



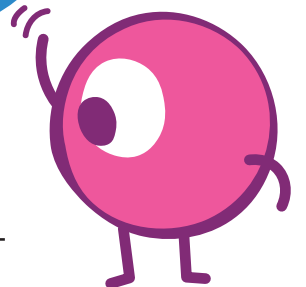
ST Math
Texas

Grade 1

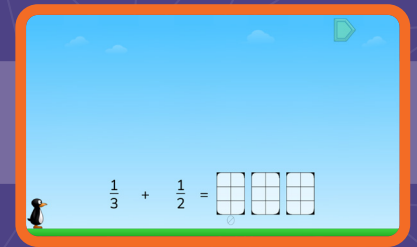
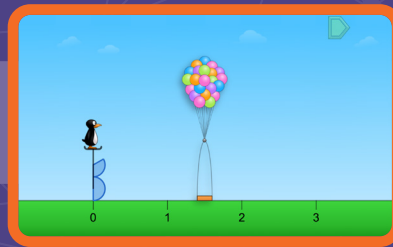
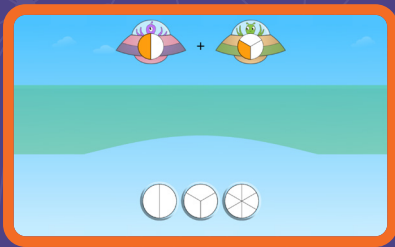
ST Math Practice Book



Whose book
is this?



Building Mathematical Progressions Within and Across Grade Levels



Multiple models for every concept within a grade level

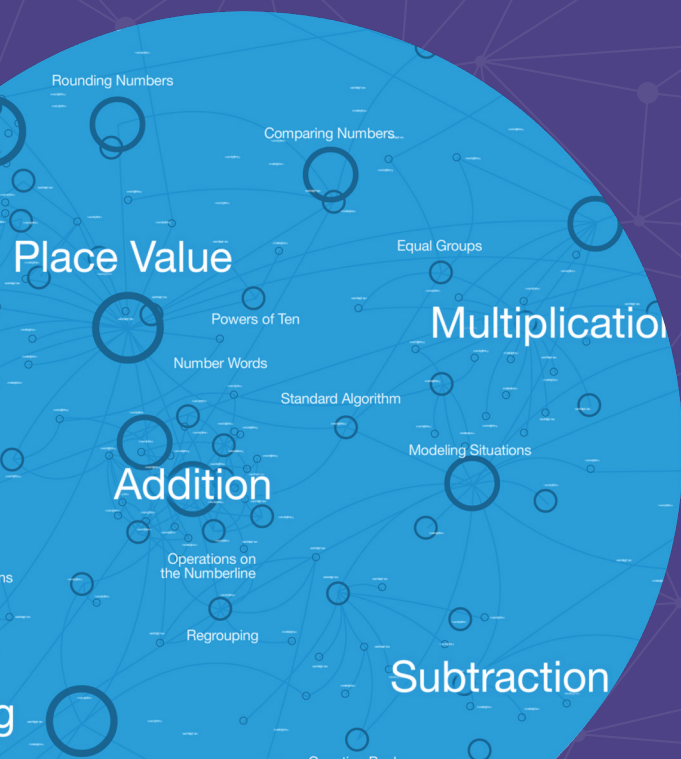
Visual-First Learning That Makes Math Click

ST Math Texas is built around a patented visual-first approach that helps students see and understand math. Interactive visuals activate students' spatial-temporal reasoning, building deep understanding even before introducing formal language or procedures.

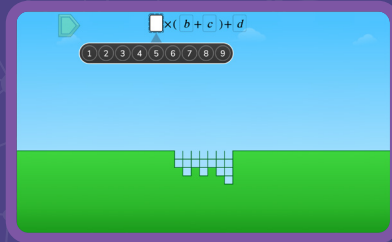
These scaffolded models support problem-solving, strategy sharing, and big-picture thinking—making math feel coherent and connected across and within grade levels.

To deepen learning, lessons use multiple representations—visuals, numbers, words, and symbols—helping students form a rich network of ideas they can apply to new problems.

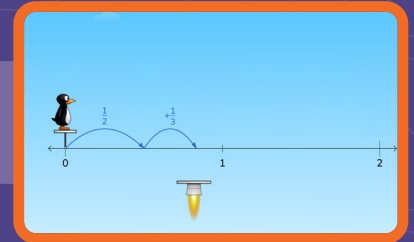
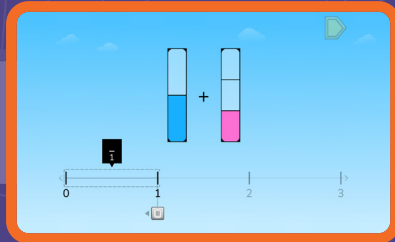
With **ST Math Texas** students go beyond memorization. They develop a connected understanding of math concepts, apply their learning flexibly, and build lasting confidence.



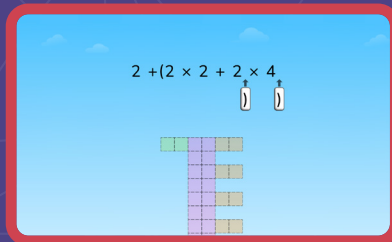
Expressions
Grade 5



Fractions
Grade 4

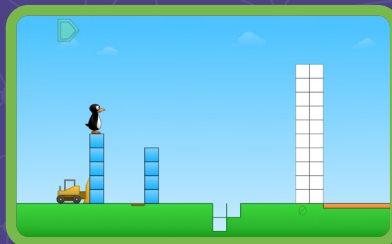


Multiplication
Grade 3

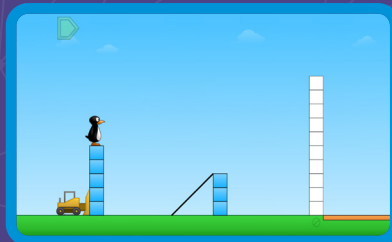


Connected visual
models build in
complexity across
grade levels

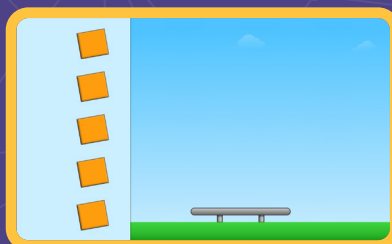
Subtraction
Grade 2



Addition
Grade 1



Counting
Grade K



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How to Use This Document

This practice book is a standards-based, year long practice book companion to ST Math Texas.

To use this book in conjunction with ST Math Texas, find the digital games and objectives tied to each Topic. The hyperlinks will take you to the page that allows you to assign the ST Math Texas Objectives that go along with these practice pages.

These pages are designed to be printed and solved with paper and pencil. They come with spiral review, related topics and problems, and world problems that connect to the world around us.

Our help site offers further ties between ST Math, this practice book, and your school or district's curriculum.

Content Overview

Topic 1 (Adding and Subtracting Within 10) focuses on building strong schemas of addition and subtraction—and how they are connected—that are integral to approaching the content of subsequent Topics. Students explore physical and visual addition and subtraction situations, learning how to represent these situations symbolically, and act out symbolic representations in familiar contexts. As students progress into **Topic 2 (Building Approaches to Problem Solving)**, they explore a variety of ways to represent addition and subtraction situations more abstractly. Topic 2 also focuses on interpreting simple word problems, identifying parts and totals to create models, writing equations, and solving for unknowns.

In **Topic 3 (Comparing and Measuring Length)**, students first venture into the realm of measurement and the concept of continuity. The placement of this Topic allows students to spend more time building strong number sense within 10 while also developing a schema of length that supports the use of length models such as strip diagrams and bar-type graphs in subsequent Topics.

Place value concepts in this course are split between **Topic 4 (Exploring Place Value Within 120)** and **Topic 8 (Extending Place Value to 120)**. Topic 4 focuses on the base-10 structure of the number system, providing students with opportunities to see how groupings of 10 are integral in the number system and how those groupings relate to the way numerals are written. Later in the year, after students have had time to cement their understanding of tens and ones, Topic 8 challenges them to work with numbers more symbolically as they compare numbers and compose and decompose numbers into tens and ones based on the meaning of their digits. Students also come to understand that groupings of 10 continue as they explore a hundred as a Topic.

After developing a place value understanding of two-digit numbers, students extend their addition and subtraction strategies in **Topic 5 (Adding and Subtracting Within 20)**. While they continue to rely on strategies and models from Topics 1 and 2, their new understanding of the importance of 10 opens up the development of additional strategies centered on making a ten and relying on number pairs to 10 as known facts. **Topic 6 (Investigating Data)** and **Topic 7 (Extending Approaches to Problem Solving)** provide avenues for synthesizing learning, consolidating skills, and building fluency with addition and subtraction within 20 through relevant contextual opportunities. Topic 7 utilizes data contexts for a wide variety of problem-solving combined with rigorous interpretation of the mathematics in context. The focus of Topic 8 returns to the interpretation of word problems, with an emphasis on problem types that are more difficult to interpret. Students draw on now-familiar modeling procedures to put mathematics onto the language they encounter in these problems.

In **Topic 9 (Exploring Financial Literacy)**, students build on the idea of groups that they developed in the place value Topics by exploring skip counting by 2 and by 5. They develop an understanding of a single coin as a representative of a group, and they distinguish between the number of coins in a set and the value of those coins. In the final two Topics of the course, students extend their schema of composing and decomposing to shapes. In **Topic 10 (Composing and Decomposing Shapes)**, students explore ways to build simple and composite shapes from component parts. In **Topic 11 (Partitioning Shape and Time)**, students apply their understanding of equal groups to generate equal parts. Telling time is viewed through the lens of equal parts of the clock face, giving students the opportunity to synthesize their understanding of many course concepts, including equal groups, partitioning shapes, and modeling.

Topic 1: Adding and Subtracting Within 10

ST Math Objectives: Addition and Subtraction Within 10, Number Pairs and Making 10, Addition, Subtraction and Equations

TEKS: 1.1.A 1.1.B 1.1.C 1.1.D 1.1.E 1.1.F 1.1.G 1.2.A 1.3.B 1.3.C 1.3.D 1.3.E 1.5.A 1.5.D 1.5.G

ELPS: 1.A 1.B 1.C 2.B 2.E 3.B 3.G 3.H 4.B 4.D 4.E

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Topic 2: Building Approaches to Problem Solving

ST Math Objectives: Addition and Subtraction Situations with Unknowns, Addition and Subtraction Within 10, Addition, Subtraction and Equations

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ELPS: 1.A 1.B 1.E 2.E 2.F 3.B 3.F 3.H 4.D 4.E

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Topic 3: Comparing and Measuring Length

ST Math Objectives: Measurement Concepts, Comparing and Ordering Two-Digit Numbers, Shape Differences

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ELPS: 1.A 1.C 1.D 1.E 2.B 2.C 2.E 2.F 3.B 3.H 4.D 4.E

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ST Math Objectives: Place Value Concepts, Ten as a Unit, Counting to 120

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ELPS: 1.A 1.B 1.C 1.E 1.F 2.B 2.C 2.D 2.E 2.F 3.B 3.C 3.H 4.D 4.E

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Topic 5: Adding and Subtracting Within 20

ST Math Objectives: Addition and Subtraction Within 20, Number Pairs and Making 10, Adding and Subtracting by Tens

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ELPS: 1.A 1.B 1.C 1.D 1.E 1.F 2.B 2.C 2.D 2.E 2.F 3.A 3.B 3.E 3.F 3.H 4.C 4.D 4.E 4.F

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ST Math Objectives: Organizing Data, Comparing and Ordering Two-Digit Numbers, Telling Time

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ELPS: 1.A 1.B 1.E 2.A 2.B 2.C 2.E 3.B 3.E 3.F 3.H 4.D 4.E

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ST Math Objectives: Addition and Subtraction Situations with Unknowns, Addition and Subtraction Within 20, Addition, Subtraction and Equations

TEKS: 1.1.A 1.1.B 1.1.C 1.1.D 1.1.E 1.1.F 1.1.G 1.3.B 1.3.C 1.3.D 1.3.E 1.3.F 1.5.D 1.5.E 1.5.F 1.5.G 1.8.C

ELPS: 1.A 1.B 1.E 1.F 2.B 2.E 2.F 3.B 3.E 3.F 3.G 3.H 4.D 4.E

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ST Math Objectives: Place Value Concepts, Bundles to 100, Two-Digit Number Words

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ELPS: 1.A 1.B 1.C 1.D 1.E 2.A 2.B 2.C 2.E 3.B 3.C 3.E 3.G 3.H 4.D 4.E

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ST Math Objectives: Money, Addition and Subtraction Within 20, Counting to 120

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ELPS: 1.A 1.C 1.D 1.E 2.D 2.E 2.F 3.A 3.B 3.C 3.D 3.E 3.F 3.G 3.H 4.A 4.D 4.E

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ST Math Objectives: Composite Shapes, Shape Differences, Equal Shares and Partitioning

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ELPS: 1.A 1.B 2.A 2.B 2.E 2.F 3.B 3.D 3.H 4.D 4.E

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ST Math Objectives: Equal Shares and Partitioning, Equal Shares and Partitioning Symbolic, Telling Time

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Topic 1

Adding and Subtracting Within 10

Recommended ST Math Objectives:

Addition and Subtraction Within 10

Number Pairs and Making 10

Addition, Subtraction and Equations

Name: _____

Date: _____

Counting to Tell How Many

① Count from 21 to 30.

② Count backward from 23 to 14.

③ Fill in the numbers missing from the number path.

4				
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④ Fill in the numbers missing from the number path.

				9
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⑤ Fill in the numbers missing from the number path.

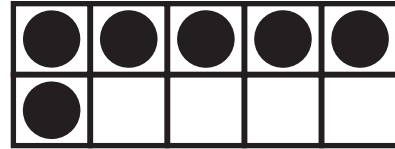
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Name: _____

Date: _____

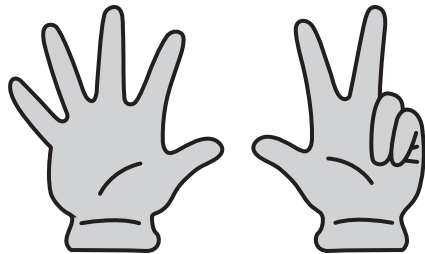
Subitizing to Tell How Many

① How many?

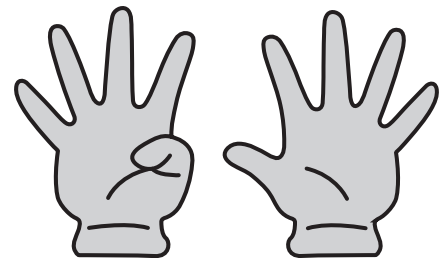
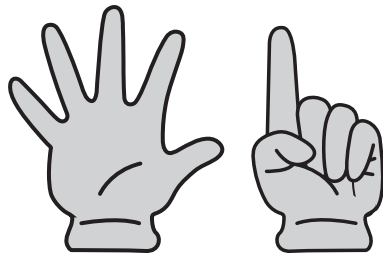


② Count from 84 to 95.

③ How many fingers do you count?



④ Circle the hands that show 6.



Name: _____

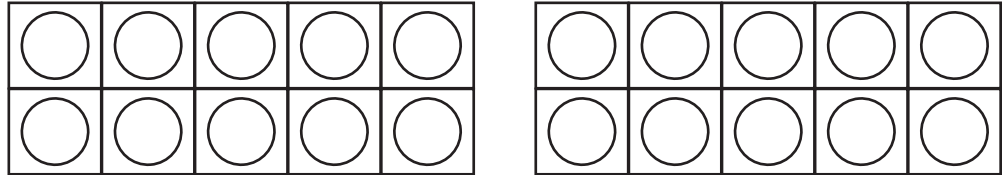
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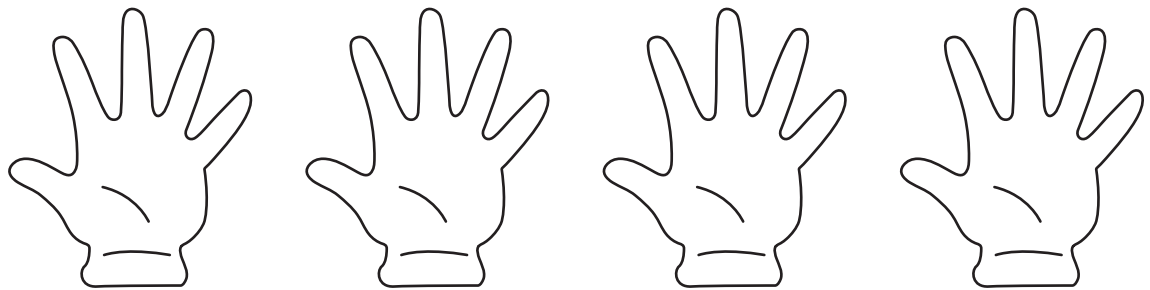
Acting Out to Model Addition Within 10

- ① Color in the dots to show the number.

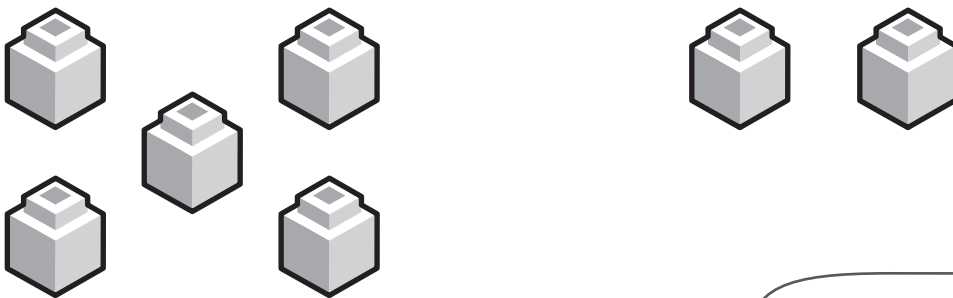
12



- ② Color the hand that is first.



- ③ Brian had 5 blocks. Jaymie gave him 2 blocks. How many blocks does Brian have now?



$$\square + \square = \square$$

Show your thinking with an equation.

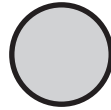
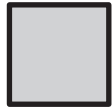


Name: _____

Date: _____

Using Equations to Model Addition Within 10

- ① Circle the square.

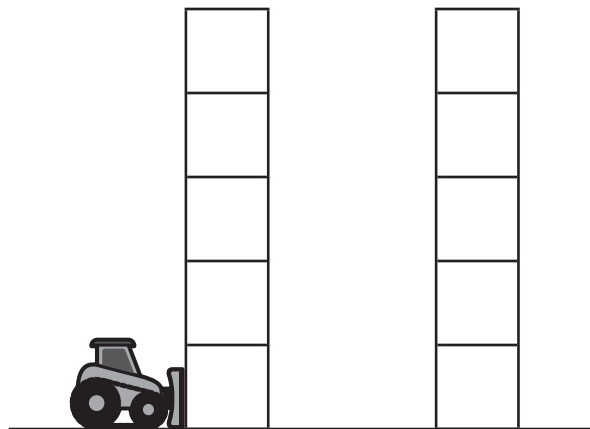


- ② Circle the number that is less.

5

7

- ③ a) Color in the towers to show $3 + 2$.



- b) What is the total amount colored in?

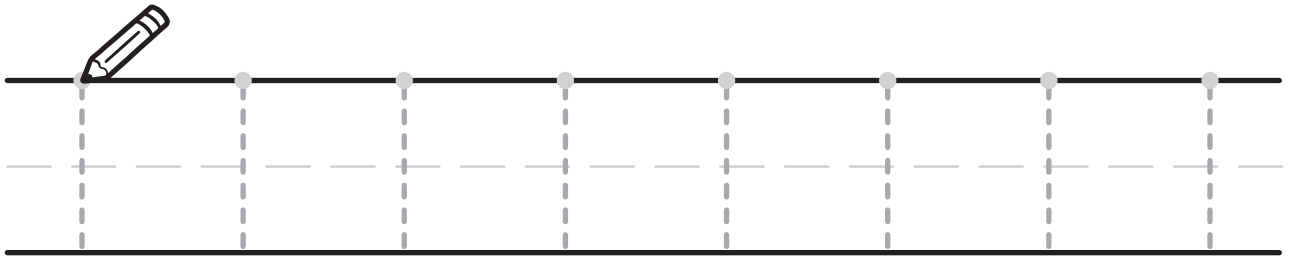
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Counting On to Tell How Many

- ① Skip count by 10 to reach 100.

②

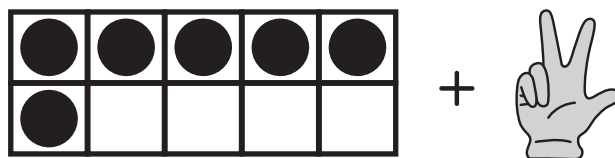


- ③ Solve to find how many.

$$3 + \text{hand showing 3 fingers} = \boxed{}$$

④

How many?

