does he use in all?


- 2 groups of 4 stamps
- 4 groups of 4 stamps
- 2 groups of 2 stamps
- 4 groups of 2 stamps

Name _____

Choose a Nonstandard Unit to Measure Length

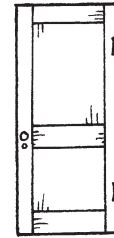
Essential Question How can you decide which nonstandard unit to use to measure the length of an object?

Model and Draw

Use  to measure short things.















Use  to measure long things.







Share and Show



Use real objects. Circle the unit you would use to measure. Then measure.

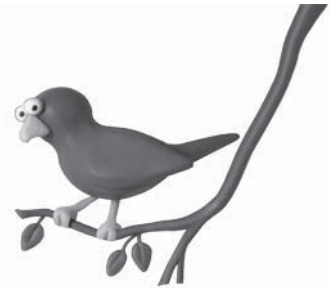
| | Object | Unit | Measurement |
|----|---|--|-------------|
| 1. |  | <input type="checkbox"/>  <input type="checkbox"/>  | about ____ |
| 2. |  | <input type="checkbox"/>  <input type="checkbox"/>  | about ____ |
| 3. |  | <input type="checkbox"/>  <input type="checkbox"/>  | about ____ |
| 4. |  | <input type="checkbox"/>  <input type="checkbox"/>  | about ____ |



Math Talk Alex measured a book with . Then he measured with . Did he use more  or ? Explain.

On Your Own

Use real objects. Choose a unit to measure the length. Circle it. Then measure.



| | Object | Unit | Measurement |
|----|--------|------|-------------|
| 5. | | | about ____ |
| 6. | | | about ____ |
| 7. | | | about ____ |
| 8. | | | about ____ |

Problem Solving



9. Fred uses to measure the stick. Sue measures the stick and gets the same measurement. Circle the unit that Sue uses.



TAKE HOME ACTIVITY • Have your child measure something around the house by using small objects such as paper clips and then by using larger objects such as pencils. Discuss why the measurements differ.

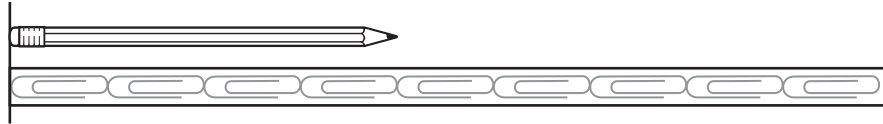
Name _____



Use a Non-Standard Ruler

Essential Question How can you use a non-standard measuring tool to find length?

Model and Draw

About how long is the pencil?



The end of the pencil and the end of the  must line up. Count how many  from one end of the pencil to the other.

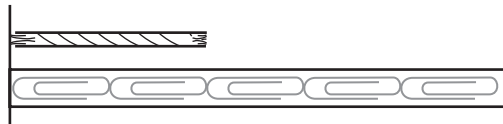
about 4 

Share and Show



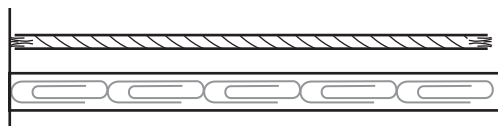
About how long is the string?

1.




about _____ 

2.



about _____ 

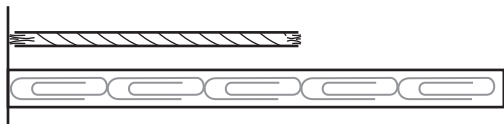


Math Talk In Exercise 1, why must the end of the pencil and the end of the  line up?

On Your Own

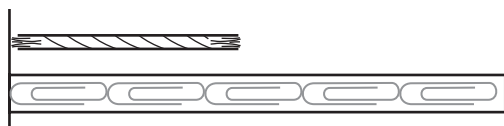
About how long is the string?

3.



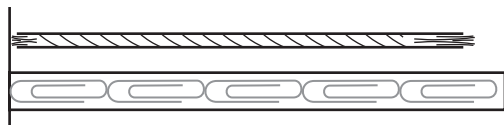
about _____ 

4.



about _____ 


5.

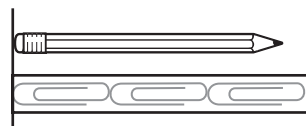


about _____ 

Problem Solving

Real World

6. Wendy measures her pencil. She says it is about 2  long. Is she correct? Explain.





TAKE HOME ACTIVITY • Have your child use 20 paper clips to measure different small objects in your house. Be sure the paper clips touch end to end.

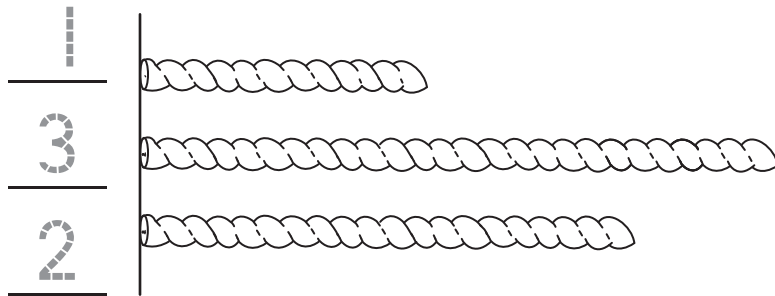
Name _____

Compare Lengths

Essential Question How can you compare lengths of objects?

Model and Draw

First, write 1, 2, and 3 to order the strings from **shortest** to **longest**.



Then measure with \square .

about 4 \square

← Shortest

about 8 \square

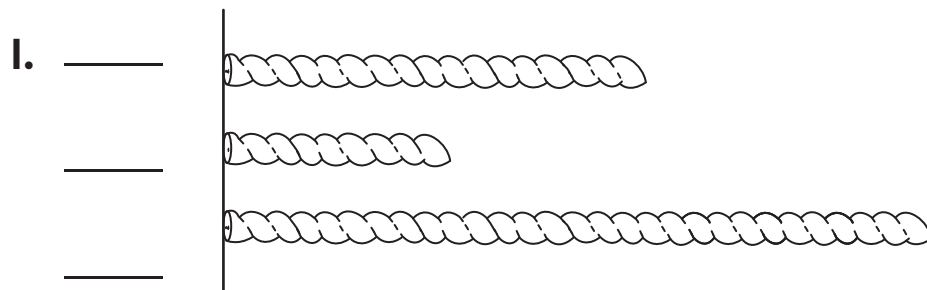
← Longest

about 6 \square

Share and Show



Write 1, 2, and 3 to order the strings from **shortest** to **longest**. Then measure with \square . Write the lengths.



about _____ \square


about _____ \square



about _____ \square







Math Talk How can measuring with cubes tell you the order of the strings?


