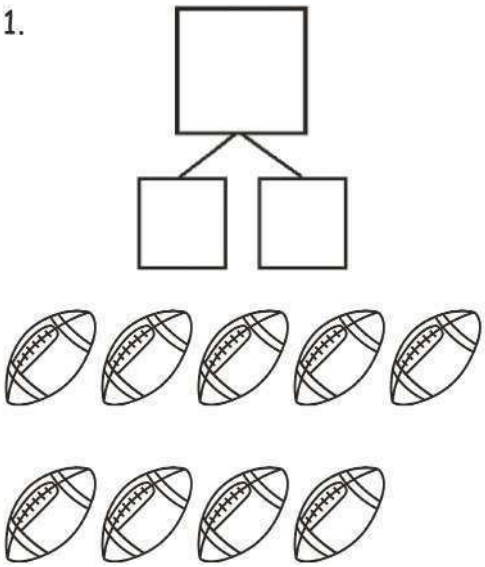
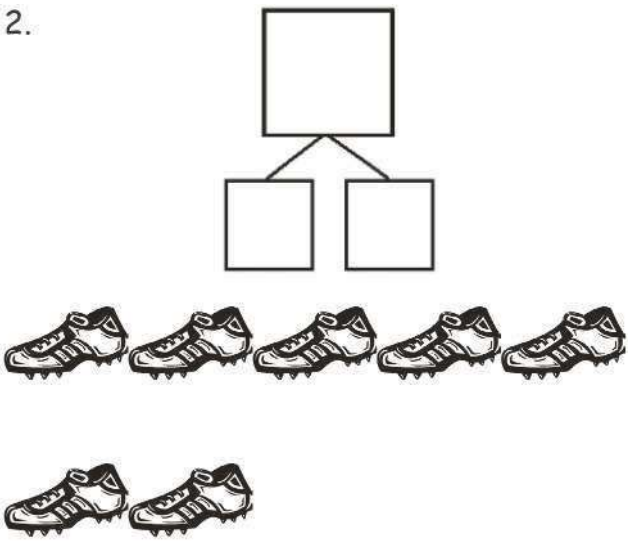
Name _____ Date _____

Make a number bond for the pictures that shows 5 as one part.

1.



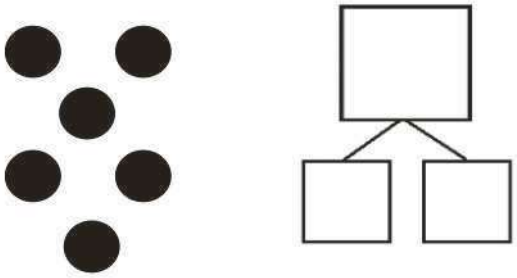
2.



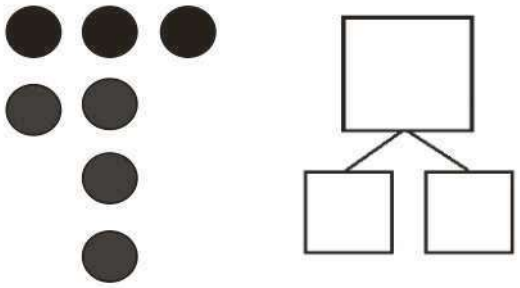
Name _____ Date _____

Circle 2 parts you see. Make a number bond to match.

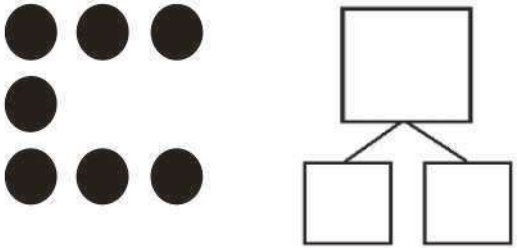
1.



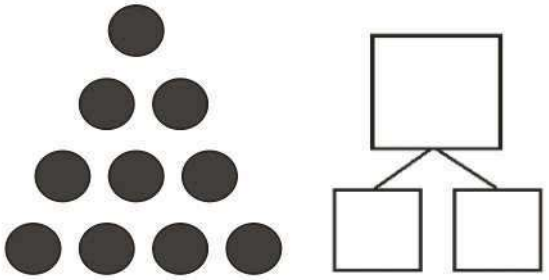
2.



3.

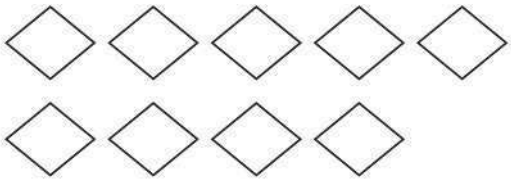


4.



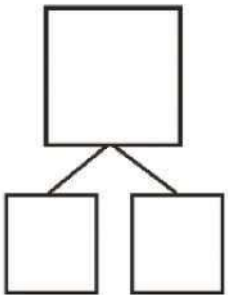
Name _____ Date _____

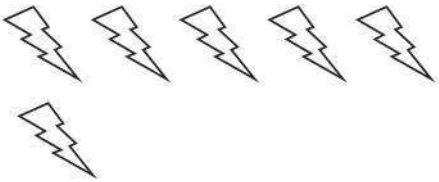
How many objects do you see? Draw one more. How many objects are there now?

1. 

_____ is 1 more than 9.

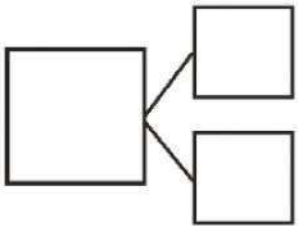
9 + 1 = _____



2. 

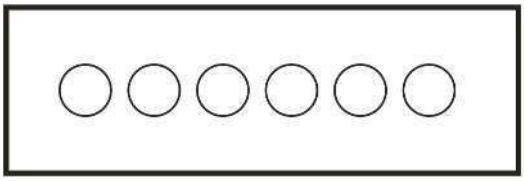
1 more than 6 is _____.

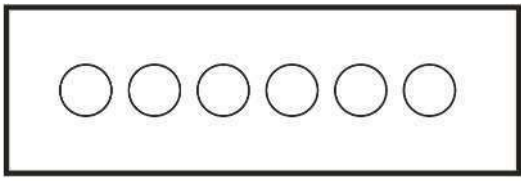
_____ + 1 = _____

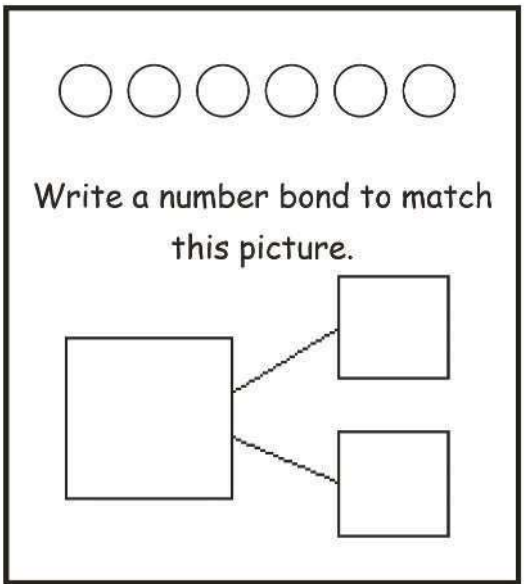


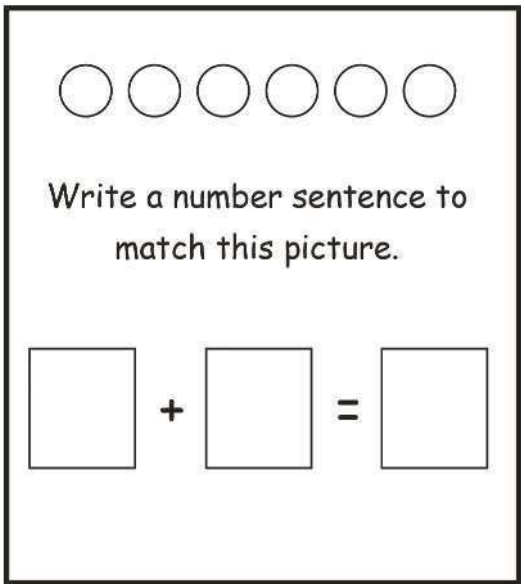
Name _____ Date _____

Show different ways to make 6. In each set, shade some circles and leave the others blank.



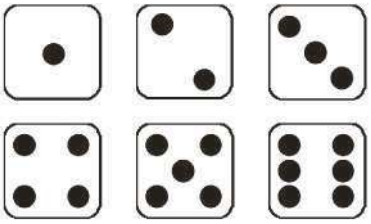


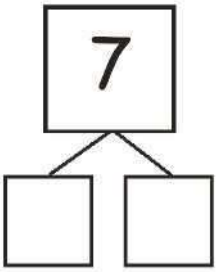


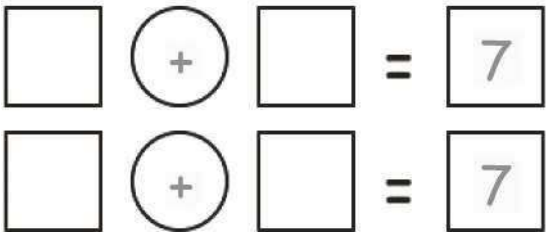


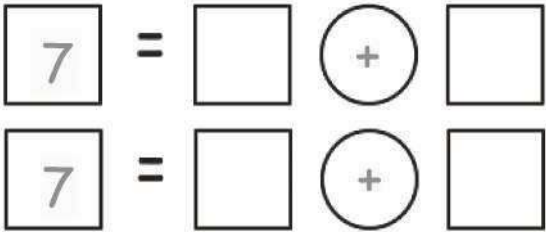
Name _____ Date _____

Color in two dice that make 7 together. Then, fill in the number bond and number sentences to match the dice you colored.





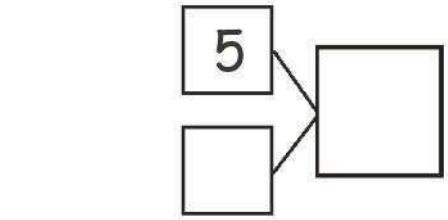




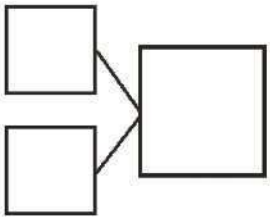
Name _____ Date _____

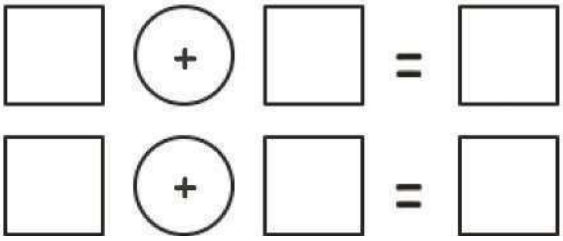
Fill in the missing part of the number bond, and count on to find the total. Then, write 2 addition sentences for each number bond.

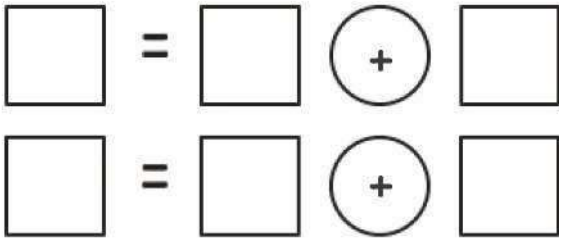
1.



2.

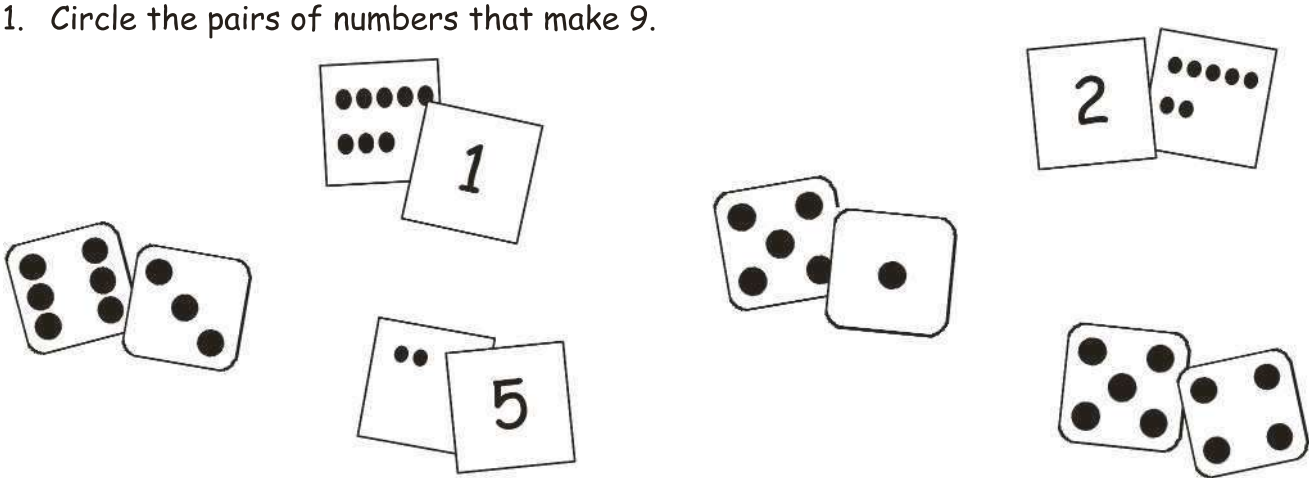






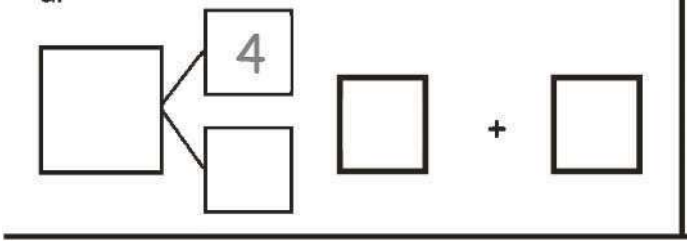
Name _____ Date _____

1. Circle the pairs of numbers that make 9.

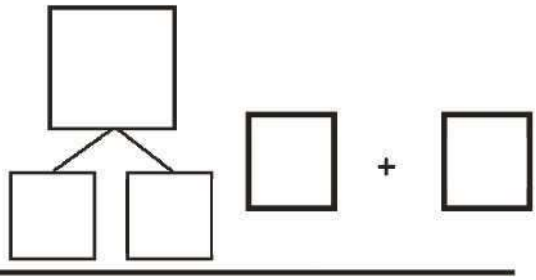


2. Complete the number bonds to show 2 different ways to make 9.

a.

