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California

Mathematics

Concepts, Skills, and Problem Solving

1

Volume 1

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Interactive Student Edition

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About the Cover

California Focus

The orange is the most common fruit tree in the world. It was first introduced in southern California around 1770. The Western Pond turtle floating over an orange grove in Valencia, California, is on the lookout for crops damaged by freezing temperatures.

Mathematics Focus Plane shapes and solid shapes are featured topics in First Grade. Ask students to identify all of the solid shapes on the cover and then all of the plane shapes.



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- Chapter 11** Money
- Chapter 12** Geometry
- Chapter 13** Place Value
- Chapter 14** Two-Digit Addition and Subtraction



Standards Review

Looking Ahead to Grade 2



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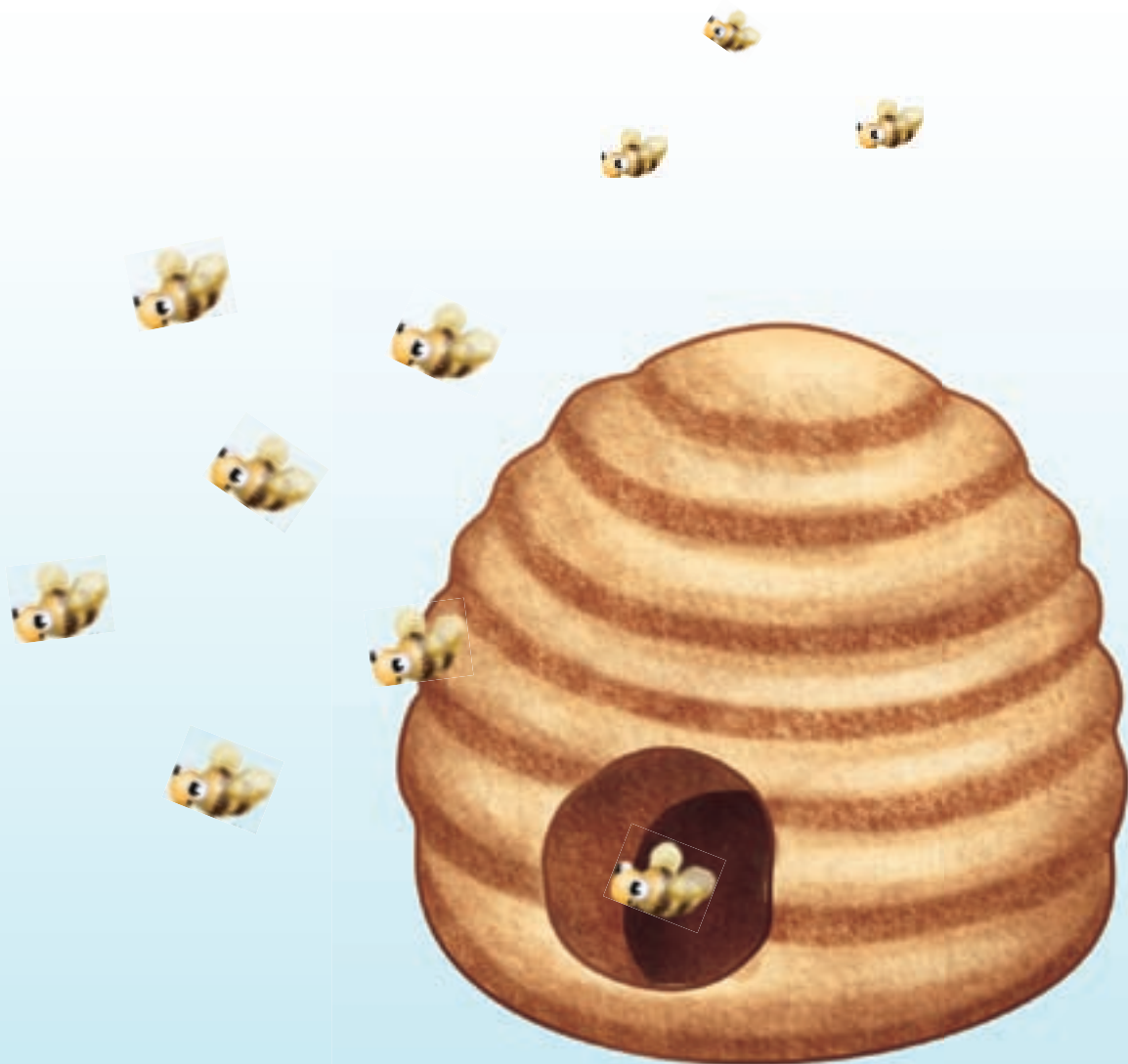
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California

Start Smart

Start Smart

Let's Review!

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California Valley Quail

Name: _____



Problem Solving

Color Pattern

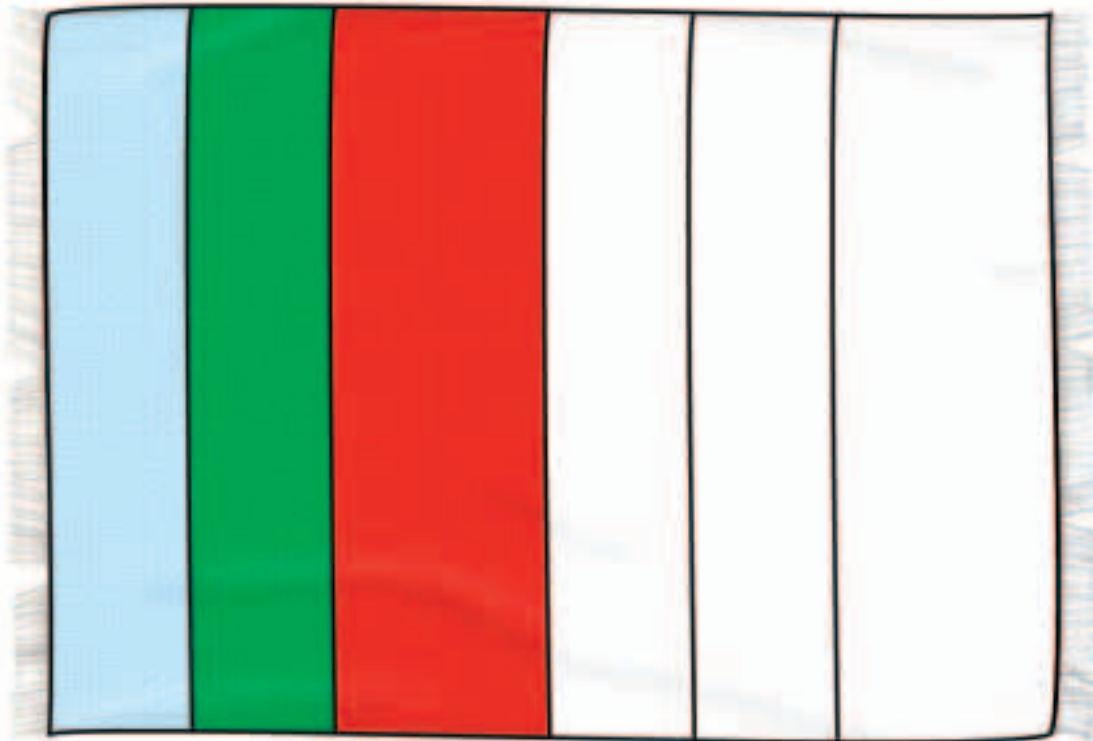
Did you **Know**?

Serapes are colorful wool shawls worn on the shoulders.

Many years ago serapes were traded for California horses.

Patterns

Complete the pattern. Use:   



Tell about the pattern.

Name: _____



Number Sense

Start Smart

Did you
Know

The San Diego
Zoo is home to
giant pandas.

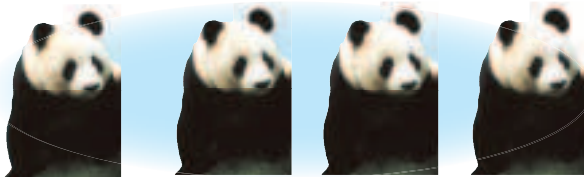
Zoo Animals

Giant pandas at the San Diego Zoo.

How Many?

Count. Write how many.

1.



— — — —

2.



— — — —

3.



— — — —

4.

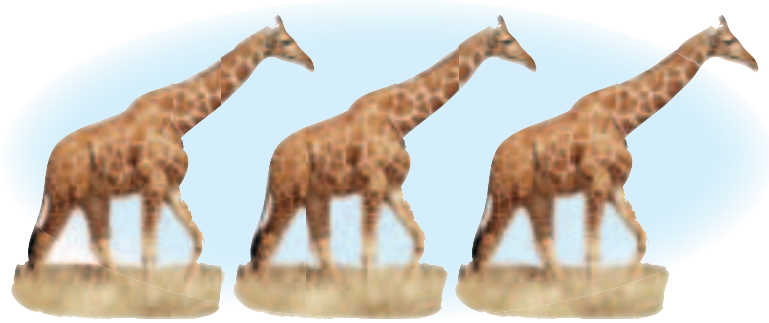


— — — —

Compare How Many

Count. Write the number. Circle the group that has more objects.

5.



— — — —



— — — —

6.

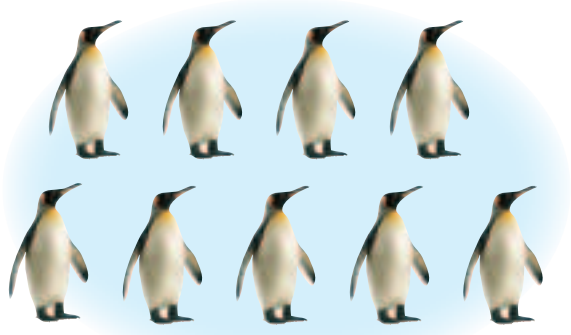


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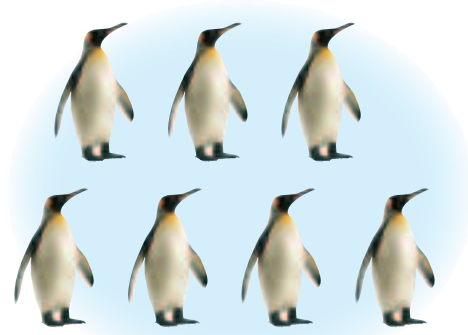


— — — —

7.



— — — —



— — — —

8. Draw 8 red ladybugs. Draw 5 orange ladybugs.
Circle the group that has less objects.

Name: _____



Algebra and Functions

Poppy

Start Smart

The golden poppy is the California state flower.

Sort the Flowers

1. Look at the flowers. Circle the yellow flowers. Put an X on the red flowers. Draw a box around the blue flowers.



Same and Different

Circle the flower that is different.

2.



3.



4.



5.



6. Look at the pictures. Tell one thing about them that is the same. Tell one thing about them that is different.



Name: _____



Measurement

Giant Trees

The General Sherman tree
in Sequoia National Park.

Did you **Know**?

The General
Sherman is the
largest tree in
the world.

Start Smart

Taller or Shorter

1. Circle the tallest one.
Put an X on the shortest one.

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More and Less

2. Circle the tree that has fewer children around it.



3. Circle the tree that has more children around it.



Circle the object that is lighter.

4.



5.



Circle the object that is heavier.

6.



7.



Name: _____



Geometry

Start Smart

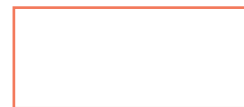
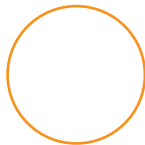
Sand Castles

Did you **Know**?

You have only 4 hours to build a sand castle at the Sand Castle Festival at Seal Beach, California.

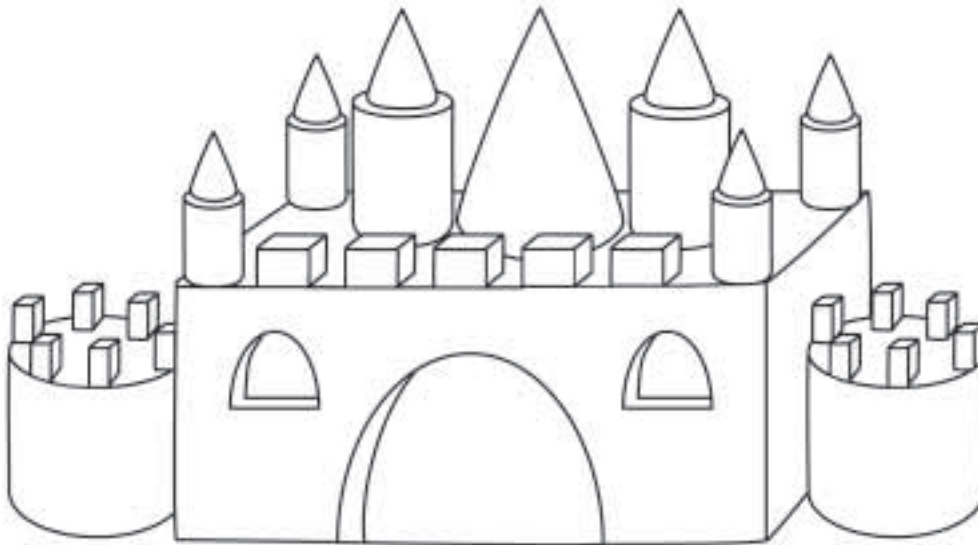
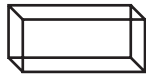
Find the Shapes A sand castle on the beach.

1. Look at the sand castle. Circle the shapes you see.



Color the Shapes

2. Look at the sand castle. Color the different shapes.



3. Draw a sand castle using the following shapes.



Name: _____



Statistics, Data Analysis, and Probability

Huntington Beach

Start Smart

Did you **Know**?

Huntington Beach is home to the longest pier in California.

The pier on Huntington Beach, California.

Pier Activities

At the pier, you can ride your bike, skateboard, and skate.

1. What do you like to do?
Ask 5 friends. Color a box to show each vote.
2. How many votes did each activity get?

What do you like to do?



Beach Activities

3. What would you like to do at the beach?
Ask 5 friends.
Draw a \ to show each vote.

How Many?	
	
	
	

4. How many votes did each get?



5. Color a box on the graph to show each vote.

What would you do at the beach?						
						
						
						

6. Which activity got the most votes? Circle your answer.



CHAPTER 1

Patterns and Number Sense

Key Vocabulary

pattern

pattern unit

number

number line

Explore

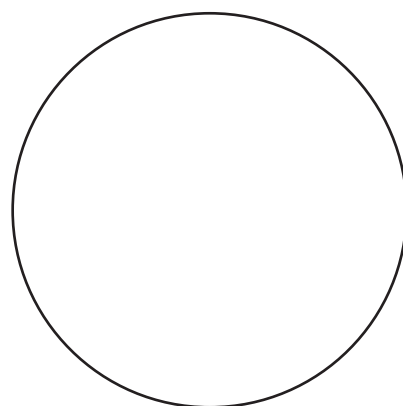
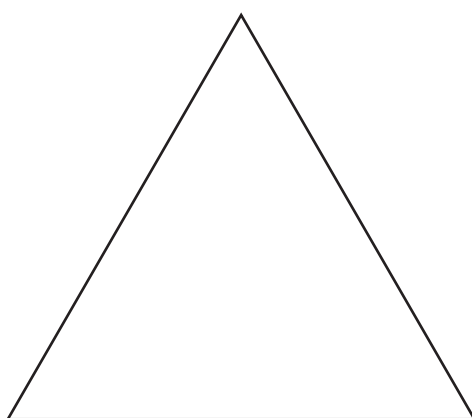
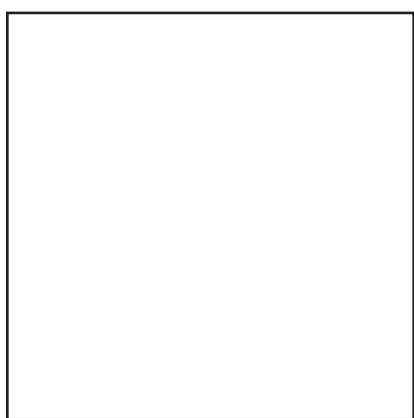
How many balloons do you
see? _____

Name _____



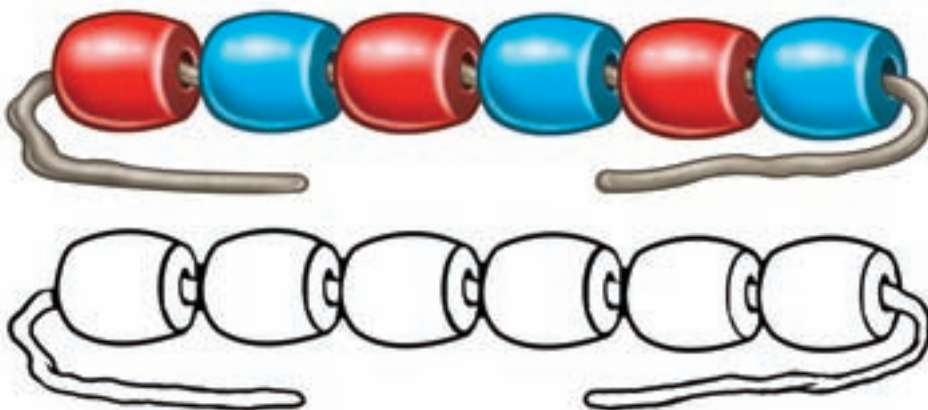
Are You Ready for Chapter 1?

1. Use a  to color the circle ○.
2. Use a  to color the square □.
3. Use a  to color the triangle △.



Copy the pattern.

4.



5. How many  are in this group? Circle the number.



1

2

3

Dear Family,

Today my class started Chapter 1, **Patterns and Number Sense**. In this chapter, I will learn about patterns and numbers to 20. Here is an activity we can do and a list of books we can read together.

Love, _____

Activity

Write numbers 2–10 on sheets of paper. Put them on the floor in a three by three arrangement. Have your child stand on the number you say and jump to the number that comes before it when you say "Go!"

7

8

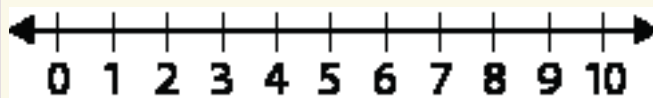
Key Vocabulary

pattern



pattern unit

number line



Math online

Click on the eGlossary link at ca.gr1math.com to find out more about these words. There are 13 languages.

Books to Read

One...Two...Three... Sassafras!
by Stuart J. Murphy
Harper Trophy, 2002.



One Moose, Twenty Mice
by Clare Beaton
Barefoot Press, 2000.



Count!
by Denise Fleming
Henry Holt & Company, Incorporated, 1995.



Estimada familia:

Hoy mi clase comenzó el Capítulo 1, **Los patrones y el sentido numérico**. En este capítulo, aprenderé sobre patrones y los números hasta el 20. A continuación, hay una actividad que podemos hacer y una lista de libros que podemos leer juntos.

Cariños,

Actividad

Escriban los números del 2 al 10 en hojas de papel. Colóquenlas sobre el piso en un arreglo de tres por tres. Pídanle a su hijo(a) que se coloque sobre el número que ustedes digan y que salte al número anterior cuando ustedes digan "¡Ahora!"

7

8

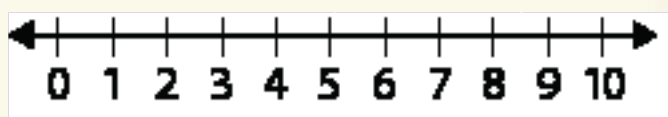
Vocabulario clave

patrón



patron unitario

recta numérica



Math 

Visiten el enlace eGlossary en ca.gr1math.com para averiguar más sobre estas palabras, las cuales se muestran en 13 idiomas.

Libros para leer

Un alce, veinte ratones
de Clare Beaton
Barefoot Books, 2006.

Cuenta con Pablo
de Barbara DeRubertis
The Kane Press, 2005.



Name _____

Extend a Pattern

Get Ready

Main Idea

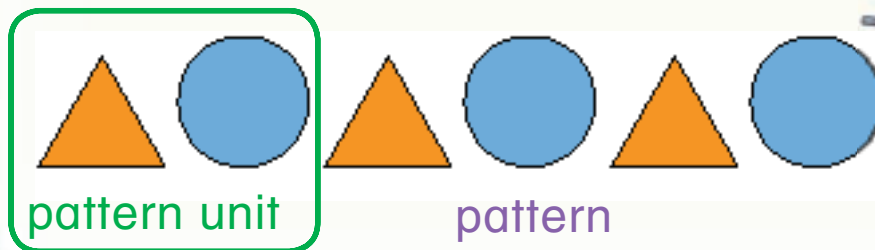
I will extend a pattern.

Vocabulary

pattern

pattern unit

These shapes make a **pattern**.   is the **pattern unit**. It repeats over and over.



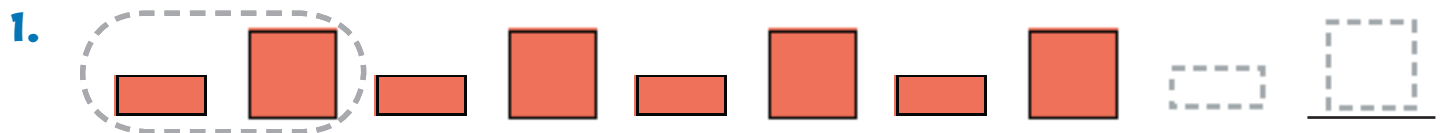
Orange, blue, orange, blue is also a color pattern.



Check

Circle the pattern unit.

Draw what could come next.



5.  How do you know what could come next in a pattern?

Practice

Remember

A pattern unit repeats over and over to make a pattern.

Circle the pattern unit.

Draw what could come next.

6.       _____

7.       _____

8.          _____

9.          _____

10.          _____

H.O.T. Problem

11. Make It Right

Dave made this pattern.
Tell why Dave is wrong.
Make it right.





Name _____



Create a Pattern

Get Ready

Main Idea

I will create a pattern.

Mario is making a pattern.
The pattern unit is three shapes long. It repeats over and over.



Check

Use pattern blocks. Make a pattern.
Trace the pattern blocks. Then color.

1. Use  .



2. Use  .

3.  Explain how you would use sound to create a pattern.

Practice



Use pattern blocks. Make a pattern.
Trace the pattern blocks. Then color.

4. Use   .

Make a pattern. Use any pattern blocks.

5.

6.

7.  **WRITING IN MATH** Use words to tell about the pattern.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines for writing.



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Name _____

Problem-Solving Strategy

Find a Pattern

Main Idea

I will find a pattern to solve a problem.

Luis used a pattern to make a bracelet. A bead fell off. Which bead is missing?



Understand

What do I need to find out?

Circle the question.

Plan

How will I solve the problem?

Solve

Find a pattern.

Check

Look Back

Does my answer make sense?

Remember
Understand
Plan
Solve
Check

Try It

Find a pattern to solve.

1. LaToya used a pattern to make a necklace. A bead fell off.
Which color bead is missing?



2. Lucy was wearing a necklace.
It broke and 2 of the beads are lost.
Which color beads are missing?



Your Turn

Find a pattern to solve.

3. This is Carmen's necklace.
Two beads fell off.
Which color beads are missing?



4. Joe is making a bracelet.
He needs 2 more beads to finish.
Which color beads are needed?



Name _____

Numbers to 10

Get Ready

Main Idea

I will count and write numbers to 10.

Vocabulary

number



A **number** tells how many there are.

See	Name	Number
	zero	0
	one	1
	two	2
	three	3
	four	4
	five	5
	six	6
	seven	7
	eight	8
	nine	9
	ten	10



Check

Draw to show the number.

1.

6



2.

3

Draw  to show the number.

3.

8

4.

5

Count. Write the number.

Write the name of the number.

5.



1 one

6.



7.



8.



0	zero
1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten

9.



How do you know which number to write?

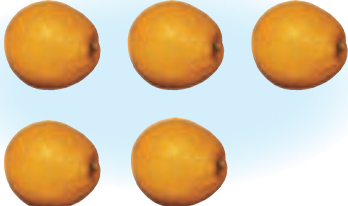


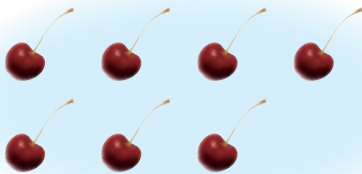
Name _____

Practice

Count. Write the number.
Write the name of the number.

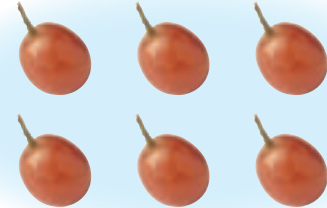


10.  _____

11.  _____

12.  _____

13.  _____

14.  _____

15.  _____

0	zero
1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten

16. Write these numbers in order from one to ten.

seven	four	one	six	three
two	eight	five	ten	nine

Data File

San Francisco is a big city. You can ride around the city on cable cars. Cable cars go up and down hills. You can hear them coming. The bells go “Ding-ding!”



17.



How many people are riding on this cable car? _____

18.



How many people are riding on this cable car? _____

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Name _____

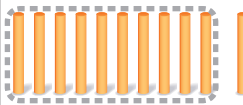
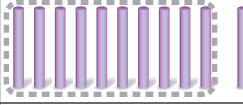
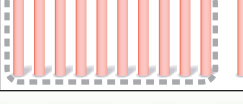
Numbers 11 to 15

Get Ready

Main Idea

I will count and write numbers 11 to 15.

Numbers from 11 to 15 can be made with one group of 10 and some more.

See	Name	Number
	eleven	11
	twelve	12
	thirteen	13
	fourteen	14
	fifteen	15



Check

Count. Circle a group of 10.

Write the number and the name of the number.

1.



2.



3.



What is the same about these numbers: 11, 12, 13, 14, 15?

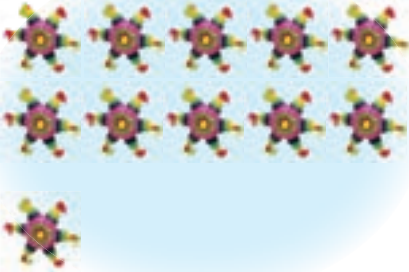
Practice

Count. Circle a group of ten.

Write the number and the name of the number.

11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen

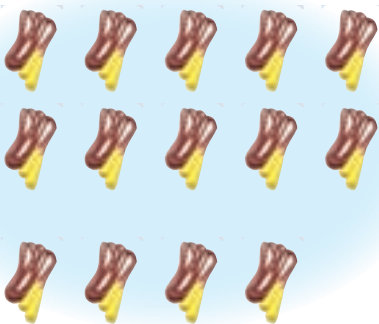
4.



5.



6.



Problem Solving

7. Number Sense

Use the picture.

Write how many there are.



Name _____

Numbers 16 to 20

Get Ready

Main Idea

I will count and write numbers 16 to 20.

See	Name	Number
	sixteen	16
	seventeen	17
	eighteen	18
	nineteen	19
	twenty	20

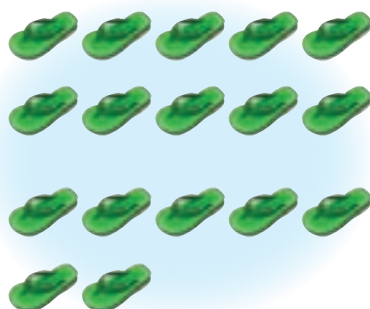


Check

Count. Circle a group of 10.

Write the number and the name of the number.

1.



2.



3.

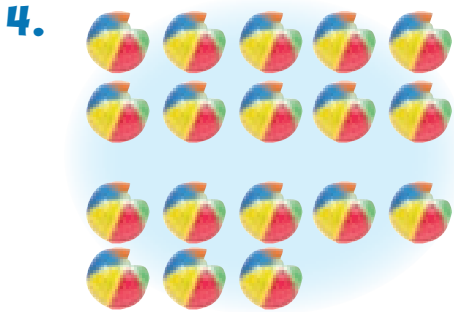


What pattern do you see in the names of the numbers 13–19?

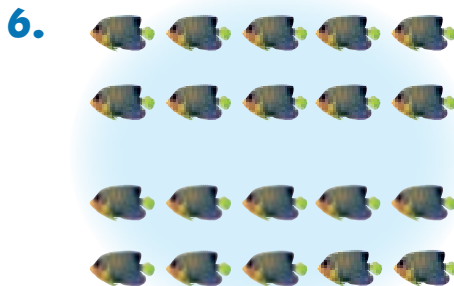
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty

Practice

Count. Circle a group of 10.
Write the number and the name of the number.







Problem Solving

Number Sense Choose a number from 16 to 20.

Draw that many objects.

7. Write the number. _____

8. Write the name of the number.





Name _____

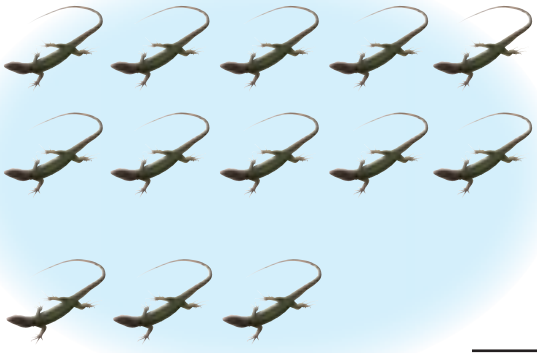
Circle the pattern unit.

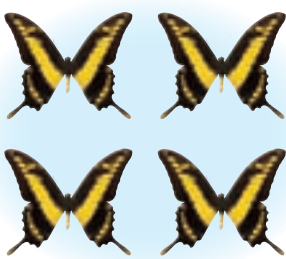
Draw what comes next.

1.  _____

2. Draw your own pattern.

Count. Write the number of objects you counted.

3.  _____

4.  _____

5. Hakeem is making a pattern.
He needs 2 more beads.
Draw the beads he needs. _____



Spiral Review Chapter 1

Circle the pattern unit.

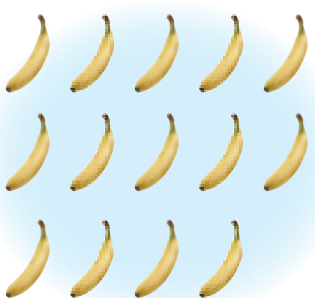
Draw what comes next.

6.  _____

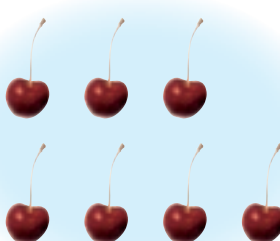
7. Make a pattern.

Count. Write the number and the name of the number.

8.  _____

9.  _____

10.  _____

11.  _____

Name _____

Problem-Solving Investigation

Main Idea

I will choose a strategy to solve a problem.



Your Mission:
Find where the yellow beads are.



I have a necklace with 6 beads. There are 2 of each color: red, yellow, and blue. I have 1 red in the front and 1 red in the back. I have the 2 blue in the middle. Where are the yellow beads?

Understand

What do I need to find out?
Circle it.

Plan

How will I solve the problem?

Solve

One way is to act it out.

Check

Look Back

Does my answer make sense?

Problem-Solving Strategies

- Act it out
- Draw a picture
- Find a pattern

Mixed Problem Solving

Choose a strategy. Solve.

1. Keshia made this pattern.
How many stars did she use?



_____ stars

2. Ally has 20 beads to make bracelets.
Each bracelet has 10 beads.
How many bracelets can she make?

_____ bracelets

3. Hugo and Mike play catch. Then Omar
and Alicia join them. How many children
are playing catch?

_____ children

4. The class seating chart went boy, girl,
boy, girl, boy, girl.
Who is seated next?



Name _____



Compare Numbers

Get Ready

Main Idea

I will compare numbers.

Vocabulary

is greater than

is less than

is equal to

12



is greater than

3



8



is less than

17



5



is equal to

5



Check

Use  to show each number.
Compare. Circle the correct words.

1.

4



2



is greater than is less than is equal to

2.

8



8



is greater than is less than is equal to

3.



Is 11 less than 12? How do you know?

Think

4 cubes are more than 2 cubes. 4 is greater than 2.

Practice

Use  to show each number.
Compare. Circle the correct words.

4. $\overset{4}{\text{4 blocks}} \quad \text{---} \quad \overset{19}{\text{19 blocks}}$

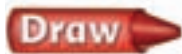
is greater than is less than is equal to

5. $19 \text{ --- } 8$.

is greater than is less than is equal to

6. $5 \text{ --- } 5$.

is greater than is less than is equal to

 Draw to solve.

7.  is greater than

8.  is less than

H.O.T. Problem

4. Thinking Math

Alicia has 4 marbles. Kata has 14 marbles.
Ama has 11 marbles.

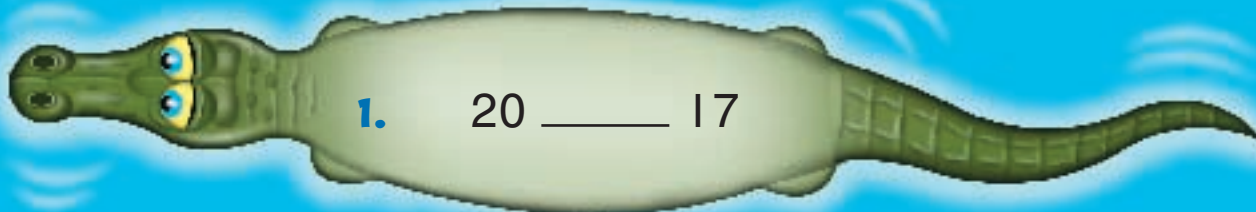
Who has the most? _____

Who has the least? _____



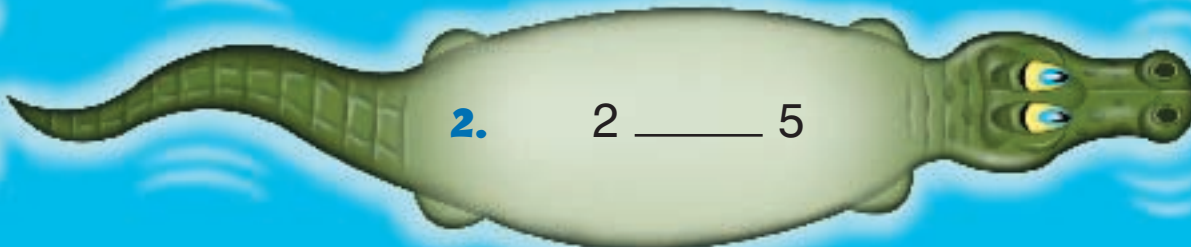
Name _____

Compare. Circle the words.



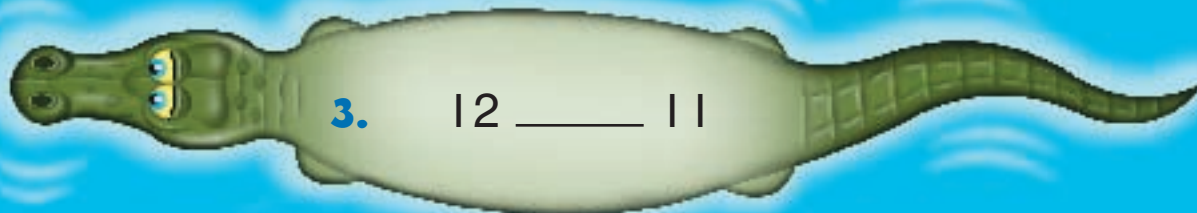
1. 20 _____ 17

is greater than is less than is equal to



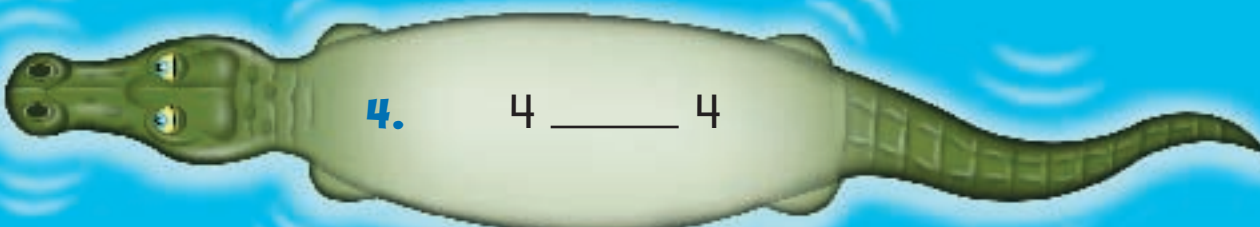
2. 2 _____ 5

is greater than is less than is equal to



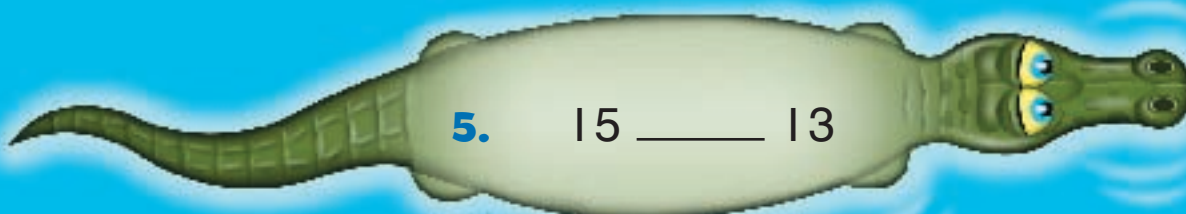
3. 12 _____ 11

is greater than is less than is equal to



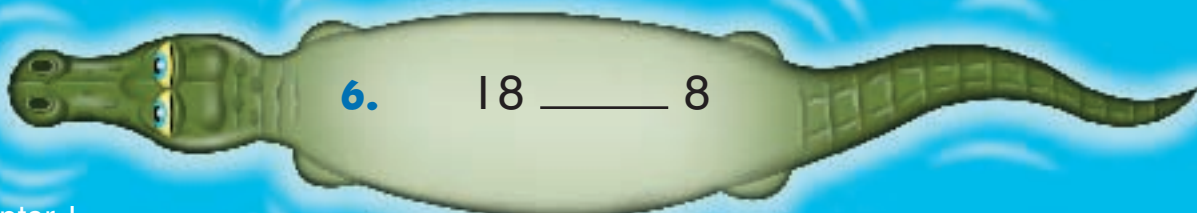
4. 4 _____ 4

is greater than is less than is equal to



5. 15 _____ 13

is greater than is less than is equal to



6. 18 _____ 8

is greater than is less than is equal to



The Bigger the Better

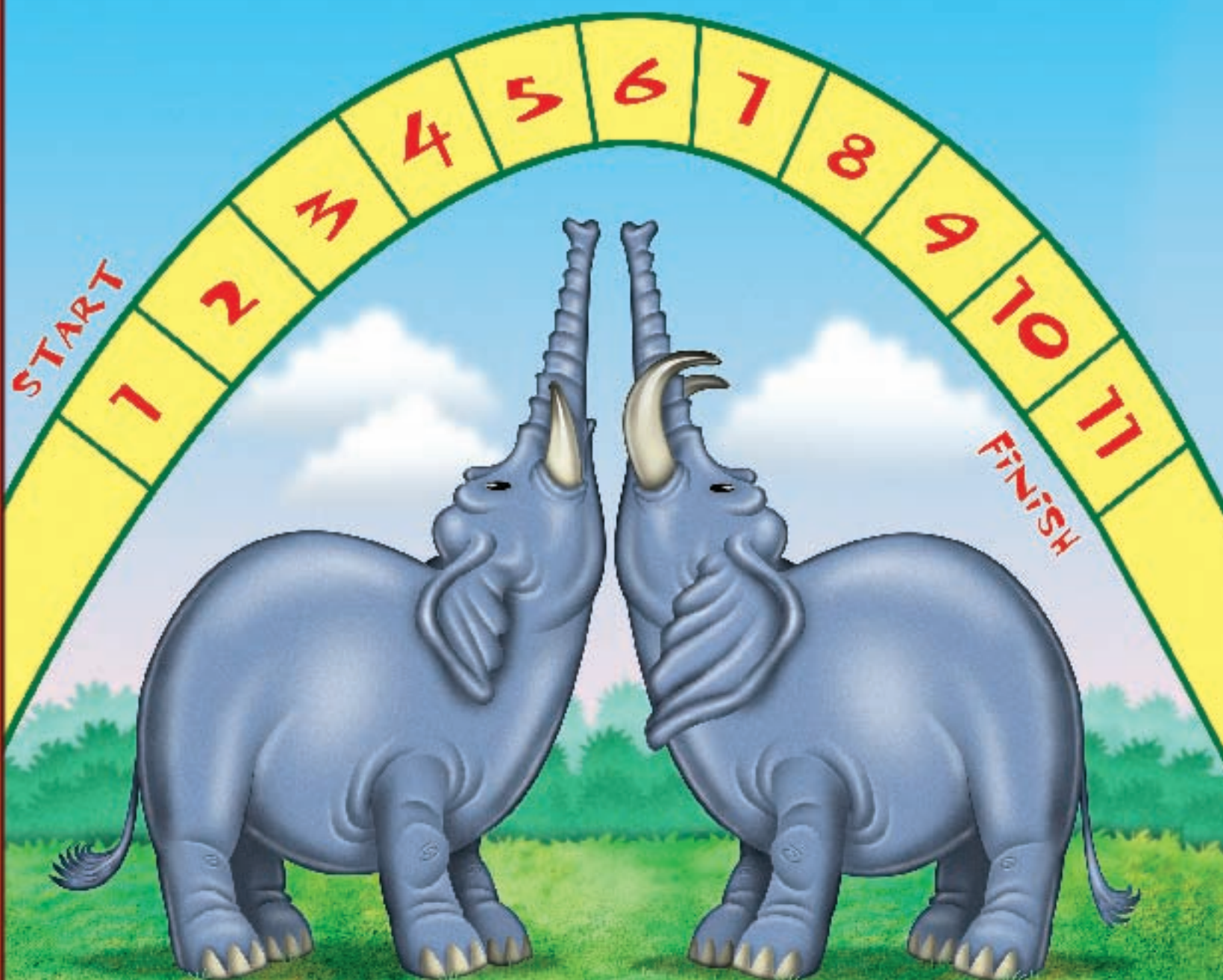
Counting

You Will Need



Play with a partner.

- Put your yellow dot on **START**.
- Choose a red die. Roll it the same time as your partner.
- Whoever rolls the bigger number gets to move one space.
- If you roll the same number, roll again.
- The first person to reach **FINISH** wins.



Name _____

Order Numbers

Get Ready

Main Idea

I will order numbers.

Vocabulary

number line

order

before

after

between

A **number line** shows numbers in **order**.

17 comes just **before** 18.

19 comes just **after** 18.

18 comes **between** 17 and 19.



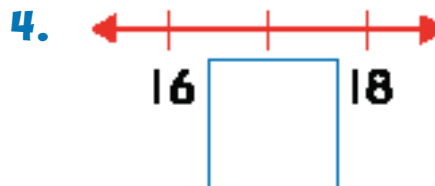
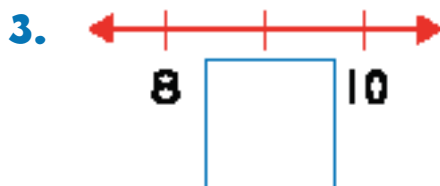
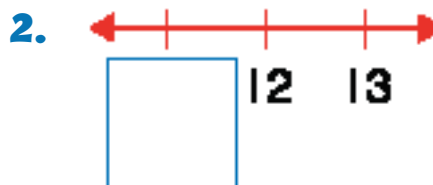
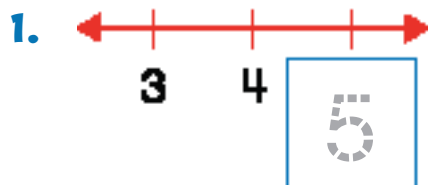
19 is one more than 18

17 is one more than 16



Check

Write the missing number.



5.



How do you find which number is one less than 7?

Practice



Write the missing number.

6.	7.	8.
9.	10.	11.
12.	13.	14.

Problem Solving

Number Sense Count back. Write the missing numbers.

15. 10, 9, 8, _____, 6, _____, _____

16. 17, 16, _____, _____, 13, 12, _____



These animals have patterns too!



Circle the animal you think has more black stripes.

Butterfly Zebra

D

FOLD DOWN

Problem Solving in Science



Real-World MATH

Patterns are everywhere! This coral snake has a pattern on it.

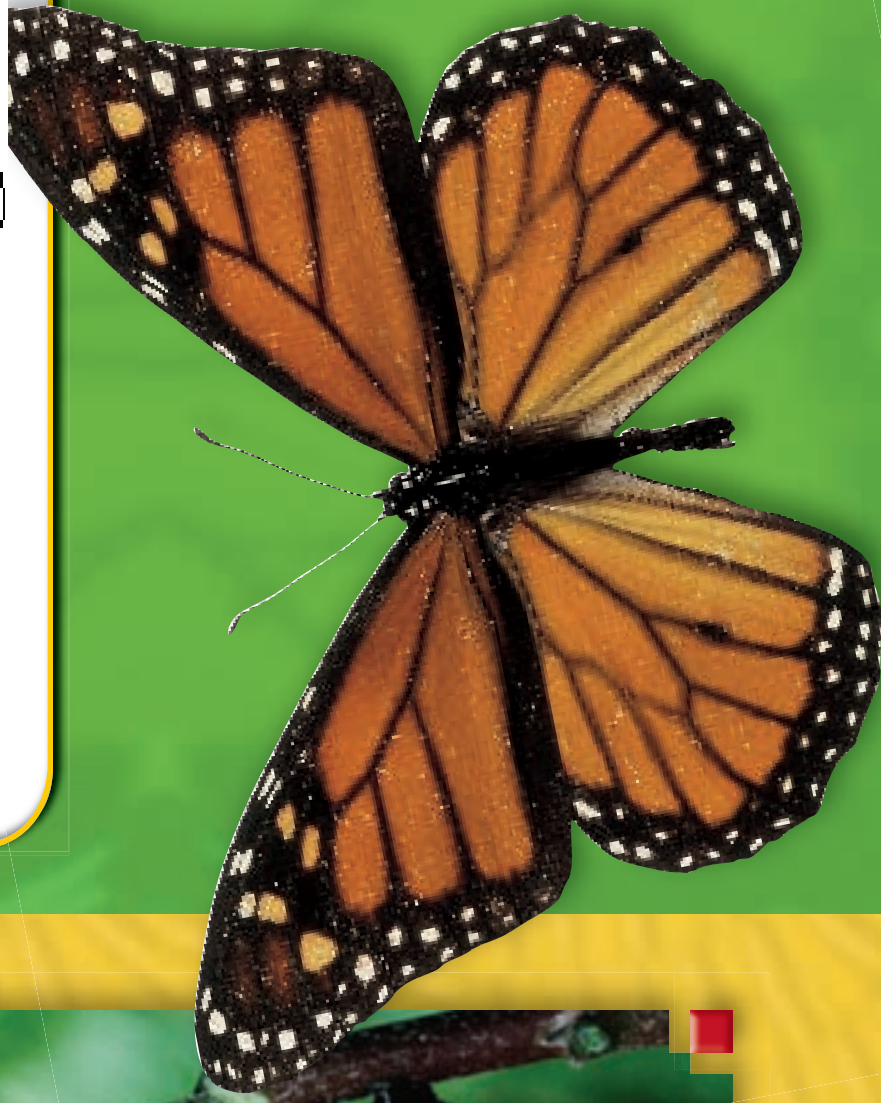
This book belongs to _____

A

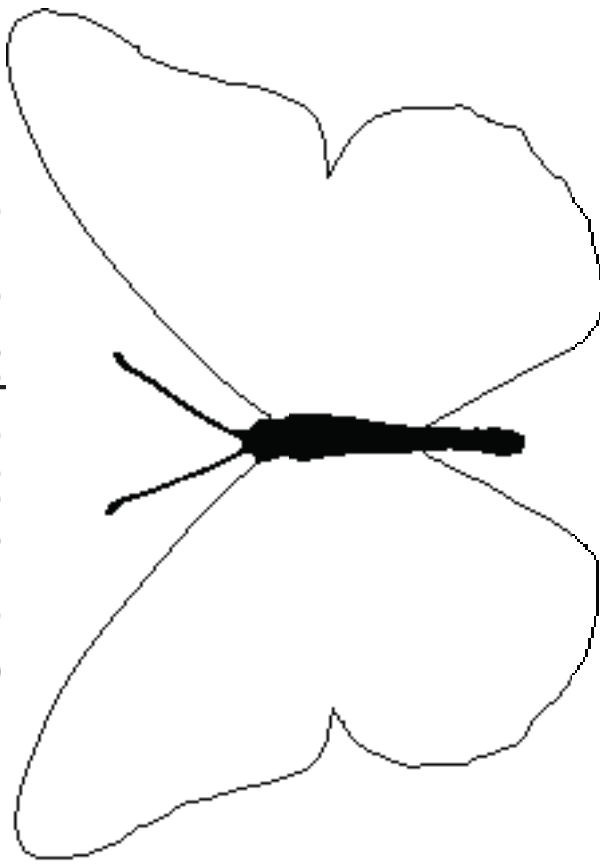
**This caterpillar has a
pattern too.**



The caterpillar changes
into this butterfly!
Can you find a pattern
on the butterfly?



Show a color pattern on





Name _____

Vocabulary

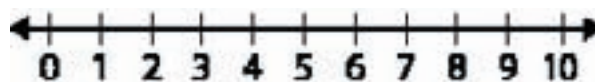
Complete the sentences.

1. A _____ is
a repeating part of a pattern.

2. A _____ is
a line with numbers on it.

Word Bank

number line



pattern unit



Concepts

3. Circle the pattern unit.
Draw what comes next.



4. Draw a pattern.

5. Draw the missing shape.



Count. Write the number. Write the name of the number.





Compare. Circle the correct words.

8. 5 _____ 3
is greater than is less than is equal to

9. 12 _____ 13
is greater than is less than is equal to

Write the missing number.



44 forty-four

Summative Assessment



Name _____

Listen as your teacher reads each problem.
Choose the correct answer.

A



2

☐

5

☐

3

☐

6

☐

B

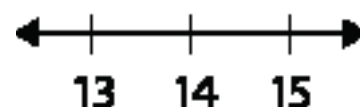
☐☐☐☐

Listen as your teacher reads each problem.
Choose the correct answer.

1

☐☐☐☐

3



12

☐

13

☐

14

☐

16

☐

2



7

☐

6

☐

8

☐

4

☐

4

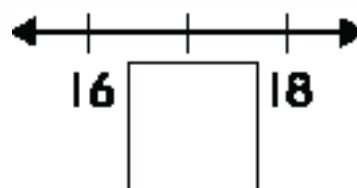
☐☐☐☐

5



10 11 13 9
☐ ☐ ☐ ☐

8



17 16 18 19
☐ ☐ ☐ ☐

6



11 9 8 10
☐ ☐ ☐ ☐

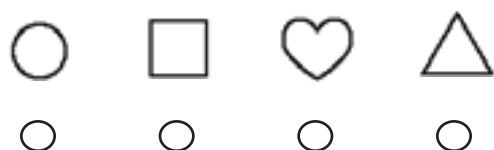
9

Don saw these balloons at the fair. How many balloons did he see?



0 5 9 10
☐ ☐ ☐ ☐

7



10

Jill and Mila found these beach balls. How many beach balls did they find?



2 6 10 14
☐ ☐ ☐ ☐



CHAPTER 2

Understanding Addition

Key Vocabulary

add

addition

sentence

plus (+)

equals (=)

sum



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Explore

Tell a number story about this picture. Write how many animals there are in all.

_____ animals

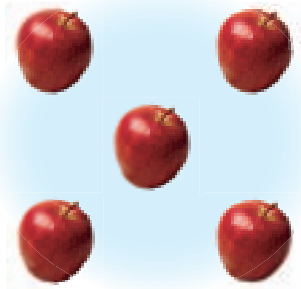
Name _____



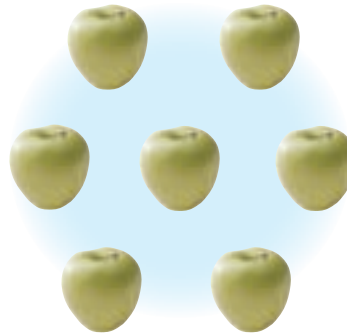
Are You Ready for Chapter 2?

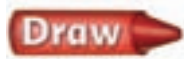
Write how many there are.

1.



2.





Draw circles to show how many there are.

3.

5

4.

7

5.

3

Use  to show how many  there are.
Write how many there are in all.

6.



6



2

Dear Family,

Today my class started Chapter 2, **Understanding Addition**. I will be learning to show and write addition sentences. Here are my vocabulary words and an activity that we can do together.

Love, _____

Activity

Make up addition problems when you are doing tasks around the house. For example, if there are 3 cans of soup in the cabinet and you bring home 2 more cans, ask how many cans of soup there are in all.



Key Vocabulary

add to join together sets to find the total or sum

addition sentence $3 + 2 = 5$ ← sum

↑ plus sign ↑ equals sign

Math Online Click on the eGlossary link at ca.gr1math.com to find out more about these words. There are 13 languages.

Books to Read

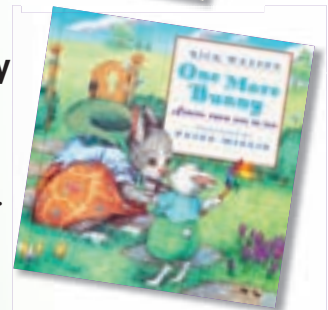
Count the Ways,
Little Brown Bear
by Jonathan London
Dutton Children's
Books, 2002.



Monster Math Picnic
by Grace Maccarone
Scholastic Inc., 1998.



One More Bunny
by Rick Walton
HarperCollins
Publication, 2001.



Estimada familia,

Hoy mi clase comenzó el Capítulo 2, **Entiende la suma.**

Aprenderé a mostrar y escribir enunciados de suma. A continuación, están mis palabras del vocabulario, una actividad que podemos hacer y una lista de libros que podemos leer juntos.

Actividad

Inventen problemas de adición cuando hagan labores caseras. Por ejemplo, si hay 3 latas de sopa en la alacena y traen a casa otras 2 latas, pregunten cuántas latas de sopa hay en total.



Vocabulario clave

sumar juntar conjuntos para hallar el total o la suma

enunciado de suma $3 + 2 = 5$ ← suma

↑ signo de igualdad
↑ igual

Math Online Visiten el enlace eGlossary en ca.gr1math.com para averiguar más sobre estas palabras, las cuales se muestran en 13 idiomas.

Libros recomendados

1+1=2 ¿Cuántos amigos vienen al cumpleaños?
de L'uboslav pal'ó
Unaluna, 2006.

Primeros numeros
de Jo Litchfield
Felicity Brooks
Usborne Books, 2001.



Name _____



Addition Stories

Get Ready

Main Idea

I will use
counters
to show
addition
stories.



I have 1 red apple on the table.
I put 2 yellow apples on the table.
There are 3 apples on the table.



Tell a number story to your partner. Use  .

Write how many there are.

1.



_____ birds

2.



_____ turtles

3.



What happens when you put groups together?

Practice

Tell a number story to your partner. Use  .

Write how many.

4.



_____ foxes

5.



_____ deer

6.



_____ crabs

Problem Solving

7. **Visual Thinking**  6 gray cats and 3 cats with stripes. How many cats are there in all? Tell a number story about your picture.

_____ cats



Name _____



Modeling Addition

Get Ready

Main Idea

I will add by joining two groups.

Vocabulary

add

To find the whole, you **add** the parts.

Part	Part
Whole	



Part	Part
Whole	

Part	Part
4	1
Whole	



Part	Part
4	1
Whole	
5	



Check

Use WorkMat 3 and to add.

Remember

When you add, you join.

1.

Part	Part
2	1
Whole	
3	

2.

Part	Part
5	3
Whole	

3.

Part	Part
4	3
Whole	

4.

Part	Part
2	2
Whole	

5.



How do you use to add?

Practice

Use WorkMat 3 and   to add.

6.

 Part	 Part
3	2
Whole	

7.

 Part	 Part
4	5
Whole	

8.

 Part	 Part
6	2
Whole	

9.

 Part	 Part
5	5
Whole	

10.

 Part	 Part
1	3
Whole	

11.

 Part	 Part
4	2
Whole	

12.

 Part	 Part
1	2
Whole	

13.

 Part	 Part
3	3
Whole	

Problem Solving

Algebra Write the missing part. Use  .

14.

 Part	 Part
3	
Whole	
7	

15.

 Part	 Part
Whole	
5	



Addition Sentences

Get Ready

Main Idea

I will write
addition
sentences
using +
and =.

Vocabulary

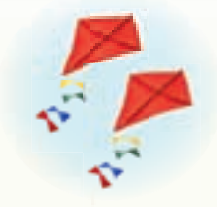
addition
sentence

plus +

equals =

sum

See



Say

3

plus

2

equals

5

Write

3

+

2

=

5

3 + 2 = 5 is an **addition sentence**.

5 is the **sum** of 3 + 2.



Check

Write the addition sentence.

1.



2 plus 2 equals 4

2 + 2 = 4

2.



6 + 1 = 7

3.



3 + 3 = 6

4.



1 + 4 = 5

5.



What does + mean?

Practice

Write the addition sentence.

6.



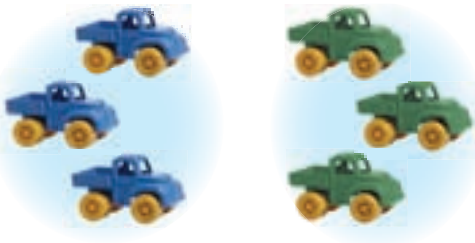
_____ $\oplus$ _____ $\oplus$ _____

7.



_____ $\bigcirc$ _____ $\bigcirc$ _____

8.



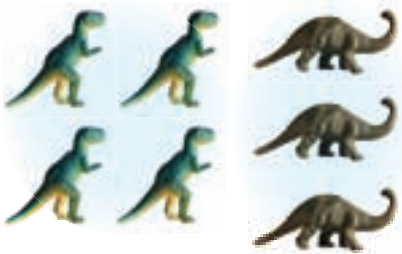
_____ $\bigcirc$ _____ $\bigcirc$ _____

9.



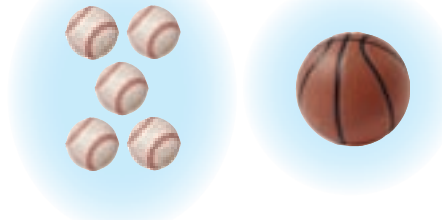
_____ $\bigcirc$ _____ $\bigcirc$ _____

10.



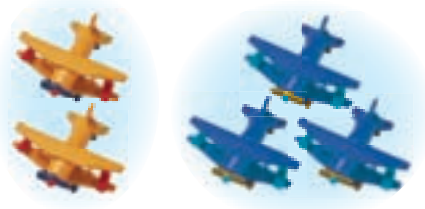
_____ $\bigcirc$ _____ $\bigcirc$ _____

11.



_____ $\bigcirc$ _____ $\bigcirc$ _____

12.



_____ $\bigcirc$ _____ $\bigcirc$ _____

13.



_____ $\bigcirc$ _____ $\bigcirc$ _____

14.



What does = mean?



Name _____

Write an addition sentence.

1.



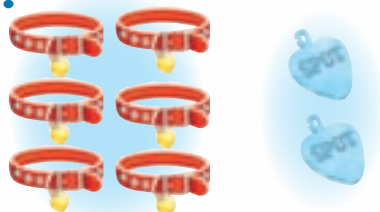
_____ ○ _____ ○ _____

2.



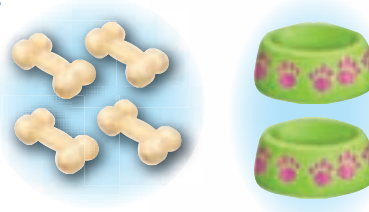
_____ ○ _____ ○ _____

3.



_____ ○ _____ ○ _____

4.



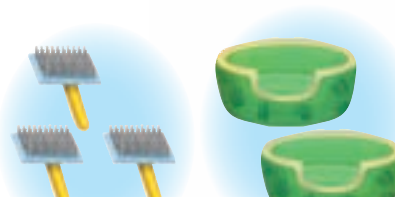
_____ ○ _____ ○ _____

5.



_____ ○ _____ ○ _____

6.



_____ ○ _____ ○ _____

7.



_____ ○ _____ ○ _____





Snack Time

Addition

You Will Need



Play with a partner.

- Put the yellow dot on **START**.
- Take turns. Toss the **1**.
- Move that many spaces.
- Find how many in all.
- If you are wrong, lose a turn.
- The first player to reach **END** wins.



Name _____

Adding Zero

Get Ready

Main Idea

I will find sums by adding zero.

Vocabulary

zero

When you add **zero**, the sum is the same as the other number.



$$4 + 0 = \underline{4}$$



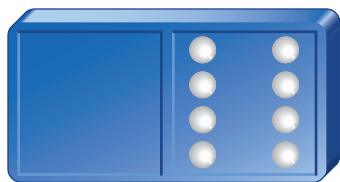
$$0 + 2 = \underline{2}$$



Check

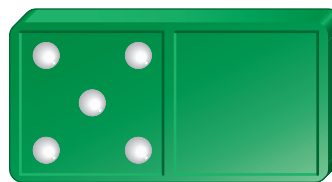
Find each sum.

1.



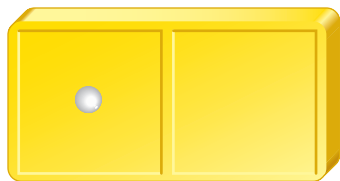
$$0 + 8 = \underline{8}$$

2.



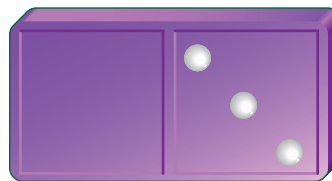
$$5 + 0 = \underline{\quad}$$

3.



$$1 + 0 = \underline{\quad}$$

4.



$$0 + 3 = \underline{\quad}$$

5.



What happens when you add zero to a number? Why?

Practice

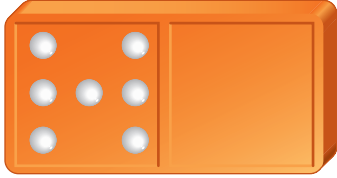
Find each sum.

Remember

When you add zero,
you add none.

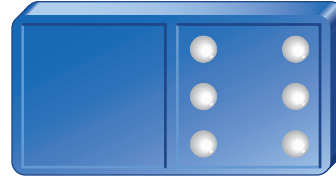


6.



$$7 + 0 = \underline{\quad}$$

7.



$$0 + 6 = \underline{\quad}$$

8. $4 + 2 = \underline{\quad}$

9. $3 + 1 = \underline{\quad}$

10. $8 + 0 = \underline{\quad}$

11. $3 + 0 = \underline{\quad}$

12. $2 + 3 = \underline{\quad}$

13. $3 + 3 = \underline{\quad}$

14. $2 + 1 = \underline{\quad}$

15. $0 + 5 = \underline{\quad}$

16. $0 + 4 = \underline{\quad}$

17. $1 + 3 = \underline{\quad}$

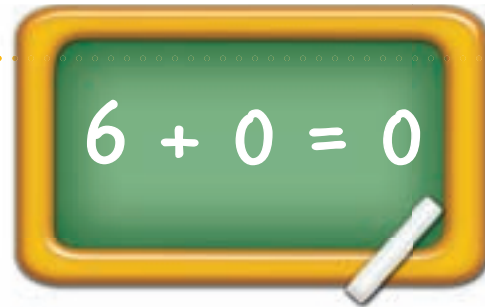
18. $2 + 2 = \underline{\quad}$

19. $5 + 1 = \underline{\quad}$

H.O.T. Problems

20. Make It Right

Taylor adds $6 + 0$ like this.
Tell why Taylor is wrong.
Make it right.





Name _____

Problem-Solving Strategy

Write a Number Sentence

Main Idea

I will write
number
sentences
to solve
problems.

2 children paint
a fence. 4 more
children help.
How many
children are
painting in all?



Understand

What do I need to find out?

Circle the question.

Plan

How will I solve the problem?

Solve

Write a number sentence.

_____ children

Check

Look Back

Does my answer make sense?

Try It

Write a number sentence to solve.

1. Juan has 5 cards.
Obi has 4 cards.
How many cards
do they have in all?

What do I need
to find out?

Remember
Understand
Plan
Solve
Check



____ ○ ____ ○ ____ cards

2. Ming has 6 stickers.
He got 2 more stickers.
How many stickers does
he have now?



____ ○ ____ ○ ____ stickers

Your Turn

Write a number sentence to solve.

3. Maria has 2 cats.
Marta has 5 cats.
How many cats do
they have in all?



____ ○ ____ ○ ____ cats

4. Isi saw 6 cars.
Jamaal saw 3 cars.
How many cars did
Isi and Jamaal see?



____ ○ ____ ○ ____ cars





Name _____

Add.

1.

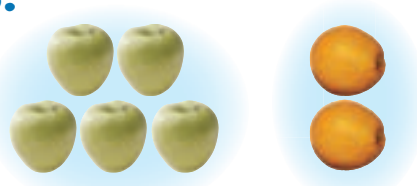
Part	Part
2	4
Whole	

2.

Part	Part
3	5
Whole	

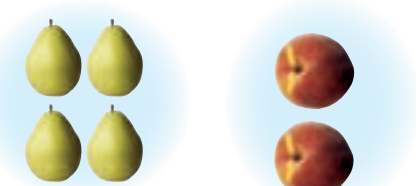
Write the addition sentence.

3.



_____ ○ _____ ○ _____

4.



_____ ○ _____ ○ _____

Find each sum.

5. $0 + 2 =$ _____

6. $4 + 1 =$ _____

7. $0 + 4 =$ _____

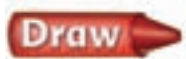
8. $6 + 2 =$ _____

9. $1 + 5 =$ _____

10. $5 + 0 =$ _____

11. $2 + 2 =$ _____

12. $5 + 1 =$ _____

13.  a picture of 4 balls.
Draw 2 more balls.
Write how many balls there are in all.



_____ balls

Spiral Review Chapters 1–2

Circle the pattern unit.

Draw what two shapes should come next.

14.  _____

15. Use pattern blocks. Make a pattern. Trace the blocks.

Color the answer.

16. 7 _____ 14

is greater than

is less than

is equal to

17. 4 _____ 4

is greater than

is less than

is equal to

18. 18 _____ 2

is greater than

is less than

is equal to

19. 12 _____ 19

is greater than

is less than

is equal to

Name _____



Ways to Make 4, 5, and 6

Get Ready

Main Idea

I will use counters to make sums of 4, 5, and 6.

There are different ways to make a sum.
Here are two ways to make 4.

I can add 2 and 2 to make 4.
 $2 + 2 = 4$

I can add 1 and 3 to make 4.
 $1 + 3 = 4$



Check

Use WorkMat 1. Put   in two groups to make 4.
Color the . Write the numbers.

Ways to Make 4					
		plus		equals	sum
1.		+		=	4
2.		+		=	4
3.		+		=	4

4.  What is another way to make 4?

Practice

Use WorkMat 1. Put ●● in two groups.
Color the ○. Write the numbers.

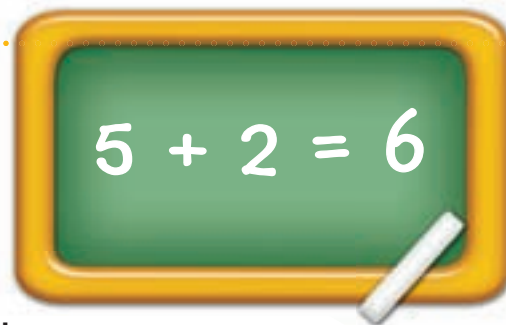
		Ways to Make 5				
		●	plus	●	equals	sum
5.	○ ○ ○ ○ ○	_____	+	_____	=	5
6.	○ ○ ○ ○ ○	_____	+	_____	=	5
7.	○ ○ ○ ○ ○	_____	+	_____	=	5

		Ways to Make 6				
		●	plus	●	equals	sum
8.	○ ○ ○ ○ ○ ○	_____	+	_____	=	6
9.	○ ○ ○ ○ ○ ○	_____	+	_____	=	6
10.	○ ○ ○ ○ ○ ○	_____	+	_____	=	6

H.O.T. Problems

11. Make It Right

This is what Dylan wrote
for the sum of 6.



Tell why Dylan is wrong. Make it right.



Name _____



Ways to Make 7, 8, and 9

Get Ready

Main Idea

I will use counters to make sums of 7, 8, and 9.

$$1 + 6 = 7$$

$$2 + 5 = 7$$

$$3 + 4 = 7$$



Check

Use WorkMat 1. Put   in two groups to make 7. Write the numbers.

Ways to Make 7				
	plus		equals	sum
_____	+	_____	=	7
_____	+	_____	=	7
_____	+	_____	=	7
_____	+	_____	=	7
_____	+	_____	=	7

There are many ways to make 7.



6.



What is another way to make 7?

Practice

Use WorkMat 1. Put   in two groups to make the sum shown.

Write the numbers.

Ways to Make 8				
		plus		equals sum
7.	_____	+	_____	= 8
8.	_____	+	_____	= 8
9.	_____	+	_____	= 8
10.	_____	+	_____	= 8
11.	_____	+	_____	= 8
12.	_____	+	_____	= 8
13.	_____	+	_____	= 8

Ways to Make 9				
		plus		equals sum
14.	_____	+	_____	= 9
15.	_____	+	_____	= 9
16.	_____	+	_____	= 9
17.	_____	+	_____	= 9
18.	_____	+	_____	= 9
19.	_____	+	_____	= 9
20.	_____	+	_____	= 9

Problem Solving

- 21. Number Sense** Tell an addition story about the number of dogs shown. Write a number sentence for the story.



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$



Math at Home Activity: Give your child 9 objects. Then have your child show different ways to make two groups and show 7 in all, 8 in all, or 9 in all.

Name _____



Ways to Make 10, 11, and 12

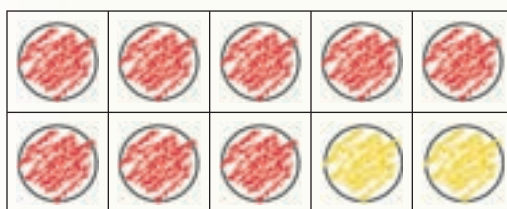
Get Ready

Main Idea

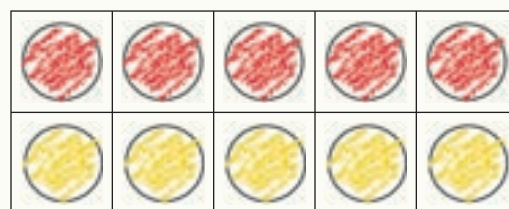
I will use a ten frame and counters to make sums of 10, 11, and 12.