On Your Own



2. Write 1, 2, and 3 to order the strings from **shortest** to **longest**. Then measure with . Write the lengths.



_____  about _____ 



_____  about _____ 

_____  about _____ 

3. Write 1, 2, and 3 to order the strings from **shortest** to **longest**. Then measure with . Write the lengths.


_____  about _____ 

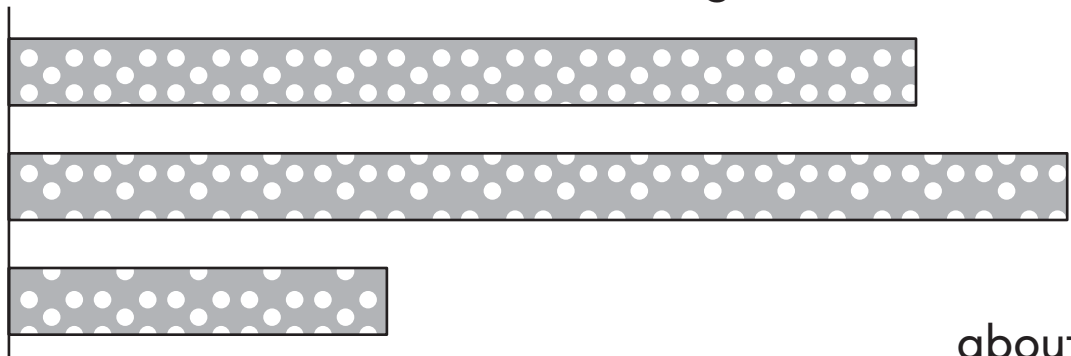
_____  about _____ 


_____  about _____ 

Problem Solving



4. Kate has these ribbons. Kate gives Hannah the longest one. Measure with  and write the length of Hannah's ribbon.



about _____ 



TAKE HOME ACTIVITY • Give your child three strips of paper. Have your child cut them about 4 paper clips long, about 2 paper clips long, and about 5 paper clips long. Then have your child order the paper strips from shortest to longest.

Name _____

Time to the Hour and Half Hour

Essential Question How do you tell time to the hour and half hour on an analog clock?

Model and Draw

The hour hand and the minute hand show the time.
Write the time shown on the clock.



4:00



4:30

Share and Show



Read the clock. Write the time.

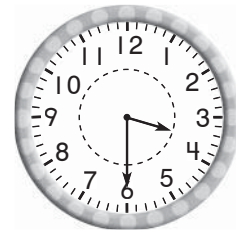
1.



2.



3.





Math Talk Why does the hour hand point halfway between 5 and 6 at half past 5:00?

On Your Own

Read the clock. Write the time.

4.



5.



6.



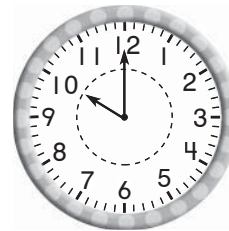
7.



8.



9.

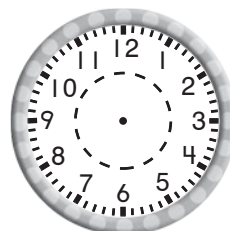


Problem Solving



Draw and write to show the time.

10. Liam has soccer practice at half past 10:00.






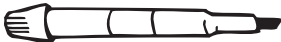





TAKE HOME ACTIVITY • Say a time, such as half past 1:00 or 7:00. Ask your child where the clock hands will point at that time.

Name _____

✓ Checkpoint

Concepts and Skills

Use real objects. Choose a unit to measure the length. Then measure.


| | Object | Unit | Measurement |
|----|---|---|-------------|
| 1. |  |   | about _____ |
| 2. |  |   | about _____ |
| 3. |  |   | about _____ |

How long is the yarn? Use the star ruler to measure.

4. 






_____ stars long




5. 



_____ stars long

Write 1, 2, and 3 to measure the strings from **shortest** to **longest**.
Then measure with cubes. Write the lengths.

6. _____  _____ cubes long
 _____  _____ cubes long
 _____  _____ cubes long

7. _____  _____ cubes long
 _____  _____ cubes long
 _____  _____ cubes long

8. Read the clock. Choose the correct time.













- 8:00
- 8:30
- 9:00
- 9:30

Name _____

Use a Picture Graph

Essential Question How do you read a picture graph?

Model and Draw

| Our Favorite Hot Dog Toppings | | | | | | |
|---|---------|---|---|--|---|---|
|  | mustard |  |  |  | | |
|  | ketchup |  |  |  |  |  |

Each  stands for 1 child.














3 children chose .

Most children chose ketchup.

2 fewer children chose  than .

Share and Show



| Our Sock Colors | | | | | | |
|---|-------|---|---|---|--|---|
|  | black |  |  | | | |
|  | white |  |  |  |  |  |
|  | blue |  |  |  | | |

Each  stands for 1 child.




Use the picture graph to answer the questions.

- How many children are wearing ? _____
- What color of socks are most of the children wearing? _____
- How many more children wear  than ? _____



Math Talk How did you find the answer to Exercise 3?

On Your Own

| Our Weather | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|  rainy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
|  sunny | <input type="radio"/> | <input type="radio"/> | | | | |
|  cloudy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Each stands for 1 day.



Use the picture graph to answer each question.

4. How many days in all are shown on the graph?

_____ days

5. What was the weather for most days? Circle.



6. How many fewer days were  than  ?



_____ days

7. How many  and  days were there?

_____ days

Problem Solving

Real World

8. Today is sunny. Robin puts one more  on the graph. How many  days are there now?

_____ days



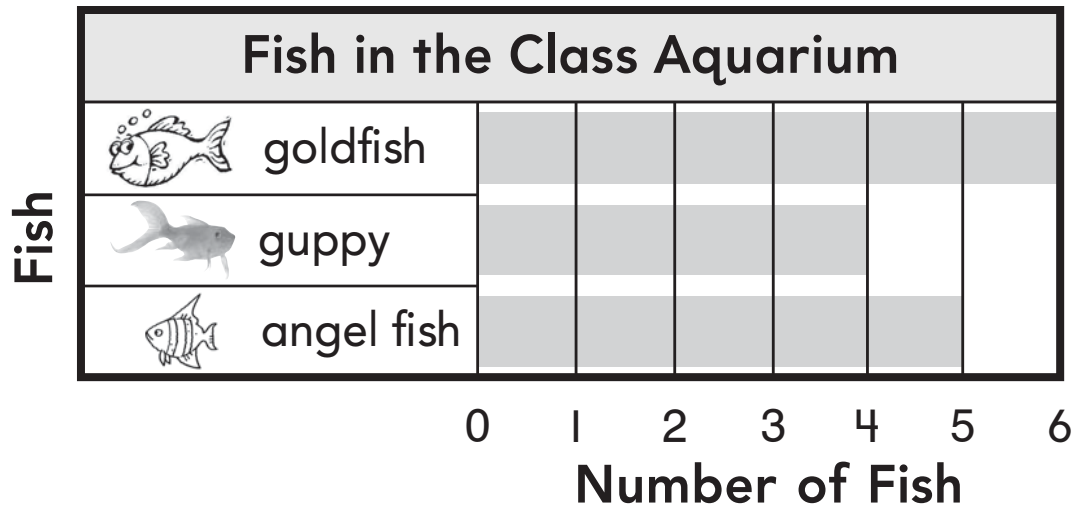
TAKE HOME ACTIVITY • Help your child make a picture graph to show the eye color of 10 friends and family members.

