ST Math Texas

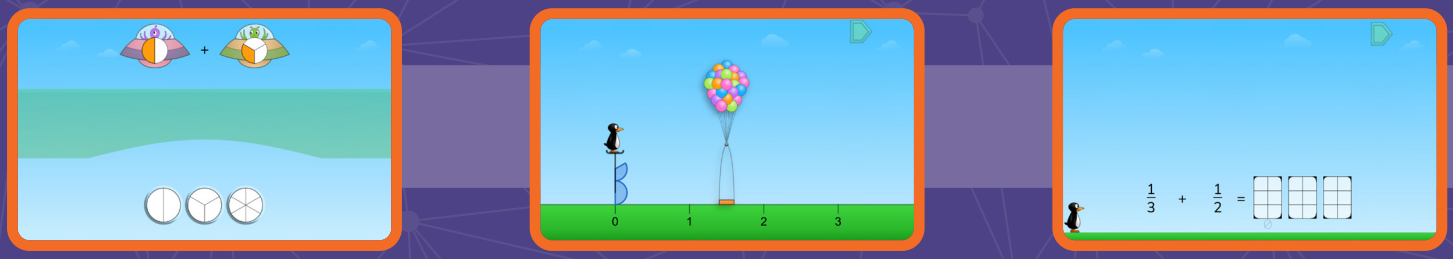
Grade 1

ST Math Practice Book

MIND EDUCATION

TEACHER EDITION

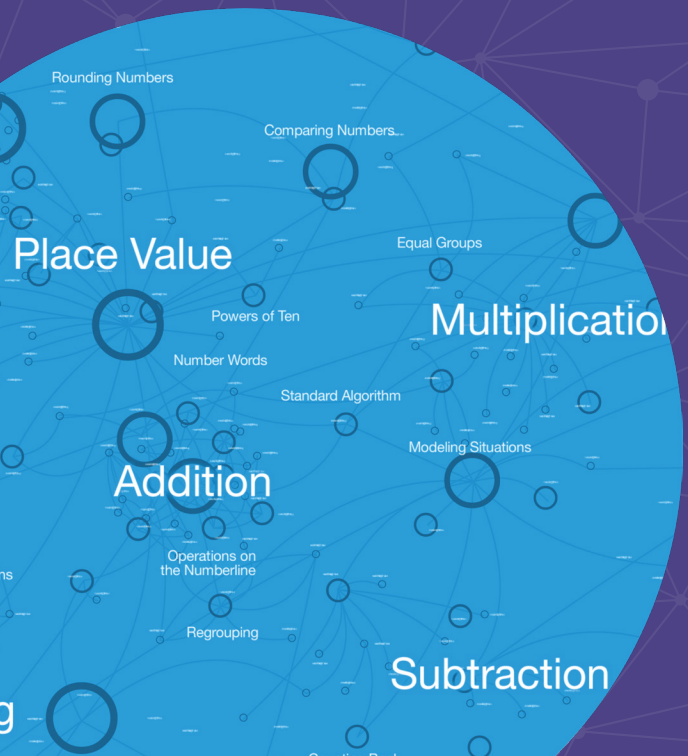
Building Mathematical Progressions Within and Across Grade Levels



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.

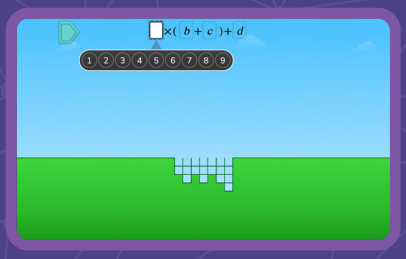


These scaffolded models support problem-solving, strategy sharing, and big-picture thinking—making math feel coherent and connected across and within grade levels.

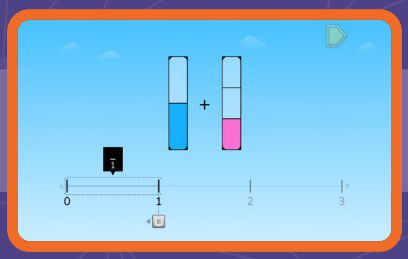
To deepen learning, lessons use multiple representations—visuals, numbers, words, and symbols—helping students form a rich network of ideas they can apply to new problems.

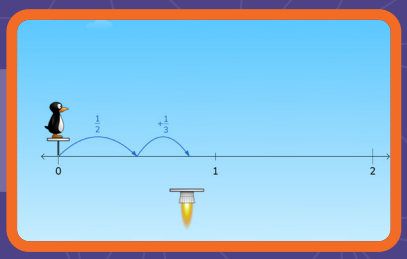
With **ST Math Texas** students go beyond memorization. They develop a connected understanding of math concepts, apply their learning flexibly, and build lasting confidence.

Expressions
Grade 5

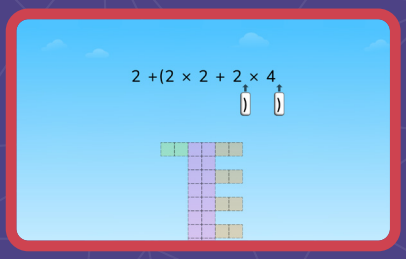


Fractions
Grade 4

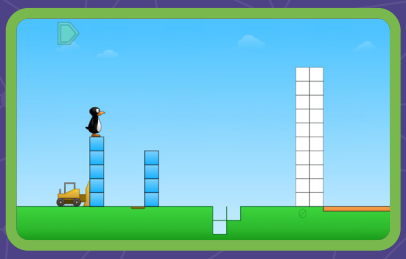




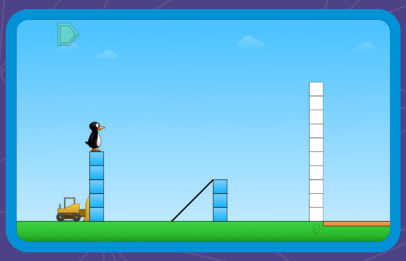
Multiplication
Grade 3



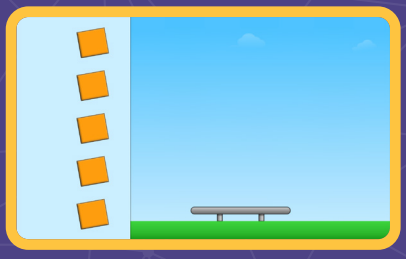
Subtraction
Grade 2



Addition
Grade 1



Counting
Grade K



Connected visual models build in complexity across grade levels

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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

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

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.D 1.3.E 1.3.F 1.5.A 1.5.D

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

Topic 3: Comparing and Measuring Length

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

TEKS: 1.1.A 1.1.B 1.1.C 1.1.D 1.1.E 1.1.F 1.1.G 1.7.A 1.7.B 1.7.C 1.7.D

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

Topic 4: Exploring Place Value Within 120

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

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

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

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

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

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

Topic 6: Investigating Data

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

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 1.5.F 1.8.A 1.8.B 1.8.C

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

Topic 7: Extending Approaches to Problem Solving

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

Topic 8: Extending Place Value to 120

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

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

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

Topic 9: Exploring Financial Literacy

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

TEKS: 1.1.A 1.1.B 1.1.C 1.1.E 1.1.F 1.1.G 1.2.E 1.3.A 1.4.A 1.4.B 1.4.C 1.5.B 1.5.C 1.9.A 1.9.B 1.9.C 1.9.D

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

Topic 10: Composing and Decomposing Shapes

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

TEKS: 1.1.B 1.1.C 1.1.D 1.1.E 1.1.F 1.1.G 1.6.A 1.6.B 1.6.C 1.6.D 1.6.E 1.6.F

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

Topic 11: Partitioning Shape and Time

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

TEKS: 1.1.A 1.1.B 1.1.C 1.1.D 1.1.E 1.1.F 1.1.G 1.6.D 1.6.F 1.6.G 1.6.H 1.7.E 1.8.A 1.8.B 1.8.C

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

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.

   21, 22, 23, 24, 25, 26, 27, 28, 29, 30

2. Count backward from 23 to 14.

   23, 22, 21, 20, 19, 18, 17, 16, 15, 14

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

4	*5*	*6*	*7*	*8*

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

5	*6*	*7*	*8*	9

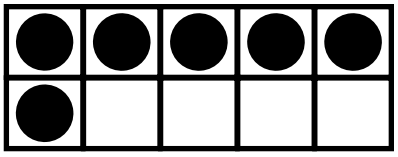
5. Fill in the numbers missing from the number path.

8	*9*	10	*11*	*12*

Name: Date:

Subitizing to Tell How Many

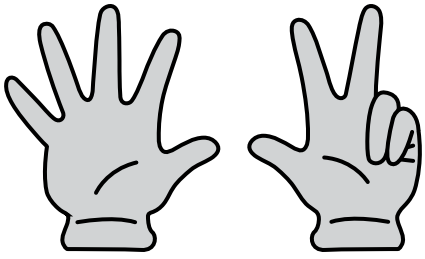
1. How many? **6**



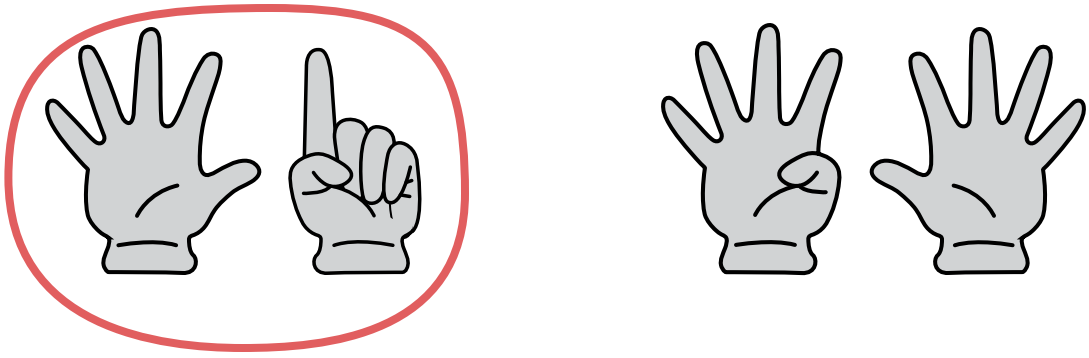
2. Count from 84 to 95.

84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95

3. How many fingers do you count? **8**



4. Circle the hands that show 6.

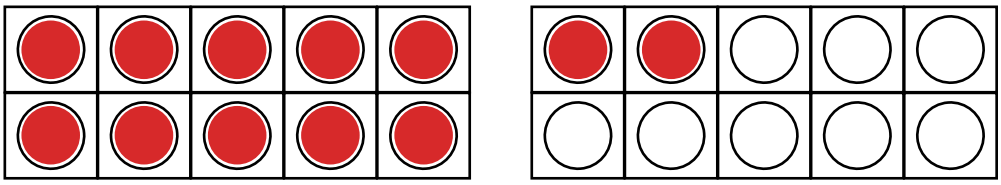


Name: _____ Date: _____

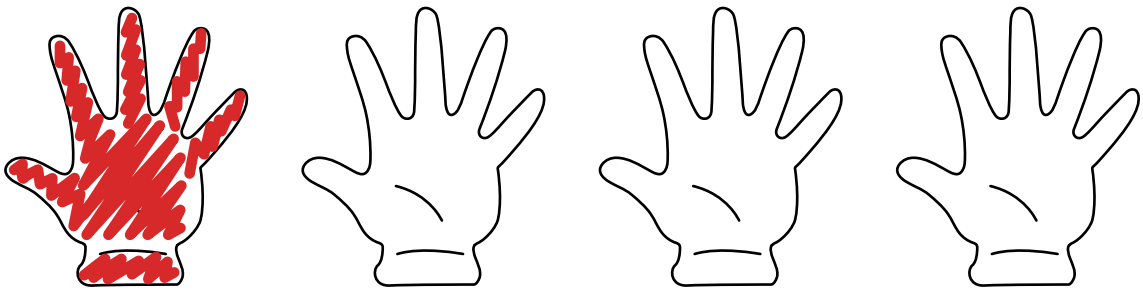
Acting Out to Model Addition Within 10

1. Color in the dots to show the number.

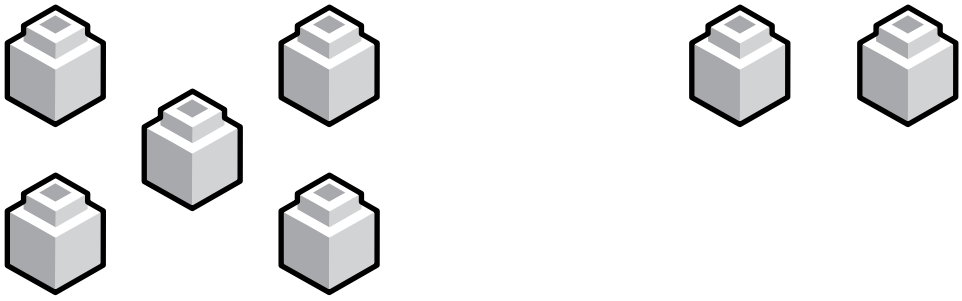
12



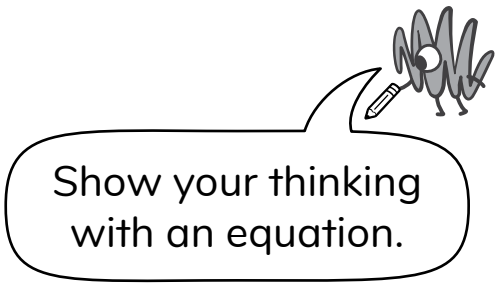
2. Color the hand that is first.



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



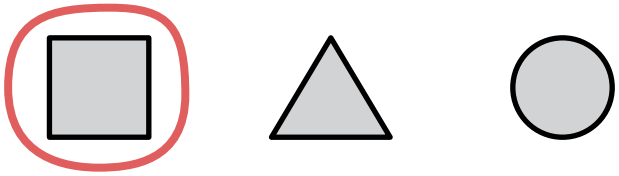
5 + 2 = 7



Name: Date:

Using Equations to Model Addition Within 10

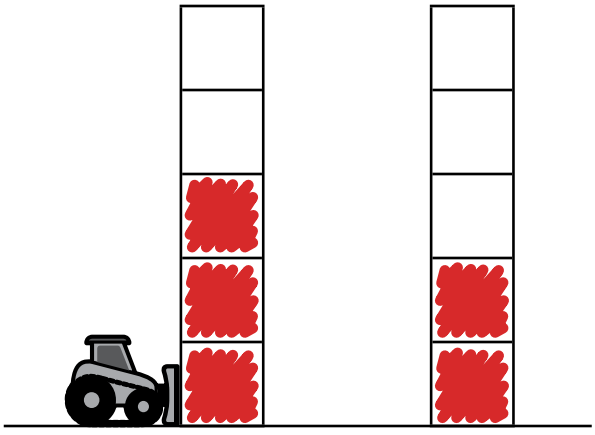
1. Circle the square.



2. Circle the number that is less.

5 7

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



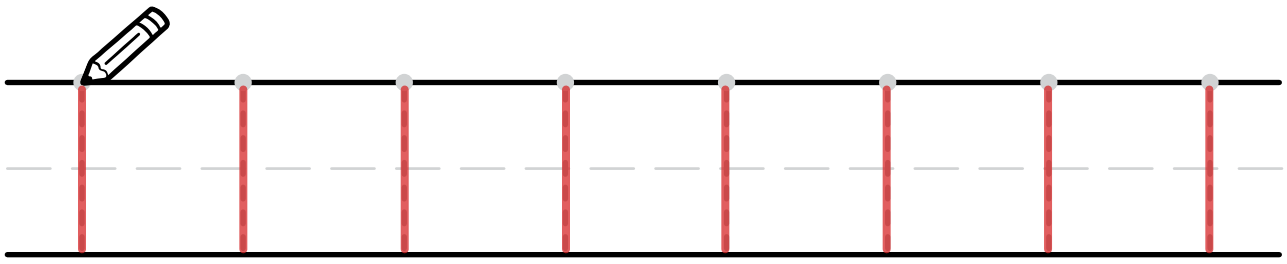
b) What is the total amount colored in? **5**

Name: Date:

Counting On to Tell How Many

1. Skip count by 10 to reach 100.

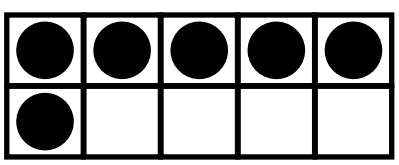
10, 20, 30, 40, 50, 60, 70, 80, 90, 100

2. 

3. Solve to find how many.

3 +  = *7*

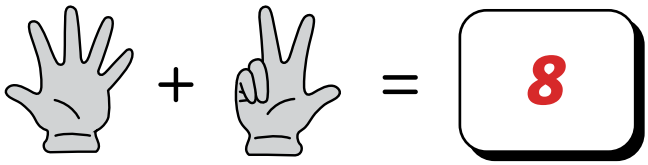
4. How many? *9*

 + 

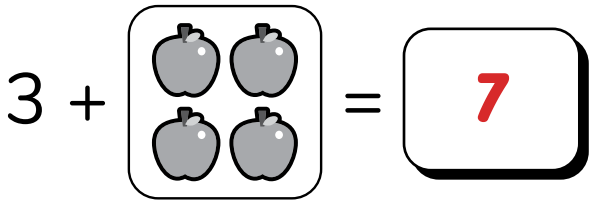
Name: Date:

Using a Number Path to Add Within 10

① Solve to find how many.



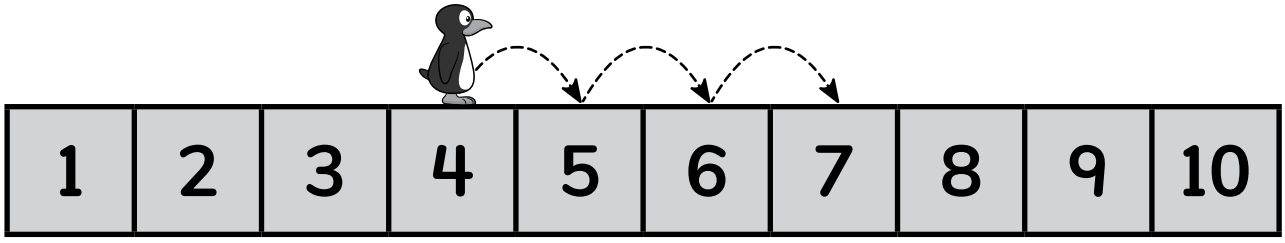
② Solve to find how many.



③ Circle the equation that shows JiJi's movement.

4 + 2 = 6

4 + 3 = 7

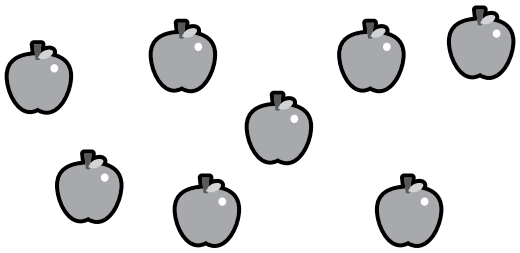


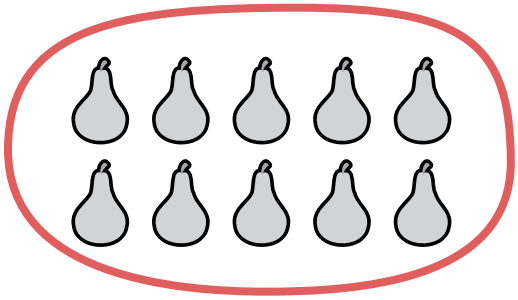
Name: _____ Date: _____


Brian

Acting Out to Model Subtraction Within 10

1

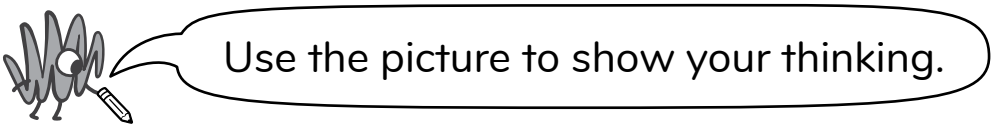




a) Are there more apples or pears?
Circle the group that has more.

b) How many  ? **8**

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

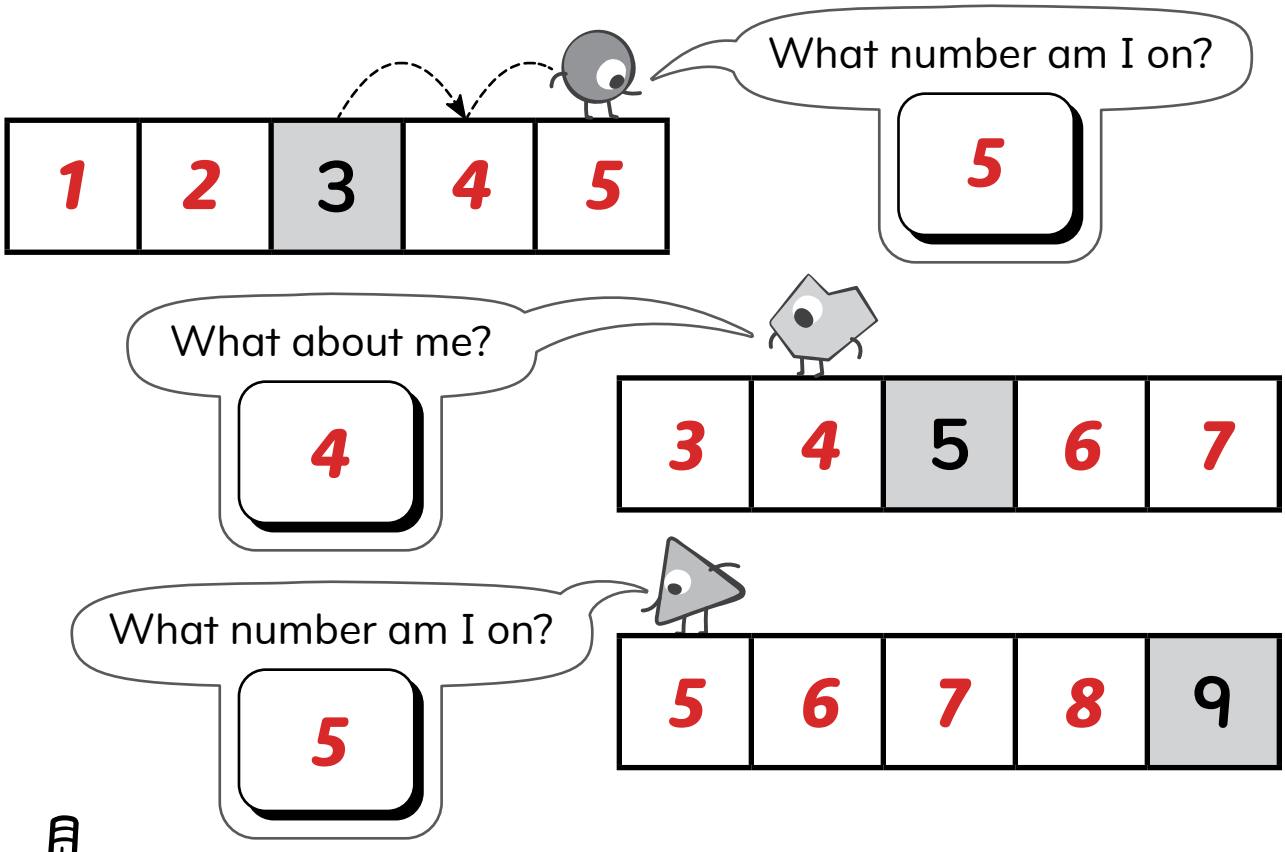


6 rolls

Name: Date:

Using Equations to Model Subtraction Within 10

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



2. 2 2 2 2 2 2 2 2 2 2

3. Solve.

$7 - 5 =$ 2

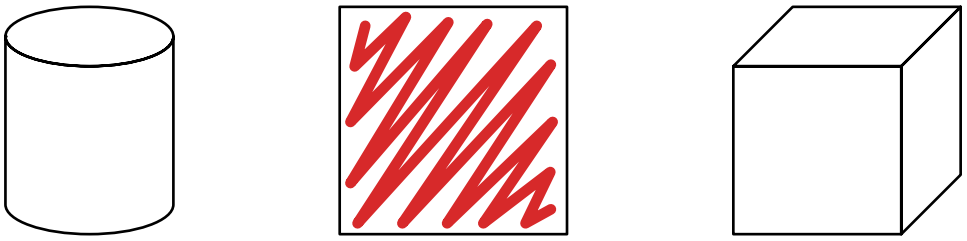
Draw a picture to show your thinking.

Possible answer:

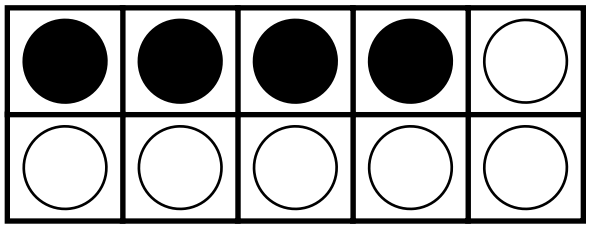
Name: _____ Date: _____

Using a Number Path to Subtract Within 10

1. Color in the 2-D shape.



2. Use the ten frame to solve.



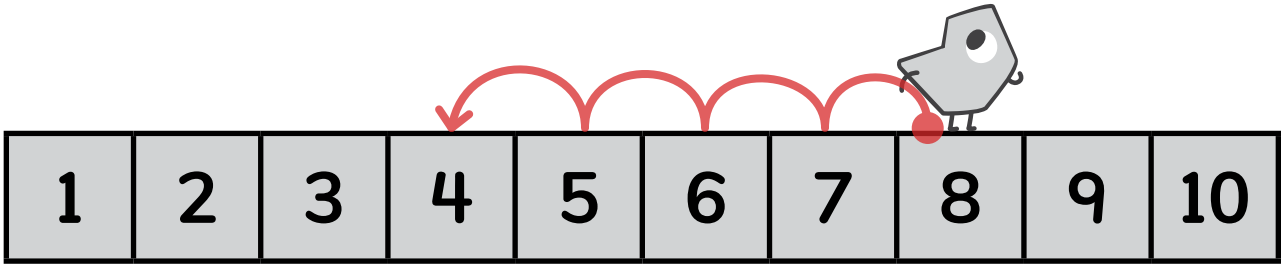
$4 + \boxed{6} = 10$

$10 - 4 = \boxed{6}$

3. Use the number path to solve.

$8 - 4 = \boxed{4}$

Use the number path to show your thinking.



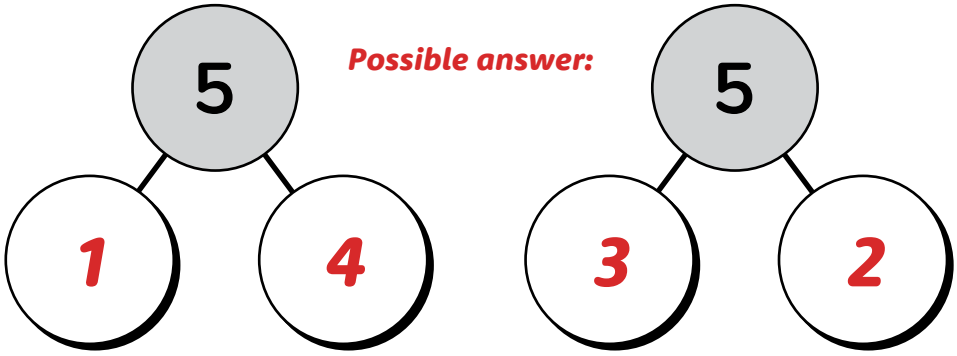
Name: Date:

Exploring the Relationship Between Addition and Subtraction

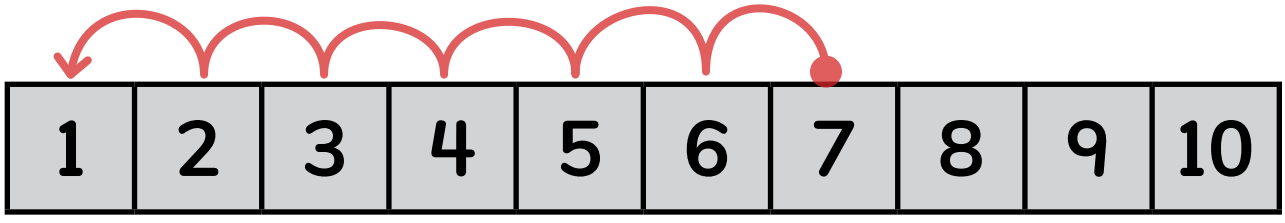
1. Count from 76 to 83.

