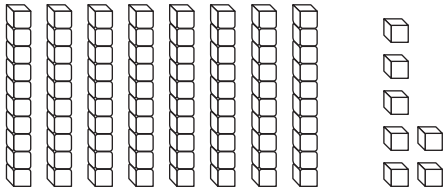
Name _____

# Algebra • Ways to Expand Numbers

**Essential Question** How can you write a two-digit number in different ways?

## Model and Draw

There are different ways to think about a number.



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

8 tens 7 ones

80 + 7

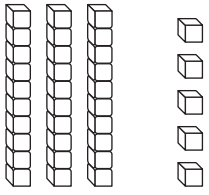
87

## Share and Show

MATH BOARD

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

**1.**

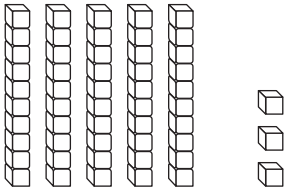


____ tens ____ ones

____ + ____

____

**2.**



____ tens ____ ones

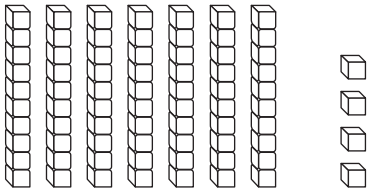
____ + ____

____

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

## On Your Own

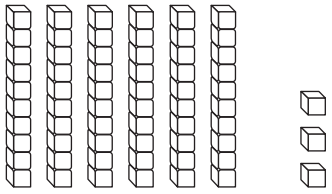
Write how many tens and ones.
Write the number in two different ways.

**3.** 

____ tens ____ ones

____ + ____

____

**4.** 

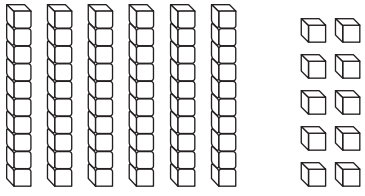
____ tens ____ ones

____ + ____

____

## Problem Solving

**5.** Draw the same number using only tens.
Write how many tens and ones.
Write the number in two different ways.



____ tens ____ ones

____ + ____

____

____ tens ____ ones

____ + ____

____

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

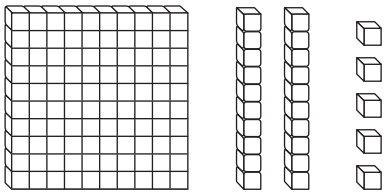
Name _____

# Identify Place Value

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

## Model and Draw

The **1** in **1**25 means 1 hundred.
The **2** in 1**2**5 means 2 tens.
The **5** in 12**5** means 5 ones.



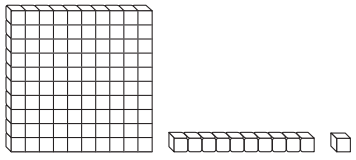
125

Draw ☐ for 
Draw | for 
Draw ◦ for ◦

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

## Share and Show

MATH BOARD

Use your MathBoard and  to show the number.
Draw to complete the quick picture. Write how many hundreds, tens, and ones.

**THINK**
106 has no tens.

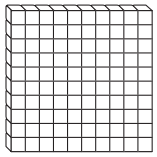
**1.**

106

| hundreds | tens | ones |
|---|---|---|
| ____ | ____ | ____ |

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

## On Your Own

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

**2.** 170

| hundreds | tens | ones |
|---|---|---|
| ____ | ____ | ____ |

**3.** 143

| hundreds | tens | ones |
|---|---|---|
| ____ | ____ | ____ |

**4.** 121

| hundreds | tens | ones |
|---|---|---|
| ____ | ____ | ____ |

## Problem Solving Real World

Circle your answer.

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

99 100 199

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

107 170 103

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

Name _____

# Use Place Value to Compare Numbers

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

## Model and Draw

I want to eat the greater number.

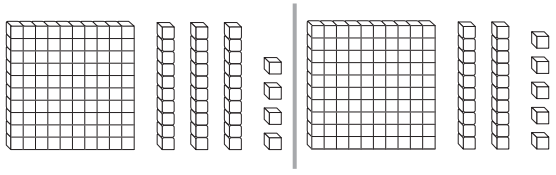
Use these symbols to compare numbers.

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

**45**  **46**

$45 < 46$
45 is less than 46.

Compare 134 and 125.



First compare hundreds.
One hundred is equal to one hundred.

$100 = 100$

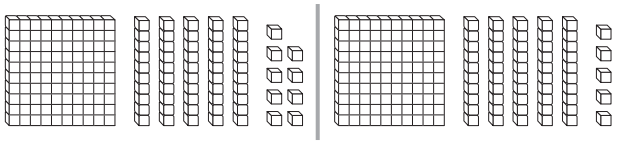
If the hundreds are equal, compare the tens. 30 is greater than 20.

$134 > 125$

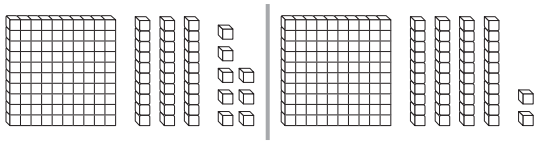
## Share and Show

MATH BOARD

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

**1.** 

159 $>$ 155

**2.** 

___ ◯ ___

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

**3.** 187 ◯ 168

**4.** 165 ◯ 159

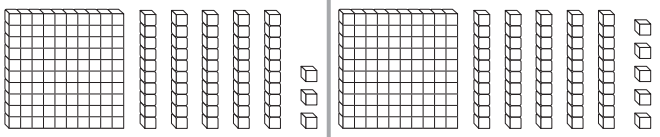
**5.** 127 ◯ 141

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

## On Your Own

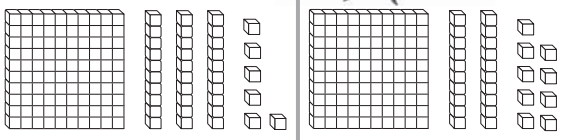
Write the numbers. Compare. Write >, <, or =.

