ST Math Texas

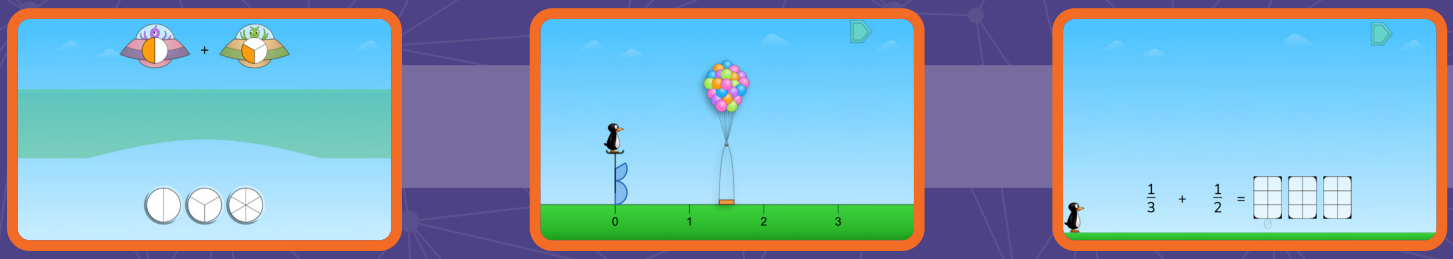
Grade K

ST Math Practice Book

MIND EDUCATION

TEACHER EDITION

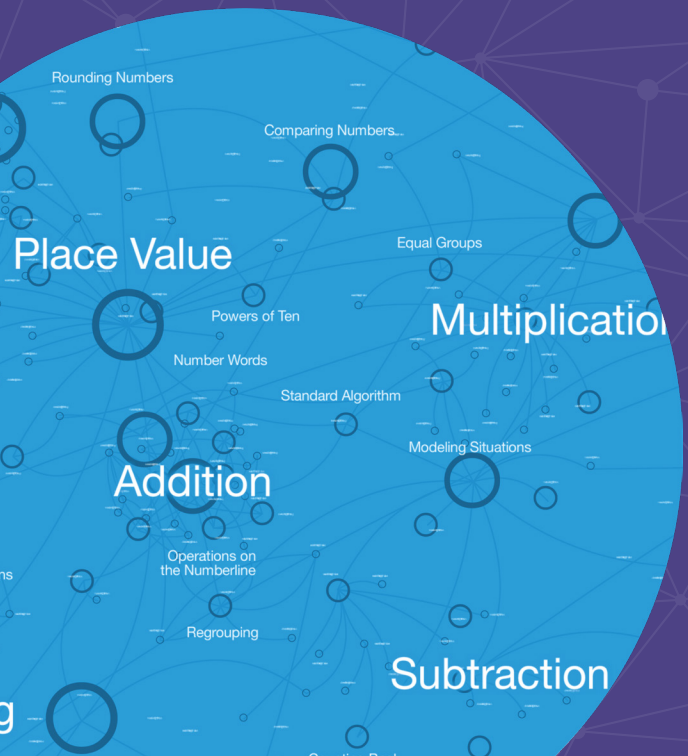
Building Mathematical Progressions Within and Across Grade Levels



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.

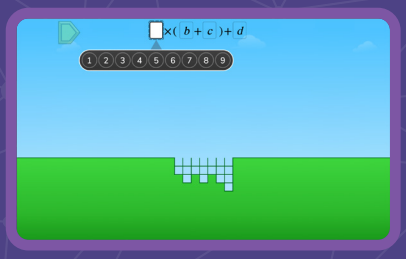


These scaffolded models support problem-solving, strategy sharing, and big-picture thinking—making math feel coherent and connected across and within grade levels.

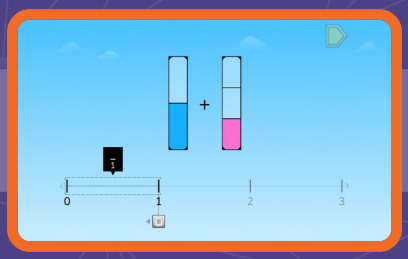
To deepen learning, lessons use multiple representations—visuals, numbers, words, and symbols—helping students form a rich network of ideas they can apply to new problems.

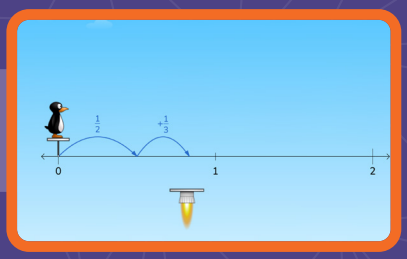
With **ST Math Texas** students go beyond memorization. They develop a connected understanding of math concepts, apply their learning flexibly, and build lasting confidence.

Expressions
Grade 5

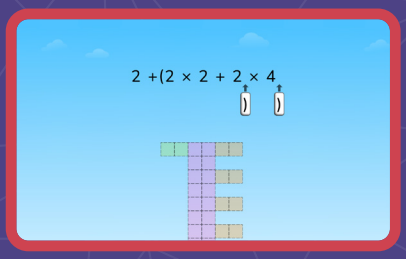


Fractions
Grade 4

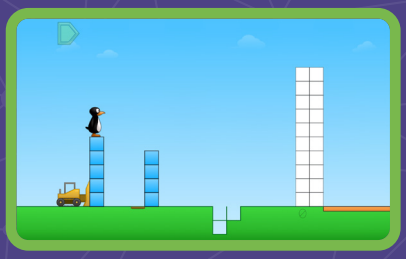




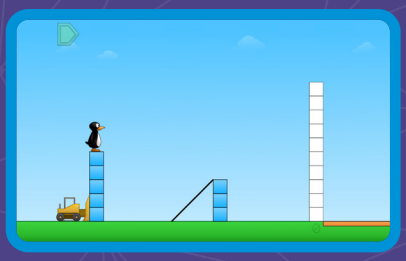
Multiplication
Grade 3



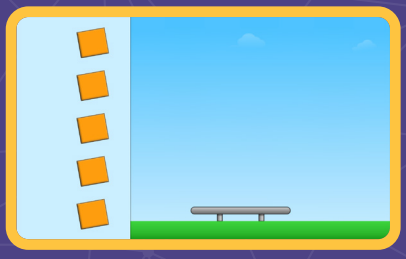
Subtraction
Grade 2



Addition
Grade 1



Counting
Grade K



Connected visual models build in complexity across grade levels

MIND Research Institute
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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 (Discovering Addition and Subtraction) introduces students to addition and subtraction through active situations in which they add to or remove objects from a set and represent the scenario with symbolic equations. Building on students' developing understanding of counting, cardinality, and part-total relationships, this topic helps students move from concrete experiences to symbolic representation. In **Topic 3 (Exploring Parts and Totals)**, students extend their addition and subtraction understanding to part–part–total situations.

Topic 2 (Discovering Shapes) introduces students to the realm of geometry. Students apply their thinking about parts and totals to shapes and use similar language to describe and compare attributes. **Topic 4 (Discovering Number Structure)** extends this thinking further as students explore the importance of 10 in the number system and investigate the structure of numbers beyond 10.

The final three Topics of the course provide avenues for synthesizing learning, consolidating skills, and building fluency with symbolic representations through relevant contextual opportunities. **Topic 5 (Discovering Data)** utilizes data contexts for a wide variety of problem-solving combined with interpretation of the mathematics in context. **Topic 6 (Discovering Financial Literacy)** provides students with opportunities to think about numbers in the context of money in society. Finally, **Topic 7 (Building Number Sense and Fluency)** provides time for students to build procedural fluency with symbolic comparison, addition, and subtraction.

	Count Sequence	Counting Objects	Count Out	Counting Back	Counting On from Any Number	Skip Counting
Topic 1	1–40	up to 20 objects in structured arrangements		from 20 or any number within 20	within 40	
Topic 2	1–60	up to 20 objects in structured or random arrangements		from 20 or any number within 20	within 60	
Topic 3	1–60	up to 20 objects in structured or random arrangements		from 40 or any number within 40	within 60	
Topic 4	1–100	up to 20 objects in structured or random arrangements	up to 20 objects	from 100 or any number within 60	within 60	by 10 to 100

	Count Sequence	Counting Objects	Count Out	Counting Back	Counting On from Any Number	Skip Counting
Topic 5	1–100	up to 20 objects in structured or random arrangements	up to 20 objects	from 100 or any number within 60	within 100	by 10 to 100
Topic 6	1–100	up to 20 objects in structured or random arrangements	up to 20 objects	from 100 or any number within 100	within 100	by 10 to 100
Topic 7	1–100	up to 20 objects in structured or random arrangements	up to 20 objects	from 100 or any number within 100	within 100	by 10 to 100

Topic 1: Discovering Addition and Subtraction

ST Math Objectives: Understanding Addition and Subtraction within 5, Understanding Addition and Subtraction within 10, Addition and Subtraction Facts within 5

TEKS: K.1.A K.1.B K.1.C K.1.D K.1.E K.1.F K.1.G K.2.A K.2.B K.2.D K.2.F K.2.G K.2.H K.3.A K.3.B K.3.C K.5.A

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

Topic 2: Discovering Shapes

ST Math Objectives: Exploring Shapes, Composing Shapes, Analyzing Shapes

TEKS: K.1.A K.1.B K.1.C K.1.D K.1.E K.1.F K.1.G K.2.A K.2.B K.2.D K.3.C K.5.A K.6.A K.6.B K.6.C K.6.D K.6.E K.6.F K.7.A K.7.B K.8.A

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

Topic 3: Exploring Parts and Totals

ST Math Objectives: Making 10 and Number Pairs, Understanding Addition and Subtraction within 10, Greater Than, Less Than, Equal To

TEKS: K.1.A K.1.B K.1.C K.1.D K.1.E K.1.F K.1.G K.2.A K.2.B K.2.C K.2.E K.2.F K.2.G K.2.I K.3.A K.3.B K.3.C K.5.A K.8.A

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

Topic 4: Discovering Number Structure

ST Math Objectives: Foundations of Place Value, Comparing Numbers, Counting to 100 (K)

TEKS: K.1.A K.1.B K.1.C K.1.D K.1.E K.1.F K.1.G K.2.A K.2.B K.2.C K.2.E K.2.F K.2.G K.2.H K.2.I K.5.A

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

Topic 5: Discovering Data

ST Math Objectives: Sorting and Classifying, Comparing Numbers, Measurable Attributes

TEKS: K.1.A K.1.B K.1.C K.1.D K.1.E K.1.F K.1.G K.2.A K.2.B K.2.C K.2.G K.2.H K.2.I K.3.C K.5.A K.6.E K.8.A K.8.B K.8.C

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

Topic 6: Discovering Financial Literacy

ST Math Objectives: Numbers and Objects to 10, Comparing Numbers, Greater Than, Less Than, Equal To

TEKS: K.1.A K.1.E K.1.G K.2.C K.2.E K.2.G K.4.A K.8.A K.8.B K.8.C K.9.A K.9.B K.9.C K.9.D

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

Topic 7: Building Number Sense and Fluency

ST Math Objectives: Subitizing (K), Addition and Subtraction Facts within 5, Counting on the Number Line

TEKS: K.1.A K.1.B K.1.C K.1.D K.1.E K.1.F K.1.G K.2.B K.2.C K.2.D K.2.E K.2.F K.2.G K.2.H K.2.I K.3.A K.3.B K.3.C K.5.A K.6.A

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

Topic 1

Discovering Addition and Subtraction

Recommended ST Math Objectives:

Understanding Addition and Subtraction within 5
Understanding Addition and Subtraction within 10
Addition and Subtraction Facts within 5

Name: _____ Date: _____

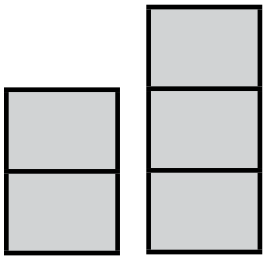
Acting Out to Model Addition Within 10

1. Count from 1 to 20 out loud. Then, fill in the missing numbers.

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

2. Write how many.

6



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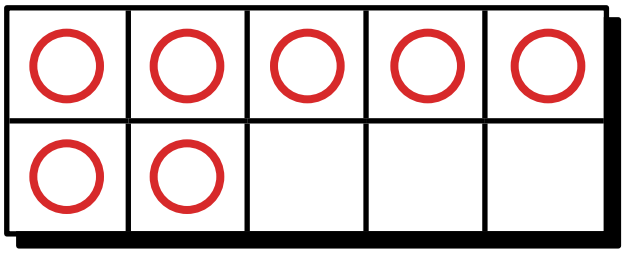
3. Draw 3 circles in the ten frame. Then draw 4 more. How many are there in all?



7

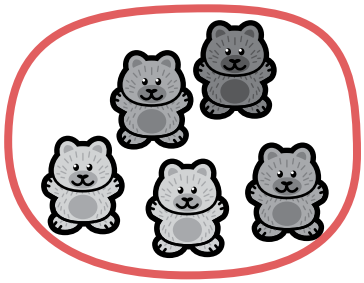
Name: _____ Date: _____

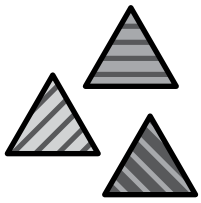
Introducing the Plus Sign

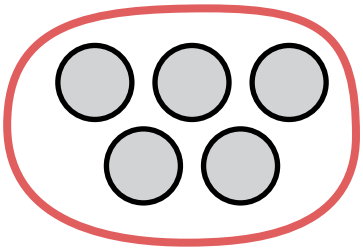
1. Count out loud from 3 to 10. Then, fill in the missing numbers on the number path.

3	4	5	6	7	8	9	10

2. Circle the sets that are equal.







3. a) Color 2 boxes red. Then color 4 boxes blue. Use the plus sign to show how many.

red	red	blue	blue	blue	blue				

2 + 4 is 6

b) Color 4 boxes red. Then color 1 box blue. Use the plus sign to show how many.