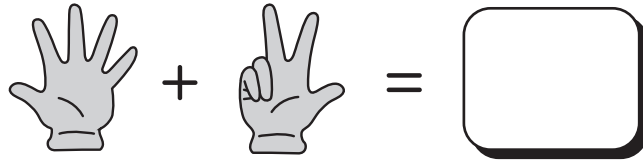


Name: _____

Date: _____

Using a Number Path to Add Within 10

- ① Solve to find how many.


$$5 + 3 = \square$$

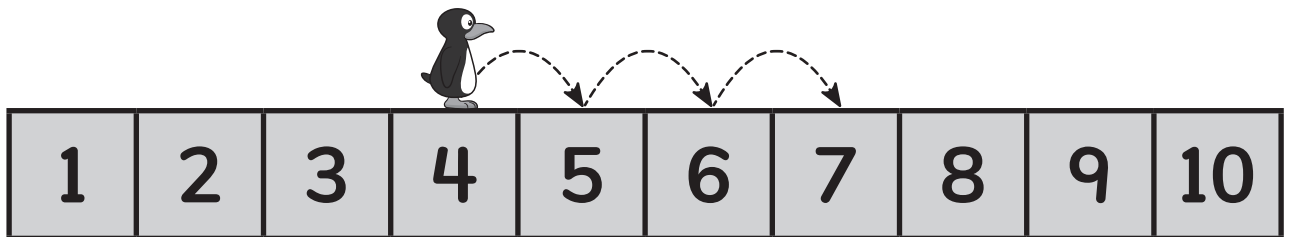
- ② Solve to find how many.

$$3 + \begin{array}{|c|c|} \hline \text{Apple} & \text{Apple} \\ \hline \text{Apple} & \text{Apple} \\ \hline \end{array} = \square$$

- ③ Circle the equation that shows Jiji's movement.

$$4 + 2 = 6$$

$$4 + 3 = 7$$



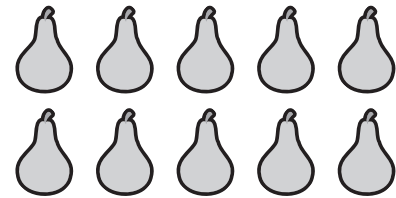
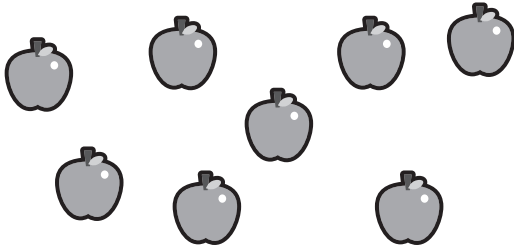
Name: _____

Date: _____



Acting Out to Model Subtraction Within 10

1



- a) Are there more apples or pears?
Circle the group that has more.

- b) How many  ?

- 2) Brian made 9 rolls for the bake sale. 3 rolls were sold.
How many of his rolls are left?

Use the picture to show your thinking.



Name: _____

Date: _____

Using Equations to Model Subtraction Within 10

- ① Write the missing numbers on the number paths. Then, answer the critters' questions.

What number am I on?

		3		
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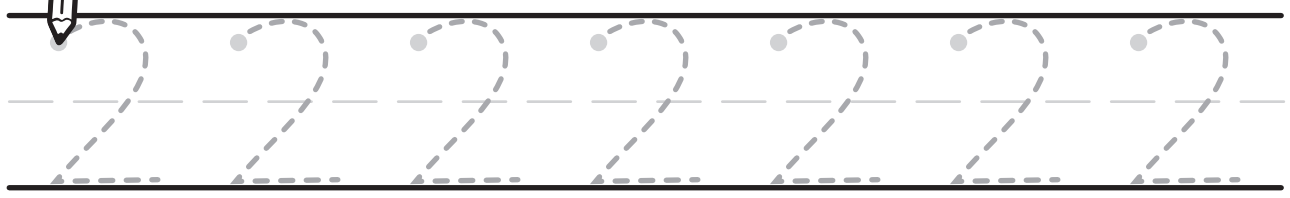
What about me?

		5		
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What number am I on?

				9
--	--	--	--	---


②



③ Solve.

$$7 - 5 = \square$$

Draw a picture to show your thinking.

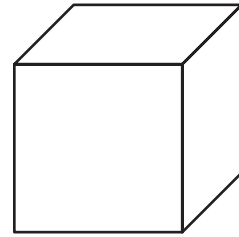
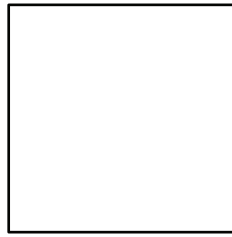
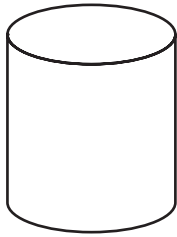


Name: _____

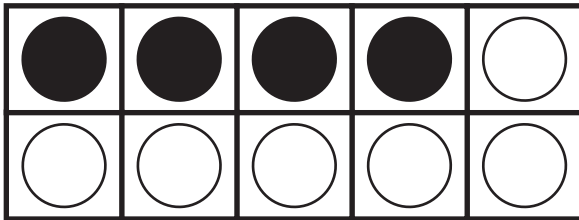
Date: _____

Using a Number Path to Subtract Within 10

- ① Color in the 2-D shape.



- ② Use the ten frame to solve.



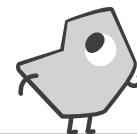
$$4 + \boxed{} = 10$$

$$10 - 4 = \boxed{}$$

- ③ Use the number path to solve.

$$8 - 4 = \boxed{}$$

Use the number path to show your thinking.



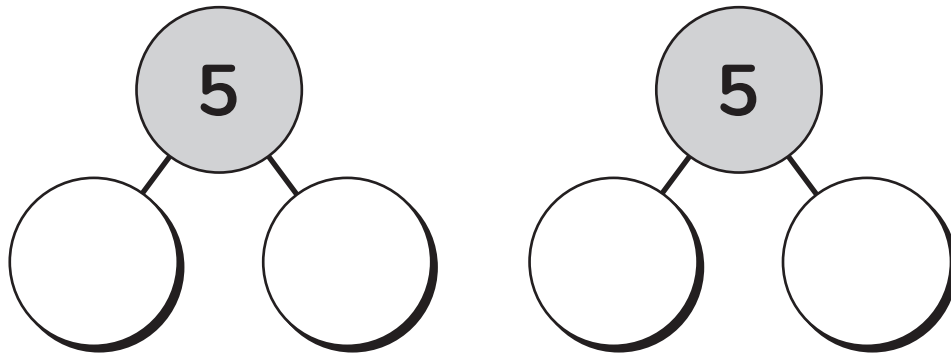
Name: _____

Date: _____

Exploring the Relationship Between Addition and Subtraction

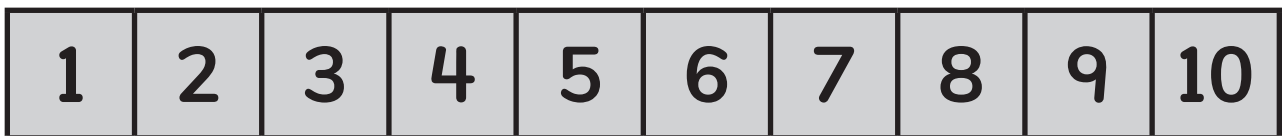
① Count from 76 to 83.

② Complete the number bonds using 2 different ways.



③ Use the number path to solve.

$$7 - 6 = \boxed{}$$



④ Solve.

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

Name: _____

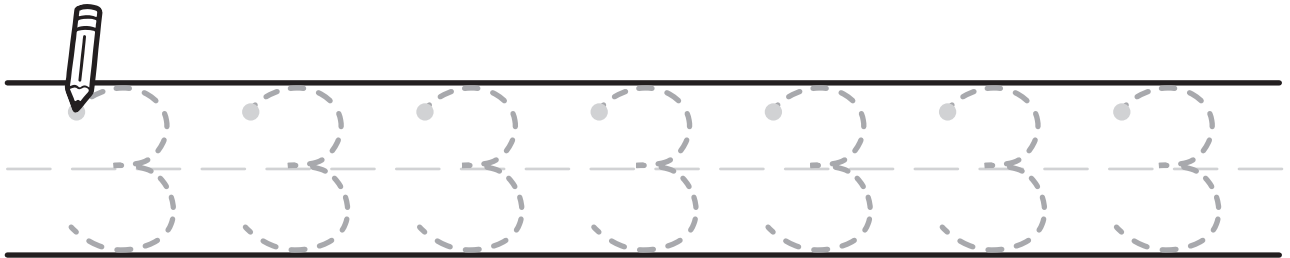
Date: _____

Using Number Bonds to Model and Solve Part-Part-Total Relationships

- ① Solve to find how many.

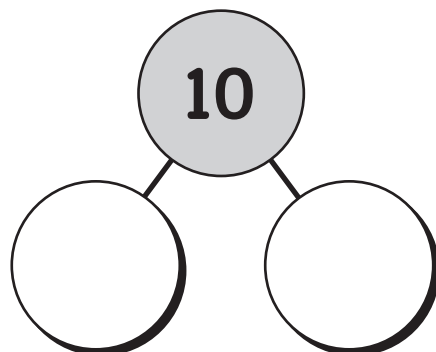
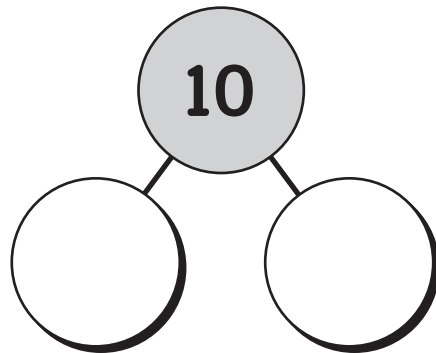
$$\begin{array}{|c|} \hline \bullet & \bullet \\ \hline \bullet & \\ \hline \bullet & \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline & \bullet \\ \hline \bullet & \\ \hline \bullet & \\ \hline \end{array} = \boxed{}$$

- ②



- ③ Complete the number bonds using 2 different ways.

Circle groups of stars to show your thinking.



Name: _____

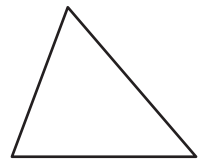
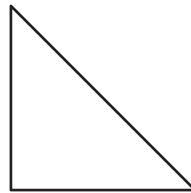
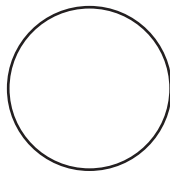
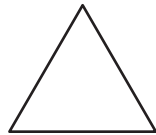
Date: _____

Using Equations to Model and Solve Part-Part-Total Relationships

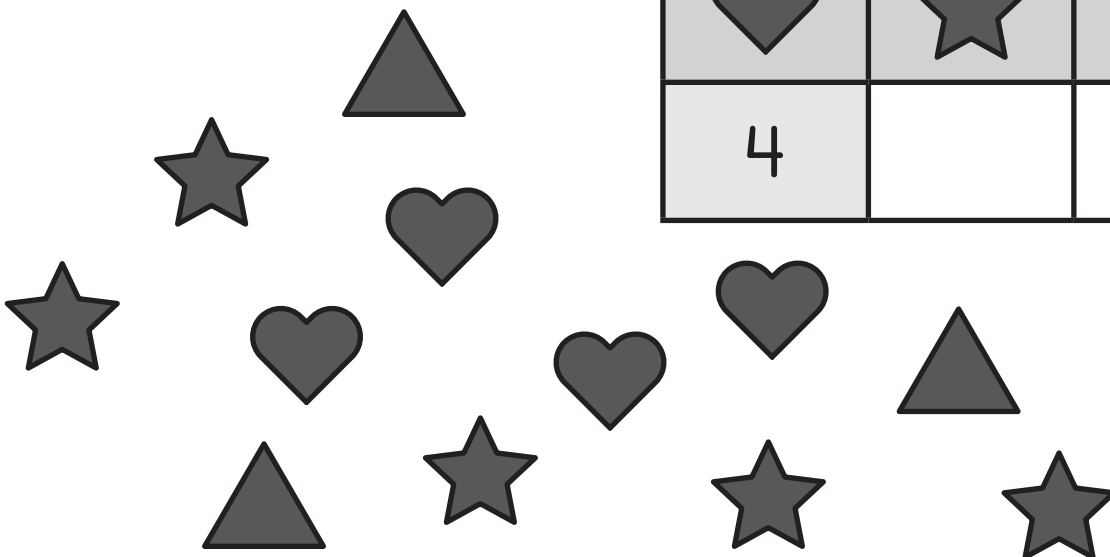
- ① Circle the shorter crayon.






- ② Color in the triangles.



- ③ Complete the table.



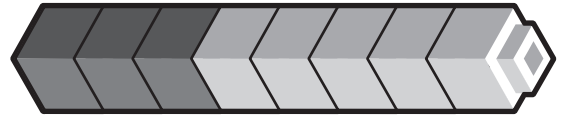
		
4		

Name: _____

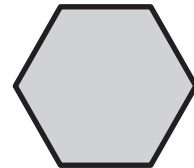
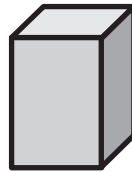
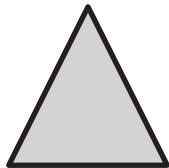
Date: _____

Exploring the Commutative Property of Addition

- ① Circle the model that shows $3 + 5$?



- ② Which shape is solid?



- ③ You can add numbers in any order.

True

False

How do you know?



- ④ Draw a line to match expressions with the same total.

$3 + 1$

$1 + 6$

$2 + 4$

$1 + 3$

$6 + 1$

$6 + 4$

$4 + 6$

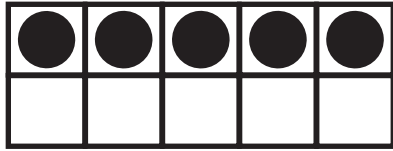
$4 + 2$

Name: _____

Date: _____

Using Equations to Model 10

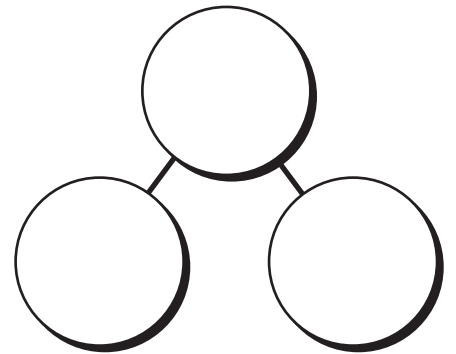
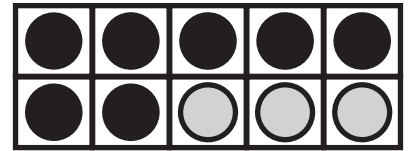
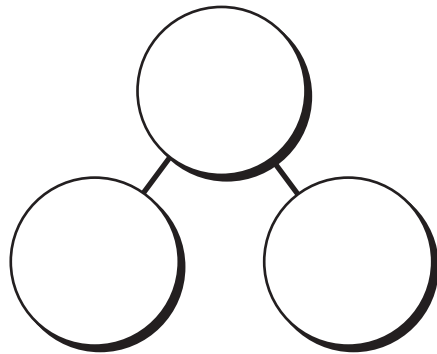
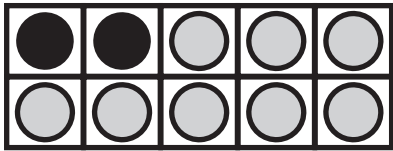
- ① How many more to make 10?



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

- ② Count from 99 to 89.

- ③ Fill in each number bond to match the ten frame.



Name: _____

Date: _____

Exploring Strategies to Find the Missing Part

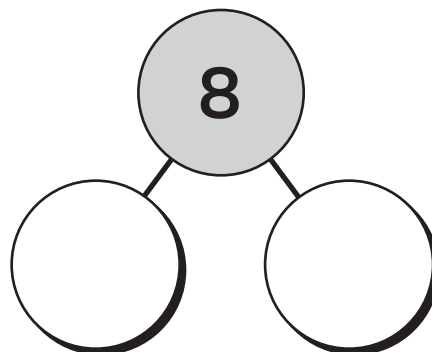
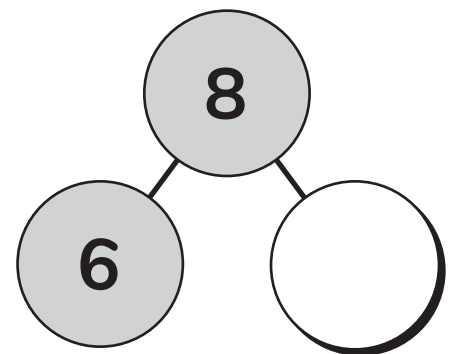
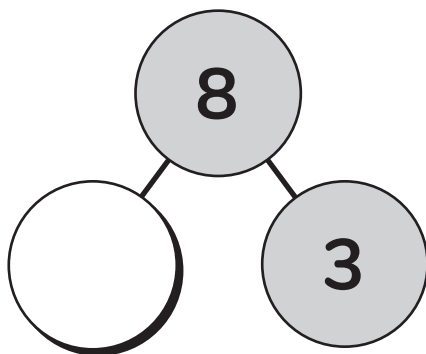
- ① Color the fourth star.



- ②



- ③ Complete the number bonds to show 3 different ways.

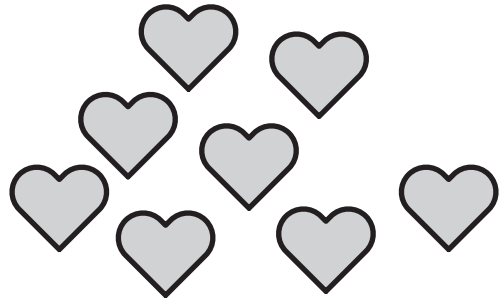


Name: _____

Date: _____

Choosing Strategies to Find the Missing Part

①



a) Are there more stars or more hearts?

stars

hearts

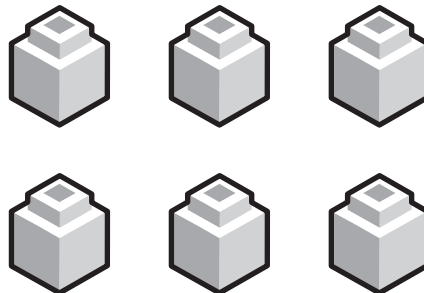
b) How many hearts?

②

Finish this sentence.

I know $4 + 2 = 6$, so $6 - 2 =$

Use the picture to show your thinking.



Name: _____

Date: _____

Using a Think-Addition Strategy to Subtract Within 10

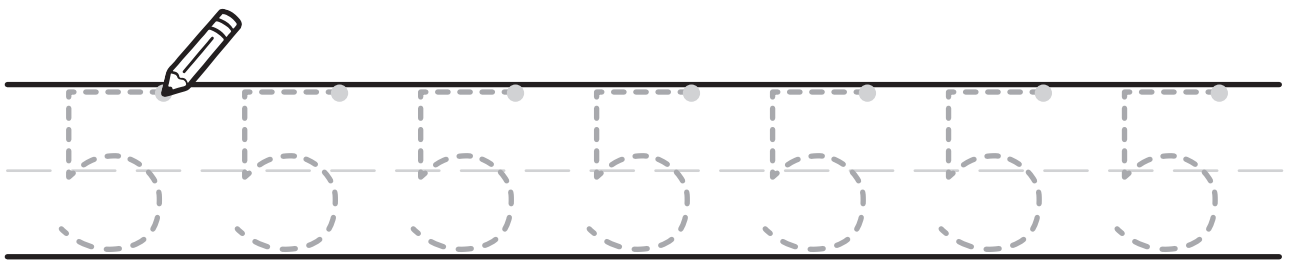
- ① Circle the number that is greater.

7 9

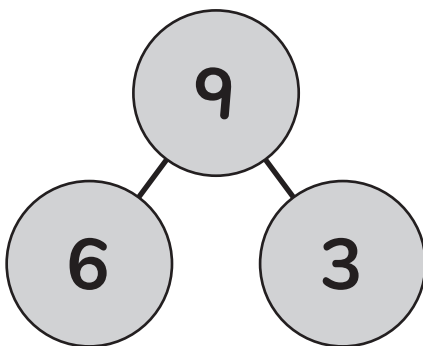
- ② Circle the number that is less.