**6.**



_____ ◯ _____

**7.**



_____ ◯ _____

Compare the numbers using >, <, or =.

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

## Problem Solving Real World

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

_____ is thinking of a greater number.

Draw or write to explain.

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

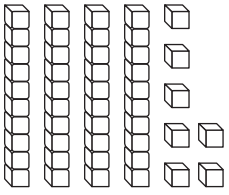
Name _____

# Checkpoint

## Concepts and Skills

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

**1.**

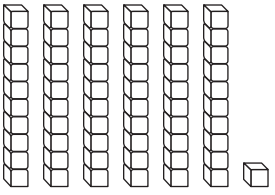


_____ tens and _____ ones

_____ + _____

_____

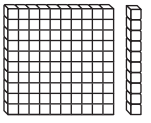
**2.**



_____ tens and _____ one

_____ + _____

_____

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

**3.** 154

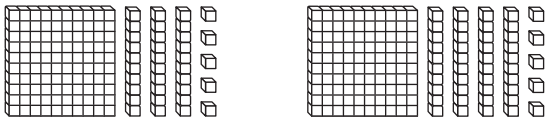
| hundreds | tens | ones |
|---|---|---|
| _____ | _____ | _____ |

**4.** 128

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

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

**5.**  ___ ◯ ___

**6.**  ___ ◯ ___

Compare the numbers using >, <, or =.

**7.** 175 ◯ 175

**8.** 163 ◯ 173

**9.** 189 ◯ 188

**10.** 142 ◯ 158

**11.** 157 ◯ 157

**12.** 185 ◯ 180

**13.** Which comparison is correct?

- ○ 132 > 131
- ○ 131 = 132
- ○ 131 > 132

Name _____

# Algebra • Addition Function Tables

**Essential Question** How can you follow a rule to complete an addition function table?

## Model and Draw

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

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

## Share and Show

MATH BOARD

Follow a rule to complete the table.

1.

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

2.

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

3.

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

4.

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

5.

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

6.

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

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

## On Your Own

Follow a rule to complete the table.

**7.**

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

**8.**

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

**9.**

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

**10.**

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

**11.**

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

**12.**

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

## Problem Solving Real World

**13.** Solve. Complete the table.

Tom is 8 years old.
Julie is 7 years old.
Carla is 4 years old.

How old will each child be in 4 years?

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

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

Name _____

# Algebra • Subtraction Function Tables

**Essential Question** How can you follow a rule to complete a subtraction function table?

## Model and Draw

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

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

## Share and Show

MATH BOARD

Follow a rule to complete the table.

1.

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

2.

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

3.

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

4.

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

5.

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

6.

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

**Math Talk** How can Exercise 2 help you solve Exercise 3?

## On Your Own

Follow a rule to complete the table.

**7.**

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

**8.**

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

**9.**

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

**10.**

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

**11.**

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

**12.**

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

## Problem Solving


**13.** Solve. Complete the table.

Jane has 4 cookies.
Lucy has 3 cookies.
Seamus has 2 cookies.

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

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

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

Name _____

# Algebra • Follow the Rule

**Essential Question** How can you follow a rule to complete an addition or subtraction function table?

## Model and Draw

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

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

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

## Share and Show


Follow a rule to complete the table.

**1.**

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

**2.**

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

**3.**

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

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

## On Your Own

Follow a rule to complete the table.

**4.**

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

**5.**

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

**6.**

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

**7.**

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

**8.**

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

**9.**

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

## Problem Solving


**10.** Find the rule. Complete the table.

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

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

Name _____

# Add 3 Numbers

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

## Model and Draw

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

**Make a 10.**

2 + 8 = 10
10 + 6 = 16

**Use doubles.**

8 + 8 = 16
16 + 4 = 20

**Use count on.**

6 + 3 = 9
9 + 8 = 17

## Share and Show

MATH BOARD

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

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **1.** | 4 | make a 10 | **2.** | 9 | make a 10 | **3.** | 4 | make a 10 |
| | 7 | doubles | | 8 | doubles | | 6 | doubles |
| | + 7 | count on | | + 1 | count on | | + 2 | count on |
| **4.** | 8 | make a 10 | **5.** | 6 | make a 10 | **6.** | 6 | make a 10 |
| | 4 | doubles | | 3 | doubles | | 7 | doubles |
| | + 2 | count on | | + 6 | count on | | + 4 | count on |

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

## On Your Own

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

| | | |
|---|---|---|
| **7.** 5 make a 10<br>5 doubles<br>+ 5 count on | **8.** 7 make a 10<br>3 doubles<br>+ 5 count on | **9.** 3 make a 10<br>8 doubles<br>+ 8 count on |
| **10.** 4 make a 10<br>2 doubles<br>+ 7 count on | **11.** 2 make a 10<br>9 doubles<br>+ 2 count on | **12.** 9 make a 10<br>9 doubles<br>+ 1 count on |
| **13.** 9 make a 10<br>2 doubles<br>+ 8 count on | **14.** 6 make a 10<br>3 doubles<br>+ 7 count on | **15.** 8 make a 10<br>4 doubles<br>+ 1 count on |

## Problem Solving Real World

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

____ buttons

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

Name _____

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

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

## Model and Draw

What is 54 + 2?

