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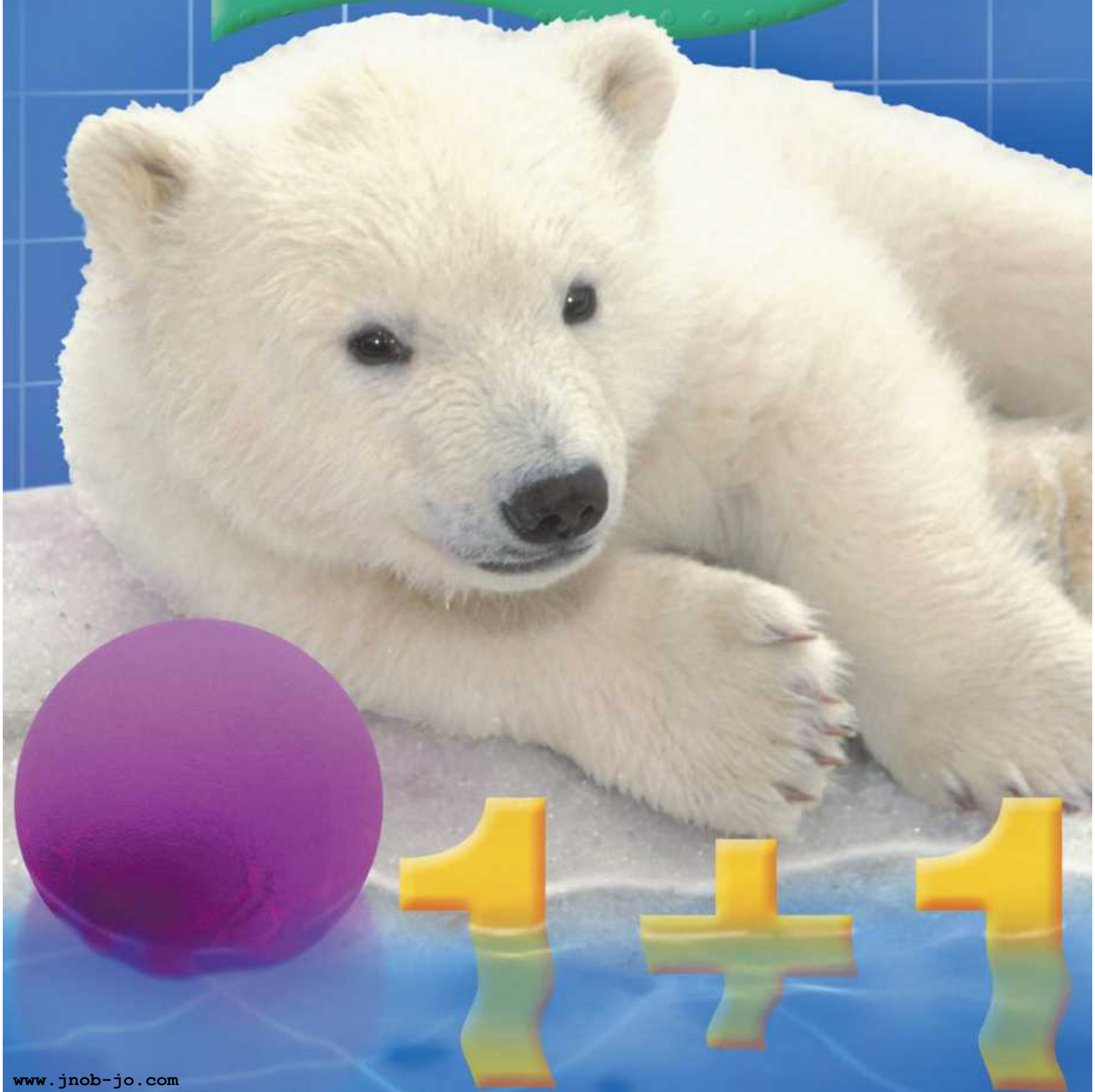
Math



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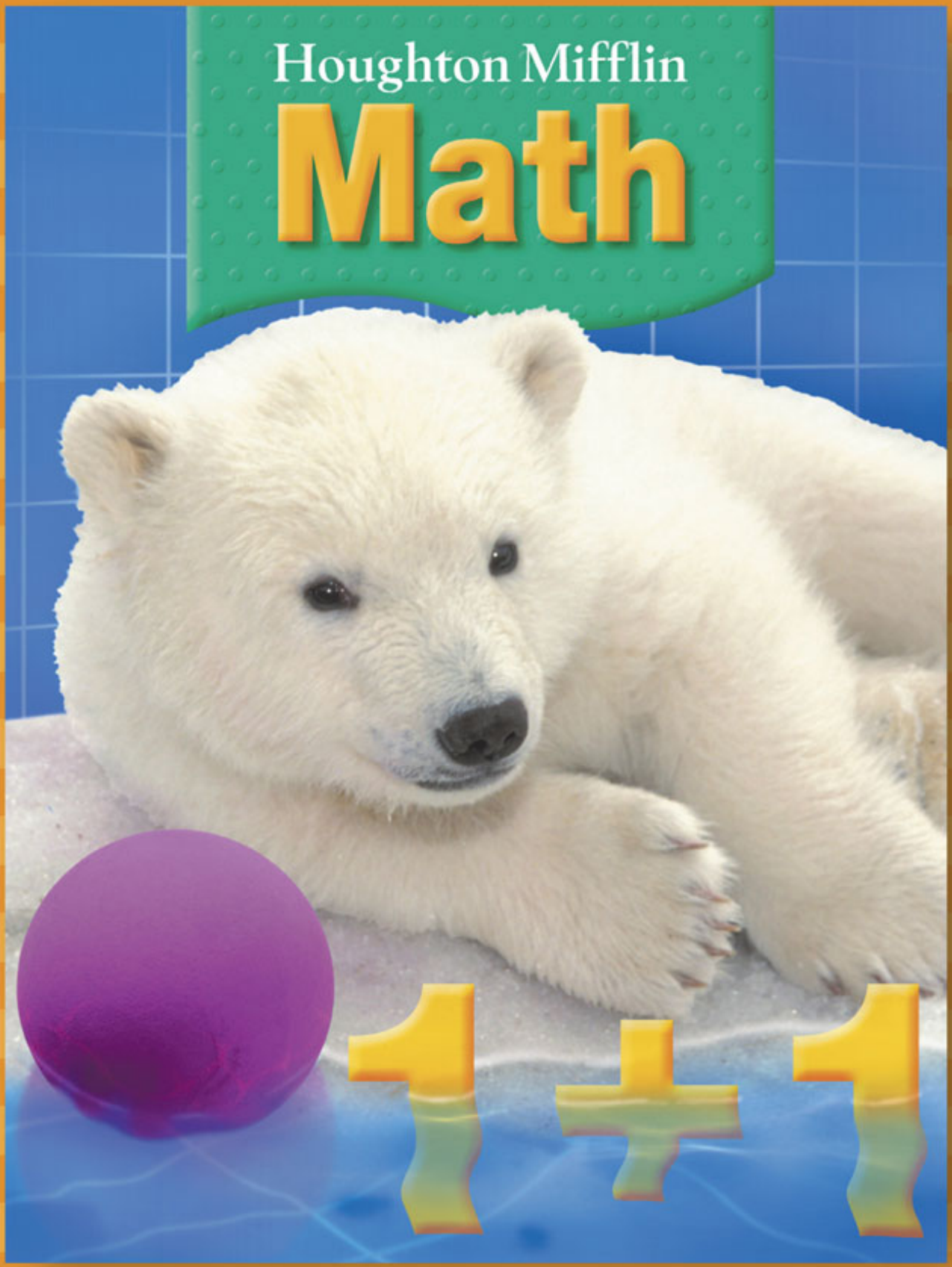

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Houghton Mifflin Math

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Back to School

Welcome!

Name _____

What I Know About Math

1. I can count to _____.

2. I can draw these shapes.

3. I know the value of some coins.



_____ ¢ _____ ¢ _____ ¢

4. I can tell time.


_____ :00 _____ :00

Take a Survey

1. Ask 8 friends which activity they like the best. Record tally marks to show the favorite activities.

Favorite Activities	
	
	
	

Talk About It

2. What is the favorite activity on your tally chart?

Name _____

Numbers and Number Words

1. Write the number.

0 _____ 1 _____

2 _____ 3 _____

4 _____ 5 _____

6 _____ 7 _____

8 _____ 9 _____

2. Match the number word and the number.

six	10
ten	14
fourteen	6

Talk About It

3. When you count what number comes before 3?

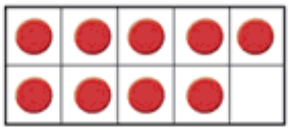
Different Ways to Show Numbers

1. Circle the ways that show 5.

4 + 2

2 + 3

2. Draw an X on the ways that show fewer than 8.
Circle the ways that show more than 8.



Talk About It

3. What is the greatest number shown on this page?
How do you know?

Name _____

Ordinal Numbers

1. Circle the first child red.
2. Circle the ninth child orange.
3. Circle the sixth child blue.

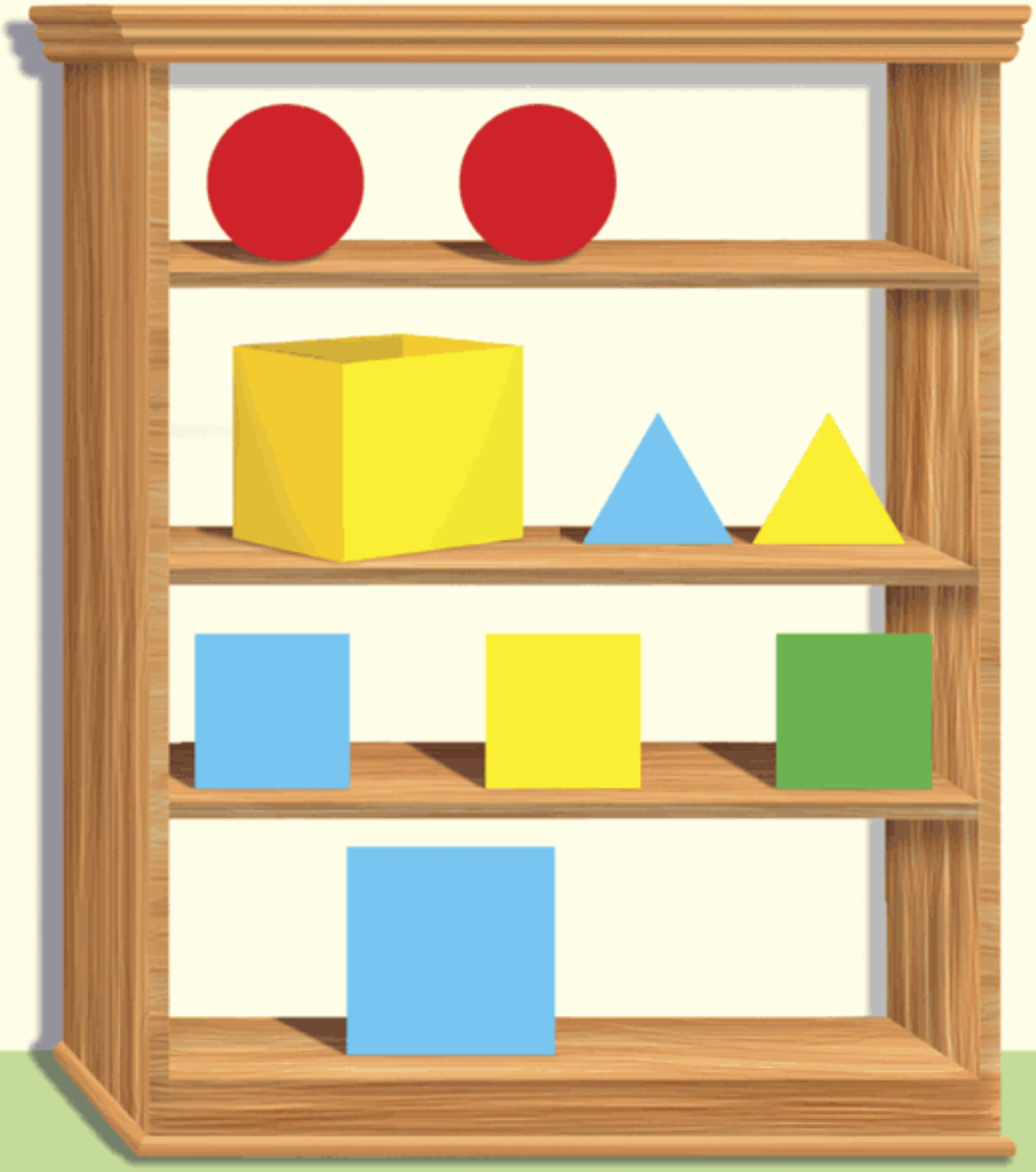
Talk About It

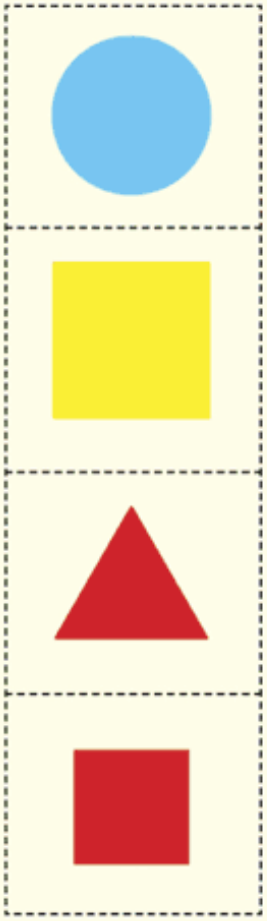
4. What is the pattern with boys and girls? Would a boy or girl come next in line?

5. What other patterns do you see?

Use Position Words and Classify

1. Listen to your teacher.





Talk About It

2. How are the objects on each shelf alike? Different?

Name _____

Money

Match the coin to its name.

1. dime 

2. penny 

3. nickel 

4. Write the value.

_____
_____ ¢
_____

_____
_____ ¢
_____

5. Draw coins to show 10¢.

Talk About It

6. Would you rather have one dime or six pennies? Why?

Calendar Time

Use the calendar.
Circle the answer.

1. Look at the blue bar.
   What does it show?

   Month Week

2. Today is Tuesday.
   What day is tomorrow?

   Wednesday Monday

3. The calendar shows July.
   Circle the season.

   Winter Summer

4. Look at the green day.
   What date is it?

   July 16 March 16

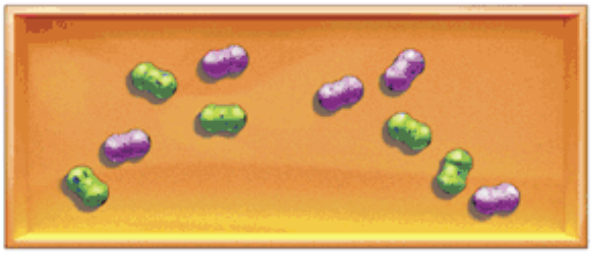
Talk About It

5. How can you tell if there are more Mondays or Thursdays in the month shown above?

Name _____

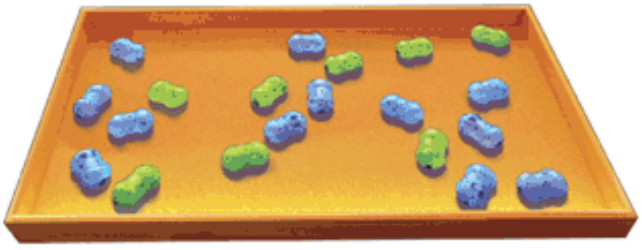
Estimating

Look at the 10 beads in the pan.



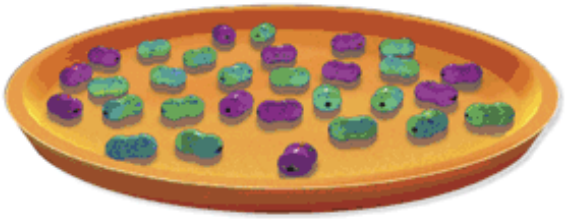
About how many beads are shown? Circle the answer.

1.



more than 10 fewer than 10 about 10

2.



more than 10 fewer than 10 about 10

3.

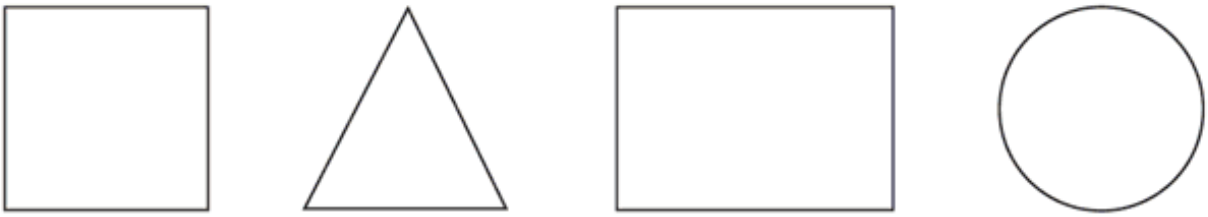
more than 10 fewer than 10 about 10

Talk About It

4. What helps you make an estimate?

Geometry

1. Write how many.



_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

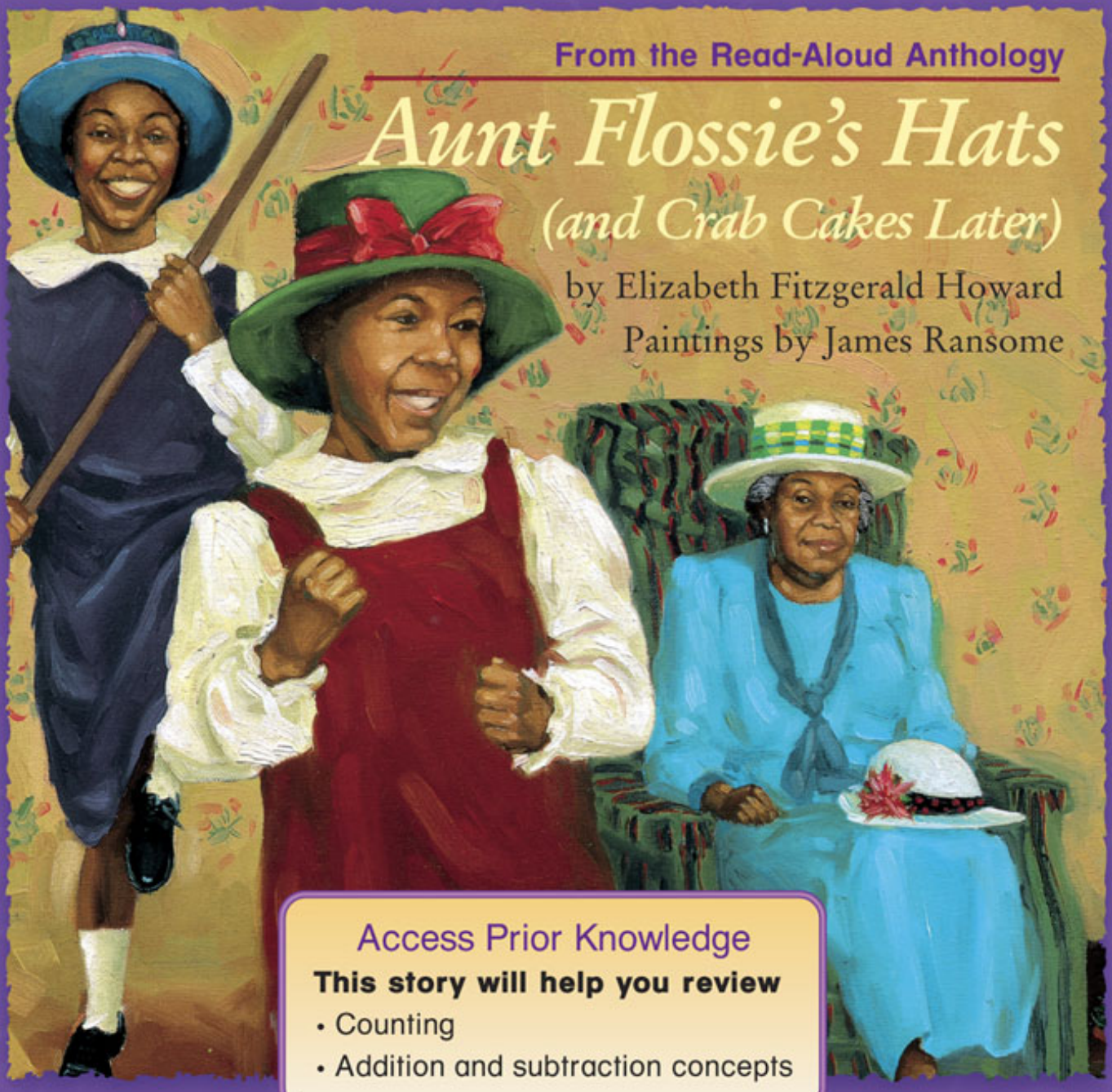
Talk About It

2. What shapes can you see in your classroom?

HOUGHTON MIFFLIN MATH

UNIT 1

Number Concepts, Operations, and Graphing



From the Read-Aloud Anthology

Aunt Flossie's Hats (and Crab Cakes Later)

by Elizabeth Fitzgerald Howard

Paintings by James Ransome

Access Prior Knowledge

This story will help you review

- Counting
- Addition and subtraction concepts

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Hats, hats, hats, hats!
A stiff black one with bright red ribbons.
A soft brown one with silver buttons.
Thin floppy hats that hide our eyes.
Green or blue or pink or purple.

Some have fur and some have feathers.
Look! This hat is just one smooth soft rose,
but here's one with a trillion flowers!
Aunt Flossie has so many hats!

Literature Activity

Name _____

Use the pictures on pages 1b and 1c.
Count.

1. How many hats are being worn? _____ hats

2. How many hats are not being worn? _____ hat

3. How many hats are there altogether? _____ hats

4. If you were in the picture with a hat, how many hats would there be?

_____ hats

Draw a picture of yourself wearing a hat.

5. **Create Your Own** Aunt Flossie has many kinds of hats. What kind of hat would you like to have? Decorate your own hat using 5 or fewer things.

How many things did you draw on your hat? _____

MATH at Home

Dear Family,

My class is starting Unit 1. I will be learning about numbers through 20, adding and subtracting, and data and graphing. These pages show what I will learn and have activities for us to do together.

From, _____

Vocabulary

These are some words I will use in this unit.

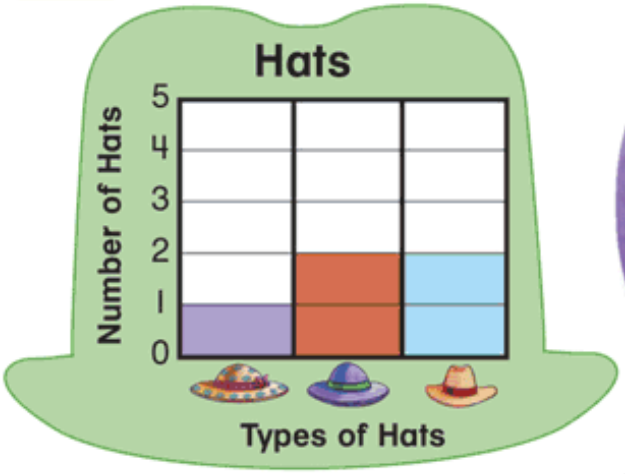
addend Each of the numbers added in an addition problem

$2 + 3 = 5$

addends

tallies Marks used to record numbers

graph A way to show information



Some other words I may use are **before**, **after**, **between**, **sum**, and **difference**.

Vocabulary Activity

Let's work together to complete these sentences.

1. A _____ is a way to show information.

2. In $4 + 2 = 6$, 4 is an _____.

How To add and subtract

These addition and subtraction problems are examples of what I will be learning.

Add.

1 + 1 = 2

3 + 1 = 4

Subtract.

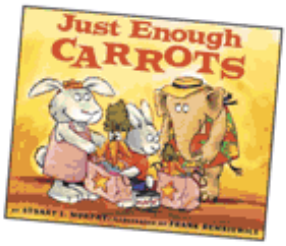
2 − 1 = 1

4 − 2 = 2

Literature

These books link to the math in this unit. We can look for them at the library.

Just Enough Carrots
by Stuart J. Murphy
Illustrated by
Frank Remkiewicz
(Scott Foresman, 1997)



Over in the Meadow, a Rhyme
Illustrated by Ezra Jack Keats

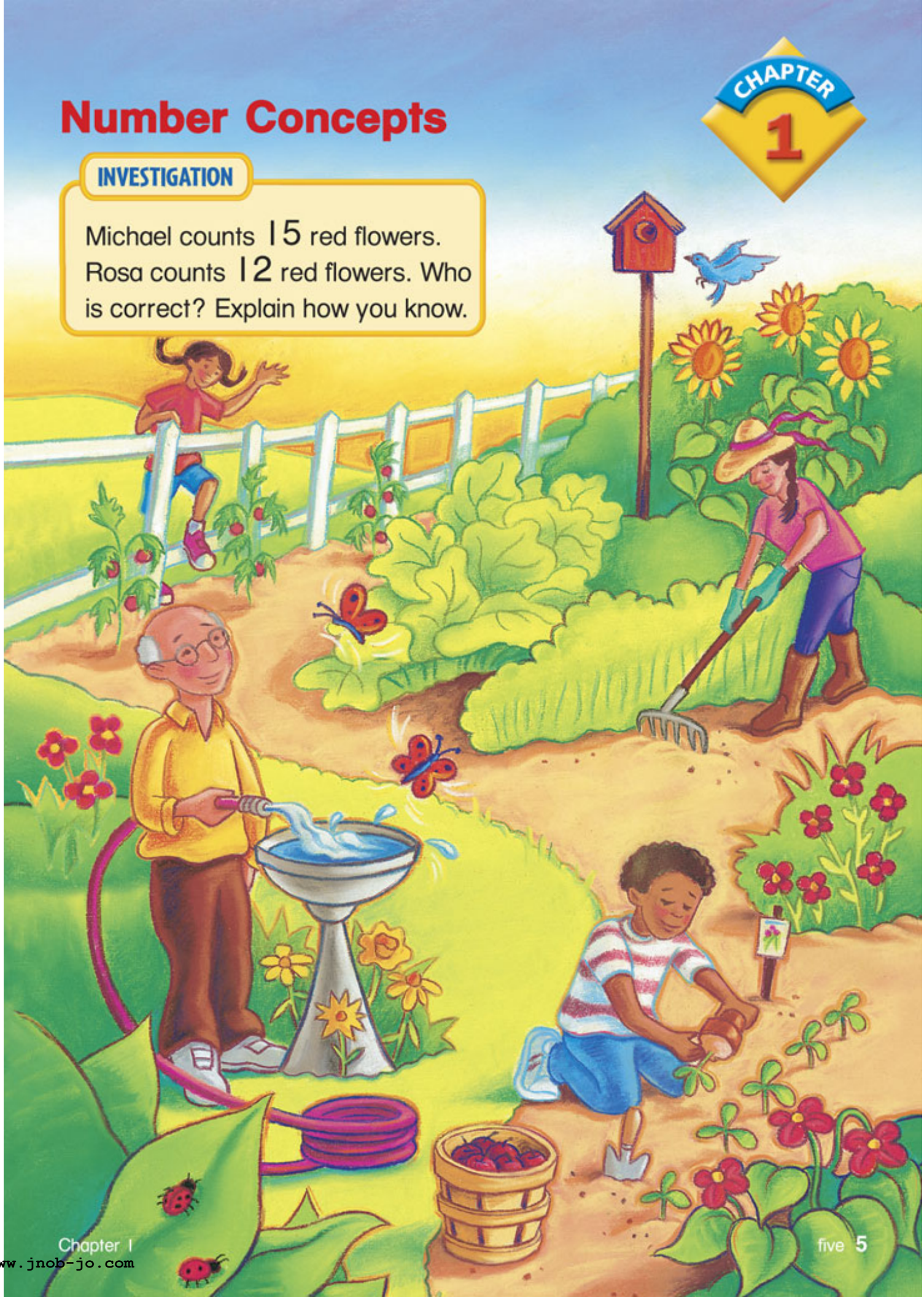
The Best Vacation Ever
by Stuart J. Murphy

Education Place

We can visit *Education Place* at

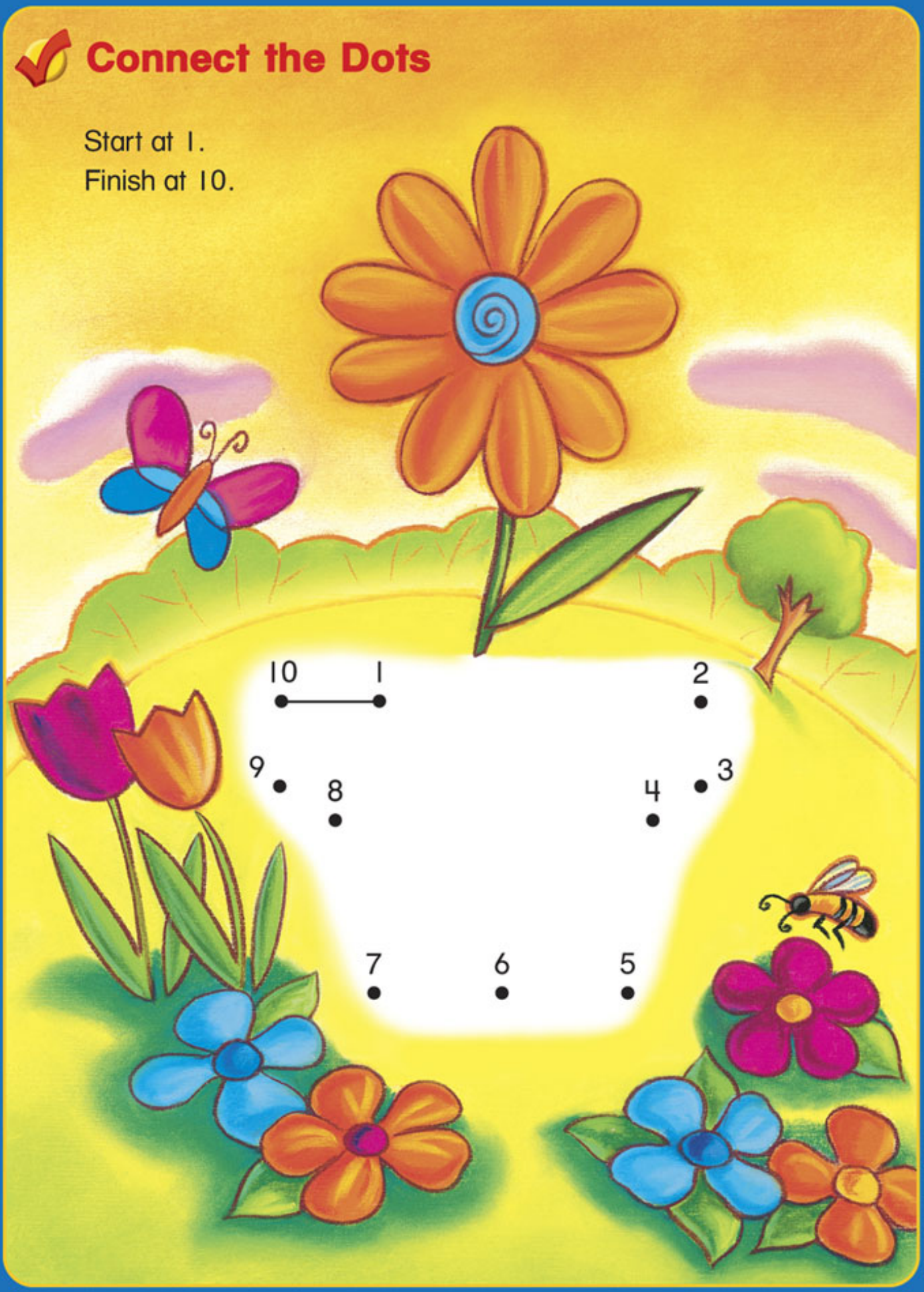
eduplace.com/maf

for the Math Lingo game, e•Glossary, and more games and activities to do together.



Connect the Dots

Start at 1.
Finish at 10.



Name _____

Activity: Numbers 0 Through 5

Audio Tutor 1 / 1 Listen and Understand

Hands-On

Objective
Count 0 through 5 objects; read and write the numbers.

Vocabulary
number words for 0 through 5

0	1	2	3	4	5
zero	one	two	three	four	five

Work Together

Use ● to show the number.
Draw to show how many.

1. 3

2. 2

3. 0

4. 5

5. 4

On Your Own

Count.
Write the number.

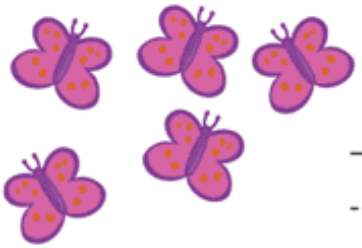
1. 
2 two

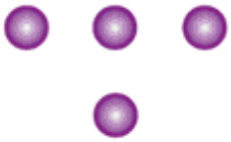
2. 
four

3. 
three

4. zero

5. 
one

6. 
five

7. 
four

8. 
three

9. **Write About It** Which set has the most? _____

_____

At Home Ask your child to count sets of 1 through 5 objects such as cereal or small pasta.

Name _____

Activity: Numbers 6 Through 10

Audio Tutor 1/2 Listen and Understand

Hands-On

Objective
Count 6 through 10 objects; read and write the numbers.

Vocabulary
number words for 6 through 10

6	7	8	9	10
six	seven	eight	nine	ten

Work Together

Use ● to show the number.
Draw to show how many.

1. 6

2. 9

3. 7

4. 10

5. 8

On Your Own

Count.
Write the number.

1. 

6
_____ six

2. 
_____ ten

3. 
_____ eight

4. 
_____ six

5. 
_____ nine

6. 
_____ eight

7. 
_____ seven

8. 
_____ ten

9. 
_____ nine

10. 
_____ seven

11. **Talk About It** Which set has the fewest?

At Home Have your child count sets of 6 through 10 objects such as spoons or cereal.

Name _____

Order 0 Through 10

Audio Tutor 1/3 Listen and Understand

Objective
Order numbers through 10 using words.

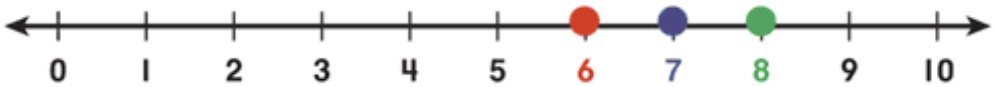
Vocabulary
number line
before
after
between

Number lines show numbers in order.

6 is just **before** 7.

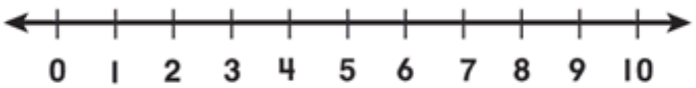
8 is just **after** 7.

7 is **between** 6 and 8.



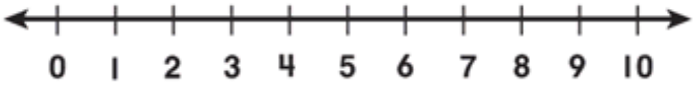
Guided Practice

Write the numbers.

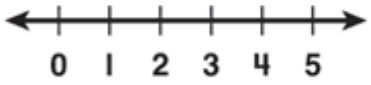


1. Which number is just before 8? _____

Think
Find 8 on the number line. Look at the number just before it.

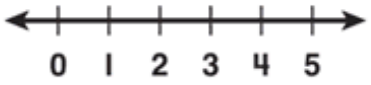


2. Which number is between 8 and 10? _____



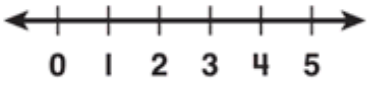
3. Just before

_____, 4, 5



4. Between

0, _____, 2



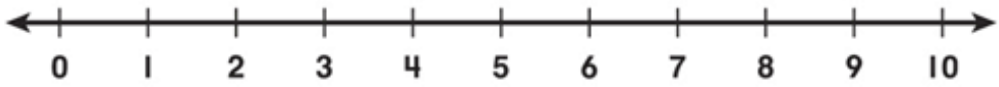
5. Just before and just after

_____, 3, _____

Explain Your Thinking Tell how to use a number line to find the number just after 7.

Practice

Use the number line.



Write the numbers.

1. Just after

0, 1, 2

3, 4, _____

2. Just before

_____, 8, 9

_____, 6, 7

3. Between

2, _____, 4

8, _____, 10

4. Just before and just after

_____, 1, _____

_____, 8, _____

Problem Solving ▶ Number Sense

Write the missing number.

5. Jon has 1 more.

Max	Jon
8	

6. Ana has 1 less.

Mia	Ana
5	

At Home Open a book to a page between 1 and 10. Read the page number and ask your child to identify the numbers just before and just after that number.

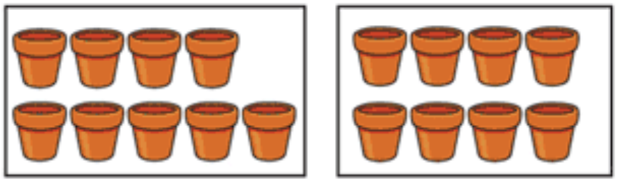
Name _____

Compare 0 Through 10

Objective
Use pictures and words to compare numbers through 10.

Vocabulary
less than
greater than
equal to

7 is **less than** 9



9 is **greater than** 8

7 is **equal to** 7

Guided Practice

Circle the words that make the sentence true.

1.

5 is greater than / is less than 6

Think
5 dots is fewer than 6 dots. I know which number is less.

2. 8 is greater than / is less than 6

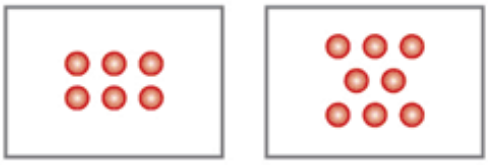
3. 9 is greater than / is equal to 9

Explain Your Thinking Read the answer to Exercise 3. What does it mean?

Practice

Count the dots to help you compare the numbers.

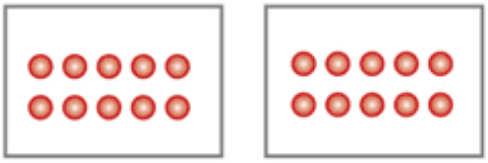
Circle the words that make the sentence true.

1. 

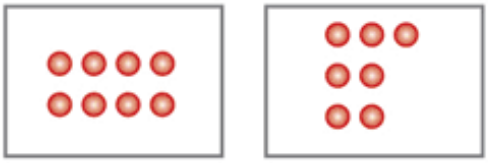
6 (is greater than / is less than) 8

2. 

6 (is greater than / is equal to) 6

3. 

10 (is greater than / is equal to) 10

4. 

8 (is greater than / is less than) 7

5. 5 (is greater than / is less than) 4

6. 0 (is greater than / is less than) 1

7. 7 (is greater than / is equal to) 7

8. 4 (is greater than / is less than) 2

9. 9 (is greater than / is less than) 10

10. 3 (is greater than / is equal to) 3

Name _____

Problem Solving ▶ Number Sense

1. Draw a set with 1 more than five.

2. Draw a set of 9 or fewer seed packs.

Count the flowers.

3. Write the number.

_____

_____

4. Write the number word.

_____

_____

At Home Have your child explain how to compare two numbers using the words **greater than**, **less than**, and **equal to**.

Quick Check

Write the number.

1. 

_____

_____

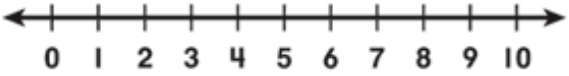
five

2. 

_____

_____

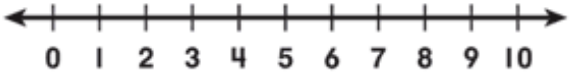
eight

3. 

Just after

_____

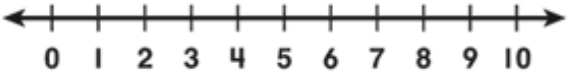
9, _____

4. 

Just before

_____

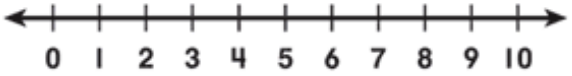
_____ , 6

5. 

Between

_____

0, _____ , 2

6. 

Just before and just after

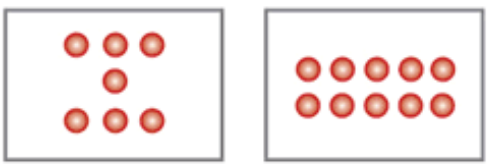
_____ _____

_____ , 4, _____

Circle the words that make the sentence true.

7. 

5 is greater than / is less than 2

8. 

7 is greater than / is less than 10

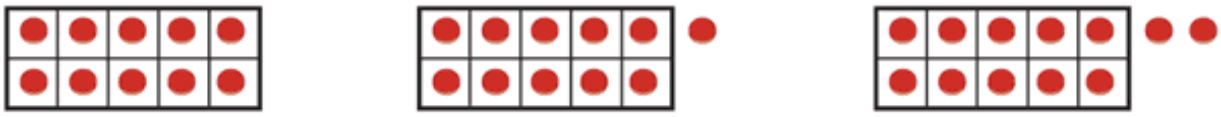
Name _____

Hands-On

Activity: Numbers 10 Through 15

Objective
Count 10 through 15 objects; read and write the numbers.

Vocabulary
number words for 10 through 15



10 — ten

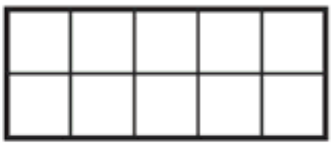
11 — eleven

12 — twelve

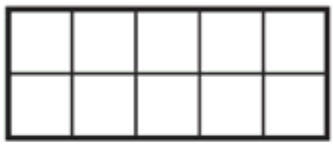
Work Together

Use  to show the number in the ten frame above.
Draw to show how many.

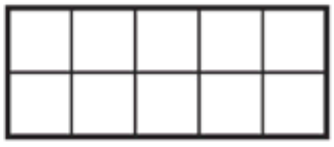
1. 13 thirteen



2. 15 fifteen



3. 14 fourteen



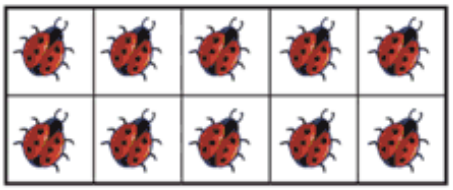
On Your Own

Count.

Write the number.

1. 

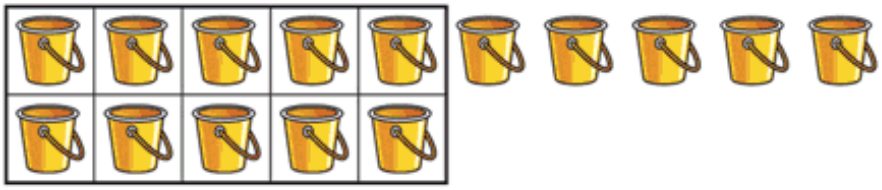
13 thirteen

2. 

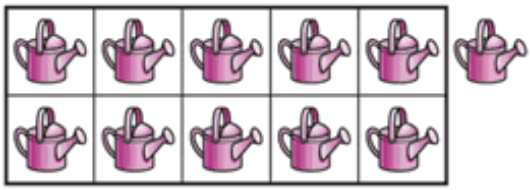
_____ ten

3. 

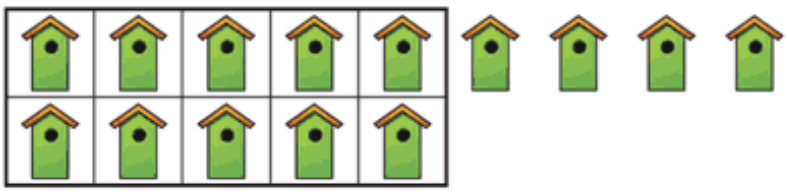
_____ twelve

4. 

_____ fifteen

5. 

_____ eleven

6. 

_____ fourteen

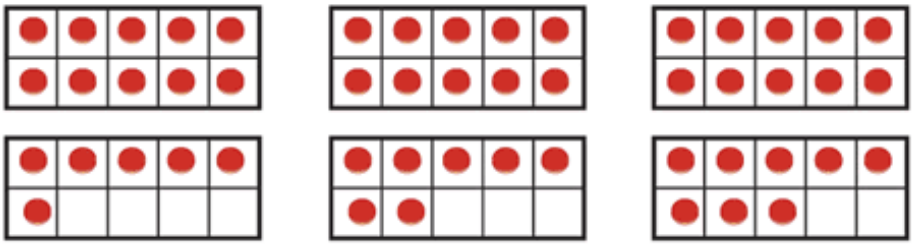
7. **Talk About It** Which set has the fewest?

Name _____

Hands-On

Activity: Numbers 16 Through 20

Audio Tutor 1/4 Listen and Understand



16 sixteen

17 seventeen

18 eighteen

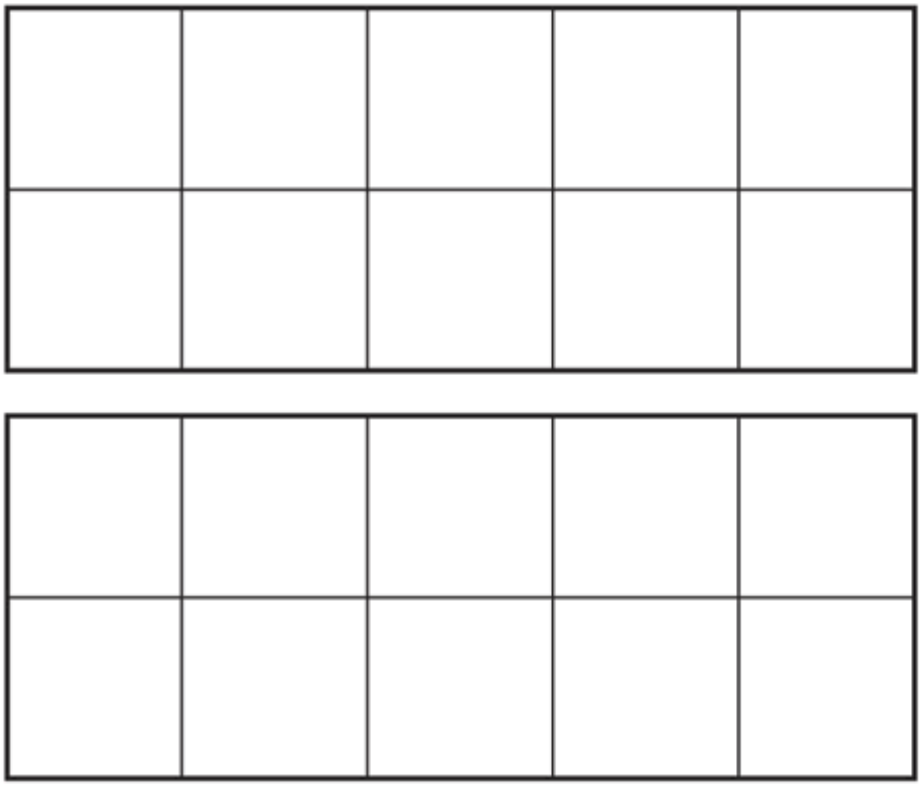
Objective

Count 16 through 20 objects; read and write the numbers.

Vocabulary

number words for 16 through 20

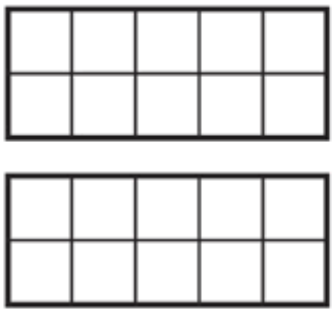
Work Together



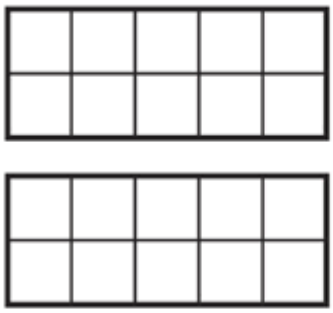
Use ● to show the number in the ten frames above.

Draw to show how many.

1. 19 nineteen

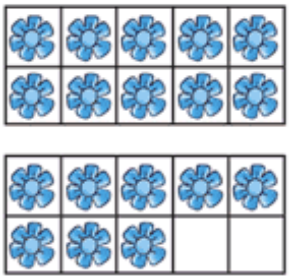


2. 20 twenty



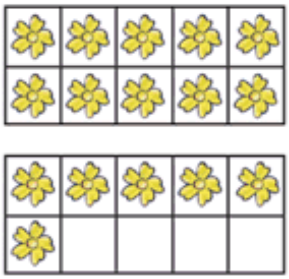
On Your Own

Count. Write the number.

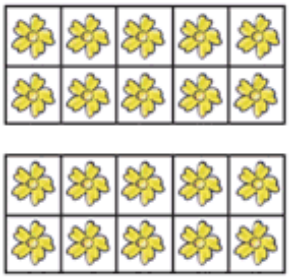
1. 

18

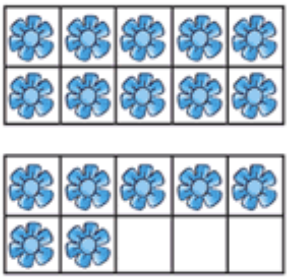
eighteen

2. 

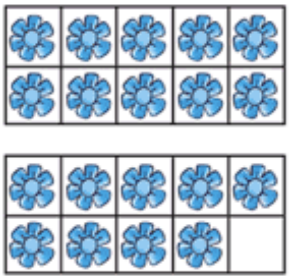
sixteen

3. 

twenty

4. 

seventeen

5. 

nineteen

6. **Talk About It** Which set has the most? How do you know?

Choose a number from 10 through 20.

7. Write the number.

8. Write the number word.

9. Draw that many flowers.

At Home Ask your child to count sets of up to 20 objects and write the number for each set.

Name _____

Order 11 Through 20

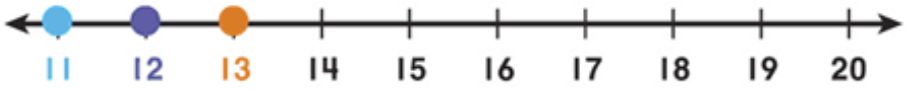
Objective
Order the numbers 11 through 20 using words.

You learned that number lines can help you put numbers in order.

11 is just before 12.

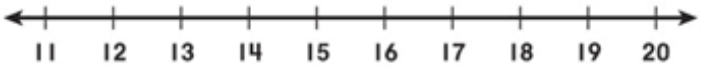
13 is just after 12.

12 is between 11 and 13.



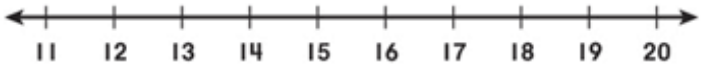
Guided Practice

Write the numbers.

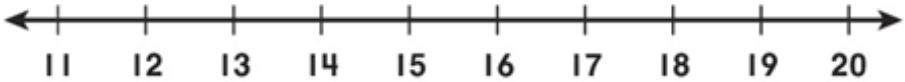


Think
Find 18 on the number line. Look at the number just before it.

1. Which number is just before 18? _____



2. Which number is between 13 and 15? _____



3. Just before _____
_____, 12, 13

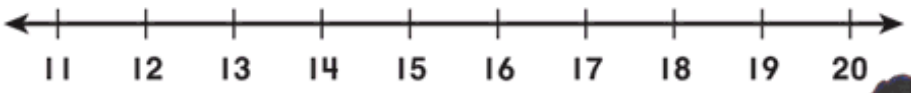
4. Between _____
17, _____, 19

5. Just before and just after _____ _____
_____, 16, _____

Explain Your Thinking Tell how to use a number line to find the number just after 19.

Practice

Use the number line.



Write the numbers.

1. Just after

11, 12, 13

17, 18, _____

2. Just before

_____, 17, 18

_____, 15, 16

3. Between

13, _____, 15

18, _____, 20

4. Just before and just after

_____, 13, _____

_____, 16, _____

Problem Solving ▶ Number Sense

Write the missing numbers.

5. What two numbers are between 14 and 17? _____ _____

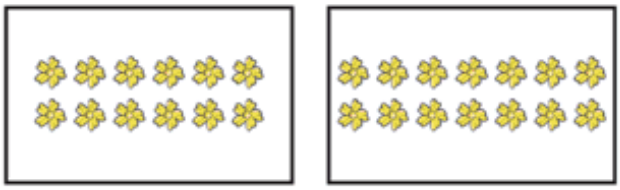
6. What two numbers are between 11 and 14? _____ _____

At Home Open a book to a page between 11 and 20. Read the page number and ask your child to identify the numbers just before and just after that number.

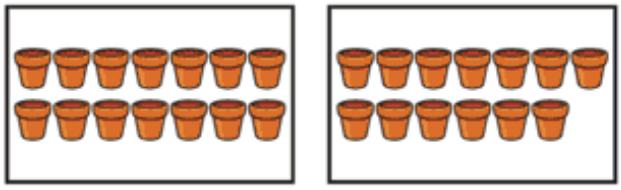
Name _____

Compare 11 Through 20

Objective
Use pictures and words to compare the numbers 11 through 20.



12 is less than 14



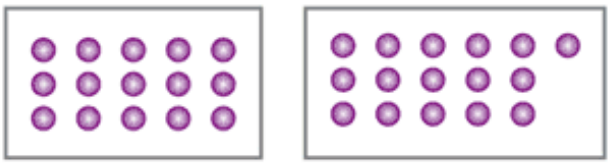
14 is greater than 13

12 is equal to 12

Guided Practice

Circle the words that make the sentence true.

1.



15 is greater than / is less than 16

Think
15 dots is fewer than 16 dots. I know which number is less.

2. 20 is greater than / is less than 18

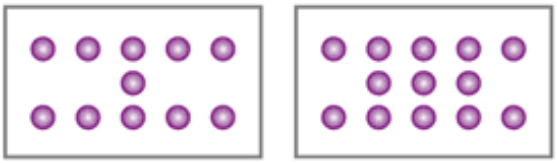
3. 17 is greater than / is equal to 17

Explain Your Thinking Read the answer to Exercise 3. What does it mean?