76, 77, 78, 79, 80, 81, 82, 83

2. Complete the number bonds using 2 different ways.



3. Use the number path to solve. $7 - 6 =$ ***1***



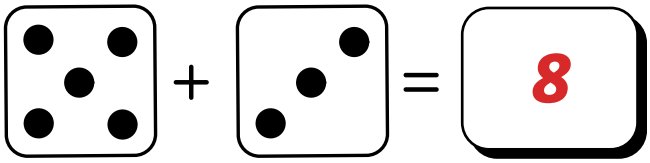
4. Solve.

$6 - 4 + 4 =$ ***6***

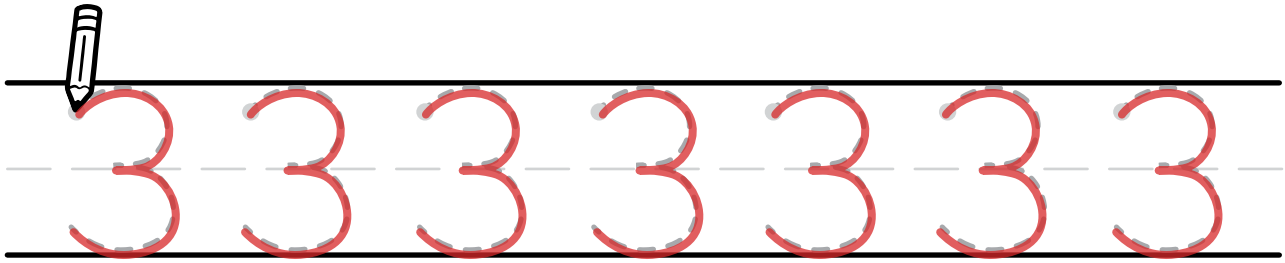
Name: Date:

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

1. Solve to find how many.

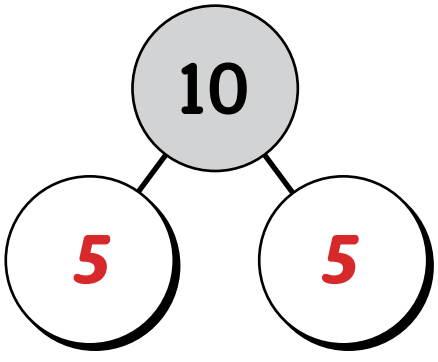


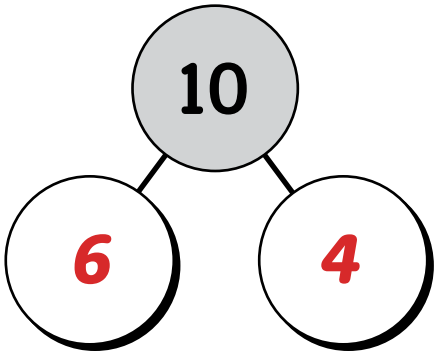
2.

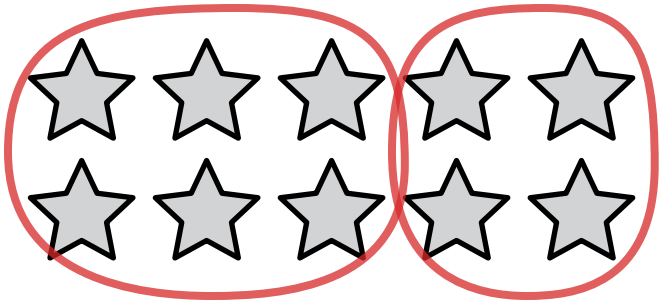


3. Complete the number bonds using 2 different ways.

Possible answers:



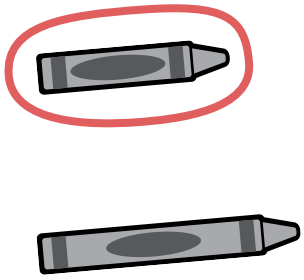




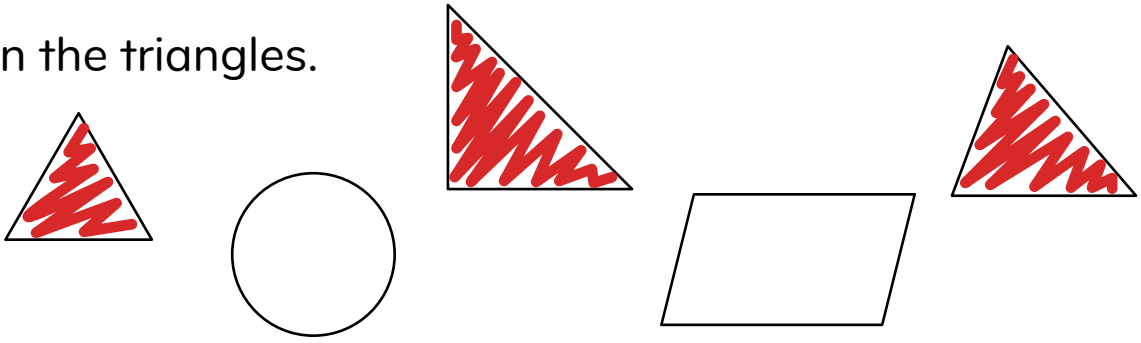
Name: Date:

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

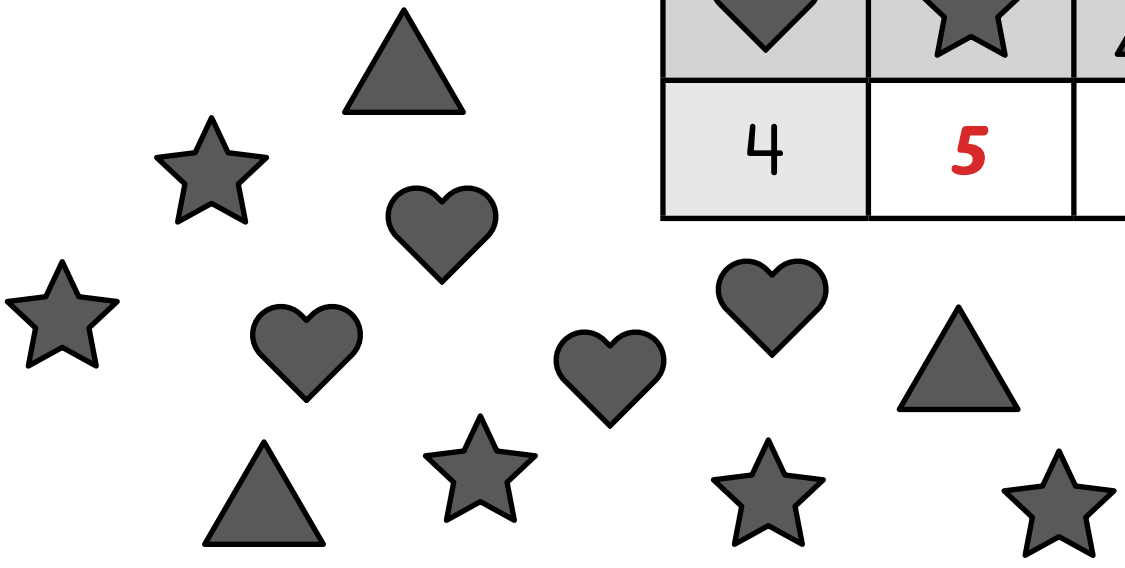
1. Circle the shorter crayon.



2. Color in the triangles.



3. Complete the table.

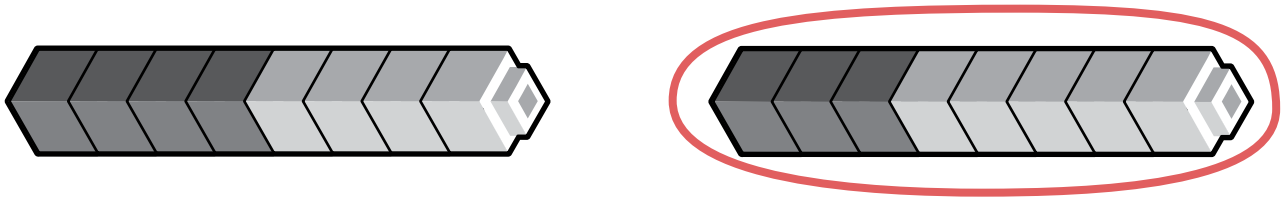


4	5	3

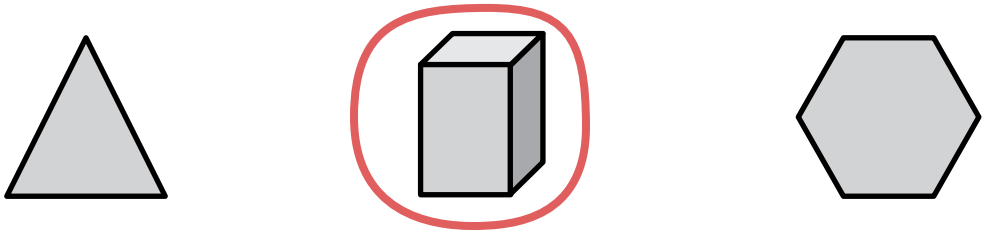
Name: _____ Date: _____

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**

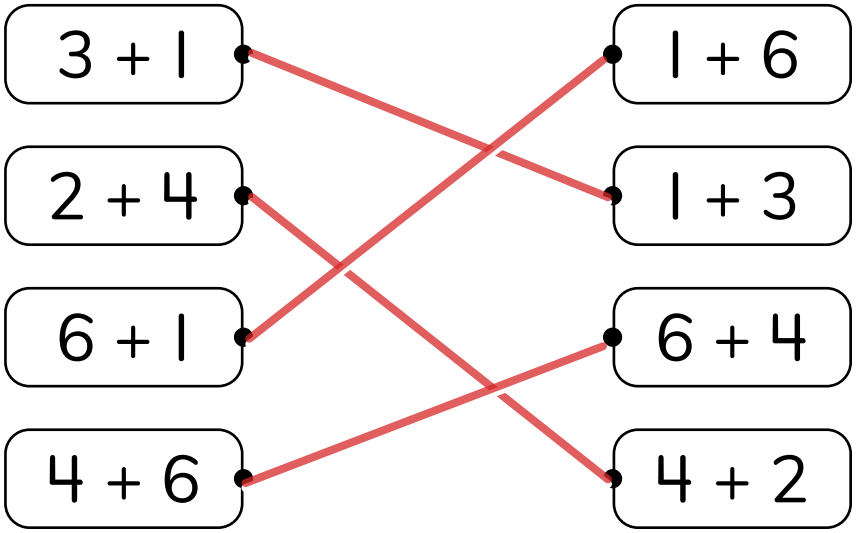
How do you know?

Possible answer:

True because the total is the same no matter what order you add the numbers in.

5 + 3 = 8 and 3 + 5 = 8

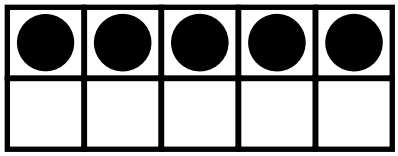
4. Draw a line to match expressions with the same total.



Name: Date:

Using Equations to Model 10

1. How many more to make 10?

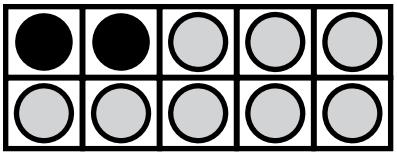


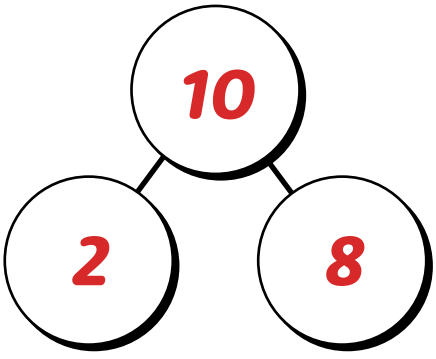
$5 + \boxed{5} = 10$

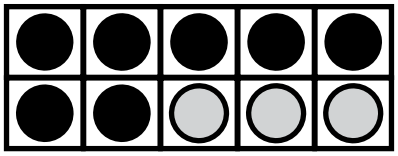
2. Count from 99 to 89.

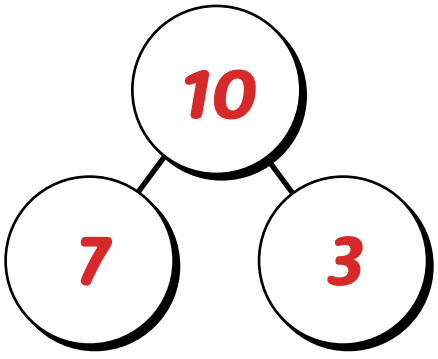
99, 98, 97, 96, 95, 94, 93, 92, 91, 90, 89

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





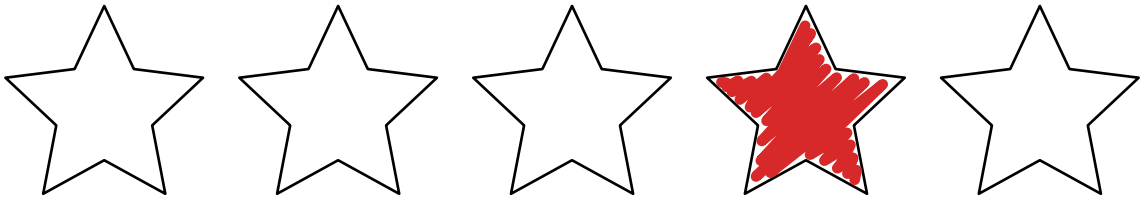




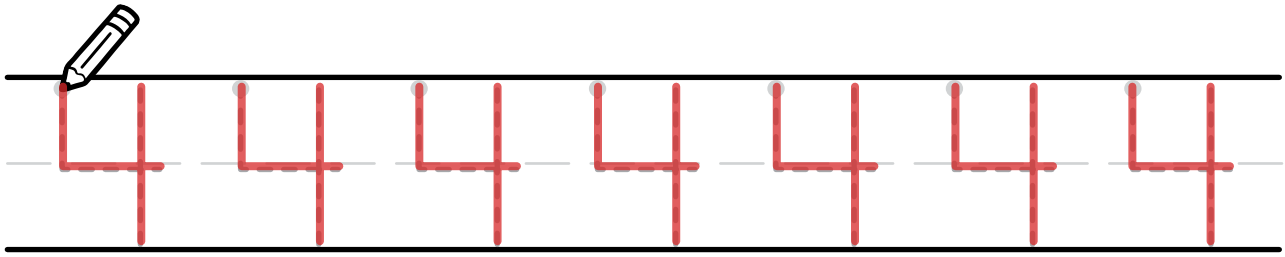
Name: _____ Date: _____

Exploring Strategies to Find the Missing Part

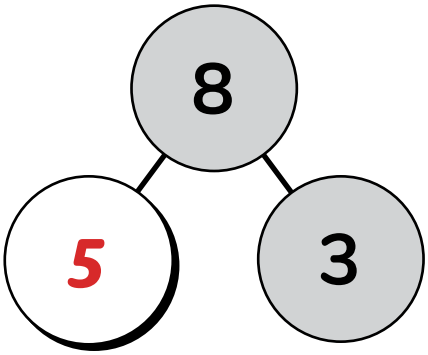
1. Color the fourth star.

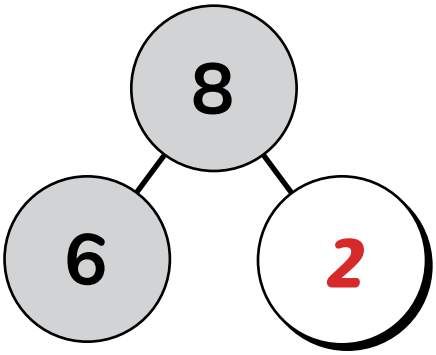


2.

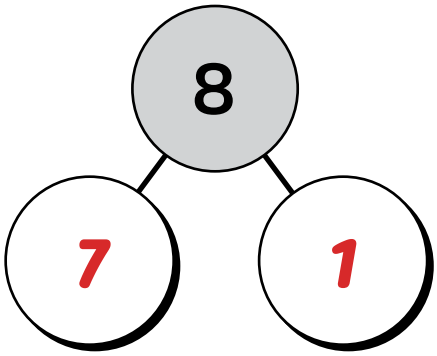


3. Complete the number bonds to show 3 different ways.





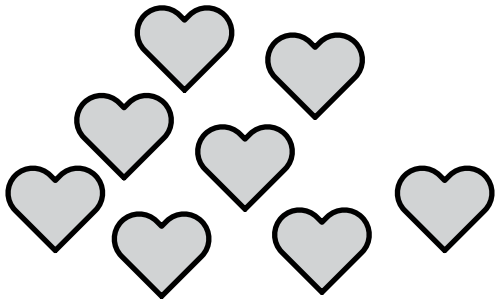
Possible answer:



Name: _____ Date: _____

Choosing Strategies to Find the Missing Part

1



a) Are there more stars or more hearts?

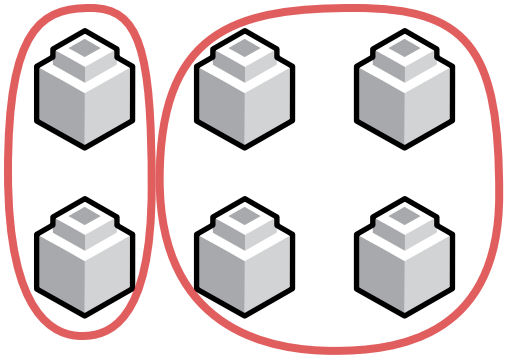
stars **hearts**

b) How many hearts? **8**

2 Finish this sentence.

I know 4 + 2 = 6, so 6 − 2 = **4**.

Use the picture to show your thinking.



Name: Date:

① 

Using a Think-Addition Strategy to Subtract Within 10

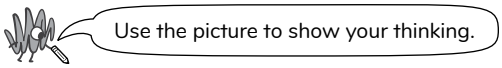
a) Are there more stars or more hearts?

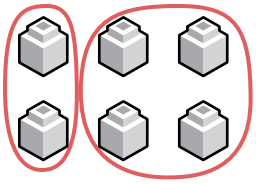
stars hearts

b) How many hearts? **8**

② Finish this sentence.

I know 4 + 2 = 6, so 6 − 2 = **4**.





Name: Date:

① Circle the number that is greater.

9

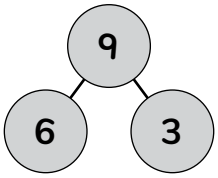
② Circle the number that is less.

8 **6**

③ 

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

Possible answers:



6 + **3** = **9**

9 − **6** = **3**

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 6 6 6 6 6 6 6

② $4 + 3 =$ **7**

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

3 + **4** = **7**

b) Are the answers equal? ☑ Yes ☐ No

③ Solve. **9** $= 9 - 5 + 5$

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.

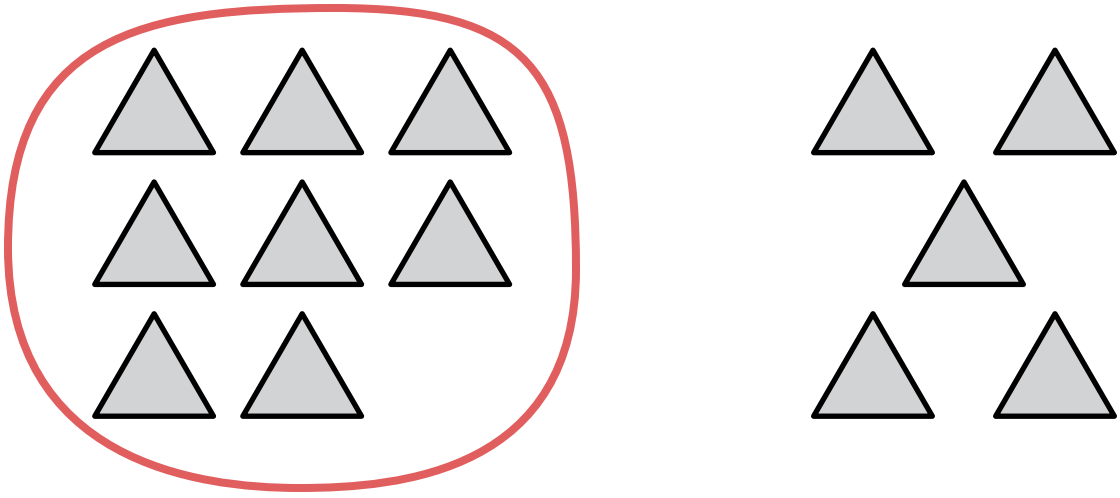
6 + **6** = **12**

Name: _____ Date: _____


Brian

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

1. Circle the group that has 8 triangles.



2. Solve. $4 + 4 + 2 =$ **10**

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

9 + **7** + **2** = **18**

18 fruits

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.

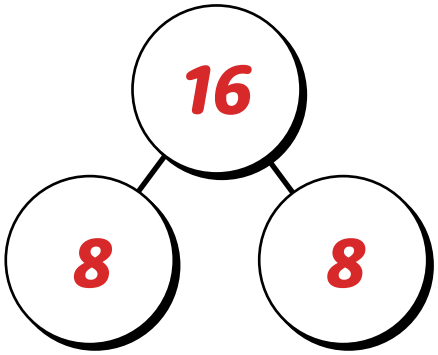
$$\boxed{5} + 4 = 9$$

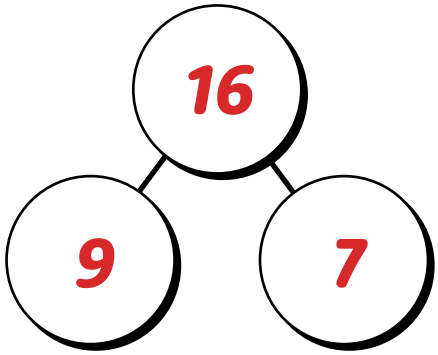
2. Solve.

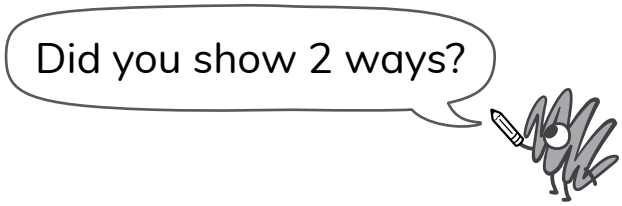
$$\boxed{14} = 8 + 2 + 4$$

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.

Possible answer:



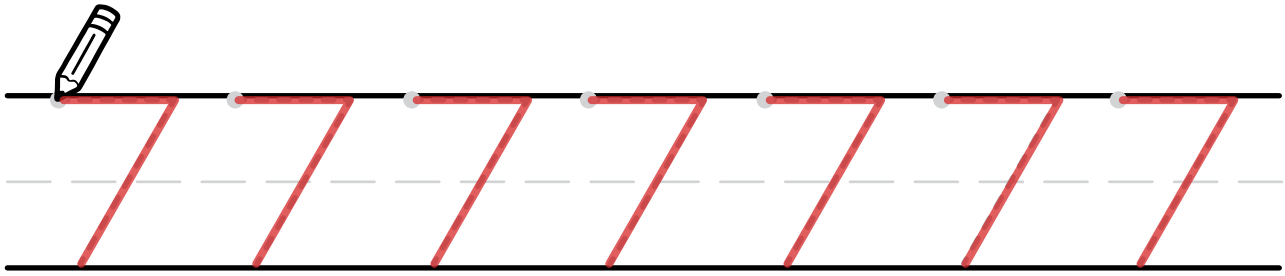




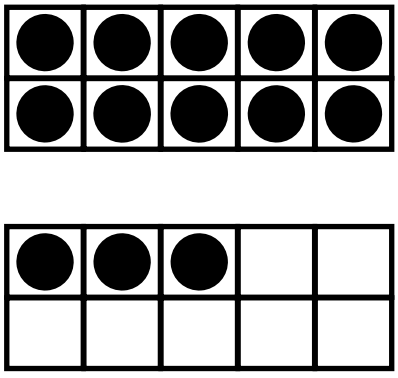
Name: Date:

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

1

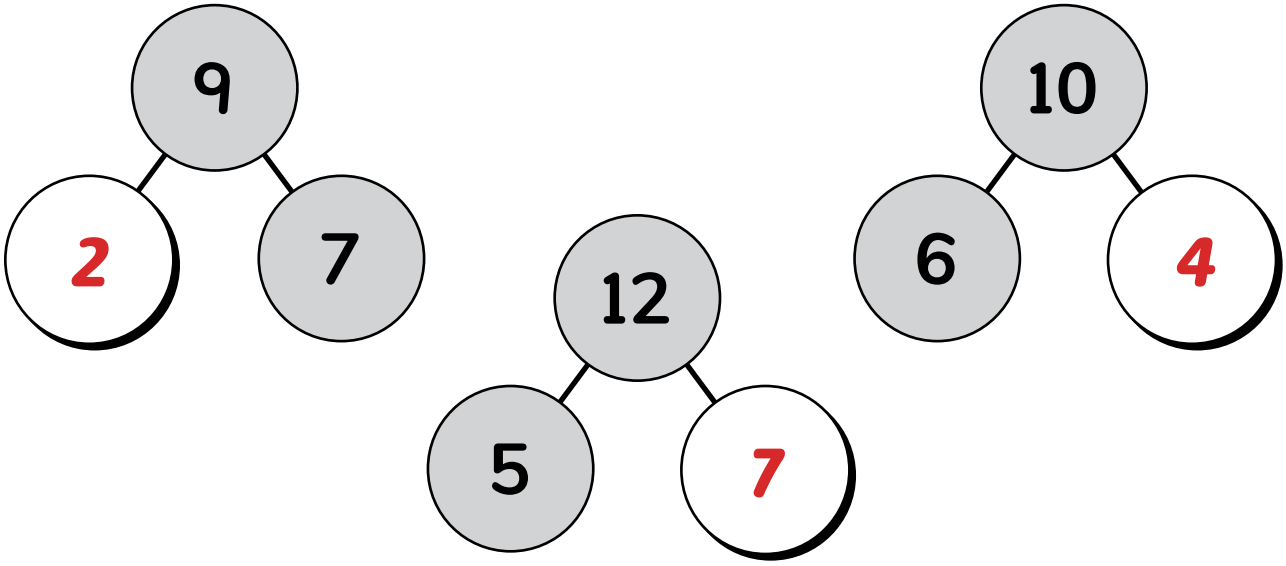


2 How many total dots are there in the ten frames?



13

3 Fill in the missing parts.



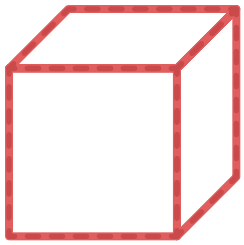
Name: _____ Date: _____


Jaymie

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

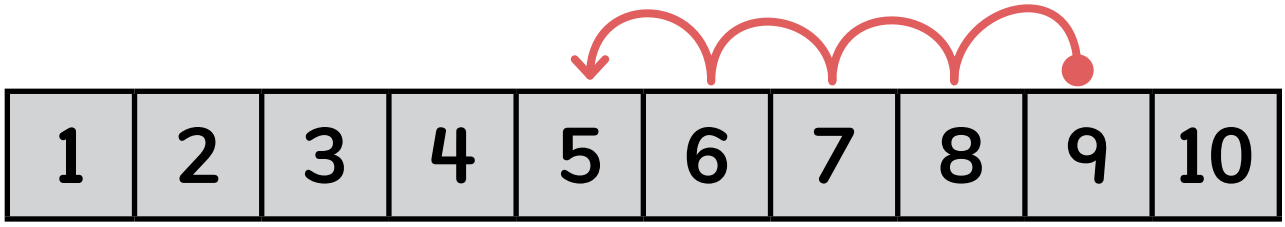
① Trace a square on this shape.