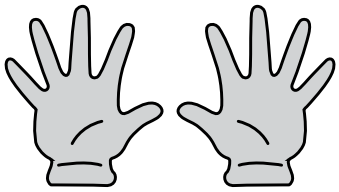
red	red	red	red	blue					

4 + 1 is 5

Name: Date:

Writing Equations to Model Addition Within 10

1. How many?



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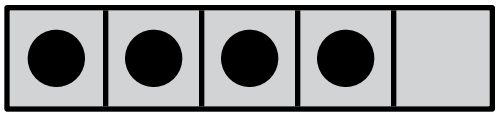

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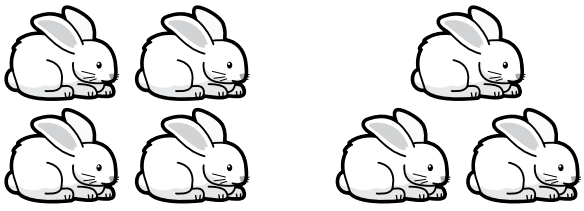
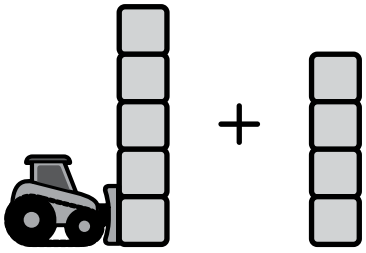
2. How many animals came to play? Complete the equation.



4 + 3 = 7

2 + 1 = 3

3. Tell the math story.



9

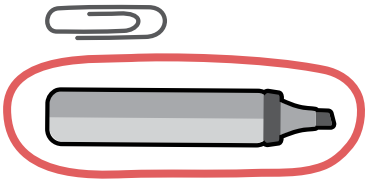
Possible answer:

There were 5 blocks.
Then 4 more were added.
Now there are 9.

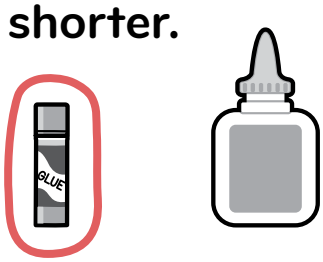
Name: _____ Date: _____

Modeling and Solving Active Addition Word Problems: Result Unknown Aarifa

1. a) Circle the one that is **longer.**

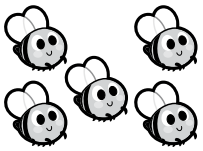


b) Circle the one that is **shorter.**



2. Write an equation. Tell a math story with some and then some more.

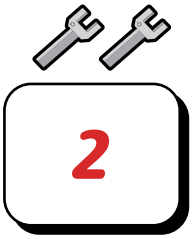
Student stories will vary.



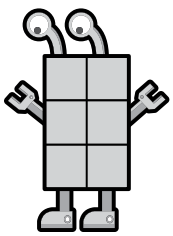
5 + 2 = 7

1 + 7 = 8

3. Aarifa put 2 arms on her robot. Then she put on 2 legs. How many parts in total? Write an equation.



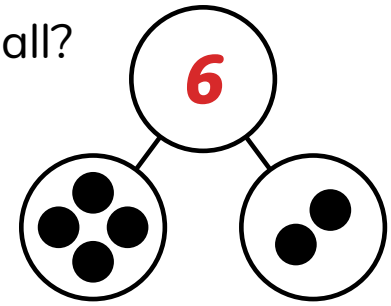
2 + 2 = 6

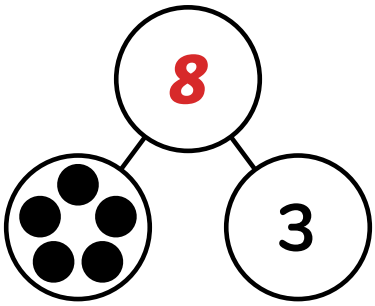


Name: Date:

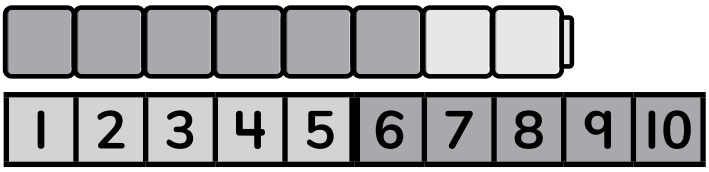
Using Number Paths to Add Within 10

1. How many in all?

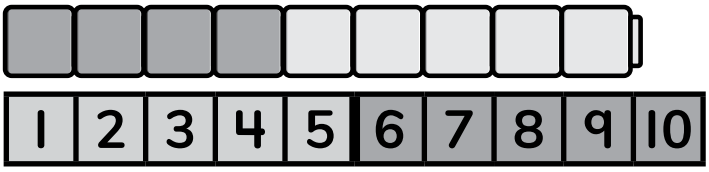




2. Write equations to add the cubes.



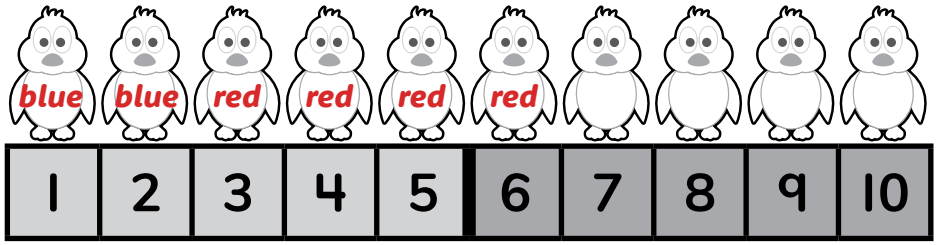
6 + 2 = 8



4 + 5 = 8

3. Color the math story. Write an equation.

First 2 blue birds came. Then 4 red birds came.
How many birds came?



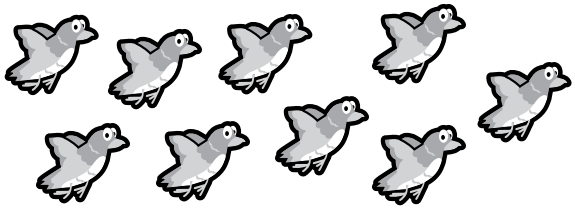
2 + 4 = 6

Name: _____ Date: _____

Aarifa

Using Drawings to Model Addition Within 10

① How many?

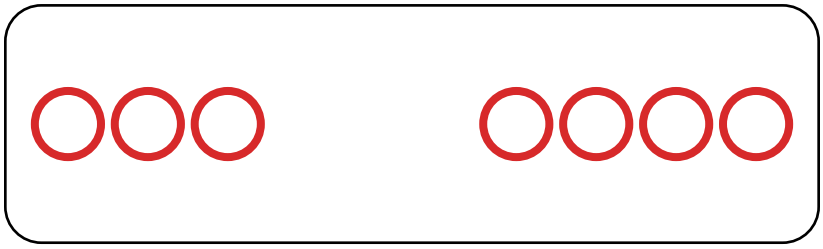


9

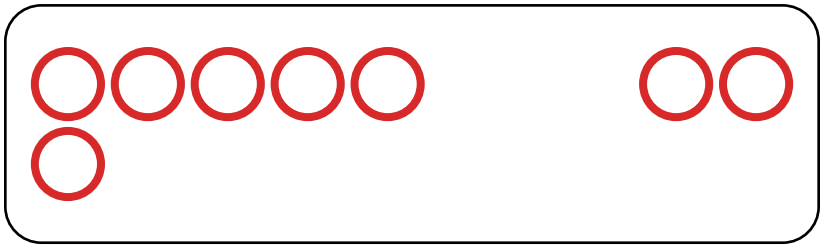
0

② Draw a math picture to solve.

3 + 4 = 7



6 + 2 = 8



③ Aarifa is counting tools with her dad.

How many  ?

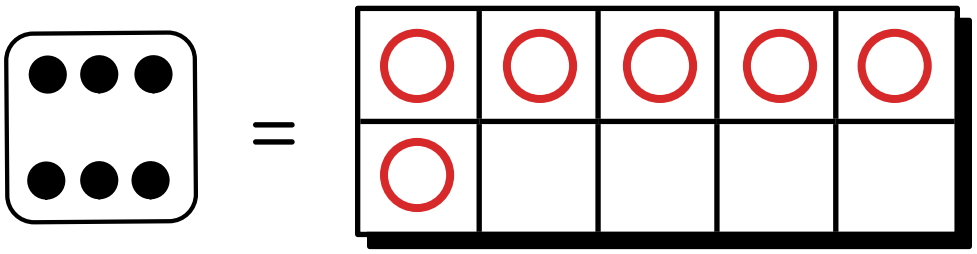
2 + 4 = 6

What can you draw instead of scissors?

Name: Date:

Using Concrete Objects to Model Subtraction Within 10

1. Draw an equal number of circles.



2. 5 bears played outside. Then 3 of the bears went to sleep. Use your hand to cover the bears that went to sleep. How many bears are still playing?

2

3. Write a number in each blank to tell your own subtraction story. Act it out.

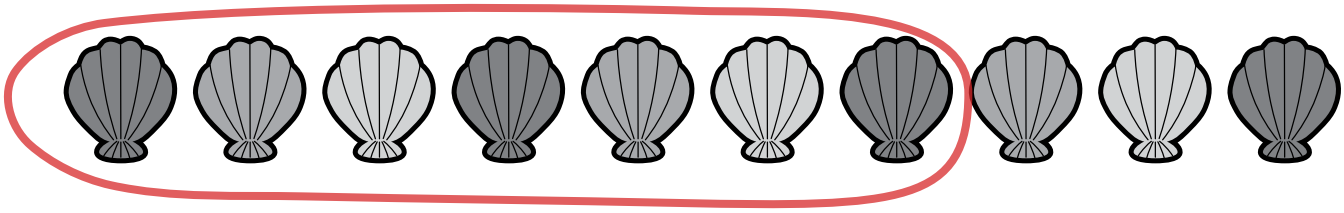
Student answers will vary. The number of bears that play outside should be greater than or equal to the number of bears that go to sleep.

[ ] bears played outside. Then [ ] bears went to sleep. [ ] bears are still playing.

Name: Date:

Introducing the Minus Sign

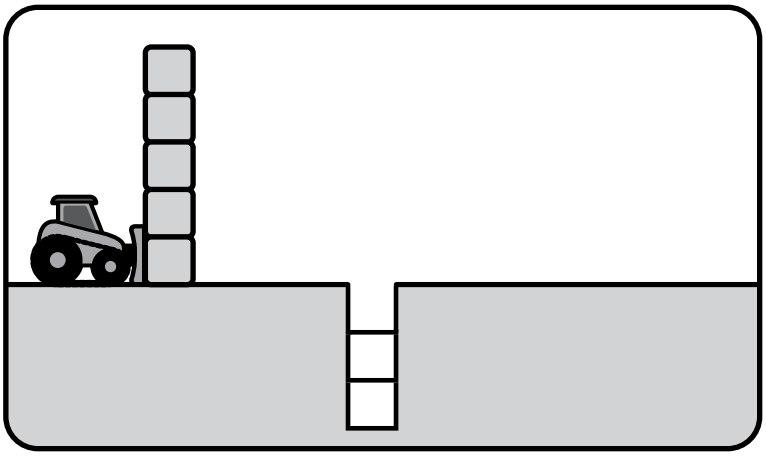
1. Circle 7.



2. How many bears are playing? Use your hand to cover up the 2 bears that go to sleep. How many bears are still playing?

7 – 2 is 5

3. Tell the math story using the picture. Write how many.

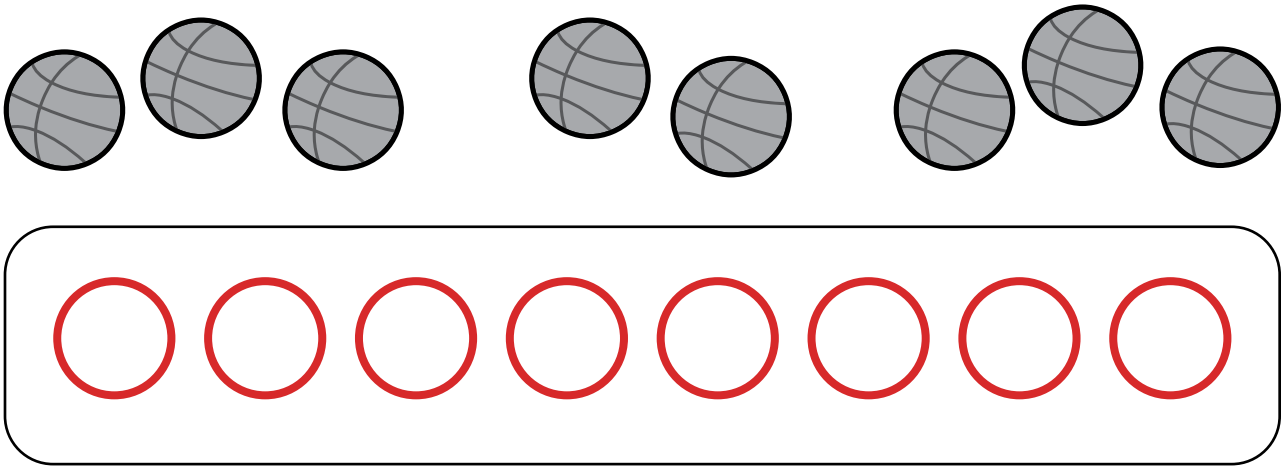


5 – 3 is 2

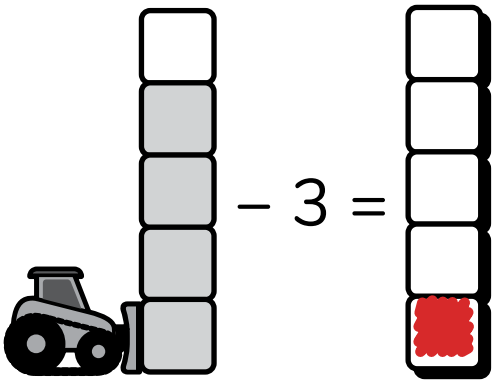
Name: Date:

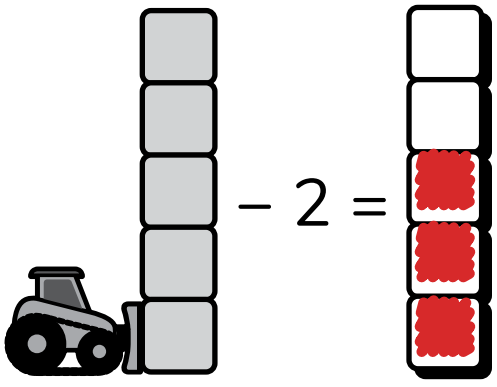
Writing Equations to Model Subtraction Within 10