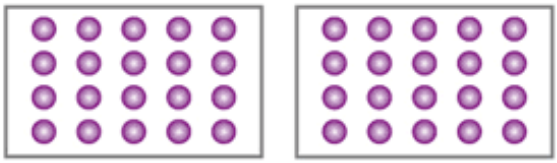
Practice

Count the dots to help you compare the numbers.

Circle the words that make the sentence true.

1. 

11 (is greater than / is less than) 13

2. 

20 (is greater than / is equal to) 20

3. 19 (is greater than / is less than) 17

4. 12 (is greater than / is less than) 16

5. 15 (is greater than / is equal to) 15

6. 14 (is greater than / is less than) 11

Problem Solving ▶ Number Sense

7. Write two numbers that are greater than 10 but less than 20.

_____ _____

_____ _____

8. Write two numbers that are less than 10.

_____ _____

_____ _____

When you compare three or more numbers you use the words **greatest** and **least**.

9. **Write About It** Put the four numbers you wrote above in order from greatest to least.

_____ _____ _____ _____

_____ _____ _____ _____

At Home Name two numbers less than 20. Have your child tell which is greater. Repeat with two other numbers and ask your child which is less.

Problem Solving

Name _____

Draw a Picture

Objective
Draw pictures to solve problems.

Celia has 6 hats.
Han has 1 more hat than Celia.
How many hats does Han have?

UNDERSTAND

What do you know?

- Celia has 6 hats.
- Han has 1 more hat than Celia.

PLAN

Start with Celia's hats.

Celia has 6 hats.

SOLVE

Draw a picture.

Draw to show
Celia's hats.

Draw 1 more hat
to show Han's hats.

Count all of the hats.
How many hats does Han have? 7 hats

LOOK BACK

Does your answer make sense?

Guided Practice

Draw a picture to solve.

Remember:
- Understand
- Plan
- Solve
- Look Back

1. Amy has 9 bugs. Erin has 1 fewer bug than Amy. How many bugs does Erin have?

Think
Start with Amy's 9 bugs.

Erin has _____ bugs.

2. There are 10 flowers. There is the same number of red flowers as orange flowers. How many flowers are there of each color?

Think
Draw 1 red flower and 1 orange flower until you have drawn 10 flowers.

_____ red

_____ orange

Practice

3. Abby has 7 pots. Jan has 1 more pot than Abby. How many pots does Jan have?

Jan has _____ pots.

4. There are 8 birds. There is the same number of blue birds as yellow birds. How many birds are there of each color?

_____ blue

_____ yellow

Go on

Strategies
Act It Out With Models
Draw a Picture
Use a Picture

Name _____

Mixed Problem Solving

Solve.

1. Chi has 9 bowler hats. Jane has 1 more bowler hat than Chi. How many bowler hats does Jane have?

Draw or write to explain.


bowler

Jane has _____ hats.

2. Find the bag with the fewest yo-yos. How many yo-yos are in the bag?


yo-yo

_____ yo-yos

3. Jack has 10 baseball cards. Lee has 1 fewer. How many cards does Lee have?

baseball card

_____ cards

4. Ms. Sato uses shapes to make this pattern. How many triangles has she used?


shapes

_____ triangles

At Home Use collections to create problems that your child can solve by drawing a picture.

Problem Solving on Tests • Listening Skills

Open Response

Listen to your teacher read the problem.
Solve.

1. There are 8 balls in a box. There is the same number of red balls as orange balls. How many balls are there of each color?

Show your work using pictures, numbers, or words.

_____ red balls

_____ orange balls

2. Tad has 8 blocks in a bag. Ramón has 2 fewer blocks than Tad. How many blocks does Ramón have?

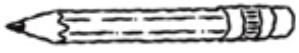
_____ blocks

Multiple Choice

Listen to your teacher read the problem.
Choose the correct answer.

3. 5 ○ 7 ○ 8 ○ 9 ○

4. 12 ○ 10 ○ 9 ○ 2 ○



Education Place
See **eduplace.com/map** for more Test-Taking Tips.

Name _____

Now Try This Counting Forward and Backward

1. Write the missing numbers.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3						
10		12				
				21	22	23
24	25	26	27	28	29	30

Count backward. Write the numbers.

2. 20, 19, 18, 17, _____, _____, _____, _____,
_____, _____, 10, _____, _____, _____, _____,
5, _____, _____, _____, _____

3. **Talk About It** Take turns with a classmate. Pick a number between 10 and 20. Count backward to 0 from that number.

Problem Solving

Social Studies Connection

Mancala

Mancala is an African game.
It is played with beads or stones.

Compare the number of beads in each pile off the board. Circle the words that make the sentence true.

14 is greater than / is less than 17

12 is less than / is equal to 12

WEEKLY WR READER eduplace.com/map

Key Topic Review

Number

Write the number.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

Extra Practice at eduplace.com/map

Name _____

Chapter Review/Test

Vocabulary

Write the words to complete the sentence.

greater than
less than
equal to

1. 5 is _____ _____ 7.

2. 6 is _____ _____ 3.

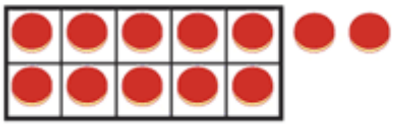
Concepts and Skills

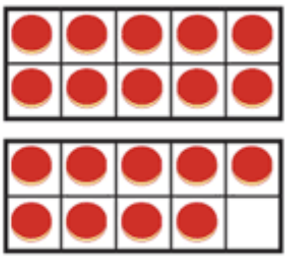
Count.

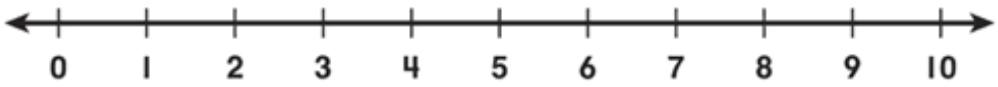
Write the number.

3.  _____

4.  _____

5.  _____

6.  _____



7. Just after

3, _____

8. Just before

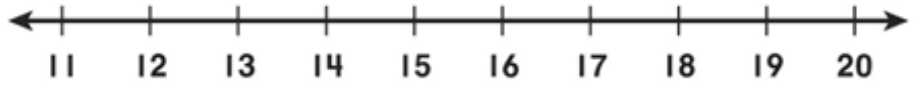
_____, 6

Chapter Review/Test

Circle the words that make the sentence true.

9. 8 is greater than / is equal to 8

10. 5 is greater than / is less than 3



Use the number line.
Write the number.

11. Just before

_____, 14

12. Between

18, _____, 20

Circle the words that make the sentence true.

13. 18 is greater than / is less than 17

14. 13 is greater than / is less than 15

Problem Solving

Draw a picture to solve.

15. There are 6 pots. There is the same number of green pots as yellow pots. How many pots are there of each color?

_____ green

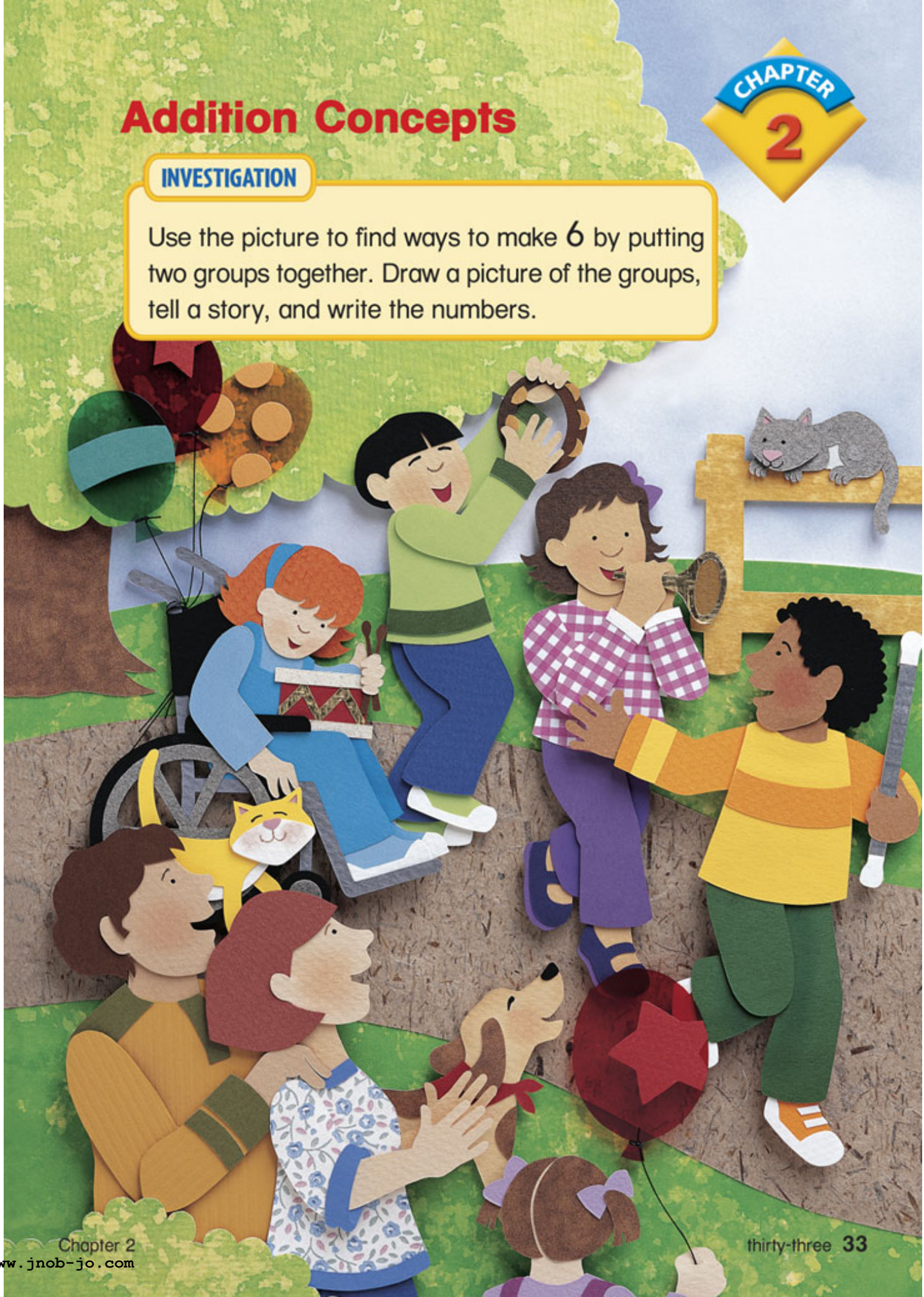
_____ yellow

Addition Concepts

CHAPTER 2

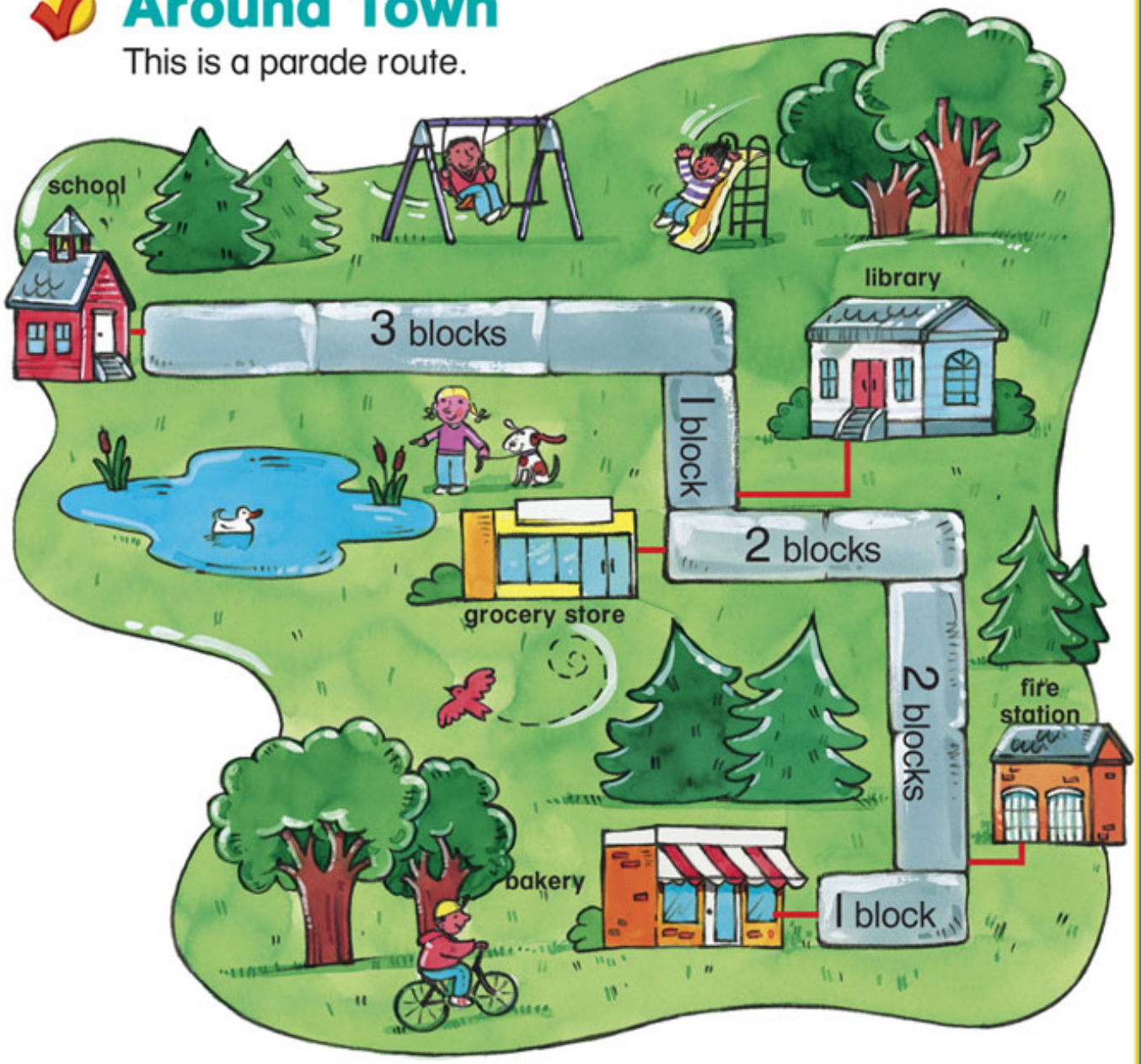
INVESTIGATION

Use the picture to find ways to make 6 by putting two groups together. Draw a picture of the groups, tell a story, and write the numbers.



Around Town

This is a parade route.



Use the parade route to answer the question.

1. How many blocks is it from the  to the  ?

_____ blocks

2. How many blocks is it from the  to the  ?

_____ blocks

Name _____

Activity: Addition Stories

Hands-On

Objective
Model the concept of addition as increasing.

Work Together

Listen to the story.
Show the story with  .

1.

2. **Talk About It** How do you know if your answer is correct?

On Your Own

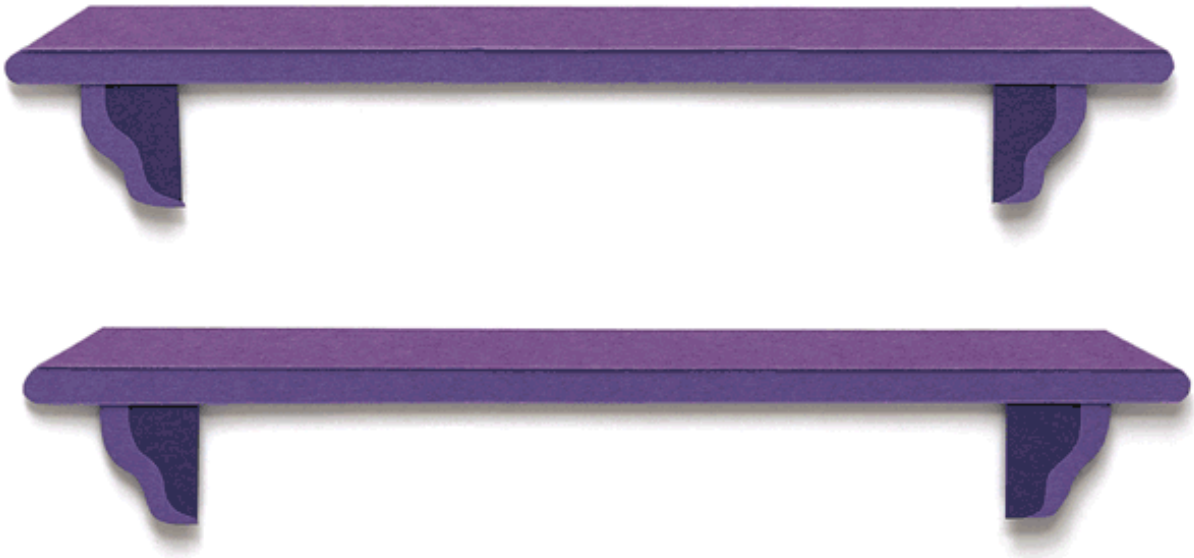
Listen for the numbers in the story.

Show the story with  .
Write the numbers.

1.

2 girls 2 boys 4 in all

2.



_____ drums _____ horns _____ in all

At Home Place a set of 2 objects and a set of 3 objects on a table. Ask your child how many objects there are in all.

Name _____

Hands-On

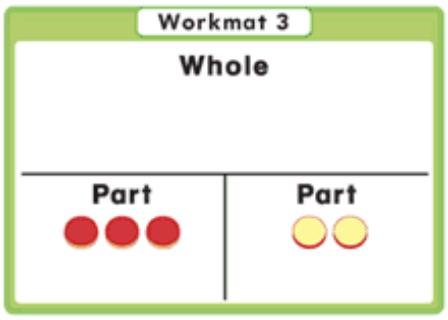
Model Addition

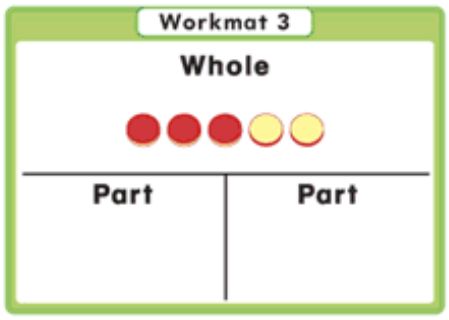
Audio Tutor 1/5 Listen and Understand

Objective
Model the concept of addition as part-part-whole.

Vocabulary
add part whole

You **add** the **parts** to find the **whole.**





Whole	
Red	Yellow
3	2

Whole	
5	
Red	Yellow
3	2

Guided Practice

Use Workmat 3 and  .
Show the parts. Find the whole.

1.

Whole	
Red	Yellow
1	3

Think
I add 1 and 3 to find the whole.

2.

Whole	
Red	Yellow
2	3

Explain Your Thinking What does the word **add** mean?

Practice

Add the parts to find how many in all.

Use Workmat 3 and  .
Show the parts. Find the whole.

1.

Whole	
3	
Red	Yellow
1	2

2.

Whole	
____	
Red	Yellow
2	3

3.

Whole	
____	
Red	Yellow
3	1

4.

Whole	
____	
Red	Yellow
3	2

5.

Whole	
____	
Red	Yellow
2	2

6.

Whole	
____	
Red	Yellow
1	4

Problem Solving ▶ Number Sense

Write the parts.
Write the whole.

7.

Whole	
____	
Red	Yellow
____	____

At Home Use dried beans or other objects to help your child model different ways to show 5 in all.

Name _____

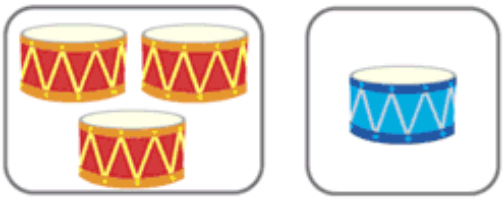
Use Symbols to Add

Objective
Solve addition sentences using + and =.

Vocabulary
plus sign
equal sign
sum
addition sentence

Audio Tutor 1/6 Listen and Understand

Use the **plus sign** and **equal sign** to write an **addition sentence.**



3 + 1 = ___ ← **sum**

plus sign equal sign

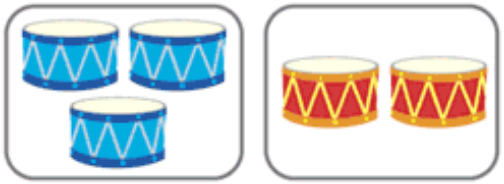
Think
I need to add the parts.

Guided Practice

Write the sum.

1. 

2 + 4 = ___

2. 

3 + 2 = ___

3. 

3 + 3 = ___

4. 

1 + 4 = ___

Explain Your Thinking When you find the sum, are you finding the parts or the whole? Tell how you know.

Extra Help at eduplace.com/map

Practice

Find the sum by putting the objects together.

Write the sum.

1. 

5 + 1 = 6

2. 

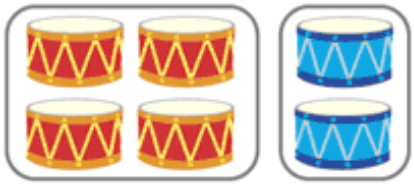
2 + 1 = ____

3. 

2 + 2 = ____

4. 

2 + 3 = ____

5. 

4 + 2 = ____

6. 

4 + 1 = ____

7. 

1 + 1 = ____

8. 

1 + 2 = ____

Problem Solving ▶ Visual Thinking

9. Circle the picture that shows 1 + 4 = 5.

At Home Have your child cut out pictures from magazines and paste them onto blank paper to create addition stories with sums of 6 or less.

Name _____

Add With Zero

Objective
Solve addition problems with zero.

Vocabulary
zero

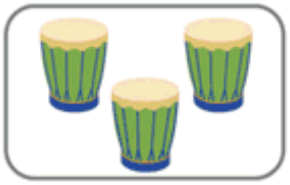
When you add **zero** to any number, the sum is that number.

There are 4 drums.
There are none added.

4 + 0 = 4

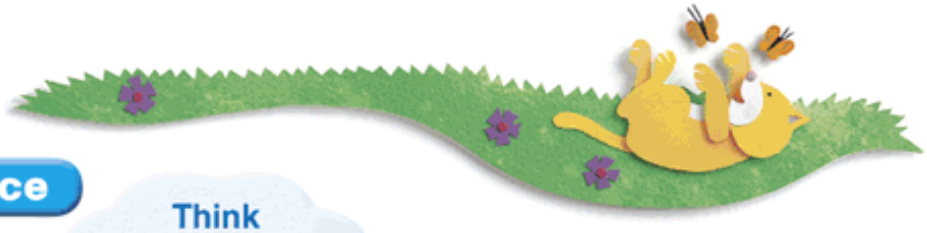
There are still 4 drums.

There are no drums.
3 drums are added.



0 + 3 = 3

There are 3 drums.



Guided Practice

Write the sum.

Think
There is 1 flag.
None are added.

1. 

_____ + _____ = _____

2. 

_____ + _____ = _____

3. 3 + 0 = _____

4. 0 + 2 = _____

5. 6 + 0 = _____

Explain Your Thinking What other words can you use for zero?

Practice

Remember, when you add zero to any number, the sum is that number.

Write the sum.

1.  ☐

$3 + 0 = \underline{3}$

2. ☐ 

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

3. $4 + 0 = \underline{\quad}$ 4. $2 + 3 = \underline{\quad}$ 5. $0 + 4 = \underline{\quad}$

6. $2 + 1 = \underline{\quad}$ 7. $5 + 0 = \underline{\quad}$ 8. $3 + 3 = \underline{\quad}$

9. $2 + 4 = \underline{\quad}$ 10. $0 + 6 = \underline{\quad}$ 11. $1 + 4 = \underline{\quad}$

12. $0 + 1 = \underline{\quad}$ 13. $2 + 2 = \underline{\quad}$ 14. $5 + 1 = \underline{\quad}$

15. $3 + 1 = \underline{\quad}$ 16. $4 + 2 = \underline{\quad}$ 17. $0 + 0 = \underline{\quad}$

Reading Math ▶ Vocabulary

Write the addition sentence.

18. Four plus two equals six. ____ ◯ ____ ◯ ____

19. Three plus zero equals three. ____ ◯ ____ ◯ ____

At Home Ask your child to explain what happens when you add zero to a number.

Go on

Name _____

Writing Math: Create and Solve

Write an addition story about the children above.
Complete the addition sentence.

1. _____

_____

_____

2. _____ + _____ = _____ children

Write a story to match the number sentence. $3 + 3 = 6$

3. _____

_____

_____

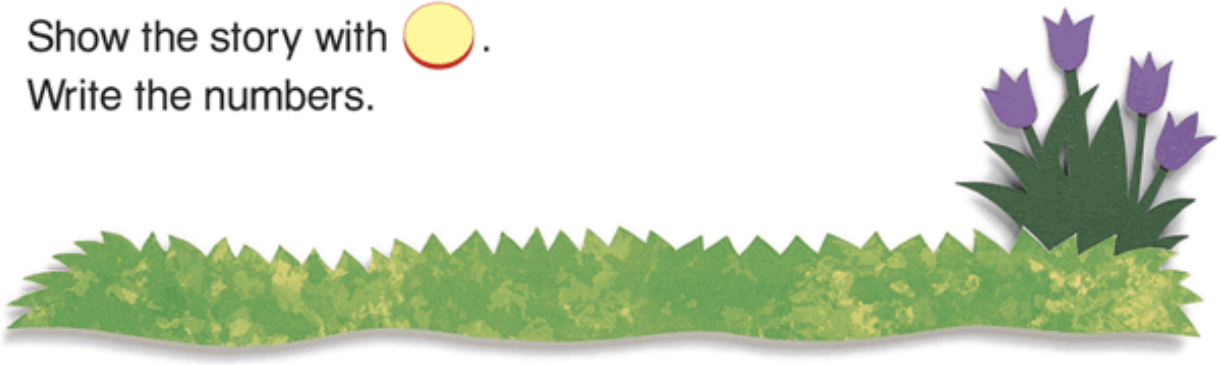
Draw a picture to show your story.

4.

Quick Check

Show the story with .
Write the numbers.

1.



_____ cat _____ dogs _____ in all

Use Workmat 3 and .
Show the parts. Find the whole.

2.

Whole	
_____	
Red	Yellow
4	1

3.

Whole	
_____	
Red	Yellow
3	1

Write the sum.

4.

2 + 3 = _____

5.

1 + 2 = _____

6. 3 + 0 = _____

7. 0 + 0 = _____

8. 0 + 6 = _____

9. 2 + 2 = _____

10. 4 + 2 = _____

11. 5 + 0 = _____

Name _____

Hands-On

Add in Any Order

Objective
Understand the order property of addition.

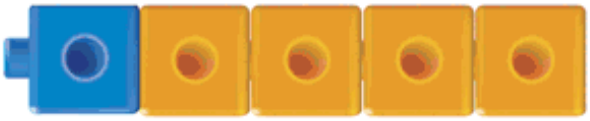
Vocabulary
order **addend**

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

Make a cube train.

4 + 1 = 5

Turn it around.



1 + 4 = 5

Guided Practice

Use cubes. Make the train.
Complete the addition sentences.

1. Make a 3 train.

2 + 1 = 3

____ + ____ = ____

Think
2 plus 1 equals 3.
I change the order of the addends to complete the sentence.

2. Make a 6 train.

____ + ____ = ____

____ + ____ = ____

3. Make a 4 train.

____ + ____ = ____

____ + ____ = ____

Explain Your Thinking Why is the sum of 5 + 1 the same as 1 + 5?

Practice

Remember to turn your train around.

Use cubes. Make the train.
Complete the addition sentences.

1. Make a 6 train.

5 + 1 = 6

1 + 5 = 6

2. Make a 5 train.

____ + ____ = ____

____ + ____ = ____

Add. Then change the order of the addends and add.

3. 2 + 3 = ____

____ + ____ = ____

4. 5 + 0 = ____

____ + ____ = ____

5. 0 + 3 = ____

____ + ____ = ____

6. 3 + 3 = ____

____ + ____ = ____

Algebra Readiness ▶ Functions

Use the rule. Write the sum.

7.

Rule: Add 1	
2	3
3	4
4	
5	

8.

Rule: Add 2	
2	4
3	5
4	
5	

At Home Write one of the addition sentences that appear on this page. Have your child change the order and write a new addition sentence. Repeat.

Name _____

Ways to Make Numbers

Objective
Complete addition sentences with sums of 7 and 8 using two addends.

There are different ways to make a number.

Here are two ways to make 8.

1 + 7 = 8

2 + 6 = 8

Guided Practice

Use two colors to show a way to make 7.
Complete the addition sentence.

Think
I can use 5 blue cubes and 2 red cubes.

1. 

5 + 2 = 7

2. 

_____ + _____ = _____

Explain Your Thinking Look at the sentence in Exercise 1. Explain why you get the same sum if you add 2 + 5.

Practice

Remember there are many ways to make a sum.

Use two colors to show a way to make 7.
Complete the addition sentence.

1.  3 + 4 = 7

2.  ____ + ____ = ____

Use two colors to show a way to make 8.
Complete the addition sentence.

3.  ____ + ____ = ____

4.  ____ + ____ = ____

Use cubes.
Find more ways to make 8.

5. ____ + ____ = ____

6. ____ + ____ = ____

7. ____ + ____ = ____

8. ____ + ____ = ____

Algebra Readiness ▶ Properties

Use cubes. Write the missing number.

9. 2 + 1 = 1 + ____

10. 3 + 2 = ____ + 3

11. 4 + ____ = 2 + 4

12. ____ + 5 = 5 + 2

At Home Have your child tell addition stories with sums of 7 or 8.

Name _____

Add in Vertical Form

Objective
Write addition sentences in vertical form.

Audio Tutor 1/7 Listen and Understand

You can write the same addition fact in two ways.

Add across.

4 + 2 = 6

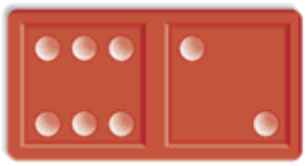
Add down.

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

Guided Practice

Complete the addition fact.

1.



____ + ____ = ____

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

Think
The number of dots is the same, so the sum is the same.

2.

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

____ + ____ = ____

Explain Your Thinking Write 6 + 1 in two ways. Why is the sum the same?

Practice

Remember to add to find how many dots in all.

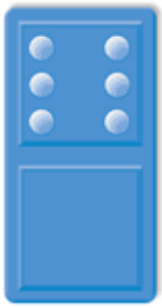
Complete the addition fact.

1. 

$$\begin{array}{r} 5 \\ +\ 2 \\ \hline 7 \end{array}$$

2. 

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

3. 

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

4. 

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

____ + ____ = ____

Write the sum.

5. $\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	6. $\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$	7. $\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$	8. $\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$	9. $\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	10. $\begin{array}{r} 4 \\ +0 \\ \hline \end{array}$
11. $\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$	12. $\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$	13. $\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$	14. $\begin{array}{r} 8 \\ +0 \\ \hline \end{array}$	15. $\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$	16. $\begin{array}{r} 7 \\ +0 \\ \hline \end{array}$

Algebra Readiness ▶ Patterns

Write the sums. Look for a pattern.
Write the addition fact you think will come next.

17. $\begin{array}{r} 1 \\ +2 \\ \hline \square \end{array}$ $\quad$ $\begin{array}{r} 2 \\ +2 \\ \hline \square \end{array}$ $\quad$ $\begin{array}{r} 3 \\ +2 \\ \hline \square \end{array}$ $\quad$ $\begin{array}{r} 4 \\ +2 \\ \hline \square \end{array}$ $\quad$ $\begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$

At Home Show a group of 3 objects and a group of 4 objects. Ask your child to write an addition fact across and down about the groups.

Problem Solving

Name _____

Write a Number Sentence

Objective
Write addition sentences to solve story problems.

How many children in all?

UNDERSTAND

What do you know?

- There are 2 children in a group.
- 3 more children join them.

PLAN

Circle how you would solve the problem. (add) subtract

SOLVE

Write an addition sentence.

2 + 3 = 5

How many children in all? 5 children

LOOK BACK

Does the addition sentence show the two groups?
Does the sum show how many in all?

Remember:
- Understand
- Plan
- Solve
- Look Back

Guided Practice

Write an addition sentence to solve.
Write the answer.

1. There are 6 red flags. There are 2 blue flags. How many flags are there?

Think
6 in one group.
2 in the other.

___ ◯ ___ ◯ ___

___ flags

2. There are 4 children. Then 3 more children come. How many children are there now?

Think
4 children and
3 more children.

___ ◯ ___ ◯ ___

___ children

Practice

3. There are 5 cats. Then 1 cat joins them. How many cats are there now?

___ ◯ ___ ◯ ___

___ cats

4. There are 3 blue drums. There are 5 green drums. How many drums in all?

___ ◯ ___ ◯ ___

___ drums

Go on

Name _____

Strategies

Write a Number Sentence
Draw a Picture
Act It Out With Models

Mixed Problem Solving

Solve.

1. There are 2 girls with clarinets. There are 5 boys with clarinets. How many children have clarinets?

Draw or write to explain.

_____ children

2. There are 5 oboes on the top shelf. There is 1 oboe on the bottom shelf. How many oboes are there?

_____ oboes

3. There are 6 flute players. 2 more flute players join them. Now how many flute players are there?

_____ flute players

4. There are 4 trumpet players. 1 more trumpet player joins them. How many trumpet players are there now?

_____ trumpet players

At Home Read problems 1 through 4 using different numbers or objects and have your child tell how to solve the problems.

Problem Solving on Tests • Listening Skills

Open Response

Listen to your teacher read the problem.
Solve.

1. Arlo sees 2 dogs in the park. How many dog legs does he see?

Show your work using pictures, numbers, or words.

_____ legs

2. Sasha has 3 books. She gets 2 more books. How many books does Sasha have now?

_____ books

Multiple Choice

Listen to your teacher read the problem.
Choose the correct answer.

3. 4 ○ 5 ○ 7 ○ 8 ○

4. 3 ○ 5 ○ 6 ○ 7 ○

Education Place
See **eduplace.com/map** for more Test-Taking Tips.

Name _____

Now Try This Addition Patterns

You can write a number sentence to match a picture.

$8 + 0 = 8$

$7 + 1 = \square$

Write a number sentence to match.

1. 

$\square + \square = 8$

2. 

$\square + \square = 8$

3. 

$\square + \square = \square$

4. 

$\square + \square = \square$

5. 

$\square + \square = \square$

6. 

$\square + \square = \square$

7. 

$\square + \square = \square$

Talk About It What patterns do you see in the colors? What patterns do you see in the numbers?

Problem Solving

Math Challenge

Crab Legs

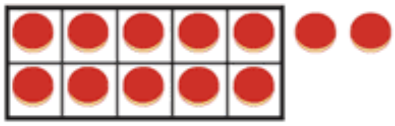
A crab has 5 pairs of legs. It uses 3 pairs of legs to walk. It uses 1 pair of legs to swim. The last pair of legs has large claws. How many legs does a crab have?

_____ legs

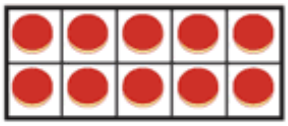
Key Topic Review

Number

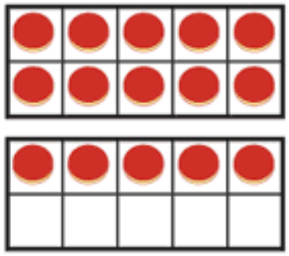
Write the number.

1. 

_____

2. 

_____

3. 

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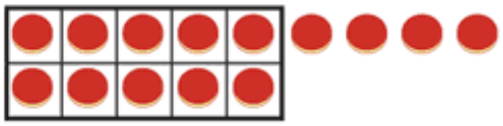
4. 

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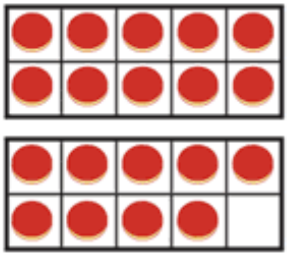
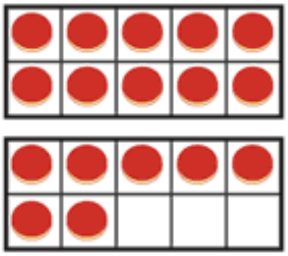
5. 

_____

6. 

_____

Extra Practice at eduplace.com/map

Name _____

Chapter Review/Test

Vocabulary

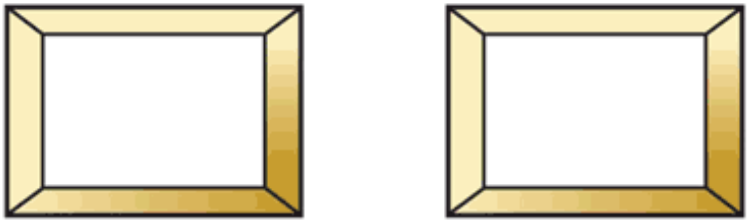
Write a word to complete the sentence.

add
sum
plus

1. The _____ tells how many in all.
2. The _____ sign means add.

Concepts and Skills

Listen to the story.
Draw counters to show the story.
Write the numbers.

3. 

_____ _____ _____ in all

Write how many in all.

4.

Whole	
_____	
Red	Yellow
4	1

5.

Whole	
_____	
Red	Yellow
1	2

6. 

2 + 2 = _____

7. 

3 + 1 = _____

Chapter Review/Test

Write the sum.

8. $2 + 0 =$ ____ 9. $0 + 0 =$ ____ 10. $0 + 5 =$ ____

Add. Then change the order of the addends and add.

11. $4 + 1 =$ ____

____ + ____ = ____

12. $2 + 4 =$ ____

____ + ____ = ____

Use cubes.
Find a way to make 8.

13. ____ + ____ = ____ 14. ____ + ____ = ____

Write the sum.

15. $\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$ 16. $\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$ 17. $\begin{array}{r} 0 \\ +8 \\ \hline \end{array}$ 18. $\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$ 19. $\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$

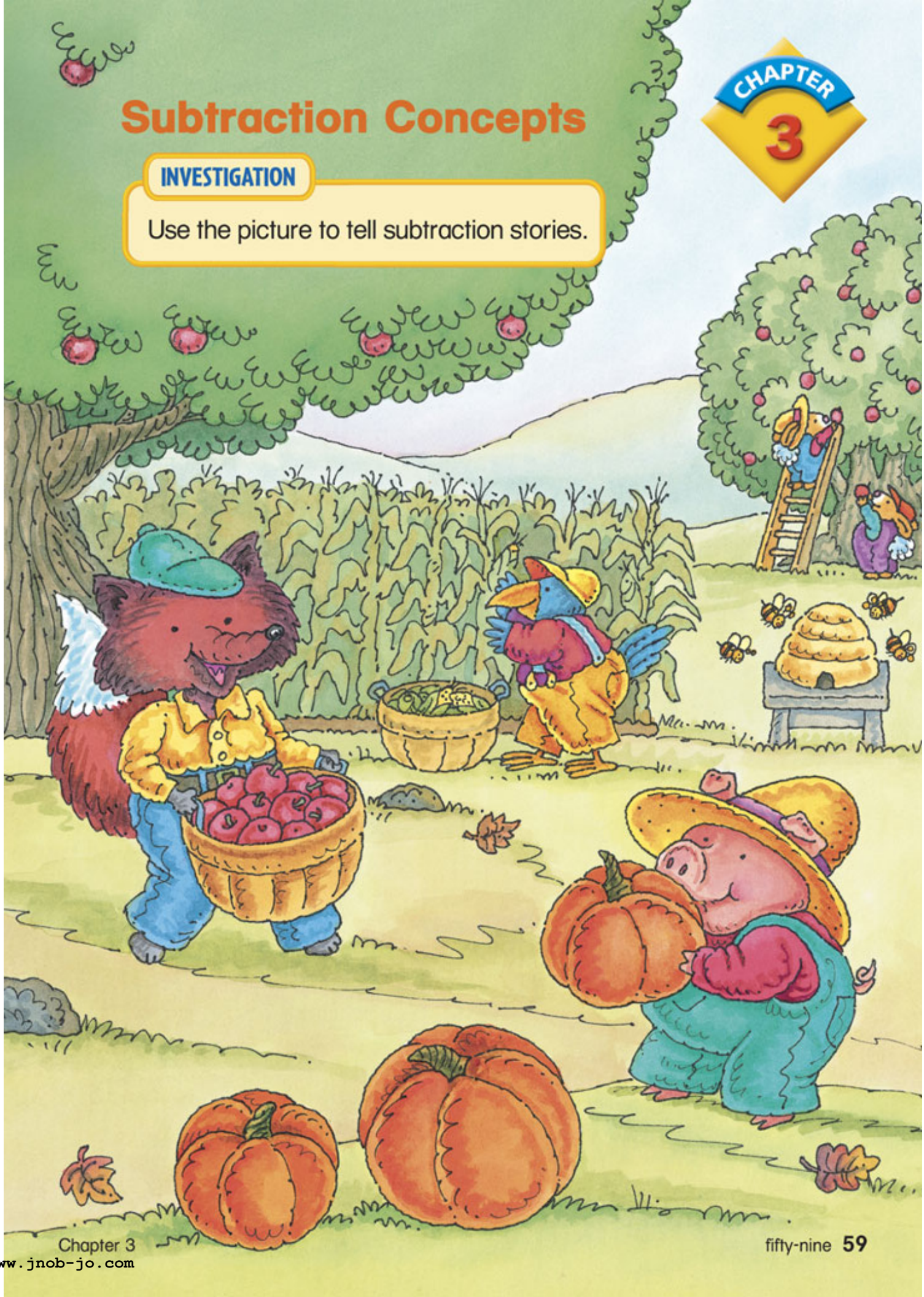
Problem Solving

Write an addition sentence to solve.
Write the answer.

20. There are 3 red balloons.
There are 4 yellow balloons.
How many balloons in all?

____ ◯ ____ ◯ ____

____ balloons



Subtraction Concepts

INVESTIGATION

Use the picture to tell subtraction stories.

Harvest Time

Listen to your teacher.

Name _____

Activity: Subtraction Stories

Objective
Model subtraction stories.

Hands-On

Work Together

Listen to the story.
Show the story with  .

1.

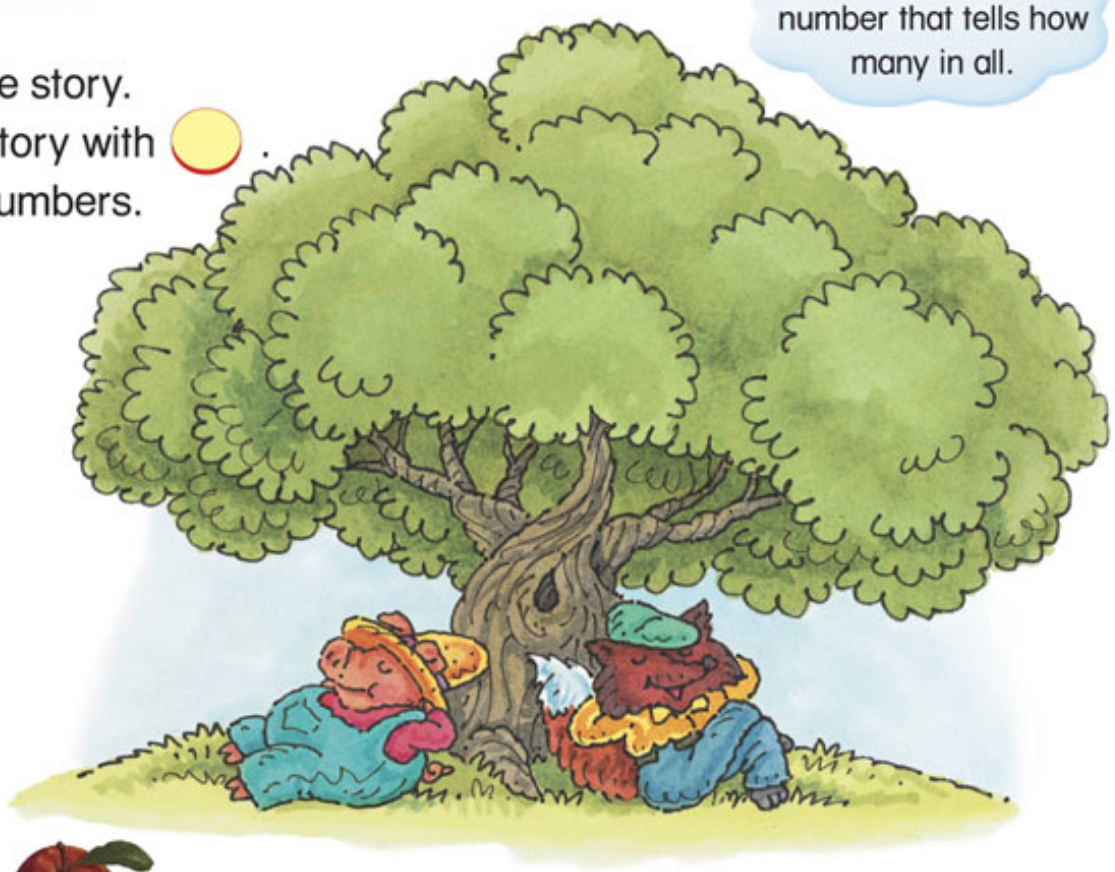
2. **Talk About It** Tell how showing subtraction with counters is different from showing addition.

On Your Own

Listen for the number that tells how many in all.

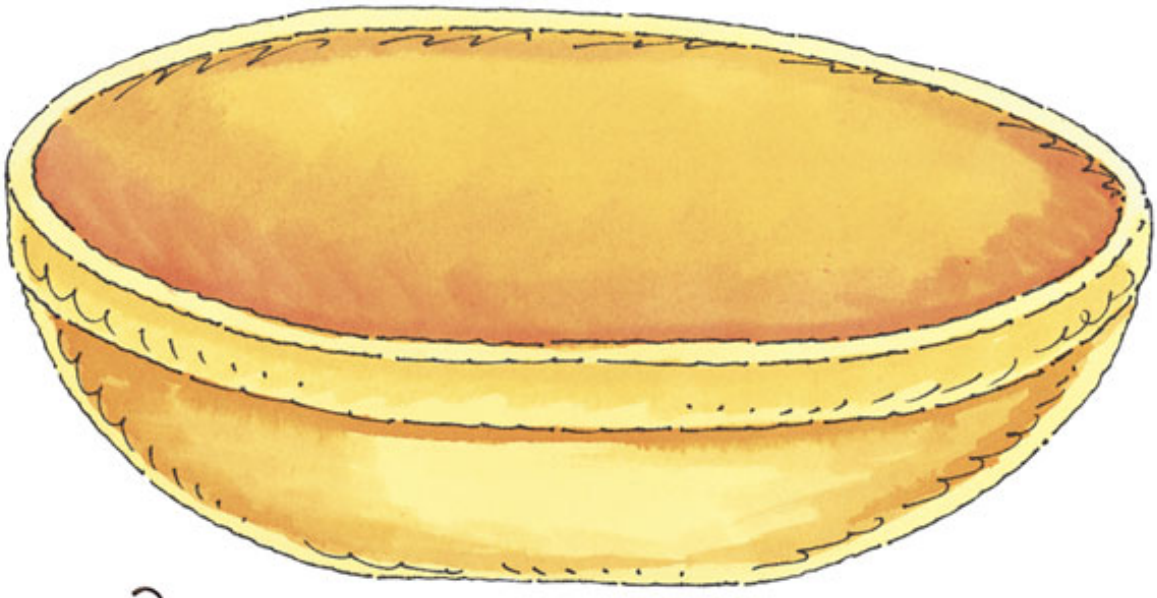
Listen to the story.
Show the story with .
Write the numbers.

1.



4 ____ 2 ____ picked 2 ____ left

2.



____ ____ eaten ____ left

At Home Ask your child to use objects and create a story about subtracting.

Name _____

Hands-On

Model Subtraction

Audio Tutor 1/8 Listen and Understand

Objective
Model subtraction using parts and wholes.

Vocabulary
whole part subtract

If you know the **whole** and one of the **parts,** you can **subtract** to find the other part.

There are 4 counters in all. 3 counters are in one part. How many are in the other part?

Workmat 3

Whole	
4	
Part	Part
3	____

There is 1 counter in the other part.

Guided Practice

Use Workmat 3 and  .
Show the whole. Move counters to one part. Find the other part.

1.

Whole	
3	
Part	Part
2	____

Think
There are 3 counters in all. One part has 2 counters.

2.

Whole	
4	
Part	Part
2	____

3.

Whole	
4	
Part	Part
1	____

4.

Whole	
2	
Part	Part
1	____

5.

Whole	
5	
Part	Part
4	____

Explain Your Thinking If you have 5 in all and 4 is in one part, can you have more than 1 in the other part? Why?

Practice

Use Workmat 3 and  .
Show the whole. Move counters to one part. Find the other part.

1.

Whole	
5	
Part	Part
1	____

2.

Whole	
3	
Part	Part
2	____

3.

Whole	
4	
Part	Part
3	____

4.

Whole	
5	
Part	Part
3	____

5.

Whole	
5	
Part	Part
4	____

6.

Whole	
2	
Part	Part
1	____

Problem Solving ▶ Number Sense

Draw a set with 1 fewer.

7. 

8. 

9. **Talk About It** How do you know there is 1 fewer object?

At Home Start with a set of 5 objects. Move some to the left to show one part. Have your child tell how many are in the other part.

Name _____

Use Symbols to Subtract

Objective
Solve subtraction sentences using – and =.

Vocabulary
minus sign
equal sign

Audio Tutor I / 9 Listen and Understand

Use the **minus sign** and **equal sign** to write about subtraction.

$6 - 2 = 4$

minus sign equal sign

Guided Practice

Circle and cross out to subtract.
Write how many are left.

1. 

$5 - 3 = \_\_\_\_$

Think
Circle 3 and cross them out.

2. 

$4 - 1 = \_\_\_\_$

3. 

$6 - 5 = \_\_\_\_$

4. 

$6 - 3 = \_\_\_\_$

5. 

$5 - 2 = \_\_\_\_$

Explain Your Thinking In Exercise 5, why do you circle two objects before you subtract?

Practice

The objects that are not crossed out are the number left.

Circle and cross out to subtract.
Write how many are left.

1. 

$6 - 1 = \underline{5}$

2. 

$5 - 2 = \_\_\_\_$

3. 

$4 - 3 = \_\_\_\_$

4. 

$3 - 1 = \_\_\_\_$

5. 

$6 - 3 = \_\_\_\_$

6. 

$4 - 2 = \_\_\_\_$

7. 

$3 - 2 = \_\_\_\_$

8. 

$6 - 4 = \_\_\_\_$

Problem Solving ▶ Visual Thinking

Circle the picture that shows $5 - 4 = 1$.

9. 

At Home Draw 5 or 6 objects. Have your child circle and cross out some and then write how many are left.

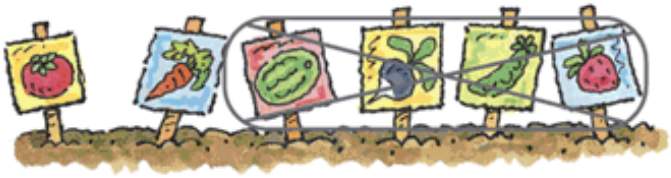
Name _____

Write Subtraction Sentences

Objective
Write subtraction sentences to show the difference.

Vocabulary
subtraction sentence
difference

Write a **subtraction sentence** to find how many are left.



$6 - 4 = 2$

difference

The **difference** in this subtraction sentence tells how many are left.

Guided Practice

Tell a story.
Write the subtraction sentence.

1. 

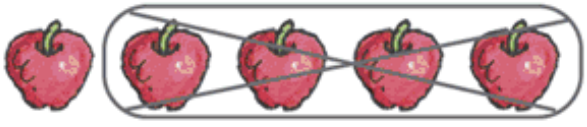
_____ ◯ _____ ◯ _____

2. 

_____ ◯ _____ ◯ _____

3. 

_____ ◯ _____ ◯ _____

4. 

_____ ◯ _____ ◯ _____

Explain Your Thinking What does the difference mean in these subtraction sentences?

Practice

Remember to write minus and equal signs in the circles.

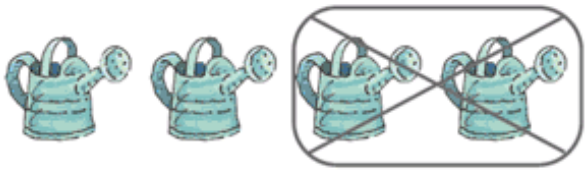
Write the subtraction sentence.

1. 

3 ○ 1 = 2

2. 

___ ○ ___ ○ ___

3. 

___ ○ ___ ○ ___

4. 

___ ○ ___ ○ ___

Write the difference.

5. $5 - 3 =$ ____
6. $2 - 1 =$ ____
7. $4 - 3 =$ ____
8. $3 - 2 =$ ____
9. $6 - 1 =$ ____
10. $5 - 4 =$ ____
11. $4 - 1 =$ ____
12. $6 - 5 =$ ____
13. $5 - 2 =$ ____

Problem Solving ▶ Logical Thinking

14. I am greater than 4.
I am less than 7.
I am not 5.
What number am I?

Draw or write to explain.

____

At Home Use objects to act out a subtraction story. Have your child write a subtraction sentence for the story. Repeat with different stories.

Go on

Name _____

Writing Math: Create and Solve

Write a subtraction story about the bees.
Complete the subtraction sentence.

1. _____

_____

_____

2. ____ ◯ ____ ◯ ____ bees left

Write a story to match the number sentence. 4 − 1 = 3

3. _____

_____

_____

Draw a picture to show your story.

4.

Quick Check

Listen to the story.
Draw counters to show the story.
Write the numbers.

1.

_____ _____ eaten _____ left

Use Workmat 3 and  .
Show the whole. Move the counters to one part.
Find the other part.

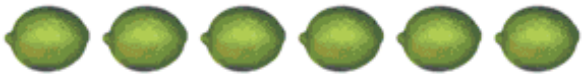
2.

Whole	
5	
Part	**Part**
1	_____

3.

Whole	
6	
Part	**Part**
4	_____

Circle and cross out to subtract.
Write how many are left.

4. 

$6 - 3 =$ _____

5. 

$5 - 2 =$ _____

Write the difference.