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

**5** tens **4** ones
\+ **2** ones
5 tens 6 ones

**5 4**
\+ **2**
**5 6**

## Share and Show

MATH BOARD

Add. Write the sum.

| | | | |
|---|---|---|---|
| 1. 72 + 3 | 2. 24 + 1 | 3. 41 + 4 | 4. 56 + 2 |
| 5. 14 + 4 | 6. 33 + 6 | 7. 61 + 8 | 8. 93 + 4 |
| 9. 31 + 6 | 10. 11 + 7 | 11. 40 + 4 | 12. 35 + 3 |

**Math Talk** How did you find the total number of ones in Exercise 1?

## On Your Own

Add. Write the sum.

| | | | |
|---|---|---|---|
| **13.** 22 + 7 | **14.** 53 + 3 | **15.** 46 + 2 | **16.** 71 + 8 |
| **17.** 84 + 5 | **18.** 93 + 4 | **19.** 16 + 3 | **20.** 37 + 1 |
| **21.** 62 + 2 | **22.** 23 + 5 | **23.** 82 + 2 | **24.** 44 + 4 |

## Problem Solving Real World

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

____ children

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

Name _____

# Add Two-Digit Numbers

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

## Model and Draw

What is 23 + 14?

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

| | | |
|---|---|---|
| **2** tens **3** ones | | **2 3** |
| **+ 1** ten **4** ones | | **+ 1 4** |
| 3 tens 7 ones | | 3 7 |

## Share and Show

MATH BOARD

Add. Write the sum.

| | | | |
|---|---|---|---|
| **1.** 82 + 12 | **2.** 25 + 43 | **3.** 15 + 14 | **4.** 71 + 12 |
| **5.** 36 + 21 | **6.** 43 + 41 | **7.** 57 + 32 | **8.** 21 + 12 |
| **9.** 12 + 12 | **10.** 41 + 21 | **11.** 32 + 41 | **12.** 51 + 14 |

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

## On Your Own

Add. Write the sum.

| | | | |
|---|---|---|---|
| **13.** 83 + 12 | **14.** 73 + 21 | **15.** 16 + 51 | **16.** 23 + 43 |
| **17.** 24 + 55 | **18.** 67 + 21 | **19.** 64 + 23 | **20.** 51 + 24 |
| **21.** 26 + 32 | **22.** 51 + 25 | **23.** 46 + 22 | **24.** 34 + 45 |

## Problem Solving Real World

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

____ hair clips

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

Name _____

# Repeated Addition

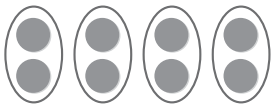
**Essential Question** How can you find how many items there are in equal groups without counting one at a time?

## Model and Draw

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

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

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



2 + 2 + 2 + 2 = 8

Ayita needs 8 plants.

## Share and Show

MATH BOARD

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

| | Number of Equal Groups | Number in Each Group | How many in all? |
|---|---|---|---|
| **1.** | 4 | 3 | ____ + ____ + ____ + ____ = ____ |
| **2.** | 2 | 5 | ____ + ____ = ____ |
| **3.** | 3 | 4 | ____ + ____ + ____ = ____ |

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

## On Your Own

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

| | Number of Equal Groups | Number in Each Group | How many in all? |
|---|---|---|---|
| **4.** | 2 | 3 | ____ + ____ = ____ |
| **5.** | 3 | 5 | ____ + ____ + ____ = ____ |
| **6.** | 4 | 4 | ____ + ____ + ____ + ____ = ____ |
| **7.** | 4 | 5 | ____ + ____ + ____ + ____ = ____ |
| **8.** | 5 | 7 | ____ + ____ + ____ + ____ + ____ = ____ |

## Problem Solving Real World

Solve.

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

____ flowers

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

____ leaves

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

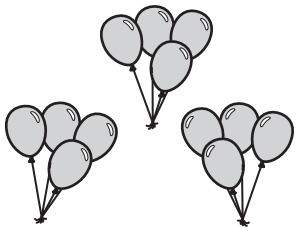
Name _____

# Use Repeated Addition to Solve Problems

**Essential Question** How can you use repeated addition to solve problems?

## Model and Draw

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



12 balloons

**THINK** 4 + 4 + 4 = 12

## Share and Show

MATH BOARD

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

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


____ cards

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

____ roses

**Math Talk** What pattern can you use to find the answer to Exercise 2?

## On Your Own

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

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

____ ribbons

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

____ pens

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

____ stickers

## Problem Solving Real World

**Circle the way you can model the problem. Then solve.**

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

**4 groups of 4 apples**

**4 groups of 3 apples**

**3 groups of 4 apples**

There are ____ apples.

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

Name _____

## Checkpoint

### Concepts and Skills

Follow the rule to complete each table.

**1.**

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

**2.**

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

**3.**

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

**4.**

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

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

**5.**

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

make a 10
doubles
count on

**6.**

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

make a 10
doubles
count on

Add. Write the sum.

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

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

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

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

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

| | Number of Equal Groups | Number in Each Group | How many in all? |
|---|---|---|---|
| **11.** | 3 | 2 | ___ + ___ + ___ = ___ |
| **12.** | 2 | 4 | ___ + ___ = ___ |

**13.** Choose the way to model the problem.
James has 4 letters. He puts 2 stamps on each letter.
How many stamps does he use in all?

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

Name _____

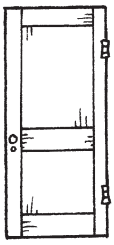
# Choose a Nonstandard Unit to Measure Length

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

## Model and Draw

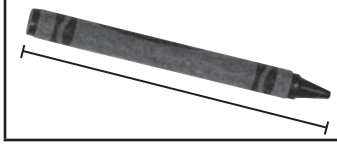
Use  to measure short things.