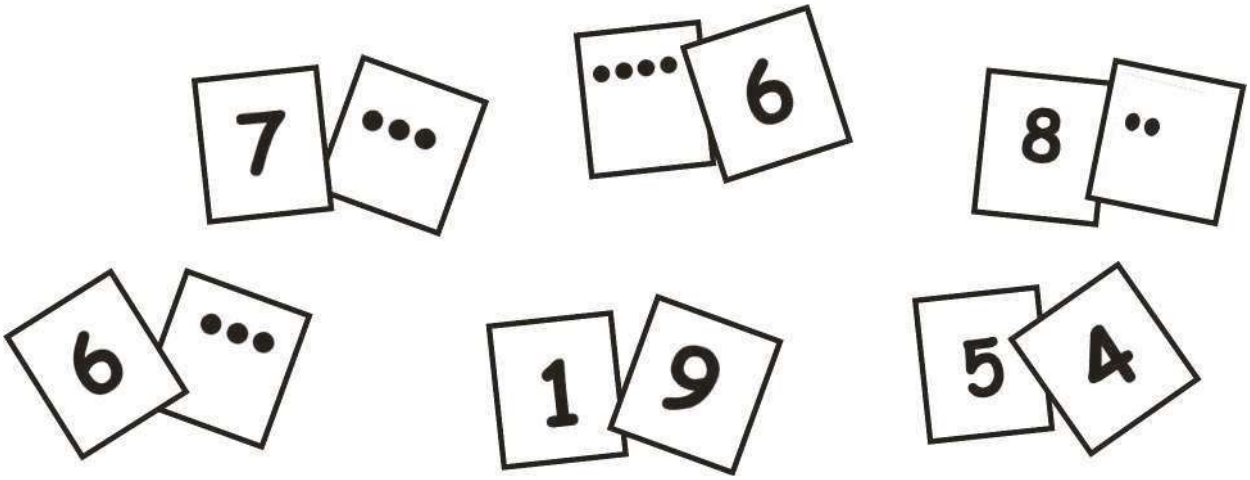


b.



Name _____ Date _____

Color the partners that make 10.



Name _____ Date _____

Draw a picture and write a number sentence to match the story.

Ben has 3 red balls and gets 5 green balls. How many balls does he have now?

Ben has _____ balls.

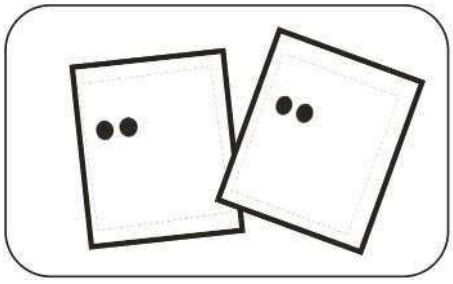
Name _____ Date _____

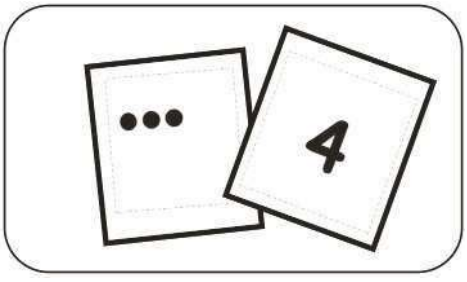
1. Draw to show the story. There are 3 large balls and 4 small balls.

□ + □ = □

How many balls are there? There are _____ balls.

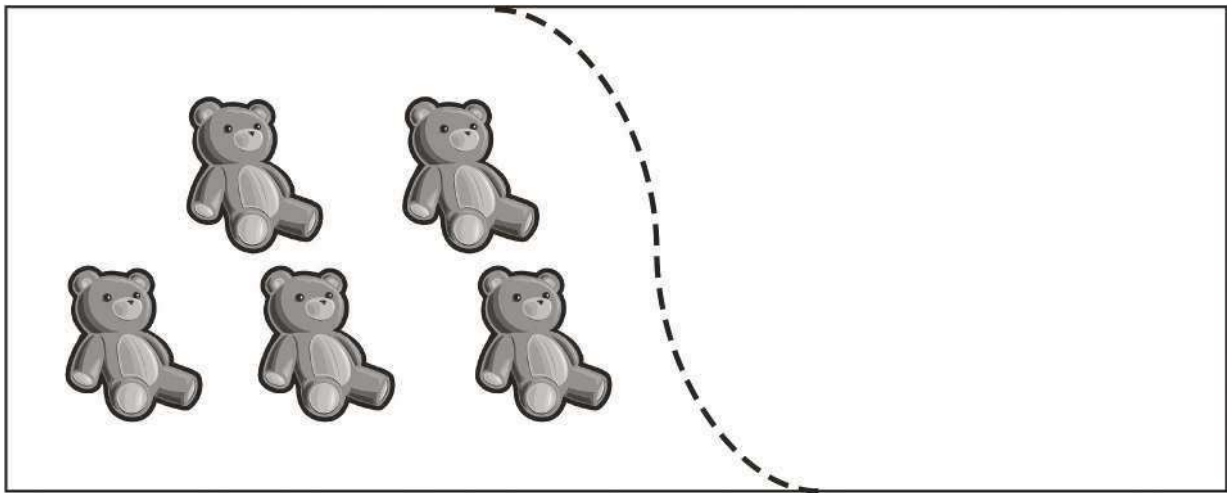
2. Circle the set of tiles that match your picture.





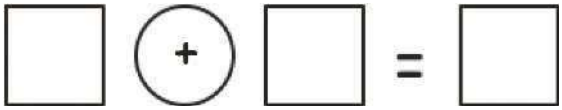
Name _____ Date _____

Draw more bears to show that Jen has 8 bears total.



I added _____ more bears.

Write a number sentence to show how many bears you drew.



Name _____ Date _____

Draw a picture, and count on to solve the math story.

Bob caught 5 fish. John caught some more fish. They had 7 fish in all. How many fish did John catch?

Write a number sentence to match your picture.

☐ + ☐ = ☐

John caught _____ fish.

Name _____ Date _____

Tell a math story for each number sentence by drawing a picture.

1. 5 + 1 = 6

2. 3 + ? = 8

Name _____ Date _____

1.

6

6 + 2 = ☐

I counted _____ hats in all.

---

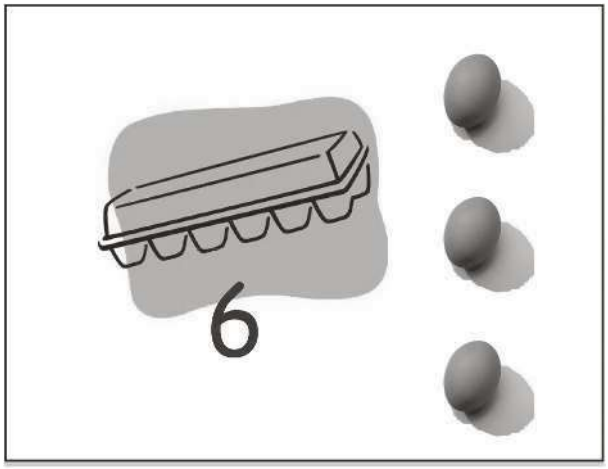
2. Count on to solve the number sentences.

a. 7 + 3 = ☐

b. 8 + 2 = ☐

Name _____ Date _____

Use the picture to add.



Show the shortcut you used to add.

☐ + ☐ = ☐

There are _____ eggs total.

Name _____ Date _____

Solve the number sentences. Circle the tool or strategy you used.

a. $5 + \square = 7$

I counted on using  

Or

I just knew 

---

b. $6 + \square = 9$

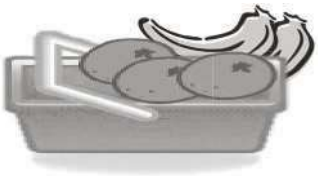
I counted on using  

Or

I just knew 

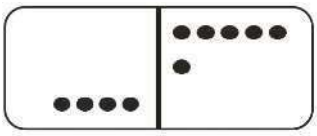
Name _____ Date _____

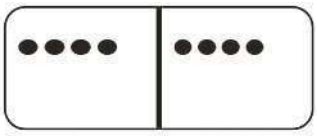
1. Use math drawings to make the pictures equal. Connect them below with = to make true number sentences.

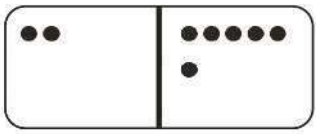


_____ _____

2. Shade the equal dominoes. Write a true number sentence.







_____ _____

Name _____ Date _____

Find two ways to fix each number sentence to make it true.

a. $7 + 3 = 6 + 2$

$7 + 3 = 6 + 4$

_____ _____

_____ _____

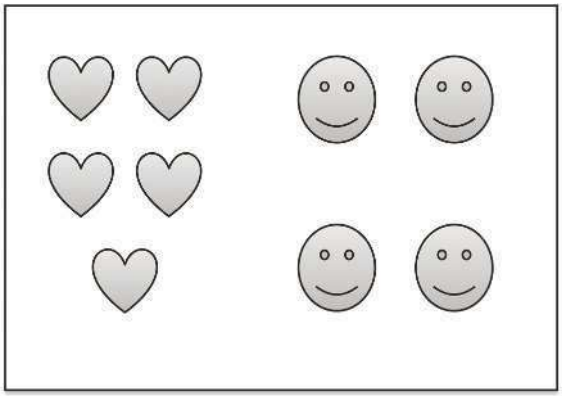
b. $8 + 1 = 3 + 5$

_____ _____

_____ _____

Name _____ Date _____

Use the picture and write the number sentences to show the parts in a different order.



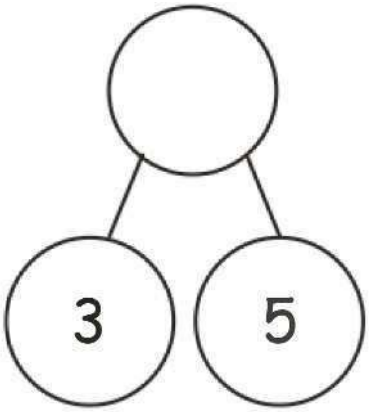
___ + ___ = ___ ___ = ___ + ___

___ + ___ = ___ ___ = ___ + ___

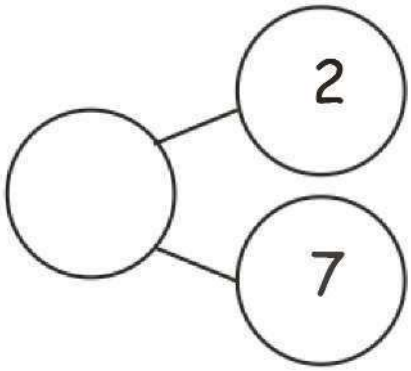
Name _____ Date _____

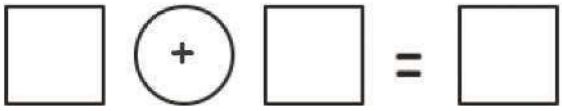
Circle the larger part, and complete the number bond. Write the number sentence, starting with the larger part.

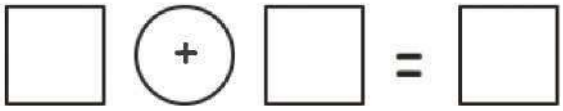
a.



b.

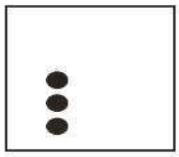






Name _____ Date _____

Write the double and double plus 1 number sentence for each 5-group card.



_____ _____ _____

_____ _____ _____

Name _____ Date _____

Some of the addends in this chart are missing! Fill in the missing numbers.

1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9
2 + 0	2 + 1	2 + 2	2 + ___	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	
3 + 0	3 + 1	3 + 2	3 + ___	3 + 4	3 + 5	3 + 6	3 + 7		
4 + 0	4 + ___	4 + 2	4 + 3	___ + 4	___ + 5	___ + 6			
5 + 0	5 + ___	5 + 2	5 + 3	5 + 4	5 + 5				
6 + 0	6 + ___	6 + 2	6 + 3	6 + 4					
7 + ___	7 + 1	7 + 2	7 + 3						
8 + ___	8 + 1	8 + 2							
9 + ___	9 + 1								
10 + 0									

Name _____ Date _____

1. Circle all the boxes that total 10.
2. Draw an X through all the boxes that total 8.

1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9
2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	
3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7		
4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6			
5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5				
6 + 0	6 + 1	6 + 2	6 + 3	6 + 4					
7 + 0	7 + 1	7 + 2	7 + 3						
8 + 0	8 + 1	8 + 2							
9 + 0	9 + 1								
10 + 0									

Name _____ Date _____

Solve the number sentences. Use the key to color. Once the box is colored, you do not need to color it again.

a. 5 + 2= _____	b. 7 + 2 = _____	c. 2 + 3 = _____
d. 3 + 3 = _____	e. 7 = 1 + _____	f. 2 = 1 + _____
g. _____ = 4 + 4	h. 8 + 2 = _____	i. 3 + 4 = _____
j. _____ = 5 + 4	k. 10 = 1 + _____	l. 10 = 5 + ____

Color doubles red.