8 6

- ③



- ④ Use this number bond to write one addition equation and one subtraction equation.



$$\square + \square = \square$$

$$\square - \square = \square$$

Topic 2

Building Approaches to Problem Solving

Recommended ST Math Objectives:

Addition and Subtraction Situations with Unknowns

Addition and Subtraction Within 10

Addition, Subtraction and Equations

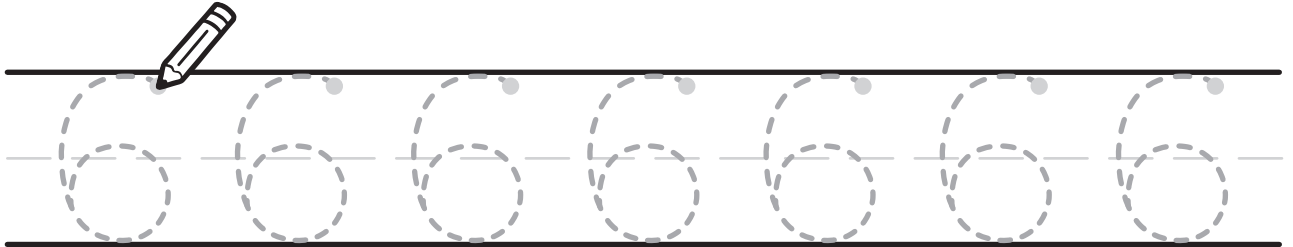
Name: _____

Date: _____



Exploring Doubling Patterns

①



②

$$4 + 3 = \square$$

a) Change the order of the addends and add again.

$$\square + \square = \square$$

b) Are the answers equal? **yes** **no**

③

Solve. $\square = 9 - 5 + 5$

④

Vivi has 12 stickers. There are blue stickers and red stickers. She has the same amount of each kind. Write an equation to show the total number of stickers.

$$\square + \square = \square$$

Name: _____

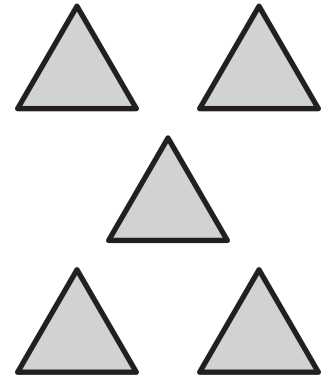
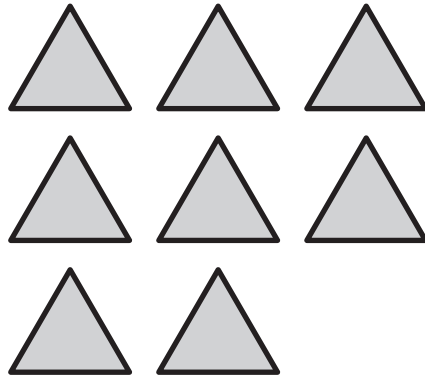
Date: _____



Modeling and Solving Part-Part-Total Word Problems: Total Unknown

Brian

- ① Circle the group that has 8 triangles.



- ② Solve. $4 + 4 + 2 = \square$

- ③ Brian drew pictures of his favorite fruits. Brian drew 9 bananas, 7 cherries, and 2 peaches. How many fruits did he draw?

$$\square + \square + \square = \square$$

Did you show your thinking with this equation?



Name: _____

Date: _____



Brian

Modeling and Solving Part-Part-Total Word Problems: Both Parts Unknown

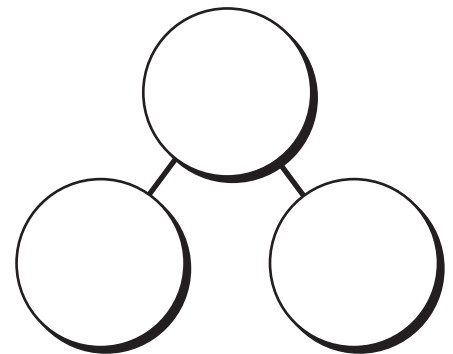
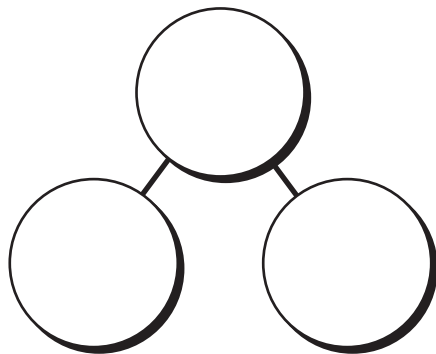
- ① Complete the equation.

$$\square + 4 = 9$$

- ② Solve.

$$\square = 8 + 2 + 4$$

- ③ Brian baked some dog treats and some cat treats. He baked 16 treats altogether. Use the number bonds to show 2 different amounts of dog treats and cat treats he could have made.



Did you show 2 ways?

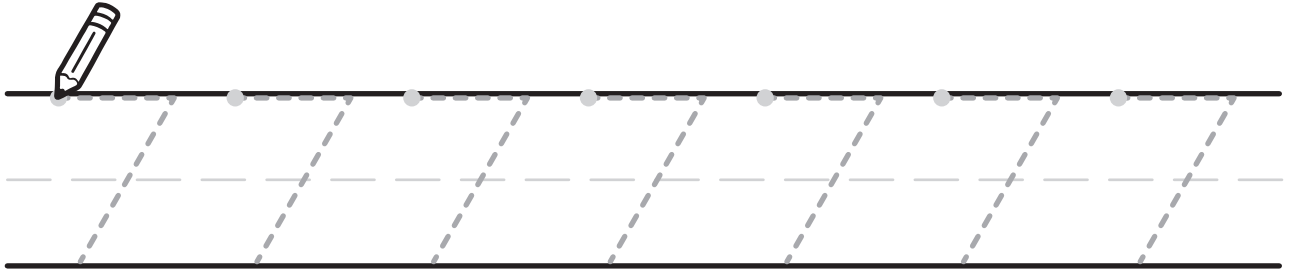


Name: _____

Date: _____

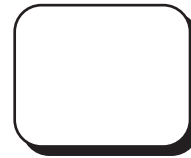
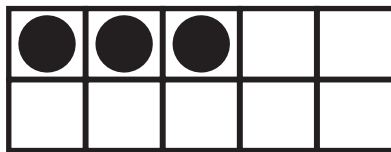
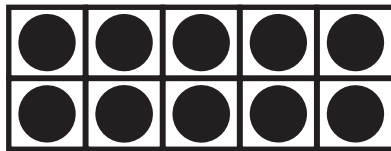
Modeling and Solving Part-Part-Total Word Problems: Part Unknown

①



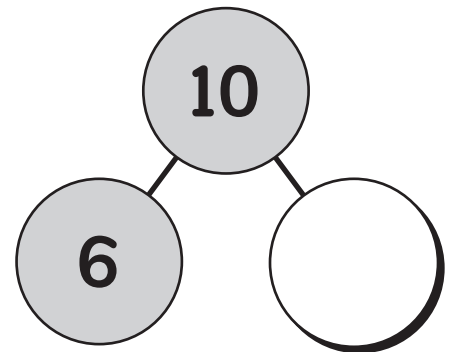
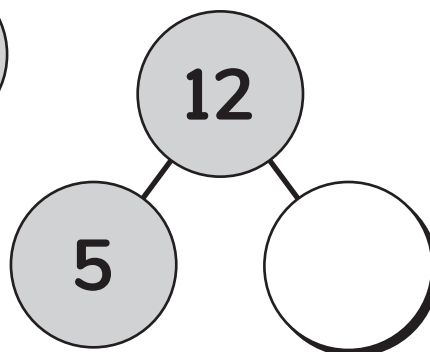
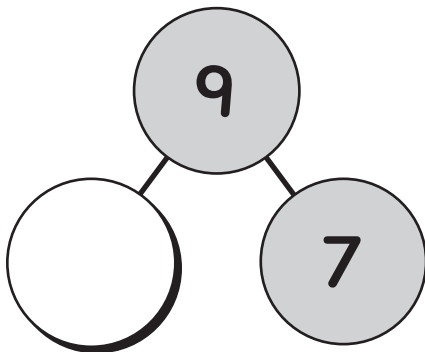
②

How many total dots are there in the ten frames?



③

Fill in the missing parts.



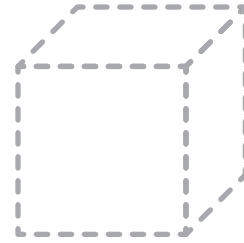
Name: _____

Date: _____



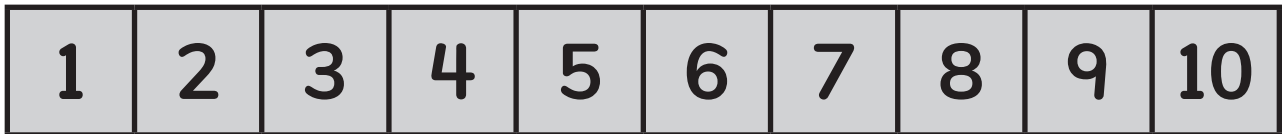
Creating Part-Part-Total Word Problems: One Part Unknown

- ① Trace a square on this shape.



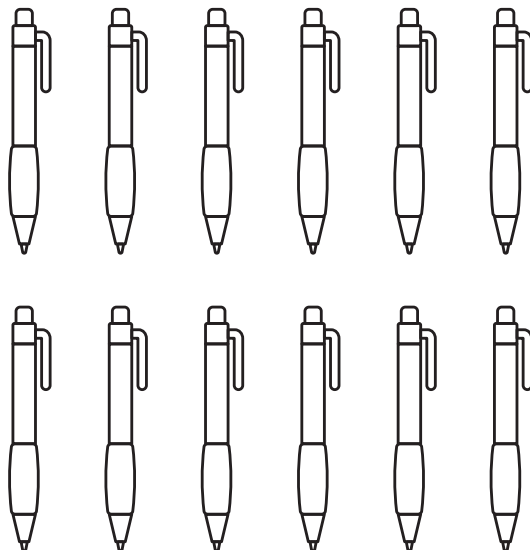
- ② Solve. Show your thinking on the number path.

$$9 - 4 = \square$$

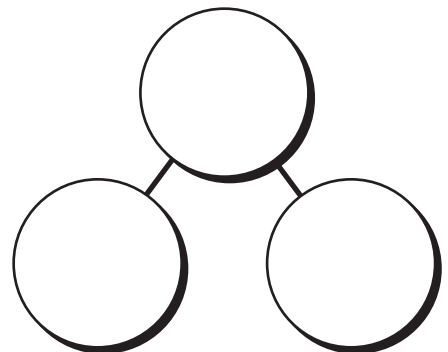


- ③ Jaymie has 12 pens. She sees that 8 pens are black. The rest of the pens are red. How many pens are red?

Use the picture and the number bond to show your thinking.



pens



Name: _____

Date: _____



Jaymie

Modeling and Solving Part-Part-Total Word Problems: Mixed Unknown

- ① Circle the greater number.

4

6

- ② a) First, complete the addition equation.

$$4 + \boxed{} = 7$$

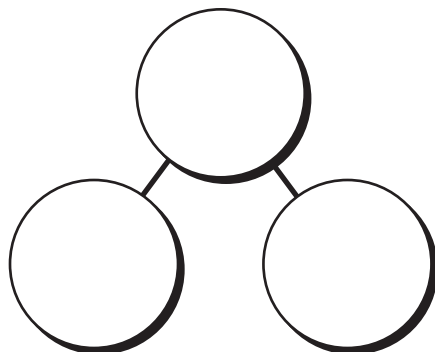
- b) Now, solve.

$$7 - 4 = \boxed{}$$

- ③ Jaymie had 18 crayons and markers. She had 12 crayons.

- a) What is the unknown in this problem?

- b) How could you model this problem using the number bond?



Did you show your thinking using the number bond?



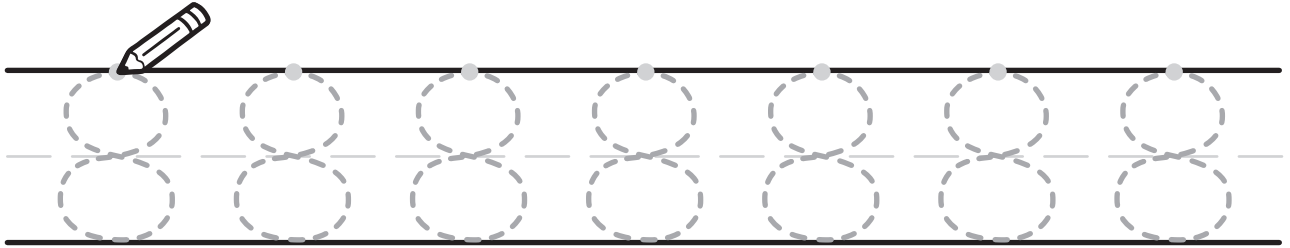
Name: _____

Date: _____



Counting Strategically to Solve Word Problems

①



②

Complete the equations.

$$7 + \boxed{} = 10$$

$$8 = 4 + \boxed{}$$

③

Vivi had 16 butterfly stickers. She gave 9 butterfly stickers to her friends. How many butterfly stickers does Vivi have now?

$$16 - 9 = \boxed{}$$

Vivi has $\boxed{}$ stickers now.

Did you use the equation to show your thinking?



Name: _____

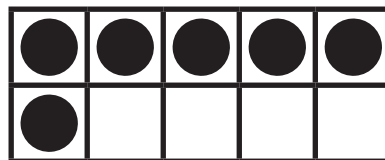
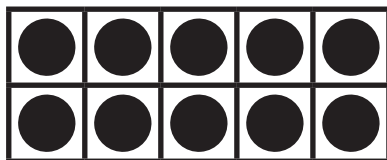
Date: _____



Jaymie

Modeling and Solving Active Addition and Subtraction Word Problems: Result Unknown

- ① Count the dots, and then fill in the missing numbers.



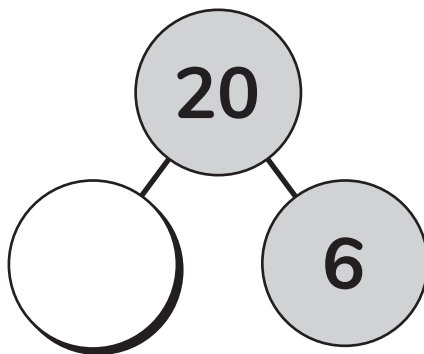
tens and ones is .

- ② Circle the cup that holds more.



- ③ Jaymie loves markers! She got a set of 20 markers for her birthday. Then, 6 of the markers stopped working, so Jaymie threw them away. How many markers does Jaymie have now? Show your thinking with a number bond and an equation.

markers



Did you show your thinking with a number bond and an equation?

Name: _____

Date: _____



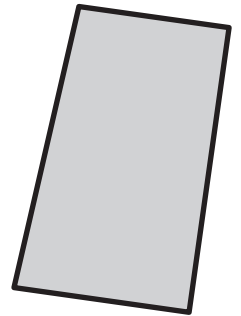
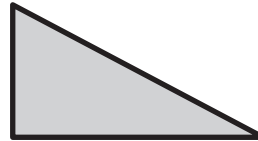
Modeling and Solving Active Subtraction Word Problems: Change Unknown

- ① Write 2 ways to make 9.

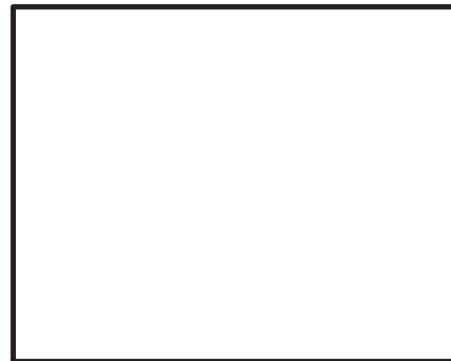
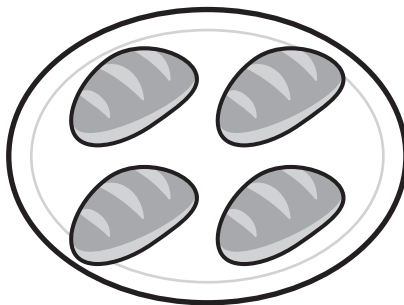
$$\square + \square = 9$$

$$\square + \square = 9$$

- ② Circle the shape that is a rectangle.



- ③ Brian had 12 rolls. He put 4 rolls on a plate. He put the rest of the rolls in a box. How many rolls are in the box? Show your thinking with a drawing.



Did you show your thinking with a drawing?

rolls



Name: _____

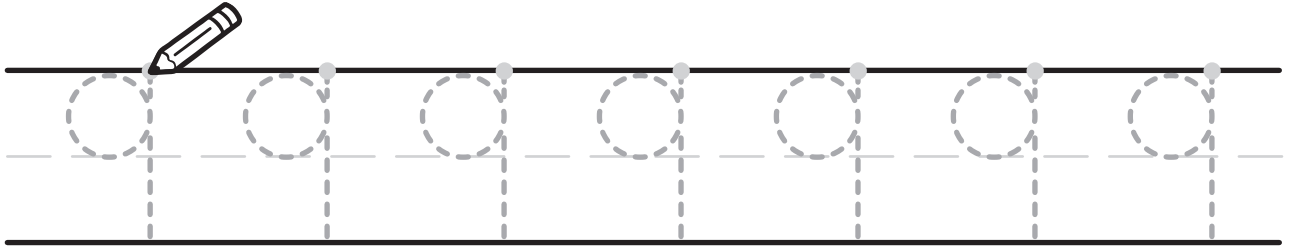
Date: _____



Vivi

Modeling and Solving Active Addition Word Problems: Change Unknown

①



②

Complete the equations.

$$6 + \square = 10$$

$$9 = 3 + \square$$

③

Vivi collects stickers. She had 14 stickers. Vivi got some more stickers from her class prize box. Now, Vivi has 19 stickers. How many stickers did Vivi get from the prize box?

$$14 + \square = 19$$

Did you show your thinking using this equation?



Name: _____

Date: _____

Creating Active Addition and Subtraction Word Problems: Change Unknown

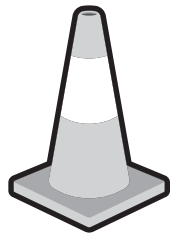
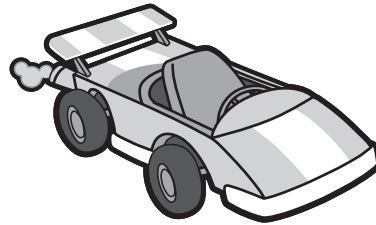
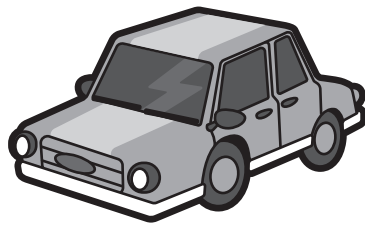
- ① How many stars? Color in the squares to match.



stars

--	--	--	--	--	--	--	--	--	--

- ② Circle the item that is in the middle.



- ③ Write or tell a story that matched the equation. Solve to find the answer.

$$8 + 6 =$$

Topic 3

Comparing and Measuring Length

Recommended ST Math Objectives:

Measurement Concepts

Comparing and Ordering Two-Digit Numbers

Shape Differences

Name: _____

Date: _____

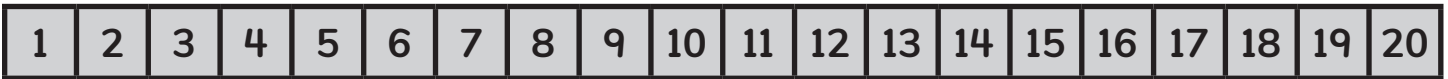
Comparing and Ordering Lengths

- ① Complete the equation.

$$14 - \boxed{} = 7$$

- ② Solve. Show your thinking on the number path.

$$19 - 7 = \boxed{}$$



- ③ Draw one line that is **longer** than the crayon.
Draw one line that is **shorter** than the crayon.



Name: _____

Date: _____



Making Predictions When Comparing Length

① If $16 - 4 = 12$, then + 4 = 16

- ② Jaymie's school box has 4 pencils, 2 glue sticks, and 7 crayons. How many total supplies does Jaymie have in her school box?

Write an equation and solve.



- ③ Draw 2 objects in your classroom that are about the same length as your pencil.

Name: _____

Date: _____



Vivi

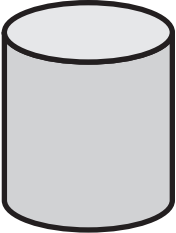


Brian



Jaymie

Making Indirect Comparisons of Length

- ①  Is this shape flat or solid?
- flat solid

- ② Circle the tree that is taller.



- ③ Vivi's tower is shorter than Brian's tower. Jaymie's tower is shorter than Vivi's tower. Label each tower below with the name of the person who built it.



Name: _____

Date: _____



Making Predictions When Comparing Height

- ① Write another subtraction equation that uses the same numbers as in the equation $17 - 5 = 12$.

- ② Miles sees 6 birds in a tree. Then, 2 more birds fly to the tree. How many birds are in the tree now?

Write an equation to show your thinking.



- ③
 - a) Draw 1 object in the room that you think is **longer** than this paper.

 - b) Compare the paper and the object you chose. Were you right?

Yes

No

Name: _____

Date: _____

Measuring Length with Nonstandard Units

- ① Circle the expressions that make 10.

$6 + 3$

$7 + 3$

$5 + 5$

$8 + 1$

$8 + 2$

- ② Is this equation true or false? $6 + 7 = 14$

True

False

- ③ About how long is this pencil?



blocks

Name: _____

Date: _____



Measuring Length Without Gaps and Overlaps

- ① There are 6 markers in the box. Jaymie puts 8 more markers in the box. How many markers are in the box now?

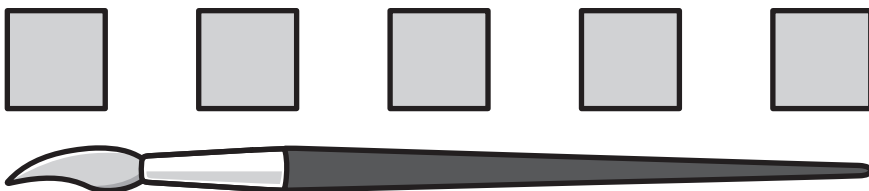


Write an equation and solve.

- ② Complete the equation.

$$6 + \boxed{} = 10$$

③



Is this paintbrush about 5 blocks long? Circle the answer.