Use  to measure long things.



## Share and Show


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

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

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

## On Your Own

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

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

## Problem Solving Real World

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

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

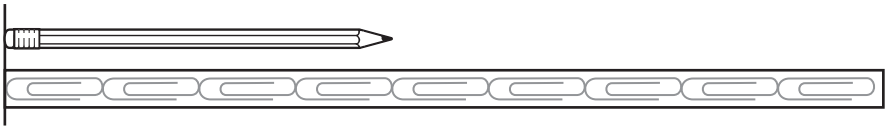
Name _____

# Use a Non-Standard Ruler

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

## Model and Draw

About how long is the pencil?



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

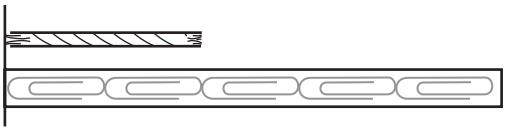
about 4 📎

## Share and Show

MATH BOARD

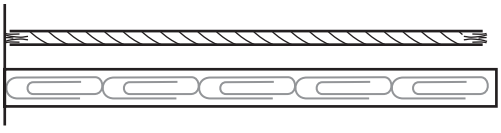
About how long is the string?

**1.**



about _____ 📎

**2.**



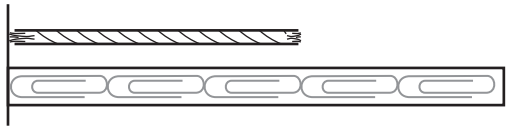
about _____ 📎

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

## On Your Own

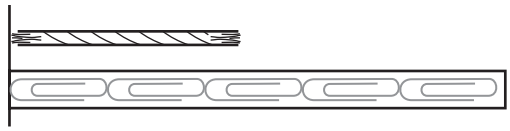
About how long is the string?

