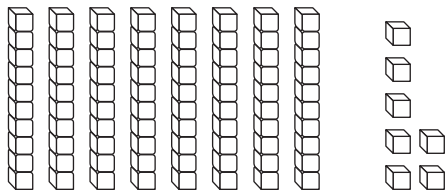


Name \_\_\_\_\_

**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.

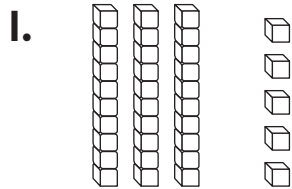


$$\begin{array}{r} \underline{8} \text{ tens } \underline{7} \text{ ones} \\ 80 + 7 \\ \hline 87 \end{array}$$

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

Write how many tens and ones.

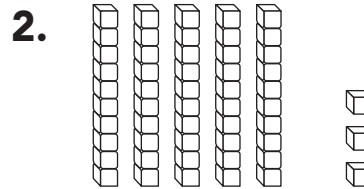
Write the number in two different ways.



\_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_

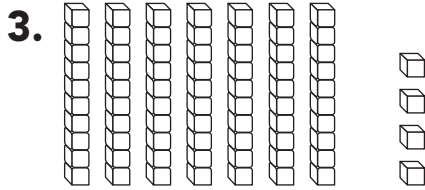
\_\_\_\_\_

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

## On Your Own

Write how many tens and ones.

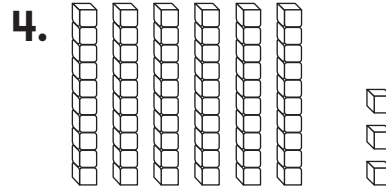
Write the number in two different ways.



\_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

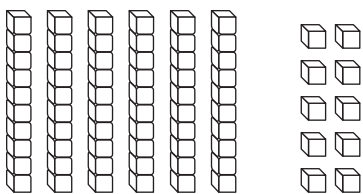
## Problem Solving



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.

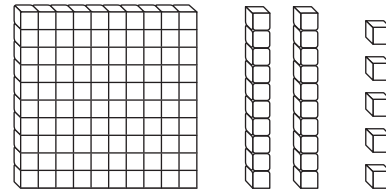
Name \_\_\_\_\_

# 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 

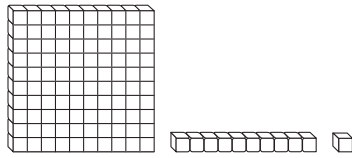
Draw  for 



hundreds	tens	ones
1	2	5

## Share and Show



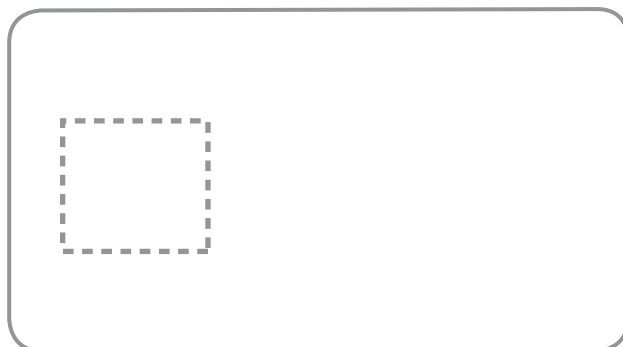
Use your MathBoard and  to show the number.

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

**THINK**  
106 has no tens.

1.

106

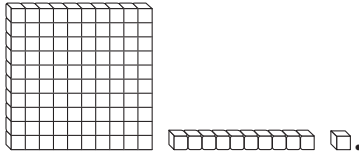


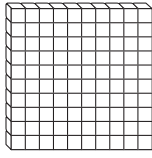

hundreds	tens	ones
_____	_____	_____



**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

Real World

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



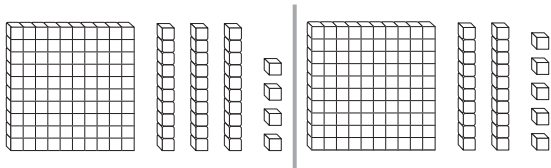
46

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.