Yes

No

Explain your thinking.



Name: _____

Date: _____



Brian



Naomi



Jaymie

Creating a Tool to Measure Length

- ① Brian asked some of his friends to choose their favorite baking treats. 4 chose fruit bars, 3 chose crackers, and 7 chose pretzels. How many friends did Brian ask to choose a favorite treat?

Write an equation and solve.

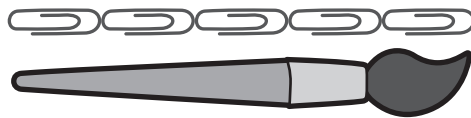


- ② Complete the equations.

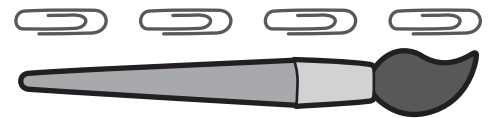
$$5 + \boxed{} = 14$$

$$2 + \boxed{} = 9$$

- ③ Naomi and Jayme both use paper clips to measure the length their paint brushes. Circle the student who used the paper clips correctly. Explain your thinking.



Naomi



Jaymie

Name: _____

Date: _____

Aligning Units and Tools to Measure Length

① a) Solve.

$$3 + 7 = \square$$

$$6 + 4 = \square$$

$$8 + 2 = \square$$

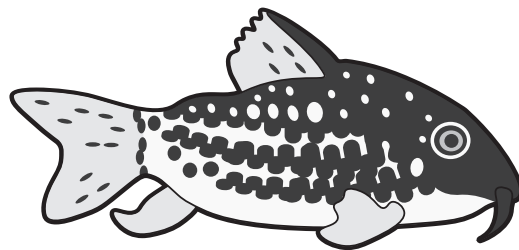
b) What do you notice about all the sums?

② Circle the equation that is true.

$$20 - 7 = 13$$

$$20 - 6 = 15$$

③ How long is the fish?



paper clips

Name: _____

Date: _____



Miles



Brian



Jaymie

Using Same-Size Units to Measure Length

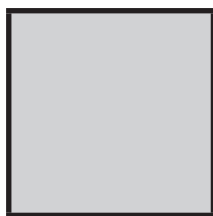
① If $9 - 3 = 6$, then $6 + \square = 9$.

- ② Miles had 9 cars. Then, Brian borrowed 2 cars. How many cars does Miles have now?

Write an equation and solve.



- ③ Jaymie said her pencil was about 4 units long. Which unit did she use, blocks or paper clips?



Did you explain your thinking?



Name: _____

Date: _____



Using Measurements To Compare Lengths

- ① Solve.

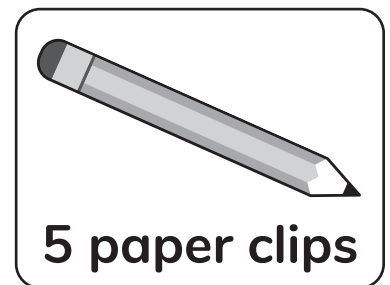
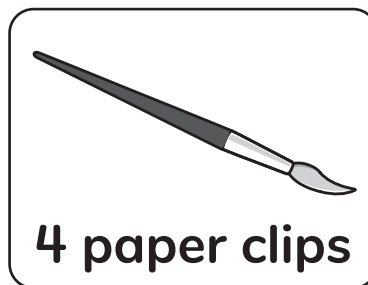
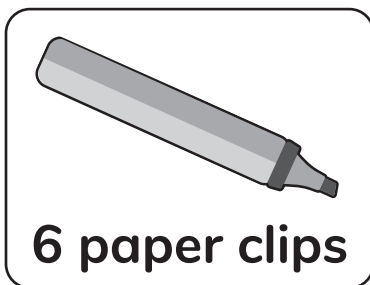
$$5 + 6 + 5 = \square$$

- ② Brian baked some bars. He made 8 fruit bars, 2 granola bars, and 7 peanut butter bars. How many total bars did he make?



Write an equation and solve.

- ③ Brian measured each object using paper clips. Circle the object that is the longest.



Topic 4

Exploring Place Value Within 120

Recommended ST Math Objectives:

Place Value Concepts

Ten as a Unit

Counting to 120

Name: _____

Date: _____



Making Groups to Tell How Many

- ① Vivi started with some tokens in her video game. Then, she won 7 more tokens. Now, she has 13 tokens. How many tokens did Vivi have at the start?



Write an equation and solve.

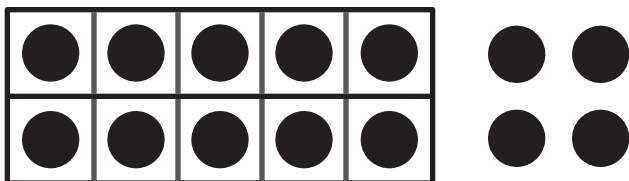
- ② Solve.

$8 - 2 = \square$

$10 - 6 = \square$

$7 - 4 = \square$

- ③



This is 1 group of 10 and \square more. The total is \square .

Name: _____

Date: _____

Using Number Bonds and Ten Frames to Model Teen Numbers

- ① Write 3 different expressions that add to 7.

$$\square + \square$$

$$\square + \square$$

$$\square + \square$$

- ② a) Circle the equation that is true.

$$7 + 4 = 11$$

$$8 + 5 = 11$$

- b) Write another equation that is true.

$$\square + \square = \square$$

- ③ Show 17 using the ten frames below.

Name: _____

Date: _____



Jaymie

Using Place Value Mats to Model Teen Numbers

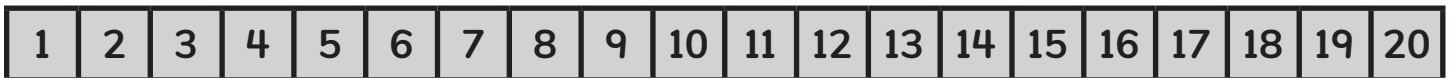
- ① Jaymie collected school supplies for her teacher. She found 3 markers, 6 pencils, and 4 glue sticks. How many total supplies did Jaymie collect?



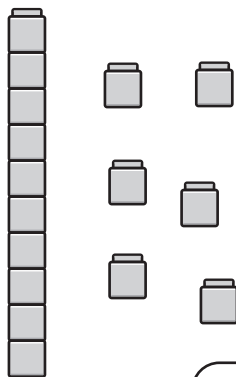
Write an equation and solve.

- ② Solve. Show your thinking on the number path.

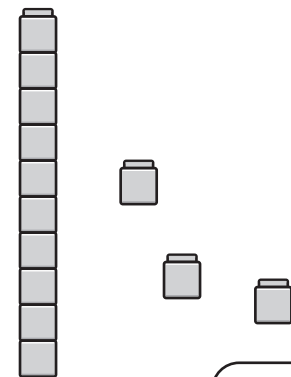
$$17 - 4 = \square$$



- ③ Write the number shown by the blocks.



This number is .



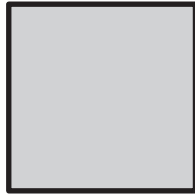
This number is .

Name: _____

Date: _____

Counting by 10s to Tell How Many

- ① Which shape has 4 equal sides?



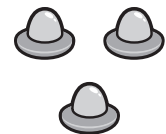
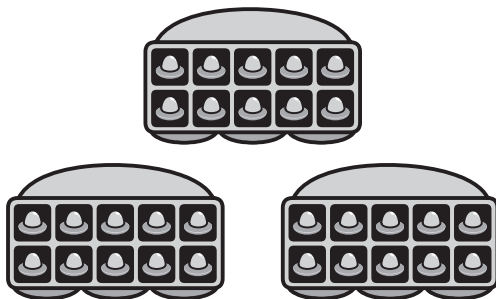
- ② Complete the equations.

$$8 = 10 + \square$$

$$13 = 10 + \square$$

$$10 = 10 + \square$$

- ③ Circle the set of spaceships that shows 30.

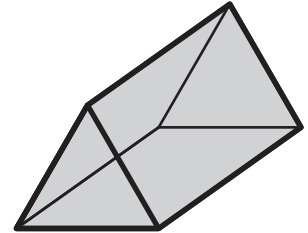
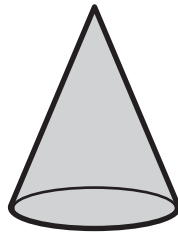
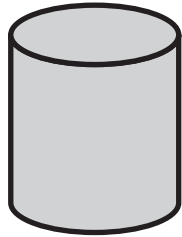


Name: _____

Date: _____

Using Place Value Mats to Model Two-Digit Numbers

- ① Circle the cone.



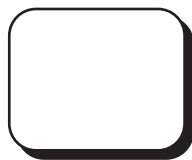
- ② Write these addition sentences using +, -, and =.

8 plus 9 equals 17.

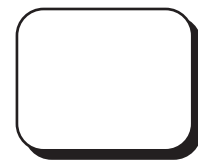
18 equals 9 plus 9.

- ③ Read the hint for each mystery number.
Then, write the mystery number.

a) 4 tens and 8 ones



b) 6 tens and 3 ones



Name: _____

Date: _____

Comparing Models of Two-Digit Numbers

① $3 + 3 = 6$

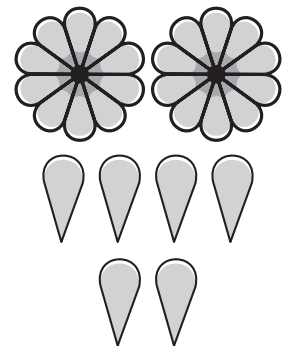
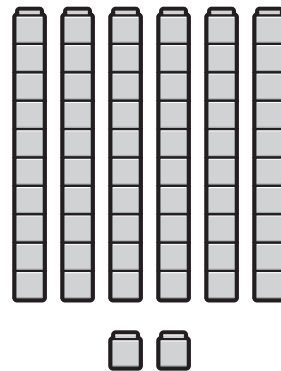
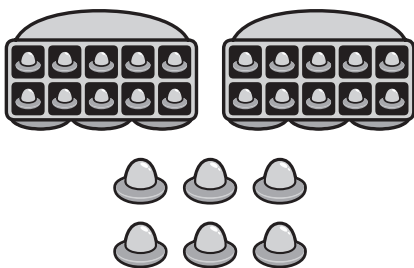
Write 2 more equations that equal 6.

$$\square + \square = 6$$

$$\square + \square = 6$$

② Write 4 numbers that are greater than 8.

③ Circle ALL of the models that show 26.



Name: _____

Date: _____

Estimating and Representing Two-Digit Quantities

- ① Circle the number that is 1 more than 15.

14

16

18

- ② Solve.

$5 - 3 = \square$

$9 - 3 = \square$

$7 - 3 = \square$

- ③ Read the hint for each mystery number.
Then, write the mystery number.

a) 8 tens and 4 ones

b) 6 tens and 2 ones

Name: _____

Date: _____

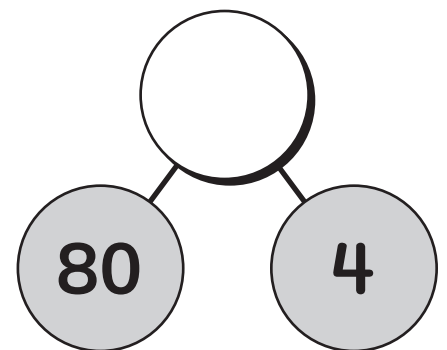
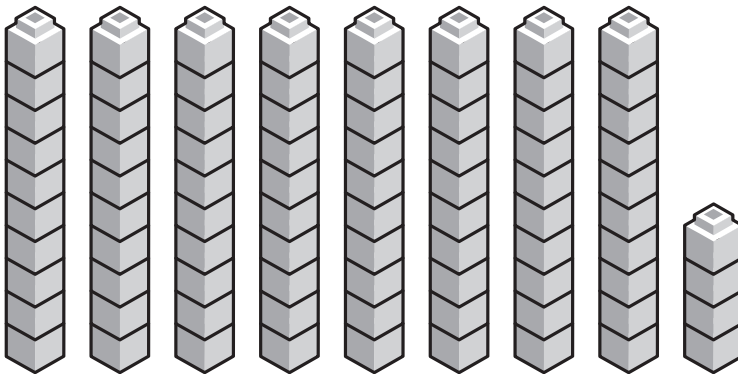
Using Number Bonds to Model Two-Digit Numbers

- ① Solve each equation.

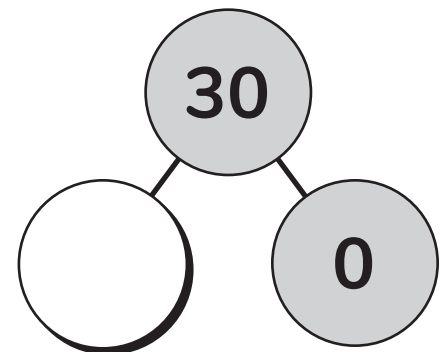
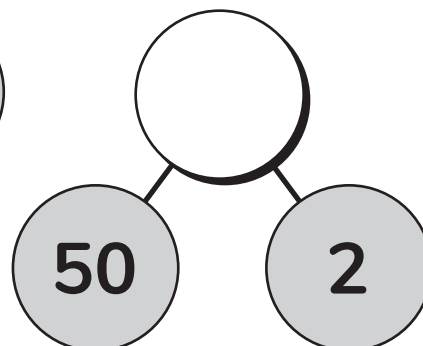
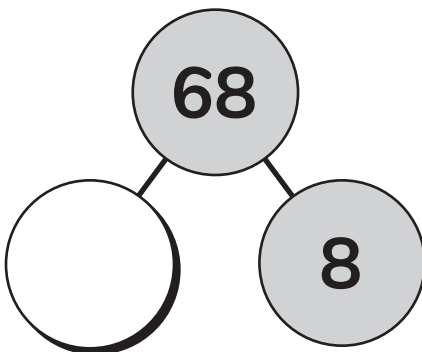
$$5 + \boxed{} = 10$$

$$\boxed{} = 5 + 4$$

- ② Use the model to complete the number bond.



- ③ Complete the number bonds.



Name: _____

Date: _____



Using Place Value Patterns to Find 10 More or Less

- ① Circle the equation that is true.

$$12 - 7 = 6$$

$$8 + 4 = 12$$

- ② Vivi had 8 crackers. She ate 5 of them.
How many crackers does she still have?

Write an equation
and solve.



- ③ Fill in the missing numbers in each table to show 10 less and 10 more than the target number.

10 Less	Target Number	10 More
	89	
	33	

Name: _____

Date: _____

Locating Numbers Within 100 on a Number Path

- ① Circle ALL the expressions that equal 6.

$10 - 4$

$7 - 2$

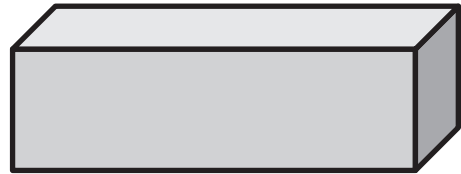
$5 + 4$

$2 + 4$

- ② Is this shape flat or solid?

flat

solid



- ③ Fill in the missing numbers in each number path.

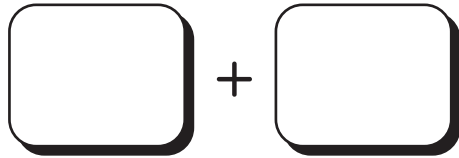


Name: _____

Date: _____

Using Place Value Patterns to Build Numbers Within 120

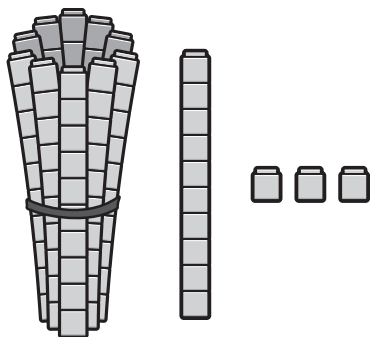
- ① Write 3 different expressions that add to 6.



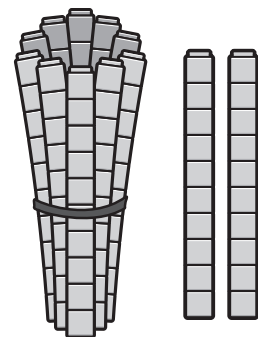
- ② Complete the equation.

$$8 + \square = 10$$

- ③ What number does each set of blocks show?



a)



b)

Name: _____

Date: _____

Using Base Ten Blocks to Model Numbers Within 120

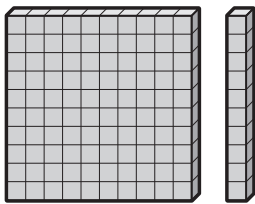
- ① Solve each equation. How many more to make a ten?

$$2 + \boxed{} = 10$$

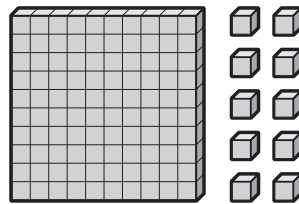
$$10 = 1 + \boxed{}$$

- ② What are 3 different numbers less than 47?

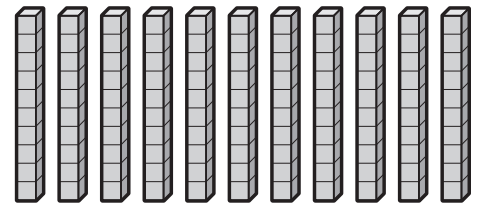
- ③ Circle each group of base ten blocks that show 110.



a)

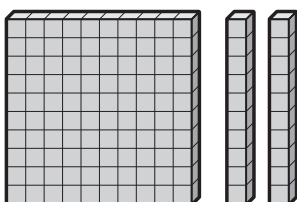


b)

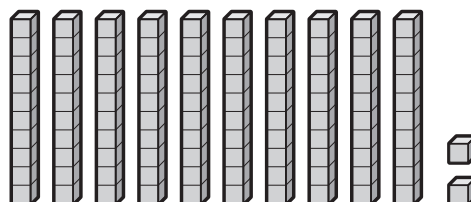


c)

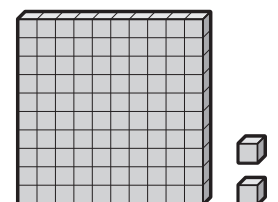
- ④ Circle each group of base ten blocks that show 102.



a)



b)



c)

Name: _____

Date: _____



Using Number Bonds to Model Numbers Within 120

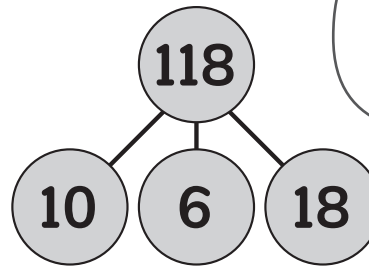
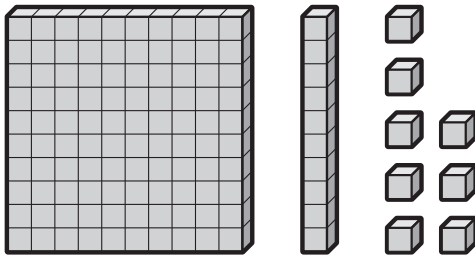
Miles

- 1 Complete the number path.



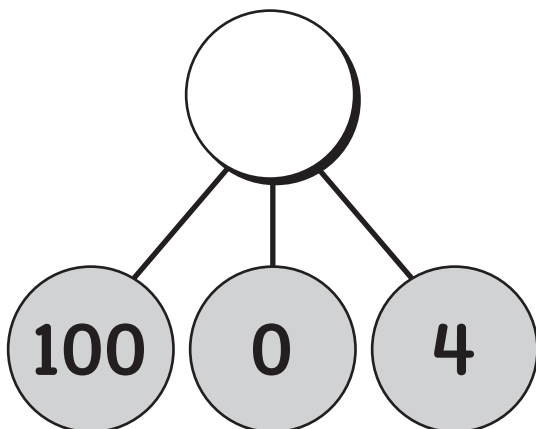
- 2 What is 10 more than 74?

- 3 Which model shows 118?



Fix the incorrect model so it shows 118.

- 4 Complete the number bond.



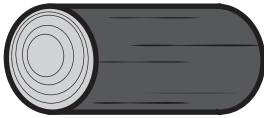
- 5 Miles has 46 toy cars in his collection. He has 10 more toy planes than cars. How many toy planes does Miles have? Explain your thinking.

Name: _____

Date: _____

Using Place Value Patterns to Extend a Number Path and Hundred Chart to 120

① Circle the longer log.



② Solve.

$$4 + 6 + 3 = \boxed{}$$

$$7 + 1 + 5 = \boxed{}$$

$$9 + 2 + 8 = \boxed{}$$

③ Fill in the missing numbers in this 120 chart.

						27			
									70
	72								

Name: _____

Date: _____

Using Place Value to Find the Treasure

① Solve.

$$7 + 3 + 5 = \boxed{}$$

$$8 + 4 + 5 = \boxed{}$$

$$8 + 4 + 7 = \boxed{}$$

② a) Circle the equation that is true.

$$9 + 4 = 13$$

$$7 + 5 = 13$$

b) Write another equation that is true.

$$\boxed{} + \boxed{} = \boxed{}$$

③ a) What is 10 less than 119?

b) What is 10 more than 101?

c) What number has 0 tens, 1 hundred, and 2 ones?