There are many ways to make 10.

One Way

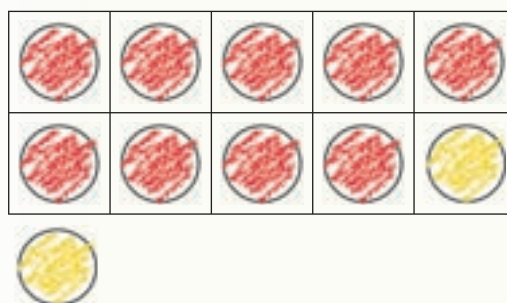


Another Way

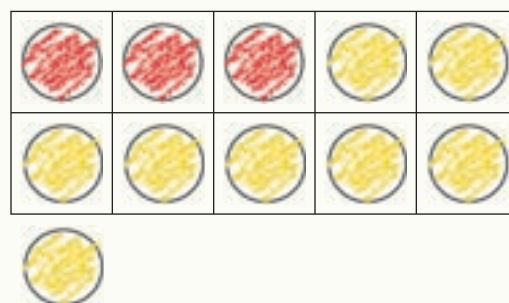


There are many ways to make 11.

One Way

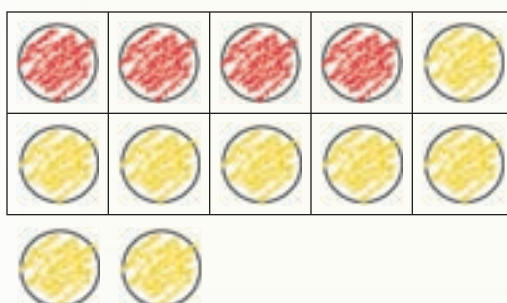


Another Way

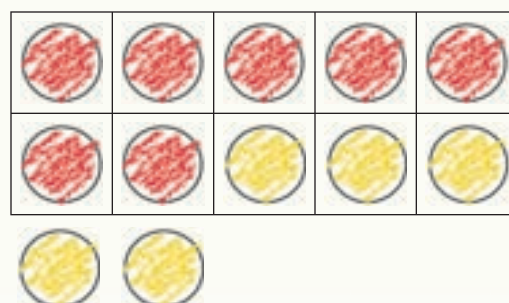


There are many ways to make 12.

One Way

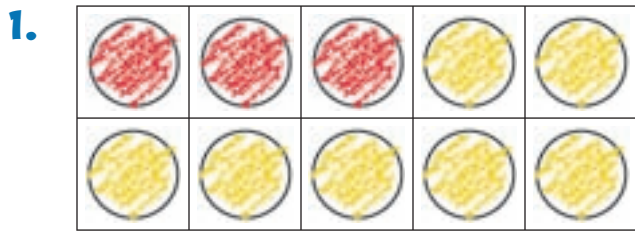


Another Way

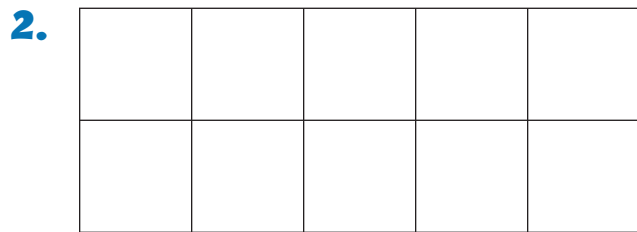




Use ●● and WorkMat I. Draw the ○.
Write the numbers.



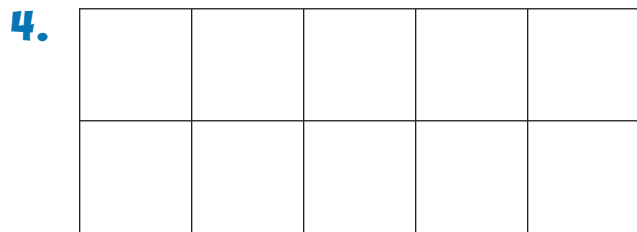
$$\underline{3} + \underline{7} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



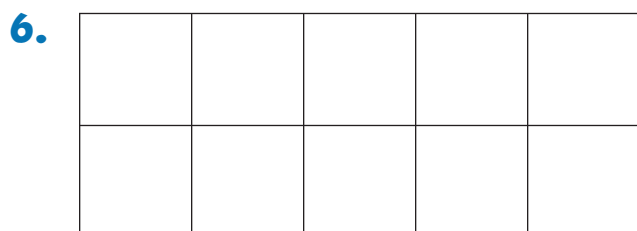
$$\underline{\quad} + \underline{\quad} = 11$$



$$\underline{\quad} + \underline{\quad} = 11$$



$$\underline{\quad} + \underline{\quad} = 12$$



$$\underline{\quad} + \underline{\quad} = 12$$

7.  Why do you get the same sum when you add $8 + 2$ and $7 + 3$?

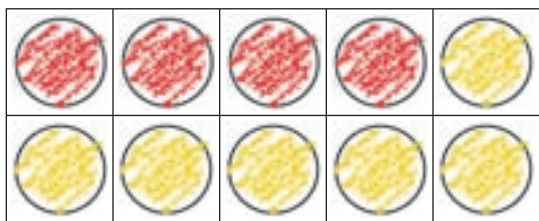


Name _____

Practice

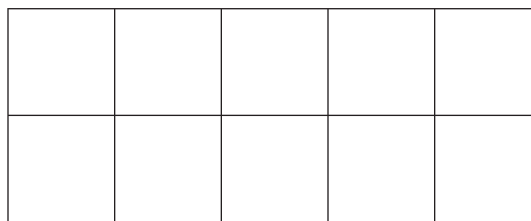
Use   and WorkMat I. Draw the . Write the numbers.

8.



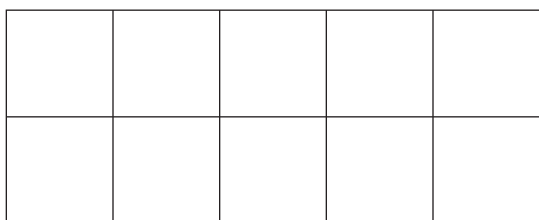
$$\underline{4} + \underline{6} = 10$$

9.



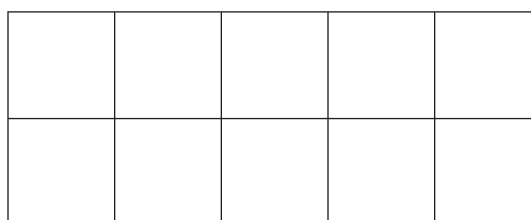
$$\underline{\quad} + \underline{\quad} = 12$$

10.



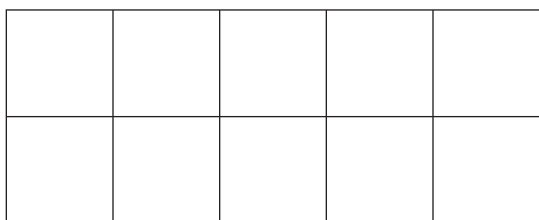
$$\underline{\quad} + \underline{\quad} = 10$$

11.



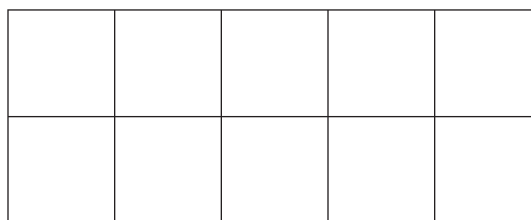
$$\underline{\quad} + \underline{\quad} = 11$$

12.



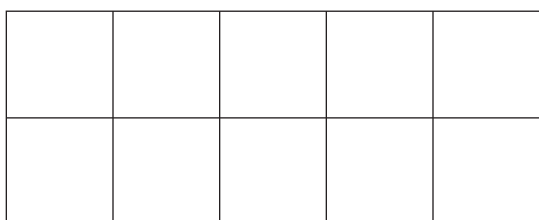
$$\underline{\quad} + \underline{\quad} = 12$$

13.



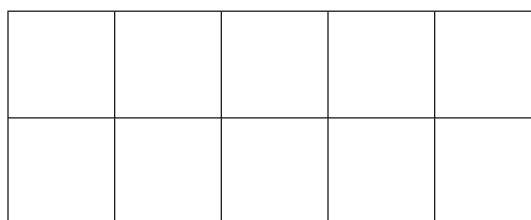
$$\underline{\quad} + \underline{\quad} = 11$$

14.



$$\underline{\quad} + \underline{\quad} = 11$$

15.



$$\underline{\quad} + \underline{\quad} = 12$$

Use   and WorkMat 1. Draw the ○. Write the numbers.

16.

_____ + _____ = 10

17.

_____ + _____ = 11

18.

_____ + _____ = 12

19.

_____ + _____ = 10

Data File

San Diego Animal Parks	
Elephants	8
Pandas	6
Polar Bears	4
Lions	6



20. Use the chart. Write an addition sentence about the number of lions and pandas.

_____ + _____ = _____ animals

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Name _____

Problem-Solving Investigation

Main Idea

I will choose
a strategy
to solve a
problem.



Your Mission:

Find the number of
pink seashells.



I found 10 seashells on
the beach. 6 are brown.
The others are pink.
How many seashells are pink?

Understand

What do I need to find out?

Circle it.

Plan

How will I solve the problem?

Solve

One way is to draw a picture.

Check

Look Back

Is my answer correct?

Problem-Solving Strategies

- Draw a picture
- Act it out
- Write a number sentence

Mixed Problem Solving

Choose a strategy. Solve.

1. There are 5 boats in the water.
There are 5 boats in the sand.
How many boats are there in all?



_____ boats

2. 5 children have pails.
The girls have 2 pails.
How many pails do the boys have?



_____ pails

3. Aubrey has 2 shovels.
Kareem has 2 shovels.
How many shovels do Kareem and Aubrey have?



_____ shovels

4. There are 3 birds and 2 crabs
on the beach. 6 more birds join them.
How many birds are on the beach?



_____ birds



Name _____

Vertical Addition

Get Ready

Main Idea

I will add
across and
down.

You can add across. You can add down.
The sum is the same.



$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \\ \text{sum} \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \\ \text{sum} \end{array}$$

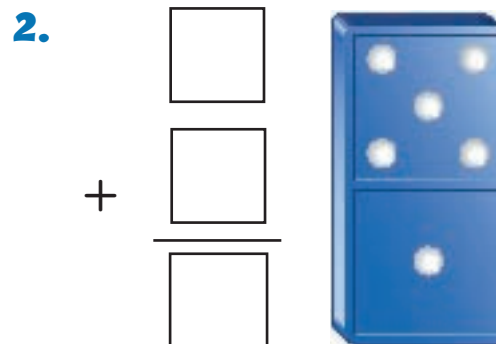


Check

Write the numbers. Add.



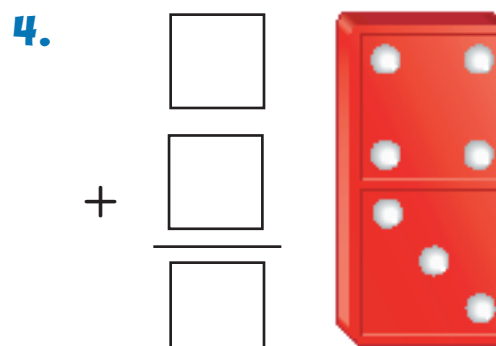
$$\begin{array}{r} 5 \\ + 1 \\ \hline 6 \end{array}$$



$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$



$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$



$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

5.



$5 + 3 = 8$ If you add down, what is the sum? Why?

Practice

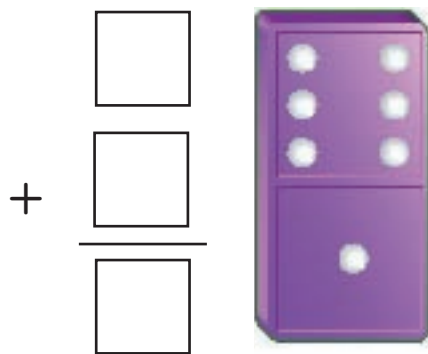
Write the numbers. Add.

6.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

7.



+

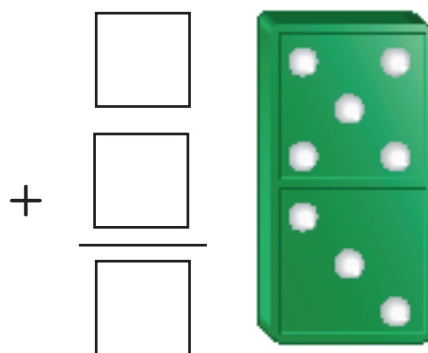
$$\begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

8.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

9.



+

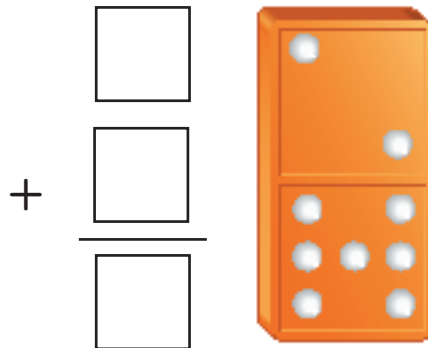
$$\begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

10.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

11.



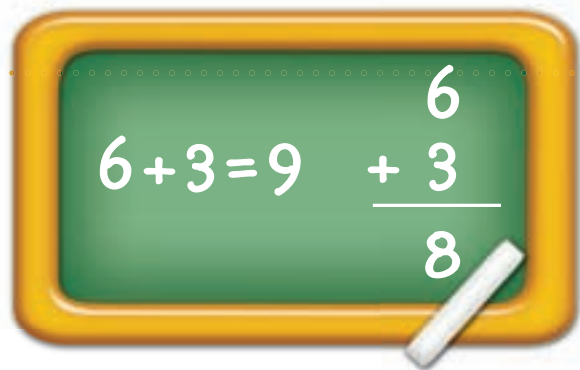
+

$$\begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

H.O.T. Problems

12. Make it Right

Amelia added these numbers.
Tell why Amelia is wrong.
Make it right.



Goals					
Red Team					
Blue Team					



Look at the chart.
How many soccer goals in all?
____ + ____ = ____ goals

Problem Solving in Health

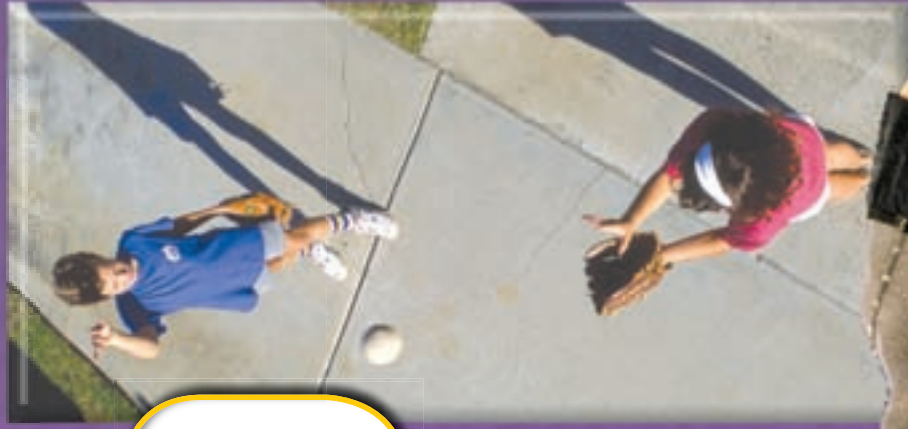


Real-World MATH

Some sports you play by yourself.
You can fly a kite or swim.
This book belongs to _____

FOLD DOWN

Sometimes you need 2 people to play a sport.



How many children are playing catch?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



How many skaters are there in all?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Some sports are fun to do with family and friends.



How many bike riders are there in all?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Name _____

Vocabulary

Draw lines to match.

1. addition sentence

a. +

2. equals

b. $3 + 5 = 8$

3. zero

c. =

4. plus

d. 0

Concepts

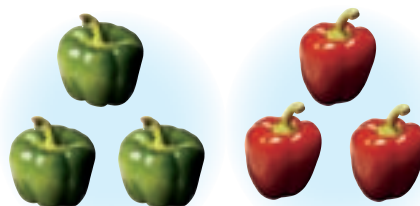
Write the addition sentence that describes the picture.

5.



_____ ○ _____ ○ _____

6.



_____ ○ _____ ○ _____

Add.

7. $1 + 6 =$ _____

8. $9 + 0 =$ _____

9. $3 + 2 =$ _____

10. $4 + 4 =$ _____

11. $5 + 1 =$ _____

12. $0 + 3 =$ _____

13.
$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

Draw ○ to make 10, 11, and 12. Write the numbers.

17.

_____ + _____ = 10

18.

_____ + _____ = 10

19.

_____ + _____ = 11

20.

_____ + _____ = 11

21.

_____ + _____ = 12

22.

_____ + _____ = 12

Problem Solving

23. Andy has 6 marbles.
How many more marbles
does he need to have 9
altogether?

_____ marbles

24. Tina walks 3 blocks to
school. Luis walks 7. How
many blocks do they walk
in all?

_____ ○ _____ ○ _____



Name _____

Listen as your teacher reads each problem.
Choose the correct answer.

A



0 2 4 8
○ ○ ○ ○

B

$$2 \square 5 = 7$$

= + - ×
○ ○ ○ ○

Listen as your teacher reads each problem.
Choose the correct answer.

1

$$3 + 7 = \square$$

3 4 10 11
○ ○ ○ ○

3

$$2 + 4 = \square$$

2 4 6 8
○ ○ ○ ○

2

$$1 \bigcirc 4 = 5$$

= + - ×
○ ○ ○ ○

4

$$2 + 3$$

4 + 4 1 + 5 5 + 0 1 + 2
○ ○ ○ ○

5

$$11 + 0$$

$$11 + 1$$
☐

$$7 + 5$$
☐

$$5 + 6$$
☐

$$6 + 6$$
☐

6

$$6 + 6 = \square$$

$$4$$
☐

$$8$$
☐

$$6$$
☐

$$12$$
☐

8

$$10 \underline{\hspace{1cm}} 3$$

is greater than
☐

is equal to
☐

is less than
☐

in all
☐

9

There are 2 bugs on the plant. 3 more bugs join them. How many bugs in all?

$$1$$
☐

$$3$$
☐

$$4$$
☐

$$5$$
☐



7

$$3 + 8 \bigcirc 11$$

$$=$$
☐

$$+$$
☐

$$-$$
☐

$$>$$
☐

10

3 people are on the bus. 3 more people get on. How many people are on the bus now?

$$3$$
☐

$$5$$
☐

$$6$$
☐

$$7$$
☐



CHAPTER 3

Understanding Subtraction

Key Vocabulary

subtract

subtraction

sentence

difference

minus (-)

Explore

There were 5 birds sitting.

1 bird flew away.

How many birds are left?



Name _____



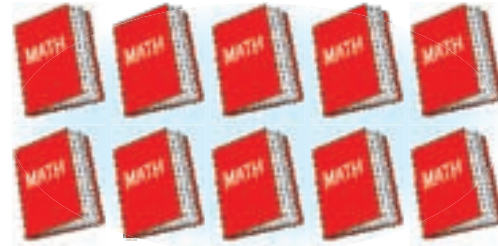
Are You Ready for Chapter 3?

Write how many.

1.



2.



Draw circles to show how many.

3.

6

4.

3

5.

4

Put an X on 2 frogs. Write how many are left.

6.



Dear Family,

Today my class started Chapter 3, **Understanding Subtraction**.

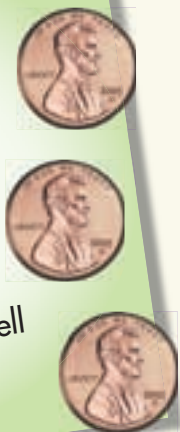
In this chapter, I will learn to write subtraction sentences.

Here is an activity we can do and a list of books we can read together.

Love,

Activity

Hold and shake 12 pennies in your cupped hands. Then open your hands above the table. Take away the ones that land on the tails side. How many pennies are left? Have your child tell you the subtraction story.



Key Vocabulary

subtract to take away

subtraction sentence $7 - 3 = 4$ ← difference

↑ ↑
minus equals
sign sign

MathOnline Click on the eGlossary link at ca.gr1math.com to find out more about these words. There are 13 languages.

Books to Read

Subtraction Action

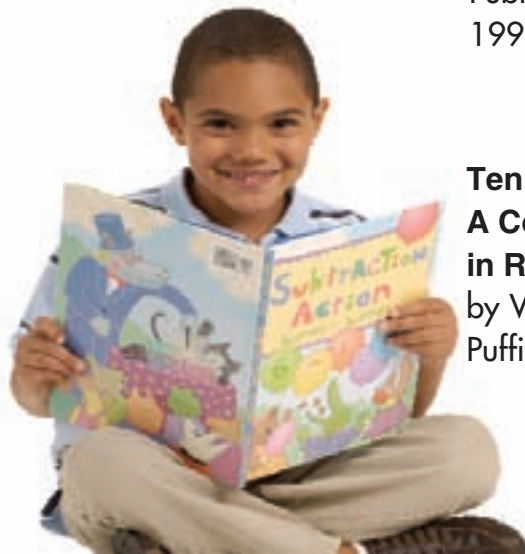
by Loreen Leedy
Holiday House, Inc., 2002.

One Less Fish

by Allan Sheather
and Kim Toft
Charlesbridge
Publishing, Inc.,
1998.



**Ten Sly Piranhas:
A Counting Story
in Reverse**
by William Wise
Puffin, 2004.



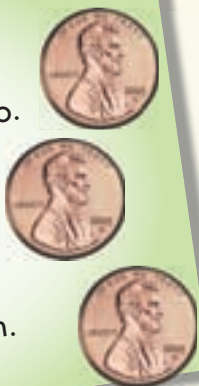
Estimada familia,

Hoy mi clase comenzó el Capítulo 3, **Entiende la resta**. En este capítulo, aprenderé a escribir enunciados de sustracción. A continuación, hay una actividad que podemos hacer y una lista de libros que podemos leer juntos.

Cariños,

Actividad

Túrnense para lanzar 12 monedas de un centavo. Retiren las que caigan en cruz. ¿Cuántos centavos quedan? Pídanle a su hijo(a) que les cuente la historia de la sustracción.



Vocabulario clave

restar quitar algo

enunciado de resta

$$7 - 3 = 4$$

Diagrama de la ecuación de resta: $7 - 3 = 4$. Las flechas indican:
 - Una flecha azul desde el signo menos (-) hacia el texto "signo de menos".
 - Una flecha azul desde el signo igual (=) hacia el texto "signo de igualdad".
 - Una flecha negra desde el resultado (4) hacia el texto "diferencia".



Visiten el enlace eGlossary en ca.gr1math.com para averiguar más sobre estas palabras, las cuales se muestran en 13 idiomas.

Libros recomendados

Restar
de Lisa Trumbauer
Red Brick, 2006.

El libro de contar de los chocolates marca m&m's.
de Barbara Barbieri
Charlesbridge Publishing, 1996.



Name _____



Subtraction Stories

Get Ready

Main Idea

I will use
counters to
show
subtraction
stories.

I had 5 crayons on the table.
I took away 1 crayon. There are
4 crayons left on the table.

Use ●● to show the
number story.
Count how many are left.



Check

Tell a number story to your partner. Use ●●.

1.



How many kites are left flying?

_____ kites

2.



How many birds are left in the birdbath?

_____ birds

3.



How are addition and subtraction
stories different?

Practice

Tell a number story to your partner. Use ● ●.

4.



How many ants are on the leaf? _____ ants

5.



How many butterflies are left? _____ butterflies

6.



How many apples are left on the tree? _____ apples

Problem Solving

Use ● ● to help solve the problem.

7. There are 8 bees near the hive.
3 bees fly away.
How many bees stayed?

_____ bees



Name _____



Modeling Subtraction

Get Ready

Main Idea

I will subtract using counters.

Vocabulary

subtract

When you know the whole and a part, you can **subtract** to find the other part.

Part	Part
Whole	



Part	Part
Whole	

Part	Part
_____	2
Whole	
9	



Part	Part
7	2
Whole	
9	



Check

Use WorkMat 3 and to subtract.

1.

Part	Part
4	_____
Whole	
5	

2.

Part	Part
_____	2
Whole	
10	

3.

Part	Part
6	_____
Whole	
9	

4.



You have 10 counters in all. 3 of the counters are yellow. Do you have more than 7 red counters? Explain.

Practice

Use WorkMat 3 and   to subtract.

5.

 Part	 Part
3	_____
Whole	
8	

6.

 Part	 Part
_____	3
Whole	
7	

7.

 Part	 Part
4	_____
Whole	
9	

8.

 Part	 Part
_____	1
Whole	
4	

9.

 Part	 Part
4	_____
Whole	
6	

10.

 Part	 Part
_____	3
Whole	
5	

11.

 Part	 Part
_____	6
Whole	
7	

12.

 Part	 Part
5	_____
Whole	
7	

13.  **WRITING IN MATH** How many will you have left if you take 10 away from 10? Explain.

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Name _____

Subtraction Sentences

Get Ready

Main Idea

I will write subtraction sentences.

Vocabulary

subtraction sentence

difference

minus (-)

$5 - 2 = 3$ is a subtraction sentence.

3 is the difference.

See



Say

5

minus

2

equals

3

Write

5

-

2

=

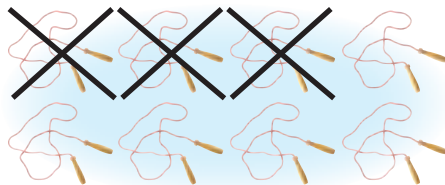
3



Check

Write the subtraction sentence.

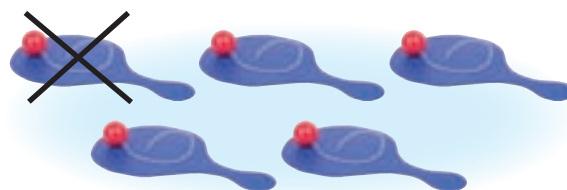
1.



8 minus 3 equals 5.

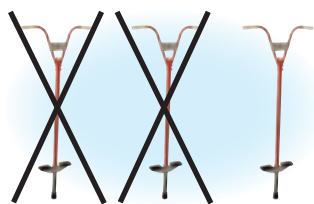
8 - 3 = 5

2.



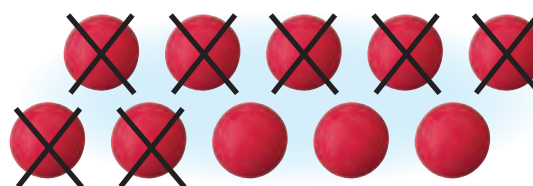
_____ - _____ = _____

3.



_____ ○ _____ ○ _____

4.



_____ ○ _____ ○ _____

5.



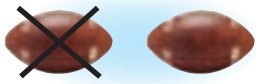
What does - mean?

Practice

Write the subtraction sentence.

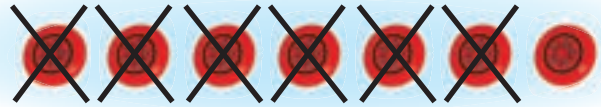
Remember
The things that are not
crossed out are the
difference.

6.



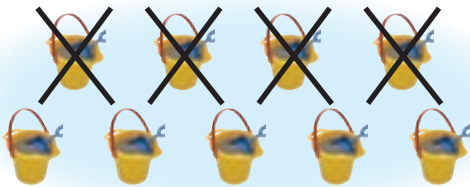
_____ ○ _____ ○ _____

7.



_____ ○ _____ ○ _____

8.



_____ ○ _____ ○ _____

9.



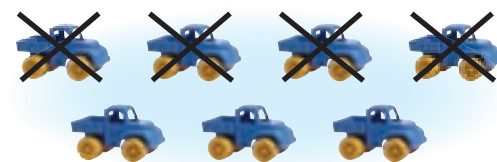
_____ ○ _____ ○ _____

10.



_____ ○ _____ ○ _____

11.



_____ ○ _____ ○ _____

12.



_____ ○ _____ ○ _____

13.



_____ ○ _____ ○ _____

H.O.T. Problem

14. Critical Thinking

10 students are on the bus.

6 students get off the bus.

How many students are still on the bus? _____ students

Write the number sentence. _____ ○ _____ ○ _____



Name _____

Write the subtraction sentence.



_____ ○ _____ ○ _____



_____ ○ _____ ○ _____



_____ ○ _____ ○ _____



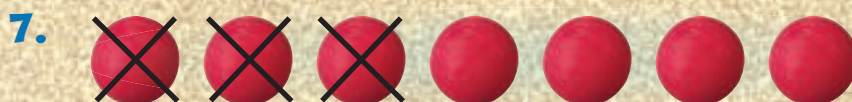
_____ ○ _____ ○ _____



_____ ○ _____ ○ _____



_____ ○ _____ ○ _____



_____ ○ _____ ○ _____



Subtracting to Swim

Subtraction

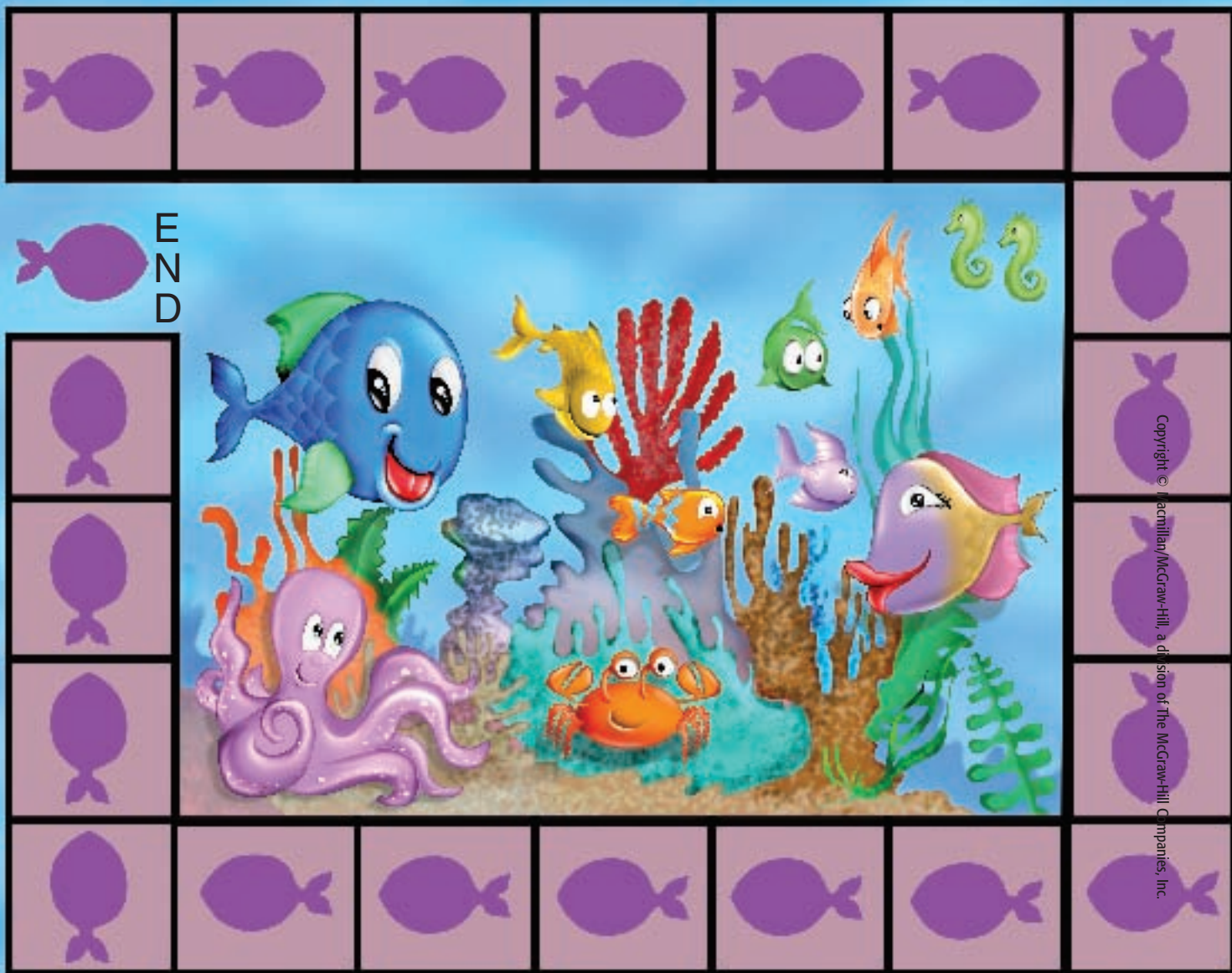
You Will Need



Play with a partner.

- Roll both .
- Use . Subtract the number on the from the number on the .
- Find your answer. Move that many spaces on the gameboard.
- The first person to swim around the coral reef wins!

START



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Name _____

Subtract Zero and All

Get Ready

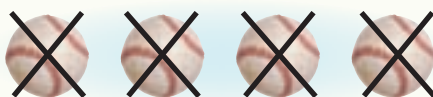
Main Idea

I will subtract 0 or find a difference of 0.

If you subtract all, you have 0 left.



$$\underline{4} \quad \ominus \quad \underline{0} \quad \ominus \quad \underline{4}$$



$$\underline{4} \quad \ominus \quad \underline{4} \quad \ominus \quad \underline{0}$$

If you subtract 0 you have the same number left.

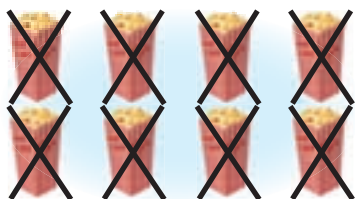


Check

Find the difference.

Write the subtraction sentence.

1.



$$\underline{8} \quad \ominus \quad \underline{8} \quad \ominus \quad \underline{0}$$

2.



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

3.



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

4.



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

5.

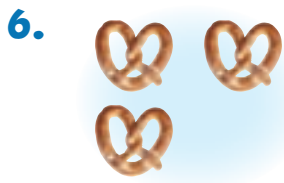


Why do you get zero when you subtract all?

Practice

Find the difference.

Write the subtraction sentence.



_____ ○ _____ ○ _____



_____ ○ _____ ○ _____



_____ ○ _____ ○ _____



_____ ○ _____ ○ _____

Find the difference. Use   if needed.

10. $1 - 0 =$ _____

11. $9 - 9 =$ _____

12. $4 - 2 =$ _____

13. $3 - 0 =$ _____

14. $6 - 1 =$ _____

15. $2 - 0 =$ _____

Problem Solving

Number Sense Write the number sentence.

16. There are 9 baseball players in the locker room. All 9 players run to the baseball field. How many players are left in the locker room?

_____ ○ _____ ○ _____



Name _____

Problem-Solving Strategy

Draw a Picture

Main Idea

I will draw a picture to solve a problem.

Arlene has 5 pages of stickers.
She gave Matt 2.
How many pages of stickers does she have now?



Understand

What do I need to find out?

Circle the question.

Plan

How will I solve the problem?

Solve

Draw a picture.

Check

Look Back

Does my answer make sense?

Remember
Understand
Plan
Solve
Check

Try It

Draw a picture to solve.

1. Andy had 6 cherries.
He ate 3.
How many are left?



_____ cherries

2. Kiah had 6 carrots.
She gave some to Tia.
Now she has 2 carrots left.
How many carrots did Kiah give Tia?



_____ carrots

Your Turn

Draw a picture to solve.

3. Alberto got 7 apples.
He ate 1.
How many does he have now?



_____ apples

4. There are 6 oranges in a box.
Miles eats 2 oranges.
How many oranges are left?



_____ oranges





Name _____

Solve.

Fill in the missing number.

1.

● Part	● Part
_____	3
Whole	
7	

2.

● Part	● Part
7	_____
Whole	
9	

Write the subtraction sentence.

3.



_____ ○ _____ ○ _____

4.



_____ ○ _____ ○ _____

5.



_____ ○ _____ ○ _____

6. There are 9 owls
3 owls fly away.
How many owls
are left?

_____ owls

7. There are 6 horses.
4 gallop away.
How many horses are
still there?

_____ horses

Spiral Review

Chapters 1–3

Count. Write the number.



Add.

10. $7 + 2 =$ _____

11. $3 + 2 =$ _____

12. $1 + 4 =$ _____

13. $5 + 2 =$ _____

14. $6 + 2 =$ _____

15. $0 + 3 =$ _____

Subtract.

16. $8 - 1 =$ _____

17. $5 - 0 =$ _____

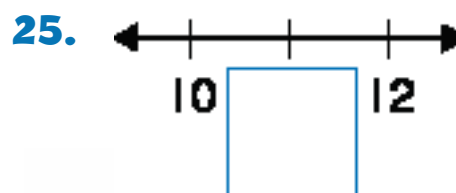
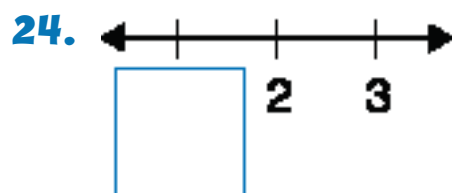
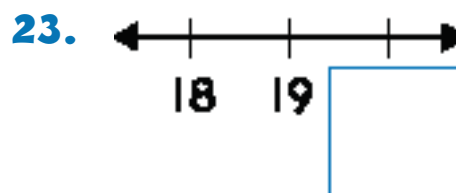
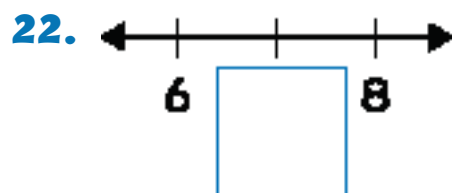
18. $4 - 2 =$ _____

19. $7 - 2 =$ _____

20. $6 - 6 =$ _____

21. $9 - 3 =$ _____

Write the missing number.



Name _____



Subtract from 4, 5, and 6

Get Ready

Main Idea

I will subtract from 4, 5, and 6.

There are many ways to subtract from a number.

I can subtract 2 from 4.
 $4 - 2 = 2$
 The difference is 2.

I can subtract 1 from 4.
 $4 - 1 = 3$
 The difference is 3.



Check

Start with 4 . Subtract some.
 Cross out . Write the numbers.

		minus		equals	difference
	4	—	 _____	=	 _____
	4	—	_____	=	_____
	4	—	_____	=	_____
	4	—	_____	=	_____

5. What does **difference** mean in subtraction?

Practice

Use . Subtract some cubes.
Find the difference. Write the numbers.

Subtract from 5				
		minus		equals difference
6.	5	—		=
7.	5	—		=
8.	5	—		=
9.	5	—		=

Subtract from 6				
		minus		equals difference
10.	6	—		=
11.	6	—		=
12.	6	—		=
13.	6	—		=

Find the difference. You may use   to help you.

14. $6 - 1 =$ _____ 15. $4 - 0 =$ _____ 16. $5 - 2 =$ _____

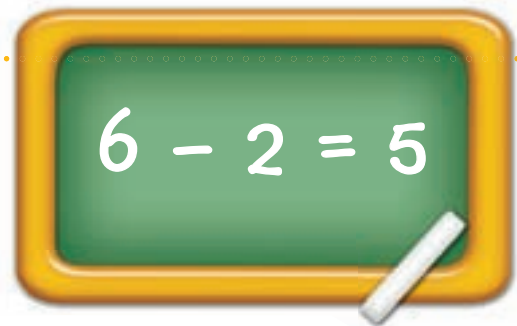
17. $5 - 5 =$ _____ 18. $4 - 2 =$ _____ 19. $6 - 0 =$ _____

H.O.T. Problem

20. Make It Right

Irene wrote this subtraction sentence.

Tell why Irene is wrong. Make it right.





Name _____



Subtract from 7, 8, and 9

Get Ready

Main Idea

I will subtract from 7, 8, and 9.

There are many ways to subtract from 7.

I subtracted 1 from 7.
 $7 - 1 = 6$
 The difference is 6.

I subtracted 3 from 7.
 $7 - 3 = 4$
 The difference is 4.



Check

Start with 7 . Subtract some cubes.
 Find the difference. Write the numbers.

Subtract from 7				
	minus		equals	difference
1. 7	—		=	
2. 7	—		=	
3. 7	—		=	
4. 7	—		=	
5. 7	—		=	

6.



How do you use to show subtraction?

Practice

Use . Subtract some cubes.
Find the difference. Write the numbers.

Subtract from 8					
		minus		equals	difference
7.	8	—		=	
8.	8	—		=	
9.	8	—		=	
10.	8	—		=	
11.	8	—		=	
12.	8	—		=	
13.	8	—		=	

Subtract from 9					
		minus		equals	difference
14.	9	—		=	
15.	9	—		=	
16.	9	—		=	
17.	9	—		=	
18.	9	—		=	
19.	9	—		=	
20.	9	—		=	

Find the difference. You may use   to help you.

21. $8 - 7 =$ _____ 22. $7 - 4 =$ _____ 23. $9 - 8 =$ _____
 24. $7 - 5 =$ _____ 25. $9 - 4 =$ _____ 26. $8 - 3 =$ _____

H.O.T. Problem

27. Why is the answer in subtraction called the difference?



Name _____

Problem-Solving Investigation

Main Idea

I will choose a strategy to solve a problem.



Your Mission:

Find the number of cars Joey had left.

I had 5 toy cars. I let Wu play with 2 of the cars. How many cars do I have left?



Understand

What do I need to find out?

Circle it.

Plan

How will I solve the problem?

Solve

One way is to act it out with counters.



cars

Check

Look Back

Does my answer make sense?

Mixed Problem Solving

Problem-Solving Strategies

- Act it out
- Draw a picture
- Write a number sentence

Choose a strategy. Solve.

1. Lucy had 6 books.
She gave 2 to her sister.
How many does Lucy have left?



_____ books

2. Jessica caught 4 frogs.
3 hopped away. How many
frogs does Jessica have now?



_____ frogs

3. Tate has 9 paper clips.
She gave Elena 3 paper clips.
How many paper clips does
Tate have now?



_____ paper clips

4. Mike ate 5 crackers. Shani
ate 9 crackers. How many more
crackers did Shani eat than Mike?



_____ crackers



Name _____



Subtract from 10, 11, and 12

Get Ready

Main Idea

I will subtract from 10, 11, and 12.

You can take apart 10, 11, and 12 in different ways.



$$10 - 2 = \underline{8}$$

Here is one way to subtract from 10.



$$10 - 4 = \underline{6}$$

Here is another way to subtract from 10.



$$11 - 4 = \underline{7}$$

Here are two ways to subtract from 11.



$$11 - 9 = \underline{2}$$



$$12 - 7 = \underline{5}$$

Here are two ways to subtract from 12.



$$12 - 3 = \underline{9}$$



Draw the . Show the subtraction sentence.

1. $10 - 5 = 5$

2. $12 - 3 = 9$

Subtract. Write the subtraction sentence.

3.  
____ ○ ____ ○ ____

4.  
____ ○ ____ ○ ____

5.  
____ ○ ____ ○ ____

Subtract.

6. $10 - 9 = \underline{\quad}$ 7. $12 - 9 = \underline{\quad}$ 8. $11 - 6 = \underline{\quad}$

9.  What is the difference if you subtract 0 from 10, 11, or 12?

Name _____

Practice

Draw the . Show the subtraction sentence.

10. $12 - 6 = 6$

11. $11 - 7 = 4$

12. $10 - 1 = 9$

Subtract. Write the subtraction sentence.

13.  

_____ ○ _____ ○ _____

14.  

_____ ○ _____ ○ _____

15.  

_____ ○ _____ ○ _____

Subtract.

16. $6 - 4 = \underline{\quad}$

17. $8 - 3 = \underline{\quad}$

18. $12 - 9 = \underline{\quad}$

19. $2 - 2 = \underline{\quad}$

20. $10 - 3 = \underline{\quad}$

21. $5 - 4 = \underline{\quad}$

22. $11 - 5 = \underline{\quad}$

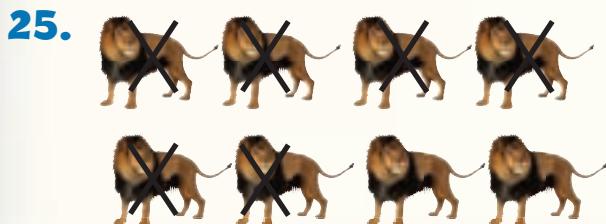
23. $8 - 7 = \underline{\quad}$

Data File

There are many animals at the San Diego Zoo. Use the pictures. Write subtraction sentences.



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



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



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Name _____



Vertical Subtraction

Get Ready

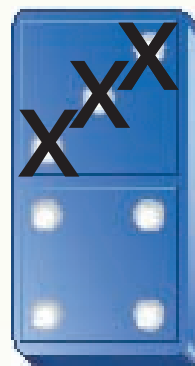
Main Idea

I will subtract across and down.

You can subtract across or down.



$$7 - 3 = \underline{4}$$



$$\begin{array}{r} 7 \\ - 3 \\ \hline 4 \end{array}$$

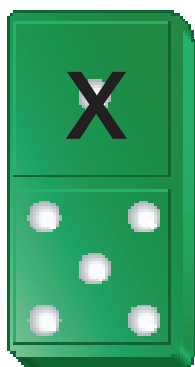
You can write subtraction sentences two ways.



Check

Cross out to subtract.

1.

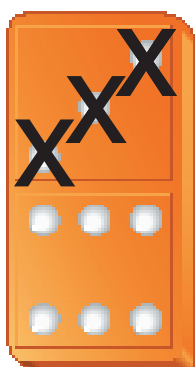


$$\begin{array}{r} 6 \\ - 1 \\ \hline \square \end{array}$$



$$6 - 1 = \underline{\quad}$$

2.



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



$$9 - 3 = \underline{\quad}$$

3.

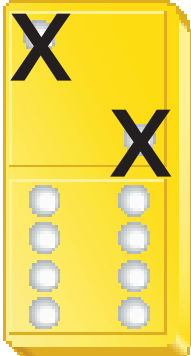


How is subtracting down like subtracting across?

Practice

Cross out to subtract.

4.



$$\begin{array}{r} 10 \\ - 2 \\ \hline \square \end{array}$$



$$10 - 2 = \underline{\quad}$$

5.

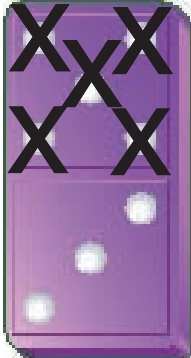


$$\begin{array}{r} 4 \\ - 2 \\ \hline \square \end{array}$$



$$4 - 2 = \underline{\quad}$$

6.



$$\begin{array}{r} 8 \\ - 5 \\ \hline \square \end{array}$$



$$8 - 5 = \underline{\quad}$$

Problem Solving

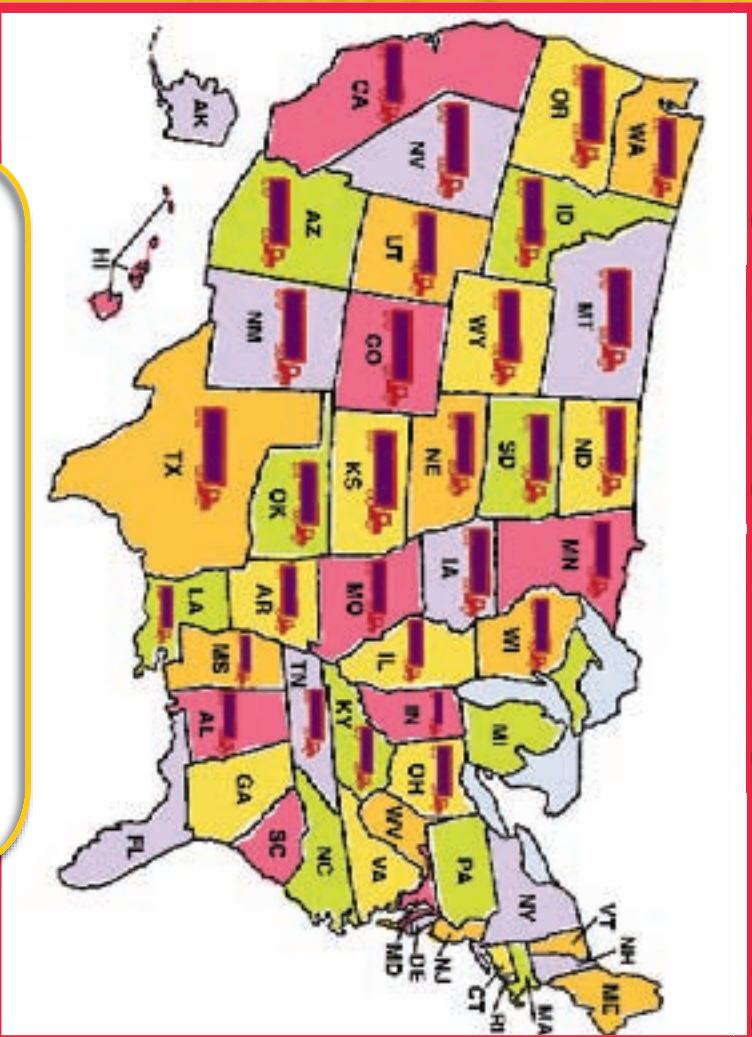
Critical Thinking Draw a picture to solve.
Then write a number sentence.

7. There are 10 crackers
on the table.
Tito ate 2.
How many are left?

_____ ○ _____ ○ _____



Randy's mom visits many places.
She has been to 30 states!



Find your state on the map.
Has Randy's mom been to
your state?



D

FOLD DOWN

Problem Solving in Social Sciences



Real-World MATH

Randy's mom is a truck driver.

This book belongs to _____

A

She drives a big truck. She delivers fruit to grocery stores.



B



Randy likes to keep track of his mom's trips. It is Tuesday and Randy's mom has made 4 trips. She makes 10 trips each week. How many more trips will she make?

_____ more trips

Trips	
1	✓
2	✓
3	✓
4	✓
5	
6	
7	
8	
9	
10	

C

Name _____

Vocabulary

Circle the correct answer.

1. minus

+

–

2. equals

=

–

3. subtraction

$9 - 2$

$9 + 2$

Concepts

Fill in the missing number.

4.

Part	Part
_____	5
Whole	
6	

5.

Part	Part
2	_____
Whole	
8	

Write the subtraction sentence.

6. 

_____ ○ _____ ○ _____

7. 

_____ ○ _____ ○ _____

Subtract.

8. $8 - 1 = \underline{\quad}$

9. $5 - 1 = \underline{\quad}$

10. $4 - 2 = \underline{\quad}$

11. $7 - 2 = \underline{\quad}$

12. $10 - 5 = \underline{\quad}$

13. $10 - 1 = \underline{\quad}$

14. $6 - 6 = \underline{\quad}$

15. $9 - 3 = \underline{\quad}$

16. $10 - 8 = \underline{\quad}$

17. $2 - 1 = \underline{\quad}$

Write the subtraction sentence.



$\underline{\quad} - \underline{\quad} = \underline{\quad}$



$\underline{\quad} - \underline{\quad} = \underline{\quad}$

Problem Solving

20. There are 7 dogs in the park. 3 go home.
How many dogs are left?

$\underline{\quad}$ dogs

21. Mark ate 5 apples.
Ali ate 2 apples.
How many more apples
did Mark eat than Ali?

$\underline{\quad}$ apples



Name _____

Listen as your teacher reads each problem.

Choose the correct answer.

A



$$6 - 4 = \boxed{}$$

10

☐

4

☐

2

☐

6

☐

B



$$16 - 12 = 4$$

☐

$$12 - 4 = 8$$

☐

$$8 + 4 = 12$$

☐

$$12 + 4 = 16$$

☐

Listen as your teacher reads each problem.

Choose the correct answer.

1

$$4 - 4 = \boxed{}$$

0

☐

1

☐

2

☐

3

☐

3

+

☐

=

☐

-

☐

>

☐

2



11

☐

6

☐

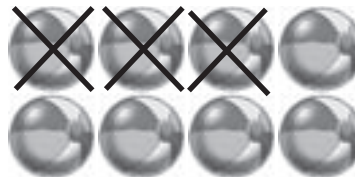
7

☐

4

☐

4



$$8 - 6 = 2$$

☐

$$8 - 3 = 5$$

☐

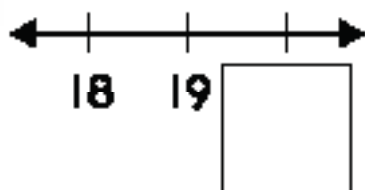
$$2 + 6 = 8$$

☐

$$4 + 4 = 8$$

☐

5



17 21 20 18

☐ ☐ ☐ ☐

6


☐ ☐ ☐ ☐

7



8 6 9 19

☐ ☐ ☐ ☐

8


☐
☐

☐
☐

9

6 birds are sitting in a tree.
0 birds fly away.
How many birds are
sitting in the tree?

0 6 12 16

☐ ☐ ☐ ☐

10

Carlos has 5 balloons.
Maria has 2 balloons.
How many balloons are
there in all?

2 5 6 7

☐ ☐ ☐ ☐


CHAPTER 4

Data and Graphs

Key Vocabulary

graph

data

survey

Scott's Cars

Red Cars	
Blue Cars	
Green Cars	
Yellow Cars	

Explore

How many green and yellow cars altogether?



Are You Ready for Chapter 4?

Count. Write the number of objects you counted.

1.



2.



Circle the correct answer.

3.





is greater than

is less than

4.





is greater than

is less than

Circle the answer.

5. 3 ducks are in the pond.

2 ducks are in the barn.

Which place has more ducks?

pond

barn

Dear Family,

Today my class started Chapter 4, **Data and Graphs**. In this chapter, I will learn to make and read picture graphs, tally charts, and bar graphs. Here is an activity we can do and a list of books we can read together.

Love, _____

Activity

Have your child create a picture graph of all of the doors, windows, bathrooms, and beds in your house. Now make it a tally chart and bar graph.

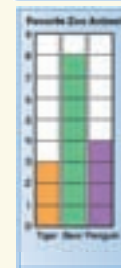


Key Vocabulary

picture graph



bar graph

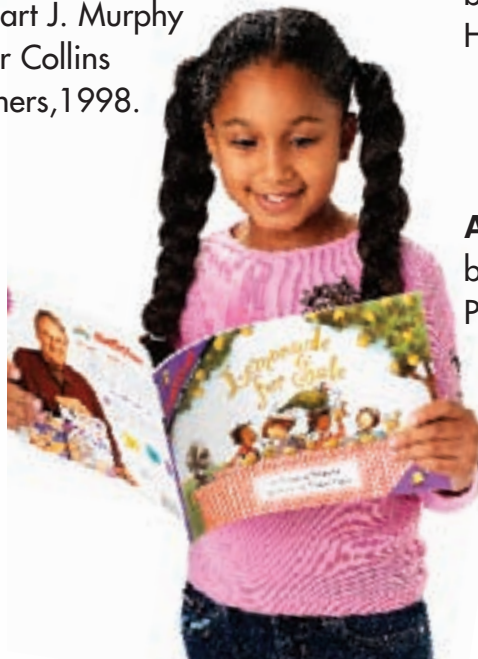


Click on the eGlossary link at ca.gr1math.com to find out more about these words. There are 13 languages.

Books to Read

Lemonade for Sale

by Stuart J. Murphy
Harper Collins Publishers, 1998.



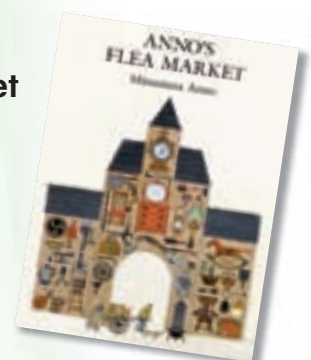
Tally O'Malley

by Stuart J. Murphy
Harper Collins Publishers, 2004.



Anno's Flea Market

by Mitsumasa Anno
Putnam, 1984.



Estimada familia:

Hoy mi clase comenzó el Capítulo 4, **Datos y gráficas**. En este capítulo, aprenderé a hacer y a leer pictogramas, tablas de conteo y gráficas de barras. A continuación, hay una actividad que podemos hacer y una lista de libros que podemos leer juntos.

Cariños,

Actividad

Pídanle a su hijo(a) que haga un pictograma de todas las puertas, las ventanas, los baños, y las camas que tienen en su hogar.

Después, conviértanla en una tabla de conteo y en una gráfica de barras.

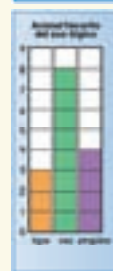


Vocabulario clave

Pictogramas



Gráfica de barras



MathOnline Visiten el enlace eGlossary en ca.gr1math.com para averiguar más sobre estas palabras, las cuales se muestran en 13 idiomas.

Libros para leer

Reunir datos: que panqueca
de John Burstein
Weekly Reader Early Learning Library, 2006.

Más matemáticas con los chocolates de m&m's
de Barabara Barbieri McGrath
Charlesbridge Publishing, 2001.



Name _____

Sort and Classify

Get Ready

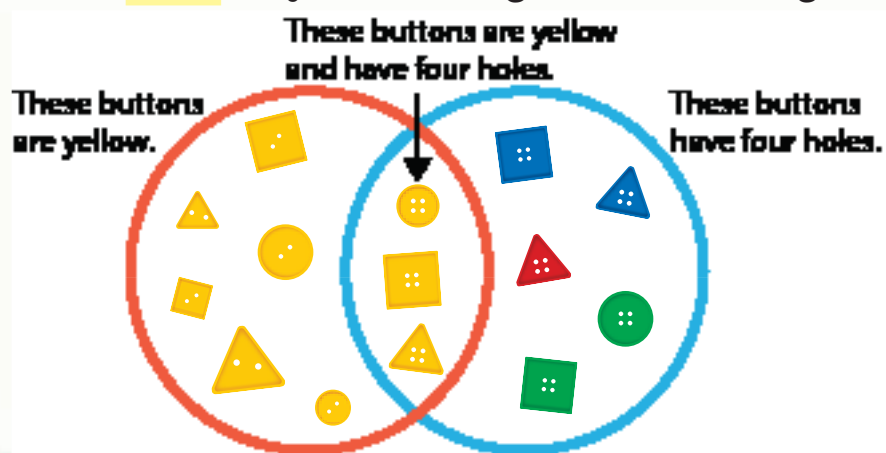
Main Idea

I will sort and classify objects.

Vocabulary

sort

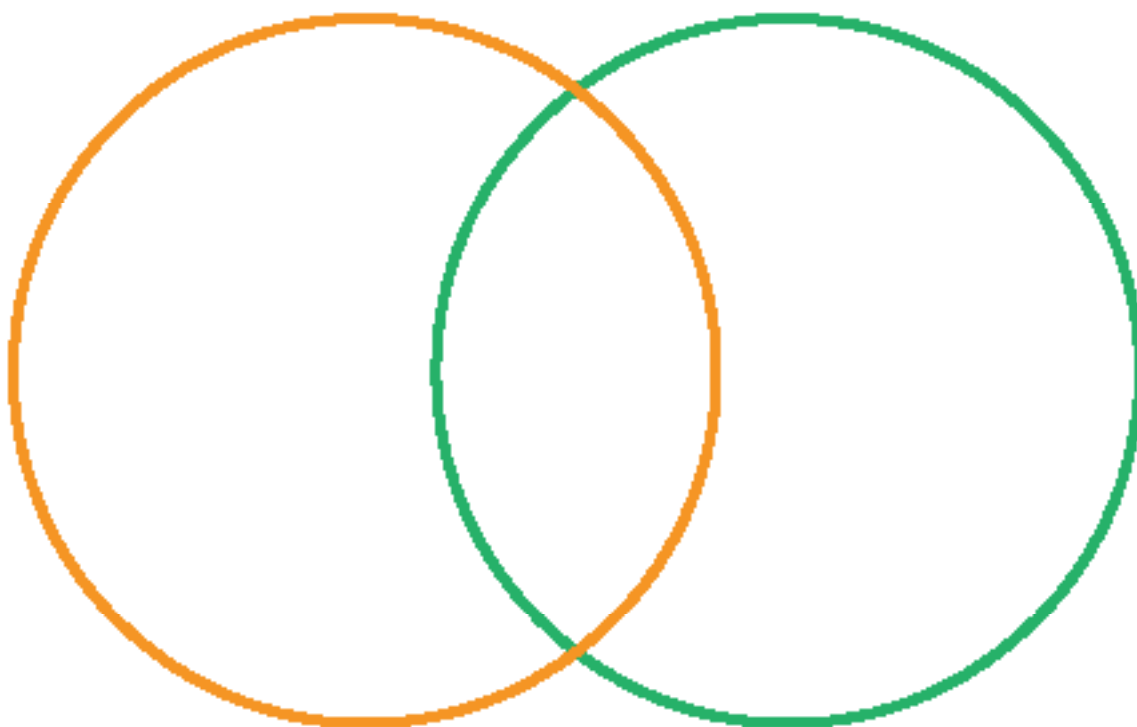
You can **sort** objects using a Venn Diagram.



Check

Use pattern blocks. Sort the shapes.
Draw one way you sorted.

1.



2.



How did you sort the shapes?

Practice

Draw a line from each shape to where it belongs.

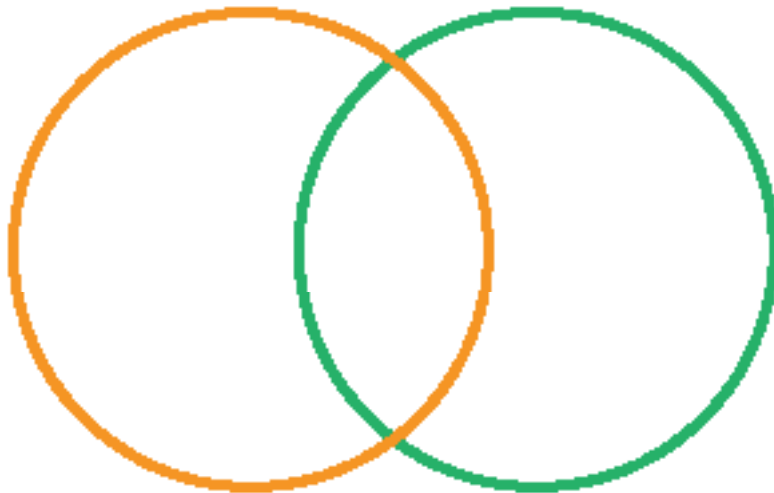
3.

Shapes to be sorted:

- One purple rectangle
- One orange rectangle
- One orange circle
- One blue triangle

Problem Solving

4. **Application** Draw how you could sort these flowers.



Tell how you sorted.



Name _____

Picture Graphs

Get Ready

Main Idea

I will make and read a picture graph.

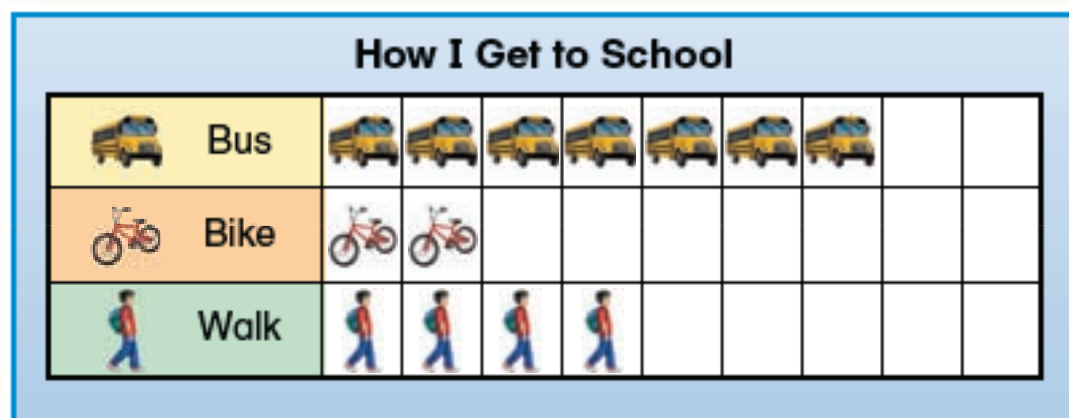
Vocabulary

graph

data

picture graph

A **graph** shows information or **data**. A **picture graph** uses pictures to show data.



Check

1. Ask 10 classmates to vote for their favorite drink. Make a picture graph.



Use the graph to answer the questions.

2. Which drink is the favorite? _____
3. Which drink is the least favorite? _____

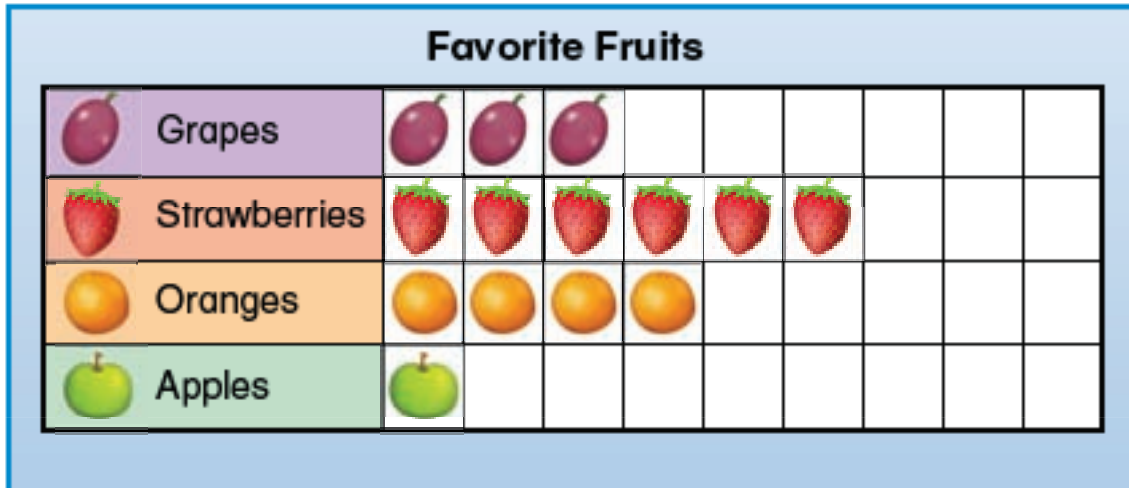
4.



Would the graph stay the same if you asked another 10 people? Explain.

Practice

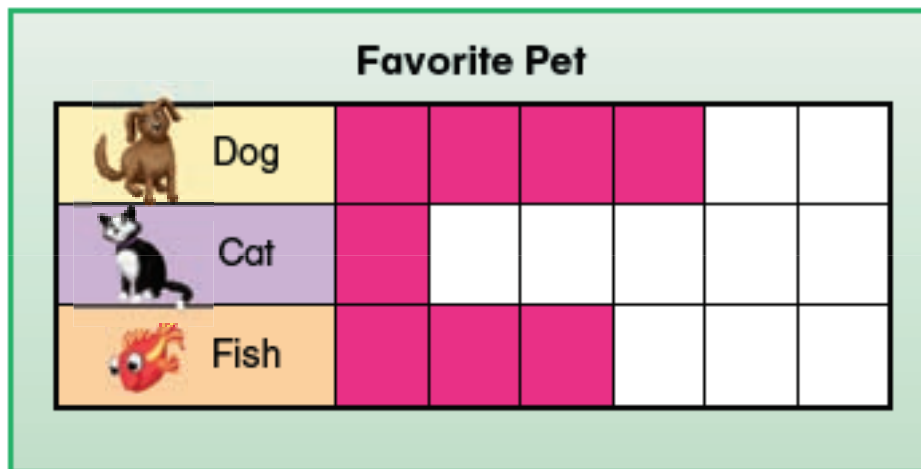
Use the graph to answer the questions.



5. How many chose  ? _____
6. Did more choose  or  ? _____
7. Did fewer choose  or  ? _____
8. How many more chose  than  ? _____
9. Which fruit has one more than  ? _____

Problem Solving

10. **Logical Reasoning** Finish the graph.
3 people chose fish. 2 fewer people chose cats. 4 people chose dogs.



Name _____

Problem-Solving Strategy

Make a Table

Main Idea

I will make a table to solve problems.

Maria wants to buy a T-shirt.
She wants a picture of a bicycle on it.
She wants 4 words on it.
She wants a stripe on the sleeve.
Which shirt should she buy?



Understand

What do I need to find out?

Circle the question.

Plan

How will I solve the problem?

Solve

Make a table.

Shirt	Picture	Number of Words	Stripe
First			
Second			
Third			
Fourth			

Check

Look Back

Does my answer make sense?



Remember
 Understand
 Plan
 Solve
 Check

Try It



1. Make a table.

Animals on the Farm	
Animal	How Many?
chicken	
dog	
cow	
sheep	

Your Turn

Use the table to answer the questions.

- How many more cows than dogs are there? _____
- How many cows and sheep are there? _____
- What animal do you see the most? _____



Name _____



Tally Charts

Get Ready

Main Idea

I will make a tally chart.

Vocabulary

tally chart

survey

A **tally chart** shows a mark for each vote in a survey. A **survey** asks what people like best.

I took a survey.
Corn is the favorite vegetable.



Favorite Vegetables		
Vegetable	Tally	Total
 Carrot		3
 Pea		2
 Corn		7

| stands for 1. ||||| stands for 5.



Check

Ask 10 friends to choose their favorite school subject.
Make a tally chart. Write the totals.

Favorite Subject		
Subject	Tally	Total
		
		
		

Use the tally chart. How many chose each?

1.



2.



3.



4.



How are tally marks used to take surveys?

Practice

Write each total.

Use the tally chart to answer the questions.