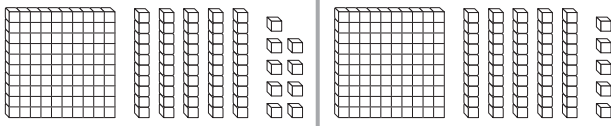
$$134 > 125$$

## Share and Show



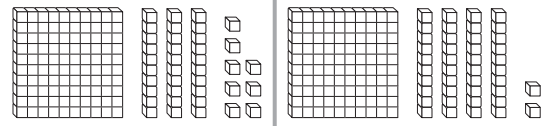
Write the numbers and compare. Write  $>$ ,  $<$ , or  $=$ .

1.



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

2.



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

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.



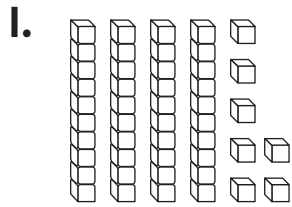
**TAKE HOME ACTIVITY** • Choose two numbers between 100 and 199 and have your child explain which number is greater.

Name \_\_\_\_\_

## ✓ Checkpoint

### Concepts and Skills

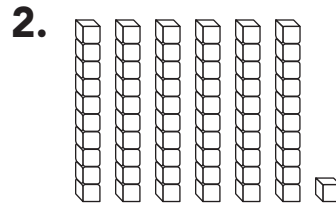
Write how many tens and ones.  
Write the number in two ways.



\_\_\_\_\_ 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



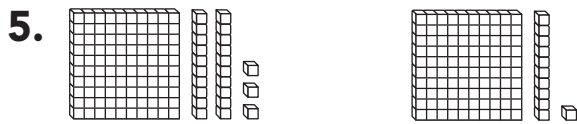
hundreds	tens	ones
_____	_____	_____

4. 128

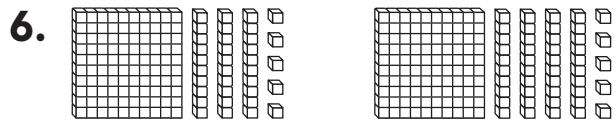


hundreds	tens	ones
_____	_____	_____

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.

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

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

## 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	___ + ___ = ___
5.	3	5	___ + ___ + ___ = ___
6.	4	4	___ + ___ + ___ + ___ = ___
7.	4	5	___ + ___ + ___ + ___ = ___
8.	5	7	___ + ___ + ___ + ___ + ___ = ___

## Problem Solving



Solve.

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

\_\_\_ flowers

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

\_\_\_ 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.

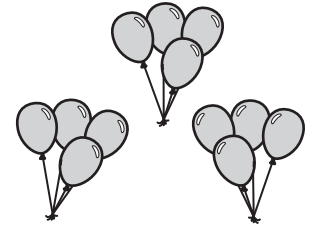
Name \_\_\_\_\_

## 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



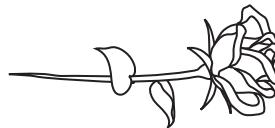
Draw pictures to show the story.  
Write the addition sentence to solve.

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.

<b>Add 3</b>	
2	
4	
6	
8	

2.

<b>Subtract 7</b>	
10	
12	
13	
14	

3.

<b>Add 6</b>	
10	
9	
8	
7	

4.

<b>Subtract 6</b>	
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	___ + ___ + ___ = ___
12.	2	4	___ + ___ = ___

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

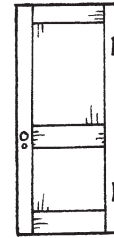
**Essential Question** How can you decide which nonstandard unit to use to measure the length of an object?