Color +1 blue.

Color +2 green.

Color doubles +1 brown.

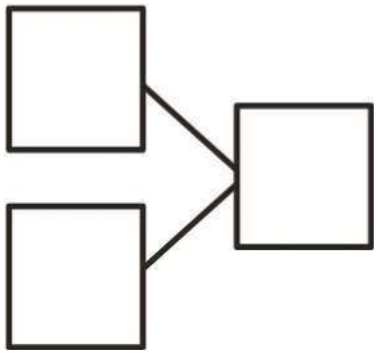
Challenge:

List the number sentences that can be colored more than 1 way.

_____ _____

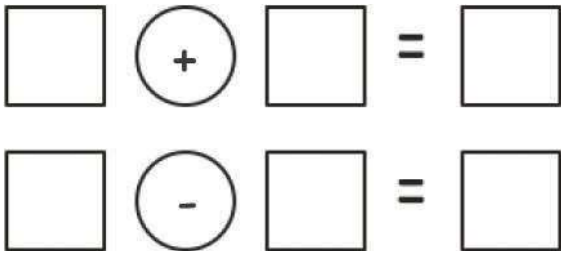
Name _____ Date _____

Solve the math story. Complete the number bond and number sentences. Color the unknown number yellow.



Rich bought 6 cans of soup on Monday.
He bought some more on Tuesday.
Now, he has 9 cans of soup.
How many cans did Rich buy on Tuesday?

Rich bought _____ cans.



Lesson 25: Solve *add to with change unknown* math stories with addition, and relate to subtraction. Model with materials, and write corresponding number sentences.

Name _____ Date _____

Use the number path to solve. Write the addition sentence you used to help you solve.

1	2	3	4	5	6	7	8	9	10

a. 7 – 5 = _____ _____

b. 9 – 2 = _____ _____

c. _____ = 10 – 3 _____

Name _____ Date _____

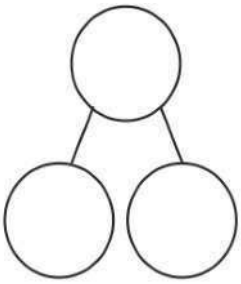
To solve 7 – 6, Ben thinks you should count back, and Pat thinks you should count on. Which is the best way to solve this expression? make a simple math drawing to show why.

7 - 6 = _____

Name _____ Date _____

Read the problem. Make a math drawing to solve.

There were 9 kites flying in the park. Three kites got caught in trees. How many kites were still flying?



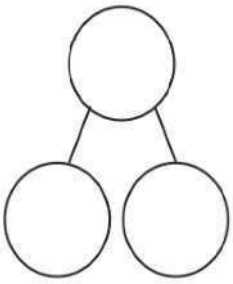
___ - ___ = ___

____kites were still flying.

Name _____ Date _____

Read the story. Make a math drawing to solve.

There are 9 baseball players on the team. Seven are on the bench. How many are not on the bench?



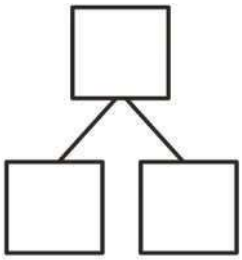
_____ - _____ = _____

_____ players are not on the bench.

Name _____ Date _____

Draw and label a picture number bond to solve.

Toby collects shells. On Monday, he finds 6 shells. On Tuesday, he finds some more. Toby finds a total of 9 shells. How many shells does Toby find on Tuesday?



_____ + _____ = _____

_____ − _____ = _____

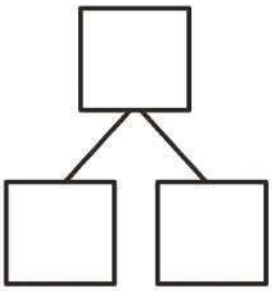
Toby finds _____ shells on Tuesday.

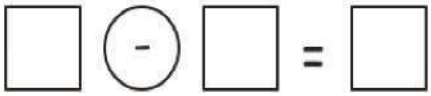
Name _____ Date _____

Make a math drawing, and circle the part you know. Cross out the unknown part. Complete the number sentence and number bond.

Deb blows up 9 balloons. Some balloons popped. Three balloons are left. How many balloons popped?

_____ balloons popped.

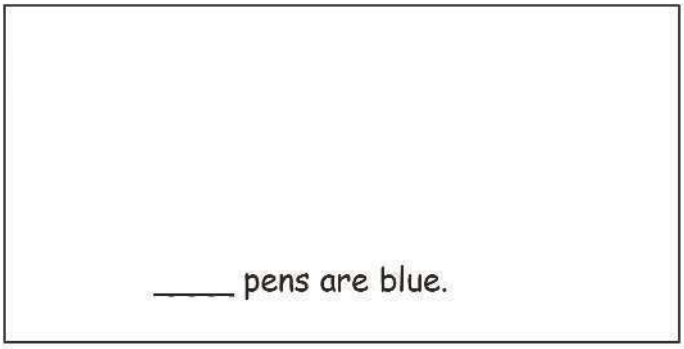


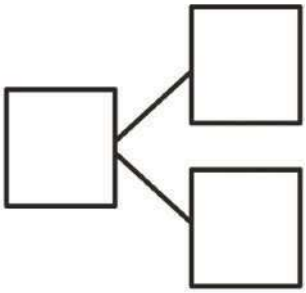


Name _____ Date _____

Read the math story. Make a math drawing and solve.

Glenn has 9 pens. Five are black. The rest are blue. How many pens are blue?





_____ - _____ = _____ _____ + _____ = _____

Name _____ Date _____

Complete the number sentences. If you want, use 5-group drawings to show the subtraction.

1.

9 - 1 = ____

2.

8 = ____ - 0

3.

8 = ____ - 1

4.

10 = 10 - ____

Name _____ Date _____

Make 5-group drawings to show the subtraction.

1.

$9 - \_\_\_ = 1$

2.

$0 = 10 - \_\_\_$

3.

$1 = \_\_\_ - 7$

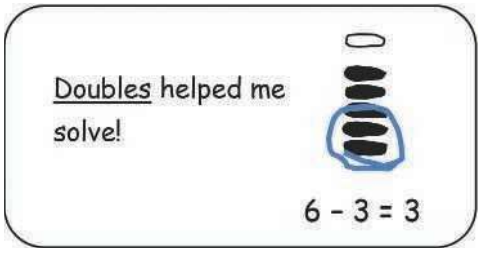
4.

$0 = \_\_\_ - 9$

Name _____ Date _____

Solve the number sentences. Make a number bond.

Draw a picture or write a statement about the strategy that helped you.



1. _____ – 5 = 5

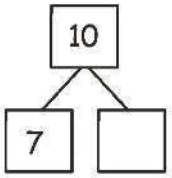
2. 8 – _____ = 4

3. 9 – ___ = 4

Name _____ Date _____

Fill in the missing part. Draw a math picture if needed. Write the 2 matching subtraction sentences.

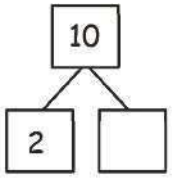
1.



_____

_____

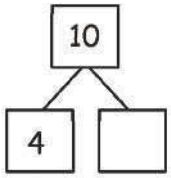
2.



_____

_____

3.



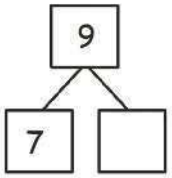
_____

_____

Name _____ Date _____

Fill in the missing part. Draw a math picture if needed. Write the 2 matching subtraction sentences.

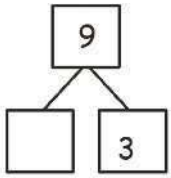
1.



_____

_____

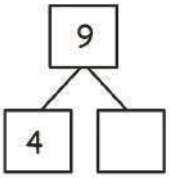
2.



_____

_____

3.



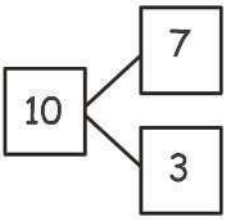
_____

_____

Name _____ Date _____

Write the related number sentences for the number bonds.

1.



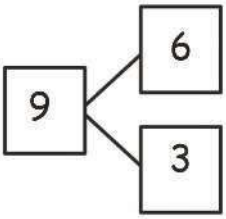
_____ – _____ = _____

_____ + _____ = _____

_____ ◯ _____ = _____

_____ ◯ _____ = _____

2.



_____ – _____ = _____

_____ + _____ = _____

_____ ◯ _____ = _____

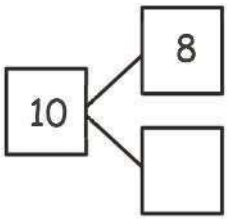
_____ ◯ _____ = _____

Lesson 38: Look for and make use of repeated reasoning and structure using the addition chart to solve subtraction problems.

Name _____ Date _____

Write the fact family for the number bonds.

1.



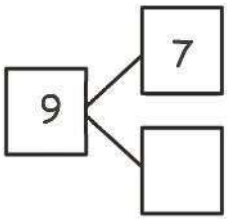
_____ – _____ = _____

_____ + _____ = _____

_____ ○ _____ = _____

_____ ○ _____ = _____

2.



_____ – _____ = _____

_____ + _____ = _____

_____ ○ _____ = _____

_____ ○ _____ = _____

Name _____ Date _____

Read the math story. Make a simple math drawing with labels. Circle 10 and solve.

Toby has ice cream money. He has 2 dimes. He finds 4 more dimes in his jacket and 8 more on the table. How many dimes does Toby have?

____ + ____ + ____ = ____

10 + ____ = ____

Toby has ____ dimes.

Name _____ Date _____

Circle the numbers that make ten.

Draw a picture, and complete the number sentences to solve.

a. 8 + 2 + 3 = _____

_____ + _____ = _____

10 + _____ = _____

---

b. 7 + 4 + 3 = _____

_____ + _____ = _____

10 + _____ = _____

Name _____ Date _____

Draw and circle to show how to make ten to solve. Complete the number sentences.

Tammy has 4 books, and John has 9 books. How many books do Tammy and John have altogether?

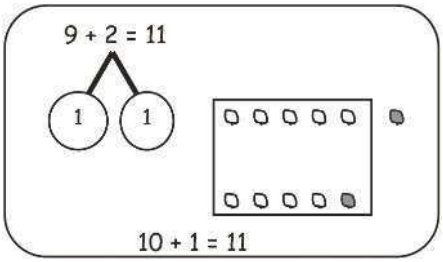
____ + ____ = ____

____ + ____ = ____ Tammy and John have ____ books.

Name _____ Date _____

Solve.

Make math drawings using the ten-frame to show how you made 10 to solve.



1. 6 + 9 = ____

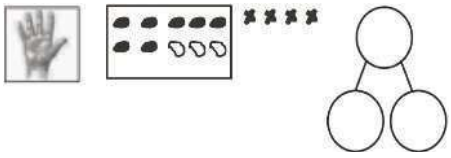
2. ____ = 4 + 9

10 + ____ = ____

____ + ____ = ____

Name _____ Date _____

Complete the number sentence.
Use an efficient strategy to solve the number sentences.



1. 9 + 2 = ____

2. 7 + 9 = ____

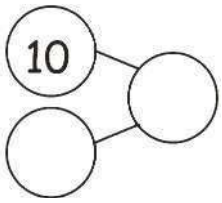
3. ____ = 9 + 5

Lesson 5: Compare efficiency of counting on and making ten when one addend is 9.

Name _____ Date _____

1. Solve. Use number bonds to show your thinking. Write the bond for the related 10+ fact.

9 + 5 = _____ 5 + 9 = _____



2. Solve. Draw a line to match the related facts and write the related 10+ fact.

a. 9 + 7 = _____

b. _____ = 6 + 9

c. 8 + 9 = _____

_____ = 9 + 8

7 + 9 = _____

9 + 6 = _____

10 + 6 = 16

Name _____ Date _____

Draw, label, and circle to show how you made ten to help you solve.

Write the number sentences you used to solve.

Nick picks some peppers. He picks 5 green peppers and 8 red peppers. How many peppers does he pick in all?

8 and _____ make _____.

10 and _____ make _____.

Nick picks _____ peppers.

Name _____ Date _____

Make math drawings using the ten-frame to solve. Rewrite as a 10+ number sentence.

1. 6 + 8 = ____

10 + ____ = ____

2. ____ = 4 + 8

____ + ____ = ____

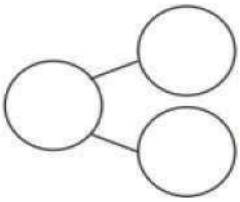
Name _____ Date _____

1. Seyla has 3 stamps in her collection. Her father gives her 8 more stamps. How many stamps does she have now? Show how you make ten, and write the 10+ fact.