6. $4 - 3 =$ _____

7. $3 - 2 =$ _____

8. $5 - 3 =$ _____

9. $6 - 1 =$ _____

10. $2 - 1 =$ _____

11. $4 - 2 =$ _____

Name _____

Zero in Subtraction

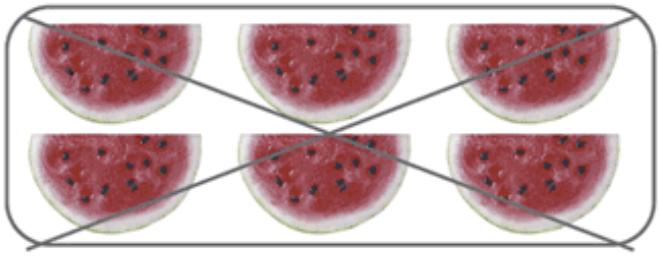
Objective
Subtract 0 or find a difference of 0.

Vocabulary
zero

When you subtract **zero** from a number, you get the number.

6 − 0 = 6

When you subtract a number from itself, you get zero.



6 − 6 = 0

Think
None are crossed out.

Guided Practice

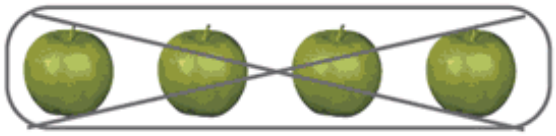
Write the difference.

1. 

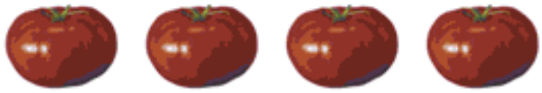
5 − 0 = ____

2. 

5 − 5 = ____

3. 

4 − 4 = ____

4. 

4 − 0 = ____

5. 

3 − 3 = ____

6. 

3 − 0 = ____

Explain Your Thinking When do you get a difference of zero?

Practice

Take away all and zero is left.
Take away zero and all is left.

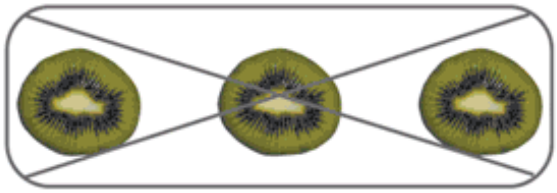
Write the difference.

1. 

$2 - 0 = \underline{2}$

2. 

$4 - 0 = \_\_\_\_$

3. 

$3 - 3 = \_\_\_\_$

4. 

$4 - 4 = \_\_\_\_$

5. $6 - 0 = \_\_\_\_$

6. $1 - 1 = \_\_\_\_$

7. $5 - 5 = \_\_\_\_$

8. $2 - 0 = \_\_\_\_$

9. $6 - 6 = \_\_\_\_$

10. $3 - 0 = \_\_\_\_$

11. $2 - 2 = \_\_\_\_$

12. $5 - 0 = \_\_\_\_$

13. $1 - 0 = \_\_\_\_$

Reading Math ▶ Vocabulary

Write the subtraction sentence.

14. Six minus four equals two.

____ ◯ ____ ◯ ____

15. Five minus five equals zero.

____ ◯ ____ ◯ ____

At Home Ask your child to show how 4 – 4 and 4 – 0 are different.

Name _____

Subtract From 8 or Less

Objective
Subtract from 8 or less and write subtraction sentences.

Hands-On

Use 7 cubes.
Circle and cross out 2.
Write the subtraction sentence.

7 ____ 2 ____ 5

Use 8 cubes.
Circle and cross out 1.
Write the subtraction sentence.

8 ____ 1 ____ 7

Guided Practice

Use cubes. Snap off some.
Circle and cross out.
Write the subtraction sentence.

Think
I can snap off 1 cube and find the difference.

Use 7 cubes.

1. 

7 ____ 1 ____ 6

2. 

____ ◯ ____ ◯ ____

Use 8 cubes.

3. 

____ ◯ ____ ◯ ____

4. 

____ ◯ ____ ◯ ____

Explain Your Thinking What are all the ways to subtract from 7? What about 8?

Practice

The number you subtract is the number of cubes you snap off.

Use cubes. Snap off some.
Circle and cross out.
Write the subtraction sentence.

Use 7 cubes.

1.  7 − 4 = 3

2.  ___ ◯ ___ ◯ ___

Use 8 cubes.

3.  ___ ◯ ___ ◯ ___

4.  ___ ◯ ___ ◯ ___

Write the difference.

5. 7 − 0 = ____

6. 8 − 1 = ____

7. 7 − 6 = ____

8. 8 − 6 = ____

9. 7 − 7 = ____

10. 8 − 0 = ____

Algebra Readiness ▶ Number Sentences

Write the subtraction sentence.

11. Pat has 7 apples.
He eats 2 of them.
How many apples are left? ___ ◯ ___ ◯ ___

12. **Talk About It** What do the numbers in the subtraction sentence stand for?

At Home Show 8 or fewer objects. Take some away. Ask your child to write the subtraction sentence.

Name _____

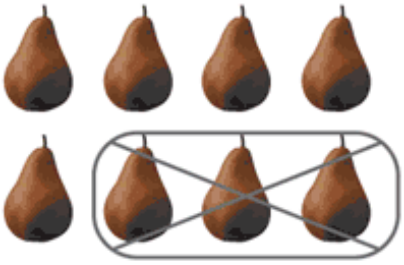
Subtract in Vertical Form

Objective
Subtract in vertical form.

Audio Tutor I / 10 Listen and Understand

You can write the same subtraction fact in two ways.

Subtract across.



The difference is the same.

Subtract down.

$$\begin{array}{r} 8 \\ -\ 3 \\ \hline 5 \end{array}$$

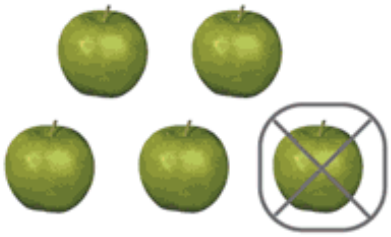
8 − 3 = 5 ← difference

5 ← difference

Guided Practice

Complete the subtraction fact.

1.

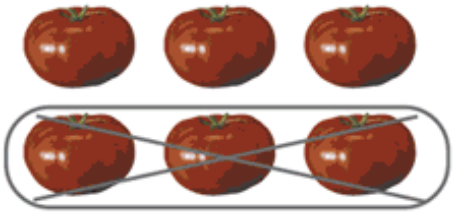


$$\begin{array}{r} \square \\ -\ \square \\ \hline \end{array}$$

_____ − _____ = _____

Think
I write 5 in the first space. I write 1 after the minus sign.

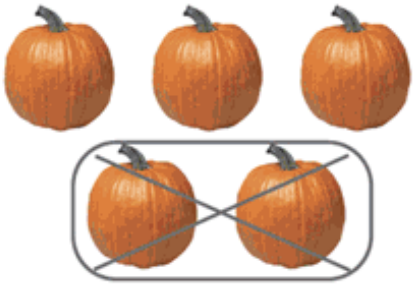
2.



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

_____ − _____ = _____

3.



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

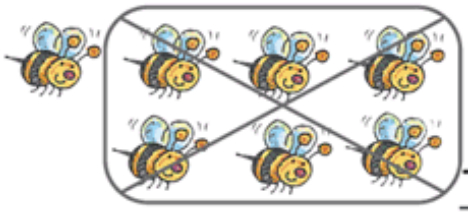
_____ − _____ = _____

Explain Your Thinking Whether you subtract across or subtract down, the difference is the same. Why?

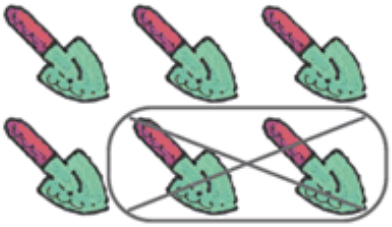
Practice

Remember to write the number you start with in the first space.

Complete the subtraction fact.

1. 

7 − 6 = 1

2. 

____ − ____ = ____

Write the difference.

3. 8 − 0 = ____

4. 7 − 2 = ____

5. 4 − 4 = ____

6. 6 − 0 = ____

7. 7 − 4 = ____

8. 8 − 7 = ____

9.	10.	11.	12.	13.	14.
8	6	8	7	8	7
−3	−3	−8	−1	−6	−3

Problem Solving ▶ Number Sense

Write how many. Then circle the greater number.

15. 

____

____

At Home Show 7 or 8 objects. Take some away. Ask your child to write a subtraction fact across and down to describe what you did.

Problem Solving

Name _____

Act It Out With Models

Objective
Use models to act out subtraction problems.

There are 6 animals playing.
2 animals leave the game.
How many animals are still playing?

UNDERSTAND

What do you know?

- 6 animals are playing.
- 2 animals leave.

PLAN

Act it out.

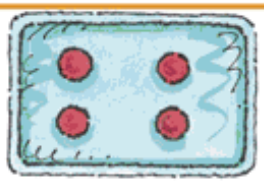
Circle the model you would use to act out the problem.

counters

cubes

SOLVE

Solve.



Show 6.

Take away 2.

There are 4 animals left.

LOOK BACK

How can you check your answer?

Remember:
- Understand
- Plan
- Solve
- Look Back

Guided Practice

Act out the problem with counters.
Write the answer.

Remember to use the 4 steps.

1. Kayla has 4 jars of jam. She gives 1 away. How many jars of jam does she have left?

Draw or write to explain.

Think
I start by showing 4 counters.

_____ jars of jam

2. Mike has 8 rabbits. 3 are brown. The other rabbits are white. How many rabbits are white?

Think
I know how many in all.
I know one part.

_____ white rabbits

Practice

3. There are 7 birds in the yard. 2 fly away. How many birds are left?

_____ birds

4. Tom has 5 apples. 2 apples are red. The rest are green. How many green apples does Tom have?

_____ green apples

Go on

Strategies
Act It Out With Models
Draw a Picture

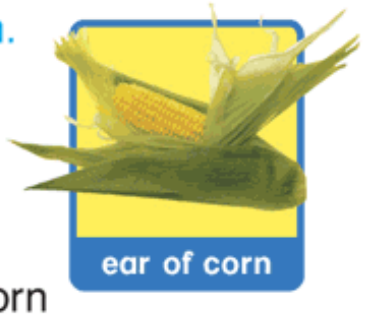
Name _____

Mixed Problem Solving

Solve.

1. Beth has 3 ears of corn. Ted has 3 ears of corn. How many ears of corn do they have in all?

Draw or write to explain.



_____ ears of corn

2. The farmer has 5 pumpkins. She gives 1 away. How many pumpkins does she have left?

_____ pumpkins

3. Damon plants 4 pumpkins. He plants 1 more watermelon than pumpkin. How many watermelons does Damon plant?

_____ watermelons

4. 3 rabbits are eating carrots. 2 more join them to eat. How many rabbits are eating carrots now?

_____ rabbits

At Home Make up subtraction problems similar to those in the lesson. Ask your child to solve them.

Problem Solving on Tests • Listening Skills

Open Response

Listen to your teacher read the problem.
Solve.

1. Lucy has 6 peppers. She puts 2 in a salad. How many peppers does she have left?

Show your work using pictures, numbers, or words.

_____ peppers

2. There are 7 apples on a tree in the yard. 4 of the apples fall off. How many apples are still on the tree?

_____ apples

Multiple Choice

Listen to your teacher read the problem.
Choose the correct answer.

3. 2 ○ 3 ○ 4 ○ 8 ○

4. 2 ○ 3 ○ 4 ○ 6 ○

Education Place
See **eduplace.com/map** for more Test-Taking Tips.

Now Try This Subtract Both Ways

Use Workmat 3 and  .

Write a number sentence using 6 as the whole.

1. 6 − ☐ = ☐

2. 6 − ☐ = ☐

3. ☐ − ☐ = ☐

4. ☐ − ☐ = ☐

Write the above facts vertically.

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

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

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

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

Use Workmat 3 and  .

Write a number sentence using 8 as the whole.

9. 8 − ☐ = ☐

10. 8 − ☐ = ☐

11. ☐ − ☐ = ☐

12. ☐ − ☐ = ☐

Write the above facts vertically.

13.
$$\begin{array}{r} 8 \\ -\ \square \\ \hline \square \end{array}$$

14.
$$\begin{array}{r} 8 \\ -\ \square \\ \hline \square \end{array}$$

15.
$$\begin{array}{r} \square \\ -\ \square \\ \hline \square \end{array}$$

16.
$$\begin{array}{r} \square \\ -\ \square \\ \hline \square \end{array}$$

Talk About It What happens when you subtract 0 from 6? What happens when you subtract 8 from 8?

Problem Solving

Music Connection
Musical Instruments

Some musical instruments are played with strings.

Which instrument has the fewest strings? _____

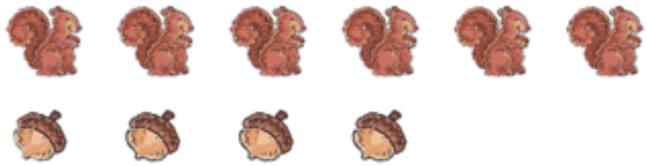
How many fewer strings does it have than the banjo? _____ strings

WEEKLY WR READER eduplace.com/map

Key Topic Review

Comparing Numbers

Match. Circle the set with more.

1. 

Match. Circle the set with fewer.

2. 

Circle the greater number.

3. 15 17

4. 9 8

5. 16 19

Extra Practice at eduplace.com/map

Name _____

Chapter Review/Test

Vocabulary

Write a word to complete the sentence.

subtract
minus
difference

1. When you take away, you _____ .

2. The _____ tells how many are left.

Concepts and Skills

Listen to the story.
Draw counters to show the story.
Write the numbers.

3.

_____ _____ eaten _____ left

Find the other part.

4.

Whole	
4	
Part	Part
1	_____

5.

Whole	
5	
Part	Part
4	_____

Circle and cross out to subtract.
Write how many are left.

6.

6 − 2 = _____

7.

5 − 3 = _____

Chapter Review/Test

Write the difference.

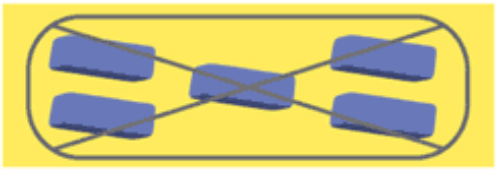
8. $5 - 2 =$ ____

9. $6 - 5 =$ ____

10. $4 - 1 =$ ____

11. 

$4 - 0 =$ ____

12. 

$5 - 5 =$ ____

13. $8 - 3 =$ ____

14. $7 - 1 =$ ____

15. $8 - 2 =$ ____

16. $7 - 5 =$ ____

17. $8 - 4 =$ ____

18. $7 - 3 =$ ____

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

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

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

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

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

24. $\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$

Problem Solving

Act out the problem with counters.
Write the answer.

25. There are 8 apples on a tree. Mai picks 1 apple and eats it. How many apples are left?

Draw or write to explain.

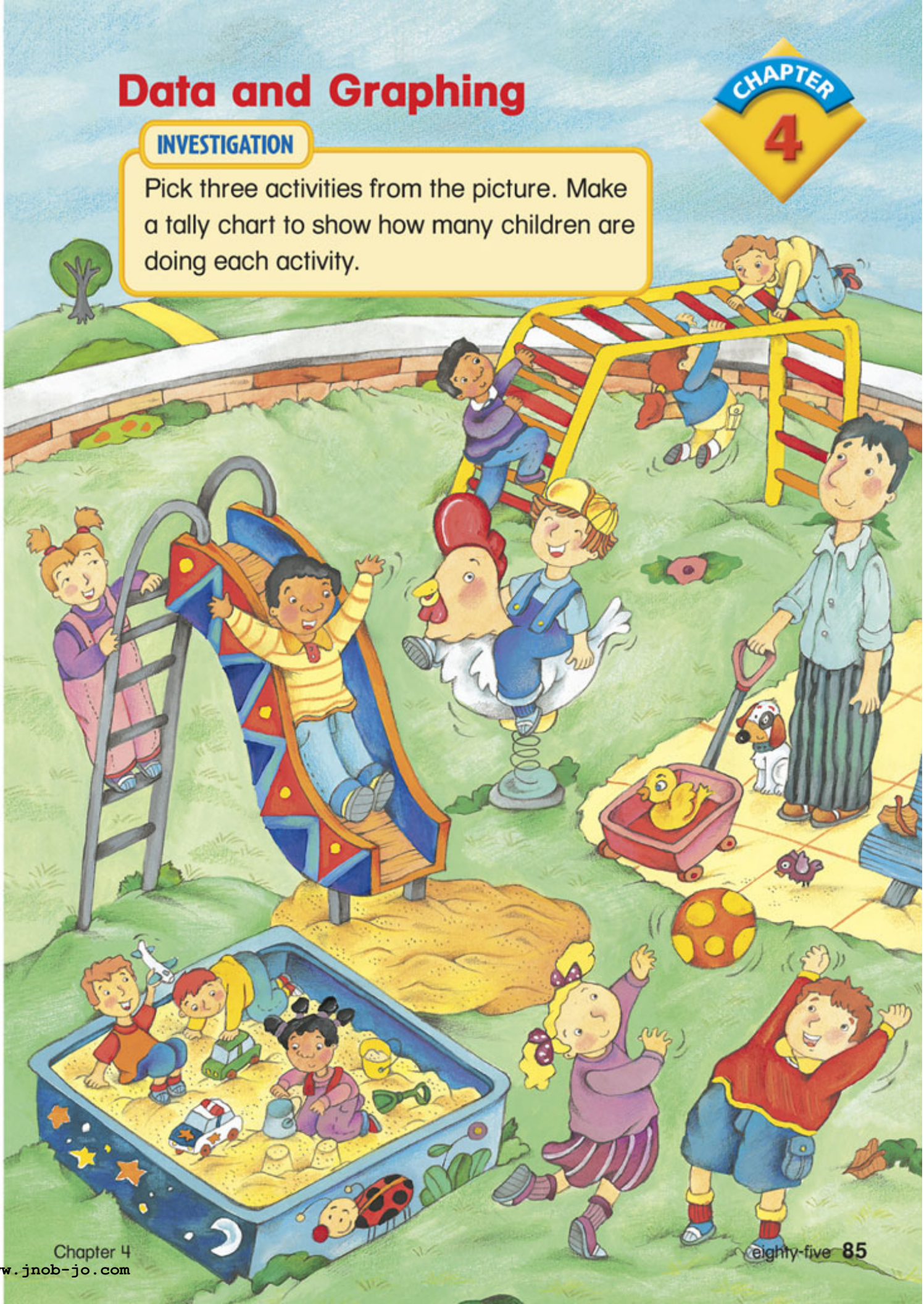
____ apples

Data and Graphing

CHAPTER 4

INVESTIGATION

Pick three activities from the picture. Make a tally chart to show how many children are doing each activity.



People Using Math

Rachel Carson

Rachel Carson loved nature and science. She also liked to write. When she was ten years old, she had a story published.

Rachel became a marine biologist, someone who studies plants and animals in the sea. She wrote many books about caring for our planet.

Use tally marks to show how many people are in each family. Rachel lived with her mother, father, brother, and sister.

1.

Family Members	
Rachel's family	
My family	

Use the tally chart to make a pictograph.

2.

Family Members	
Rachel's family	
My family	

3. Does one family have more people? _____

4. **Write About It** What can you and your family do to help care for our planet? _____

_____

Name _____

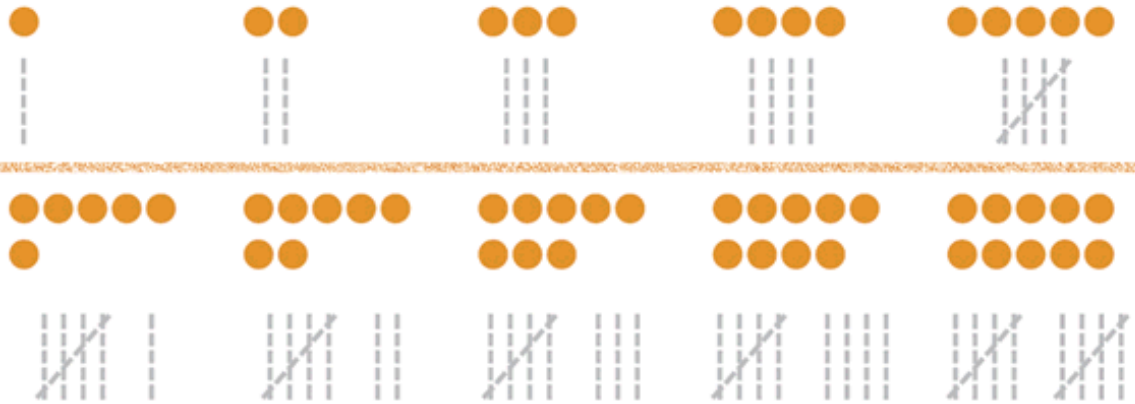
Hands-On

Activity: Make a Tally Chart

Objective
Represent data with tally marks.

Vocabulary
tally

Make 1 **tally** for each dot.



Work Together

Ask 10 friends which of these activities they like best.
Make 1 tally for each answer. Complete the tally chart.

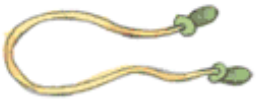
1.

Activities	
	
	
	

Think
Draw a line across for the fifth tally.

Use the tally chart.
Write how many children choose each activity.

2. 

3. 

4. 

_____ _____ _____

5. **Talk About It** How can you show 14 with tally marks?

On Your Own

1. Use the picture.
Complete the tally chart.

Cross out 1 child.
Then make 1 tally.

Activities	
	
	
	

Use the tally chart to solve.

2. How many  are there?

_____

3. How many  are there?

_____

4. Which has the most? Circle.


5. Which has the fewest? Circle.


6. How many  are there? and 
_____ children

7. How many children are there in all?
_____ children

8. **Talk About It** Explain how you found the answer for Exercise 7.

At Home Pick three foods. Help your child survey family members or friends to find their favorite. Use tally marks to record the results.

Name _____

Read a Pictograph

Audio Tutor I / II Listen and Understand

Objective
Read and use a pictograph to compare information.

Vocabulary
pictograph

A **pictograph** uses pictures to show information.
Each 🧍 stands for 1 child.

Children Playing	
	🧍 🧍 🧍 🧍

_____ children are playing on the  .

Guided Practice

Children Playing	
	🧍 🧍 🧍 🧍 🧍 🧍
	🧍 🧍
	🧍 🧍 🧍 🧍

Use the pictograph to solve.
Each 🧍 stands for 1 child.

1. How many children played on the  ?

_____ children

Think
Count the 🧍 in the  row.

2. Which item do more children choose? Circle.

3. Which item do the fewest children choose? Circle.

Explain Your Thinking How can you use the graph to tell if fewer children are on  or  ?

Practice

Use the pictograph to solve.
Each 🧍 stands for 1 child.

Count the 🧍 to find the answer.

1. How many children drink  ?

   5 children

2. How many children drink  and  ?

   _____ children

3. Which do most children drink? Circle.

4. Which two drinks do the same number of children choose? Circle.

Algebra Readiness ▶ Number Sentences

Write a number sentence to find the answer.

5. Mr. Lo has 8  .
   The children drink 3  .
   How many  are left?

_____ ◯ _____ ◯ _____

_____ 

At Home Use the pictograph above. Have your child tell you what he or she knows about the graph.

Name _____

Make a Pictograph

Objective
Make and use a pictograph to compare information.

Audio Tutor 1 / 12 Listen and Understand

You can make a pictograph.

Cross out one 

Draw one ◯ .

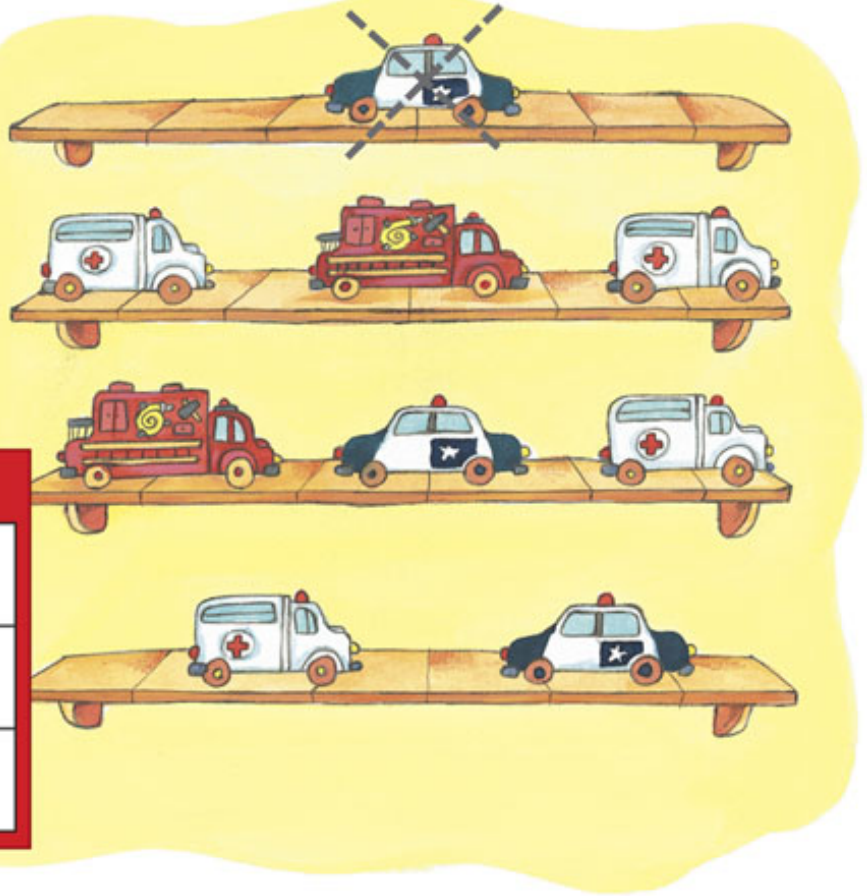
Toys	
	◯ ◯ ◯

Guided Practice

Use the picture.

Make a pictograph.

Think
I can draw 1 ◯ for each police car.



1.

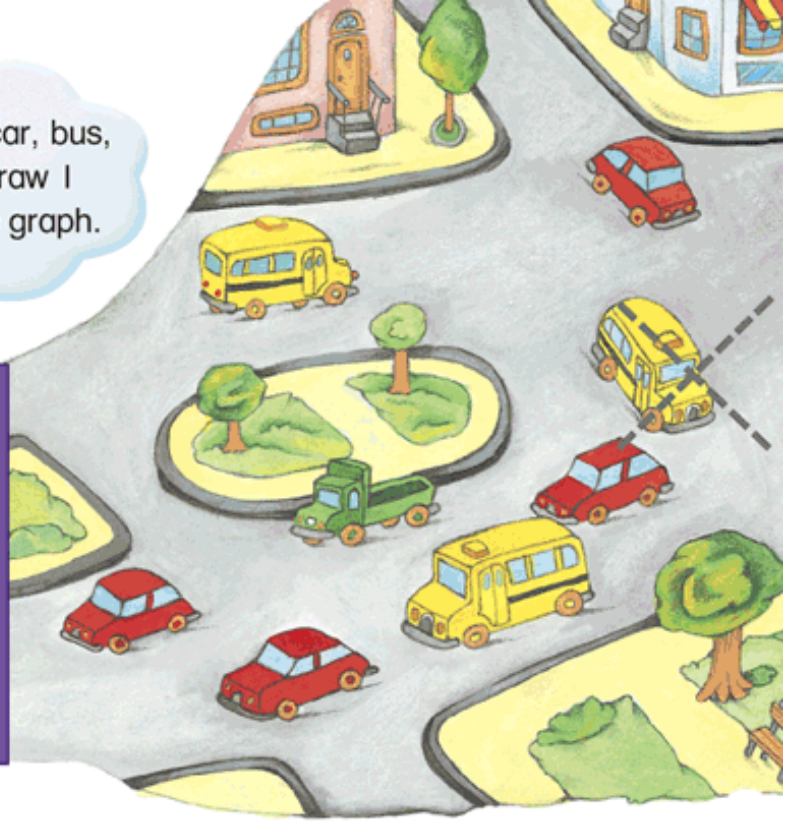
Toys	
	◯
	
	

Explain Your Thinking Which toy is shown the most? Tell how you know.

Practice

Use the picture.
Make a pictograph.

Cross out 1 car, bus, or truck. Draw 1 wheel on the graph.



Driving on the Street

Use the pictograph to solve.

1. How many more  than  are there?

_____ more

2. How many  and  are there?

_____

Problem Solving ▶ Logical Thinking

Make a pictograph.
Draw a to stand for each helmet.

3. There are 3  .
There is 1 more  than  .
There are 2 fewer  than  .

Bike Helmets

4. **Talk About It** Which color has the most?
How do you know?

At Home Help your child make a pictograph that tells about 3 food items in the house. Use store flyers to find pictures of food.

Go on

Name _____

Writing Math: Create and Solve

You are taking a survey about the shoes your classmates are wearing. Write a question for your survey.

1. _____

_____

_____

Now, take the survey.
Make a pictograph.

2.

_____	

Write one thing you learned from the pictograph.

3. _____

_____

_____

Quick Check

Use the picture.
Complete the tally chart.

1.

Crayons	

Use the tally chart.
Complete the pictograph.

2.

Crayons	

3. How many more  than  are there? _____ more

4. How many fewer than are there? _____ fewer

5. How many  and are there? _____ in all

Name _____

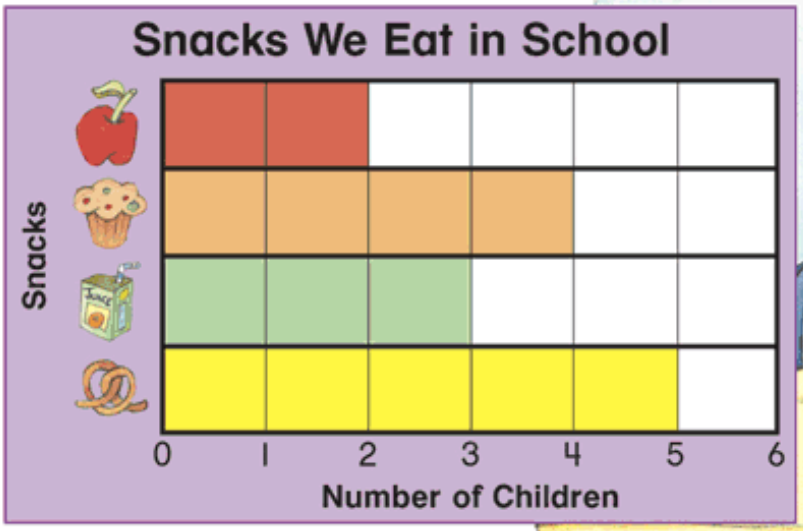
Read a Bar Graph

Objective
Read a bar graph and use it to compare information.

Vocabulary
bar graph

Audio Tutor I / 13 Listen and Understand

This is a **bar graph.** It tells how many children choose each snack.



Guided Practice

Use the bar graph to solve.

1. How many children choose  ?

_____ children

Think
I look where the bar ends in the apple row.

2. How many children choose  ?

_____ children

3. Circle the snack more children choose.

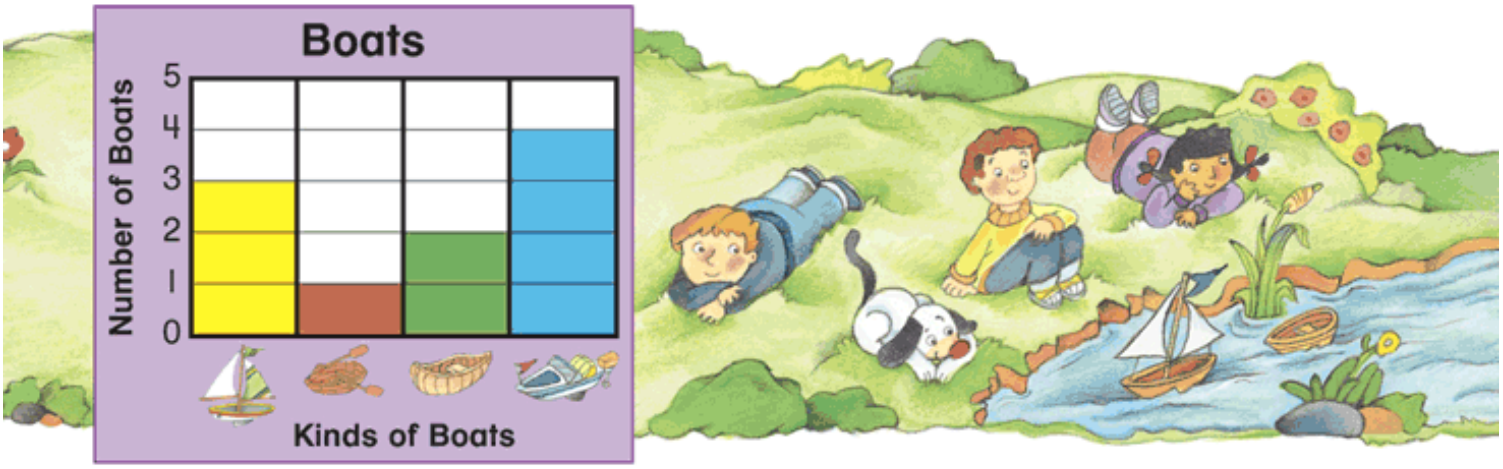

4. Circle the snack fewer children choose.


Explain Your Thinking If you choose a snack, how will the bar graph change?

Practice

Look at the number where the bar ends to know how many.

The bar graph shows the boats Nara saw.



Use the bar graph to solve.

1. There are 4 of which kind of boat? Circle.

2. Are there fewer  or  ? Circle.


3. How many  and  are there?

_____

4. How many more  than  are there?

_____ more

Reading Math Vocabulary

Show the tally marks for each number.

5. _____ eleven

6. _____ thirteen

7. _____ eight

Write a number. Make tally marks to show it.

8. _____ _____

At Home Ask your child questions about the graph above such as, how many more sailboats than rowboats are there?

Name _____

Hands-On

Activity: Make a Bar Graph

Work Together

Objective
Use a tally chart to make a bar graph and compare information.

Vocabulary
tally chart

Make a **tally chart.**
Ask 8 classmates their favorite color bike.
Make | tally for each answer.

1.

Favorite Bike Color

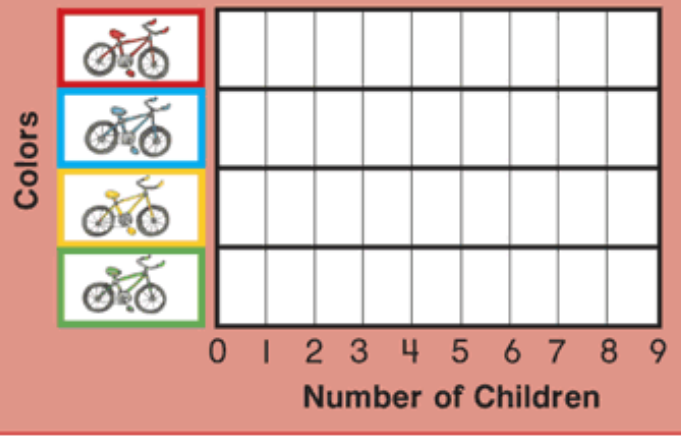
	
	
	
	

Use the tally chart to make a bar graph.
Color | box for each tally.

Think
How many choose red?
I color that number of boxes.

2.

Favorite Bike Color



3. **Write About It** Make up a question about the bar graph.

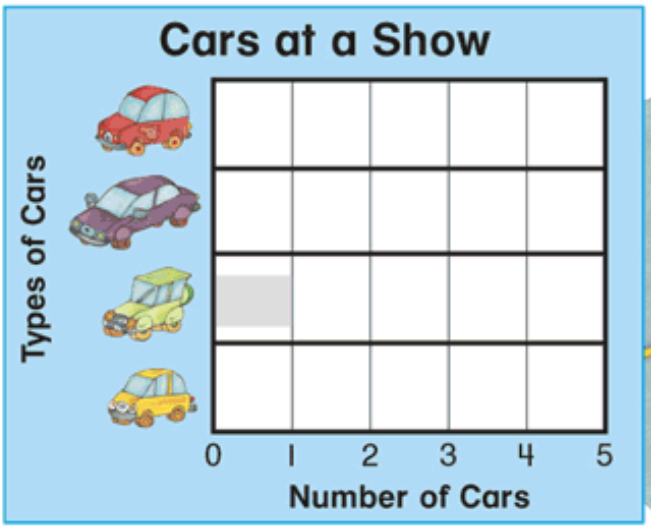
_____

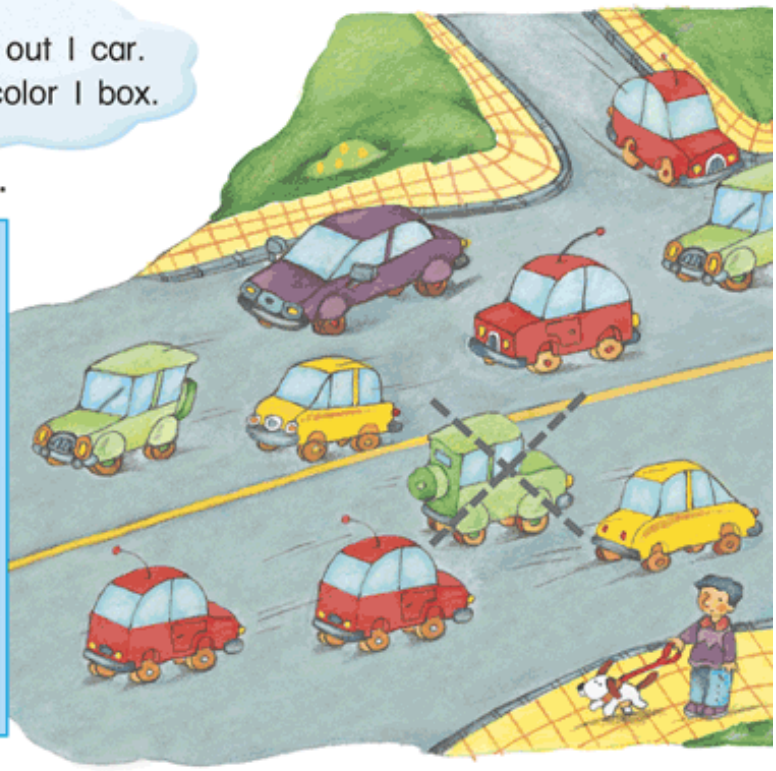
_____

On Your Own

I cross out 1 car.
Then I color 1 box.

Use the picture. Make a bar graph.





Use the bar graph to solve.

1. How many kinds of cars are there?

4 kinds

2. How many  are there?

_____

3. Circle the one that has 1 more than  .


4. How many more  than  are there?

_____ more

5. Are there fewer  or  ? Circle.


6. How many  and  are there?

_____

7. Circle which has the greatest number of cars.



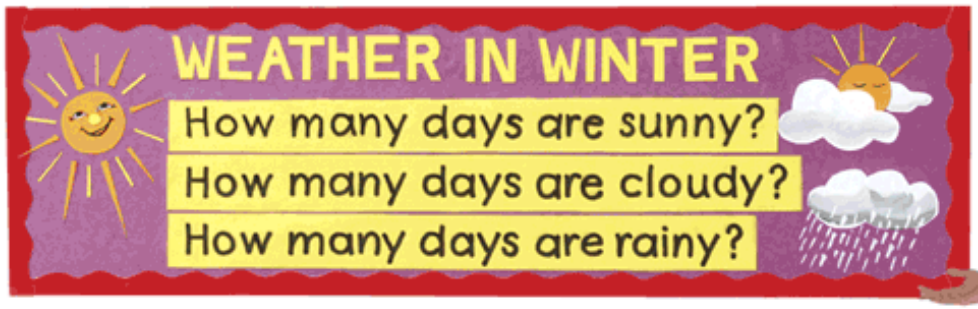
8. Circle which has the least number of cars.



Go on

Name _____

Problem Solving ▶ Reasoning



Ms. Bend's class is learning about weather. They made a chart to record the weather for 10 days.

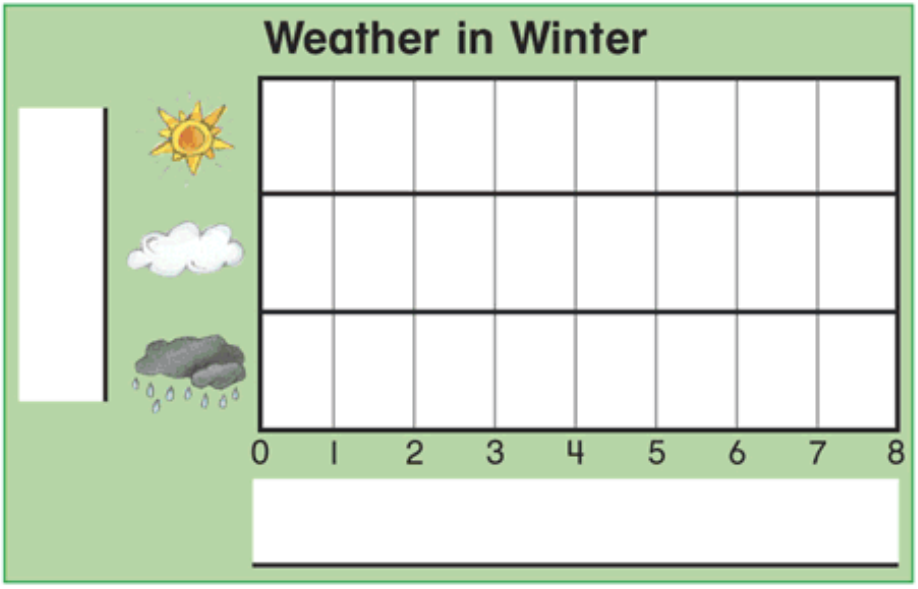
Weather in Winter

☀	𝍸 I
☁	III
🌧	I

Use the tally chart to make a bar graph.
Label the graph.
Color the bars on the graph to show the weather.

1.

Weather in Winter



2. **Talk About It** What is the weather on most days? What else does the graph tell you?

At Home Ask your child to make a bar graph to show the number of windows in three rooms. Discuss the finished graph.

Activity

Game

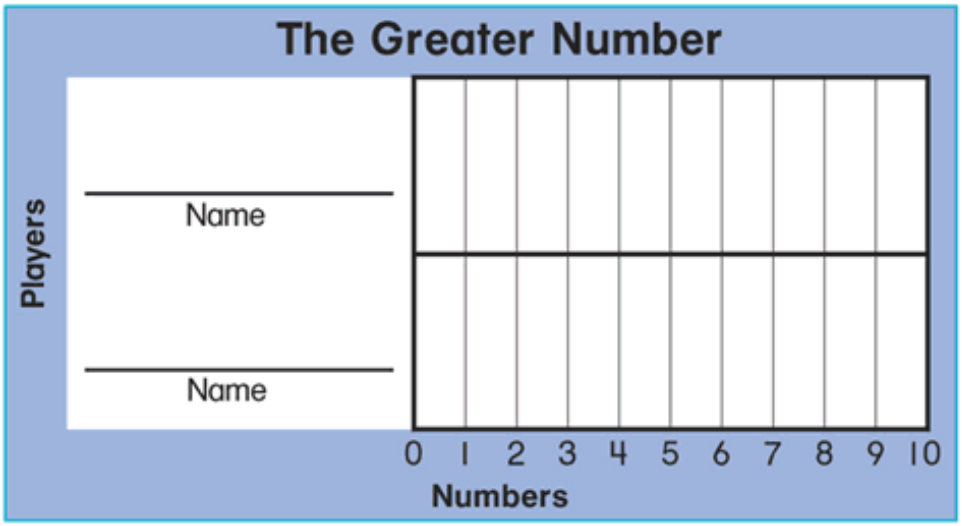
Numbers Are Great!

2 Players

What You Need: Number cards 1–20, blue crayon, red crayon

How to Play

1. Place the cards facedown in a pile.
2. Each player turns over a card.
3. The player with the greater number colors 1 box on the graph.
4. Play until all cards are used.
5. The player with the longer bar wins.



Other Ways to Play

A. Place the cards facedown. Play again. This time the player with the lesser number colors 1 box on the graph.

B. Use a 0–5 spinner. Each player spins twice and adds the two numbers. The greater sum colors 1 box on the graph.

Problem Solving

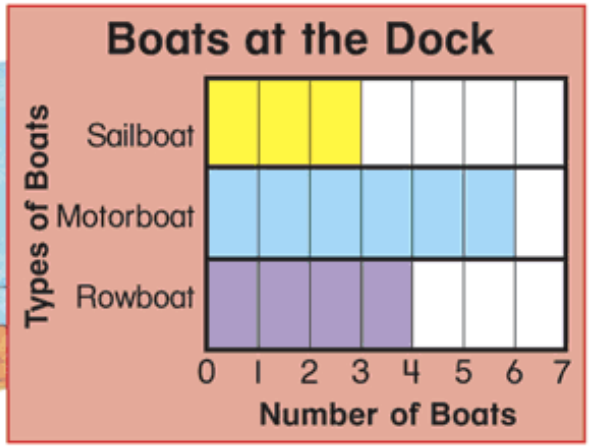
Name _____

Use a Graph

Objective
Use bar graphs to solve problems.

Audio Tutor 1 / 14 Listen and Understand

This graph shows how many boats are at one dock.



Use the graph, then add to solve the problem.

How many sailboats and rowboats in all?

	3	sailboats
+	4	rowboats
	7	in all

Think
I can find the numbers on the graph. Then I add to find the sum.

Use the graph, then subtract to solve the problem.

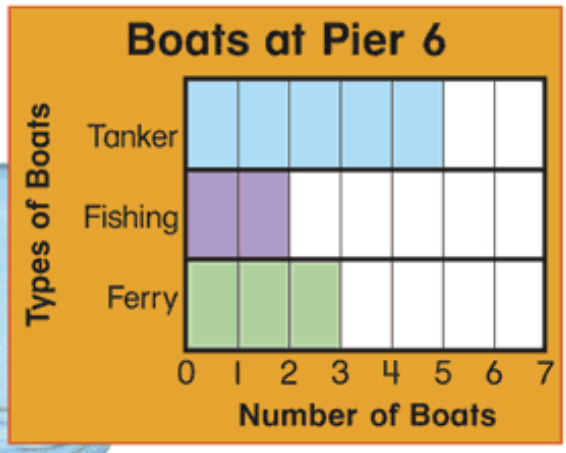
How many more motorboats are there than rowboats?

		motorboats
−		rowboats
		more motorboats

Think
I can find the numbers on the graph. Then I subtract to find the difference.

Guided Practice

Use the bar graph to solve.



Draw or write to explain.

1. How many fishing boats and ferry boats are there?

Think
I need to look at the bars next to Fishing and Ferry.

_____ boats

2. How many more tankers are there than ferry boats?

Think
I need to find how many more, so I subtract.

_____ more tankers

Practice

3. How many tankers and fishing boats are there?

_____ boats

4. How many more ferry boats are there than fishing boats?

_____ more ferry boat

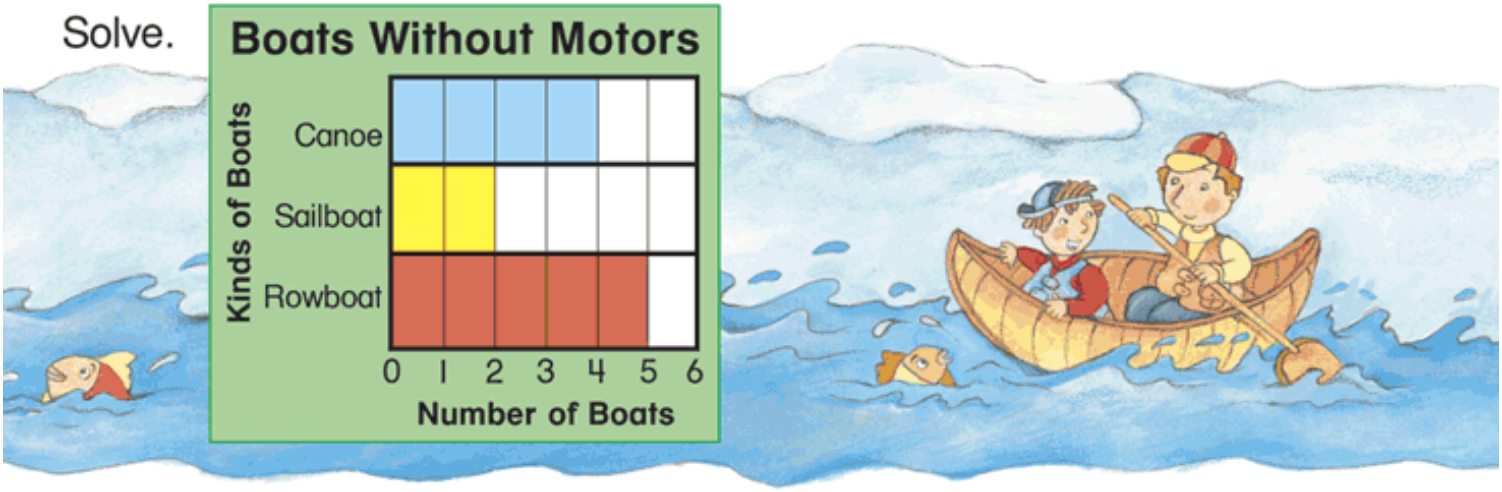
Go on

Name _____

Mixed Problem Solving

Strategies
Act It Out With Models
Write a Number Sentence
Draw a Picture

Solve.

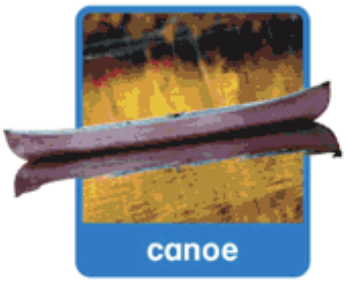


1. Use the bar graph. How many more rowboats are there than sailboats?

Draw or write to explain.

_____ more rowboats

2. There are 4 canoes. One is red. The others are silver. How many are silver?



_____ silver

3. There are 5 people on a raft. 3 more people get on the raft. How many people are on the raft now?

_____ people

At Home Ask questions that your child can answer by using the graph.

Problem Solving on Tests • Listening Skills

Open Response

Listen to your teacher read the problem.
Solve.

1. Frank's survey shows that 4 children like red. 3 children like blue. 1 child likes yellow. Show what his pictograph looks like.

Favorite Colors	
red	
blue	
yellow	

2. Look at the pictograph. How many children answered the survey?

_____ children

Multiple Choice

Listen to your teacher read the problem.
Choose the correct answer.

Favorite Fruits	
	𝍸 III
	III
	𝍸 I
	II

3.    

○ ○ ○ ○

4. 1 3 4 7

○ ○ ○ ○

Education Place
See **eduplace.com/map** for more Test-Taking Tips.

Name _____

Now Try This Graphing Number Names

Circle the names for 7.
Draw a box around the names for 8.

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

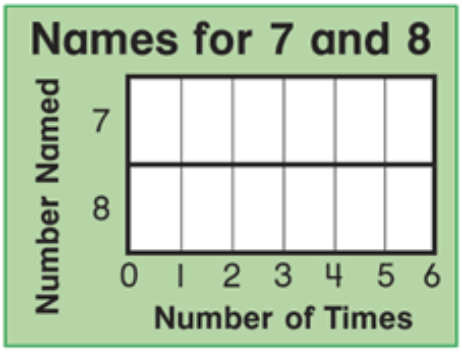
Make 1 tally for each number that is named above.

10.

Names for 7 and 8	
7	
8	

Use the tally chart to make a bar graph. Color 1 box for each tally.

11.



Find two more ways to make 8.

12. _____ + _____

13. _____ + _____

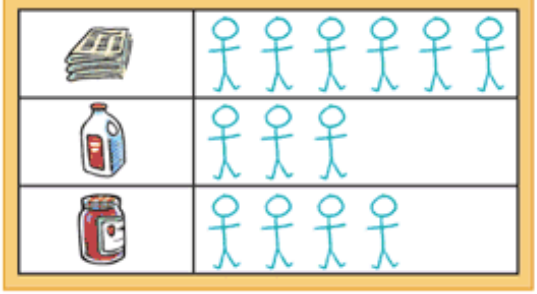
Problem Solving

Social Studies Connection
America Recycles

Recycling helps take care of the trash problem. It also helps our Earth in other ways.

Use the pictograph to solve.

People Recycling



1. How many people recycle  ?

_____ people

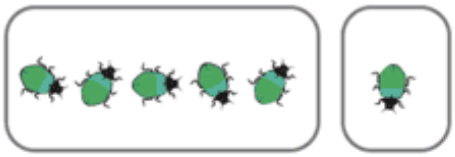
2. Which item do people recycle the most? Circle.

WEEKLY READER eduplace.com/map

Key Topic Review

Sums Through 8

Write the sum.

1. 

5 + 1 = _____

2. 

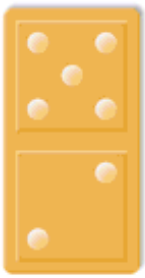
2 + 3 = _____

3. 

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

4. 

$$\begin{array}{r} 6 \\ +0 \\ \hline \end{array}$$

5. 

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

Extra Practice at eduplace.com/map

Name _____

Chapter Review/Test

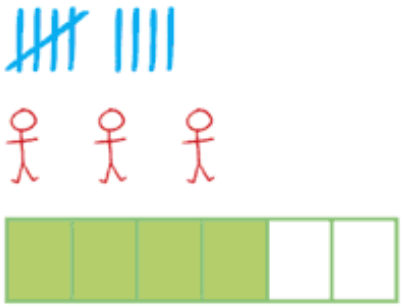
Vocabulary

Draw a line to match.

1. A **pictograph** uses

2. A **bar graph** uses

3. A **tally chart** uses



Concepts and Skills

4. Use the picture. Complete the tally chart.

Our Pets	
Dogs	
Cats	
Birds	

Use the tally chart to solve.

5. How many dogs are there?

_____

6. Which has the most? Circle.

dogs birds cats

7. Use the tally chart.
Make the pictograph.

Our Pets	
Dogs	
Cats	
Birds	

Use the pictograph to solve.