## 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.

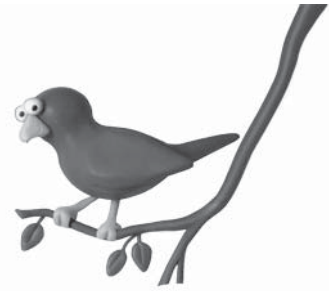
	Object	Unit	Measurement
1.		 	about ____
2.		 	about ____
3.		 	about ____
4.		 	about ____















**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.

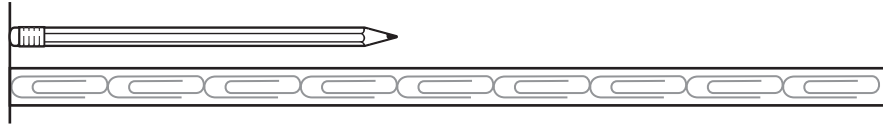
Name \_\_\_\_\_



## 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.

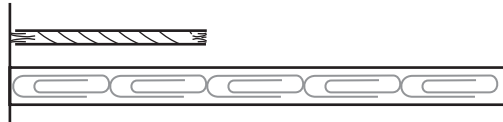
about 4 

### Share and Show



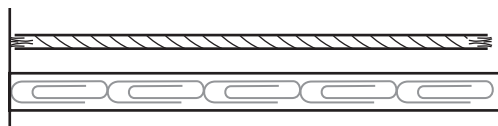
About how long is the string?

1.




about \_\_\_\_\_ 

2.



about \_\_\_\_\_ 

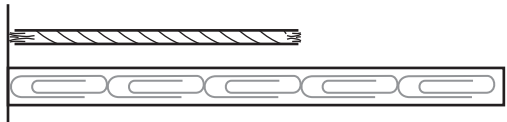


**Math Talk** In Exercise 1, why must the end of the pencil and the end of the  line up?

## On Your Own

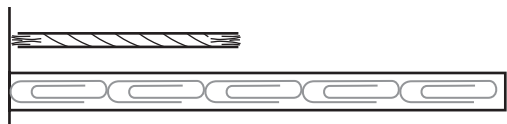
About how long is the string?

3.



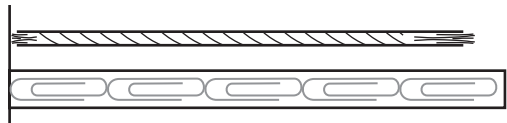
about \_\_\_\_\_ 

4.



about \_\_\_\_\_ 


5.