Name _____

Use a Bar Graph

Essential Question How do you read a bar graph?

Model and Draw



To find how many, read the number below the end of the bar.

6 fish are .

Share and Show



Use the bar graph to answer the questions.

1. How many fish are in the aquarium?

_____ fish

2. How many fish in the aquarium are .

_____ fish

3. How many fewer fish are than .

_____ fish

4. Are more of the fish or .



Math Talk

How did you find the answer for Exercise 1?

On Your Own

Use the bar graph to answer the questions.

5. How many children chose



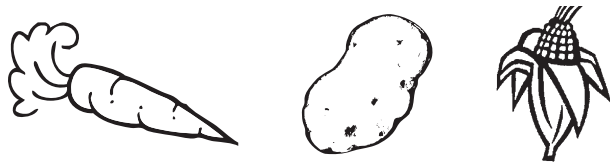
_____ children

6. How many children chose

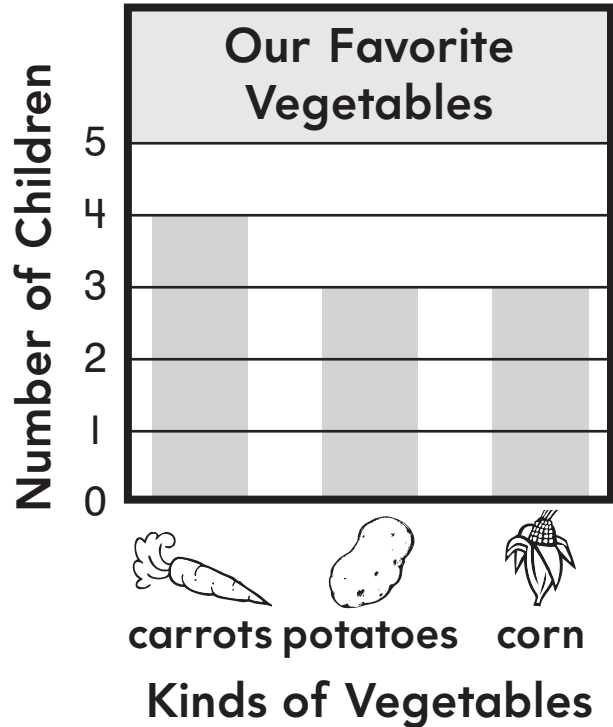


_____ children

7. Which vegetable did most children choose? Circle.



8. Which vegetables were chosen the same number of times? Circle.



Problem Solving

Use the bar graph to solve.

9. Brad and Glen both like corn the best. If the boys add this to the graph, how many children will have chosen corn?

_____ children



TAKE HOME ACTIVITY • Ask your child to decide whether they prefer carrots or potatoes. Then have your child color to add their choice to the bar graph on this page.

Name _____

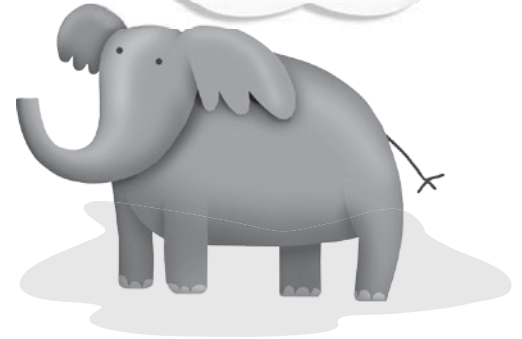
Take a Survey**Essential Question** How can you take a survey?**Model and Draw**

You can take a **survey** to get information. Jane took a survey of her friends' favorite wild animals. The tally chart shows the results.

| Favorite Wild Animal | |
|----------------------|-------|
| Animal | Tally |
| elephant | |
| monkey | |
| tiger | |

REMEMBER

Each tally mark stands for one friend's choice.

**Share and Show****1. Take a survey.**

Ask 10 classmates which wild animal is their favorite. Use tally marks to show their answers.

| Our Favorite Wild Animal | |
|--------------------------|-------|
| Animal | Tally |
| elephant | |
| monkey | |
| tiger | |

2. How many children did not choose tiger?

_____ children

3. Did more children choose elephant or tiger? _____**4. The most children chose** _____ **as their favorite.**

Math Talk Describe a different survey that you could take. What would the choices be?

On Your Own

5. Take a survey. Ask 10 classmates which color is their favorite. Use tally marks to show their answers.

| Our Favorite Color | |
|--------------------|-------|
| Color | Tally |
| red | |
| blue | |
| green | |

6. Which color was chosen by the fewest classmates? _____

7. Which color did the most classmates choose? _____

8. Did more classmates choose red or green? _____

9. _____ classmates chose a color that was not red.

10. Did fewer children choose blue or green? _____

Problem Solving



11. Jeff wants to ask 10 classmates which snack is their favorite. He makes 1 tally mark for each child's answer. How many more classmates does he need to ask?

| Our Favorite Snack | |
|--------------------|-------|
| Snack | Tally |
| pretzels | |
| apples | |
| popcorn | |

_____ more classmates



TAKE HOME ACTIVITY • Have your child survey family members about their favorite sport and make a tally chart to show the results.

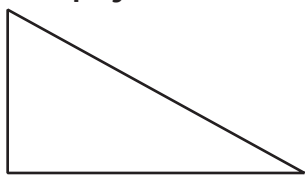
Name _____

Identify Shapes

Essential Question How can attributes help you identify a shape?

Model and Draw

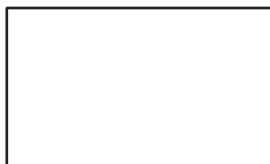
The number of sides and vertices help you identify a shape.