8. How many more dogs than cats are there?

_____ more dogs

9. Which has the fewest? Circle.

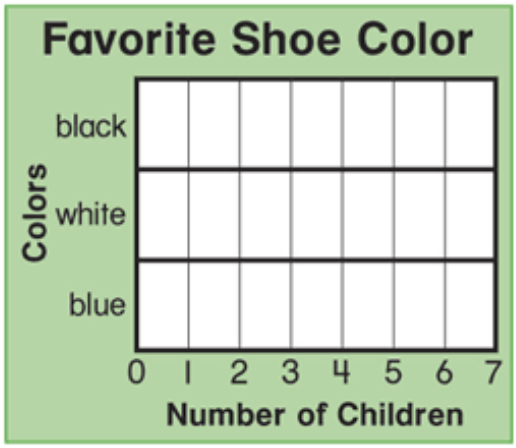
dogs birds cats

Chapter Review/Test

10. Use the tally chart.
Make a bar graph.

Favorite Shoe Color

black	𝍸 |
white	|||
blue	𝍸



11. How many children choose white shoes? _____ children

12. Do more children choose black or blue shoes?
Circle. black blue

13. Circle the color fewer children choose. black white

Problem Solving

Use the bar graph to solve.

14. How many children like white and blue shoes?

_____ children

15. How many more children like black shoes than blue shoes?

_____ more

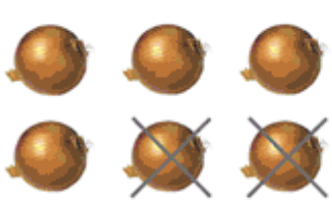
Enrichment

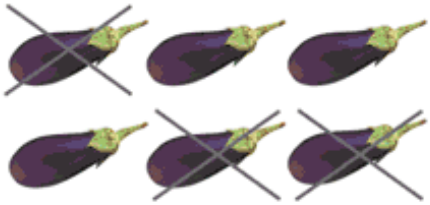
Name _____

Estimation

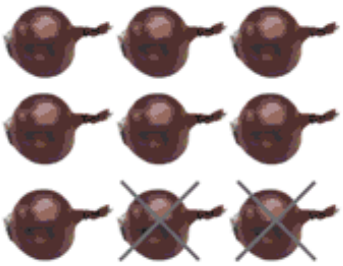
Estimate how many.

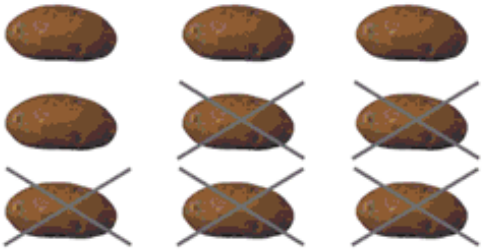
1. Circle the group that has more left.





2. Circle the group that has more than 5 left.

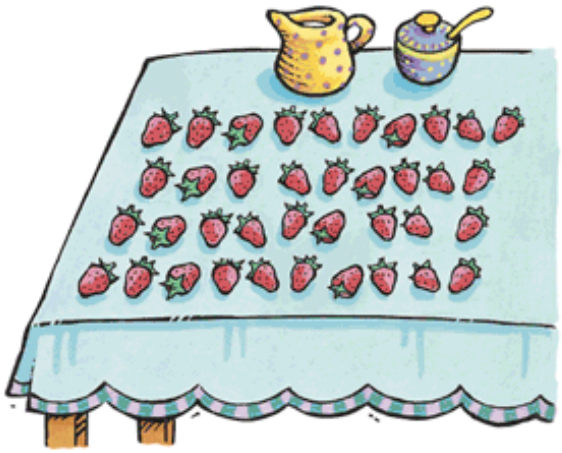




Estimate.
Count to check your answer.

3. Chan estimates there are about 50 strawberries. Teva says there are about 200 strawberries. Who is right?

_____



4. Count 10 books on the library shelf. Now estimate how many books in all.

_____ books

10 books

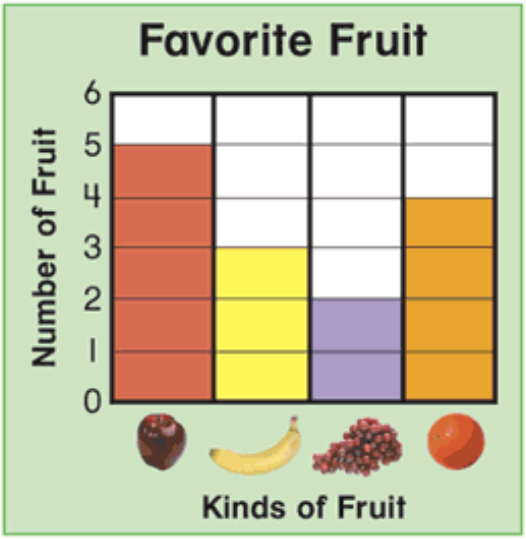
Education Place
See eduplace.com/map for brain teasers.

Calculator
Use a Bar Graph

A can help you compare numbers on a bar graph.

How many more than are there?

Press 5 − 2 = 3



Use and the bar graph.

1. How many and are there?

_____ in all

2. How many fewer than are there?

_____ fewer

3. How many and are there in all?

_____ in all

4. Circle the one that has 2 fewer fruit than .

Explain Your Thinking How many pieces of fruit are there altogether?

Name _____

Unit 1 Test

Vocabulary

Write the word to complete the sentence.

addend

difference

1. An _____ is a number added in an addition problem.

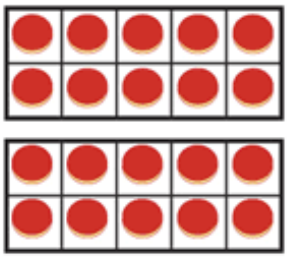
2. The _____ is the answer to a subtraction problem.

Concepts and Skills

Count. Write the number.

3. 

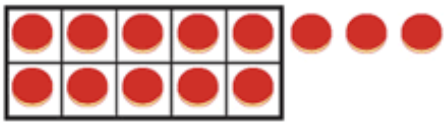
_____
seven

4. 

_____
twenty

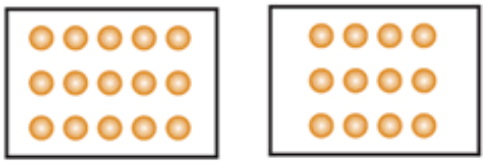
5. 

_____
four

6. 

_____
thirteen

Circle the words that make the sentence true.

7. 

15 is greater than / is less than 12

8. 

9 is equal to / is less than 9

9. 4 is greater than / is less than 7

10. 18 is greater than / is less than 16

Unit 1 Test

Write the sum.

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

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

13. $\begin{array}{r} 0 \\ +3 \\ \hline \end{array}$

Write the difference.

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

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

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

Use the picture.
Make a pictograph.

17.

Toys	
	
	
	

18. How many  are there?

_____ 

19. How many more  than  are there?

_____ more

Problem Solving

Write an addition sentence to solve.
Write the answer.

20. There are 5 ants on the hill.
3 more ants join them.
How many ants in all?

_____ ◯ _____ ◯ _____

_____ ants

Name _____

Test-Taking Tips

Read each question two times.

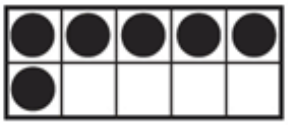
Fill in the correct ○ .

If you are not sure how to find the answer, go on to the next question.

Multiple Choice

Fill in the ○ for the correct answer.

1. Count the ●.
Choose the number.



4	5	6	7
○	○	○	○

2. Add. Find the sum.

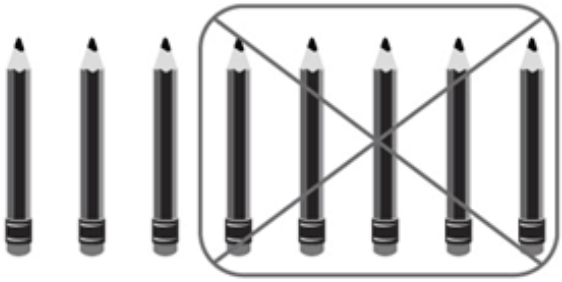
$4 + 0 = \_\_\_\_$

0	2	3	4
○	○	○	○

3. Add. How many  in all?

2	3	4	5
○	○	○	○

4. Subtract. How many  are left?



3	5	7	8
○	○	○	○

Multiple Choice

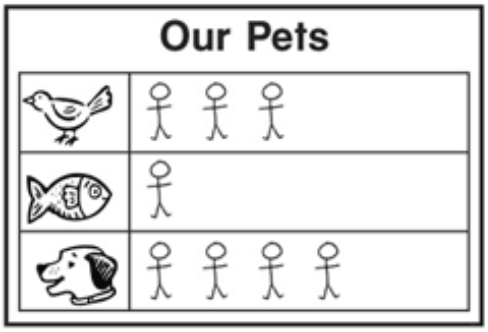
Fill in the ○ for the correct answer. NH means Not Here.

5. Subtract. Find the difference.

$$\begin{array}{r} 7 \\ -\,5 \\ \hline \end{array}$$

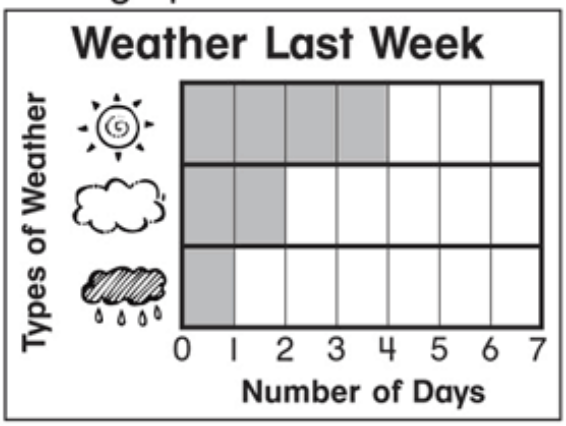
2 ○ 3 ○ 4 ○ NH ○

6. How many children have  ?



1 ○ 3 ○ 5 ○ 7 ○

7. How many sunny days does the graph show?

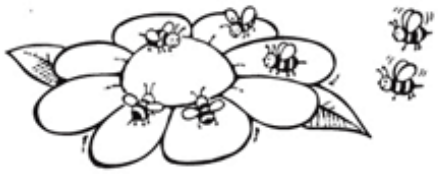


1 ○ 2 ○ 3 ○ 4 ○

Open Response

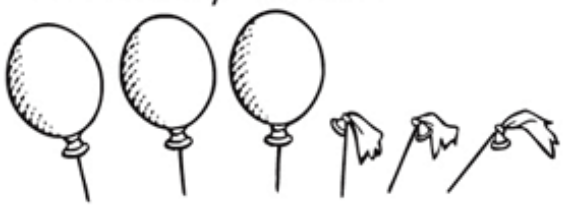
Solve.

8. There are 5 bees on the flower. 2 more bees join them. How many bees in all?



_____ bees

9. Alita has 6 balloons. 3 balloons pop. How many are left?



_____ balloons

10. Look at the picture. Write an addition sentence.

_____

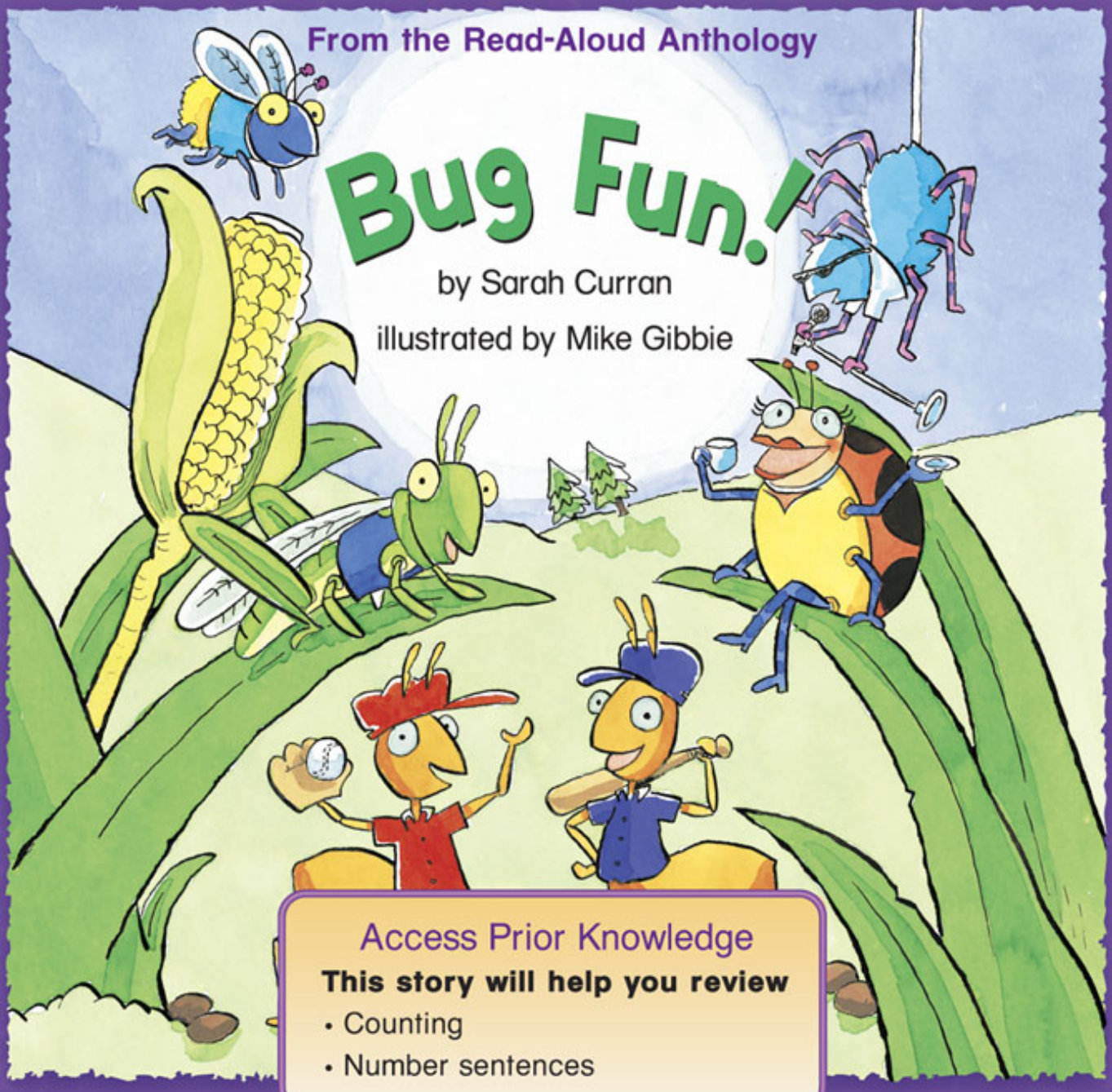
Education Place
Look for Cumulative Test Prep at **eduplace.com/map** for more practice.

HOUGHTON MIFFLIN MATH

UNIT 2

Addition and Subtraction Facts Through 10

From the Read-Aloud Anthology



Bug Fun!

by Sarah Curran

illustrated by Mike Gibbie

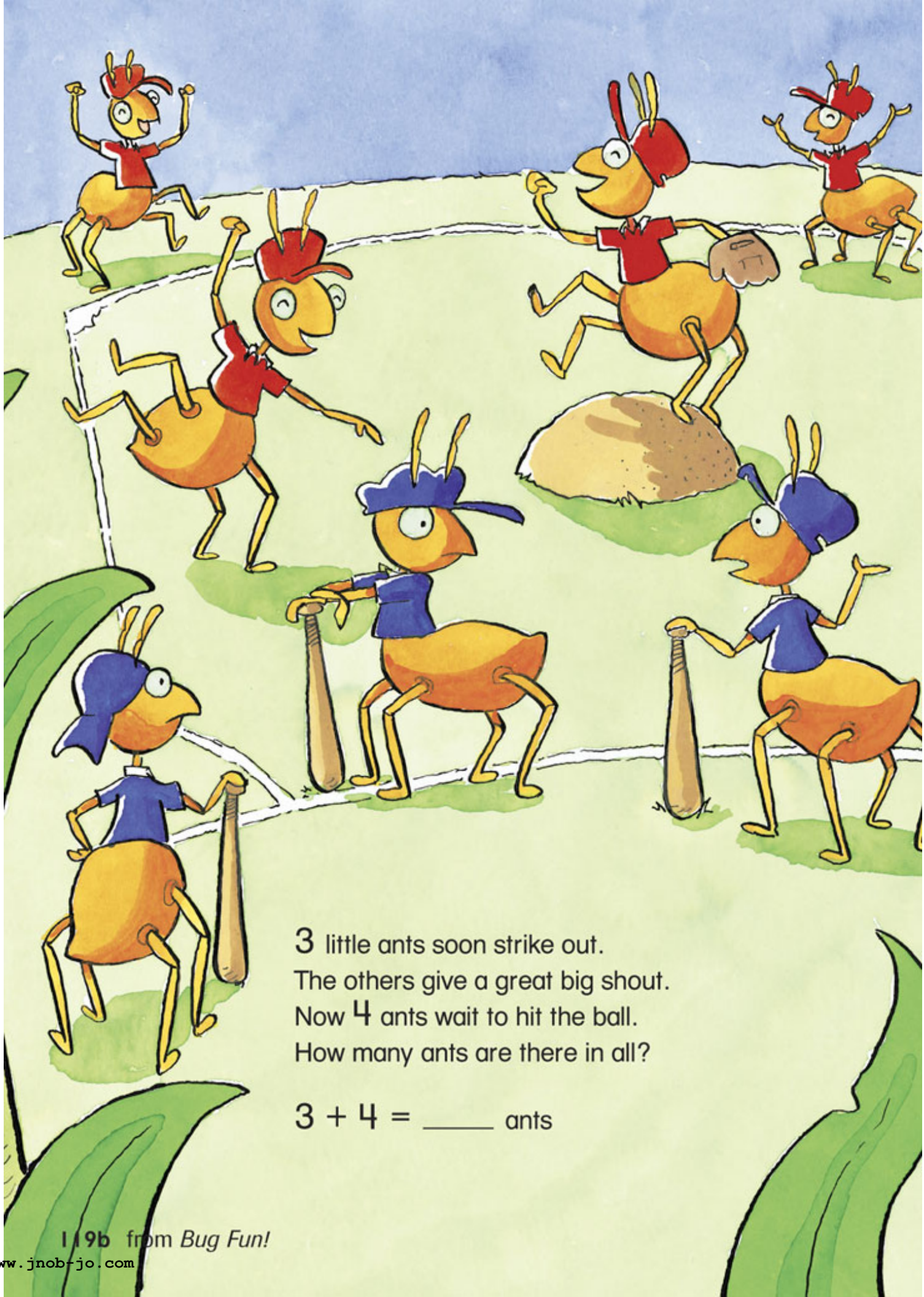
Access Prior Knowledge

This story will help you review

- Counting
- Number sentences

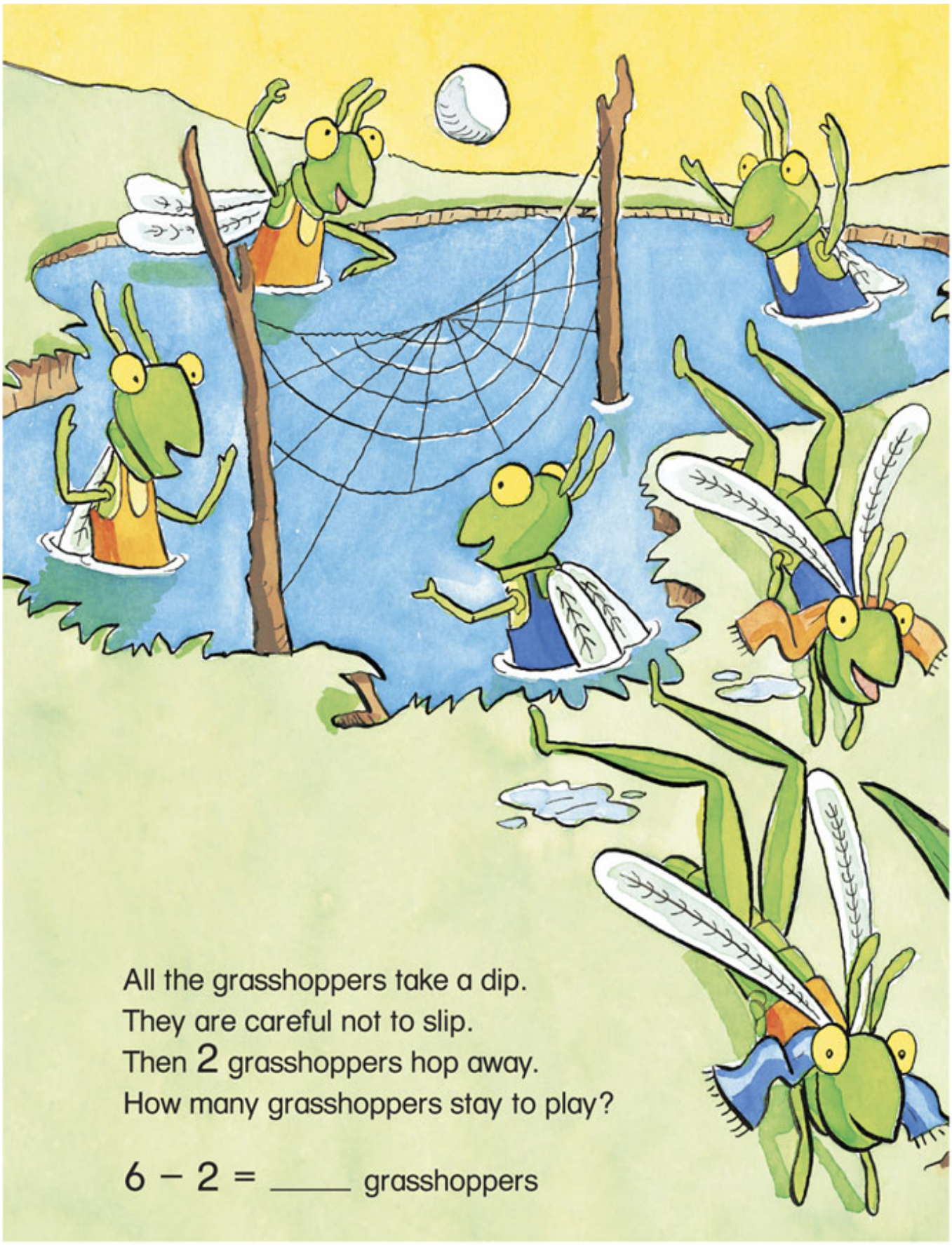
23456789-WC-14 13 12 11 10 09 08 07 06 Printed in the U.S.A.

ISBN-13: 978-0-618-59091-9
ISBN-10: 0-618-59091-9
ISBN-13: 978-0-618-67177-9
ISBN-10: 0-618-67177-3



3 little ants soon strike out.
The others give a great big shout.
Now 4 ants wait to hit the ball.
How many ants are there in all?

3 + 4 = _____ ants



All the grasshoppers take a dip.
They are careful not to slip.
Then 2 grasshoppers hop away.
How many grasshoppers stay to play?

6 − 2 = _____ grasshoppers

Literature Activity

Name _____

Use the pictures on pages 119a, 119b, and 119c.

1. How many bugs are on page 119a? _____ bugs

2. On page 119b there are ants wearing red or purple shirts.

   How many ants are wearing red shirts? _____ ants

   How many ants are wearing purple shirts? _____ ants

   How many ants are there in all?

   _____ + _____ = _____ _____ ants

3. On page 119c there are 4 grasshoppers playing and 2 hopping away. How many grasshoppers will be left playing?

   4 − 2 = _____ _____ grasshoppers

4. Look at the pictures on pages 119b and 119c. How many ants in red and grasshoppers in the water are there?

   _____ + _____ = _____ _____ bugs

MATH at Home

Dear Family,

My class is starting Unit 2. I will be learning about strategies to help me with addition and subtraction facts through 10. These pages show what I will learn and have activities for us to do together.

From. _____

Vocabulary

These are some words I will use in this unit.

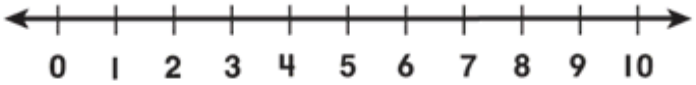
count on A strategy used to add

Find 5 + 2.
Say 5.
Count 6, 7.
5 + 2 = 7

count back A strategy used to subtract

Find 8 − 3.
Say 8.
Count 7, 6, 5.
8 − 3 = 5

number line A diagram that shows numbers in order as equally spaced points on a line



Some other words I may use are **addend** and **double**.

Vocabulary Activity

Let's work together to complete these sentences.

1. I can _____ to find 6 − 3.

2. I can _____ to find 8 + 2.

How To use strategies to add and subtract

MATH at Home

These counting on and counting back problems are examples of what I will be learning.

Counting on

7

6 + 1 = 7

7, 8

6 + 2 = 8

Counting back

5

6 − 1 = 5

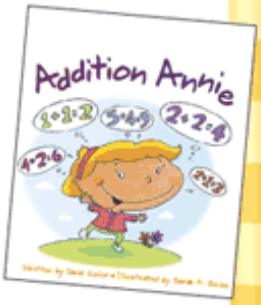
5, 4

6 − 2 = 4

Literature

These books link to the math in this unit. We can look for them at the library.

Addition Annie
by David Gisler
Illustrated by Sarah A. Beise
(Children's Press, 2002)



The Right Number of Elephants
by Jeff Sheppard

Two of Everything
by Lily Toy Hong

Education Place

We can visit *Education Place* at

eduplace.com/maf

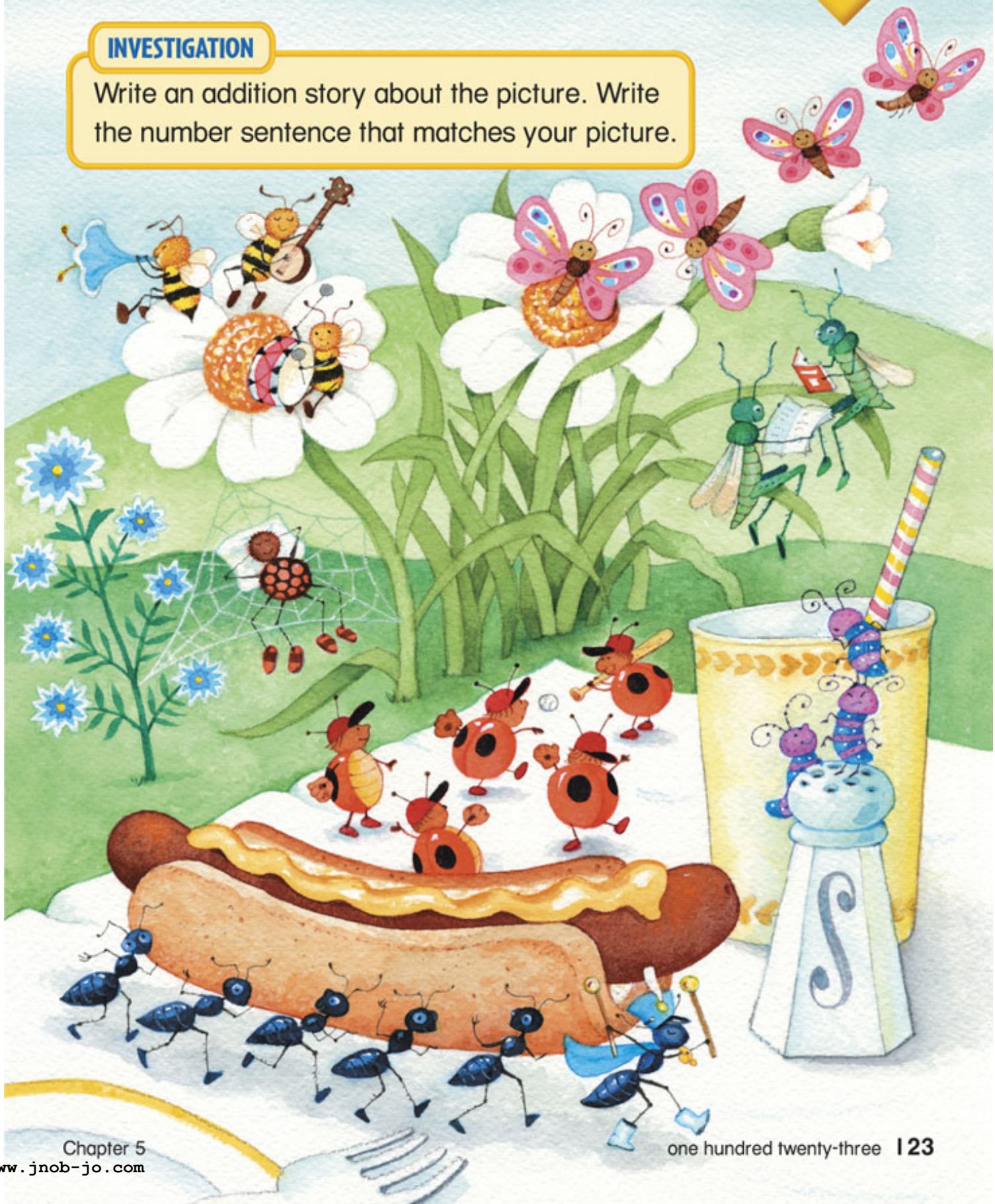
for the Math Lingo game, e•Glossary, and more games and activities to do together.

Addition Strategies Through 10

CHAPTER 5

INVESTIGATION

Write an addition story about the picture. Write the number sentence that matches your picture.



Flower Fun

Listen to your teacher.

Name _____

Count On to Add

Objective
Count on 1, 2, or 3 to find sums through 10.

Vocabulary
count on

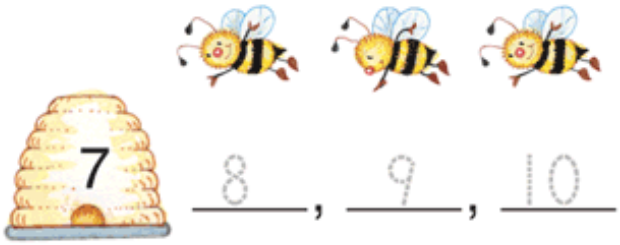
You can **count on** to add.

Find $7 + 2$.
Start with 7. Count on 2.

8, 9

$7 + 2 = 9$

Find $7 + 3$.
Start with 7. Count on 3.



8, 9, 10

$7 + 3 = 10$

Guided Practice

Count on to add.

Think
I start with 7.
I count on 1.

1.

_____

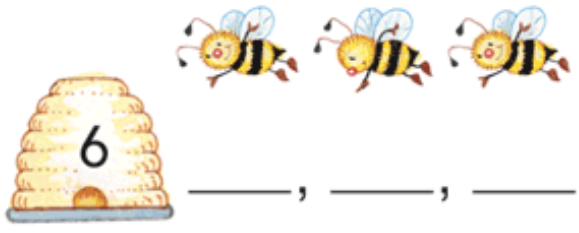
$7 + 1 =$ _____

2.

_____, _____

$8 + 2 =$ _____

3.



_____, _____, _____

$6 + 3 =$ _____

4. $9 + 1$

5. $8 + 1$

Explain Your Thinking Count on to find $9 + 3$.
Do you count on the same way to find $3 + 9$? Why?

Practice

Count on 1, 2, or 3.

Count on to add.

1.

7, 8

$6 + 2 =$ 8

2.

$6 + 1 =$ ____

3. $5 + 1 =$ ____

4. $8 + 1 =$ ____

5. $4 + 2 =$ ____

6. $5 + 2 =$ ____

7. $6 + 3 =$ ____

8. $9 + 1 =$ ____

9. 6 +2	10. 7 +3	11. 3 +1	12. 8 +2	13. 4 +1	14. 5 +3
15. 3 +2	16. 8 +1	17. 2 +1	18. 7 +2	19. 9 +1	20. 4 +3
21. 7 +1	22. 5 +2	23. 6 +1	24. 3 +2	25. 5 +1	26. 6 +3

Problem Solving ▶ Visual Thinking

27. How many  and  ?

____

At Home Say a number from 1 through 8. Have your child count on 2 and then say the addition fact.

Name _____

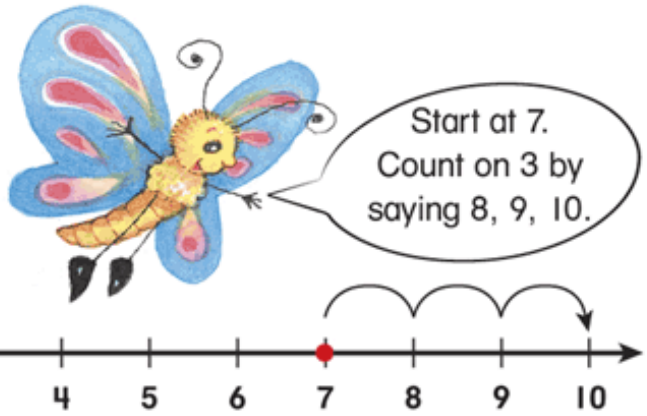
Use a Number Line to Add

Objective
Find sums through 10 by counting on a number line.

Vocabulary
number line

Find the greater number on the **number line.**
Count on.

$3 + 7 = \underline{10}$

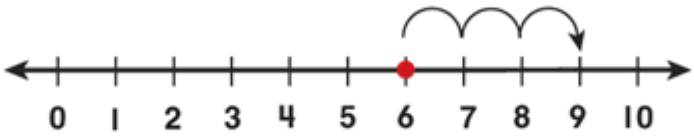


Guided Practice

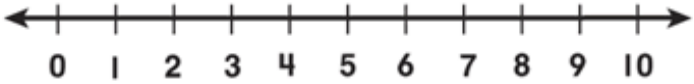
Use the number line.
Find the sum.

Think
6 is the greater number.
Say 6. Count 7, 8, 9.

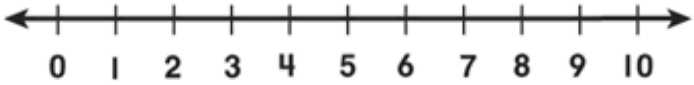
1. $6 + 3 = \_\_\_\_$



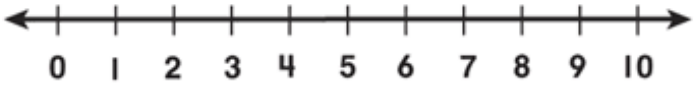
2. $5 + 2 = \_\_\_\_$



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



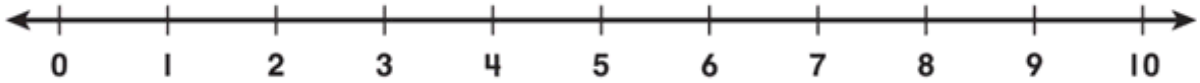
4. $\begin{array}{r} 6 \\ +\,2 \\ \hline \end{array}$



Explain Your Thinking Why is it helpful to start with the greater number?

Practice

Start with the greater number.



Use the number line.

Find the sum.

1. $4 + 2 =$ 6
2. $1 + 7 =$ ____
3. $8 + 2 =$ ____
4. $3 + 5 =$ ____
5. $1 + 6 =$ ____
6. $2 + 3 =$ ____

7. $\begin{array}{r} 2 \\ +1 \\ \hline \end{array}$
8. $\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$
9. $\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$
10. $\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$
11. $\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$
12. $\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$

13. $\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$
14. $\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$
15. $\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$
16. $\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$
17. $\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$
18. $\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$

Problem Solving ▶ Number Sense

Use the number line.

19. What number is 2 more than 8? ____

20. What number is 3 more than 7? ____

21. What number is 2 more than 5? ____

At Home Have your child use the number line to add 1, 2, or 3 to any number less than 8.

Name _____

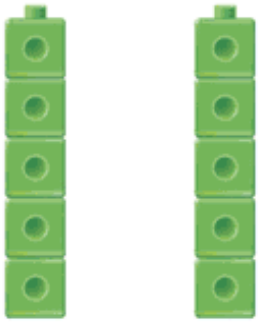
Use Doubles to Add

Audio Tutor 1 / 15 Listen and Understand

Objective
Add using doubles facts.

Vocabulary
doubles fact
addend

A **doubles fact** has two **addends** that are the same.



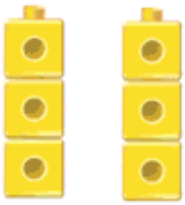
5 + 5 = 10
addend addend sum

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

Guided Practice

Complete the addition sentence.

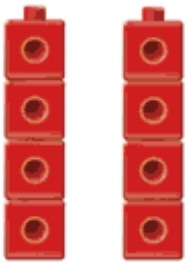
1.



Think
These show 3 + 3.

_____ + _____ = _____

2.



_____ + _____ = _____

Write the sum.

3. 2 + 2 = _____

4. 4 + 4 = _____

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

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

Explain Your Thinking What things come in doubles?

Practice

Use doubles facts to help you find the sum.

Write the sum.

1. $3 + 3 = \underline{6}$
2. $1 + 1 = \underline{2}$
3. $2 + 2 = \_\_\_\_$
4. $4 + 4 = \_\_\_\_$
5. $0 + 0 = \_\_\_\_$
6. $5 + 5 = \_\_\_\_$

7. $\begin{array}{r} 0 \\ +0 \\ \hline \end{array}$	8. $\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	9. $\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$	10. $\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	11. $\begin{array}{r} 1 \\ +1 \\ \hline \end{array}$
12. $\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	13. $\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$	14. $\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$	15. $\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	16. $\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$
17. $\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$	18. $\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$	19. $\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	20. $\begin{array}{r} 9 \\ +0 \\ \hline \end{array}$	21. $\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$

Algebra Readiness ▶ Missing Addends

Choose a number to make a doubles fact.

22. $\begin{array}{r} 4 \\ +\square \\ \hline 8 \end{array}$
23. $\begin{array}{r} \square \\ +3 \\ \hline 6 \end{array}$
24. $\begin{array}{r} \square \\ +5 \\ \hline 10 \end{array}$
25. $\begin{array}{r} 1 \\ +\square \\ \hline 2 \end{array}$

At Home Ask your child to say a doubles fact with a sum of 10 or less.

Go on

Name _____

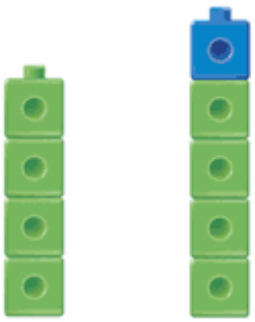
Now Try This Doubles Plus One

You learned that a doubles fact has two addends that are the same.

This is a doubles fact.

4 + 4 = 8

This is a doubles plus one fact.

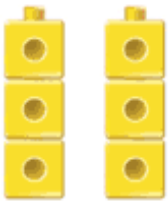


4 + 5 = 9

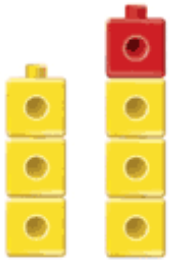
4 + 4 and 1 more.

Complete the addition sentence.

1.



_____ + _____ = _____
doubles



_____ + _____ = _____
doubles plus one

Write the sum.
You can use a doubles fact to help.

2. 3 + 3 = _____ 3 + 4 = _____ 4 + 3 = _____

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

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

Activity

Math Challenge
Doubles Rule

Use the rule to complete the table.

Rule: Add doubles.	
1	2
2	
3	
4	

Rule: Add doubles plus one.	
1	3
2	
3	
4	

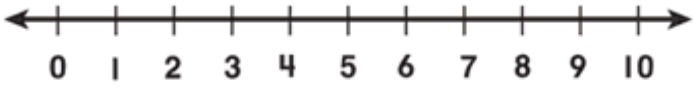
Quick Check

Count on to add.

1. $7 + 3 =$ ____ 2. $9 + 1 =$ ____ 3. $6 + 2 =$ ____

Find the sum.

4. $\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$ 5. $\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$



6. $\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$ 7. $\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$ 8. $\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$ 9. $\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$ 10. $\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$

Name _____

Using Addition Strategies

Objective
Add using different strategies.

Audio Tutor 1 / 16 Listen and Understand

Guided Practice

Choose a way to add.
Write the sum.

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

Think
4 + 4 is a doubles fact. 4 + 5 is one more.

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

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

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

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

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

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

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

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

10. $\begin{array}{r} 5 \\ +0 \\ \hline \end{array}$

11. $3 + 0 =$ _____

12. $4 + 6 =$ _____

13. $3 + 5 =$ _____

14. $1 + 2 =$ _____

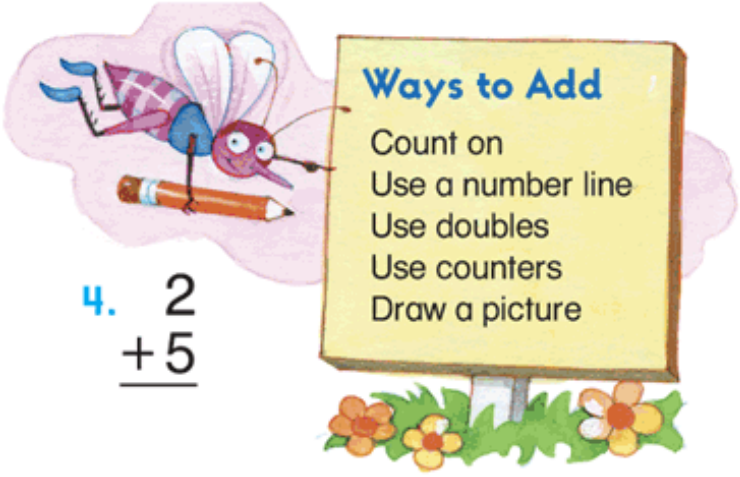
15. $6 + 3 =$ _____

16. $3 + 2 =$ _____

Explain Your Thinking How did you add $3 + 2$? Why?

Practice

Choose a way to add.



Write the sum.

1. 1 + 5 = 6	2. 5 + 3 =	3. 6 + 0 =	4. 2 + 5 =		
5. 6 + 3 =	6. 0 + 9 =	7. 8 + 2 =	8. 2 + 4 =	9. 0 + 10 =	10. 5 + 5 =
11. 2 + 6 =	12. 2 + 2 =	13. 6 + 2 =	14. 4 + 6 =	15. 3 + 4 =	16. 4 + 3 =

17. 1 + 1 = ____ 18. 6 + 4 = ____ 19. 5 + 1 = ____

20. 5 + 4 = ____ 21. 2 + 8 = ____ 22. 3 + 6 = ____

Problem Solving ▶ Logical Thinking

Use the clues. Find each snail.
Write the correct letter.

23. Snail A has 

Snail B has 

Snail C has 

Snail D has 

____ ____ ____ ____

At Home Ask your child to tell one way to solve 6 + 3.

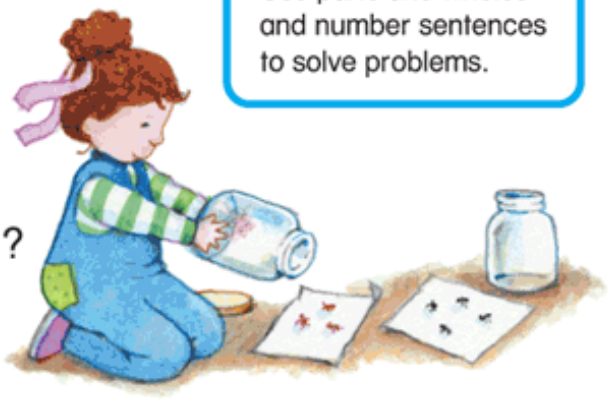
Problem Solving

Name _____

Write a Number Sentence

Objective
Use parts and wholes and number sentences to solve problems.

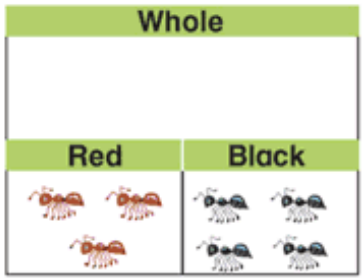
Erin looks for ants.
She finds a group of 3 red ants and a group of 4 black ants.
How many ants does Erin find in all?



UNDERSTAND

What do you know?

- Erin finds 3 red ants.
- Erin finds 4 black ants.



PLAN

You know the parts.
You need to find the whole.
Circle how you would solve the problem.

(add)

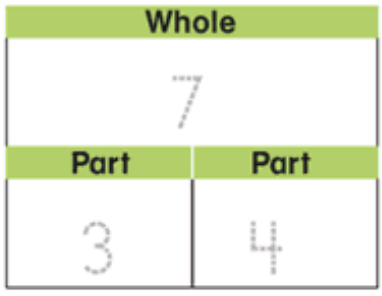
subtract

SOLVE

Write a number sentence.

3 + 4 = 7

Erin finds 7 ants in all.



LOOK BACK

How do you know your answer makes sense?

Guided Practice

Use Workmat 3 and ◯.
Write a number sentence to solve.

Remember to use the 4 steps.

Remember:
- Understand
- Plan
- Solve
- Look Back

1. Marta sees 4 beetles. Brian sees 6 beetles. How many beetles do both children see?

Think
I add to find how many.

___ ◯ ___ ◯ ___

___ beetles

2. There are 6 moths near the light. 3 more moths fly to the light. How many moths are near the light now?

Think
One part is 6. The other part is 3.

___ ◯ ___ ◯ ___

___ moths

Practice

3. There are 4 fireflies in the air. 4 fireflies are in the grass. How many fireflies are there altogether?

___ ◯ ___ ◯ ___

___ fireflies

4. There is 1 flea on the dog. Then, 2 more fleas land on the dog. How many fleas are on the dog now?

___ ◯ ___ ◯ ___

___ fleas

Go on

Name _____

Mixed Problem Solving

Strategies
Draw a Picture
Write a Number Sentence
Act It Out With Models

Solve.

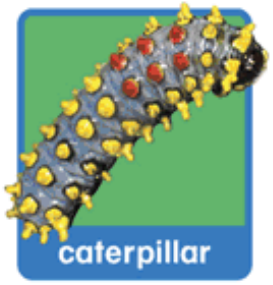
1. There are 5 ladybugs on a leaf. 2 more ladybugs join them. How many ladybugs are on the leaf now?

Draw or write to explain.


ladybug

_____ ladybugs

2. Mr. Ray sees 1 caterpillar on a log. Hailey sees 4 caterpillars on a log. How many caterpillars do they see on the log?


caterpillar

_____ caterpillars

3. Sofia counts 3 butterflies on a bush and 2 butterflies flying nearby. How many butterflies does she count in all?


butterfly

_____ butterflies

4. **Multistep** David sees 6 dragonflies over the creek and 2 by the reeds. Then he sees 1 more by the sand. How many dragonflies does he see?


dragonfly

_____ dragonflies

At Home Use groups of 10 or fewer objects around you. Create addition problems that your child can solve.

Problem Solving on Tests • Listening Skills

Open Response

Listen to your teacher read the problem.
Solve.

1. The class sees 6 bees on the hive. They see 2 bees on a flower. How many bees do they see altogether?

Show your work using pictures, numbers, or words.

_____ bees

2. There are 2 crickets in the grass. 5 crickets are on the path. How many crickets are there?

_____ crickets

Multiple Choice

Listen to your teacher read the problem.
Choose the correct answer.

3. 1 ○ 5 ○ 6 ○ 10 ○

4. 5 ○ 8 ○ 9 ○ 10 ○

Education Place
See **eduplace.com/map** for more Test-Taking Tips.

Name _____

Now Try This Add by Code

Find the number for each shape.
Complete the sentence.

1. □ + □ = 10

2. □ + △ = 8

3. △ + ○ = 7

4. ⬡ + △ = 9

5. ⬡ + □ = 8

6. ○ + ○ = 8

Write About It Use the code. Write your own number sentence. Have a partner solve it using the code.

_____

_____

Problem Solving

Science Connection
Caterpillar to Butterfly

A caterpillar hatches from an egg. In 4 weeks it wraps itself in a chrysalis. In 3 weeks the chrysalis opens. Out comes a butterfly.

About how many weeks does it take to change from caterpillar to butterfly?

_____

WEEKLY WR READER eduplace.com/map

Key Topic Review

Tally Chart

Use the picture. Complete the tally chart.

1.

Insects	
	
	
	

Use the tally chart to solve.

2. How many  ?

_____ 

3. How many  ?

_____ 

4. Which has more?

5. Which has fewer?

Extra Practice at eduplace.com/map

Name _____

Chapter Review/Test

Vocabulary

1. Circle the **addends** in this fact.

   5 + 4 = 9

2. Which do you use to **count on**? Circle.

   number line spinner

3. Write a **doubles fact.**

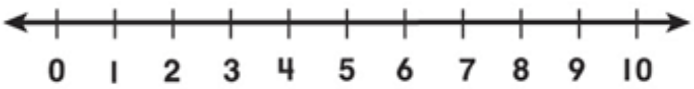
   _____

Concepts and Skills

Count on to add.

4. 9 + 1 = _____ 5. 5 + 2 = _____ 6. 6 + 2 = _____

Use the number line.
Find the sum.



7. 8 + 1 = _____ 8. 1 + 9 = _____ 9. 2 + 4 = _____

Write the sum.

10. 4 + 4	11. 4 + 5	12. 5 + 4	13. 3 + 3	14. 4 + 3	15. 3 + 4
16. 0 + 9	17. 6 + 4	18. 7 + 3	19. 5 + 4	20. 8 + 2	21. 3 + 6

Chapter Review/Test

Problem Solving

Write a number sentence to solve.

22. Gia sees 7 bumble bees and 1 honey bee. How many bees does she see in all?

____ ◯ ____ = ____

____ bees

23. There are 5 red ants and 4 black ants. How many ants are there altogether?

____ ◯ ____ = ____

____ ants

24. Jon finds 1 beetle. Then he finds 5 more. How many beetles does Jon find?

____ ◯ ____ = ____

____ beetles

25. There are 3 ladybugs on one leaf. There are 2 ladybugs on another. How many ladybugs are there in all?

____ ◯ ____ = ____

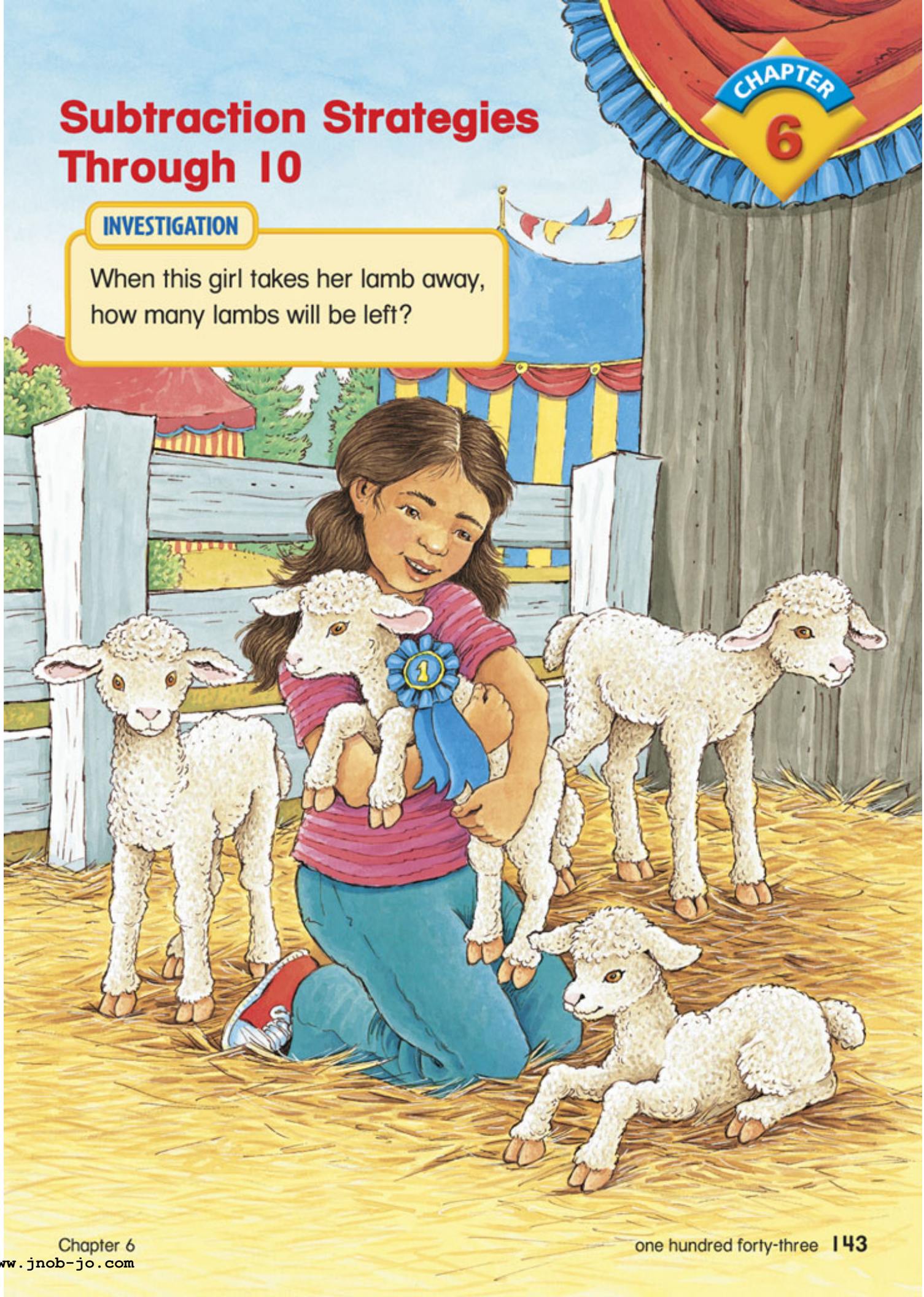
____ ladybugs

CHAPTER 6

Subtraction Strategies Through 10

INVESTIGATION

When this girl takes her lamb away, how many lambs will be left?



People Using Math

James Herriot

James Herriot was a man who loved animals. He became a veterinarian, a doctor that takes care of animals. He took care of farm animals and pets. Dogs were his favorite animals, and he had many dogs during his life.

James Herriot, author of *All Creatures Great and Small*

Use the picture to solve the problems.

1. How many dogs are there? _____ dogs

2. How many ears are there altogether? _____ ears

   If one dog walks away, how many ears are left?