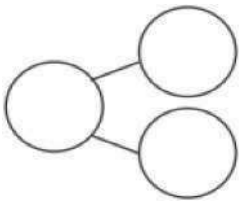
3 + 8 = _____ 10 + _____ = _____

2. Complete the addition sentences and the number bonds.

a. 8 + 6 = ___



b. 10 + ___ = 14



Name _____ Date _____

Solve. Use number bonds or 5-group drawings if needed. Write the equal ten-plus number sentence.

a.

9 + 5 = ____

10 + ____ = ____

b.

8 + 4 = ____

10 + ____ = ____

c.

7 + 6 = ____

10 + ____ = ____

Name _____ Date _____

John thinks the problem below should be solved using 5-group drawings, and Sue thinks it should be solved using a number bond. Solve both ways, and circle the strategy you think is the more efficient.

Kim scores 5 goals in her soccer game and 8 runs in her softball game. How many points does she score altogether?

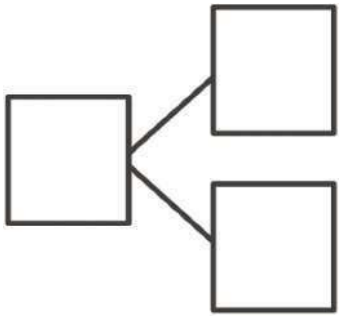
John's Work

Sue's Work

Name _____ Date _____

Make a simple math drawing. Cross out from the 10 ones to show what happens in the story.

There were 16 books on the table. 10 books were about dinosaurs. 6 books were about fish. A student took 9 of the dinosaur books. How many books were left on the table?

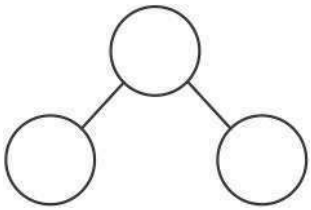


There were ____ books left on the table.

Name _____ Date _____

Solve. Fill in the number bond. Use 5-group rows, and cross out to show your work.

Gabriela has 4 hair clips in her hair and 10 hair clips in her bedroom. She gives 9 of the hair clips in her room to her sister. How many hair clips does Gabriela have now?



Gabriela has ___ hair clips.

Name _____ Date _____

Draw and circle 10. Solve and make a number bond.

1. 17 - 9 = _____

2. 14 - 9 = _____

3. 15 - 9 = _____

4. 18 - 9 = _____

Name _____ Date _____

Draw 5-group rows, and cross out to solve. Complete the number sentences.

1. 17 - 9 = _____

2. 19 - 9 = _____

Name _____ Date _____

Complete the subtraction sentences by using both the count on and take from ten strategies.

1. a. 13 - 9 = ____ b. 13 - 9 = ____

2. a. 17 - 9 = ____ b. 17 - 9 = ____

Name _____ Date _____

1. Draw and circle 10. Then subtract.

a. 12 - 8 = _____	b. 14 - 8 = _____

2. Use a number bond to break apart the teen number. Then subtract.

15 - 8 = _____

Name _____ Date _____

Draw 5-group rows, and cross out to solve. Complete the number sentences. Write the 2+ addition sentence that helped you add the two parts.

1. 14 - 8 = _____

2 + _____ = _____

---

2. 17 - 8 = _____

2 + _____ = _____

Name _____ Date _____

Complete the subtraction sentences by using the take from ten strategy and count on.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

1. a. 11 - 8 = ____ b. 8 + ____ = 11

2. a. 15 - 8 = ____ b. 8 + ____ = 15

Name _____ Date _____

Solve the problems below. Use drawings or number bonds.

a. 14 - 9 = _____ b. 14 - 7 = _____ c. 14 - 8 = _____

d. 16 - 7 = _____ e. 16 - 9 = _____ f. 16 - 8 = _____

Name _____ Date _____

Meg thinks using the take from ten strategy is the best way to solve the following word problem. Bill thinks that solving the problem using the count on strategy is a better way. Solve both ways, and explain which strategy you think is best.

Strategies:

- Take from 10
- Make 10
- Count on
- I just knew

Mike and Sally have 6 cats. They have 14 pets in all. How many pets do they have that are *not* cats?

Meg's strategy

Bill's strategy

I think _____ strategy is best because _____

Name _____ Date _____

Read the word problem.
Draw and label.
Write a number sentence and a statement that matches the story.

Remember to draw a box around your solution in the number sentence.

1. Some students in Mrs. See's class are walkers. There are 17 students in her class in all. If 8 students ride the bus, how many students are walkers?

2. I baked 13 loaves of bread for a party. Some were burnt, so I threw them away. I brought the remaining 8 loaves to the party. How many loaves of bread were burnt?

Name _____ Date _____

Read the word problem.
Draw and label.
Write a number sentence and a statement that matches the story.

Shanika ate 7 mini-pretzels in the morning. She ate the rest of her mini-pretzels in the afternoon. She ate 13 mini-pretzels altogether that day. How many mini-pretzels did Shanika eat in the afternoon?

Name _____ Date _____

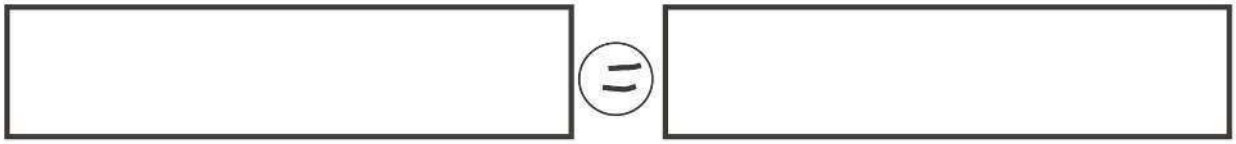
Read the word problem.
Draw and label.
Write a number sentence and a statement that matches the story.

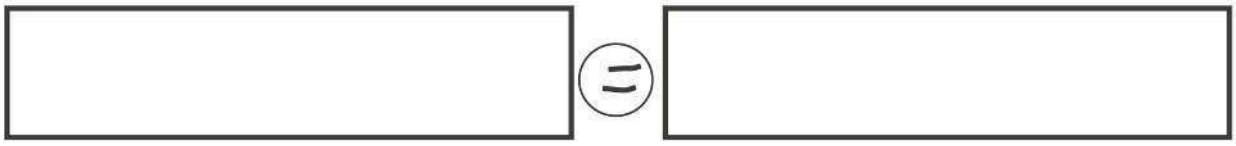
There were 18 dogs splashing in a puddle. Some dogs left. There are 9 dogs still splashing in the puddle. How many dogs are left?

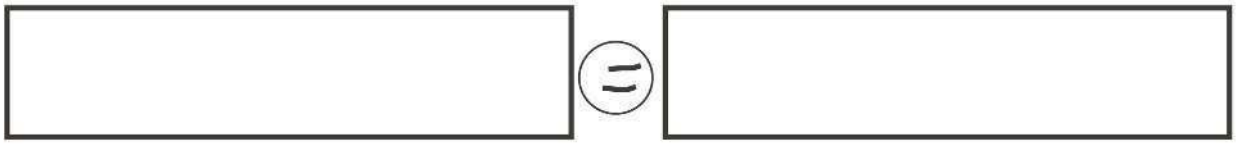
Name _____ Date _____

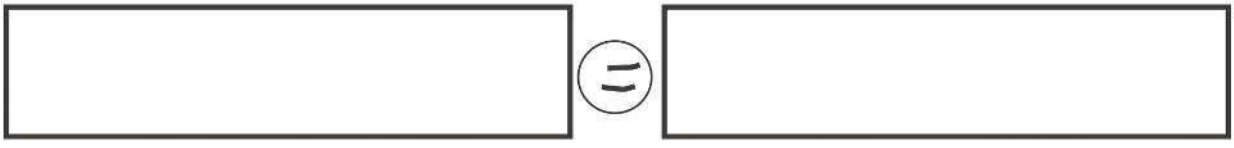
You are given these new expression cards. Write matching expressions to make true number sentences.

8 + 9	12 - 7	19 - 2	2 + 15
3 + 2	10 + 7	14 - 9	1 + 4



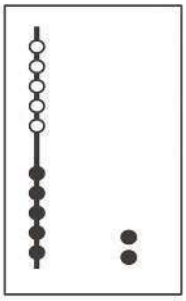


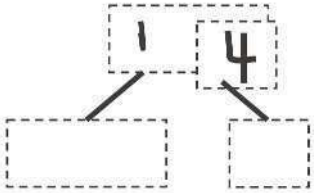




Name _____ Date _____

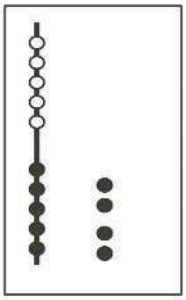
Match the pictures of tens and ones to the Hide Zero cards. How many tens and ones?

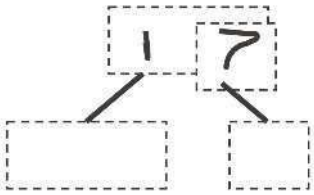




is the same as

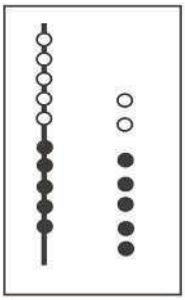
_____ ten and _____ ones.

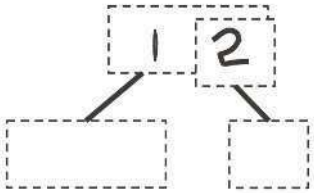




is the same as

_____ ten and _____ ones.





is the same as

_____ ten and _____ ones.

Name _____ Date _____

Solve the problems. Write the answers to show how many tens and ones. If there is only one ten, cross off the "s."

1. 13 + 6 = ☐☐

_____ tens and _____ ones

2. 7 + 6 = ☐☐

_____ tens and _____ ones

Read the word problem. **D**raw and label. **W**rite a number sentence and statement that matches the story. Rewrite your answer to show its tens and ones.

3. Kendrick went bowling. He knocked down 16 pins in the first two frames. If he knocked down 9 in the first frame, how many pins did he knock down in the second frame?

_____ tens and _____ ones

Name _____ Date _____

Solve the problems. Write your answers to show how many **tens** and **ones**.

$9 + 7 =$ 1 6

$9 + 1 = 10$

$10 + 6 = 16$

1. $9 + 4 =$ ☐☐

_____ + _____ = _____

_____ + _____ = _____

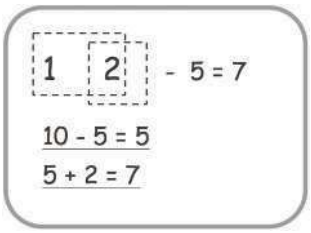
2. $8 + 7 =$ ☐☐

_____ + _____ = _____

_____ + _____ = _____

Name _____ Date _____

Solve the problems. Write your answers to show how many **tens** and **ones**.



1. 1 5 - 6 = _____

_____ - _____ = _____

_____ + _____ = _____

2. 1 4 - 8 = _____

_____ - _____ = _____

_____ + _____ = _____

Name _____ Date _____

Write the words **longer than** or **shorter than** to make the sentences true.

A 

B 

Shoe A is _____ Shoe B.

Name _____ Date _____

Draw a picture to help you complete the measurement statements. Circle the words that make each statement true.

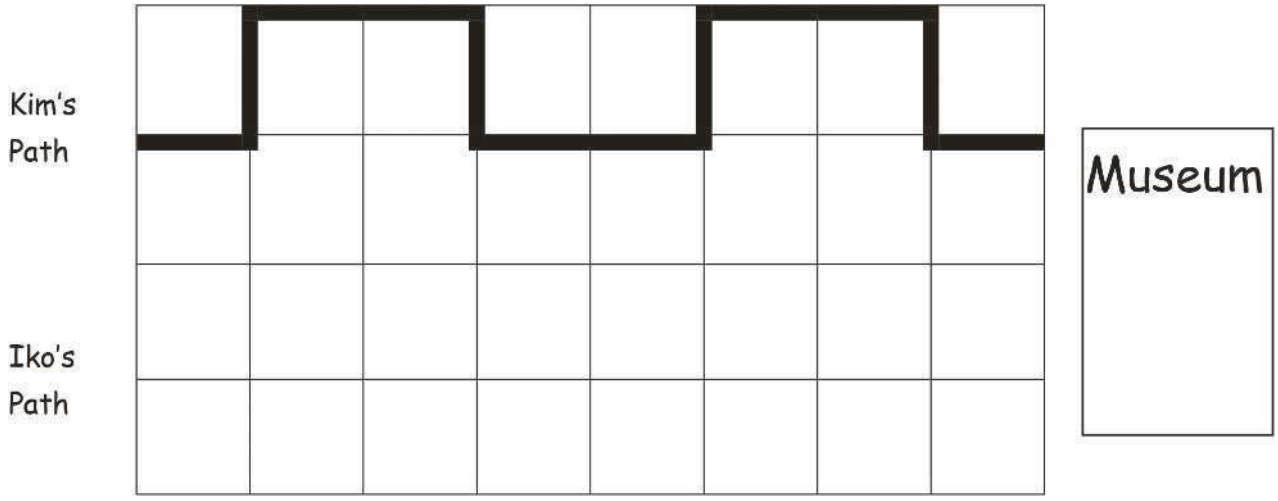
Tanya's doll is shorter than Aline's doll.

Mira's doll is taller than Aline's doll.

Tanya's doll is (**taller than/shorter than**) Mira's doll.

Name _____ Date _____

Use the picture to answer the questions about the students' paths to the museum.



1. How long is Kim's path to the museum? _____ blocks

2. Iko's path is shorter than Kim's path. Draw Iko's path.

Circle the correct word to make the statement true.