Topic 5

Adding and Subtracting Within 20

Recommended ST Math Objectives:

Addition and Subtraction Within 20

Number Pairs and Making 10

Adding and Subtracting by Tens

Name: _____

Date: _____

Exploring the Associative Property of Addition

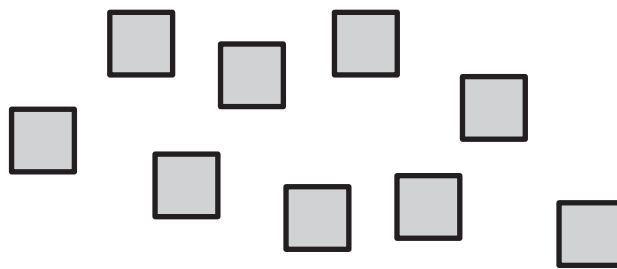
- ① Complete the equation.

$$7 + \boxed{} = 10$$

- ② Solve.

$$2 + 2 + 6 = \boxed{}$$

- ③ Put the squares into two groups to find the total.



Write an equation to match your work.



$$\boxed{} + \boxed{} = \boxed{}$$

Name: _____

Date: _____



Exploring Equality

- ① Choose the sentence that matches the picture.



6 is 3 and 3.

6 is 5 and 1.

- ② Fill in the missing numbers.

23, 24, , , 27

- ③ Vivi is making a bracelet. She has 3 red beads, 4 orange beads, and 7 blue beads. How many total beads does Vivi have?



Write an equation and solve.

Name: _____

Date: _____

Reasoning About Equality to Determine If Equations Are True

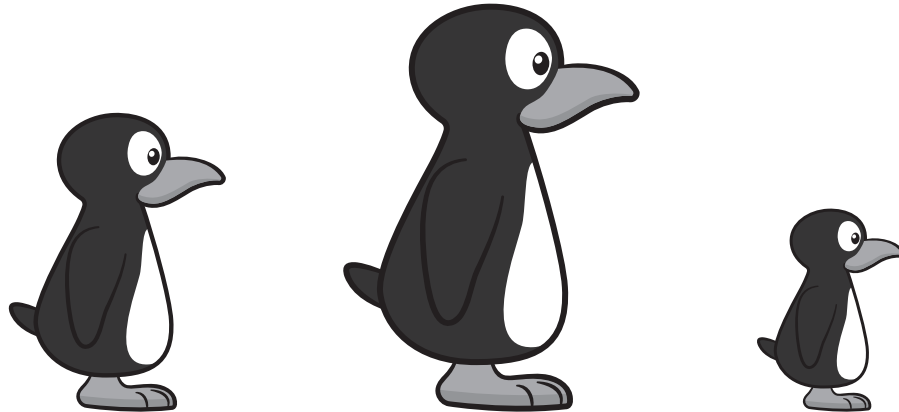
- ① Add.

$$8 + 3 = \square$$

Change the order of the addends. Add again.

$$\square + \square = \square$$

- ② Circle the tallest Jiji.



- ③ Complete the equation with the missing number.

$$4 + 2 = 3 + \square$$

Name: _____

Date: _____

Using Doubles Facts to Solve Near-Doubles Equations

① If $5 + 4 = 9$, then $9 - \square = 4$.

② Are there more  or  ?



③ Solve.

$$7 + 8 = \square$$

$$8 + 8 = \square$$

$$9 + 8 = \square$$

Name: _____

Date: _____

Representing 10s and 1s with Equations

- ① Complete the equation.

$$\boxed{} + 8 = 10$$

- ② Fill in the missing numbers.

$$46, \boxed{}, 44, 43, \boxed{}, 41$$

- ③ Solve.

$$16 - 6 = \boxed{}$$

$$8 + 10 = \boxed{}$$

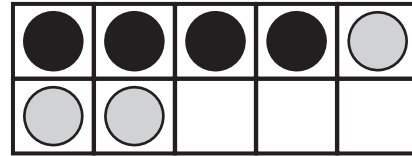
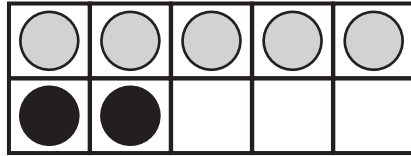
$$17 - 7 = \boxed{}$$

Name: _____

Date: _____

Using 10 as a Benchmark to Add and Subtract

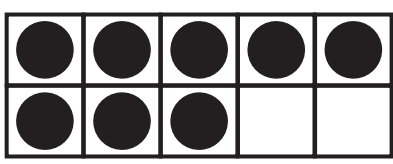
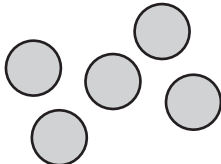
- ① Circle the ten frame that shows $5 + 2 = 7$.



- ② Complete the equation.

$$9 - \boxed{} = 4$$

- ③ Circle the phrase that correctly completes the sentence.

 +  is **greater than**
less than 10.

Explain your thinking.



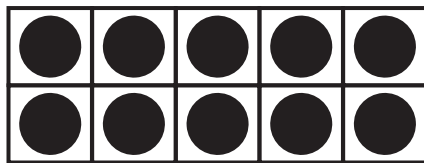
Name: _____

Date: _____

Using the Associative Property of Addition Strategically

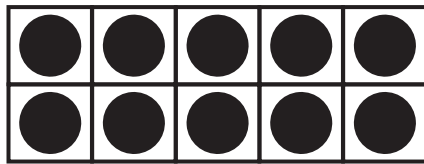
① Counting up from 34, what number comes next?

② Count the dots. Fill in the missing numbers.



tens

ones



③ Find the sum in 2 different ways.

$$2 + 7 + 8 + 3$$

Name: _____

Date: _____



Making a 10 to Add

- ① Fill in the missing numbers.

17 is tens and ones.

- ② Solve. Show your thinking on the number path.

$$9 - 4 = \text{$$



- ③ Brian says it is easier to find the sum of $8 + 2 + 5$ than $8 + 7$. Do you agree with him? Why?

Name: _____

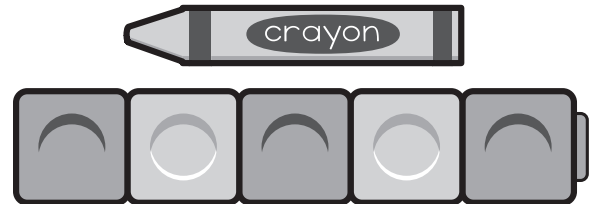
Date: _____



Exploring Addition Strategies

- ① How long is the crayon?

cubes



- ② Solve.

$$11 - 7 = \text{$$

- ③ Brian has \$19 to buy some new kitchen tools.
Which kitchen tools could he buy?

Oven
Mitt
\$5

Spatula
\$2

Baking
Pan
\$4

Rolling
Pin
\$3

Ice Cream
Scoop
\$4

Measuring
Cups
\$5

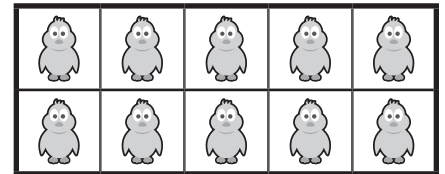
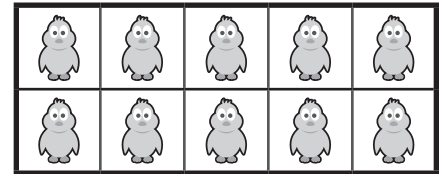
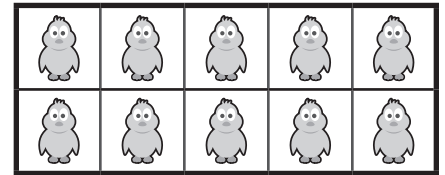
Name: _____

Date: _____

Making a 10 to Subtract

- ① Solve.

$$5 + 3 + 3 = \boxed{}$$



- ② What number do the ten frames show?



- ③ Find the sum in 2 different ways.

$$13 - 5$$



Name: _____

Date: _____

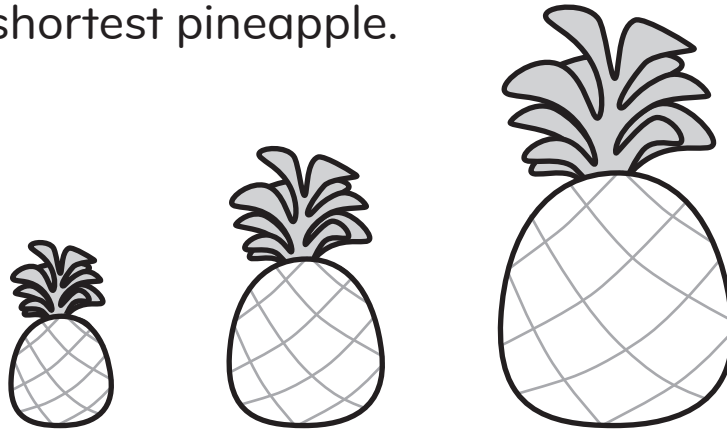


Exploring Subtraction Strategies

- ① Fill in the missing numbers.

97, 98, , , , 102

- ② Circle the shortest pineapple.



- ③ Naomi has 14 fish in her large fish tank. She buys a new fish tank and moves 6 of the fish to the new tank. How many fish are left in the large fish tank?

Write an equation and solve.



Name: _____

Date: _____

Using Addition to Solve Subtraction Problems

- ① Complete the equations.

$$7 + \boxed{} = 13$$

$$4 + \boxed{} = 12$$

- ② Complete the equations.

$$8 - \boxed{} = 3$$

$$10 - \boxed{} = 3$$

- ③ If $6 + 2 = 8$, then $8 - 6 = \boxed{}$

Name: _____

Date: _____



Using Strategies to Identify Unknown Parts

- ① Fill in the missing numbers.

13 is tens and ones.

- ② Fill in the missing number.

7 tens is .

- ③ Vivi has 18 beads that she wants to use for her next bracelet design. 6 beads are big, and the rest are small. How many small beads does Vivi have?

Write an equation and solve.

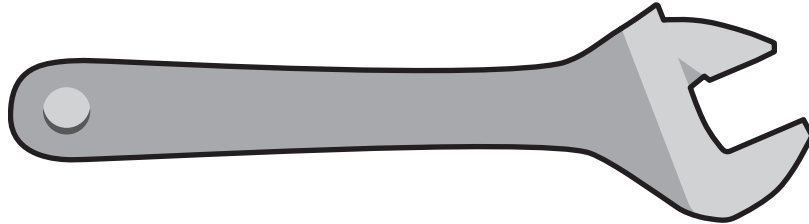


Name: _____

Date: _____

Choosing Strategies to Solve Addition and Subtraction Problems

- ① How long is the tool?



paper clips

- ② A fruit stand has 3 apples, 4 bananas, and 6 strawberries. How many total pieces of fruit does the fruit stand have?



Show your thinking.

- ③ Solve $8 + 7$ using your least favorite way of solving. Why do you like that way the least?

Name: _____

Date: _____



Using Strategies to Revise Estimates

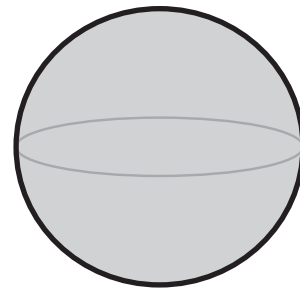
- ① Solve. Show your thinking on the number path.

$$8 - 6 = \boxed{}$$

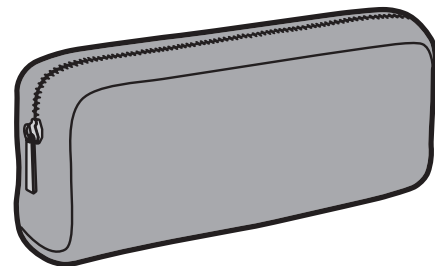
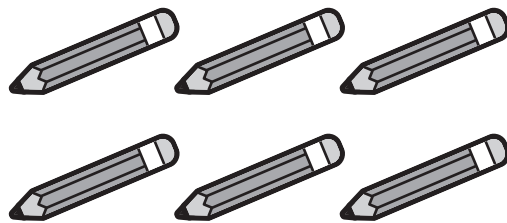


- ③ What shape is this?

sphere cone



- ③ Jaymie has 18 pencils. She put some pencils on her desk as shown in the picture. The rest of the pencils are in the pencil bag. How many pencils are in the pencil bag?



Write an equation and solve.



Topic 6

Investigating Data

Recommended ST Math Objectives:

Organizing Data

Comparing and Ordering Two-Digit Numbers

Telling Time

Name: _____

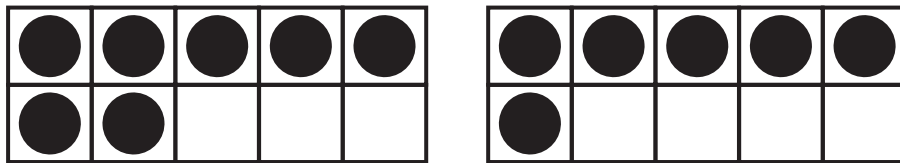
Date: _____

Sorting Objects into Data Categories

- 1 a) What number is 10 less than 73?

- b) What number is 10 more than 73?

- 2 Use the ten frames to write an addition equation.



$$\boxed{} + \boxed{} = \boxed{}$$

- 3 The shapes below have been sorted. Name each **category**.

<input type="text"/>	<input type="text"/>

Name: _____

Date: _____

Using Real-Object Graphs to Compare Data

- ① Is this equation true or false?

$$17 = 8 + 9$$

True

False

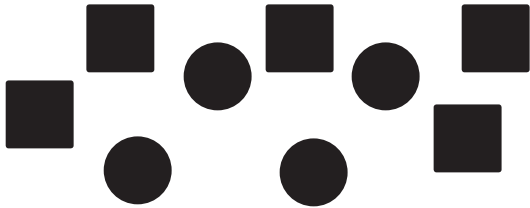
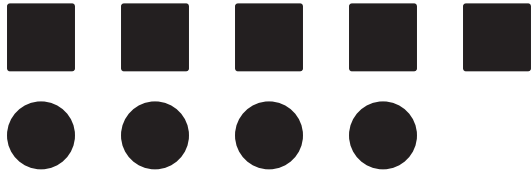
- ② Complete the equations.

$$12 = 10 + \boxed{}$$

$$17 = 10 + \boxed{}$$

$$14 = 10 + \boxed{}$$

- ③ Is it easier to count the number of each type of shape in Group A or Group B? Explain your thinking.

Group A	Group B
	

I think that the shapes in Group are easier to count.

Name: _____

Date: _____

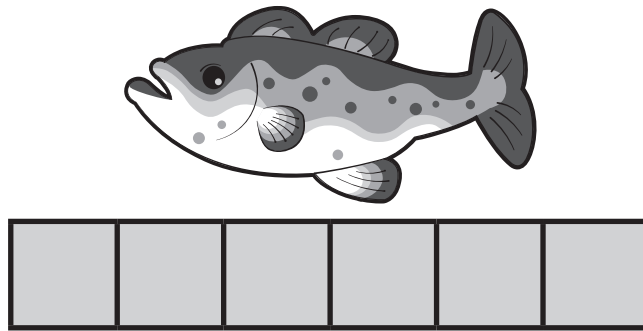


Using Picture Graphs to Compare Data

- ① Fill in the missing numbers.



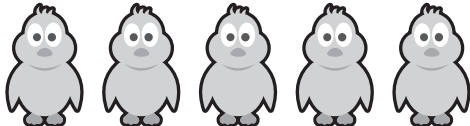
30 is tens and ones.

- ② How long is the fish?



cubes

- ③ Which Animals Did Finnie See?

dogs	
snakes	
birds	

- a) Which animals did Finnie see the most on her walk?
- b) How many animals did Finnie see on her walk altogether?

Name: _____

Date: _____



Using Tables to Compare Data

- ① Jaymie has 8 markers in a tub on her desk. 3 of the markers are red. The rest of the markers are green. How many markers are green?

Write an equation and solve.






- ② Complete the equations.

$$13 = \square + 6$$

$$19 = \square + 8$$

$$17 = \square + 5$$

- ③ What Materials Are in the School Supply Bin?

crayons	
glue sticks	
pencils	

- a) How many more pencils than glue sticks are in the school supply bin?
- b) How many materials are in the school supply bin altogether?

Name: _____

Date: _____



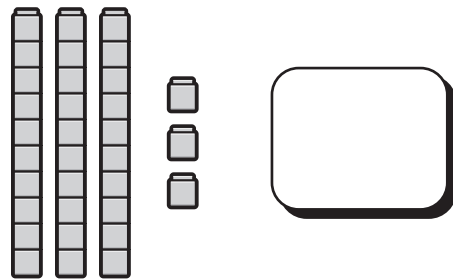
Donner

Using a Data Investigation Process

- ① Fill in the missing numbers.



- ② What number is shown by the set of blocks?



- ③ Donner collected data from his family about their favorite colors. Use the table he made of their favorite colors to fill in the picture graph below. Use a ● to represent each vote.

Favorite Colors of Donner's Family

green	5
red	3
blue	6

Which Color Does Donner's Family Prefer?

green	
red	
blue	

Name: _____

Date: _____

Asking a Question to Collect Data

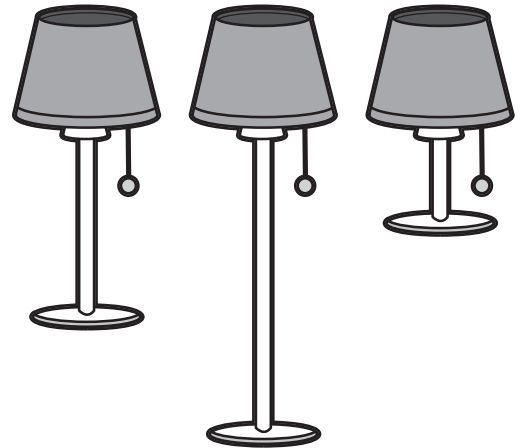
① Solve.

$$7 + 4 + 3 = \boxed{}$$




$$5 + 13 + 1 = \boxed{}$$

$$12 + 2 + 2 = \boxed{}$$

② Circle the lamp that is the shortest.



③ Which Yogurt Flavor Does Each Student in Our Class Prefer?

peach	
strawberry	
vanilla	

a) Write a question you could ask about the graph.

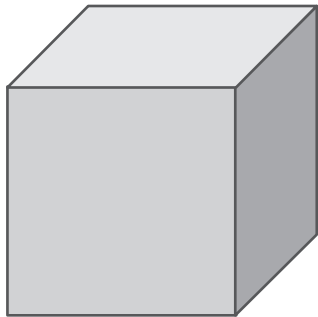
b) Ask a friend your question. What did your friend say?

Name: _____

Date: _____

Comparing Data Displays

- ① Can you trace a square on this shape?



- ② Solve.




$$9 + 9 = \square$$

$$7 + 7 = \square$$

$$6 + 6 = \square$$

- ③ Use the graph to complete each sentence.

Which Yogurt Flavor Does Our Class Prefer?

peach	
strawberry	
vanilla	

a) Fewer students chose than .

b) More students chose than .

c) The fewest students chose .

Name: _____

Date: _____

Using a Bar-Type Graph to Display Data

- ① Complete each equation to make 10.

$$6 + \boxed{} = 10$$

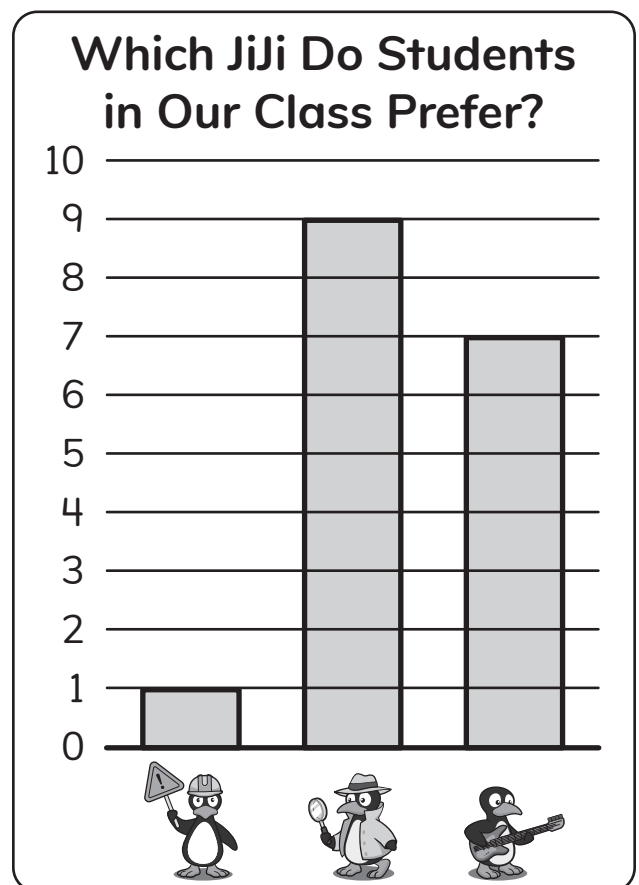
$$2 + \boxed{} = 10$$

$$7 + \boxed{} = 10$$

- ② a) What number is 10 less than 87?

- b) What number is 10 more than 87?

- ③ What are 2 things you know by looking at the graph?