Possible answers:



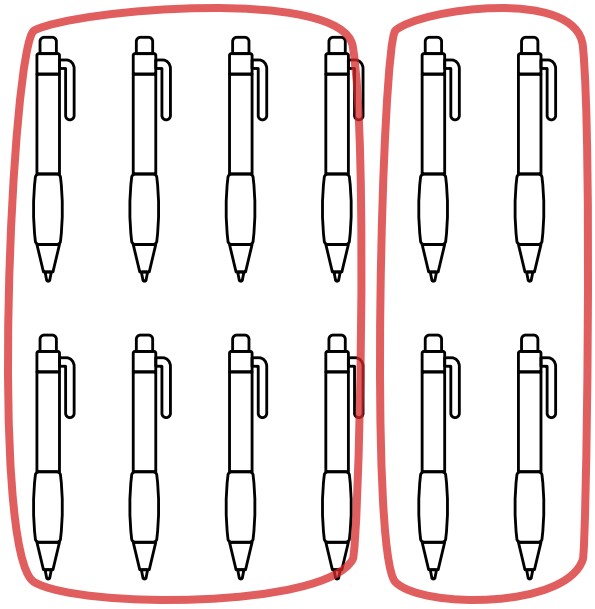
② Solve. Show your thinking on the number path.

$9 - 4 =$ **5**

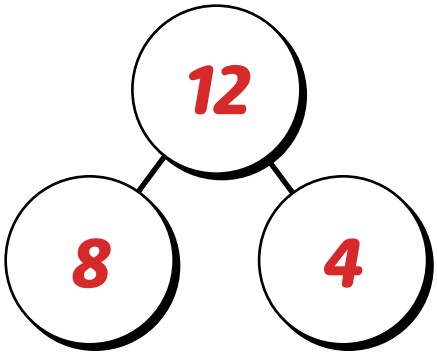


③ Jaymie has 12 pens. She sees that 8 pens are black. The rest of the pens are red. How many pens are red?


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



4 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.

$4 + \boxed{3} = 7$

b) Now, solve.

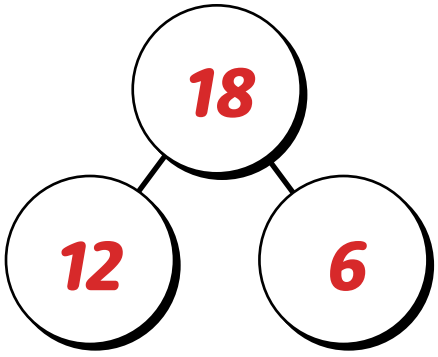
$7 - 4 = \boxed{3}$

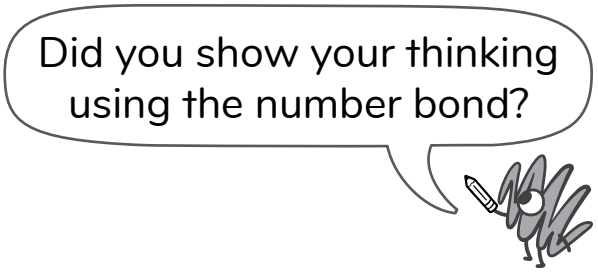
3. Jaymie had 18 crayons and markers. She had 12 crayons.

a) What is the unknown in this problem?

the number of markers

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

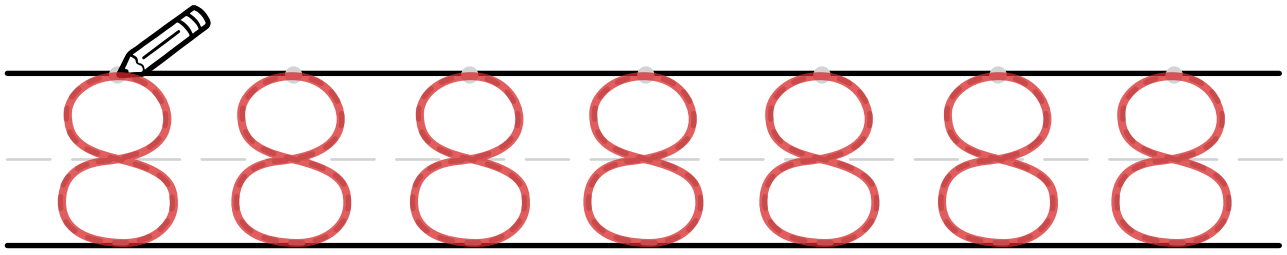




Name: _____ Date: _____

Counting Strategically to Solve Word Problems

1



2 Complete the equations.

$7 + \boxed{3} = 10$

$8 = 4 + \boxed{4}$

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

$16 - 9 = \boxed{7}$

Vivi has $\boxed{7}$ stickers now.

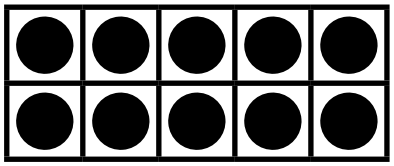
Did you use the equation to show your thinking?

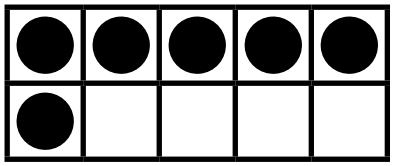
Name: _____ Date: _____

Jaymie

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

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



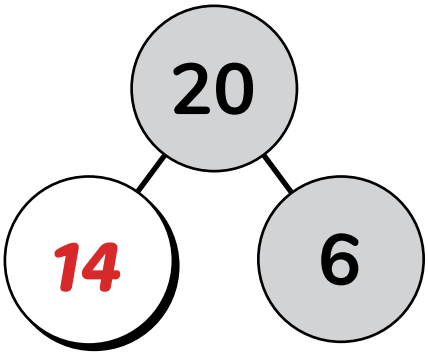


1 tens and **6** ones is **16**.

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.

14 markers



20 – 6 = 14

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

Name: _____ Date: _____


Brian

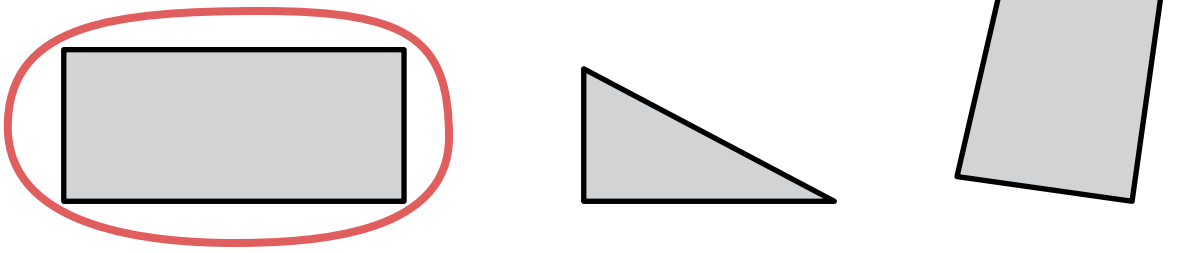
Modeling and Solving Active Subtraction Word Problems: Change Unknown

1. Write 2 ways to make 9.

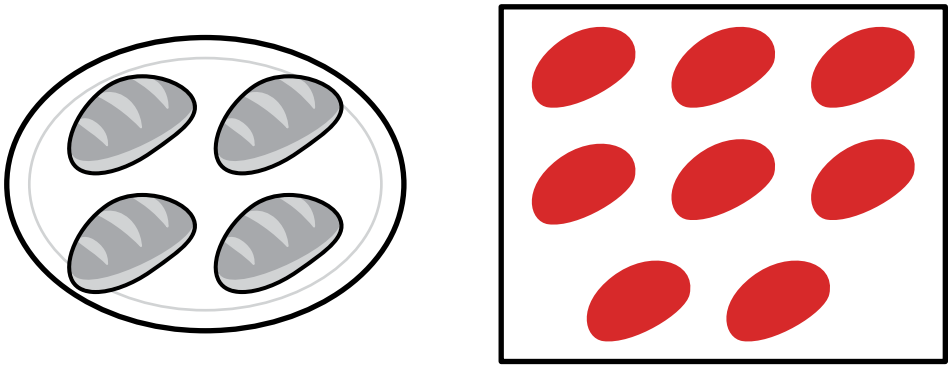
Possible answer: 4 + 5 = 9

Possible answer: 1 + 8 = 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.

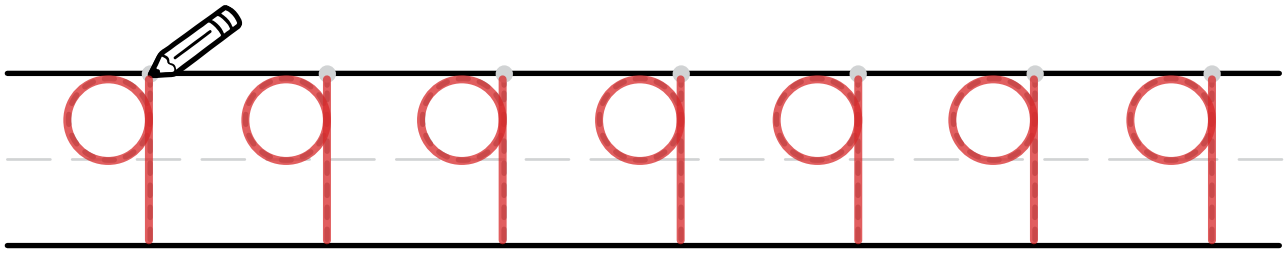


Did you show your thinking with a drawing?

8 rolls

Name: _____ Date: _____

Modeling and Solving Active Addition Word Problems: Change Unknown

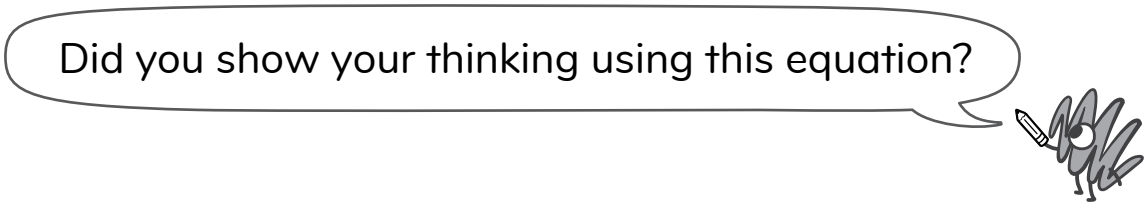
① 

② Complete the equations.

$6 + \boxed{4} = 10$ $9 = 3 + \boxed{6}$

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?

$14 + \boxed{5} = 19$ **5 stickers**

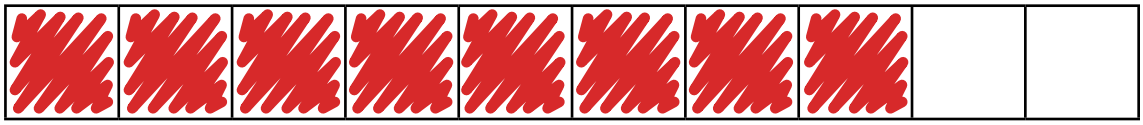


Name: _____ Date: _____

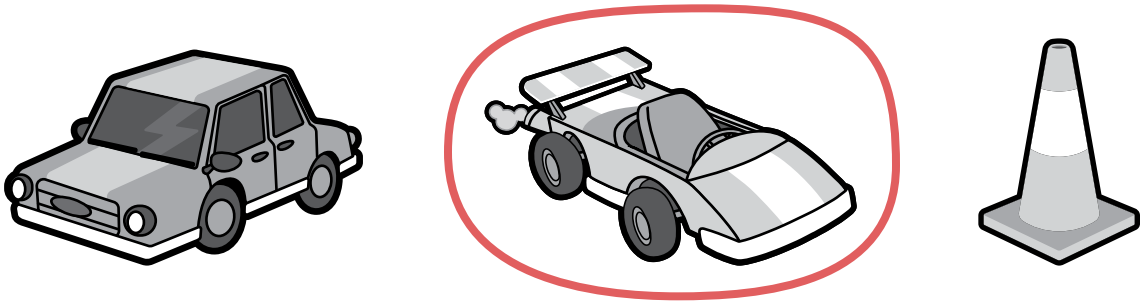
Creating Active Addition and Subtraction Word Problems: Change Unknown

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

8 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.

$8 + 6 =$ **14**

Possible answer:

I pet 8 cats and 6 dogs at the farm. How many animals in all did I pet?

Topic 3

Comparing and Measuring Length

Recommended ST Math Objectives:

Measurement Concepts
Comparing and Ordering Two-Digit Numbers
Shape Differences

Name: Date:

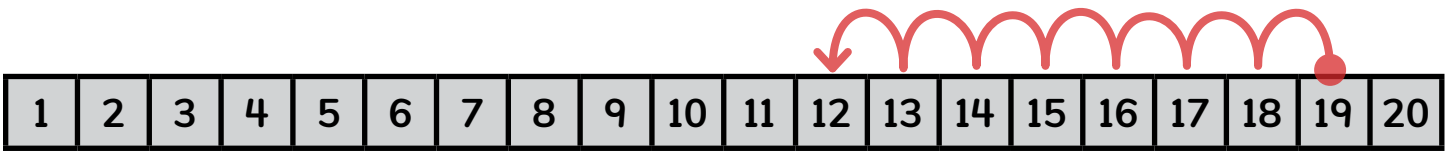
Comparing and Ordering Lengths

1. Complete the equation.

$14 - \boxed{7} = 7$

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

$19 - 7 = \boxed{12}$



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

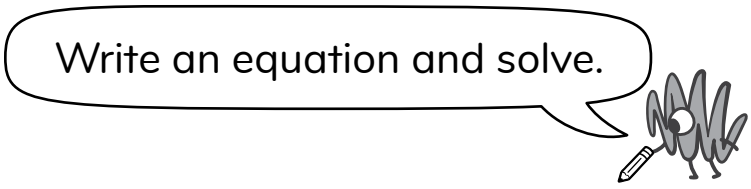
Name: _____ Date: _____


Jaymie

Making Predictions When Comparing Length

1. If 16 – 4 = 12, then **12** + 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?



4 + 2 + 7 = 13 supplies

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

Student answers will vary.

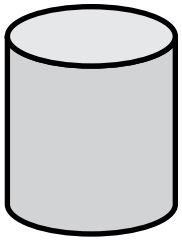
Name: _____ Date: _____

Making Indirect Comparisons of Length


Vivi


Brian

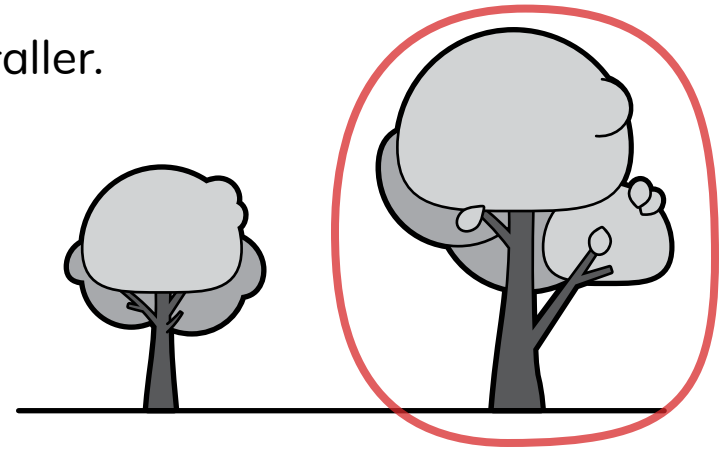

Jaymie

1. 

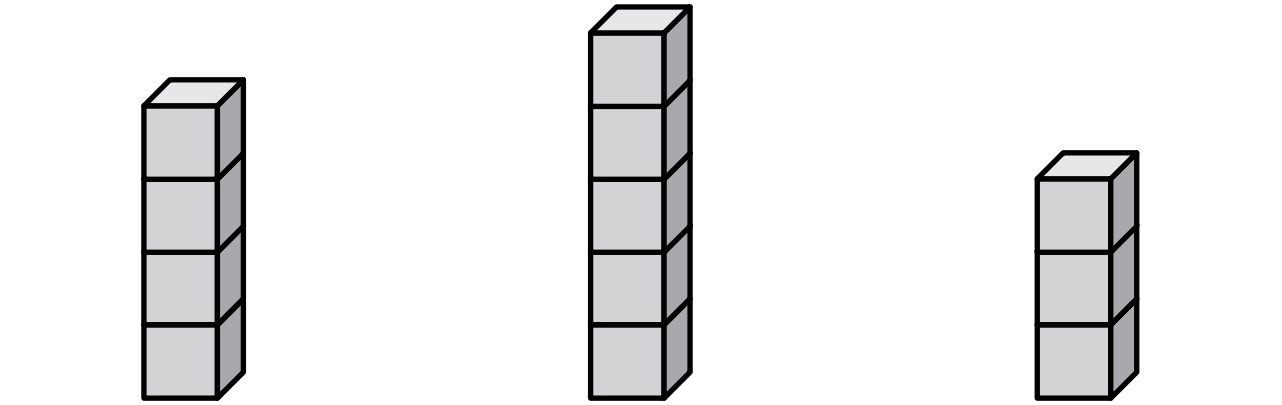
Is this shape flat or solid?

☐ 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: _____


Miles

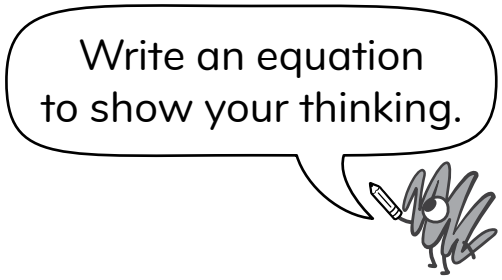
Making Predictions When Comparing Height

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

   17 – 12 = 5

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

   6 + 2 = 8 birds



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

   Student answers will vary.

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

   Yes **No** ***Student answers will vary.***

Name: _____ Date: _____

Measuring Length with Nonstandard Units

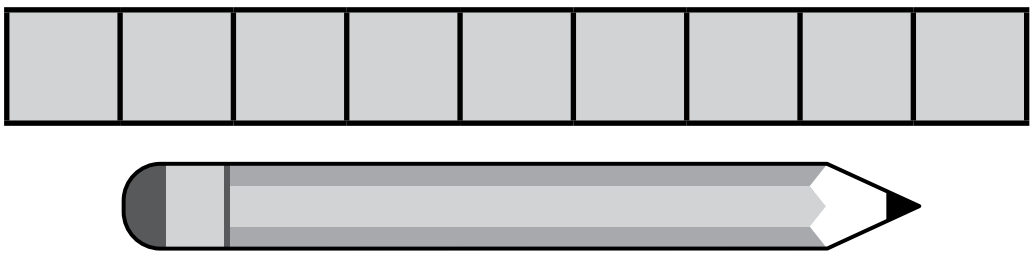
1. Circle the expressions that make 10.

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?



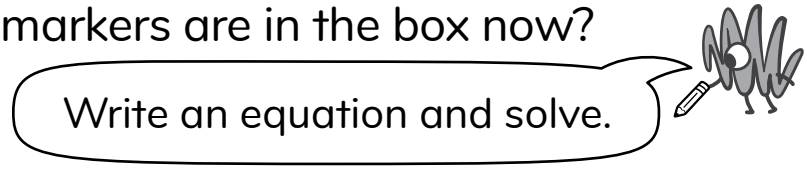
7 blocks

Name: _____ Date: _____

Jaymie

Measuring Length Without Gaps and Overlaps

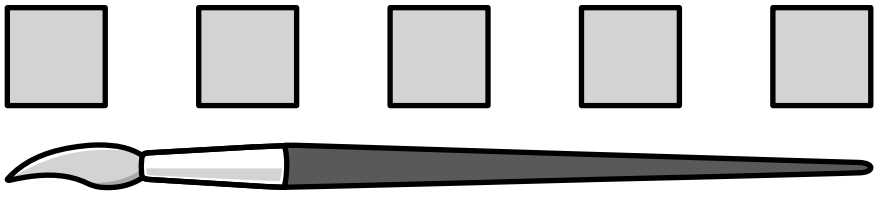
1. There are 6 markers in the box. Jaymie puts 8 more markers in the box. How many markers are in the box now?



6 + 8 = 14 markers

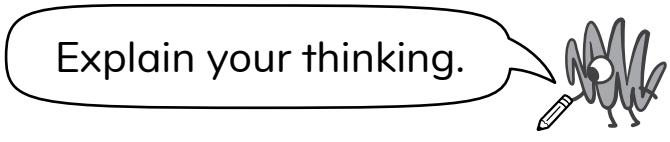
2. Complete the equation.

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

3. 

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

Yes **No**



Possible answer:

The 5 blocks have big gaps between them, so the paintbrush is longer than 5 blocks.

Name: _____ Date: _____

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.

14 friends

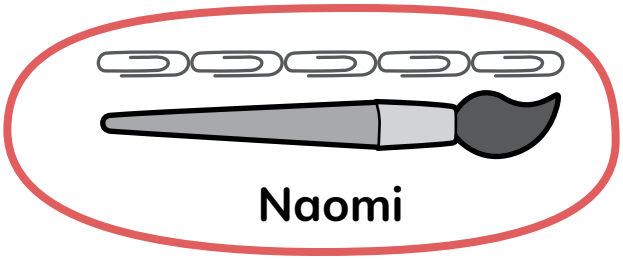
Possible answer:

4 + 3 + 7 = 14

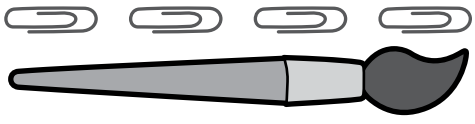
2. Complete the equations.

$5 + \boxed{9} = 14$ $2 + \boxed{7} = 9$

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

Possible explanation:

Naomi used them correctly because the paper clips touch.

Name: Date:

Aligning Units and Tools to Measure Length

1 a) Solve.

$3 + 7 =$ **10**

$6 + 4 =$ **10**

$8 + 2 =$ **10**

b) What do you notice about all the sums?

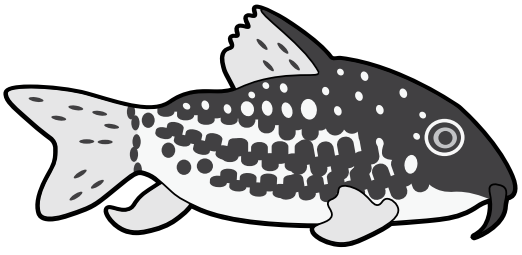
They are all equal to 10.

2 Circle the equation that is true.

20 – 7 = 13

20 – 6 = 15

3 How long is the fish?



4 paper clips

Name: _____ Date: _____

Using Same-Size Units to Measure Length

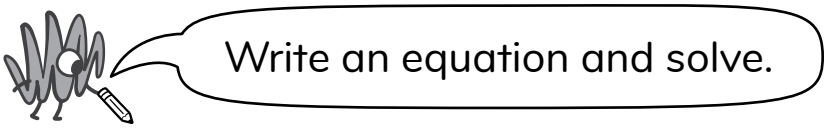

Miles


Brian


Jaymie

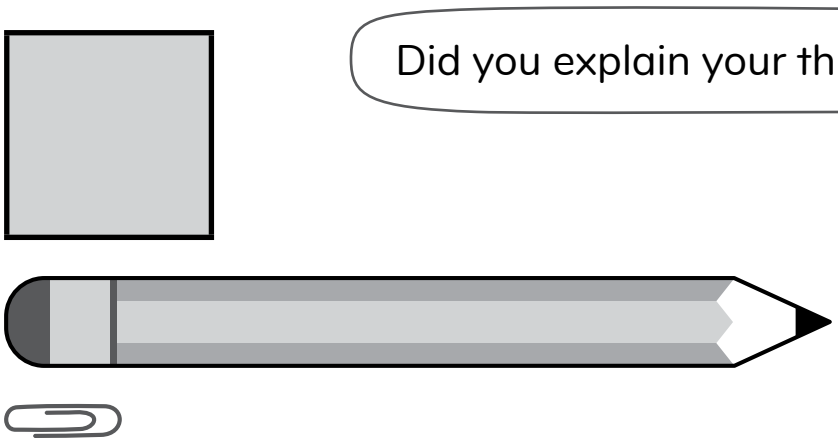
1. If 9 – 3 = 6, then 6 + **3** = 9.

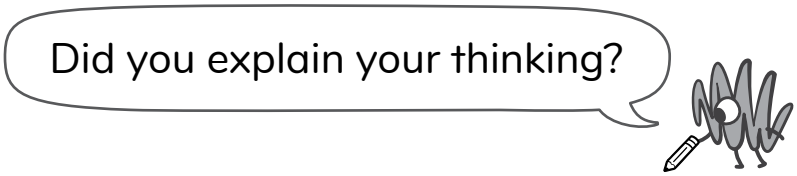
2. Miles had 9 cars. Then, Brian borrowed 2 cars. How many cars does Miles have now?



9 – 2 = 7 cars

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





blocks

Possible answer:

The paper clips are smaller and it would take more than 4 paper clips to equal the length of the pencil.

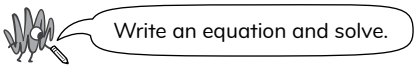
Name: _____ Date: _____


Brian

1 Solve.

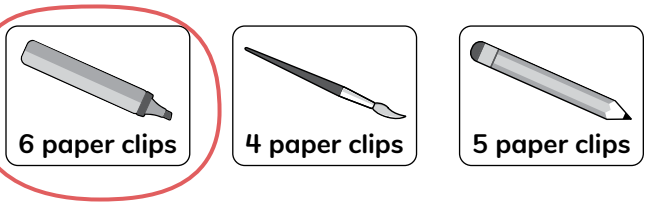
Using Measurements To Compare Lengths

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?



8 + 2 + 7 = 17 bars

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



Topic 4

Exploring Place Value Within 120

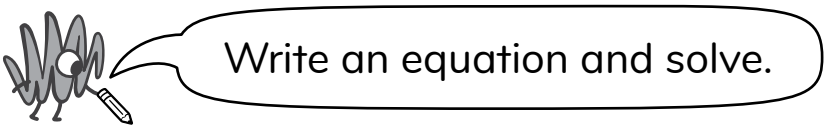
Recommended ST Math Objectives:

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?



6 tokens

6 + 7 = 13 or 13 − 7 = **6**

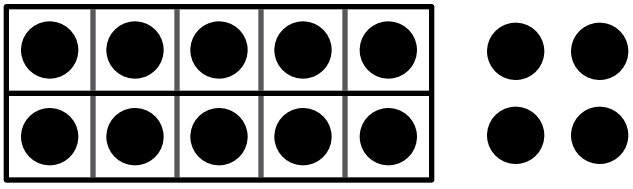
② Solve.