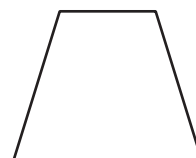
triangle



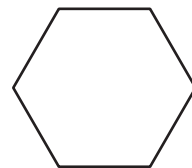
square



rectangle



trapezoid



hexagon

3 sides, 3 vertices

4 sides, 4 vertices

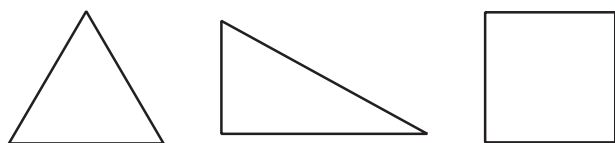
6 sides, 6 vertices

Share and Show

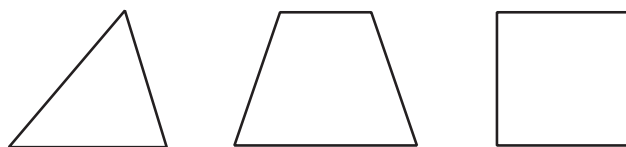


Circle to answer the question. Write to name the shape.

1. Which shape has 4 sides?



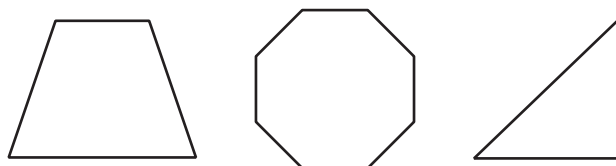
2. Which shape has 3 vertices?



3. Which shape has 6 sides?



4. Which shape has 4 vertices?



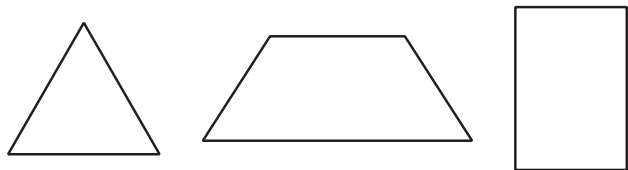


Math Talk How are a square and a rectangle alike?

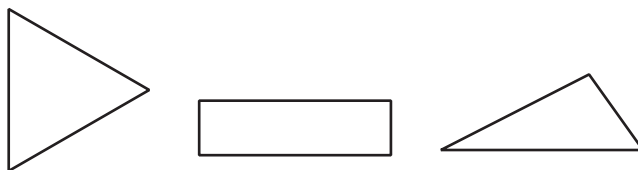
On Your Own

Circle to answer the question. Write to name the shape.

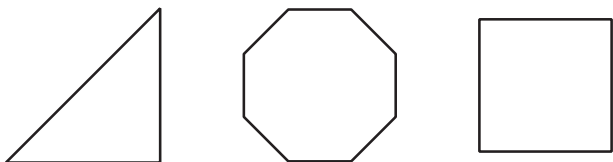
5. Which shape has 3 sides?



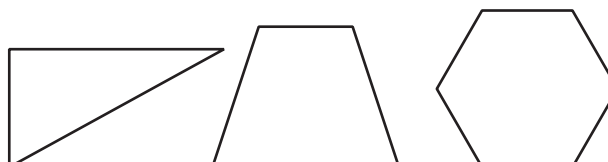
6. Which shape has 4 vertices?



7. Which shape has 4 sides?



8. Which shape has 6 vertices?



Problem Solving



9. Jason, Mat, and Carrie each draw a shape with 4 sides. The shapes look different and have different names.

Draw 3 shapes the children might have drawn. Write to name each shape.



TAKE HOME ACTIVITY • Have your child look around the house to find something that looks like a rectangle. Then have your child point to the rectangle and count the vertices. Repeat with the sides.

Name _____

Equal Shares

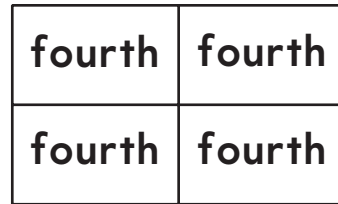
Essential Question How can you name two or four equal shares?

Model and Draw



2 equal shares

2 halves



4 equal shares

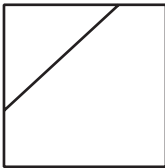
4 fourths

Share and Show

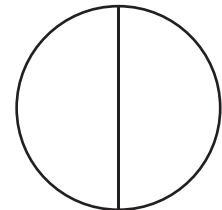
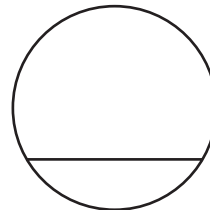


Circle the shape that shows equal shares. Write to name the equal shares.

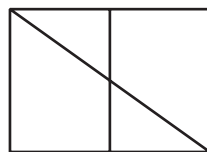
1.



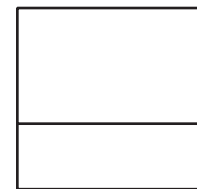
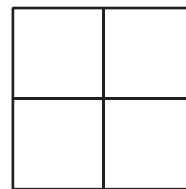
2.



3.



4.



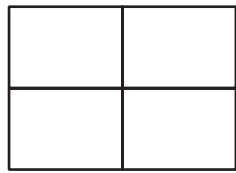
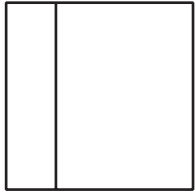


Math Talk Are all equal shares the same size and shape? Explain.

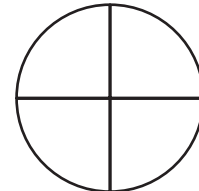
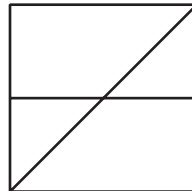
On Your Own

Circle the shape that shows equal shares. Write to name the equal shares.

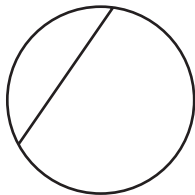
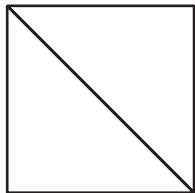
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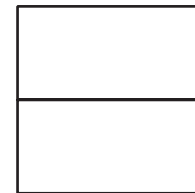
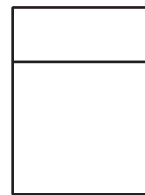
6.



7.



8.



Problem Solving

Real World

9. Riley wants to share his cracker with a friend. Draw to show two different ways Riley can cut the cracker into equal shares.



TAKE HOME ACTIVITY • Ask your child to help you cut a piece of toast into fourths.