3. Kim's path is **longer/shorter** than Iko's path.

4. How long is Iko's path to the museum? _____ blocks

Name _____ Date _____

1.

The picture frame is about _____ centimeter cubes long.

2.

The boy's *crutch* is about _____ centimeter cubes long.

Name _____ Date _____

Use the centimeter cubes to measure the items. Complete the sentences.

1. The water bottle is about _____ centimeters tall.

2. The melon is about _____ centimeters long.

3. The screw is about _____ centimeters long.

4. The umbrella is about _____ centimeters tall.

Name _____ Date _____

Read the measurements of the tool pictures.

The wrench is 8 centimeters long.

The screwdriver is 12 centimeters long.

The hammer is 9 centimeters long.

1. Order the pictures of the tools from shortest to longest.

_____ _____ _____

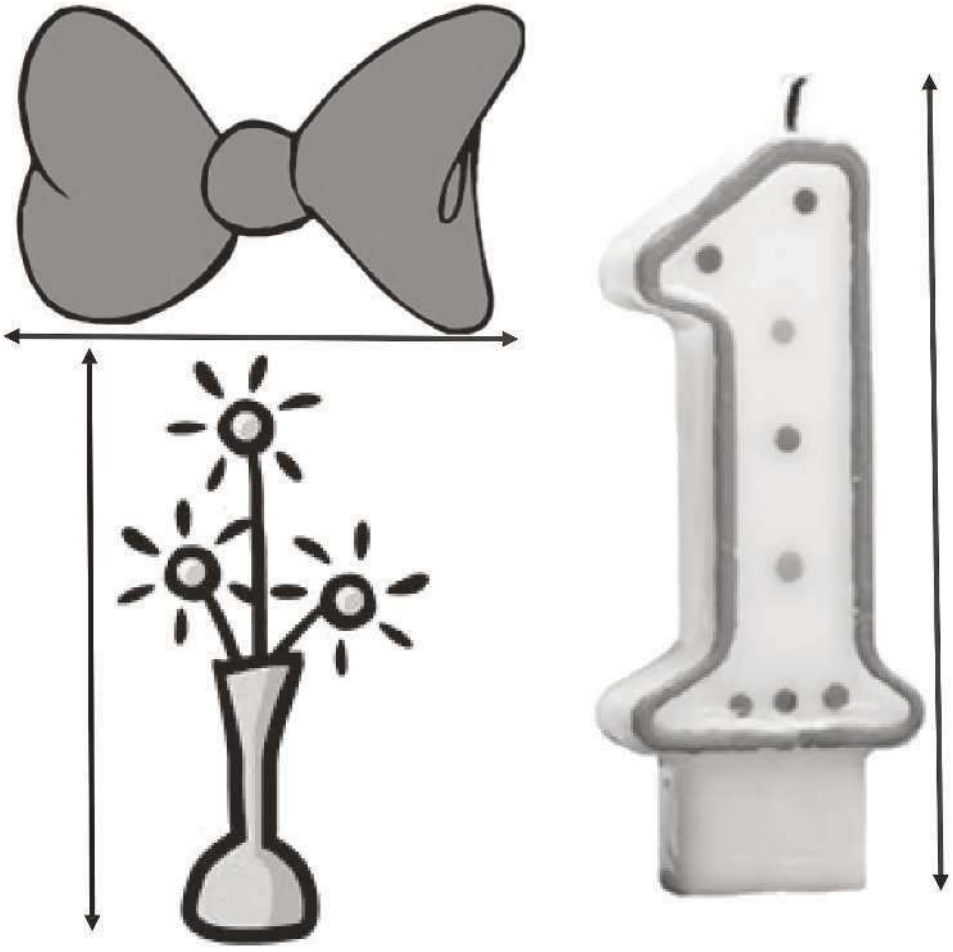
2. How much longer is the screwdriver than the wrench?

The screwdriver is _____ centimeters longer than the wrench.

Name _____ Date _____

Measure the length of each object with **large** paper clips. Then, measure the length of each object with **small** paper clips. Fill in the chart with your measurements.

Name of Object	Number of Large Paper Clips	Number of Small Paper Clips
a. bow		
b. candle		
c. vase and flowers		



Lesson 7: Measure the same objects from Topic B with different non-standard units simultaneously to see the need to measure with a consistent unit.

Name _____ Date _____

Circle the length unit you will use to measure. Use the same length unit for all objects.

Small Paper Clips

Large Paper Clips

Toothpicks

Centimeter Cubes

Choose two objects in your desk that you would like to measure. Measure each object, and record the measurement.

Classroom Object	Measurement
a.	
b.	

Name _____ Date _____

Use your centimeter cubes to model the problem. Then, draw a picture of your model.

Mona's hair is 7 centimeters long. Claire's hair is 15 centimeters long. How much **shorter** is Mona's hair than Claire's hair?

Name _____ Date _____

A group of students were asked what they ate for lunch. Use the data below to answer the following questions.

Student Lunches

Lunch	Number of Students
sandwich	3
salad	5
pizza	4

1. What is the **total** number of students who ate pizza? _____ student(s)

2. Which lunch was eaten by the **greatest** number of students? _____

3. What is the total number of students who ate pizza or a sandwich?

   _____ student(s)

4. Write an addition sentence for the **total** number of students who were asked what they ate for lunch.

   _____

Name _____ Date _____

A class collected the information in the chart below. Students asked each other: Among stuffed animals, toy cars, and blocks, which is your favorite toy?

Then, they organized the information in this chart.

Toy	Number of Students
Stuffed Animals	11
Toy Cars	5
Blocks	13

1. How many students chose toy cars? _____

2. How many more students chose blocks than stuffed animals? _____

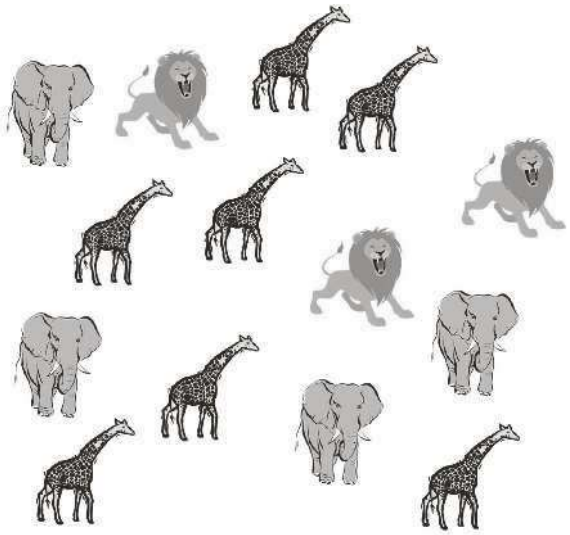
3. How many students would need to choose toy cars to equal the number of students who chose blocks? _____

Name _____ Date _____

Use squares with no gaps or overlaps to organize the data from the pictures.
Line up your **squares** carefully.

Favorite Animals at the Zoo

Zoo Animals	Number of Students
giraffe	
elephant	
lion	



Each picture represents 1 student's vote.

1. Write a number sentence to show how many **total** students were asked about their favorite animal at the zoo.

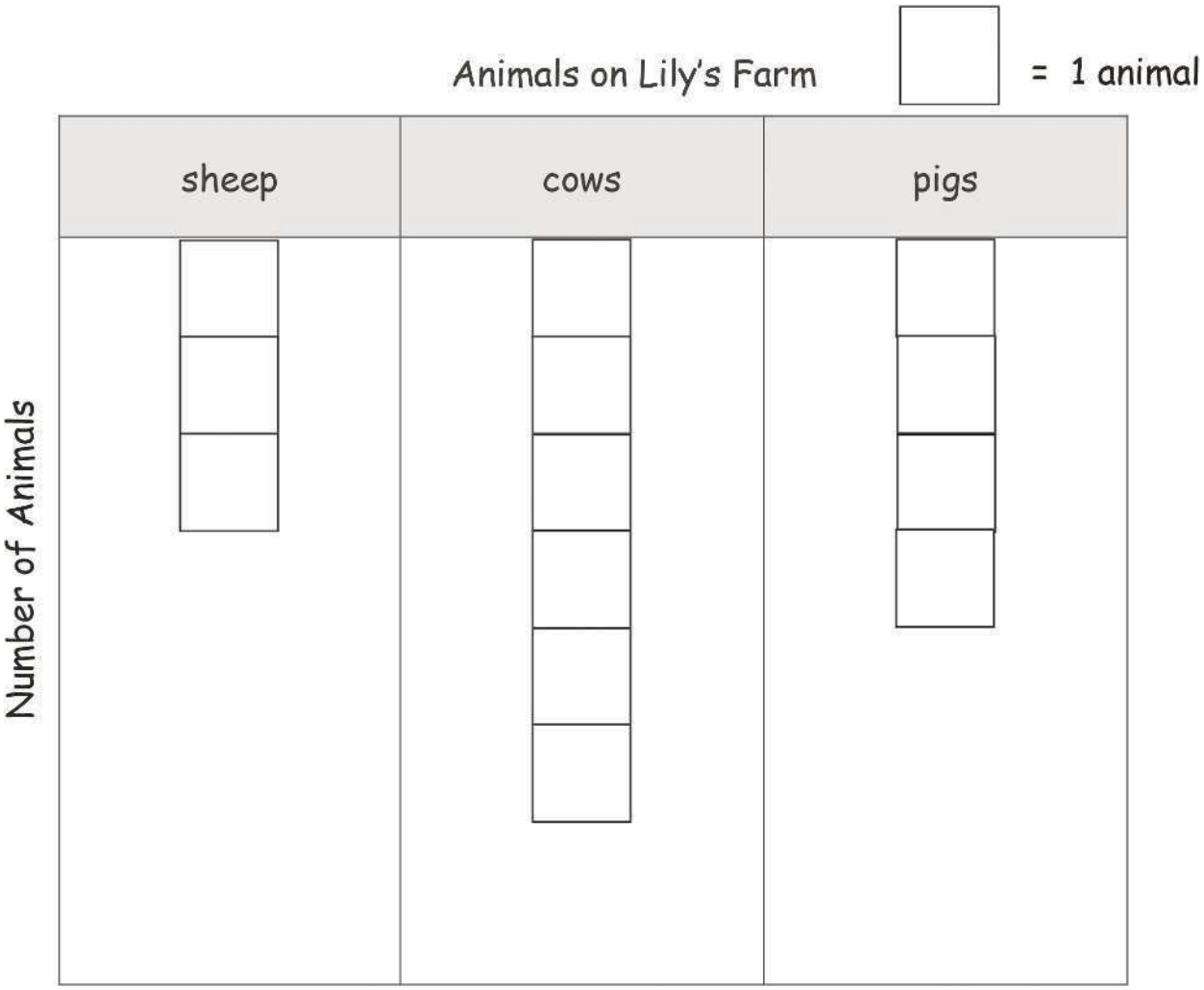
_____

2. Write a number sentence to show how many **fewer** students like elephants than like giraffes.

_____

Name _____ Date _____

Use the graph to answer the questions.



1. How many animals are on Lily's farm in all? _____ animals

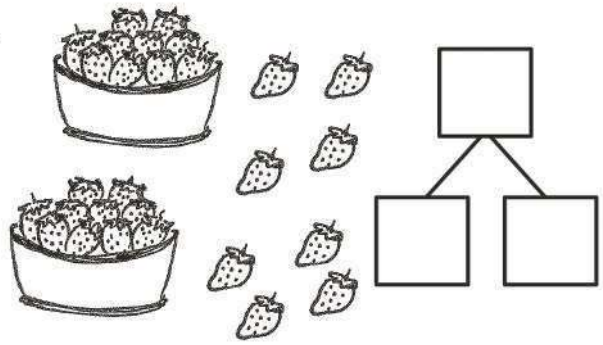
2. How many fewer sheep than pigs are on Lily's farm? _____ fewer sheep

3. How many more cows are on Lily's farm than sheep? _____ more cows

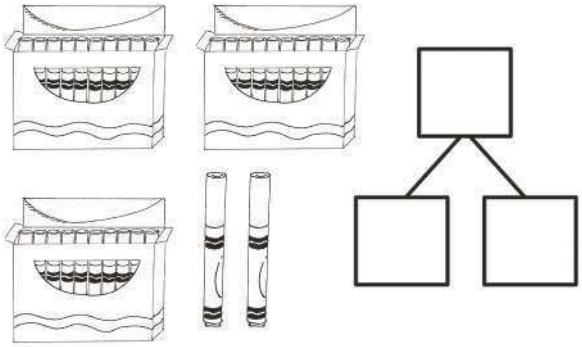
Name _____ Date _____

Complete the number bonds.

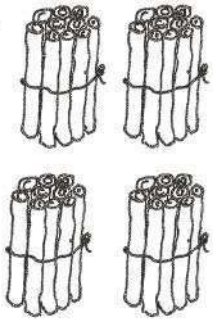
1.



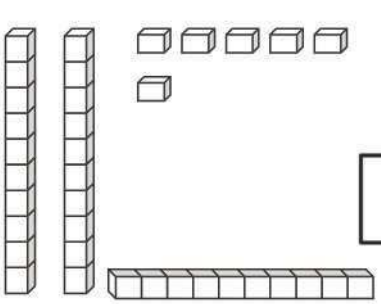
2.



3.