   _____ ◯ _____ ◯ _____ _____ ears

3. How many tails are there altogether? _____ tails

   If one dog walks away, how many tails are left?

   _____ ◯ _____ ◯ _____ _____ tails

4. **Talk About It** If you could choose any animal for a pet, what would you choose?

Name _____

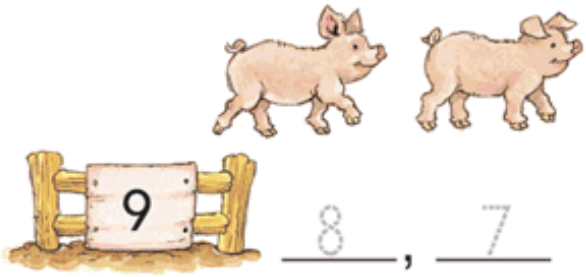
Count Back to Subtract

Objective
Find differences by counting back 1, 2, or 3.

Vocabulary
count back

You can **count back** to subtract.

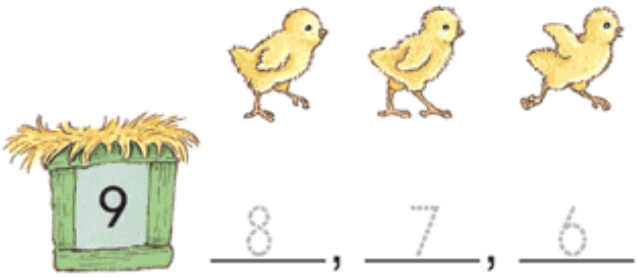
Start with 9. Count back 2.



8, 7

$9 - 2 = 7$

Start with 9. Count back 3.



8, 7, 6

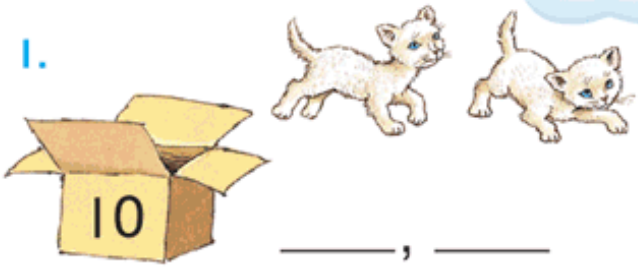
$9 - 3 = 6$

Guided Practice

Count back to subtract.

Think
I start with 10.
I count back 2.

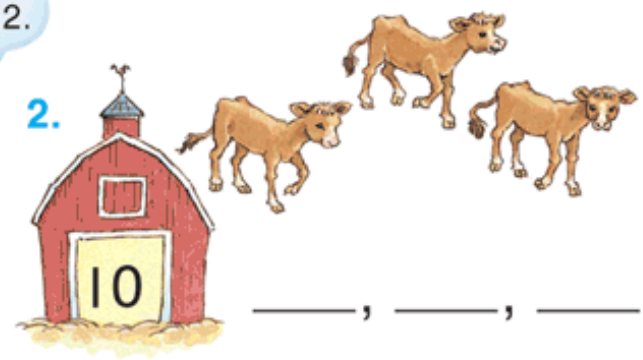
1.



____, ____

$10 - 2 =$ ____

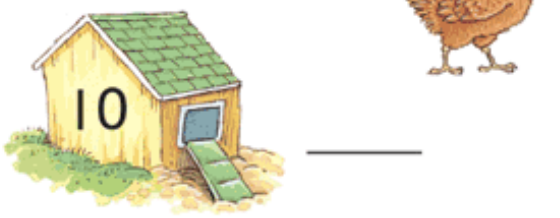
2.



____, ____, ____

$10 - 3 =$ ____

3.



____

$10 - 1 =$ ____

4.

____

$9 - 1 =$ ____

Explain Your Thinking How do you count back to find $8 - 2$?

Practice

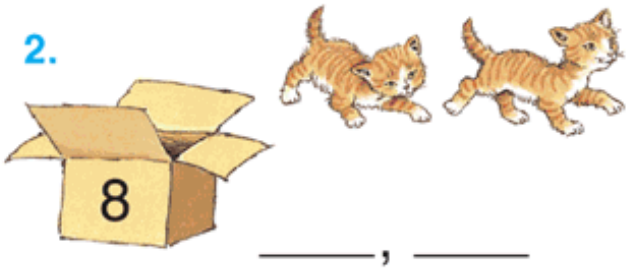
Count back 1, 2, or 3.

Count back to subtract.

1. 

7, 6, 5

$8 - 3 = 5$

2. 

____, ____

$8 - 2 =$ ____

3. $10 - 3 =$ ____

4. $10 - 2 =$ ____

5. $10 - 1 =$ ____

6. $7 - 2 =$ ____

7. $9 - 1 =$ ____

8. $2 - 2 =$ ____

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

Problem Solving ▶ Reasoning

21. There are 4 sheep.
2 of the sheep are black.
How many sheep are white?

Draw or write to explain.

____ white sheep

At Home Say a number from 4 through 10. Have your child use counting back to subtract 1, 2, or 3.

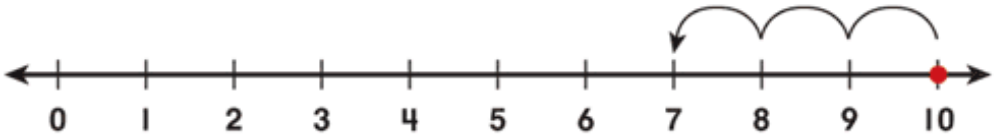
Name _____

Use a Number Line to Subtract

Objective
Subtract using a number line.

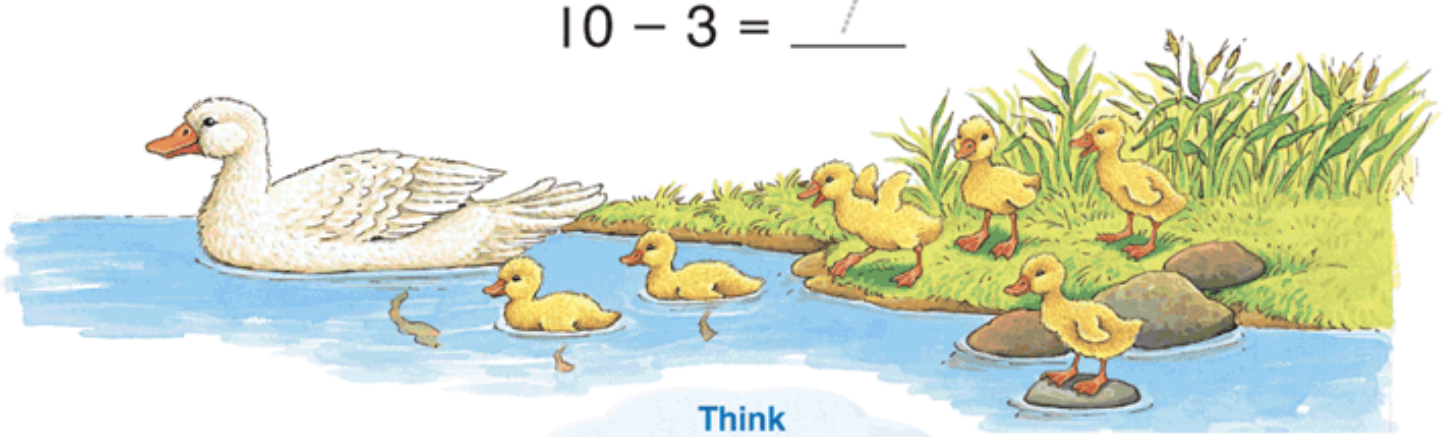
Vocabulary
number line

Use a **number line** to find $10 - 3$.



Start at 10. Count back 3 by saying 9, 8, 7.

$10 - 3 = \underline{7}$

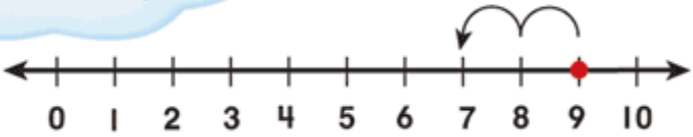


Think
9 is the greater number. Say 9. Count 8, 7.

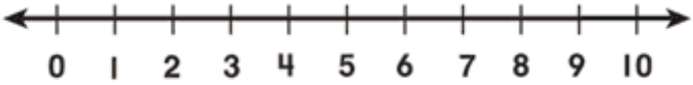
Guided Practice

Write the difference.

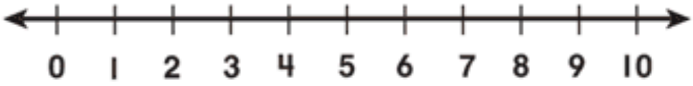
1. $9 - 2 = \_\_\_\_$



2. $10 - 1 = \_\_\_\_$



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



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

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

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

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

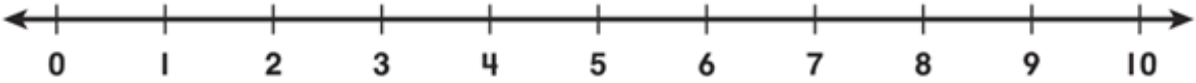
8. $\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$

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

Explain Your Thinking Tell how you can use the number line to find $8 - 3$.

Practice

Find the number you are subtracting from on the number line.



Write the difference.

1. $9 - 1 = \underline{8}$ 2. $10 - 2 = \_\_\_\_$ 3. $7 - 1 = \_\_\_\_$

4. $6 - 3 = \_\_\_\_$ 5. $6 - 1 = \_\_\_\_$ 6. $7 - 2 = \_\_\_\_$

7.	8.	9.	10.	11.	12.
6 − 2	10 − 3	8 − 1	7 − 3	5 − 3	6 − 3

13.	14.	15.	16.	17.	18.
9 − 2	10 − 1	3 − 1	8 − 3	7 − 2	5 − 1

Problem Solving ▶ Reasoning

19. Molly sees 10 pigs.
3 pigs walk away.
How many pigs are left?

Draw or write to explain.

____ pigs

20. The 3 pigs come back.
How many pigs does
Molly see now?

____ pigs

At Home Help your child make a number line. Ask him or her to show you how to use it to subtract.

Name _____

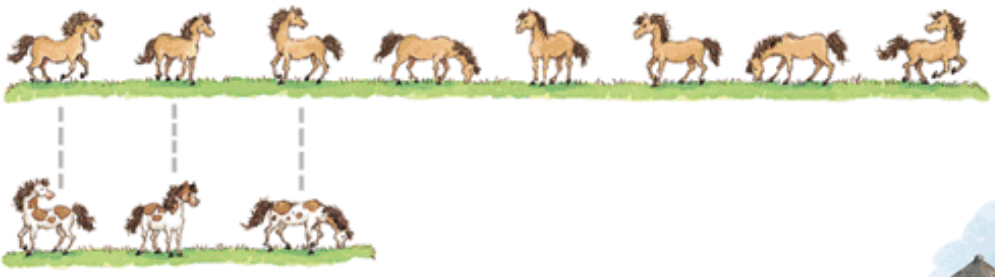
How Many More? How Many Fewer?

Objective
Show the meaning of subtraction by comparing.

Audio Tutor I / 17 Listen and Understand

How many more  than  are there?

Match the  to the  .



Count how many more  than  .

You can subtract to compare sets of objects.

$8 - 3 = \underline{5}$

There are 5 more  than  .

Guided Practice

Match. Then subtract.

1. How many fewer  than  are there?

Think
Match 4  to 4  .
How many do not have a match?

$9 - 4 = \_\_\_\_$

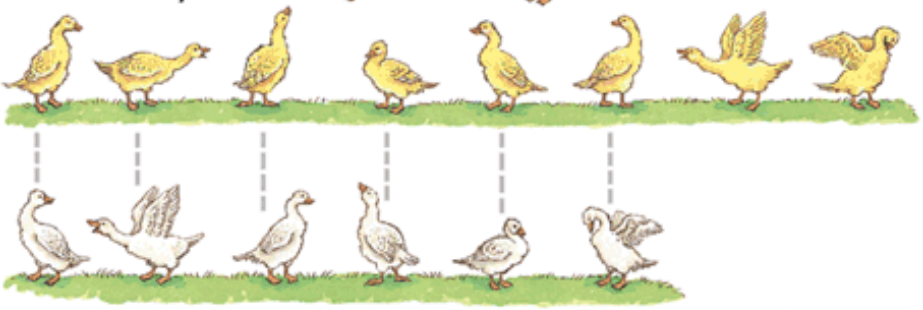
Explain Your Thinking Can you add to compare sets of objects? Why?

Practice

Count how many do not have a match.

Match. Then subtract.

1. How many more  than  are there?



$8 - 6 = \underline{2}$

2. How many fewer  than  ?

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

3. How many more  than  are there?

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

Problem Solving ▶ Reasoning

4. Ratta sees 6 cows. Then she sees 4 more. How many cows does Ratta see?

Draw or write to explain.

_____ cows

At Home Make two sets of objects; one with 10 and one with less than 10. Have your child subtract to compare the sets.

Go on

Name _____

Writing Math: Create and Solve

Write a subtraction story that compares the birds.

1. _____

_____

_____

Write the subtraction sentence.

2. ____ ◯ ____ ◯ ____

Tell a story to match the number sentence. $7 - 4 = 3$

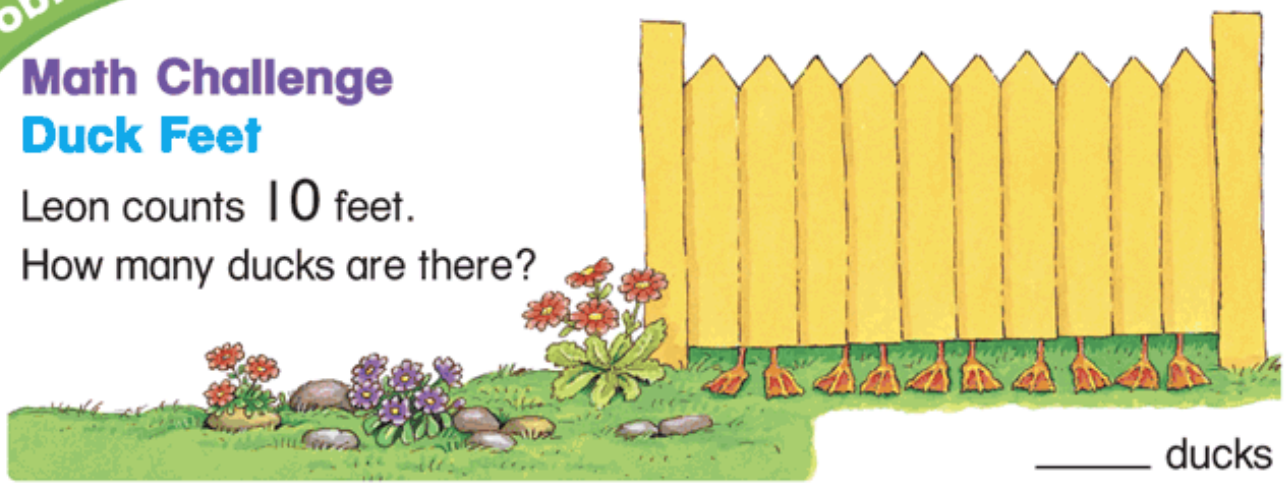
Draw a picture to show your story.

3.

Problem Solving

Math Challenge
Duck Feet

Leon counts 10 feet.
How many ducks are there?



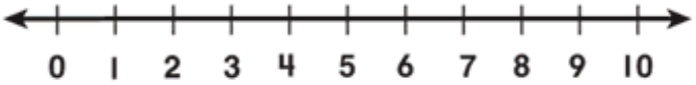
_____ ducks

Quick Check

Count back to subtract.

1. 10 − 1 = _____ 2. 8 − 2 = _____ 3. 9 − 3 = _____

Write the difference.



4. 8 − 3 = _____ 5. 6 − 2 = _____ 6. 7 − 1 = _____ 7. 10 − 3 = _____ 8. 5 − 1 = _____ 9. 9 − 2 = _____

Match.
Then subtract.

10. How many more  than  ?

8 − 6 = _____

Name _____

Relate Addition and Subtraction

Audio Tutor 1 / 18 Listen and Understand

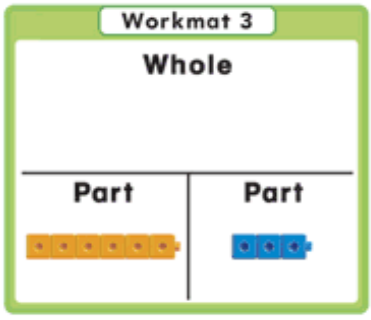
Hands-On

Objective
Write and solve related addition and subtraction facts.

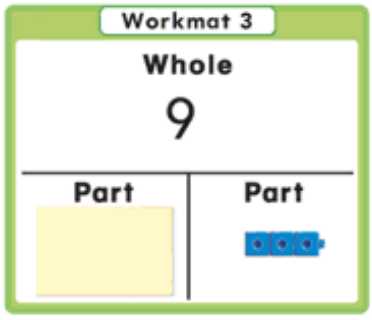
Vocabulary
related facts

These facts are **related facts.**
They have the same parts and wholes.

6 orange cubes and 3 blue cubes. How many in all?



9 cubes. 3 are blue. How many orange?



6 + 3 = 9 9 − 3 = 6

Guided Practice

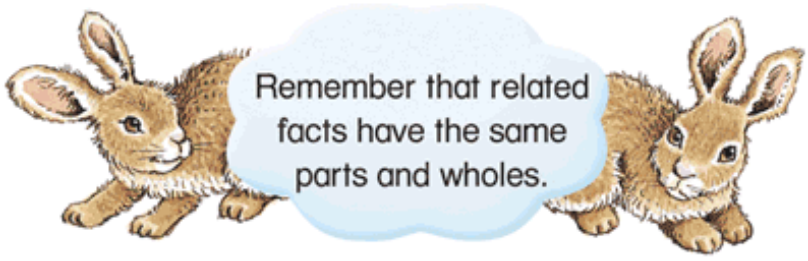
Use  ,  , and Workmat 3.
Show the parts. Complete the related facts.

Think
8 and 1 are the parts. I need to find the whole.

1. 8 and 1	____ + ____ = ____	____ − ____ = ____
2. 5 and 4	____ + ____ = ____	____ − ____ = ____
3. 4 and 6	____ + ____ = ____	____ − ____ = ____

Explain Your Thinking How are the number sentences 5 + 2 = 7 and 7 − 2 = 5 related?

Practice



Use  ,  , and Workmat 3.
Show the parts.
Complete the related facts.

1.

Whole	
Part	Part
	

$4 + 6 = \underline{10}$

$10 - 6 = \underline{4}$

2.

Whole	
Part	Part
	

$3 + 5 = \_\_\_\_$

$8 - 5 = \_\_\_\_$

3. 7 and 3 ____ + ____ = ____ ____ − ____ = ____

4. 2 and 7 ____ + ____ = ____ ____ − ____ = ____

5.
$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ -\ 8 \\ \hline \end{array}$

6.
$\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$

7.
$\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ -\ 9 \\ \hline \end{array}$

Algebra Readiness ▶ Number Sentences

Write the difference.
Circle the related addition fact.

8.
$\begin{array}{r} 10 \\ -\ 4 \\ \hline \end{array}$

$6 + 4 = 10$
$5 + 4 = 9$

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

$5 + 5 = 10$
$4 + 5 = 9$

At Home Ask your child how the two facts in Exercise 7 are related.

Name _____

Fact Families

Audio Tutor 1 / 19 Listen and Understand

Objective
Write fact families using related facts.

Vocabulary
fact family

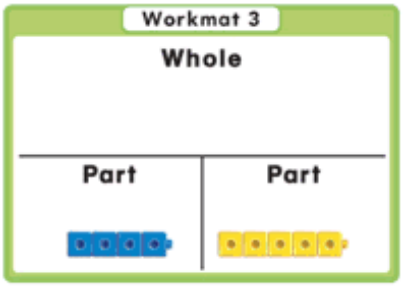
Hands-On

Related facts make a **fact family.**

This fact family uses the numbers 9, 5, and 4.

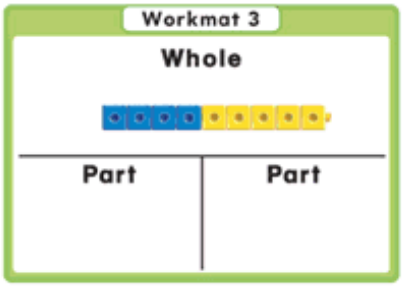
Whole	
9	
Part	Part
4	5

9 is the whole. 4 and 5 are the parts.



4 + 5 = 9

5 + 4 = 9



9 − 5 = 4

9 − 4 = 5

Guided Practice

Use  ,  , and Workmat 3. Complete the fact family.

Think
I use 10, 6, and 4 to write the related facts.

1.

Whole	
10	
Part	Part
6	4

____ + ____ = ____

____ + ____ = ____

____ − ____ = ____

____ − ____ = ____

2.

Whole	
9	
Part	Part
6	3

____ + ____ = ____

____ + ____ = ____

____ − ____ = ____

____ − ____ = ____

Explain Your Thinking What other fact is related to 4 + 4 = 8?

Practice

Use  ,  , and Workmat 3.
Complete the fact family.

Remember that the two parts equal the whole.

1.

Whole	
10	
Part	Part
7	3

7 + 3 = 10 | 10 − 3 = 7

__ + __ = __ | __ − __ = __

2.

Whole	
8	
Part	Part
2	6

__ + __ = __ | __ − __ = __

__ + __ = __ | __ − __ = __

3.

Whole	
10	
Part	Part
2	8

__ + __ = __ | __ − __ = __

__ + __ = __ | __ − __ = __

4.

Whole	
9	
Part	Part
5	4

__ + __ = __ | __ − __ = __

__ + __ = __ | __ − __ = __

Algebra Readiness ▶ Missing Addends

Choose a number to complete the number sentence.

5. ☐ + 4 = 10

6. ☐ + 3 = 10

At Home Ask your child to write a fact family using the numbers 3, 4, and 7.

Name _____

Using Subtraction Strategies

Objective
Subtract using different strategies.

Audio Tutor 1/20 Listen and Understand

Guided Practice

Choose a way to subtract.
Write the difference.

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

Think
I can count back 3. Say 10. Count 9, 8, 7.

2. $\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$

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

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

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

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

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

8. $\begin{array}{r} 8 \\ -0 \\ \hline \end{array}$

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

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

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

12. $7 - 2 =$ ____

13. $10 - 4 =$ ____

14. $9 - 9 =$ ____

15. $10 - 5 =$ ____

16. $10 - 1 =$ ____

17. $9 - 5 =$ ____

Explain Your Thinking How did you find $9 - 5$?

Practice

Choose a way to subtract.

Ways to Subtract

Count back
Use a number line
Draw a picture
Use a related addition fact

Write the difference.

1. $\begin{array}{r} 3 \\ -3 \\ \hline \end{array}$	2. $\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$	3. $\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$	4. $\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$	5. $\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$	6. $\begin{array}{r} 6 \\ -6 \\ \hline \end{array}$
7. $\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$	8. $\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$	9. $\begin{array}{r} 9 \\ -0 \\ \hline \end{array}$	10. $\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$	11. $\begin{array}{r} 10 \\ -10 \\ \hline \end{array}$	12. $\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$
13. $\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$	14. $\begin{array}{r} 4 \\ -0 \\ \hline \end{array}$	15. $\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$	16. $\begin{array}{r} 1 \\ -0 \\ \hline \end{array}$	17. $\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$	18. $\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$

19. $7 - 0 =$ ____ 20. $5 - 1 =$ ____ 21. $10 - 8 =$ ____

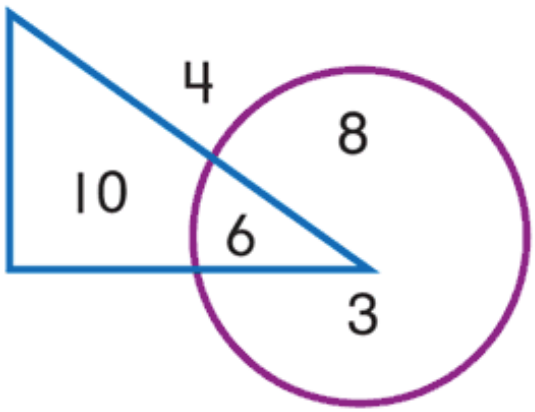
22. $3 - 2 =$ ____ 23. $6 - 5 =$ ____ 24. $6 - 2 =$ ____

Problem Solving ▶ Logical Thinking

Use clues to find the number.

25. I am inside a shape.
I am greater than 5.
I am less than 9.
I am not in the triangle.

Which number am I? ____



At Home Ask your child to explain how to subtract 10 – 4 using different strategies.

Problem Solving

Name _____

Choose the Operation

Audio Tutor 1/21 Listen and Understand

Objective
Solve problems by choosing the correct operation.

Use subtraction to solve a problem.

Think
I know the whole and one of the parts. I can subtract to find the other part.

9 sheep are eating grass.
1 sheep goes away.
How many sheep are there now?

sheep eating grass	
9	
sheep that go away	**sheep that are left**
1	

$$\begin{array}{rl} \square & \text{sheep} \\ - \ \square & \text{goes away} \\ \hline \square & \text{sheep now} \end{array}$$

Use addition to solve a problem.

Think
I know the parts. I can add to find the whole.

8 ducks are eating seeds.
2 more come to eat.
How many ducks are there in all?

number of ducks in all	
ducks eating seeds	**ducks that come**
8	2

$$\begin{array}{rl} \square & \text{ducks} \\ + \ \square & \text{more} \\ \hline \square & \text{ducks in all} \end{array}$$

Guided Practice

Choose the operation to solve.

1. There are 8 horses in the barn. 2 horses leave. How many horses are in the barn now?

Draw or write to explain.

Think
I need to find how many are left.

_____ horses

2. 5 cows are eating grass. 4 more join them to eat. How many cows are eating?

Think
I need to find how many in all.

_____ cows

Practice

3. 9 pigs are in the pen. 3 pigs go away. How many pigs are left?

_____ pigs

4. 4 chicks are eating. 4 more come to eat. How many chicks are eating in all?

_____ chicks

Go on

Name _____

Mixed Problem Solving

Strategies
Act It Out With Models
Draw a Picture

Solve.

1. There are 2 brown cows. There are 5 black cows. How many cows are there in all?

Draw or write to explain.

_____ cows

2. 9 donkeys are outside. 2 go into the barn. How many donkeys are outside now?

_____ donkeys

3. The farmer has 1 rooster. She gets 5 more roosters. How many roosters are there?

_____ roosters

4. **Multistep** 8 goats are eating. 5 goats leave. Then, 2 goats come back to eat more. How many goats are eating now?

_____ goats

At Home Create problems that your child can solve by either adding or subtracting.

Problem Solving on Tests • Listening Skills

Open Response

Listen to your teacher read the problem.
Solve.

1. There are 4 horses in one stable. There are 6 horses in another stable. How many horses are there in both stables?

Show your work using pictures, numbers, or words.

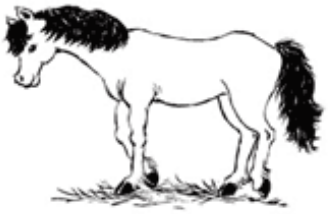
_____ horses

2. There are 6 horses in the barn. 2 are taken out for a run. How many horses are still in the barn?

_____ horses

Multiple Choice

Listen to your teacher read the problem.
Choose the correct answer.



3. 2 ○ 6 ○ 8 ○ 14 ○

4. 5 ○ 6 ○ 9 ○ 10 ○

Education Place
See **eduplace.com/map** for more Test-Taking Tips.

Name _____

Now Try This Check Subtraction

You can use related addition facts to check subtraction.

If the sum equals the number you subtracted from, your answer is correct.

Subtract. Check by adding.

$$\begin{array}{r} 10 \\ -\ 3 \\ \hline 7 \end{array} \qquad \begin{array}{r} 7 \\ +\ 3 \\ \hline 10 \end{array}$$

Subtract. Check by adding.

1. $\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$ $\begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$

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

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

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

5. $\begin{array}{r} 10 \\ -\ 6 \\ \hline \end{array}$ $\begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$

6. $\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$ $\begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$

Problem Solving

Science Connection
Red Pandas

Red pandas live in the mountains in Asia.

In the morning, a red panda eats 10 bamboo leaves. In the afternoon, he eats 6 bamboo leaves.

How many more leaves does the panda eat in the morning than in the afternoon?

_____ leaves

WEEKLY WR READER eduplace.com/map

Key Topic Review

Sums Through 10

Write the sum.

1. 8 + 1 = _____
2. 9 + 1 = _____
3. 7 + 3 = _____
4. 6 + 3 = _____
5. 8 + 2 = _____
6. 5 + 3 = _____
7. 4 + 5 = _____
8. 2 + 7 = _____
9. 3 + 4 = _____

10. $\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$
11. $\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$
12. $\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$
13. $\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$
14. $\begin{array}{r} 0 \\ +8 \\ \hline \end{array}$
15. $\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$

Extra Practice at eduplace.com/map

Name _____

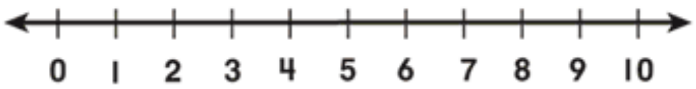
Chapter Review/Test

Vocabulary

1. Which can you use to subtract $10 - 1$?
Circle.

count on **count back**

2. What is this called?
Circle.



number line **fact family**

3. Write a **related fact** for $8 + 1 = 9$.

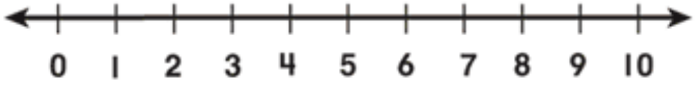
_____ − _____ = _____

Concepts and Skills

Count back to subtract.

4. $10 - 1 =$ _____ 5. $10 - 3 =$ _____ 6. $8 - 2 =$ _____

Find the difference.



7. $9 - 2 =$ _____ 8. $6 - 3 =$ _____ 9. $7 - 1 =$ _____

Match. Then subtract.

10. How many more  than  are there?

$5 - 2 =$ _____

Chapter Review/Test

Complete the related facts.

11. $\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$

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

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

Complete the fact family.

14.

Whole
10

Part	Part
3	7

____ + ____ = ____

____ + ____ = ____

____ − ____ = ____

____ − ____ = ____

Write the difference.

15. $\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$

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

17. $\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$

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

Problem Solving

Choose the operation to solve.

19. Kate sees 10 baby chicks. 6 chicks run away. How many chicks are left?

_____ chicks

Draw or write to explain.

20. On Monday Luca milks 3 cows. On Tuesday he milks 4 cows. How many cows does he milk in all?

_____ cows

Enrichment

Name _____

Estimating Sums and Differences

Circle the best estimate.

1. $7 + 1$	more than 7 less than 7	
2. $9 - 3$		more than 9 less than 9
3. $4 + 2$	more than 5 less than 5	
4. $7 - 2$		more than 6 less than 6

Estimate.

5. **Talk About It** Is $5 + 3$ more than 6?
Tell how you know.

6. About how many bugs are there?

about _____

Now count the bugs.
How many bugs are there? _____

Write About It Was your estimate reasonable? Why?

_____

_____

Computer
Cubes to Add

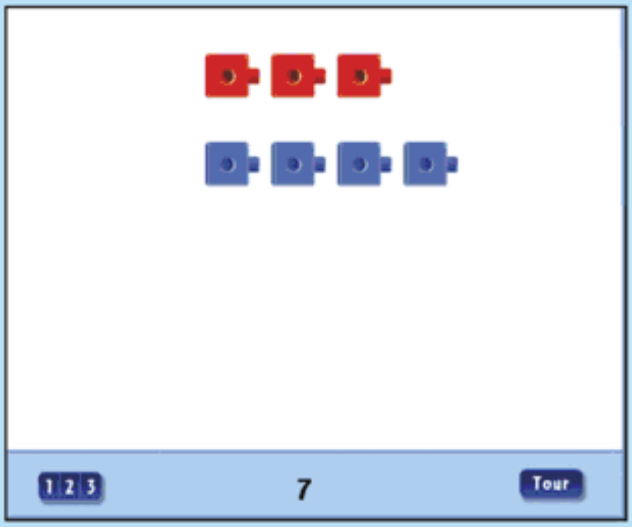
Use the connecting cubes found at **eduplace.com/map** to add.

Sam has 3 stamps. He finds 4 more. How many stamps does Sam have in all?

1. Put your pointer over the **Stamp** tool.
   - Click the red cube 3 times.

2. Put your pointer over the **Stamp** tool.
   - Click the blue cube 4 times.

3. Click **[1 2 3]**.



Use the cubes.
Write each sum.

1. $2 + 3 =$ _____

2. $4 + 5 =$ _____

3. There are 2 girls and 4 boys in line. How many children are in line?

_____ children

4. Tim draws 3 circles and 1 square. How many shapes does Tim draw?

_____ shapes

Name _____

Unit 2 Test

Vocabulary

Complete the sentence.

1. A _____ helps me add and subtract.

2. $2 + 2$ is a _____ fact.

3. _____ have the same parts and whole.

doubles
number line
related facts

Concepts and Skills

Use an addition strategy.
Write the sum.

4. $\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$	5. $\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	6. $\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$	7. $\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$	8. $\begin{array}{r} 1 \\ +6 \\ \hline \end{array}$
9. $\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$	10. $\begin{array}{r} 6 \\ +0 \\ \hline \end{array}$	11. $\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	12. $\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$	13. $\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$

Use a subtraction strategy.
Write the difference.

14. $\begin{array}{r} 10 \\ -\ 0 \\ \hline \end{array}$	15. $\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$	16. $\begin{array}{r} 8 \\ -8 \\ \hline \end{array}$	17. $\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$	18. $\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$
19. $\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$	20. $\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$	21. $\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$	22. $\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$	23. $\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$

Unit 2 Test

Use  ,  , and Workmat 3.
Show the parts. Complete the related facts.

24. 6 and 1	____ + ____ = ____	____ − ____ = ____
25. 2 and 7	____ + ____ = ____	____ − ____ = ____
26. 8 and 2	____ + ____ = ____	____ − ____ = ____

27. 5 + 3 = ____

8 − 3 = ____

28. 1 + 9 = ____

10 − 1 = ____

Use  ,  , and Workmat 3.
Complete the fact family.

29.

Whole	
9	
Part	**Part**
6	3

____ + ____ = ____ ____ − ____ = ____

____ + ____ = ____ ____ − ____ = ____

Problem Solving

Choose the operation to solve.

30. Rae sees 5 chickens eating. 3 more chickens come to eat. How many chickens are eating now?

Draw or write to explain.

____ chickens

Name _____

Cumulative Test Prep

Test-Taking Tips

Work slowly.

Check your work.

If you are not sure how to find the answer, go on to the next question.

Multiple Choice

Fill in the ○ for the correct answer.

1. Count on to add.

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

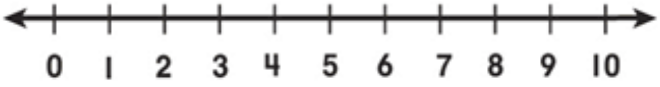
3	5	7	9
○	○	○	○

2. Use a doubles fact to add.

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

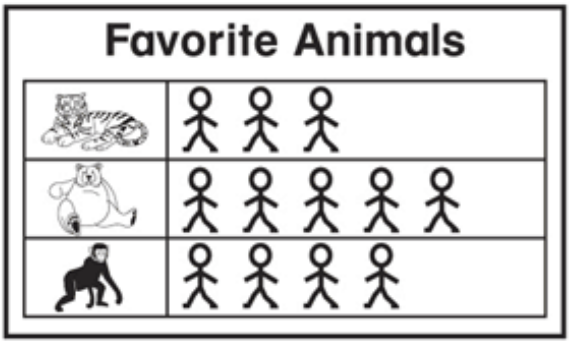
6	7	8	9
○	○	○	○

3. What number is 2 more than 4?



4	6	7	8
○	○	○	○

4. Look at the pictograph. How many children choose bears?



3	4	5	6
○	○	○	○

Multiple Choice

Fill in the ○ for the correct answer. N means Not Here.

5. Count back to subtract.

$$10 - 3$$

7	6	5	N
○	○	○	○

6. How many more  than  ?

1	2	3	4
○	○	○	○

7. Which number is greater than 7?

9	7	5	3
○	○	○	○

Open Response

Solve.

8. There are 2 ducks in the water. 3 more ducks come. How many ducks are there in all?

_____ ducks

Write the number sentence.

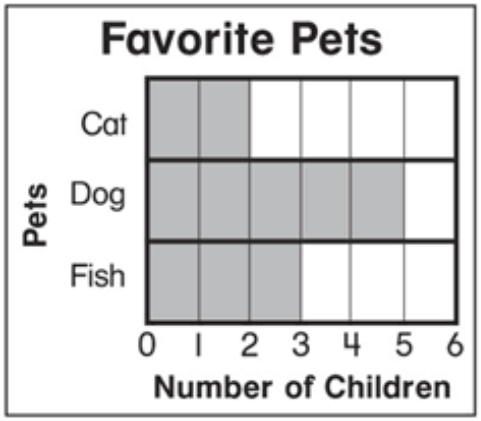
_____

9. Write this fact another way.

$$6 + 2 = 8$$

_____

10. How many children choose fish?

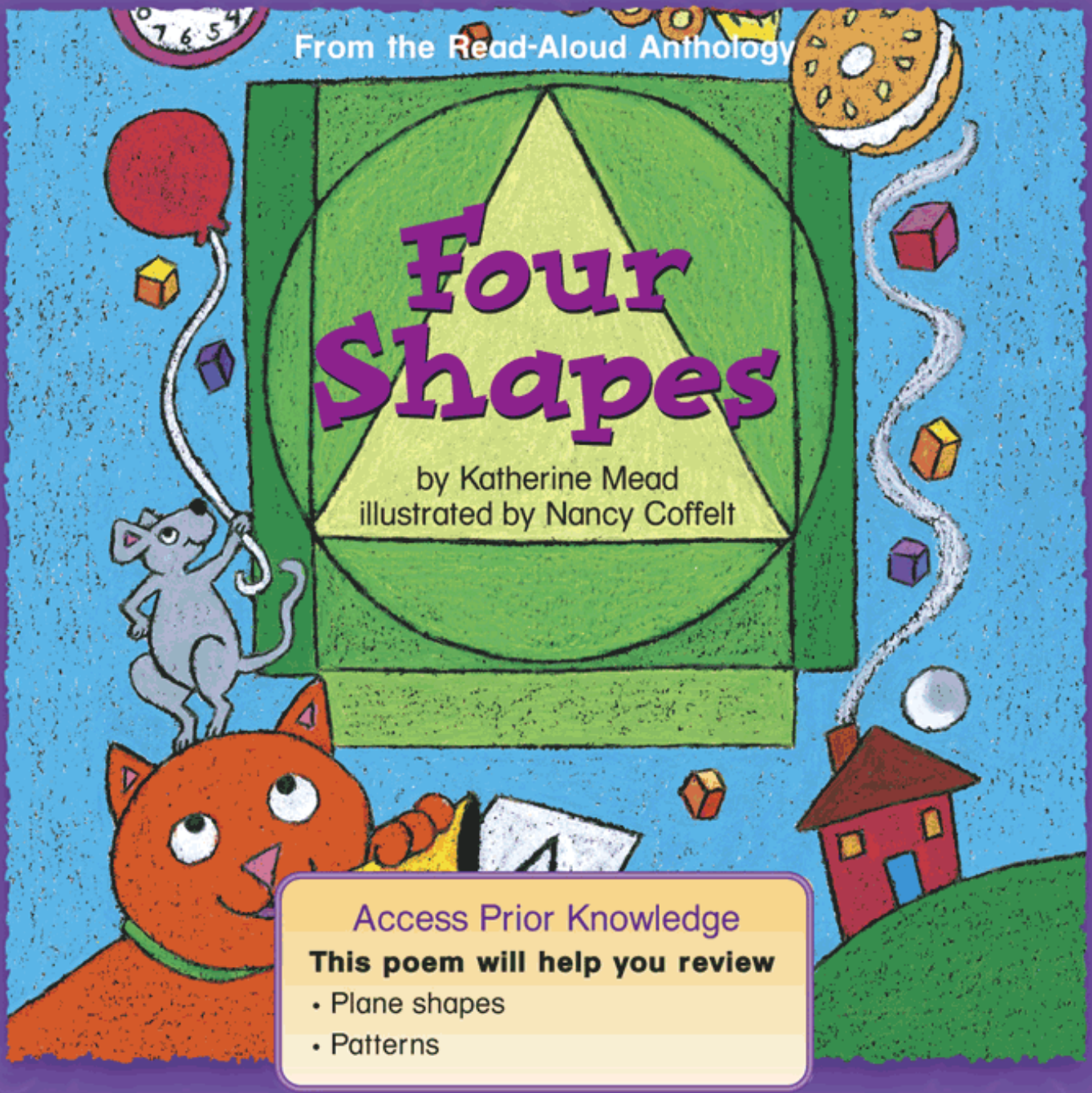


_____ children

HOUGHTON MIFFLIN MATH

UNIT 3

Geometry and Fractions



Access Prior Knowledge

This poem will help you review

- Plane shapes
- Patterns

23456789-WC-14 13 12 11 10 09 08 07 06

Printed in the U.S.A.

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ISBN-10: 0-618-59091-9
ISBN-13: 978-0-618-67178-6
ISBN-10: 0-618-67178-1

What is a circle?

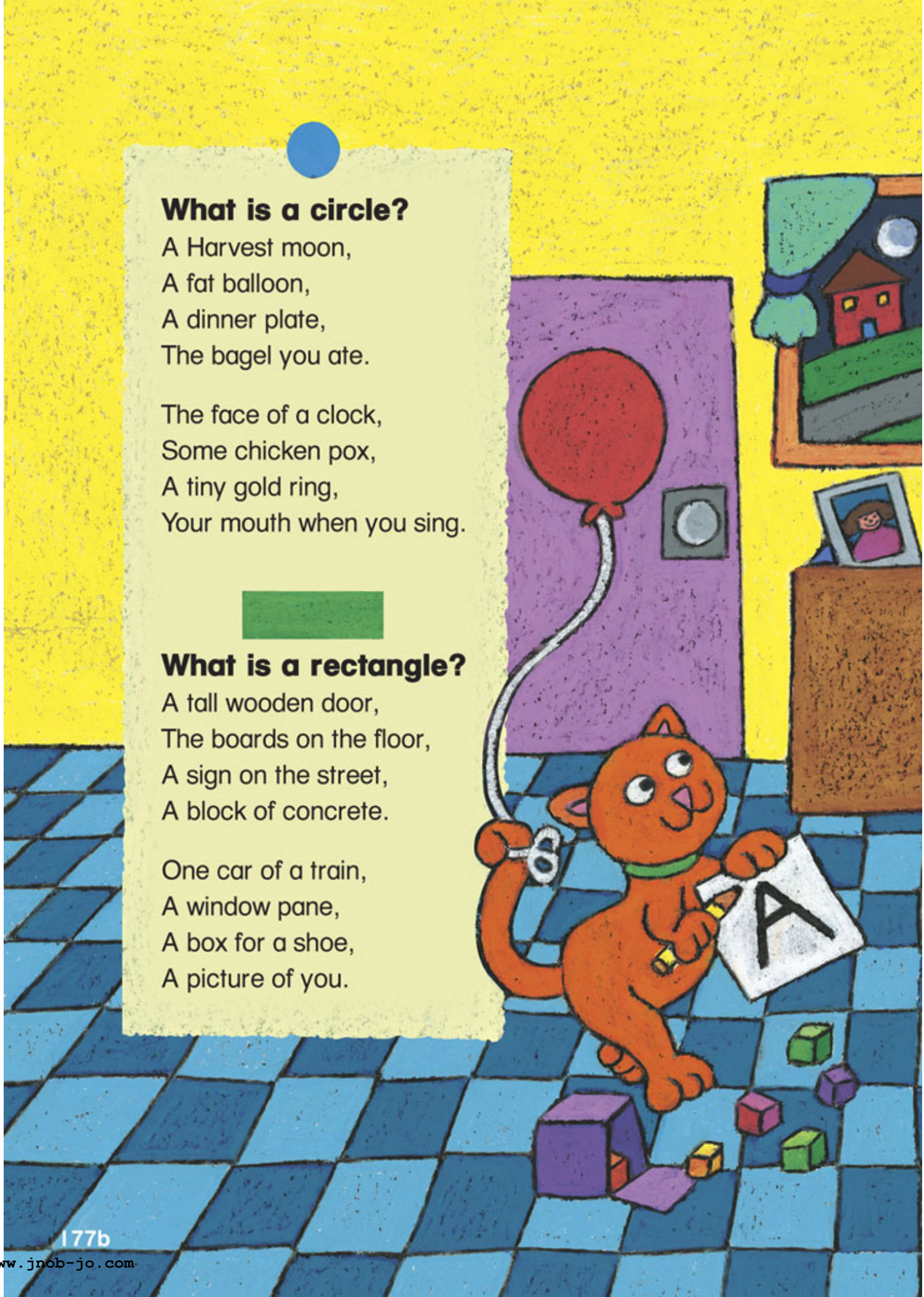
A Harvest moon,
A fat balloon,
A dinner plate,
The bagel you ate.

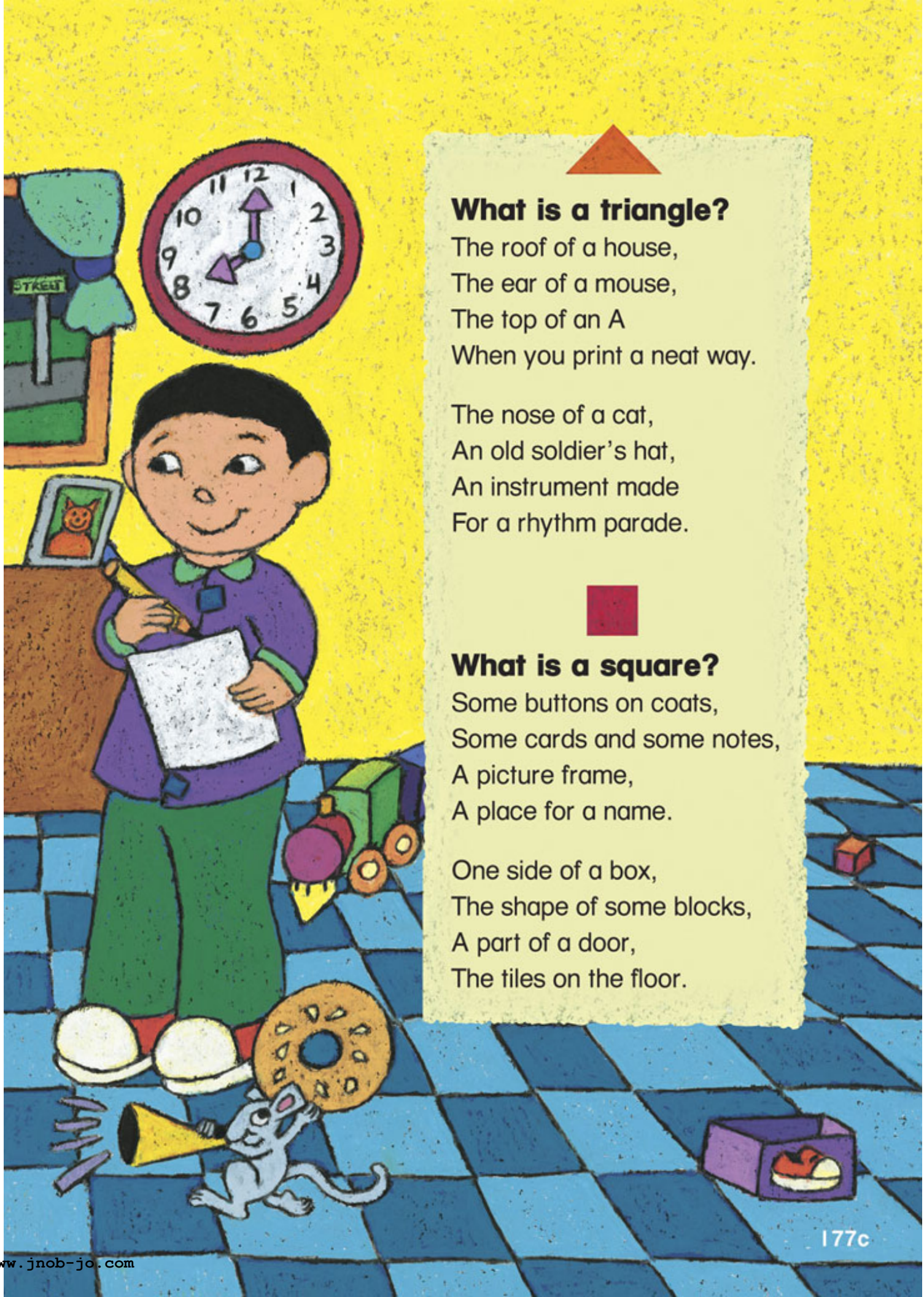
The face of a clock,
Some chicken pox,
A tiny gold ring,
Your mouth when you sing.

What is a rectangle?

A tall wooden door,
The boards on the floor,
A sign on the street,
A block of concrete.

One car of a train,
A window pane,
A box for a shoe,
A picture of you.





What is a triangle?

The roof of a house,
The ear of a mouse,
The top of an A
When you print a neat way.

The nose of a cat,
An old soldier's hat,
An instrument made
For a rhythm parade.

What is a square?

Some buttons on coats,
Some cards and some notes,
A picture frame,
A place for a name.

One side of a box,
The shape of some blocks,
A part of a door,
The tiles on the floor.

Literature Activity

Name _____

Solve.

1. The poem tells about many things that are the shape of circles, rectangles, and triangles. Draw a pattern using all three shapes.

2. What things do you have at home that have the same shape as a circle, a triangle, and a rectangle? Draw an item for each shape.

Circle	Triangle	Rectangle

Complete the sentence.

3. A triangle has _____ sides.

4. A rectangle has _____ sides.

5. **Create Your Own** Draw a picture using triangles, circles, and rectangles.

MATH at Home

Dear Family,

My class is starting Unit 3. I will be learning about geometry and fractions. These pages show what I will learn and have activities for us to do together.

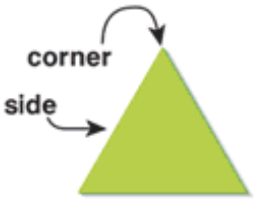
From. _____

Vocabulary

These are some words I will use in this unit.

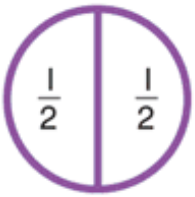
side The straight part of a shape

corner The point where sides meet



symmetry If a figure can be folded in half and the two parts match, it has symmetry.

fraction A fraction names part of a whole. $\frac{1}{2}$ names each part of this circle.



equal parts Parts that are the same size

Some other words I may use are **halves**, **thirds**, **fourths**, and the names for plane and solid shapes.

Vocabulary Activity

Let's work together to complete these sentences.

1. A folded figure with two parts that match has _____.
2. Parts that are the same size are called _____.
3. A _____ is where the sides meet.

How To show equal parts and fractions

This is an example of what I will be learning.

If a sphere is cut into 2 equal parts, each part is $\frac{1}{2}$ (one half) of the whole sphere.
One half ($\frac{1}{2}$) is a fraction of the whole sphere.

$\frac{1}{2}$ $\frac{1}{2}$

If an orange is divided into 4 equal parts, each part is $\frac{1}{4}$ (one fourth) of the whole orange.
One fourth ($\frac{1}{4}$) is a fraction of the whole orange.

$\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$

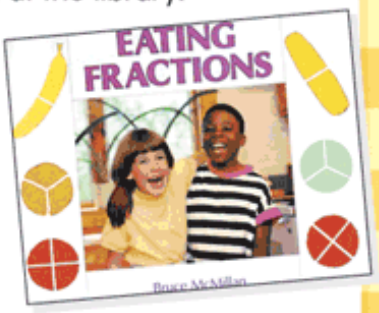
If a paper is folded into 3 equal parts, each part is $\frac{1}{3}$ of the whole paper.
One third ($\frac{1}{3}$) is a fraction of the whole paper.

$\frac{1}{3}$ $\frac{1}{3}$ $\frac{1}{3}$

Literature

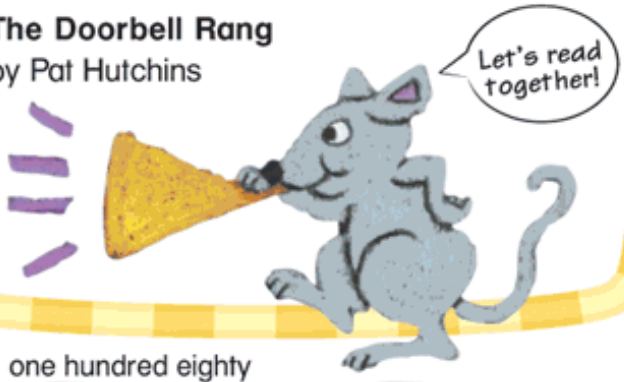
These books link to the math in this unit.
We can look for them at the library.

Eating Fractions
by Bruce McMillan
(Scholastic Trade, 1991)



Let's Fly a Kite
by Stuart Murphy

The Doorbell Rang
by Pat Hutchins



Education Place

We can visit *Education Place* at

eduplace.com/maf

for the Math Lingo game, e•Glossary, and more games and activities to do together.

Plane and Solid Shapes

CHAPTER 7

INVESTIGATION

Name the plane shapes you see in the picture.

Toy Shelf

Listen to your teacher.

Name _____

Classifying and Sorting Objects

Objective
Classify, sort, and compare objects by one attribute.

There are different ways to sort objects.

The shirts in each group are alike in one way.

Guided Practice

Circle one way the objects are alike.

1.

Think
The color and shape are different.

color size shape

2.

color size shape

Tell how the hats are alike.
Write color, size, or shape.

3.

_____

Explain Your Thinking Describe how the objects in Exercise 3 are different.

Practice

Remember to look at all the objects in a group.

Tell how the objects are alike.
Write color, size, or shape.

1. 

color

2. 

Use the shapes in this box.
Find the one that belongs in the group. Draw it.