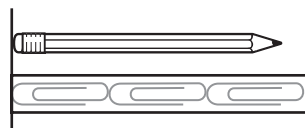


about \_\_\_\_\_ 

## 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.

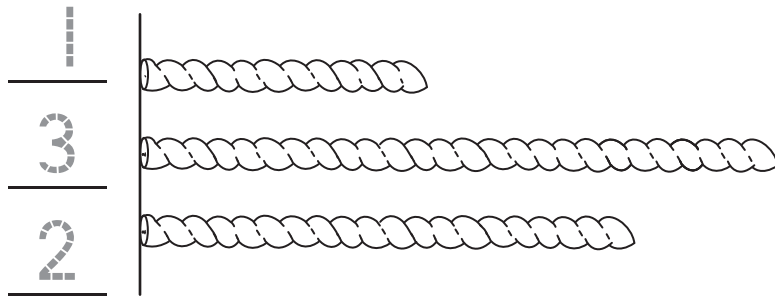
Name \_\_\_\_\_

## 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  $\square$

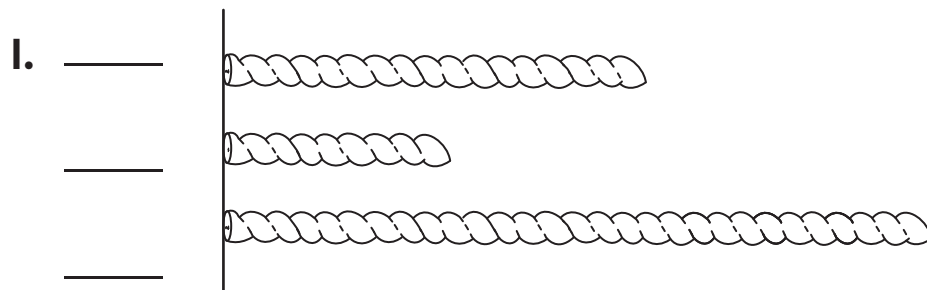
← Longest

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 \_\_\_\_\_ 

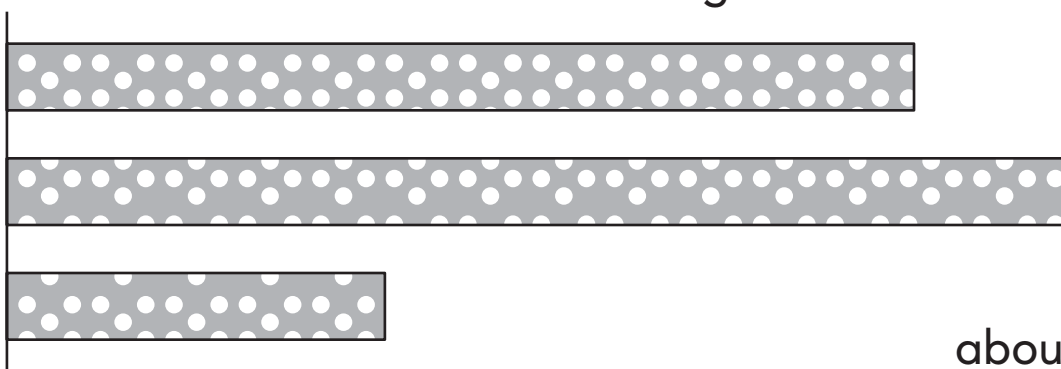
\_\_\_\_\_  about \_\_\_\_\_ 


\_\_\_\_\_  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.



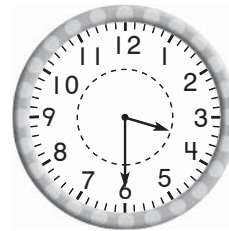
\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

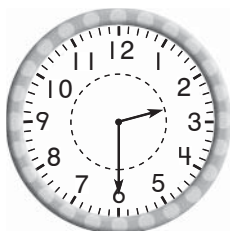


**Math Talk** Why does the hour hand point halfway between 5 and 6 at half past 5:00?

## On Your Own

Read the clock. Write the time.

4.



5.



6.



7.



8.



9.

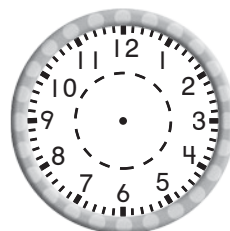


## Problem Solving

Real World

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



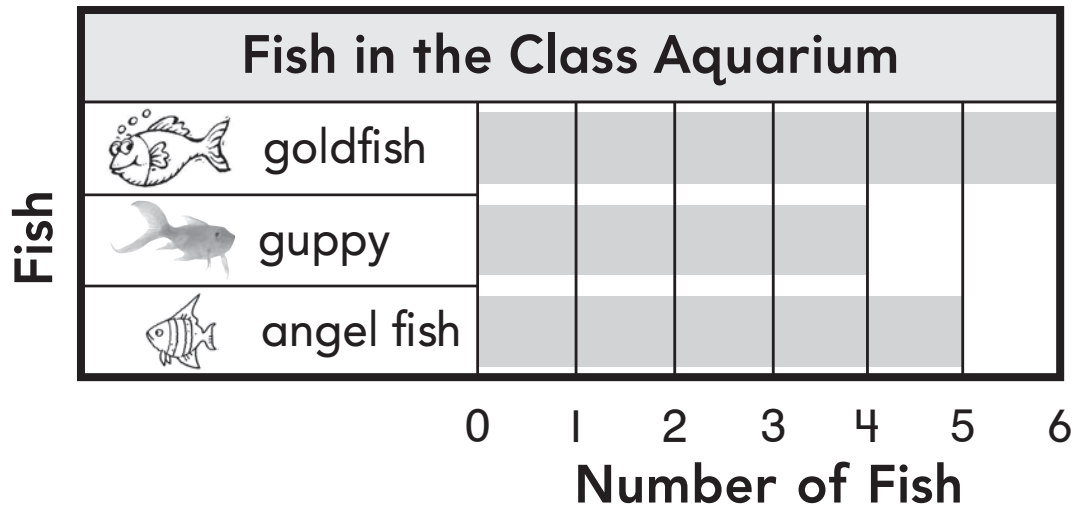
**TAKE HOME ACTIVITY** • Help your child make a picture graph to show the eye color of 10 friends and family members.