8 − 2 = **6**

10 − 6 = **4**

7 − 4 = **3**

③



This is 1 group of 10 and **4** more. The total is **14**.

Name: _____ Date: _____

Using Number Bonds and Ten Frames to Model Teen Numbers

1. Write 3 different expressions that add to 7.

Possible answers:

4 + 3

2 + 5

1 + 6

2. a) Circle the equation that is true.

7 + 4 = 11

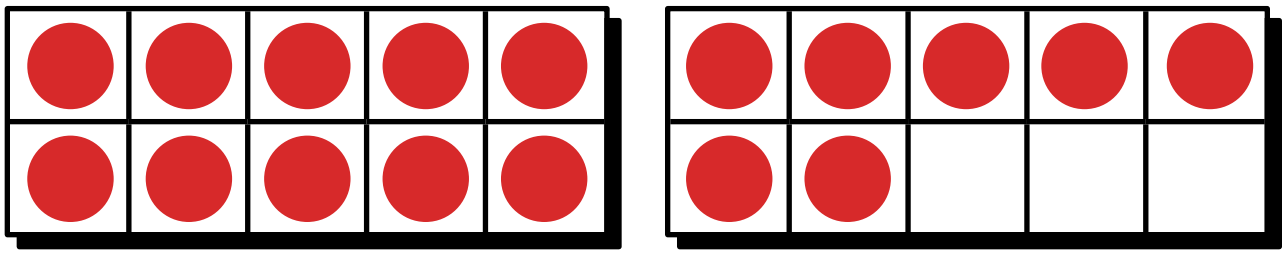
8 + 5 = 11

b) Write another equation that is true.

Possible answer:

4 + 4 = 8

3. Show 17 using the ten frames below.

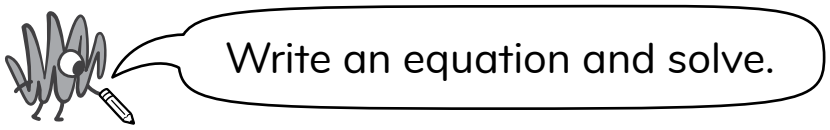


Name: _____ Date: _____


Jaymie

Using Place Value Mats to Model Teen Numbers

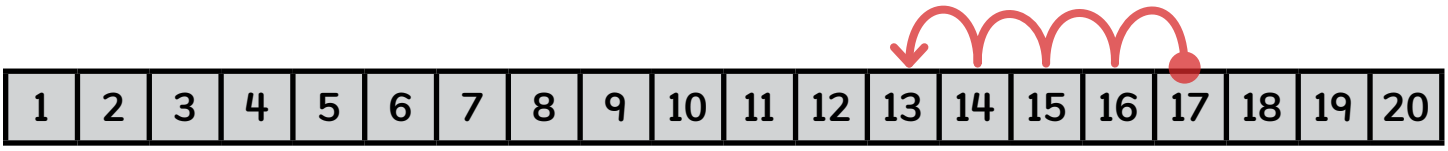
1. Jaymie collected school supplies for her teacher. She found 3 markers, 6 pencils, and 4 glue sticks. How many total supplies did Jaymie collect?



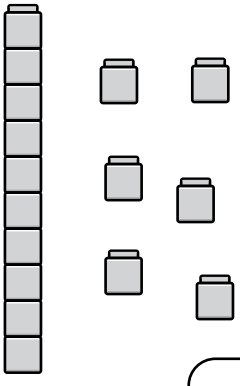
3 + 6 + 4 = 13 supplies

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

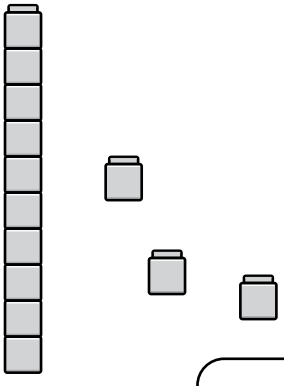
$17 - 4 =$ ***13***



3. Write the number shown by the blocks.



This number is ***16***.

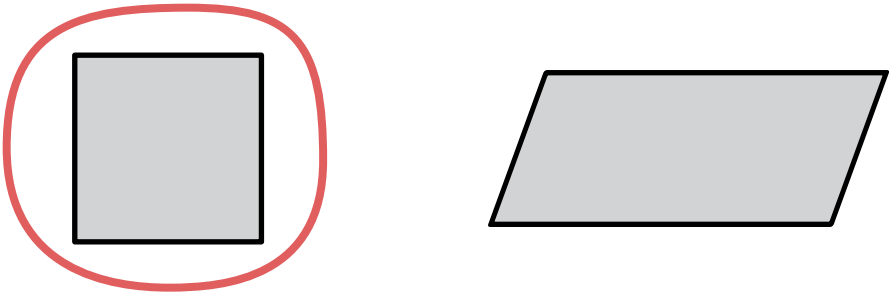


This number is ***13***.

Name: Date:

Counting by 10s to Tell How Many

1. Which shape has 4 equal sides?



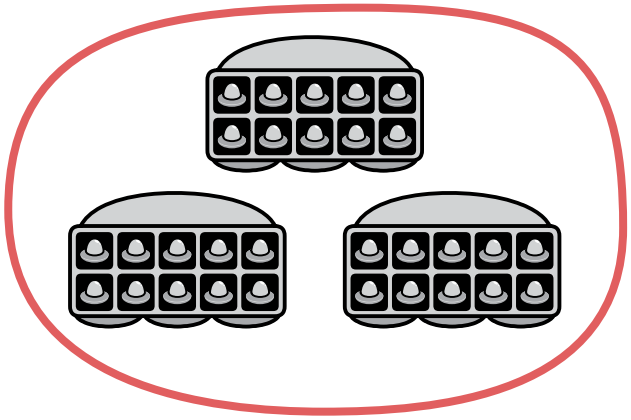
2. Complete the equations.

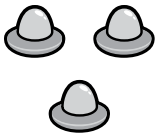
$8 = 10 + \boxed{8}$

$13 = 10 + \boxed{3}$

$10 = 10 + \boxed{0}$

3. Circle the set of spaceships that shows 30.

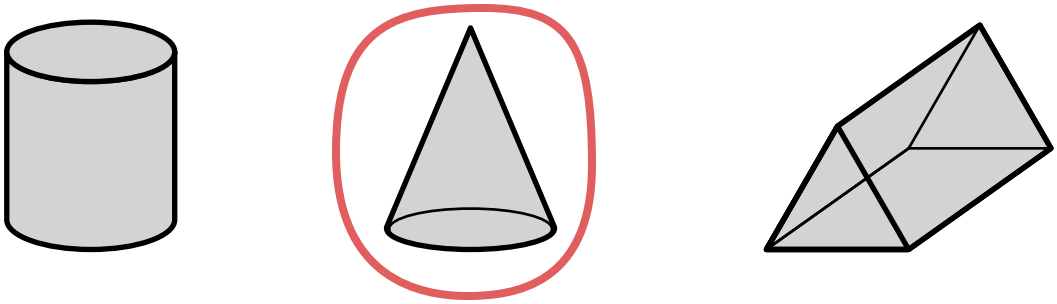




Name: Date:

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. **8 + 9 = 17**

18 equals 9 plus 9. **18 = 9 + 9**

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

a) 4 tens and 8 ones

48

b) 6 tens and 3 ones

63

Name: Date:

Comparing Models of Two-Digit Numbers

① $3 + 3 = 6$

Write 2 more equations that equal 6.

Possible answers:

1 + ***5*** = 6

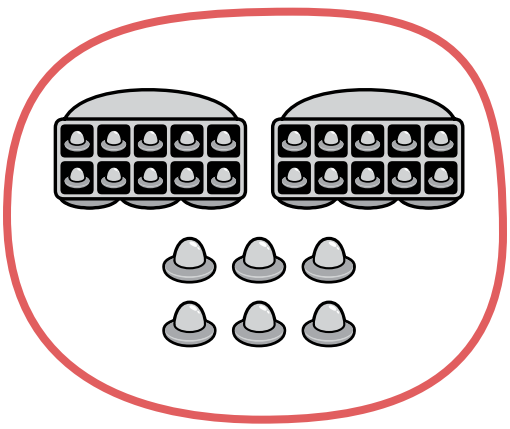
2 + ***4*** = 6

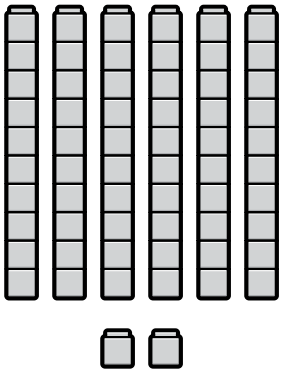
② Write 4 numbers that are greater than 8.

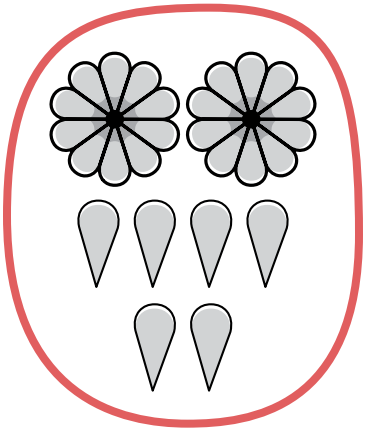
Possible answer:

9, 10, 11, 12

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 = **2**

9 – 3 = **6**

7 – 3 = **4**

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

a) 8 tens and 4 ones

84

b) 6 tens and 2 ones

62

Name: Date:

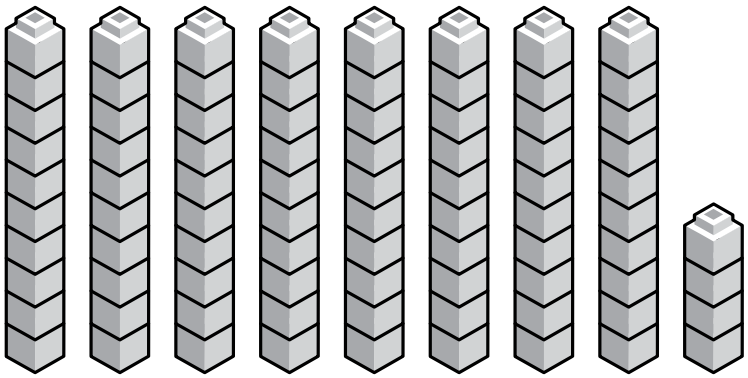
Using Number Bonds to Model Two-Digit Numbers

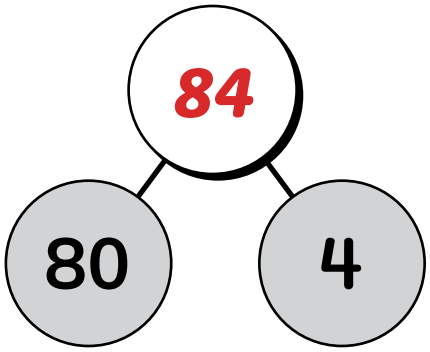
1. Solve each equation.

$5 + \boxed{5} = 10$

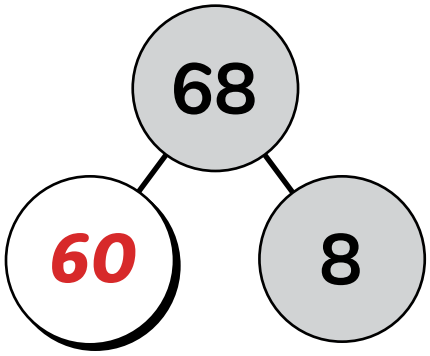
$\boxed{9} = 5 + 4$

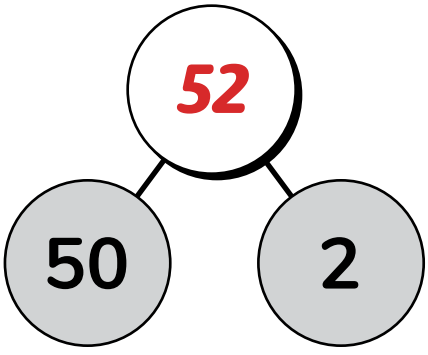
2. Use the model to complete the number bond.

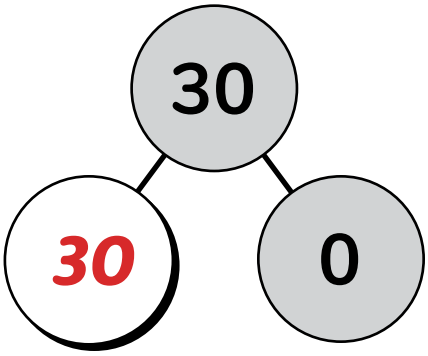




3. Complete the number bonds.







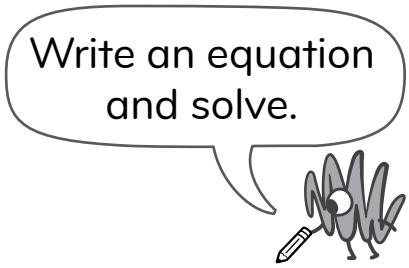
Name: _____ Date: _____

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?



3 crackers

8 – 5 = 3

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
79	89	*99*
23	33	*43*

Name: Date:

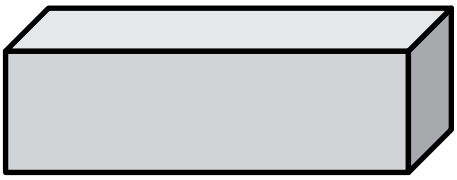
Locating Numbers Within 100 on a Number Path

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.

a)

82	83	84	85	86	87	88	89	90	91

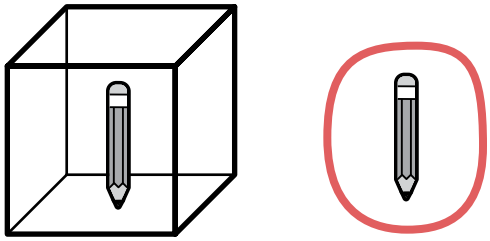
b)

56	57	58	59	60	61	62	63	64	65

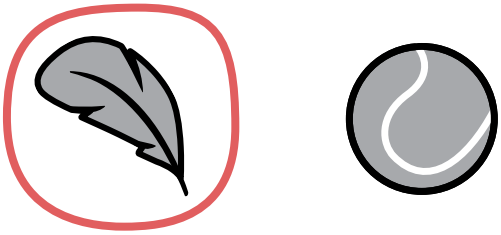
Name: Date:

Using Place Value Patterns to Locate Numbers on a Hundred Chart

1. Circle the pencil that is outside the box.



2. Circle which would be lighter: a feather or a tennis ball.



3. Fill in the missing numbers in this 120 chart.

				45	46	47	48	49	
						57	58		
						67			
				75	76	77	78		
						87			
						97			
						107	108	109	
								119	

Name: Date:

Using Place Value Patterns to Build Numbers Within 120

1. Write 3 different expressions that add to 6.

1 + 5

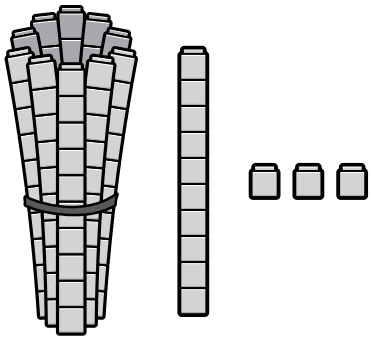
3 + 3

2 + 4

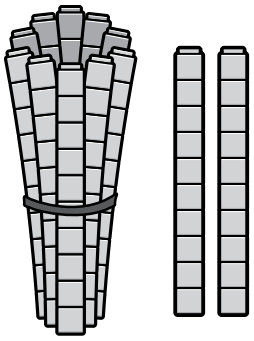
2. Complete the equation.

8 + 2 = 10

3. What number does each set of blocks show?



a) 113



b) 120

Name: _____ Date: _____

Using Base Ten Blocks to Model Numbers Within 120

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

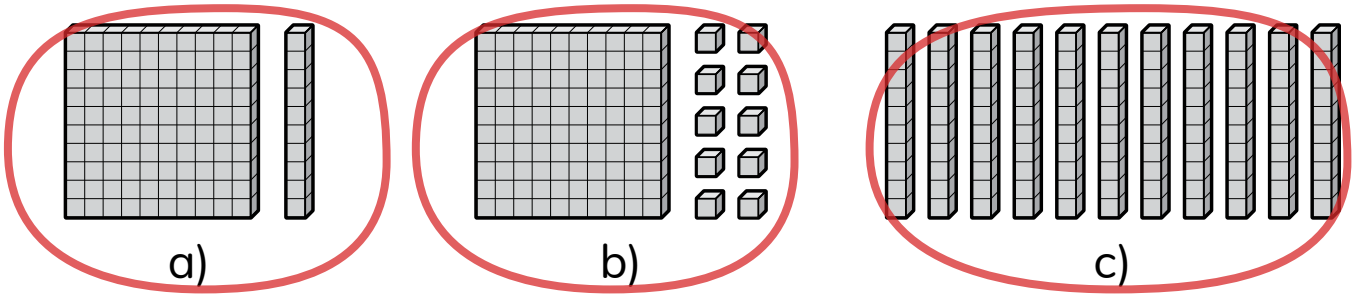
$2 + \boxed{8} = 10$ $10 = 1 + \boxed{1}$

2. What are 3 different numbers less than 47?

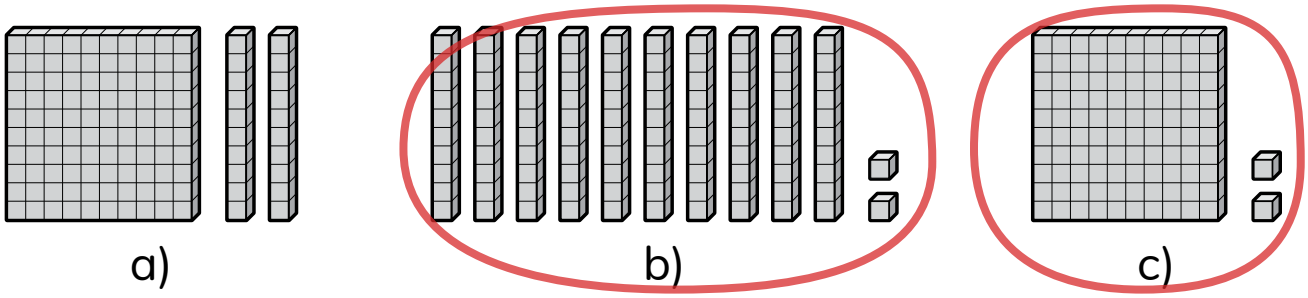
Possible answers:

36 **22** **1**

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



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



Name: _____ Date: _____


Miles

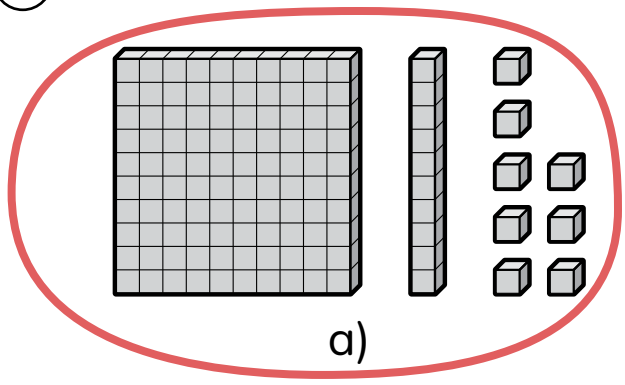
Using Number Bonds to Model Numbers Within 120

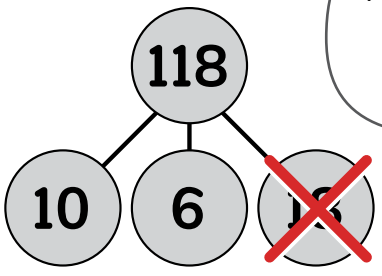
1. Complete the number path.

13	14	15	16	17	18	19	20	21

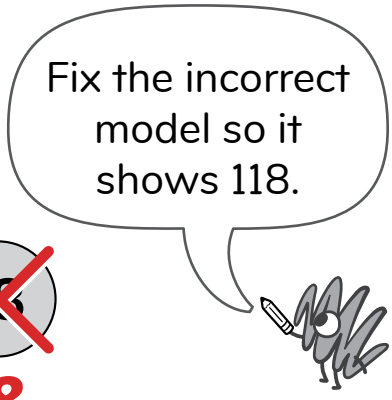
2. What is 10 more than 74? **84**

3. Which model shows 118?

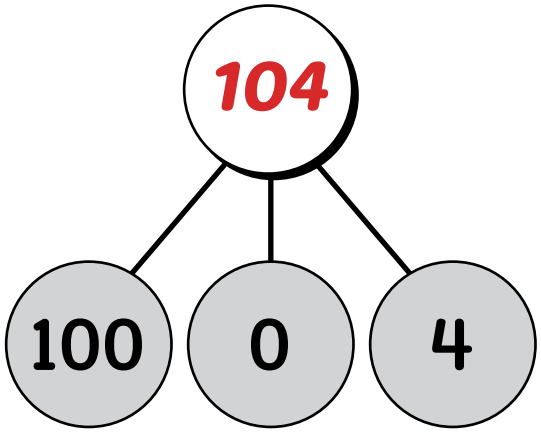

a)



b)



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.

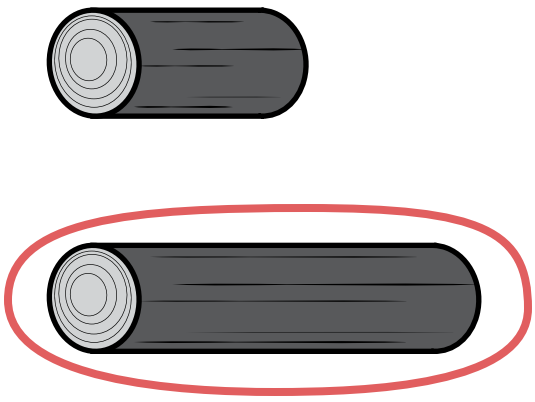
Miles has 56 toy planes.

Student explanations will vary.

Name: _____ Date: _____

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

① Circle the longer log.



② Solve.

$4 + 6 + 3 =$ **13**

$7 + 1 + 5 =$ **13**

$9 + 2 + 8 =$ **19**

③ Fill in the missing numbers in this 120 chart.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Name: _____ Date: _____

Using Place Value to Find the Treasure

1. Solve.

$7 + 3 + 5 =$ **15** $\quad 8 + 4 + 5 =$ **17**

$8 + 4 + 7 =$ **19**

2. a) Circle the equation that is true.

9 + 4 = 13 $\quad 7 + 5 = 13$

b) Write another equation that is true.

Possible answer:

3 + **5** = **9**

3. a) What is 10 less than 119? **109**

b) What is 10 more than 101? **111**

c) What number has 0 tens, 1 hundred, and 2 ones? **102**

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.

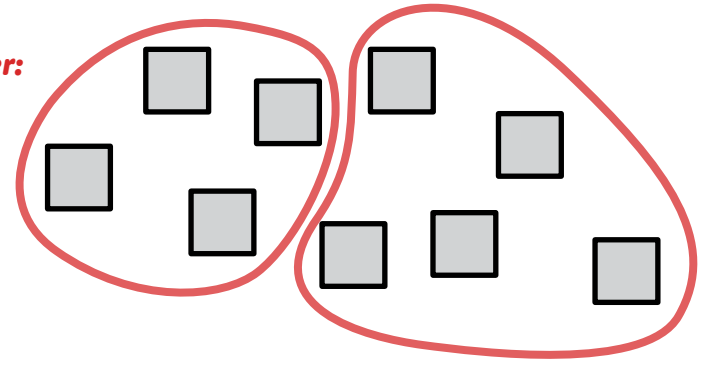
$$7 + \boxed{3} = 10$$

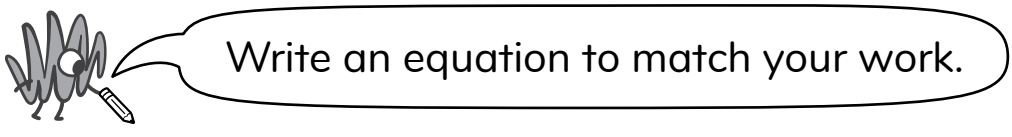
2. Solve.

$$2 + 2 + 6 = \boxed{10}$$

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

Possible answer:



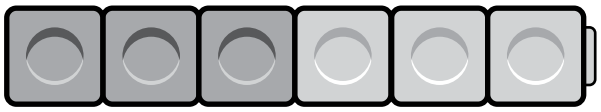


$$\boxed{4} + \boxed{5} = \boxed{9}$$

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, **25**, **26**, 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.

3 + 4 + 7 = 14 beads

Name: Date:

Reasoning About Equality to Determine If Equations Are True

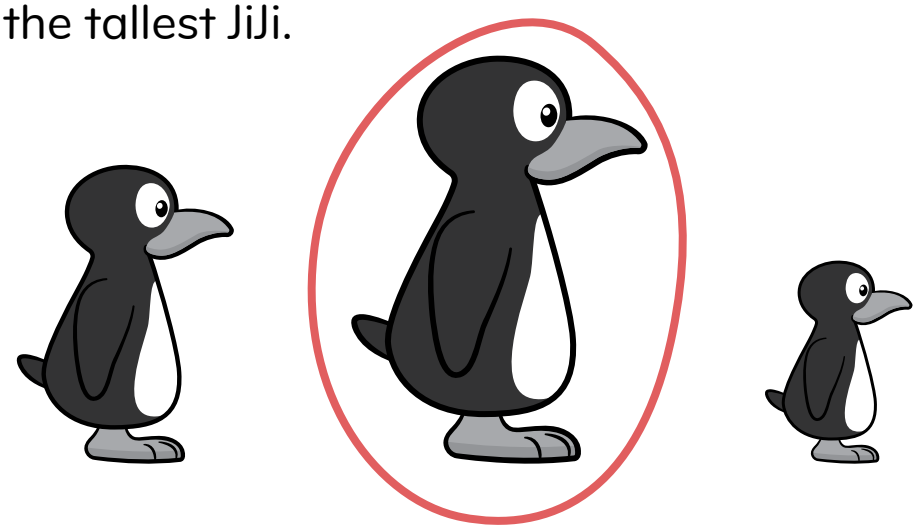
1. Add.

$8 + 3 = \boxed{11}$

Change the order of the addends. Add again.

$\boxed{3} + \boxed{8} = \boxed{11}$

2. Circle the tallest JiJi.



3. Complete the equation with the missing number.

$4 + 2 = 3 + \boxed{3}$

Name: Date:

Using Doubles Facts to Solve Near-Doubles Equations

① If 5 + 4 = 9, then 9 – **5** = 4.

② Are there more △ or □?

There are more squares.

③ Solve.