3. 

4. 

Problem Solving ▶ Reasoning

5. Sort the objects into two groups.
Circle one group  .
Circle the other group  .

6. **Talk About It** Explain how you sorted.

At Home Gather some toys and have your child sort them. Ask your child to explain how he or she sorted.

Name _____

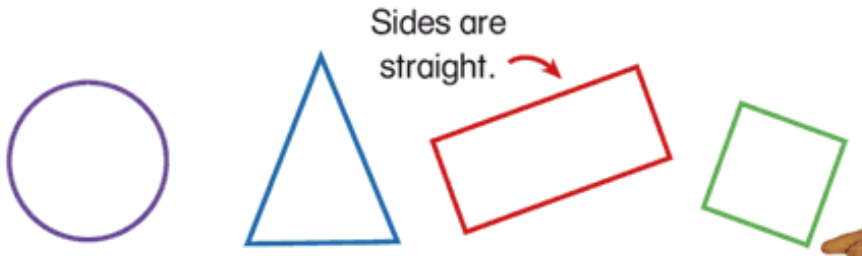
Plane Shapes

Audio Tutor I / 22 Listen and Understand

Objective
Identify, describe, and compare attributes of plane shapes.

Vocabulary
side **corner**
names for plane shapes

Some plane shapes have **sides** and **corners.**



circle **triangle** **rectangle** **square**

Guided Practice

Trace the shape.
Write the number of sides and corners.

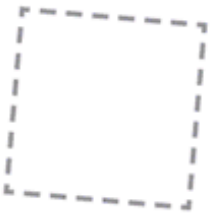
Think
I count 4 places where the sides meet.

1. rectangle

_____ sides

_____ corners

2. square



_____ sides

_____ corners

3. triangle

_____ sides

_____ corners

4. circle

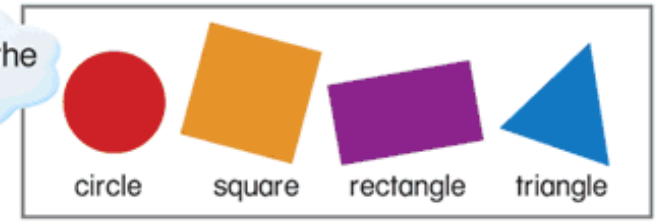
_____ sides

_____ corners

Explain Your Thinking Compare the number of corners and the number of sides for each shape. Describe what you see.

Practice

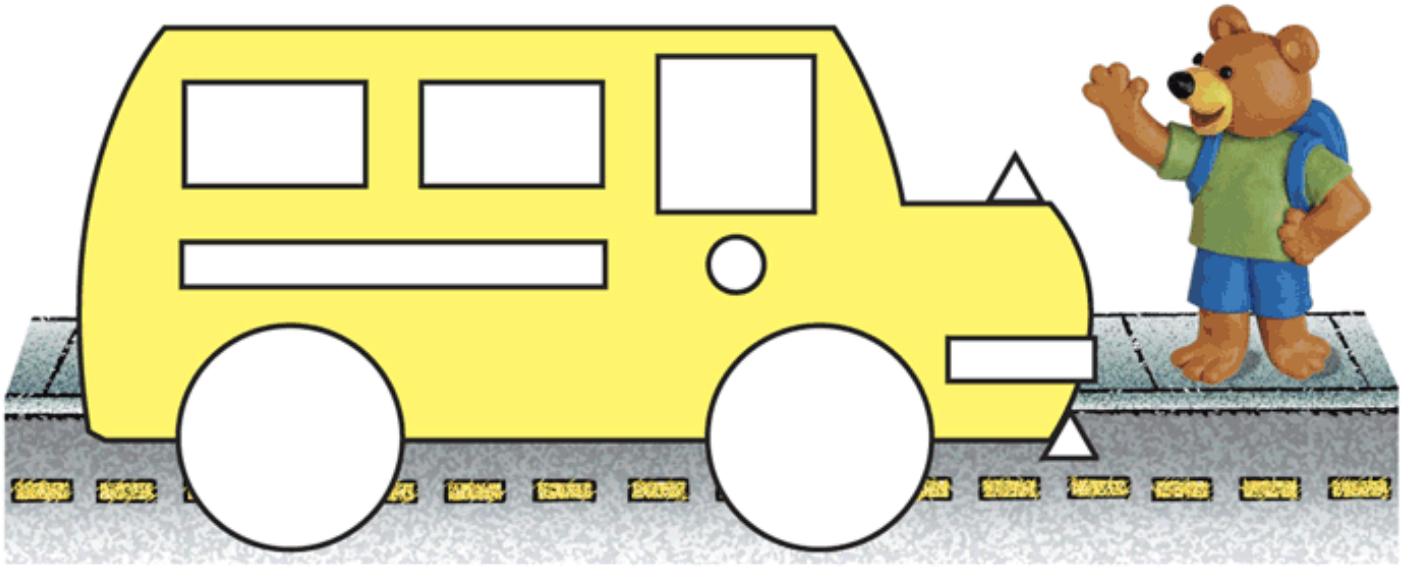
Remember the shapes.



Answer the question.
Color the shapes on the bus.

1. How many shapes have 0 sides? 3
   Color the circles .

2. How many shapes have 3 sides? _____
   Color the triangles .



3. How many shapes have 4 sides the same? _____
   Color the squares .

4. What do we call the shapes that are not colored?

   _____

   Color them .

Reading Math Vocabulary

Draw the shape to match the word.

5. circle square triangle rectangle

At Home Ask your child to show you objects in your house that have the same shape as a circle, a triangle, a rectangle, and a square.

Name _____

Classifying and Sorting Shapes

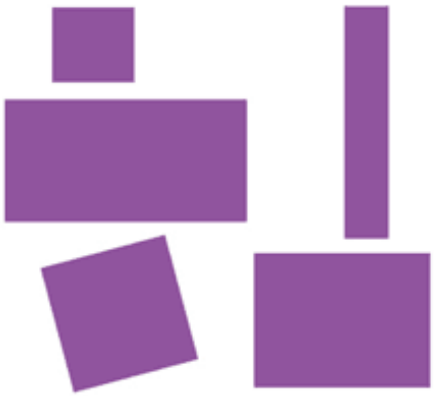
Objective
Classify and sort plane shapes.

There are many ways to sort shapes.

Shapes with corners

Shapes with 3 sides

Shapes with 4 corners



Guided Practice

Read the sorting rule.
Circle the shapes that follow the rule.

1. 4 corners

Think
Corners are where the sides meet.

2. 4 sides the same

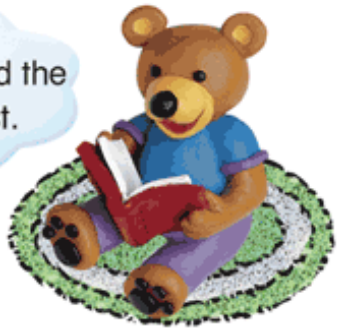
3. More than 3 sides

4. No corners

Explain Your Thinking How could you sort the shapes in Exercise 4 another way?

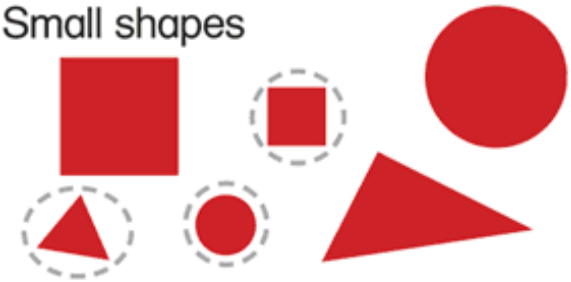
Practice

Remember to read the sorting rule first.



Read the sorting rule.
Circle the shapes that follow the rule.

1. Small shapes



2. No corners

3. 3 corners

4. More than 2 sides

Write a sorting rule.
Draw 3 shapes that follow your rule.

5. _____

_____

Problem Solving ▶ Visual Thinking

open figures

closed figures

Circle each open figure.
Color inside each closed figure.

6.

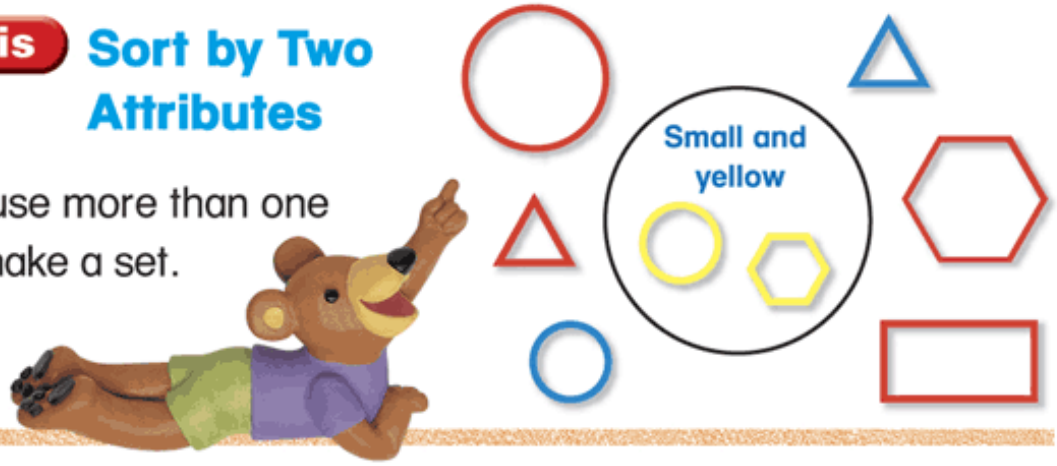
At Home Gather some household objects such as photos, coins, and napkins. Ask your child to sort them by shape or size.

Go on

Name _____

Now Try This Sort by Two Attributes

Sometimes we use more than one sorting rule to make a set.



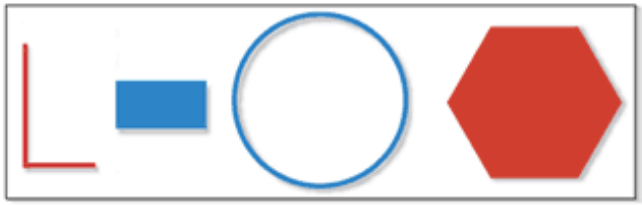
Circle the figure that follows the rule.

1. Big and yellow

2. Round and blue

3. Open and red

Use the figures in the box. Find and draw the figure that follows the rule.



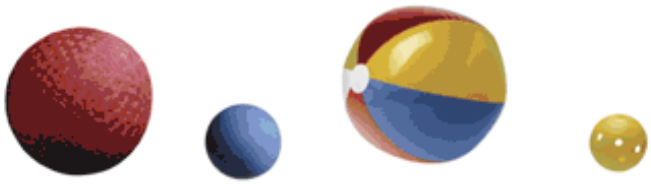
4. Small and blue

5. Closed and red

6. **Talk About It** How did you choose figures for Exercises 4 and 5?

Quick Check

Tell how the balls are alike.
Write color, size, or shape.

1. 

_____

Trace the shape.
Write how many sides and corners.

2. rectangle

_____ sides

_____ corners

3. triangle

_____ sides

_____ corners

Read the sorting rule.
Circle the shapes that follow the rule.

4. No corners

Circle the figure that follows the rule.

5. Small and red

Facts Practice, see page 669

Name _____

Hands-On

Activity: Solid Shapes

Audio Tutor I / 23 Listen and Understand

Objective
Identify, describe, and compare solid shapes.

Vocabulary
names for solid shapes
face **edge** **corner**

Solid shapes have special names.


cube


cone


cylinder


rectangular prism


pyramid


sphere

Work Together

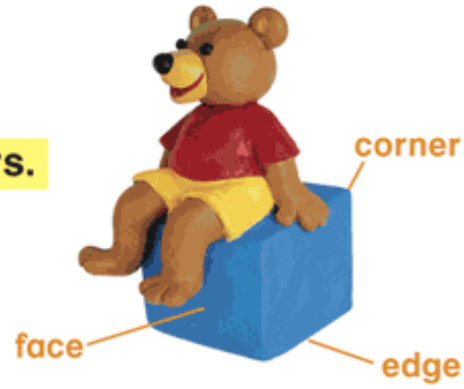
Find how each solid can move.
Complete the table.

		Slide	Stack	Roll
1.		yes	no	yes
2.				
3.				
4.				

5. **Talk About It** Use the words **round**, **flat**, **curved**, and **straight** to describe the shapes you used.

Work Together

Some solids have **faces**, **edges**, and **corners.**
Work with a partner to complete the table.
Use solid shapes. Start with a cube.



	Name of Solid	Number of Faces	Number of Edges	Number of Corners
1.	cube	6	12	8
2.	rectangular prism			
3.	pyramid			
4.	sphere			

On Your Own

Circle the solid that matches.

5. 1 face

Use your shapes to help you.

6. 12 edges

7. 8 corners

8. **Talk About It** Tell how a pyramid and a cube are alike and different.

At Home Ask your child to find an object in your house that will slide, stack, and roll.

Name _____

Classifying and Sorting Solid Shapes

Objective
Classify and sort solid shapes.

There are many ways to sort solid shapes.

6 faces

Curved parts

8 corners

Guided Practice

Read the sorting rule.
Circle the solid shapes that follow the rule.

1. All faces

Think
The cup and cone have curved parts.

2. Roll

3. Has edges

Explain Your Thinking Tell how the solid shapes in Exercise 2 are alike and different.

Practice


cube


rectangle


rectangular prism


circle

cone


cylinder

sphere

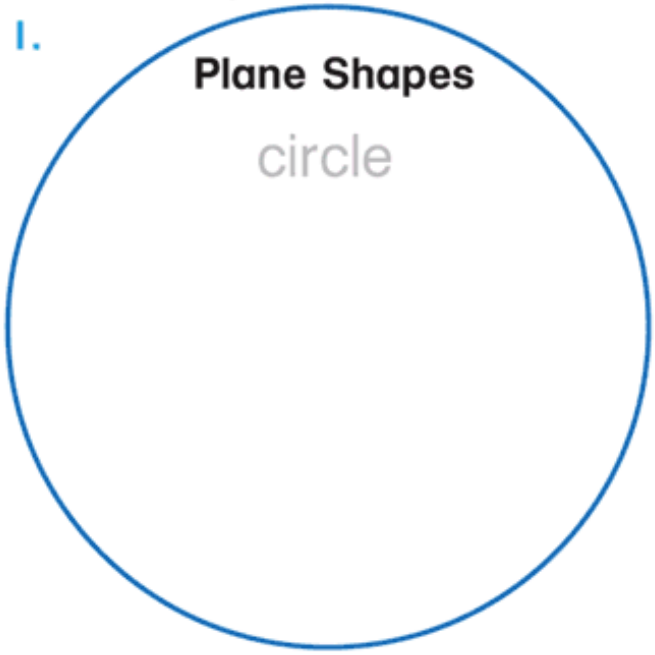

triangle


pyramid

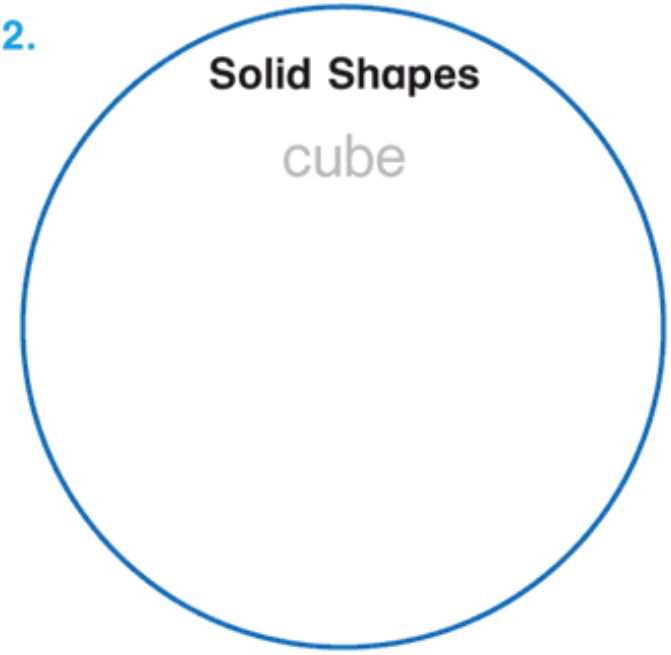

square

Use the sorting rule to sort the shapes.
Draw the shape or write the name.

1.

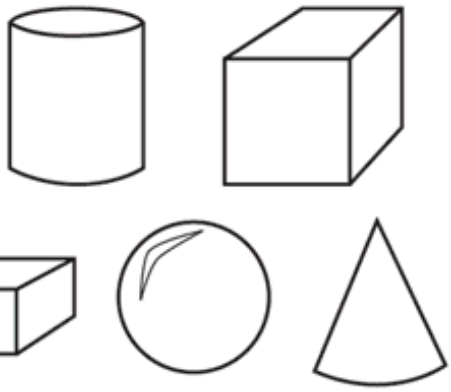


2.



Problem Solving ▶ Reasoning

3. Sort the solid shapes into two groups.
Color one group .
Color one group .
Explain your sorting rule.



At Home Have your child choose a solid shape and find things in your home that are the same shape.

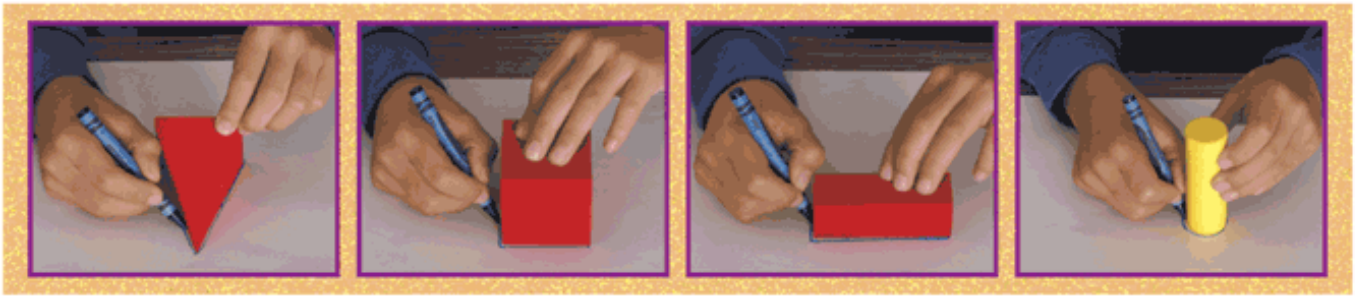
Name _____

Identify Faces of a Solid Shape

Objective
Identify the faces of a solid shape.

Audio Tutor 1/24 Listen and Understand

The face of a solid is a plane shape.




triangle


square


rectangle


circle

Guided Practice

Look at the blue face of the solid shape. Circle the shape of the face.

1.

square
circle
triangle

2.

square
circle
triangle

3.

rectangle
circle
triangle

4.

square
circle
triangle

Explain Your Thinking Tell how a cylinder and a cone are alike and different.

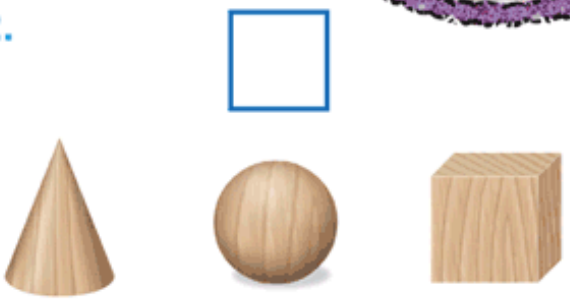
Practice

Remember to look at all of the faces of the solids.

Look at the plane shape.
Circle the solid with a face like it.

1.

2.



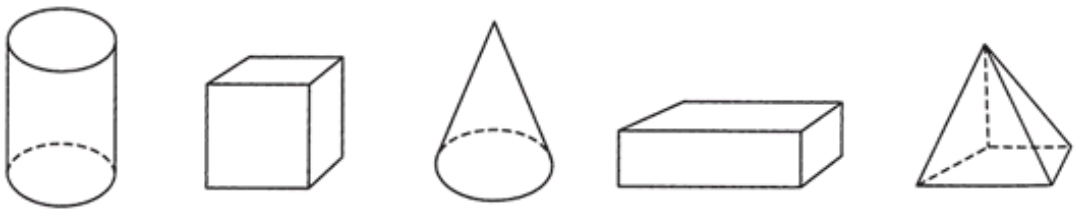
3.

4.

Problem Solving ▶ Reasoning

Look at the plane shapes on each solid.
Use the plane shapes to sort the solids into two groups.
Color one group  .
Color the other group  .

5.



6. **Write About It** Explain your sorting rule.

At Home Give your child some boxes. Have him or her trace around a face of each and tell you what plane shape was drawn.

Problem Solving

Name _____

Draw a Picture

Objective
Draw pictures to solve problems.

Audio Tutor I /25 Listen and Understand

Jane is making a picture of a boat.
She uses these shapes.

How can she make a boat?

UNDERSTAND

What do you know?

- Jane is making a boat.
- She uses these shapes.

PLAN

You can draw a picture.

Try different ways to use the shapes.

SOLVE

Draw a picture of a boat.
Use the three shapes.

LOOK BACK

Does your answer solve the problem?
What helped you decide how to use the shapes?

Guided Practice

Remember:
- Understand
- Plan
- Solve
- Look Back

Remember to use the four steps.

Draw a picture to solve.

Draw or write to explain.

1. Nico wants to make a picture of a house. He uses these shapes.

How can he make a house?

Think
I start by thinking about the shape of a whole house.

2. Millie wants to make 2 triangles from this piece of paper. Draw a line to show how she can do it.

Think
A triangle has 3 sides and 3 corners.

Practice

3. Don wants to make a picture of a rocket. He uses these shapes.

How can he make a rocket?

4. Tarika wants to make 6 triangles from this shape. Draw lines to show how she can do it.

Go on

Name _____

Mixed Problem Solving

Strategies
Draw a Picture
Act It Out With Models
Write a Number Sentence

Solve.

1. How can Matt make 4 triangles from this piece of ceramic tile?

Draw or write to explain.


ceramic tile

2. Sergio uses papier mâché to make 5 trees. Jill makes 4 trees. How many trees do they both make?


papier mâché

_____ trees

3. Andy makes 6 sculptures. He gives 2 sculptures to his sister. How many sculptures does he have left?


sculptures

_____ sculptures

4. **Multistep** Tony makes 3 blue origami birds. Rose makes 7 red origami birds. They tape 6 of the birds to the window. How many birds are not taped to the window?


origami bird

_____ birds

At Home Cut out a square. Ask your child to cut it to make 2 new shapes and identify the new shapes.

Open Response

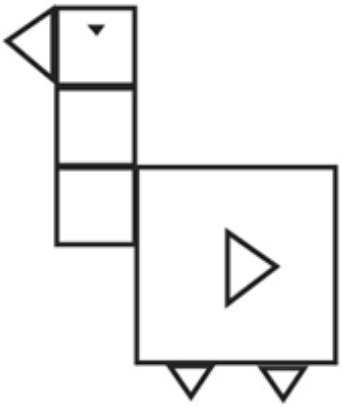
Listen to your teacher read the problem.
Solve.

1. Rosa makes this picture of a boat. How many triangles are in the picture?

Show your work using pictures, numbers, or words.

_____ triangles

2. Jared makes this picture of a bird. What two shapes does he use to make his picture?



_____

_____

Multiple Choice

Listen to your teacher read the problem.
Choose the correct answer.

3. 1 ○ 2 ○ 3 ○ 4 ○

4. 1 ○ 2 ○ 3 ○ 4 ○

Name _____

Now Try This Pentagons and Hexagons

These plane shapes have sides and corners.

pentagon

hexagon

Trace the shape.

Write the number of sides and corners.

1. hexagon

_____ sides

_____ corners

2. pentagon

_____ sides

_____ corners

Draw the shape to match the word.

3. pentagon hexagon

Activity

Social Studies Connection
Keys

People have been using keys for a long time. Keys are used to keep things safe. They come in many shapes and sizes.

Circle one way the keys are the same.

color

size

shape

Talk About It What do you think the key at the top could open?

WEEKLY WR READER eduplace.com/map

Key Topic Review

Subtraction Through 10

Write the difference.

1. $10 - 4 =$ ____
2. $9 - 2 =$ ____
3. $7 - 5 =$ ____
4. $8 - 4 =$ ____
5. $9 - 6 =$ ____
6. $8 - 5 =$ ____
7. $10 - 7 =$ ____
8. $7 - 2 =$ ____
9. $9 - 5 =$ ____

10. $\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$
11. $\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$
12. $\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$
13. $\begin{array}{r} 10 \\ -\ 8 \\ \hline \end{array}$
14. $\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$
15. $\begin{array}{r} 10 \\ -\ 2 \\ \hline \end{array}$

Extra Practice at eduplace.com/map

Name _____

Chapter Review/Test

Vocabulary

Draw the shape to match the word.

1. rectangle	2. square	3. circle	4. triangle

Concepts and Skills

Circle one way the objects are alike.

5.

color

size

shape

Trace the shape.

Write the number of sides and corners.

6. rectangle

_____ sides

_____ corners

7. circle

_____ sides

_____ corners

Read the sorting rule.

Circle the shapes that follow the rule.

8. 3 corners

9. No corners

Chapter Review/Test

Circle the solid that matches.

10. 2 faces

Read the sorting rule.
Circle the solid shapes that follow the rule.

11. Roll

12. All faces

Look at the blue face of the solid shape.
Circle the shape of the face.

13.

square
circle
triangle

14.

square
circle
triangle

Problem Solving

Draw a picture to solve.

15. Isabel wants to make 3 triangles from this shape. Draw lines to show how she can do it.

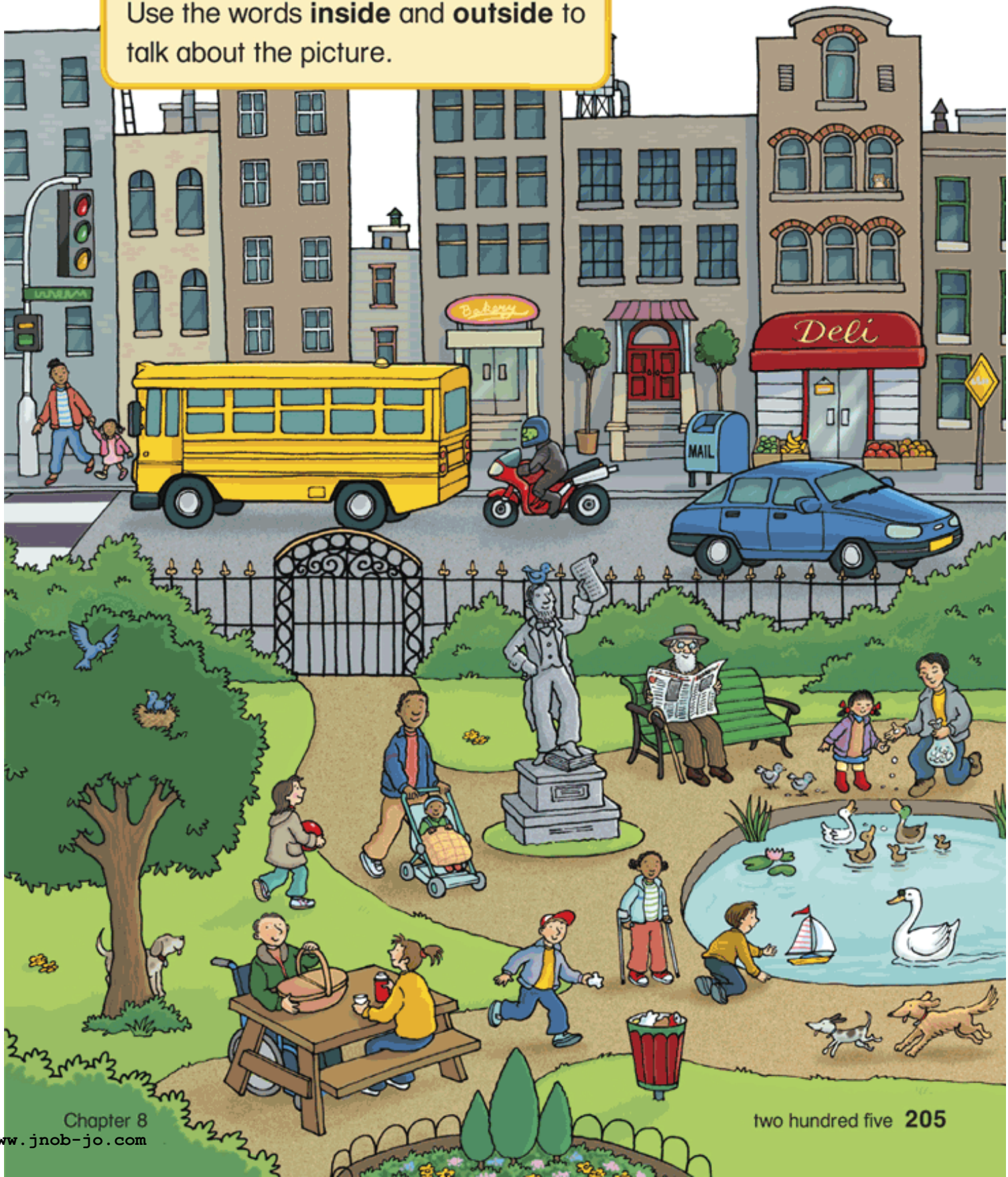
Draw or write to explain.

Spatial Sense and Patterns

CHAPTER 8

INVESTIGATION

Use the words **inside** and **outside** to talk about the picture.



You will learn about grids in this chapter. People who plan parks use grids. Frederick Law Olmsted planned parks.

Central Park, New York

People Using Math

Frederick Law Olmsted

When Frederick Law Olmsted was a boy, he loved to be outdoors. He liked to see the wildflowers and hear the birds sing.

When Frederick went to cities, he did not see open spaces with grass and trees, or places to walk and play. He believed that everyone should have open spaces to visit.

Frederick decided to become a landscape architect, someone who plans parks. He helped create many beautiful places, like Central Park in New York City and the land around the Capitol building in Washington, D.C. His work as a park planner changed many cities.

Frederick Law Olmsted was in charge of planning Central Park until 1861. He had been in charge for 3 years. What year did he start?

Draw or write to explain.

_____

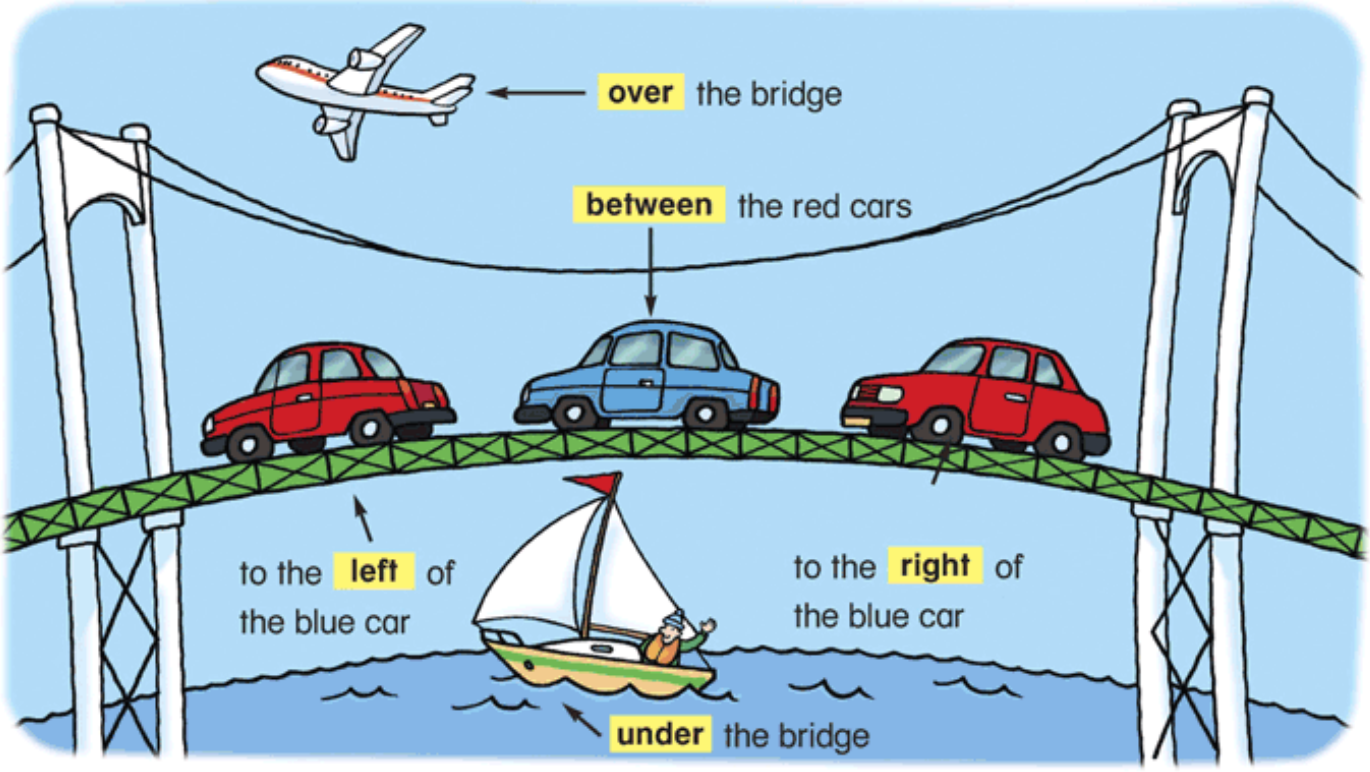
Name _____

Position Words

These words tell where objects are.

Objective
Give and follow directions about position and location of objects in space.

Vocabulary
position words



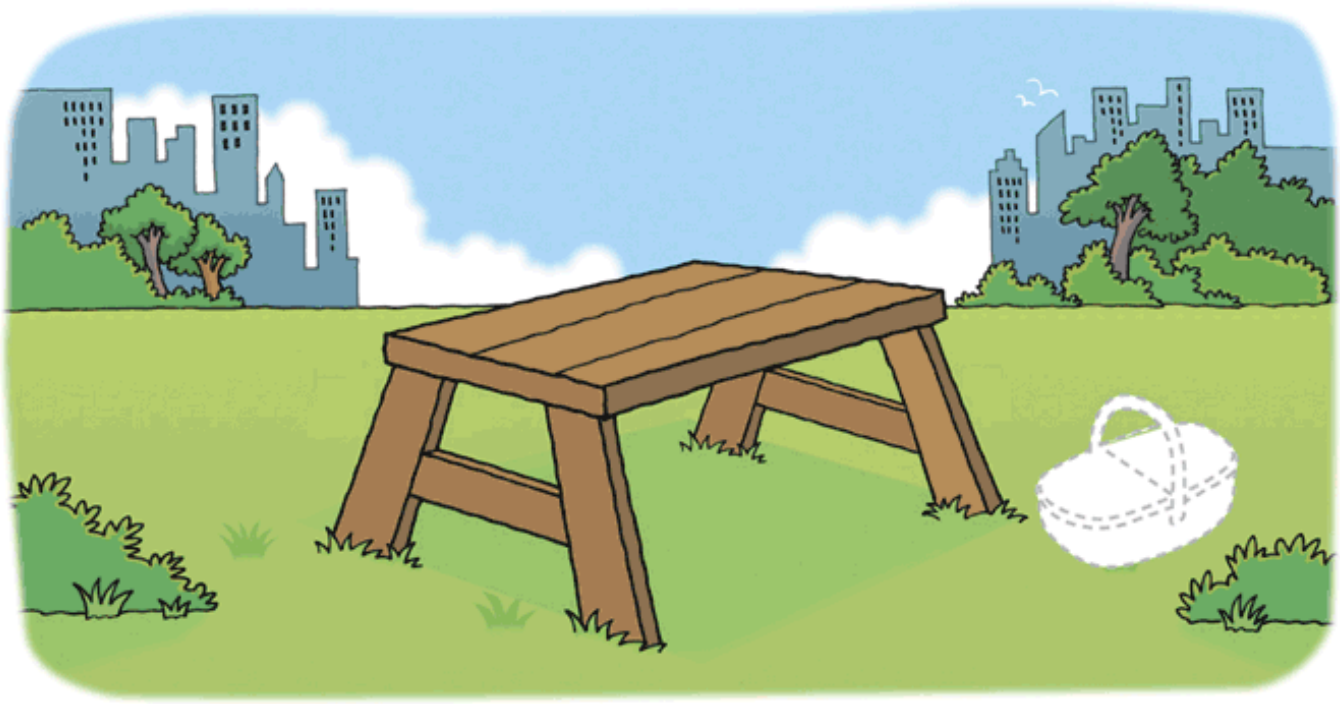
Guided Practice

Listen. Follow the directions.

1.

Explain Your Thinking Tell how you know something is to the left or to the right of you.

Practice



Follow the directions.
Draw the object.

1.  to the right of the 

2.  over the 

3.  under the 

4.  to the left of the 

5. Circle the objects between the  and the  .

Problem Solving ▶ Logical Thinking

Use the clues to label each flower.

6. S is between B and N.
   T is to the right of B.

_____ _____ _____ _____

At Home Play "I Spy." Use the words **over**, **under**, **between**, **left**, and **right** to have your child locate things you describe.

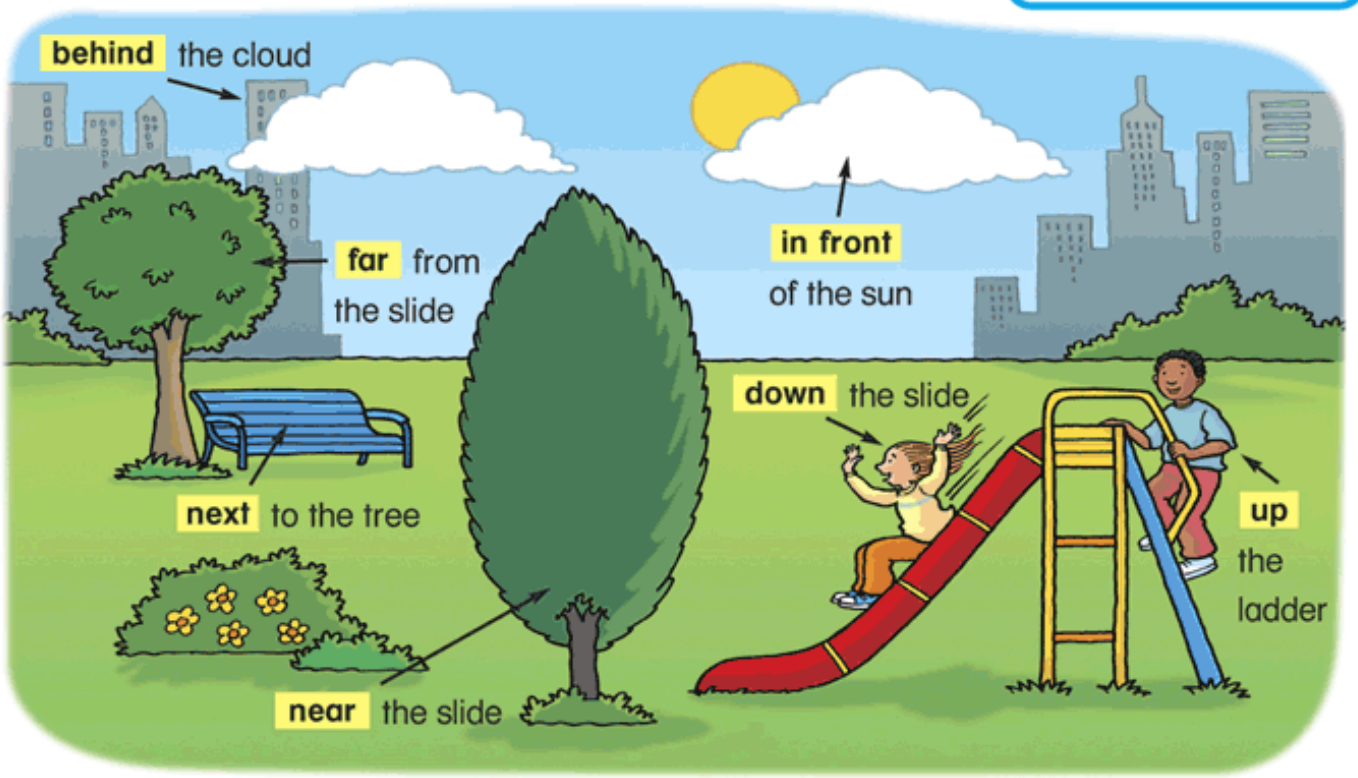
Name _____

More Position Words

Objective
Arrange and describe the location of objects.

Vocabulary
position words

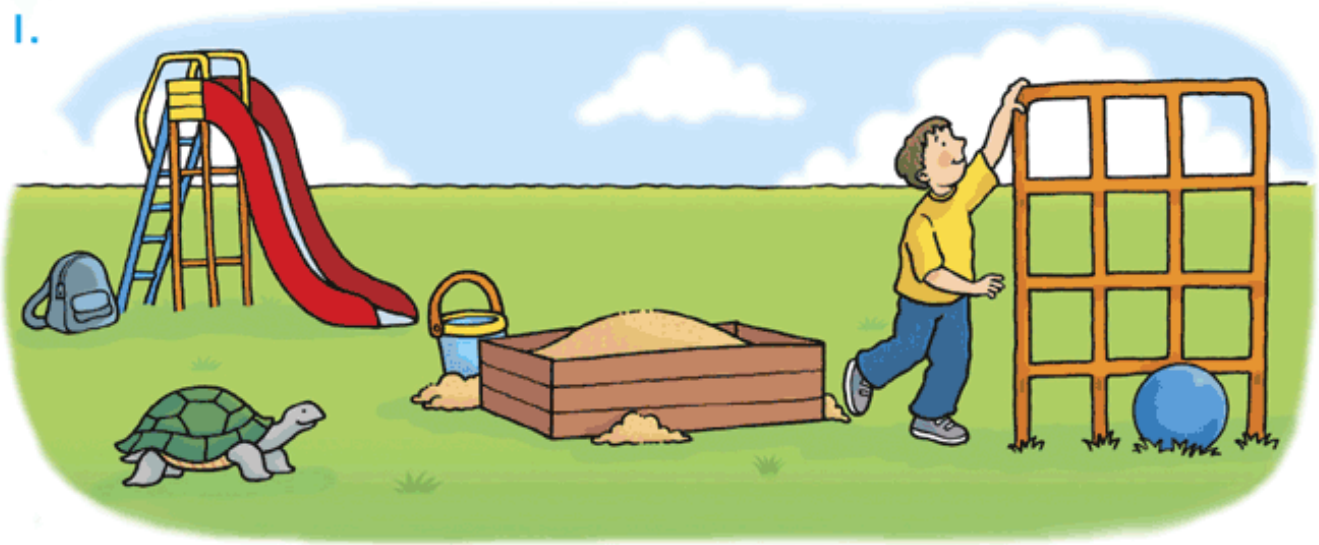
These words tell the location of objects.



Guided Practice

Listen. Follow the directions.

1.



Explain Your Thinking Use some words from this page.
Tell how to find your desk in the classroom.

Practice

Circle the answer that completes the sentence.

1. 

The ☁ is _____ the 🏢.

(in front of) behind

2. 

The 🐿 goes _____ the 🌳.

up down

3. 

The 🏀 is _____ the 🐶.

far from near

4. 

The 🐦 is _____ the ☀.

far from next to

Reading Math ▶ Vocabulary

Use the word **above**, **below**, or **beside**. Complete the sentence.

5. The rabbit is _____ the swing.

6. The butterfly is _____ the swing.

7. The flower is _____ the rabbit.

8. Draw a picture on another piece of paper. Use **above**, **below**, and **beside** to tell where things are.

At Home Have your child use words from this lesson to describe the location of things in the kitchen.

Name _____

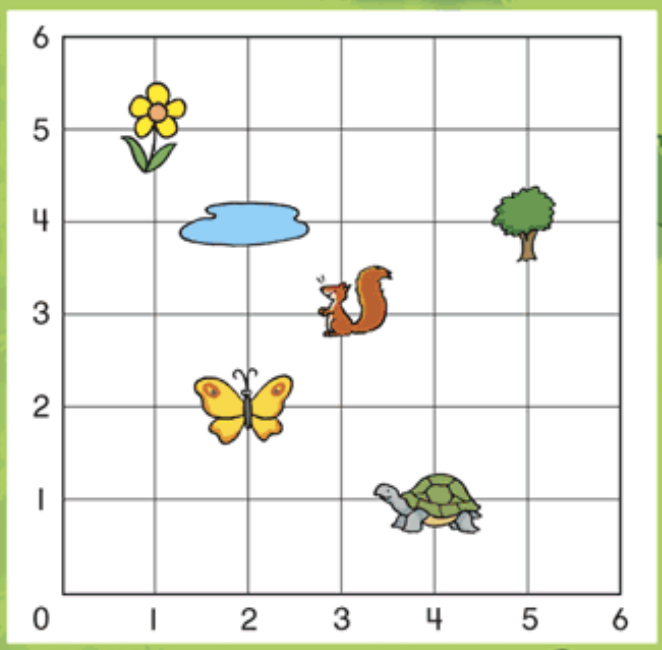
Give and Follow Directions

Objective
Give and follow directions to find locations on a grid.

This grid is like a map. Follow directions to find places in the park.

- Always start at 0.
- Go right 2 spaces.
- Then go up 4 spaces.

The  is at 2 right, 4 up.



Guided Practice

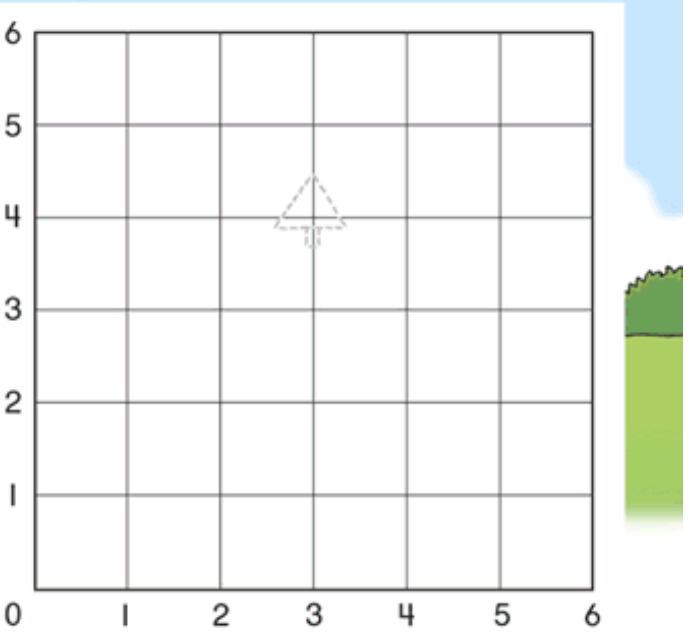
Follow the directions. Circle to show what you find.

Think
Start at 0.
Go right 2.
Go up 2.

	Go Right	Go Up	Circle
1.	2 spaces	2 spaces	
2.	1 space	5 spaces	
3.	4 spaces	1 space	
4.	3 spaces	3 spaces	

Explain Your Thinking Start at 0. Tell how to find the tree on the grid.

Practice



Follow the directions.
Draw an object on the grid.

Remember to start at 0.

	Go Right	Go Up	Draw
1.	3 spaces	4 spaces	
2.	1 space	2 spaces	
3.	4 spaces	5 spaces	
4.	5 spaces	3 spaces	

Problem Solving ▶ Spatial Sense

5. **Write About It** Look at the grid. Write your own directions. Tell how to get from  to  .

At Home Give your child directions to find places or items in your home.

Go on

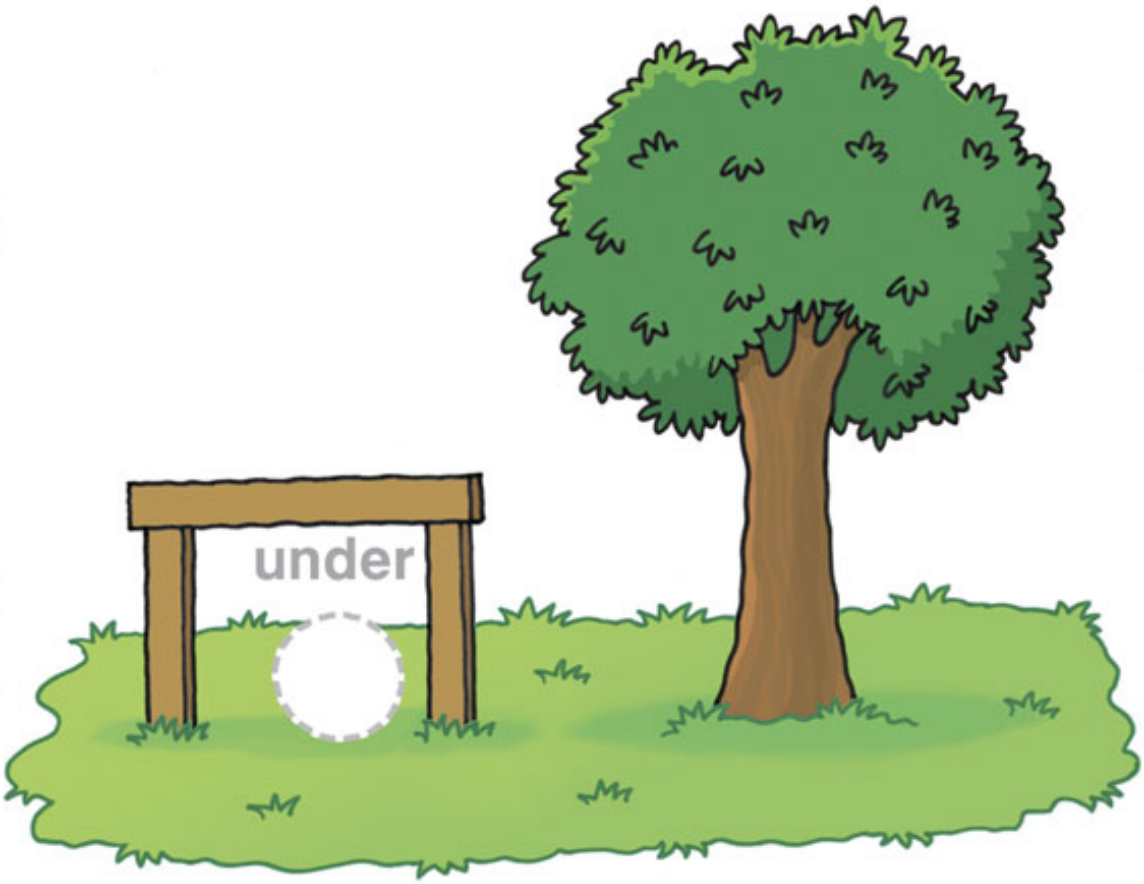
Name _____

Writing Math: Create and Solve

Draw items in the picture to show these words.
Label the picture with the words.

in front
over
under

1.



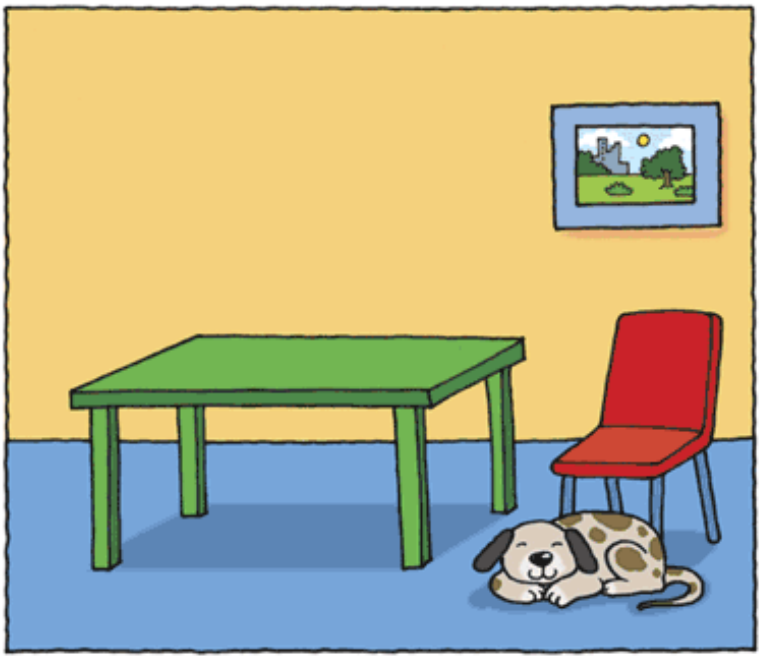
2. **Write About It** Tell where to draw a  in your picture. Use a position word in your sentence.

_____

_____

Quick Check

Follow the directions.
Draw the object.



1.  over the  .

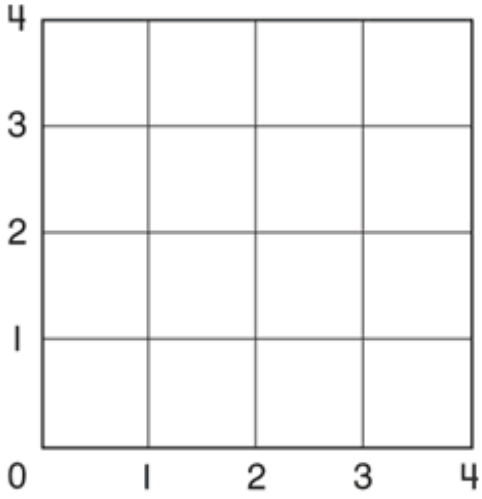
Circle the answer that completes the sentence.

2. The  is _____ the  .

in front of behind

Follow the directions.
Draw an object on the grid.

	Go Right	Go Up	Draw
3.	3 spaces	3 spaces	
4.	1 space	2 spaces	
5.	2 spaces	1 space	



Facts Practice, see page 669

Name _____

Activity: Slides, Flips, and Turns

Audio Tutor I / 26 Listen and Understand

Hands-On

Objective
Identify slides, flips, and turns of shapes.

Vocabulary
flip turn slide

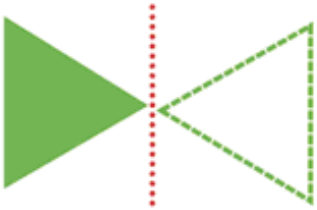
Work Together

An object can be moved in different ways.
You can **flip** it, **turn** it, or **slide** it.