1 Count how many basketballs there are.
Then draw an equal number of balls below.

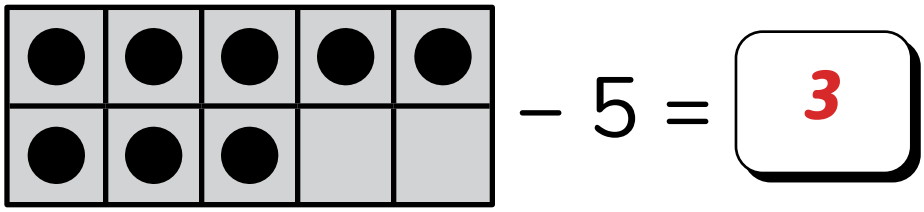


2 Color how many blocks are left.





3 Solve the equation.



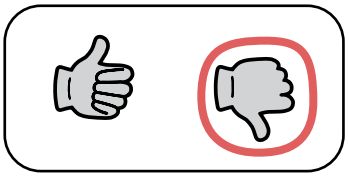
Name: _____ Date: _____

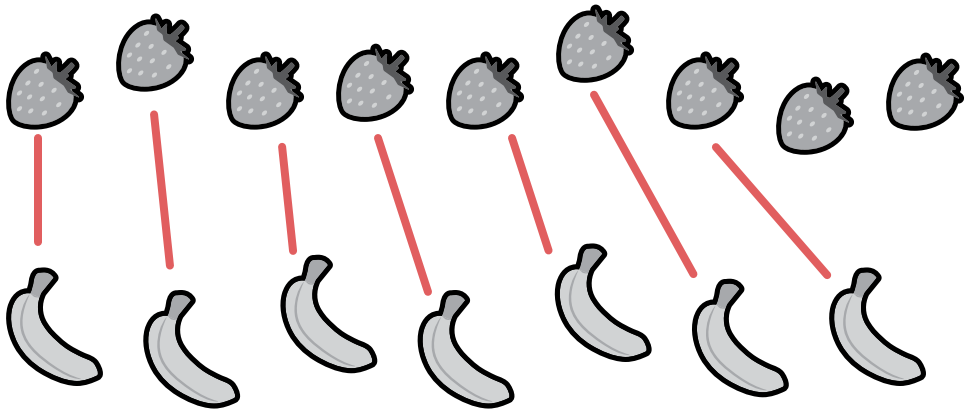

Miles

Modeling and Solving Active Subtraction Word Problems: Result Unknown

① Draw lines to match the strawberries and bananas.

Are the number of fruits equal?





② Use your fingers to subtract.

$3 - 1 =$ **2**

$5 - 2 =$ **3**

③ Miles had 7 oranges. He ate 4. How many does he have now?

Write an equation.

7 **–** **4** **=** **3**

Name: Date:

Using Number Paths to Subtract Within 10

1. What number comes before? What number comes after? Complete the number paths.

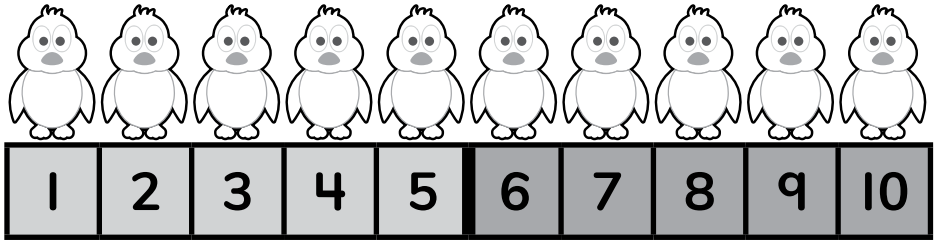
0	1	2

4	5	6	7	8	9

2. There were 8 birds. 5 flew away. How many are left?

8 − 5 = 3

3. Draw your own subtraction story using the birds below. Then write an equation.



1	2	3	4	5	6	7	8	9	10

Student answer will vary.

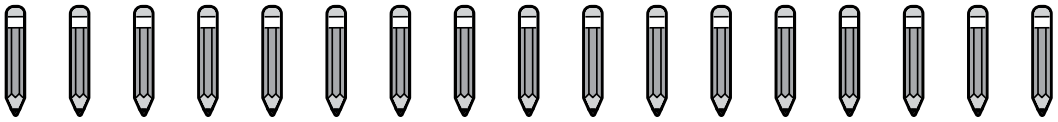
□ − □ = □

Name: _____ Date: _____

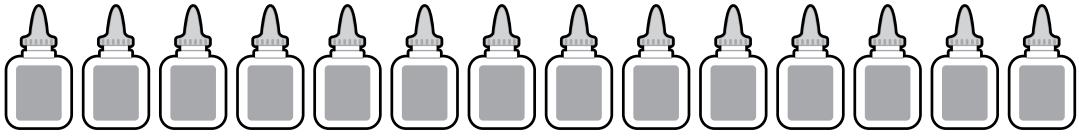
Jaymie

Using Drawings to Model Addition Within 10

1. Count and write how many.



17

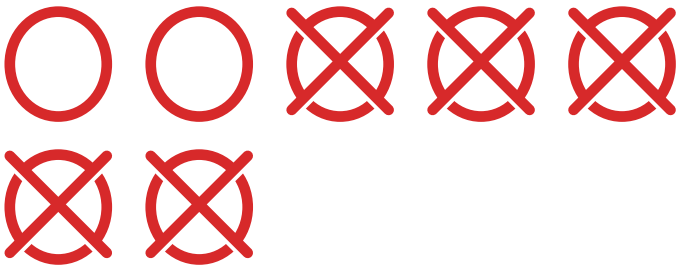


14

2. Draw a math picture to solve.

$7 - 5 =$ **2**

Student drawings will vary.



3. Jaymie is counting school supplies with her teacher. Draw a math picture to figure out how many.

How many  ?

$9 - 5 =$ **4**

Student drawings will vary.

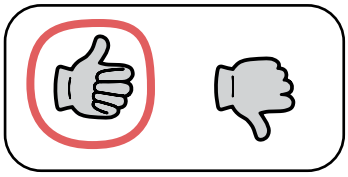
Name: _____ Date: _____

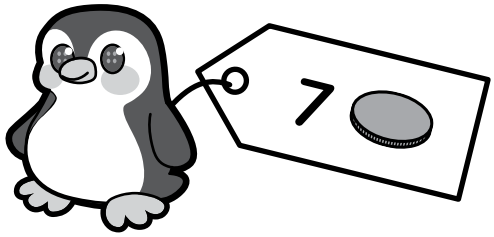

Miles

Exploring Addition and Subtraction as Opposite Actions

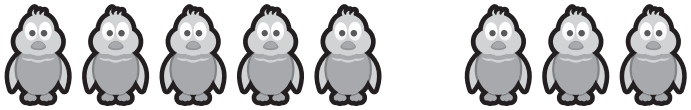
1. Miles has this much money.

Does he have enough to buy the toy?



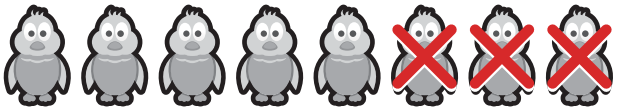


2. a) There were 5 birds. Then 3 more birds came. How many birds are there?



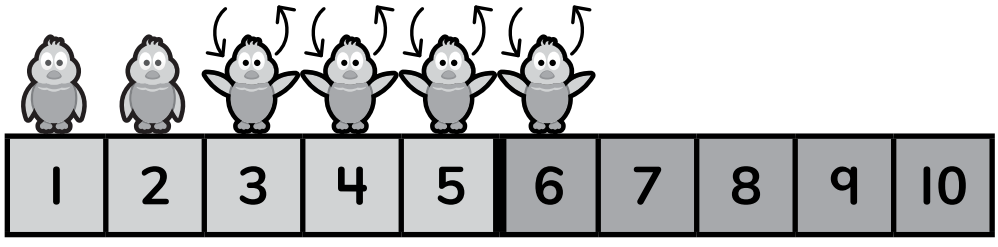
5 + 3 = **8**

b) There were 8 birds. Then 3 of the birds flew away. How many birds are there now?



8 – 3 = **5**

3. There were 2 birds. Then 4 more came. Then 4 birds flew away again. How many birds are there now?

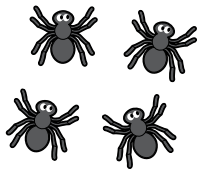


2

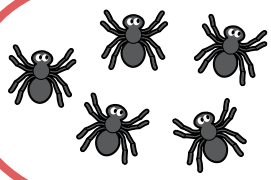
Name: Date:

Identifying Addition and Subtraction Situations

1. Count and write how many. Circle which is **greater**.

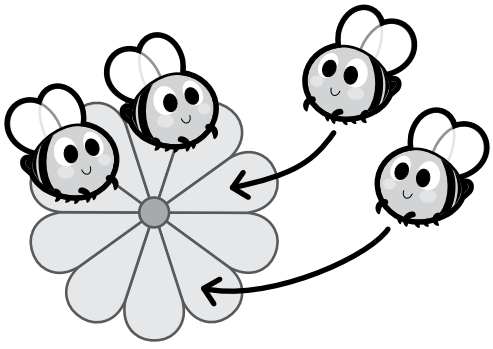


4

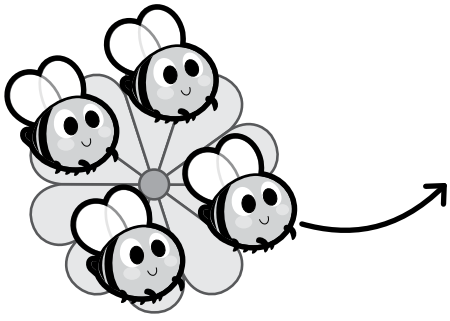


5

2. Circle the expression that matches the picture.

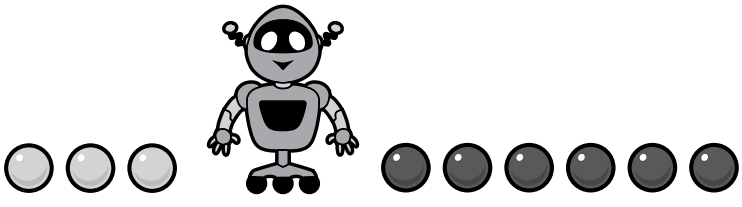


2 + 4 2 + 2



4 – 1 3 – 1

3. A robot picked up 3 balls. Then it picked up 6 more. How many balls did it pick up? Write an equation.



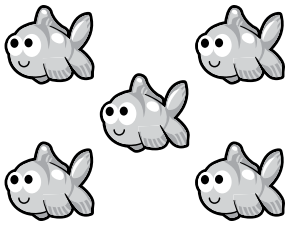
3 + 6 = 9

Name: _____ Date: _____


Brian

Modeling and Solving Active Addition and Subtraction Word Problems

1. Count how many. Then write the number that is **one greater** and **one less**.

One less		One greater
4		6

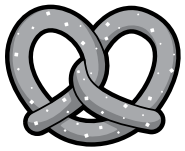
2. Write an equation for each math story.

6 − 2 = 4

4 + 3 = 7

3. Write an equation for the story. Use your fingers to solve.

Brian made 5 pretzels. He ate 2 of the pretzels. How many pretzels are left?



5 − 2 = 3

Name: Date:

Telling Active Addition and Subtraction Stories

1. What number is 1 greater than 5? **6**

   What number is 1 less than 9? **8**

1	2	3	4	5	6	7	8	9	10

2. Use the pictures to solve the equation.

5 – 2 = **3**

6 – 4 = **2**

3. Choose your own numbers. Draw and solve to make your own math story.

How many  ?

□ ○ □ = □

Student answers will vary.

What can you draw instead of snails?

Topic 2

Discovering Shapes

Recommended ST Math Objectives:

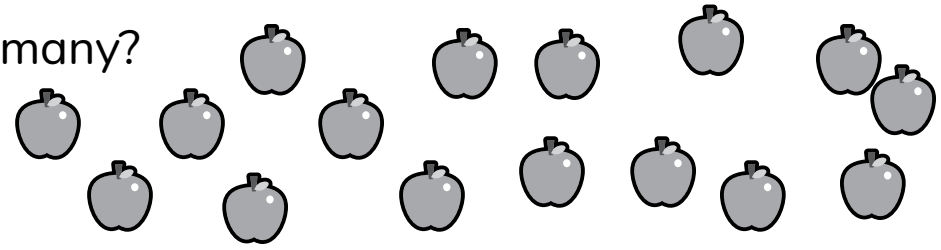
Exploring Shapes
Composing Shapes
Analyzing Shapes

Name: Date:

Comparing Familiar Attributes of Objects

1 a) Count. How many?

16

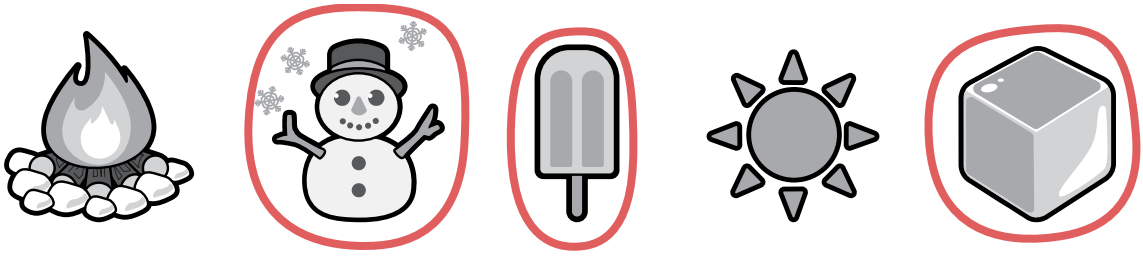


b) Count backward from 14 to 1 out loud.

Students correctly count backward.

2 a) Circle things that are **soft**.

b) Circle things that are **cold**.



3 Circle the words that compare the dog and the snail.

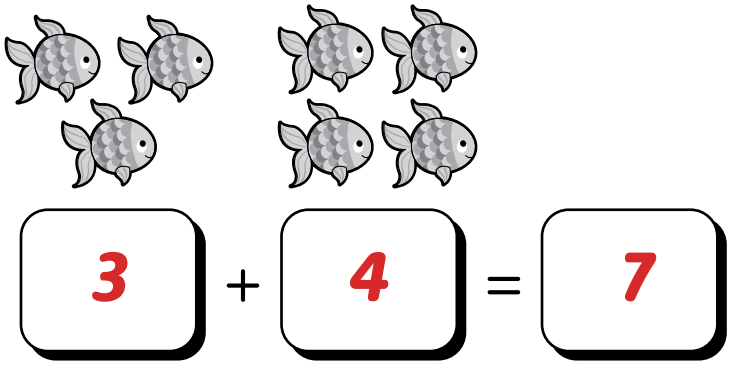
The  dog is **slower** / **faster** than the  snail.