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



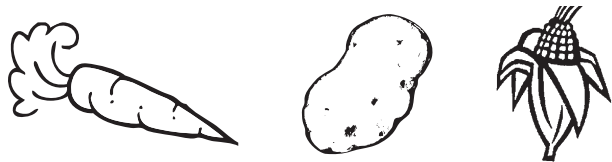
\_\_\_\_\_ children

6. How many children chose

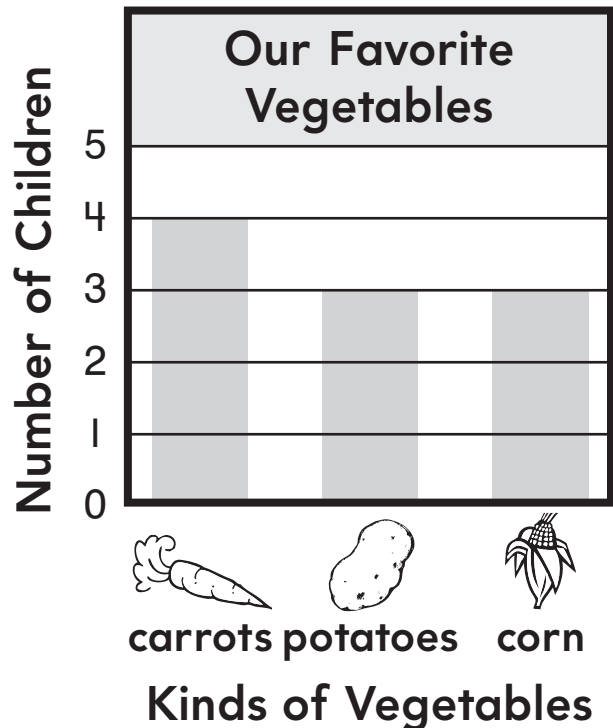
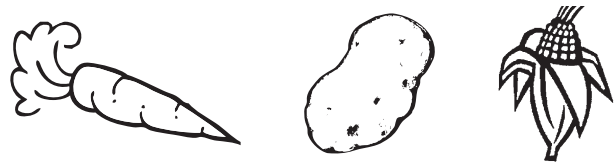


\_\_\_\_\_ children

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.