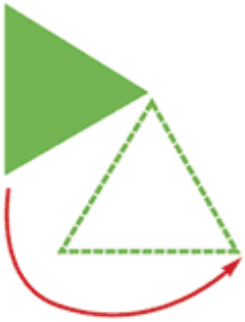
Work with a partner.
Use pattern blocks.

- Place the ▶ on the first shape.
- Move it to the second shape.
- Trace to show the move.

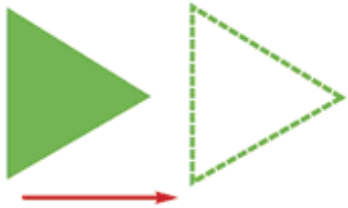
Flip ▶ to cover ◁.



Turn ▶ to cover △.



Slide ▶ to cover ▷.



Put your block on the shape.
Pick up your block and flip it.
Then trace it.

1.

On Your Own

Put your block on the shape.
Pick up your block and flip it.
Then trace it.

1.

2.

3.

4.

Go on

Name _____

On Your Own

Put your block on the shape.
Turn your block. Then trace it.

5.

6.

7.

8.

On Your Own

Put your block on the shape.
Slide your block. Then trace it.

9.

10.

11.

12. **Write About It** What two moves made this picture?

_____ and _____

At Home Have your child move a book to show a flip, a slide, or a turn.

Name _____

Patterns

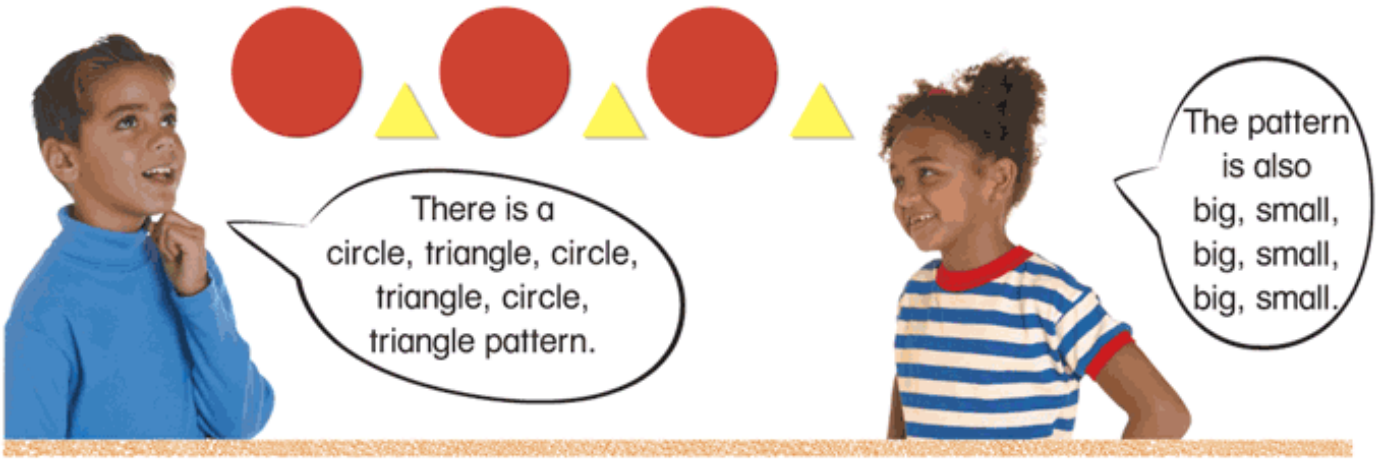
Audio Tutor I / 27 Listen and Understand

Objective
Describe, predict, and extend a pattern.

Vocabulary
pattern

Hands-On

The shapes make a **pattern.**
The pattern is red, yellow, red, yellow, red, yellow.



Guided Practice

Use shapes to copy the pattern.
Circle the one that comes next.

1.

Think
Circle, hexagon, circle, hexagon . . .

2.

3.

Explain Your Thinking Tell about the patterns in Exercise 1 and Exercise 3. How are they different?

Practice

Sometimes it helps to say the pattern aloud.

Use shapes to copy the pattern.
Circle the one that comes next.

1. 

2. 

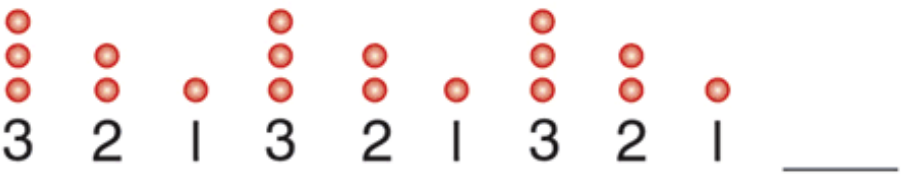
3. 

4. 

Problem Solving ▶ Number Sense

Use shapes to copy the pattern.
Write the number that comes next.

5. 

6. 

At Home Have your child use plates, spoons, and other objects to create and describe patterns.

Name _____

Create Patterns

Objective
Identify and create patterns.

Hands-On

Kate made a pattern.

Yellow, red, blue is the pattern unit.
It repeats over and over.

Guided Practice

Think
Circle, square, triangle repeats.

Use shapes to copy the pattern.
Circle the pattern unit.

1.

2.

Now use the shapes to make a pattern.
Draw the pattern.
Circle the pattern unit.

3.

4.

Explain Your Thinking How can you use sound to copy your pattern?

Practice

Make a pattern unit.
Then repeat it.

Use any shapes to make a pattern.
Draw the pattern.

1.

2.

3.

4. Make a number pattern. Have a friend tell what number might come next.

Algebra Readiness ▶ Patterns

Circle the pattern unit.
Draw the shape that comes next.

5. 

6. 

At Home Invite your child to make a pattern with coins. Then have your child identify the pattern unit.

Name _____

Translate Patterns

Objective
Identify and translate patterns.

There is more than one way to show the same kind of pattern.

The socks make a color pattern. It is red, blue, red, blue, red, blue.

Guided Practice

Find the pattern.
Draw shapes to show it another way.

Think
This pattern has 3 things that repeat.

1. 

2. 

Explain Your Thinking Look at Exercise 2.
How do you decide how many shapes to draw?

Practice

Look for the unit that repeats.

Find the pattern.
Draw shapes to show it another way.

1. 

2. 

3. 

Algebra Readiness ▶ Patterns

4. Use words to tell about the pattern. 

5. Now use your arms to show the same pattern.

6. **Talk About It** The arrows are a way to show the pattern. What else did we use to show the pattern?

At Home Make a simple repeating pattern. Have your child show it another way.

Name _____

Hands-On

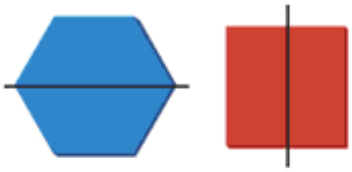
Symmetry

Audio Tutor I / 28 Listen and Understand

Objective
Make and identify symmetrical shapes and lines of symmetry.

Vocabulary
symmetry
line of symmetry

Some shapes have **symmetry.**



2 matching parts

Some shapes do not have symmetry.

no matching parts

Follow these steps to make a shape with symmetry.

Step 1

Fold a sheet of paper. Draw a shape.

Step 2

Cut out the shape. Open it.

Step 3

Draw a line on the fold. This is a **line of symmetry.**

Guided Practice

Listen to your teacher.
Draw a line of symmetry.

1.

Think
Fold the circle down the middle. Do the 2 parts match?

2.

Explain Your Thinking How did you fold the square to make matching parts? What new shape did you make?

Practice

The 2 parts must match.

Draw a line of symmetry.

1. 

2. 

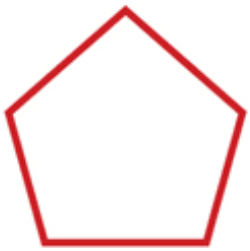
3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

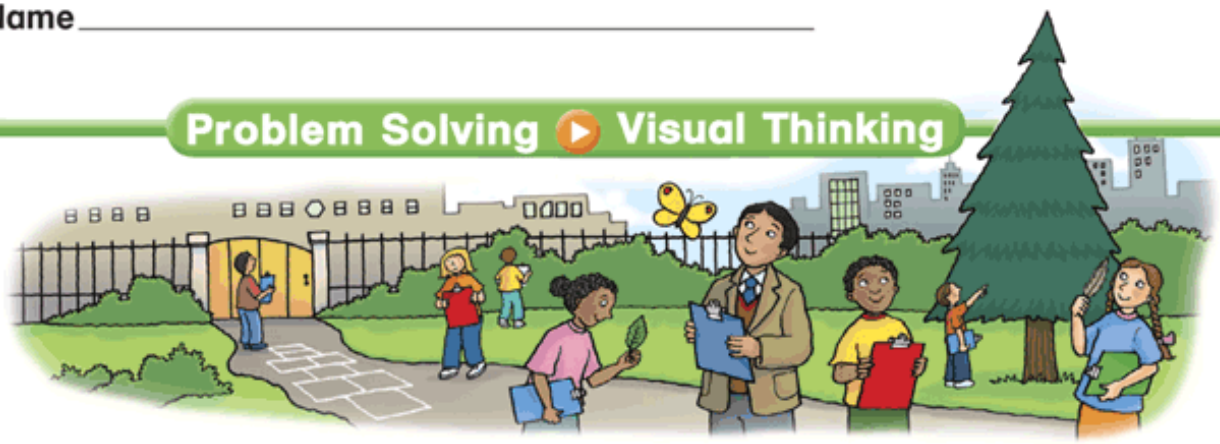
11. 

12. 

Go on

Name _____

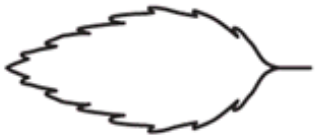
Problem Solving ▶ Visual Thinking



Anna's class takes a walk around the school.
They look for objects with lines of symmetry.

Draw the line of symmetry.
Cross out objects that do not have a line of symmetry.

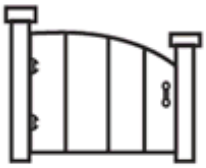
13. Anna sees a leaf.



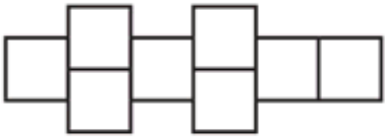
14. Alba finds a feather.

15. Mr. Lai sees a butterfly.

16. Henri sees a gate.

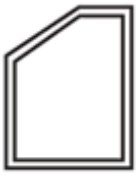


17. Emma sees a game.



18. Max sees a tree.

19. Lin sees a window.



20. Lois also sees a window.

At Home Take a walk and ask your child to identify objects that have lines of symmetry.

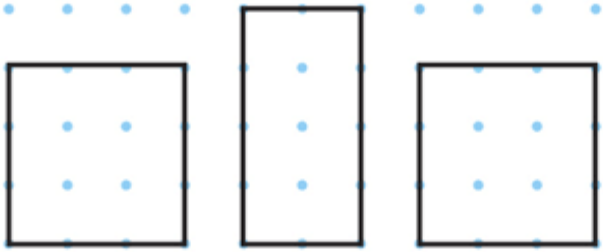
Now Try This Same Size, Same Shape

Some objects are the same size and shape.

Color the shapes that are the same size and shape.

1.

2.



Draw a shape that is the same size and shape.

3.

Objects that are the same shape but different sizes are similar.
Have a classmate draw a shape.
Now draw a shape that is similar.

4.

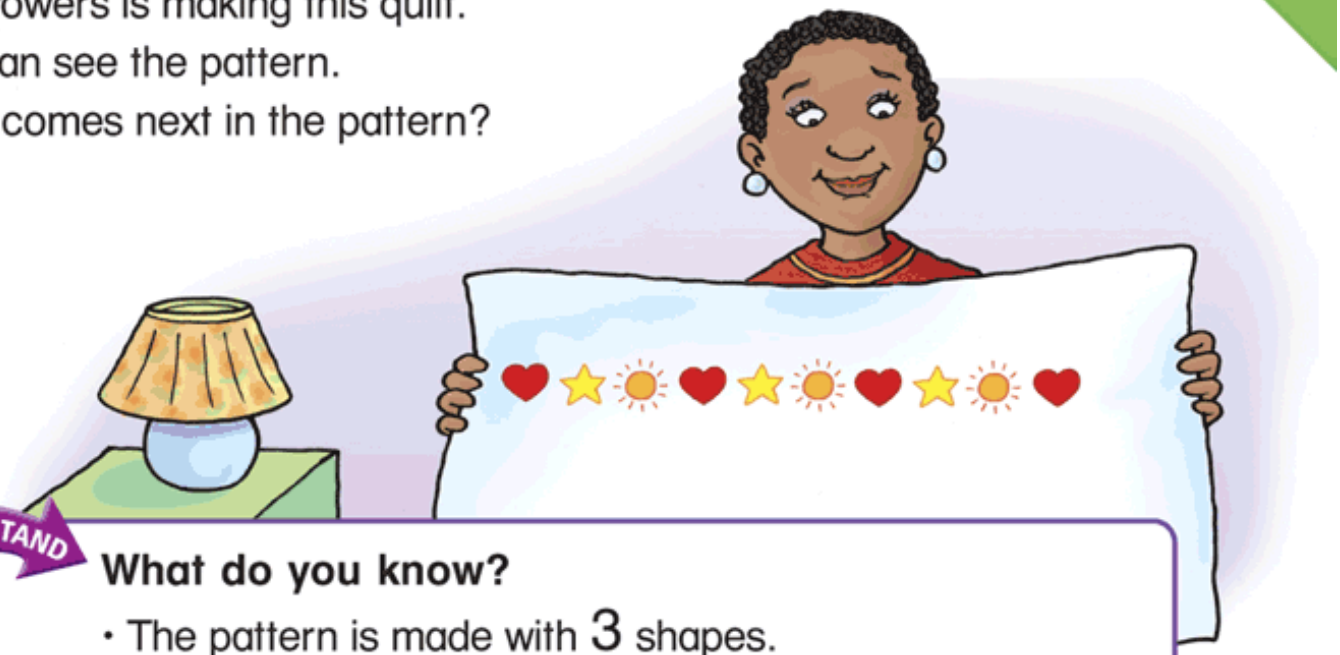
Problem Solving

Name _____

Find a Pattern

Objective
Use patterns to solve problems.

Ms. Powers is making this quilt.
You can see the pattern.
What comes next in the pattern?



UNDERSTAND

What do you know?

- The pattern is made with 3 shapes.
- The pattern unit repeats.

PLAN

What is the pattern unit?

You can write the pattern unit with words.

heart _____ star _____ sun _____

SOLVE

Circle the one that comes next.

LOOK BACK

Say the pattern.

Does the shape you picked fit the pattern?

Guided Practice

Remember:
- Understand
- Plan
- Solve
- Look Back

Find the pattern to solve.

1. Anita puts this pattern on a shirt. Circle the shape that comes next.

Think
The pattern unit is X O.

2. Brian sees this pattern on a belt. Put an X on the shape that is wrong in the pattern. Draw the correct shape above the X.

Think
The pattern unit is circle, circle, triangle.

Practice

3. Jin is putting this pattern on a blanket. Circle the shape that comes next in the pattern.

4. Monica sees this pattern on a ribbon. Put an X on the shape that is wrong in the pattern. Draw the correct shape above the X.

Go on

Name _____

Strategies

Find a Pattern
Draw a Picture
Act It Out With Models
Write a Number Sentence

Mixed Problem Solving

Solve.

1. Nina makes this pattern on leather. Put an X on the shape that is wrong. Draw the correct shape above the X.

Draw or write to explain.


leather

2. Shani makes 3 pin wheels. Jesse makes 4 pin wheels. How many pin wheels do they make in all?


pin wheel

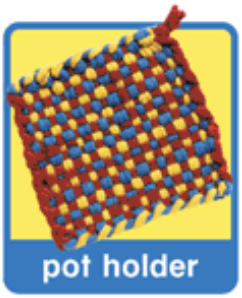
_____ pin wheels

3. Joan makes a banner. The pattern she makes uses 5 triangles and 5 squares. How many shapes are in her pattern?


banner

_____ shapes

4. **Multistep** Dan makes 4 pot holders. Carmen takes 2 pot holders. Then she gives 1 back. How many pot holders does Dan have now?


pot holder

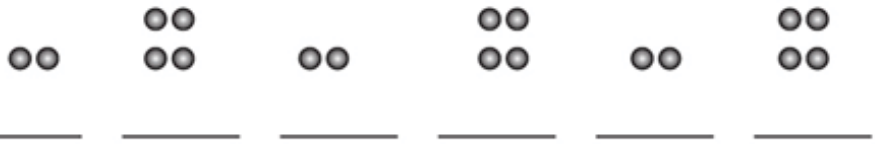
_____ pot holders

At Home Use 3 shapes to draw a repeating pattern. Ask your child to describe the pattern and tell what comes next.

Open Response

Listen to your teacher read the problem.
Solve.

1. Larry saw this dot pattern on a plate.
   Use numbers to show the same pattern.



_____ _____ _____ _____ _____ _____

2. Jody sees this pattern on a banner.
   Circle what comes next in the pattern.

Multiple Choice

Listen to your teacher read the problem.
Choose the correct answer.

3. 

○ ○ ○ ○

4. 

○ ○ ○ ○

Education Place
See eduplace.com/map for more Test-Taking Tips.

Name _____

Now Try This Design Symmetry

This design has symmetry.
The parts on both sides of the line match.

Draw a line of symmetry.

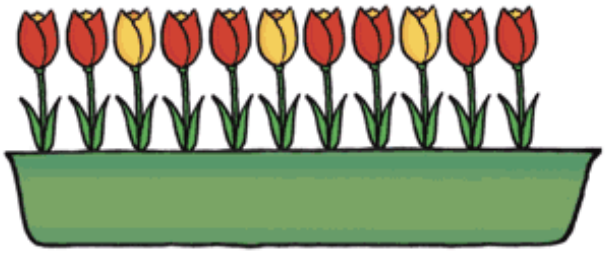
1.

2.

3.

Activity

Science Connection
Flower Patterns



Look at the window box.
There are red tulips and yellow tulips.
They make a pattern.

What color tulip comes next in the pattern? _____

WEEKLY WR READER eduplace.com/map

Key Topic Review

Bar Graphs

Use the bar graph. Solve.

1. How many kinds of sports are on the graph? _____ sports

2. How many children choose  ? _____ children

3. How many children choose  ? _____ children

4. Circle the sport more children choose.  

5. Circle the sport fewer children choose.  

Extra Practice at eduplace.com/map

Name _____

Chapter Review/Test

Vocabulary

Fill in the blank with the correct word.

between	right	left

1. The red car is to the _____ of the bus.

2. The bus is _____ the red car and the taxi.

Concepts and Skills

Circle the answer that completes the sentence.

3. The boy is _____ the tree.

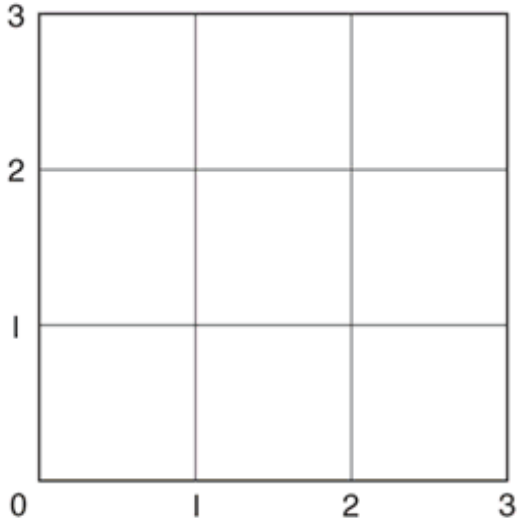
in front of behind

4. The dog is _____ the cat.

near behind

Follow the directions.
Draw an object on the grid.

	Go Right	Go Up	Draw
5.	2 spaces	1 space	
6.	1 space	2 spaces	
7.	1 space	1 space	



Chapter Review/Test

Draw to show a flip.

8. 

Draw to show a slide.

9. 

Circle the one that comes next.

10. 

Use shapes to make a pattern.
Draw the pattern.

11.

Draw a line of symmetry.

12. 

13. 

14. 

Problem Solving

15. Find the pattern to solve. Trina sees this pattern on a blanket. Circle the shape that comes next in the pattern.

Draw or write to explain.

Fractions and Probability

CHAPTER 9

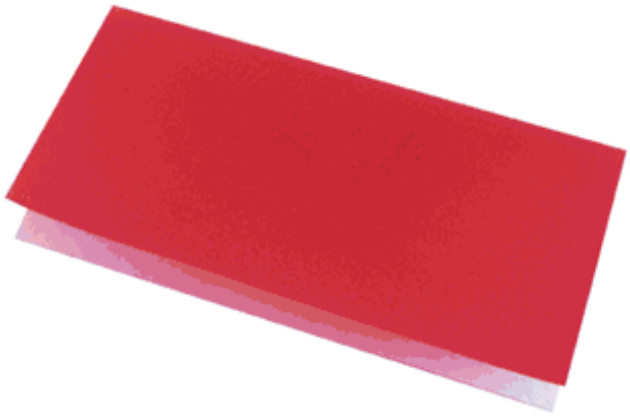
INVESTIGATION

Which picture shows the paper folded in half?

If you folded the paper in half again, how many parts would there be?

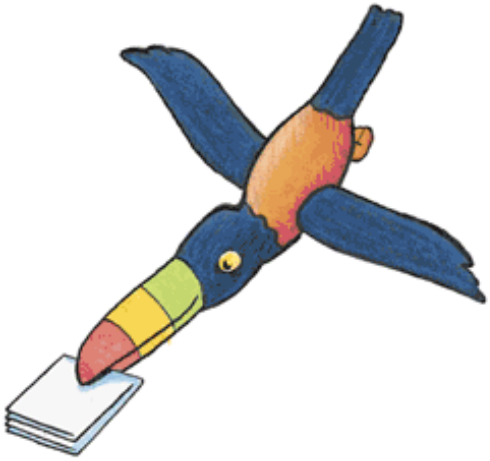
How Many Parts?

First, fold a square piece of paper in half.



Open the paper. How many parts are there? _____ parts

Next, fold the paper in half two times.



Open the paper. How many parts are there? _____ parts

Finally, fold the paper in half three times.
Predict how many parts there will be, then open it.

How many parts are there? _____ parts

Was your prediction correct? _____

Name _____

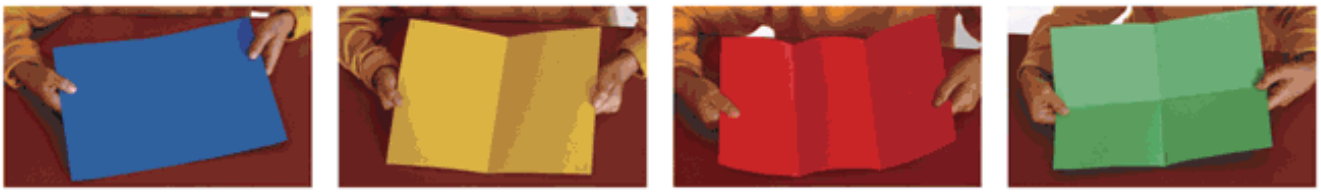
Equal Parts

Objective
Identify and count equal parts.

Vocabulary
equal parts

Audio Tutor I / 29 Listen and Understand

Some whole shapes can be folded into **equal parts.**
Equal parts are the same size.



whole	2 equal parts	3 equal parts	4 equal parts

Guided Practice

Circle the shape that shows equal parts.

1.

Think
Are the parts the same size?

2.

3.

Write the number of equal parts.

4.

_____ equal parts

5.

_____ equal parts

6.

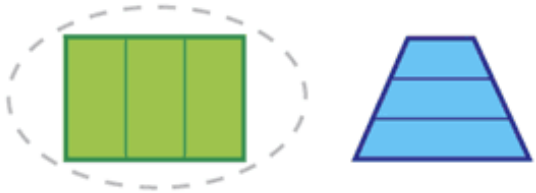
_____ equal parts

Explain Your Thinking Look at the rectangle in Exercise 3. Explain why the shape does not show 3 equal parts.

Practice

Look for parts that are the same size.

Circle the shape that shows equal parts.

1. 

2. 

Write the number of equal parts.

3. 

2 equal parts

4. 

____ equal parts

5. 

____ equal parts

6. 

____ equal parts

7. 

____ equal parts

8. 

____ equal parts

Problem Solving ▶ Visual Thinking

Draw lines to show the number of equal parts.

9. whole

2 equal parts

3 equal parts

4 equal parts

At Home During a meal, ask your child to name foods that can be cut into equal parts.

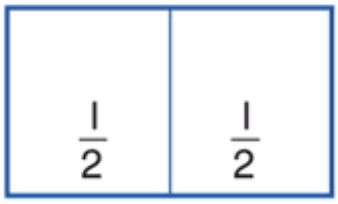
Name _____

One Half

Objective
Use fractions to name parts of a whole; identify one half of a whole.

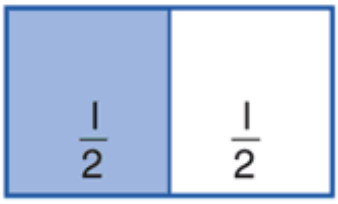
Vocabulary
fraction **halves** **one half**

Fractions name equal parts of a whole.



There are 2 equal parts.

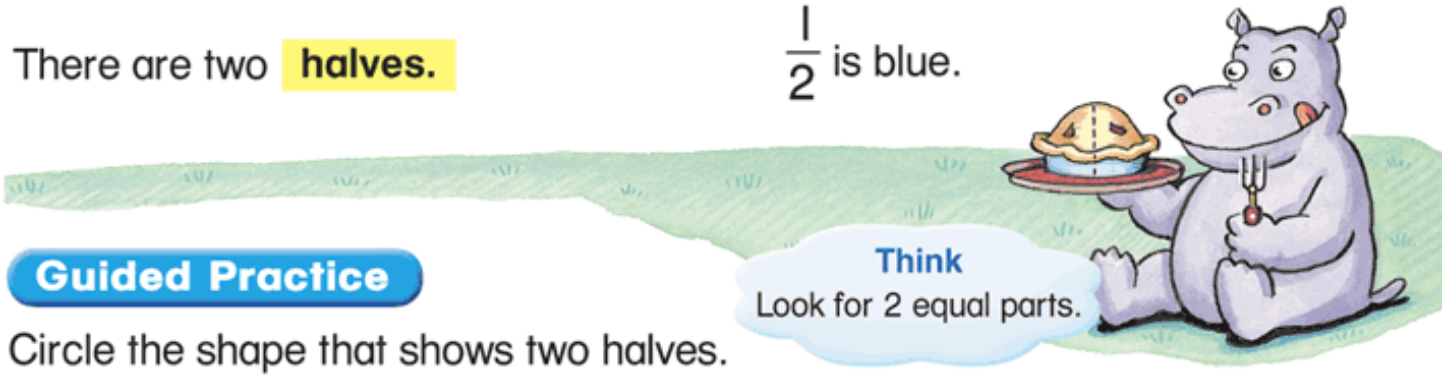
There are two **halves.**



1 out of 2 parts is blue.

$\frac{1}{2}$ is blue.

$\frac{1}{2}$
one half



Guided Practice

Circle the shape that shows two halves.

1. 

2. 

3. 

4. 

Color $\frac{1}{2}$.

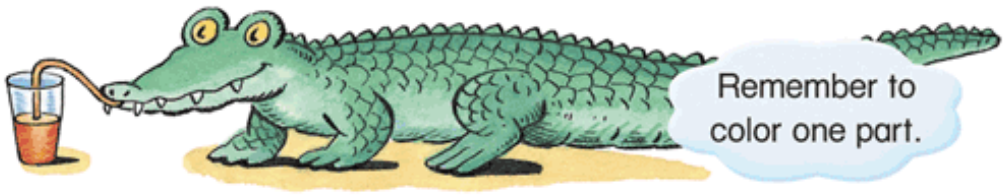
5. 

6. 

7. 

Explain Your Thinking Does it matter which part of the heart you shaded in Exercise 7? Why?

Practice



Color $\frac{1}{2}$.

1. 

2. 

3. 

4. 

5. 

6. 

Draw a line to show halves.

Color $\frac{1}{2}$.

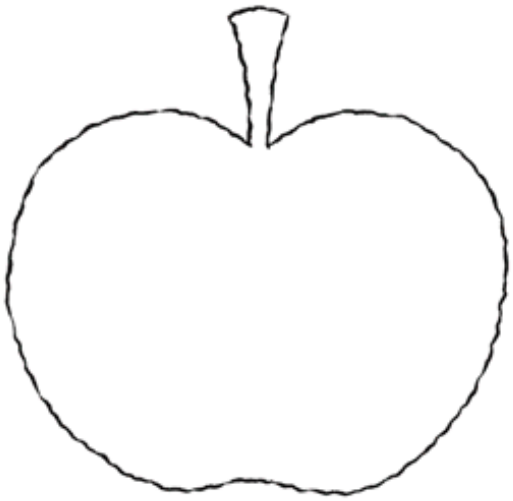
7. 

8. 

9. 

Problem Solving ▶ Visual Thinking

10. Rita and Jerome share this apple. Draw a line to show 2 equal parts. Color Rita's part .



Complete the sentence with numbers.

11. _____ out of _____ parts is red.

12. **Talk About It** Look at the red part. What fraction can you use to tell about it?

At Home Help your child cut a sandwich into two halves and use a fraction to describe each part.

Name _____

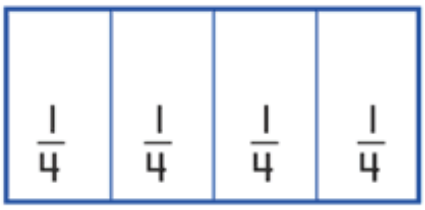
One Fourth

Objective
Identify one fourth and one third of a whole.

Vocabulary

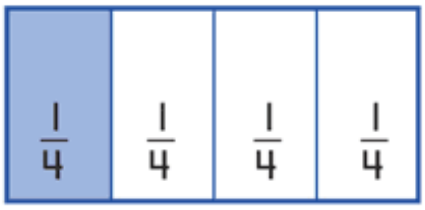
fourths	one fourth
thirds	one third

One fourth is a fraction that names part of a whole.



There are 4 equal parts.

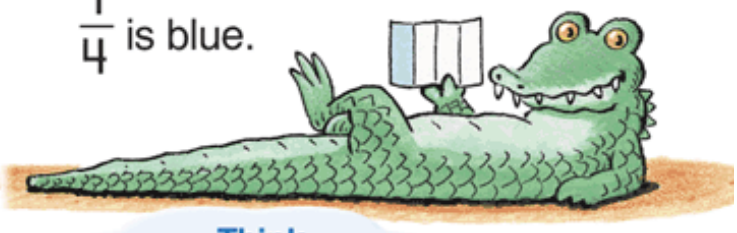
There are four **fourths.**



1 out of 4 parts is blue.

$\frac{1}{4}$ is blue.

$\frac{1}{4}$
one fourth



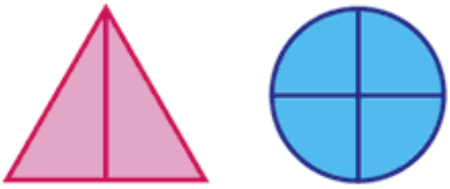
Guided Practice

Think
Are there 4 equal parts?

Circle the shape that shows four fourths.

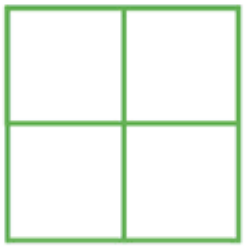
1.

2.



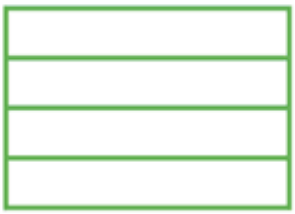
Color $\frac{1}{4}$.

3.



4.

5.



Explain Your Thinking Look at the circle in Exercise 1. How could you show fourths?

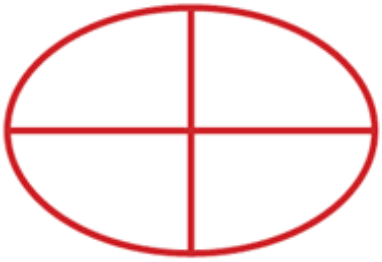
Practice

Color $\frac{1}{4}$.

Color 1 of the 4 parts.

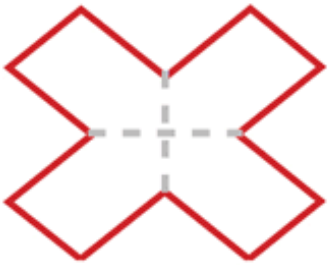
1. 

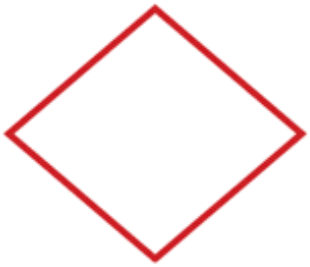
2. 

3. 

Draw lines to show fourths.

Color $\frac{1}{4}$.

4. 

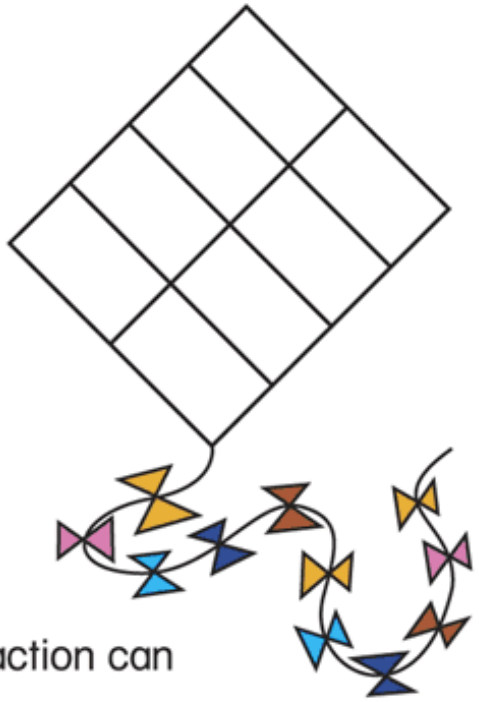
5. 

6. 

Problem Solving ▶ Visual Thinking

7. Color 1 part of the kite .

   Color 7 parts of the kite .



Complete the sentence with numbers.

8. _____ out of _____ parts is yellow.

   _____ out of _____ parts are green.

9. **Talk About It** Look at the kite. What fraction can you use to tell about the green part?

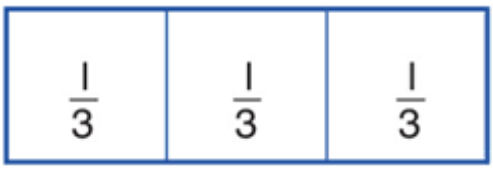
At Home Provide various paper shapes and ask your child to show you how to fold paper into fourths.

Go on

Name _____

Now Try This One Third

A shape can have 3 equal parts called thirds.

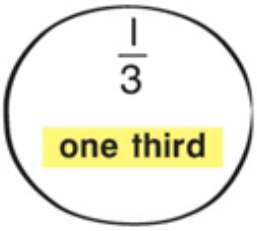


There are 3 equal parts in the whole.

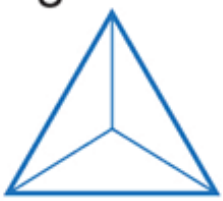
There are three **thirds.**

1 out of 3 parts is blue.

$\frac{1}{3}$ is blue.



Color $\frac{1}{3}$.

1. 

2. 

3. 

Color 1 part. Circle the fraction.

4. 

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

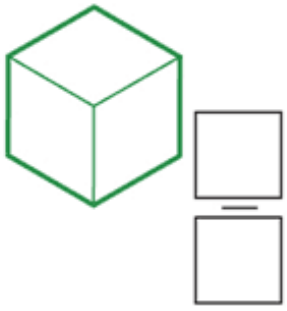
5. 

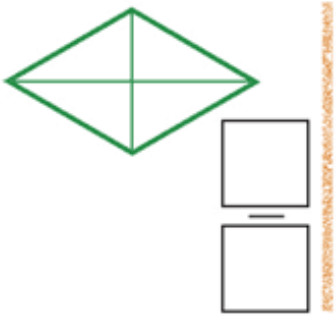
$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

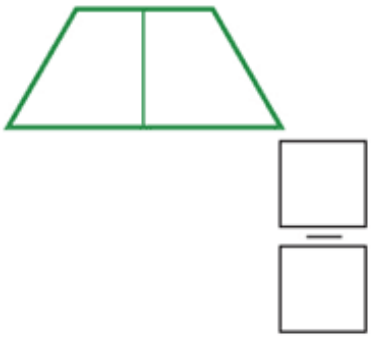
6. 

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

Color 1 part. Write the fraction.

7. 

8. 

9. 

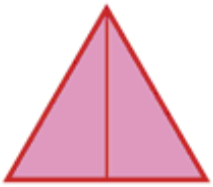
10. **Talk About It** Look at Exercises 7, 8, and 9. Tell what the fraction means for each one.

Quick Check

Write the number of equal parts.

1.

_____ equal parts



_____ equal parts

_____ equal parts

Draw a line to show halves.

Color $\frac{1}{2}$.

2.

3.

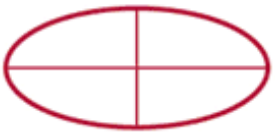
4.

Color $\frac{1}{4}$.

5.

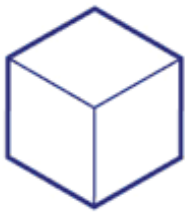
6.

7.



Color $\frac{1}{3}$.

8.



9.

10.

Facts Practice, see page 671

Name _____

Fractions of a Set

Audio Tutor 1/30 Listen and Understand

Objective
Identify and represent part of a set ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$).

Use a fraction to name a part of a set.

$\frac{1}{4}$ part green
$\frac{1}{4}$ parts in all

Guided Practice

Circle the fraction that names the green part.

1.

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

Think
2 parts in all.
1 part is green.

2.

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

3.

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

4.

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

Color to show the fraction.

5. $\frac{1}{3}$

6. $\frac{1}{4}$

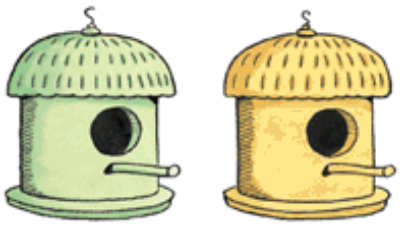
Explain Your Thinking Look at Exercise 4. What does the fraction $\frac{1}{2}$ tell you about the leaves?

Practice

Look for one part of the set.

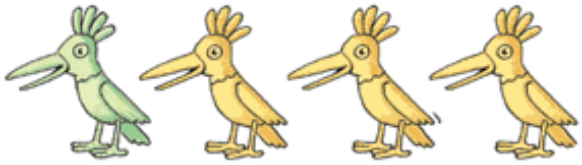
Circle the fraction that names the green part.

1.



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

2.



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

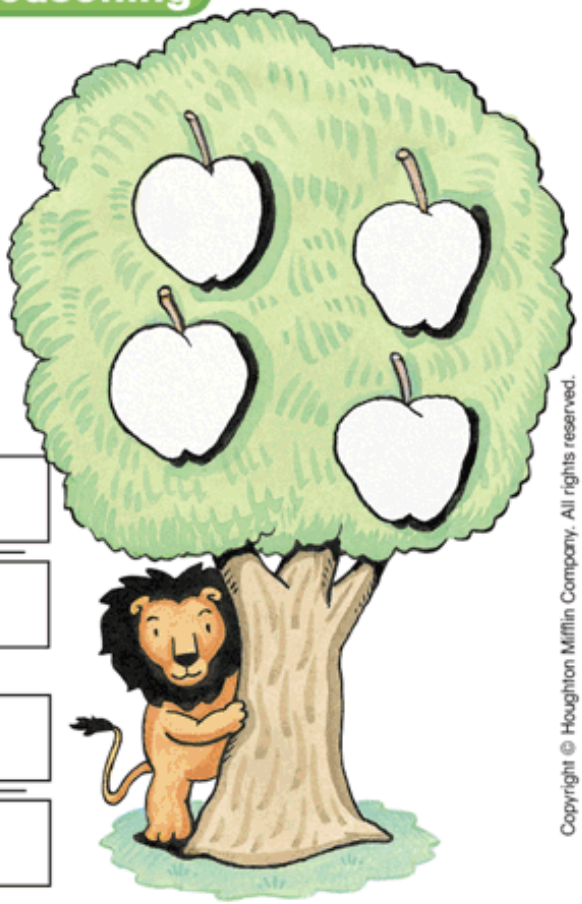
Color to show the fraction.

3. $\frac{1}{4}$

4. $\frac{1}{3}$

Problem Solving ▶ Reasoning

5. Zack draws a tree with 4 apples.
Color 3 of the apples ▬.
Color 1 of the apples ▬.



Complete the sentence.
Write the fraction.

6. _____ out of _____ apples is green.

7. _____ out of _____ apples are red.

At Home Use a collection of like items to make sets of 2, 3, and 4. Ask your child to use a fraction to identify one item in each set.

Name _____

Activity: Probability

Audio Tutor 1/31 Listen and Understand

Hands-On

Objective
Predict and determine the probability of an event.

predict **certain**
impossible **probable**

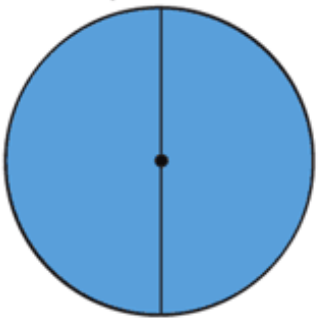
Work Together

Predict what will happen when you spin a spinner. Then check your predictions.

Step 1

Predict What do you think will happen when you spin each spinner?

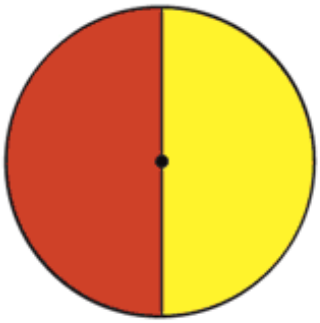
Spinner A



- **Spinner A**
  It is **certain** that it will point to ___blue___.

- **Spinner B**
  It is **impossible** that it will point to ___blue___.

Spinner B



- **Spinner C**
  It is **probable** that it will point to ___blue___.

Step 2

Spin Use Spinner C. Spin 10 times. Record your spins in the tally chart.

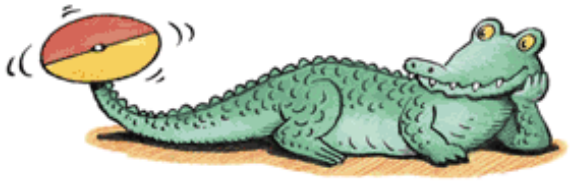
Spinner C

1.

Spins	

2. **Talk About It** Which color did you land on more often? Why?

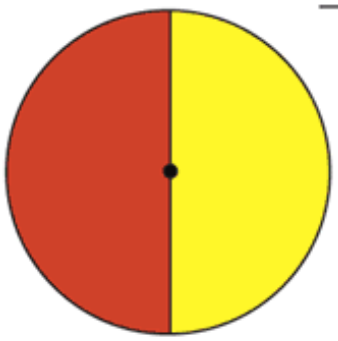
On Your Own



Look at Spinner B. Predict.

1. Are you certain to spin red?

Spinner B



_____

2. Use a paper clip and a pencil. Spin 10 times. Record your spins in the tally chart.

Spins	

Look at Spinner D. Predict.

3. Are you certain to spin red?

Spinner D

_____

4. Try It. Spin 10 times. Record your spins in the tally chart.

Spins	

5. On which spinner is it impossible to spin blue? _____

Will it happen? Draw a line to match.

6. A lion will put you to bed.  certain

7. You will go to school today.  probable

8. A fish will swim.  impossible

At Home Think of some familiar events. Ask your child to identify each as certain, probable, or impossible.

Go on

Name _____

Now Try This How Likely?

Keesha's bag has  .
She will pick one cube.

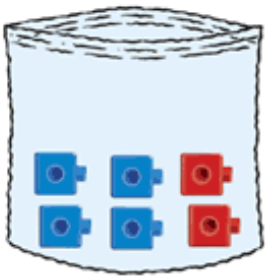
She is **more likely** to pick  .

She is **less likely** to pick  .

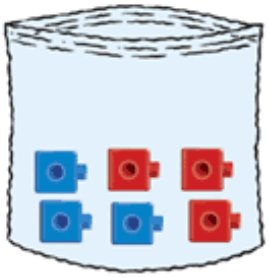
Tu's bag has  .
He will pick one cube.

He is **equally likely** to pick 
as  .

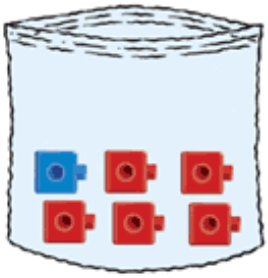
How likely is it that you will pick blue? Circle.

1. 

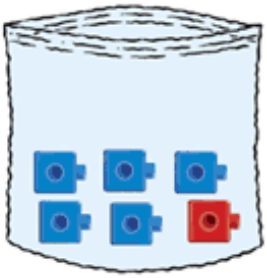
more likely
equally likely
less likely

2. 

more likely
equally likely
less likely

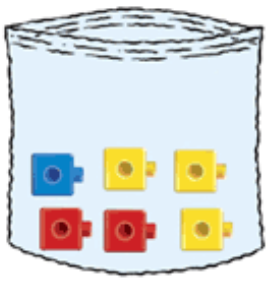
3. 

more likely
equally likely
less likely

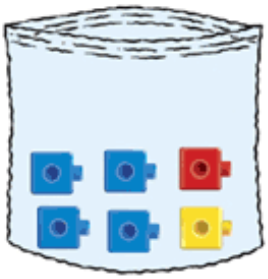
4. 

more likely
equally likely
less likely

When there are more than 2 colors, you need to say **most likely** and **least likely**.
How likely is it that you will pick blue? Circle.

5. 

most likely
least likely

6. 

most likely
least likely

Activity

Game

Fair or Unfair?

2 Players

What You Need:

Bag with and ,
Bag with and , ten frame (LT2),
red and blue crayons

How to Play

1. Each player takes a bag and a ten frame.
2. You each pick a cube from your bag.
3. Color 1 square the same color as the cube.
4. Put the cube back in the bag.
5. Keep playing until both players color all their squares.
6. The player with more blue than red wins.

Talk About It Look inside your bag. Who is more likely to win? Is the game fair?

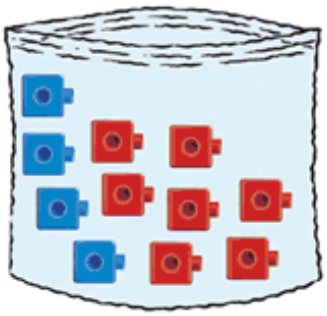
Name _____

Problem Solving

Use a Picture

Objective
Use data from a picture to solve problems.

Manny has a bag of cubes.
He asks Hannah to pick
a cube from the bag.



Manny's bag

You can use a picture to predict the chance of something happening.

Is Hannah more likely to pick a red cube or a blue cube?

_____red_____ cube

Think
There are more red cubes than blue cubes.

You can use a picture to compare groups.

How many more red cubes than blue cubes does Manny have in his bag?

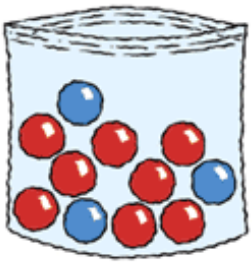
_____ ◯ _____ = _____

_____ more red cubes

Think
I count 7 red cubes and 4 blue cubes. I can subtract to find how many more red cubes there are.

Guided Practice

Use the picture to solve.



1. Gina picks a marble from the bag. Which color marble is she more likely to pick?

Draw or write to explain.

Think
I count 8 red and 3 blue.

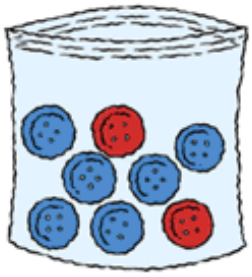
_____

2. Gina compares the red and blue marbles in her bag. How many more red marbles than blue marbles does she have?

Think
I can subtract 8 − 3 to find how many more red marbles she has.

_____ more red marbles

Practice



3. Sam asks Jamal to pick a button from his bag. Which color button is he more likely to pick?

_____

4. Sam compares the red and blue buttons in his bag. How many more blue buttons than red buttons does he have?

_____ more blue buttons

Go on

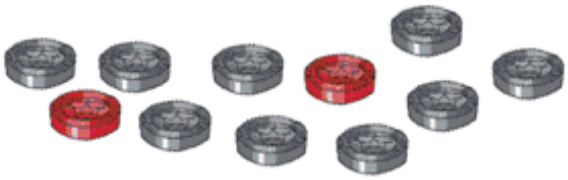
Name _____

Strategies
Find a Pattern
Act It Out With Models
Write a Number Sentence

Mixed Problem Solving

Solve.

1. Lynn asks Carlos to pick a checker. Which color checker is he more likely to pick?



Draw or write to explain.

_____

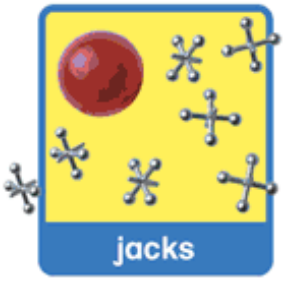
2. Nita is making this pattern on a quilt. Circle the color that comes next in the pattern.

red

yellow

blue

3. **Multistep** Marta picks up 2 jacks and puts them in a pile. She picks up 2 more jacks. Then she loses 1 jack. How many jacks are in her pile now?



_____ jacks

Use the tally chart to solve the problem.

4. How many origami birds does Nita make?

Animals Made	
birds	𝍸 |
frogs	|||
bugs	𝍸

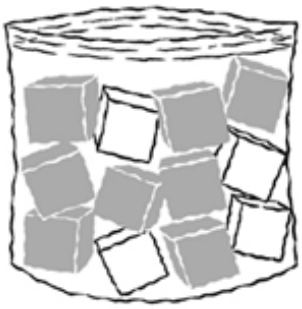
_____ birds

At Home Put two colors of like objects in a bag as shown in the lesson. Ask your child to predict which color he or she is more likely to pick. Take turns picking and returning the object to bag.

Problem Solving on Tests • Listening Skills

Open Response

Listen to your teacher read the problem.
Use the picture to solve.



Show your work using pictures, numbers, or words.

1. Pretend it is your turn to pick a cube from the bag. Which color are you more likely to pick?

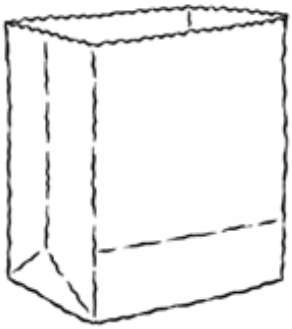
_____

2. Compare the cubes in the bag. How many more gray cubes than white cubes are in there?

_____ more gray cubes

Multiple Choice

Listen to your teacher read the problem.
Choose the correct answer.



3. red ○ blue ○ yellow ○ green ○

4. red ○ blue ○ yellow ○ green ○

Education Place
See **eduplace.com/map** for more Test-Taking Tips.

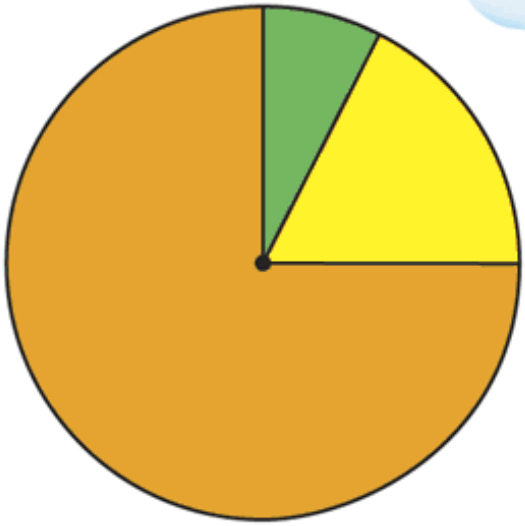
Name _____

Now Try This Predict and Spin

Predict how many times you will get each color in 10 spins.

Then, check your prediction by spinning and recording your results.

Think
Which color might you land on most often?



Color	Predict the number.	Tally the 10 spins.
yellow		
orange		
green		
	Total: 10	Total: 𝍸 𝍸

Activity

Art Connection
Shape Painting

Some pictures are made up of shapes.

What shape do you see in this picture? _____

How many can you find? _____

painting by Bruce Gray

WEEKLY WR READER eduplace.com/map

Key Topic Review

Plane Shapes

Trace the shape.
Write how many sides and corners.

1. triangle

_____ sides
_____ corners

2. rectangle

_____ sides
_____ corners

3. circle

_____ sides
_____ corners

4. square

_____ sides
_____ corners

Extra Practice at eduplace.com/map

Name _____

Chapter Review/Test

Vocabulary

1. Draw a line to match.

one fourth	$\frac{1}{3}$
one third	$\frac{1}{2}$
one half	$\frac{1}{4}$

Concepts and Skills

Write the number of equal parts.

2.  _____ equal parts

3.  _____ equal parts

4.  _____ equal parts

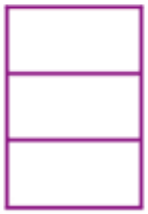
Color $\frac{1}{4}$.

5. 

Color $\frac{1}{2}$.

6. 

Color $\frac{1}{3}$.

7. 

Color to show the fraction.

8. $\frac{1}{2}$ 

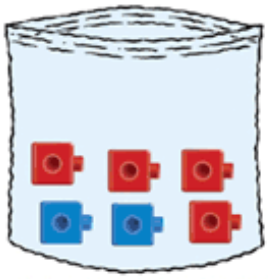
9. $\frac{1}{4}$ 

Chapter Review/Test

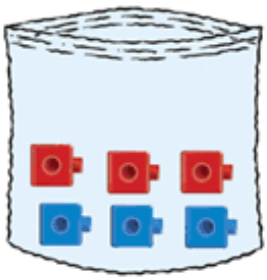
Will it happen?
Draw a line to match.