The  dog is **louder** / **quieter** than the  snail.

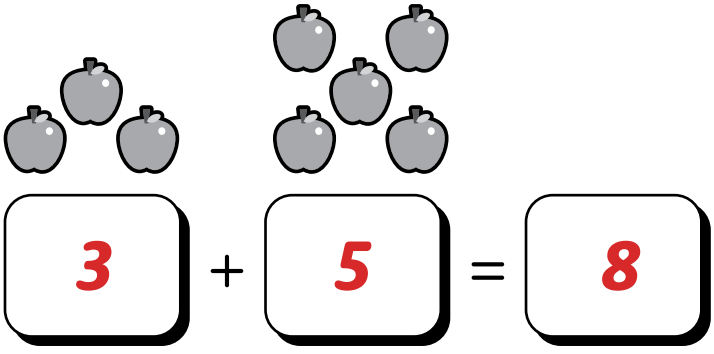
Name: Date:

Lining Up Endpoints to Directly Compare Height

① Write an equation for each math picture.

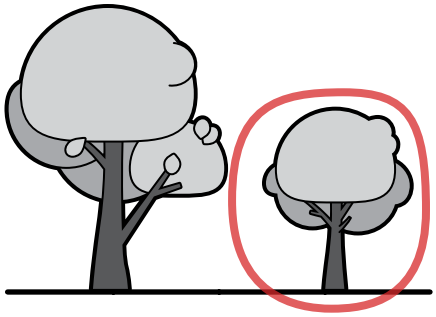


3 + 4 = 7

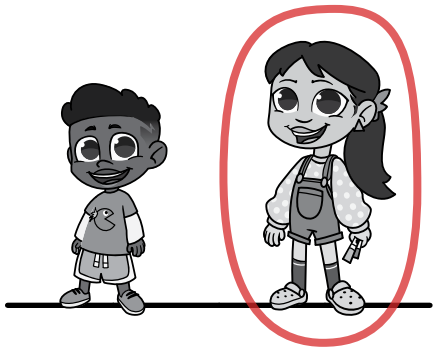


3 + 5 = 8

② a) Circle the tree that is **shorter**.

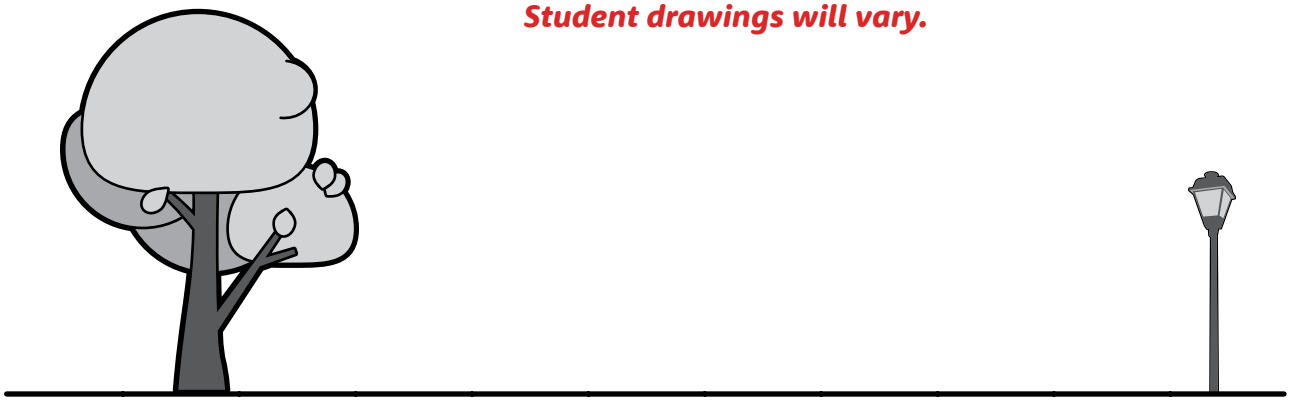


b) Circle the person who is **taller**.



③ Draw a house that is **shorter** than the tree and **taller** than the light.

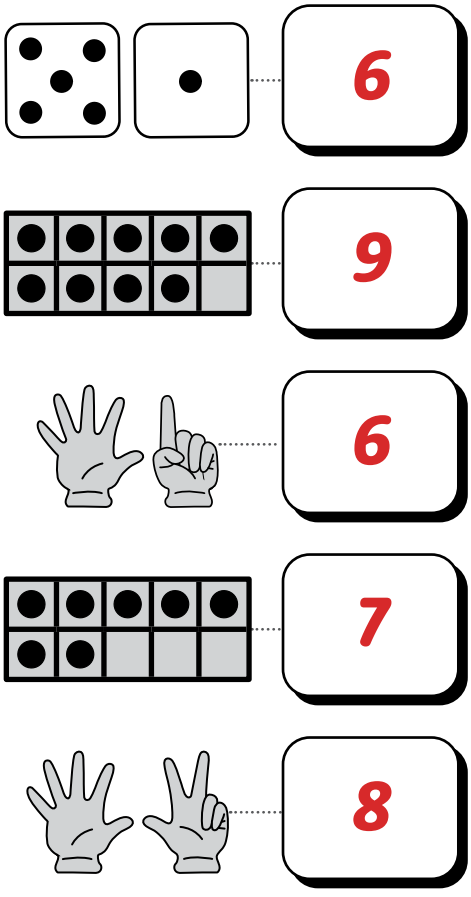
Student drawings will vary.



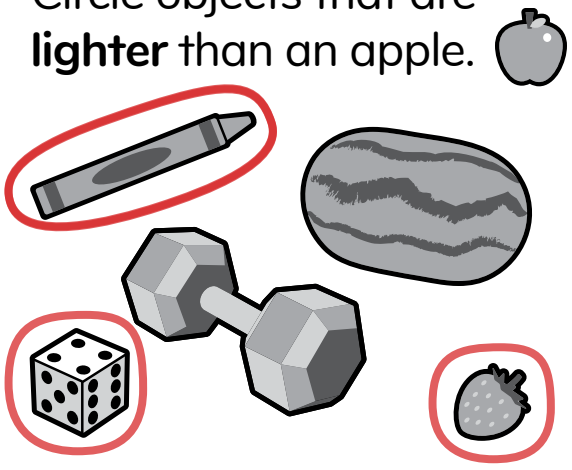
Name: _____ Date: _____

Holding Objects to Directly Compare Weight

① Use 5 and 10 as friendly numbers. How many?

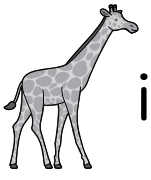


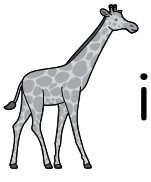
② a) Circle objects that are **lighter** than an apple.



b) Circle objects that are **heavier** than the pencil.

③ Circle the words that compare the giraffe and the frog.

The  giraffe is **lighter** / **heavier** than the  frog.

The  giraffe is **taller** / **shorter** than the  frog.

Name: Date:

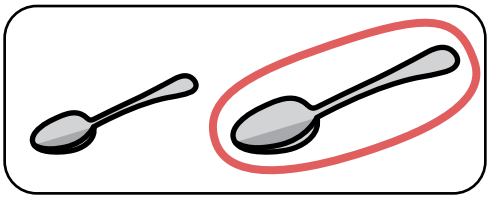
Filling and Pouring to Directly Compare Capacity

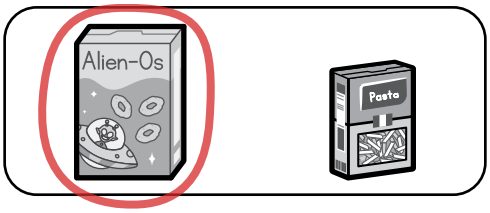
1. Count on to find out how many.

5 ● ● ● **8**

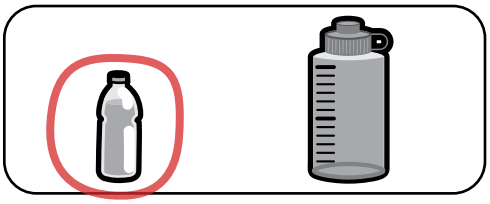
4 ● ● **6**

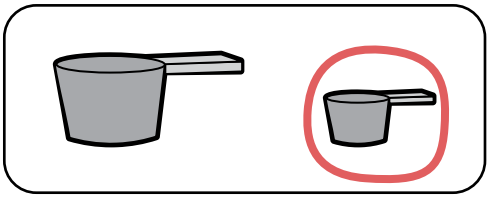
2. a) Circle the object that **holds more**.





b) Circle the object that **holds less**.





3. Circle the words that compare the bowl of fruit salad and the bowl of rice.

The  **holds more** / **holds less** than the  .

bowl of fruit salad

bow of rice

The  is **hotter** / **colder** than the  .

bowl of fruit salad

bow of rice

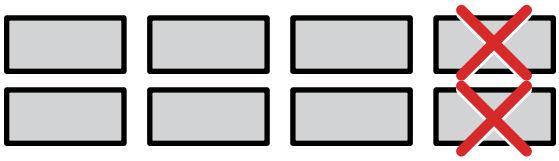
Name: Date:

Sorting 2-D Shapes by Attributes

1. Cross out the shapes to subtract. How many shapes are left?

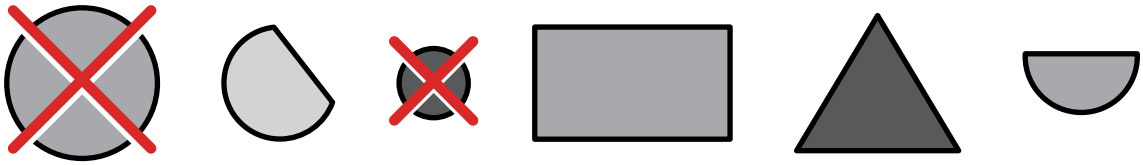
$6 - 5 =$ **1**

$8 - 2 =$ **6**

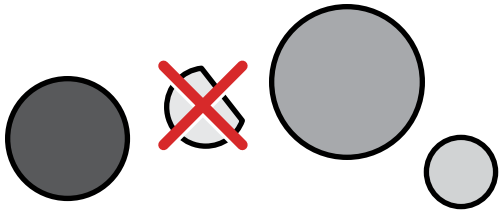


2. a) Cross out the shapes that have only straight parts.

b) Cross out the circles.



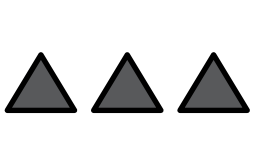
3. Find the mistake. Cross out the shape that does not belong.

Circles	Not Circles
	

Name: _____ Date: _____

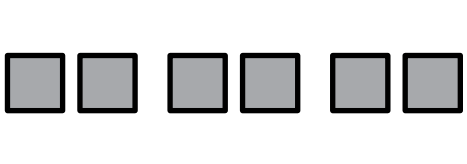
Sorting 2-D Shapes by Sides and Vertices

1. Count the shapes.



3

What is 1 more? 4



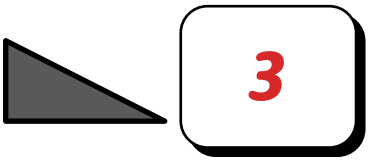
6

What is 1 fewer? 5

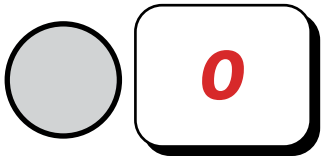
10

What is 1 fewer? 9

2. a) How many vertices does each shape have?



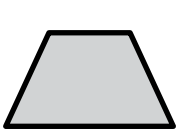
3



0

4

b) How many sides does each shape have?



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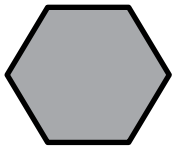
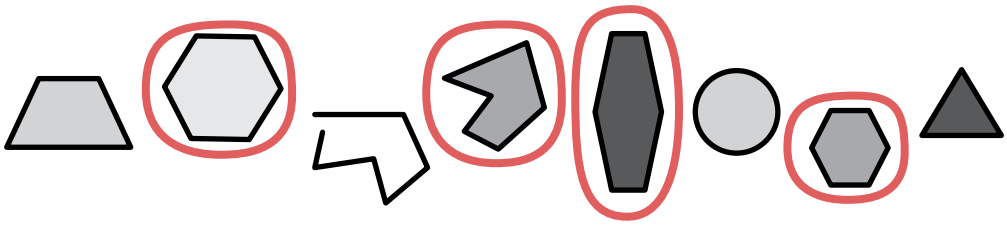
4



6

3. Circle the hexagons.

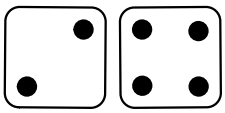


Hexagons have 6 sides and 6 vertices.

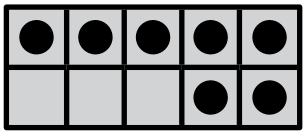
Name: Date:

Identifying and Constructing Triangles

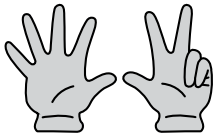
1. How many in all?



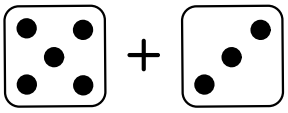
6

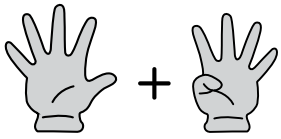


7

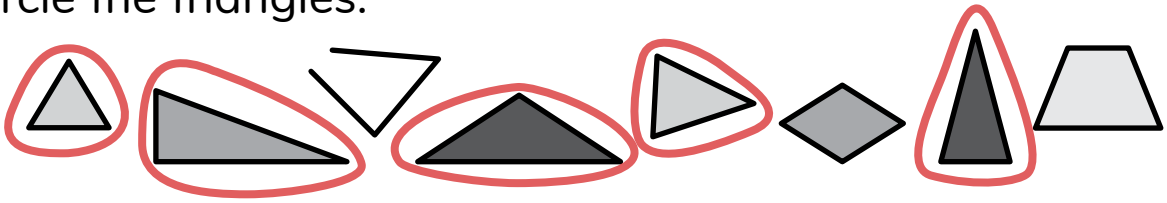


8

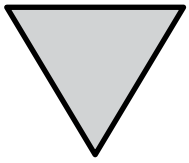
 = 8

 = 9

2. a) Circle the triangles.



b) Count the sides. Count the vertices.