What is Your Favorite Color?		
Color	Tally	Total
 Red		8
 Blue		
 Purple		
 Green		

5. Which color is liked the most? _____

6. Which color is liked the least? _____

7. How many students chose red? _____

8. Do more students like purple or blue? _____

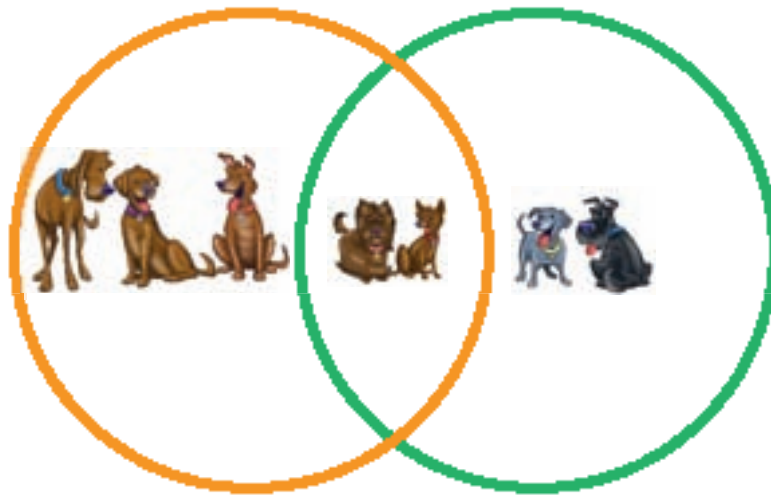
Writing in Math

9. What would happen if you added more color choices to your survey?





Name _____



Draw a line from each dog to where it belongs.

1.



Write each total.

Use the tally chart to answer the questions.

2. Which sport is liked the least?



3. How many students chose soccer? _____ people

4. How many more like basketball than baseball? _____ people

Favorite Sport		
Sport	Tally	Total

Solve.

5. I took a survey of favorite colors.

The choices were green, purple, and blue.

Most people liked blue.

More people liked purple than green.

Which was the least favorite color? _____

Spiral Review Chapters 1-4

Add or subtract.

6. $4 - 1 =$ _____

7. $2 + 2 =$ _____

8. $10 - 4 =$ _____

9. $8 + 1 =$ _____

10. $8 - 8 =$ _____

11. $7 + 3 =$ _____

Use the graph to answer the questions.



Each picture stands for 1 student.

12. How many students chose  ? _____

13. How many more chose  than  ? _____

14. Circle which snack has three more than  ?



15. Circle which snack was chosen the most?



Name _____



Read a Bar Graph

Get Ready

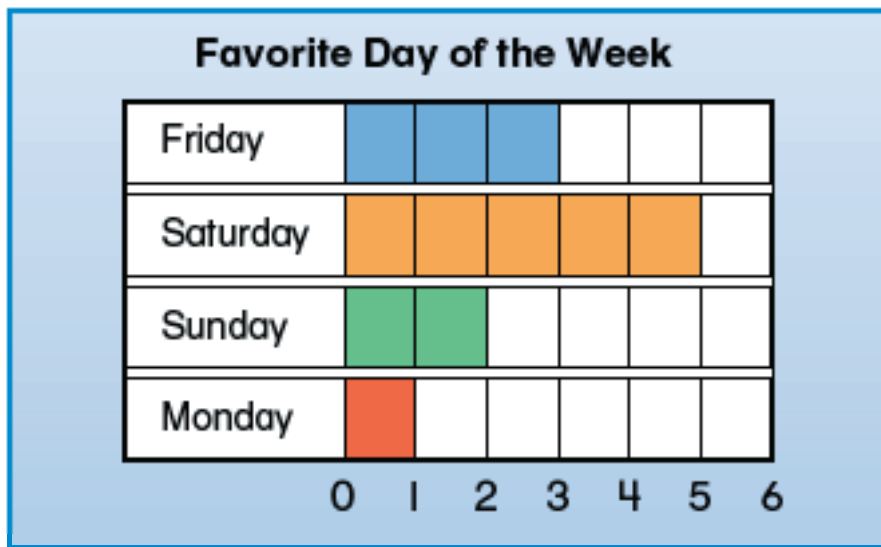
Main Idea

I will read a bar graph.

Vocabulary

bar graph

A **bar graph** shows information or data. The bars tell how many. Look where each bar ends. Read the number.



Check

Use the graph. Answer the questions.

1. How many students chose Sunday? 2

2. How many students chose Friday or Saturday? _____

3. Which day was the favorite? _____

4. Which day was the least favorite? _____

5.



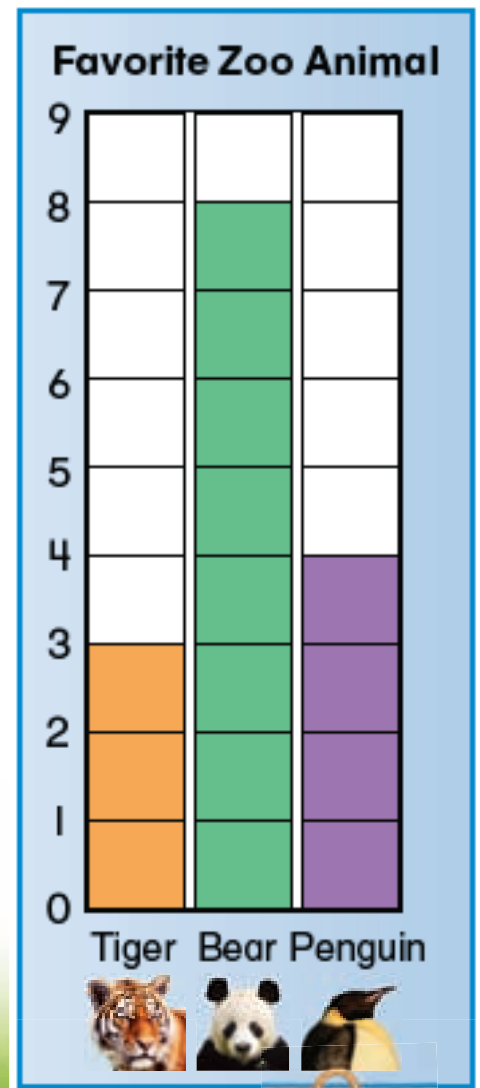
Why is this graph called a bar graph?



Practice

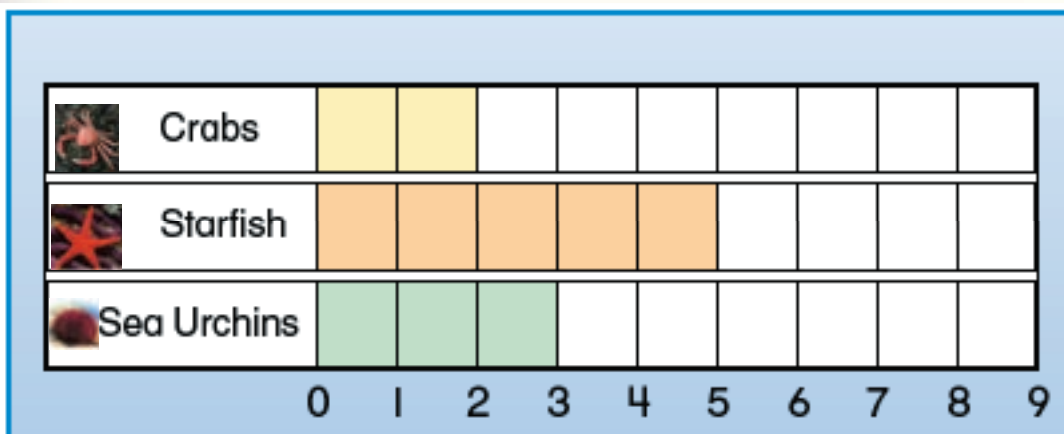
Use the graph. Answer the questions.

6. How many chose the tiger or penguin? _____
7. Did more choose the penguin or the bear? _____
8. How many fewer votes did the tiger get than the bear? _____
9. Which animal was chosen *less than* 4 times? _____
10. Which animal was chosen *more than* 4 times? _____



Data File

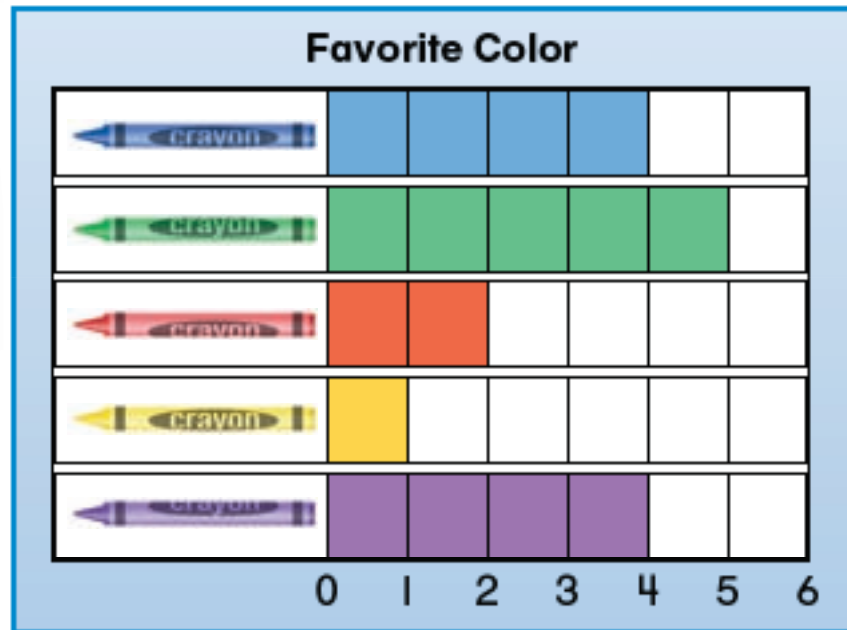
Shallow holes filled with seawater are called tide pools. Many kinds of animals live in tide pools. Use the graph to tell how many of each.



11. How many crabs? _____
12. How many starfish? _____
13. How many sea urchins? _____



Name _____



Use the graph. Answer the questions.

1. How many students chose ? _____

2. Did more choose  or ?



3. Did fewer choose  or ?



4. How many more chose  than ? _____

5. Which color has one less than ?



6. Which two colors do the same number of people like?
Circle two colors.



Color one balloon to show each student's favorite color.



Animal Race

Using Data

You Will Need



This game can be played individually or in a group of 4.

- Spin the .
- Determine which animal gets the point for the spin.
- Place a  on the game board for that animal.
- The first animal to finish wins the race!



1	2	3	4	5	6	Finish
1	2	3	4	5	6	Finish
1	2	3	4	5	6	Finish
1	2	3	4	5	6	Finish

Name _____



Make a Bar Graph

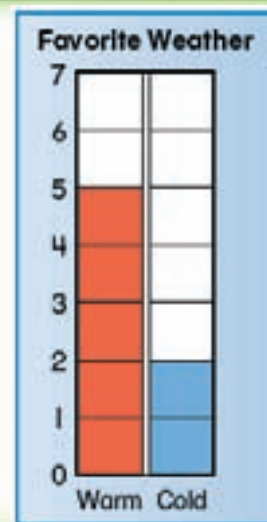
Get Ready

Main Idea

I will make a bar graph.

You can use a tally chart to make a bar graph. Joey asked his friends what kind of weather they liked the best.

Favorite Weather		
Weather	Tally	Total
Warm		5
Cold		2



Check

Favorite Sandwich		
Sandwich	Tally	Total
Peanut Butter		8
Turkey		3
Ham		5
Cheese		2

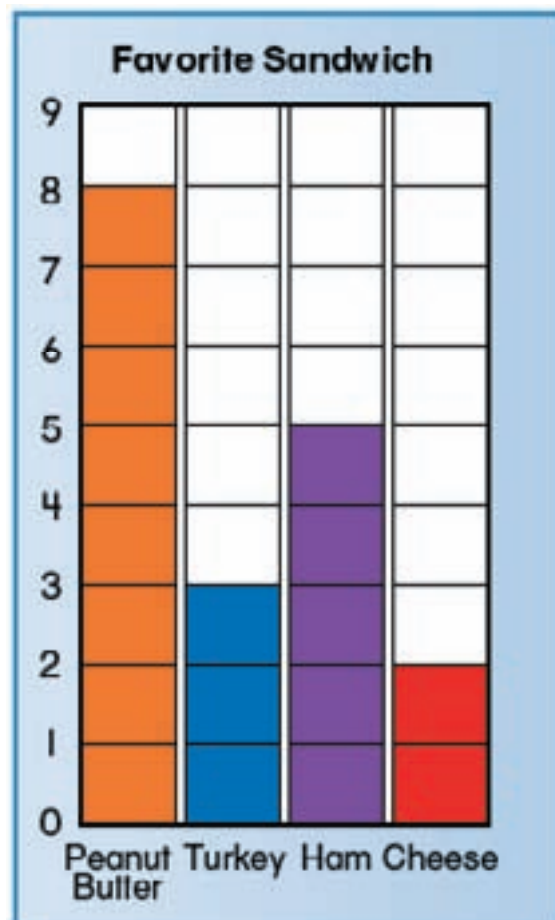
Fill in the totals. Color the graph.
Answer the questions.

1. How many students chose turkey? _____

2. How many more students chose peanut butter than ham? _____

3. Did more students choose cheese or turkey? _____

4. How are tally charts and bar graphs alike?



Practice

5. Ask 10 friends what their favorite playground activity is.

6. Make a tally chart to show your data.

Playground Activity		
Activity	Votes	Total
 Jump Ropes		
 Slide		
 Basketball		

Make a tally for each friend.



7. Use the tally chart to make a bar graph.

Playground Activity										
Jump Ropes										
Slide										
Basketball										
	0	1	2	3	4	5	6	7	8	9

H.O.T. Problems

8. **Thinking Math** Which bar on the graph is the longest? Explain why that bar is the longest.





Name _____

Problem-Solving Investigation

Main Idea

I will choose a strategy to solve problems.



Your Mission: Find how many more cans 1st grade collected than 2nd grade.

My 1st grade class collected 11 cans.
A 2nd grade class collected 5 cans.
How many more cans did we collect?



Understand

What do I need to find out?

Circle it.

Plan

How will I solve the problem?

Solve

One way is to write a number sentence.

Check

Look Back

Does my answer make sense?

Problem-Solving Strategies

- Write a number sentence
- Make a table
- Draw a picture



Mixed Problem Solving

Choose a strategy. Solve.

1. A chicken has two legs.
How many legs would 4 chickens have?

_____ legs

2. A cat has four legs.
How many legs would 3 cats have?



_____ legs

3. There are 3 plates on the table.
Each plate has 2 rolls.
How many rolls in all?



_____ rolls

4. There are 3 maple trees.
There are 5 oak trees.
There are 8 redwood trees.
How many oak and maple trees altogether?



_____ trees



You can go on a hike and look at animals.

What is the boy using to see the animals?



Problem Solving in Science

Summer is a time for fun. You can swim, fish, hike, and see all kinds of animals.

This book belongs to



Real-World MATH

FOLD DOWN

D

A

You can swim in the summer if it is warm enough.



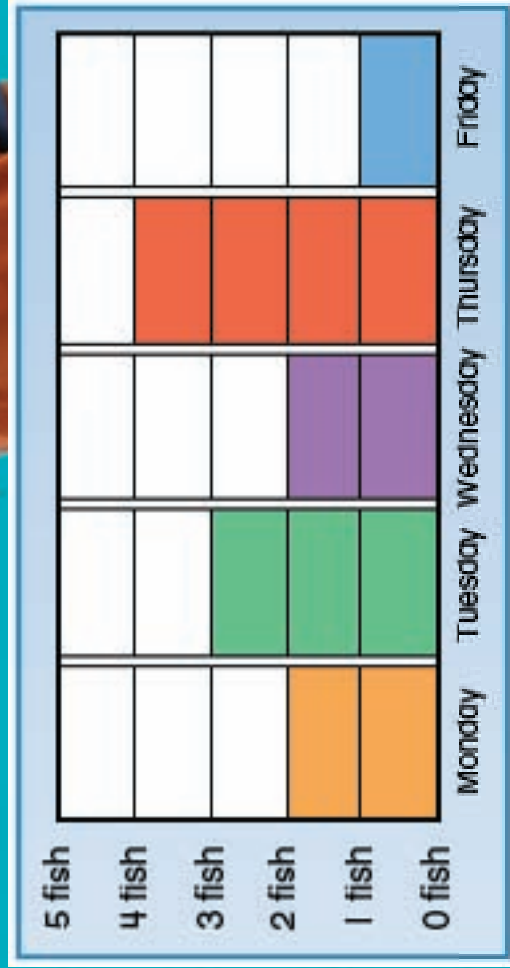
How would you find the temperature of the water?

B

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What tool would you use to find out how much each fish weighs?

On which day were the most fish caught?



C

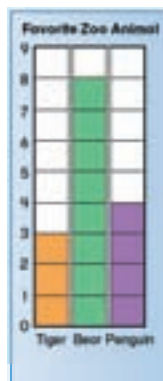


Name _____

Vocabulary

Draw lines to match.

1. tally chart
2. picture graph
3. bar graph

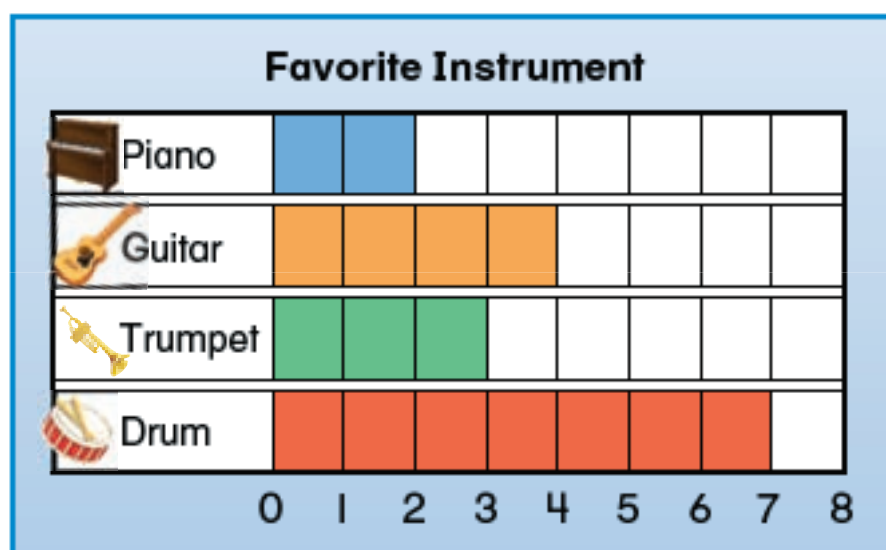


What is Your Favorite Color?

Color	Tally	Total
Red		8
Blue		
Purple		
Green		

Concepts

Use the graph to answer the questions.



4. How many students chose  ? _____ students

5. Which instrument has four more than  ?



6. How many more students chose

than  ? _____

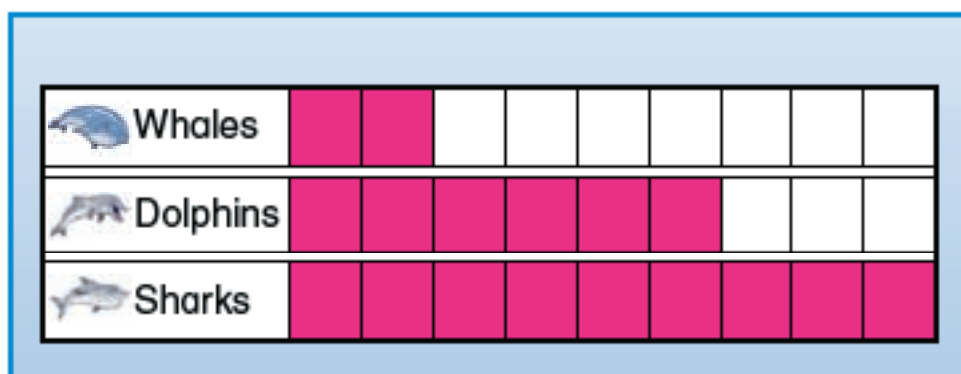


Alicia asked her classmates what their favorite sea animal was.
 2 people chose whales.
 6 chose dolphins.
 9 chose sharks.

7. Make a tally chart of the data.

Favorite Sea Animal		
Animal	Tally	Total
 Whales		
 Dolphins		
 Sharks		

8. Use the tally chart to make a bar graph of the data.



9. Did more students choose whales or dolphins? _____

Problem Solving

10. I asked my friends what their favorite time of day was.
 3 chose morning.
 6 chose afternoon.
 4 chose evening.
 How many chose afternoon *or* evening? _____ friends



Name _____

Listen as your teacher reads each problem.

Choose the correct answer.

A

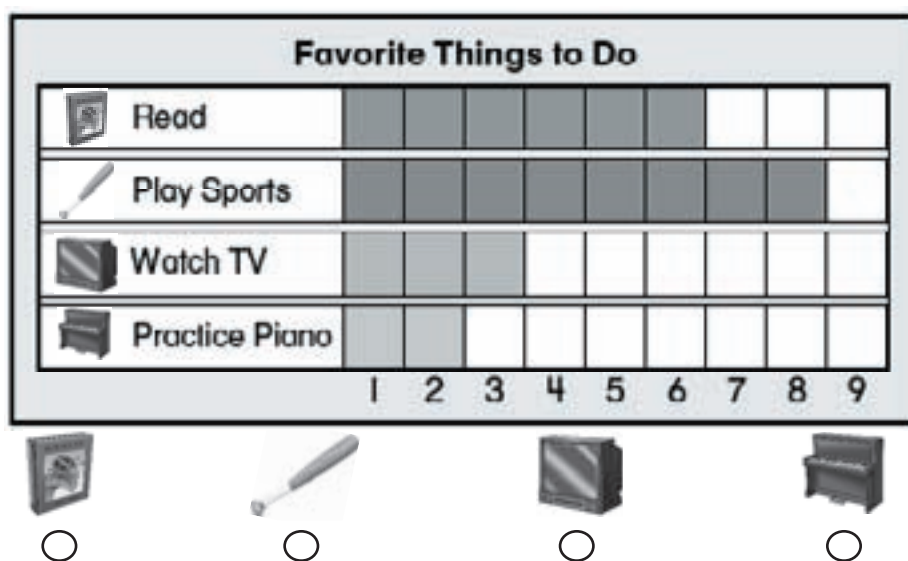
$$2 + 4 = 6$$

$2 + 6 = 8$

$4 + 2 = 6$

$4 + 6 = 10$

$2 + 3 = 5$

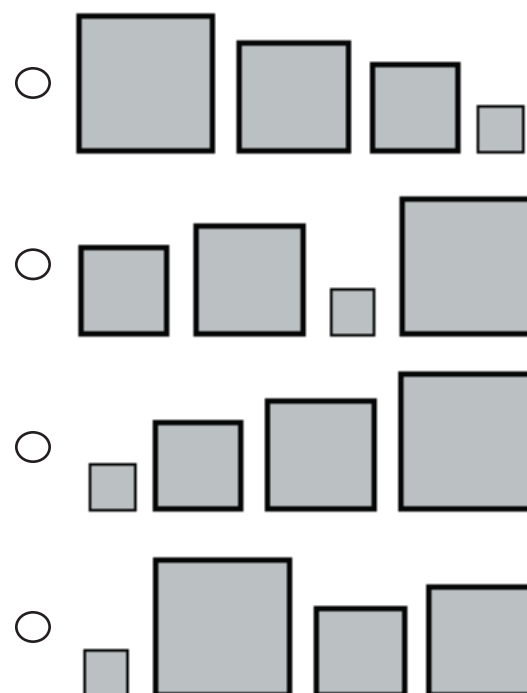
☐☐☐☐**B**

Listen as your teacher reads each problem.

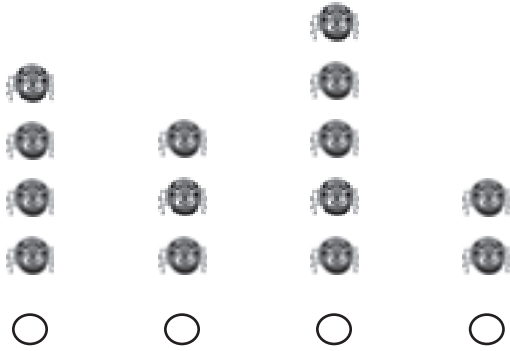
Circle the correct answer.

1

Favorite Snack		
Snack	Tally	Total
		3
		4
		2
		1

☐☐☐☐**2**

3

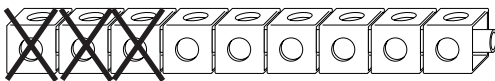


7

0 3 6 9

☐ ☐ ☐ ☐

4



6 7 5 8

☐ ☐ ☐ ☐

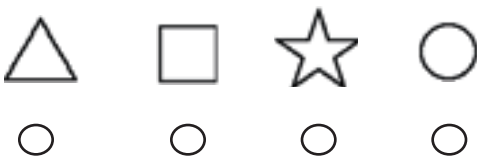
8

$$2 + 3 =$$

2 3 5 9

☐ ☐ ☐ ☐

5



9

There are 7 cats.
2 cats are brown.

How many cats are
not brown?

2 5 7 9

☐ ☐ ☐ ☐

6

$$6 - 4 =$$

0 2 4 10

☐ ☐ ☐ ☐

10

Keith has 5 tens.
He takes away 1 ten.
How many tens are left?

1 4 5 6

☐ ☐ ☐ ☐

CHAPTER 5

Addition Strategies to 12

Key Vocabulary

addend

count on

doubles

doubles

plus one



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Explore

How many legs in all?

_____ + _____ = _____

Name _____



Are You Ready for Chapter 5?

1. Circle the symbol that means to **add**.

+ - =

2. Circle the symbol that means **equals**.

+ - =

Add.

3.

$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

4.

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

5.

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

7.

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

8.

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

9.

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

10.

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

11.

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

Use the pictures to write a number sentence.

12.



____ ○ ____ ○ ____

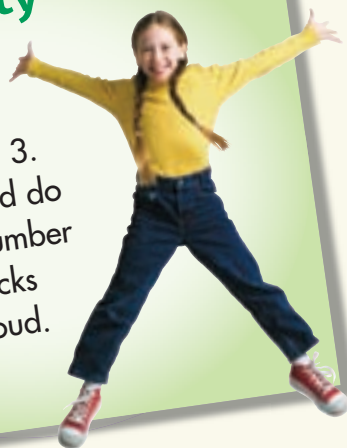
Dear Family,

Today my class started Chapter 5, **Addition Strategies to 12**. In this chapter, I will learn to use different strategies for addition. Here is an activity we can do and a list of books we can read together.

Love,

Activity

Call out a number between 1 and 3. Have your child do double that number of jumping jacks and count aloud.



Key Vocabulary

count on counting up 1, 2, or 3 numbers
 $5 + 2 = 7$

doubles two addends that are the same number
 $7 + 7 = 14$

 addends

Math online Click on the eGlossary link at ca.gr1math.com to find out more about these words. There are 13 languages.

Books to Read

Splash

by Ann Jonas
 Harper Trophy Publishing, 1997.



Animals on Board

by Stuart J. Murphy
 Harper Trophy Publishing, 1998.



Monster Math

by Grace Maccarone
 Voyager Books, 2002.



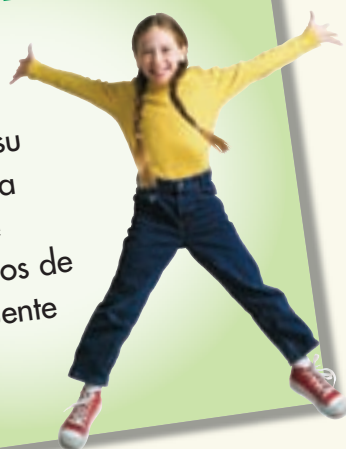
Estimada familia:

Hoy mi clase comenzó el Capítulo 5, **Estrategias para sumar hasta 12**. En este capítulo, aprenderé a usar diferentes estrategias para sumar. A continuación, hay una actividad que podemos hacer y una lista de libros que podemos leer juntos.

Cariños,

Actividad

Digan un número del 1 al 3. Pídanle a su hijo(a) que haga el doble de ese número en saltos de tijera y que cuente en voz alta.



Vocabulario clave

contar seguido contar 1, 2 ó 3 números: $5 + 2 = 7$

dobles dos sumandos iguales:

$$7 + 7 = 14$$

↑ ↑
sumandos

Math online Visiten el enlace eGlossary en ca.gr1math.com para averiguar más sobre estas palabras, las cuales se muestran en 13 idiomas.

Libros recomendados

Sumar y contar hacia adelante
de Diyan Leake
Heinemann, 2006.

Engranaje Matematico
Suma
de Klutz
Catapulta, 2006.



Name _____



Add in Any Order

Get Ready

Main Idea

I will add in any order.

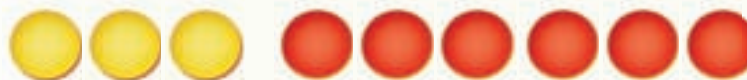
Vocabulary

addend

Addends are the numbers you add.

You can change the order of the addends and get the same sum.

$3 + 6 = 6 + 3$



$$\begin{array}{r} 3 \\ \hline \end{array} + \begin{array}{r} 6 \\ \hline \end{array} = \begin{array}{r} 9 \\ \hline \end{array}$$



$$\begin{array}{r} 6 \\ \hline \end{array} + \begin{array}{r} 3 \\ \hline \end{array} = \begin{array}{r} 9 \\ \hline \end{array}$$



Check

Write the addends. Use . Then add.

1.

$$\begin{array}{r} 2 \\ \hline \end{array} + \begin{array}{r} 4 \\ \hline \end{array} = \begin{array}{r} 6 \\ \hline \end{array}$$

$$\begin{array}{r} \\ \hline \end{array} + \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

2.

$$\begin{array}{r} \\ \hline \end{array} + \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$
$$\begin{array}{r} \\ \hline \end{array} + \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

3. $1 + 7 = \underline{\hspace{2cm}}$

4. $7 + 1 = \underline{\hspace{2cm}}$

5.



Tell how you can show that $1 + 9$ is the same as $9 + 1$.

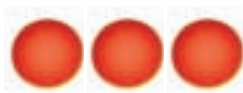
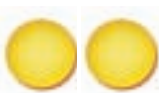
Practice

Write the addends.

Use  . Then add.

6.  

$$\underline{2} + \underline{3} = \underline{5}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

7.



$$\square$$



$$\square$$

 + $\underline{\quad}$

$$\square$$

 + $\underline{\quad}$

$$\square$$

Remember

If you change the order of the addends you get the same sum.

8. $2 + 6 = \underline{\quad}$

9. $6 + 2 = \underline{\quad}$

10. $2 + 5 = \underline{\quad}$

11. $5 + 2 = \underline{\quad}$

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

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

H.O.T. Problem

14. Thinking Math

Can you subtract in any order? $\underline{\quad}$

Use  .

Explain.



Name _____



Count On 1, 2 or 3

Get Ready

Main Idea

I will count on to add.

Vocabulary

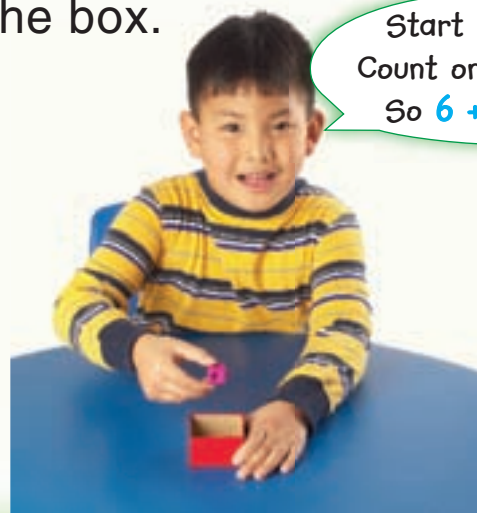
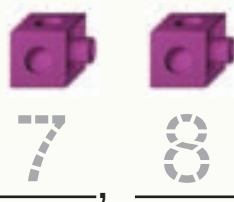
count on

You can **count on** to add.

There are 6 cubes in the box.

Add 2 cubes.

$$6 + 2 = \underline{8}$$



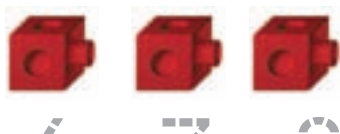
Start with 6.
Count on 2: 7, 8.
So $6 + 2 = 8$



Check

Use . Start with the greater number.
Count on to add.

1.



$$\underline{6}, \underline{7}, \underline{8}$$

$$5 + 3 = \underline{\quad}$$

2.



$$\underline{\quad}, \underline{\quad}, \underline{\quad}$$

$$3 + 8 = \underline{\quad}$$

3.



$$\underline{\quad}, \underline{\quad}, \underline{\quad}$$

$$3 + 6 = \underline{\quad}$$

4.



$$\underline{\quad}, \underline{\quad}$$

$$7 + 2 = \underline{\quad}$$

5.



Why should you start with the greater number when you count on?

Practice

Use . Start with the greater number.
Count on to add.

6. $9 + 3 = \underline{\quad}$	7. $3 + 8 = \underline{\quad}$	8. $1 + 8 = \underline{\quad}$
9. $3 + 7 = \underline{\quad}$	10. $2 + 9 = \underline{\quad}$	11. $2 + 3 = \underline{\quad}$
12. $9 + 1 = \underline{\quad}$	13. $1 + 7 = \underline{\quad}$	14. $8 + 3 = \underline{\quad}$
15. $\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$	16. $\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$	17. $\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$
18. $\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$	19. $\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$	20. $\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$

Writing in Math

21. Explain how you count on to find $3 + 7$?



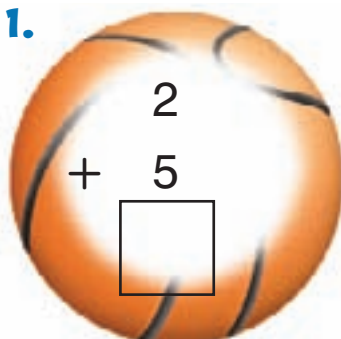
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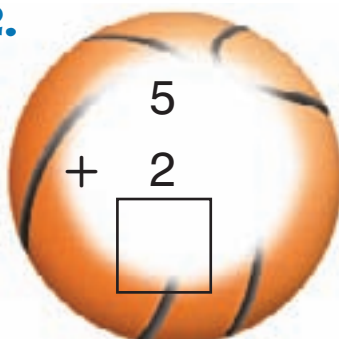
Name _____

Count on to add.

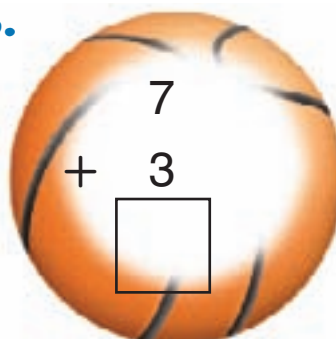
1.



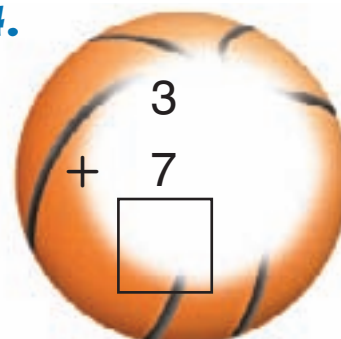
2.



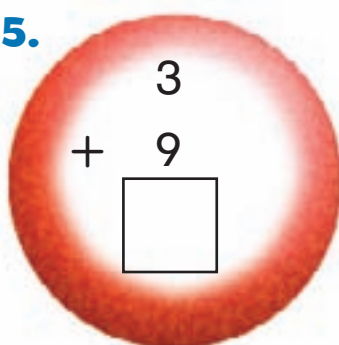
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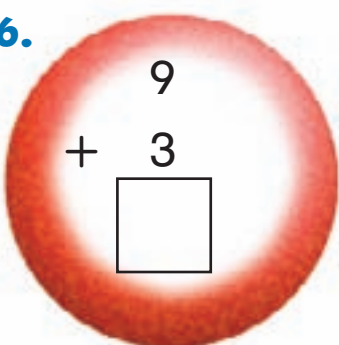
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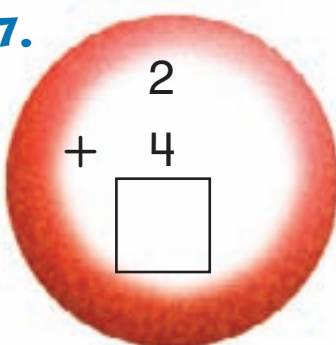
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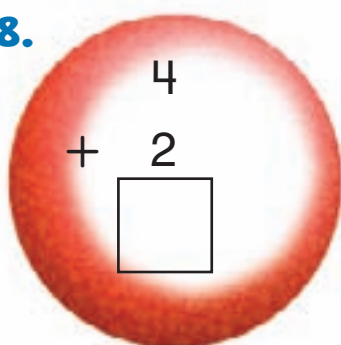
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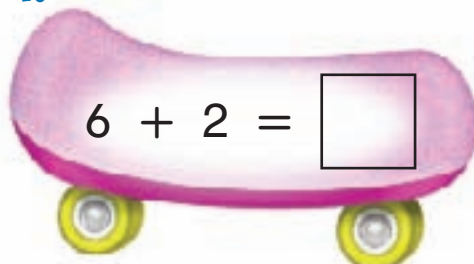
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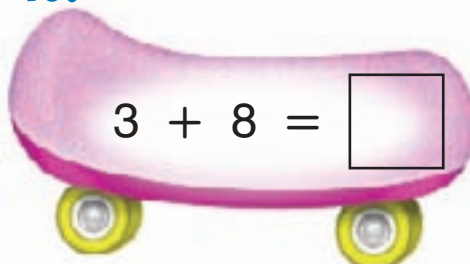
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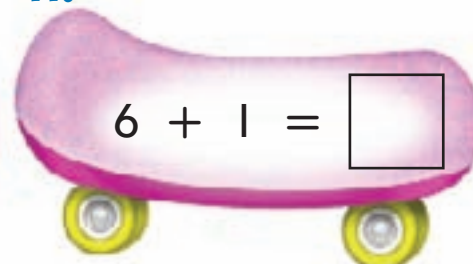
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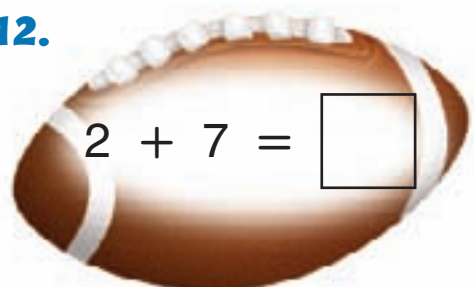
10.



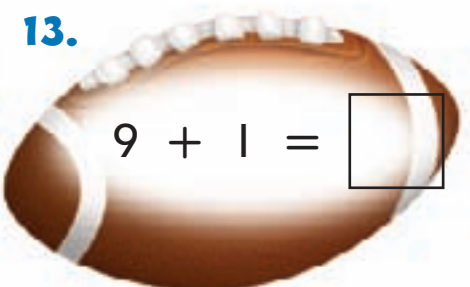
11.



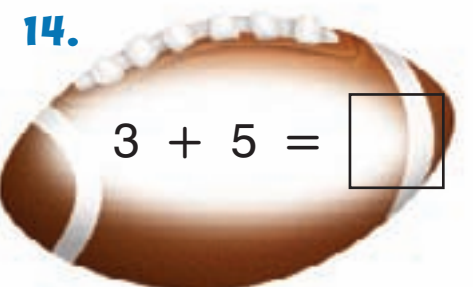
12.



13.



14.





All Mixed Up

Addition

You Will Need



Play with a partner.

- Check the .
- Add the numbers on the Start card.
- Find the answer in the top left corner of another card.
- Add the numbers on that card and continue until you get to the Finish card.
- The winner is the one who can do it the fastest!

12

Finish
Good
Job!

6

$$+ \begin{array}{r} 2 \\ 9 \end{array}$$

4

$$3 + 3$$

11

$$5 + 3$$

Start

$$\begin{array}{r} 7 \\ + 2 \end{array}$$

10

$$\begin{array}{r} + 3 \\ - \end{array}$$

8

$$\begin{array}{r} + 2 \\ 5 \end{array}$$

9

$$6 + 4$$

7

$$\begin{array}{r} 8 \\ + 4 \end{array}$$

Name _____

Problem-Solving Strategy

Act It Out

Main Idea

I will use models to act out and solve problems.

Sam collected 6 cans.
Marcy collected 4 more cans than Sam.
How many cans did Marcy collect?



Understand

What do I need to find out? Circle the question.

Plan

How will I solve the problem?

Solve

Act it out with models.

_____ cans.

Check

Look Back

Does my answer make sense?

Try It

Act it out to solve.

1. Lu saw 5 birds in a tree.
6 more birds joined them.
How many birds are in the tree now?



_____ birds

2. Ron has 9 baseball cards.
His brother gives him 3 more.
How many cards does Ron
have altogether?



_____ cards

Your Turn

Act it out to solve.

3. Brad drew 7 butterflies.
Renee drew 3 butterflies more
than Brad.
How many butterflies did
Renee draw?



_____ butterflies

4. Tiffany brought 6 books to school.
Bri brought 2 more books
than Tiffany. How many books did
Bri bring to school?



_____ books



Name _____

Add 1, 2, or 3

Get Ready

Main Idea

I will add 1, 2, and 3.

When you count on, remember to start with the greater number.



Start with 6.
Count on 3: 7, 8, 9.
 $6 + 3 = 9$

$$\textcircled{6} + 3 = \underline{9}$$



Check

Use . Circle the greater number.
Then count on to add.

1.



$$\textcircled{9} + 3 = \underline{12}$$

2.



$$1 + 8 = \underline{\quad}$$

3.



$$2 + 5 = \underline{\quad}$$

4.



$$4 + 1 = \underline{\quad}$$

5.



$$2 + 6 = \underline{\quad}$$

6.



$$9 + 2 = \underline{\quad}$$

5.



Explain how to add 3 to any number.

Practice

Circle the greater number.
Then count on to add.

6. $1 + 5 = \underline{\quad}$	7. $2 + 9 = \underline{\quad}$	8. $3 + 4 = \underline{\quad}$
9. $6 + 2 = \underline{\quad}$	10. $8 + 1 = \underline{\quad}$	11. $8 + 3 = \underline{\quad}$
12. $7 + 2 = \underline{\quad}$	13. $1 + 9 = \underline{\quad}$	14. $3 + 9 = \underline{\quad}$
15. $\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	16. $\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$	17. $\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$

Data File

It is fun to go to Knott's Berry Farm.
It is a big park with rides and many
things to see and do.

18. There are 5 people in line.
2 more people get in line.
How many people are in line now? $\underline{\quad}$

19. 8 people are waiting for the stagecoach.
3 more people get in line.
How many people are in the line in all?

8
+ 3



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Name _____

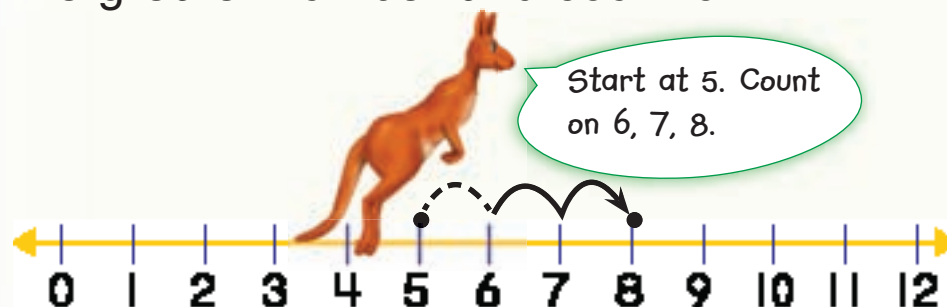
Use a Number Line to Add

Get Ready

Main Idea

I will use a number line to add.

You can use a number line to add. Start with the greater number and count on.



$$5 + 3 = \underline{8}$$



Check

Use the number line. Add.



1. $2 + 6 = \underline{8}$

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

3. $1 + 4 = \underline{\quad}$

4. $3 + 6 = \underline{\quad}$

5.
$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

9.



How does a number line help you add?

Practice

Use the number line. Add.



10.
$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

18. $2 + 3 = \underline{\quad}$

19. $3 + 5 = \underline{\quad}$

20. $2 + 9 = \underline{\quad}$

21. $1 + 8 = \underline{\quad}$

22. $4 + 3 = \underline{\quad}$

23. $3 + 8 = \underline{\quad}$

Problem Solving

24. Number Sense

Amelio has 7 soccer balls.
He gave 3 to his brother.
Then he bought 2 new ones.
How many soccer balls
does Amelio have now?

 soccer balls





Name _____

Add. Use  .

1. $1 + 9 = \underline{\quad}$

2. $9 + 1 = \underline{\quad}$

Start with the greater number.

Count on to add.

3. $9 + 3 = \underline{\quad}$

4. $3 + 8 = \underline{\quad}$

5. $1 + 3 = \underline{\quad}$

Circle the greater number.

Then count on to add.

6.
$$\begin{array}{r} 6 \\ + 3 \\ \hline \square \end{array}$$

7.
$$\begin{array}{r} 1 \\ + 7 \\ \hline \square \end{array}$$

8.
$$\begin{array}{r} 2 \\ + 3 \\ \hline \square \end{array}$$

Use the number line. Add.



9.
$$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

12. Craig has 7 fish.
He bought 2 more fish.
How many fish does
Craig have now?

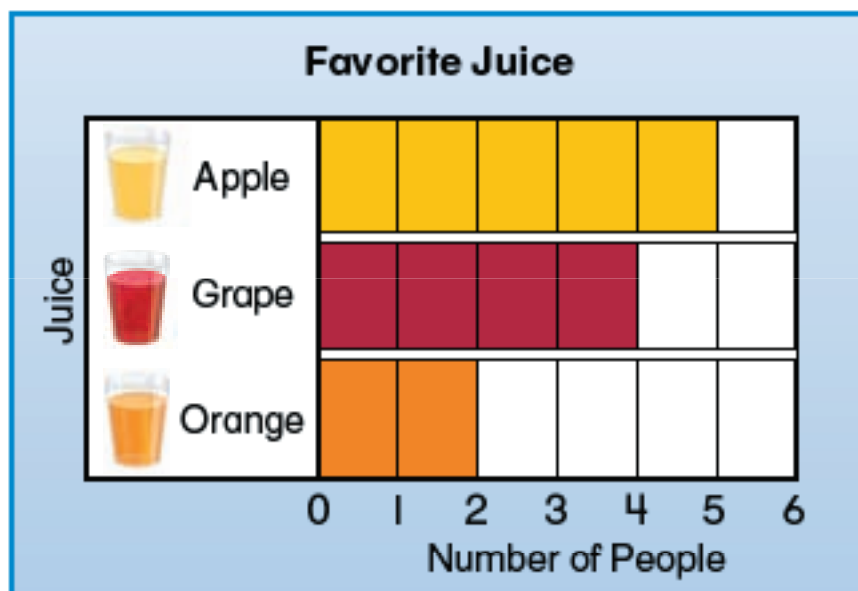
_____ fish

13. Mike caught 5 butterflies.
John caught 2 more butterflies
than Mike. How many
butterflies did John catch?

_____ butterflies

Spiral Review Chapters 1–5

Use the graph. Answer the questions.



14. How many students chose apple juice? _____ students

15. How many more people like apple juice than orange juice? _____ people

16. Which juice was chosen more than 4 times? _____

17. Fernando plays soccer. He scored 4 goals in his first game. He scored 3 goals in his second game. How many goals did he score in all?

_____ goals

18. Which shape is missing?



The missing shape

is a _____.

Name _____



Doubles

Get Ready

Main Idea

I will add using doubles.

Vocabulary

doubles

You can use a **doubles fact** to find the sum. Both addends are the same in a doubles fact.



$$\underline{5} + \underline{5} = \underline{10}$$

5 + 5 is a doubles fact.



Check

Complete the addition sentence. Use .



$$\underline{3} + \underline{3} = \underline{6}$$



$$\underline{\quad} + \underline{\quad} = \underline{12}$$

Write the sum. Circle the doubles facts.

3. $6 + 6 = \underline{\quad}$ 4. $4 + 6 = \underline{\quad}$ 5. $7 + 4 = \underline{\quad}$

6.
$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$



7.
$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$



8.
$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$



9.



Can you use doubles to make a sum of 7? Explain.

Practice

Complete the addition sentence. Use .



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

Write the sum. Circle the doubles facts.

14.
$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$
 

15.
$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$
 

16.
$$\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$$
 

17.
$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$
 

18. $8 + 3 = \underline{\quad\quad}$

19. $1 + 5 = \underline{\quad\quad}$

20. $6 + 4 = \underline{\quad\quad}$

21. $3 + 9 = \underline{\quad\quad}$

Problem Solving

Algebra Fill in the numbers to make a doubles fact.

22. $3 + \underline{\quad\quad} = 6$

23. $4 + \underline{\quad\quad} = 8$

24. $\underline{\quad\quad} + 5 = 10$

25. $\underline{\quad\quad} + 6 = 12$



Name _____



Doubles Plus 1

Get Ready

Main Idea

I will add using doubles plus 1.

Vocabulary

doubles plus 1

You can use a doubles fact to find a sum.

You can also use a **doubles plus 1** fact to find a sum.



4

+



4

=

8



4

+



5

=

9

Add the doubles.
Then add 1 more.



Check

Write the addition sentence. Use

1.



3

+

3

=

6



3

+

4

=

7

Find each sum. Use .

2. $5 + 5 =$ _____

$5 + 6 =$ _____

$6 + 5 =$ _____

3. $1 + 1 =$ _____

$1 + 2 =$ _____

$2 + 1 =$ _____

4.



How does knowing $4 + 4$ help you find $4 + 5$?

Practice

Find each sum. Use .

5.
$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

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

12.
$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

14. $1 + 2 = \underline{\quad}$ 15. $4 + 5 = \underline{\quad}$ 16. $6 + 5 = \underline{\quad}$

17. $3 + 3 = \underline{\quad}$ 18. $2 + 2 = \underline{\quad}$ 19. $5 + 4 = \underline{\quad}$

Problem Solving

Number Sense Write a doubles plus 1 fact to solve.
What doubles fact can help you?

20. Keiko sees 5 beetles.

Sara sees 6 beetles.

How many beetles do they see in all?

$5 + 6 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$ will help



Name _____

Problem-Solving Investigation

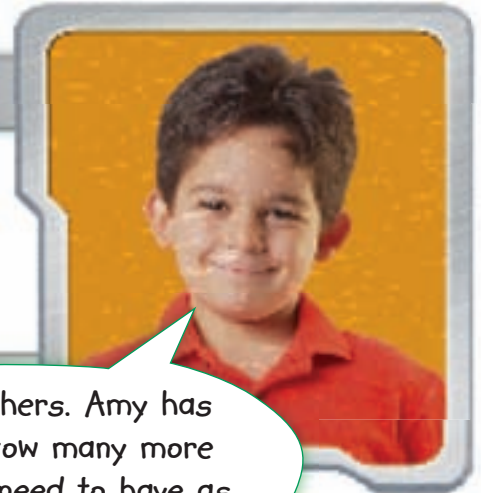
Main Idea

I will choose a strategy to solve problems.



Your Mission:

Find out how many more feathers Bill needs.



I have 7 feathers. Amy has 9 feathers. How many more feathers do I need to have as many as Amy?

Understand

What do I need to find out?

Circle it.

Plan

How will I solve the problem?

Solve

One way is to act it out.

Check

Look Back

Does my answer make sense?

Mixed Problem Solving

Problem-Solving Strategies

- Act It Out
- Draw a Picture
- Guess and check

Choose a strategy. Solve.

1. Luis picked 2 apples.
Jordan picked 10 apples.
How many apples
did they pick in all?



_____ apples

2. Jan has 3 necklaces.
Kim has 3 necklaces.
How many do they have altogether?



_____ necklaces

3. The monkey ate 5 peanuts.
The elephant ate 7 peanuts.
How many total peanuts were eaten?



_____ peanuts

4. The clown sells toy animals in boxes of
2, 4, and 6. Maria's mom bought 2 boxes
with 10 animals in all.
Which two boxes did she buy?



_____ and _____

Did you know that some cacti have flowers?



How many flowers do you see in all?

___ + ___ = ___

FOLD DOWN

Problem Solving in Social Sciences



Real-World MATH

Manuel's favorite plant is a cactus.
Have you ever seen a cactus?

This book belongs to

Cacti grow in the desert where there is little water. Cacti have sharp leaves called spines. They have thick stems that store water.

B

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Cacti can be different sizes.
Manuel likes big cacti.
Which is your favorite?

C

Name _____

Vocabulary

Circle the right answer.

1. doubles

$3 + 3 \quad 4 + 1$

2. addend

$5 + 3 = 8 \quad 5 + 3 = 8$

3. doubles plus 1

$6 + 6 \quad 6 + 7$

Concepts

Count on to find the sum.

4.

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

5.

$$\begin{array}{r} 1 \\ + 9 \\ \hline \square \end{array}$$

6.

$$\begin{array}{r} 8 \\ + 3 \\ \hline \square \end{array}$$

Circle the greater number.

Then count on to add.

7. $2 + 5 = \underline{\quad}$ **8.** $9 + 2 = \underline{\quad}$ **9.** $1 + 8 = \underline{\quad}$

Add.

10.

$$\begin{array}{r} 4 \\ + 4 \\ \hline \square \end{array}$$

11.

$$\begin{array}{r} 8 \\ + 2 \\ \hline \square \end{array}$$

12.

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

13.

$$\begin{array}{r} 3 \\ + 6 \\ \hline \square \end{array}$$

14.

$$\begin{array}{r} 8 \\ + 3 \\ \hline \square \end{array}$$

15.

$$\begin{array}{r} 6 \\ + 6 \\ \hline \square \end{array}$$

16.

$$\begin{array}{r} 6 \\ + 7 \\ \hline \square \end{array}$$

17.

$$\begin{array}{r} 5 \\ + 5 \\ \hline \square \end{array}$$

Write the sum. Circle the doubles facts.

18. $5 + 5 = \underline{\quad}$ 19. $3 + 4 = \underline{\quad}$ 20. $8 + 0 = \underline{\quad}$

21. $9 + 3 = \underline{\quad}$ 22. $3 + 3 = \underline{\quad}$ 23. $6 + 6 = \underline{\quad}$

Find each sum. Use .

24. $4 + 4 = \underline{\quad}$ $5 + 4 = \underline{\quad}$ $4 + 5 = \underline{\quad}$

25. $3 + 3 = \underline{\quad}$ $3 + 4 = \underline{\quad}$ $4 + 3 = \underline{\quad}$

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

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

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

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

Problem Solving

Solve.

27. Lea drank 2 glasses of water before lunch. She drank 3 glasses of water after lunch. How many glasses of water did she drink today?



 glasses
of water

28. Alex has 3 rocks to show his class. Katy has the same number of rocks. How many rocks do they have in all?



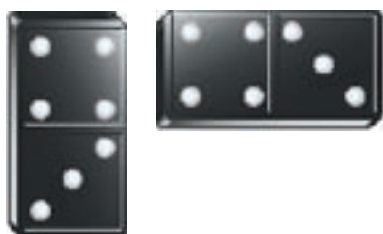
 rocks



Name _____

Listen as your teacher reads the problem.
Choose the correct answer.

A



4

☐

7

☐

3

☐

1

☐

B



$6 + 2$

☐

$6 + 3$

☐

$8 + 2$

☐

$4 + 2$

☐

Listen as your teacher reads each problem.
Choose the correct answer.

1

$3 + 2 = \underline{\quad}$

3

☐

4

☐

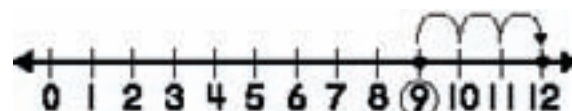
5

☐

6

☐

3



$8 + 3$

☐

$9 + 2$

☐

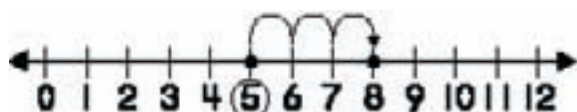
$9 + 3$

☐

$8 + 1$

☐

2



3

☐

6

☐

7

☐

8

☐

4



6

☐

7

☐

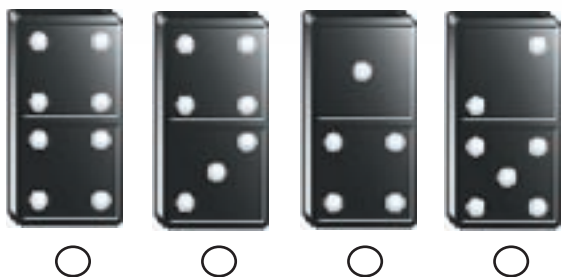
9

☐

12

☐

5



9

4 5 6 8
○ ○ ○ ○

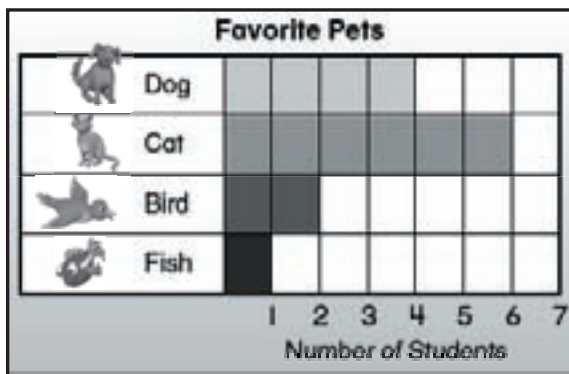
6



10

15 16 18 19
○ ○ ○ ○

7



11

Juan saw 2 dogs.

Paul saw 3 dogs.

How many dogs did they see in all?

2 3 5 6
○ ○ ○ ○

8



12

Maria has 2 dolls.

Her friend has 4 dolls.

How many dolls do they have in all?

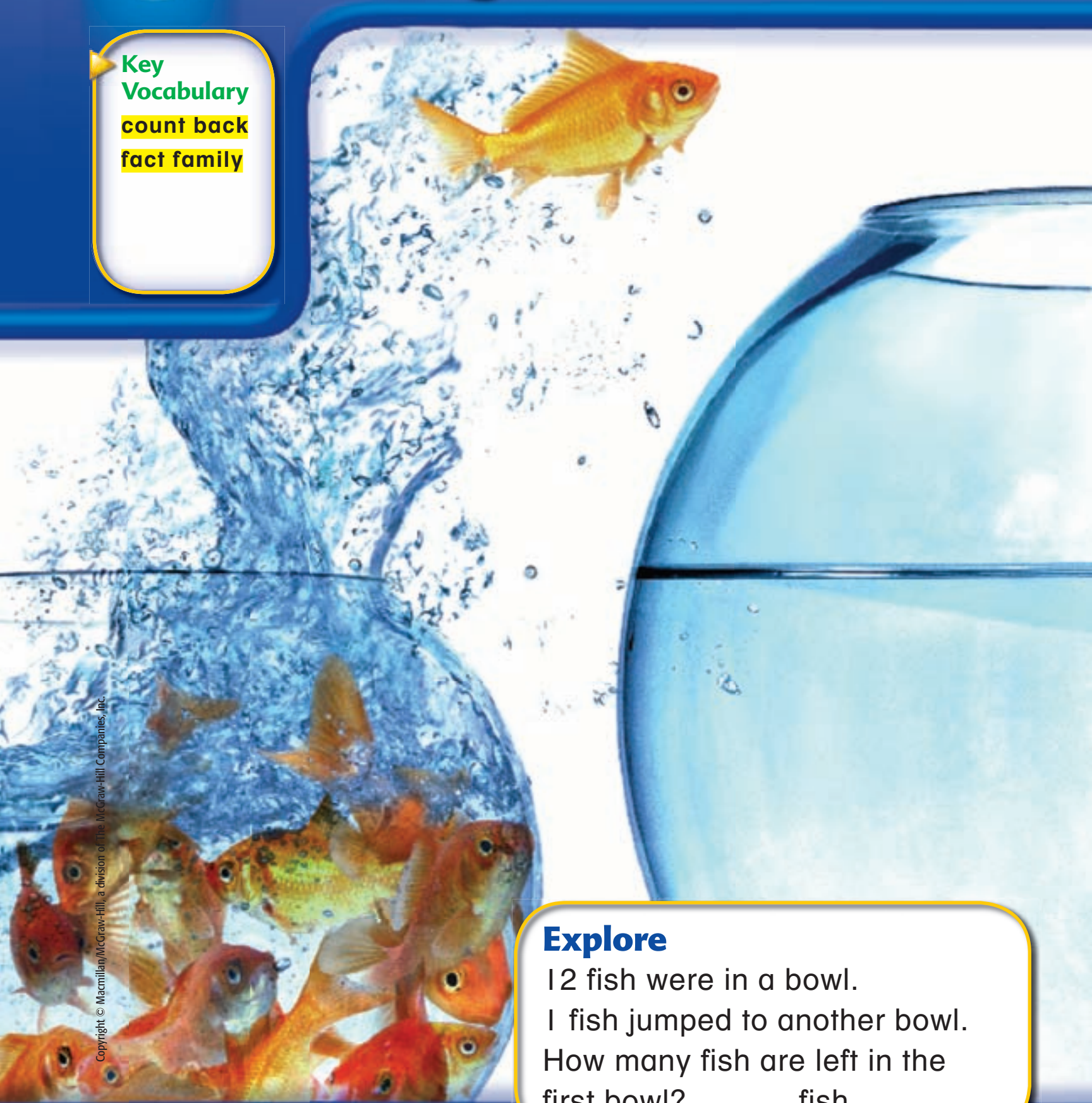
2 4 5 6
○ ○ ○ ○



CHAPTER 6

Subtraction Strategies to 12

**Key
Vocabulary**
count back
fact family



Explore

12 fish were in a bowl.
1 fish jumped to another bowl.
How many fish are left in the
first bowl? _____ fish

**Are You Ready for Chapter 6?**

1. Circle the subtraction symbol.

+ - =

2. Circle the equal sign.

+ - =

Find the difference.

3.
$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

12. Cross out 4 carrots. Use the pictures to write a number sentence.



_____ ○ _____ ○ _____

Dear Family,

Today my class started Chapter 6, **Subtraction Strategies to 12**. In this chapter, I will learn to use different strategies for subtraction. Here is an activity we can do and a list of books we can read together.

Love,

Activity

Write numbers 1-12 on index cards. Keep the number 12 separate and turn the rest upside down. Pick a card. Decide what additional number you need to make a sum of 12. Take turns turning cards over until you find it. Create a subtraction sentence.

Key Vocabulary

count back counting back 1, 2, or 3 numbers:
5 - 3. Start at 5 and count back 4, 3, 2.

fact family addition and subtraction sentences that use the same numbers

MathOnline Click on the eGlossary link at ca.gr1math.com to find out more about these words. There are 13 languages.

Books to Read

Elevator Magic

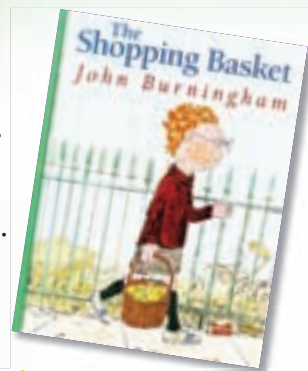
by Stuart J. Murphy
Harper Trophy
Publishing, 1997.

The Shopping Basket

by John Burningham
Candlewick Press, 1997.

Five Little Monkeys Sitting in a Tree

by Eileen Christelow
Clarion Books, 1999.



Estimada familia:

Hoy mi clase comenzó el Capítulo 6, **Estrategias para restar hasta 12**. En este capítulo, aprenderé a usar diferentes estrategias para restar. A continuación, hay una actividad que podemos hacer y una lista de libros que podemos leer juntos.

Cariños,

Actividad

Escriban en tarjetas los números del 1 al 12. Mantengan separado el número 12 y coloquen el resto boca abajo. Seleccionen una tarjeta y decidan qué número se necesita para que sume 12. Tórnense para voltear las tarjetas hasta encontrar la respuesta. Inventen un enunciado de resta.

Vocabulario clave

contar al revés contar al revés 1, 2 ó 3 números: **5 - 3**. Comienza con 5 y cuenta al revés 4, 3, 2

familia de operaciones problemas de suma y resta que usan los mismos números

Math  Visiten el enlace eGlossary en ca.gr1math.com para averiguar más sobre estas palabras, las cuales se muestran en 13 idiomas.

Libros para leer

Restar y quitar
de Diyan Leake
Heinemann, 2006.

Puedo restar
de Gerry Price
Nueva Guía, 2002.



Name _____



Count Back 1, 2, or 3

Get Ready

Main Idea

I will count back to subtract.

Vocabulary

count back

You can **count back** to subtract.

$$6 - 2 = \underline{4}$$

Start with 6. Count back 2.



6

6, 5, 4



Check

Count back to subtract. Use  to help.

1. $8 - 3 = \underline{5}$



8

8, 7, 6, 5

2. $7 - 1 = \underline{\quad}$

7,

3. $4 - 2 = \underline{\quad}$

4, ,

4. $5 - 1 = \underline{\quad}$

5. $6 - 3 = \underline{\quad}$

6. $8 - 2 = \underline{\quad}$

7. $5 - 2 = \underline{\quad}$

8. $7 - 3 = \underline{\quad}$

9. $7 - 2 = \underline{\quad}$

10.



Why do you count back when subtracting?

Practice

Count back to subtract. Use  to help.

11. $6 - 3 = \underline{\quad}$



6



6, , ,

12. $11 - 2 = \underline{\quad}$

13. $8 - 3 = \underline{\quad}$

14. $12 - 3 = \underline{\quad}$

15. $5 - 3 = \underline{\quad}$

16. $3 - 2 = \underline{\quad}$

17. $10 - 3 = \underline{\quad}$

18. $9 - 3 = \underline{\quad}$

19. $4 - 1 = \underline{\quad}$

20. $9 - 1 = \underline{\quad}$

21. $4 - 3 = \underline{\quad}$

22. $6 - 1 = \underline{\quad}$

23. $11 - 3 = \underline{\quad}$

24.
$$\begin{array}{r} 10 \\ - 1 \\ \hline \square \end{array}$$

25.
$$\begin{array}{r} 10 \\ - 2 \\ \hline \square \end{array}$$

26.
$$\begin{array}{r} 9 \\ - 2 \\ \hline \square \end{array}$$

27.
$$\begin{array}{r} 8 \\ - 1 \\ \hline \square \end{array}$$

Problem Solving

28. **Number Sense** There are 11 boats at the dock. 3 boats leave. How many boats are still at the dock?

 ○ ○



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Name _____

Problem-Solving Strategy

Write a Number Sentence

Main Idea

I will write a number sentence to solve the problem.

There are 8 children on the playground.
5 children go home.
How many children are left?



Understand

What do I know?

Underline what you know.

What do I need to find out?

Circle the question.

Plan

How will I solve the problem?

Solve

Write a number sentence.

_____ children are left

Check

Look Back

Does my answer make sense?

Remember
Understand
Plan
Solve
Check

Try It

Solve.

1. There are 12 seashells on the beach. 6 were washed away.
How many seashells are still on the beach?



_____ ○ _____ ○ _____ seashells

2. There were 8 dogs taking a nap.
5 left to chase a cat.
How many dogs are still taking a nap?



_____ ○ _____ ○ _____ dogs

Your Turn

Solve.

3. There were 11 horses eating hay.
4 left to get a drink.
How many horses were left eating hay?



_____ ○ _____ ○ _____ horses

4. I have 10 baby chicks.
I gave my brother 5 of them.
How many baby chicks do I have now?



_____ ○ _____ ○ _____ chicks



Name _____



Use a Number Line to Subtract

Get Ready

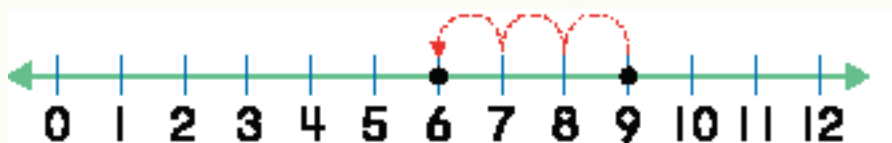
Main Idea

I will use the number line to subtract.

You can use a number line to subtract.



Start at 9. Count back 3 to find the difference: 8, 7, 6.



$$9 - 3 = \underline{6}$$

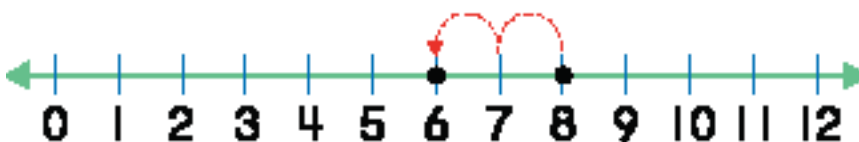


Check

Subtract. Write the difference.

Use the number line to help you.

1. $8 - 2 = \underline{\quad}$



2. $10 - 3 = \underline{\quad}$



3. $5 - 1 = \underline{\quad}$



4. $9 - 2 = \underline{\quad}$



5.



How does the number line help you subtract?

Practice

Subtract. Write the difference.

Use the number line to help you.



6.
$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 11 \\ - 3 \\ \hline \end{array}$$

14. $7 - 2 = \underline{\quad}$

15. $8 - 1 = \underline{\quad}$

16. $9 - 2 = \underline{\quad}$

17. $3 - 1 = \underline{\quad}$

18. $10 - 1 = \underline{\quad}$

19. $11 - 2 = \underline{\quad}$

Data File

There are places in California where horses run free. No one rides these horses. They are called wild horses.

20. There are 12 horses. 3 of them have spots. How many horses do not have spots?

$\underline{\quad} - \underline{\quad} = \underline{\quad}$



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Name _____

Count back to subtract.

1. $9 - 1 =$ _____

2. $7 - 3 =$ _____

3. $11 - 3 =$ _____

4. $10 - 1 =$ _____

5. $5 - 2 =$ _____

6. $8 - 3 =$ _____

7.
$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

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

9.
$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 12 \\ - 3 \\ \hline \end{array}$$

Subtract. Write the difference. Use the number line to help you.



11.
$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 12 \\ - 3 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

Write a number sentence to solve.

15. There are 10 boats at the dock. 2 boats leave.
How many boats are still at the dock?



_____ ○ _____ ○ _____

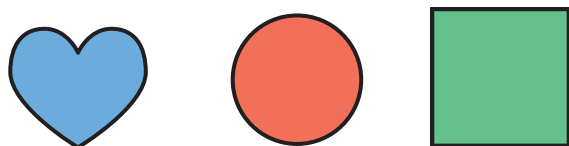
16. There are 6 strawberries on the table.
Tito ate 3 of them. How many are left?



_____ ○ _____ ○ _____

Spiral Review Chapters 1–6

12 students were asked to choose their favorite shape.



Favorite Shape		
Shape	Votes	Total
		
		
		

Fill in the totals.

Then use the graph to answer the questions.