Name: _____

Date: _____

Using a Bar-Type Graph to Explain Data

- ① Write the correct sign to make the equation true.

$$15 \bigcirc 7 = 8$$

- ② Fill in the missing number to make each statement true.


6 tens is .

5 tens is .

1 ten is .

- ③ The teacher asked 11 kids what activity they want to do during recess. How many kids voted for soccer? Add ● to complete the graph.

What Activity Should We Do During Recess?

football	
soccer	

Name: _____

Date: _____

Using Tally Marks to Collect Data

① Complete the equations.

$$18 = 10 + \boxed{}$$

$$14 = 10 + \boxed{}$$

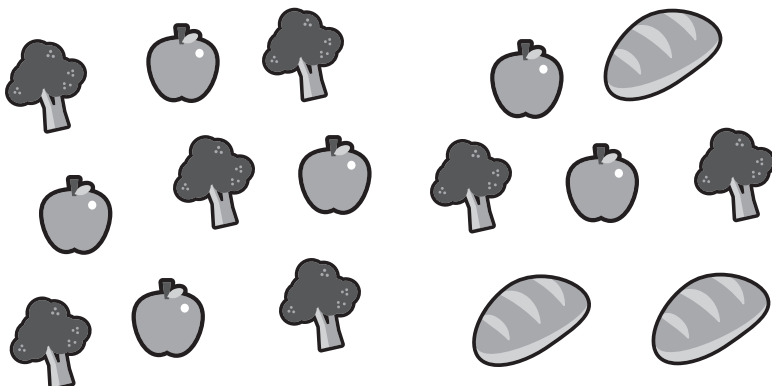
$$11 = 10 + \boxed{}$$



② Fill in the missing numbers.

63 is tens and ones.

71 is tens and ones.

③ Make a tally chart to show the data.



Name: _____

Date: _____



Planning and Conducting a Data Collection

- ① Jaymie counted the crayons on her table. There were 5 blue crayons, 2 yellow crayons, and 5 red crayons. How many crayons did she have in total?

Write an equation and solve.



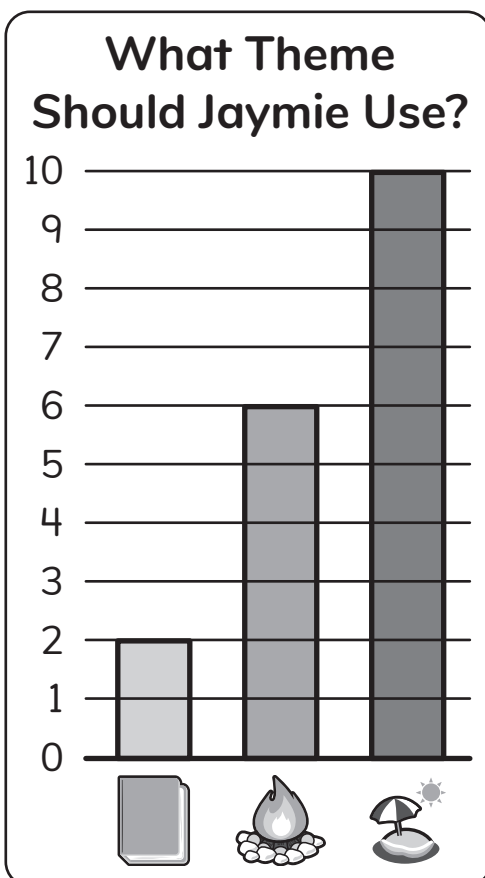
- ② Solve.

$$6 + 7 = \square$$

$$5 + 11 = \square$$

$$3 + 9 = \square$$

③



Jaymie is planning a celebration. She wants the theme to be camp, beach, or books, and she has her class vote.

- a) How many more students picked a beach theme than a camp theme?

- b) How many fewer students picked a books theme than a beach theme?

- c) How many students voted for a theme in total?

Name: _____

Date: _____



Using Data to Make Decisions

① Solve.

$$11 - 4 = \square$$

$$11 - 5 = \square$$

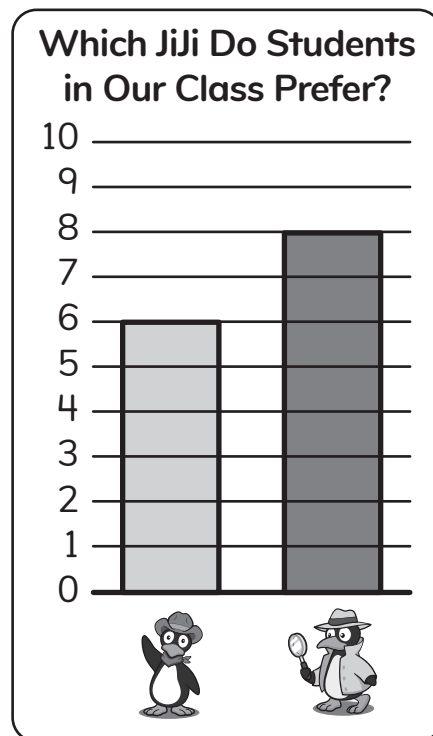
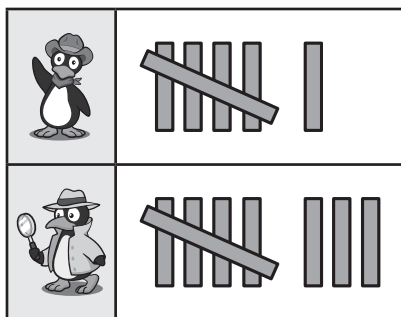
$$11 - 6 = \square$$

② Finn timer collects 16 rocks in a bucket. 3 rocks fall out of the bucket. How many rocks are left in the bucket?

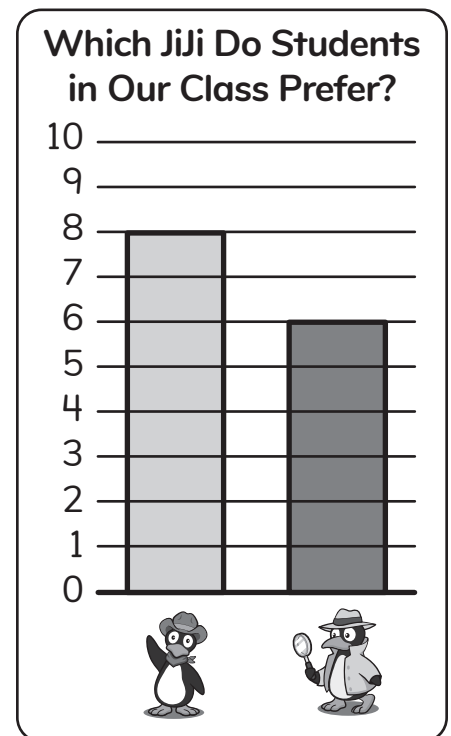
Write an equation and solve.



③ Circle the bar-type graph that matches the tally chart.



a)



b)

Name: _____

Date: _____



Isaiah

Planning and Conducting a Data Investigation

- 1 Write 4 ways to make 11.

$$\square + \square$$

$$\square - \square$$

$$\square + \square$$

$$\square - \square$$


- 2 a) What is 10 less than 53?

- b) What is 10 more than 53?

- 3 Isaiah is making pizza for his friends. He wants to know if their favorite toppings are pineapples, mushrooms, or spicy peppers. Circle which step of the data investigation Isaiah is on. Explain your thinking.

 Display the Data

 Collect the Data

 Ask a Question

 Explain the Data

Did you explain your thinking?



Topic 7

Extending Approaches to Problem Solving

Recommended ST Math Objectives:

Addition and Subtraction Situations with Unknowns

Addition and Subtraction Within 20

Addition, Subtraction and Equations

Name: _____

Date: _____



Using Strip Diagrams to Compare Amounts

- ① What number comes before 87?

- ② Write in the missing numbers.



- ③ In her desk, Jaymie has 19 crayons and 11 markers. How many more crayons are there than markers? Show your thinking with a drawing.

Did you show your thinking with a drawing?



Name: _____

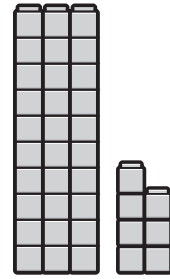
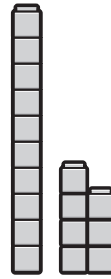
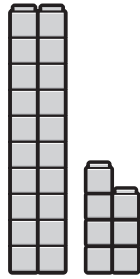
Date: _____



Miles

Using Addition and Subtraction to Model and Solve Comparison Problems

- ① Circle the set of blocks that shows 17.



- ② Complete the equations.

$$18 = 10 + \square$$

$$15 = \square + 5$$

$$13 = 10 + \square$$

- ③ Miles has 12 red cars and 18 blue cars.
How many more blue cars than red cars does Miles have?
Show your thinking with a model.

Did you show your thinking with a model?



Name: _____

Date: _____



Choosing Strategies to Find the Difference

- ① a) Circle the pencil that is not the shortest or the longest.



- b) Draw a new pencil that would be the longest.

- ② Finnie went camping and found 9 moths and 18 fireflies at her campsite. How many more fireflies than moths did Finnie find? Show your thinking using your favorite strategy.

Did you show your thinking?



Name: _____



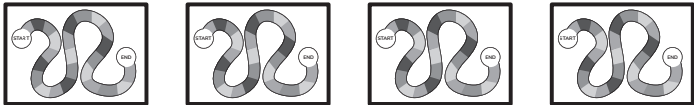
Date: _____



Choosing Strategies to Find the Greater Amount

1

Finnie's Board Game Supplies

dice	
cards	
game boards	

- a) How many game boards does Finnie have?
- b) How many board game supplies does Finnie have altogether? Write an equation and solve.

2

Finnie and Arman are playing a card game together. Finnie won 13 games. Arman won 6 more games than Finnie. How many games did Arman win? Show your thinking with an equation.

Did you show your thinking with an equation?



Name: _____

Date: _____



Brian

Isaiah

Choosing Strategies to Find the Lesser Amount

- ① Brian made 9 wheat rolls to sell at a fair. Then, he made 3 more wheat rolls. How many wheat rolls does Brian have now to sell at the fair?

Write an equation and solve.



- ② Solve.

$$7 + 6 + 3 = \boxed{}$$

$$11 + 2 + 5 = \boxed{}$$

$$8 + 4 + 7 = \boxed{}$$

- ③ Isaiah found 4 sleeping bags to take camping. There are 20 kids who are going camping. How many more sleeping bags are needed for all the kids to have one? Show your thinking with an equation.

Did you show your thinking with an equation?



Name: _____

Date: _____



Thinking Flexibly When Comparing Amounts

- ① Naomi has 5 books about orcas, 6 books about sharks, and 5 books about penguins on her bookshelf. How many books does Naomi have on her bookshelf altogether?



Write an equation and solve.

- ② Solve.

$$18 - 8 = \square$$

$$14 - 4 = \square$$

$$16 - 6 = \square$$

- ③ Draw a picture using squares and triangles.
Use only 8 squares, and use 5 fewer triangles than squares.

Name: _____

Date: _____

Using Flexible Language When Comparing Amounts

- ① Circle the equation that is true.

$$8 + 2 = 12$$

$$6 + 4 = 10$$

- ② Write the correct sign to make each equation true.

$$8 \bigcirc 7 = 15$$

$$15 \bigcirc 9 = 6$$

$$13 \bigcirc 8 = 5$$

- ③ Write as many equations that equal 12 as you can.
How many can you think of?

Name: _____

Date: _____



Modeling and Solving Add-To Start-Unknown Problems

Mateo

- ① Complete the equations.

$$16 = \square + 8$$

$$9 = \square + 8$$

$$13 = \square + 8$$

- ② Write as many equations that equal 14 as you can.

- ③ Mateo sees some dogs at the dog park. Then, 6 more dogs show up. Now there are 15 dogs at the dog park. How many dogs were at the dog park when Mateo arrived? Write an equation to show your thinking.

Did you show your thinking with an equation?



Name: _____

Date: _____

Modeling and Solving Take-From Start-Unknown Problems

- ① Fill in the missing numbers.

67 is tens and ones.

31 is tens and ones.

- ② Write the correct sign to make each equation true.

$8 \bigcirc 3 = 5$

$15 = 18 \bigcirc 3$

- ③ a) Circle the equation you could use to help you to solve - 4 = 11.

$4 + 11 = 15$

$11 - 4 = 7$

$11 - 7 = 4$

- b) What number is missing?

$\text{□} - 4 = 11$

Name: _____

Date: _____



Naomi



Mateo



Miles

Using Data to Generate and Answer Additive Comparison Questions

- ① Fill in the missing numbers.

$$50 = \boxed{} \text{ tens and } \boxed{} \text{ ones}$$

$$8 \text{ tens and } 0 \text{ ones} = \boxed{}$$

$$32 = \boxed{} \text{ tens and } \boxed{} \text{ ones}$$

$$7 \text{ tens and } 4 \text{ ones} = \boxed{}$$

- ② a) Naomi, Mateo, and Miles went to the beach. Naomi found 8 sand dollars. Mateo found 7 shells. Miles found 5 sea stars. Write 2 questions you could ask about this information.

b) Answer one of the questions you wrote.

Name: _____

Date: _____



Donner



Finnie

Modeling and Solving Additive Comparison Problems

- ① a) What number is 10 more than 63?

- b) What number is 10 less than 27?

- c) What number is 10 more than 52?

- d) What number is 10 less than 48?

- ② Donner collected 17 rocks while camping. Finnie collected 9 fewer rocks. How many rocks did Finnie collect? Show your thinking using the strip diagram and an equation.

$$\square - \bigcirc = \square$$

Did you show your thinking with a strip diagram and an expression?



Name: _____

Date: _____

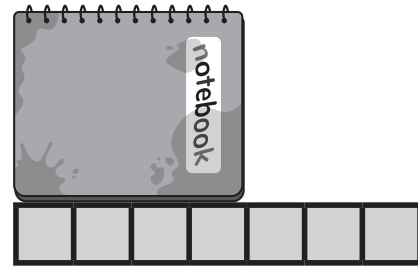


Donner

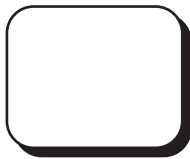
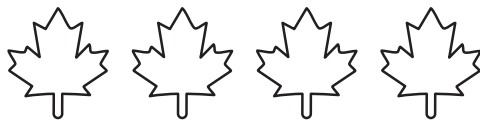
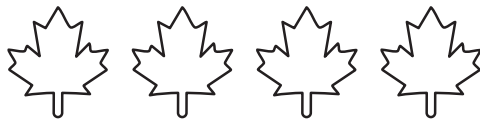
Modeling and Solving Two-Step Addition and Subtraction Problems

- ① How long is the notebook?

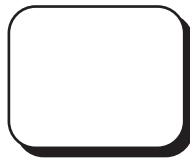
blocks



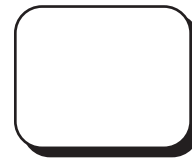
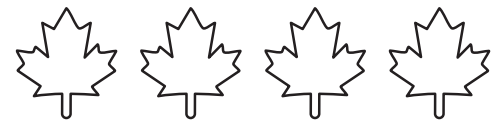
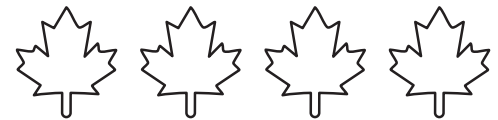
- ② Donner saw some red leaves and some yellow leaves on a tree. He counted 8 leaves altogether. How many leaves could be red and how many could be yellow? Show 2 different ways.



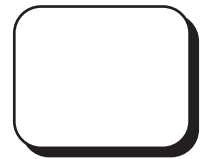
red leaves



yellow leaves



red leaves



yellow leaves

- ③ Donner went bird-watching with his aunt. He saw 5 birds in a tree. Then, 3 more birds landed in the tree. Before Donner left, 4 birds flew away. How many birds were in the tree when Donner left? Show your thinking with an equation.

Name: _____

Date: _____



Naomi

Modeling and Solving Open-Ended Addition and Subtraction Problems

- ① Fill in the missing numbers.

$$76 = \boxed{} \text{ tens and } \boxed{} \text{ ones}$$

$$42 = \boxed{} \text{ tens and } \boxed{} \text{ ones}$$

- ② Solve.

$$9 + 2 - 1 = \boxed{}$$

$$12 + 3 - 4 = \boxed{}$$

- ③ Naomi needs 19 tickets to get the big stuffed bear at the carnival. She won 8 tickets at the ring toss game. How many more tickets does Naomi need to win to get the bear? Show your thinking with an equation.

Did you show your thinking with an equation?



Topic 8

Extending Place Value to 120

Recommended ST Math Objectives:

Place Value Concepts

Bundles to 100

Two-Digit Number Words

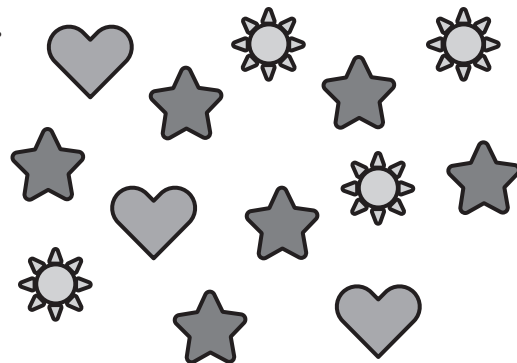
Name: _____

Date: _____

Using Number Bonds to Write Addition Equations

- ① Make a tally chart to show the data.

★	♥	☀

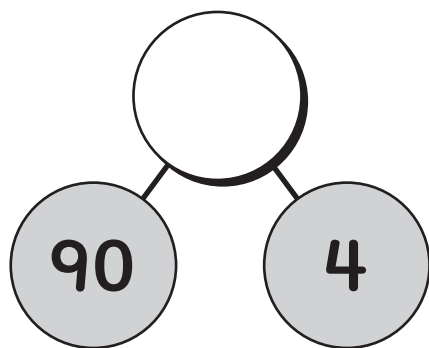


- ③ Write an equal expression.

$$\boxed{} = 4 + 4$$

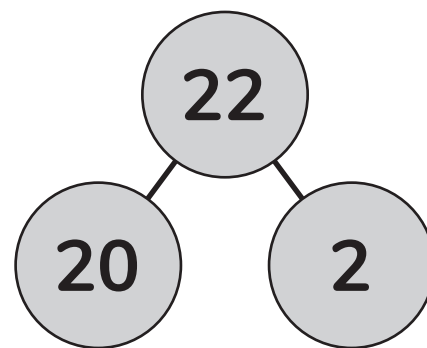
$$2 + 6 + 1 = \boxed{}$$

- ③ Write an equation to match the number bond. Solve for the unknown.



$$\boxed{} + \boxed{} = \boxed{}$$

- ④ Circle the addition equation that matches the number bond.



$$20 + 22 = 2$$

$$20 + 2 = 22$$

Name: _____

Date: _____



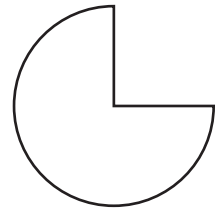
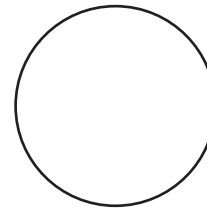
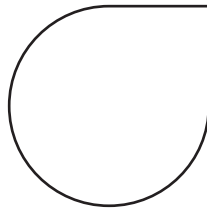
Isaiah

Using Place Value Reasoning to Find the Missing Addend

- ① Circle the nickel.

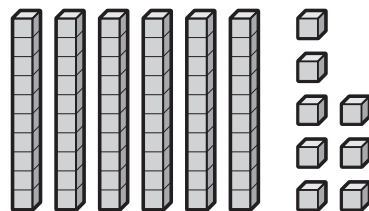


- ② Color in the circle.



- ③ Use the base ten blocks to solve.

$$60 + 8 = \square$$



- ④ Isaiah picked up 10 pieces to recycle from the playground on Monday, and some more pieces to recycle on Tuesday. He ended up with 18 items to recycle. How many pieces did Isaiah pick up on Tuesday?

Write an equation and solve.



Name: _____

Date: _____

Representing Two-Digit Numbers in Different Ways

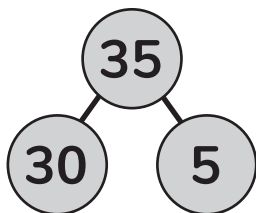
- ① Complete the equation with the missing number.

$$13 - 9 = 3 + \boxed{}$$

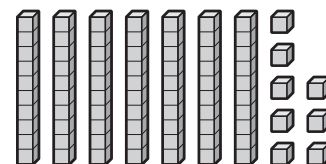
- ③ Which examples show the same number?
Draw a line to match.



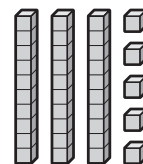
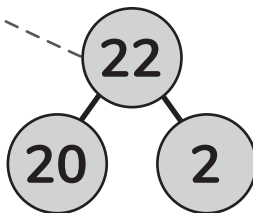
22



80 + 7



70 + 8



87

- ③ Complete the table.

standard form	number bond	expanded form
53		

Name: _____

Date: _____



Grouping 1s to Make a 10

- ① Solve.

$$10 + 3 = \square$$

$$13 - 3 = \square$$

- ② Finn timer wrote a story with 12 chapters in it. She wrote another story with 16 chapters. How many fewer chapters did the first story have? Write an equation to show your thinking.