**3.**



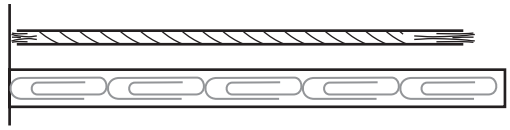
about ____

**4.**



about ____

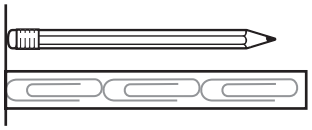
**5.**



about ____

## Problem Solving

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



_____

_____

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

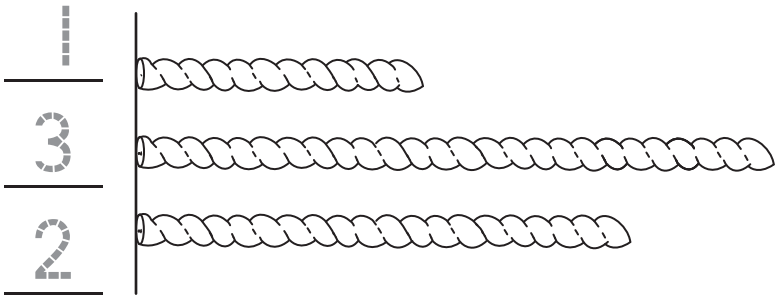
Name _____

# Compare Lengths

**Essential Question** How can you compare lengths of objects?

## Model and Draw

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



1 _____

3 _____

2 _____

about 4 ▭ ← Shortest

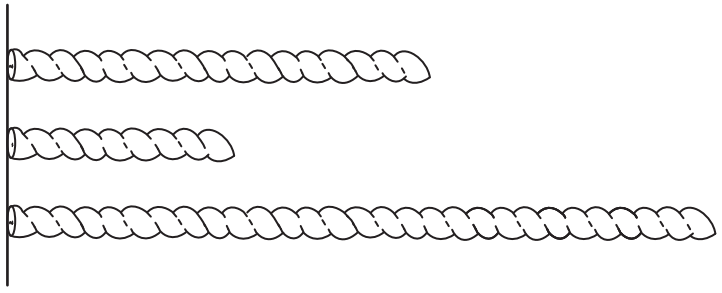
about 8 ▭ ← Longest

about 6 ▭

## Share and Show

MATH BOARD

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



1. _____

_____

_____

about _____ ▭

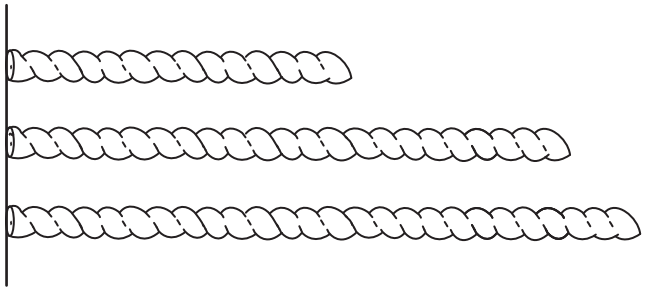
about _____ ▭

about _____ ▭

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

## On Your Own

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

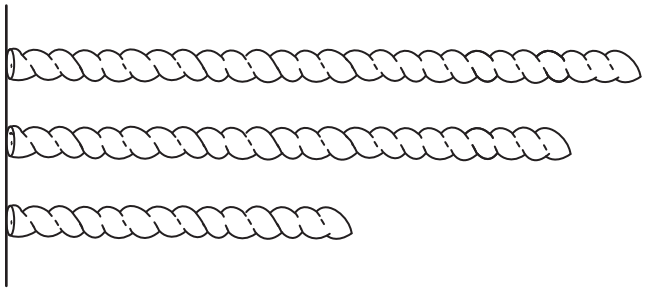


_____ about _____ ▭

_____ about _____ ▭

_____ about _____ ▭

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



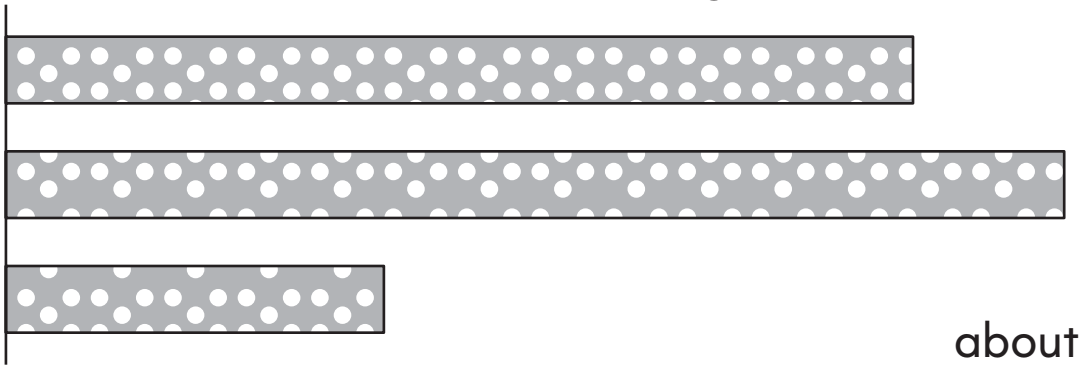
_____ about _____ ▭

_____ about _____ ▭

_____ about _____ ▭

## Problem Solving Real World

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



about _____ ▭

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

Name _____

# Time to the Hour and Half Hour

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

## Model and Draw

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

4:00

4:30

## Share and Show

MATH BOARD

Read the clock. Write the time.

**1.**

_____

**2.**

_____

**3.**

_____

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

## On Your Own

Read the clock. Write the time.

**4.**

_____

**5.**

_____

**6.**

_____

**7.**

_____

**8.**

_____

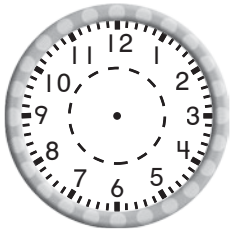
**9.**

_____

## Problem Solving

Draw and write to show the time.

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



_____

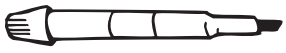
**TAKE HOME ACTIVITY** • Say a time, such as half past 1:00 or 7:00. Ask your child where the clock hands will point at that time.

Name _____

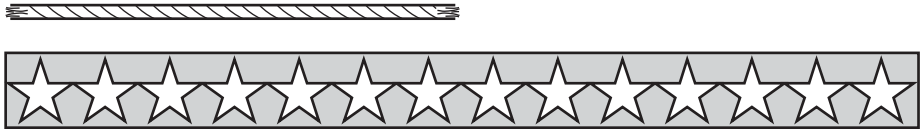
## Checkpoint

### Concepts and Skills

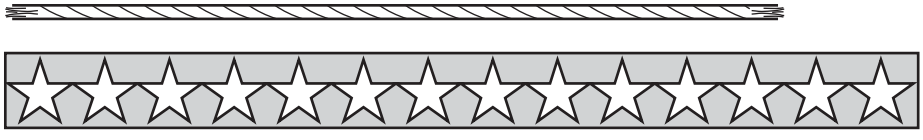
Use real objects. Choose a unit to measure the length. Then measure.

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

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

4. 

____ stars long

5. 

____ stars long

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

**6.**

____ ____ cubes long

____ ____ cubes long

____ ____ cubes long

**7.**

____ ____ cubes long

____ ____ cubes long

____ ____ cubes long

**8.** Read the clock. Choose the correct time.


- ○ 8:00
- ○ 8:30
- ○ 9:00
- ○ 9:30

Name _____

# Use a Picture Graph

**Essential Question** How do you read a picture graph?

## Model and Draw

| Our Favorite Hot Dog Toppings | |
|---|---|
| mustard | 3 |
| ketchup | 5 |

Each 🧍 stands for 1 child.

3 children chose  .

Most children chose ketchup.

2 fewer children chose  than  .

## Share and Show

MATH BOARD

| Our Sock Colors | |
|---|---|
| black | 2 |
| white | 6 |
| blue | 3 |

Each 🧍 stands for 1 child.

Use the picture graph to answer the questions.

1. How many children are wearing  ? ____
2. What color of socks are most of the children wearing? _____
3. How many more children wear  than  ? ____

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

## On Your Own

| Our Weather | | | | | | |
|---|---|---|---|---|---|---|
| rainy | ◯ | ◯ | ◯ | ◯ | | |
| sunny | ◯ | ◯ | | | | |
| cloudy | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

**Each ◯ stands for 1 day.**

Use the picture graph to answer each question.