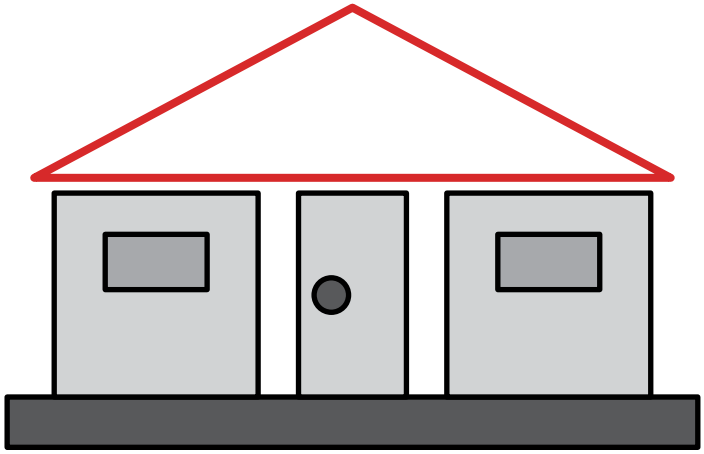
3 sides

3 vertices

3. What shapes are in this house?

Draw a triangle to make the roof.

Squares, rectangles, circle



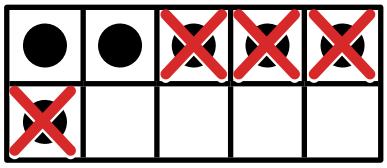
Name: Date:

Identifying and Constructing Quadrilaterals

1 a) Cross out to show the math story. 7 squirrels were in a tree. Then 3 went away. How many squirrels are still in the tree?

7 – 3 = 4

b) Cross out 4 dots. How many dots are there now?

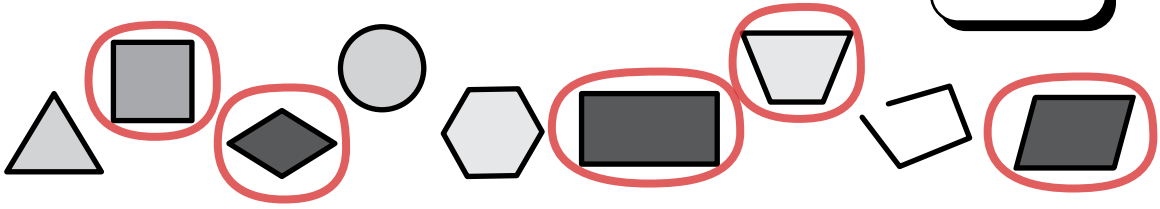


6 – 4 = 2

2 a) How many sides in a quadrilateral? How many vertices?

4 sides 4 vertices

b) Circle the quadrilaterals.
How many of the shapes are quadrilaterals? 5



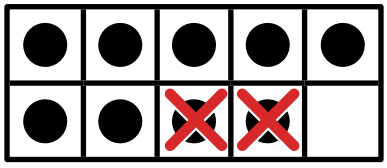
3 Draw 2 different quadrilaterals.

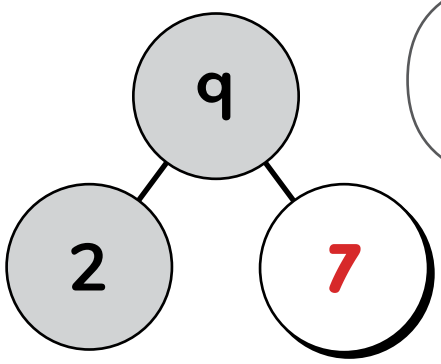
Student answers will vary.

Name: Date:

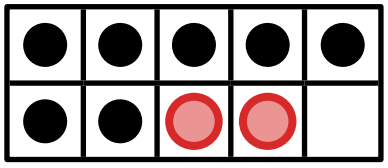
Identifying Rectangles and Squares

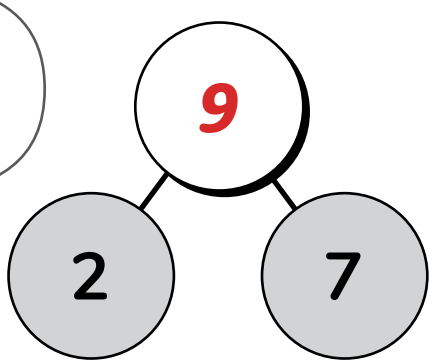
1 a) Cross out 2 dots. How many are left? Complete the number bond.

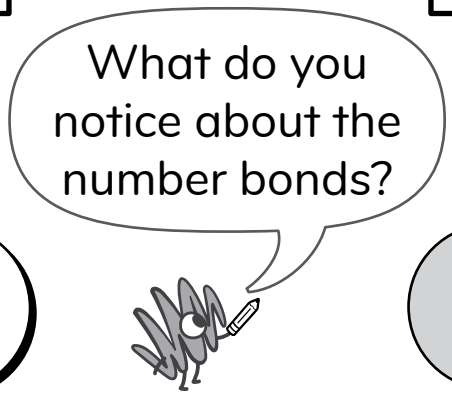




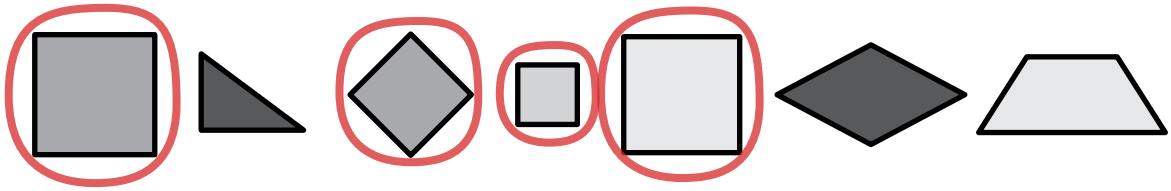
b) Draw 2 more dots. How many in all? Complete the number bond.







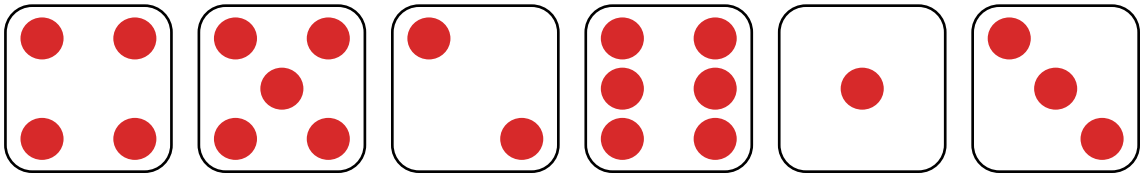
2 Circle the squares.



Squares have 4 equal sides and 4 right angles.

3 Draw dice dots for each number word.

four five two six one three



Name: _____ Date: _____

Constructing 2-D Shapes Based on Attributes

1. Use the number path if you need help.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

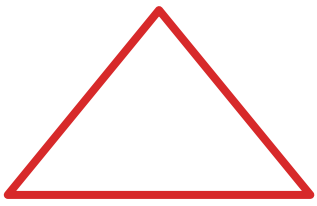
a) Count backward from 20 to 1. ***Students correctly count backward.***

b) Count forward from 17 to 33. ***Students correctly count forward.***

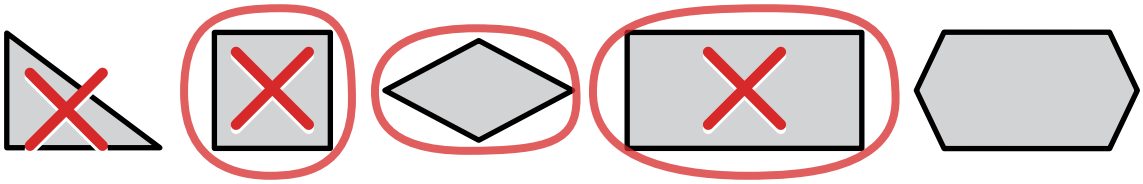
c) Count backward from 40 to 1. ***Students correctly count backward.***

d) Count forward from 46 to 60. ***Students correctly count forward.***

2.

Draw a triangle.	Draw a square.	Draw a rectangle.
		

3. Put an X on the shapes with right angles.
Circle the quadrilaterals.



Name: Date:

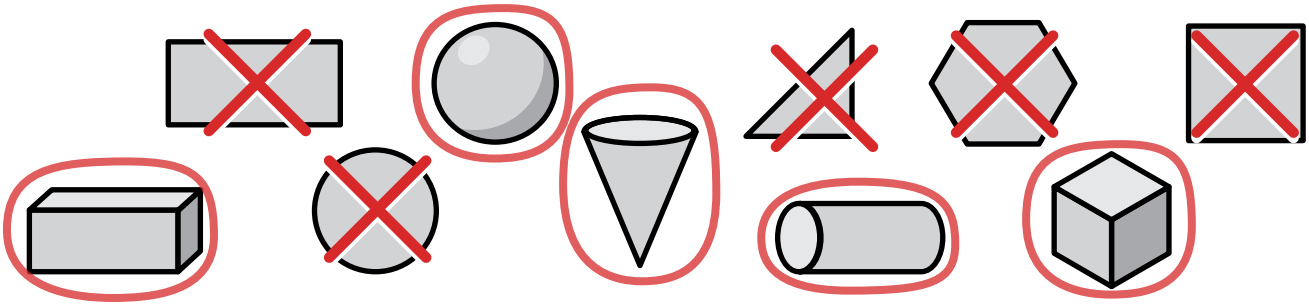
Sorting 3-D Shapes by Attributes

1. Solve with your fingers.

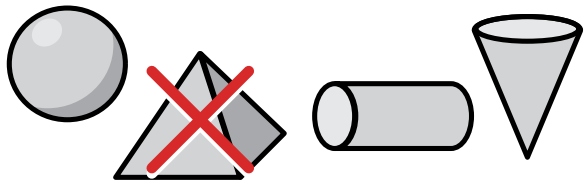
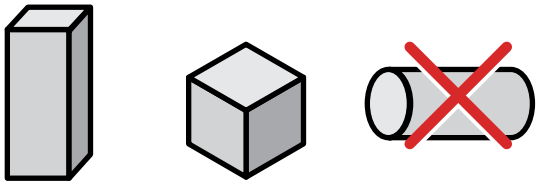
$6 - 3 =$ **3** $\quad 9 - 4 =$ **5**

$5 - 4 =$ **1** $\quad 4 - 2 =$ **2**

2. Circle the solid shapes. Cross out the flat shapes.



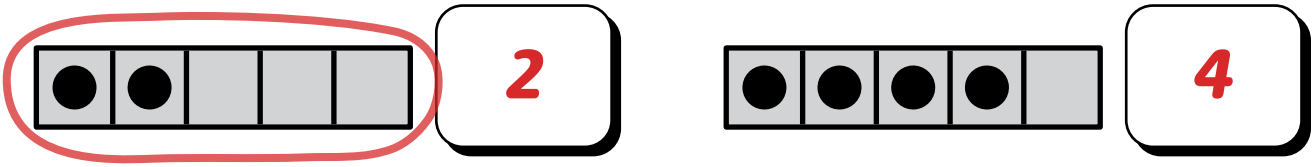
3. Find the mistakes. Cross out the solid shapes that do not belong.

Solids with Curved Parts	Solids with Square Parts
	

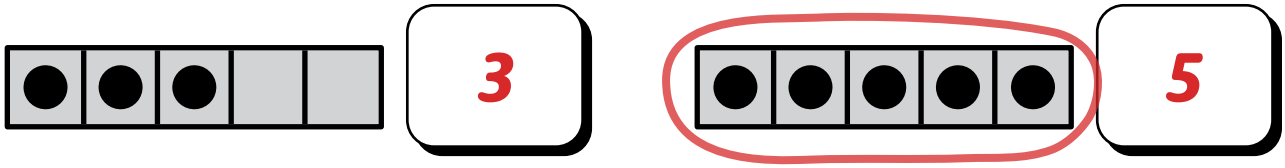
Name: _____ Date: _____

Identifying Rectangular Prisms and Cubes

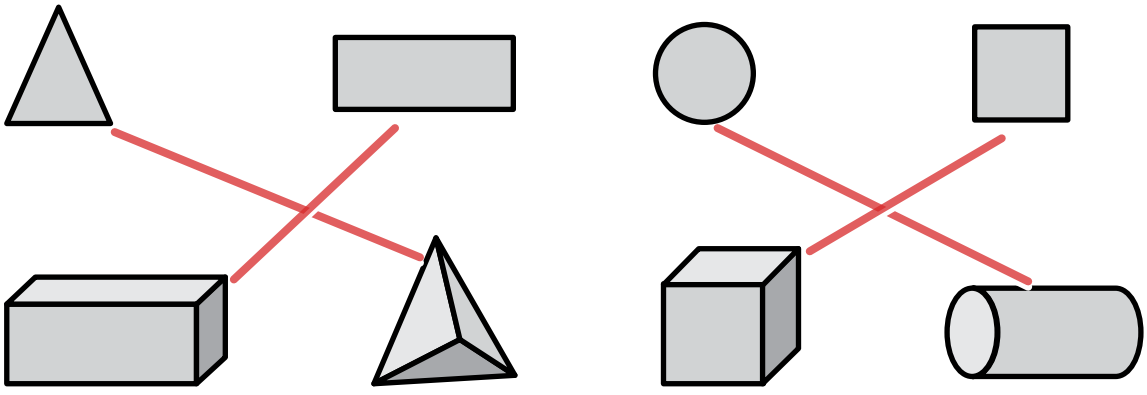
1 a) Write how many. Circle the five frame that has **fewer**



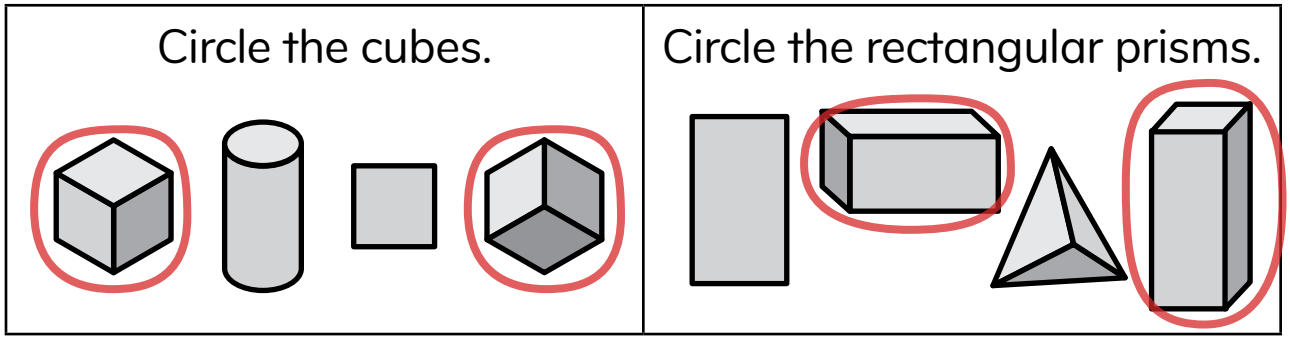
b) Write how many. Circle the five frame that has **more**.