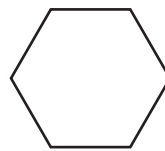
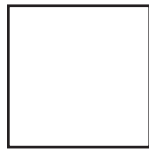
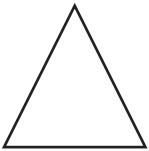
5. Take a survey. Ask 8 classmates which sport is their favorite. Use tally marks to show their answers.

| Our Favorite Sport | |
|--------------------|-------|
| Sport | Tally |
| baseball | |
| football | |
| soccer | |

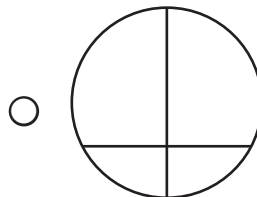
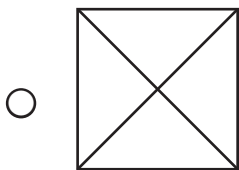
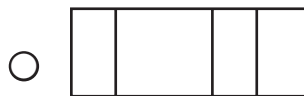
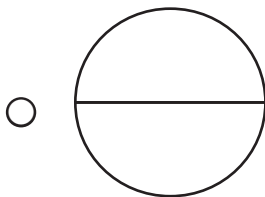
6. Did more children choose baseball or soccer? _____

Circle to answer the question. Then write the shape name.

7. Which shape has 4 vertices?



8. Which shape shows fourths?



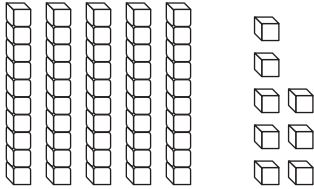
Name _____

Algebra • Ways to Expand Numbers

Write how many tens and ones.

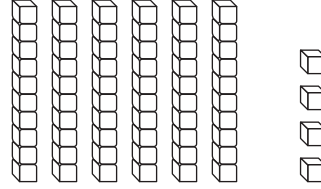
Write the number in two different ways.

1.



$$\begin{array}{r} \underline{8} \text{ tens } \underline{8} \text{ ones} \\ \underline{50} + \underline{8} \\ \underline{58} \end{array}$$

2.



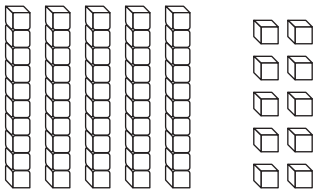
$$\begin{array}{r} \underline{\quad} \text{ tens } \underline{\quad} \text{ ones} \\ \underline{\quad} + \underline{\quad} \\ \underline{\quad} \end{array}$$

Problem Solving

3. Draw the same number using only tens.

Write how many tens and ones.

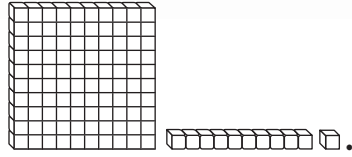
Write the number in two different ways.



$$\begin{array}{r} \underline{\quad} \text{ tens } \underline{\quad} \text{ ones} \\ \underline{\quad} + \underline{\quad} \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \text{ tens } \underline{\quad} \text{ ones} \\ \underline{\quad} + \underline{\quad} \\ \underline{\quad} \end{array}$$

Name _____

Identify Place Value

Use your MathBoard and _____.

Draw to complete the quick picture.

Write how many hundreds, tens, and ones.

1.

163



| hundreds | tens | ones |
|----------|------|------|
| 1 | 6 | 3 |

2.

128



| hundreds | tens | ones |
|----------|-------|-------|
| _____ | _____ | _____ |

3.

154



| hundreds | tens | ones |
|----------|-------|-------|
| _____ | _____ | _____ |

Problem Solving

Circle your answer.

4. I have 1 hundred, 2 tens, and 5 ones. What number am I?

25 100 125

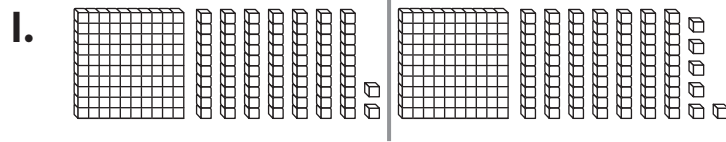
5. I have 0 ones, 5 tens, and 1 hundred. What number am I?

103 105 150

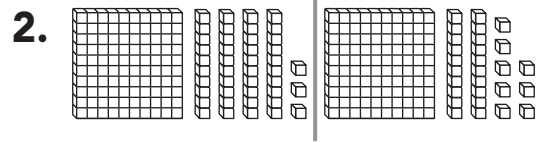
Name _____

Use Place Value to Compare Numbers

Write the numbers. Compare. Write $>$, $<$, or $=$.



$$\underline{172} < \underline{176}$$



$$\underline{\quad} \bigcirc \underline{\quad}$$

Compare the numbers using $>$, $<$, or $=$.

3. $162 \bigcirc 162$

4. $154 \bigcirc 148$

5. $195 \bigcirc 199$

6. $133 \bigcirc 137$

7. $129 \bigcirc 126$

8. $141 \bigcirc 141$

9. $119 \bigcirc 125$

10. $173 \bigcirc 173$

11. $187 \bigcirc 192$

12. $153 \bigcirc 153$

13. $191 \bigcirc 178$

14. $144 \bigcirc 153$

Problem Solving



Solve.

15. Josh is thinking of a number between 100 and 199. It has 1 hundred, 4 tens, and 9 ones. Pia is thinking of a number between 100 and 199. It has 1 hundred, 8 tens, and 2 ones. Who is thinking of the greater number?

Draw or write to explain.

_____ is thinking of a greater number.

Name _____

Algebra • Addition Function Tables

Follow a rule to complete the table.

1.

| Add 4 | |
|-------|--|
| 6 | |
| 7 | |
| 8 | |

2.

| Add 6 | |
|-------|--|
| 3 | |
| 4 | |
| 5 | |

3.

| Add 9 | |
|-------|--|
| 6 | |
| 7 | |
| 8 | |

4.

| Add 7 | |
|-------|--|
| 5 | |
| 6 | |
| 8 | |
| 9 | |

5.

| Add 3 | |
|-------|--|
| 2 | |
| 4 | |
| 6 | |
| 8 | |

6.

| Add 5 | |
|-------|--|
| 5 | |
| 6 | |
| 7 | |
| 8 | |

Problem Solving

Solve. Complete the table.

7. Kirk is 9 years old.
 Sasha is 7 years old.
 Pam is 5 years old.
 How old will each child be in 5 years?

| Kirk | 9 | |
|-------|---|--|
| Sasha | 7 | |
| Pam | 5 | |

Name _____

Algebra • Subtraction Function Tables

Follow a rule to complete the table.

1.

| Subtract 5 | |
|------------|--|
| 6 | |
| 7 | |
| 8 | |

2.

| Subtract 6 | |
|------------|--|
| 9 | |
| 10 | |
| 11 | |

3.

| Subtract 4 | |
|------------|--|
| 9 | |
| 10 | |
| 11 | |

4.

| Subtract 8 | |
|------------|--|
| 11 | |
| 13 | |
| 15 | |
| 16 | |

5.

| Subtract 9 | |
|------------|--|
| 11 | |
| 13 | |
| 15 | |
| 17 | |

6.

| Subtract 7 | |
|------------|--|
| 9 | |
| 12 | |
| 13 | |
| 15 | |

Problem Solving

7. Solve. Complete the table.

Layla has 6 pens.