17. Which shape is the favorite?   
18. Which shape is the least favorite?   
19. How many students in all chose the heart or square? _____ students

Add or subtract.

20. $9 + 1 =$ _____ 21. $7 + 3 =$ _____ 22. $10 + 0 =$ _____
23. $9 - 6 =$ _____ 24. $4 - 1 =$ _____ 25. $6 - 0 =$ _____

Add. Use a doubles plus 1 fact to solve.
What doubles fact can help you?

26. Kelly saw 6 spiders. Ivy saw 7 spiders.
How many spiders did they see?

_____ + _____ = _____ will help

$6 + 7 =$ _____ spiders

Name _____

Problem-Solving Investigation

Main Idea

I will choose a strategy to solve a problem.



Your Mission:

Find how many more beads are needed.

I have 4 beads.
I need 12 beads to
make my bracelet.



Understand

What do I know?

Underline what you know.

What do I need to find out.

Circle it.

Plan

How will I solve the problem?

Solve

One way is to guess and check.

_____ more beads

Check

Look Back

Does my answer make sense?

Problem-Solving Strategies

- Guess and Check
- Draw a Picture
- Write a Number Sentence

Mixed Problem Solving

Choose a strategy. Solve.

1. The fisherman caught 14 fish.
They threw 4 fish back in the water.
How many fish were left?



_____ fish

2. There were 15 pages in the book.
Lisa read 6 pages.
How many pages did she still have to read?



_____ pages

3. There are red and blue marbles in a basket.
There are 11 marbles all together.
5 marbles are red.
How many marbles are blue?



_____ are blue

4. Miss Bell passed out 9 pencils.
3 students still need pencils.
How many pencils will Miss Bell pass out
all together?



_____ pencils



Name _____

Use Doubles to Subtract

Get Ready

Main Idea

I will use doubles to add and subtract.

You know how to use doubles to add.



$$4 + 4 = \underline{\quad}$$

You can also use doubles to subtract.



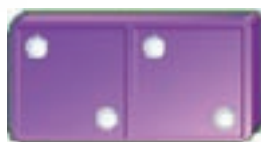
$$8 - 4 = \underline{\quad}$$



Check

Add the doubles. Then subtract.

1.



$$2 + 2 = \underline{4}$$

$$4 - 2 = \underline{2}$$

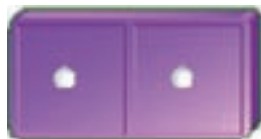
2.



$$5 + 5 = \underline{\quad}$$

$$10 - 5 = \underline{\quad}$$

3.



$$1 + 1 = \underline{\quad}$$

$$2 - 1 = \underline{\quad}$$

4.



$$3 + 3 = \underline{\quad}$$

$$6 - 3 = \underline{\quad}$$

5.



How do doubles facts help you subtract?

Practice

Add the doubles. Then subtract.



$$6 + 6 = \underline{\quad}$$

$$12 - 6 = \underline{\quad}$$



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

$$4 - 2 = \underline{\quad}$$



$$4 + 4 = \underline{\quad}$$

$$8 - 4 = \underline{\quad}$$



$$1 + 1 = \underline{\quad}$$

$$2 - 1 = \underline{\quad}$$



$$3 + 3 = \underline{\quad}$$

$$6 - 3 = \underline{\quad}$$



$$5 + 5 = \underline{\quad}$$

$$10 - 5 = \underline{\quad}$$

H.O.T. Problem

12. Write a subtraction story using $6 - 3 = 3$.



Name _____

Relate Addition to Subtraction

Get Ready

Main Idea

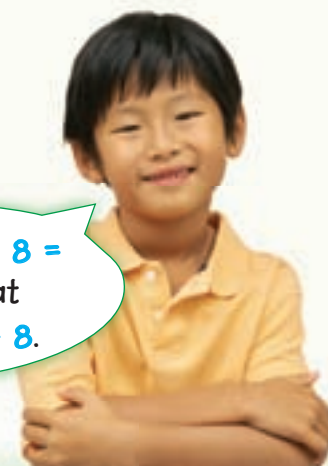
I will use related addition and subtraction facts.

Related facts use the same numbers.
These facts can help you add and subtract.

$$\begin{array}{r} 3 \\ + 8 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 11 \\ - 8 \\ \hline 3 \end{array}$$

I know that $3 + 8 = 11$. I can use that fact to find $11 - 8$.



Check

Use related facts to add and subtract.

1. $\begin{array}{r} 4 \\ + 7 \\ \hline 11 \end{array}$ $\begin{array}{r} 11 \\ - 4 \\ \hline 7 \end{array}$

2. $\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$ $\begin{array}{r} 11 \\ - 6 \\ \hline \end{array}$

3. $\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ - 4 \\ \hline \end{array}$

Use the addition fact to write the related subtraction sentences.

4. $6 + 4 = 10$
 $\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$
 $\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$

5. $7 + 5 = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

6.



Are $1 + 5 = 6$ and $6 - 1 = 5$ related facts?
How do you know?

Practice

Use related facts to add and subtract.

7.
$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 8 \\ \hline \end{array}$$

Use the addition fact to write the related subtraction sentences.

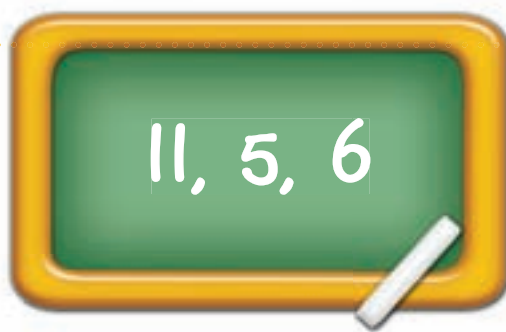
11. $5 + 7 = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

12. $4 + 8 = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

Problem Solving

13. **Number Sense** Write two related facts for these numbers.

$\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$



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Name _____



Fact Families

Get Ready

Main Idea

I will use fact families.

Vocabulary

fact family

3, 7, and 10 are the numbers in this fact family!



Related facts make a **fact family**.



$$7 + 3 = 10$$



$$3 + 7 = 10$$



$$10 - 3 = 7$$



$$10 - 7 = 3$$



Check

Use to add and subtract.

Write the numbers in the fact family.

1. $8 + 1 = 9$ $1 + 8 = 9$
 $9 - 1 = 8$ $9 - 8 = 1$

1	8	9
_____	_____	_____

2. $3 + 4 =$ _____ $4 + 3 =$ _____
 $7 - 3 =$ _____ $7 - 4 =$ _____

_____	_____	_____
-------	-------	-------

3.



What fact family can you write with 2, 8, and 6?

Practice

Use  to add and subtract.

Write the numbers in the fact family.

4. $4 + 7 = \underline{\quad}$ $7 + 4 = \underline{\quad}$

$11 - 7 = \underline{\quad}$ $11 - 4 = \underline{\quad}$

_____ , _____ , _____

5. $2 + 4 = \underline{\quad}$ $4 + 2 = \underline{\quad}$

$6 - 4 = \underline{\quad}$ $6 - 2 = \underline{\quad}$

_____ , _____ , _____

6. $1 + 9 = \underline{\quad}$

_____ ○ _____ = _____

_____ ○ _____ = _____

_____ ○ _____ = _____

7. $3 + 9 = \underline{\quad}$

_____ ○ _____ = _____

_____ ○ _____ = _____

_____ ○ _____ = _____

H.O.T. Problems

8. Thinking Math

When I am added to 7,
the sum is 12.

What number am I?

7

12



Name _____

Add and subtract using fact families.

1. $3 + 5 = \underline{\quad}$

$8 - 5 = \underline{\quad}$

$5 + 3 = \underline{\quad}$

$8 - 3 = \underline{\quad}$

2. $8 + 4 = \underline{\quad}$

$12 - 4 = \underline{\quad}$

$4 + 8 = \underline{\quad}$

$12 - 8 = \underline{\quad}$

3. $1 + 6 = \underline{\quad}$

$7 - 6 = \underline{\quad}$

$6 + 1 = \underline{\quad}$

$7 - 1 = \underline{\quad}$

4. $9 + 2 = \underline{\quad}$

$11 - 2 = \underline{\quad}$

$2 + 9 = \underline{\quad}$

$11 - 9 = \underline{\quad}$

5. $6 + 4 = \underline{\quad}$

$10 - 4 = \underline{\quad}$

$4 + 6 = \underline{\quad}$

$10 - 6 = \underline{\quad}$



Related or Not?

Fact Families

You Will Need



Play with a partner.

- Put your game pieces under **START**.
- Roll the **1** and move your game piece.
- Decide whether the space you land on is part of a fact family. If it is, you can stay there. If it's not, move your game piece back to the space it was on before you rolled.
- The first person to Finish wins!

START

	$1 + 4$ $5 - 1$	$3 + 5$ $8 - 3$	$4 + 6$ $11 - 6$	$2 + 8$ $10 - 8$	$3 + 2$ $6 - 3$
					$7 + 5$ $12 - 6$
					$10 + 1$ $12 - 1$
$6 + 5$ $12 - 6$	$8 + 3$ $11 - 3$	$9 + 2$ $11 - 9$	$5 + 1$ $6 - 2$	$3 + 7$ $9 - 3$	$1 + 7$ $8 - 1$
$4 + 4$ $9 - 4$					
$9 + 3$ $12 - 3$					
$2 + 2$ $4 - 2$	$6 + 2$ $8 - 3$	$8 + 2$ $10 - 2$	$1 + 8$ $10 - 1$	$3 + 4$ $7 - 4$	

In the winter, Raymond saw 12 birds eating from a bird feeder. None of them flew south.

How many stayed for the winter?

_____ birds

FOLD DOWN

Problem Solving in Social Sciences



Real-World MATH

Some birds fly south when it gets cold. Some birds stay in the north all year.

This book belongs to _____

Alexa saw 12 birds eating seeds. 6 of them will fly south when it gets cold.

How many will stay for the winter?



_____ birds



B

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Jose saw 11 birds. Some of them were taking a bath. 3 of them will fly south when it gets cold.

How many will stay for the winter?



_____ birds



C

Name _____

Vocabulary

Circle the correct answer.

1. count back

a. $6 - 2 = 6, 5, 4$

b. $6 - 2 = 6, 7, 8$

2. fact family

a. $7 + 3 = 10$

b. $6 + 4 = 10$

$3 + 7 = 10$

$4 + 6 = 10$

$10 - 3 = 7$

$5 + 5 = 10$

$10 - 7 = 3$

$8 + 2 = 10$

Concepts

Count back to subtract.

3. $7 - 3 =$ _____

4. $9 - 2 =$ _____

Use a number line to subtract.



5. $5 - 2 =$ _____

6. $4 - 2 =$ _____

7. $8 - 4 =$ _____

8. $9 - 2 =$ _____

9. $7 - 3 =$ _____

10. $10 - 1 =$ _____

Find each difference.

11. $10 - 10 =$ _____ 12. $4 - 3 =$ _____ 13. $11 - 8 =$ _____

14. $3 - 2 =$ _____ 15. $6 - 5 =$ _____ 16. $9 - 8 =$ _____

17.
$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$
 18.
$$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$$
 19.
$$\begin{array}{r} 11 \\ - 4 \\ \hline \end{array}$$
 20.
$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$$

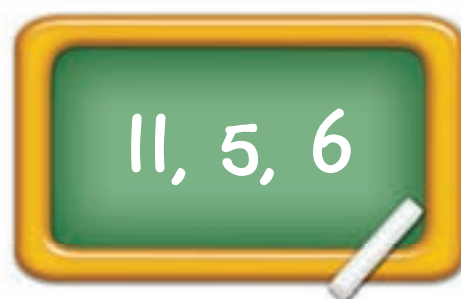
21.
$$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$$
 22.
$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$
 23.
$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$
 24.
$$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$$

Problem Solving

25. Write number sentences using these numbers.

_____ + _____ = _____

_____ - _____ = _____



26. Juan has 6 jump ropes. What doubles fact shows the number of Juan's jump ropes?

_____ + _____ = _____

Name _____

Listen as your teacher reads each problem.
Choose the correct answer.

A

$$\begin{array}{r} 8 \\ - 5 \\ \hline \square \end{array}$$

$8 - 5 = \square$

3
○

4
○

5
○

8
○

B

 $9 - 1$
○

 $8 - 2$
○

 $10 - 2$
○

 $10 - 3$
○

Listen as your teacher reads each problem.
Choose the correct answer.

1

$9 - 3 = \square$

5
○

6
○

7
○

12
○

3

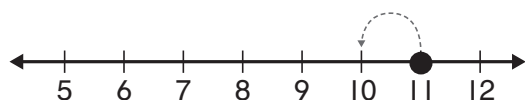
$10 - 2 =$

 $10 - 3 = 7$
○

 $8 - 2 = 6$
○

 $10 - 8 = 2$
○

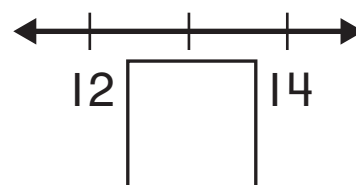
 $9 - 2 = 7$
○

2

 $11 - 1$
○

 $10 - 1$
○

 $12 - 2$
○

 $11 - 10$
○

4

11
○

12
○

13
○

15
○

5

$$5 + 4 = 9$$

○

$$2 + 3 = 5$$

○

$$3 + 3 = 6$$

○

$$4 + 3 = 7$$

○

8

$$6 + 5 = 11$$

○

$$6 + 11 = 17$$

○

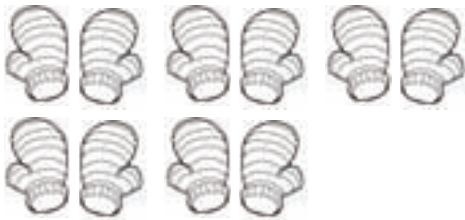
$$5 + 11 = 16$$

○

$$6 - 5 = 1$$

○

6



$$5 + \boxed{} = 10$$

4

○

5

○

6

○

10

○

9

Jane sees 4 stars. Sue sees the same number of stars. How many stars do they see in all?

7

○

8

○

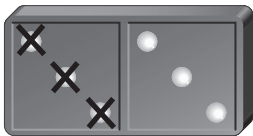
10

○

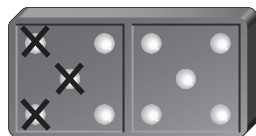
12

○

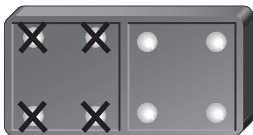
7



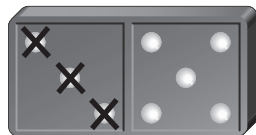
○



○



○



○

10

9 hats are in the shop. Tee buys 2 hats. How many hats are left?

5

○

6

○

7

○

8

○



CHAPTER 7

Time

Key Vocabulary

hour

half hour

analog

clock

digital

clock

Explore

What time do you go to school?





Are You Ready for Chapter 7?

1. Circle the activity that takes you *less* time.



2. Circle the activity that takes you *more* time.



3. Write the number that comes *next*.

6, 7, 8, _____

4. I come just *after* 10.

I am just *before* 12.

What number am I? _____

Dear Family,

Today my class started Chapter 7, **Time**. In this chapter, I will learn to tell time to the half hour and relate time to events. Here is an activity we can do and a list of books we can read together.

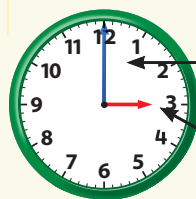
Love,

Activity

Have your child make a time book. Draw a clock that shows bedtime. Then draw clocks to show when you eat breakfast, go to school, and so on.



Key Vocabulary



minute hand

hour hand

analog clock



hour

digital clock



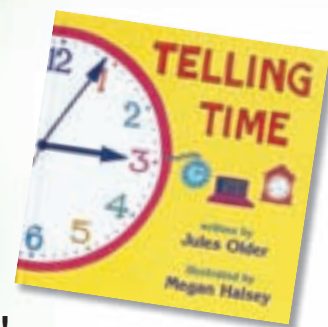
Click on the eGlossary link at ca.gr1math.com to find out more about these words. There are 13 languages.

Books to Read

It's Justin Time, Amber Brown
by Paula Danziger
Putnam Juvenile,
2001.



Telling Time
by Jules Older
Charlesbridge
Publishing, Inc.,
2000.



It's about Time!
by Stuart J. Murphy
HarperCollins
Publishing
Company, 2005.



Estimada familia:

Hoy mi clase comenzó el Capítulo 7, **La hora**. En este capítulo, aprenderé a decir las medias horas y a relacionar la hora con eventos. A continuación, hay una actividad que podemos hacer y una lista de libros que podemos leer juntos.

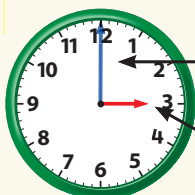
Cariños,

Actividad

Pídanle a su hijo(a) que haga un libro del tiempo. Dibujen un reloj que muestre la hora de acostarse. Luego, dibujen relojes para mostrar cuándo toman desayuno, cuándo va su hijo(a) a la escuela y así sucesivamente.



Vocabulario clave



manecilla del minuterero

manecilla del horario

reloj analógico

hora



reloj digital



Visiten el enlace eGlossary en ca.gr1math.com para averiguar más sobre estas palabras, las cuales se muestran en 13 idiomas.

Libros recomendados

Medir el tiempo: vuela un papelote!

de John Burstein

Gareth Stevens Publishing, 2006.

¿Cómo se mide el tiempo?

de Robert E Wells

Editorial Juventud, 2003.



Name _____

Ordering Events

Get Ready

Main Idea

I will put
events in
order.

Vocabulary

morning

afternoon

evening

Morning, afternoon, and evening are times of the day.

morning



afternoon



evening



Juan eats breakfast before school.

Juan brushes his teeth after dinner.



Check

Draw what you do.

1.

morning

A large empty rectangular box with a yellow border, intended for drawing morning activities.

2.

afternoon

A large empty rectangular box with a yellow border, intended for drawing afternoon activities.

3.

evening

A large empty rectangular box with a yellow border, intended for drawing evening activities.

4.



What do you do *before* you leave for school?

Practice

Draw what you do.

5.	before lunch	6.	after lunch
			
7.	before school	8.	after school
			

Problem Solving

4. **Reasoning** Put these pictures in order.

Write 1, 2, and 3.



Name _____



Time to the Hour

Get Ready

Main Idea

I will read and write time to the hour.

Vocabulary

hour hand

hour

minute hand

o'clock

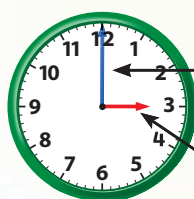
The clock has the numbers 1 to 12.

The **hour hand** is shorter.

It points to the **hour**.

The **minute hand** is longer.

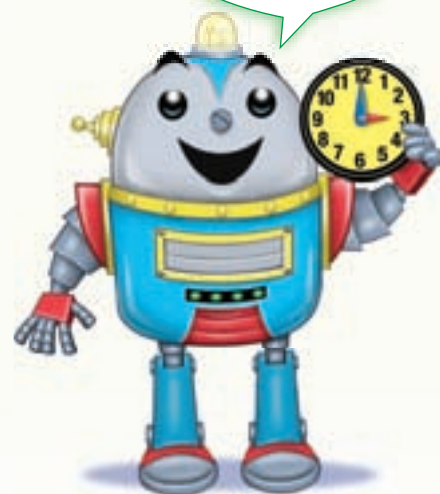
It points to the minutes.



minute hand

hour hand

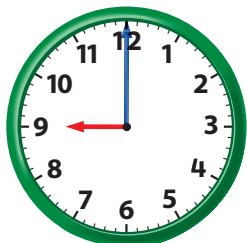
The hour hand is on 3. It is 3 **o'clock**.



Check

Use . Write the time.

1.



The hour hand is on 9. The minute hand is on 12.



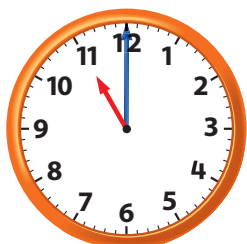
_____ o'clock

2.



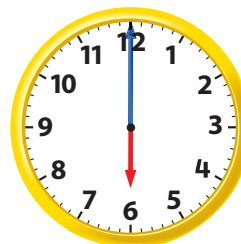
_____ o'clock

3.



_____ o'clock

4.



_____ o'clock

5.



Where are the **hour hand** and the **minute hand** when it is 4 o'clock?

Practice

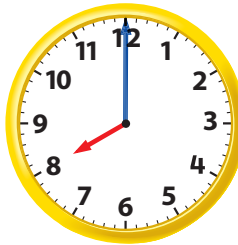
Use . Write the time.

6.



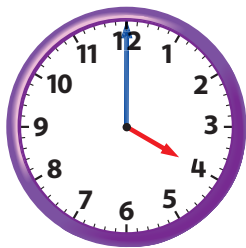
_____ o'clock

7.



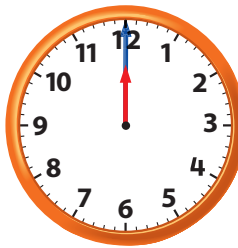
_____ o'clock

8.



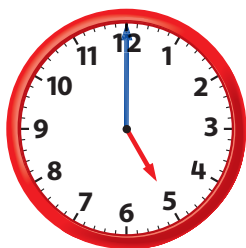
_____ o'clock

9.



_____ o'clock

10.



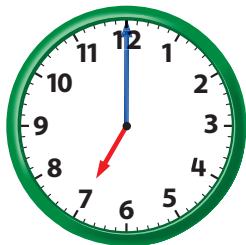
_____ o'clock

11.



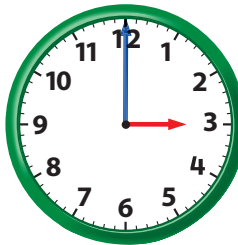
_____ o'clock

12.



_____ o'clock

13.

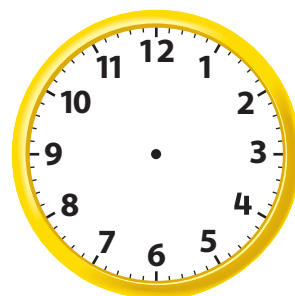


_____ o'clock

Problem Solving

Visual Thinking Draw the hands on the clock. Write the time. Use  to help.

14. Colin gets home at 3 o'clock.
Evan gets home 1 hour later.
What time does Evan get home?



_____ o'clock



Name _____



Time to the Half Hour

Get Ready

Main Idea

I will recognize time to the half hour.

Vocabulary

half hour

half past

The clock shows time to the **half hour**.



The **minute** hand points to 6.

The **hour** hand is between 4 and 5.

It is 4:30 or

half past 4.



Check

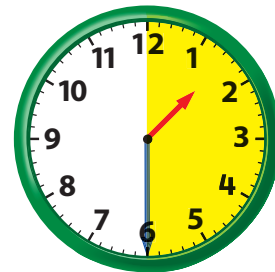
Use . Write the time.

1.



half past 9

2.



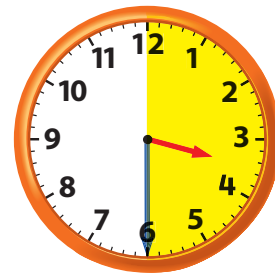
half past _____

3.



half past _____

4.



half past _____

5.



It is half past 8. Explain what *half past* means.

Practice

Use . Write the time.

6.



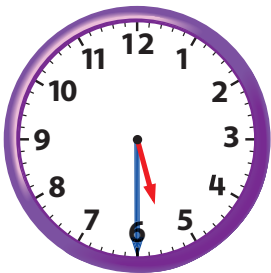
half past _____

7.



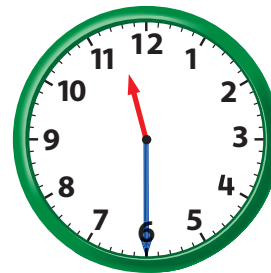
half past _____

8.



half past _____

9.



half past _____

10.



half past _____

11.



half past _____

12. **WRITING IN MATH**

What is one difference between the **minute hand** and **hour hand**?



Name _____

Problem-Solving Strategy

Make a Table

Main Idea

I will make a table to solve a problem.

The buses leave in order every half hour.

Bus 1 leaves at 9:30.

What time do buses 2, 3, 4, and 5 leave?

Bus Number	Time Bus is Leaving
1	9:30
2	
3	
4	
5	

Understand

What do I know?

Underline what you know.

What do I need to find out?

Circle the question.

Plan

How will I solve the problem?

Solve

Make a table.

Check

Look Back

Does my answer make sense?

Remember
Understand
Plan
Solve
Check

Try It

Make a table and solve.

1. In the morning Ms Kim's students change activities every hour. Reading starts at 8:30. What time does each activity start?
2. Students work in learning stations for 1 hour. Then they go to recess. What time do students go to recess? _____

Morning Schedule	
Activity	Time
 Reading	
 Music	
   Learning Stations	

Your Turn

Make a table to solve.

3. In the afternoon the students in Ms Kim's class change activities every half hour. Math starts at 1:00. What time does each activity start?
4. What activity happens after writing? _____
5. What activity do the students do just before art? _____

Afternoon Schedule	
Activity	Time
 Math	
 Art	
 Writing	
  Science	



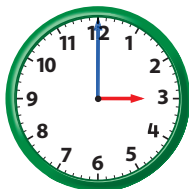
Name _____

1. Draw what you do.

before recess

Write the time.

2.



_____ o'clock

3.



_____ o'clock

4.



_____ o'clock

5.



half past _____

6.



half past _____

7.



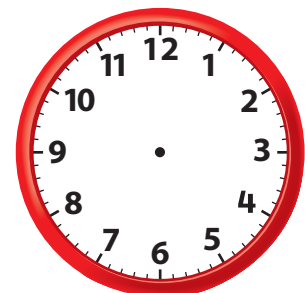
half past _____

8. Solve the riddle.

Draw the hands on the clock.

My minute hand is on 6. My hour hand is halfway between 1 and 2.

What time am I? _____



Spiral Review Chapters 1–7

Count. Write the number. Write the name of the number.

9.  _____

10.  _____

11.  _____

Subtract.

12. $6 - 3 =$ _____

13. $8 - 2 =$ _____

14. $2 - 1 =$ _____

15. $4 - 2 =$ _____

Add.

16. $1 + 4 =$ _____

17. $2 + 7 =$ _____

18. $9 + 3 =$ _____

19. $3 + 6 =$ _____

20. Amelia has 11 grapes.
 She eats 3 grapes.
 How many grapes are left? _____ grapes.
 Write the number sentence.

_____ ○ _____ ○ _____

Name _____



Telling Time to the Hour and Half Hour

Get Ready

Main Idea

I will tell time to the hour and the half hour.

Vocabulary

analog

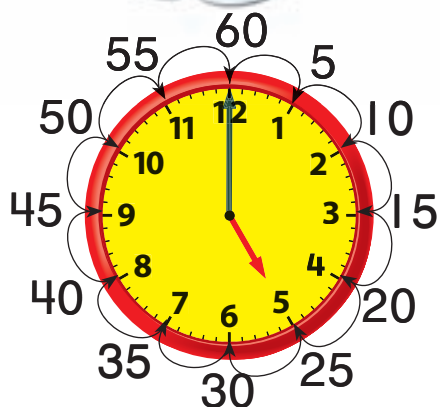
digital

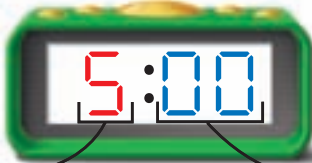
These are two kinds of clocks.

This is an analog clock.



1 hour is 60 minutes long.



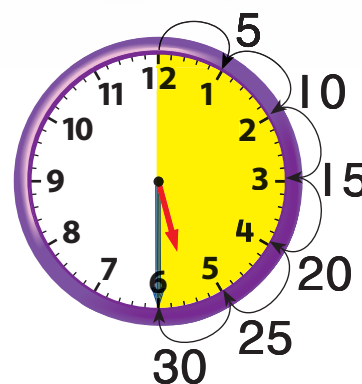
the hour  the minutes

It is five o'clock or 5:00.

This is a digital clock.



1 half hour is 30 minutes long.

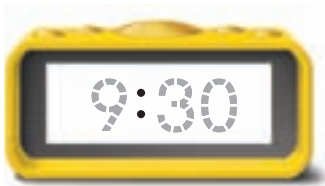


It is five thirty or 5:30.
We could also say it is half past 5 or 30 minutes after 5.

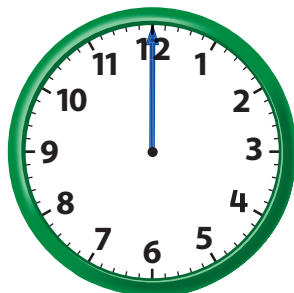


Draw the missing clock hands to show each time.
Use  to help. Then write the time.

1. half past 9



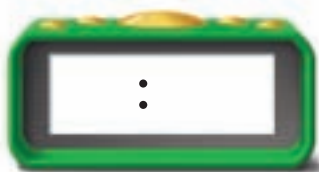
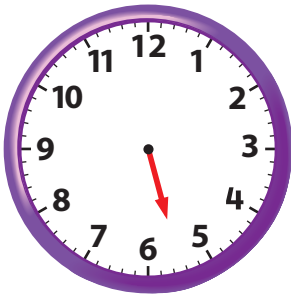
2. 3 o'clock



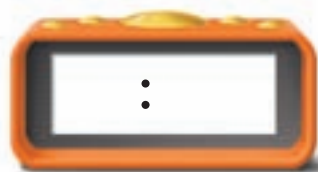
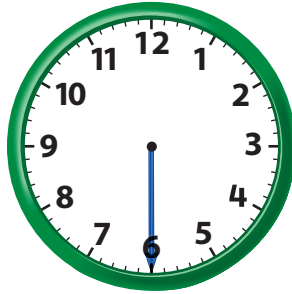
3. 8:00



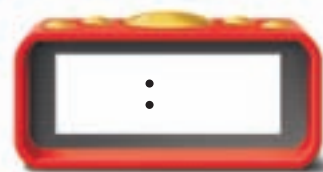
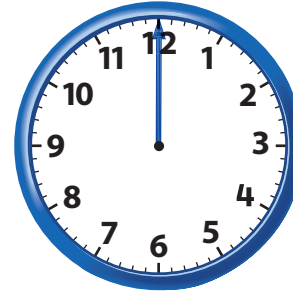
4. 5:30



5. 30 minutes
after 11



6. 1:00



7.



How are an analog clock and a digital clock different?

Name _____

Practice

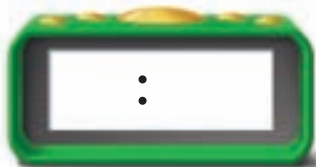
Draw the missing clock hands to show each time.

Use  to help. Then write the time.

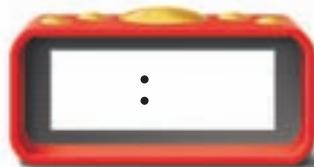
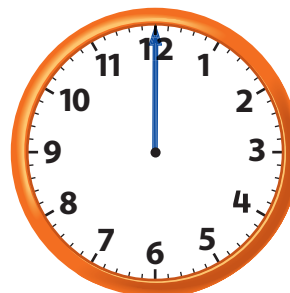
8. half past 3



9. 11:00



10. 2 o'clock



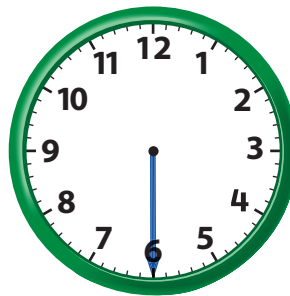
11. 30 minutes
after 7



12. 5 o'clock



13. thirty minutes
after 1

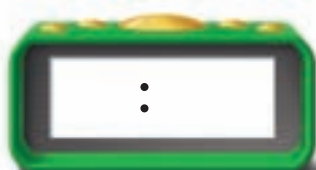


Write the time.

14. half past 6



15. 4 o'clock



16. half past 10

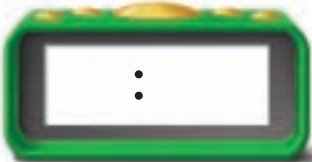
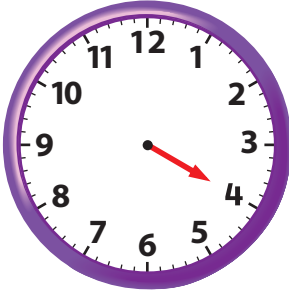


Practice

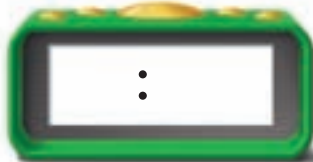
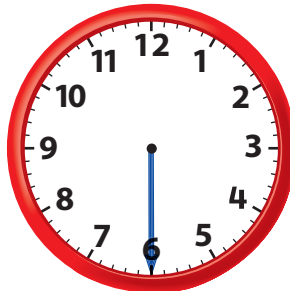
Draw the missing hands to show each time.

Use  to help. Then write the time.

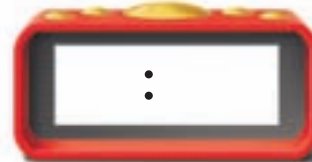
17. 4 o'clock



18. 6:30



19. 12 o'clock



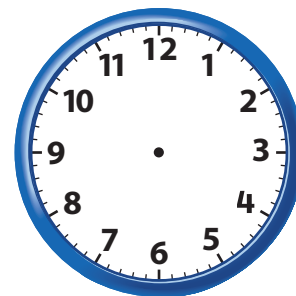
H.O.T. Problems

Thinking Math

20. The hour hand is between 8 and 9.
The minute hand is on 6.

What time is it? _____ : _____

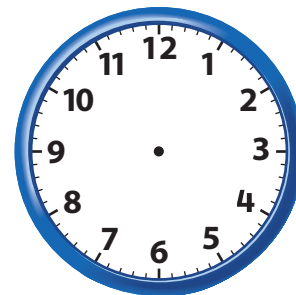
Draw the hands on the clock.



21. The hour hand is on 9.
The minute hand is on 12.

What time is it? _____ : _____

Draw the hands on the clock.



Name _____

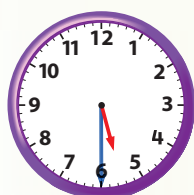
Relate Time to Events

Get Ready

Main Idea

I will relate
time to events.

Events take different amounts of time.



5:30

to



6:30



6:30

to



7:00

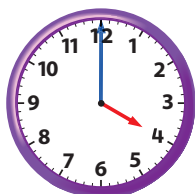
Which takes longer? dinner



Check

Circle the activity that takes longer.

1.



4:00

to

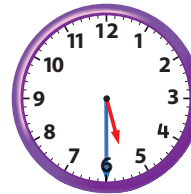


4:30



4:30

to



5:30

2.



Name an activity that would take more than an hour. Name an activity that would take less than an hour.

Practice

Circle the activity that takes longer.

3.



to



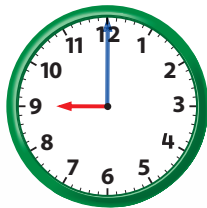
to



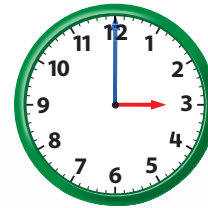
4.



to



to



Data File

Hollywood is a place where movies are made. Many people work together to make movies.

5. Ron and Emily want to see Wolf Cub. Circle the clock that shows what time this movie starts.

Movie Times		
Movie	Starts	Ends
Race Car	1:00	3:00
Super Kids	1:30	3:00
Wolf Cub	3:00	4:30



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Name _____

Circle which comes first.

1.



2.



3.



4.



5.



6.





Switch It!

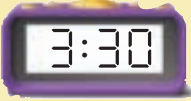
Time

You Will Need



Play with a partner.

- One player uses  and the other uses .
- Your partner picks any clock on the board.
- You find another clock that has the same time.
- If you are right, place your counters on both spaces.
- Play until the board is covered.

Name _____

Problem-Solving Investigation

Main Idea

I will choose
a strategy
to solve a
problem.



Your Mission:

Find what time
Shemar needs to leave.



Shemar is going to a party that starts at 1:30. He needs to leave home a half hour before the party starts. What time should Shemar leave?

Understand

What do I know?

Underline what you know.

What do I need to find out?

Circle it.

Plan

How will I solve the problem?

Solve

One way is to act it out.

Check

Look Back

Does my answer make sense?

Problem-Solving Strategies

- Act it out
- Draw a picture
- Make a table

Mixed Problem Solving

Solve.

1. Carlos started hiking at 3:00. He hiked for 30 minutes. What time did he stop?

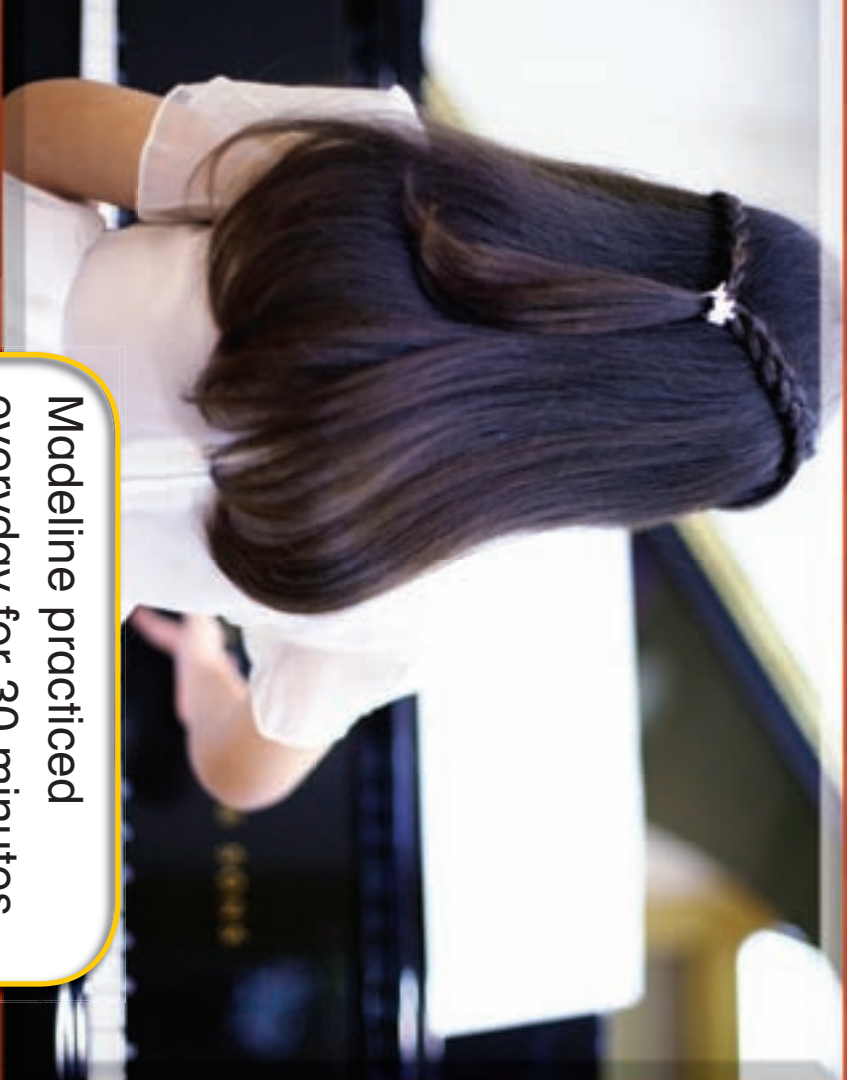
2. Seth eats breakfast at 7:00. He leaves for school at 7:30. How long does Seth have to eat breakfast?

_____ minutes

3. Lindsay's piano lesson is 30 minutes. Doug's lesson is 1 hour. Who has the longer piano lesson?

4. At Angie's school, lunch is at 1:00. Recess is at 12:00. Does Angie go to lunch or recess first?

Practicing has helped Madeline play the piano.



Madeline practiced everyday for 30 minutes. How many hours total did she practice in 6 days?

_____ hours

D

FOLD DOWN

Problem Solving in Music

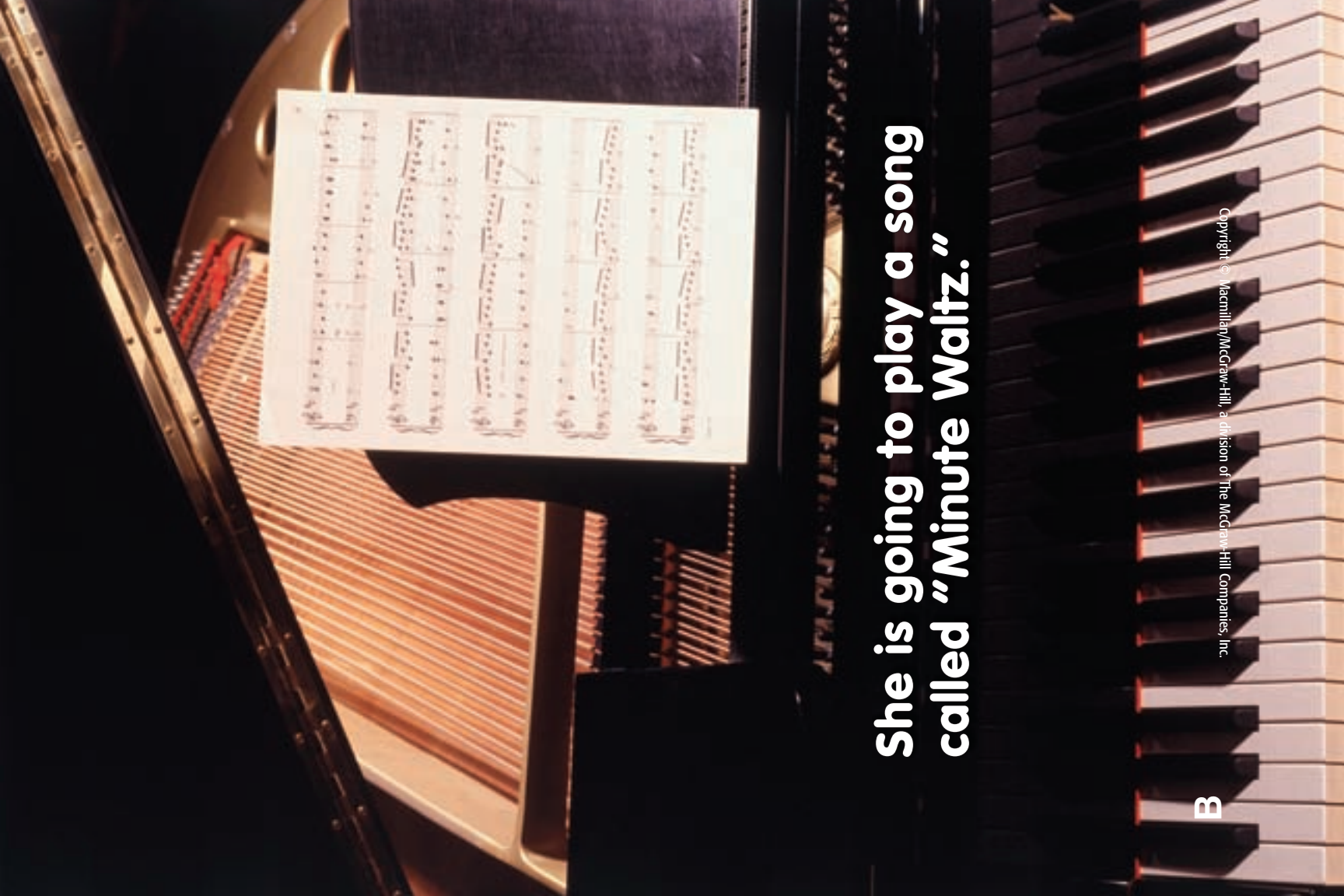


Real-World MATH

Madeline has a piano concert this weekend. She needs to practice every day.

This book belongs to

A



She is going to play a song called “Minute Waltz.”

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Madeline writes down the time she starts practicing each day. She practices for 30 minutes.

Start	Finish					

Help her fill in the chart so she knows what time to stop practicing. Draw the hands on the clocks.

Name _____

Vocabulary

Write the missing word. Use the word box to help.

longer analog
shorter digital

1. The **minute hand** is the _____ hand.

2. The **hour hand** is the _____ hand.

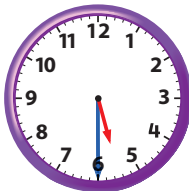
3.  _____ clock

4.  _____ clock

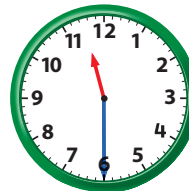
Concepts

Write the time on each clock.

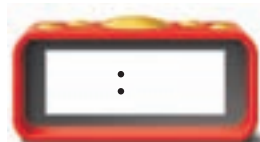
5. 5:30



6. 30 minutes after 11



7. 1:00



8. half past 4



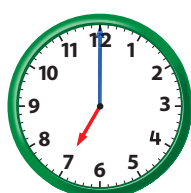
Write the time.

9.



_____ o'clock

10.



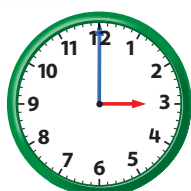
_____ o'clock

Circle the activity that takes less time.

11.



to



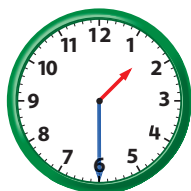
to



12.



to



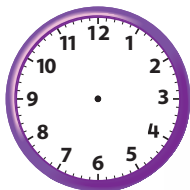
to



Problem Solving

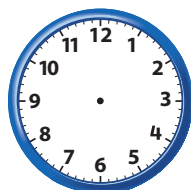
13. The party starts at 4 o'clock. The party is over 1 hour later. What time does the party end?

_____ o'clock



14. The hour hand is between 9 and 10. The minute hand is at 6. What time is it?

_____ : _____





Name _____

Listen as your teacher reads each problem.
Choose the correct answer.

A

☐☐☐☐

B

☐☐☐☐

Listen as your teacher reads each problem.
Choose the correct answer.

1

☐☐☐☐

2

☐☐☐☐

3

Tim's Marbles	
Color	Number
Red	4
Green	6
Blue	3

7

☐

9

☐

10

☐

13

☐

4



$4 - 0 = 4$

☐

$4 - 2 = 2$

☐

$4 + 2 = 6$

☐

$4 + 0 = 4$

☐

5

☐☐☐☐

6

$7 + 4 = 11$

$4 + 7 = 11$

☐

$7 - 4 = 3$

☐

$11 - 4 = 7$

☐

$7 - 3 = 4$

☐

7

Which clock shows 8 o'clock?

☐☐☐☐

8

Which clock shows half past 4?

☐☐☐☐

CHAPTER 8

Numbers to 100

Key Vocabulary

ones

hundred

chart

estimate

skip count

Explore

How many marbles do you see?

about _____ marbles

**Are You Ready for Chapter 8?**

1. Write the missing numbers.

1		3		5
6		8		10
	12		14	

Write the number.

2.



_____ hats

3.



_____ hearts

4.



_____ sandwiches

5. Seth has 12 flowers. He gives away 4 flowers.
How many flowers are left? _____ flowers

Dear Family,

Today my class started Chapter 8, **Numbers to 100**. In this chapter, I will learn to count to 100. Here is an activity we can do and a list of books we can read together.

Love, _____

Key Vocabulary

hundred chart

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

estimate to find a number close to an exact amount

skip count to count objects in equal groups of two or more

Math online Click on the eGlossary link at ca.gr1math.com to find out more about these words. There are 13 languages.

Activity

Pick a number and have your child make a number line and show them how to skip count to get to the number. For example, say 15 flowers and have your child skip count by 3 groups of 5 flowers.



Books to Read

One Hundred Hungry Ants
by Elinor J Pinczes
Houghton Mifflin Company, 1999.

Out for the Count
by Kathryn Cave
Frances Lincoln, 2006.



Ready or Not, Here I Come!
by Teddy Slater
Scholastic
Paperbacks, 1999.



Estimada Familia,
Hoy mi clase comenzó el Capítulo 8, **Los Numeros hasta el 100**. En este capítulo, aprenderé a contar hasta 100. A continuación, hay una actividad que podemos hacer y una lista de libros que podemos leer juntos.

Cariños,

Actividad

Seleccionen un número y pídanle a su hijo(a) que dibuje una recta numérica y que muestre cómo contar salteado hasta llegar al número. Por ejemplo, digan 15 flores y pídanle a su hijo(a) que cuente salteado por 3 grupos de 5 flores.



Vocabulario clave

tabla de centenas

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

estimar hallar un número cercano a una cantidad exacta

conteo salteado contar elementos en grupos iguales de dos o más

Math online Visiten el enlace eGlossary en ca.gr1math.com para averiguar más sobre estas palabras, las cuales se muestran en 13 idiomas.

Libros recomendados

Cuanto es cien
de Danielle Carroll
Red Brick, 2006.

Los 100 primeros dias de escuela de Emilia
de Rosemary Wells
Everett Publishing, 2002.

Mejor libro para contrar
de Richard Scary
Turtleback Books, 2004.



Name _____



Counting to 20

Get Ready

Main Idea

I will write numbers as tens and ones.

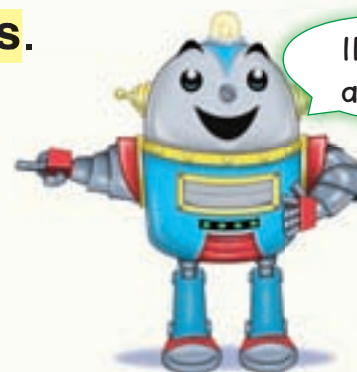
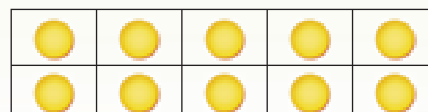
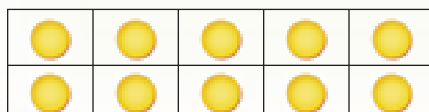
Vocabulary

ones

Numbers from 11 to 19 can be made with one group of 10 and some **ones**.



20 can be made with two groups of 10 and 0 ones.



"It is 10 and 1 one."

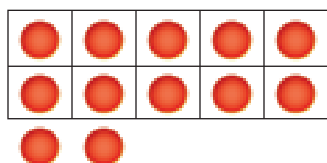


Check

Use and WorkMat 1.

Write each number as 10 and some ones.

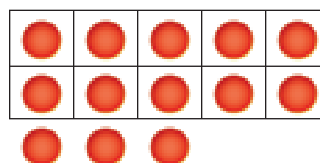
1.



twelve

12 is 10 and 2 ones.

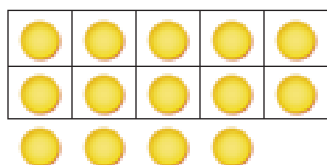
2.



thirteen

13 is _____ and _____ ones.

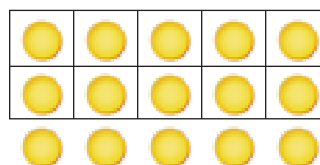
3.



fourteen

14 is _____ and _____ ones.

4.



fifteen

15 is _____ and _____ ones.

5.



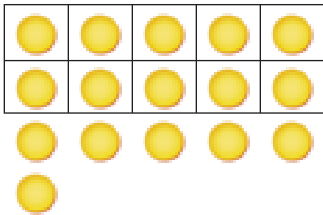
How is 2 different from 20?

Practice

Use   and WorkMat 1.

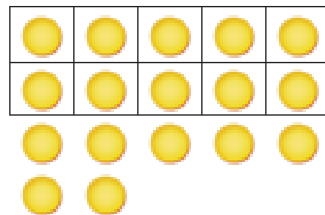
Write each number as 10 and some ones.

6. sixteen



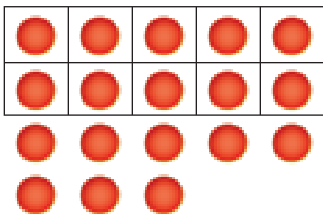
16 is _____ and _____ ones.

7. seventeen



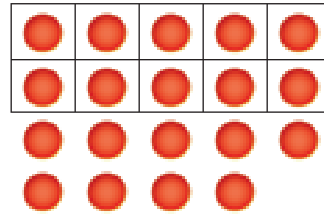
17 is _____ and _____ ones.

8. eighteen



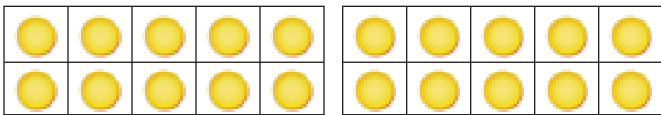
18 is _____ and _____ ones.

9. nineteen



19 is _____ and _____ ones.

10. twenty



20 is _____ and _____ ones.

Write each number as 10 and some ones.

11. fifteen 15 is _____ and _____ ones.

12. eleven 11 is _____ and _____ one.

13. nineteen 19 is _____ and _____ ones.

H.O.T. Problems

14. **Thinking Math** If you have 6 pencils in your pencil box, how many more do you need to get 16? _____ pencils



Name _____



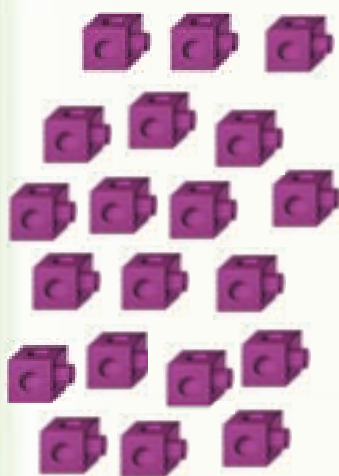
Counting by Tens

Get Ready

Main Idea

I will count groups of ten.

You can count objects by ones. Or you can put objects into groups of ten then count by tens.



20 ones

=



2 tens

ten twenty



2 tens =

20
twenty

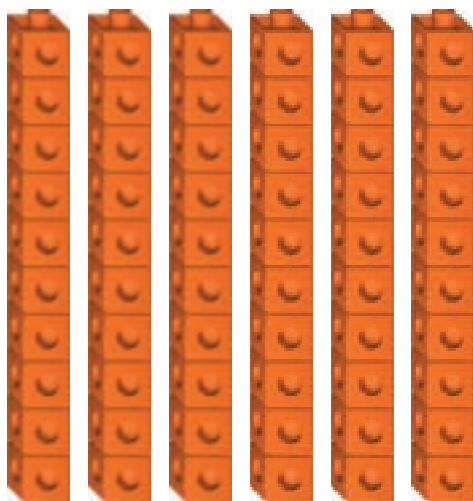
20 is ten more than 10.
20 is ten less than 30.



Check

Count by tens. Write the number. Use  to help.

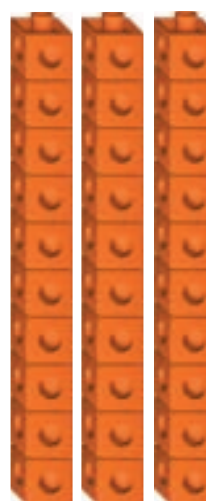
1.



_____ tens

sixty

2.



_____ tens

thirty

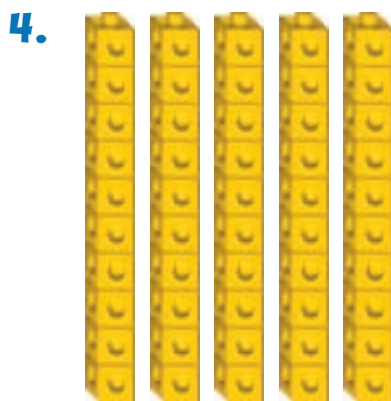
3.



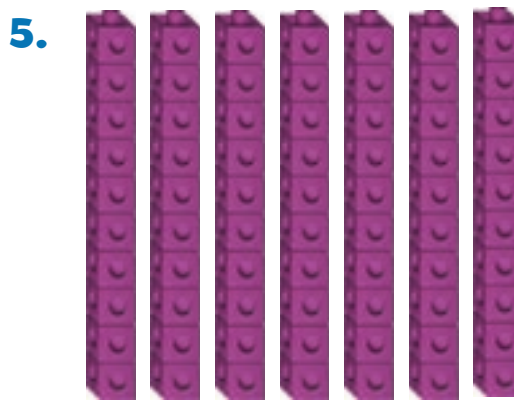
What is ten more than 50?
Explain how you know?

Practice

Count by tens. Write the number. Use  to help.



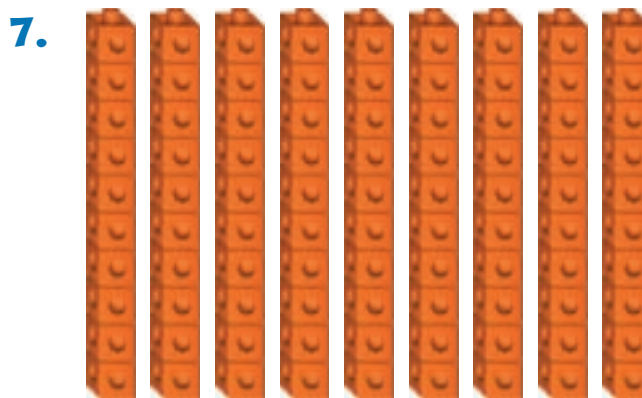
_____ tens _____ fifty



_____ tens _____ seventy



_____ tens _____ twenty



_____ tens _____ ninety

Write the number.

8. 6 tens =
 sixty

9. 3 tens =
 thirty

10. 8 tens =
 eighty

Problem Solving

11. **Logical Reasoning** Luisa was counting to 100 by tens. She started with 10. She has written 8 numbers on her paper. What was the last number Luisa wrote? _____



Name _____

Problem-Solving Strategy

Use Logical Reasoning

Main Idea

I will use logical reasoning to solve a problem.

There are three children at the table. Artie is next to Kim. Pat is next to Artie. Who is in the middle?



Understand

What do I know? Underline what you know.

What do I need to find out? Circle the question.

Plan

How will I solve the problem?

Solve

Use logical reasoning.

Check

Look Back

Does my answer make sense?

Try It

Use logical reasoning to solve.

1. Martina made a color pattern with buttons.

Yellow is next to red.

Blue is next to yellow.

Which color is in the middle?

2. In art class, Kimi sits behind Tula.

Tula sits behind Mia.

Who sits in front?



Your Turn

Use logical reasoning to solve.

3. Three children ride bicycles.

Martin rides behind Amad.

Amad rides behind Jamil.

Who rides in front?



4. Dani puts toy cars in a row.

The red car is behind the black car.

The black car is behind the yellow car.

Which color car is in front?

5. Lilla, Jade, and Joan play ball.

Joan's ball is the smallest.

Lilla's ball is not the largest.

Whose ball is the largest?





Name _____

Hundred Chart

Get Ready

Main Idea

I will count numbers in order on a hundred chart.

Vocabulary

hundred chart

You can use a **hundred chart** to count numbers in order.



If I start at 21, what number will I say next? 22.

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



Check

- Count from 1 to 25. Color the numbers  as you say them.
- Count from 26 to 50. Color the numbers  as you say them.
- Count from 51 to 100. Color the numbers  as you say them.

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

Use the hundred chart.

Write the numbers in order.

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

4. 13 31 23 13 23 31

5. 35 27 20 _____

6. 24 21 30 _____

7. 85 68 59 74 _____

8. 52 36 48 65 _____

9. 98 100 99 97 _____

10. 59 84 63 49 _____

11. 30 72 18 39 _____

12.  How many numbers on the hundred chart are less than 20?

Remember

The numbers are in order on the hundred chart.



Name _____

Practice

13. Write the missing numbers.

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

Use the hundred chart.
Write the numbers in order.

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

14. 44 14 41

15. 89 81 18

16. 38 29 47

17. 22 14 87 78

18. 74 8 49

19. 18 96 37 3

20. 55 16 38 4

21. 17 85 46 71

22. 63 14 93 8



23. Count from 91 to 100. Count backward from 100 to 91. How are counting forward and counting backward alike? How are they different?





Name _____

Write each number as 10 and some ones.

1. eighteen 18 is _____ and _____ ones.

2. thirteen 13 is _____ and _____ ones.

3. sixteen 16 is _____ and _____ ones.

Use the hundred chart.

Write the number.

4. 5 tens = _____
fifty

5. 2 tens = _____
twenty

Use the hundred chart.

Write the numbers in order.

6. 54 86 12 _____

7. 41 94 7 _____

8. 84 19 26 _____

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

Solve.

9. Julie read 7 pages of a book.

She has 5 pages left to read.

How many pages are in the book? _____ pages

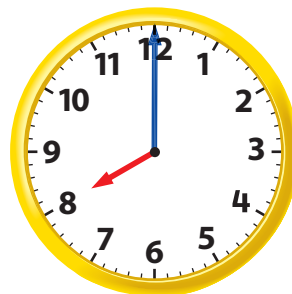
Write the time.

10.



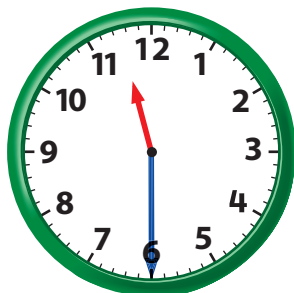
_____ : _____

11.



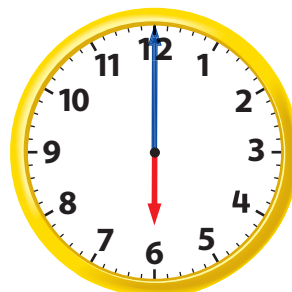
_____ : _____

12.



_____ : _____

13.



_____ : _____

Add and subtract.

14. $4 + 4 =$ _____

$8 - 4 =$ _____

15. $2 + 2 =$ _____

$4 - 2 =$ _____

16. $6 + 6 =$ _____

17. $7 + 4 =$ _____

18. $12 - 6 =$ _____

19. $12 - 8 =$ _____

20. $11 - 5 =$ _____

21. $6 + 5 =$ _____

Name _____

Estimating with Groups of Ten

Get Ready

Main Idea

I will estimate using a group of ten.

Vocabulary

estimate

You can **estimate** to find about how many objects there are. Circle 10. Then estimate.

The circled group has 10, so there are about 30 blocks in all.

about
30 50



Check

Circle a group of 10. Estimate how many in all.



about
20 40



about
40 60



about
30 50

4.



Why does it help you to circle 10 to estimate?

Practice

Circle a group of 10. Estimate how many in all.



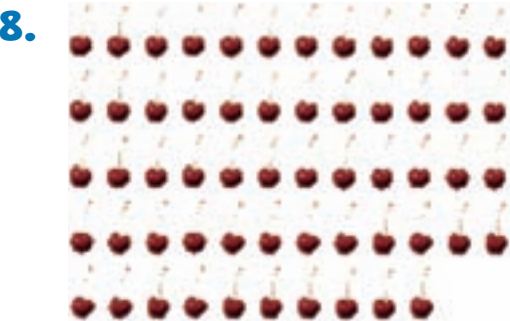
about
10 30 50



about
20 40 60



about
20 40 60



about
60 80 100

Problem Solving

4. **Logical Reasoning** Keith started with 10 bags of cups for his lemonade stand. Each bag had 10 cups. At the end of the day Keith had 5 cups left. Is 10 or 100 a better estimate for how many cups of lemonade he sold? Explain.



Math at Home Activity: Give your child a handful of small objects. Have your child estimate how many. Then count.

Name _____

Problem-Solving Investigation

Main Idea

I will choose a problem solving strategy to solve a problem.



Your Mission:

Find the number of books that Maria has.



I have a lot of books. To count them I put them in groups of 10. I have 2 groups of ten. How many books do I have?

Understand

What do I know?

Underline what you know.

What do I need to find out.

Circle it.

Plan

How will I solve the problem?

Solve

One way is to act it out.

Check

_____ books

Look Back

Does my answer make sense?

Problem-Solving Strategies

- Act it out
- Use logical reasoning
- Write a number sentence

Mixed Problem Solving

Choose a strategy. Solve.

1. Dogs have 2 ears.
There are 9 dogs at the park.
How many dog ears
are there altogether?



_____ ears

2. Brandon has 12 toy boats.
That is 3 more than Alex has.
How many toy boats does Alex have?



_____ boats

3. Jaylynn has 2 boxes of frozen juice bars.
Each box has 10 bars in it. If she eats
2 frozen juice bars, how many will
she have left?



_____ frozen juice bars

4. Joanne has 5 groups of 10 cubes.
She takes 10 cubes away.
How many cubes does she have left?



_____ cubes



Name _____

Skip Counting by 2s, 5s, and 10s

Get Ready

Main Idea

I will skip count by twos, fives, and tens.

Vocabulary

skip count

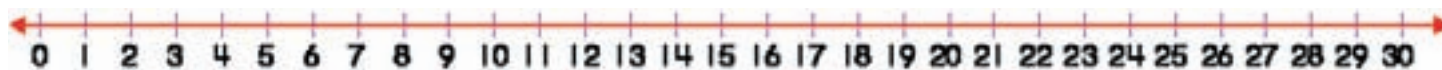
You can **skip count** on a number line.



I counted by twos. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20



Check



Use the number line. Skip count.

1. 2, 4, , _____, _____, _____, _____

Count by 2s.

2. 5, 10, _____, _____, _____, _____

Count by 5s.

3. 10, 20, _____, _____, _____, _____

Count by 10s.

4.  What patterns do you see when you count by 2s? By 5s and 10s?

Practice

Skip count by 2s, 5s, or 10s.

5.



_____, _____, _____, _____ lemon seeds

6.



_____, _____, _____, _____, _____, _____ melon seeds

7.



_____, _____, _____, _____, _____ grapefruit seeds

8.



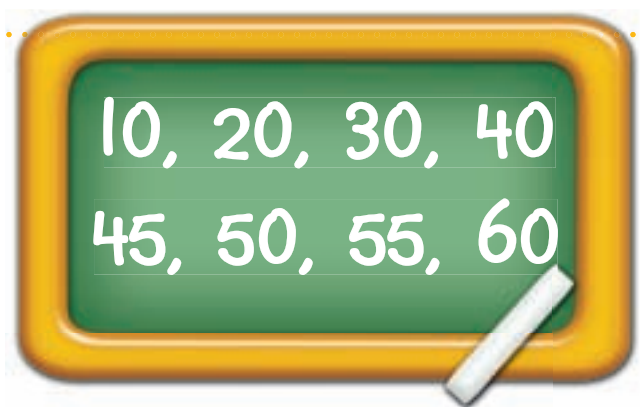
_____, _____, _____, _____, _____, _____, _____ apple seeds

H.O.T. Problems

4. Make It Right

Mario skip counts by tens like this.

Tell why Mario is wrong.
Make it right.





Name _____



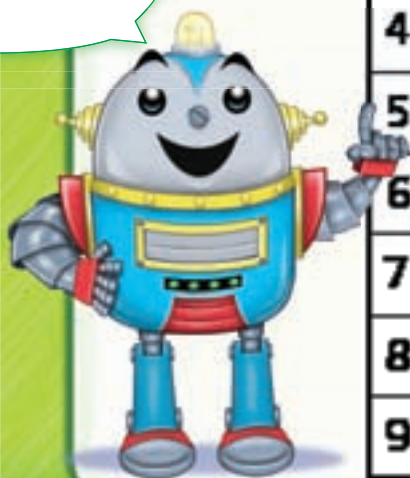
Skip Counting on a Hundred Chart

Get Ready

Main Idea

I will use a hundred chart to skip count.

You can skip count on a hundred chart.



1		3		5		7		9	
11		13		15		17		19	
21		23		25		27		29	
31		33		35		37		39	
41		43		45		47		49	
51		53		55		57		59	
61		63		65		67		69	
71		73		75		77		79	
81		83		85		87		89	
91		93		95		97		99	



Check

Use the hundred chart to skip count.

1. Count by 2s. **Write** the missing numbers.

2. Count by 5s. **Color** the numbers .

3. Count by 10s. Color the numbers .

4.



Why are the numbers in the tens column both colors?

Practice

5. Count by 5s.
Circle the numbers.
6. Count by 10s. Mark an X on the numbers.
7. Count by 2s.
Color the numbers



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

Data File

People drive cars and trucks on highways.
Highway 101 goes from one end of California to the other.

Answer the questions.

8. There are 5 cars on the highway.
Each car has two people inside.
How many people are in all the cars? _____ people
9. There are 3 buses on the highway.
There are 10 people on each bus.
How many people are on all the buses? _____ people



Name _____

Skip count.

1. 8, 10, 12, 14, _____, _____, _____, _____, _____, _____

2. 25, 30, 35, 40, _____, _____, _____, _____, _____

3. 40, 50, 60, _____, _____, _____, _____

4. 50, 55, 60, 65, 70, _____, _____, _____, _____, _____, _____

5. 22, 24, 26, 28 _____, _____, _____, _____, _____, _____

Count by 2s to connect the dots.