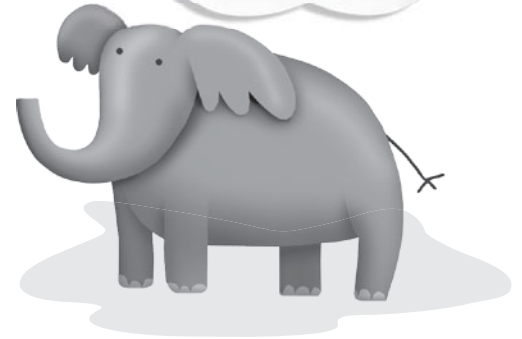


Name \_\_\_\_\_

**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.

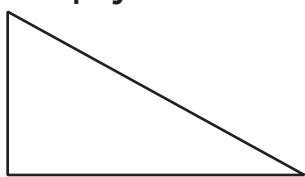
Name \_\_\_\_\_

## 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.

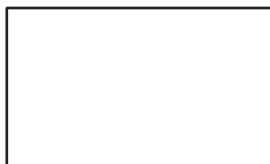


triangle

3 sides, 3 vertices

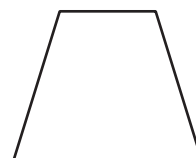


square

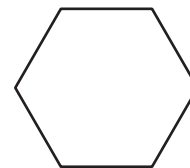


rectangle

4 sides, 4 vertices



trapezoid



hexagon

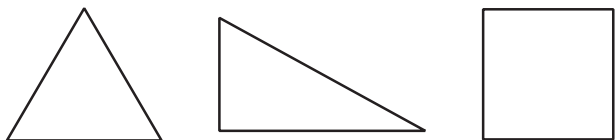
6 sides, 6 vertices

### Share and Show



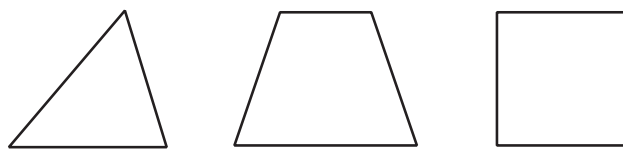
Circle to answer the question. Write to name the shape.

1. Which shape has 4 sides?



\_\_\_\_\_

2. Which shape has 3 vertices?



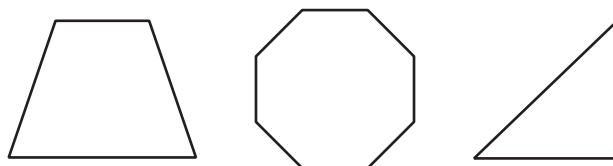
\_\_\_\_\_

3. Which shape has 6 sides?



\_\_\_\_\_

4. Which shape has 4 vertices?



\_\_\_\_\_

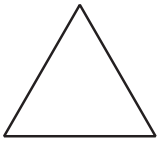


**Math Talk** How are a square and a rectangle alike?

## On Your Own

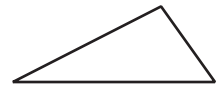
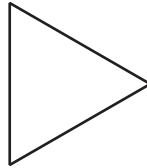
Circle to answer the question. Write to name the shape.

5. Which shape has 3 sides?



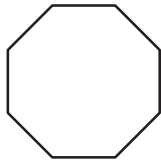
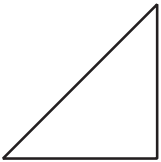
\_\_\_\_\_

6. Which shape has 4 vertices?



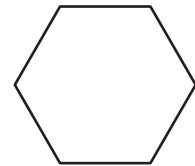
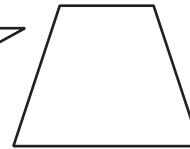
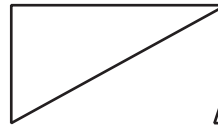
\_\_\_\_\_

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

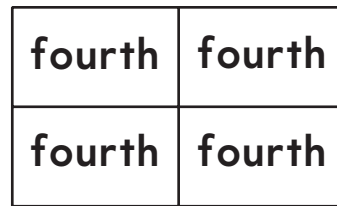
**Essential Question** How can you name two or four equal shares?

## Model and Draw



2 equal shares

2 halves



4 equal shares

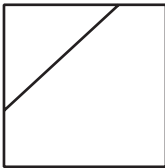
4 fourths

## Share and Show



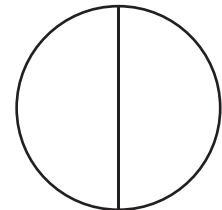
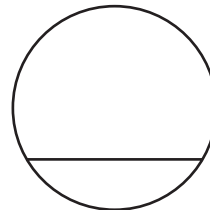
Circle the shape that shows equal shares. Write to name the equal shares.

1.



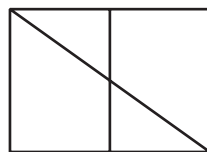
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2.



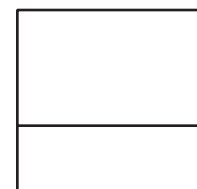
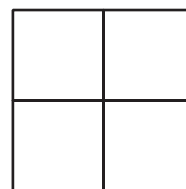
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3.



\_\_\_\_\_

4.



\_\_\_\_\_

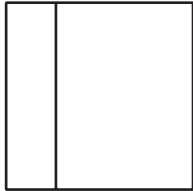


**Math Talk** Are all equal shares the same size and shape? Explain.

## On Your Own

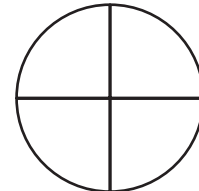
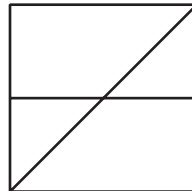
Circle the shape that shows equal shares. Write to name the equal shares.