Mark has 5 pens.

Jorge has 4 pens.

How many pens will each child have if they each give away 3 pens?

Layla

Mark

Jorge

| 6 | |
|---|--|
| 5 | |
| 4 | |

Name _____

Algebra • Follow the Rule

Follow a rule to complete the table.

1.

| Add 4 | |
|-------|--|
| 6 | |
| 7 | |
| 8 | |
| 9 | |

2.

| Subtract 2 | |
|------------|--|
| 7 | |
| 8 | |
| 9 | |
| 10 | |

3.

| Subtract 5 | |
|------------|--|
| 5 | |
| 7 | |
| 9 | |
| 11 | |

4.

| Subtract 4 | |
|------------|--|
| 6 | |
| 8 | |
| 10 | |
| 12 | |

5.

| Add 7 | |
|-------|--|
| 10 | |
| 9 | |
| 8 | |
| 7 | |

6.

| Add 3 | |
|-------|--|
| 6 | |
| 5 | |
| 4 | |
| 3 | |

Problem Solving

Find the rule. Complete the table.

7.

| 4 | |
|---|----|
| | 8 |
| 8 | 10 |
| | 12 |

8.

| | 6 |
|----|----|
| 8 | 7 |
| 10 | |
| | 11 |

Name _____

Add 3 Numbers

Use strategies to find the sums.
Circle any strategy you use.

1.
$$\begin{array}{r} 1 \\ 6 \\ +9 \\ \hline \end{array}$$
 make a 10
doubles
count on

2.
$$\begin{array}{r} 3 \\ 5 \\ +5 \\ \hline \end{array}$$
 make a 10
doubles
count on

3.
$$\begin{array}{r} 8 \\ 6 \\ +2 \\ \hline \end{array}$$
 make a 10
doubles
count on

4.
$$\begin{array}{r} 3 \\ 4 \\ +7 \\ \hline \end{array}$$
 make a 10
doubles
count on

5.
$$\begin{array}{r} 2 \\ 7 \\ +8 \\ \hline \end{array}$$
 make a 10
doubles
count on

6.
$$\begin{array}{r} 5 \\ 4 \\ +5 \\ \hline \end{array}$$
 make a 10
doubles
count on

7.
$$\begin{array}{r} 7 \\ 5 \\ +2 \\ \hline \end{array}$$
 make a 10
doubles
count on

8.
$$\begin{array}{r} 6 \\ 3 \\ +6 \\ \hline \end{array}$$
 make a 10
doubles
count on

9.
$$\begin{array}{r} 2 \\ 6 \\ +7 \\ \hline \end{array}$$
 make a 10
doubles
count on

Problem Solving

10. Andy has 5 red marbles, 4 blue marbles, and 6 yellow marbles. How many marbles does he have?

_____ marbles

Name _____

Add a One-Digit Number to a Two-Digit Number

Add. Write the sum.

1.
$$\begin{array}{r} 34 \\ + 5 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 44 \\ + 3 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 37 \\ + 1 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 37 \\ + 1 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 91 \\ + 4 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 84 \\ + 2 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 45 \\ + 3 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 12 \\ + 7 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 24 \\ + 4 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 32 \\ + 5 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 71 \\ + 7 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 53 \\ + 2 \\ \hline \end{array}$$

Problem Solving

13. There are 21 children in the pool. Then 5 more children join them. How many children are in the pool now?

_____ children

Name _____

Add Two-Digit Numbers

Add. Write the sum.

1.
$$\begin{array}{r} 31 \\ +52 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 65 \\ +34 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 21 \\ +32 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 14 \\ +21 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 72 \\ +26 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 46 \\ +31 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 53 \\ +12 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 34 \\ +54 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 27 \\ +50 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 84 \\ +11 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 32 \\ +53 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 56 \\ +22 \\ \hline \end{array}$$

Problem Solving

13. Evan has 15 toy cars. His brother has 13 toy cars. How many toy cars do the boys have together?

_____ toy cars

Name _____

Repeated Addition

Use your MathBoard and ●. Make equal groups. Complete the addition sentence.

| | Number of Equal Groups | Number in Each Group | How many in all? |
|----|------------------------|----------------------|---|
| 1. | 2 | 4 | $\underline{4} + \underline{4} = \underline{8}$ |
| 2. | 3 | 6 | $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| 3. | 4 | 3 | $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| 4. | 5 | 5 | $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$ |

Problem Solving

Solve.

5. There are 3 bowls. There are 3 apples in each bowl. How many apples are there?

_____ apples

6. There are 2 shelves. Each shelf has 5 books. How many books are there?

_____ books

Name _____

Use Repeated Addition to Solve Problems

Draw pictures to show the story.

Write the addition to solve.

1. Krista plays with 3 friends.
She wants to give each friend
4 pretzels. How many pretzels
does Krista need?

_____ pretzels

2. Ed plants seeds with 5 friends.
He wants to give each friend
5 seeds. How many seeds
does Ed need?

_____ seeds

Problem Solving

Circle the way you can model the problem.

Then solve.

3. There are 5 friends. Each
friend has 4 books. How
many books are there?

5 groups of 5 books

5 groups of 4 books







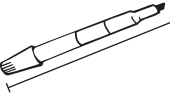





4 groups of 5 books

There are _____ books.


Name _____

Choose a Non-Standard Unit to Measure Length

Use real objects. Choose a unit to measure the length. Then measure.

| | Object | Unit | Measurement |
|----|---|---|-------------|
| 1. |  |   | about ____ |
| 2. |  |   | about ____ |
| 3. |  |   | about ____ |
| 4. |  |   | about ____ |

Problem Solving

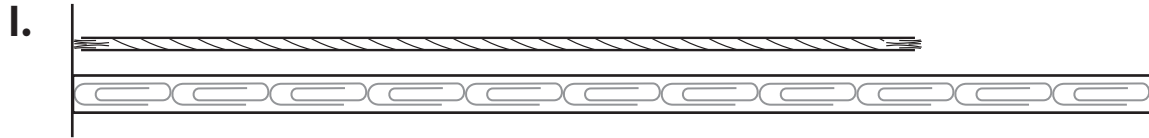
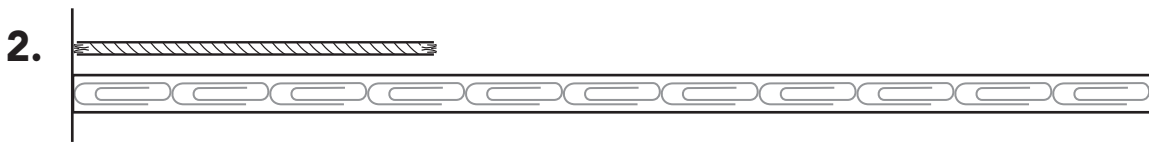
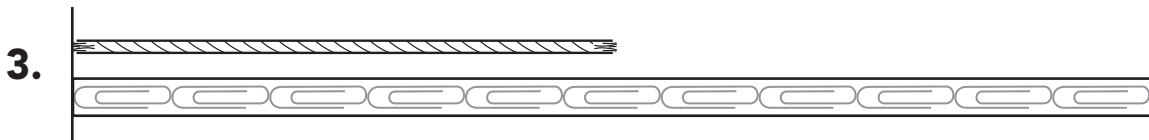
5. Shira uses  to measure the fork. Brandon measures the fork and gets a measurement that is less than Shira's measurement. Circle the unit that Brandon uses.