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

____ days

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



**6.** How many fewer days were  than  ?

____ days

**7.** How many  and  days were there?

____ days

## Problem Solving Real World

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

____ days

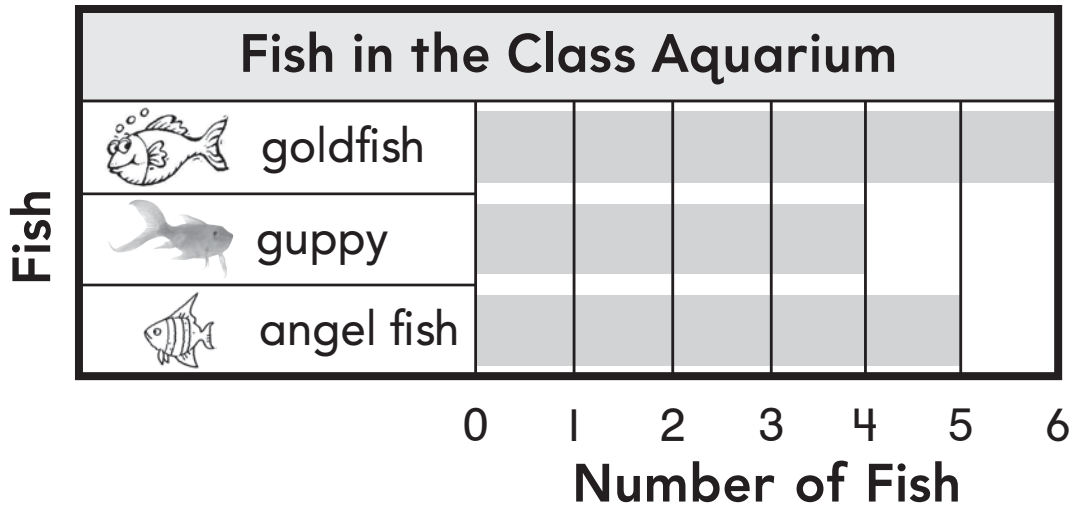
**TAKE HOME ACTIVITY** • Help your child make a picture graph to show the eye color of 10 friends and family members.

Name _____

# Use a Bar Graph

**Essential Question** How do you read a bar graph?

## Model and Draw




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

6 fish are  .

## Share and Show

MATH BOARD

Use the bar graph to answer the questions.

**1.** How many fish are in the aquarium?

____ fish

**2.** How many fish in the aquarium are  ?

____ fish

**3.** How many fewer fish are  than  ?

____ fish

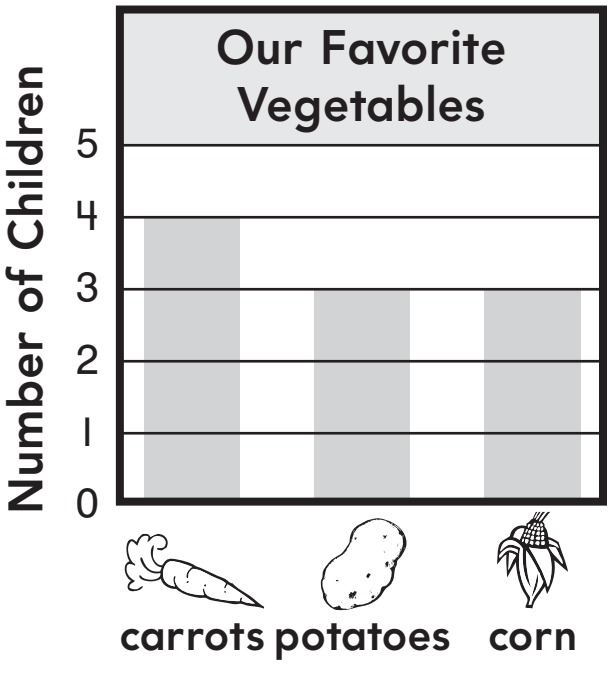
**4.** Are more of the fish  or  ?

_____

**Math Talk** How did you find the answer for Exercise 1?

## On Your Own

Use the bar graph to answer the questions.




**5.** How many children chose  ?

____ children

**6.** How many children chose  ?

____ children

**7.** Which vegetable did most children choose? Circle.

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

## Problem Solving Real World

Use the bar graph to solve.

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

____ children

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

Name _____

# Take a Survey

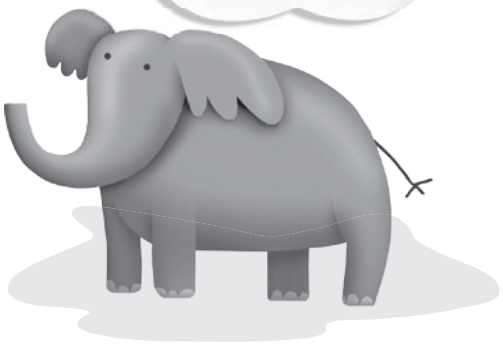
**Essential Question** How can you take a survey?

## Model and Draw

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

**REMEMBER**
Each tally mark stands for one friend's choice.

| Favorite Wild Animal | |
|---|---|
| **Animal** | **Tally** |
| elephant | 𝍸 |
| monkey | III |
| tiger | II |



## Share and Show

MATH BOARD

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

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

2. How many children did not choose tiger?
_____ children

3. Did more children choose elephant or tiger? _____

4. The most children chose _____ as their favorite.

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

## On Your Own

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

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

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

**7.** Which color did the most classmates choose? _____

**8.** Did more classmates choose red or green? _____

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

**10.** Did fewer children choose blue or green? _____

## Problem Solving


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

_____ more classmates

| Our Favorite Snack | |
|---|---|
| **Snack** | **Tally** |
| pretzels | II |
| apples | I |
| popcorn | 𝍸 |