Slide Through the Digits

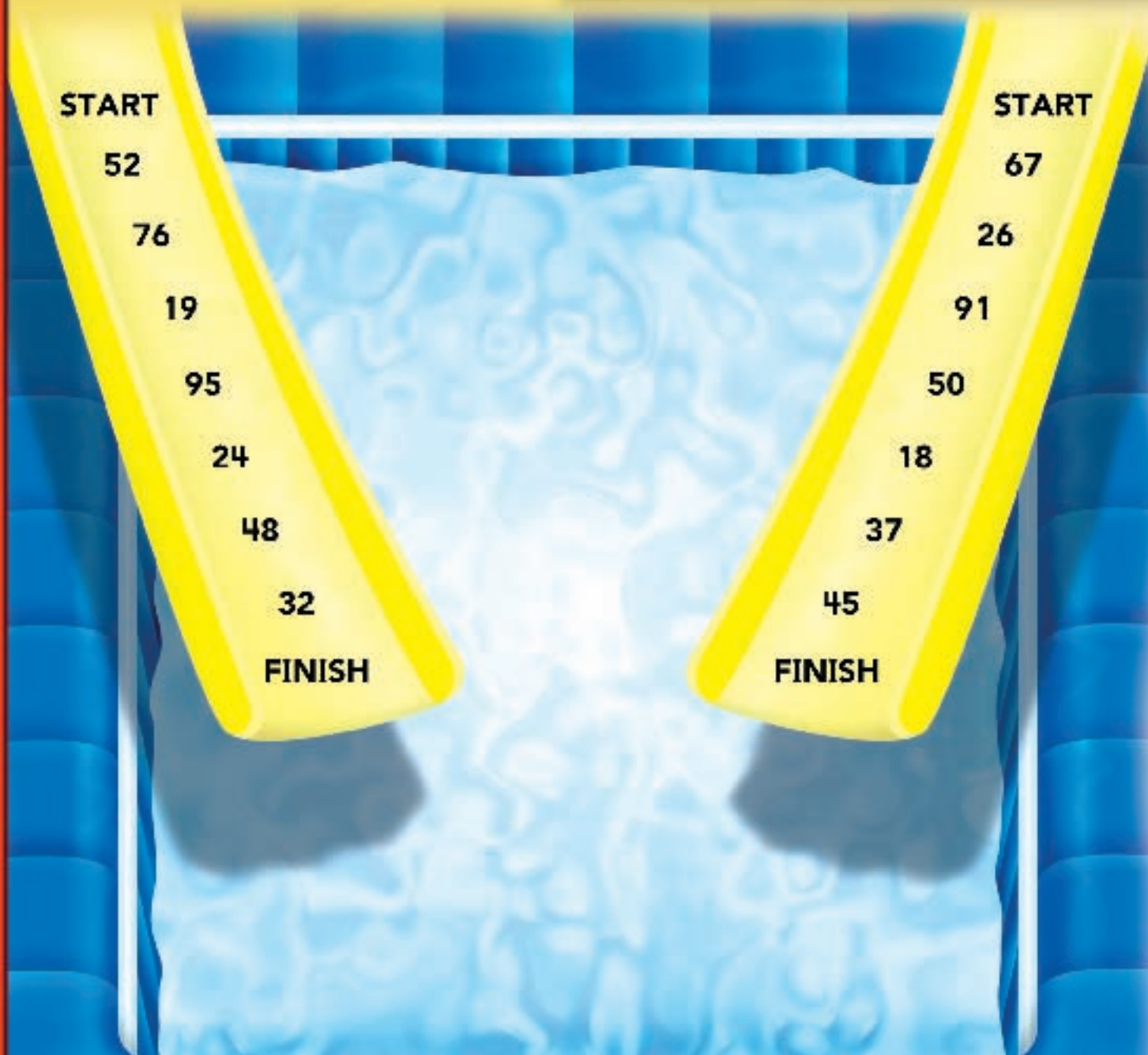
Comparing Numbers

What you Need



Play with a partner.

- Roll the .
- Use the digits on the two cubes. Make a number that is less than the next number on the game board.
- If you can, then move your to the number. If not, stay where you are.
- Take turns. The first person to the bottom of the slide wins!



This school has a guest.
She is 100-years-old!



What questions would you ask a
person who is 100-years-old?

FOLD DOWN

Problem Solving in Social Sciences



Real-World MATH

Many schools celebrate their 100th
day. Some schools have parties.
Some schools make crafts.

This book belongs to _____

D

A

This class is making a chain out of paper links.



The chains are in groups of ten.
How many links are there so far?

_____ links

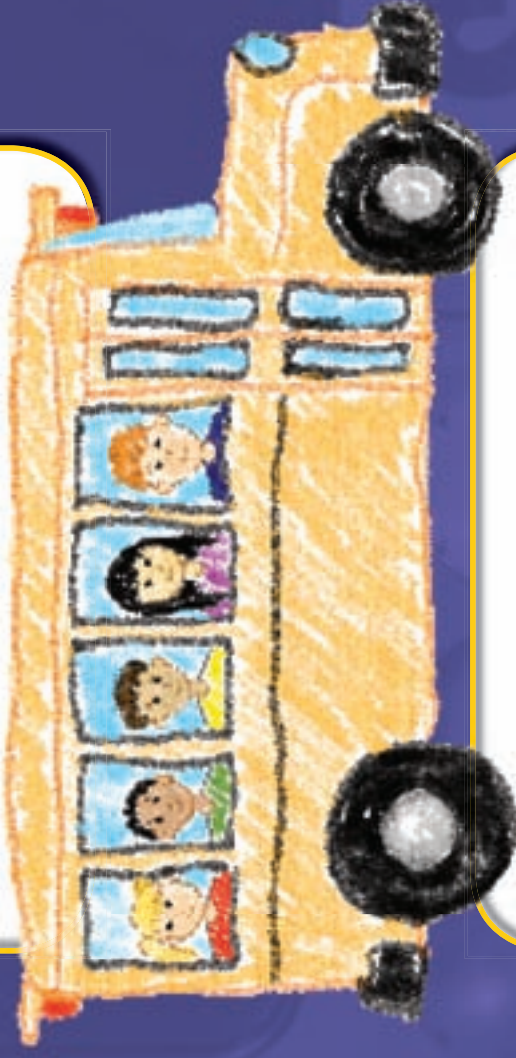
B

This class made a school bus on big paper.

The bus has five big windows.

The children wanted to draw ten faces in each window. How many people would be on the bus?

_____ people



How many buses would they need for 100 people? Make a table to find the answer.

_____ buses

C

Name _____

Vocabulary

Draw lines to match.

1. estimate

2. hundred chart

3. skip count

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

5, 10, 15, 20, 25

close to an exact number

Concepts

Write each number as 10 and some ones.

4. thirteen 13 is _____ and _____ ones.

5. seventeen 17 is _____ and _____ ones.

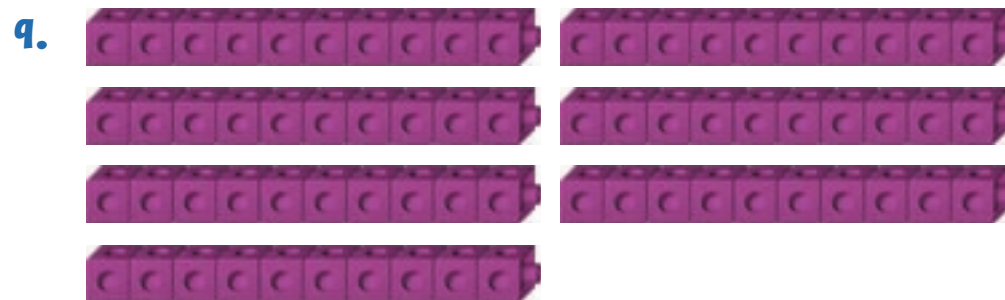
6. fifteen 15 is _____ and _____ ones.

7. nineteen 19 is _____ and _____ ones.

Count by tens. Write the number.



_____ tens _____ twenty

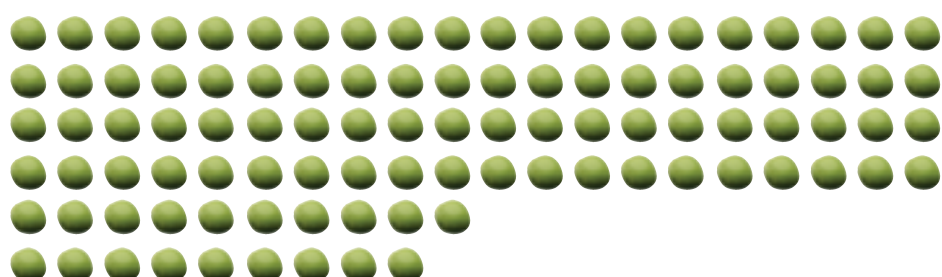


_____ tens _____ seventy

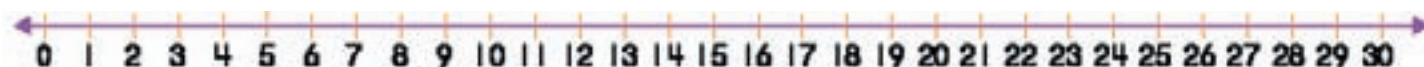
Circle a group of 10. Estimate how many objects there are in all.

10.  about
30 50

11.  about
50 70

12.  about
80 100

Use the number line. Skip count.



13. 2, 4, _____, _____, _____

14. 10, 15, _____, 25, _____

15. 5, 10, _____, _____, _____

16. _____, 20, 30, _____

17. 10, _____, 30, 40, _____

18. 12, _____, _____, 18, 20

19. 10, 12, _____, 16, _____

20. _____, 10 _____, 20, 25



Name _____

Listen as your teacher reads each problem.
Choose the correct answer.

- A** 5 4 6 8
 ○ ○ ○ ○
-

- B** 9 6 60 16
 ○ ○ ○ ○
-

Listen as your teacher reads each problem.
Choose the correct answer.

- 1** 26, 81, 4

 26, 81, 4 81, 26, 4
 ○ ○

 4, 26, 81 4, 81, 26
 ○ ○
-

- 3** 8 5 = 3

 - = > +
 ○ ○ ○ ○
-

- 2** 5, 10, 15, 20, _____

 21 25 15 5
 ○ ○ ○ ○
-

- 4** 5 - 3

 3 - 1 8 - 5
 ○ ○

 4 - 3 5 - 2
 ○ ○
-

5



4:00 2:00 12:00 8:00

☐ ☐ ☐ ☐

8

$$2 \square 5 = 7$$

>

☐

+

☐

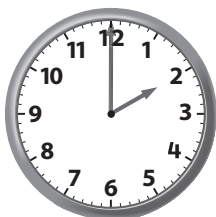
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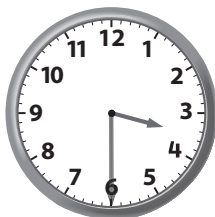
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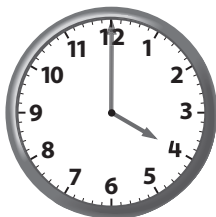
6



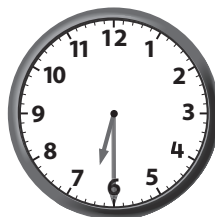
2:00

☐

3:30

☐

4:00

☐

6:30

☐

9

There are 9 cars. 5 are blue. The rest are green. How many cars are green?

4

☐

5

☐

9

☐

15

☐

7

10

☐

16

☐

17

☐

19

☐

10

Scott wrote 9 tens and 3 ones. What number did he write?

12

☐

39

☐

27

☐

93

☐

CHAPTER 9

Measurement

Key Vocabulary

measure

length

weight



Explore

Put an X on the tallest.
Circle the shortest.



Are You Ready for Chapter 9?

Circle the longer one.

1.



2.



Underline the object that is heavier.

3.



4.



Put an **X** on the container that holds less.

5.



6.



Look at the string.

7.



Find something that is longer. _____

Find something that is shorter. _____

Dear Family,

Today my class started Chapter 9, **Measurement**. In this chapter, I will learn about length, weight, and volume. Here is an activity we can do and a list of books we can read together.

Love, _____

Activity

Tape pages of newsprint together to make a long strip. Trace the outline of your hand with fingers spread and use different objects, such as books or shoes, to measure the length of the outline. Repeat and trace your child's hand. Compare the measurements.



Key Vocabulary

measure to find the length, height, or weight using standard or nonstandard units



Click on the eGlossary link at ca.gr1math.com to find out more about these words. There are 13 languages.

Books to Read

Who Sank the Boat?

by Pamela Allen
Putnam Juvenile, 1996.

A Pig is Big

by Douglas Florian
Greenwillow Books, 2000.

Biggest, Strongest, Fastest

by Steve Jenkins
Houghton Mifflin Company, 1997.



Estimada familia:

Hoy mi clase comenzó el Capítulo 9, **Mediciones**. En este capítulo, aprenderé sobre la longitud, el peso y el volumen. A continuación, hay una actividad que podemos hacer y una lista de libros que podemos leer juntos.

Cariños,

Actividad

Unan páginas de periódico con cinta adhesiva para hacer una tira larga. Dibujen el contorno de su mano con los dedos extendidos y usen diferentes objetos, como libros o zapatos, para medir la longitud del contorno. Repitan el ejercicio y dibujen la mano de su hijo(a). Comparen las medidas.



Vocabulario clave

medir calcular la longitud, el peso o el volumen usando unidades estándares y no estándares

Math online Visiten el enlace eGlossary en ca.gr1math.com para averiguar más sobre estas palabras, las cuales se muestran en 13 idiomas.

Libros para leer

¿Hay algo más grande que una ballena azul?

de Robert E. Wells
Editorial Juventud, 2000.

Carrie está a la altura
de Linda Williams Aber
The Kane Press, 2005.

Dime que tan lejos esta de aqui (los estupendos whiz kids)
de Shirley Willis
Franklin Watts, 2000.



Name _____



Explore Length

Get Ready

Main Idea

I will compare length.

Vocabulary

length

short / shorter / shortest

long / longer / longest

You can compare the **length** of items.

The eraser is **shortest**.

The book is **longer** than the pencil.



Check

Find the objects in your classroom. Compare.
Circle the object.

1. Which is shorter?



2. Which is longer?



3. Which is shortest?



4. Which is longest?



5.



What else could you use to compare length?

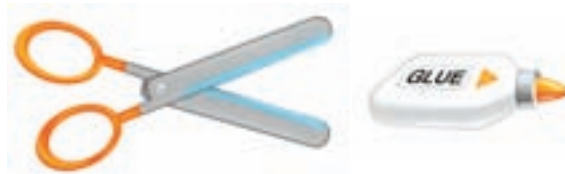
Practice

Find the objects in your classroom. Compare.
Circle the object.

6. Which is shorter?



7. Which is longer?



8. Which is shortest?



9. Which is longest?



H.O.T. Problems

Explaining Math







10. Using the numbers 1, 2, and 3 put these objects in order from shortest to longest. Make 1 the shortest.



Name _____

Nonstandard Units of Length

Get Ready

Main Idea

I will measure using nonstandard units.

Vocabulary

measure

unit

You can **measure** to find length.
A cube or a paper clip is one **unit**.

I can use cubes to measure.

I can use paper clips to measure.



Check

Use  to measure.

Remember

Line up the end of the pencil exactly with the end of the cube.

1.



about 8 

2.



about 

3.



about 

4.



How can you tell which pencil on this page is longest?

Practice

Use  to measure.



about _____ 



about _____ 



about _____ 

Problem Solving

8. Visual Thinking



Draw a pencil that is shorter.



Draw a pencil that is longer.



Name _____

Problem-Solving Strategy

Guess and Check

Main Idea

I will guess and check to solve a problem.

How many cubes long is the carrot?



Understand

What do I need to find out?

Circle the question.

Plan

How will I solve the problem?

Solve

Guess and Check

Check

Look Back

Does my answer make sense?

Remember
Understand
Plan
Solve
Check

Try It

About how many  long is each item?
Guess and then measure.

1.



Guess: about _____ cubes

Measure: about _____ cubes

2.



Guess: about _____ cubes

Measure: about _____ cubes

3.



Guess: about _____ cubes

Measure: about _____ cubes

4.

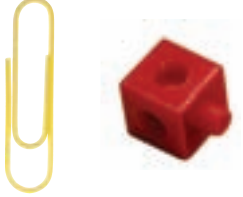
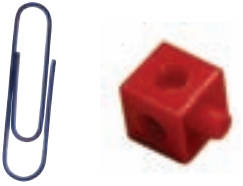
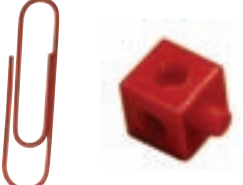
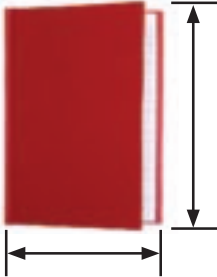
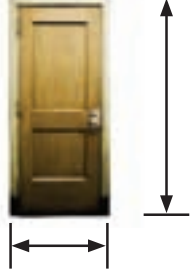
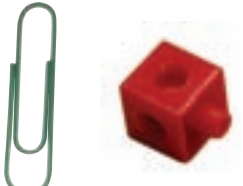


Guess: about _____ cubes

Measure: about _____ cubes



Name _____

	Find the object.	Measure the object.	Circle the unit.
1.		about _____	
2.		about _____	
3.		about _____	
4.		about _____ about _____	
5.		about _____ about _____	
6.		about _____	



Busy Beavers

Length

What You Need



How to play:

- Roll the .
- Count out that number of  and put them together.
- Find an object in the room that is about that same length.
- Do not repeat objects.
- Move your  one space if you find an object.
- Next player's turn.
- The first person to Finish wins!





Name _____

Compare. Circle the objects.

1. Which is shorter?



2. Which is longer?



3. Which is shortest?



Measure.

4.  about _____ 

5.  about _____ 

6. 

Tim used  to measure.

Then he used  to measure.

Did he use more  or  ? _____

Spiral Review

Chapters 1–9

Make a pattern. Use  and . Draw your pattern.

7.

8.

Find each sum.

9. $5 + 2 =$ _____ 10. $2 + 3 =$ _____ 11. $8 + 1 =$ _____

12. $4 + 0 =$ _____ 13. $3 + 3 =$ _____ 14. $6 + 3 =$ _____

Find each difference.

15. $6 - 2 =$ _____ 16. $5 - 3 =$ _____ 17. $8 - 7 =$ _____

18. $5 - 4 =$ _____ 19. $3 - 1 =$ _____ 20. $7 - 6 =$ _____

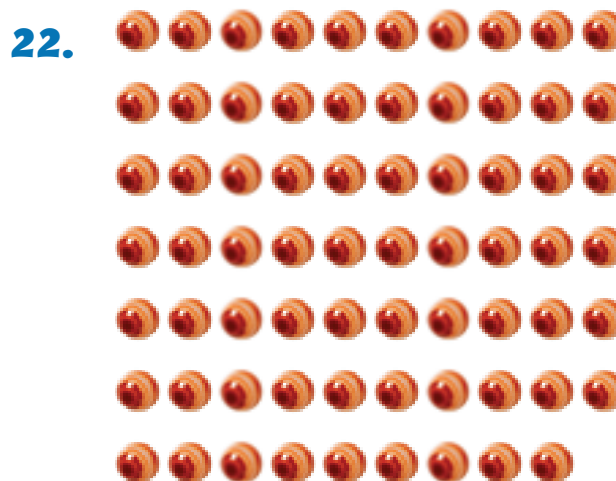
Circle a group of 10. Estimate how many in all.



about

30

50



about

50

70

Name _____

Explore Weight

Get Ready

Main Idea

I will compare the weight of objects.

Vocabulary

weight

heavy/heavier/heaviest

light/lighter/lightest

You can compare the **weight** of objects. Some are **heavy** and some are **light**.



Check

Find the objects in your classroom. Compare. Circle the object.

1. Which is heavier?



2. Which is lighter?



3. Which is heaviest?



4. Which is lightest?



5.



How would two objects feel if they weighed the same?

Practice

Find the objects in your classroom. Compare.
Circle the object.

6. Which is lighter?



7. Which is heavier?



8. Which is lightest?

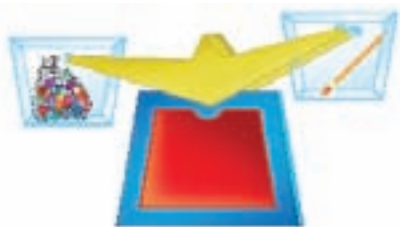


9. Which is heaviest?



Problem Solving

10. **Visual Thinking** Circle the one that shows that the marbles are heavier than the pencil.



Name _____

Problem-Solving Investigation

Main Idea

I will choose
a strategy
to solve a
problem.



Your Mission:

Find the width of
the desks.



Our desks are each 4 staplers wide.
Steven and I put our desks together.
Then we had a big desk that was 8 staplers
wide. Mary put her desk with ours.
How wide are the desks now?

Understand

What do I know?

Underline what you know.

What do I need to find out?

Circle it.

Plan

How will I solve the problem?

Solve

One way is to make a table.

3 desks are _____ staplers wide.

Check

Look Back

Does my answer make sense?

Problem-Solving Strategies

- Make a table
- Guess and check
- Act it out

Mixed Problem Solving

Choose a strategy. Solve.

1. Leslie's pitcher held 5 glasses of juice. Mark and Shuka's pitchers each held the same amount as Leslie's pitcher. If all the juice was put together, how much would there be?



_____ glasses

2. Carl is lining up his toy cars. 10 cars are as long as one leg. How many cars are as long as 4 legs?



_____ cars

3. Taylor, Ricky, and Julie measure their pets' lengths. Taylor's rabbit is 6 cubes long. Ricky's cat is 11 cubes long. Julie's hamster is 3 cubes long. Who has the longest pet?



Name _____

Nonstandard Units of Weight

Get Ready

Main Idea

I will measure weight using nonstandard units.

When the sides on the scale are even the two weigh the same.

Let's see how many paper clips this crayon weighs.

Let's see how many cubes this stapler weighs.



Check

Use a . Circle the unit you used. Then measure.

Find the object.	Circle the unit.	Measure the object.
1. 	 or 	about _____
2. 	 or 	about _____
3. 	 or 	about _____
4. 	 or 	about _____

5.



Explain how you chose which unit to use to measure.

Practice

Choose a classroom object to weigh.
 Draw the object and what you measured with.
 Use a  to measure.

	Draw the object.	Draw the unit.	Measure the object.
6.			about _____
7.			about _____
8.			about _____
9.			about _____

10.  **WRITING IN MATH** How do you know which object is heavier on a balance scale?
-
-
-
-
-
-
-
-

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Name _____

Explore Volume

Get Ready

Main Idea

I will explore volume.

Vocabulary

holds more/
most

holds less/
least

Containers can hold different amounts.



The glass **holds less** than the pitcher. The pitcher **holds more** than the glass.

Check

Circle the object that holds less.

1.



2.



Circle the object that holds more.

3.



4.



5.



How could you find out which container holds more?

Practice

Circle the object that holds the most.

6.



7.



Circle the object that holds the least.

8.



9.



Problem Solving

10. **Visual Thinking** How many cubes in each?

Use cubes to help.



_____ cubes



_____ cubes



Name _____



Nonstandard Units of Volume

Get Ready

Main Idea

I will measure volume using nonstandard units.

You can use many things to measure how much a container holds.



Check

Circle the unit you used. Then measure.

Find the object.	Circle the unit.	Measure the object.
1. 	 or 	about _____
2. 	 or 	about _____
3. 	 or 	about _____

4.

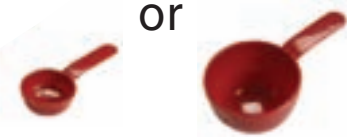
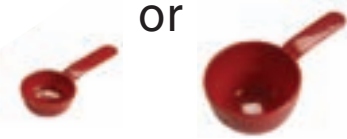


How do you know which container you used holds the most?

Practice

Draw the container.

Circle the unit you used. Then measure.

	Draw the container.	Circle the unit.	Measure the object.
5.		 or	about _____
6.		 or	about _____
7.		 or	about _____

Data File

The Golden Gate Bridge goes over the San Francisco Bay. The Golden Gate Bridge is very long!

8. Circle the picture that shows a longer piece of the bridge.

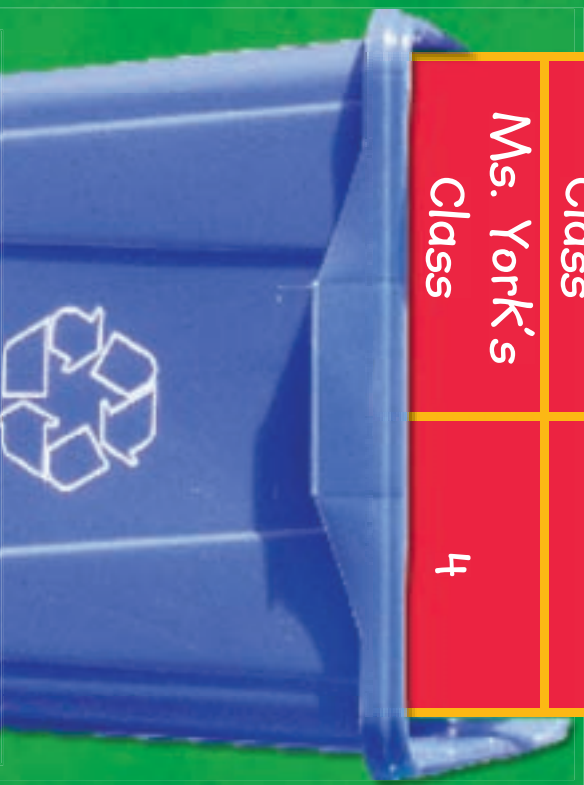


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The first graders at Gladmere Elementary collected juice boxes to recycle.

Monday Collection			
Class		Juice Boxes Collected	
Mrs. Wilson's Class		7	
Ms. York's Class		4	



How many juice boxes did the classes collect in all?

_____ boxes

D

FOLD DOWN

Problem Solving in Science



Real-World MATH

Finding new uses for things is called reusing. Using old items to make new things is recycling.

This book belongs to _____

A

These jars have been **reused** as flower pots.



A



B

Which jar holds more?

B

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These tires have been **recycled** for a playground!



C



Name _____

Vocabulary

Circle the word to finish the sentence.

1.



The apple is _____ than the grape.

heavier

lighter

2.



The mug holds _____ than the glass.

more

less

Concepts

Circle the object that is lighter.

3.



4.



Circle the container that holds more.

5.



6.



Circle the container that holds less.

7.



8.



Write about how many .

9.



_____ cubes

10.



_____ cubes

11.



_____ cubes

12.



_____ cubes

Problem Solving

13. A piece of blue string is 8 paperclips long.
A piece of red string is 6 paperclips longer
than the blue string. How long is the red string?

_____ paperclips



Name _____

Listen as your teacher reads each problem.
Choose the correct answer.

A



- 1 3 5 7
- ☐ ☐ ☐ ☐

B



- ☐ ☐ ☐ ☐

Listen as your teacher reads each problem.
Choose the correct answer.

1



- 1 2 3 8
- ☐ ☐ ☐ ☐

3



- ☐ ☐ ☐ ☐

2



- ☐ ☐ ☐ ☐

4

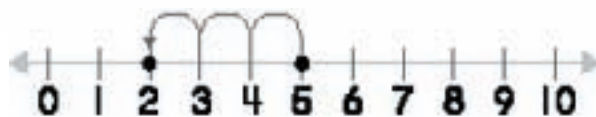
- 70 62 46 18
- ☐ ☐ ☐ ☐

5



☐ ☐ ☐ ☐

8



$$8 - 5$$

☐

$$5 - 3$$

☐

$$10 - 8$$

☐

$$7 - 3$$

☐

6

4, 6, 8, _____

9 10 11 12

☐ ☐ ☐ ☐

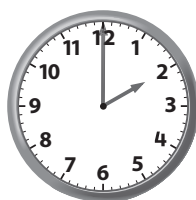
9

Joe saw 5 seals at the zoo. Jim saw 3 bears. How many animals did they see in all?

0 3 5 8

☐ ☐ ☐ ☐

7



☐



☐



☐



☐

10

What number is 10 less than 75?

10 65 75 85

☐ ☐ ☐ ☐



CHAPTER 10

Addition and Subtraction Strategies to 20

Key Vocabulary

doubles

doubles

plus one

fact family

Explore

13 birds were here. 1 more bird
joined them. Now how many
birds are there?

_____ birds

**Are You Ready for Chapter 10?**

Add or subtract.

1. $6 + 5 = \underline{\quad}$ **2.** $7 - 3 = \underline{\quad}$ **3.** $2 + 3 = \underline{\quad}$

4.
$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

Use doubles to add or subtract.

8. $3 + 3 = \underline{\quad}$

9. $12 - 6 = \underline{\quad}$

10. $4 + 4 = \underline{\quad}$

11. $10 - 5 = \underline{\quad}$

12. $2 + 2 = \underline{\quad}$

13. $8 - 4 = \underline{\quad}$

14. $5 + 5 = \underline{\quad}$

15. $6 - 3 = \underline{\quad}$

- 16.** There were 8 children at the party.
3 children left. How many
children are at the party now?
 children

Dear Family,

Today my class started Chapter 10, **Addition and Subtraction Strategies to 20**. In this chapter, I will learn to use strategies for addition and subtraction with numbers up to 20. Here is an activity we can do and a list of books we can read together.

Love, _____

Activity

Take turns flipping through the pages of the phone book. Say "BRRRRING" to stop the flipping. Close your eyes and point to a number. Add the first two digits of the number together. Repeat using three numbers. Ask your child which two numbers they decided to add together first and why.



Review Vocabulary

doubles two addends that are the same number. $6 + 6 = 12$ $9 + 9 = 18$

doubles plus one
 $7 + 8 = 15$

Think $7 + 7 = 14$

Math  Click on the eGlossary link at ca.gr1math.com to find out more about these words. There are 13 languages.

Books to Read

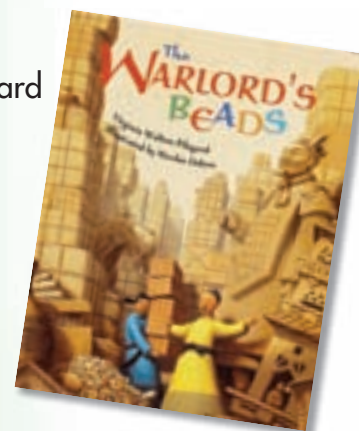
Twenty is Too Many
by Katie Duke
Dutton Juvenile, 2000.



Counting Wildflowers
by Bruce McMillan
Harper Trophy, 1995.



The Warlord's Beads
by Virginia Walton Pilegard
Pelican Publishing Company, 2001.



Estimada familia:

Hoy mi clase comenzó el Capítulo 10, **Estrategias para sumar y restar hasta 20**. En este capítulo, aprenderé a usar estrategias para sumar y restar con números hasta el 20. A continuación, hay una actividad que podemos hacer y una lista de libros que podemos leer juntos.

Cariños,

Actividad

Túrnense en hojear las páginas de la guía telefónica. Digan "BRRRRING" para dejar de hojear. Cierren los ojos y señalen un número telefónico. Sumen los dos primeros dígitos del número. Pregúntenle a su hijo(a) qué par de números decidieron sumar primero y por qué.



Vocabulario clave

dobles dos sumandos iguales.

$$6 + 6 = 12 \quad 9 + 9 = 18$$

dobles más uno

$$7 + 8 = 15$$

Piensa $7 + 7 = 14$



Visiten el enlace eGlossary en ca.gr1math.com para averiguar más sobre estas palabras, las cuales se muestran en 13 idiomas.

Libros recomendados

Las semillas mágicas

de Mitsumasa Anno
Fondo de cultura Económica USA,
2005.

¿Cuántos osos hay?

de Cooper Edens
Atheneum Books, 1994



Name _____

Doubles

Get Ready

Main Idea

I will add doubles facts to 20.

Vocabulary

doubles

The addends are the same in a **doubles** fact.

You can double the number to find the sum.



$$6 + 6 = 12$$



$$8 + 8 = 16$$



Check

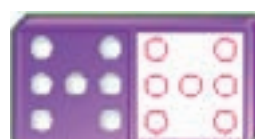
Draw the missing dots to show a double.
Write the doubles fact.

1.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Draw dots to show the doubles.
Write the addends.

3.



$$\underline{\quad} + \underline{\quad} = 10$$

4.



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

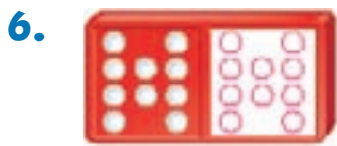
5.



Can you use doubles to make 15?
Why or why not?

Practice

Draw the missing dots to show a double.
Write the doubles fact.



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

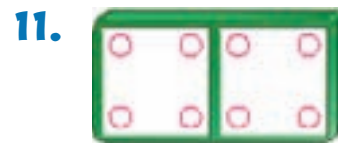


$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

Draw dots to show the doubles.
Write the addends.



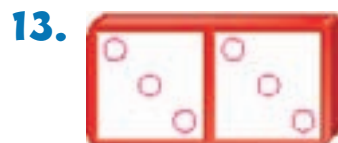
$$\underline{\quad\quad} + \underline{\quad\quad} = 18$$



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



$$\underline{\quad\quad} + \underline{\quad\quad} = 12$$



$$\underline{\quad\quad} + \underline{\quad\quad} = 6$$

Problem Solving

14. **Critical Thinking** How many doubles facts can you make with your hands and your fingers? _____



Name _____



Doubles Plus 1

Get Ready

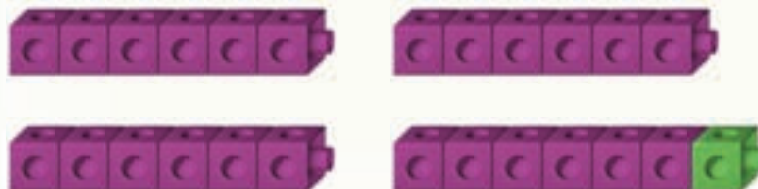
Main Idea

I will add doubles plus one.

Vocabulary

doubles plus 1

You can use **doubles plus 1** to help you add.



$6 + 6 = 12$
 $6 + 7$ is one more so
the sum is one more.
 $6 + 7 = 13$



Check

Use  to find the sums.

1.



$$7 + 7 = \underline{14}$$



$$7 + 8 = \underline{15}$$

2.



$$5 + 5 = \underline{\quad}$$



$$5 + 6 = \underline{\quad}$$

3. $4 + 4 = \underline{\quad}$

$$4 + 5 = \underline{\quad}$$

4. $8 + 8 = \underline{\quad}$

$$9 + 8 = \underline{\quad}$$

5.



How does knowing $4 + 4$ help you find $4 + 5$?

Practice

Use  to find the sums.

6.   $2 + 2 = \underline{\quad}$

  $2 + 3 = \underline{\quad}$

7. $1 + 1 = \underline{\quad}$ $1 + 2 = \underline{\quad}$

8. $8 + 8 = \underline{\quad}$ $8 + 9 = \underline{\quad}$

9. $7 + 7 = \underline{\quad}$ $7 + 8 = \underline{\quad}$

10. $3 + 3 = \underline{\quad}$ $3 + 4 = \underline{\quad}$

11. $9 + 9 = \underline{\quad}$ $9 + 10 = \underline{\quad}$

12.
$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

Problem Solving

14. **Algebra** What are the missing numbers?

$8 + \underline{\quad} = 15$

$\underline{\quad} + 7 = 11$

$9 + \underline{\quad} = 18$



Name _____

Find each sum. Use doubles to help you add.

1. $8 + 8 =$ _____ $8 + 9 =$ _____ $9 + 8 =$ _____

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

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

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

3.
$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

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

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

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

5.
$$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

Now circle the doubles problem in each set.



Circle Up

Adding Doubles

You Will Need



Play with a partner.

- Take turns rolling the .
- Double the number you roll.
- Cover that number with a counter.
- If your number is already covered you may take another turn.
- Play until all the numbers are covered.



Name _____

Make 10 to Add

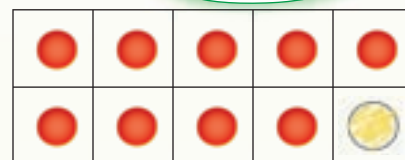
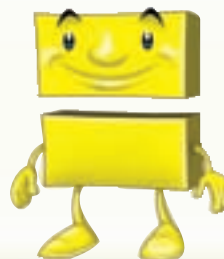
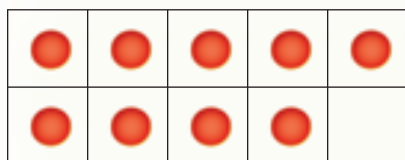
Get Ready

Main Idea

I will make 10 to find sums.

You can make 10 to help you add.

$9 + 5$ is equal to $10 + 4$



Check

Use WorkMat 1 and ●. Draw the counters. Then add.

1.



$$9 + 4 = \underline{13}, \text{ because}$$

$$10 + 3 = \underline{13}$$

2.



$$8 + 5 = \underline{\quad}, \text{ because}$$

$$10 + 3 = \underline{\quad}$$

3.



$$9 + 2 = \underline{\quad}, \text{ because}$$

$$10 + \underline{\quad} = \underline{\quad}$$

4.



$$8 + 4 = \underline{\quad}, \text{ because}$$

$$10 + \underline{\quad} = \underline{\quad}$$

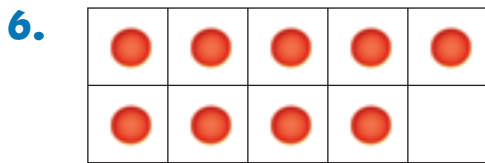
5.



How does making 10 help you find the sum?

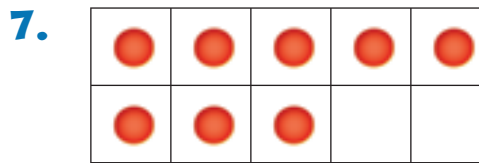
Practice

Use WorkMat 1 and  . Draw the counters. Then add.



$$9 + 6 = \underline{\quad}, \text{ because}$$

$$10 + 5 = \underline{\quad}$$



$$8 + 6 = \underline{\quad}, \text{ because}$$

$$10 + 4 = \underline{\quad}$$

8. $8 + 7 = \underline{\quad}, \text{ because}$

$$10 + 5 = \underline{\quad}$$

9. $9 + 7 = \underline{\quad}, \text{ because}$

$$10 + 6 = \underline{\quad}$$

10. $9 + 3 = \underline{\quad}, \text{ because}$

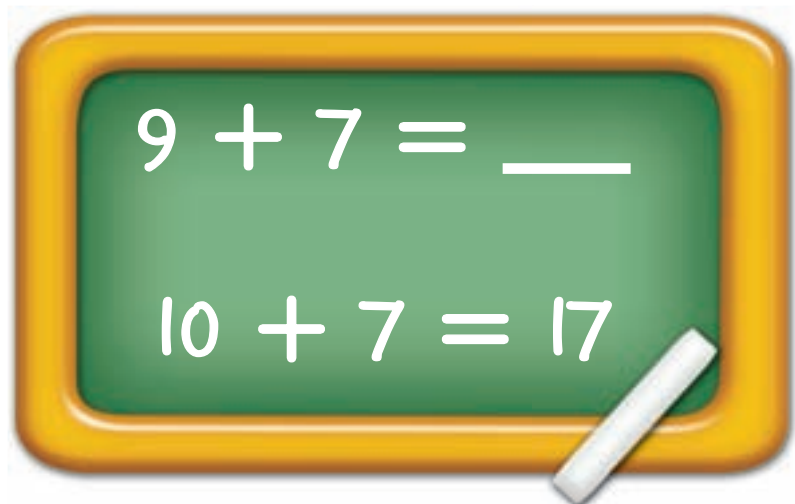
$$10 + \underline{\quad} = \underline{\quad}$$

11. $8 + 3 = \underline{\quad}, \text{ because}$

$$10 + \underline{\quad} = \underline{\quad}$$

H.O.T. Problems

12. **Make It Right** This is how Jorge found the sum of $9 + 7$.
Tell why Jorge is wrong.
Make it right.





Name _____

Problem-Solving Strategy

Write a Number Sentence

Main Idea

I will write
number
sentences
to solve
problems.

Alex saw 8 baby seals.
Then he saw 6 more
baby seals. How many
baby seals did Alex see?



Understand

What do I know?

Underline what you know.

What do I need to find out?

Circle the question.

Plan

How will I solve the problem?

Solve

Write a number sentence.

_____ ○ _____ ○ _____

_____ baby seals

Check

Look Back

Does my answer make sense?

Remember
Understand
Plan
Solve
Check

Try It

Write a number sentence to solve.

1. Marissa saw 9 birds.
She saw 4 fly away.
How many were left?



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

2. Ryan picked 5 apples.
Maria picked 6 apples.
How many apples did
they pick in all?



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

Your Turn

Write a number sentence to solve.

3. There are 7 frogs in the pond.
5 more frogs join them.
How many frogs are in
the pond now?



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

4. Amy planted 12 flowers in two rows.
She planted 6 flowers in the first row.
How many did she plant in the second row?



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



Name _____

Add Three Numbers

Get Ready

Main Idea

I will add three numbers.

You can add doubles or make a ten to add three numbers.

$$\begin{array}{r} 6 \\ 6 \\ + 2 \\ \hline 14 \end{array} \quad \rightarrow \quad \begin{array}{r} 12 \\ + 2 \\ \hline 14 \end{array}$$

When you add three numbers, sometimes you can add doubles. **ADD** doubles first, then add the third number.

$$\begin{array}{r} 5 \\ 7 \\ + 3 \\ \hline 15 \end{array} \quad \rightarrow \quad \begin{array}{r} 5 \\ 10 \\ + 5 \\ \hline 15 \end{array}$$

When you add three numbers, sometimes you can make ten. **Make ten** first, then **ADD** the third number.

Check

Circle the numbers you add first. Then write the sum.

1.
$$\begin{array}{r} 5 \\ 5 \\ + 4 \\ \hline 14 \end{array}$$

2.
$$\begin{array}{r} 2 \\ 7 \\ + 3 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 4 \\ 4 \\ + 8 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 1 \\ 9 \\ + 2 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 8 \\ 2 \\ + 6 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 8 \\ 3 \\ + 3 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 3 \\ 7 \\ + 4 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 2 \\ 2 \\ + 7 \\ \hline \end{array}$$

9.



When adding three numbers, how is finding a fact you know first helpful?

Practice

Circle the numbers you add first. Then write the sum.

10.
$$\begin{array}{r} 2 \\ 2 \\ + 9 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 6 \\ 1 \\ + 1 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 9 \\ 3 \\ + 7 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 5 \\ 5 \\ + 9 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 4 \\ 2 \\ + 6 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 8 \\ 8 \\ + 1 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 3 \\ 7 \\ + 4 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 2 \\ 8 \\ + 7 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 5 \\ 7 \\ + 3 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 4 \\ 4 \\ + 9 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 3 \\ 3 \\ + 2 \\ \hline \end{array}$$

21.
$$\begin{array}{r} 1 \\ 5 \\ + 9 \\ \hline \end{array}$$

22.
$$\begin{array}{r} 9 \\ 4 \\ + 1 \\ \hline \end{array}$$

23.
$$\begin{array}{r} 6 \\ 8 \\ + 4 \\ \hline \end{array}$$

24.
$$\begin{array}{r} 9 \\ 2 \\ + 9 \\ \hline \end{array}$$

25.
$$\begin{array}{r} 6 \\ 1 \\ + 6 \\ \hline \end{array}$$

H.O.T. Problems

26. **Explaining Math** Share two ways you could find the sum of $3 + 3 + 7$.





Name _____

Draw the missing dots to show a double.

Write the doubles fact.

1.



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

2.



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

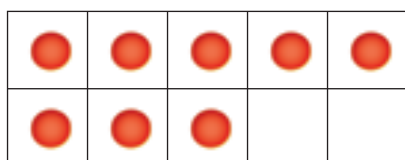
Find the sums.

3. $4 + 4 = \underline{\quad\quad}$ $4 + 5 = \underline{\quad\quad}$

4. $8 + 8 = \underline{\quad\quad}$ $9 + 8 = \underline{\quad\quad}$

Draw the counters. Then add.

5.



$$8 + 6 = \underline{\quad\quad}, \text{ because } 10 + 4 = \underline{\quad\quad}$$

Circle the numbers you add first. Then write the sum.

6.

$$\begin{array}{r} 2 \\ 2 \\ + 9 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 6 \\ 1 \\ + 1 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 9 \\ 3 \\ + 7 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 5 \\ 5 \\ + 9 \\ \hline \end{array}$$

10. Anna ate 8 grapes.

Lynn ate 6 more than Anna.

How many grapes did Lynn eat? grapes

Spiral Review Chapters 1–10

Write each total. Use the tally chart to answer the questions.

Favorite Subject		
Subject	Tally	Total
Math		9
Reading		5
Music		7
Science		2

11. Which subject is liked the most? _____
12. Which subject is liked the least? _____
13. How many students chose Reading? _____
14. Do more students like Music or Science? _____

Use the number line. Add.



15. $2 + 7 =$ _____
16. $1 + 4 =$ _____
17. $9 + 3 =$ _____

Write the time.



half past _____



_____ : _____



half past _____

Name _____

Use Doubles to Subtract

Get Ready

Main Idea

I will use doubles facts to subtract.

You can use addition facts to help you subtract.

I know $6 + 6 = 12$
so $12 - 6 = 6$.



$$6 + 6 = \underline{12}$$

$$12 - 6 = \underline{6}$$



Check

Add the doubles facts. Then subtract.

1. $2 + 2 = \underline{4}$
 $4 - 2 = \underline{2}$

2. $3 + 3 = \underline{\quad}$
 $6 - 3 = \underline{\quad}$

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

4. $\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$

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

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

7.



How can using addition help you subtract?

Practice

Add the doubles facts. Then subtract.

8. $10 + 10 = \underline{\quad}$

$20 - 10 = \underline{\quad}$

9. $4 + 4 = \underline{\quad}$

$8 - 4 = \underline{\quad}$

10.
$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$$

Add or subtract.

Then draw a line to match the related facts.

12. $10 + 10 = \underline{\quad}$

$14 - 7 = \underline{\quad}$

13. $9 + 9 = \underline{\quad}$

$16 - 8 = \underline{\quad}$

14. $8 + 8 = \underline{\quad}$

$18 - 9 = \underline{\quad}$

15. $7 + 7 = \underline{\quad}$

$20 - 10 = \underline{\quad}$

Problem Solving

16. **Number Sense** A box has 12 crayons. You can only see 6. How many crayons are hidden in the box?

   crayons



Name _____

Relate Addition and Subtraction

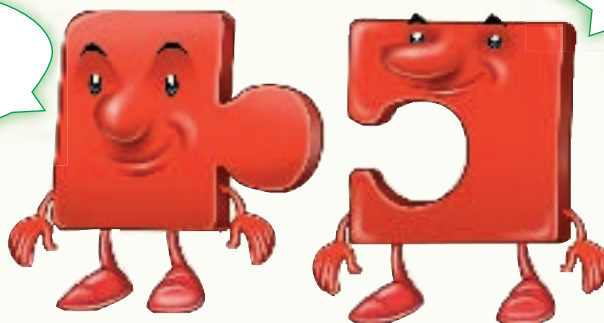
Get Ready

Main Idea

I will use related addition and subtraction facts.

Find $16 - 7$.

To find
 $16 - 7$ I think
 $\underline{\quad} + 7 = 16$



$9 + 7 = 16$, so
 $16 - 7 = 9$.

$$16 - 7 = \underline{9}$$



Check

Find each missing number.

1. $11 - 6 = \underline{5}$

$$6 + \underline{5} = 11$$

2. $13 - 5 = \underline{\quad}$

$$5 + \underline{\quad} = 13$$

3. $12 - 5 = \underline{\quad}$

$$5 + \underline{\quad} = 12$$

4. $15 - 9 = \underline{\quad}$

$$9 + \underline{\quad} = 15$$

Subtract. Write an addition fact that helps you subtract.

5. $10 - 6 = \underline{\quad}$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

6. $11 - 4 = \underline{\quad}$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

7.



$8 + 7 = 15$. Tell the related subtraction facts.

Practice

Find each missing number.

8. $14 - 6 = \underline{\quad}$

$6 + \underline{\quad} = 14$

9. $12 - 8 = \underline{\quad}$

$8 + \underline{\quad} = 12$

10. $15 - 7 = \underline{\quad}$

$7 + \underline{\quad} = 15$

11. $13 - 6 = \underline{\quad}$

$6 + \underline{\quad} = 13$

12. $16 - 9 = \underline{\quad}$

$9 + \underline{\quad} = 16$

13. $12 - 7 = \underline{\quad}$

$7 + \underline{\quad} = 12$

14. $14 - 9 = \underline{\quad}$

$9 + \underline{\quad} = 14$

15. $13 - 4 = \underline{\quad}$

$4 + \underline{\quad} = 13$

Subtract. Write the addition fact that helps you subtract.

16. $14 - 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

17. $11 - 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

18. $13 - 8 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

19. $12 - 4 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

Problem Solving

20. **Number Sense** Write a word problem using the number sentences $4 + 7 = 11$ or $11 - 4 = 7$.



Name _____

Problem-Solving Investigation

Main Idea

I will choose a strategy to solve a problem.



Your Mission:

Find how many more Valentine cards are needed.

I have 20 kids in my class.
I have 17 Valentine cards.
How many more do I need?



Understand

What do I know?

Underline what you know.

What do I need to find out?

Circle it.

Plan

How will I solve the problem?

Solve

One way is to write a number sentence.

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

_____ more cards
are needed

Check

Look Back

Does my answer make sense?

Mixed Problem Solving

Problem-Solving Strategies

- Write a number sentence
- Draw a picture
- Find a pattern

Choose a strategy. Solve.

1. Ted has 7 leaves.
Kaitlyn has 5 leaves.
Kayla has 4 leaves.
How many leaves do they have altogether?



_____ leaves

2. Martin found 5 shells.
Pam found 8 shells.
Jamar found 6 shells.
How many shells did they find in all?



_____ shells

3. Sue had a box of erasers.
She gave 2 erasers to each child in the class. There were 10 children in the class.
How many erasers did she give away?



_____ erasers

4. 14 bees were outside the hive.
Then 5 bees went inside the hive.
How many bees were left outside?



_____ bees



Name _____

Fact Families

Get Ready

Main Idea

I will make fact families.

Vocabulary

fact family

Facts that use the same numbers are called a **fact family**.



$$\begin{array}{rcl} 5 + 9 = & 14 & 14 - 5 = 9 \\ 9 + 5 = & 14 & 14 - 9 = 5 \end{array}$$

5, 9, and 14 are part of this fact family.



Check

Add or subtract. Complete each fact family.

1.



$$\begin{array}{rcl} 7 + 4 = & \underline{\quad} & 11 - 7 = \underline{\quad} \\ 4 + 7 = & \underline{\quad} & 11 - 4 = \underline{\quad} \end{array}$$

2.



$$\begin{array}{rcl} 5 + 8 = & \underline{\quad} & 13 - 5 = \underline{\quad} \\ 8 + 5 = & \underline{\quad} & 13 - 8 = \underline{\quad} \end{array}$$

3.



$$\begin{array}{rcl} 6 + 8 = & \underline{\quad} & 14 - 6 = \underline{\quad} \\ 8 + 6 = & \underline{\quad} & 14 - 8 = \underline{\quad} \end{array}$$

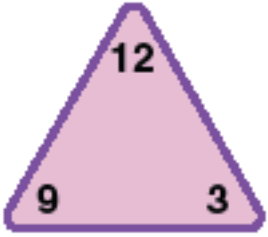
4.



What fact family can you make with the numbers 8, 8, and 16?

Practice

Add or subtract. Complete each fact family.

5.  $9 + 3 = \underline{\quad}$ $12 - 9 = \underline{\quad}$
 $3 + 9 = \underline{\quad}$ $12 - 3 = \underline{\quad}$

6.  $7 + 8 = \underline{\quad}$ $15 - 7 = \underline{\quad}$
 $8 + 7 = \underline{\quad}$ $15 - 8 = \underline{\quad}$

7.  $6 + 9 = \underline{\quad}$ $15 - 6 = \underline{\quad}$
 $9 + 6 = \underline{\quad}$ $15 - 9 = \underline{\quad}$

8.  $4 + 8 = \underline{\quad}$ $12 - 8 = \underline{\quad}$
 $8 + 4 = \underline{\quad}$ $12 - 4 = \underline{\quad}$

9.  What is a fact family?
 Explain it. Give an example of a fact family.

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Name _____



Ways to Name Numbers

Get Ready

Main Idea

I will make a number in different ways.

There are many ways to make the same sum.
Use counters.

Part	Part
 	 
Whole	
15	

Part	Part
7	8
Whole	
15	

Part	Part
6	9
Whole	
15	

Part	Part
8	7
Whole	
15	

Part	Part
9	6
Whole	
15	



Check

Use   and WorkMat 3.

1.

Part	Part
Whole	
16	

Part	Part
Whole	
16	

Part	Part
Whole	
16	

2.

Part	Part
Whole	
14	

Part	Part
Whole	
14	

Part	Part
Whole	
14	

Remember:

Two parts equal a whole.



3.



Is there another way to make 16?

Practice

Use ●● and WorkMat 3.

Write ways to make the number.

4.

Part	Part
Whole	
12	

Part	Part
Whole	
12	

Part	Part
Whole	
12	

Part	Part
Whole	
12	

Part	Part
Whole	
12	

5.

Part	Part
Whole	
13	

Part	Part
Whole	
13	

Part	Part
Whole	
13	

Part	Part
Whole	
13	

Part	Part
Whole	
13	

Write the missing part.

6.

Part	Part
7	
Whole	
16	

Part	Part
9	
Whole	
15	

Part	Part
7	
Whole	
14	

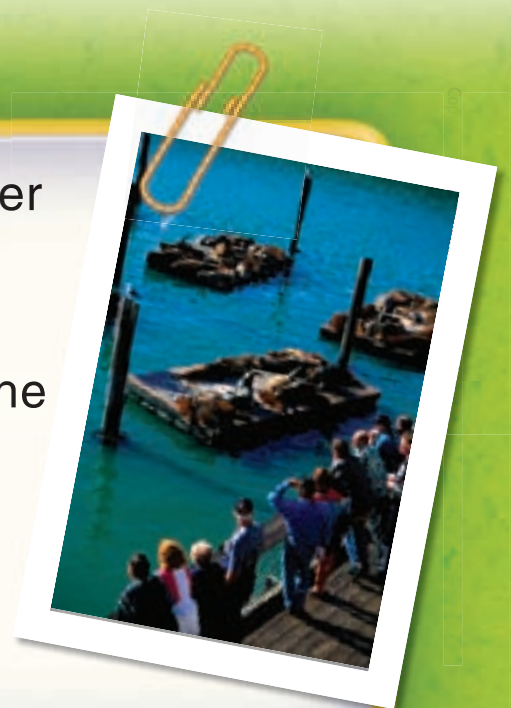
Part	Part
4	
Whole	
13	

Part	Part
8	
Whole	
12	

Data File

There is a place in San Francisco called Pier 39. One thing to see is the sea lions. They sleep, bark, and play on the piers.

7. On Monday, there were 8 sea lions on the pier. On Tuesday, there were double that number. How many sea lions were on the pier on Tuesday? _____





Write a number sentence to show how many white and red stripes are on the flag.

___ + ___ = ___

FOLD DOWN

Problem Solving in Social Sciences



Real-World MATH

Each year, many people visit important American symbols. This is the Liberty Bell. It is in Pennsylvania.

This book belongs to

**This is Mount Rushmore.
It is in South Dakota.**



What other American symbols
can you think of?

B

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**This is the Statue of Liberty.
It is in New York.**



18 first grade
students saw the
Statue of Liberty
today. 4 saw it
before lunch.
How many saw it
after lunch?
____ students

C

Name _____

Vocabulary

1. Circle the answer that shows a fact family.

a.

$$\begin{array}{l} 7 + 4 = 11 \\ 4 + 7 = 11 \\ 11 - 4 = 7 \\ 11 - 7 = 4 \end{array}$$

b.

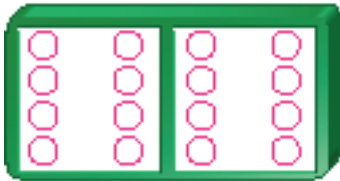
$$\begin{array}{l} 6 + 5 = 11 \\ 5 + 6 = 11 \\ 4 + 6 = 11 \\ 6 + 4 = 11 \end{array}$$

Concepts

Draw the missing dots to show a double.

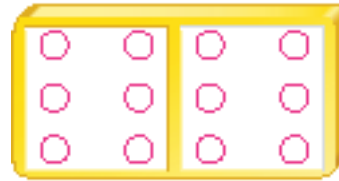
Write the doubles fact.

2.



$$\underline{\quad\quad} + \underline{\quad\quad} = 16$$

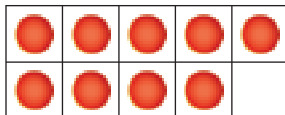
3.



$$\underline{\quad\quad} + \underline{\quad\quad} = 12$$

Draw the counters. Then add.

4.



$$9 + 2 = \underline{\quad\quad}, \text{ because } 10 + 1 = \underline{\quad\quad}$$

Write the sum.

5.

$$\begin{array}{r} 5 \\ 5 \\ + 9 \\ \hline \end{array}$$

6.

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

7.

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

8.

$$\begin{array}{r} 3 \\ 7 \\ + 4 \\ \hline \end{array}$$

Add or subtract. Complete the fact family.



$9 + 3 = \underline{\quad}$

$12 - 3 = \underline{\quad}$

$3 + 9 = \underline{\quad}$

$12 - 9 = \underline{\quad}$

Add the double. Then subtract.

10.

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$

11. $2 + 2 = \underline{\quad}$

$4 - 2 = \underline{\quad}$

Find each missing number.

12. $12 - 5 = \underline{\quad}$

$5 + \underline{\quad} = 12$

13. $14 - 9 = \underline{\quad}$

$9 + \underline{\quad} = 14$

Write ways to make the number.

14.

Part	Part
Whole	
15	

Part	Part
Whole	
15	

Part	Part
Whole	
15	

Problem Solving

Solve.

15. Adam hung 8 pictures in two rows.

He hung 4 pictures in the top row.

How many can he hang in the bottom row?



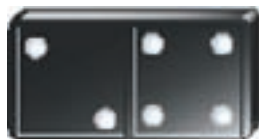
Name _____

Listen as your teacher reads each problem.
Choose the correct answer.

A



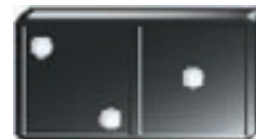
☐



☐



☐



☐

B

$$7 + 5 = 12$$

$$7 - 5 = 2$$

☐

$$12 - 7 = 5$$

☐

$$12 - 12 = 0$$

☐

$$5 - 2 = 3$$

☐

Listen as your teacher reads the problem.
Choose the correct answer.

1

$$11 - 7 = 4$$

$$11 - 4 = 7$$

☐

$$7 - 4 = 3$$

☐

$$4 - 4 = 0$$

☐

$$11 - 0 = 11$$

☐

3

$$3 + 7 = 10$$

$$6 + 4$$

☐

$$11 - 2$$

☐

$$3 + 6$$

☐

$$5 + 4$$

☐

2

$$16 \ 36 \ 12 \ 24$$

☐ 36 24 16 12

☐ 16 36 12 24

☐ 12 16 24 36

☐ 24 12 36 16

4

$$30 \ 40 \ 50 \ 60$$

$$61$$

☐

$$65$$

☐

$$70$$

☐

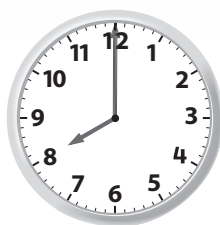
$$80$$

☐

5



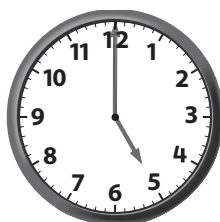
☐



☐



☐



☐

8



$$8 + 4 = 12$$

☐

$$6 + 6 = 12$$

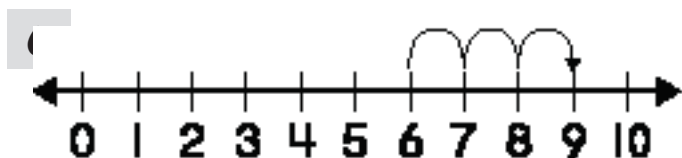
☐

$$5 + 5 = 10$$

☐

$$4 + 4 = 8$$

☐



8

☐

9

☐

10

☐

12

☐

9

Maria found 6 shells.
Louis found 8 shells.
How many did they find
in all?

9

☐

10

☐

13

☐

14

☐

7

$$\begin{array}{r} 3 \\ 7 \\ + 1 \\ \hline \end{array}$$

3

☐

9

☐

10

☐

11

☐

10

Julia has 13 stars.
She gave some to Mark.
Now she has 8 left.
How many stars did Julia
give Mark?

4

☐

6

☐

5

☐

7

☐



CHAPTER 11

Money

Key Vocabulary

penny

nickel

dime

quarter

30¢

Explore

Each flower costs 30¢. How much would 2 flowers cost?

_____ ¢

Name _____



Are You Ready for Chapter 11?

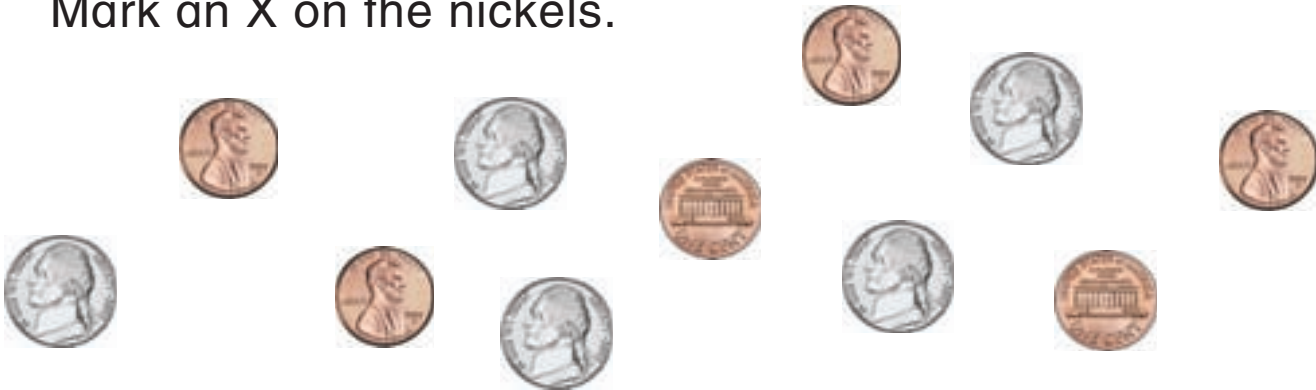
1. Skip count by 5s.

5, 10, _____, _____, _____, _____

2. Skip count by 10s.

10, 20, _____, _____, _____, _____

3. Circle all the pennies.
Mark an X on the nickels.



4. Kimi is counting her gloves. She skip counts by twos.
She counts up to 12. How many pairs of gloves
does Kimi have? _____ pairs

5. There are 3 vases. Each vase has 10 flowers.
How many flowers in all? _____ flowers

Dear Family,

Today my class started Chapter 11, **Money**. In this chapter, I will learn to identify and count coins. Here is an activity we can do and a list of books we can read together.

Love, _____

Activity

Set up a store. Put price tags on items around the house. Give your child coins to practice counting out the change to buy the items.

Key Vocabulary



penny 1¢



nickel 5¢



dime 10¢



quarter 25¢



Click on the eGlossary link at ca.gr1math.com to find out more about these words. There are 13 languages.

Books to Read

The Three Silly Billies

by Margie Palatini
Simon & Schuster Children's
Publishing, 2005.

The Penny Pot

by Stuart J. Murphy
Harper Trophy
Publishers, 1998.



The Coin Counting Book

Rozanne Lanczak Williams
Charlesbridge
Publishing, 2001.



Estimada familia:

Hoy mi clase comenzó el Capítulo II, **El dinero**. En este capítulo, aprenderé a identificar y a contar monedas. A continuación, hay una actividad que podemos hacer y una lista de libros que podemos leer juntos.

Cariños,

Actividad

Organicen una tienda.
Coloquen etiquetas de precios en
objetos alrededor de la casa.
Denle monedas a su hijo(a) a fin
de que las cuente para comprar
los objetos.

Vocabulario clave



un centavo 1¢



cinco centavos 5¢



diez centavos 10¢



veinticinco centavos 25¢



Visiten el enlace eGlossary en ca.gr1math.com para averiguar más sobre estas palabras, las cuales se muestran en 13 idiomas.

Libros recomendados

El gran negocio de francisca
de Russell Hoban
Harper Trophy, 1996.

De compras con mamá
de Mercer Mayer
Golden Books, 1997

Matemáticas y dinero
de Susan Ring
Yellow Umbrella Books, 2005.

Name _____

Pennies and Nickels

Get Ready

Main Idea

I will count pennies and nickels.

Vocabulary

penny

nickel

cent (¢)

Start counting with the coin of greater value.

You can count **pennies** and **nickels**.



or



penny



or



nickel

1 ¢ = 1 cent

5 ¢ = 5 cents

5 pennies equal 1 nickel.

Count by fives to count the nickels.
Then, count on by ones to count the pennies.



5

¢

10

¢

11

¢

12

¢

13

¢



Check

Count the nickels and pennies.
Write each price on the tag.

1.



_____ ¢

_____ ¢

_____ ¢

_____ ¢



2.



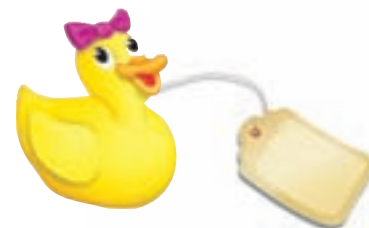
_____ ¢

_____ ¢

_____ ¢

_____ ¢

_____ ¢



3.

Talk About It

Which is worth more, 3 pennies or 3 nickels? Explain.

Practice

Count the nickels and pennies.
Write each price on the tag.

4.     

_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢



5.    

_____ ¢ _____ ¢ _____ ¢ _____ ¢



6.    

_____ ¢ _____ ¢ _____ ¢ _____ ¢



7.     

_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢



8.    

_____ ¢ _____ ¢ _____ ¢ _____ ¢



Problem Solving

9. **Critical Thinking** Mindy has 8 pennies.
How much money does she have? _____ ¢
Draw coins to show that same amount a different way.



Name _____

Pennies and Dimes

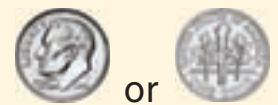
Get Ready

Main Idea

I will count pennies and dimes.

Vocabulary

dime



dime

10¢ = ten cents

10 pennies
equal 1 dime.

I have 32¢.



Count by tens to count dimes.



Check

Count the dimes and pennies.
Write how much there is in all.

1. 

_____ ¢ _____ ¢ _____ ¢ _____ ¢

in all

2. 

_____ ¢ _____ ¢ _____ ¢ _____ ¢

in all

3. 

_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

in all

4.

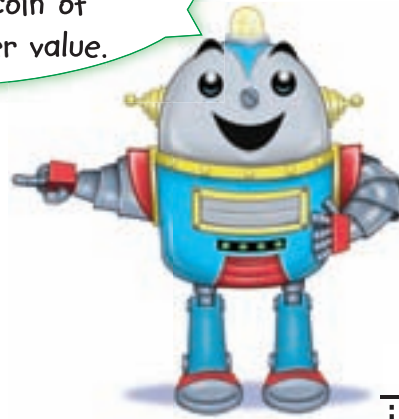
Talk
About It

How many dimes are the same as
50 pennies?

Practice

Count the dimes and pennies.
Write how much there is in all.

Remember
Start counting with
the coin of
greater value.



5.



_____ ¢ _____ ¢ _____ ¢

_____ ¢
in all

6.



_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

_____ ¢
in all

7.



_____ ¢ _____ ¢ _____ ¢ _____ ¢

_____ ¢
in all

8.



_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

_____ ¢
in all

9.



_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

_____ ¢
in all

H.O.T. Problem

10. Thinking Math

You have 3 coins. They equal 20 cents.
What coins do you have?



Name _____



Pennies, Nickels, and Dimes

Get Ready

Main Idea

I will count pennies, nickels, and dimes.

Pennies, nickels, and dimes have different values.

You can use different coins to make 10¢.		
1 dime	2 nickels	10 pennies
		

I have 2 dimes, 1 nickel, and 3 pennies.



 10¢
  20¢
  25¢
  26¢
  27¢
  28¢

Check

Use coins.

You have these coins.	Draw the coins. Show how you count them.	How much money?
1. 1 3 1 	 10 ¢ 15 ¢ 20 ¢ 25 ¢ 26 ¢	26 ¢
2. 0 2 4 	_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢	_____ ¢

3.



Explain how you counted the coins in exercises 1 and 2.

Practice

Use coins.

You have these coins.	Draw the coins. Show how you count them.	How much money?
4. 4 0 2 	 _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢	_____ ¢
5. 2 2 1 	 _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢	_____ ¢
6. 5 1 0 	 _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢	_____ ¢
7. 1 1 4 	 _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢	_____ ¢

Problem Solving

8. Logical Reasoning You have pennies, nickels, and dimes.

You pick up 3 of those coins.

What is the greatest amount of money you could have? _____ ¢

What is the least amount of money you could have? _____ ¢

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Name _____



Counting Money

Get Ready

Main Idea

I will count mixed sets of coins.

When you count pennies, nickels, and dimes, start with the coin that has the greatest value.



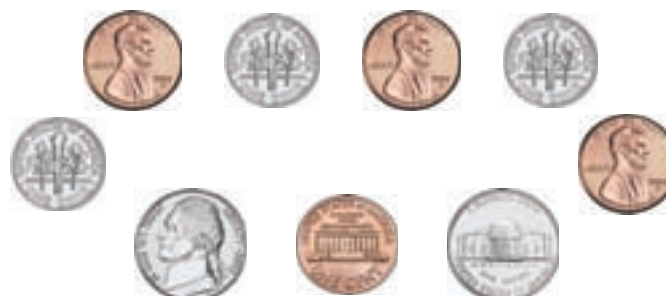
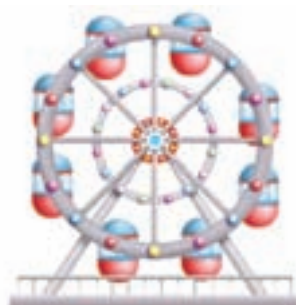
I am going to the fair.
I need 37¢ for a ticket.
Circle how much money
I need for my ticket.



Check

Circle how much money you need.
Use coins. Count.

1.



Draw how much money you need.

2.



3.

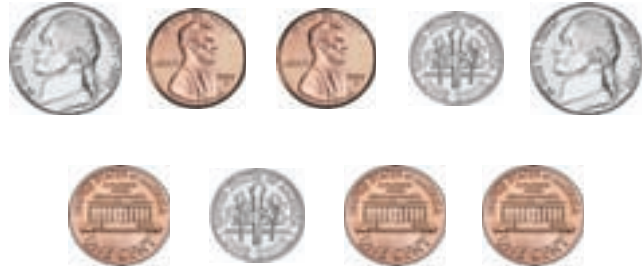


How would you count 2 nickels,
4 pennies, and 3 dimes?

Practice

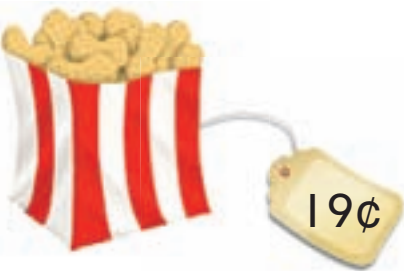
Circle how much money you need.

4.



Draw how much money you need.

5.



6.



Problem Solving

7. **Logical Reasoning** A balloon costs 23¢.
You have 2 dimes, 1 nickel, and 2 pennies.
Do you have enough money? Explain.