10. The sun shines on you at night.	certain
11. You sing during music time.	probable
12. Puppies will grow.	impossible

How likely is it that you will pick red?
Circle.

13. 

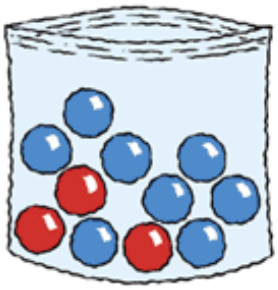
more likely
equally likely
less likely

14. 

more likely
equally likely
less likely

Problem Solving

Use the picture to solve.



15. Dom picks a marble from the bag. Which color marble is he more likely to pick?

Draw or write to explain.

Enrichment

Name _____

Growing Patterns

Look at the picture.
Count and write the number of squares.
Draw and write what comes next.

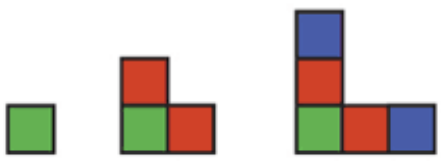
1.

2 4 6 ____

2.

1 3 6 ____

3.



____ ____ ____ ____

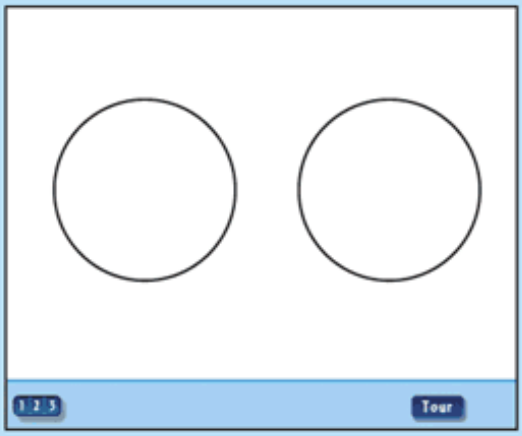
Computer
Modeling Fractions

Use the fraction models found at **eduplace.com/map** to show fractions.

1. Set the number of equal parts.
   - Put your pointer over the **scissors.**
   - Choose how many equal parts you want.
   - Click on a fraction circle.

2. Shade the fraction.
   - Click **Fill.**
   - Click a section of the circle.

3. Click **[1 2 3]**



Use the fraction models to show each fraction.
Draw each fraction.

1. Show $\frac{1}{3}$.
2. Show $\frac{1}{4}$.
3. Show $\frac{1}{2}$.

Name _____

Unit 3 Test

Vocabulary

Match the word to the correct shape.

1. cylinder
2. sphere
3. cone


Concepts and Skills

Circle one way the objects are alike.

4.

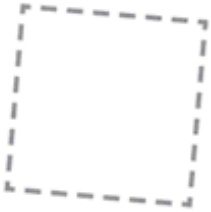
color

size

shape

Trace the shape.
Write the number of sides and corners.

5. square



_____ sides

_____ corners

6. triangle

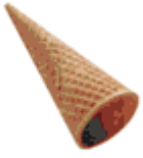
_____ sides

_____ corners

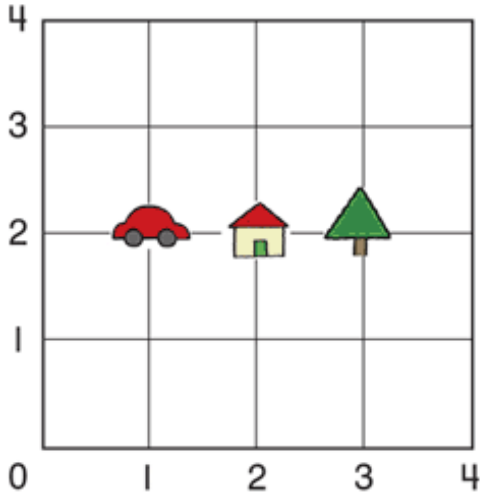
Read the sorting rule.
Circle the solid shapes that follow the rule.

7. All faces





Unit 3 Test



Look at the grid. Start at 0.
Write your own directions.

8. Tell how to get to the tree.

Go right _____ spaces.

Go up _____ spaces.

Complete the sentence.

9. The house is _____ the car and the tree.

Draw to show a flip.

10. 

Draw a line of symmetry.

11. 

Use any shapes to make a pattern.
Draw the pattern.

12.

Color $\frac{1}{2}$.

13. 

Color to show the fraction.

14. $\frac{1}{4}$ 

Problem Solving

15. Wes sees this pattern. Put an X on the shape that is wrong. Draw the correct shape above the X.

Name _____

Cumulative Test Prep

Test-Taking Tips

Check your work when you have finished all of the problems.

Reread each problem to make sure you have answered the question.

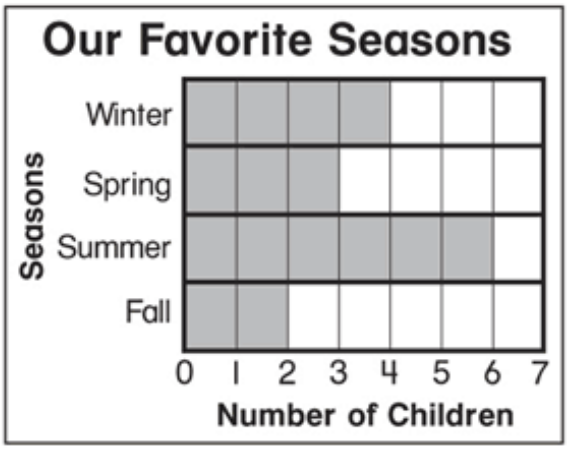
Multiple Choice

Fill in the ○ for the correct answer.

1. Which shape is a triangle?

○ ○ ○ ○

2. Use the bar graph. How many children like winter best?

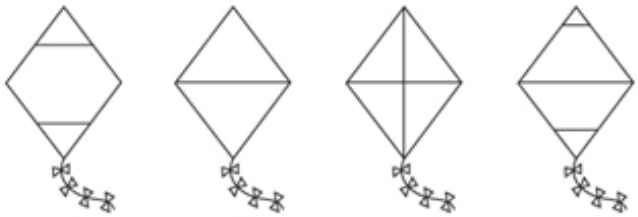


3 ○ 4 ○ 5 ○ 6 ○

3. Which solid has 5 faces, 8 edges, and 5 corners?

○ ○ ○ ○

4. Which kite has 4 equal parts?



○ ○ ○ ○

Multiple Choice

Fill in the ○ for the correct answer. NH means Not Here.

5. Which rectangle shows thirds?

○ ○ ○

6. There are 6 turtles on a log. Then 2 more turtles come. How many turtles are there in all?

6	7	8	9
○	○	○	○

7. There are 8 bananas in a bunch. Joe eats 2. How many bananas are left?

2	4	6	NH
○	○	○	○

Open Response

Solve.

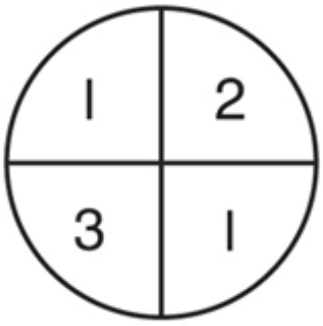
8. Draw the next two shapes in this pattern.

_____ _____

9. What number do these tally marks show?

_____

10. Ali, Ana, Gina, and Ted use this spinner to play a game. What number are they most likely to spin?



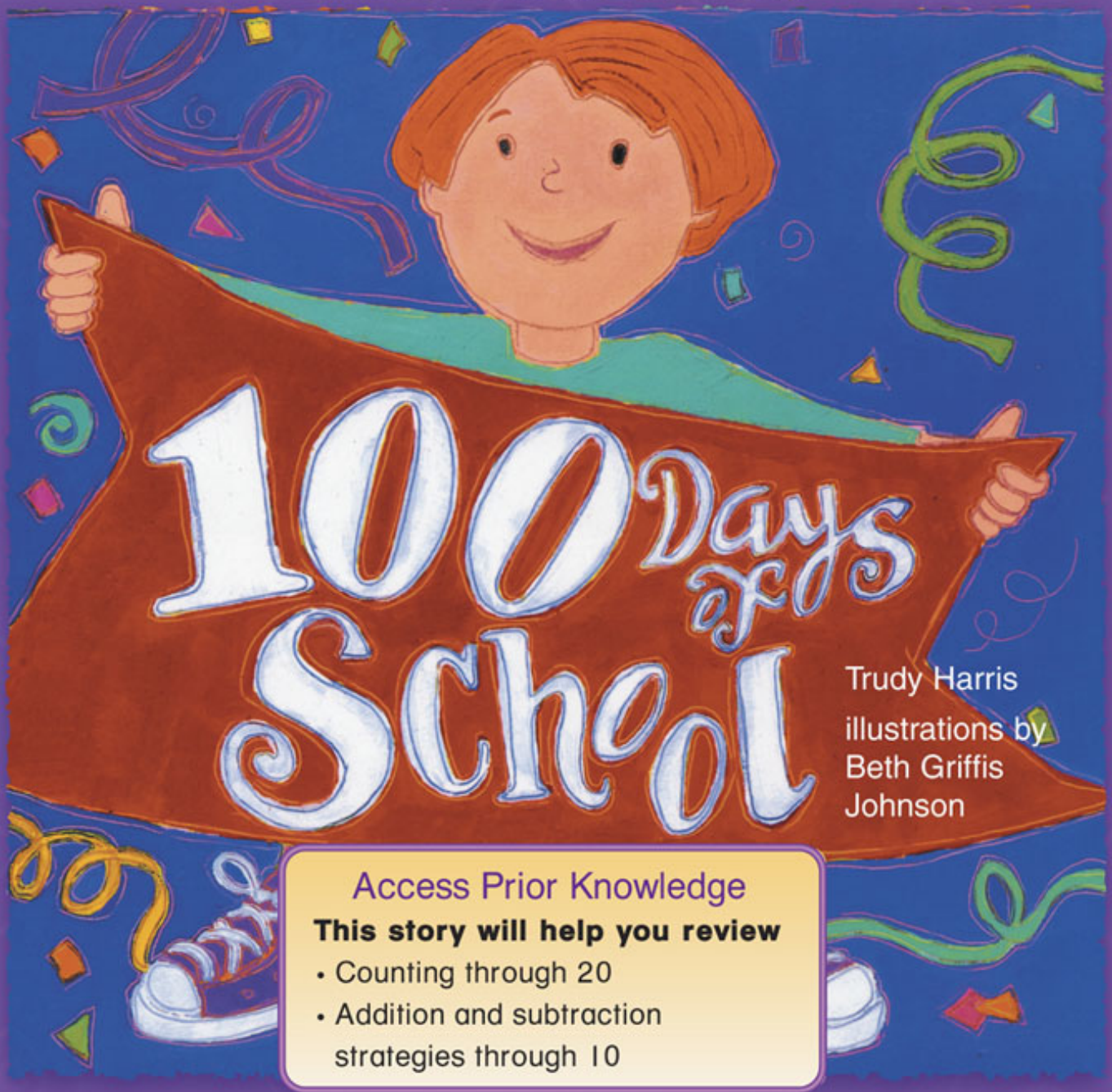
_____

HOUGHTON MIFFLIN MATH

UNIT 4

Numbers Through 100

From the Read-Aloud Anthology



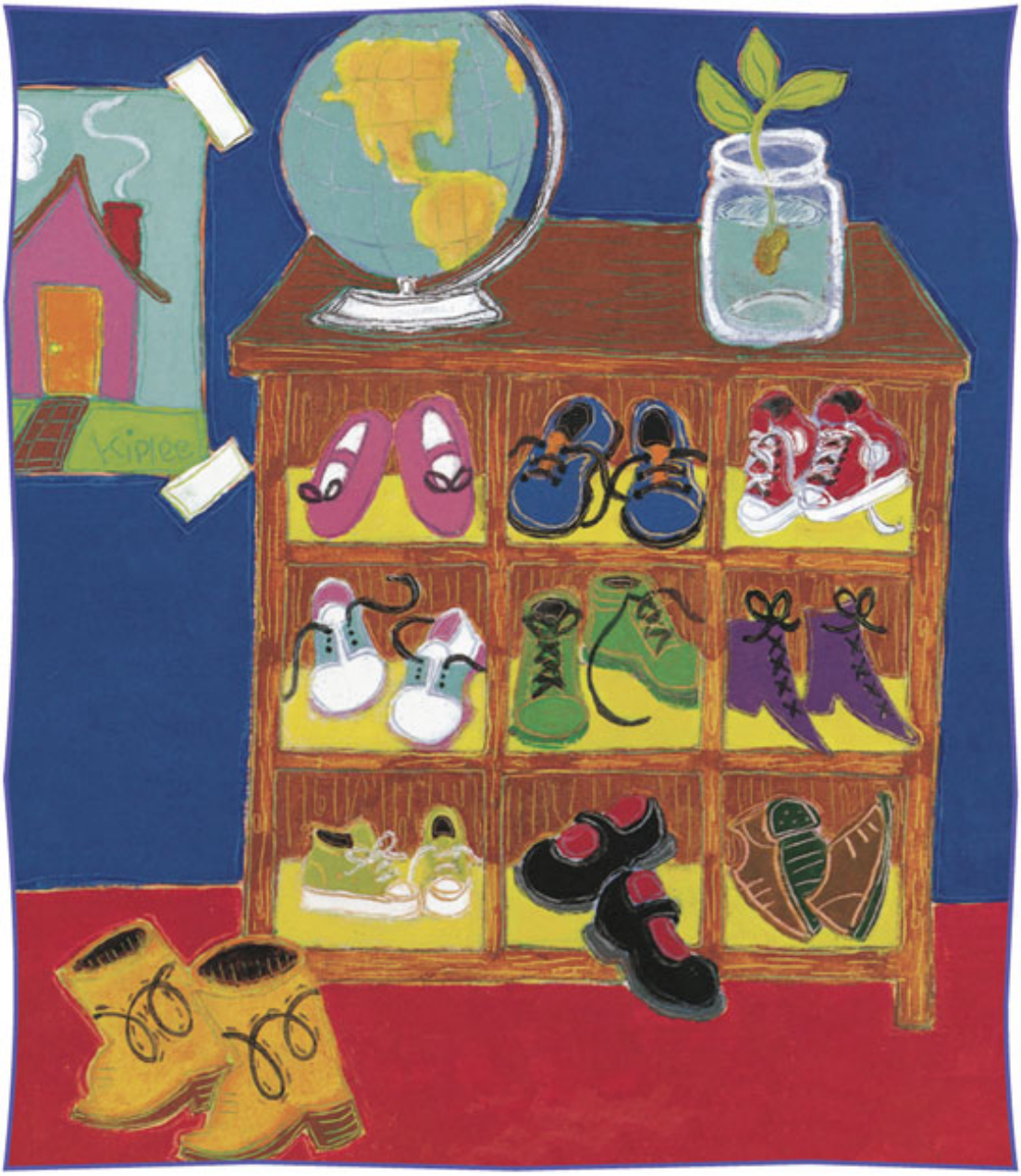
Access Prior Knowledge

This story will help you review

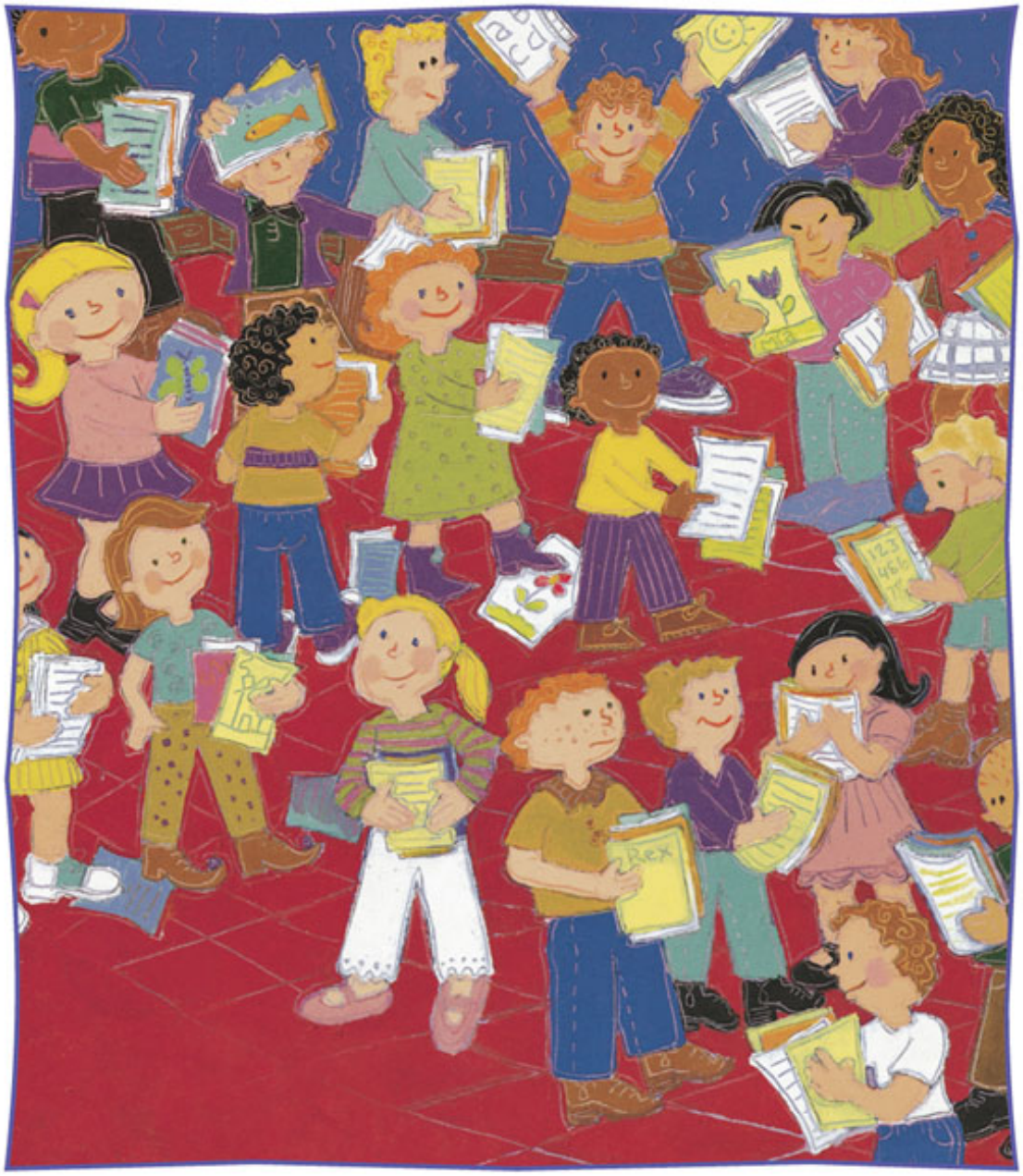
- Counting through 20
- Addition and subtraction strategies through 10

23456789-WC-14 13 12 11 10 09 08 07 06 Printed in the U.S.A.

ISBN-13: 978-0-618-59091-9
ISBN-10: 0-618-59091-9
ISBN-13: 978-0-618-67179-3
ISBN-10: 0-618-67179-X



If 10 tired children all take off
their shoes, what do you get?
Lots of bare feet!
And . . .
(I suppose)
100 toes!



If 20 children each
drop 5 papers on the
floor, what do you get?
100 papers.
And . . .
(I would guess)
an awful mess.

Literature Activity

Name _____

Use the pictures on pages 271b and 271c.

1. How many shoes do 5 children take off?

Draw or write to explain.

_____ shoes

2. How many shoes do 10 children take off?

_____ shoes

3. Each child drops 5 papers. How many papers do 2 children drop altogether?

_____ papers

4. 6 children are in a line. 4 more children join them. How many children are there in all?

_____ children

MATH at Home

Dear Family,

My class is starting Unit 4. I will be learning about place value, regrouping, and number patterns. I will also be learning about ordinal numbers, from first through tenth. These pages show what I will learn and have activities for us to do together.

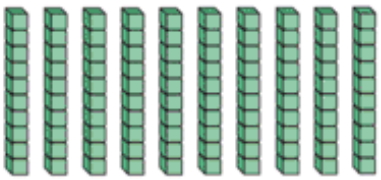
From, _____

Vocabulary

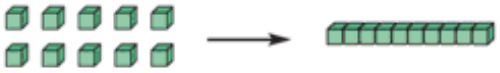
These are some words I will use in this unit.

ones and **tens** In the number 25, the 2 stands for 2 tens, and the 5 stands for 5 ones.

one hundred 10 groups of 10 ones



regroup Trade 10 ones blocks for 1 tens block.



estimate You can estimate when you do not need to find the exact answer.

Some other words I will use are **odd**, **even**, **before**, **after**, and **between**.

Vocabulary Activity

Let's work together to complete these sentences.

1. When you trade 10 ones for 1 ten you _____.
2. If you have 10 tens you have _____.
3. When you do not need to find the exact answer you can _____.
4. In the number 12, the 1 is in the _____ place, and the 2 is in the _____ place.

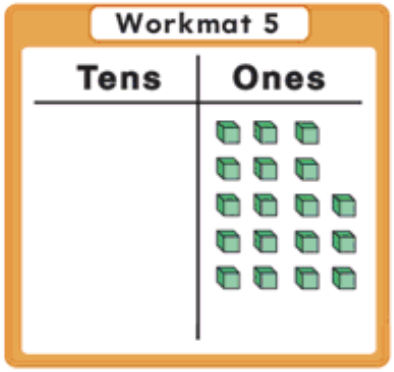
How To regroup numbers 10 and larger

MATH at Home

This problem is an example of how I will be learning to regroup 10 ones as 1 ten. Sometimes I will use tens and ones blocks to help me find the answer.

Step 1

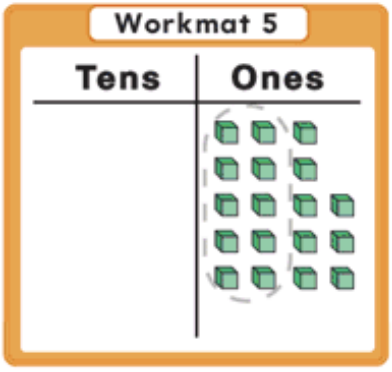
Count the cubes.
There are more than 10.



18 ones

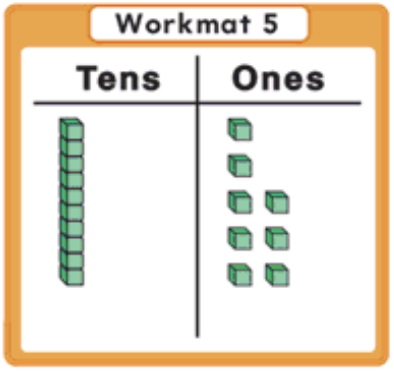
Step 2

Regroup 10 ones as 1 ten.



Step 3

There are 8 ones left over.



1 ten and 8 ones

18

Literature

These books link to the math in this unit.
We can look for them at the library.

Each Orange Had 8 Slices: A Counting Book
By Paul Giganti, Jr.
Pictures by Donald Crews
(Pearson Learning, 1992)

Missing Mittens
By Stuart Murphy

One Hundred Is a Family
By Pam Muñoz Ryan

Education Place

We can visit *Education Place* at

eduplace.com/maf

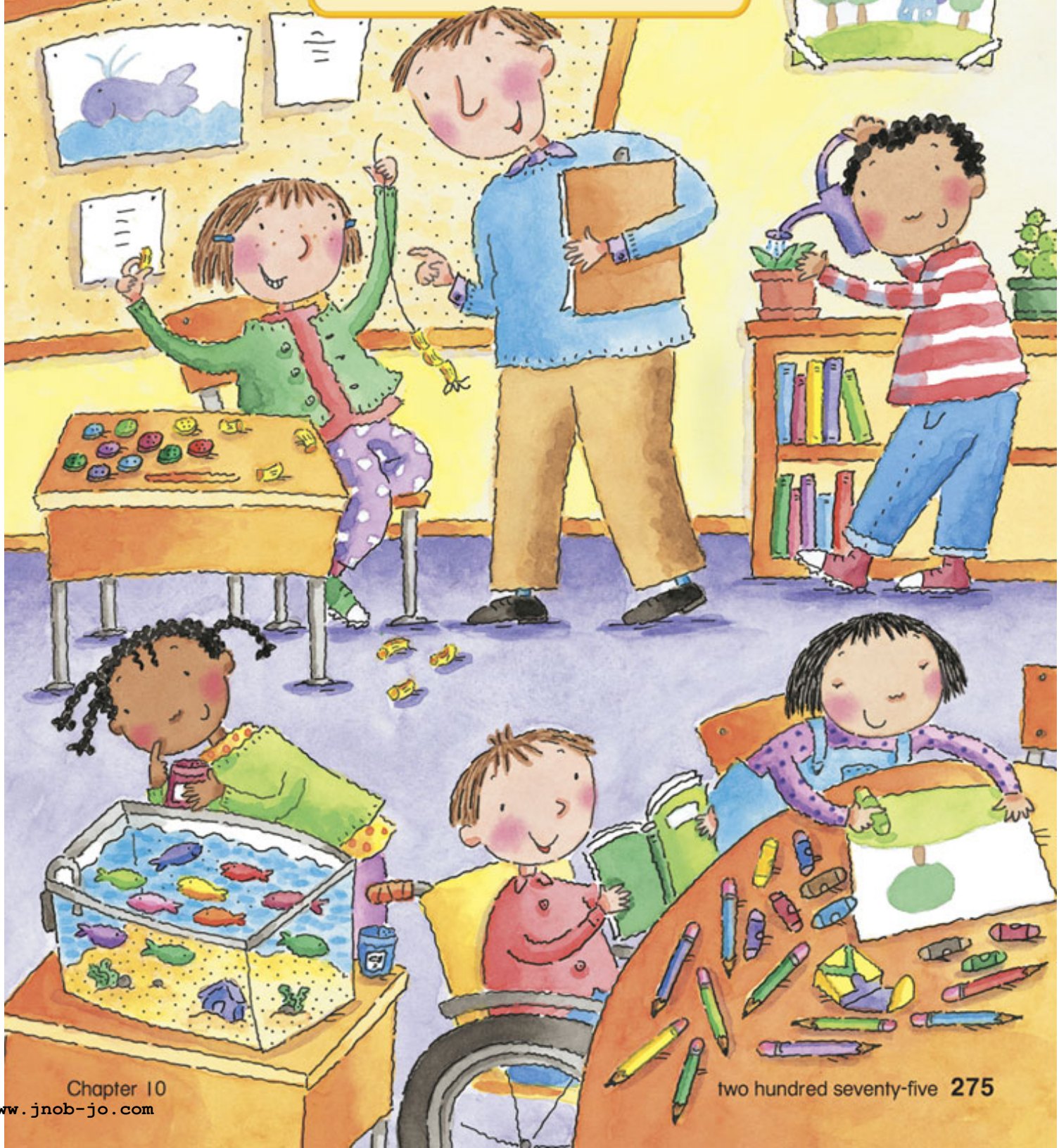
for the Math Lingo game, e•Glossary, and more games and activities to do together.

Place Value to 100

CHAPTER 10

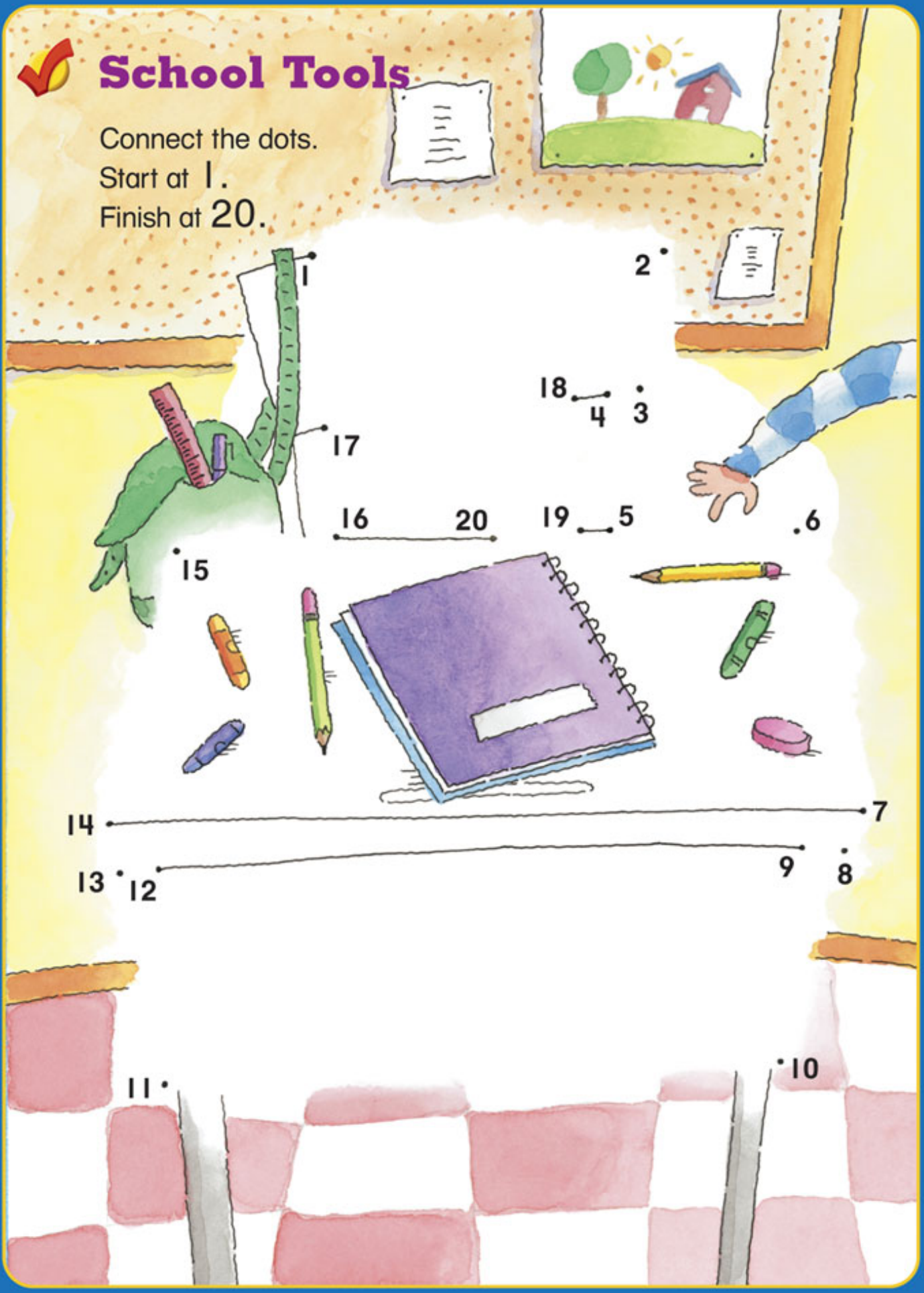
INVESTIGATION

How many different groups of 10 objects can you find?



School Tools

Connect the dots.
Start at 1.
Finish at 20.



Name _____

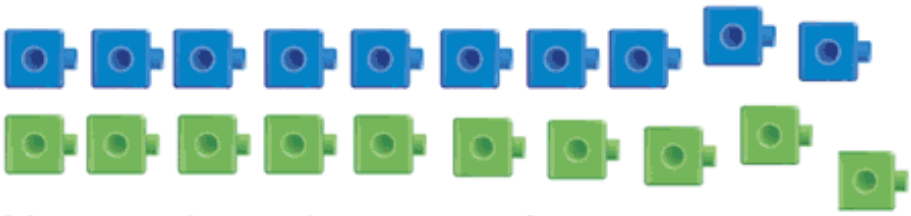
Count Tens

Objective
Make, count, and write tens.

Vocabulary
ones tens

Hands-On

These cubes can be counted by **ones.**



You can also make groups of ten.
Then count the **tens.**

There are 2 tens.

20 twenty

Guided Practice

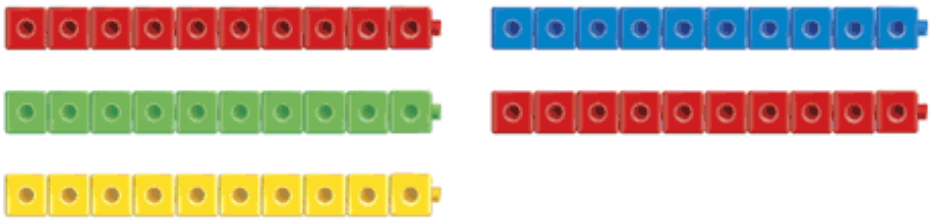
Use  .
Make groups of ten. Draw the tens.
Say and write the number.

1. 3 tens

Think
I need to show 3 tens.

_____
thirty

Write the number of tens shown.
Write the number.

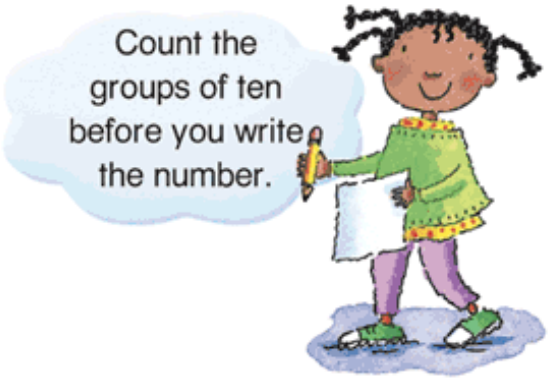
2. 

_____ tens

_____
fifty

Explain Your Thinking How would you show the number sixty with cubes?

Practice



Use  .

Make groups of ten. Draw the tens.

Write the number.

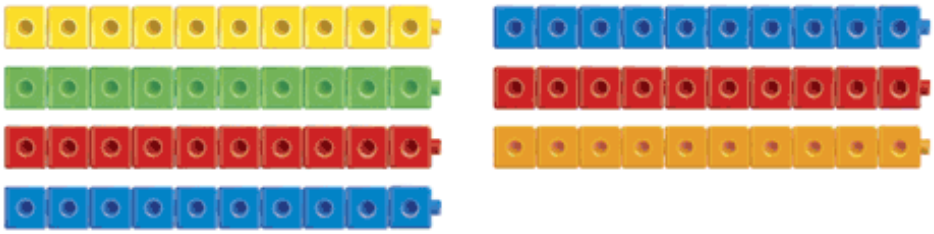
1. 4 tens

40

forty

Write the number of tens shown.

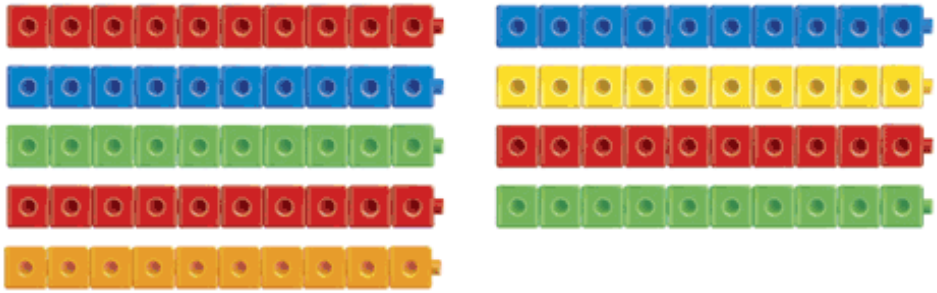
Write the number.

2. 

_____ tens

_____

seventy

3. 

_____ tens

_____

ninety

Problem Solving ▶ Reasoning

4. This is one row of chairs.
How many chairs are in 4 rows?

Draw or write to explain.

_____ chairs

At Home Help your child make groups of 10 pennies. Then count the groups by tens to find the total number of pennies.

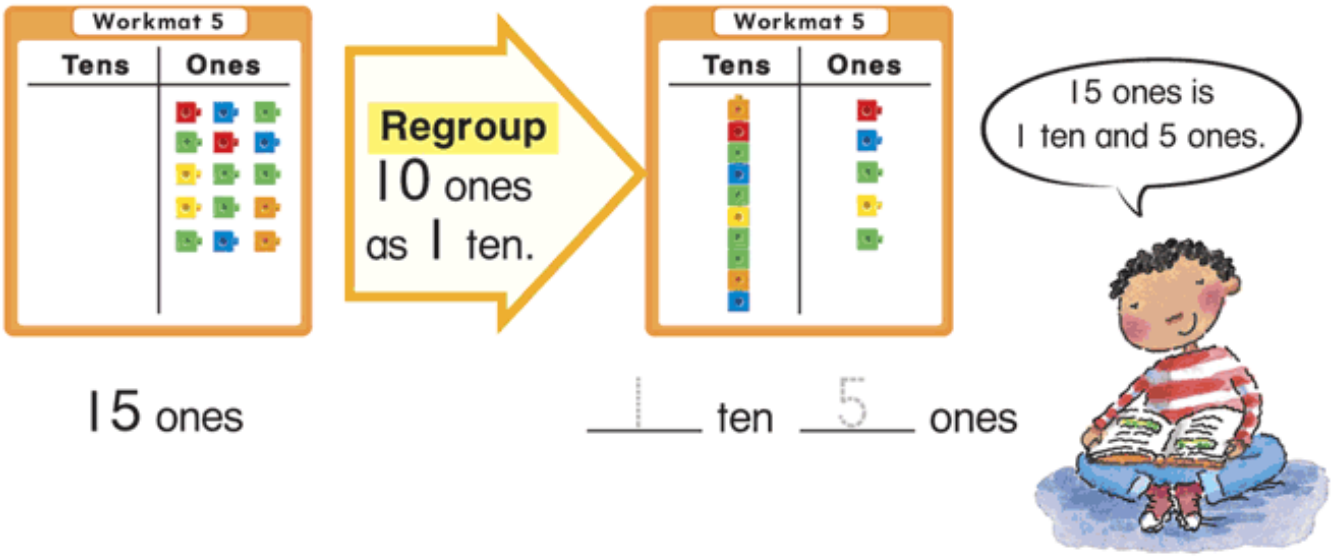
Name _____

Teen Numbers

Objective
Regroup objects into tens and ones and write the number for teen numbers.

Hands-On

Making groups of ten helps you count.



15 ones

___1___ ten ___5___ ones

Guided Practice

Use Workmat 5 and  .

	Show.	Regroup. Write the tens and the ones.	Write the number.
1.	11 ones	_____ ten _____ one	_____
2.	14 ones	_____ ten _____ ones	_____
3.	17 ones	_____ ten _____ ones	_____
4.	19 ones	_____ ten _____ ones	_____
5.	16 ones	_____ ten _____ ones	_____

Explain Your Thinking What does each digit stand for in 16?

Practice

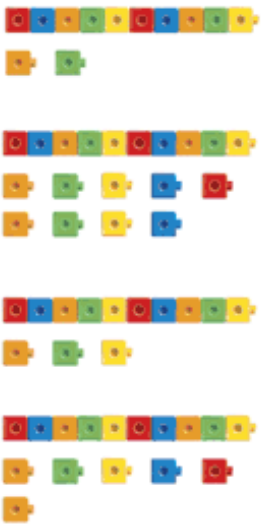
Count 10 cubes to make 1 ten.

Use Workmat 5 and  .

	Show.	Regroup. Write the tens and the ones.	Write the number.
1.	18 ones	1 ten 8 ones	18
2.	13 ones	____ ten ____ ones	____
3.	12 ones	____ ten ____ ones	____
4.	15 ones	____ ten ____ ones	____

Reading Math ▶ Vocabulary

5. Match the blocks to the number and word.



19	sixteen
16	twelve
12	nineteen
13	thirteen

At Home Ask your child to show numbers from this lesson as tens and ones using small objects.

Name _____

Tens and Ones

Audio Tutor 1/32 Listen and Understand

Hands-On

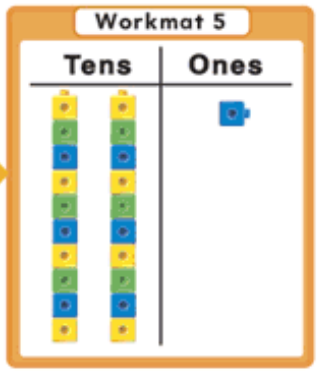
Objective
Regroup objects into tens and ones and write the number.

Vocabulary
regroup

Remember to make groups of ten.

21 ones

Regroup 10 ones as 1 ten.



2 tens 1 one

Guided Practice

Use Workmat 5 and .

	Show.	Regroup. Write the tens and the ones.	Write the number.
1.	47 ones	_____ tens _____ ones	_____
2.	31 ones	_____ tens _____ one	_____
3.	20 ones	_____ tens _____ ones	_____
4.	36 ones	_____ tens _____ ones	_____
5.	18 ones	_____ ten _____ ones	_____

Explain Your Thinking Why does it help to regroup 10 ones as 1 ten?

Practice

Use Workmat 5 and .

	Show.	Regroup. Write the tens and the ones.	Write the number.
1.	24 ones	2 tens 4 ones	24
2.	13 ones	____ ten ____ ones	____
3.	19 ones	____ ten ____ ones	____
4.	37 ones	____ tens ____ ones	____
5.	30 ones	____ tens ____ ones	____
6.	25 ones	____ tens ____ ones	____
7.	40 ones	____ tens ____ ones	____

Reading Math Vocabulary

8. Circle the word name for the missing number.
thirteen, _____, fifteen — twelve sixteen fourteen

9. Circle the word name that is the same as five tens. — fifty sixty sixteen

10. Circle the word name that is the same as 1 ten and 6 ones. — eighteen thirteen sixteen

At Home Have your child show numbers such as 25 and 14 by making tens and ones with toothpicks, pennies, or other small objects.

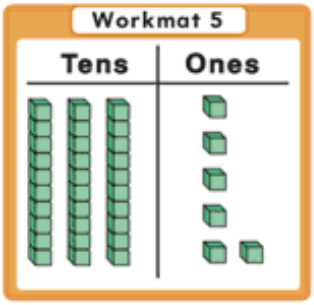
Name _____

Numbers Through 50

Hands-On

Objective
Model, read, and write numbers through 50.

You can show a number as tens and ones.

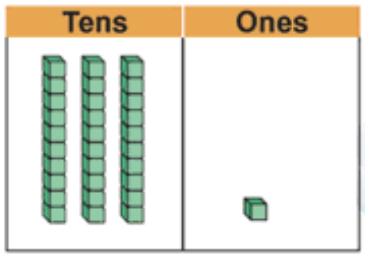


3 tens 6 ones 36 thirty-six

Guided Practice

Use Workmat 5, , and .
Show the number.
Say and write the number.

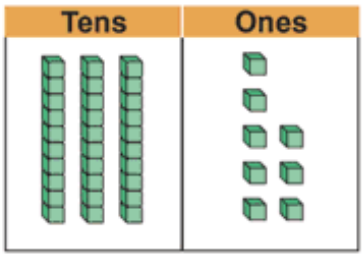
1.



Think
I count 3 tens and 1 one.

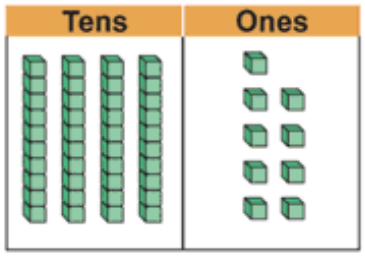
_____ tens _____ one _____ thirty-one

2.



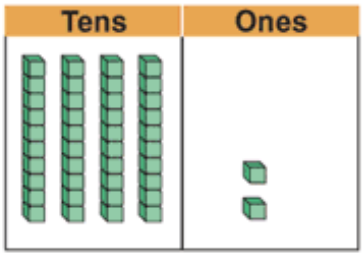
_____ tens _____ ones _____ thirty-eight

3.



_____ tens _____ ones _____ forty-nine

4.



_____ tens _____ ones _____ forty-two

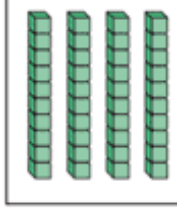
Explain Your Thinking How are 42 and 24 different?

Practice

Use Workmat 5,  , and  .
Show the number.
Write the number.

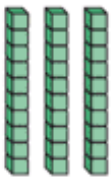
Write the tens in the tens place. Write the ones in the ones place.

1.

Tens	Ones
	

4 tens 4 ones forty-four

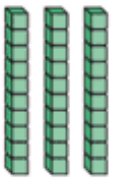
2.

Tens	Ones
	

_____ tens _____ ones _____

thirty-five

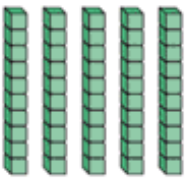
3.

Tens	Ones
	

_____ tens _____ ones _____

thirty-seven

4.

Tens	Ones
	

_____ tens _____ ones _____

fifty

Problem Solving ▶ Number Sense

5. Circle groups of 10 buttons.

6. How many tens? _____ tens

7. How many ones? _____ ones

8. How many buttons altogether? _____

At Home Find a book or newspaper with at least 50 numbered pages. Open to different pages and ask your child to read the page number.

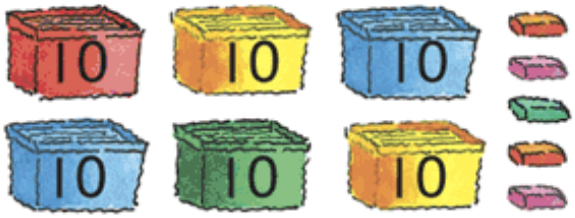
Name _____

Numbers Through 99

Objective
Read and write numbers through 99.

There are different ways to show tens and ones.

There are 10 erasers in each box.



Tens	Ones
6	5

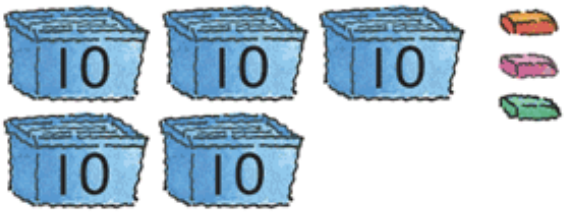
65

sixty-five

Guided Practice

Write the tens and the ones.
Say and write the number.

1.



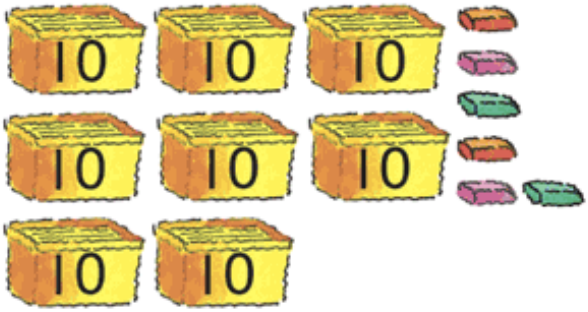
Think
I count 5 tens and 3 ones.

Tens	Ones

_____

fifty-three

2.

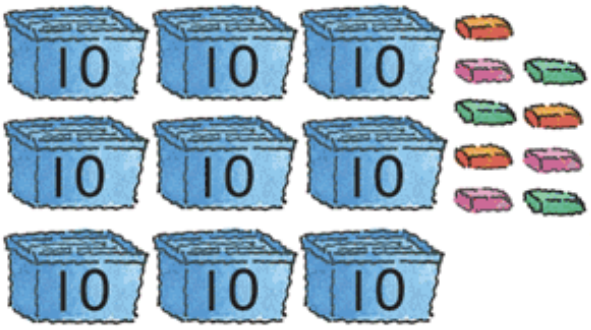


Tens	Ones

_____

eighty-six

3.

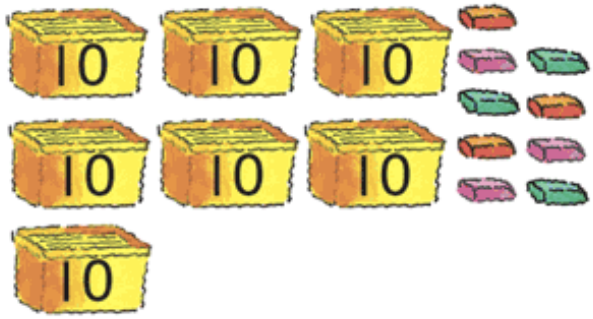


Tens	Ones

_____

ninety-nine

4.



Tens	Ones

_____

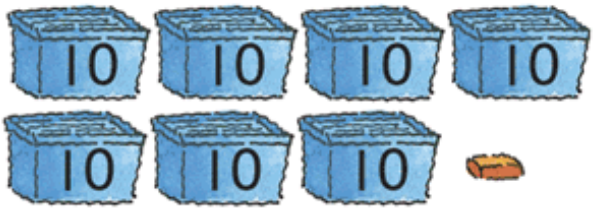
seventy-nine

Explain Your Thinking Look at Exercise 4. How would you show the number if you had one more?

Practice

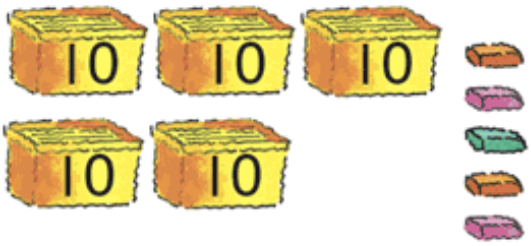
Write the tens in the tens place. Write the ones in the ones place.

Write the tens and the ones.
Write the number.

1. 

Tens	Ones
7	1

71
seventy-one

2. 

Tens	Ones

fifty-five

3. 

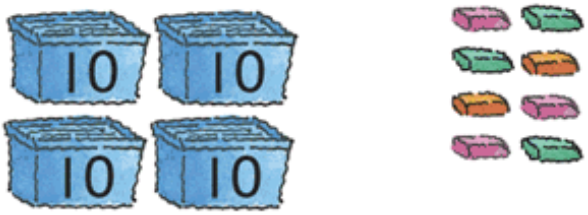
Tens	Ones

thirty-four

4. 

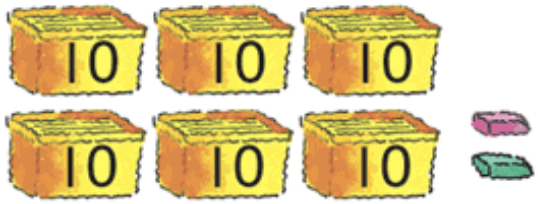
Tens	Ones

sixteen

5. 

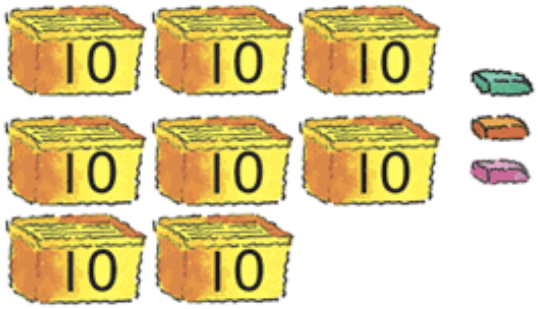
Tens	Ones

forty-eight

6. 

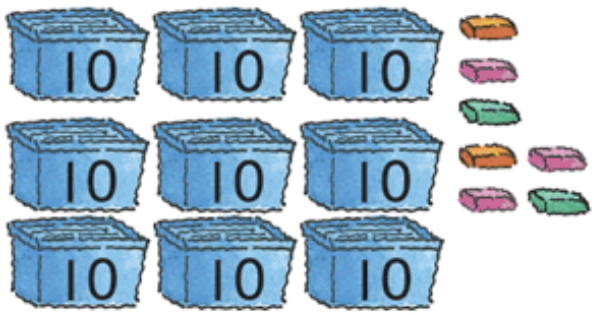
Tens	Ones

sixty-two

7. 

Tens	Ones

eighty-three

8. 

Tens	Ones

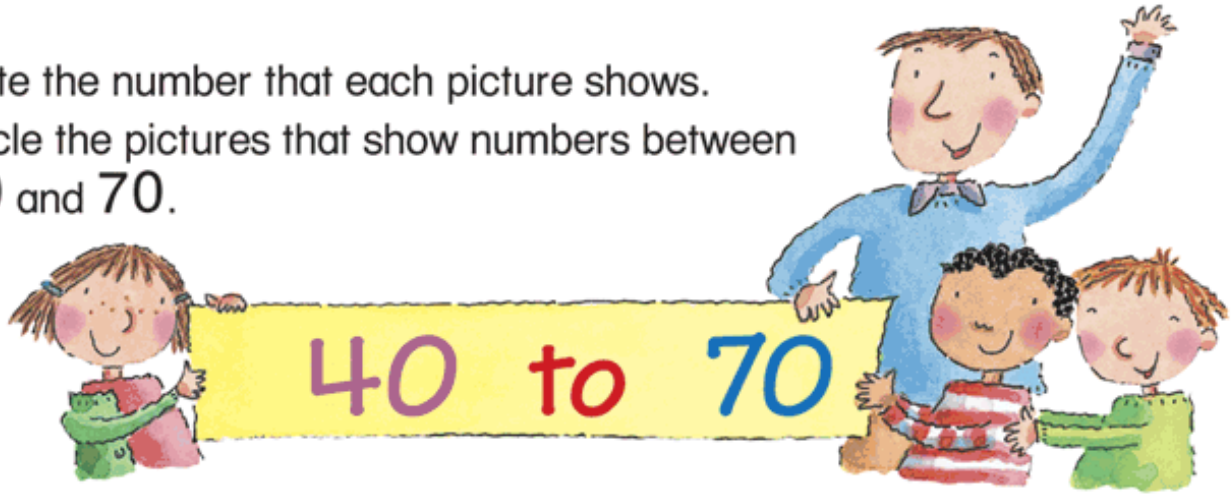
ninety-seven

Go on

Name _____

Problem Solving ▶ Number Sense

Write the number that each picture shows.
Circle the pictures that show numbers between 40 and 70.



9.

_____

10.

_____

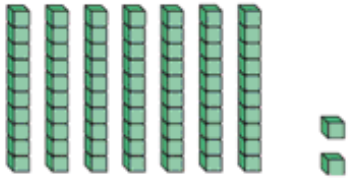
11.

_____

12.

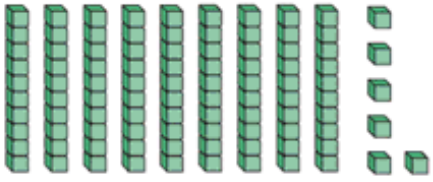
_____

13.



_____

14.



_____

At Home Write several two-digit numbers on a sheet of paper. Ask your child to tell how many tens and how many ones there are for each number.