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

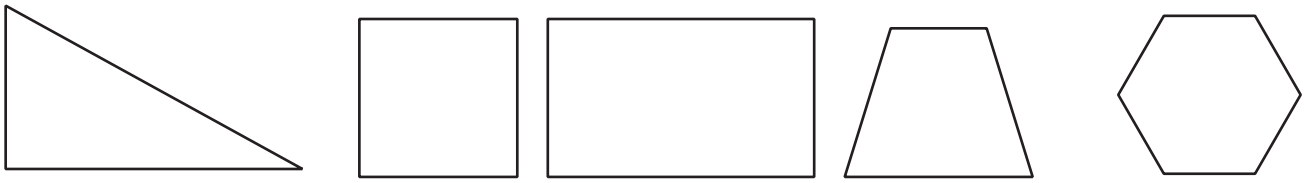
Name _____

# Identify Shapes

**Essential Question** How can attributes help you identify a shape?

## Model and Draw

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

triangle | square | rectangle | trapezoid | hexagon

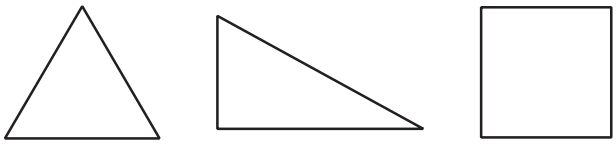
3 sides, 3 vertices | 4 sides, 4 vertices | 6 sides, 6 vertices

## Share and Show

MATH BOARD

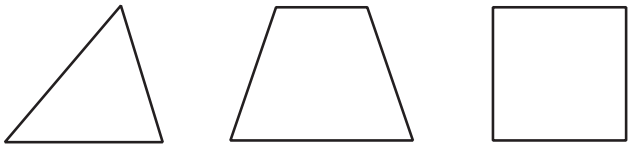
Circle to answer the question. Write to name the shape.

**1.** Which shape has 4 sides?



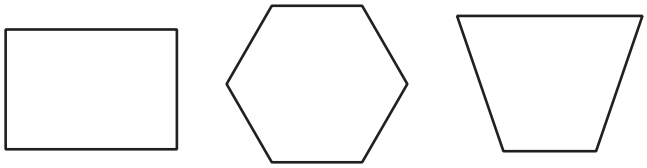
_____

**2.** Which shape has 3 vertices?



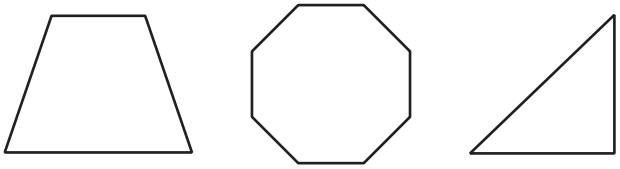
_____

**3.** Which shape has 6 sides?



_____

**4.** Which shape has 4 vertices?



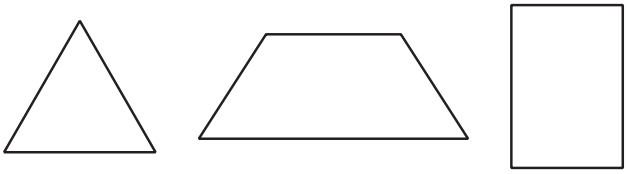
_____

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

## On Your Own

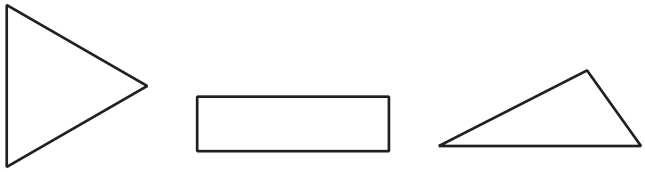
Circle to answer the question. Write to name the shape.

**5.** Which shape has 3 sides?



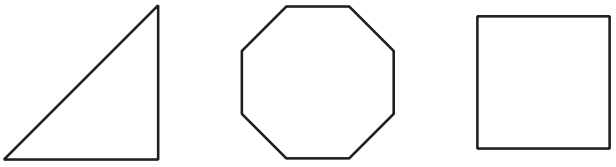
_____

**6.** Which shape has 4 vertices?



_____

**7.** Which shape has 4 sides?



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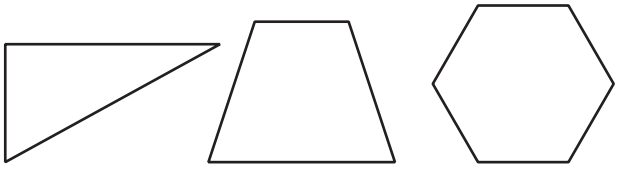
**8.** Which shape has 6 vertices?



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## Problem Solving

Real World

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

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

_____ _____ _____

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

Name _____

# Equal Shares

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

## Model and Draw

| half | half |
|---|---|

2 equal shares

2 halves

| fourth | fourth |
|---|---|
| fourth | fourth |

4 equal shares

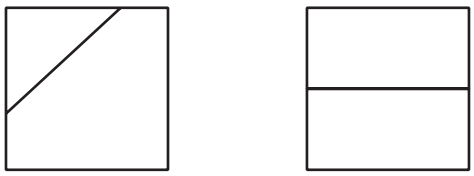
4 fourths

## Share and Show

MATH BOARD

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

1.



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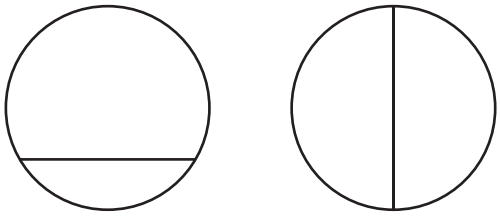
2.



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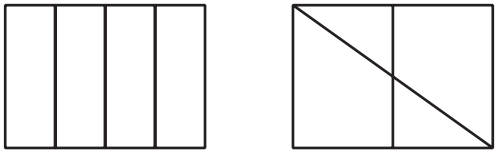
3.



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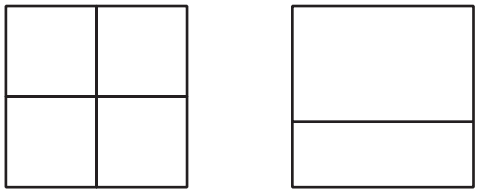
4.