2 Draw a line to match the flat shape to the solid with the same face.



3



Name: _____ Date: _____

Identifying and Constructing Cylinders and Spheres

1 a) Fill in the missing numbers.

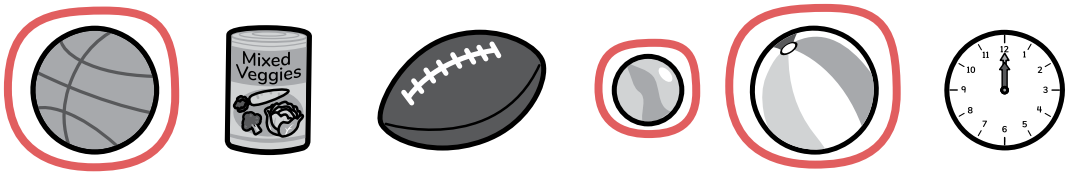
1	2	3	4	5	6	7	8	9	10

11	12	13	14	15	16	17	18	19	20

b) Count backward from 20 to 1. *Students correctly count backward.*

c) Count forward from 1 to 40. *Students correctly count foward.*

2 a) Circle the objects that are spheres.



Spheres have 0 faces.

b) Circle the objects that are cylinders.

Cylinders have 2 circle faces.

3 Circle the real spheres. Cross out the things that are not quite spheres, but close.

Name: Date:

Identifying and Constructing Cones

1. Draw models to solve the equations.

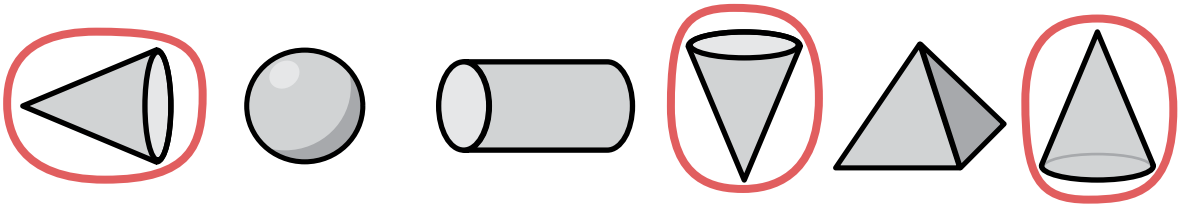
$5 - 2 =$ **3**

Possible model:

$7 - 3 =$ **4**

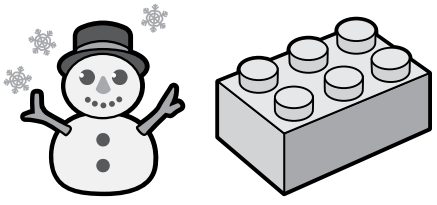
Possible model:

2. Circle the cones.



A cone has **1** vertex and **1** circle face.

3. a) What shapes do you need to make a snowman and a building brick?



Possible answer:

The snowman is made of spheres.
The building brick is a rectangular prism with cylinders on top.

b) Are they really those shapes or close to those shapes?

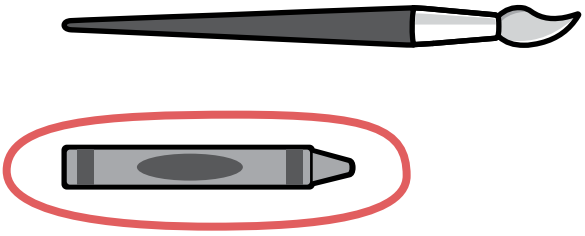
Possible answer:

They are close to that shape because the spheres aren't perfectly round and the building brick does not have closed shapes.

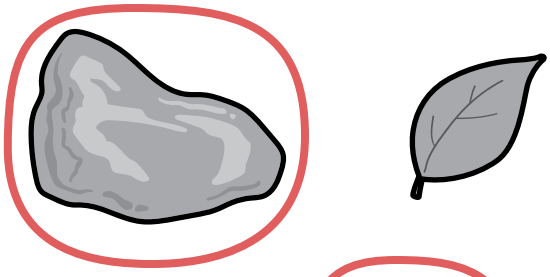
Name: _____ Date: _____

Identifying 2-D and 3-D Shapes in the World

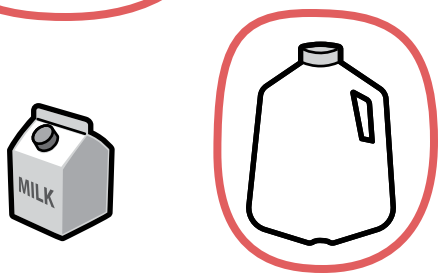
1 a) Circle the **shorter** object.



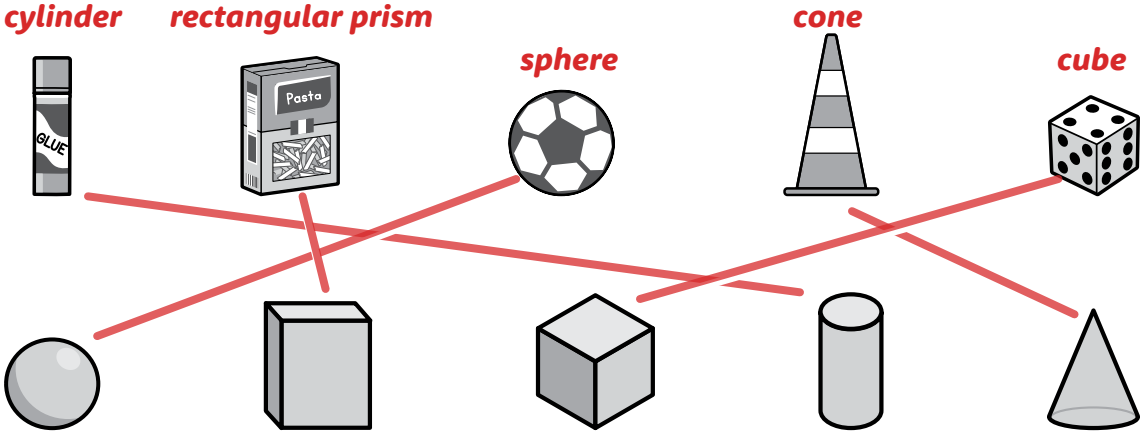
b) Circle the **heavier** object.



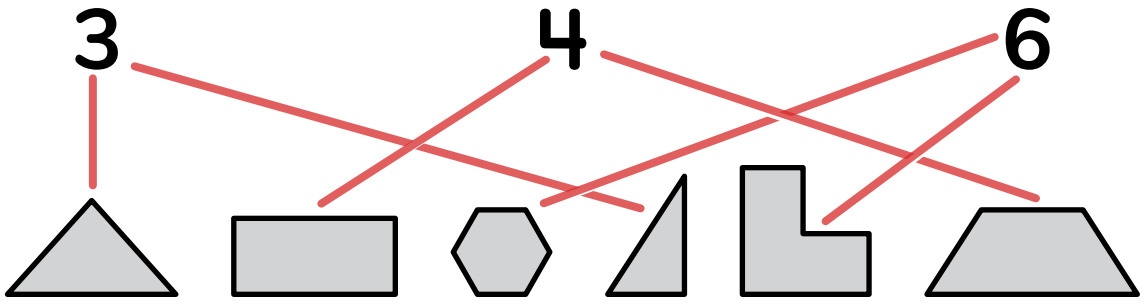
c) Circle the object that **holds more**.



2 Draw a line from the object to the shape that it is similar to. Say the name of the shape.



3 Match the shapes to the number of vertices it has.



Topic 3

Exploring Parts and Totals

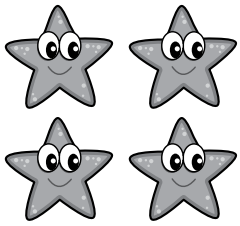
Recommended ST Math Objectives:

Making 10 and Number Pairs
Understanding Addition and Subtraction within 10
Greater Than, Less Than, Equal To

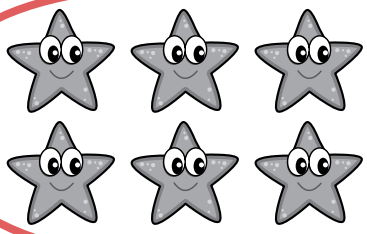
Name: Date:

Writing Equations to Represent Part–Part–Total Relationships

1 a) Write how many. Circle the group with **more**.



4



6

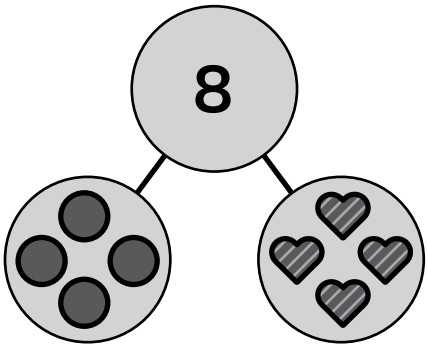
b) Circle the number that is **less**.

9 7

c) Write numbers that are **one greater** and **one less**.

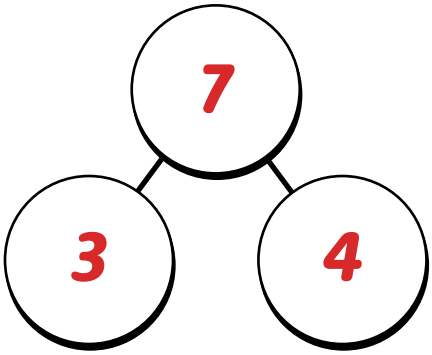
5	6	7

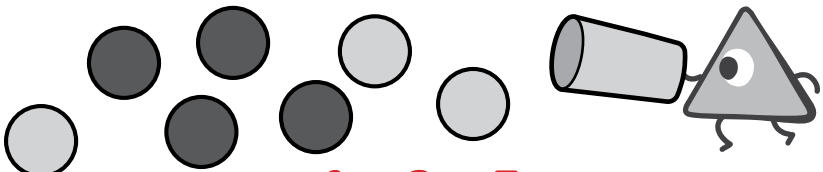
2 Write an equation to match the number bond.



4 + 4 = 8

3 Use the picture to write a number bond and an equation.





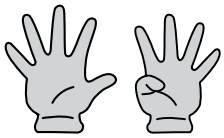
4 + 3 = 7 or

3 + 4 = 7

Name: _____ Date: _____

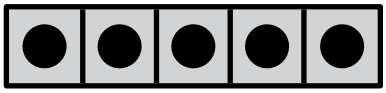
Modeling Part–Part–Total Situations

1. Write how many.



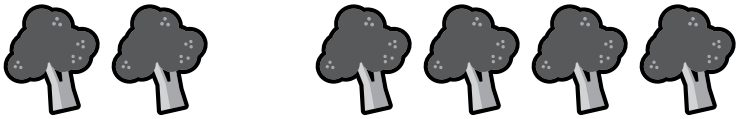
9

3



5

2. Write an equation to find the total.



2 + 4 = 6

5

2

5 + 2 = 7

3. Use your fingers to solve.

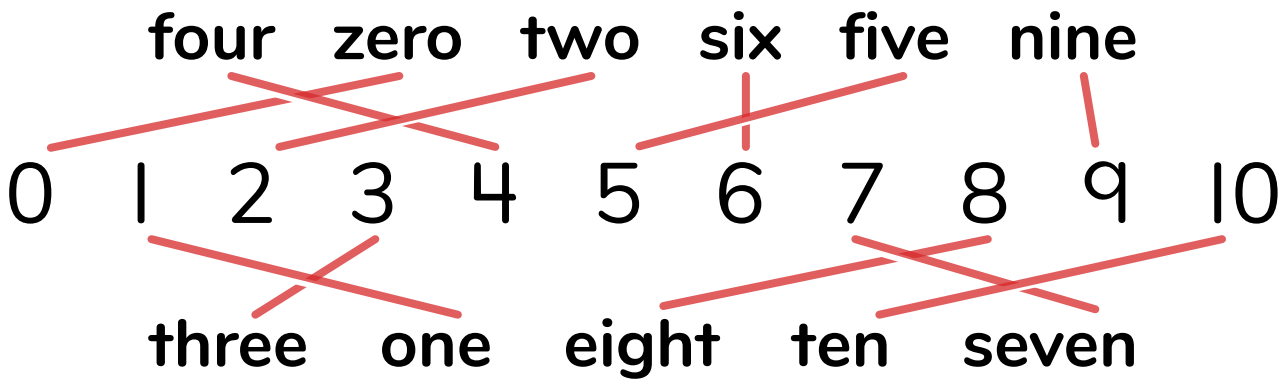
Lillian has 3 green apples and Isaiah has 2 red apples. How many apples do they have in all?

3 + 2 = 5

Name: Date:

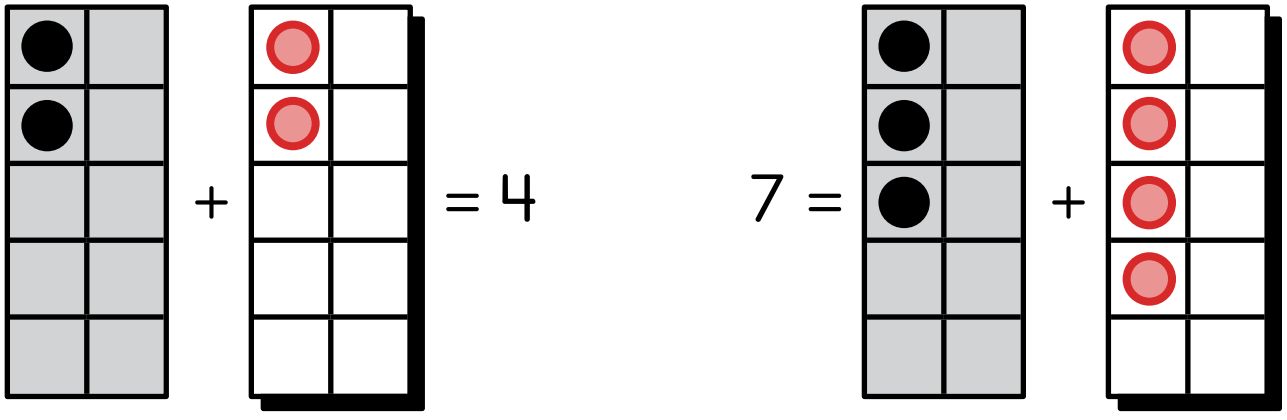
Using 5 as a Benchmark to Add

1. Match each number word to the numeral.



2. Write the number to make both sides equal.

3. Draw dots to make both sides equal.



Name: _____ Date: _____

Modeling and Solving Static Addition Word Problems: Total Unknown

① Use the number path if you need help.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

a) Count forward from 1 to 60.

b) Count forward from 27 to 38.

c) Count backward from 40 to 1.