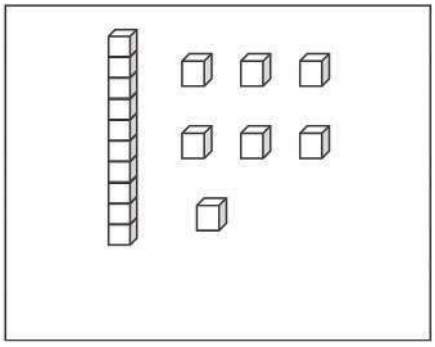


4.

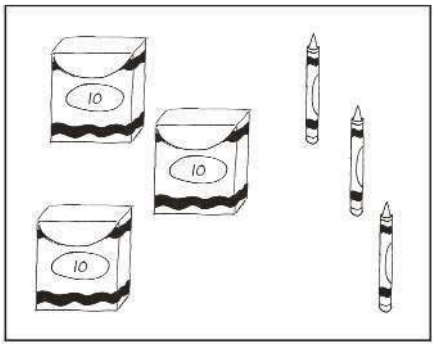


Name _____ Date _____

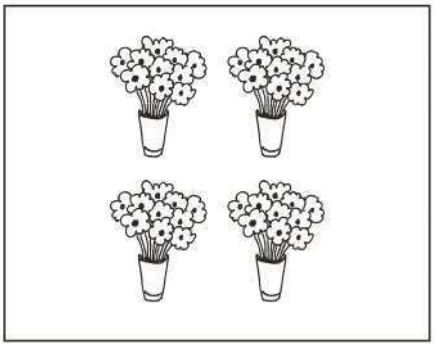
Match the picture to the place value chart that shows the correct tens and ones.



tens	ones
4	0



tens	ones
1	7

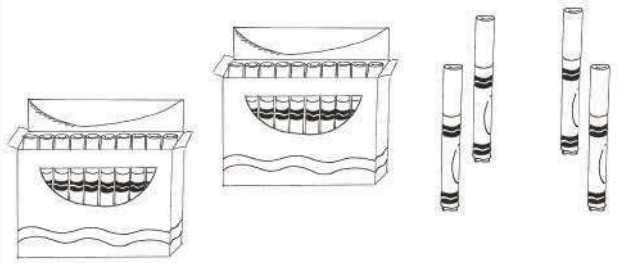


tens	ones
3	3

Name _____ Date _____

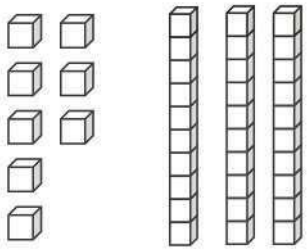
Count as many tens as you can. Complete each statement. Say the numbers and the sentences.

1.



_____ **tens** _____ **ones** is the same as _____ **ones.**

2.



_____ **tens** _____ **ones** is the same as _____ **ones.**

Fill in the missing numbers.

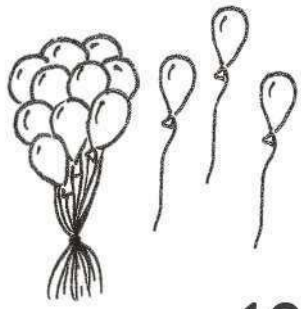
3. 27 ➡ 

➡ _____ ones

Name _____ Date _____

Write the tens and ones. Then, write an addition sentence to add the tens and ones.

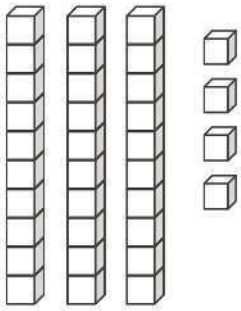
1.



tens	ones

10 + ____ = ____

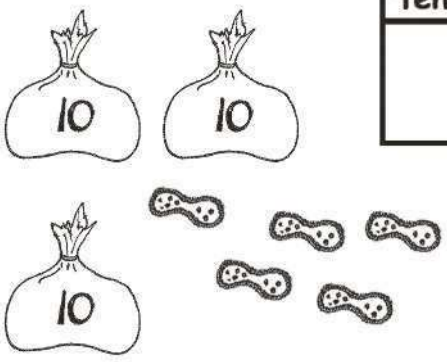
2.



tens	ones

____ + 4 = ____

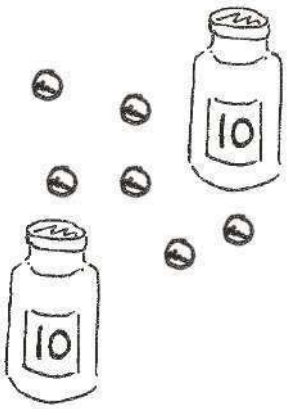
3.



tens	ones

____ = 30 + ____

4.



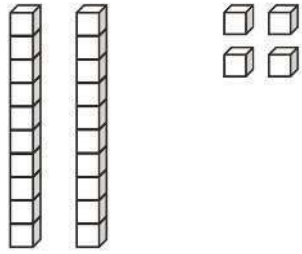
tens	ones

____ = 6 + ____

Name _____ Date _____

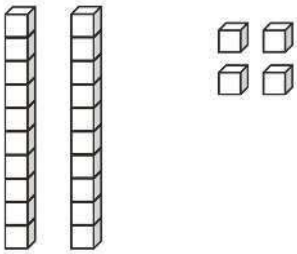
Draw 1 more or 10 more. You may use a quick ten to show 10 more.

1.



1 more than 24 is _____.

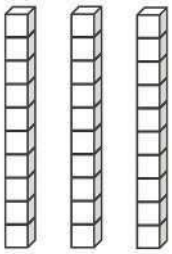
2.



10 more than 24 is _____.

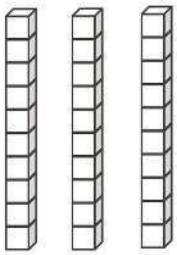
Cross off (x) to show 1 less or 10 less.

3.



10 less than 30 is _____.

4.

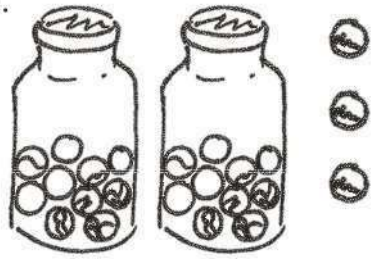


1 less than 30 is _____.

Name _____ Date _____

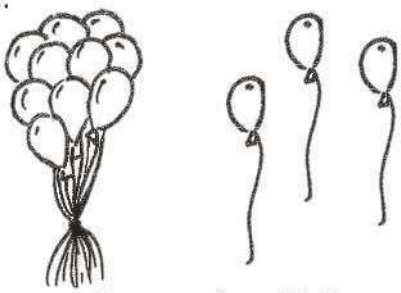
Fill in the blank. Draw or cross off tens or ones as needed.

1.



10 more than 23 is _____.

2.



1 more than 13 is _____.

3.

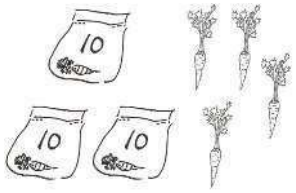
10 less than 31 is _____.

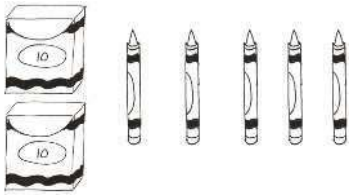
4.

1 less than 14 is _____.

Name _____ Date _____

1. Write the number of items in each set. Then, circle the set that is *greater* in number. Write a statement to compare the two sets.

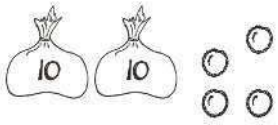


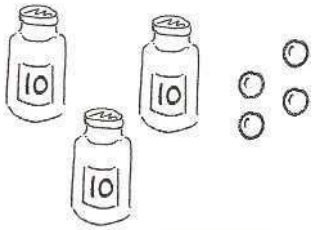


_____ _____

_____ is greater than _____.

2. Write the number of items in each set. Then, circle the set that is *less* in number. Say a statement to compare the two sets.





_____ _____

_____ is less than _____.

3. Circle the set of coins that has a greater value.

4. Circle the set of coins that has less value.

Name _____ Date _____

1. Write the numbers in order from *greatest* to *least*.

	40	
39		29
	30	

_____ _____ _____ _____

2. Complete the sentence frames using the phrases from the word bank to compare the two numbers.

Word Bank

is greater than
is less than
is equal to

a. 17 _____ 24

b. 23 _____ 2 tens 3 ones

c. 29 _____ 20

Name _____ Date _____

Write the numbers in the blanks so that the alligator is eating the greater number. Read the number sentence, using *is greater than*, *is less than*, or *is equal to*. Remember to start with the number on the left.

a. 12 ___ 10 ___	b. 22 ___ 24 ___	c. 17 ___ 25 ___
d. 13 ___ 3 ___	e. 27 ___ 28 ___	f. 30 ___ 21 ___
g. 12 ___ 21 ___	h. 31 ___ 13 ___	i. 32 ___ 23 ___

Name _____ Date _____

Circle the correct words to make the sentence true. Use >, <, or = and numbers to write a true number sentence.

a.

29 | is greater than / is less than / is equal to | 2 tens 6 ones

_____ ◯ _____

b.

1 ten 8 ones | is greater than / is less than / is equal to | 19

_____ ◯ _____

c.

2 tens 9 ones | is greater than / is less than / is equal to | 40

_____ ◯ _____

d.

39 | is greater than / is less than / is equal to | 4 tens 0 ones

_____ ◯ _____

Name _____ Date _____

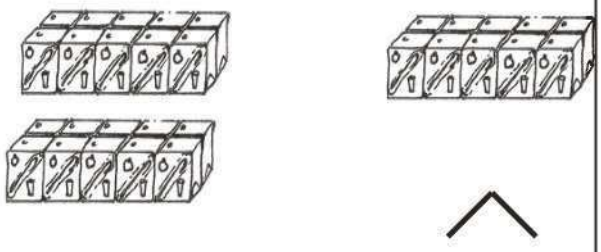
Complete the number bonds and number sentences.

1.

1 ten + 1 ten = _____ tens

_____ + _____ = 20

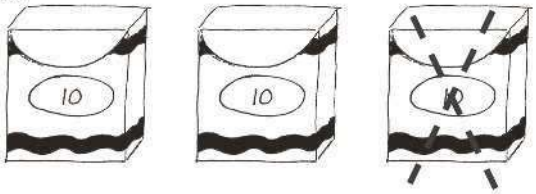
2.



_____ tens = _____ tens + _____ ten

_____ = _____ + _____

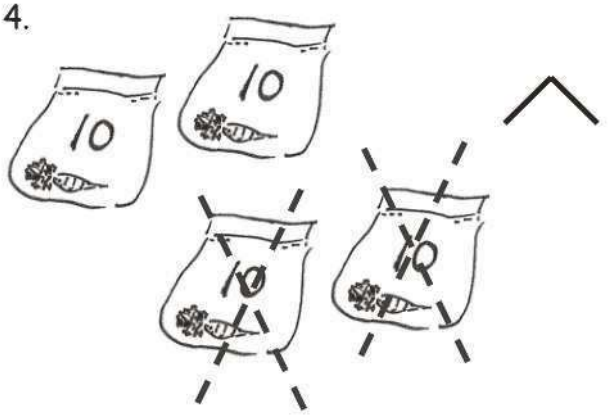
3.



_____ tens - _____ ten = _____ tens

_____ - _____ = _____

4.



_____ tens - _____ tens = _____ tens

_____ - _____ = _____

Name _____ Date _____

Complete the number sentences. Use quick tens, the arrow way, or coins to show your thinking.

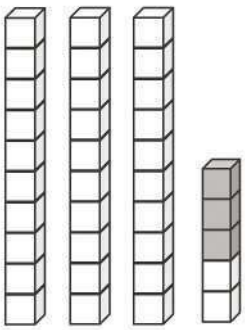
28 + 10 = _____

14 + 20 = _____

Name _____ Date _____

Fill in the place value chart, and write a number sentence to match the picture.

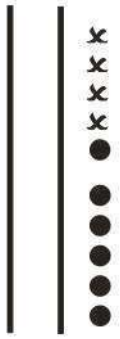
1.



tens	ones

_____ + _____ = _____

2.



tens	ones

_____ + _____ = _____

Draw quick tens, ones, and number bonds to solve. Complete the place value chart.

3. 33 + 6 = _____

tens	ones

4. 23 + 7 = _____

tens	ones

Name _____ Date _____

Draw quick tens and ones. Complete the number sentence and place value chart.

1. 17 + 1 = _____

tens	ones

2. 17 + 3 = _____

tens	ones

3. 17 + 6 = _____

tens	ones

Make a number bond to solve. Show your thinking with number sentences or the arrow way. Complete the place value chart.

4. 32 + 7 = _____

tens	ones

5. 26 + 9 = _____

tens	ones

Name _____ Date _____

1. Solve the problems.

a.  7 + 5 = _____

b.  17 + 5 = _____

c.  27 + 5 = _____

Solve the problems.

2. a. 5 + 3 = _____

b. 15 + 3 = _____

c. 25 + 3 = _____

d. 35 + 3 = _____

3. a. 5 + 8 = _____

b. 15 + 8 = _____

c. 25 + 8 = _____

Name _____ Date _____

Solve using quick ten drawings to show your work.

1. 24 + 5

2. 14 + 20

Draw number bonds to solve.

3. 19 + 20

4. 36 + 3

5. Draw dimes and pennies to help you solve the addition problem.

13 + 20

Name _____ Date _____

Find the totals using quick ten drawings or number bonds.