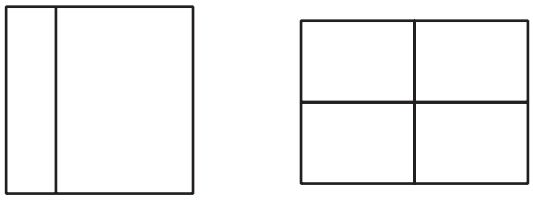
_____

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

## On Your Own

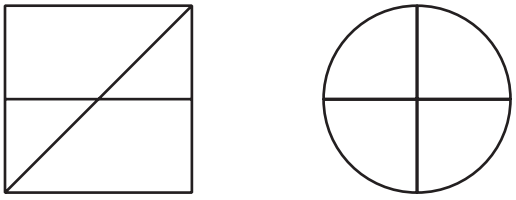
Circle the shape that shows equal shares. Write to name the equal shares.

**5.**



_____

**6.**



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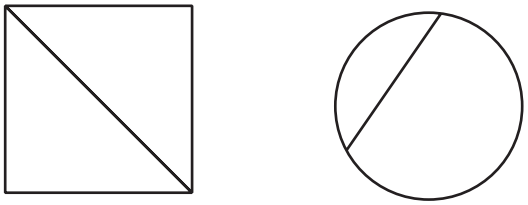
**7.**



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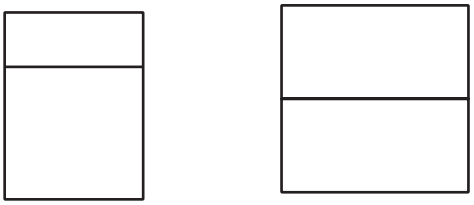
**8.**



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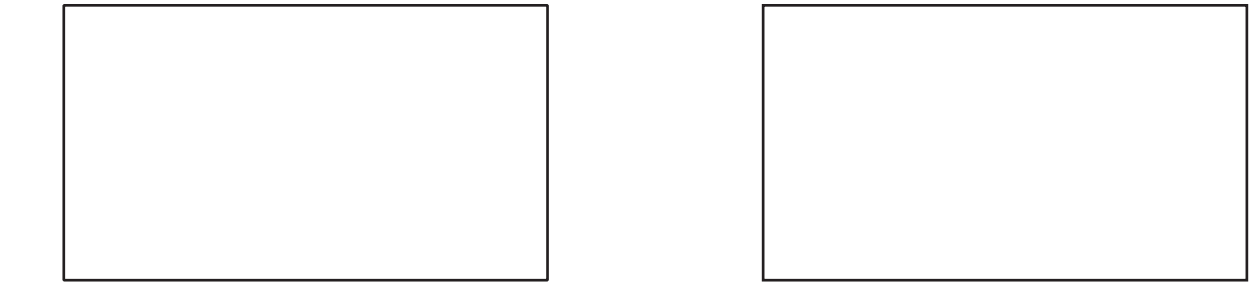
## Problem Solving

Real World

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



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

Name _____

## Checkpoint

### Concepts and Skills

Use the picture graph to answer Exercises 1 and 2.

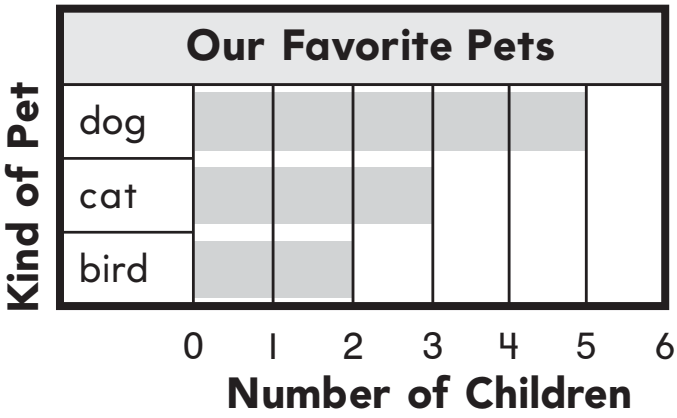
| Our Favorite Fruit | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| apple | 🧍 | 🧍 | 🧍 | 🧍 | 🧍 | | | |
| banana | 🧍 | 🧍 | 🧍 | 🧍 | 🧍 | 🧍 | 🧍 | 🧍 |
| orange | 🧍 | 🧍 | 🧍 | | | | | |

**Each 🧍 stands for 1 child.**

**1.** How many children choose an orange? _____

**2.** Which fruit was chosen most often? _____

Use the bar graph to answer Exercises 3 and 4.




**3.** Which pet did most children choose? _____

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

_____

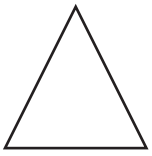
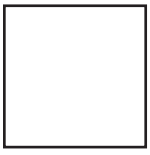
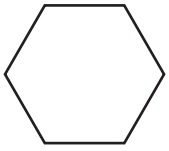
**5.** Take a survey. Ask 8 classmates which sport is their favorite. Use tally marks to show their answers.

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

**6.** Did more children choose baseball or soccer? _____

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

**7.** Which shape has 4 vertices?

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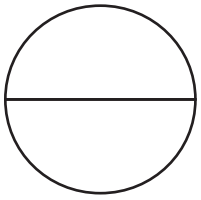
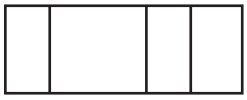
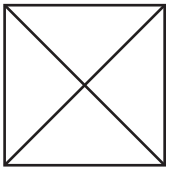
**8.** Which shape shows fourths?

○ 

○ 

○ 

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