Name _____

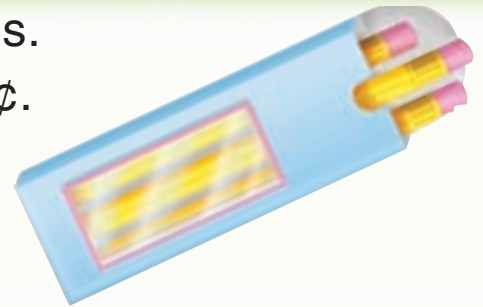
Problem-Solving Strategy

Act it Out

Main Idea

I will solve problems by acting them out.

Peg bought a box of pencils.
The box of pencils cost 13¢.
Peg has 2 nickels.
What other coins does she need?



Understand

What do I know? Underline what you know.

What do I need to find out? Circle the question.

Plan

How will I solve the problem?

I can use coins to act out the problem.

Solve

Act it out.

Show  .

Count and show the coins needed to make 13¢.



Peg needs



Check

Look Back

Does my answer make sense?

Try It

Act it out to solve.

1. Louis wants to buy a picture.
It costs 40¢. He has 25¢.
What other coins does he need?

Louis needs _____.

Remember
Understand
Plan
Solve
Check



2. Rina wants to buy a bear for 10 cents.
Which coins could she use?

Rina could use _____.

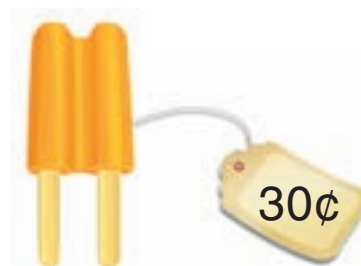


Your Turn

Act it out to solve.

3. Mary wants a fruit bar.
The fruit bar costs 30 cents.
Mary has 1 dime.
How many more dimes does she need?

Mary needs _____ more dimes.



4. Jeremy wants to buy 2 fish.
The fish are 5 cents each.
What coins could he use
to buy the fish?

Jeremy could use _____.





Name _____

Count.

1.



_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢
in all

2.



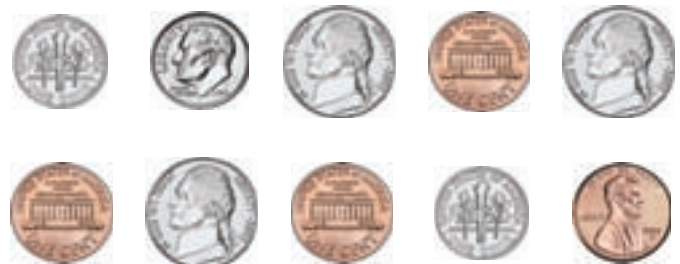
_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢
in all

Circle how much money you need.

3.



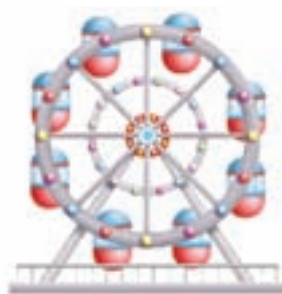
35¢



4.



26¢



5. A balloon costs 23¢.
You have this much money:



Can you buy it? Explain.

Spiral Review Chapters 1–11

Circle a group of 10. Estimate how many in all.

6.  about 30 40

7.  about 10 20

Put an X on the ones you take away.
Write how many are left.

8. 

9. 

10 take away 3 is _____.

9 take away 3 is _____.

Use  to measure.

10.  about _____ 

11.  about _____ 

12.  about _____ 

Name _____



Equal Amounts

Get Ready

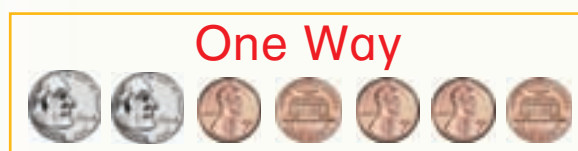
Main Idea

I will show different ways to make the same amount of money.

You can show the same amount of money in more than one way.

I used two nickels and five pennies to make 15¢.

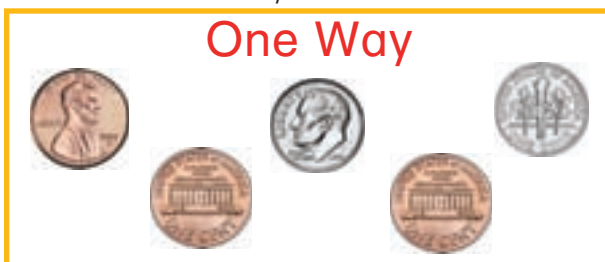
I used one dime and one nickel to make 15¢.



Check

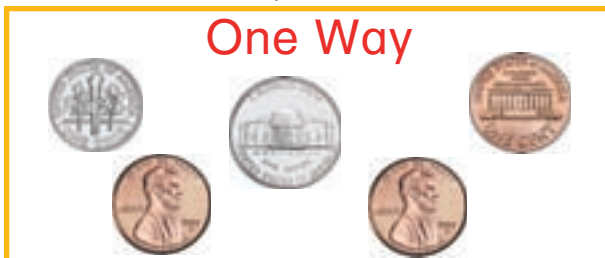
Use coins. Show each amount in a different way.

1. Show 23¢.



Another Way

2. Show 18¢.



Another Way

3.



Tell the ways you can show 10¢.

Practice

Use coins. Show each amount in a different way.

4. Show 37¢.

One Way 	Another Way
--	------------------------

5. Show 40¢.

One Way 	Another Way
---	------------------------

6. Show 51¢.

One Way 	Another Way
--	------------------------

7. **WRITING IN MATH** Write a number story about these coins. Ask a friend to solve the problem.



Name _____

Quarters

Get Ready

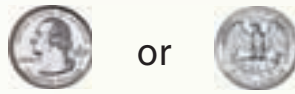
Main Idea

I will count pennies, nickels, dimes, and quarters.

Vocabulary

quarter

A **quarter** is worth 25 cents.

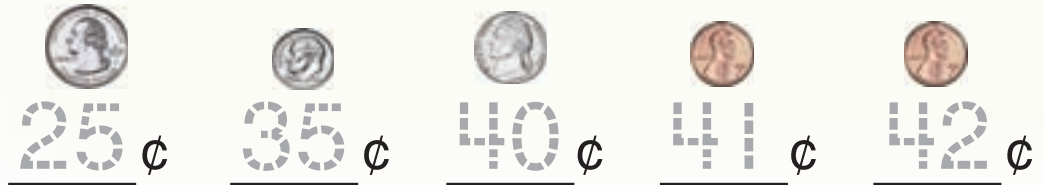


quarter

25¢ = 25 cents



Count. Start with the quarter.



Check

Count. Write the price.

1.



_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

Remember

Start the counting with the coin of greatest value.

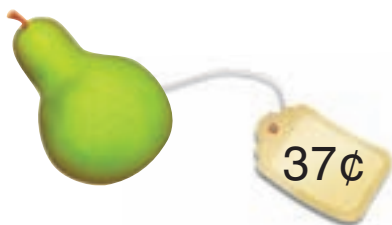
Price

_____ ¢



Draw coins to show the price.

2.



3.



Which is worth more: a quarter or 2 dimes?
How do you know?

Practice

Count. Write the price.

4.



Price

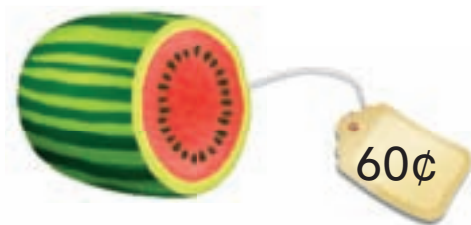


_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

_____ ¢

Draw coins to show the price.

5.

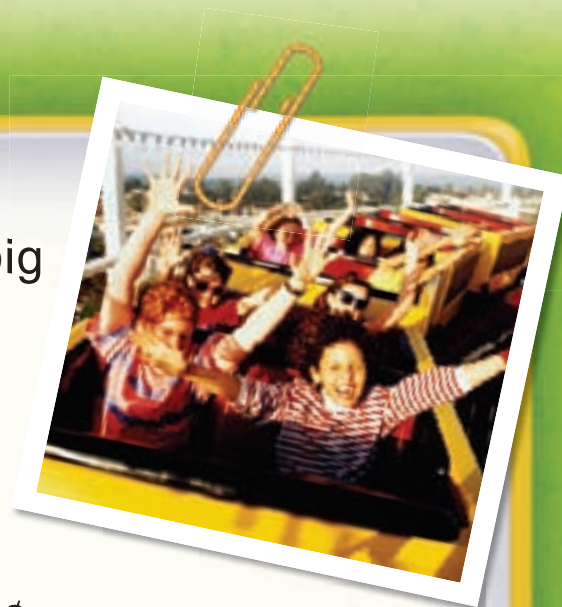


Data File

Santa Cruz is a town next to the ocean. Along one beach there is a big park called the Beach Boardwalk. It has rides to go on.

6. Pretend you have some coins to spend.

How much money is this? _____ ¢



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Name _____

Problem-Solving Investigation

Main Idea

I will choose a strategy to solve a problem.



Your Mission:

Find which coins total 66 cents?



I have a pocket full of coins.
They total 66 cents.
I have at least 1 penny, 1 nickel,
1 dime, and 1 quarter.
What coins do I have?

Understand

What do I know?

Underline what you know.

What do I need to find out?

Circle it.

Plan

How will I solve the problem?

One way is to guess and check.

Solve

I could have 1 penny, 1 nickel, 1 dime, and 1 quarter.

That is only 41¢, not 66¢.

I could have 1 penny, 1 nickel, 2 dimes, and 2 quarters.

That is 76¢, not 66¢.

I could have 1 penny, 1 nickel, 1 dime, and 2 quarters.

That is 66¢!

Check

Look Back

Does my answer make sense?

Mixed Problem Solving

Problem-Solving Strategies

- Guess and check
- Act it out
- Make a table

Choose a strategy. Solve.

1. Edwin has all dimes in his piggy bank. He counted the money. It totals 50 cents. How many dimes does he have?



_____ dimes

2. Larry and Carrie each have 25 cents. Larry has a quarter. Carrie has 3 coins. What coins does Carrie have?

3. Julia has 2 quarters and 1 dime. How much money does she have?

_____ cents

4. Turtles are 10 cents at the pet store. Joe wants 4 turtles. How much money does he need?

_____ cents



Name _____

Money Amounts

Get Ready

Main Idea

I will compare the value of a set of coins with prices.



Counting coins helps you know if you have enough money to buy something.

This ball costs 42¢.

Here are your coins:



How much money did you count?

42 ¢

Do you have enough money?

Yes No



Check

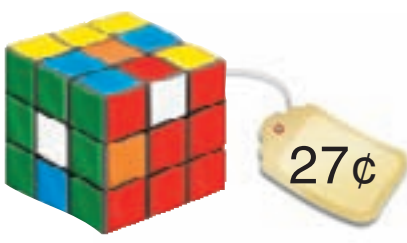
Look at the price.	Count the coins.	Do you have enough money?
1. 		Yes No
2. 		Yes No

3.



A ride costs 50¢. Manuel has 3 quarters. Nadine has 4 dimes. Who has enough money for the ride? Explain?

Practice

Look at the price.	Count the coins.	Do you have enough money?
4. 		Yes No
5. 		Yes No
6. 		Yes No
7. 		Yes No

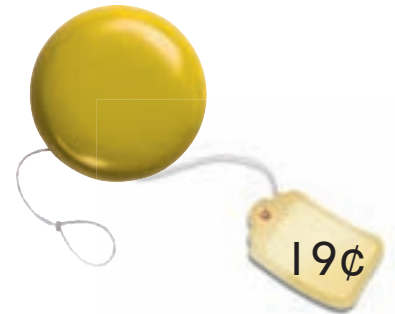
Problem Solving

- 8. Logical Reasoning** Heather has 50¢. She has 2 of the same kind of coin in her hand. What coin does she have? _____



Name _____

Count the coins. Circle all of the toys you have enough money to buy.



1.



kite plane yo-yo

2.



kite plane yo-yo

3.



kite plane yo-yo

4.



kite plane yo-yo

5.



kite plane yo-yo



Who Has More?

Money

You Will Need

-
-
- pencil and paper

Play with a partner.

- Roll the .
- Find the picture that matches the number you rolled.
- The person with more money gets a point.
- Keep a tally chart.
- The first player to 10 points wins!

0



1



2



3



4



5



0



1



2



3



4



5



What would you sell at a yard sale? Draw the items on the table. Do not forget the price tags!



FOLD DOWN

Problem Solving

in Social Sciences

Yard Sale Today

Real-World MATH

Sometimes people buy new things. Sometimes people buy used things. Yard sales are filled with all kinds of used things.

This book belongs to _____

Sandy has two dimes and a nickel.
What can she buy?

Rey has 5 pennies. What can he buy?



Jake has ten pennies, two dimes, and 3 nickels. Can Jake buy the puzzle? _____



Name _____

Vocabulary

Circle the picture that matches the word.

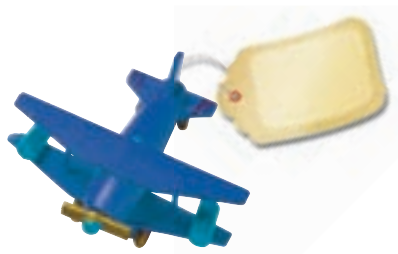
cent	penny	nickel
¢ $\text{\$}$	 	 
dime	quarter	
 	 	

Concepts

Count to find each price. Write each price on the tag.

1.    

_____ ¢ _____ ¢ _____ ¢ _____ ¢



2.      

_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢



Circle how much money you need.

3.



Show the same amount of money in a different way.

4. Show 27¢.

One Way	Another Way

5. Count the coins to find the price.
Write the price.



_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

Price

_____ ¢



6. How can you make 40¢ using the fewest coins?
Explain.



Name _____

Listen as your teacher reads the problem.
Choose the correct answer.

A



4¢

☐

8¢

☐

12¢

☐

20¢

☐

B



☐



☐



☐



☐

Listen as your teacher reads the problem.
Choose the correct answer.

1



3¢

☐

11¢

☐

21¢

☐

30¢

☐

2



3

$$6 + 4 = 10$$

$$10 - 6 = 10$$

○

$$6 - 2 = 4$$

○

$$6 - 4 = 2$$

○

$$4 + 6 = 10$$

○

4

20

○

18

○

16

○

21

○

5



○



○



○



○

6

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

24

○

34

○

40

○

33

○

7

Maria has 70¢ in dimes and pennies. She has 6 dimes. How many pennies does she have?

0

○

6

○

7

○

10

○

8

Carmen has 2 dimes. Nick has 1 dime and 2 pennies. How much money do they have in all?

20¢

○

22¢

○

32¢

○

50¢

○



CHAPTER 12

Geometry

Key Vocabulary

face

corner

(vertex)

side

position



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Explore

Find objects in the classroom that look like these shapes.

Name _____



Are You Ready for Chapter 12?

Circle the  shape.

Underline the  shape.

Put an X on the  shape.

1.



Put an X on the same shape.

2.



3.



4.



5.



6. Put an X on the shape that is inside the box.



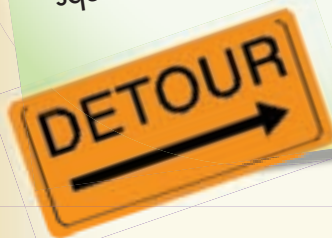
Dear Family,

Today my class started Chapter 12, **Geometry**. In this chapter, I will learn about solid and plane shapes. I will also learn how to locate objects. Here is an activity we can do and a list of books we can read together.

Love, _____

Activity

Have your child tell you the shape of road signs while you are driving. Look for triangles, rectangles, squares, and circles.



Key Vocabulary

corner point where lines, edges, or sides of a shape meet

position tell where an object is



Click on the eGlossary link at ca.gr1math.com to find out more about these words. There are 13 languages.

Books to Read

Cubes, Cones, Cylinders, and Spheres
by Tana Hoban
Greenwillow, 2000.

If You Were a Preposition
by Nancy Loewen
Picture Willow Books, 2006.

Shapes, Shapes, Shapes
by Tana Hoban
Greenwillow, 1986.



Estimada familia,

Hoy mi clase comenzó el Capítulo 12, **La geometría**. En este capítulo, aprenderé acerca de las formas sólidas y las formas planas. También aprenderé a ubicar objetos. A continuación, hay una actividad que podemos hacer y una lista de libros que podemos leer juntos.

Cariños,

Actividad

Al andar en el auto, pídanle a su hijo(a) que les diga la forma que tienen las señales viales. Busquen triángulos, rectángulos, cuadrados y círculos.



Vocabulario clave

esquina el punto donde se juntan las rectas, las artistas o los lados de una figura

posición dónde se está un objeto



Visiten el enlace eGlossary en ca.gr1math.com para averiguar más sobre estas palabras, las cuales se muestran en 13 idiomas.

Libros recomendados

La feria musical de matemáticas
de Sue Kassirer
The Kane Press, 2005.

Ensamblando figuras geométricas
de Danielle Carroll
Yellow Umbrella Books,
2006.

Teo descubre las Formas
de Violeta Denou
Timun Mas, 1995.



Name _____

Solid Shapes

Get Ready

Main Idea

I will identify solid shapes.

Vocabulary

pyramid

cube

sphere

cone

cylinder

rectangular prism

Solid shapes are 3-dimensional figures.



pyramid



cube



sphere



cone



cylinder



rectangular prism



Check

Look at the solid shape. Circle the objects with the same shape.

1.



cylinder



2.



cone



3.



pyramid



4.



rectangular prism



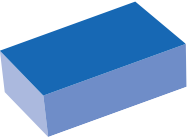
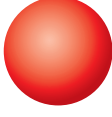
5.



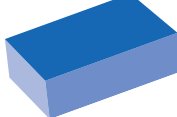
How is a rectangular prism like your math book?

Practice

Find an object in your classroom that matches each solid shape. Draw the object.

6.  rectangular prism	7.  cylinder
8.  cone	9.  sphere
10.  cube	11.  pyramid

12.  **WRITING IN MATH** Sort the objects into two groups. Circle each object in one group **green**. Circle each object in the other group **blue**.



Explain your sorting rule.

Name _____

Faces and Corners

Get Ready

Main Idea

I will identify faces and corners of solid shapes.

Vocabulary

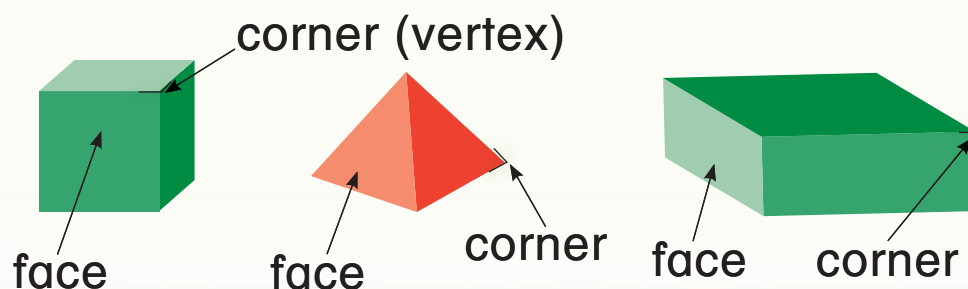
face

corner

Solid shapes have faces and corners.

The **face** is the flat side.

The **corner** (vertex) is where the faces meet.

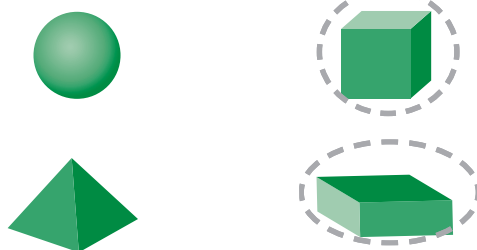


Check

Use solid shapes to help.

Circle all the shapes that match the rule.

1. 8 corners



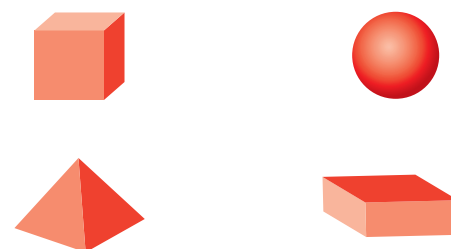
2. 5 faces



3. 0 corners



4. 6 faces



5.

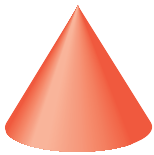


How is a cube different from a sphere?

Practice

Use solid shapes to help.
Write how many.

6.



_____ corners

_____ faces

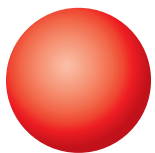
7.



_____ corners

_____ faces

8.



_____ corners

_____ faces

9.

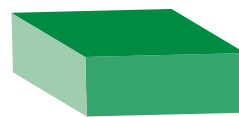
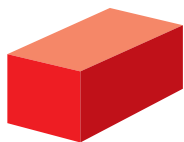


_____ corners

_____ faces

Problem Solving

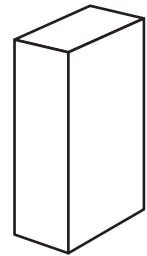
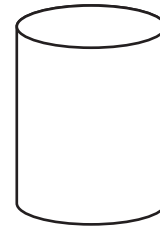
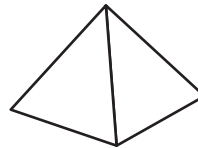
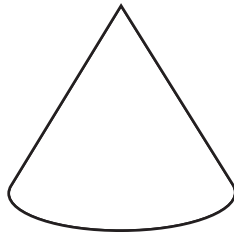
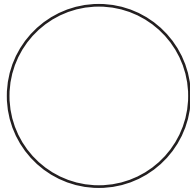
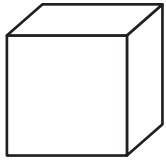
10. Visual Thinking How are these solid shapes alike?
How are they different?





Name _____

Color the solid shapes.



cube

sphere

cone

pyramid

cylinder

rectangular
prism





Corners

Solid Shapes

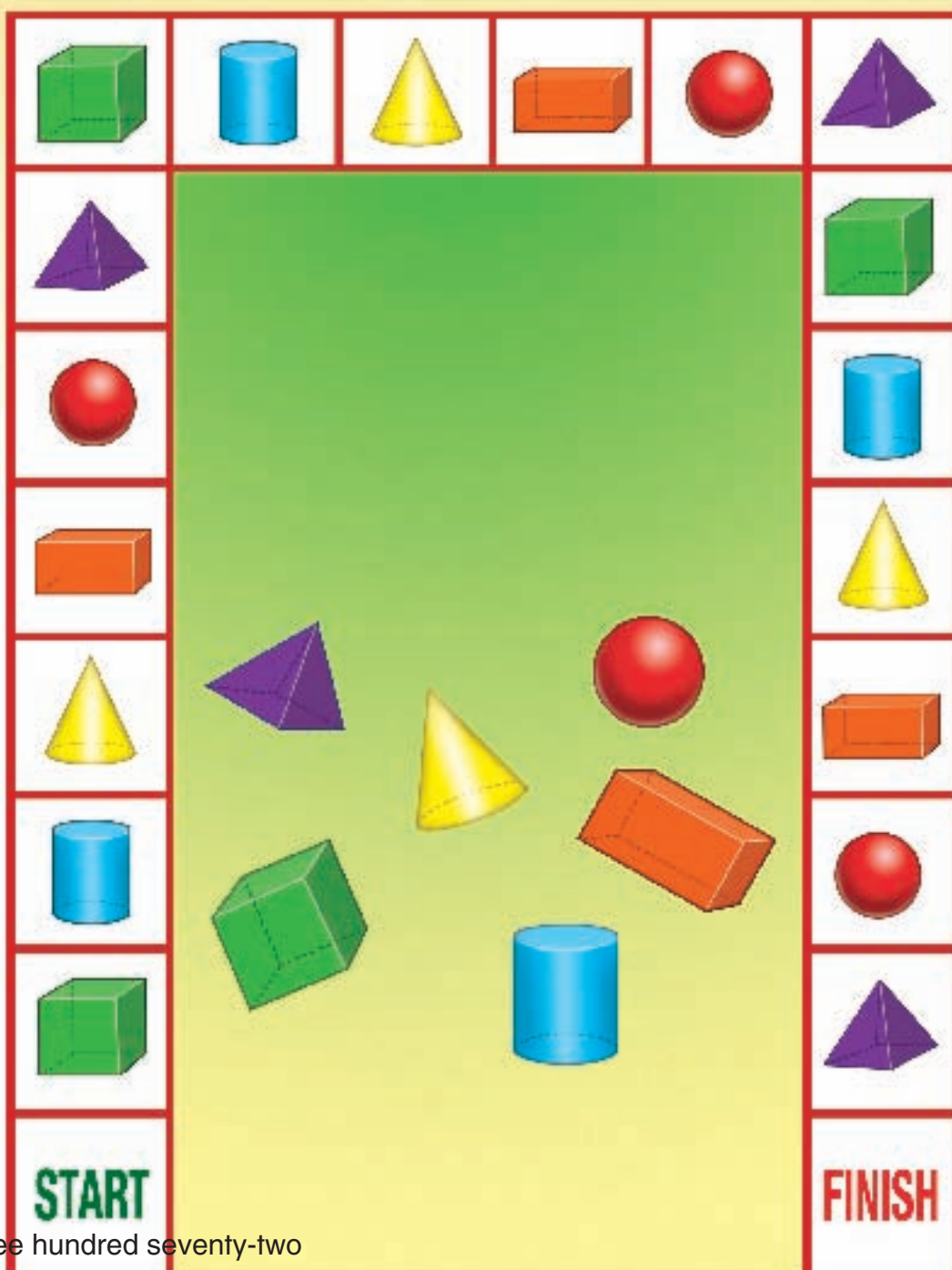
You Will Need



with 0, 1, 5, 8

Play with a partner:

- Spin the .
- Find the next solid shape with that many corners and move to that space.
- The first person to Finish wins!



Name _____



Relate Solid Shapes to Plane Shapes

Get Ready

Main Idea

I will match faces of solid shapes to plane shapes.

The face of a solid shape is a plane shape.

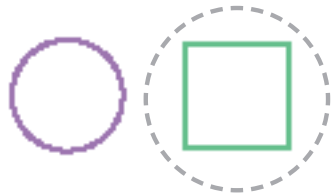
The face of this cone has the shape of a circle.



Check

Use solid shapes. Trace one face.
Circle the shape that matches.

1.



2.



Circle the solid shape you could trace to make each shape.

3.



4.



5.



How are a cone and a cylinder alike?
How are they different?

Practice

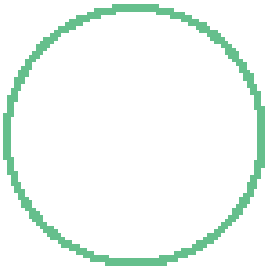
Look at the plane shape.

Circle the objects that have a face that has the same shape.

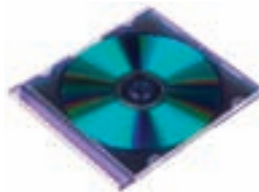
6.



7.



8.



9.



Problem Solving

10. Critical Thinking Name a solid figure that has faces with more than 1 shape.



Name _____

Plane Shapes

Get Ready

Main Idea

I will identify and describe plane shapes.

Vocabulary

triangle

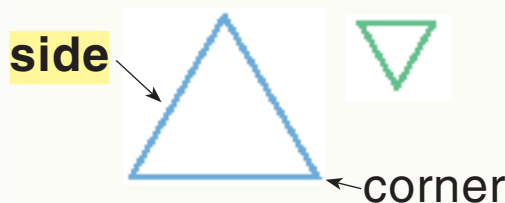
rectangle

square

circle

side

2-dimensional figures are called plane shapes. Some plane shapes have straight sides and corners.



triangles



squares



rectangles



circles



Check

Write how many.

1.



_____ sides
_____ corners

2.



_____ sides
_____ corners

3.



_____ sides
_____ corners

4.



_____ sides
_____ corners

5.



What objects in your classroom are the shape of a circle?

Practice

Remember

Squares, circles, triangles, and rectangles can be different sizes.

6. Draw a picture. Use , , , and .

Color  

Color  

Color  

Color  

H.O.T. Problem

7. **Explaining Math** How is a square different from a rectangle?



Name _____

Problem-Solving Strategy

Use Logical Reasoning

Main Idea

I will use logical reasoning to solve problems.

I have sides. I do not have 4 corners. What shape am I?



Understand

What do I know?

Underline what you know.

What do I need to find out?

Circle the question.

Plan

How will I solve the problem?

I will use the clues I underlined.

Solve

Use logical reasoning.

Put an X on the shapes that do not fit the clues.

The shape that is left is the answer.

Check

Look Back

Does my answer make sense?

Try It

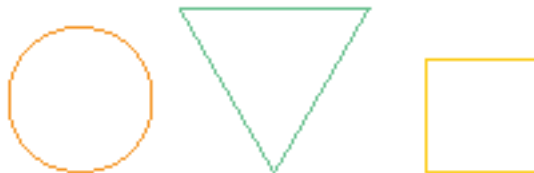
Use logical reasoning to solve. Put an X on the shapes that do *not* fit the clues. Circle the answer.

Remember
Understand
Plan
Solve
Check

1. I have 4 corners.
My sides are not
the same length.
What shape am I?



2. My sides are all the same length.
I have 3 corners.
What shape am I?



Your Turn

Use logical reasoning to solve.
Put an X on the shapes that do *not* fit the clues.
Circle the answer.

3. My sides are the same length.
I have only 3 sides.
What shape am I?



4. I have 0 corners.
I have more than 1 face.
What shape am I?



Math at Home Activity: Give your child objects around the house and have them classify what solid figure they are.



Name _____

Draw an object that matches each solid shape.

1.



rectangular
prism

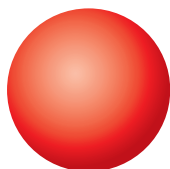
2.



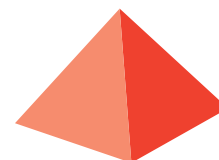
cylinder

Circle all the shapes that match the rule.

3. 8 corners



4. 5 faces



Look at the plane shape.

Circle the object that has a face with the same shape.

5.



Circle the answer.

6. I have 4 sides.
I have 2 long sides
and 2 short sides.
What shape am I?



Spiral Review Chapters 1–12

Write each missing number.

7. $11 - 6 = \underline{\quad}$

$6 + \underline{\quad} = 11$

8. $13 - 5 = \underline{\quad}$

$5 + \underline{\quad} = 13$

9. $12 - 5 = \underline{\quad}$

$5 + \underline{\quad} = 12$

10. Show 39¢.



Add.

11. $2 + 6 = \underline{\quad}$

12. $8 + 2 = \underline{\quad}$

13. $1 + 4 = \underline{\quad}$

14. $3 + 6 = \underline{\quad}$

15. Circle the activity that takes less time.



Name _____

Position

Get Ready

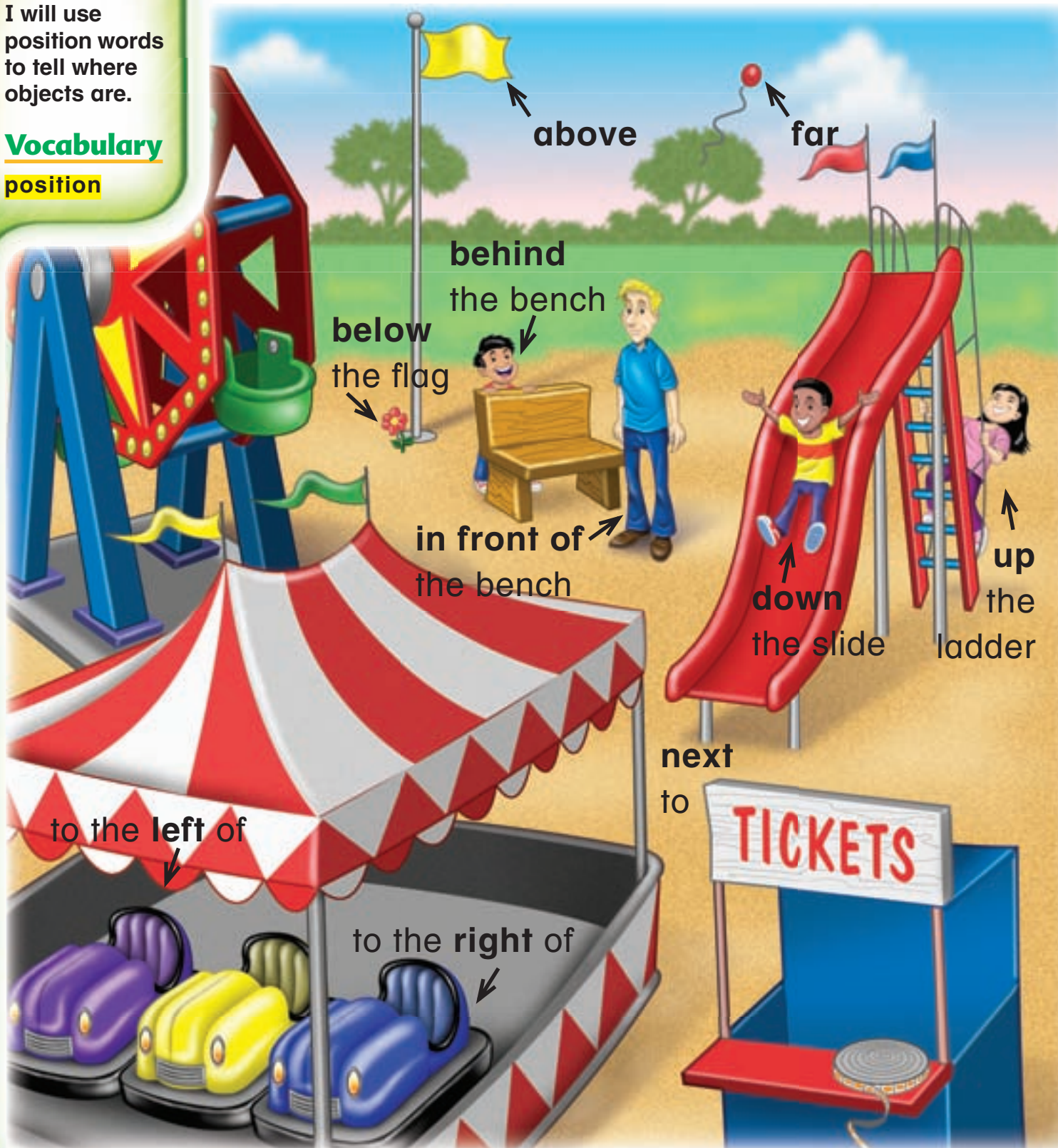
Main Idea

I will use position words to tell where objects are.

Vocabulary

position

Position words tell where objects are.





Use the position words to draw.



1.  in front of



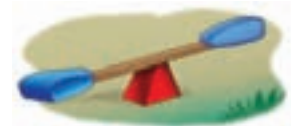
2.  left of



3.  above



4.  near



5.  Can an object have more than one position word that tells where it is? Give an example.



Name _____

Practice

Look at the picture. Circle the position word.

6.



The  goes _____ the



up down

7.



The  is to the _____ of the



left right

8.



The  is _____ the



behind in front of

9.



The  is _____ the



above below

Problem Solving

Visual Thinking Follow the directions.

10. In the middle of the page, draw a green $\triangle$ in the middle of a $\square$.
11. Draw a $\square$ to the right of the $\square$.
12. Draw a red $\triangle$ above the $\square$.
13. Draw a $\bigcirc$ on top of the red $\triangle$.



Name _____

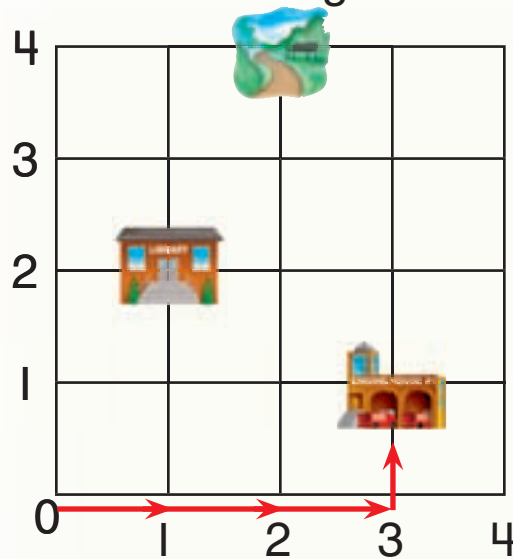
Give and Follow Directions

Get Ready

Main Idea

I will give and follow directions.

You can use a grid to show direction.



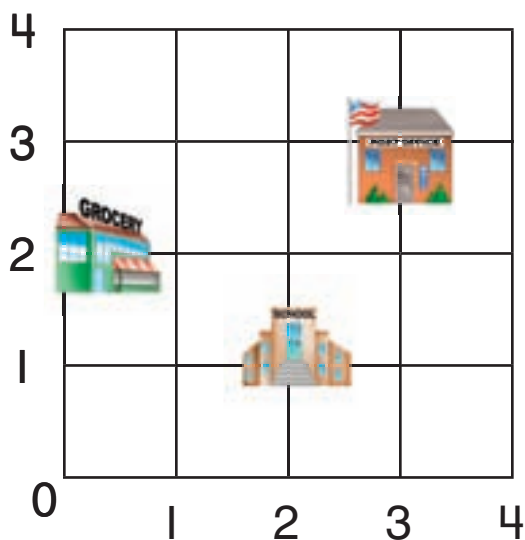
Start at 0.
Go right 3,
up 1.

Where
are you?



Check

Follow the directions. Circle where you are.



1. Start at 0. Go right 3, then up 3.



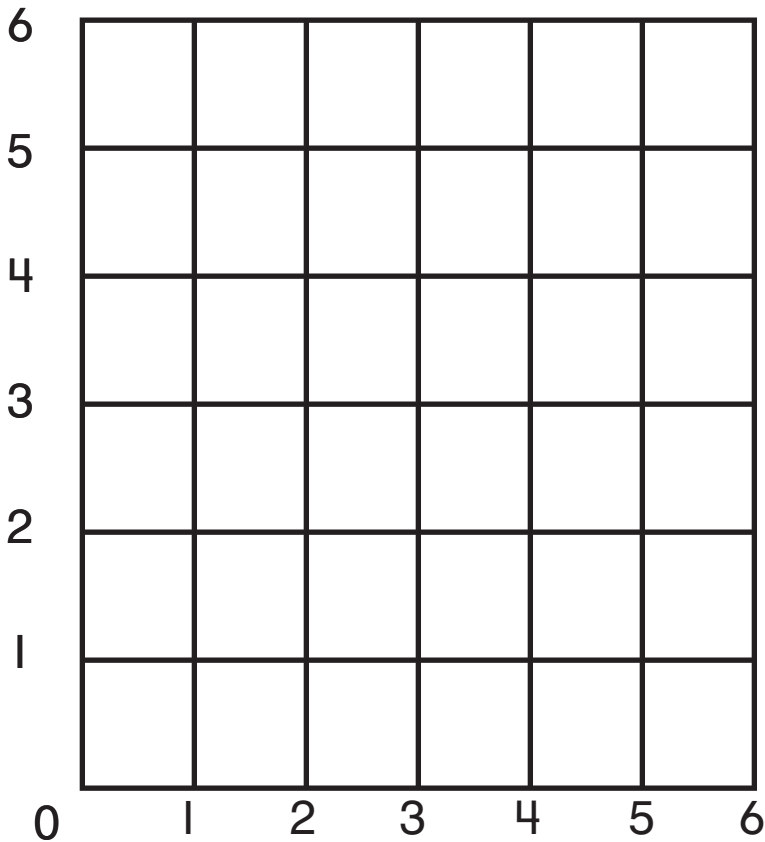
2. Start at 0. Go up 2.



3.  How could you go from the school to the post office?

Practice

Follow the directions. Draw the object.



4. Start at 0. Go right 1, then up 4. Draw a .

5. Start at 0. Go right 6, then up 1. Draw a .

6. Start at 0. Go right 3, then up 2. Draw a .

7. Start at 0. Go right 6, then up 6. Draw a .

Data File

This is California's flag.
The flag is white and red.
There is a grizzly bear on
the flag.

8. What shape is the flag?
rectangle square

9. What is above the bear?
star grass



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Name _____

Problem-Solving Investigation

Main Idea

I will choose a strategy to solve a problem.



Your Mission:

Find what shape the other face is.

I have a pyramid. It has 5 faces.
4 faces have the shape of a triangle.
What is the other face?



Understand

What do I know?

Underline what you know.

What do I need to find out?

Circle it.

Plan

How will I solve the problem?

One way is to draw a picture.

Think about what a pyramid looks like.

Solve

Draw a picture.

Check

Look Back

Does my answer make sense?

Problem-Solving Strategies

- Draw a picture
- Find a pattern
- Use logical reasoning

Mixed Problem Solving

Choose a strategy. Solve.

1. Michael's toy box is a rectangular prism. How many corners does it have?

_____ corners

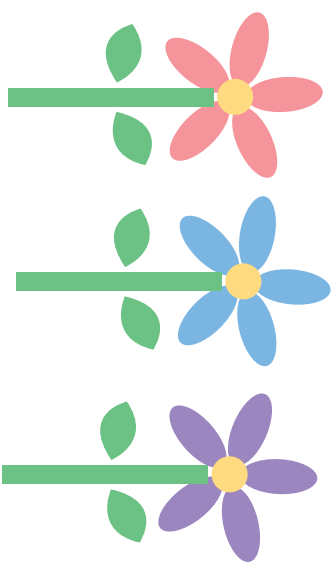
2. Stephanie is buying a picture frame. She wants the frame to have 4 corners and all the sides the same length. What should the shape of the frame be?

3. Katie puts red, blue, and yellow beads on a string. She starts with a square bead. The next bead is a triangle and then a circle. What color is the triangle?

4. Beatrice is drawing a pattern. The first triangle points up, the next points down, the third points up, the next points down. Which way is the 8th triangle pointing?



Molly made a picture of flowers.



Circle the rectangles.

D

FOLD DOWN

Problem Solving in Art



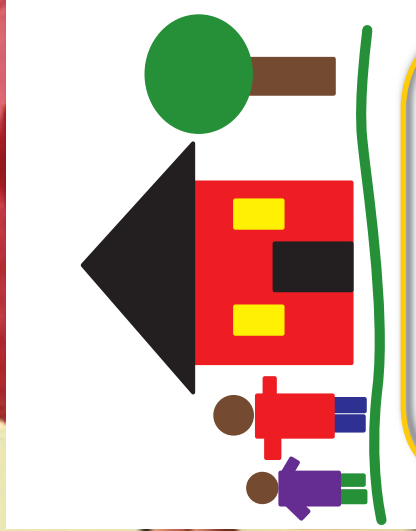
Real-World MATH

Shapes can be used to make art.

This book belongs to _____

A

Ajay is painting a picture.



How many circles
can you find?

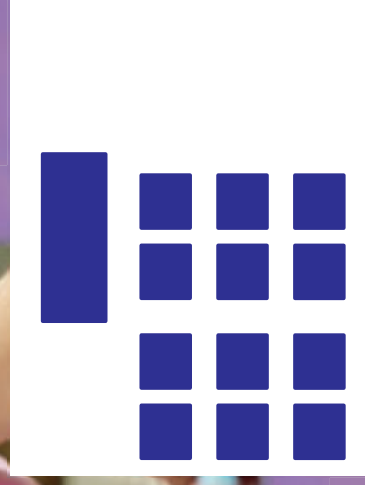
_____ circles

B

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Alyssa is using crayons to make a picture of her classroom. She needs 18 squares in her picture to show the students' desks. How many more squares does she need to draw?

_____ squares



C



Name _____

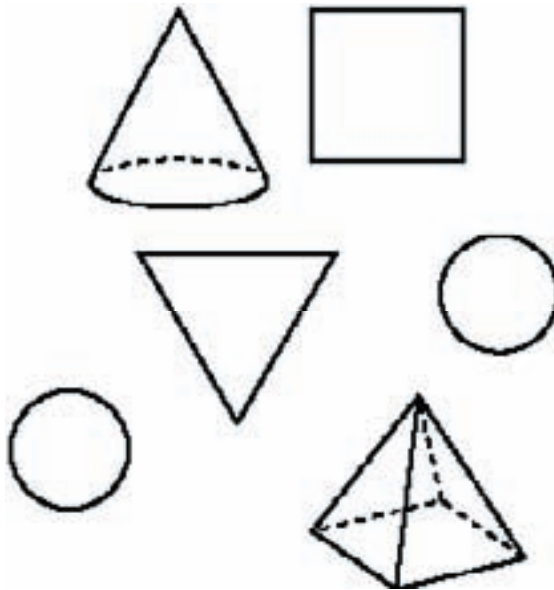
Vocabulary

Match the picture to the word.

1. pyramid

2. square

3. sphere



4. cone

5. triangle

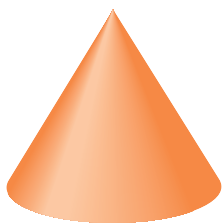
6. circle

Concepts

Look at the solid shape on the left.

Circle the objects with the same shape.

7.



cone



Write how many.

8.



_____ corners

_____ faces

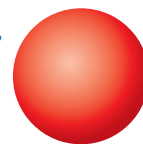
9.



_____ corners

_____ faces

10.



_____ corners

_____ faces

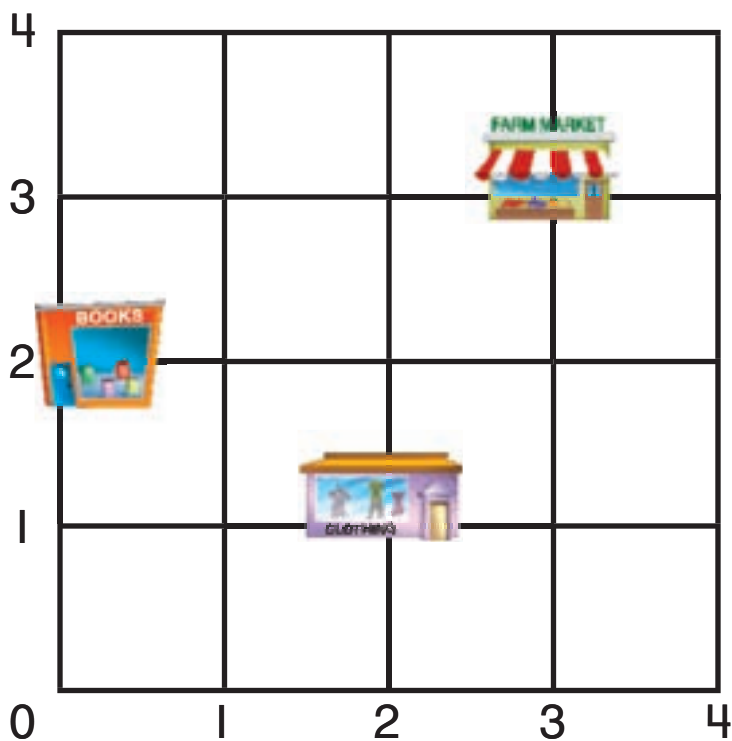
Circle the shape of the face.



Look at the picture. Circle the position word.



Follow the directions. Circle where you are.



14. Start at 0. Go up 2.



15. Start at 0. Go right 3, then up 3.



16. Start at 0. Go up 1, then right 2.



Problem Solving

17. Use the grid above. Start at 0. Draw a tree at right 4, up 4.



Name _____

Listen as your teacher reads each problem.
Choose the correct answer.

A



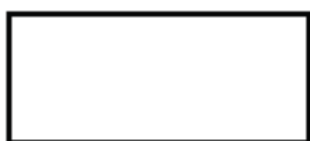
☐

☐

☐

☐

B



☐

☐

☐

☐

Listen as your teacher reads each problem.
Choose the correct answer.

1



☐

☐

☐

☐

3



☐

☐

☐

☐

2



☐

☐

☐

☐

4



25¢

30¢

35¢

45¢

☐

☐

☐

☐

5

20 45 33 28

28 45 33 20 20 28 33 45
☐ ☐

45 33 28 20 33 45 20 28
☐ ☐

6



☐



☐



☐



☐

7



☐



☐

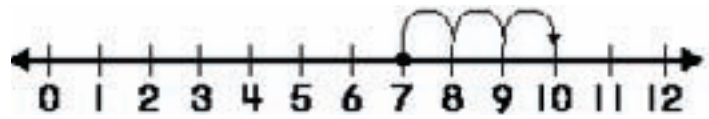


☐



☐

8



$6 + 3 = 9$ $10 - 7 = 3$
☐ ☐

$7 + 3 = 10$ $3 + 4 = 7$
☐ ☐

9

Jacob has 60 pennies.
 He wants to trade for
 dimes. How many dimes
 can he get?

0 6 16 60
☐ ☐ ☐ ☐

10

Tyra had 10 cards. Kela
 took some of the cards.
 Now Tyra has only 6
 cards. How many cards
 did Kela take?

0 4 6 10
☐ ☐ ☐ ☐



CHAPTER 13

Place Value

Key Vocabulary

tens

regroup

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Explore

What numbers do you see?

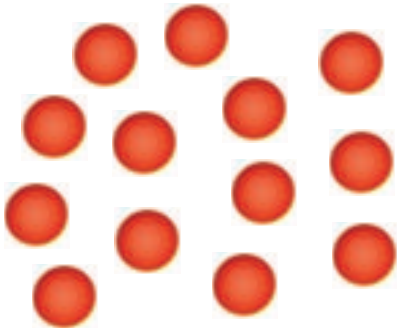
What number would come next?



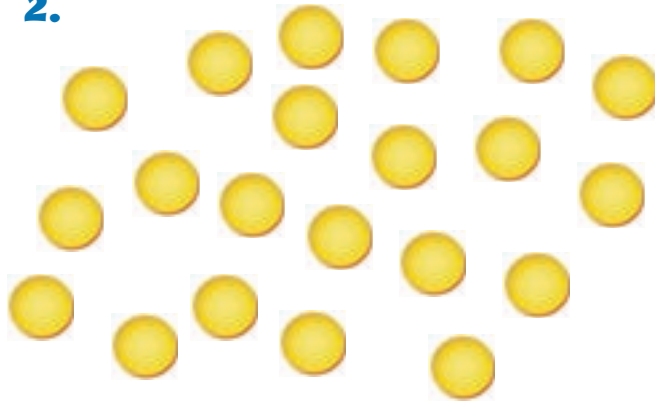
Are You Ready for Chapter 13?

Circle to make groups of 10.

1.



2.



3. Fill in the missing numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Circle groups of 10. Count. Write the number.

4.



_____ frogs

5. There are 4 boxes on the floor.
Each box has 10 red balls in it.
How many balls in all?

_____ balls

Dear Family,

Today my class started Chapter 13, **Place Value**. In this chapter, I will learn to count, read, write, and compare numbers to 100. Here is an activity we can do and a list of books we can read together.

Love, _____

Activity

Write fifteen different numbers that are less than 100 on separate pieces of paper. Put the numbers in a sack. Both of you draw a number. Ask your child to tell who has the greater number.



Key Vocabulary

regroup to take apart a number to write it in a new way

estimate to find a number close to an exact amount



Click on the eGlossary link at ca.gr1math.com to find out more about these words. There are 13 languages.

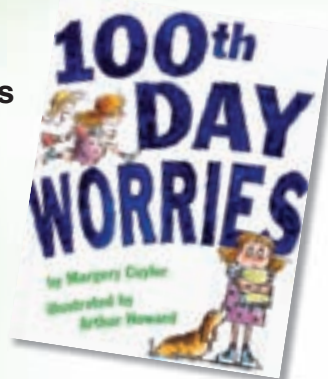
Books to Read

Betcha!

by Stuart J. Murphy
HarperCollins Children's Books, 1997.

100th Day Worries

by Margery Cuyler
Simon & Schuster Adult Publishing Group, 2005.



Coyotes All Around

by Stuart J. Murphy
HarperCollins Children's Books, 2003.



Estimada familia:

Hoy mi clase comenzó el Capítulo 13, **El valor de posición**. En este capítulo, aprenderé a contar, a leer, a escribir y a comparar números hasta 100. A continuación, hay una actividad que podemos hacer y una lista de libros que podemos leer juntos.

Cariños,

Actividad

Escriban quince números diferentes menores de 100 en hojas de papel separadas. Coloquen los números en una bolsa. Saquen juntos un número. Pregúntenle a su hijo quién tiene el número mayor.



Vocabulario clave

reagrupar separar un número para escribirlo de una nueva manera

estimar hallar un número cercano a una cantidad exacta



Visiten el enlace eGlossary en ca.gr1math.com para averiguar más sobre estas palabras, las cuales se muestran en 13 idiomas.

Libros recomendados

Valor posicional
de Dinaielle Carroll
Yellow Umbrella Books, 2006.

Hacer decenas: grupos de gollyluvas
de John Burstein
Weekly Reader Early Learning Library, 2006



Name _____

Tens

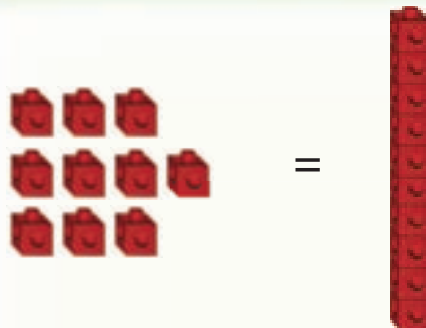
Get Ready

Main Idea

I will count groups of ten.

Vocabulary

tens



10 ones

1 ten

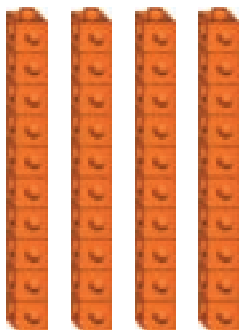
These cubes are in groups of 10. I can count by **tens** to find how many. 10, 20



Check

Count groups of ten. Write the number.

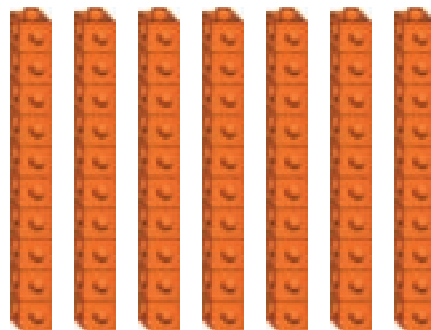
1.



4 tens

40
Say: forty

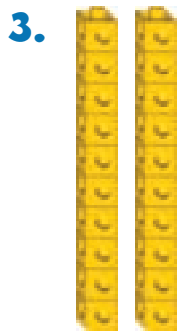
2.



_____ tens

Say: seventy

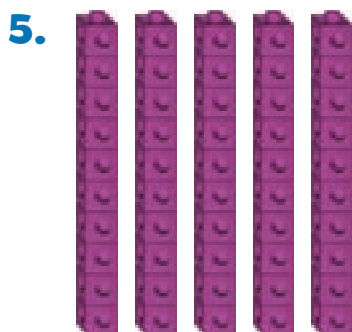
Count groups of ten. Write the number.



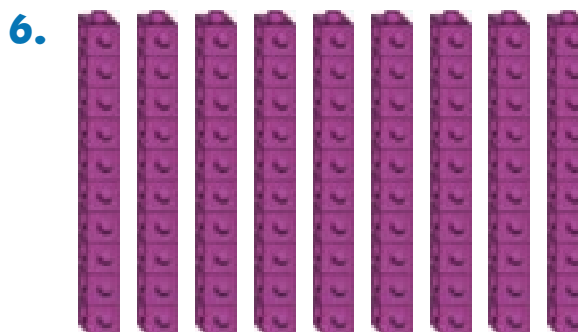
_____ tens
Say: twenty



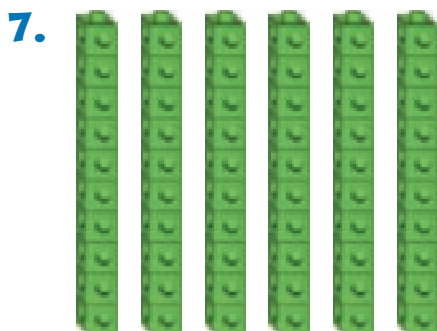
_____ tens
Say: eighty



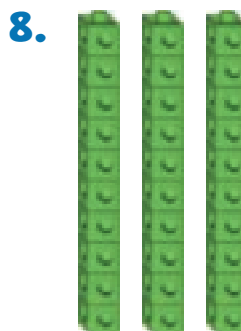
_____ tens
Say: fifty



_____ tens
Say: ninety



_____ tens
Say: sixty



_____ tens
Say: thirty

9.



How would you use cubes to show the number 100?

400 four hundred



Name _____

Practice

Count groups of ten. Write the number.

Think: ten,
twenty, thirty,
forty.

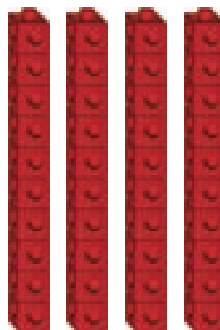
10.



_____ ten

_____ Say: ten

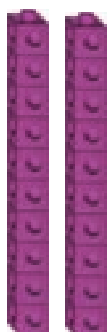
11.



_____ tens

_____ Say: forty

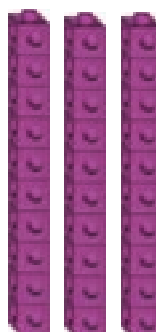
12.



_____ tens

_____ Say: twenty

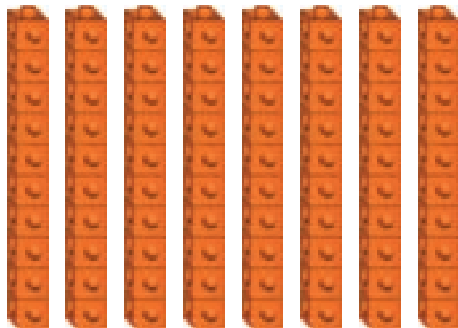
13.



_____ tens

_____ Say: thirty

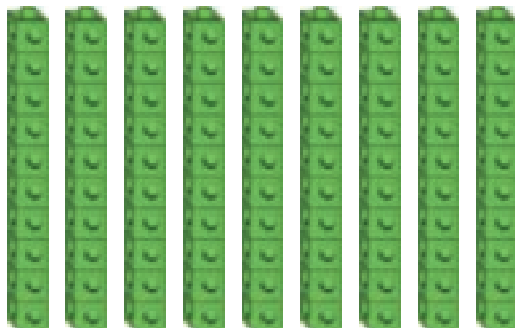
14.



_____ tens

_____ Say: eighty

15.



_____ tens

_____ Say: ninety

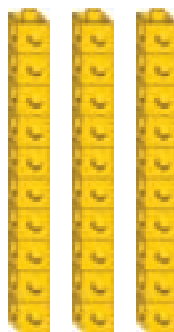
Count groups of ten. Write the number.

16.



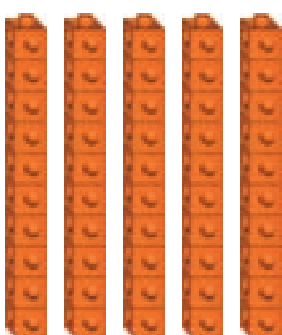
_____ tens
Say: one hundred

17.



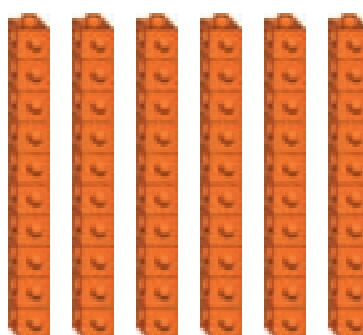
_____ tens
Say: thirty

18.



_____ tens
Say: fifty

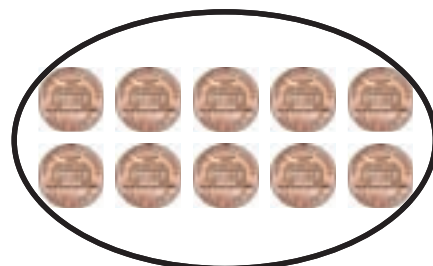
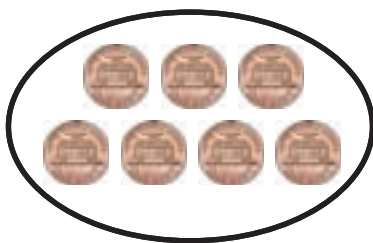
19.



_____ tens
Say: sixty

H.O.T. Problem

20. Make It Right Rob says there are 20 pennies.
Tell why Rob is wrong. Make it right.



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Name _____



Tens and Ones

Get Ready

Main Idea

I will make groups of tens and ones.

Vocabulary

regroup

You can show a number as tens and ones.

You can **regroup** 10 ones as 1 ten.



Put together 10 ones to make 1 ten.

16 ones = 1 ten and 6 ones or 16

Check

Use . Make groups of tens and ones.

Write how many there are of each.



14 ones = _____ ten and
_____ ones _____



18 ones = _____ ten and
_____ ones _____

3. 21 ones = _____ tens and _____ one _____

4. 52 ones = _____ tens and _____ ones _____

5.



How would you regroup 20 ones?

Practice

Use . Make groups of tens and ones.
Write how many there are of each.



13 ones = _____ ten and
_____ ones _____



26 ones = _____ tens and
_____ ones _____



17 ones = _____ ten and
_____ ones _____

9. 35 ones = _____ tens and _____ ones _____

10. 46 ones = _____ tens and _____ ones _____

11. 67 ones = _____ tens and _____ ones _____

12. 29 ones = _____ tens and _____ ones _____

13.  Explain how to regroup
51 ones as tens and ones.



Name _____

Count the objects in the picture.



1. How many trees are there? _____

How many tens? _____

How many ones? _____

2. How many dogs are there? _____

How many tens? _____

How many ones? _____

3. How many flowers are there? _____

How many tens? _____

How many ones? _____

4. How many clouds are there? _____

How many tens? _____

How many ones? _____



Lizzie the Lizard

Making Ten

You Will Need



Play with a partner.

- Choose a . Place it on START.
- Roll the .
- Decide how many you would add to that number to get 10.
- Move that many foot prints.
- The first person to FINISH wins.



FINISH

Name _____

Problem-Solving Strategy

Guess and Check

Main Idea

I will guess and check to solve problems.

Miro has 15 toy cars to put on 3 shelves. He wants to put the same number of cars on each shelf. How many cars go on each shelf?



Understand

What do I know?

Underline what you know.

What do I need to find out?

Circle the question.

Plan

How will I solve the problem?

I will use cubes to guess and check.

Solve

Put 4 cubes on each shelf.

Count the cubes. Only 12 cubes in all.

Try 5.

Check

Look Back

Does my answer make sense?

Remember
Understand
Plan
Solve
Check

Try It

Guess and check to solve.

1. Brianna puts 12 pears into 2 bowls.
She wants to put the same number
of pears in each bowl.
How many pears go in each bowl?



_____ pears

2. There are 3 stacks of pennies.
There are 10 pennies in each stack.
How many pennies are there in all?



_____ pennies

Your Turn

Guess and check to solve.

3. Ms. Kim has 18 balloons.
She wants to give Rae and Doug
the same number of balloons.
How many balloons does she
give each person?



_____ balloons

4. There are 4 spelling bee teams.
Each team is made up of 5 students
How many students are there altogether?

_____ students



Name _____



Numbers to 50

Get Ready

Main Idea

I will show numbers to 50 using tens and ones.

2 tens and
3 ones is 23



3 tens and
2 ones is 32



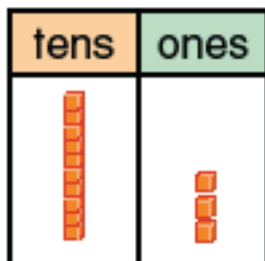
Check

Use  and  and WorkMat 7.

Show groups of tens and ones.

Say and write the numbers.

1.



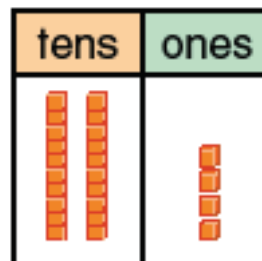
1 ten

3 ones

Say: thirteen

13

2.



2 tens 4 ones

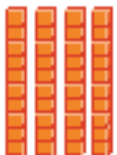
Say: twenty-four

Use  and  and WorkMat 7.

Show groups of tens and ones.

Say and write the numbers.

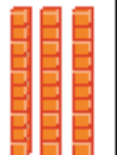
3.

tens	ones
	

 _____ tens
_____ ones

Say: forty-two _____

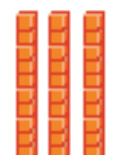
4.

tens	ones
	

 _____ tens
_____ ones

Say: thirty-seven _____

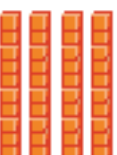
5.

tens	ones
	

 _____ tens
_____ ones

Say: thirty-one _____

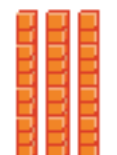
6.

tens	ones
	

 _____ tens
_____ ones

Say: forty-eight _____

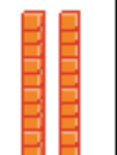
7.

tens	ones
	

 _____ tens
_____ ones

Say: thirty-nine _____

8.

tens	ones
	

 _____ tens
_____ ones

Say: twenty-six _____

9.  How are 14 and 41 different?
How are they alike?

Name _____

Practice

Use  and  and WorkMat 7.

Show groups of tens and ones.

Say and write the numbers.

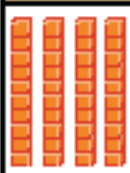
10.

tens	ones
	

 _____ tens
_____ ones

Say: twenty-six _____

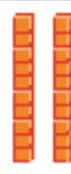
11.

tens	ones
	

 _____ tens
_____ ones

Say: forty-five _____

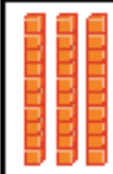
12.

tens	ones
	

 _____ tens
_____ ones

Say: twenty-eight _____

13.

tens	ones
	

 _____ tens
_____ ones

Say: thirty-three _____

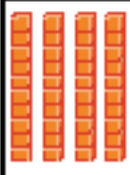
14.

tens	ones
	

 _____ tens
_____ ones

Say: fifty _____

15.

tens	ones
	

 _____ tens
_____ ones

Say: forty-four _____

Use  and  and WorkMat 7. Show groups of tens and ones. Say and write the numbers.

16.

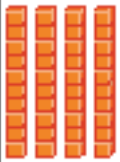
tens	ones
	

_____ tens

_____ ones

Say: nineteen _____

17.

tens	ones
	

_____ tens

_____ ones

Say: forty-seven _____

Data File

Many kinds of nuts grow on trees in California. People pick the nuts and eat them.

Nuts Picked	
Nut	Number Picked
Almonds	31
Walnuts	24
Pecans	46
Hazelnuts	18

18. How many pecans were picked? _____ pecans
 How many groups of ten? _____
 How many ones? _____

19. How many more pecans than walnuts were picked?



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Name _____



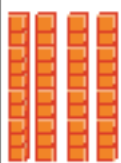
Numbers to 100

Get Ready

Main Idea

I will write numbers in different ways.

You can write numbers in different ways.

tens	ones	tens	ones
		4	2

4 tens 2 ones

42 Say: forty-two



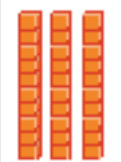
Check

Use  and  and WorkMat 7.

Show groups of tens and ones.

Write each number in different ways.

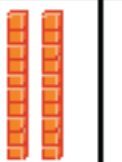
1.

tens	ones
	

3 tens 1 ones

31 Say: thirty-one

2.

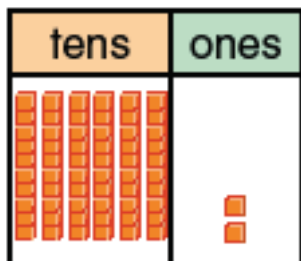
tens	ones
	

2 tens 4 ones

24 Say: twenty-four

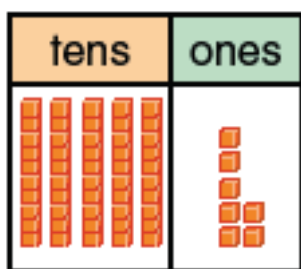
Use  and  and WorkMat 7.
Show groups of tens and ones.
Write each number in different ways.

3.



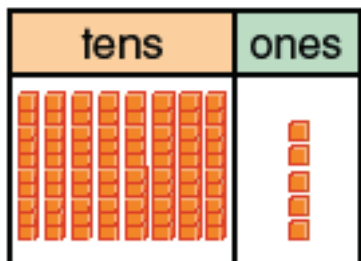
_____ tens _____ ones _____ Say: sixty-two

4.



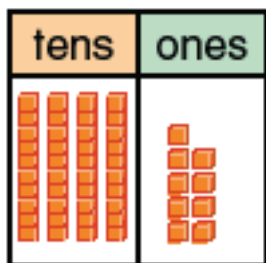
_____ tens _____ ones _____ Say: fifty-seven

5.



_____ tens _____ ones _____ Say: eighty-five

6.



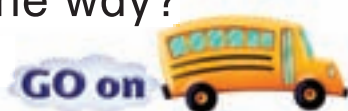
_____ tens _____ ones _____ Say: forty-nine

7.



How can you write 72 in more than one way?

414 four hundred fourteen



Name _____

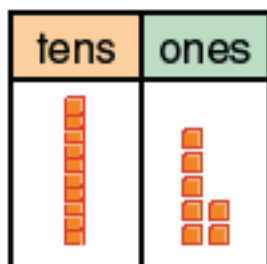
Practice

Use  and  and WorkMat 7.

Show groups of tens and ones.

Write each number in different ways.

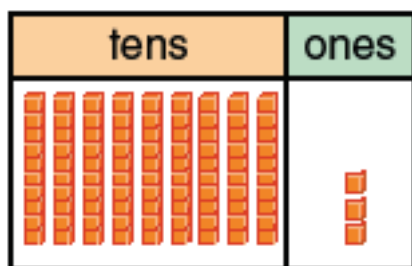
8.



_____ tens _____ ones

_____ Say: seventeen

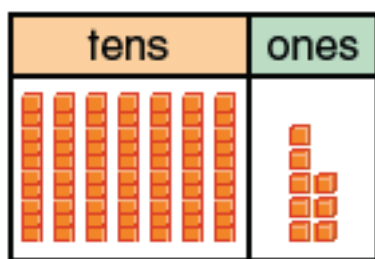
9.