7 + 8 = **15**

8 + 8 = **16**

9 + 8 = **17**

Name: Date:

Representing 10s and 1s with Equations

1. Complete the equation.

$$\boxed{2} + 8 = 10$$

2. Fill in the missing numbers.

46, **45**, 44, 43, **42**, 41

3. Solve.

$16 - 6 =$ **10**

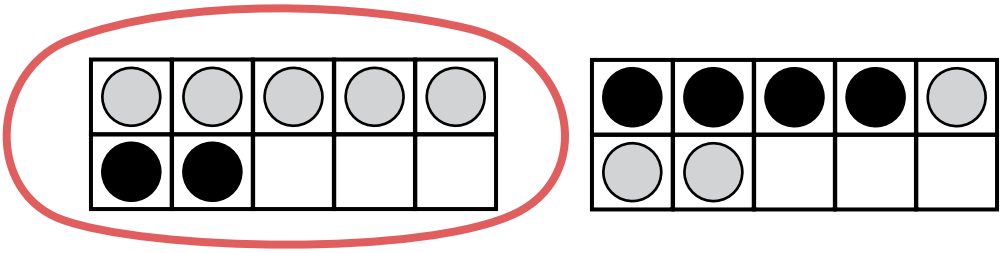
$8 + 10 =$ **18**

$17 - 7 =$ **10**

Name: Date:

Using 10 as a Benchmark to Add and Subtract

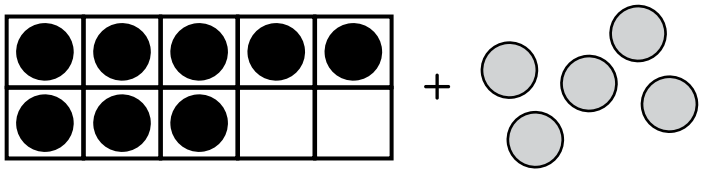
1. Circle the ten frame that shows 5 + 2 = 7.



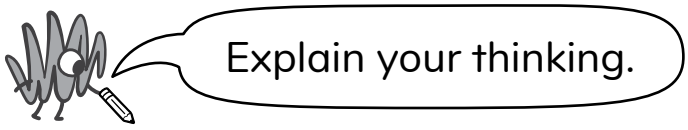
2. Complete the equation.

$9 - \boxed{5} = 4$

3. Circle the phrase that correctly completes the sentence.



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



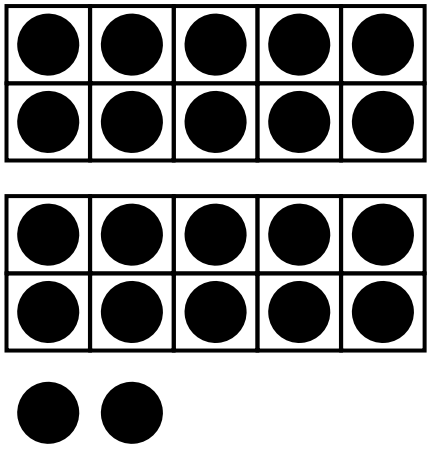
Student explanations will vary.

Name: Date:

Using the Associative Property of Addition Strategically

1. Counting up from 34, what number comes next? **35**

2. Count the dots. Fill in the missing numbers.



tens	ones
2	2

3. Find the sum in 2 different ways.

$$2 + 7 + 8 + 3$$

Student answers will vary.

Student answers will vary.

Name: _____ Date: _____


Brian

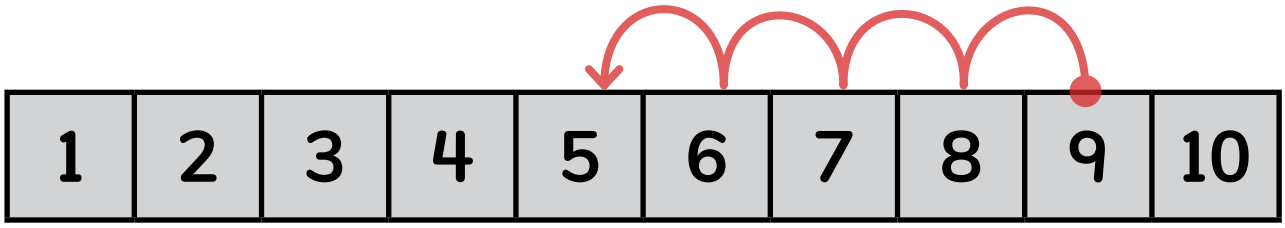
Making a 10 to Add

1. Fill in the missing numbers.

17 is **1** tens and **7** ones.

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

9 − 4 = **5**



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

Student answers will vary.

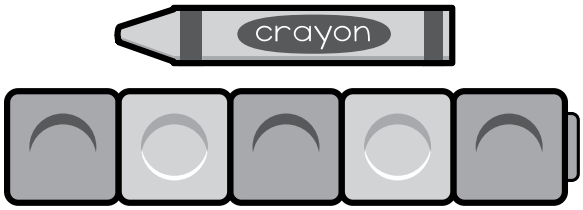
Name: _____ Date: _____


Brian

Exploring Addition Strategies

1. How long is the crayon?

3 cubes



2. Solve.

$11 - 7 =$ **4**

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**

Student answers will vary.

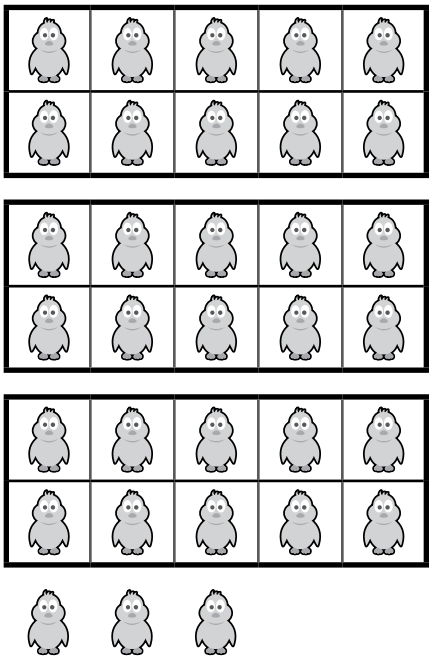
Name: Date:

Making a 10 to Subtract

1. Solve.

$5 + 3 + 3 =$ **11**

2. What number do the ten frames show?



33

3. Show 2 ways to subtract.

$13 - 5$

Student answers will vary.

Student answers will vary.

Name: _____ Date: _____

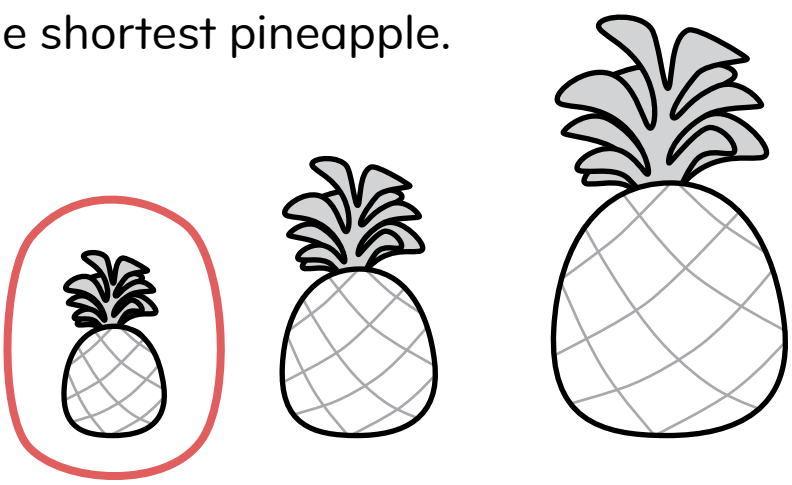

Naomi

Exploring Subtraction Strategies

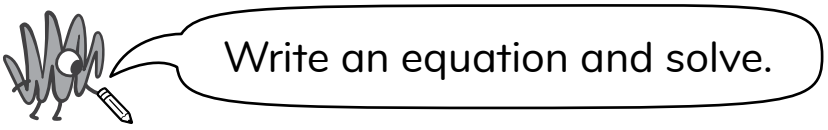
1. Fill in the missing numbers.

97, 98, **99**, **100**, **101**, 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?



14 – 6 = 8 fish are left

Name: Date:

Using Addition to Solve Subtraction Problems

1. Complete the equations.

$7 + \boxed{6} = 13$ $4 + \boxed{8} = 12$

2. Complete the equations.

$8 - \boxed{5} = 3$ $10 - \boxed{7} = 3$

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

Name: Date:

Using Strategies to Identify Unknown Parts

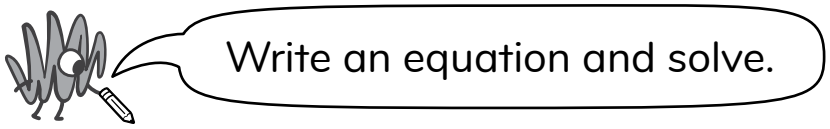
1. Fill in the missing numbers.

13 is **1** tens and **3** ones.

2. Fill in the missing number.

7 tens is **70**.

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?

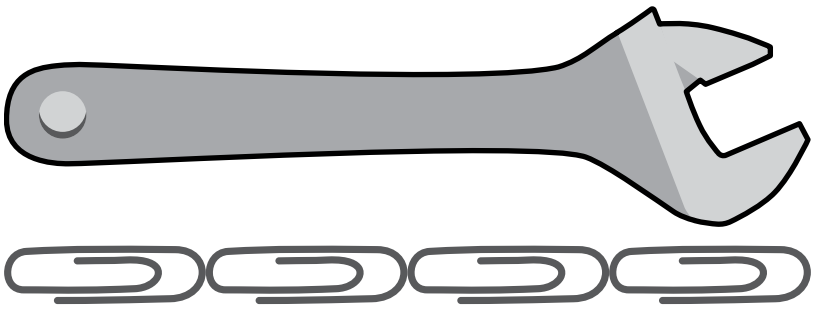


18 – 6 = 12 small beads

Name: _____ Date: _____

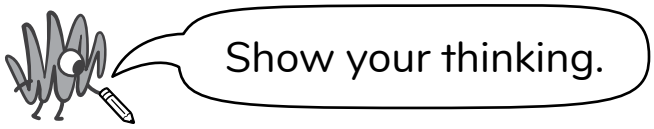
Choosing Strategies to Solve Addition and Subtraction Problems

1. How long is the tool?



4 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?



13 pieces of fruit

Student explanations will vary.

3. Solve 8 + 7 using your <u>least</u> favorite way of solving. Why do you like that way the <u>least</u>?

Student answers will vary.

Name: _____ Date: _____

Name: _____ Date: _____

Using Strategies to Revise Estimates

1. How long is the tool?

4 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.

13 pieces of fruit

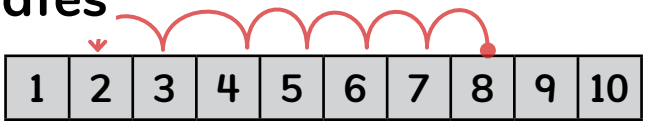
Student explanations will vary.

3. Solve 8 + 7 using your <u>least</u> favorite way of solving. Why do you like that way the <u>least</u>?

Student answers will vary.

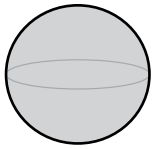
1. Solve. Show your thinking using a number path.

8 – 6 = **5**

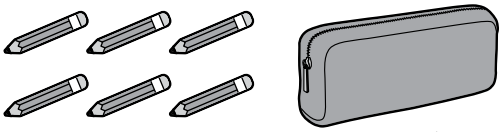


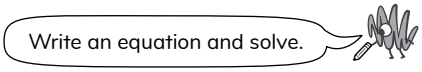
2. What shape is this?

☑ 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.

18 – 6 = 12 pencils

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

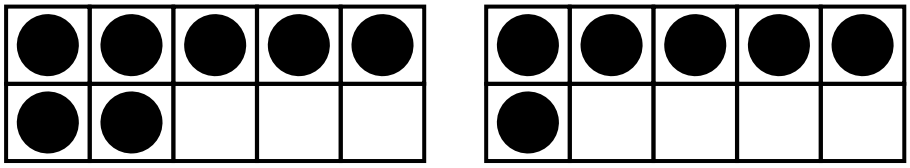
1 a) What number is 10 less than 73?

63

b) What number is 10 more than 73?

83

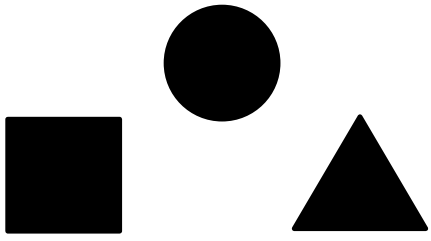
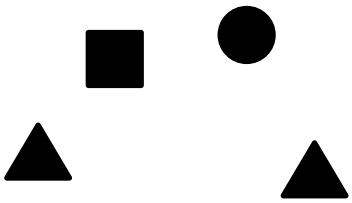
2 Use the ten frames to write an addition equation.



7 + **6** = **13**

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

Possible answers:

Big Shapes	**Small Shapes**
	

Name: Date:

Using Real-Object Graphs to Compare Data

1. Is this equation true or false?

$17 = 8 + 9$ **True** **False**

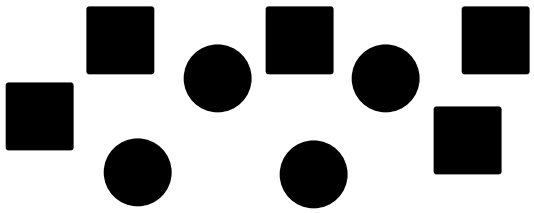
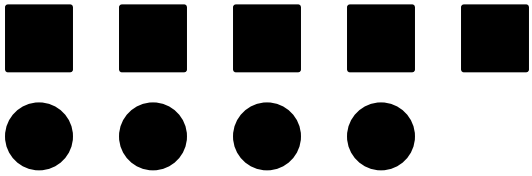
2. Complete the equations.

$12 = 10 +$ **2**

$17 = 10 +$ **7**

$14 = 10 +$ **4**

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.

Student answers will vary.

Name: Date:

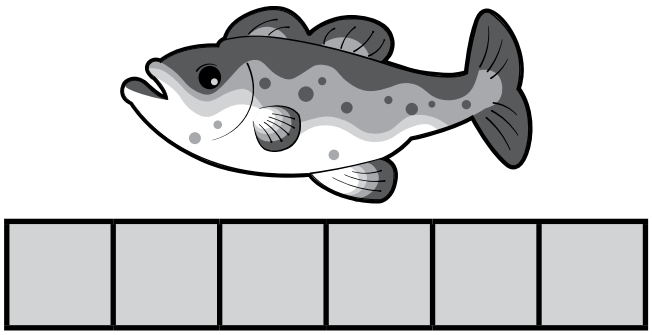

Finnie

Using Picture Graphs to Compare Data

1. Fill in the missing numbers.

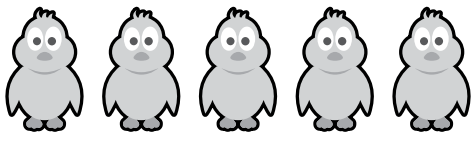
30 is **3** tens and **0** ones.

2. How long is the fish?



4 cubes

3. **Which Animals Did Finnie See?**

dogs	
snakes	
birds	

a) Which animals did Finnie see the most on her walk?

birds

b) How many animals did Finnie see on her walk altogether?

10 animals

Name: _____ Date: _____


Jaymie

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.

8 – 3 = 5 green markers

2. Compete the equations.

$13 = \boxed{7} + 6$ $\quad 19 = \boxed{11} + 8$

$17 = \boxed{12} + 5$

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?

2 more pencils

b) How many materials are in the school supply bin altogether?

11 materials

Name: _____ Date: _____

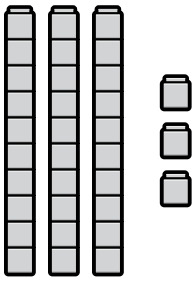

Donner

Using a Data Investigation Process

1. Fill in the missing numbers.

70, **71**, 72, 73, 74

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



33

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

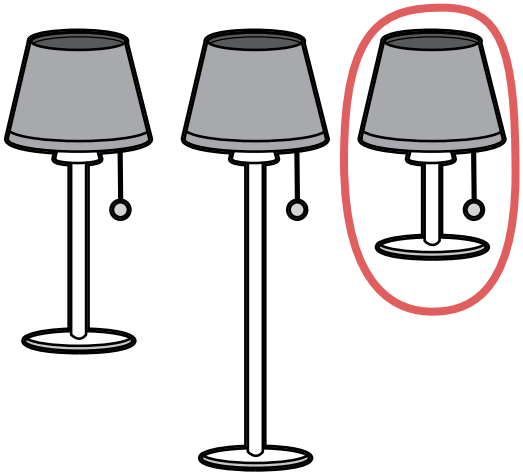
1. Solve.

$7 + 4 + 3 =$ **14**

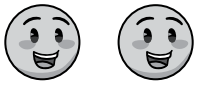
$5 + 13 + 1 =$ **19**

$12 + 2 + 2 =$ **16**

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.

Possible answers:

How many students prefer vanilla yogurt?

How many more students prefer peach yogurt than strawberry yogurt?

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

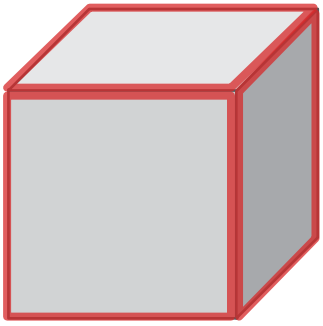
Student answers will vary.

Name: _____ Date: _____

Comparing Data Displays

1. Can you trace a square on this shape?

Possible answers:



2. Solve.

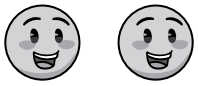
9 + 9 = **18**

7 + 7 = **14**

6 + 6 = **12**

3. Use the graph to complete each sentence.

Which Yogurt Flavor Does Our Class Prefer?

peach	
strawberry	
vanilla	

a) Fewer students chose **Possible answer:** **strawberry** than **peach**.

b) More students chose **Possible answer:** **vanilla** than **peach**.

c) The fewest students chose **strawberry**.

Name: Date:

Using a Bar-Type Graph to Display Data

1. Complete each equation to make 10.

$6 + \boxed{4} = 10$

$2 + \boxed{8} = 10$

$7 + \boxed{3} = 10$

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

77

b) What number is 10 more than 87?

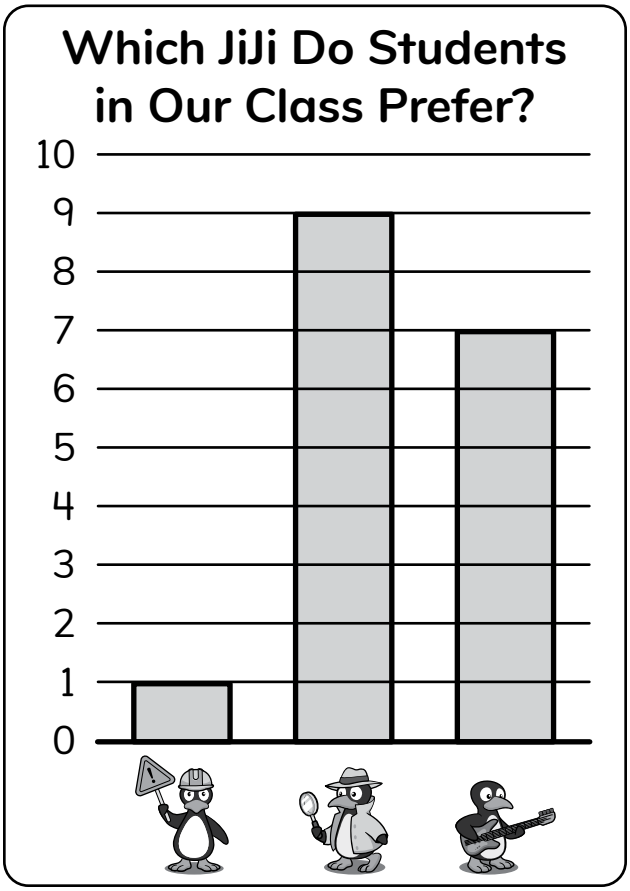
97

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

Possible answers:

More students like detective JiJi than construction JiJi.

Fewer students like guitar JiJi than detective JiJi.



Name: Date:

Using a Bar-Type Graph to Explain Data

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

$15 \; (-) \; 7 = 8$

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

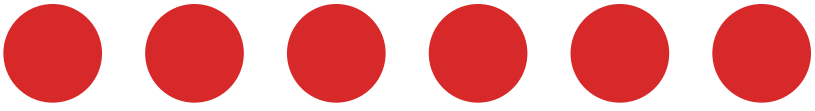
6 tens is **60**.

5 tens is **50**.

1 ten is **10**.

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.

$18 = 10 + \boxed{8}$ $14 = 10 + \boxed{4}$

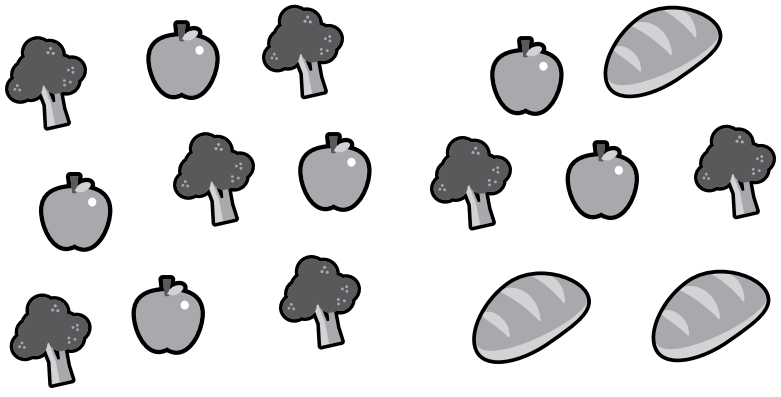
$11 = 10 + \boxed{1}$

② Fill in the missing numbers.

63 is $\boxed{6}$ tens and $\boxed{3}$ ones.

71 is $\boxed{7}$ tens and $\boxed{1}$ ones.

③ Make a tally chart to show the data.



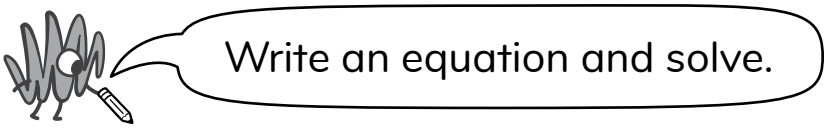
	𝍸 I
	III
	𝍸 II

Name: _____ Date: _____


Jaymie

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?



12 crayons

Possible answers:

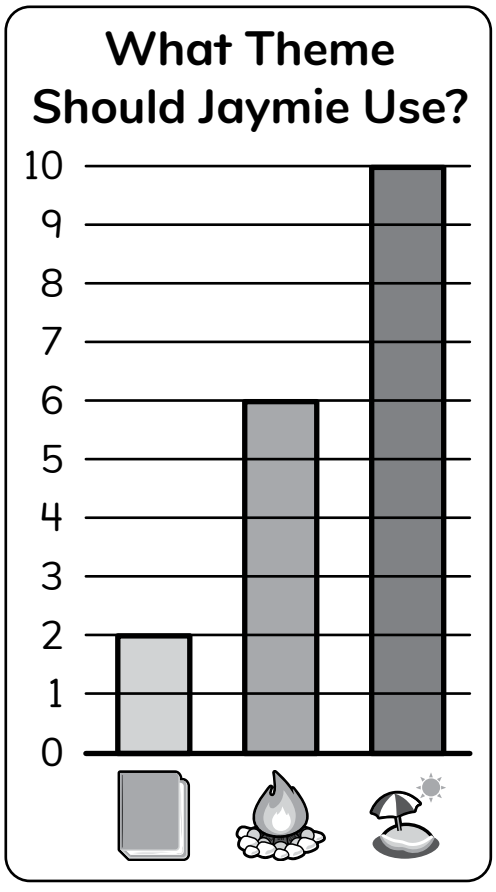
5 + 2 + 5 = 12; 5 + 5 + 2 = 12; 2 + 5 + 5 = 12

2. Solve.

6 + 7 = **13**

5 + 11 = **16**

3 + 9= **12**

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? **4**

b) How many fewer students picked a books theme than a beach theme? **8**

c) How many students voted for a theme in total? **18**

Name: Date:


Finnie

Using Data to Make Decisions

1. Solve.

$11 - 4 =$ **7**

$11 - 5 =$ **6**

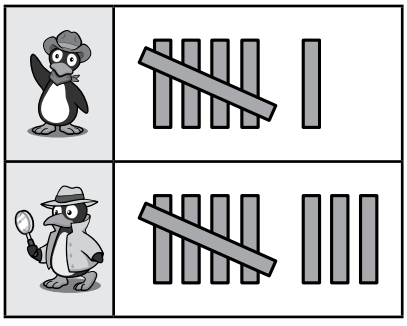
$11 - 6 =$ **5**

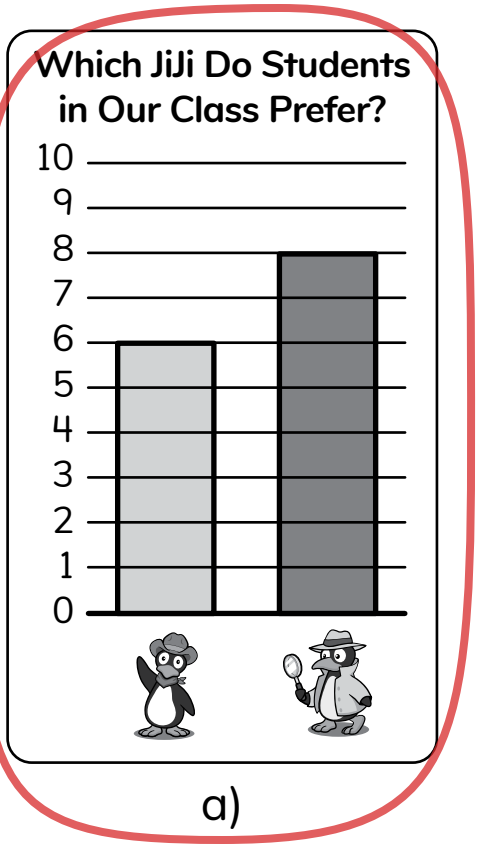
2. Finnie collects 16 rocks in a bucket. 3 rocks fall out of the bucket. How many rocks are left in the bucket?

Write an equation and solve.

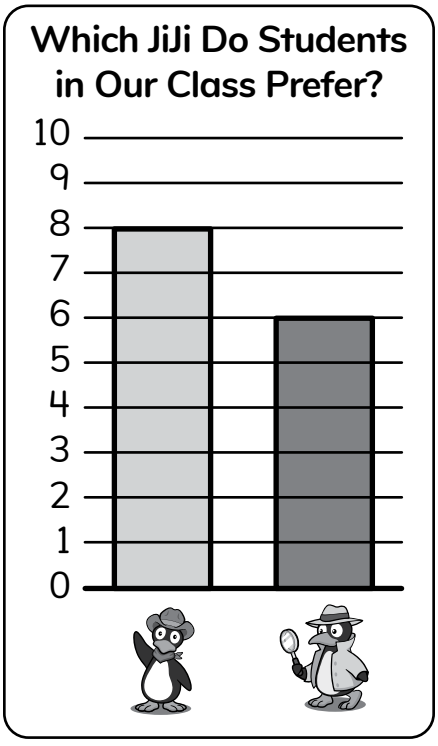
16 – 3 = 13 rocks

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





a)



b)

Name: _____ Date: _____ Finnie

Name: _____ Date: _____ Isaiah

Planning and Conducting a Data Investigation

① Solve.

11 − 5 = **6**

11 − 6 = **5**

② Finnie collects 16 rocks in

Write an equation and solve.

16 − 3 = 13 rocks

① Write 4 ways to make 11. ***Student answers will vary.***

□ + □ = 11

□ + □ = 11

□ − □ = 11

□ − □ = 11

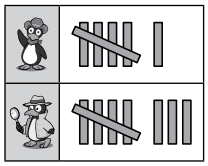
② a) What is 10 less than 53?