Students count correctly.

② Draw to solve. Write an equation.

3  + 4  = **7**

Student drawings will vary.

2  + 7  = **9**

Student drawings will vary.

③ Choose your own numbers to write and model an equation.

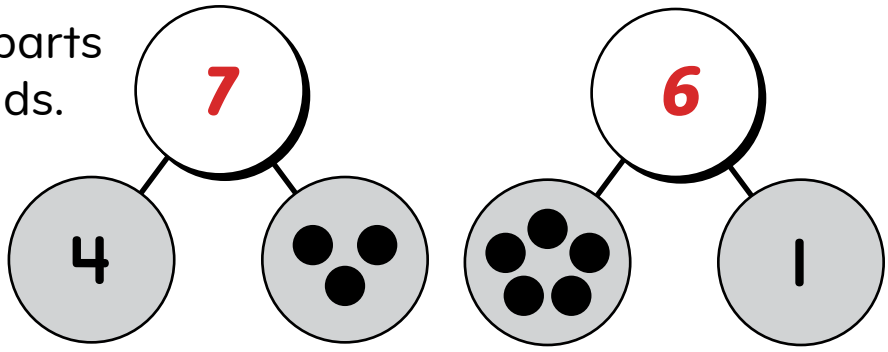
 +  =

Student answers will vary.

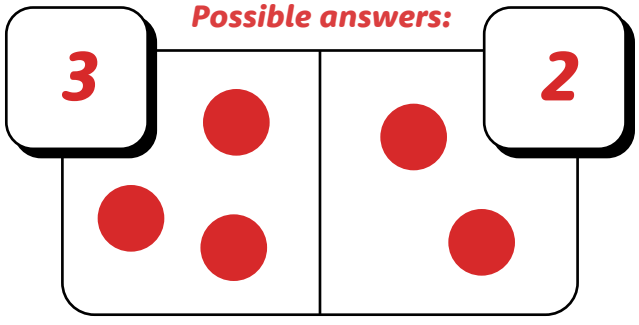
Name: _____ Date: _____

Decomposing Totals with Concrete Objects

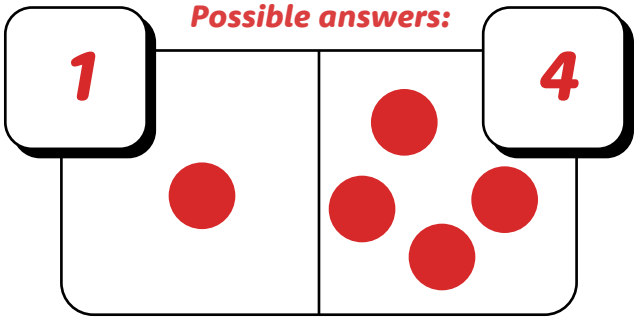
1. Fill in the missing parts of the number bonds.



2. How could you arrange 5 dots? Show two different ways.

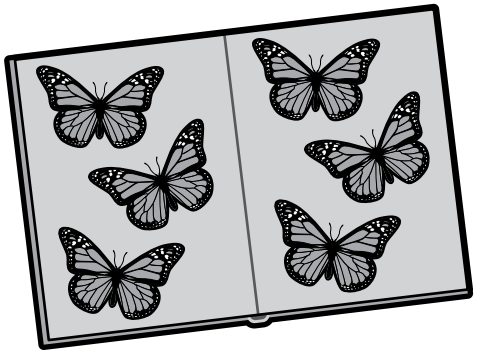


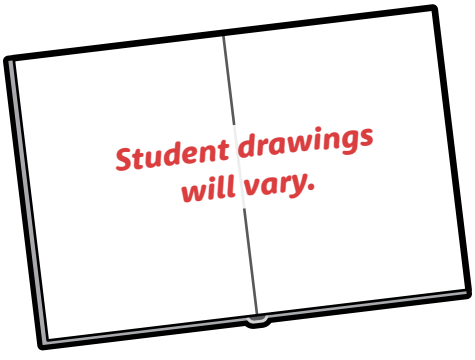
5 total



5 total

3. Vivi put 6 stickers in her notebook. Show another way she can arrange her 6 stickers.





Name: _____ Date: _____

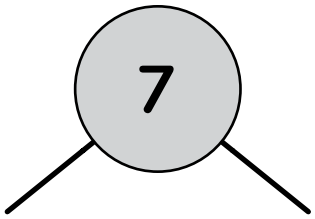

Louis

Decomposing Totals with Number Bonds and Equations

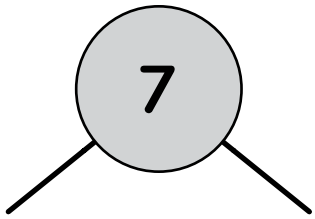
1. Write the numeral for each number word.

two	ten	three	zero	five	four	seven
2	10	3	0	5	4	7

2. Draw circles around the penguins to make 7 two different ways.



Student answers will vary.

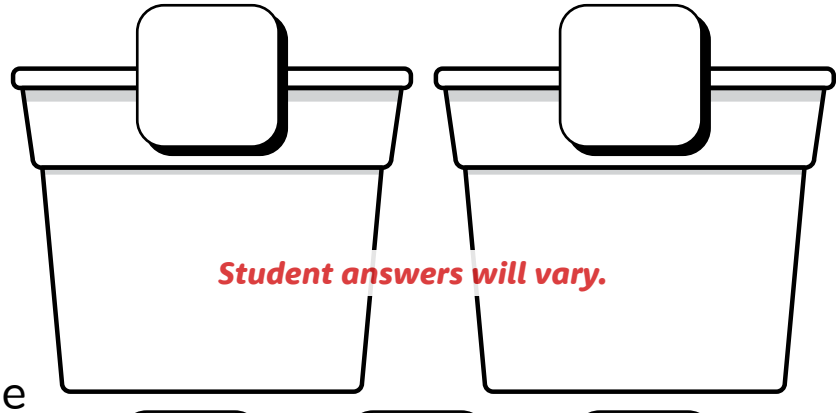


☐ + ☐ = ☐ ☐ + ☐ = ☐

3. Louis has to put away 5 soccer balls in the 2 bins.

Draw to show one way he could arrange the soccer balls.

Write an equation.



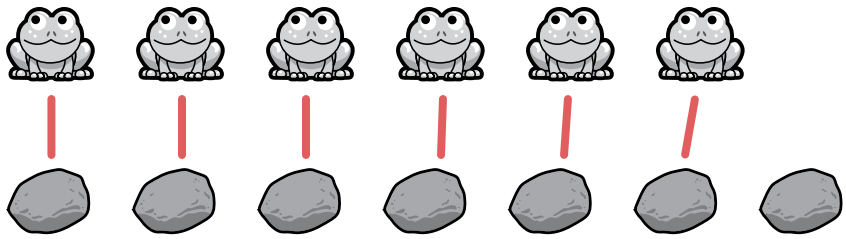
Student answers will vary.

☐ + ☐ = ☐

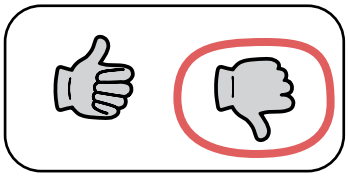
Name: Date:

Decomposing Totals in Different Ways

1. a) Match each frog to a rock.

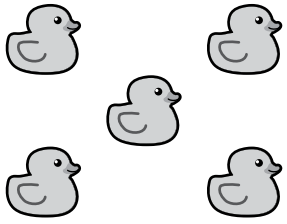


b) Are the sets equal? How do you know?

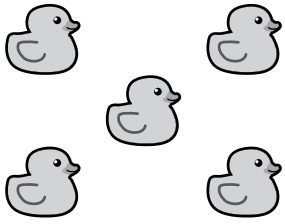


Student explanations will vary.

2. Circle groups of ducks to show two different ways to make 5.



Student answers will vary.



5 = ☐ + ☐ 5 = ☐ + ☐

3. Use your fingers to make 5 in more ways.
How do you know that you found all of them?

Possible answers:
5 = 4 + 1;
5 = 5 + 0;

5 = 0 + 5 5 = 1 + 4

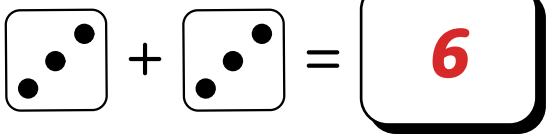
5 = 2 + 3 5 = 3 + 2

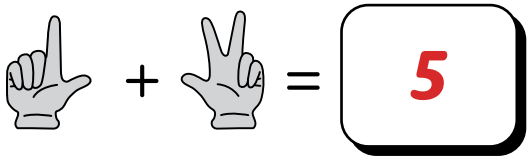
Student explanations will vary.

Name: _____ Date: _____

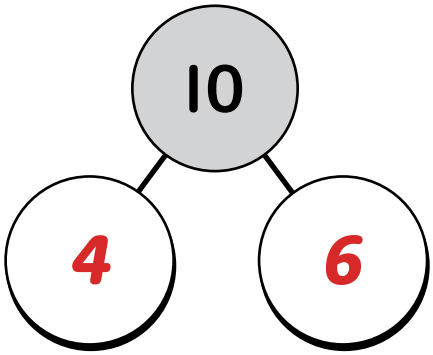
Decomposing 10 in Different Ways

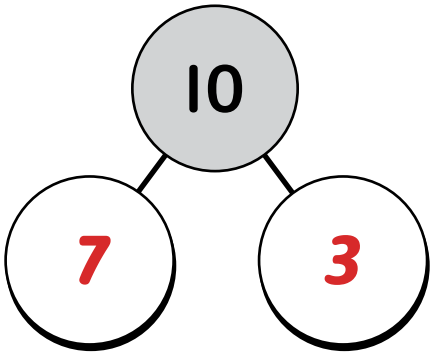
1. Write how many there are in all.





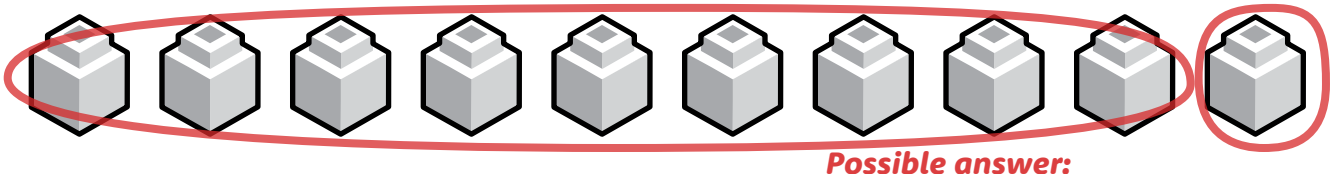
2. Use the 10 stick to write how many are in each part.





3. a) Circle groups of cubes to show another way to make 10.

Possible answer:



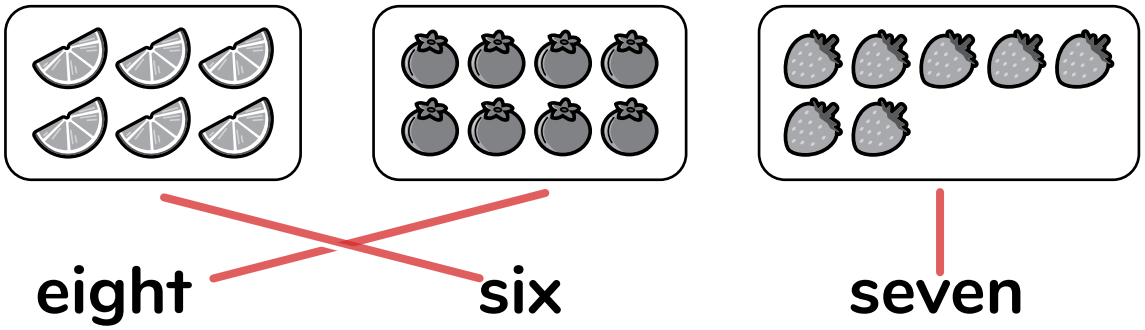
Possible answer:

b) Write an equation.

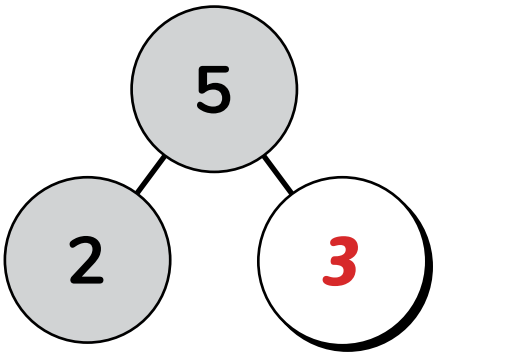
Name: Date:

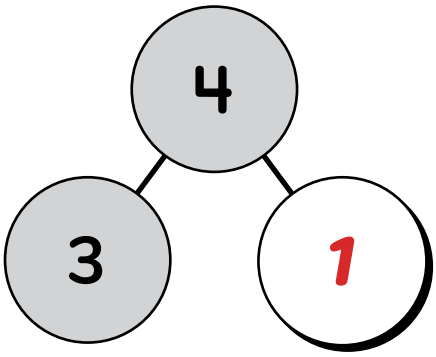
Using Number Bonds to Model Part–Part–Total Relationships

1. Match the word to show how many.



2. Use your fingers to make the number on top.
Subtract to figure out the missing part. Write an equation.

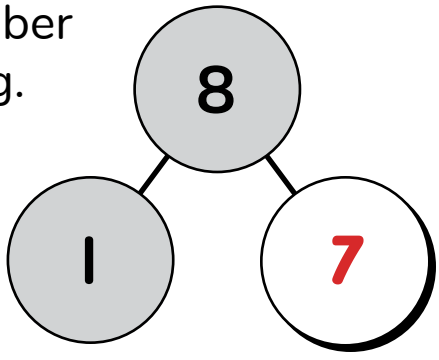


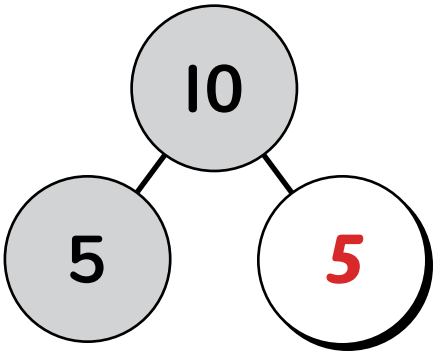


5 – 2 = 3

4 – 3 = 1

3. Fill in the number that is missing.





Name: _____ Date: _____


Brian

Using Drawings and Equations to Model Part–Part–Total Subtraction Situations

1. a) Fill in the missing numbers.