_____ tens _____ ones

_____ Say: ninety-three

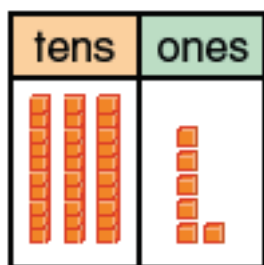
10.



_____ tens _____ ones

_____ Say: seventy-eight

11.



_____ tens _____ ones

_____ Say: thirty-six

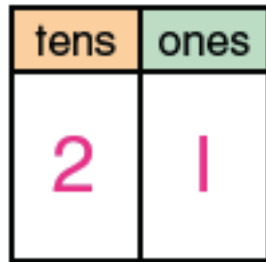
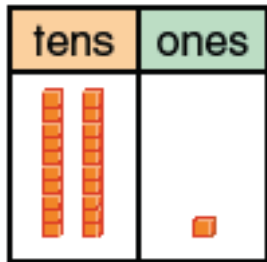
Practice

Use  and  and WorkMat 7.

Show groups of tens and ones.

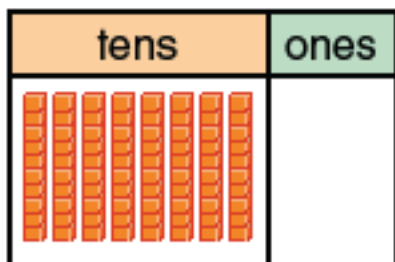
Write each number in different ways.

12.



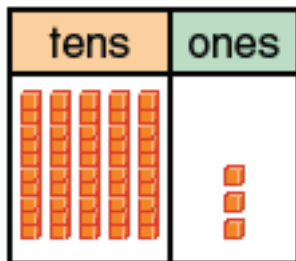
_____ tens _____ ones _____ Say: twenty-one

13.



_____ tens _____ ones _____ Say: eighty

14.



_____ tens _____ ones _____ Say: fifty-three

Problem Solving

15. **Number Sense** Explain how 84 and 48 are different.

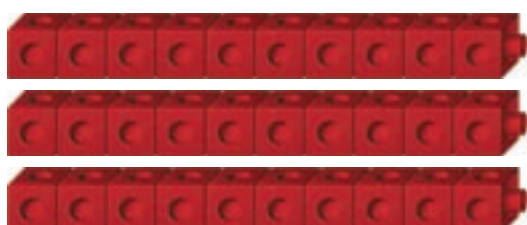




Name _____

Count groups of ten. Write each number.

1.  _____ tens _____
fifty

2.  _____ tens _____
thirty

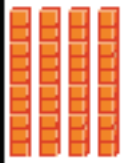
Write the number.

3. 56 ones = _____ tens and _____ ones _____

4. 23 ones = _____ tens and _____ ones _____

Write the number in different ways.

5.

tens	ones
	

tens	ones
4	5

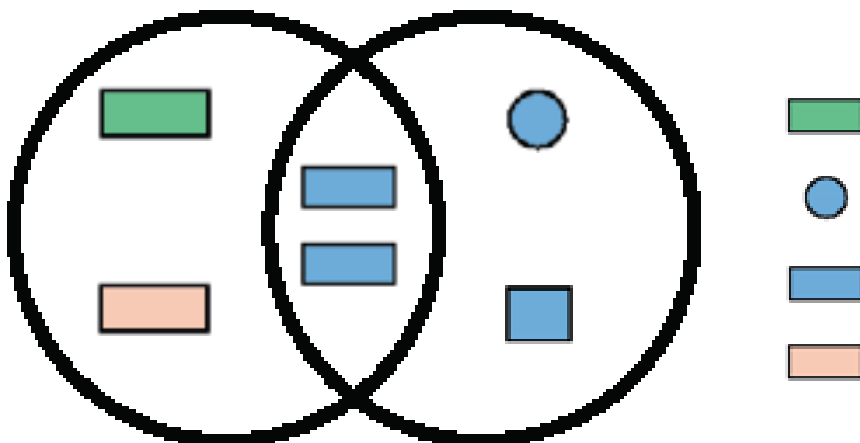
_____ tens _____ ones _____ Say: forty-five

6. 4 boys each have 4 toy trains.
How many trains do they have in all? _____

Spiral Review Chapters 1–13

Draw a line from each shape to where it belongs.

7.



Write number sentences to show fact families.

8. $1 + 9 = \underline{\quad}$

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

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

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

9. $3 + 9 = \underline{\quad}$

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

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

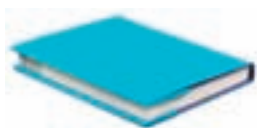
$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$

Circle the objects that have a face that shape.

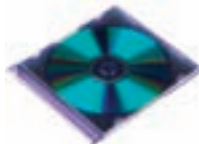
10.



11.



12.



Name _____

Estimate Numbers

Get Ready

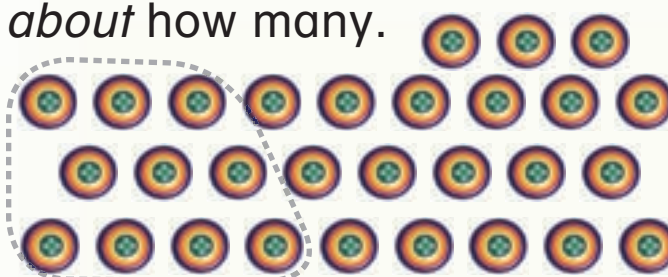
Main Idea

I will estimate numbers.

Review Vocabulary

estimate

You can estimate to find out *about* how many.



About how many buttons are there?

Estimate: 30 Count: 29

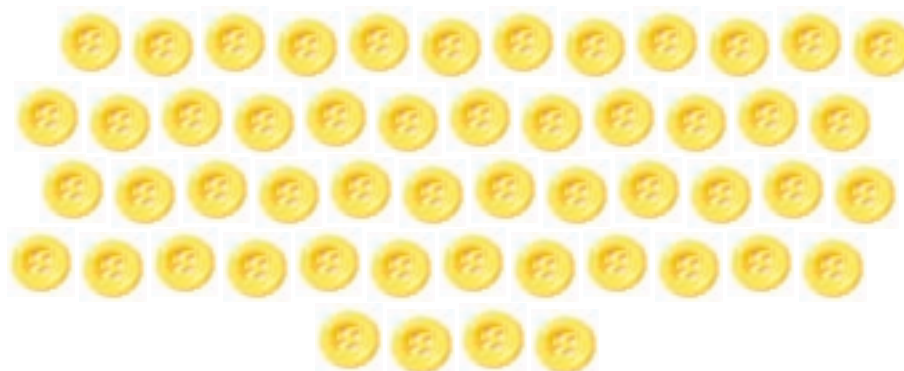
Circle 10. Estimate. Then count to find the exact number.



Check

Circle 10. Estimate. Then count.

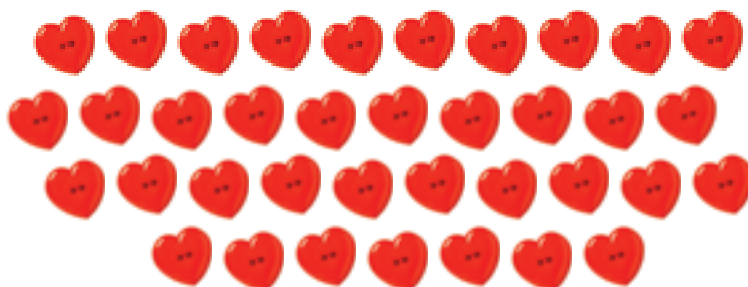
1.



Estimate: 50

Count: 52

2.



Estimate: _____

Count: _____

3.



How does circling 10 help you estimate?

Practice

Circle 10. Estimate. Then count.

4.



Estimate: _____

Count: _____

5.



Estimate: _____

Count: _____

6.



Estimate: _____

Count: _____

Problem Solving

7. **Number Sense** Natalie estimates that she has about 70 flowers. Which number shows how many flowers she could have?

12 53 72 100



Name _____

Problem-Solving Investigation

Main Idea

I will choose a strategy to solve a problem.



Your Mission:

Find the groups of 10 and how many more.

I have 23 cubes.
I put them in groups of 10.
How many groups of 10 do I have?
How many more?



Understand

What do I know?

Underline what you know.

What do I need to find out?

Circle it.

Plan

How will I solve the problem?

One way is to act it out.

Solve

Act it out.

I will use cubes to model the problem.

_____ groups of ten and _____ more

Check

Look Back

Does my answer make sense?

Problem-Solving Strategies

- Act it out
- Make a table
- Logical reasoning

Mixed Problem Solving

Choose a strategy. Solve.

1. Mr. Kelley is counting beans to use during math. He needs 20 beans. How many groups of 10 will he have?



_____ groups of ten

2. Kate has 15 stickers to give to her 3 friends. How many stickers will each friend get?



_____ stickers

3. Jesse gets 10 grapes in a bag for lunch everyday. How many grapes does he get altogether in 5 days?



_____ grapes

4. At Bob's Market there are 8 packages of baseball cards. Dustin wants to buy all of them. Each package costs 10¢. He also wants to buy a marble that costs 3¢. How much money will Dustin need?



_____ cents



Name _____



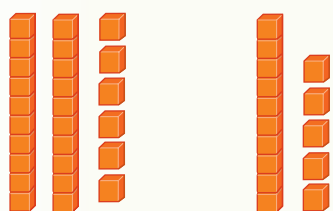
Compare Numbers to 100

Get Ready

Main Idea

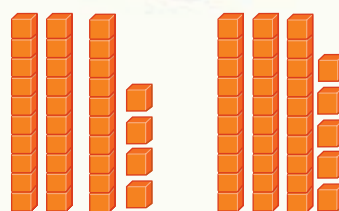
I will compare two numbers.

2 tens are more than 1 ten.



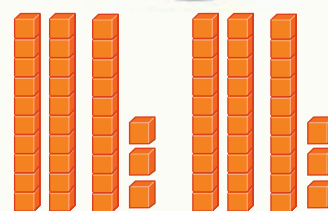
$26 > 15$
is greater than

5 ones are more than 4 ones.



$34 < 35$
is less than

The tens are the same. The ones are the same.



$33 = 33$
is equal to



Check

Use  and . Circle **is greater than**, **is less than**, or **is equal to**.

1. $17 \bigcirc 31$

17 is greater than 31

17 is less than 31

17 is equal to 31

2. $36 \bigcirc 36$

36 is greater than 36

36 is less than 36

36 is equal to 36

Write $>$, $<$, or $=$.

3. $27 \bigcirc 15$

4. $100 \bigcirc 100$

5. $47 \bigcirc 74$

6. $60 \bigcirc 59$

7. $63 \bigcirc 36$

8. $51 \bigcirc 48$

9.



How do you know 48 is greater than 38?

Practice

Use  and . Circle **is greater than**, **is less than**, or **is equal to**.

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



10. $64 \bigcirc 23$

64 is greater than 23

64 is less than 23

64 is equal to 23

11. $19 \bigcirc 19$

19 is greater than 19

19 is less than 19

19 is equal to 19

Write >, <, or =.

12. $41 \bigcirc 91$

13. $53 \bigcirc 53$

14. $87 \bigcirc 78$

15. $37 \bigcirc 50$

16. $56 \bigcirc 63$

17. $100 \bigcirc 90$

18. $82 \bigcirc 86$

19. $45 \bigcirc 33$

20. $92 \bigcirc 29$

21. $49 \bigcirc 49$

22. $70 \bigcirc 69$

23. $68 \bigcirc 71$

24. $84 \bigcirc 48$

25. $63 \bigcirc 28$

26. $10 \bigcirc 100$

Problem Solving

27. **Critical Thinking** I have fewer than 25 acorns.

I have more than 21 acorns.

How many acorns might I have? How do you know?



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Name _____

Order Numbers to 100

Get Ready

Main Idea

I will order numbers to 100.

Use a number line to order numbers.

85 is just **before** 86.
86 is **between** 85 and 87.
87 is just **after** 86.



85 is one less than 86.
87 is one more than 86.



Check



Write the number that is just **before**.

1. 27, 28 2. _____, 32 3. _____, 25

Write the number that is just **after**.

4. 20, _____ 5. 33, _____ 6. 23, _____

Write the number that is **between**.

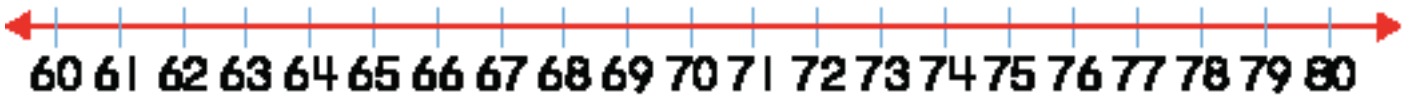
7. 33, _____, 35 8. 21, _____, 23 9. 29, _____, 31

10.



How do you know what number is one more than 88?

Practice



Write the number that is just **before**.

11. _____, 61 12. _____, 79 13. _____, 62
14. _____, 68 15. _____, 65 16. _____, 74
-

Write the number that is just **after**.

17. 63, _____ 18. 71, _____ 19. 66, _____
20. 73, _____ 21. 60, _____ 22. 69, _____
-

Write the number that is **between**.

23. 63, _____, 65 24. 71, _____, 73 25. 67, _____, 69

Problem Solving

26. **Number Sense** Eugene has more than 34 pennies but fewer than 36 pennies. How many pennies does he have? _____
27. Cori found 1 penny. Now she has 56 pennies. How many pennies did she have before? _____



Steam is water as a gas.
This water is about 100 degrees.



	Ice	Waterfall	Gas
Temperature (degrees)	0	60	100

Compare the temperatures. Use $>$ and $<$.

0 degrees _____ 60 degrees

100 degrees _____ 0 degrees

D

FOLD DOWN

Problem-Solving in Science



Real-World MATH

There is a lot of water on Earth.
Water can change.

This book belongs to _____

A

This is liquid water. It is like the water in your bathtub.

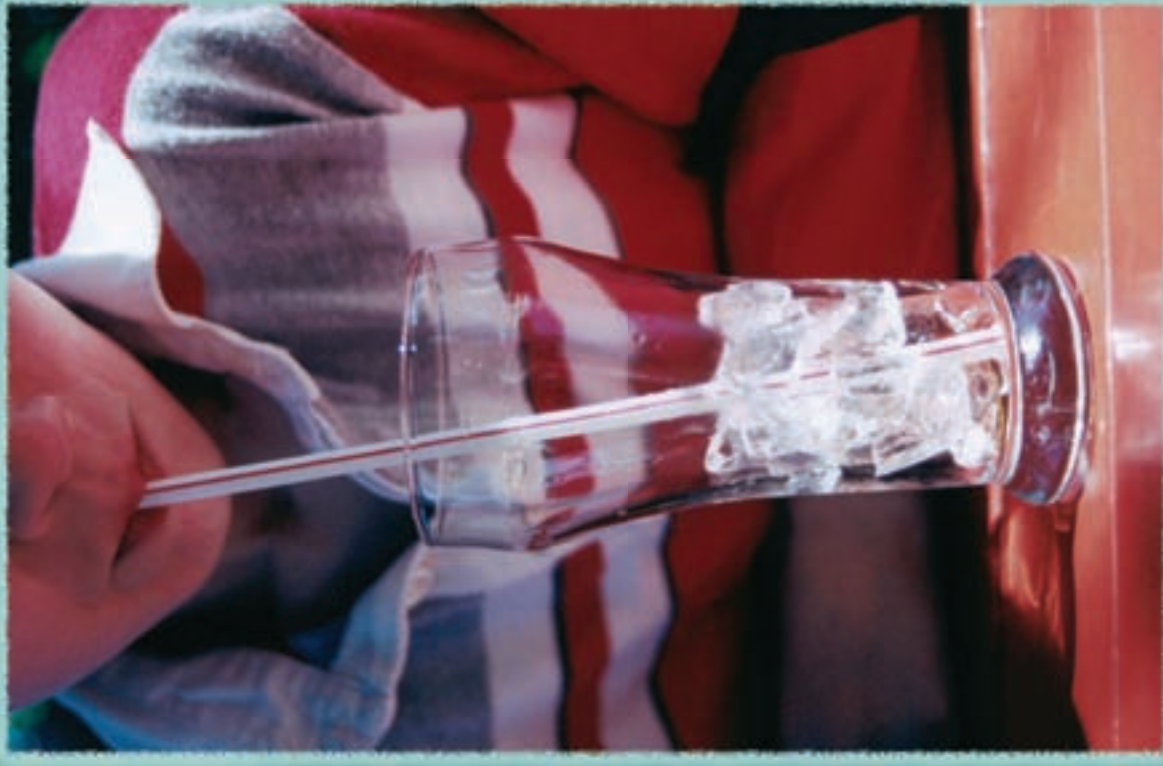


This water is about 60 degrees.

B

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When water gets cold, it turns to ice. Ice is water as a solid.



This water is about 0 degrees.

C

Name _____

Vocabulary

Draw lines to match.

- | | |
|------------|--|
| 1. regroup | a. in 23 the 2 is in this place |
| 2. tens | b. to group numbers into tens and ones |

Concepts

Count groups of ten. Write the number.

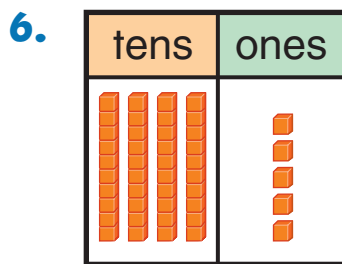


_____ tens _____ ones _____ Say: twenty

Write the number.

4. 75 ones = _____ tens and _____ ones _____
5. 92 ones = _____ tens and _____ ones _____

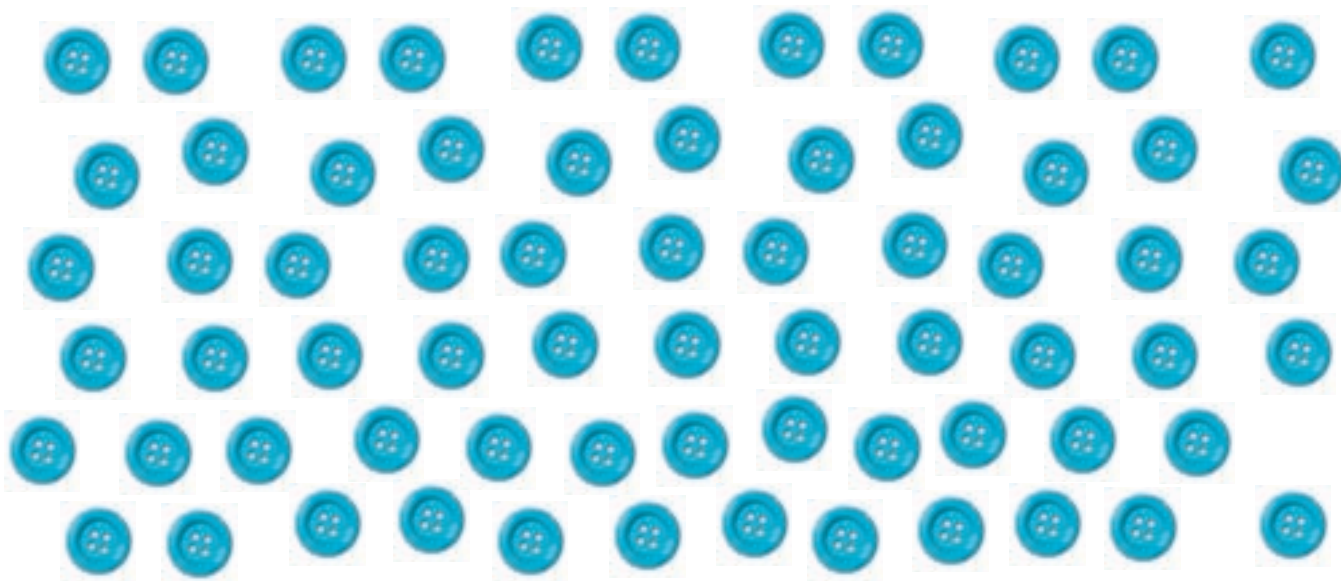
Write the number in different ways.



_____ tens _____ ones _____

Circle 10. Estimate. Then count.

7.



Estimate: _____

Count: _____

Write the sign. Use $>$ or $<$.

8. $41 \bigcirc 91$

9. $37 \bigcirc 50$

10. $86 \bigcirc 82$

Write the number that is just **after**.



11. 37, _____

12. 39, _____

13. 41, _____

14. 35, _____

15. 49, _____

16. 45, _____

Problem Solving

17. **Number Sense** Sue had 25 beads.

She ties 5 beads on every piece of string.

How many pieces of string does she need? _____



Name _____

Listen as your teacher reads each problem.

Choose the correct answer.

A



- 16 20 60 100
- ☐ ☐ ☐ ☐

B



- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 ten | 2 tens | 2 tens | 3 tens |
| 3 ones | 2 ones | 3 ones | 2 ones |
| ☐ | ☐ | ☐ | ☐ |

Listen as your teacher reads each problem.

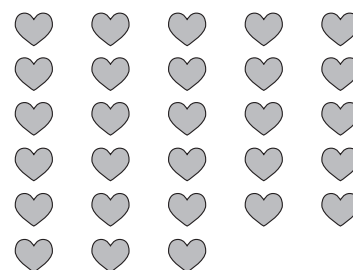
Choose the correct answer.

1

56

- | | |
|-----------------------|-----------------------|
| 5 tens | 4 tens |
| 6 ones | 8 ones |
| ☐ | ☐ |
| 6 tens | 5 tens |
| 5 ones | 3 ones |
| ☐ | ☐ |

3



- 10 20 30 40
- ☐ ☐ ☐ ☐

2

tens	ones
7	2

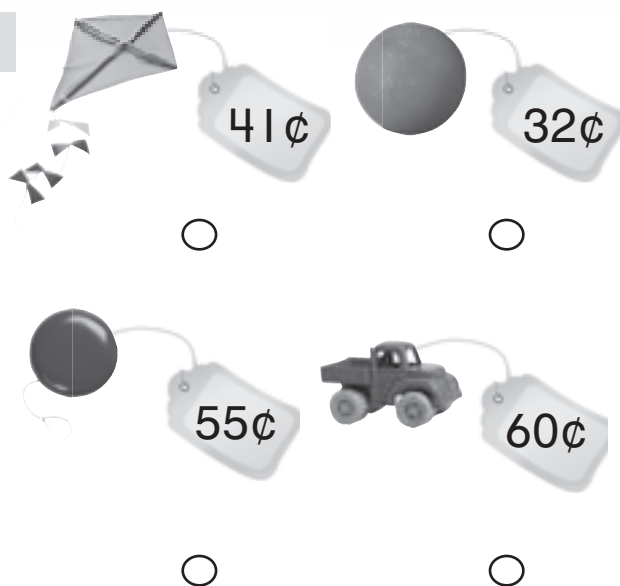
- 67 72 62 27
- ☐ ☐ ☐ ☐

4



- ☐ ☐ ☐ ☐

5



8

$$10 - 3 \bigcirc 7$$

-

☐

+

☐

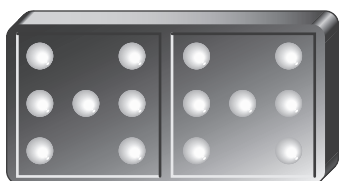
>

☐

=

☐

6



$$4 + 3 = 7$$

☐

$$6 + 6 = 12$$

☐

$$7 + 7 = 14$$

☐

$$8 + 8 = 16$$

☐

7

5, 10, 15, 20, 25, 30

50

☐

55

☐

35

☐

40

☐

10

The hour hand points to 7.
The minute hand points to 12. What time is it?

12:00

☐

3:00

☐

7:00

☐

12:30

☐

CHAPTER
14

Two-Digit Addition and Subtraction

Key
Vocabulary
round



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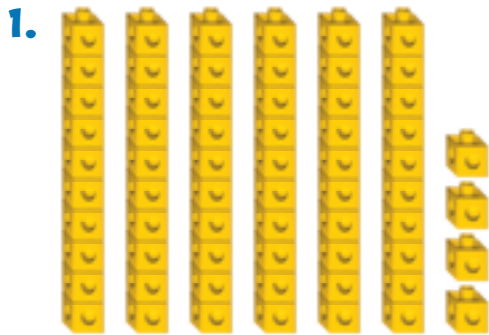
Explore

What is 10 more than 14?

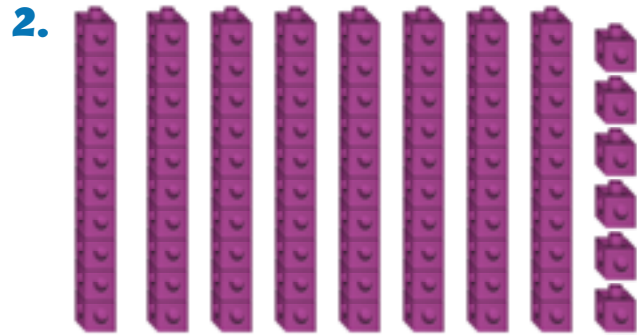
What is 10 more than 18?

**Are You Ready for Chapter 14?**

Write how many tens and ones.



_____ tens _____ ones = _____



_____ tens _____ ones = _____

Add or subtract.

3.
$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$$

13. 10 more than 25 _____ 14. 1 less than 50 _____

15. 1 more than 35 _____ 16. 10 less than 60 _____

17. Maya counts 13 tadpoles. 5 of them swim away.
How many tadpoles are left? _____ tadpoles

Dear Family,

Today my class started Chapter 14, **Two-Digit Addition and Subtraction**. In this chapter, I will learn to add and subtract two-digit numbers. Here is an activity we can do and a list of books we can read together.

Love, _____

Activity

Have your child practice adding and subtracting tens. For example, 4 dimes + 2 dimes = 6 dimes, $40¢ + 20¢ = 60¢$.



Key Vocabulary

estimate to find a number close to an exact amount.

round to change the value of a number to one that is easier to work with.



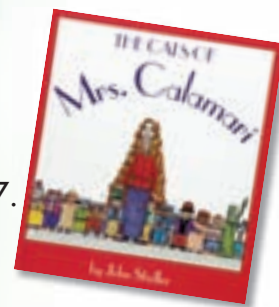
Click on the eGlossary link at ca.gr1math.com to find out more about these words. There are 13 languages.

Books to Read

Arctic Fives Arrive
by Elinor J. Pinczes
Houghton Mifflin Company, 1996.



The Cats of Mrs. Calamari
by John Stadler
Scholastic, Inc., 1997.



17 Kings and 42 Elephants
by Margaret Mahy
Dial, 1987.



Estimada familia:

Hoy mi clase comenzó el Capítulo 14, **La suma y la resta con dos dígitos**. En este capítulo, aprenderé a sumar y restar números de dos dígitos. A continuación, hay una actividad que podemos hacer y una lista de libros que podemos leer juntos.

Cariños, _____

Actividad

Pídanle a su hijo(a) que practique la suma y la resta de decenas. Por ejemplo,
 $4 \text{ monedas de } 10¢ + 2 \text{ monedas de } 10¢ = 6 \text{ monedas de } 10¢$,
 $40¢ + 20¢ = 60¢$.



Vocabulario clave

estimar hallar un número cercano a la cantidad exacta

redondear cambiar el *valor* de un número a uno con el que es más fácil trabajar



Visiten el enlace eGlossary en ca.gr1math.com para averiguar más sobre estas palabras, las cuales se muestran en 13 idiomas.

Libros recomendados

Sumar y restar
 de DK
 Estrella Gsp, 2006.

Una, dos, tres el año de fue
 de Gregory Tang
 Everest Publishing, 2004.



Name _____

Add and Subtract Tens

Get Ready

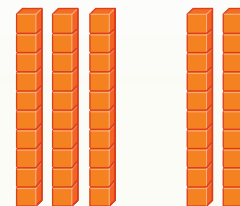
Main Idea

I will add and subtract tens.

Find $30 + 20$

$$3 \text{ tens} + 2 \text{ tens} = \underline{5} \text{ tens}$$

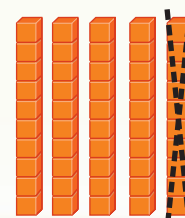
$$30 + 20 = \underline{50}$$



Find $50 - 10$.

$$5 \text{ tens} - 1 \text{ ten} = \underline{4} \text{ tens}$$

$$50 - 10 = \underline{40}$$



Check

Add or subtract. Use  to help.

1. $4 \text{ tens} + 2 \text{ tens} = \underline{6} \text{ tens}$

$$40 + 20 = \underline{60}$$

2. $6 \text{ tens} + 1 \text{ ten} = \underline{\quad} \text{ tens}$

$$60 + 10 = \underline{\quad}$$

3. $5 \text{ tens} - 2 \text{ tens} = \underline{\quad} \text{ tens}$

$$50 - 20 = \underline{\quad}$$

4. $7 \text{ tens} - 3 \text{ tens} = \underline{\quad} \text{ tens}$

$$70 - 30 = \underline{\quad}$$

5.  How does knowing $5 + 5$ help you find $50 + 50$?

Practice

Add or subtract. Use  to help.

6. 2 tens + 6 tens = _____ tens 20 + 60 = _____

7. 6 tens + 3 tens = _____ tens 60 + 30 = _____

8. 5 tens + 4 tens = _____ tens 50 + 40 = _____

9. 8 tens + 1 ten = _____ tens 80 + 10 = _____

10. 6 tens - 3 tens = _____ tens 60 - 30 = _____

11. 8 tens - 6 tens = _____ tens 80 - 60 = _____

Data File

Sea Otters	
Day	Number Seen
Friday	10
Saturday	20
Sunday	30
Monday	50



12. How many more otters were seen on Monday than on Friday? _____

13. How many otters were seen on Saturday and Sunday? _____

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Name _____

Add with Two-Digit Numbers

Get Ready

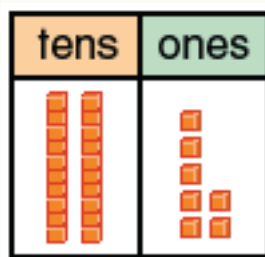
Main Idea

I will add with two-digit numbers.

Find $25 + 3$.

Step 1

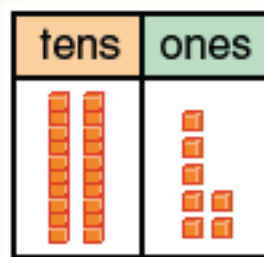
Show each number.



	tens	ones
	2	5
+	0	2

Step 2

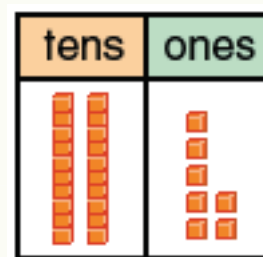
Add the ones.



	tens	ones
	2	5
+	0	2
		7

Step 3

Add the tens.



	tens	ones
	2	5
+	0	2
	2	7

Add the ones.
3 ones + 5 ones
= 8 ones

The sum is
2 tens and
8 ones or 28.



Check

Use WorkMat 7 and and . Add.

1.

	tens	ones
	1	3
+		4
	1	7

2.

	tens	ones
		6
+	4	1
	4	7

3.

	tens	ones
		6
+	5	3
	5	9

4.



Explain how you add tens and ones?

Practice

Use WorkMat 7 and  and . Add.

Start on the right and you will be right!



5.

	tens	ones
	2	2
+		3
	2	5

6.

	tens	ones
	4	2
+		2
	4	4

7.

	tens	ones
		4
+	4	4
	4	8

8.

	tens	ones
	5	2
+		6
	5	8

9.

	tens	ones
	7	1
+		4
	7	5

10.

	tens	ones
		3
+	9	1
	9	4

11.

	tens	ones
	1	6
+		3
	1	9

12.

	tens	ones
	5	5
+		4
	5	9

13.

	tens	ones
	8	2
+		4
	8	6

H.O.T. Problem

14. Make It Right

This is how Helen added $23 + 6$. Tell why Helen is wrong. Make it right.

	tens	ones
	2	3
+	6	
	8	3

	tens	ones
	2	3
+		6
	2	9



Name _____

Problem-Solving Strategy

Guess and Check

Main Idea

I will guess and check to solve a problem.

Tara sees 2 colors of birds. She sees a total of 32 birds. Which 2 colors of birds did she see?



21



8



11

Understand

What do I know?

Underline what you know.

What do I need to find out?

Circle the question.

Plan

How will I solve the problem?

I can guess and check.

Solve

Try $21 + 8 = 29$ This is not correct.

$8 + 11 = 19$ This is not correct.

$21 + 11 = 32$ This is correct.

So Tara sees blue and yellow birds.

Check

Look Back

Does my answer make sense?

Remember
Understand
Plan
Solve
Check

Try It

Use the guess and check strategy to solve.

1. Joan gets 2 colors of balloons. She gets 27 balloons in all.



13



14



11

What color balloons did she get? _____

2. Kim finds 2 colors of leaves. She finds 41 leaves in all.



20



16



21

What color leaves did she find? _____

Your Turn

Use the guess and check strategy to solve.

3. Rose bought 2 toys. She spent 17 cents altogether. What toys did she buy?



Rose bought a _____ and a _____.

4. Lauren bought 2 toys. She spent 28 cents. What did she buy?

Lauren bought a _____ and a _____.



Name _____

Add Two-Digit Numbers

Get Ready

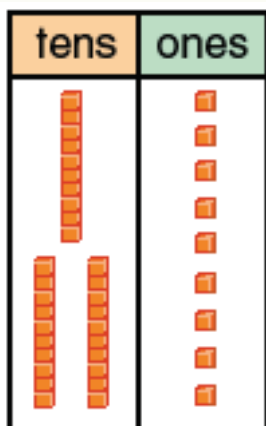
Main Idea

I will add two-digit numbers.

Find $15 + 24$.

Step 1

Show each number.



Step 2

Add the ones.

	tens	ones
	1	5
+	2	4

	tens	ones
	1	5
+	2	4
		9

Step 3

Add the tens.

	tens	ones
	1	5
+	2	4
	3	9

$$15 + 24 = \underline{39}$$



Check

Use WorkMat 7 and and . Add.

1.

	tens	ones
	2	3
+	1	4
	3	7

2.

	tens	ones
	1	1
+	3	6
	4	7

3.

	tens	ones
	3	6
+	1	3
	4	9

4.



How did using addition facts help you?

Practice

Use WorkMat 7 and  and . Add.

5.

	tens	ones
	2	1
+	1	3
	3	4

6.

	tens	ones
	4	2
+		2
	4	4

7.

	tens	ones
	4	4
+	2	4
	6	8

8.

	tens	ones
	5	2
+	1	7
	6	9

9.

	tens	ones
	6	2
+	1	4
	7	6

10.

	tens	ones
	1	8
+	6	1
	7	9

11.

	tens	ones
	1	4
+	2	3
	3	7

12.

	tens	ones
	3	5
+	1	4
	4	9

13.

	tens	ones
	8	2
+	1	4
	9	6

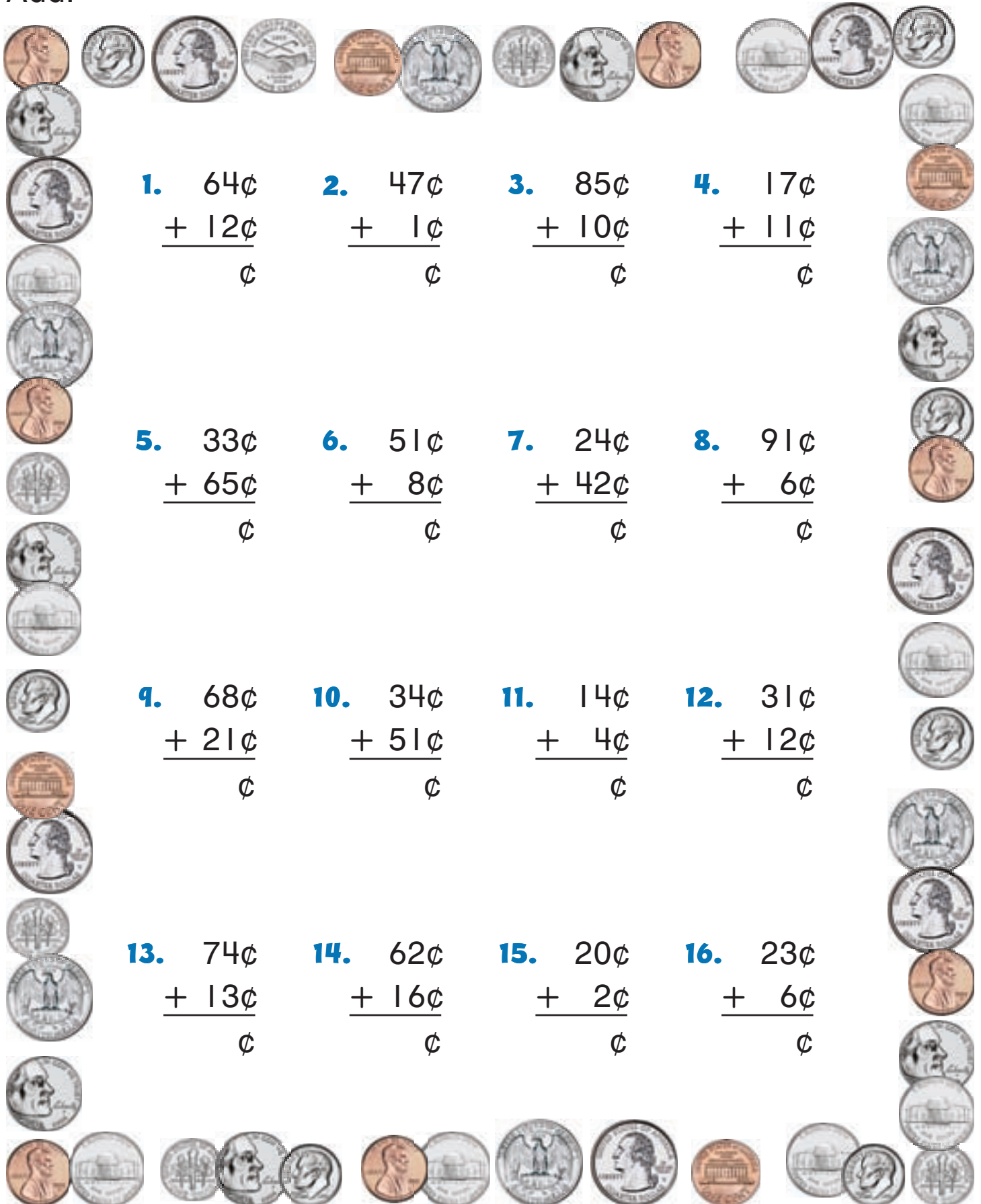
Problem Solving

14. **Reasoning** The Bobcats score 12 points in the first half of the game. They score 21 points in the second half. How many points did they score in all?



Name _____

Add.



1. $\begin{array}{r} 64\text{¢} \\ + 12\text{¢} \\ \hline \text{¢} \end{array}$	2. $\begin{array}{r} 47\text{¢} \\ + 1\text{¢} \\ \hline \text{¢} \end{array}$	3. $\begin{array}{r} 85\text{¢} \\ + 10\text{¢} \\ \hline \text{¢} \end{array}$	4. $\begin{array}{r} 17\text{¢} \\ + 11\text{¢} \\ \hline \text{¢} \end{array}$
5. $\begin{array}{r} 33\text{¢} \\ + 65\text{¢} \\ \hline \text{¢} \end{array}$	6. $\begin{array}{r} 51\text{¢} \\ + 8\text{¢} \\ \hline \text{¢} \end{array}$	7. $\begin{array}{r} 24\text{¢} \\ + 42\text{¢} \\ \hline \text{¢} \end{array}$	8. $\begin{array}{r} 91\text{¢} \\ + 6\text{¢} \\ \hline \text{¢} \end{array}$
9. $\begin{array}{r} 68\text{¢} \\ + 21\text{¢} \\ \hline \text{¢} \end{array}$	10. $\begin{array}{r} 34\text{¢} \\ + 51\text{¢} \\ \hline \text{¢} \end{array}$	11. $\begin{array}{r} 14\text{¢} \\ + 4\text{¢} \\ \hline \text{¢} \end{array}$	12. $\begin{array}{r} 31\text{¢} \\ + 12\text{¢} \\ \hline \text{¢} \end{array}$
13. $\begin{array}{r} 74\text{¢} \\ + 13\text{¢} \\ \hline \text{¢} \end{array}$	14. $\begin{array}{r} 62\text{¢} \\ + 16\text{¢} \\ \hline \text{¢} \end{array}$	15. $\begin{array}{r} 20\text{¢} \\ + 2\text{¢} \\ \hline \text{¢} \end{array}$	16. $\begin{array}{r} 23\text{¢} \\ + 6\text{¢} \\ \hline \text{¢} \end{array}$



Adding Colors

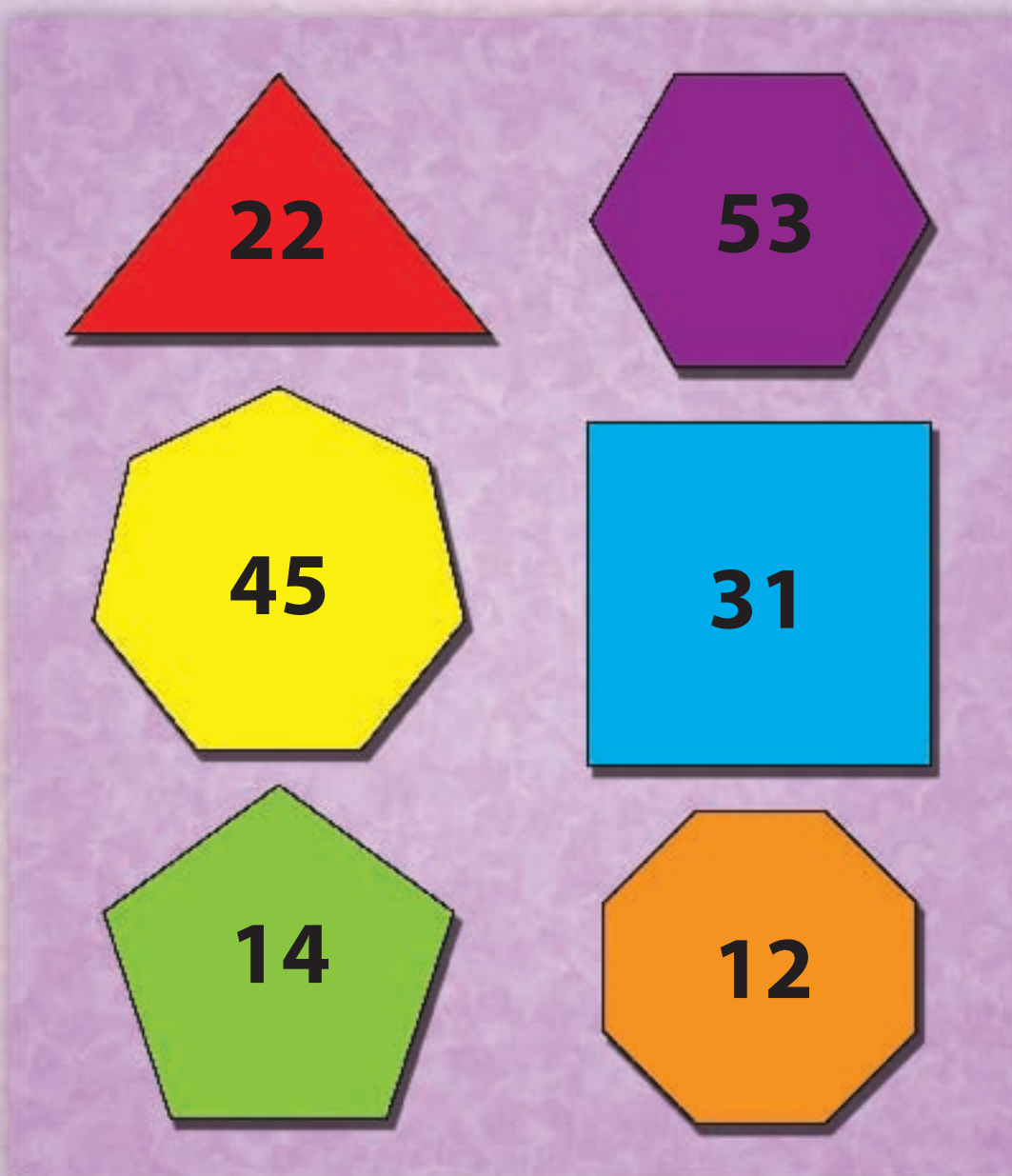
Two-Digit Addition

You Will Need



Play with a partner.

- Choose a  and a color to start on.
- Spin the .
- Move to the color you spin by adding its number to the number you are on.
- If you are right, put a  down.
- Take turns.
- The first person to get all of the colors wins.



Name _____

Estimate Sums

Get Ready

Main Idea

I will estimate sums.

Vocabulary

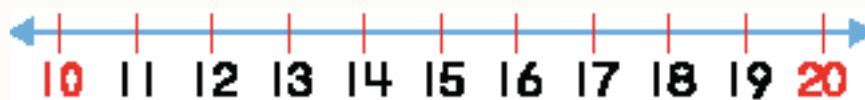
round

Review Vocabulary

estimate

Sometimes you do not need an exact answer, and you can estimate.

Estimate $12 + 19$.



Step 1: Round to the nearest 10.

12 is closer to 10 $\longrightarrow$ 12 rounds to 10.

19 is closer to 20 $\longrightarrow$ 19 rounds to 20.

Step 2: Add.

$$10 + 20 = 30$$

$$\begin{array}{l} 1 + 2 = 3, \text{ so} \\ 10 + 20 = 30 \end{array}$$



Check

Round each number to the nearest ten. Then add.



1. $17 + 21$

17 rounds to _____

21 rounds to _____

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

2. $27 + 14$

27 rounds to _____

14 rounds to _____

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

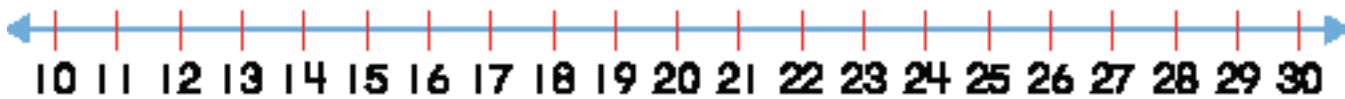
3.



Explain how you would estimate $33 + 31$.

Practice

Round each number to the nearest ten. Then add.



4. $11 + 47$

11 rounds to _____

47 rounds to _____

_____ + _____ = _____

5. $23 + 38$

23 rounds to _____

38 rounds to _____

_____ + _____ = _____

6. $14 + 28$

14 rounds to _____

28 rounds to _____

_____ + _____ = _____

7. $43 + 27$

43 rounds to _____

27 rounds to _____

_____ + _____ = _____

Problem Solving

8. **Estimating** Bubbles cost 40¢. Jorge has 21 pennies and Meg has 23 pennies. Estimate. Do they have enough money to buy the bubbles? _____





Name _____

Add or subtract.

1. 4 tens + 2 tens = _____ tens 40 + 20 = _____

2. 6 tens + 1 ten = _____ tens 60 + 10 = _____

3. 5 tens - 2 tens = _____ tens 50 - 20 = _____

4. 7 tens - 3 tens = _____ tens 70 + 30 = _____

Add.

5.

	tens	ones
	2	2
+		3
—	2	5

6.

	tens	ones
	5	2
+		6
—	5	8

7.

	tens	ones
	6	2
+	1	4
—	7	6

8.

	tens	ones
	6	1
+	1	8
—	7	9

9. Mae has 36¢. A plastic ring costs 5¢.
If she buys two rings, how much money
will she have left?



Spiral Review Chapters 1–14

Write the addition sentence.

10.   

_____ ○ _____ ○ _____

11.         

_____ ○ _____ ○ _____

Skip count by 2s, 5s, or 10s.

12.    

_____, _____, _____, _____ lemon seeds

13.      

_____, _____, _____, _____, _____, _____ melon seeds

14.     

_____, _____, _____, _____, _____ grapefruit seeds

Show the same amount of money in a different way.

	One Way	Another Way
15.	12¢   	
16.	15¢  	

Name _____

Subtract with Two-Digit Numbers

Get Ready

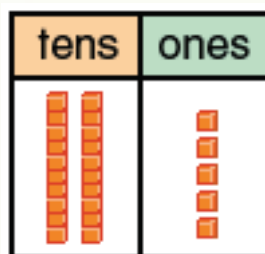
Main Idea

I will subtract from a two-digit number.

Find $25 - 4$.

Step 1

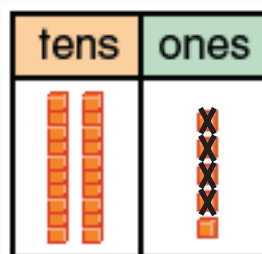
Show the number.



	tens	ones
	2	5
-	0	4

Step 2

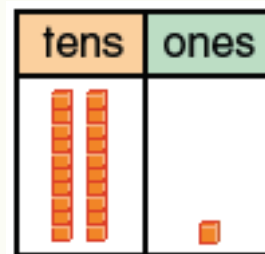
Subtract the ones



	tens	ones
	2	5
-	0	4
		1

Step 3

Subtract the tens.



	tens	ones
	2	5
-	0	4
	2	1



Check

Use WorkMat 7 and  and . Subtract.

1.

	tens	ones
	1	7
		3
-		
	1	4

2.

	tens	ones
	4	6
		6
-		
	4	0

3.

	tens	ones
	3	7
		2
-		
	3	5

4.



Which do you subtract first, tens or ones?

Practice

Use WorkMat 7 and  and . Subtract.

5.

tens	ones
2	9
—	3
2	6

6.

tens	ones
6	7
—	3
6	4

7.

tens	ones
4	8
—	4
4	4

8.

tens	ones
5	4
—	2
5	2

9.

tens	ones
6	5
—	3
6	2

10.

tens	ones
9	3
—	2
9	1

11.

tens	ones
2	6
—	2
2	4

12.

tens	ones
7	7
—	5
7	2

13.

tens	ones
8	8
—	7
8	1

Problem Solving

14. Number Sense

Write a number sentence that shows two numbers with a difference of 30.

___ ○ ___ ○ ___



Name _____

Subtract Two-Digit Numbers

Get Ready

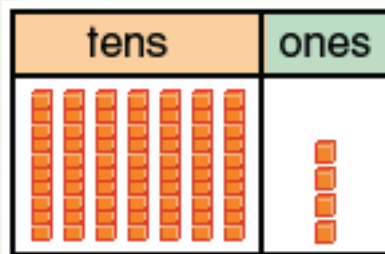
Main Idea

I will subtract two-digit numbers.

Find $74 - 51$.

Step 1

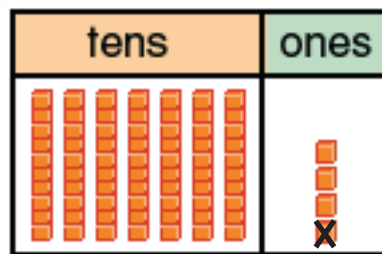
Show the number 74.



	tens	ones
	7	4
—	5	1

Step 2

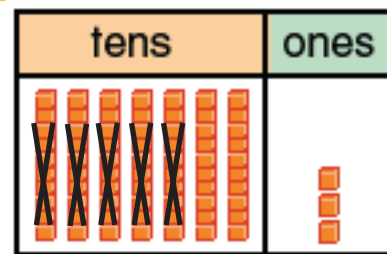
Subtract the ones.



	tens	ones
	7	4
—	5	1
		3

Step 3

Subtract the tens.



	tens	ones
	7	4
—	5	1
	2	3



Check

Use WorkMat 7 and  and . Subtract.

1.

	tens	ones
	2	8
—	1	5
	1	3

2.

	tens	ones
	6	1
—	5	0
	1	1

3.

	tens	ones
	3	4
—	1	4
	2	0

4.



What goes in the tens place if you subtract all of the tens? For example: $66 - 64$.

Practice

Use WorkMat 7 and  and . Subtract

5.

tens	ones
5	8
— 1	3
4	5

6.

tens	ones
4	7
— 2	3
2	4

7.

tens	ones
4	4
— 1	1
3	3

8.

tens	ones
6	9
— 1	5
5	4

9.

tens	ones
9	4
— 2	1
7	3

10.

tens	ones
3	9
— 1	2
2	7

11.

tens	ones
9	4
— 2	1
7	3

12.

tens	ones
5	5
— 1	4
4	1

13.

tens	ones
8	2
— 1	2
7	0

Problem Solving

14. **Number Sense** Ricardo has 30 cards in one box and 20 cards in another box. He gives 10 cards to Jim.

How many cards does he have now? _____ cards



Name _____

Problem-Solving Investigation

Main Idea

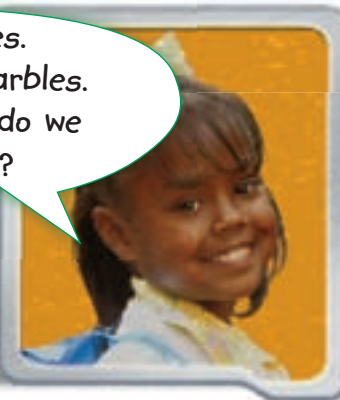
I will choose a strategy to solve a problem.



Your Mission:

Find out how many marbles in all.

I have 14 marbles.
My sister has 24 marbles.
How many marbles do we have altogether?



Understand

What do I know?

Underline what you know.

What do I need to find out?

Circle it.

Plan

How will I solve the problem?

One way is to make a table.

Solve

Make a table.

Name	Tens	Ones
Mariah		
Sister		
Total:		

The girls have _____ marbles in all.

Check

Look Back

Does my answer make sense?

Mixed Problem Solving

Problem-Solving Strategies

- Make a table
- Draw a picture
- Write a number sentence

Choose a strategy. Solve.

1. In the 1st grade, 13 children had dogs.
21 children had either a fish or a hamster.

How many children had pets in all? _____ children

2. Isaiah started with 12 peas and 5 beans
on his plate. Later he had 6 peas left on his plate.
How many peas and beans has Isaiah
eaten so far?



_____ peas and beans

3. 66 children can be seated on the school bus.
After Emily got on, there were 42
children on the bus. How many
more children can get on the bus?



_____ children

4. The library had 38 magazines. 12 students
each checked out 2 magazines.
How many magazines were left?



_____ magazines



Name _____

Estimate Differences

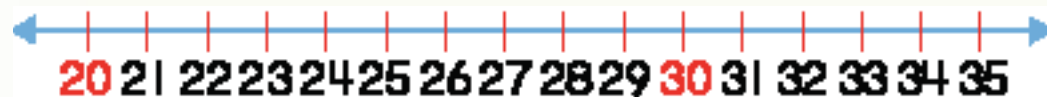
Get Ready

Main Idea

I will estimate differences.

Sometimes you do not need an exact answer, and you can estimate.

Estimate $32 - 21$.



Step 1: Round to the nearest 10.

32 is closer to 30 $\longrightarrow$ 32 rounds to 30.

21 is closer to 20 $\longrightarrow$ 21 rounds to 20.

Step 2: Subtract.

$$30 - 20 = 10$$

$3 - 2 = 1$, so
 $30 - 20 = 10$

Check

Round each number to the nearest ten.
Then subtract.

1. $79 - 41$

79 rounds to _____

41 rounds to _____

_____ - _____ = _____

2. $64 - 37$

64 rounds to _____

37 rounds to _____

_____ - _____ = _____

3.



Explain how you would estimate $42 - 21$.

Practice

Round each number to the nearest ten.
Then subtract.

4. $91 - 29$

91 rounds to _____

29 rounds to _____

_____ - _____ = _____

5. $41 - 12$

41 rounds to _____

12 rounds to _____

_____ - _____ = _____

6. $54 - 28$

54 rounds to _____

28 rounds to _____

_____ - _____ = _____

7. $49 - 37$

49 rounds to _____

37 rounds to _____

_____ - _____ = _____

8. $58 - 26$

58 rounds to _____

26 rounds to _____

_____ - _____ = _____

9. $42 - 28$

42 rounds to _____

28 rounds to _____

_____ - _____ = _____

10.  Why is 40 a better estimate than 30 for $59 - 21$?





There were 38 marshmallows in the bag. Seth got hungry. He ate 6 marshmallows. How many marshmallows are left?

_____ marshmallows

D

FOLD DOWN



Problem Solving

Unit 1 in Social Sciences



Real-World MATH

You need to take many things on a camping trip. Lists make it easy to remember what to take!

This book belongs to

A

Reba took 10 bottles of water.
Joe took 14 bottles of water.
How much water did Reba and
Joe take?

_____ bottles of water



B

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Tabatha took 11 hot dogs. Tara
took 7 hotdogs.
How many hotdogs did they take?
_____ hotdogs

C



Name _____

Vocabulary

Complete the sentences.

1. When you don't need an exact answer you can _____.

2. You _____ to the nearest 10.

Word Bank

round

estimate

Concepts

Add or subtract.

3. 6 tens + 2 tens = _____ tens

60 + 20 = _____

4. 5 tens - 2 tens = _____ tens

50 - 20 = _____

Add.

5.

	tens	ones
	9	3
+		5
	9	8

6.

	tens	ones
	1	4
+	2	5
	3	9

Round each number to nearest ten. Then add.



7. 43 + 17

43 rounds to _____

17 rounds to _____

_____ + _____ = _____

8. 48 + 21

48 rounds to _____

21 rounds to _____

_____ + _____ = _____

Subtract.

9.

tens	ones
7	9
—	7
7	2

10.

tens	ones
8	6
—	5
8	1

11.

tens	ones
4	7
—	5
3	2

12.

tens	ones
6	7
—	3
5	4

Round each number to nearest ten. Then subtract.

13. $57 - 26$

57 rounds to _____

26 rounds to _____

_____ - _____ = _____

14. $94 - 36$

94 rounds to _____

36 rounds to _____

_____ - _____ = _____

15. $88 - 16$

88 rounds to _____

16 rounds to _____

_____ - _____ = _____

16. $19 - 11$

19 rounds to _____

11 rounds to _____

_____ - _____ = _____

Problem Solving

17. Matthew wants to buy two books.

Each book costs 23¢.

How much money does Matthew need? _____





Name _____

Listen as your teacher reads each problem.

Choose the correct answer.

A

	tens	ones
	2	4
+	3	0
—		

34

☐

36

☐

50

☐

54

☐**B**

$33 - 17 =$

50

☐

40

☐

20

☐

10

☐

Listen as your teacher reads each problem.

Choose the correct answer.

1

$$\begin{array}{r} 43 \\ + 33 \\ \hline \end{array}$$

63

☐

66

☐

76

☐

78

☐**2**

25 pumpkin seeds



30

☐

35

☐

25

☐

20

☐**3**

$40 - 10 =$

☐

$40 + 10 =$

☐

$10 - 40 =$

☐

$10 + 40 =$

☐**4**

3

☐

1

☐

2

☐

0

☐

5

5, 10, 15, 20

21, 22, 23

☐

22, 24, 26

☐

25, 30, 35

☐

30, 40, 50

☐**8** $9 + 9 = \underline{\hspace{2cm}}$

0

☐

9

☐

18

☐

99

☐**6**

66

☐

65

☐

55

☐

46

☐**9**

63 crows sit on a fence.
30 fly away. How many
crows are still on the
fence?

0

☐

30

☐

31

☐

33

☐**7** $\square < 28$

82

☐

58

☐

34

☐

23

☐**10**

Pam has 18 cards in
2 boxes. She put 10 cards
in one box. How many
cards are in the second
box?

8

☐

10

☐

18

☐

28

☐



Looking Ahead

to the Grade 2 Standards



Looking Ahead

Let's Look Ahead

1	Equal Parts	467
2	One Half.	469
3	One Third and One Fourth. . . .	471
4	Inch	473
5	Centimeter	475
6	Numbers to 500	477



Name _____



Equal Parts



Get Ready

Main Idea

I will identify equal parts.

Vocabulary

equal parts

Equal parts make a whole.

This shape has 4 equal parts. The parts are all the same shape and size.



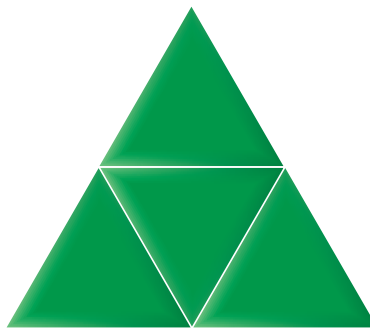
Check

Place pattern blocks on the matching shapes.
Write how many equal parts.

1.



2.



3.



_____ equal parts

_____ equal parts

_____ equal parts

4.

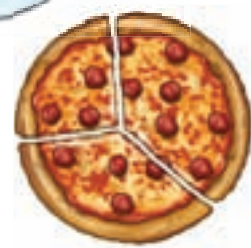


How do you know the parts are equal?

Practice

Circle the picture that shows equal parts.

5.



Remember
Equal parts are all
the same shape
and size.

6.



7.



8.



9.



Problem Solving

10. **Visual Thinking** 4 children want a piece of pie. Each child wants an equal part. Draw lines to show how you would cut the pie.



Name _____



One Half

Get Ready

Main Idea

I will name
equal parts
of a whole.

Vocabulary

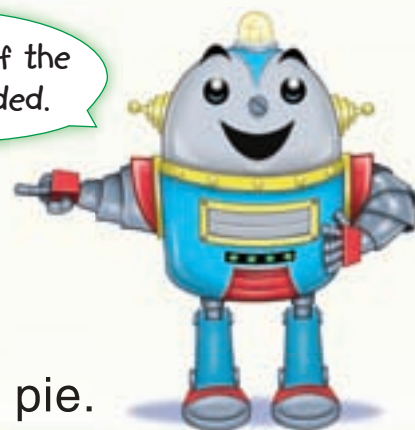
fraction

one half

You can use a **fraction** to tell about equal parts.



One half of the
pie is shaded.



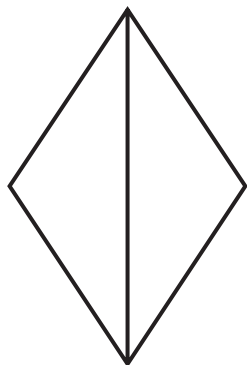
1 out of 2 total parts is $\frac{1}{2}$ of the pie.



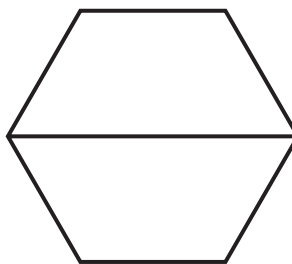
Check

one half.

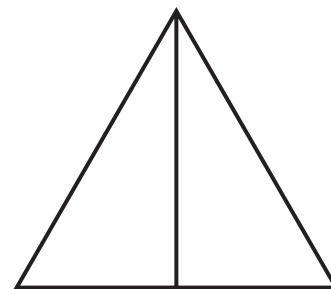
1.



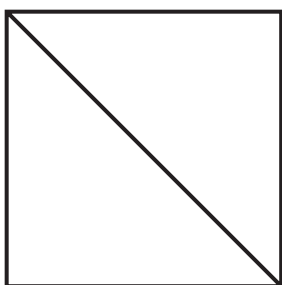
2.



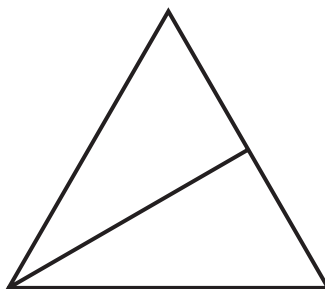
3.



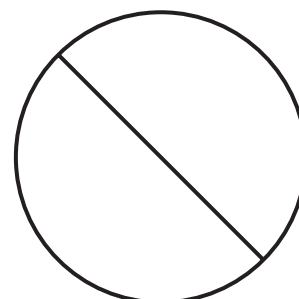
4.



5.



6.



7.

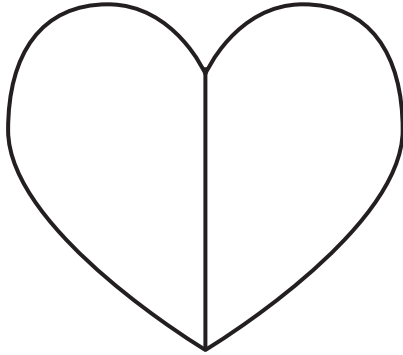


How could you share a sandwich with your friend?

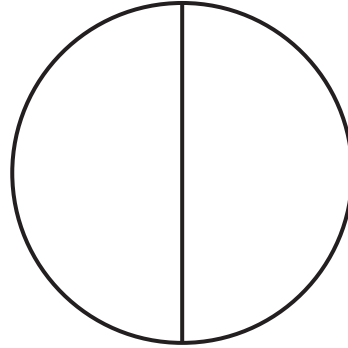
Practice

 one half.

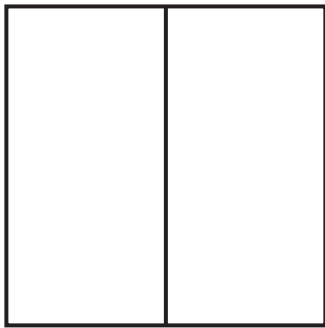
8.



9.



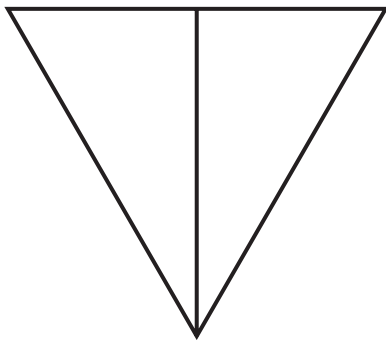
10.



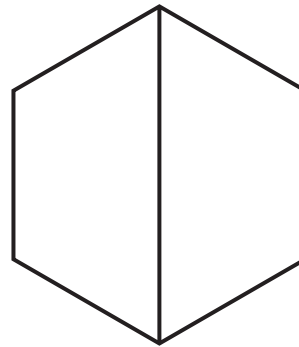
11.



12.



13.



14.



Jenny is eating $\frac{1}{2}$ of an orange.
Luis is eating $\frac{1}{2}$ of the same orange. Jenny says she
has less than Luis. Can she be right? Explain.

Name _____



One Third and One Fourth

Get Ready

Main Idea

I will name parts of a whole.

Vocabulary

one third

one fourth

One third and **one fourth** are fractions that name parts of a whole.

Thirds



1 out of 3 total parts is blue. $\frac{1}{3}$ is blue.

Fourths



1 out of 4 total parts is red. $\frac{1}{4}$ is red.

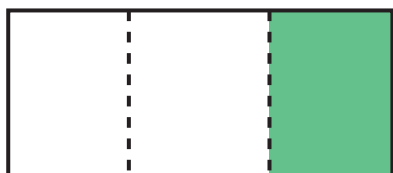


Check

The top number is the number of colored parts.
The bottom number is the number of parts in all.

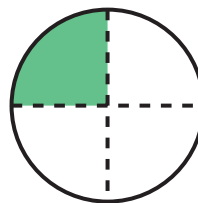
Write the fraction.

1.



$\frac{1}{3}$

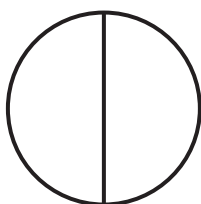
2.





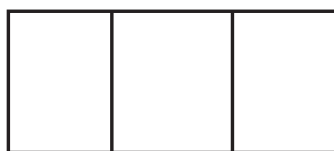
Color 1 equal part. Circle the fraction.

3.



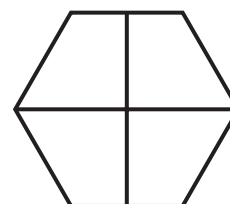
$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

4.



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

5.



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

6.



How are $\frac{1}{3}$ and $\frac{1}{4}$ different?

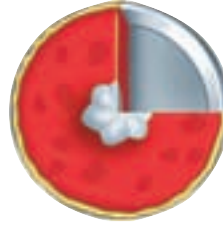
Practice

Write the fraction for the piece that was eaten.

7.

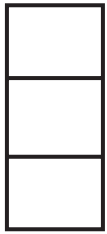


8.



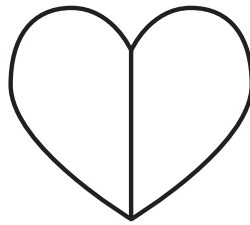
Color 1 equal part. Circle the fraction.

9.



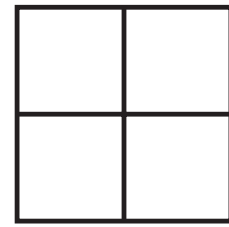
$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

10.



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

11.



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

H.O.T. Problem

12. Make It Right

Sam says $\frac{1}{3}$ of the pizza has pepperoni.

Tell why Sam is wrong.

Make it right.



Name _____



Inches



Get Ready

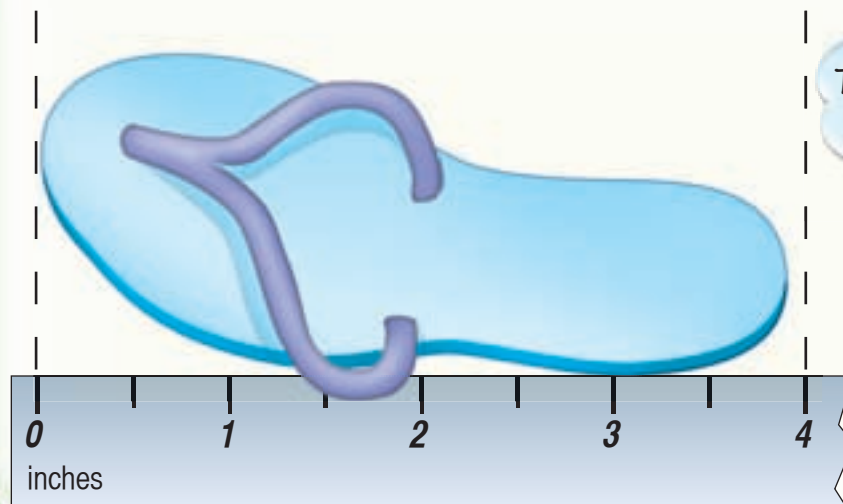
Main Idea

I will measure using an inch ruler.

Vocabulary

inch

You can use an **inch** ruler to measure.



The shoe is about 4 inches long.



Check

Use an inch ruler. Measure to the nearest inch.

1.



about _____ inches

2.



about _____ inches

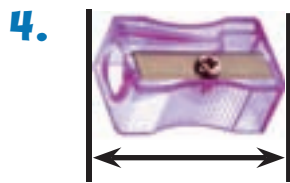
3.