Did you show your thinking with an equation?



- ③ Arman and Finn timer used base ten blocks to show the number 23. Each set of blocks they build looks different. Draw the sets of blocks to explain how Arman's and Finn timer's blocks could be different and still show 23.

Arman's Way

A large empty rectangular box with rounded corners, intended for drawing base ten blocks to represent the number 23.

Finn timer's Way

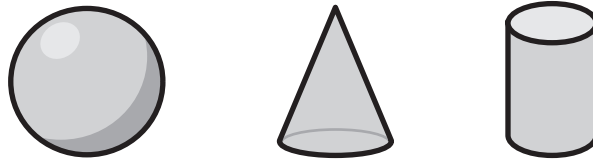
A large empty rectangular box with rounded corners, intended for drawing base ten blocks to represent the number 23.

Name: _____

Date: _____

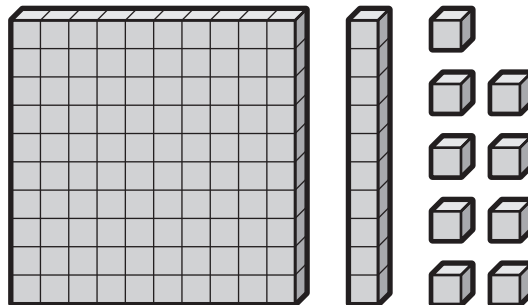
Representing Three-Digit Numbers in Different Ways

- ① Which shape is a cylinder? Explain your thinking.



- ② What is the expanded form of the number 108?

- ③ Show the value of the base ten blocks in each model.



standard form	number bond	expanded form
	<pre>graph TD; A(()) --- B(()); A --- C(()); A --- D(())</pre>	

Name: _____

Date: _____



Using Place Value Reasoning to Compare Two-Digit Numbers

① Solve.

$8 + 8 = \square$

$9 + 9 = \square$

$6 + 6 = \square$

② Show 2 ways to make 20.

$\square + \square$

$\square + \square$

③ Miles said 24 is greater than 32 because 32 only has 2 ones and 24 has 4 ones. Do you agree or disagree? Why? Explain your thinking.

Did you explain your thinking?



Name: _____

Date: _____

Introducing Signs to Compare Two-Digit Numbers

① Write each doubles fact.

$$8 = \boxed{} + \boxed{}$$

$$12 = \boxed{} + \boxed{}$$

$$18 = \boxed{} + \boxed{}$$

② a) What is 10 less than 14?

b) What is 10 more than 14?

③ Draw place value models and compare these numbers.

35



53


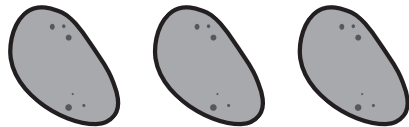
Name: _____

Date: _____



Using Place Value Reasoning to Write Comparison Statements

①

broccoli	
potato	

Miles made a picture graph of vegetables in his kitchen. How many more pieces of broccoli does he have than potatoes?

② a) What is 10 more than 89?

b) What is 10 less than 89?

③ Use $>$, $<$, or $=$ and the numbers 78 and 87 to make two true statements.

Name: _____

Date: _____

Using Place Value Reasoning to Evaluate Comparison Statements

- ① Circle the equation that is true.

$$7 - 8 = 7$$

$$14 - 8 = 6$$

- ② Solve.

$$10 + 8 = \boxed{}$$

$$10 + 3 = \boxed{}$$

- ③ Fill in the missing digits to make these statements true.

$$10 > \boxed{} \boxed{6}$$

$$\boxed{4} \boxed{} < 44$$

$$88 = \boxed{} \boxed{8}$$

Name: _____

Date: _____



Using Place Value Reasoning to Compare Numbers Within 120

- ① Which number is greater?

93 98

- ② Which number is the least?

27 52 25 89

- ③ Compare the numbers using $>$, $<$, or $=$.

104 ○ 36 119 ○ 112 91 ○ 101

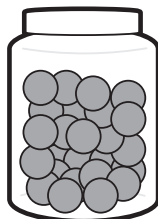


Make your own inequality!

○

- ④ Vivi counted how many stickers and beads she has in her art collection. She counted 79 stickers and 108 beads.

Does Vivi have more stickers or beads in her art collection?



○

Show your thinking as an inequality.

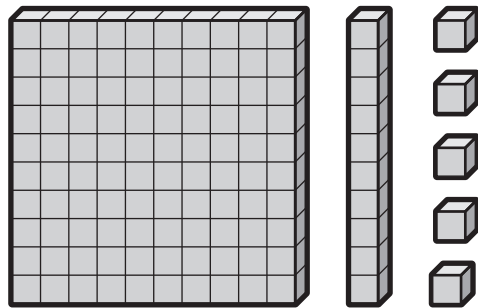


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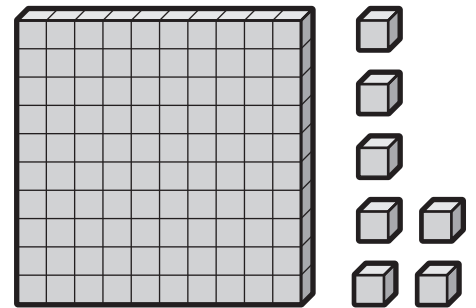
Date: _____

Using a Number Path to Compare and Order Numbers Within 120

- ① What is the value of the base ten blocks?



a)

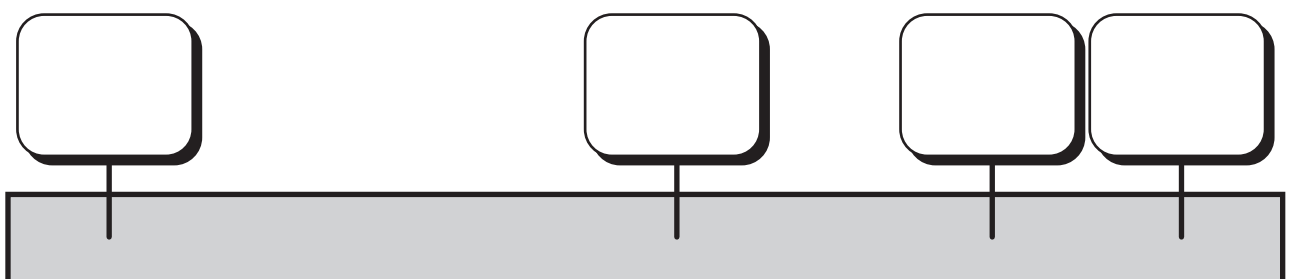


b)

- ② Where do 68 and 90 numbers go on the number path?



- ③ Put the numbers 115, 101, 118 and 110 in order from least to greatest on the number path.



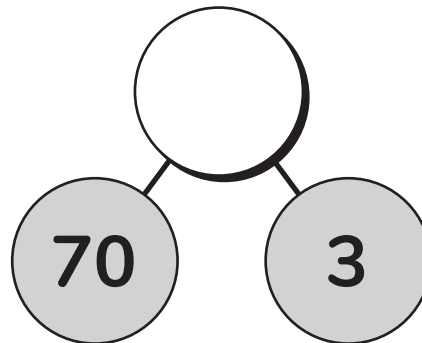
Name: _____

Date: _____

Using Place Value Reasoning to Complete Comparison Statements

- ① What is the expanded form of the number 111?

- ② Complete the number bond and solve the equation.



$$70 + 3 = \boxed{}$$

- ③ What digit could make the inequality true?

$$\boxed{1} \boxed{0} \boxed{} < 104$$

$$109 < \boxed{1} \boxed{} \boxed{0}$$

$$115 > \boxed{1} \boxed{1} \boxed{}$$

$$\boxed{1} \boxed{1} \boxed{} < 106$$

- ④ What number could make the inequality true?

$$\boxed{} < 120$$

$$\boxed{} > 113$$

$$107 > \boxed{}$$

$$111 < \boxed{}$$

Topic 9

Exploring Financial Literacy

Recommended ST Math Objectives:

Money

Addition and Subtraction Within 20

Counting to 120

Name: _____

Date: _____

Counting by 2s

① a) What number is 10 more than 110?

b) What number is 10 less than 110?

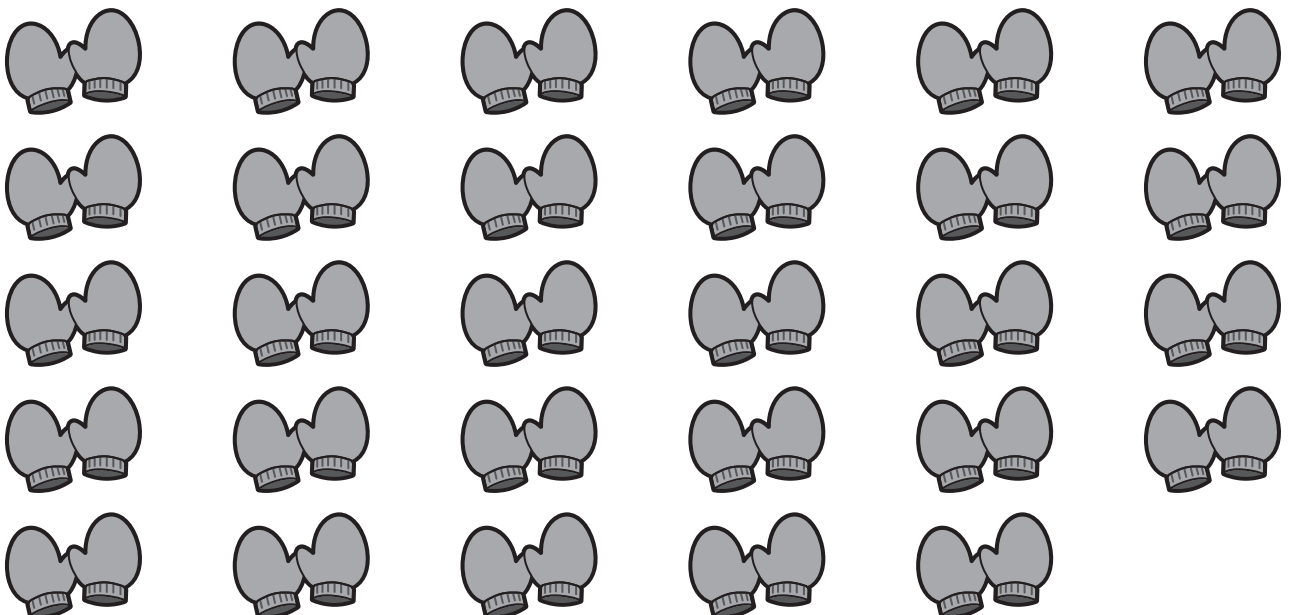
② Skip count by twos to find the total number of shoes.



shoes

③ Skip count by twos to find the total number of mittens.

mittens



Name: _____

Date: _____

Counting by 5s and 10s

- ① Which set of numbers is in order from least to greatest?

19, 91, 119

91, 119, 19

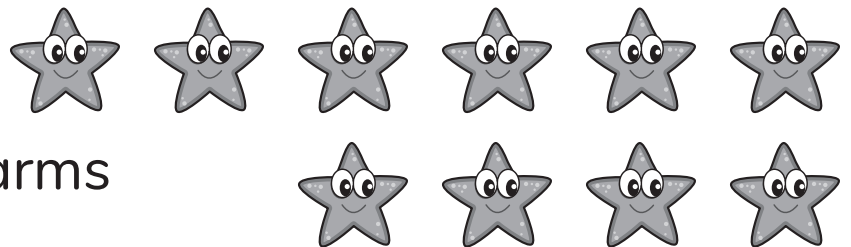
- ② Solve. Show how you can make a ten to solve.

$$17 - 8 = \square$$

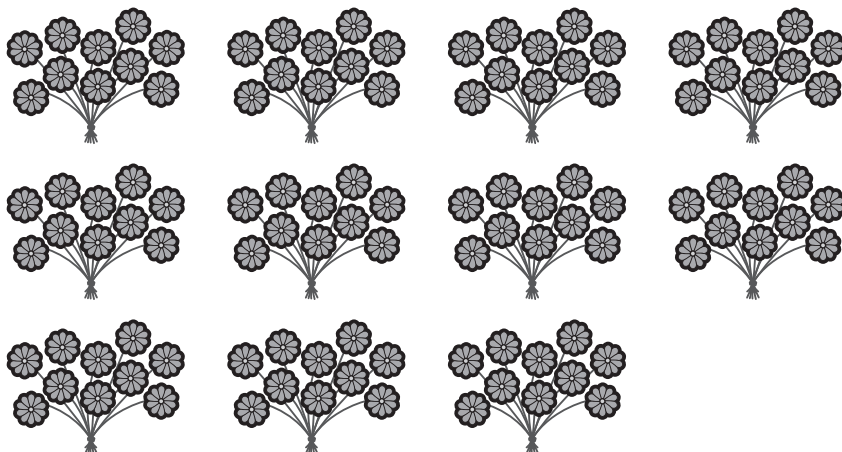
$$\square = 8 + 7$$

- ③ Skip count by fives to find the total number of arms on the starfish.

starfish arms



- ④ Skip count by tens to find the total number of flowers.



flowers

Name: _____

Date: _____



Isaiah

Introducing the Penny, Nickel, and Dime

- ① Solve each equation. How many more to make a ten?

$$4 + \boxed{} = 10$$

$$10 = 3 + \boxed{}$$

- ② a) What number is 10 more than 100?

- b) What number is 10 less than 120?

- ③ Draw a line to match the coin to its name and value.

dime



5¢

nickel



1¢

penny



10¢

- ③ Skip count by twos to find the value of the pennies?



Name: _____

Date: _____



Introducing the Quarter

- ① Solve. Show how you can make a 10 to solve

$$5 + 4 + 6 = \square$$

$$13 - 3 - 7 = \square$$

- ② Circle the quarters.



- ③ What is the value of each coin? Include the cent sign in your answers.



- ④ Arman's mom gave him 25¢ in coins to buy a snack, but none of the coins were quarters. What coins could Arman's mom have given him?

Show how you know.

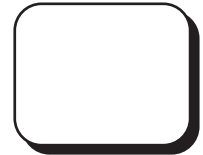
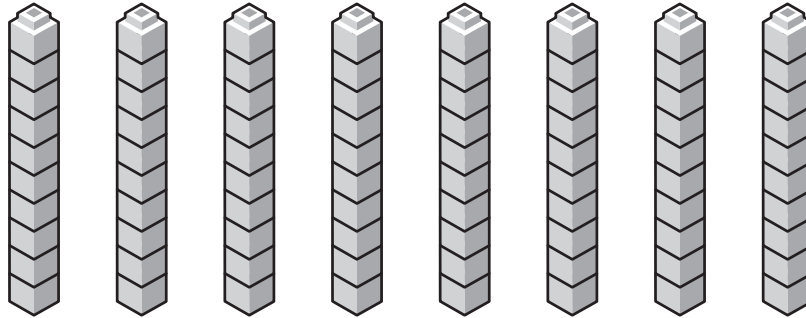


Name: _____

Date: _____

Creating Values with Dimes and Pennies

- ① Skip count by tens to find the total number of connecting cubes.



connecting
cubes

- ② What is the value of this set of coins? Include the cent sign in your answer.



- ③ Which set of coins has a value of 105¢?



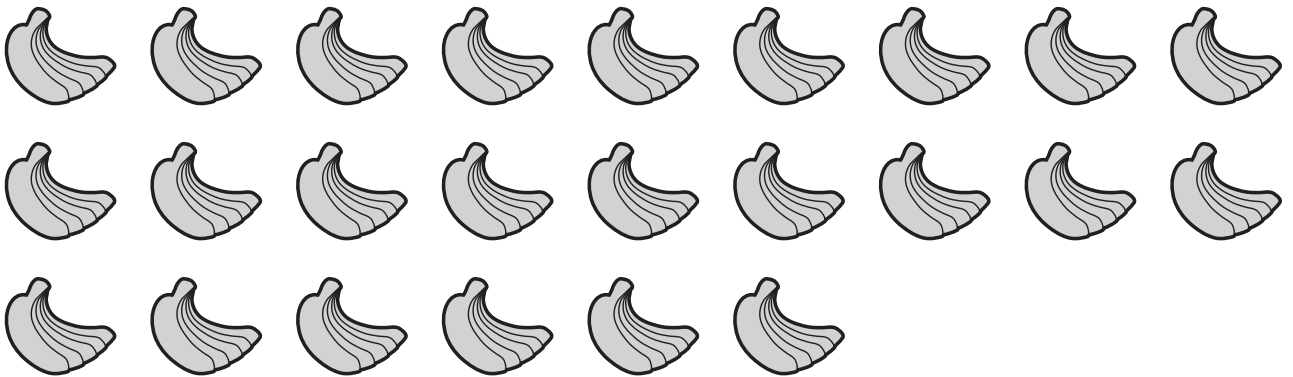
Name: _____

Date: _____

Determining Values of Sets of Mixed Coins

- 1 Skip count by fives to find the total number of bananas.

bananas



- 2 What is the value of this set of coins?
Include the cent sign in your answer.



- 3 What is the value of this set of coins?
Include the cent sign in your answer.

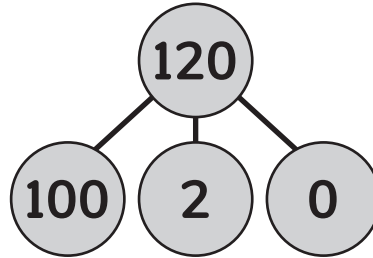
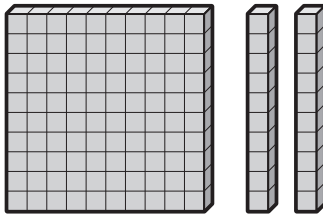


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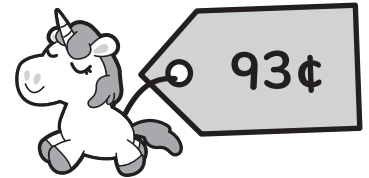
Creating Values with Sets of Mixed Coins

- ① Which form shows 1 hundred, 0 tens, and 2 ones?



$$100 + 2$$

- ② What coins can be used to pay the exact price of the stuffed animal?



- ③ Draw a line to match each coin to a set of coins with the same value.



Name: _____

Date: _____

Identifying Sources of Income

- 1 Circle each set of coins that has the same value as a quarter.



- 2 What is it called when someone earns money by providing a good or service? Circle your answer.

good **income** **service**

How is it different than a gift?

- 3 Identify whether the example of money received is because of a good or service.

I did an example for you!

Money Received from	Good	Service
a lemonade stand	✓	
chores		
walking a dog		
a bake sale		

Name: _____

Date: _____



Saving and Spending Money

- ① What is 10 more than 110?

I did an example for you!



- ② Mateo earns money when he walks his neighbor's dog. He made a list of things he can spend his money on. Identify whether each example is a need or a want.

Example	Need	Want
video games		✓
clothes		
school lunch		
a new toy		
water		

Circle the word that completes the statement.

These are examples of

goods
services

- ③ Identify whether each example shows spending or saving.

Example	Spending	Saving
Mateo buys a book at the book fair for \$5.		
Mateo received \$10 for his birthday and puts the money in his piggy bank.		
Mateo buys a toy for his friend.		

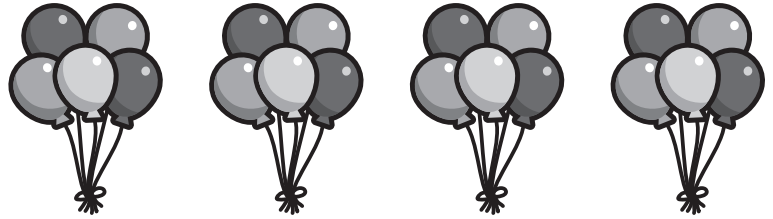
Name: _____

Date: _____

Helping Others Through Charitable Giving

- ① How many balloons?

balloons



- ② Fill in the missing number to make each equation true.

$$\boxed{} + 5 = 12$$

$$13 + \boxed{} = 20$$

- ③ Who is showing an example of charitable giving?
Circle your answers.

I am raising money to get myself a new pair of sneakers for my collection!

I am donating some of my art supplies to kids in the hospital



Brian



Mateo



Vivi



Donner

I am walking my dog Arturito.

I am volunteering my time to help pick up the hiking trails in my local park.

- ④ Pick one character that you circled above and explain how they are showing an example of charitable giving.

Topic 10

Composing and Decomposing Shapes

Recommended ST Math Objectives:

Composite Shapes

Shape Differences

Equal Shares and Partitioning

Name: _____

Date: _____



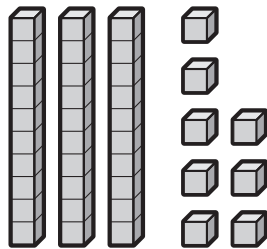
Sorting 2-D Shapes

- ① Jaymie had 17 pairs of scissors. After passing out scissors to all of her classmates, she had 4 pairs left. How many pairs of scissors did she pass out?