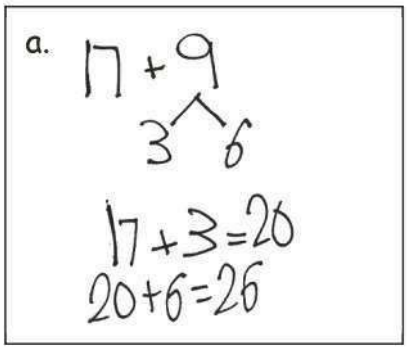
1. 17 + 8 = ____	2. 28 + 7 = ____
3. 24 + 10 = ____	4. 19 + 20 = ____

Name _____ Date _____

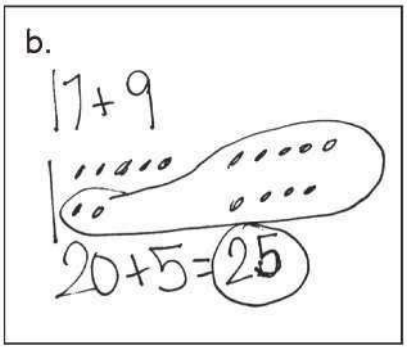
Circle the work that correctly solves the addition problem.

17 + 9

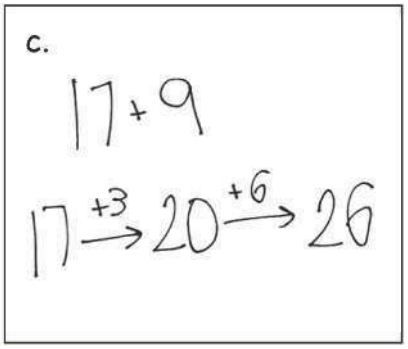
a.



b.



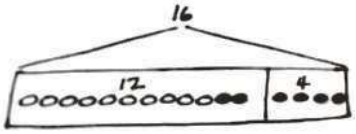
c.



d. Fix the work that was incorrect by making a new drawing in the space below with the matching number sentence.

Name _____ Date _____

Read the word problem.
Draw a strip diagram and label.
Write a number sentence and a statement that matches the story.

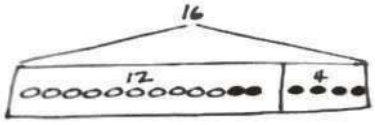


Peter counted 14 ladybugs in a garden, and Lee counted 6 ladybugs outside of the garden. How many ladybugs did they count in all?

They counted _____ ladybugs.

Name _____ Date _____

Read the word problem.
Draw a strip diagram and label.
Write a number sentence and a statement that matches the story.

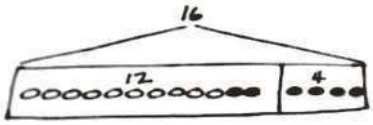


There were 6 turtles in the tank. Dad bought some more turtles. Now, there are 12 turtles. How many turtles did Dad buy?

Dad bought _____ turtles.

Name _____ Date _____

Read the word problem.
Draw a strip diagram and label.
Write a number sentence and a statement that matches the story.

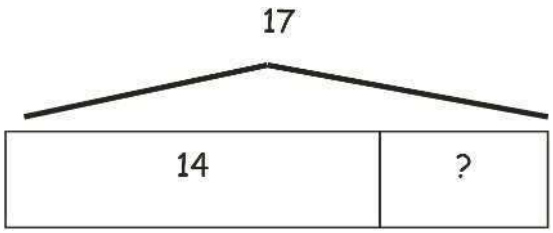


Shanika read some pages on Monday. On Tuesday, she read 6 pages. She read 13 pages during the 2 days. How many pages did she read on Monday?

Shanika read _____ pages on Monday.

Name _____ Date _____

Circle the 2 story problems that match the strip diagram.



a. There are 14 ants on the picnic blanket. Then, some more ants came over. Now, there are 17 ants on the picnic blanket. How many ants came over?

b. 14 children are on the playground from one class. Then, 17 children from another class came to the playground. How many children are on the playground now?

c. 17 grapes were on the plate. Willie ate 14 grapes. How many grapes are on the plate now?

Name _____ Date _____

1. Match the place value charts that show the same amount.

a.

tens	ones
2	12

tens	ones
2	16

b.

tens	ones
2	8

tens	ones
1	18

c.

tens	ones
3	6

tens	ones
3	2

2. Tamra says that 24 is the same as 1 ten 14 ones, and Willie says that 24 is the same as 2 tens 14 ones. Draw quick tens to show if Tamra or Willie is correct.

Name _____ Date _____

Solve using number bonds. Write the two number sentences that show that you added the ten first.

1. 13 + 26 = _____

_____ + _____ = _____

_____ + _____ = _____

2. 19 + 21 = _____

_____ + _____ = _____

_____ + _____ = _____

Name _____ Date _____

Solve using number bonds. Write the 2 number sentences to record what you did.

a.	b.
12 + 27 = _____	21 + 19 = _____

Name _____ Date _____

1. Solve using number bonds to add ten first. Write the 2 number sentences that helped you.

a. 15 + 19 = _____

_____ + _____ = _____

_____ + _____ = _____

b. 19 + 17 = _____

_____ + _____ = _____

_____ + _____ = _____

2. Solve using number bonds to make a ten. Write the 2 number sentences that helped you.

a. 15 + 19 = _____

_____ + _____ = _____

_____ + _____ = _____

b. 19 + 17 = _____

_____ + _____ = _____

_____ + _____ = _____

Name _____ Date _____

Solve using number bonds with pairs of number sentences. You may draw quick tens and some ones to help you.

a. 16 + 15 = _____	b. 17 + 13 = _____
c. 16 + 16 = _____	d. 17 + 15 = _____

Name _____ Date _____

Solve using quick tens and ones, number bonds, or the arrow way.

a. 12 + 16 = _____	b. 26 + 14 = _____
c. 18 + 16 = _____	d. 19 + 17 = _____

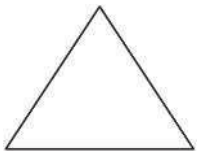
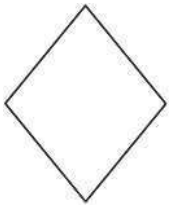
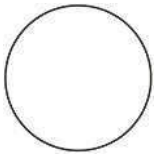
Name _____ Date _____

Solve using quick ten drawings, number bonds, or the arrow way.

a. 18 + 14 = _____	b. 14 + 23 = _____
c. 28 + 12 = _____	d. 19 + 21 = _____

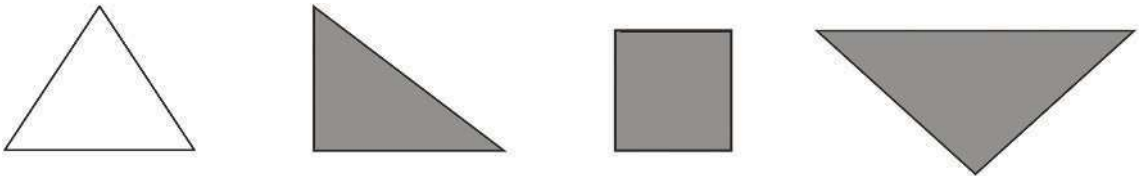
Name _____ Date _____

1. How many corners and straight sides does each of the shapes below have?

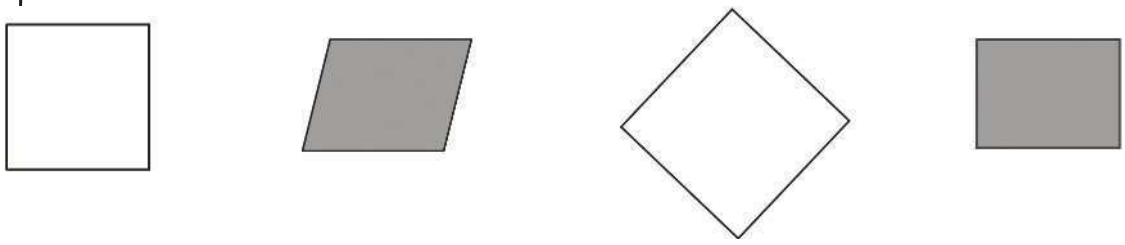
a.	b.	c.
		
_____ corners _____ straight sides	_____ corners _____ straight sides	_____ corners _____ straight sides

2. Look at the sides and corners of the shapes in each row.

a. Cross off the shape that does not have the same number of sides and corners.



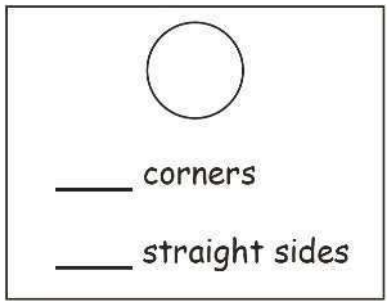
b. Cross off the shape that does not have the same kind of corners as the other shapes.



Name _____ Date _____

Write the number of corners and sides that each shape has. Then, match the shape to its name. Remember that some special shapes may have more than one name.

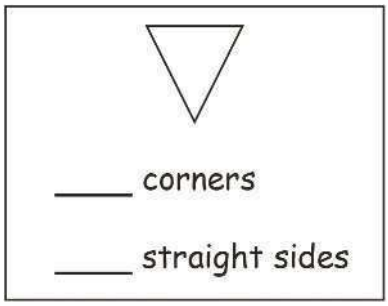
1.



____ corners

____ straight sides

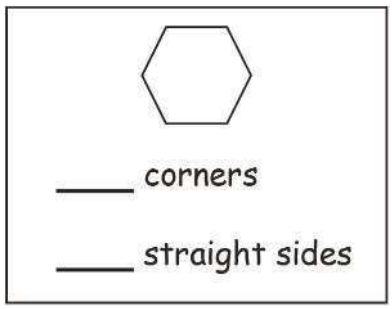
2.



____ corners

____ straight sides

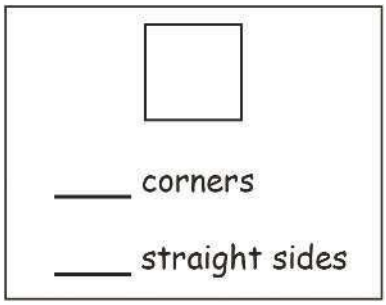
3.



____ corners

____ straight sides

4.



____ corners

____ straight sides

triangle

circle

rectangle

hexagon

square

rhombus

Lesson 2: Find and name two-dimensional shapes including trapezoid, rhombus, and a square as a special rectangle, based on defining attributes of sides and corners.

Name _____ Date _____

Circle true or false. Write one sentence to explain your answer. Use the word bank if needed.

Word Bank

faces	circle	square
sides	rectangle	point

1.

This can is a cylinder. True or False

2.

This juice box is a cube. True or False

Name _____ Date _____

Use pattern blocks to create the following shapes. Trace or draw to show what you did.

1. Use 3 rhombuses to make a hexagon.	2. Use 1 hexagon and 3 triangles to make a large triangle.

Name _____ Date _____

Use words or drawings to show how you can make a larger shape with 3 smaller shapes. Remember to use the names of the shapes in your example.

Name _____ Date _____

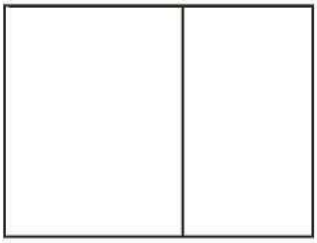
Maria made a structure using her 3-dimensional shapes. Use your shapes to try to make the same structure as Maria as your teacher reads the description of Maria's structure.

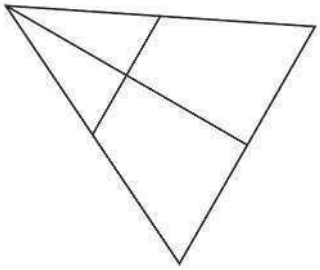
Maria's structure has the following:

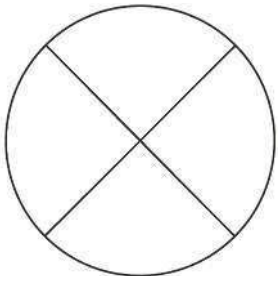
- 1 rectangular prism with the shortest face touching the table.
- 1 cube on top and to the right of the rectangular prism.
- 1 cylinder on top of the cube with the circular face touching the cube.

Name _____ Date _____

Circle the shape that has equal parts.

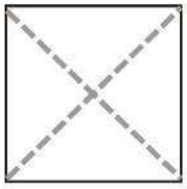
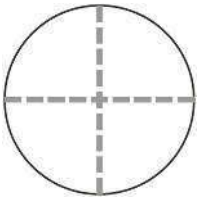






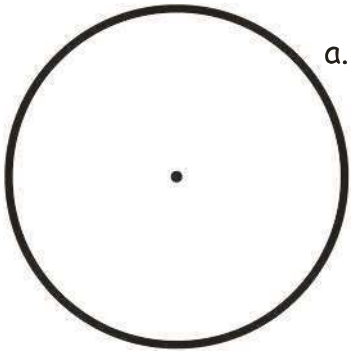
How many equal parts does the shape have? _____

Name _____ Date _____

Color 1 fourth of this square. 	Color half of this rectangle. 
Color half of this square. 	Color a quarter of this circle. 