Would your measures be the same if you used a paper clip to measure? Explain.

Practice

Use an inch ruler. Measure to the nearest inch.



about _____ inches



about _____ inches



about _____ inches



about _____ inches



about _____ inches

Problem Solving

4. **Estimating** Use . Estimate how many  long the bottom of this paper is. Then measure.

Estimate. about _____  long

Measure. about _____  long

Name _____



Centimeters



Get Ready

Main Idea

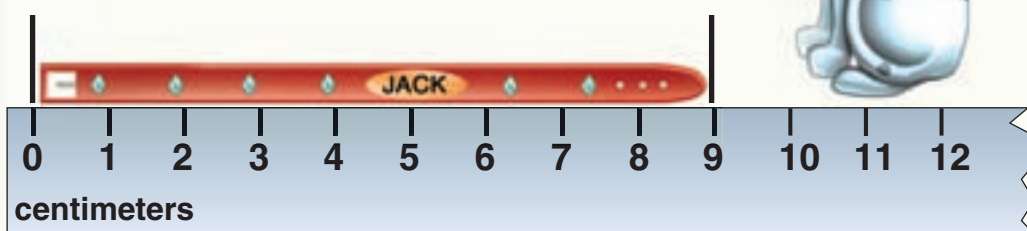
I will measure using a centimeter ruler.

Vocabulary

centimeter

You can use a **centimeter** ruler to measure.

My collar is about 9 centimeters long.

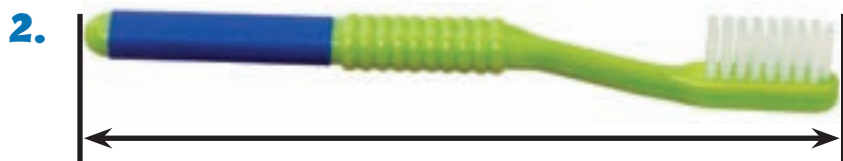


Check

Use a centimeter ruler. Measure to the nearest centimeter.



about _____ centimeters



about _____ centimeters

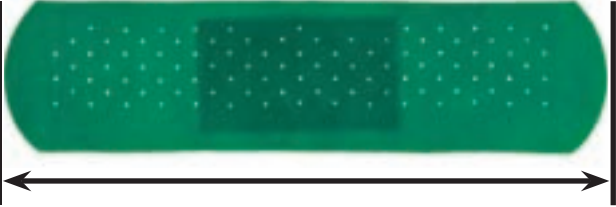
3.



Find four different items in the classroom that are less than 10 centimeters long.

Practice

Use a centimeter ruler. Measure to the nearest centimeter.

4.  about _____ centimeters

5.  about _____ centimeters

6.  about _____ centimeters

7.  about _____ centimeters

Problem Solving

8. **Number Sense** A red pencil is 28 centimeters long.
A blue pencil is 11 centimeters long.

Which pencil is longer? _____

How much longer? _____

Name _____



Numbers through 500



Get Ready

Main Idea

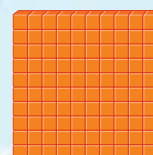
I will read, write, and model numbers to 500.

Count the hundreds.
Count the tens.
Count the ones.

Show 248.

hundreds	tens	ones

hundreds	tens	ones
2	4	8



= 100

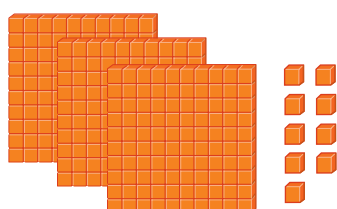
248



Check

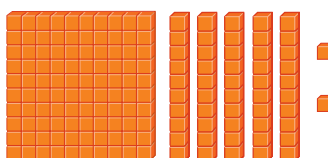
Use WorkMat 8 and , , and . Write how many hundreds, tens, and ones. Write the number.

1.



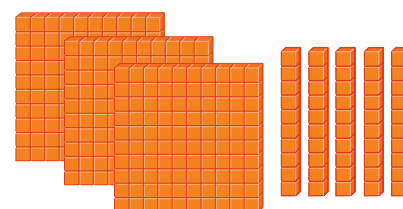
hundreds	tens	ones

2.



hundreds	tens	ones

3.



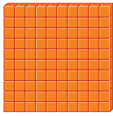
hundreds	tens	ones

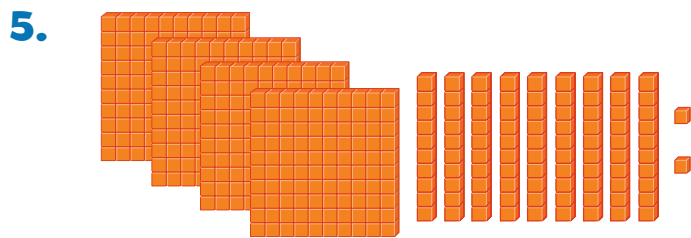
4.



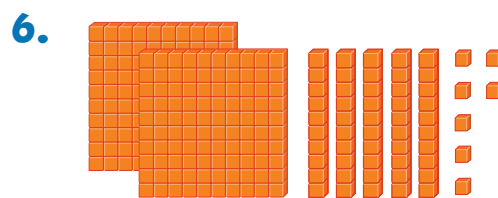
Which number is greater, 532 or 523? Explain.

Practice

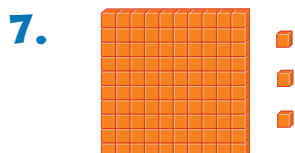
Use WorkMat8 and , , and . Write how many hundreds, tens, and ones. Write the number.



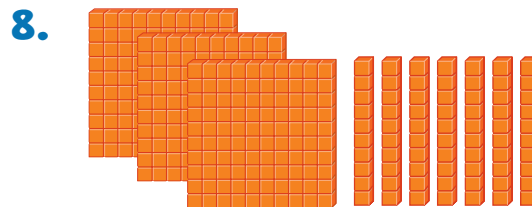
hundreds	tens	ones



hundreds	tens	ones



hundreds	tens	ones



hundreds	tens	ones

Problem Solving

Logical Reasoning What is the number?

9. It has 2 hundreds.
It has 5 ones.
It has 7 tens.

10. It has 4 hundreds.
It has 6 ones.
It has 1 ten.



Standards Review

It's time to review the California Mathematics Standards. You have been building your math skills in class. Soon you will have a chance to put them to work.

Tips for Success!

Before a Test

- Go to bed early the night before.
- Eat a good breakfast the next morning.

During a Test

- Listen carefully as your teacher reads each question.
- Work carefully.

Whatever you do...

- Do not rush.
- Do not give up.

RELAX.
Just do your best.



Bubbles

You will fill in bubbles to answer questions.

Make Sure to:

- Fill in the bubble completely.
- Make your marks dark.
- If you make a mistake, erase it all.

Correct			
2	5	7	9
☐	☐	☒	☐

Not Correct			
2	5	7	9
☐	☐	☐ ●	☐

Not Correct			
2	5	7	9
☐	☐	☐ X	☐

Not Correct			
2	5	7	9
☐	☐	☐ ○	☐

Not Correct			
2	5	7	9
☐	☐	☐ ✓	☐

Name _____

Practice by Standard: Number Sense

Standard Set 1.0: Students understand and use numbers up to 100.

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

QUICK Practice

1. Carlos has the coin below. How much money is the coin worth?



- | | |
|------------------------------|------------------------------|
| 1¢
☐ | 5¢
☐ |
| 10¢
☐ | 25¢
☐ |

QUICK Review

Strategy: Identify the value of each coin.

A quarter is worth 25¢.

A dime is worth 10¢.

A nickel is worth 5¢.

A penny is worth 1¢.

This is a dime.

It is worth 10 ¢.

2. How do you read this number? 21

- ☐ two one
☐ twelve
☐ two hundred one
☐ twenty-one

Strategy: You read the number 20 as twenty. How do you read 1 more than this?

Twenty plus one or twenty-one.

Practice On Your Own

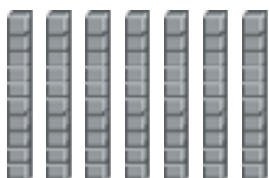
Directions

Listen as your teacher reads each problem.
Choose the correct answer.

3. Nancy has two quarters.
Which coins have the same value as two quarters?



4. Count by 10s.
What is the number?



40
☐

50
☐

60
☐

70
☐

5. How do you read this number? 37

☐ thirty-seven
☐ three seven
☐ seventy-three
☐ seven three

6. There are sixty-five students going on a field trip. How many tens and ones?

☐ 5 tens and 6 ones
☐ 6 tens and 5 ones
☐ 60 tens and 5 ones
☐ 60 tens and 50 ones

7. Which number sentence is true?

☐ $52 > 61$
☐ $52 = 61$
☐ $52 < 61$
☐ $61 < 52$

Name _____

Practice by Standard: Number Sense

Standard Set 2.0: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

QUICK Practice

1. Jay's family has 2 dogs and 3 cats. How many pets do they have in all?

4 ☐	5 ☐
6 ☐	7 ☐

2. What number is 10 more than 23?

13 ☐	24 ☐
33 ☐	34 ☐

QUICK Review

Strategy: Draw a picture to show how many dogs and how many cats. Count to find out how many pets in all.

What is $2 + 3$?

Strategy: Look at a hundred chart.

Start at 23 and count on by 10. Count by ones to check your answer.

Practice On Your Own

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

4. Look at the number sentence below. Which number sentence is in the same fact family?

$$7 + 8 = 15$$

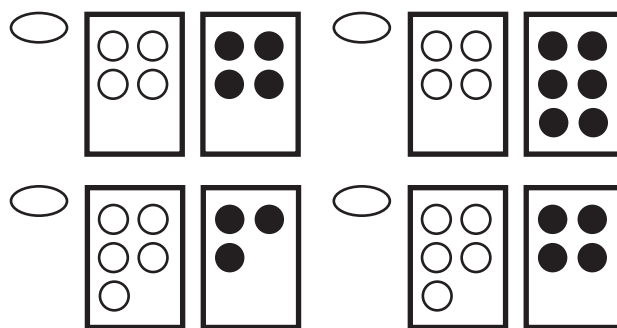
- ☐ $15 - 7 = 8$
☐ $7 + 1 = 8$
☐ $6 + 9 = 15$
☐ $7 + 7 = 14$

5. There are nine boys and some girls on the playground. There are eighteen students altogether. How many girls are there?

$$9 + \square = 18$$

- ☐ 8 ☐ 9 ☐ 10 ☐ 11

6. Amna has 5 stickers. Her friend gives her 4 more stickers. Which counters show how to find this sum?



7. Find the sum.

$$7 + 32 =$$

- ☐ 33 ☐ 37 ☐ 39 ☐ 42

8. What number is 1 less than 50?

- ☐ 49 ☐ 51 ☐ 40 ☐ 60

Name _____

Practice by Standard: Number Sense

Standard Set 3.0: Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

QUICK Practice

1. There are twenty-two cows on a farm. There are nine pigs. About how many animals are there in all?

about 10 ☐	about 20 ☐
about 25 ☐	about 30 ☐

2. Jeremy has thirty-one crayons. Ana has fifty-two crayons. About how many more crayons does Ana have than Jeremy?

about 10 ☐	about 20 ☐
about 30 ☐	about 40 ☐

QUICK Review

Strategy: Estimate the total number of animals.

Think:
22 is about 20
9 is about 10
How much is $20 + 10$?

Strategy: Estimate to find the difference.

Think:
31 is about 30
52 is about 50
How much is $50 - 30$?

Practice On Your Own

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

3. Amy skipped rope sixty-two times at recess. Michael skipped rope eighteen times. About how many more times did Amy skip rope than Michael?
- | | |
|-----------------------------------|-----------------------------------|
| about 40
☐ | about 60
☐ |
| about 75
☐ | about 80
☐ |
4. Reggie is nine years old. His grandmother is sixty-eight years old. About how much older is Reggie's grandmother than Reggie?
- | | |
|--|--|
| about 40
years
☐ | about 50
years
☐ |
| about 60
years
☐ | about 70
years
☐ |
5. Luis practiced the piano twenty-nine minutes yesterday. Today he practiced for thirty-two minutes. About how much time did he practice altogether?
- | | |
|--|--|
| about 30
minutes
☐ | about 40
minutes
☐ |
| about 50
minutes
☐ | about 60
minutes
☐ |
6. Kiah put eleven beads on a bracelet. Then she added twenty-one more beads. About how many beads did she use?
- | | |
|-----------------------------------|-----------------------------------|
| about 20
☐ | about 30
☐ |
| about 40
☐ | about 50
☐ |

Name _____

Practice by Standard: Algebra and Functions

Standard Set 1.0: Students use number sentences with operational symbols and expressions to solve problems.

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

QUICK Practice

1. Which sign makes the number sentence true?

$$9 - 5 \boxed{} 4$$

+	=
☐	☐
>	<
☐	☐

QUICK Review

Strategy: How are 4, 5, and 9 related?

$$4 + \boxed{} = 9$$

$$9 - \boxed{} = 5$$

$$5 + 4 = \boxed{}$$

$$9 - 5 = \boxed{}$$

2. Three bees are on a flower. Four more bees join them. Which number sentence shows how many bees there are in all?

$4 + 3 = 7$	$4 - 3 = 1$
☐	☐

$3 + 3 = 6$	$7 - 4 = 3$
☐	☐

Strategy: Write an addition sentence.

How many bees are on the flower?

What symbol means “to join”?

How many bees join them?

How can you write the total number of bees?

Practice On Your Own

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

3. Which story could be shown by the number sentence below?

$$20 - 9 = 11$$

- ☐ Jin has twenty seashells. She finds nine more. How many seashells does she have in all?
- ☐ Eleven ducks sit on a pond. Nine more ducks join them. How many ducks are there on the pond?
- ☐ Taye has twenty marbles. He gives nine away. How many marbles does he have now?
- ☐ Ben has twenty nickels and nine dimes. How many pennies does he have?

4. Jamie has six goldfish and four guppies. Which number sentence shows how many fish she has in all?

$$6 - 4 = 2$$

☐

$$6 + 4 = 10$$

☐

$$6 + 6 = 12$$

☐

$$4 + 4 = 8$$

☐

5. Which sign makes the number sentence true?

$$20 \square 30 = 50$$

$$>$$
☐

$$<$$
☐

$$+$$
☐

$$=$$
☐

6. Andy has ten colored pencils. He gives four of them to Marta. Which number sentence shows how many colored pencils Andy has left?

$$10 - 4 = 6$$

☐

$$10 + 4 = 14$$

☐

$$10 + 10 = 20$$

☐

$$4 + 4 = 8$$

☐

Name _____

Practice by Standard: Measurement and Geometry

Standard Set 1.0: Students use direct comparison and nonstandard units to describe the measurements of objects.

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

QUICK Practice

1. What time is shown on the clock?



- | | |
|------------------------------------|-------------------------------------|
| 3 o'clock
☐ | 6 o'clock
☐ |
| 9 o'clock
☐ | 10 o'clock
☐ |

QUICK Review

Strategy: Use the hands of the clock to tell the time.

The minute hand points to 12.

The hour hand points to 9.

What time does this show?

2. About how many cubes long is the crayon?



- | | |
|----------------------------|----------------------------|
| 1
☐ | 2
☐ |
| 3
☐ | 4
☐ |

Strategy: Measure the length of the crayon.

About how many cubes did it take to match the length of the crayon?

Practice On Your Own

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

3. Which object weighs less than a soccer ball?



- ☐ a car
- ☐ a bowling ball
- ☐ a paperclip
- ☐ a wagon

6. What time is shown on the clock?



- | | |
|----------------------------|----------------------------|
| ☐ 4:30 | ☐ 5:00 |
| ☐ 5:30 | ☐ 6:00 |

4. Which activity takes the most time?

- ☐ brushing your teeth
- ☐ watching a movie
- ☐ walking a dog
- ☐ taking a bath

7. Which statement is true about the heights of the dog and cat?



5. Which activity do you do before getting out of bed?

- ☐ wake up
- ☐ comb your hair
- ☐ brush your teeth
- ☐ eat breakfast

- ☐ The dog is taller.
- ☐ The cat is taller.
- ☐ The dog and cat are the same height.
- ☐ The dog is shorter.

Name _____

Practice by Standard: Measurement and Geometry

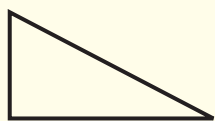
Standard Set 2.0: Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

QUICK Practice

1. What is the name of this figure?



circle



rectangle



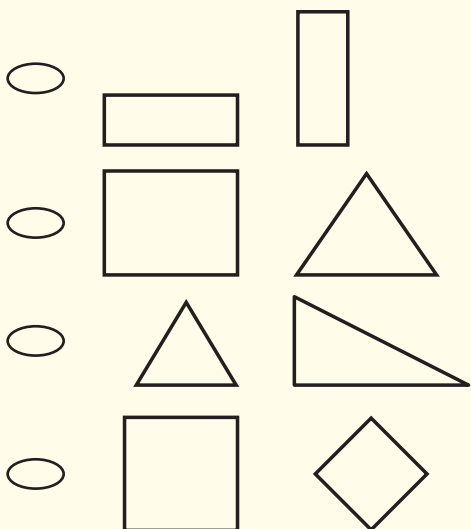
square



triangle



2. Which two figures do **NOT** belong together?



QUICK Review

Strategy: Count the number of sides.

A circle has no sides.

A triangle has three sides.

A square has four sides.

A rectangle has four sides.

Strategy: Look at each pair of figures.

How are they alike?

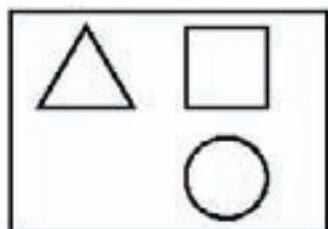
Which two figures are not alike?

Practice On Your Own

Directions

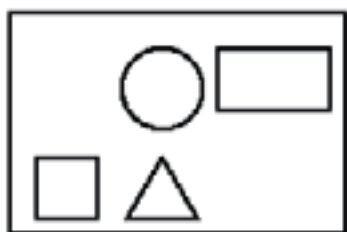
Listen as your teacher reads each problem.
Choose the correct answer.

3. Which statement is true?



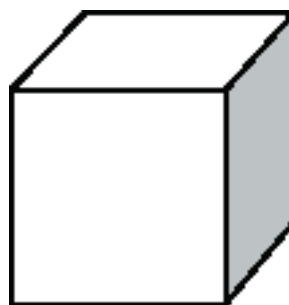
- ☐ The circle is above the square.
- ☐ The triangle is below the circle.
- ☐ The circle is below the square.
- ☐ The square is below the circle.

4. Which statement is true?



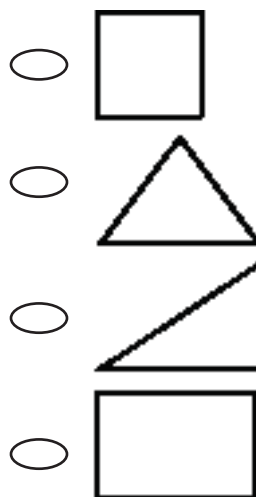
- ☐ The rectangle is to the left of the triangle.
- ☐ The triangle is to the right of the rectangle.
- ☐ The circle is above the rectangle.
- ☐ The triangle is below the circle.

5. What shape makes up the faces of the figure below?



- ☐ circles
- ☐ lines
- ☐ squares
- ☐ triangles

6. I have 4 sides that are all the same length. What shape am I?



Name _____

Practice by Standard: Statistics, Data Analysis, and Probability

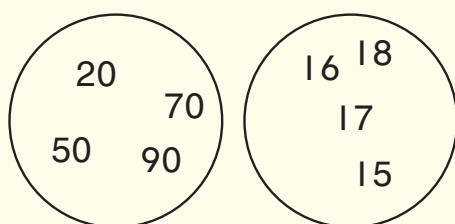
Standard Set 1.0: Students organize, represent, and compare data by category on simple graphs and charts.

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

QUICK Practice

1. These numbers have been sorted. What do the numbers in the left circle have in common?



- ☐ end in 1
☐ between 10 and 60
☐ end in 0
☐ begin with 1

2. Look at the right circle in Exercise 1. Which of these numbers would also go in the right circle?

- 13 33 40 62
☐ ☐ ☐ ☐

QUICK Review

Strategy: Look at the numbers in the left circle.

What do they have in common?

What is the ones digit in each number?

Strategy: Choose a number that matches those in the right circle.

How are the numbers in the right circle alike?

Practice On Your Own

Directions

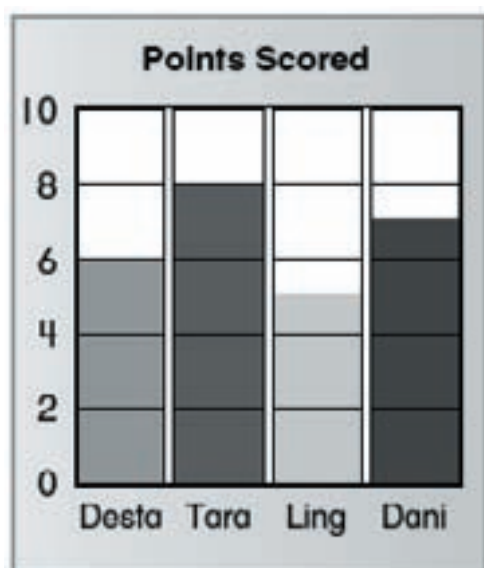
Listen as your teacher reads each problem.
Choose the correct answer.

3. Which fruit is most popular?

Favorite Fruit	
Apple	
Banana	
Orange	
Pear	

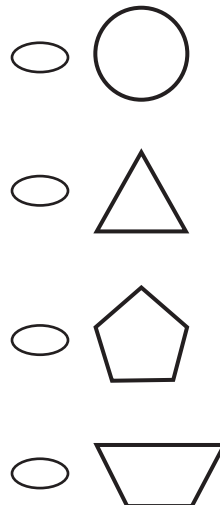
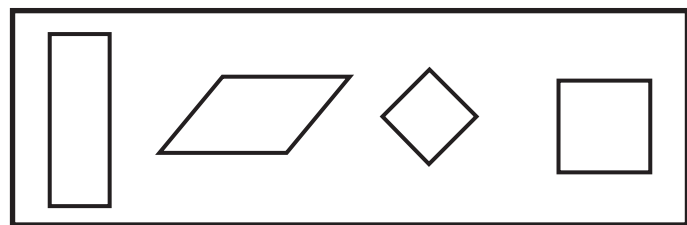
- ☐ apple ☐ orange
☐ banana ☐ pear

4. Which player scored the most points?



- ☐ Dani ☐ Desta
☐ Tara ☐ Ling

5. Which shape belongs on the mat with the others?



Name _____

Practice by Standard: Statistics, Data Analysis, and Probability

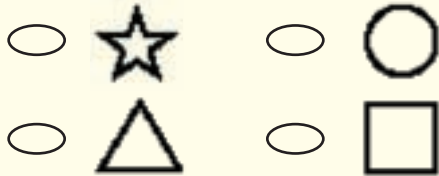
Standard Set 2.0: Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors.

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

QUICK Practice

1. What shape comes next in the pattern?



2. What rule could you use to find the next number in the pattern?

1, 3, 5, 7, 9, 11, 13, 15

- ☐ add 1
- ☐ subtract 1
- ☐ add 2
- ☐ subtract 2

QUICK Review

Strategy: Look for the repeated pattern.

The pattern unit is square, circle.

What shape could follow the square?

Strategy: Look for a pattern in the numbers.

What changes from one number to the next?

Practice On Your Own

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

3. What shape comes next in the pattern?



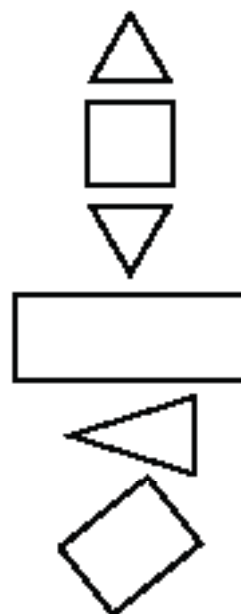
- ☐
- ☐
- ☐
- ☐

4. Kareem made a number pattern showing the amount of money in nickels. What is the next amount of money in the pattern?

5¢, 10¢, 15¢, 20¢, 25¢, 30¢

- ☐ 30¢ ☐ 35¢
- ☐ 40¢ ☐ 45¢

5. How many sides will the next figure in the pattern have?



- ☐ 1 ☐ 6
- ☐ 3 ☐ 4

6. What rule could you use to find the next number in the pattern?

4, 5, 6, 7, 8, 9, 10, 11, 12

- ☐ add 1
- ☐ subtract 1
- ☐ add 2
- ☐ subtract 2

Name _____

Practice by Standard: Mathematical Reasoning

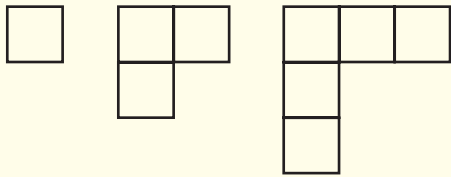
Standard Set 1.0: Students make decisions about how to set up a problem.

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

QUICK Practice

1. Carla is making a pattern. How many tiles will she need for the next shape?



- 5 6 7 8
- ☐ ☐ ☐ ☐

2. Chet eats 2 carrots from a package. How can he find exactly how many carrots are left?

- ☐ add
☐ subtract
☐ guess
☐ estimate

QUICK Review

Strategy: Draw a picture to help solve the problem.

What will the next shape look like?

How many square tiles are needed to build it?

Strategy: Choose the best way to solve the problem.

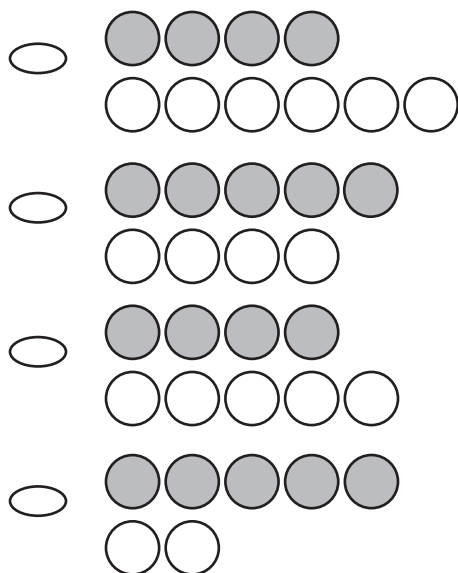
Think: How would I solve a problem like this?

Practice On Your Own

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

3. There are four red apples. There are six yellow apples. Which shows a model of how to find how many apples in all?



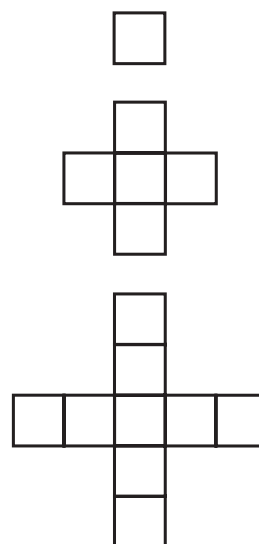
4. Lori has three pencils. Mario has five pencils. How many pencils do they have altogether?

- ☐ 2
- ☐ 6
- ☐ 8
- ☐ 9

5. Hugo has nineteen baseball cards. Sandy has twenty-four baseball cards. How can you find exactly how many cards they have?

- add subtract
- ☐ ☐
- guess estimate
- ☐ ☐

6. Sonia is using square tiles to make a pattern. How many tiles will she need for the next shape?



- 11 15
- ☐ ☐
- 14 13
- ☐ ☐

Name _____

Practice by Standard: Mathematical Reasoning

Standard Set 2.0: Students solve problems and justify their reasoning.

Directions

Listen as your teacher reads each problem.

Choose the correct answer.

QUICK Practice

1. Leo has soccer practice at the time shown. He practices for one hour. What time does practice end?



3 o'clock

☐

5 o'clock

☐

4 o'clock

☐

6 o'clock

☐

2. How can you find the number that comes before twelve?

_____, 12, 13, 14, 15

- ☐ add 1 to 12
☐ subtract 1 from 12
☐ add 1 to 11
☐ subtract 1 from 11

QUICK Review

Strategy: Add one hour to the time shown on the clock.

Which solutions are not reasonable?

What time does practice start? What time is one hour later than this?

Strategy: Choose the best way to find one less than twelve.

What can you do to find the number before twelve?

Explain your reasoning.

Practice On Your Own

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

3. There are 6 horses. Each horse has four legs. How many legs are there altogether?

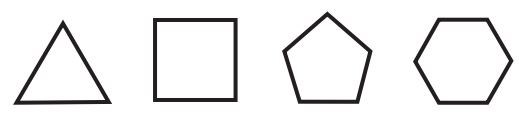
Number of Horses	Number of Legs
1	4
2	
3	
4	
5	
6	

- 20 22 24 28
- ☐ ☐ ☐ ☐

4. The temperature dropped by four degrees. How can you find the new temperature?

- add 4 subtract 4
- ☐ ☐
- count to 4 estimate
- ☐ ☐

5. How can you continue the pattern of shapes?



- ☐ count the sides
- ☐ look at the colors
- ☐ estimate the sizes
- ☐ guess and check

6. What can you do to find the number that comes after twenty-five?

20, 21, 22, 23, 24, 25, _____

- ☐ add 1 to 25
- ☐ subtract 1 from 25
- ☐ add 1 to 26
- ☐ subtract 1 from 26

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Name _____

Practice by Standard: Mathematical Reasoning

Standard Set 3.0: Students note connections between one problem and another.

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

QUICK Practice

1. Kimi is 17 years old.
Lynn is 10 years older
than Kimi. How old is
Lynn?

20

☐

22

☐

27

☐

32

☐

2. Lina saves 10¢ each
day. How much money
will she have after 9
more days?



90¢

☐

70¢

☐

60¢

☐

80¢

☐

QUICK Review

Strategy: Add 10 to 17.

Which number has the
same ones digit as 17,
but a bigger tens digit?

Strategy: Count by 10s
to find the sum.

Use counting by 10s as
shown.

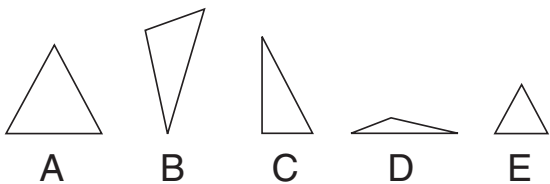
10, 20, 30, 40, 50

Practice On Your Own

Directions

Listen as your teacher reads each problem.
Choose the correct answer.

3. Which two triangles, shown in different sizes, are the same?



- ☐ A and C
☐ B and C
☐ D and B
☐ A and E

4. Beth has twelve juice bars. She gives 5 of them to her friends. She eats 3 of them. How many juice bars does she have left?

- ☐ 3
☐ 7
☐ 4
☐ 9

5. What rule could you use to find the next number in both patterns?

10, 8, 6, 4, ____
22, 20, 18, 16, ____

- ☐ add 2
☐ subtract 2
☐ add 3
☐ subtract 1

6. The time on the clock is two hours before Jamaal's bed time. What time is his bed time?



- ☐ 8 o'clock
☐ 9 o'clock
☐ 10 o'clock
☐ 11 o'clock

Student Handbook

Built-In Workbook

Facts PracticeR29

WorkMats 1–8

Reference

English-Spanish Picture GlossaryR3

Photo Credits.....R27

Hundred Chart and
Number Words..... **Inside Back Cover**



How to Use the Student Handbook

Use the Student Handbook

- when you need more practice with addition facts and subtraction facts
- when you need to show different ways to make numbers, show the order of numbers, count on to add, count back to subtract, or write numbers as hundreds, tens, and ones
- when you need to know the meaning of a math word
- when you need to find number patterns, to order numbers, or to skip count
- when you need help writing the number names



English

Español

A

add (adding, addition) To join together sets to find the total or sum. (page 53)

$$2 + 5 = 7$$



sumar (suma, adición) Unir conjuntos para hallar el total o la suma.

$$2 + 5 = 7$$



addend Any numbers or quantities being added together. (page 151)

$$\begin{array}{c} 2 + 3 \\ \uparrow \quad \uparrow \end{array}$$

2 is an addend and 3 is an addend.

sumando Números o cantidades que se suman.

$$\begin{array}{c} 2 + 3 \\ \uparrow \quad \uparrow \end{array}$$

2 es un sumando y 3 es un sumando.

addition sentence An expression using numbers and the + and = signs. (page 55)

$$4 + 5 = 9$$

expresión de suma Expresión que usa números y los signos + y =.

$$4 + 5 = 9$$

after To follow in place or time. (page 39)



6 is just *after* 5

después Que sigue en lugar o en tiempo.



6 viene inmediatamente *después* del 5

Glossary/Glosario

English

Español

A
B

A

afternoon A time in the day between noon and sunset. (page 209)



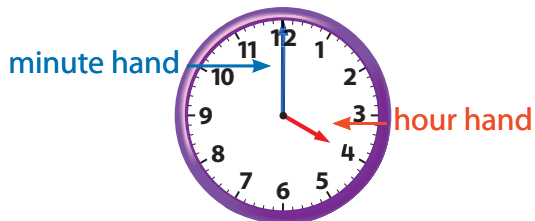
afternoon

tarde Momento del día entre el mediodía y el atardecer.

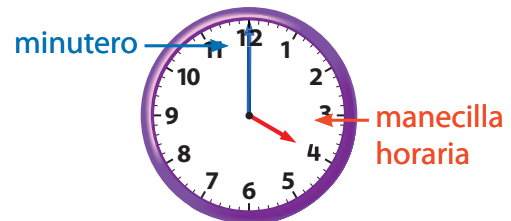


tarde

analog clock A clock that has an **hour hand** and a **minute hand**. (page 219)

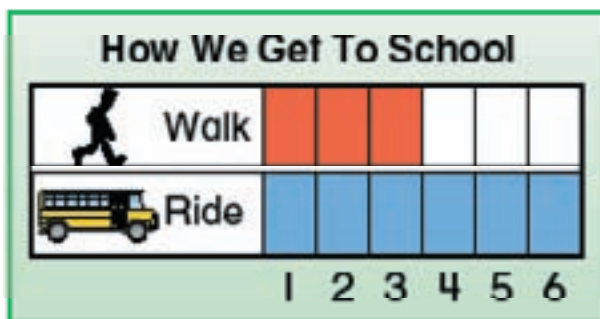


reloj analógico Reloj que tiene manecilla horaria y minuterero.

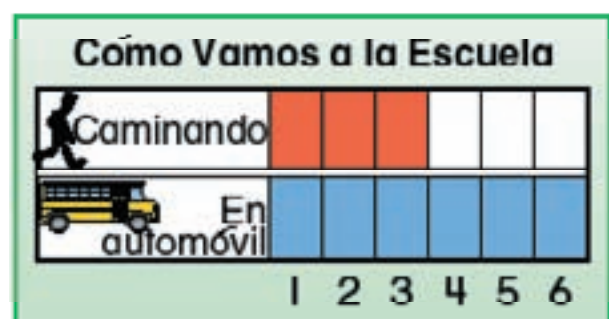


B

bar graph A graph that uses bars to show data. (page 133)



gráfica de barras Gráfica que usa barras para mostrar datos.



English

Español

B

before

(page 39)



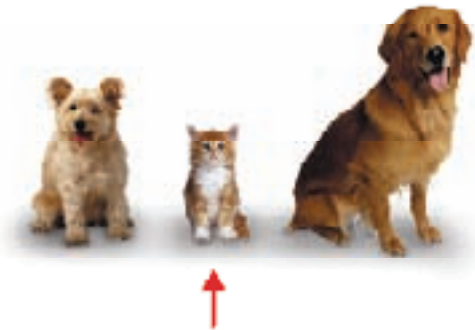
6 is just *before* 7

antes



6 viene inmediatamente *antes* del 7

between (page 39)



The kitten is *between* the two dogs.

entre



El gatito está *entre* dos perros.

C

cent ¢ (page 335)



1¢

1 cent

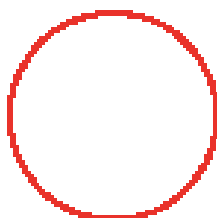
centavo ¢



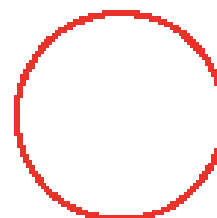
1¢

1 centavo

circle A closed round figure. (page 375)



círculo Figura redonda y cerrada.



Glossary/Glosario

English

Español

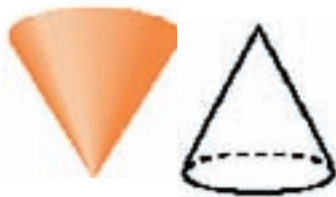
C

C

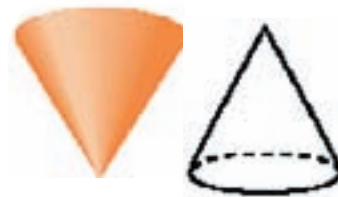
compare To look at objects, shapes, or numbers and see how they are alike or different. (page 423)

compara Observa objetos, formas o números y ver en qué se parecen o en qué se diferencian.

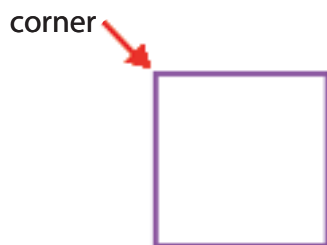
cone (page 367)



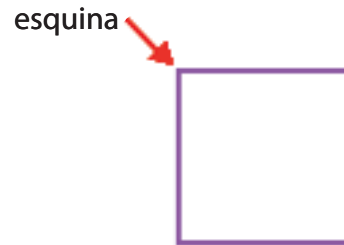
cono



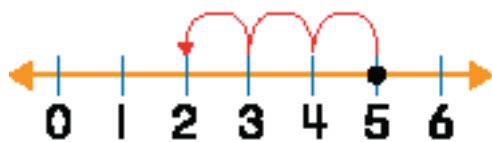
corner The point where lines, edges, or sides of a shape meet. A corner is also called a *vertex*. (page 369)
A table has 4 corners.



esquina Punto donde se unen las líneas, bordes o lados de una figura. Una esquina también se llama vértice.
Una mesa tiene 4 esquinas.

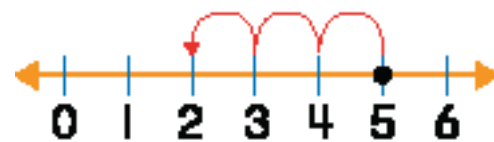


count back On a number line, start at the number 5 and count back 3. (page 181)



$$5 - 3 = 2 \text{ Count back 3.}$$

contar hacia atrás
En una fila de números, comienza en el número 5 y cuenta 3 hacia atrás.



$$5 - 3 = 2 \text{ Cuenta 3 hacia atrás.}$$

English

C

count on (or count up) On a number line, start at the number 4 and count up 2.

(page 153)

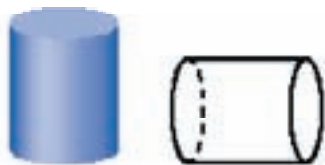


$4 + 2 = 6$ Count on 2.

cube A square block. (page 367)



cylinder A solid figure shaped like a can. (page 367)



cylinder

Español

contar hacia delante (o hacia arriba) En una fila de números, comienza en el número cuatro y cuenta 2 hacia adelante.

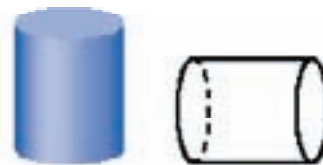


$4 + 2 = 6$ Cuenta 2 hacia adelante.

cubo Un bloque cuadrado.



cilindro Figura sólida en forma de lata.



cilindro

D

data Numbers or symbols collected to show information.

(page 125)

Name	Number of Pets
Mary	3
James	1
Alonzo	4

datos Números o símbolos que se reúnen para mostrar información.

Nombre	Número de mascotas
Mary	3
James	1
Alonzo	4

Glossary/Glosario

D E

English

difference The answer to a subtraction problem. (page 91)

$$3 - 1 = 2$$

The difference is 2. ↑

digital clock A clock that uses only numbers to show time. (page 219)



dime dime = 10¢ or 10 cents (page 337)



head

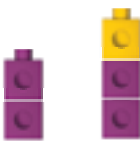


tail

doubles (and doubles plus 1) Two addends that are the same number. (pages 165 and 167)



$$2 + 2 = 4$$



$$2 + 3 = 5$$

Español

diferencia Respuesta a un problema de resta.

$$3 - 1 = 2$$

La diferencia es 2. ↑

reloj digital Reloj que usa sólo números para mostrar la hora.



moneda de 10 centavos moneda de 10 centavos = 10¢ ó 10 centavos

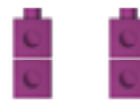


cara

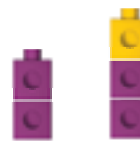


escudo

dobles (y doubles más 1) Dos sumandos que son el mismo número.



$$2 + 2 = 4$$



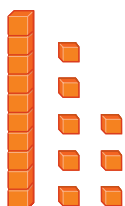
$$2 + 3 = 5$$

English

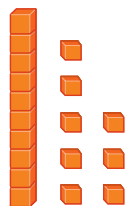
Español

E

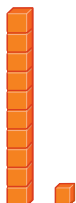
eighteen 18 (page 29)



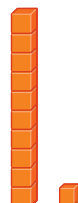
dieciocho 18



eleven 11 (page 27)



once 11



equal parts Each part is the same size. (page 467)

A muffin cut in equal parts.



partes iguales Cada parte es del mismo tamaño.

Un panecillo cortado en partes iguales.



equal to = (page 35)



$$6 = 6$$

6 is equal to 6

igual a =



$$6 = 6$$

6 es igual a 6

equal sign (=) Having the same value as or is the same as. (page 55)

$$2 + 4 = 6$$

equal sign ↑

signo de igual (=) Que tienen el mismo valor o son iguales a.

$$2 + 4 = 6$$

signo de igual ↑

Glossary/Glosario

English

Español

E
F

E

estimate To find a number close to an exact amount. (page 251)

estimar Hallar un número cercano a la cantidad exacta.

evening The time after school when it is dark. (page 209)

anochecer Hora después de la escuela cuando está oscuro.



evening

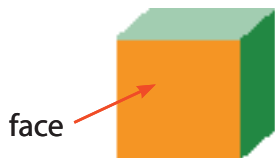


anochecer

F

face The flat part of a 3-dimensional figure. (page 369)

cara Parte plana de una figura de 3 dimensiones.



fact family Addition and subtraction sentences that use the same numbers. Sometimes called *related facts*. (page 195)

familia de datos Expresiones de suma y resta que utilizan los mismos números. Algunas veces se llaman datos relacionados.

$$\begin{array}{l} 6 + 7 = 13 \quad 13 - 7 = 6 \\ 7 + 6 = 13 \quad 13 - 6 = 7 \end{array}$$

$$\begin{array}{l} 6 + 7 = 13 \quad 13 - 7 = 6 \\ 7 + 6 = 13 \quad 13 - 6 = 7 \end{array}$$

English

Español

F

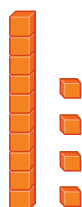
fifteen 15 (page 27)



quince 15



fourteen 14 (page 27)

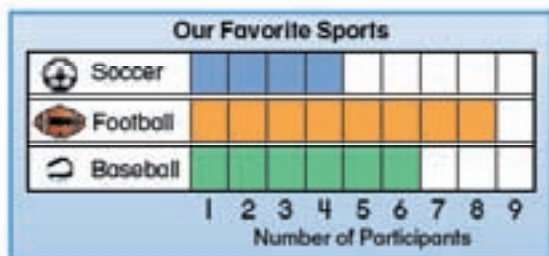


catorce 14



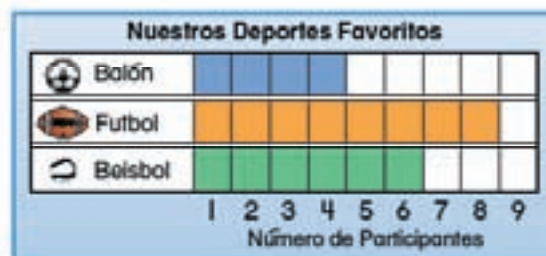
G

graph A way to present data collected. Also a type of chart. (page 125)



bar graph

gráfica Forma de presentar datos recogidos. También tipo de tabla.



una gráfica de barras

greater than > (page 35)



$7 > 2$
7 is greater than 2

mayor que >



$7 > 2$
7 es mayor que 2

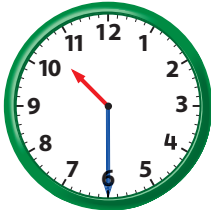
Glossary/Glosario

English

H

half hour (or half past)

One half of an hour is 30 minutes. Sometimes called *half past* or *half past the hour*. (page 213)



heavy (heavier, heaviest)

Weighs more. (page 281)
An elephant is heavier than a mouse.



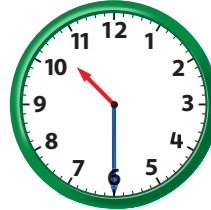
heavier

Español

H

media hora (o y media)

Media hora son 30 minutos. Algunas veces se llama 'y media'.



pesado (más pesado, el más pesado)

Pesa más.
Un elefante es más pesado (pesa más) que un ratón.



más pesado

holds less/least (page 287)



The glass holds less than the pitcher.

contener menos



El vaso contiene menos que la jarra.

English

Español

H

holds more/most (page 287)



The pitcher holds more than the glass.

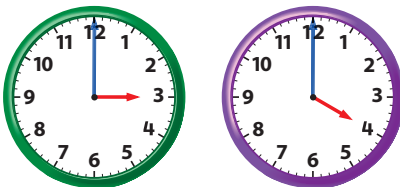
contener más



El vaso contiene más que la jarra.

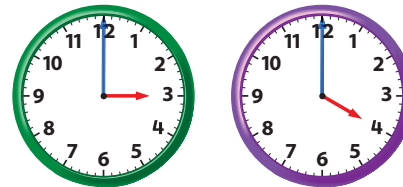
hour A unit of time

1 hour = 60 minutes (page 211)

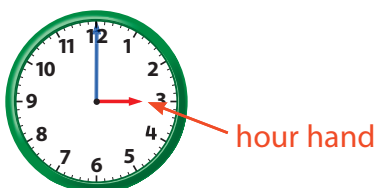


hora Unidad de tiempo.

1 hora = 60 minutos

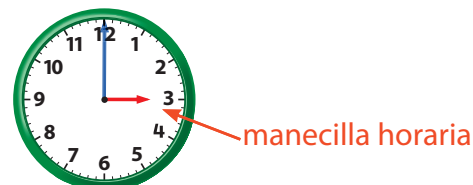


hour hand The hand on a clock that tells the hour. It is the shorter hand. (page 211)



manecilla horaria

Manecilla del reloj que dice la hora. Es la manecilla más corta.



hundred chart A chart that shows numbers 1-100.

(page 345)

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

tabla de cien Tabla que muestra los números. 1-100.

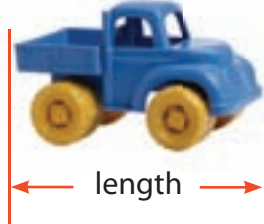
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Glossary/Glosario

L

English

length (page 271)



less than < (page 35)

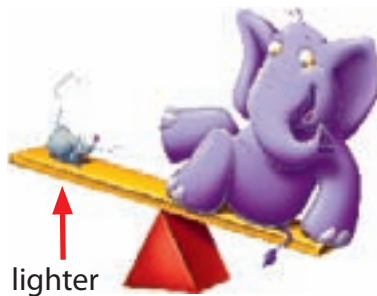


$4 < 7$
4 is less than 7

light (lighter, lightest)

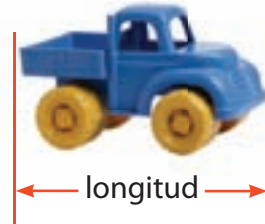
Weights less. (page 281)

The mouse is lighter than the elephant.



Español

longitud



menor que <



$4 < 7$
4 es menor que 7

liviano (más liviano, el más liviano)

Pesa menos.

El ratón es más liviano (pesa menos) que el elefante.

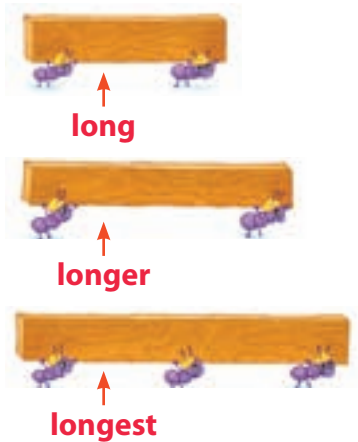


English

Español

L

long (longer, longest) A way to compare the lengths of two objects. (page 271)



largo (más largo, el más largo) Forma de comparar la longitud de dos objetos.



M

measure To find the length, height, or weight using standard or nonstandard units. (page 273)

medir Hallar la longitud, estatura o peso mediante unidades estándar o no estándar.

minus sign (–) The sign used to show subtraction. (page 91)

$$5 - 2 = 3$$

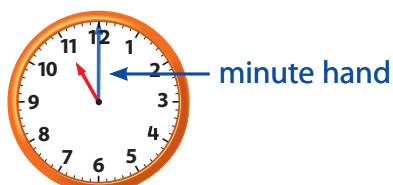
↑
minus sign

signo de resta (–) Signo que se usa en la resta.

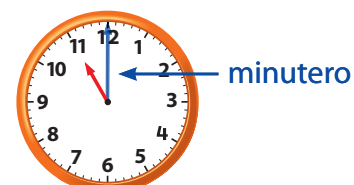
$$5 - 2 = 3$$

↑
signo de resta

minute hand The longer hand on a clock that tells the minutes. (page 211)



minutero La manecilla más larga de un reloj que indica los minutos.



Glossary/Glosario

M
N

English

morning The period of time from sunrise to noon. (page 209)



morning

M

Español

mañana Período de tiempo que va del amanecer al mediodía.



mañana

N

nickel 5¢ or 5 cents (page 335)



head



tail

moneda de cinco

centavos 5¢ ó 5 centavos

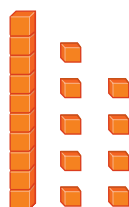


cara

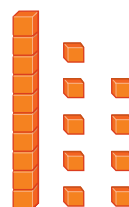


escudo

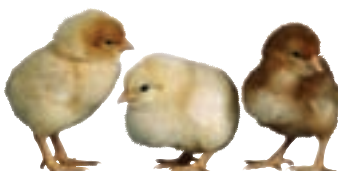
nineteen 19 (page 29)



diecinueve 19

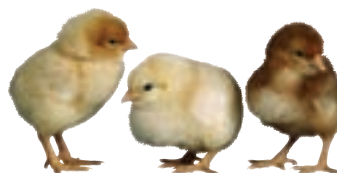


numbers Tell how many.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, ...
(page 23)



There are 3 chicks.

números Decir cuántos.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, ...



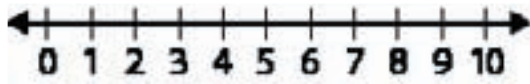
Hay 3 pollito.

English

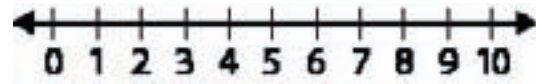
Español

N

number line A line with number labels. (page 39)

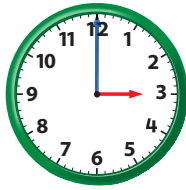


línea de números Línea con rótulos de números.



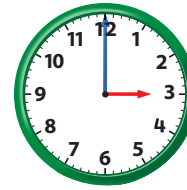
O

o'clock At the beginning of the hour. (page 211)



It is 3 o'clock.

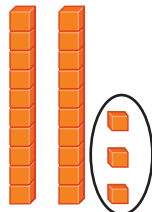
en punto Al comienzo de la hora.



Son las 3 en punto.

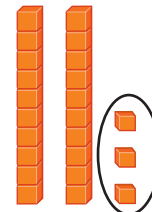
ones

23 This number has 3 ones. (page 239)



unidades

23 Este número tiene 3 unidades.



order

1, 3, 6, 7, 9 (page 39)

These numbers are in order from least to greatest.

orden

1, 3, 6, 7, 9

Estos números están en orden del menor al mayor.

P

part One of the parts that are joined when adding. (page 53)

Part	Part
2	2
Whole	

parte Una de las partes que se unen al sumar.

Parte	Parte
2	2
Total	

Glossary/Glosario

English

Español

P

P

pattern An order that a set of objects or numbers follows over and over. (page 17)

A, A, B, A, A, B, A, A, B



patrón Orden que sigue continuamente un conjunto de objetos o números.

A, A, B, A, A, B, A, A, B



penny 1¢ or 1 cent (page 335)



head

tail

moneda de un centavo

1¢ ó 1 centavo



cara

escudo

picture graph A graph that has different pictures to show information collected. (page 125)



gráfica con imágenes Gráfica que tiene diferentes imágenes para mostrar la información recogida.



plane shape See 2-dimensional figure. (page 375)

figura plana Ver figuras de 2 dimensiones.

English

Español

P

plus sign (+) A symbol to show addition. (page 55)

$$4 + 5 = 9$$

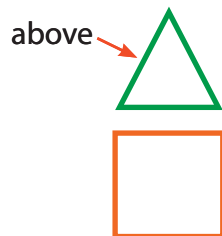
↑
plus sign

signo de suma (+) Símbolo para mostrar la suma.

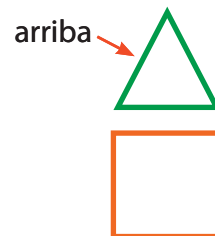
$$4 + 5 = 9$$

↑
signo de suma

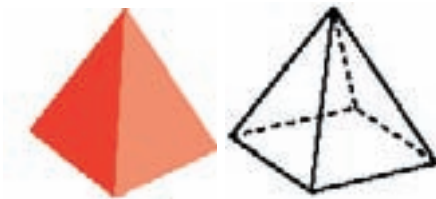
position Tell where an object is. (page 381)



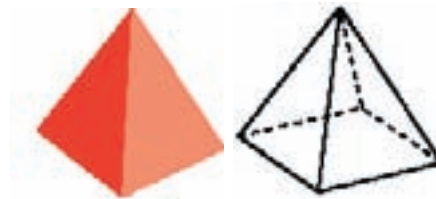
posición Dice dónde está un objeto.



pyramid A solid figure with a polygon as a base and triangular shaped faces. (page 367)



pirámide Figura sólida con un polígono como base y caras de forma triangular.



Q

quarter 25¢ or 25 cents (page 349)



moneda de 25 centavos 25¢ ó 25 centavos



Glossary/Glosario

R

English

rectangle A shape with four sides and four corners. (page 375)



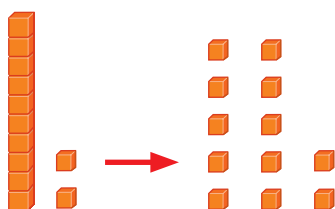
rectangular prism A 3-dimensional shape. (page 367)



rectangular prism

regroup To take apart a number to write it in a new way. (page 403)

1 ten + 2 ones becomes
12 ones



Español

R

rectángulo Figura con cuatro lados y cuatro esquinas.



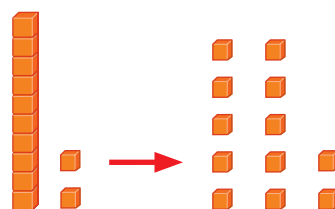
prisma rectangular Figura de 3 dimensiones.



Prisma rectangular

reagrupar Separar un número para escribirlo en una nueva forma.

1 decena + 2 unidades se
convierten en 12
unidades.



English

Español

R

round To change the *value* of a number to one that is easier to work with. (page 447)

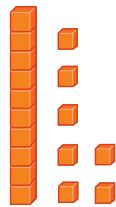
24 rounded to the nearest 10 is 20.

redondear Cambiar el *valor* de un número a uno con el que es más fácil trabajar.

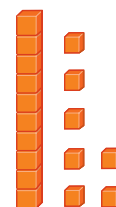
24 redondeado a la decena más cercana es 20.

S

seventeen 17 (page 29)



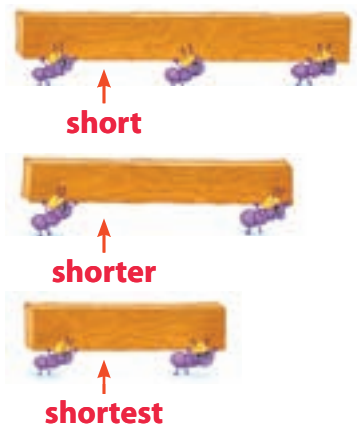
diecisiete 17



short (shorter, shortest)

To compare length or height of two (or more) objects.

(page 271)



corto (más corto, el

más corto) Comparar la longitud o la altura de dos (o más) objetos.



Glossary/Glosario

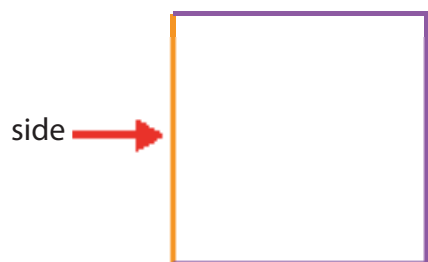
S

English

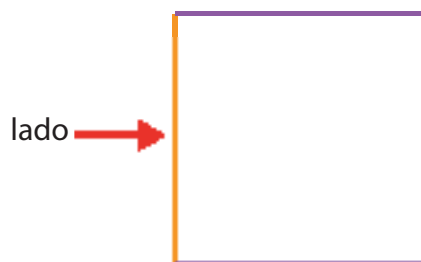
Español

S

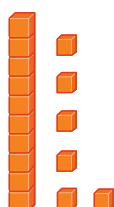
side (page 375)



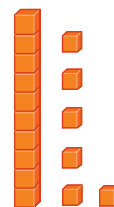
lado



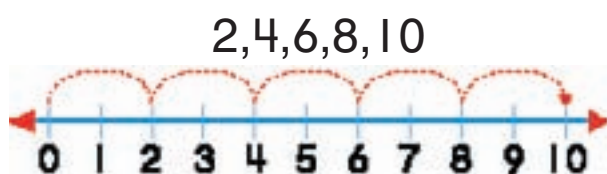
sixteen 16 (page 29)



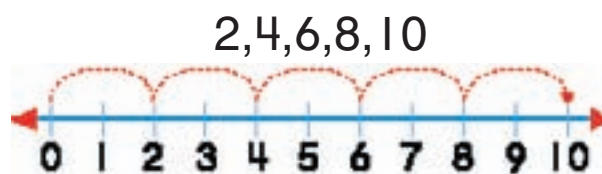
dieciséis 16



skip count To count objects in equal groups of two or more. (page 255)



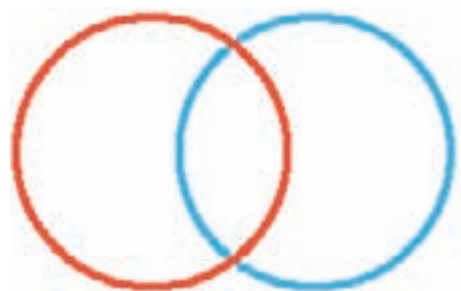
conteo en grupos Contar objetos en grupos iguales de dos o más.



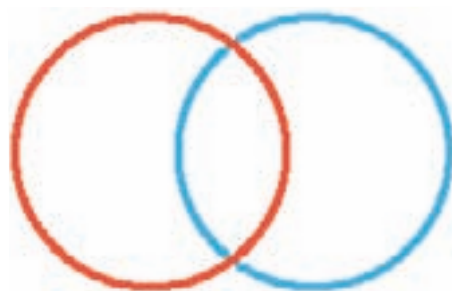
solid shape See 3-dimensional figure. (page 367)

figura sólida Ver figura de 3 dimensiones.

sort To group together like items. (page 123)



ordenar Agrupar elementos iguales.

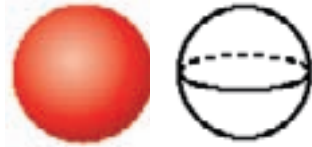


English

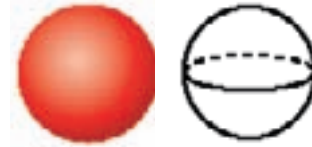
Español

S

sphere A solid shape that has the shape of a round ball. (page 367)



esfera Figura sólida con la forma de una pelota redonda.



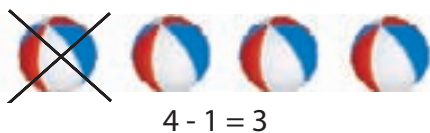
square A rectangle that has four equal sides. (page 375)



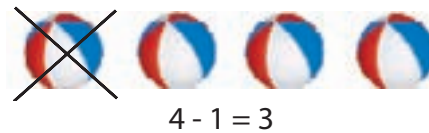
cuadrado Rectángulo que tiene cuatro lados iguales.



subtract (subtracting, subtraction) To take away, take apart, separate, or find the difference between two sets. The opposite of addition. (page 89)



restar (resta, sustracción) Eliminar, quitar, separar o hallar la diferencia entre dos conjuntos. Lo opuesto de la suma.



subtraction sentence An expression using numbers and the – and = signs. (page 91)

$$9 - 5 = 4$$

expresión de resta Expresión que contiene números y los signos de – y =.

$$9 - 5 = 4$$

sum The answer to an addition problem. (page 55)

$$2 + 4 = 6$$

↑
sum

suma Respuesta a un problema de suma.

$$2 + 4 = 6$$

↑
suma

Glossary/Glosario

S
T

English

survey To collect data by asking people the same questions. (page 129)

Favorite Foods	
Food	Votes
	
	
	

This survey shows favorite foods.

Español

encuesta Recoger datos haciendo las mismas preguntas a las personas.

Comidas Favoritas	
Comida	Votos
	
	
	

Esta encuesta muestra las comidas favoritas.

T

tally chart A way to show data collected using tally marks. (page 129)

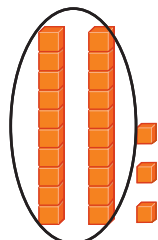
Favorite Foods	
Food	Votes
	
	
	

tabla de conteo Forma de mostrar los datos recogidos utilizando marcas de contar.

Comidas Favoritas	
Comida	Votos
	
	
	

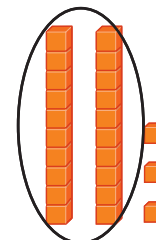
tens (page 399)

23 This number has 2 tens.

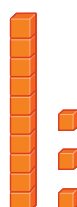


decenas

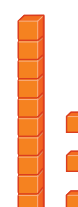
23 Este número tiene 2 decenas.



thirteen 13 (page 27)



trece 13



English

Español

T

3-dimensional figure

A solid figure. (page 367)

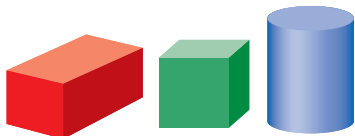
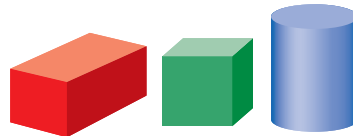


figura de 3 dimensiones

Figura solida.



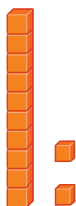
triangle A shape with three sides. (page 375)



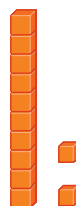
triángulo Figura con tres lados.



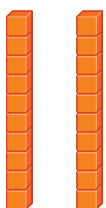
twelve 12 (page 27)



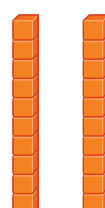
doce 12



twenty 20 (page 29)



veinte 20



2-dimensional figure

The outline of a shape such as a triangle, square, or rectangle. (page 375)



figura de 2 dimensiones

Esquema de una figura como un triángulo, cuadrado o rectángulo.



Glossary/Glosario

U
W
Z

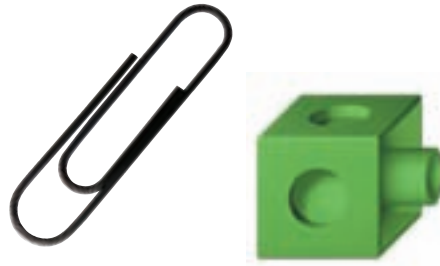
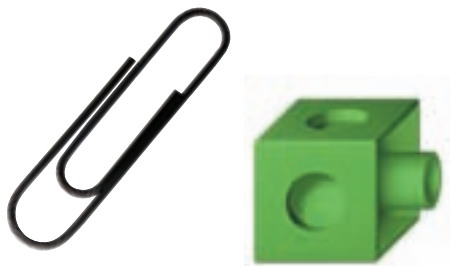
English

Español

U

unit An object used to measure. (page 273)

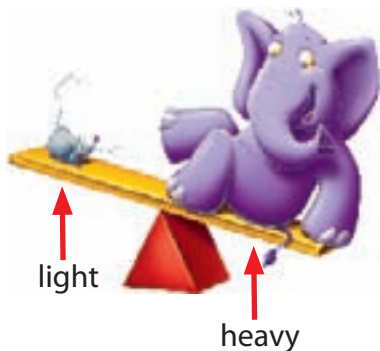
unidad Objeto que se usa para medir.



W

weight (page 281)

peso



whole The entire object. (page 53)

el todo El objeto completo.



whole



El todo

Z

zero 0 The number zero equals none or nothing. (page 59)

cero 0 El número cero es igual a nada o ninguno.

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Make a Ten (Use with Chapter 10)

$$\begin{array}{r} 1. \quad 4 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 2 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 7 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$



Name _____

Subtract Zero and All (Use with Chapter 10)

$$\begin{array}{r} 1. \quad 1 \\ - 0 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - 0 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ - 0 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ - 0 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 2 \\ - 2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ - 0 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ - 6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 0 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 4 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ - 0 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ - 0 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ - 1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

Name _____

Make a Ten (Use with Chapter 10)

4.
$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

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

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

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

6.
$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$$

Name _____

Subtract Zero and All (Use with Chapter 10)

4.
$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 8 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$$

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Name _____

Facts to 10 (Use with Chapter 10)

1.	$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$
----	---	---	---	---	---	---

2.	$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$
----	---	---	---	---	---	---

3.	$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$
----	---	---	---	---	---	---



Name _____

Subtract from 10 or Less (Use with Chapter 11)

1.	$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$
----	--	---	--	--	---	--

2.	$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$
----	--	---	--	---	--	---

3.	$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$
----	---	--	---	--	--	--

Name _____

Facts to 10 (Use with Chapter 10)

4.	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$
----	---	---	---	---	---	---

5.	$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 9 \\ \hline \end{array}$
----	---	---	---	---	---	---

6.	$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$
----	---	---	---	---	---	---

Name _____

Subtract from 10 or Less (Use with Chapter 11)

4.	$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$
----	--	---	--	--	--	--

5.	$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$
----	--	--	--	---	---	--

6.	$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$
----	--	--	--	---	--	---

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Name _____

Facts to 12 (Use with Chapter 11)

1.	$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$
----	---	---	---	---	---	---

2.	$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$
----	---	---	---	---	---	---

3.	$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$
----	---	---	---	---	---	---



Name _____

Subtract from 12 or Less (Use with Chapter 12)

1.	$\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$
----	--	--	--	--	--	--

2.	$\begin{array}{r} 12 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$
----	--	--	--	--	--	--

3.	$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 4 \\ \hline \end{array}$
----	--	--	--	--	--	--

Name _____

Facts to 12 (Use with Chapter 11)

4. $\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$

5. $\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$

6. $\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$

Name _____

Subtract from 12 or Less (Use with Chapter 12)

4. $\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ - 3 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ - 4 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$

5. $\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$

6. $\begin{array}{r} 11 \\ - 4 \\ \hline \end{array}$ $\begin{array}{r} 11 \\ - 9 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ - 3 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$

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Facts to 14 (Use with Chapter 12)

1.	$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$
----	---	---	---	---	---	---

2.	$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$
----	---	---	---	---	---	---

3.	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$
----	---	---	---	---	---	---



Name _____

Subtract from 14 or Less (Use with Chapter 12)

1.	$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$
----	--	--	--	--	--	--

2.	$\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$
----	--	--	--	--	--	--

3.	$\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$
----	--	--	--	--	--	--

Name _____

Facts to 14 (Use with Chapter 12)

4.	$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 9 \\ \hline \end{array}$
----	---	---	---	---	---	---

5.	$\begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$
----	---	---	---	---	---	---

6.	$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$
----	---	---	---	---	---	---

Name _____

Subtract from 14 or Less (Use with Chapter 12)

4.	$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$
----	--	--	--	--	--	--

5.	$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$
----	--	--	--	--	--	--

6.	$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 4 \\ \hline \end{array}$
----	--	--	--	--	--	--

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Name _____

Facts to 16 (Use with Chapter 13)

1.	$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$
----	---	---	---	---	---	---

2.	$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$
----	---	---	---	---	---	---

3.	$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$
----	---	---	---	---	---	---



Name _____

Subtract from 16 or Less (Use with Chapter 13)

1.	$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$
----	--	--	--	--	--	--

2.	$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$
----	--	--	--	--	--	--

3.	$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$
----	--	--	--	--	--	--

Name _____

Facts to 16 (Use with Chapter 13)

4.	$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$
----	---	---	---	---	---	---

5.	$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$
----	---	---	---	---	---	---

6.	$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$
----	---	---	---	---	---	---

Name _____

Subtract from 16 or Less (Use with Chapter 13)

4.	$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$
----	--	--	--	--	--	--

5.	$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$
----	--	--	--	--	--	--

6.	$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$
----	--	--	--	--	--	--

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Name _____

Facts to 18 (Use with Chapter 14)

1.	$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$
----	---	---	---	---	---	---

2.	$\begin{array}{r} 0 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$
----	---	---	---	---	---	---

3.	$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$
----	---	---	---	---	---	---



Name _____

Subtract from 18 or Less (Use with Chapter 14)

1.	$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$
----	--	--	--	--	--	--

2.	$\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$
----	--	--	--	--	--	--

3.	$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$
----	--	--	--	--	--	--

Name _____

Facts to 18 (Use with Chapter 14)

4.	$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$
----	---	---	---	---	---	---

5.	$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$
----	---	---	---	---	---	---

6.	$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$
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Name _____

Subtract from 18 or Less (Use with Chapter 14)

4.	$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$
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5.	$\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$
----	--	--	--	--	--	--

6.	$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$
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