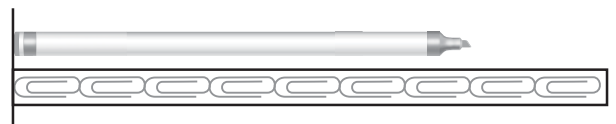
Name _____

Use a Non-Standard Ruler

About how long is the string?

about ____ about ____ about ____ **Problem Solving****Real World**

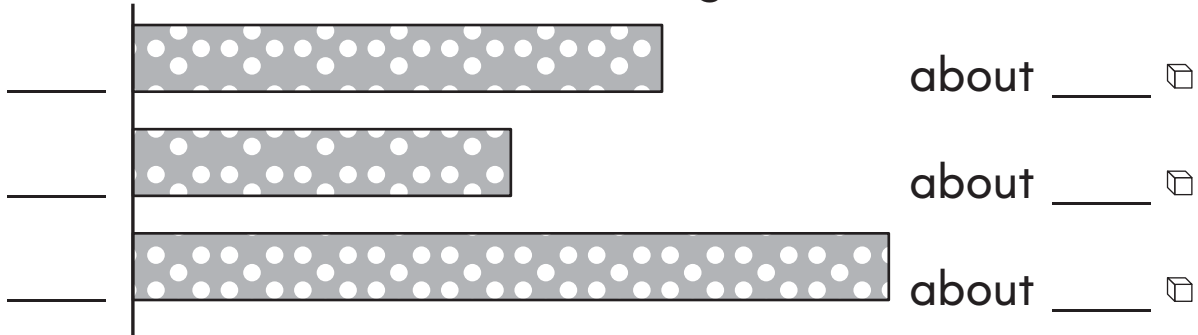
4. Travis measures his marker. He says it is about 7  long. Is he correct? Explain.



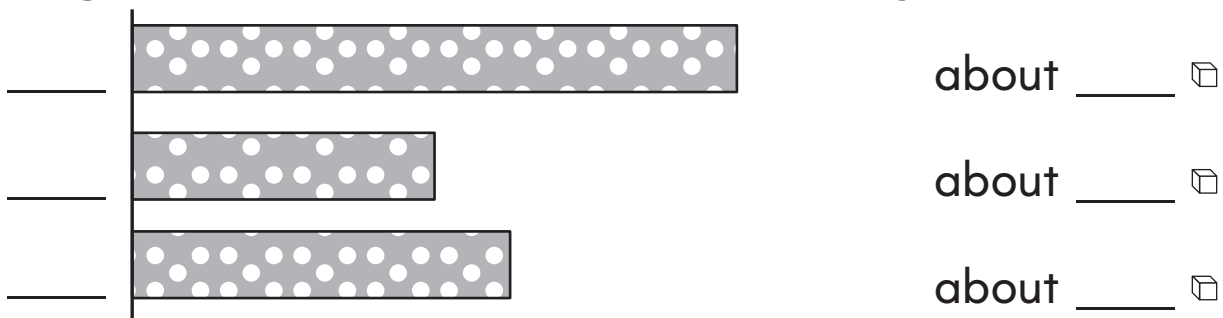
Name _____

Compare Lengths

1. Write 1, 2, and 3 to order the ribbons **shortest** to **longest**. Then measure in \square . Write the lengths.

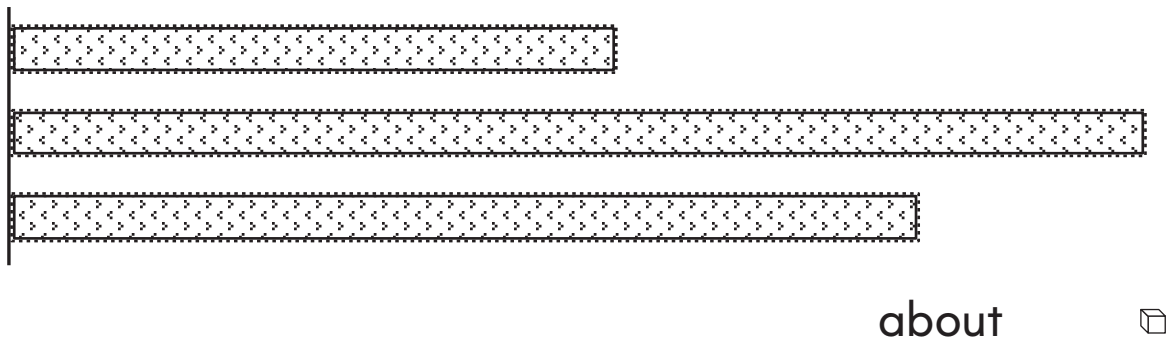


2. Write 1, 2, and 3 to order the ribbons from **shortest** to **longest**. Then measure in \square . Write the lengths.



Problem Solving

3. Julie has these pieces of lace. Julie gives Megan the shortest one. Measure with \square and write the length of Megan's lace.



Name _____

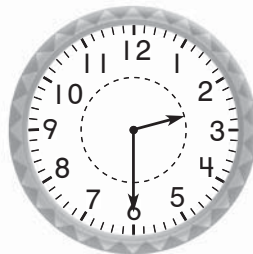
Time to the Hour and Half Hour

Write the time shown on the clock.

1.



2.



3.



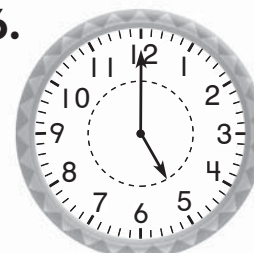
4.



5.



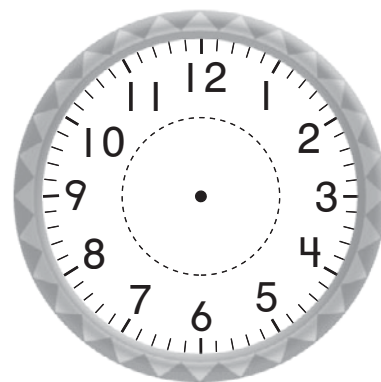
6.