Name _____ Date _____

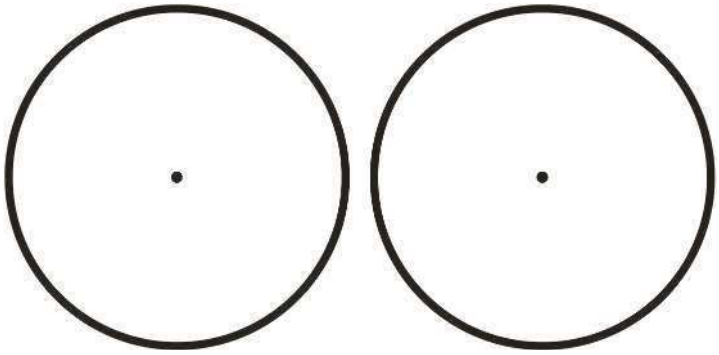
1. Circle **T** for true or **F** for false.



a. One fourth of the circle is larger than one half of the circle. **T F**

b. Cutting the circle into quarters gives you more pieces than cutting the circle into halves. **T F**

2. Explain your answers using the circles below.



Name _____ Date _____

Write the time shown on each clock.

1.

_____

2.

_____

3.

_____

4.

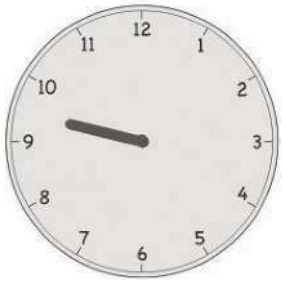
_____

Name _____ Date _____

Draw the minute hand so the clock shows the time written above it.

1.

9:30



2.

3:30

3. Write the correct time on the line.

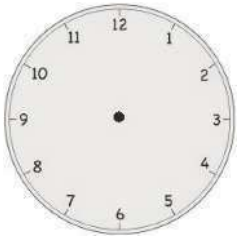
_____

Name _____ Date _____

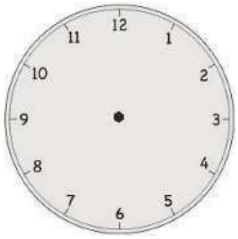
Draw the minute and hour hands on the clocks.

1. 1:30

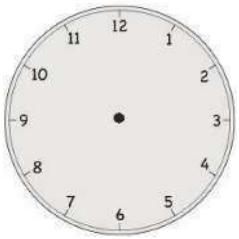
2. 10:00



3. 5:30



4. 7:30



Name _____ Date _____

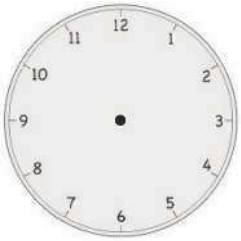
1. Circle the clock(s) that shows half past 3 o'clock.

a. 

b. 

c. 

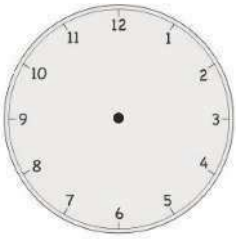
2. Write the time or draw the hands on the clocks.

a. 

4:30

b. 

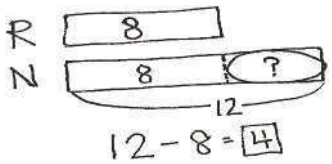
_____

c. 

9 o'clock

Name _____ Date _____

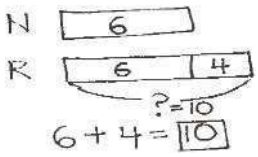
Read the word problem.
Draw a strip diagram or double strip diagram and label.
Write a number sentence and a statement that matches the story.



Anton drove around the racetrack 12 times during the race. Rose drove around the racetrack 17 times. How many more times did Rose go around the racetrack than Anton?

Name _____ Date _____

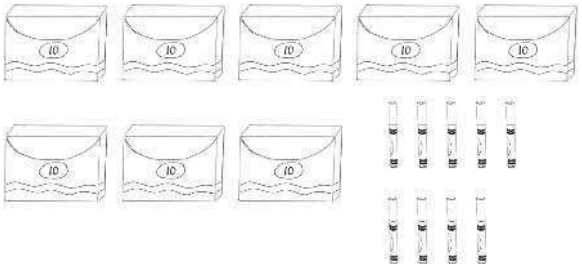
Read the word problem.
Draw a strip diagram or double strip diagram and label.
Write a number sentence and a statement that matches the story.



Tamra decorated 13 cookies. Kiana decorated 5 fewer cookies than Tamra. How many cookies did Kiana decorate?

Name _____ Date _____

1. Write the tens and ones. Complete the statement.



tens	ones

There are _____ markers.

2. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 90

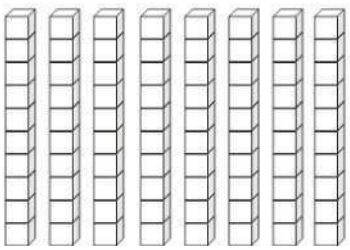
tens	ones

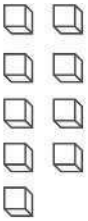
b. _____

tens	ones
8	7

Name _____ Date _____

1. Count the objects, and fill in the number bond or place value chart. Complete the sentences to add the tens and ones.





tens	ones

_____ + _____ = _____

_____ tens + _____ ones = _____

2. Complete the sentences to add the tens and ones.

a. 90 + 2 = _____

b. 7 tens + _____ ones = 79

Name _____ Date _____

1. Find the mystery numbers. Use the arrow way to show how you know.

a. 1 less than 69 is _____.

tens	ones

tens	ones

b. 10 more than 69 is _____.

tens	ones

tens	ones

2. Write the number that is **1 more**. a. 40, _____ b. 86, _____ c. 89, _____	3. Write the number that is **10 more**. a. 50, _____ b. 62, _____ c. 90, _____
4. Write the number that is **1 less**. a. 75, _____ b. 70, _____ c. 100, _____	5. Write the number that is **10 less**. a. 80, _____ b. 90, _____ c. 100, _____

Name _____ Date _____

Circle the correct words to make the sentence true. Use >, <, or = and numbers to write a true statement.

a.

36 | is greater than / is less than / is equal to | 6 tens 3 ones

_____ ◯ _____

b.

90 | is greater than / is less than / is equal to | 8 tens 9 ones

_____ ◯ _____

c.

52 | is greater than / is less than / is equal to | 5 tens 2 ones

_____ ◯ _____

d.

4 tens 2 ones | is greater than / is less than / is equal to | 3 tens 14 ones

_____ ◯ _____

Name _____ Date _____

1. Complete the chart by filling in the missing numbers.

a.

88
90

b.

99

c.

108

d.

119

2. Fill in the missing numbers to continue the counting sequence.

a. 117, _____, 119, _____

b. 108, 109, _____, _____, _____

Name _____ Date _____

1. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 83

tens	ones

b. ____

tens	ones
9	4

c. ____

tens	ones
11	5

d. 106

tens	ones

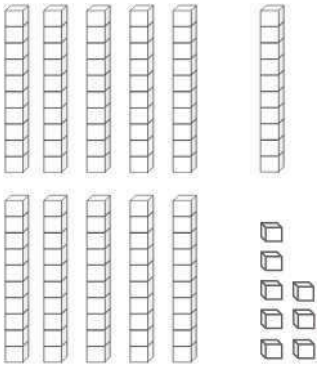
2. Write the number.

a. 10 tens 2 ones is the number _____.

b. 11 tens 4 ones is the number _____.

Name _____ Date _____

1. Count the objects. Fill in the place value chart, and write the number on the line.



tens	ones

_____

2. Use quick tens and ones to represent the following numbers. Write the number on the line.

a.

tens	ones
11	0

_____

b.

tens	ones
10	1

_____

Name _____ Date _____

1. Fill in the missing numbers.

   a. 40 + 50 = _____ b. 80 – 60 = _____ c. 30 + _____ = 70

2. Write a number sentence to match the picture.

_____

Name _____ Date _____

Solve. Use quick tens and ones drawings or number bonds.

a. 42 + 50 = _____	b. 30 + 57 = _____

Name _____ Date _____

Solve using number bonds. You may choose to add the ones or tens first. Write the two number sentences to show what you did.

a. 56 + 43 = _____	b. 22 + 75 = _____

Name _____ Date _____

Solve and show your work.

a. 49 + 37 = _____	b. 56 + 38 = _____

Name _____ Date _____

Solve and show your work.

a. 47 + 42 = _____	b. 78 + 22 = _____
c. 56 + 38 = _____	

Name _____ Date _____

Solve using quick tens and ones drawings. Remember to line up your drawings and write the total below your drawing.

a. 49 + 34 = ____	b. 57 + 36 = ____

Name _____ Date _____

Solve using quick tens and ones. Remember to line up your drawings and rewrite the number sentence vertically.

a. 49 + 26 = ____	b. 58 + 37 = ____
c. 55 + 37 = ____	d. 69 + 26 = ____

Name _____ Date _____

Solve using quick tens and ones drawings. Remember to line up your tens and ones and rewrite the number sentence vertically.

a. 39 + 47 = ____	b. 58 + 32 = ____
c. 49 + 44 = ____	d. 58 + 39 = ____

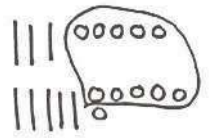
Name _____ Date _____

Circle the work that is correct.

In the extra space, correct the mistake in the other solution using the same solution strategy the student tried to use.

Student A

35 + 56 = 91



91

35
+ 56
1
91

Student B

35 + 56 = 46

5 6

35 + 5 = 40

40 + 6 = 46

Name _____ Date _____

Use the strategy you prefer to solve the problems below.

a.	b.
24 + 38 = _____	24 + 48 = _____

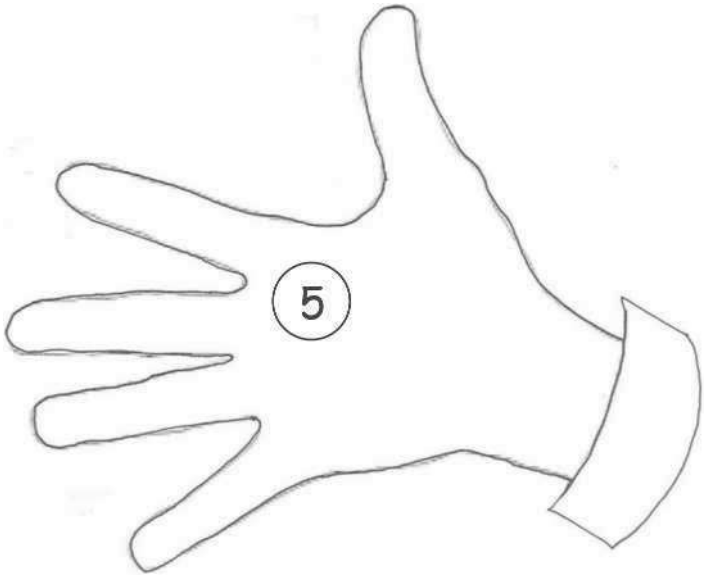
Name _____ Date _____

1. Match the pennies to the coin with the same value.

a.

b.

2. Ben has 10¢. He has 1 nickel. Draw more coin(s) to show what other coin(s) he might have.



Lesson 20: Identify pennies, nickels, and dimes by their image, name, or value. Decompose the values of nickels and dimes using pennies and nickels. Recognize and write the cent symbol (¢).

Name _____ Date _____

Use the word bank to write the names of the coins.

dimes	nickels	pennies	quarters

a. _____ b. _____ c. _____ d. _____

Name _____ Date _____

Draw a line to match each coin to its correct name.

dime

nickel

penny

quarter

Name _____ Date _____

Add pennies to show the written amount.

a.	9 cents	
b.	29¢	

Name _____ Date _____

Find the value of the set of coins. Complete the place value chart to match.
Write an addition sentence using the cent symbol (¢) to add the value of the dimes and the value of the pennies.

tens	ones

_____

Name_____ Date_____

Circle Save or Spend.

1. Jon puts 2 dollars in his piggy bank. Save Spend

2. Jon buys a book. Save Spend

3. Jon gives his sister 5 dollars. Save Spend

Name_____ Date_____

1. Circle the picture of something that people need.

2. Circle the picture of something that people do not need but may want.

Name_____ Date_____

1. Circle all the words that tell about ways we use money.

   Spend Price Give Save

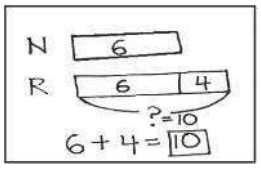
2. Circle all the words that tell what charity means.

   Helping Giving Finding Hiding

Name _____ Date _____

Read the word problem.
Draw a strip diagram or double strip diagram and label.
Write a number sentence and a statement that matches the story.

Sample Strip Diagram

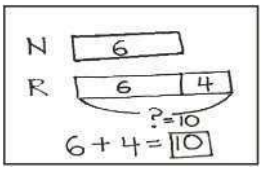


Willie splashed in 7 more puddles after the rainstorm than Julio. Willie splashed in 11 puddles. How many puddles did Julio splash in after the rainstorm?

Name _____ Date _____

Read the word problem.
Draw a strip diagram or double strip diagram and label.
Write a number sentence and a statement that matches the story.

Sample Strip Diagram

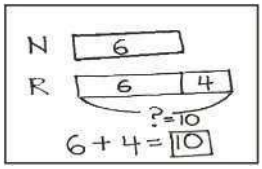


Maria jumped off the diving board into the pool 3 fewer times than Emi. Maria jumped off the diving board 14 times. How many times did Emi jump off the diving board?

Name _____ Date _____

Read the word problem.
Draw a strip diagram or double strip diagram and label.
Write a number sentence and a statement that matches the story.

Sample Strip Diagram



Emi tried on 8 fewer costumes than Nikil. Emi tried on 4 costumes. How many costumes did Nikil try on?