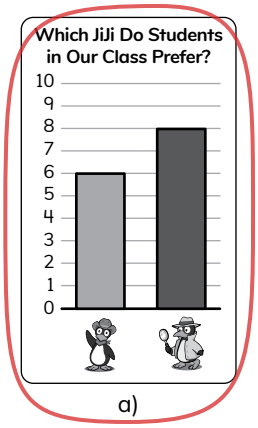
43

b) What is 10 more than 53?

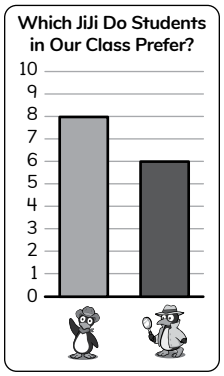
63

③ Circle the bar graph that matches the tally chart.





a)



b)

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

Student answers will vary.

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: _____


Jaymie

Using Strip Diagrams to Compare Amounts

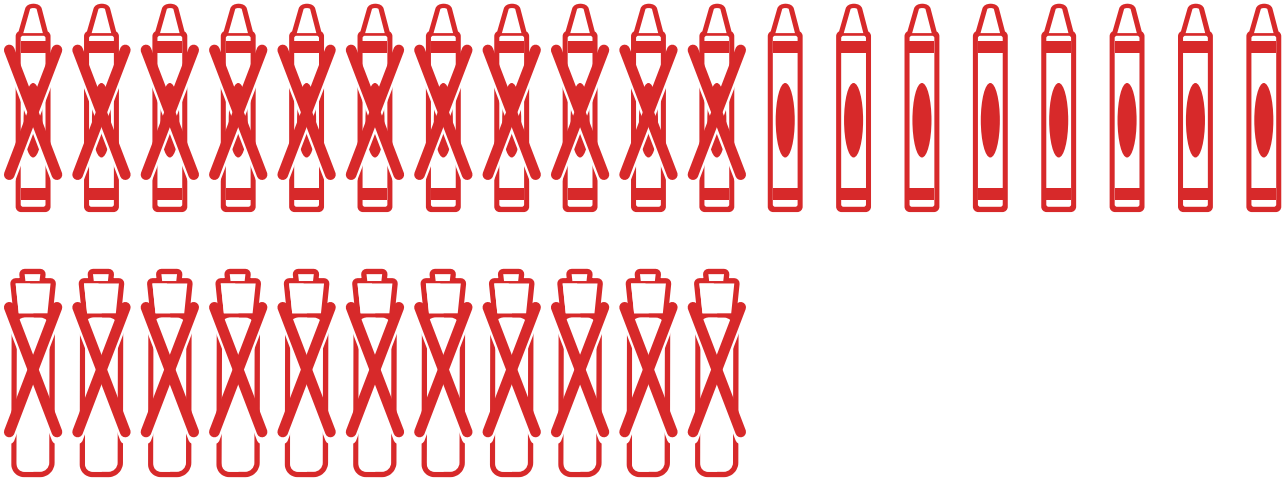
1. What number comes before 87? **86**

2. Write in the missing numbers.

13	14	15	16	17	18	19	20	21	22	23

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.

8 more crayons



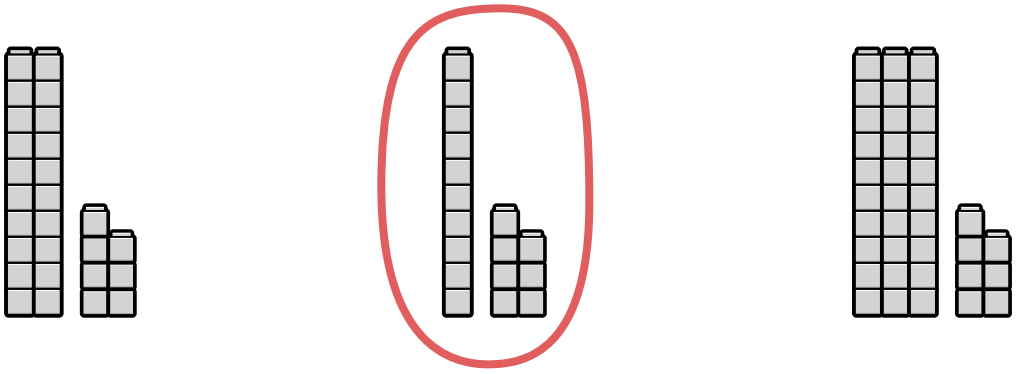
Did you show your thinking with a drawing?

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.

$18 = 10 + \boxed{8}$

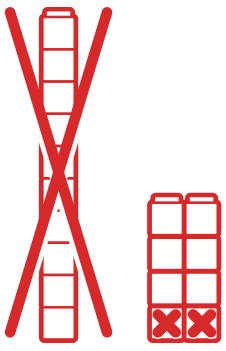
$15 = \boxed{10} + 5$

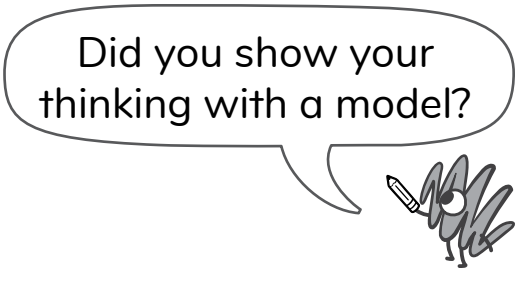
$13 = 10 + \boxed{3}$

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.

Miles has 6 more blue cars than red cars.

Possible answer:



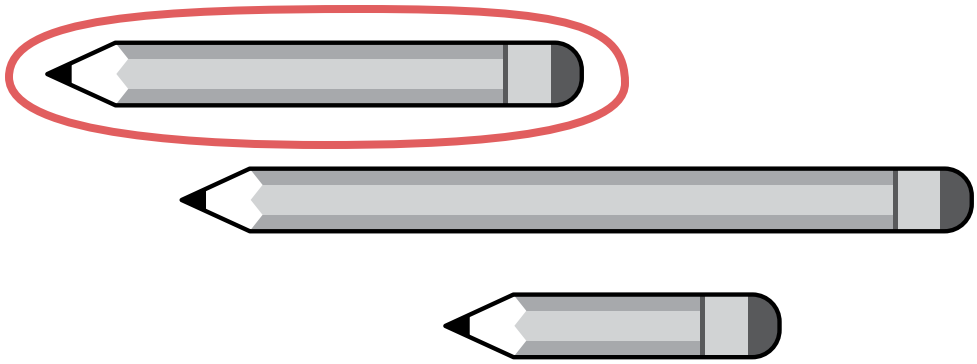


Name: _____ Date: _____


Finnie

Choosing Strategies to Find the Difference

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



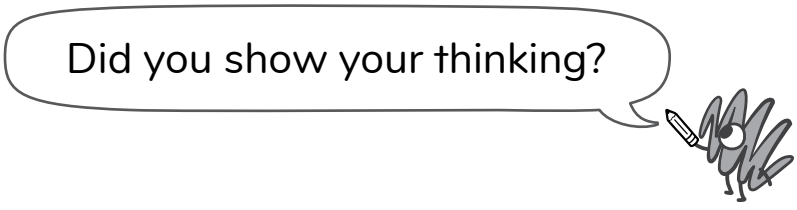
b) Draw a new pencil that would be the longest.

Possible answer:

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.

9 more fireflies

Student explanations will vary.

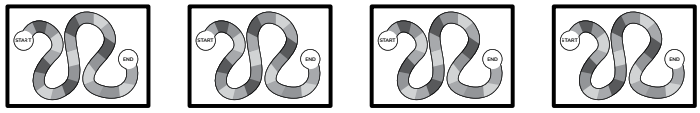


Name: _____ Date: _____

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?

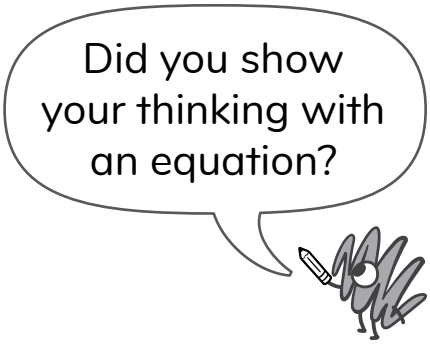
4 game boards

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

5 + 2 + 4 = 11 board game supplies

4 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.

13 + 6 = 19 games



Name: _____ Date: _____

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.

12 wheat rolls

Possible answer:

9 + 3 = 12

2. Solve.

$7 + 6 + 3 =$ **16**

$11 + 2 + 5 =$ **18**

$8 + 4 + 7 =$ **19**

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.

16 more sleeping bags

Possible answer:

4 + 16 = 20

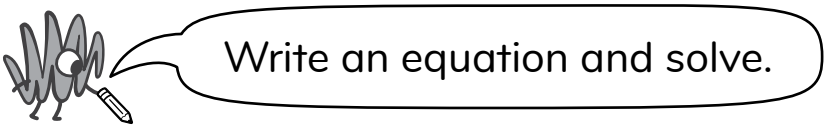
Did you show your thinking with an equation?

Name: _____ Date: _____


Naomi

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?



5 + 6 + 5 = 16 books

2. Solve.

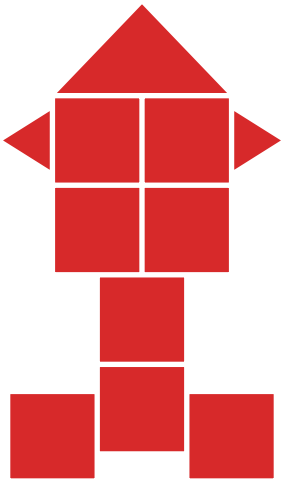
18 – 8 = **10**

14 – 4 = **10**

16 – 6 = **10**

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

Possible answer:



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 + 7 = 15 15 − 9 = 6

13 − 8 = 5

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

Student answers will vary.

Name: _____ Date: _____


Mateo

Modeling and Solving Add-To Start-Unknown Problems

1. Complete the equations.

$16 = \boxed{8} + 8$ $\quad 9 = \boxed{1} + 8$

$13 = \boxed{5} + 8$

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

Student answers will vary.

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.

There were 9 dogs when Mateo arrived.

Possible answer:

$\boxed{9} + 6 = 15$

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 **6** tens and **7** ones.

31 is **3** tens and **1** ones.

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

8 **–** 3 = 5 15 = 18 **–** 3

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

4 + 11 = 15 **11 – 4 = 7** **11 – 7 = 4**

b) What number is missing?

15 – 4 =11

Name: _____ Date: _____

Using Data to Generate and Answer Additive Comparison Questions


Naomi


Mateo


Miles

1 Fill in the missing numbers.

50 = **5** tens and **0** ones

8 tens and 0 ones = **80**

32 = **3** tens and **2** ones

7 tens and 4 ones = **74**

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.

Possible answer:

How many sand dollars, shells, and sea stars were found in all?

How many more shells were found than sand dollars?

b) Answer one of the questions you wrote.

Student answers will vary.

Name: _____ Date: _____

Modeling and Solving Additive Comparison Problems

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

73

b) What number is 10 less than 27?

17

c) What number is 10 more than 52?

62

d) What number is 10 less than 48?

38

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.

17 **−** **9** = **8**

17	
9	8

Finnie collected 8 rocks.

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

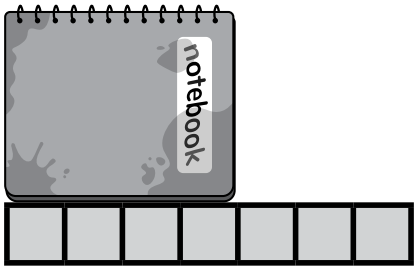
Name: _____ Date: _____

Modeling and Solving Two-Step Addition and Subtraction Problems

Donner

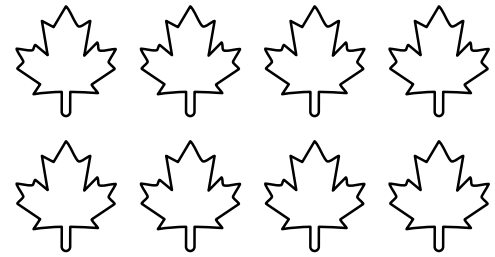
1. How long is the notebook?

4 blocks

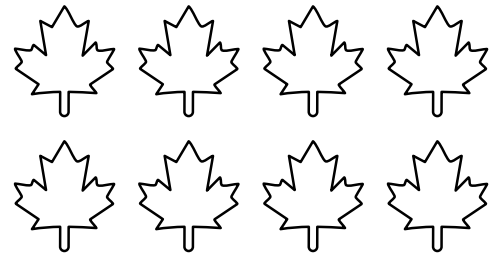


2. Donner saw some red leaves and some yellow leaves on a tree. He counted 8 leaves altogether. How many leaves could be red and how many could be yellow? Show 2 different ways.

Student answers will vary.



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.

Possible answers:

5 + 3 – 4 = 4 birds

5 + 3 = 8, 8 – 4 = 4 birds

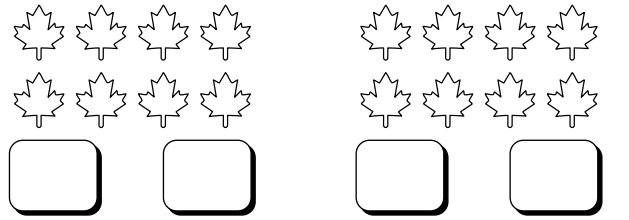
Name: _____ Date: _____


Donner

Modeling and Solving Open-Ended Addition and Subtraction Problems

① How long is the notebook?

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. ***Student answers will vary.***



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.

Possible answers:

5 + 3 – 4 = 4 birds

5 + 3 = 8, 8 – 4 = 4 birds

Name: _____ Date: _____


Naomi

① Fill in the missing numbers.

; = **7** tens and **6** ones

42 = **4** tens and **2** ones

② Solve.

9 + 2 – 1 = **10**

12 + 3 – 4 = **11**

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.

11 more tickets

Possible answer:

19 – 8 = 11

Did you show your thinking with an equation?

Topic 8

Extending Place Value to 120

Recommended ST Math Objectives:

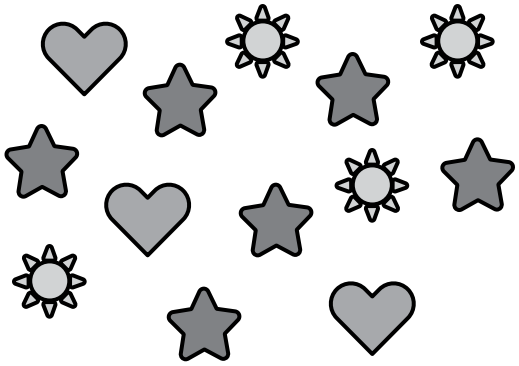
Place Value Concepts
Bundles to 100
Two-Digit Number Words

Name: Date:

Using Number Bonds to Write Addition Equations

1. Make a tally chart to show the data.

★	♥	☀
𝍸 I	III	IIII

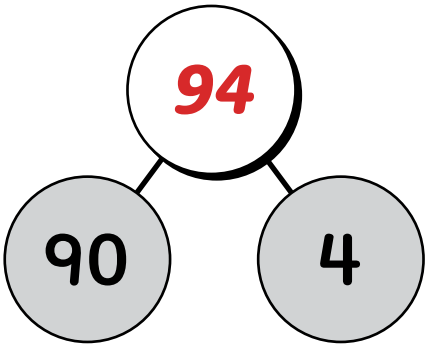


3. Write an equal expression.

Possible answer: **7 + 1** = 4 + 4

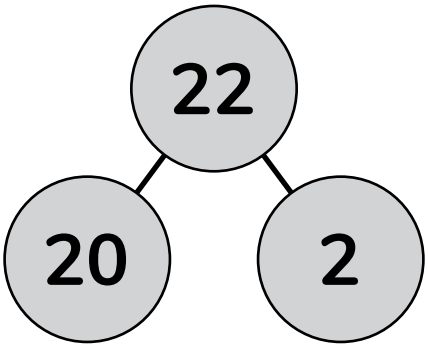
2 + 6 + 1 = Possible answer: **4 + 5**

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



90 + **4** = **94**

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



20 + 22 = 2

20 + 2 = 22

Name: _____ Date: _____

Using Place Value Reasoning to Find the Missing Addend

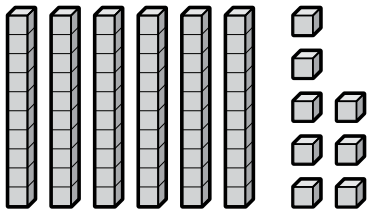
Isaiah

1. Circle the nickel.

2. Color in the circle.

3. Use the base ten blocks to solve.

$60 + 8 =$ **68**



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.

8 pieces of trash

18 – 10 = 8

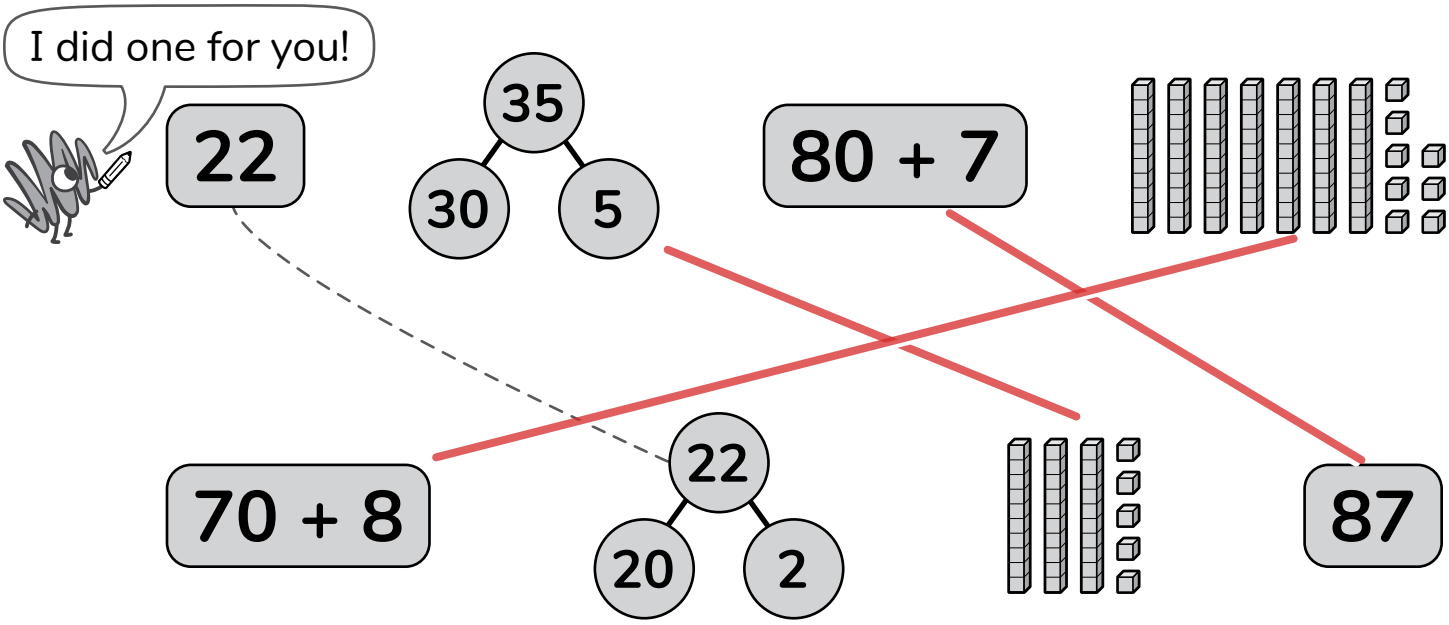
Name: Date:

Representing Two-Digit Numbers in Different Ways

1 Complete the equation with the missing number.

$$13 - 9 = 3 + \boxed{1}$$

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



3 Complete the table.

standard form	number bond	expanded form
53	53 50 3	50 + 3

Name: _____ Date: _____

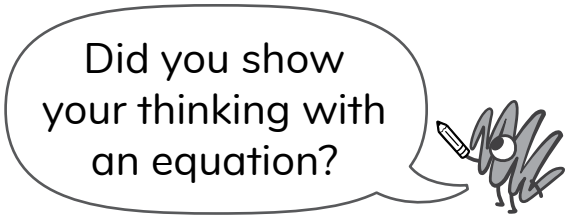
Grouping 1s to Make a 10

1. Solve.

$10 + 3 =$ **13** $13 - 3 =$ **10**

2. Finnie 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.

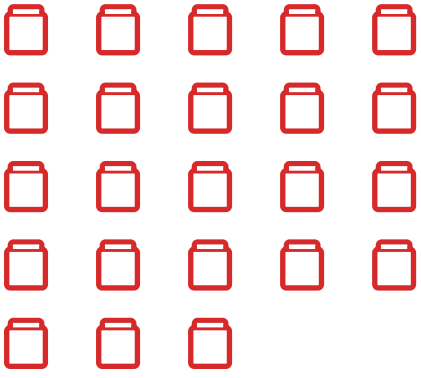
16 – 12 = 4 fewer chapters



3. Arman and Finnie 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 Finnie's blocks could be different and still show 23.

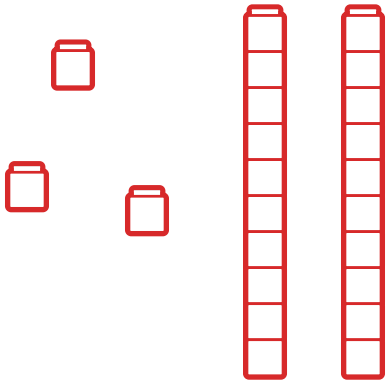
Arman's Way

Possible answer:



Finnie's Way

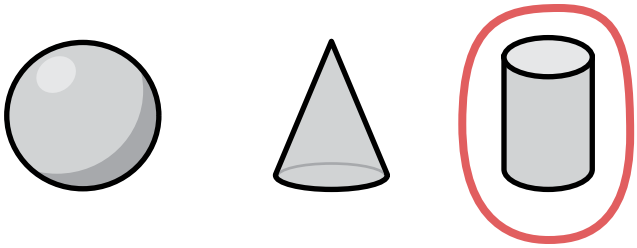
Possible answer:



Name: Date:

Representing Three-Digit Numbers in Different Ways

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

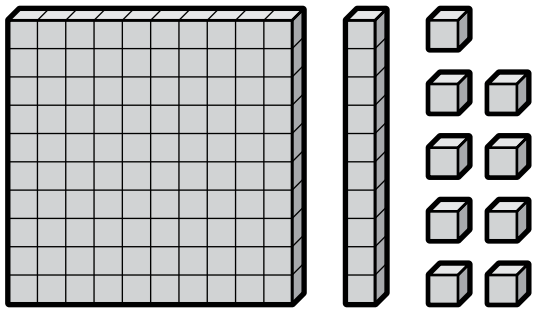


A cylinder has circle faces and no vertices.

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

100 + 8

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



standard form	number bond	expanded form
119	*119* *100* *10* *9*	*100 + 10 +9*

Name: _____ Date: _____


Miles

Using Place Value Reasoning to Compare Two-Digit Numbers

1. Solve.

$8 + 8 =$ **16**

$9 + 9 =$ **18**

$6 + 6 =$ **12**

2. Show 2 ways to make 20.

10 + **10**

Possible answers:

12 + **8**

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.

Disagree

Possible explanation:

When comparing 24 and 32, you would compare the tens digit before the ones digit.

Did you explain your thinking?

Name: Date:

Introducing Signs to Compare Two-Digit Numbers

1. Write each doubles fact.

$8 = 4 + 4$

$12 = 6 + 6$

$18 = 9 + 9$

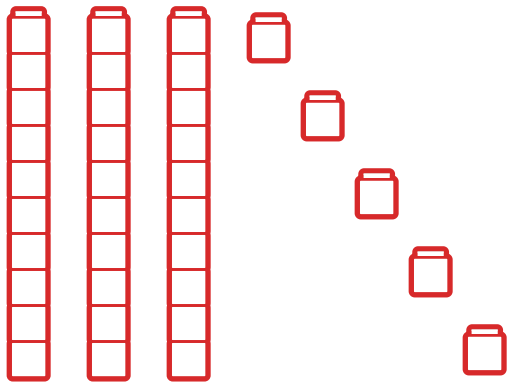
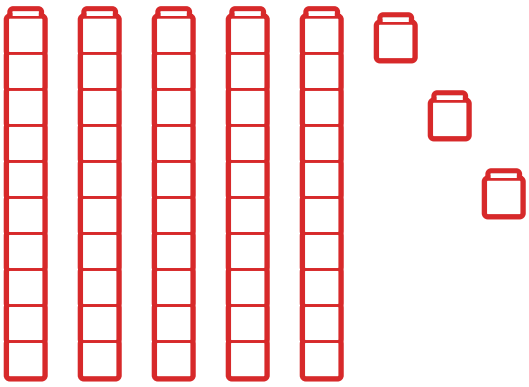
2. a) What is 10 less than 14?

4

b) What is 10 more than 14?

24

3. Draw place value models and compare these numbers.

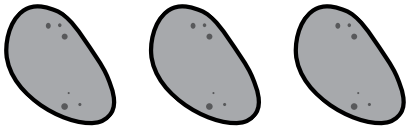
35		53
Possible model: 	<	Possible model: 

Name: _____ Date: _____


Miles

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 more pieces of broccoli

2 a) What is 10 more than 89? ***99***

b) What is 10 less than 89? ***79***

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

78 < 87 ***87 > 78***

Name: _____ Date: _____

Using Place Value Reasoning to Evaluate Comparison Statements

1. Circle the equation that is true.

$7 - 8 = 7$ $\qquad$ $14 - 8 = 6$

2. Solve.

$10 + 8 =$ **18** $\qquad$ $10 + 3 =$ **13**

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

Possible answer:

$10 >$ **2** 6

Possible answer:

4 **0** < 44

$88 =$ **8** 8

Name: _____ Date: _____

Using Place Value Reasoning to Compare Numbers Within 120

1. Which number is greater?

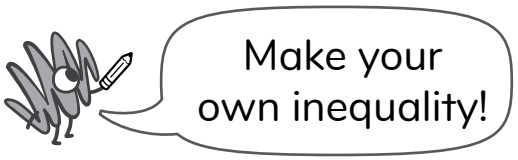
   93 **98**

2. Which number is the least?

   27 52 **25** 89

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

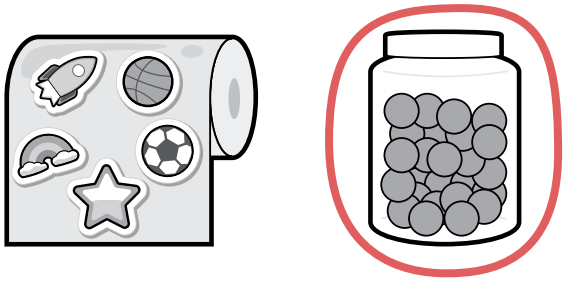
   104 **>** 36 119 **>** 112 91 **<** 101

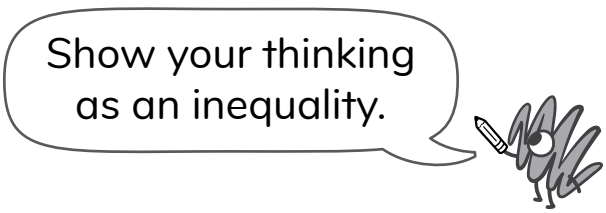


Student answers will vary.

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?