5.



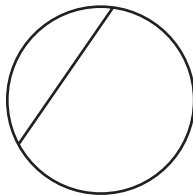
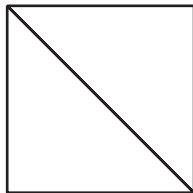
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6.



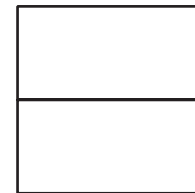
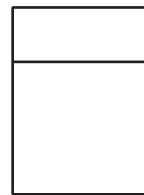
\_\_\_\_\_

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.



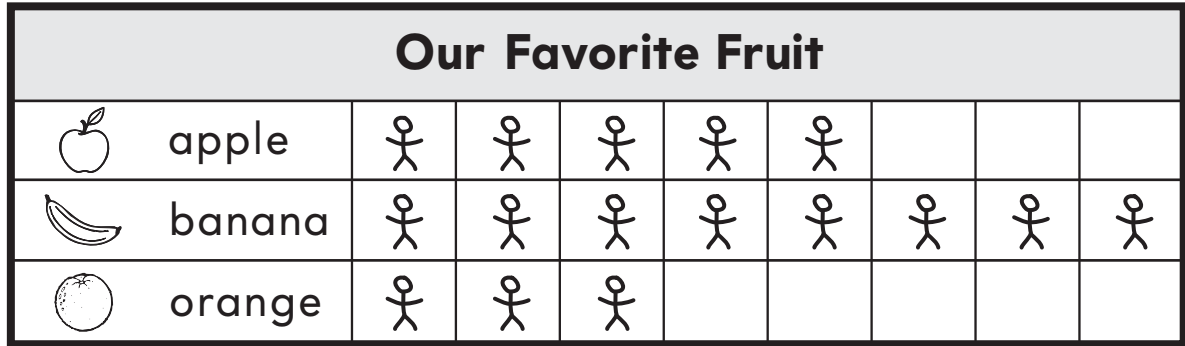
**TAKE HOME ACTIVITY** • Ask your child to help you cut a piece of toast into fourths.

Name \_\_\_\_\_

## ✓ Checkpoint

### Concepts and Skills

Use the picture graph to answer Exercises 1 and 2.



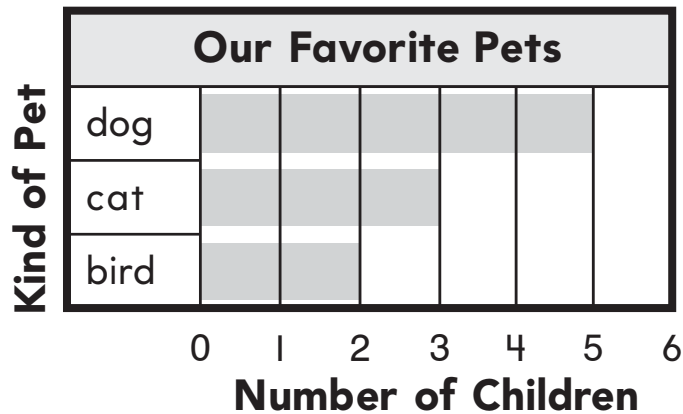
Each  stands for 1 child.

1. How many children choose an orange? \_\_\_\_\_

2. Which fruit was chosen most often? \_\_\_\_\_

---

Use the bar graph to answer Exercises 3 and 4.



3. Which pet did most children choose? \_\_\_\_\_

4. How many more children chose a cat than a bird?

\_\_\_\_\_

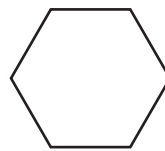
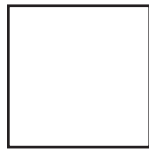
5. Take a survey. Ask 8 classmates which sport is their favorite. Use tally marks to show their answers.

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?