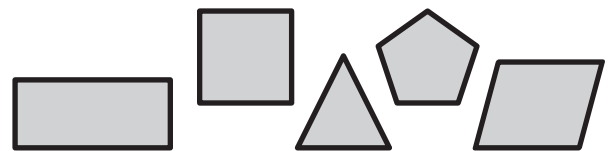
Show how you know.

- ② Use the base ten blocks to solve.



$$30 + 8 = \boxed{}$$

- ③ What is the same about these shapes? What is different?



The shapes are the same because

The shapes are different because

Name: _____

Date: _____

Naming 2-D Shapes

① If $8 + 7 = 15$, then $15 - 7 =$

② a) Counting up from 117,
what number would come next?

b) Counting up from 109,
what number would come next?

③ Complete the table.

Shape Name	Number of Sides
triangle	
pentagon	
hexagon	

Name: _____

Date: _____

Identifying Rectangles and Squares

- ① Solve.

$8 - 4 = \square$

$12 - 6 = \square$

$14 - 7 = \square$

- ② Circle the number that is greater.

58 or **85**

- ③ Draw 3 examples of quadrilaterals.

Name: _____

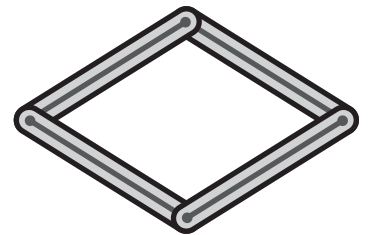
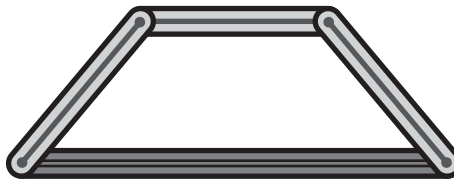
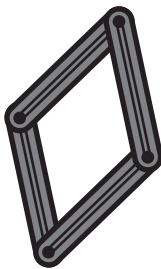
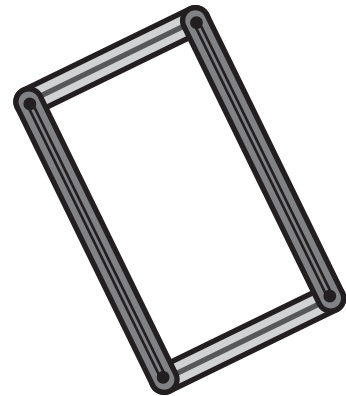
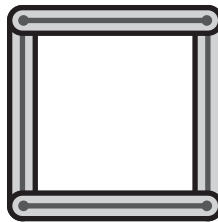
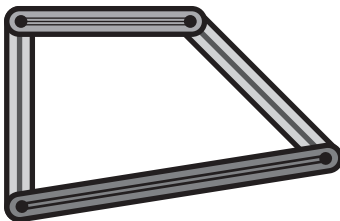
Date: _____

Identifying Rhombuses

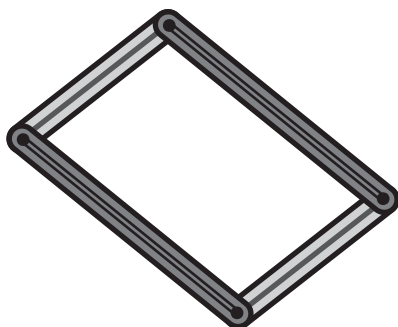
- ① Circle each set of coins that has the same value as a dime.



- ② Circle each rhombus.



- ③ Is this a rhombus? Explain your thinking.



Name: _____

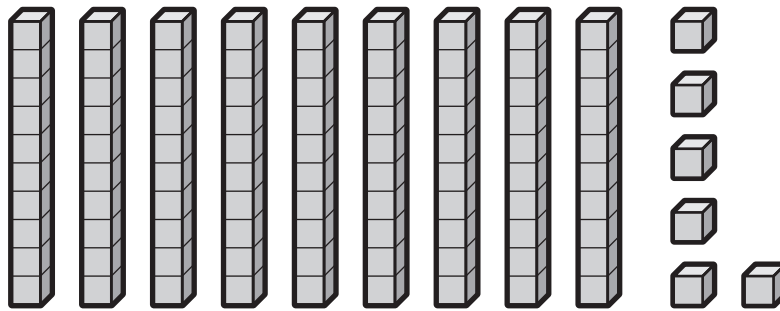
Date: _____

Exploring the Relationship Between Sides and Vertices

- ① a) What number is 10 more than 93?

- b) What number is 10 less than 93?

- ② Use the base ten blocks to solve.



$$90 + 6 = \boxed{}$$

- ③ My mystery shape is a flat shape, but not a polygon. It has 0 sides and 0 vertices and is perfectly round. Draw my mystery shape below.

Name: _____

Date: _____

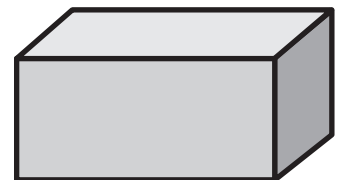
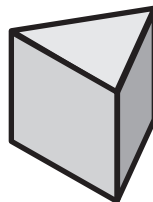
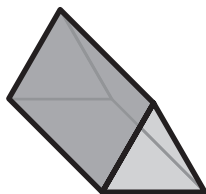


Sorting and Naming 3-D Shapes

- ① Use a ✓ to identify whether each example shows spending, saving, or charitable giving.

Example	Spending	Saving	Charitable Giving
Brian earned \$5 at his bake sale and put the money in his piggy bank.			
Brian paid \$5 for baking ingredients at the store.			
Brian donated a dozen bagels to the community center.			

- ② Which shapes are triangular prisms?



- ③ What shapes are the faces of a triangular prism?

Name: _____

Date: _____



Composing Hexagons

- ① Vivi asked her classmates what their favorite color is. She made a table showing the data.

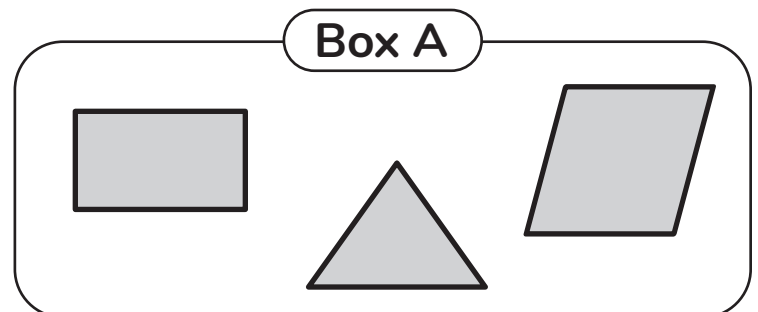
red	green	blue
7	3	9

- a) How many students did Vivi ask?

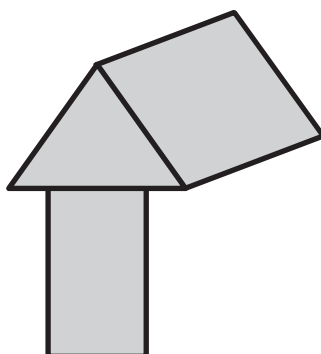
Did you show your thinking with an equation?

- b) Did more students like red or blue?

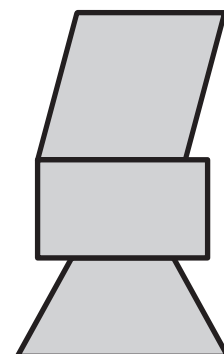
- ② Circle the new shape that can be made with the shapes in Box A.



Shape 1



Shape 2



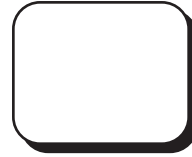
Name: _____

Date: _____



Exploring Relationships Between Shapes

- ① What number has 1 ten and 6 ones?



- ② Circle the equation that is true.

$$6 + 7 = 13$$

$$4 + 9 = 12$$

- ③ Jaymie built a new shape using 2 squares that are connected at one side. Draw and name the shape Jaymie made.

Did you show your thinking with a drawing?



Name: _____

Date: _____



Composing Irregular 2-D Shapes

- ① Vivi earns money when selling jewelry at the craft fair. She made a list of things she can spend his money on. Identify whether each example is a need or a want.

Circle the word that completes the statement.

I did an example for you!



Example	Need	Want
water	✓	
candy		
video games		
school lunch		

These are examples of

goods
services

- ② Fill in the missing number to make each statement true.

8 tens is .

2 tens is .

- ③ Draw a shape to fit each category.

triangle	hexagon	quadrilateral

Name: _____

Date: _____

Composing Squares

- ① Complete the doubles fact for 6.

$$\square + \square = 6$$

- ② Solve.

$$9 + 5 = \square$$

$$9 + 2 = \square$$

$$9 + 7 = \square$$

$$9 + 6 = \square$$

- ③ Draw a different shape in each box.

square	rectangle	quadrilateral
--------	-----------	---------------

Name: _____

Date: _____

Composing 3-D Shapes

- ① Complete the equations.

$$\square + 7 = 16$$

$$15 = 7 + \square$$

$$14 = 7 + \square$$

- ② Fill in the missing number to make each statement true.

6 tens and 4 ones is \square .

3 tens and 1 ones is \square .

- ③ Draw a line to connect the object to the solid shape it most looks like.

basketball

cylinder

dice

cone

soup can

sphere

party hat

cube

Topic 11

Partitioning Shapes and Time

Recommended ST Math Objectives:

Equal Shares and Partitioning
Equal Shares and Partitioning Symbolic
Telling Time

Name: _____

Date: _____



Identifying Equal Shares

- ① What is another subtraction equation that uses these numbers?

$$8 + 2 = 10$$

$$10 - 2 = 8$$

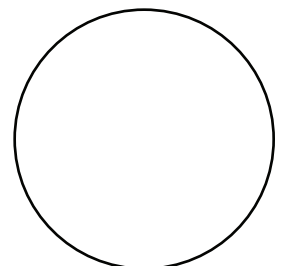
$$2 + 8 = 10$$

- ② After making friendship bracelets, Vivi had 3 blue beads, 7 red beads, and 6 orange beads. How many beads does she have left?

Write an equation and solve.



- ③ Partition each shape to show halves.

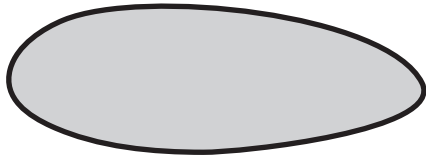


Name: _____

Date: _____

Creating Halves of a Shape

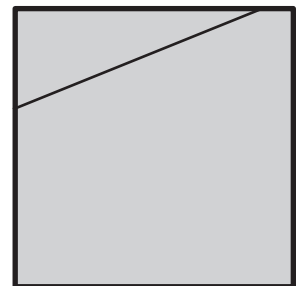
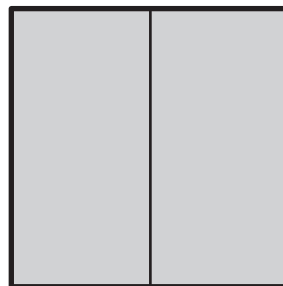
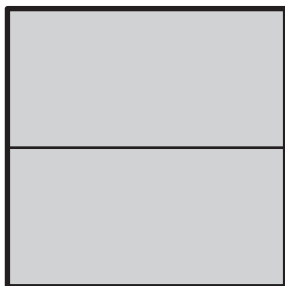
- ① Is this shape open or closed?



- ② a) What number comes just before 95?

- b) What number comes right after 95?

- ③ Circle each square that shows halves.



Name: _____

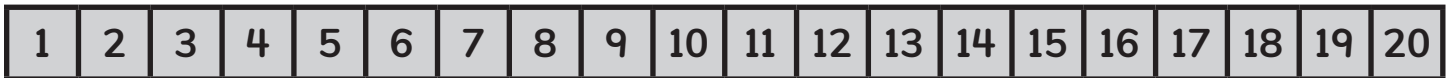
Date: _____



Sharing to Find Halves and Fourths

- ① Solve. Show your thinking on the number path.

$$17 - 7 = \boxed{}$$



- ② Brian made 16 crackers. He made some cheese crackers and some seed crackers. How many of each type of cracker could Brian have made?

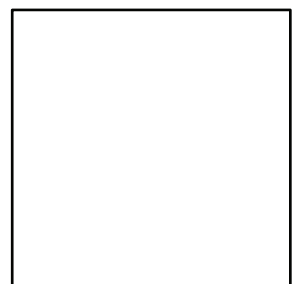
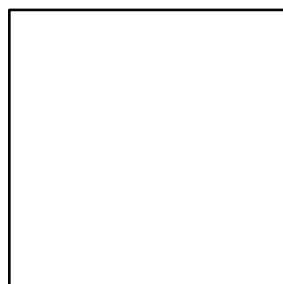
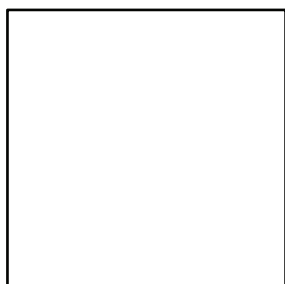


cheese crackers



seed crackers

- ③ Make fourths in 3 different ways.



Name: _____

Date: _____

Composing a Whole from Parts

- ① Circle the number that is less.

72

86

- ② Circle the equation that is true.

$15 = 7 + 9$

$5 = 20 - 5$

- ③ The piece below is one-half of a shape.
Draw the rest of the shape to show the whole.



Name: _____

Date: _____

Analyzing Halves and Fourths

- ① Circle ALL of the expressions that equal 6.

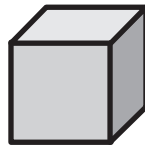
$12 - 6$

$5 - 1$

$3 - 3$

$7 - 1$

- ② Which shape is a cube? Explain your thinking.



- ③ Does the image below show 1 half, 1 fourth, or neither? Explain.



Name: _____

Date: _____

Measuring Time

- ① Circle the shape that has 4 right angles.



- ② a) What number is 10 more than 65?

- b) What number is 10 less than 65?

- ③ a) Which activity takes more time, brushing your teeth or riding to school?

- b) Which activity takes less time, blowing out a candle or writing your name?

Name: _____

Date: _____



Telling and Writing Time in Hours

- ① Which sports balls are most like a sphere?
Explain your thinking.

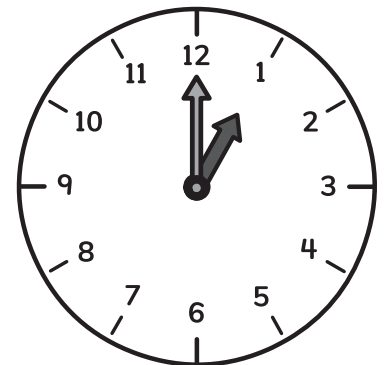
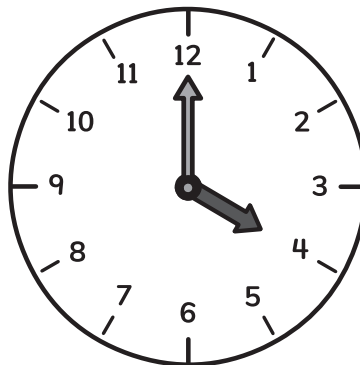
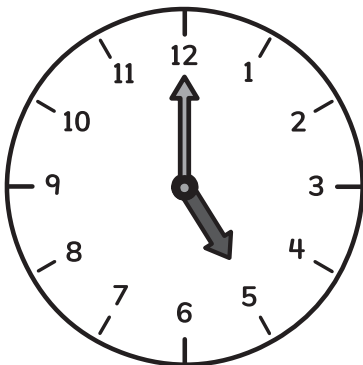


- ② 64 is 6 tens and 4 ones. What is another way to make 64?

- ③ Miles's clock looked like this:



Which clock shows the same time as Miles' clock?



Name: _____

Date: _____

Showing Time in Hours

- ① Which symbols make the statements true? $<$, $>$, $=$

$$38 \bigcirc 46$$

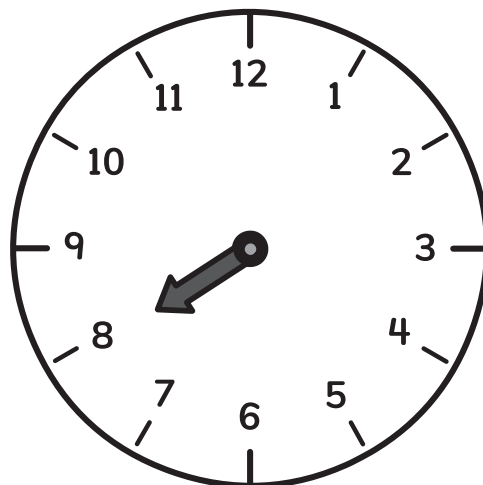
$$92 \bigcirc 77$$

$$68 \bigcirc 68$$

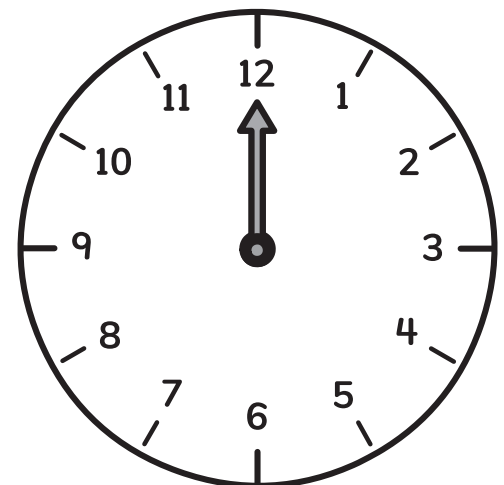
- ② a) What number is 10 more than 97?

- b) What number is 10 less than 97?

- ③ Draw the missing hands to make each clock show the given time.



8:00



3:00

Name: _____

Date: _____

Telling and Writing Time in Half Hours

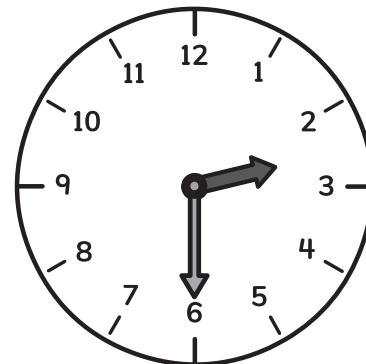
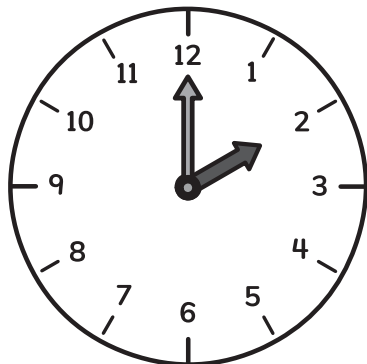
① Write as many expressions as you can that equal 10.

② Fill in the missing numbers.

19 = tens and ones

23 = tens and ones

③ Circle the clocks that show 2:30.



Name: _____

Date: _____

Planning Events and Times

- ① Fill in the missing number.

$$8 \text{ tens} = \boxed{}$$

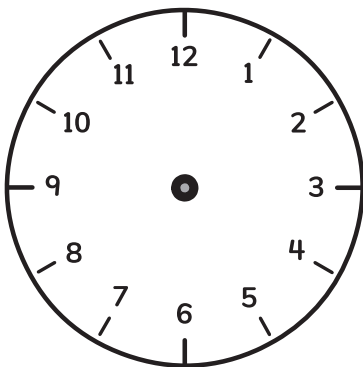
- ② Complete the equations.

$$17 - \boxed{} = 8$$

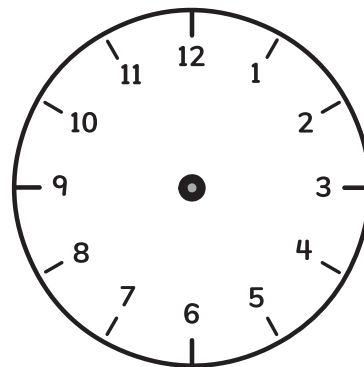
$$14 - \boxed{} = 8$$

$$9 - \boxed{} = 8$$

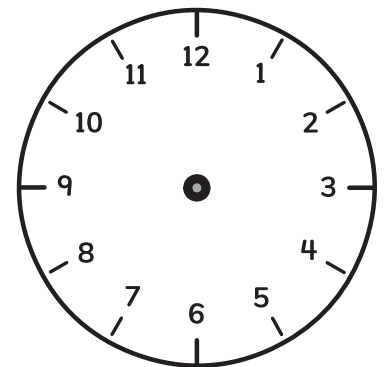
- ③ Draw a time on each clock to show when you would most likely do each activity. Write the time you chose below the clock.



wake up



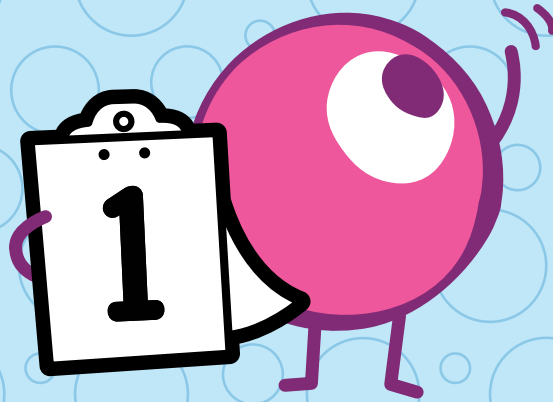
eat lunch



eat dinner



ST Math
Texas



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