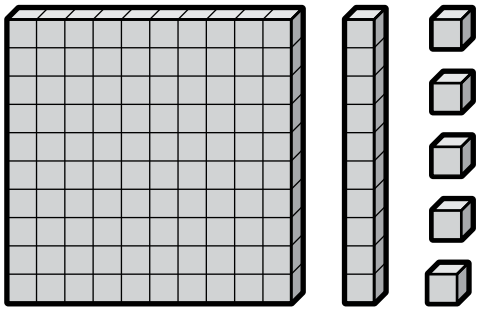


79 < 108 or 108 > 79

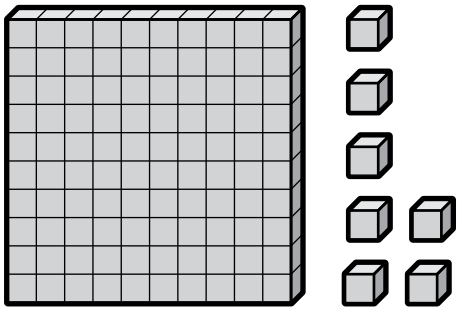
Name: Date:

Using a Number Path to Compare and Order Numbers Within 120

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



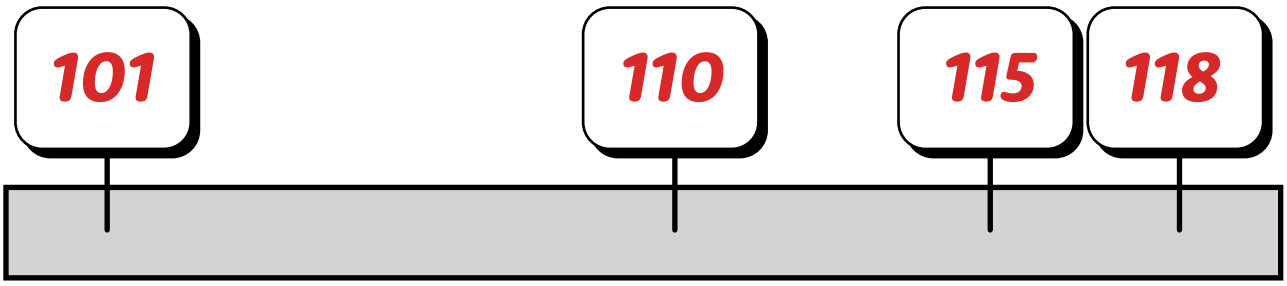
a) 115



b) 107

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.



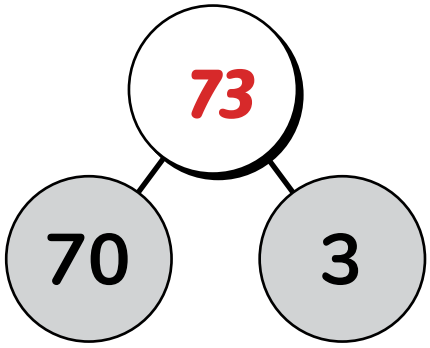
Name: _____ Date: _____

Using Place Value Reasoning to Complete Comparison Statements

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

100 + 10 + 1

2. Complete the number bond and solve the equation.



70 + 3 = ***73***

3. What digit could make the inequality true?

1 0 ☐ < 104

109 < 1 ☐ 0

Student answers will vary.

115 > 1 1 ☐

1 1 ☐ < 106

4. What number could make the inequality true?

☐ < 120

☐ > 113

Student answers will vary.

107 > ☐

111 < ☐

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?

120

b) What number is 10 less than 110?

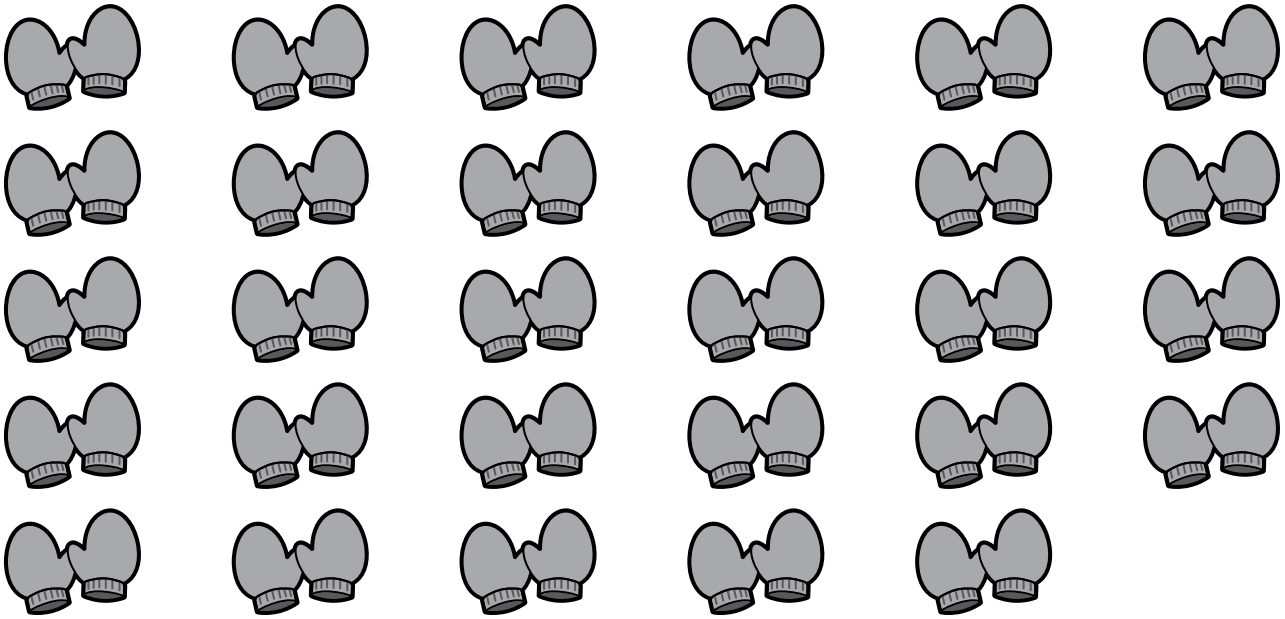
100

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

24 shoes

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

58 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.

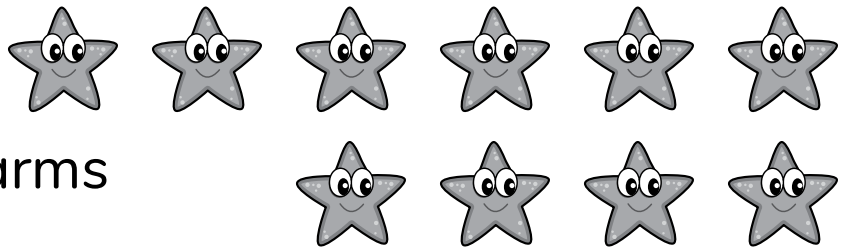
17 − 8 = **9**

17 − 7 = 10 − 1

16 = 8 + 7

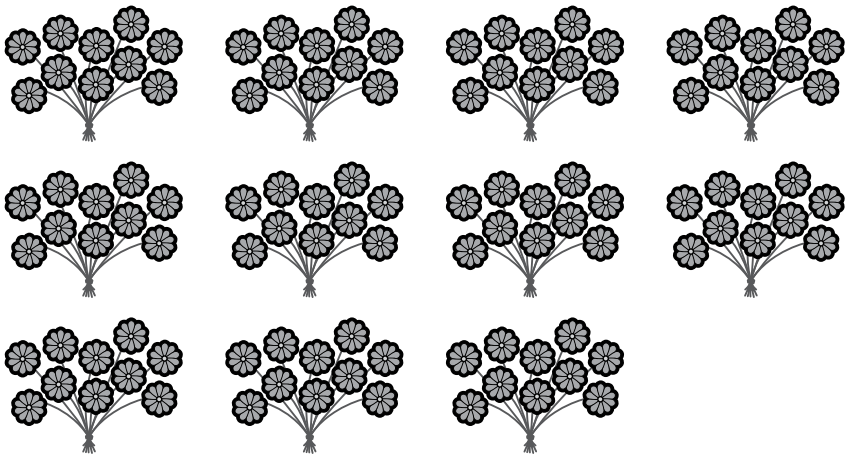
5 + 3 = 5 + 10

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



50 starfish arms

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



110 flowers

Name: _____ Date: _____


Isaiah

Introducing the Penny, Nickel, and Dime

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

$4 + \boxed{6} = 10$ $10 = 3 + \boxed{7}$

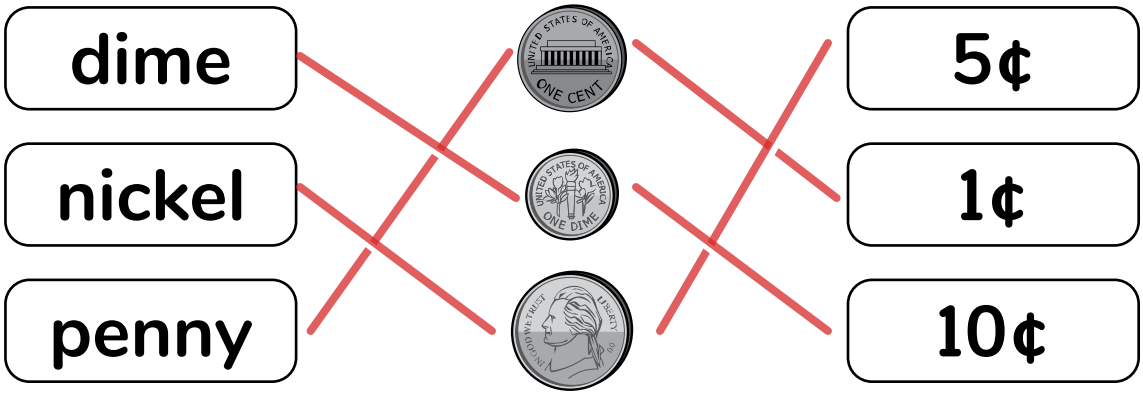
2. a) What number is 10 more than 100?

110

b) What number is 10 less than 120?

110

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



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

18 ¢

Name: _____ Date: _____


Arman

Introducing the Quarter

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

$5 + 4 + 6 =$ **15**

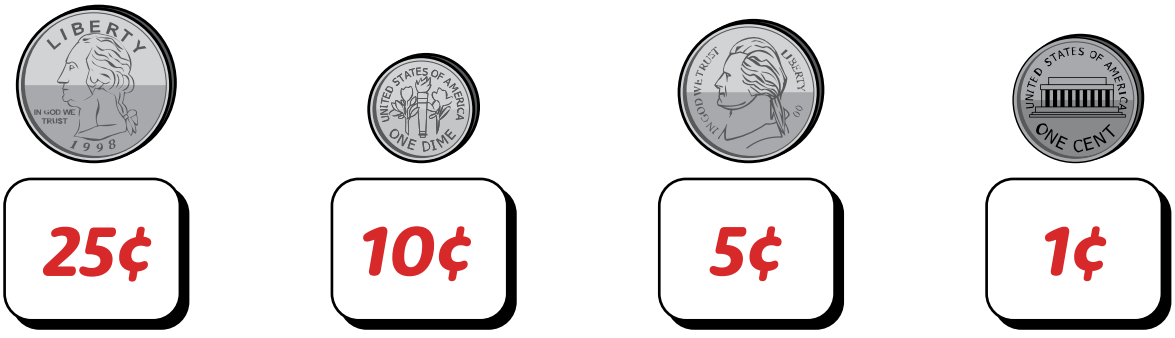
+ 10

$13 - 3 - 7 =$ **3**

10

2. Circle the quarters.

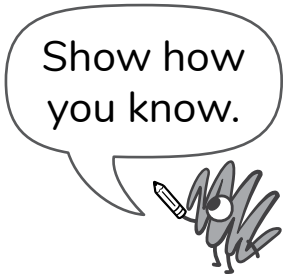
3. What is the value of each coin? Include the cent sign in your answers.



25¢ **10¢** **5¢** **1¢**

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?

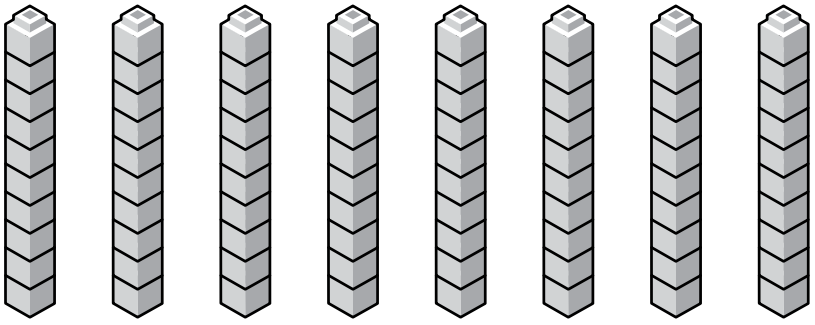
Student answers and explanations will vary.



Name: Date:

Creating Values with Dimes and Pennies

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

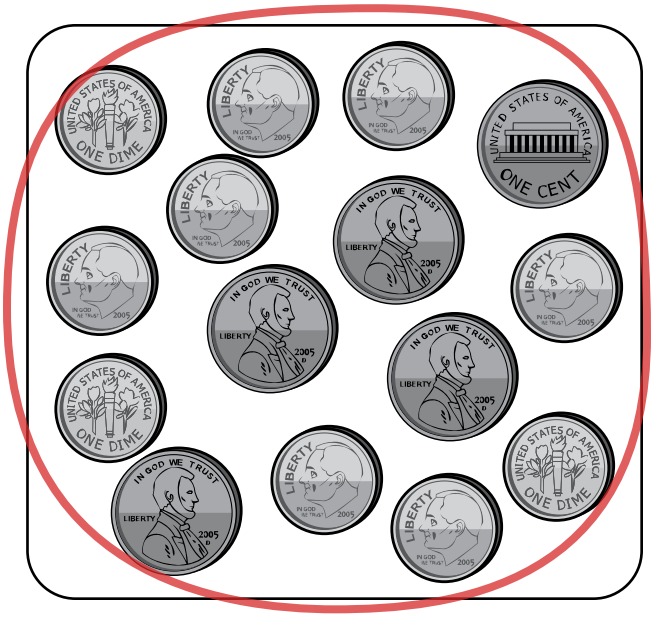


80 connecting cubes

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

54¢

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

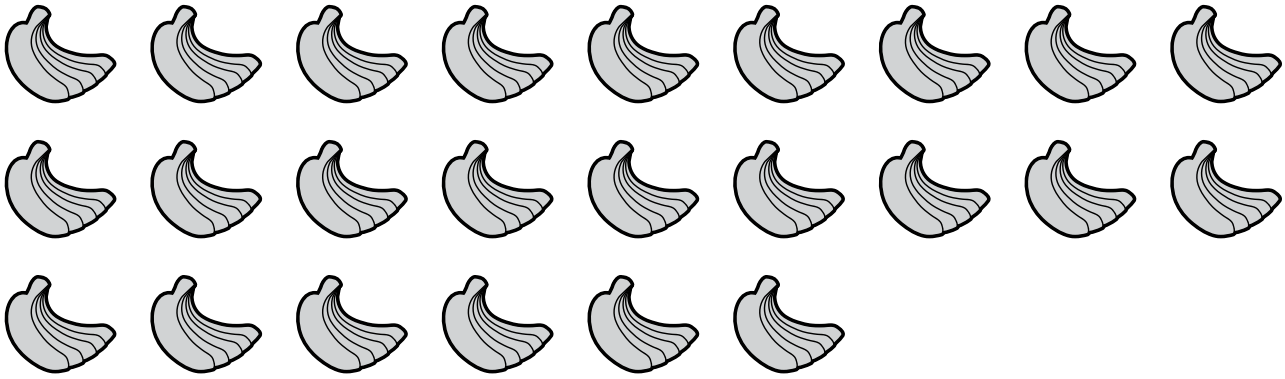


Name: Date:

Determining Values of Sets of Mixed Coins

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

120 bananas



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

50¢

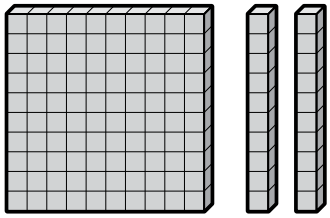
3. What is the value of this set of coins? Include the cent sign in your answer.

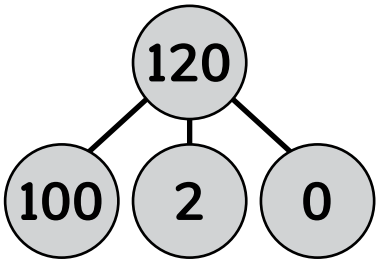
102¢

Name: Date:

Creating Values with Sets of Mixed Coins

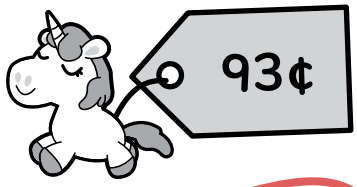
1. Which form shows 1 hundred, 0 tens, and 2 ones?





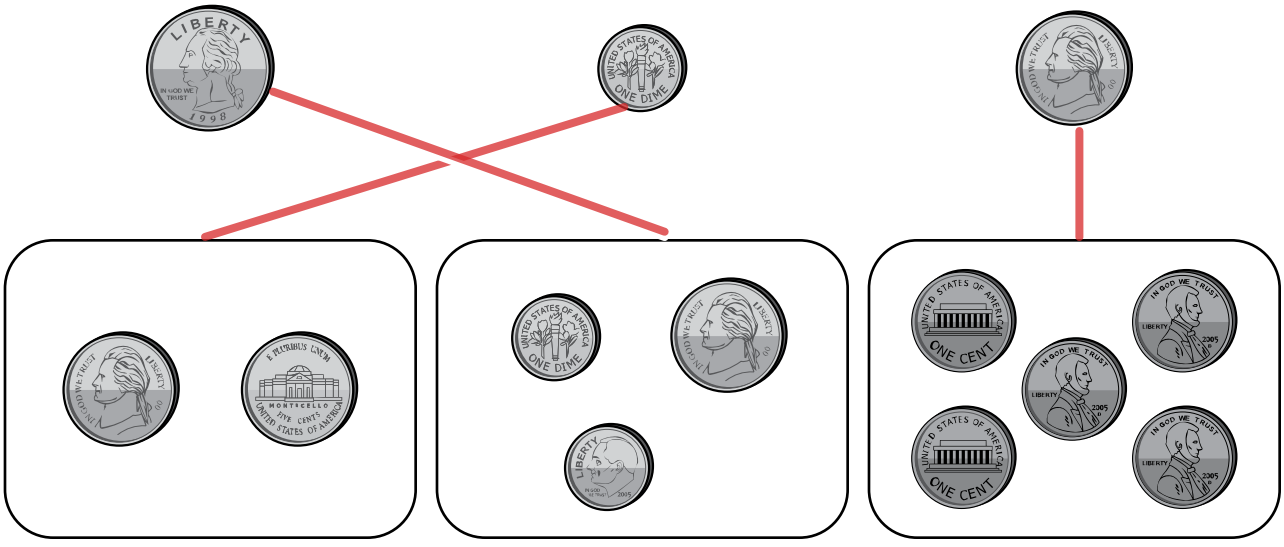
100 + 2

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



Possible answer:

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

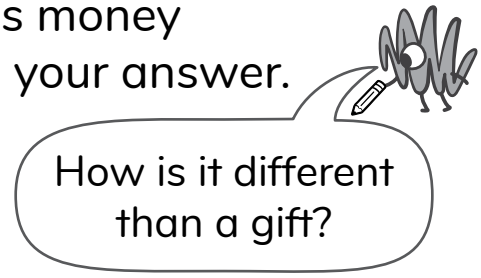


Name: Date:

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.

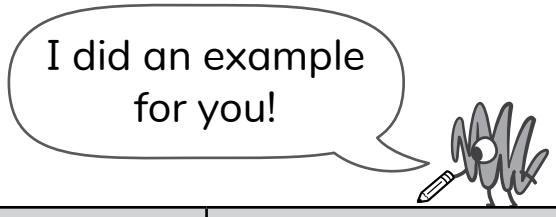


good **income** **service**

Possible answer:

They are different because a gift is something you are given/you don't have to do anything to get the money.

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



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

Name: _____ Date: _____


Mateo

Saving and Spending Money

1. What is 10 more than 110?

120

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.

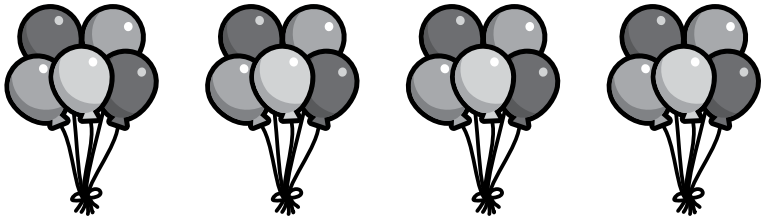
Example	Spending	Saving
Mateo buys a book at the book fair for $5.	✓	
Mateo received $10 for his birthday and puts the money in his piggy bank.		✓
Mateo buys a toy for his friend.	✓	

Name: Date:

Helping Others Through Charitable Giving

1. How many balloons?

20 balloons

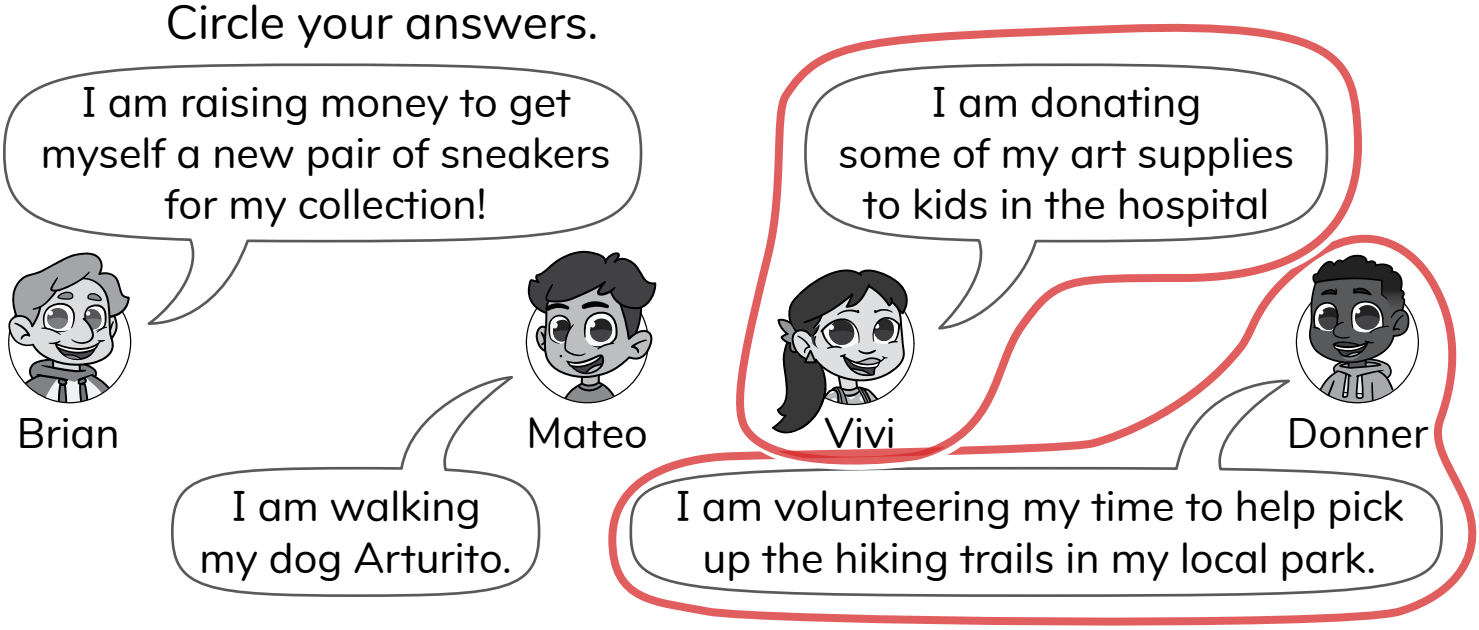


2. Fill in the missing number to make each equation true.

7 + 5 = 12

13 + **7** = 20

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



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

Student answers will vary.

Topic 10

Composing and Decomposing Shapes

Recommended ST Math Objectives:

Composite Shapes

Shape Differences

Equal Shares and Partitioning

Name: _____ Date: _____


Jaymie

Sorting 2-D Shapes

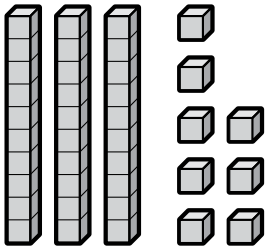
1. Jaymie had 17 pairs of scissors. After passing out scissors to all of her classmates, she had 4 pairs left. How many pairs of scissors did she pass out?

Show how you know.

13 pairs of scissors

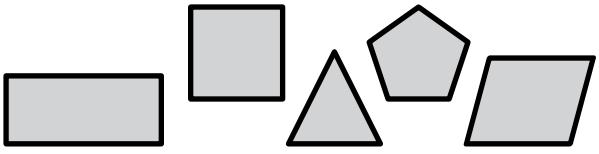
Student models will vary.

2. Use the base ten blocks to solve.



30 + 8 = ***38***

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



Possible answer:

The shapes are the same because

they are all polygons

Possible answer:

The shapes are different because

they have different numbers of sides

Name: Date:

Naming 2-D Shapes

1. If 8 + 7 = 15, then 15 − 7 = **8**.

2. a) Counting up from 117, what number would come next? **118**

   b) Counting up from 109, what number would come next? **110**

3. Complete the table.

Shape Name	Number of Sides
triangle	**3**
pentagon	**5**
hexagon	**6**

Name: Date:

Identifying Rectangles and Squares

1. Solve.

$8 - 4 =$ **4**

$12 - 6 =$ **6**

$14 - 7 =$ **7**

2. Circle the number that is greater.

58 or **85**

3. Draw 3 examples of quadrilaterals.

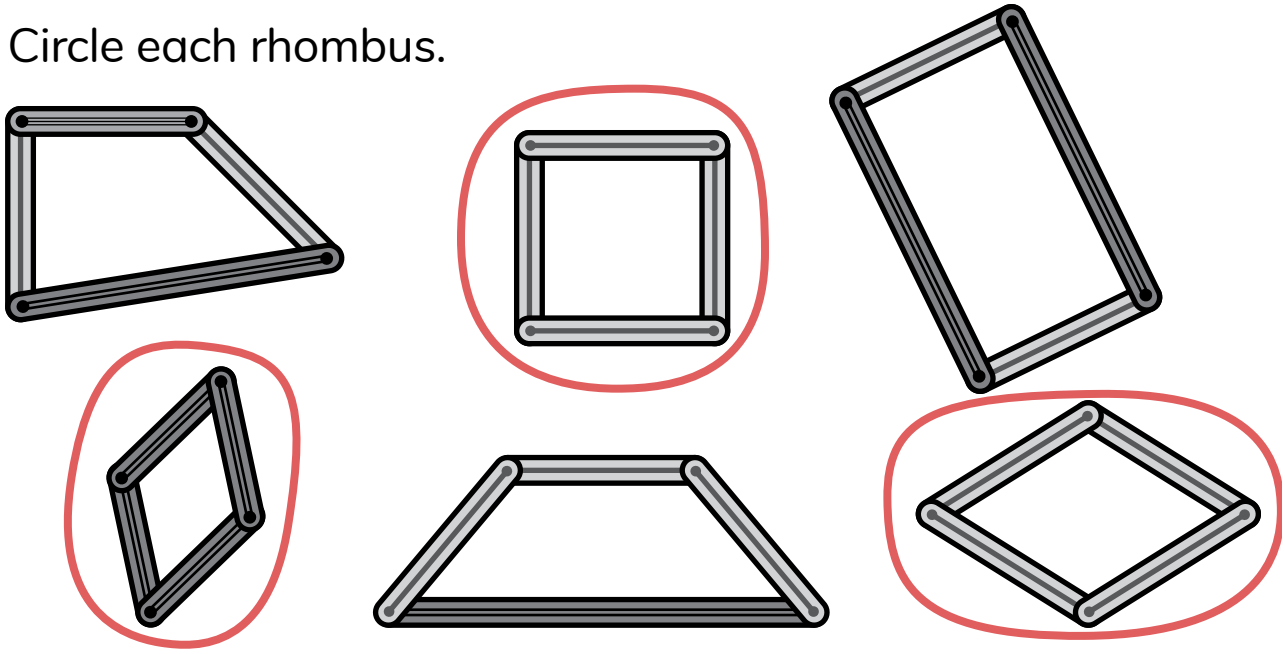
Possible answers:

Name: Date:

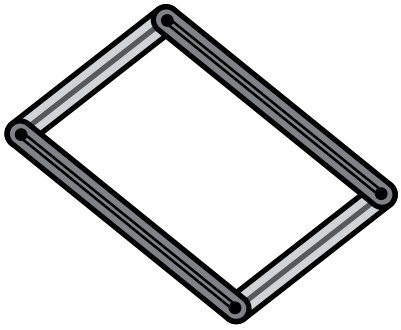
Identifying Rhombuses

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.