Problem Solving

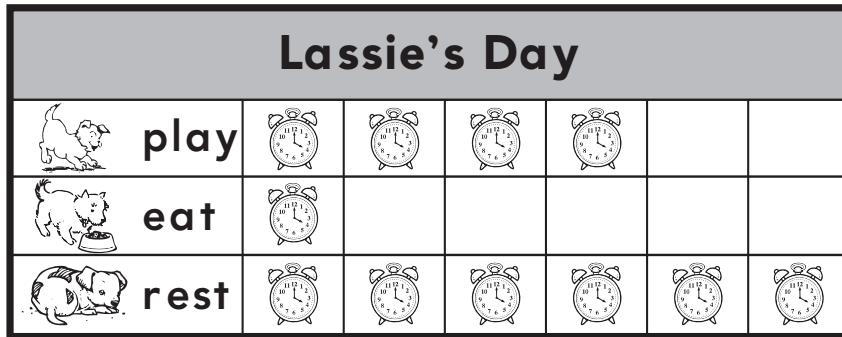
Draw and write to show the time.

7. Kirsten needs to leave for her piano lesson at 4. Draw to show where the hands on the clock will be at that time. Write the time.



Name _____

Use a Picture Graph



Each  stands for 1 hour.

Use the picture graph to answer each question.

1. What did Lassie do most of the day? Circle.



2. How many hours did Lassie  today?

_____ hours

3. How many more hours did Lassie spend  than  ?



_____ hours

4. How many hours did Lassie  and  ?

_____ hours

Problem Solving



5. Yesterday Lassie spent 2 hours . How many more hours did Lassie spend  today?

_____ hours

Name _____

Use a Bar Graph

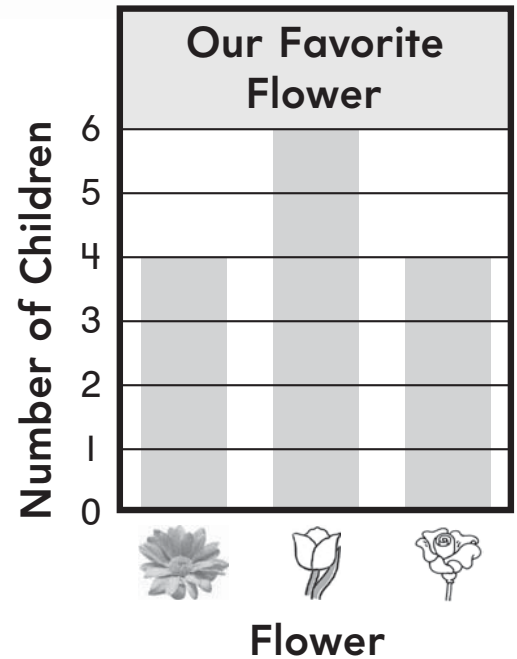
Use the bar graph to answer the questions.

1. How many children like  best?

_____ children

2. How many children like  best?

_____ children



3. Which flower did most children choose? Circle.





4. Which flowers were chosen an equal number of times? Circle.



Problem Solving

Use data from the bar graph to help solve.

5. Trish and Jennifer both like  the best. If the girls add this data to the graph, how many children will have chosen  ?

_____ children

Name _____

Take a Survey

1. Take a survey. Ask 10 classmates which fruit is their favorite. Use tally marks to show their answers.

| Our Favorite Fruit | |
|--------------------|-------|
| Fruit | Tally |
| apple | |
| banana | |
| orange | |

2. Which fruit did the fewest classmates choose? _____
3. Which fruit did the most classmates choose? _____
4. Did more classmates choose apple or orange? _____
5. _____ classmates chose a fruit that was not apple.

Problem Solving

6. Felix wants to ask 12 friends which pet is their favorite. He makes 1 tally mark for each child's answer. How many more friends does he need to ask?

| Our Favorite Pets | |
|-------------------|-------|
| Pet | Tally |
| dog | |
| cat | |
| bird | |

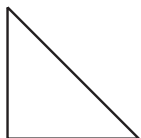
_____ more friends

Name _____

Identify Shapes

Circle to answer the question. Write to name.

1. Which shape has 4 vertices?



triangle



hexagon

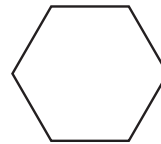


trapezoid

2. Which shape has 4 sides?



rectangle

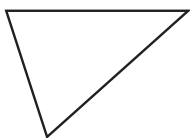


hexagon

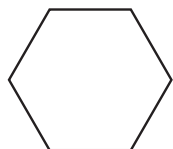


triangle

3. Which shape has 6 sides?



triangle



hexagon

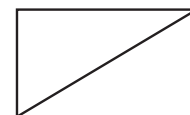


square

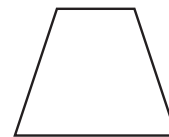
4. Which shape has 3 vertices?



rectangle



triangle



trapezoid

Problem Solving

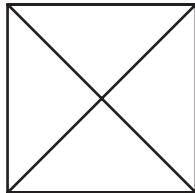
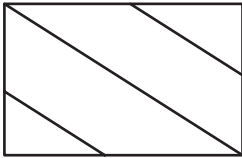
5. Mira, Liz, and Devin all draw shapes with 4 vertices. Their shapes look different and have different names. Draw 3 shapes the children might have drawn. Label each shape with its shape name.

Name _____

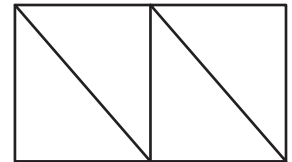
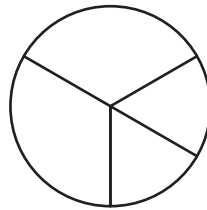
Equal Shares

Circle the shape that shows equal shares.
Write to name the equal shares.

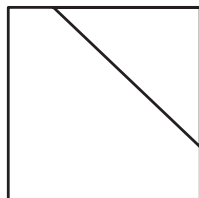
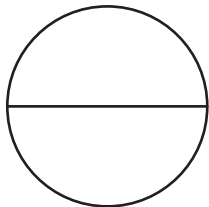
1.



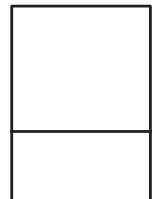
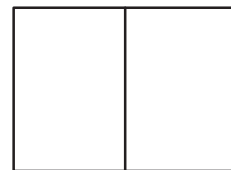
2.



3.



4.



Problem Solving



5. Gina wants to cut some slices of cheese into 4 equal shares. Draw to show two different ways she can make 4 equal shares.