Possible explanation:

No, it is a not a rhombus because it does not have 4 sides that are the same length.

Name: Date:

Exploring the Relationship Between Sides and Vertices

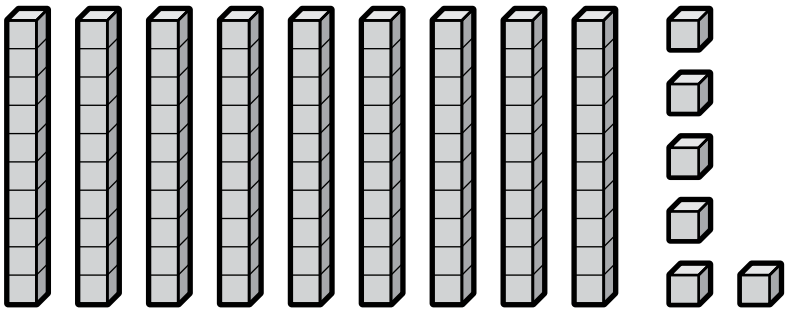
1. a) What number is 10 more than 93?

103

b) What number is 10 less than 93?

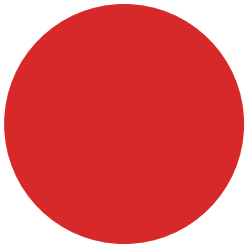
83

2. Use the base ten blocks to solve.



90 + 6 = **96**

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: _____

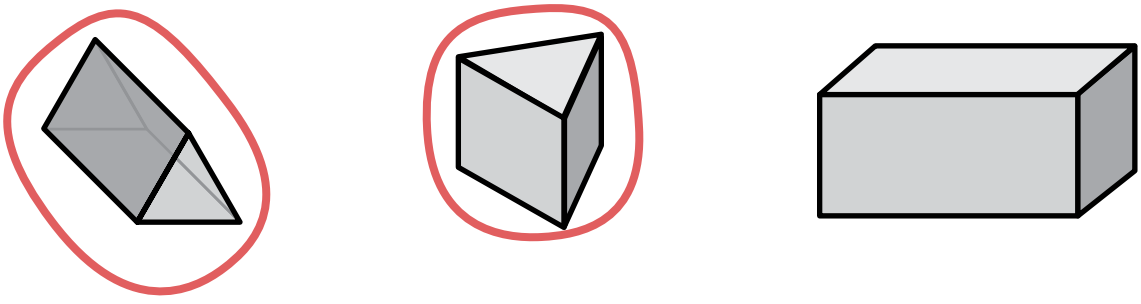

Brian

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?

triangles and rectangles

or

triangles and squares

Name: _____ Date: _____

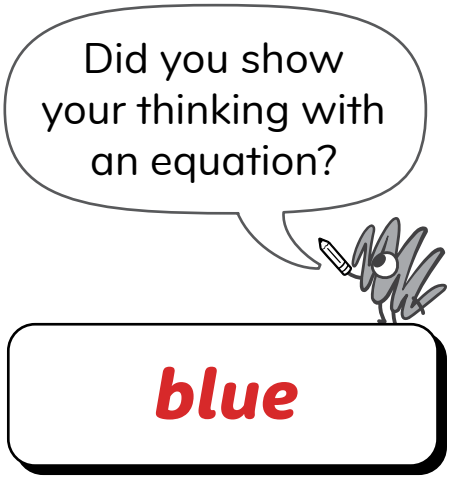
Composing Hexagons

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?

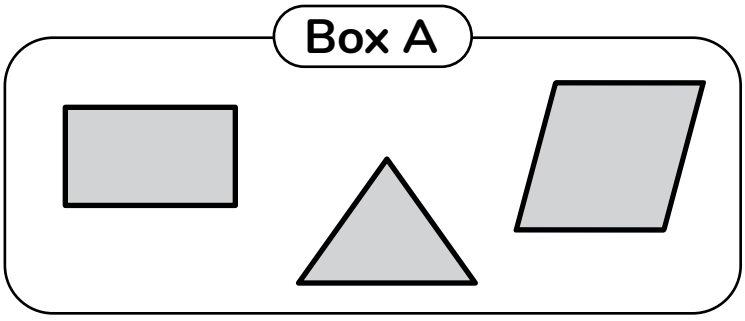
7 + 3 + 9 = 19 students

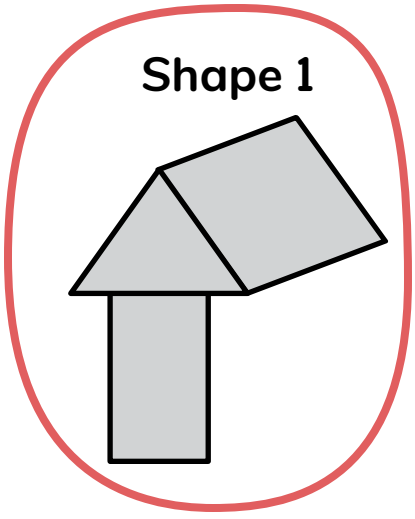


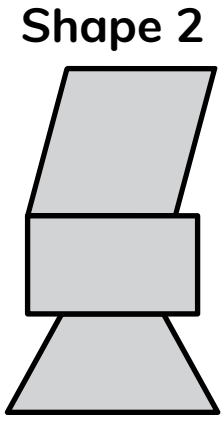
b) Did more students like red or blue?

blue

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







Name: _____ Date: _____


Jaymie

Exploring Relationships Between Shapes

1. What number has 1 ten and 6 ones? **16**

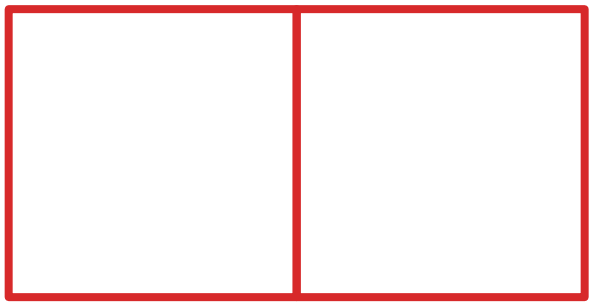
2. Circle the equation that is true.

   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.

   Rectangle

   Student drawings will vary.



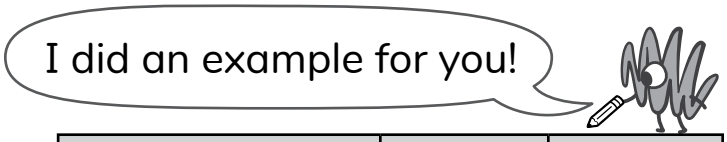
Did you show your thinking with a drawing?

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.



Example	Need	Want
water	✓	
candy		✓
video games		✓
school lunch	✓	

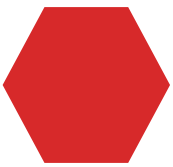
These are examples of **goods** / **services** .

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

8 tens is **80** .

2 tens is **20** .

3. Draw a shape to fit each category. ***Student drawings will vary.***

triangle	hexagon	quadrilateral
		

Name: Date:

Composing Squares

1. Complete the doubles fact for 6.

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

2. Solve.

$9 + 5 = \boxed{14}$

$9 + 2 = \boxed{11}$

$9 + 7 = \boxed{16}$

$9 + 6 = \boxed{15}$

3. Draw a different shape in each box.

	Possible answer:	Possible answer:
		
square	**rectangle**	**quadrilateral**

Name: _____ Date: _____

Composing 3-D Shapes

1. Complete the equations.

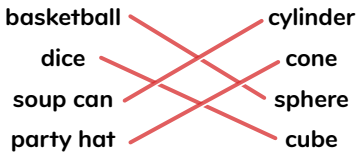
$14 = 7 +$ **7**

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

6 tens and 4 ones is **64**.

3 tens and 1 ones is **31**.

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



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?

$8 + 2 = 10$

$10 - 2 = 8$

$2 + 8 = 10$

10 – 8 = 2

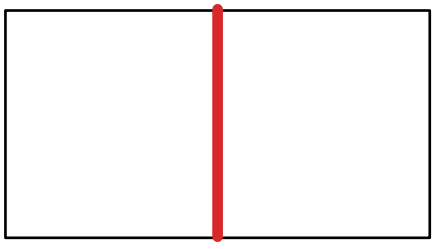
2. After making friendship bracelets, Vivi had 3 blue beads, 7 red beads, and 6 orange beads. How many beads does she have left?

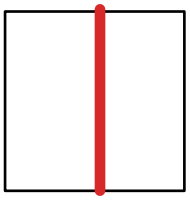
Write an equation and solve.

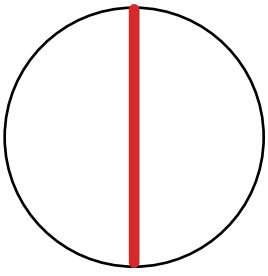
3 + 7 + 6 = 16 beads

3. Partition each shape to show halves.

Possible answers:



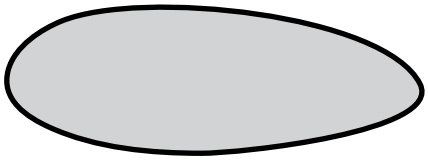




Name: Date:

Creating Halves of a Shape

1. Is this shape open or closed?

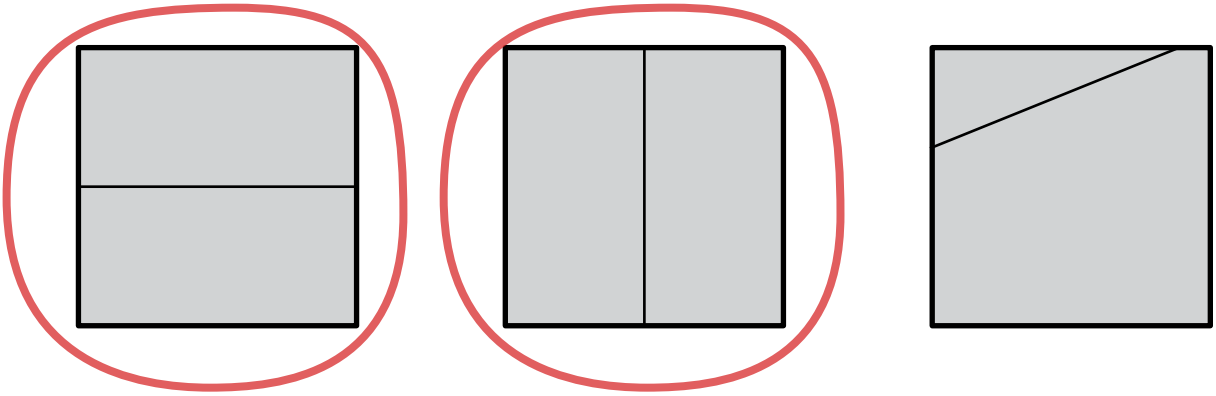


closed

2. a) What number comes just before 95? 94

   b) What number comes right after 95? 96

3. Circle each square that shows halves.



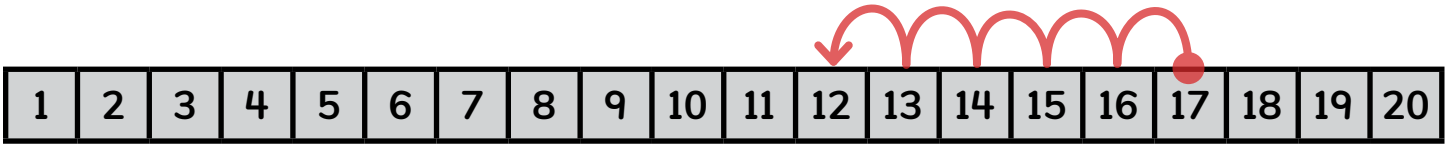
Name: _____ Date: _____


Brian

Sharing to Find Halves and Fourths

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

$17 - 7 =$ **12**



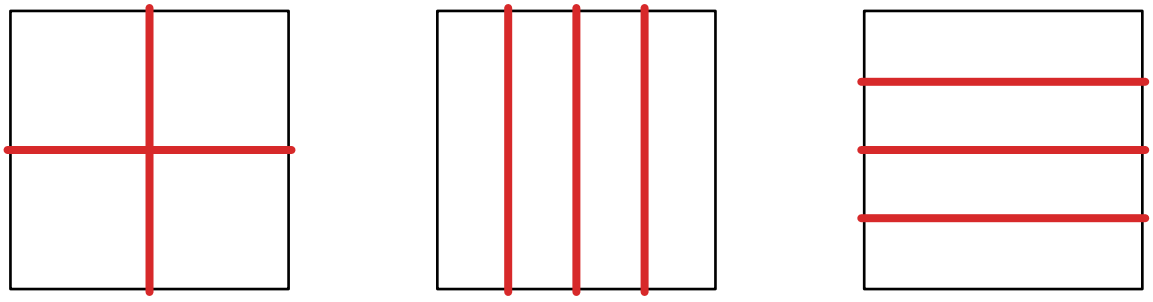
2. Brian made 16 crackers. He made some cheese crackers and some seed crackers. How many of each type of cracker could Brian have made?

Student answers will vary.

cheese crackers _____ seed crackers _____

3. Make fourths in 3 different ways.

Possible answers:



Name: Date:

Composing a Whole from Parts

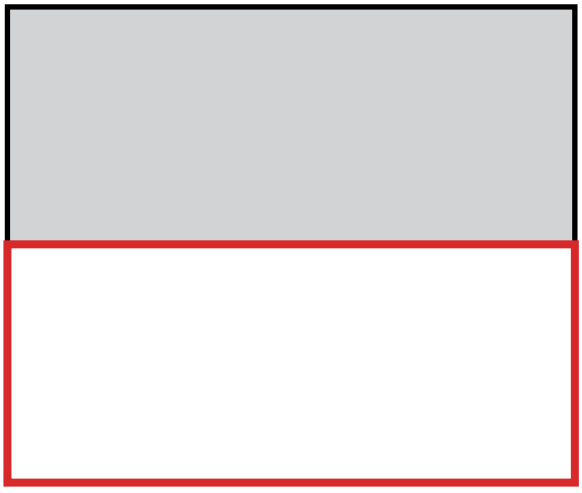
1. Circle the number that is less.

72 86

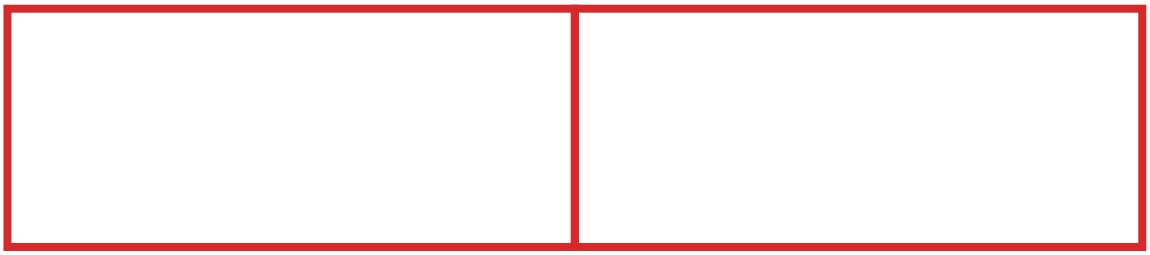
2. Circle the equation that is true.

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.



or



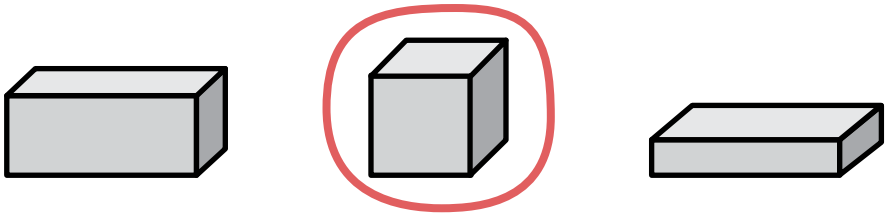
Name: Date:

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.



Possible answer:

All the faces of a cube are squares.

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

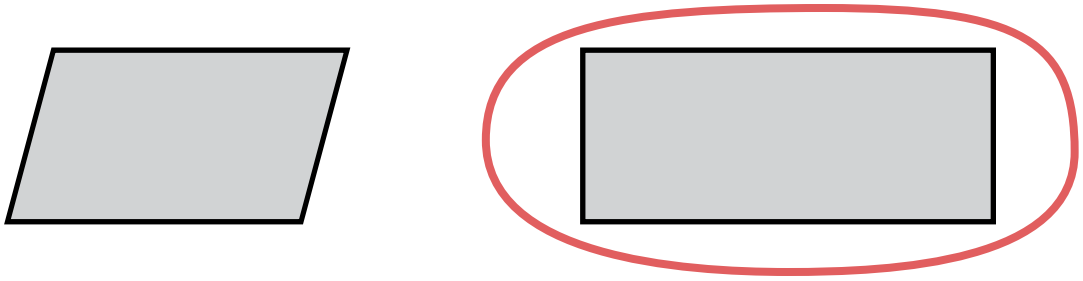
Neither

Student explanations will vary.

Name: Date:

Measuring Time

1. Circle the shape that has 4 right angles.



2. a) What number is 10 more than 65? **75**

   b) What number is 10 less than 65? **55**

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

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

Name: _____ Date: _____


Miles

Telling and Writing Time in Hours

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

Possible answer:

Spheres are perfectly round.

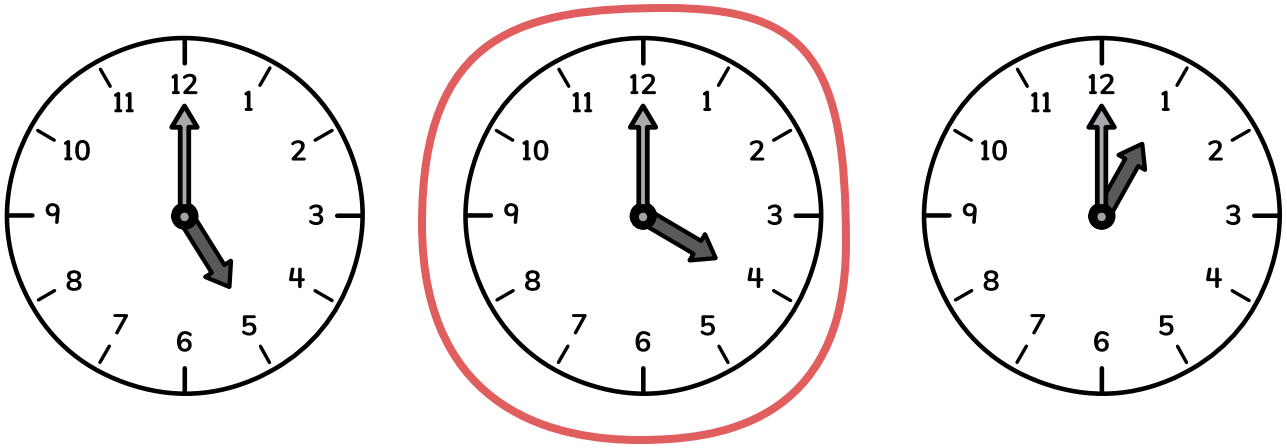
2. 64 is 6 tens and 4 ones. What is another way to make 64?

Possible answer:

64 ones

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 < 46

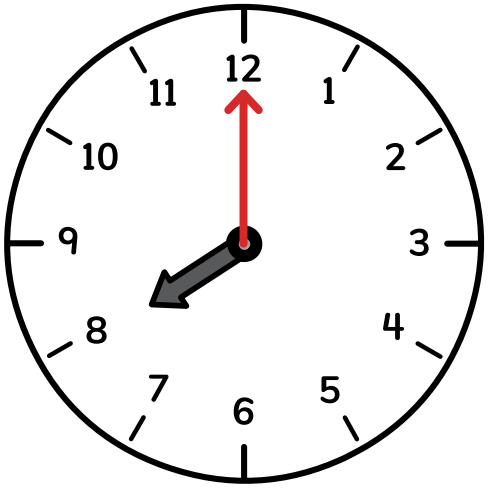
92 > 77

68 = 68

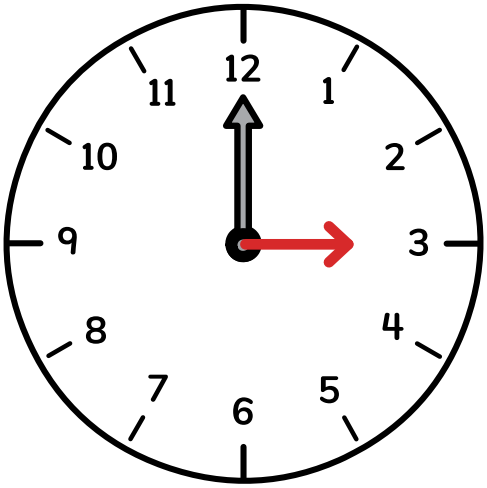
2. a) What number is 10 more than 97? **107**

b) What number is 10 less than 97? **87**

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.

Possible answer:

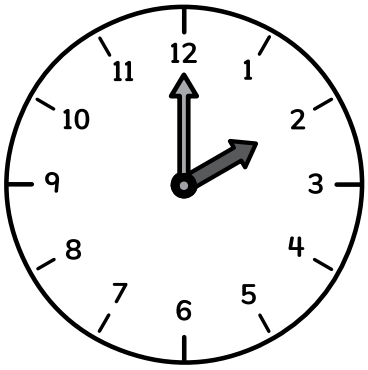
0 + 10, 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5

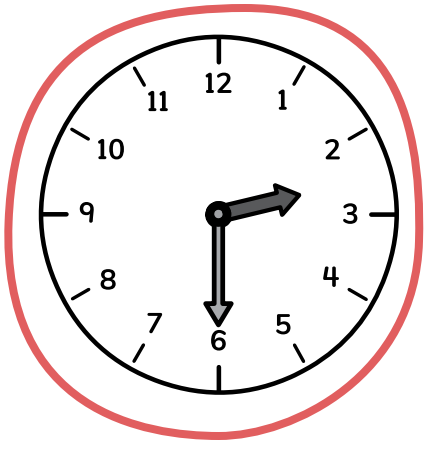
2. Fill in the missing numbers.

19 = ***1*** tens and ***9*** ones

23 = ***2*** tens and ***3*** ones

3. Circle the clocks that show 2:30.





Name: Date:

Planning Events and Times

1. Fill in the missing number.

8 tens = **80**

2. Complete the equations.

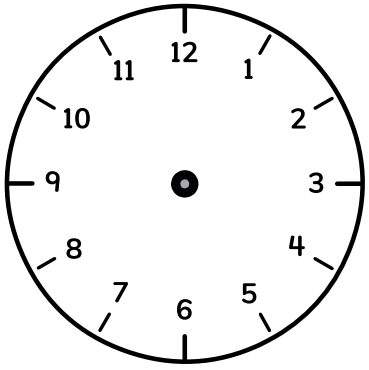
17 − **9** = 8

14 − **6** = 8

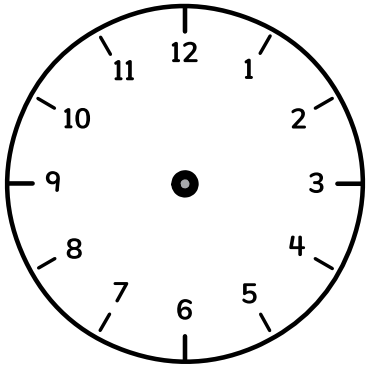
9 − **1** = 8

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.

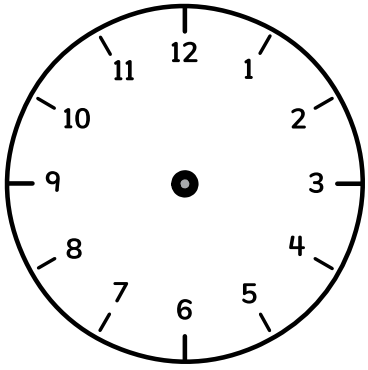
Student answers will vary.



wake up

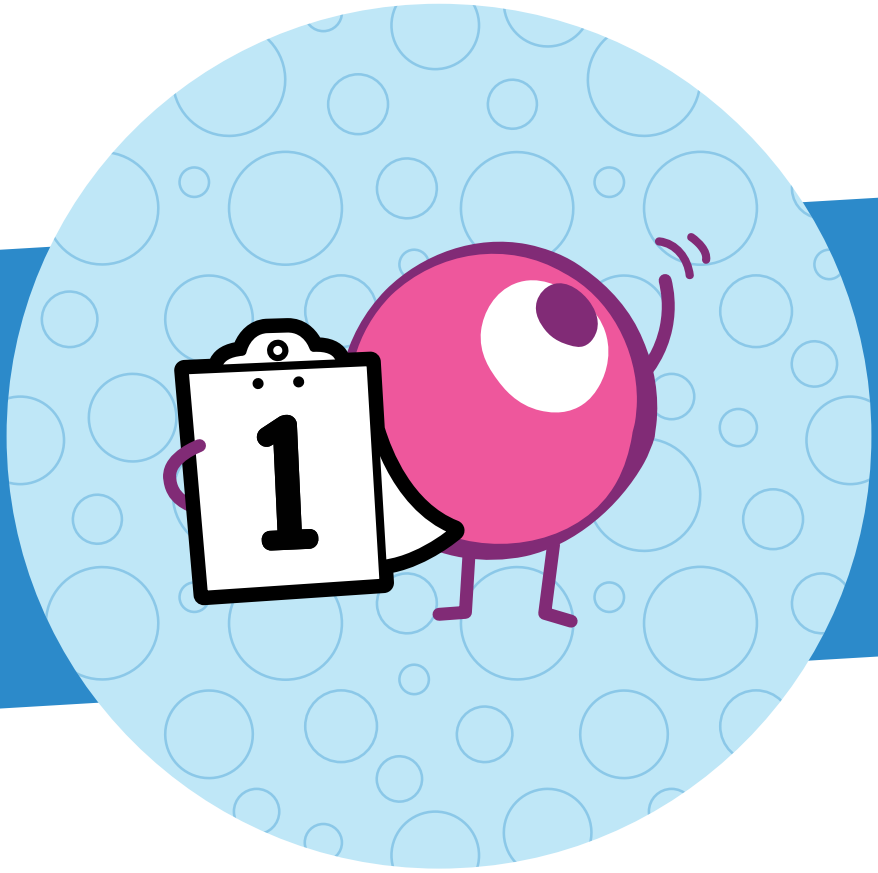


eat lunch



eat dinner

ST Math Texas



MIND EDUCATION