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

b) Count forward from 15 to 34 out loud.
Students correctly count forward.

c) Count backward from 18 to 3 out loud.
Students correctly count backward.

2. Draw the total. Draw a circle around one group. How many are in the other group?

Student drawings will vary.

Student drawings will vary.

3. Brian made 10 pretzels.
6 pretzels are for his friends.
How many pretzels are for Brian?
Draw a math picture and write an equation.

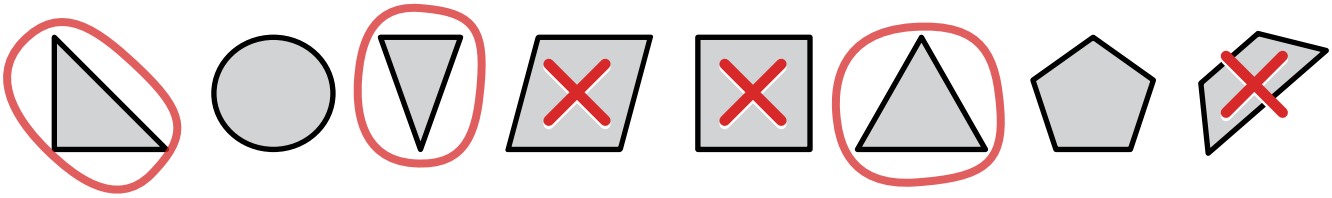
10 – 6 = 4

Student drawings will vary.

Name: Date:

Choosing Strategies to Solve Subtraction Problems

1. Circle the triangles. Put an X on the quadrilaterals.



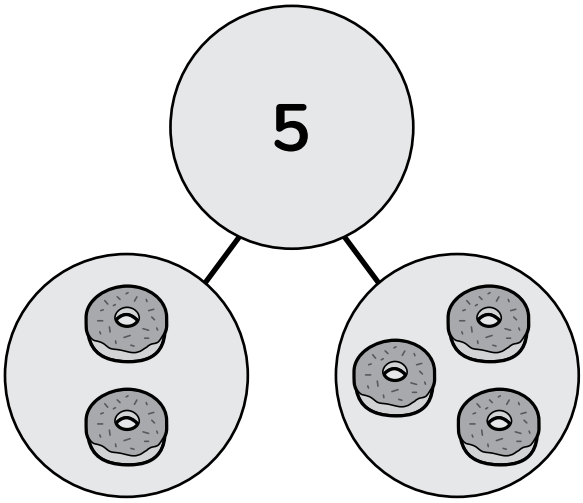
2. Subtract. Use your fingers if you need to.

$5 - 4 =$ **1**

$9 - 1 =$ **8**

$4 - 3 =$ **1**

3. Write two equations to match the number bond.



Possible answers:

2 + **3** = **5**

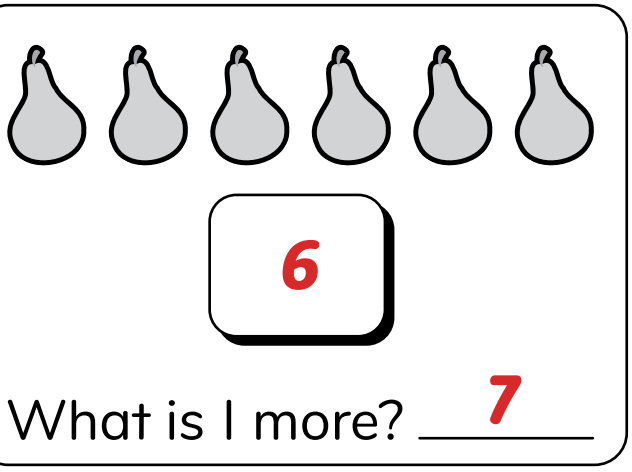
5 − **2** = **3**

Name: _____ Date: _____


Brian

Composing Totals with Concrete Objects

1 a) Count how many.



b) Circle the number that is **less**.

8 5 4 7

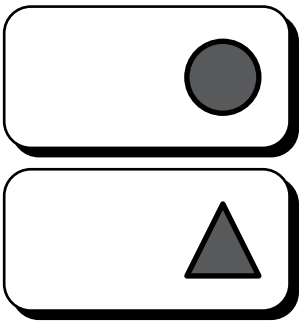
c) Circle the number that is **greater**.

10 7 3 4

2 There are 7 shapes in all. Some are circles and some are triangles. Draw a picture.

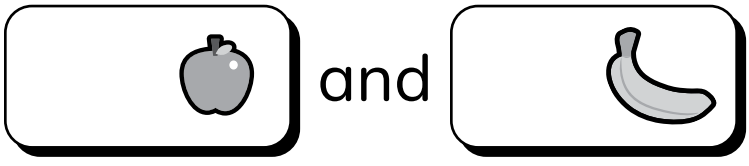
Student answers will vary.

How many?



3 Brian is making fruit snack bags. Each bag will have 9 pieces of fruit. He has apple and banana pieces. How many apple pieces could each bag have? How many banana pieces could each bag have? Show your thinking.

Did you show your thinking?



Student answers will vary.

Name: _____ Date: _____

Composing Totals with Number Bonds and Equations

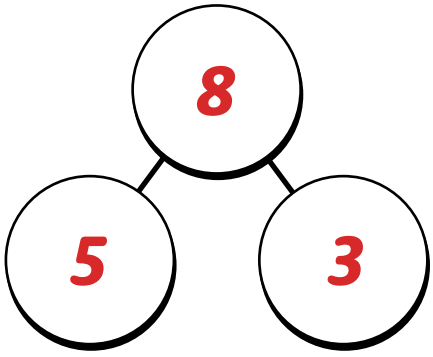
1. Use the number path if you need help.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

a) Count from 1 to 60. b) Count backward from 40 to 1.

Students correctly count forward. ***Students correctly count backward.***

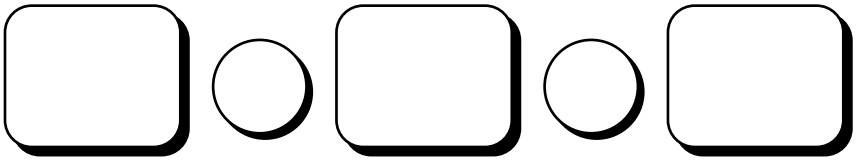
2. Show how 8 is composed on the number bond and write the equation.

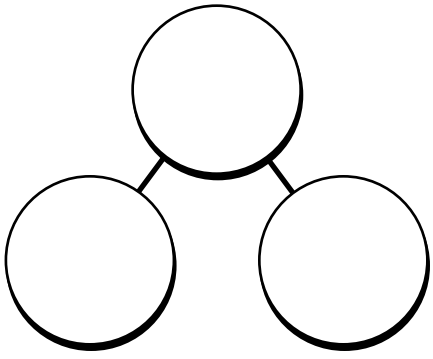


3. Draw a math picture, write an equation, and make a number bond.

Vivi used 6 beads to make a bracelet. Some beads were circles and the rest of the beads were squares. How many circle beads and how many square beads could she have used?

Student answers will vary.





Name: Date:

Composing Totals in Different Ways

1 a) Fill in the missing numbers.

1	2	3	4	5	6	7	8	9	10

11	12	13	14	15	16	17	18	19	20

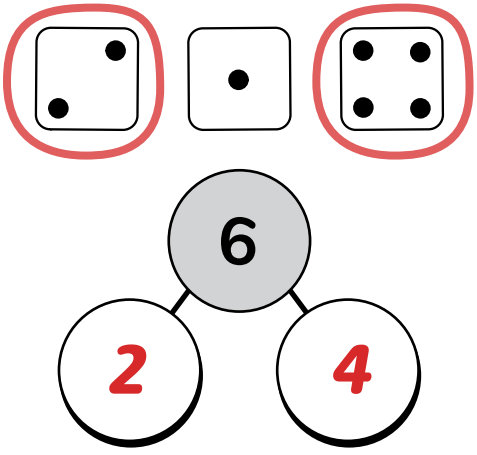
b) Count backward from 25 to 7.

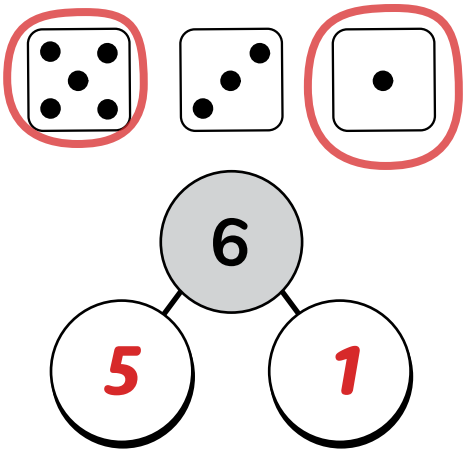
Students correctly count backward.

c) Count forward from 18 to 40.

Students correctly count forward.

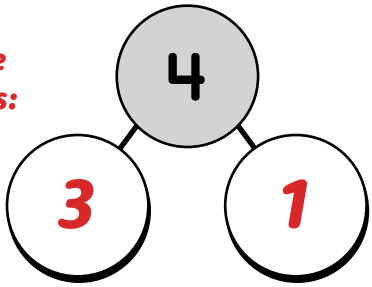
2 Circle 2 dice that make six. Fill in the number bond.

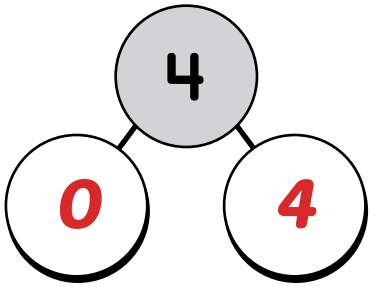


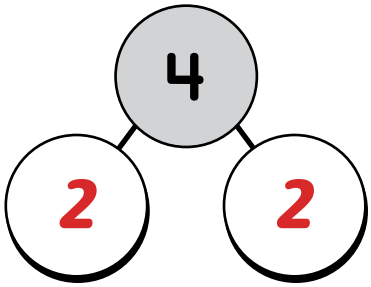


3 Find 3 ways to make 4. Fill in the number bonds to show the different ways. You can use your fingers to help.

Possible answers:



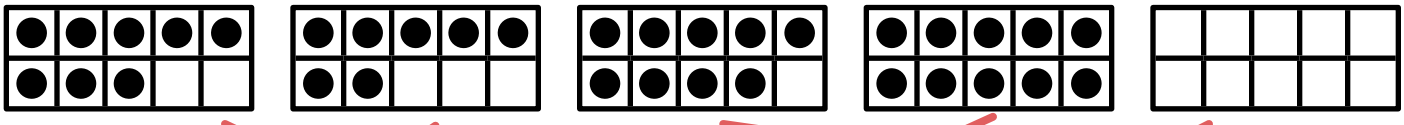




Name: Date:

Choosing Models to Solve Addition and Subtraction Word Problems

1. Match the number word to the amount.

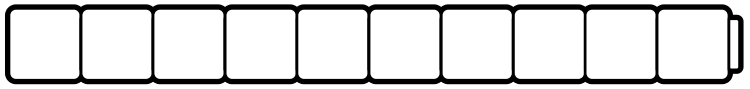


seven eight ten zero nine

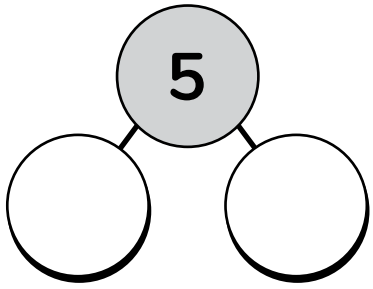
2. a) Count from 12 to 20 out loud. ***Students correctly count forward.***

b) Count backward from 35 to 16 out loud. ***Students correctly count backward.***

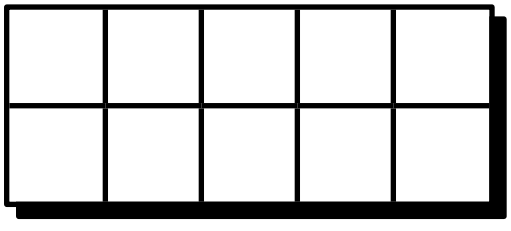
3. How many ways can you make 5? Write an equation for each one. ***Student answers will vary.***



5 = ☐ + ☐



5 = ☐ + ☐



5 = ☐ + ☐

Draw a math picture.

5 = ☐ + ☐

Name: _____ Date: _____

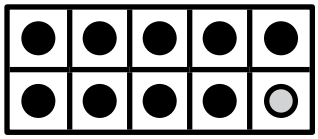
Jaymie

Composing 10 in Different Ways

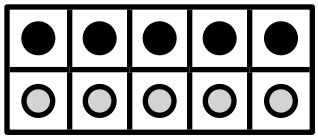
1. What comes before? What comes after?

5	6	7
0	1	2
8	9	10

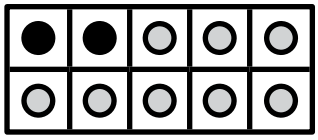
2. Use the ten frames to complete the equations.



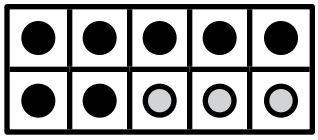
9 + 1 = 10



5 + 5 = 10

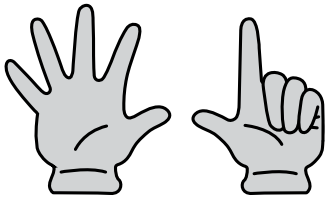


2 + 8 = 10



7 + 3 = 10

3. Jaymie put 7 fingers up and kept the rest of her fingers down. What 10 fact did Jaymie show?

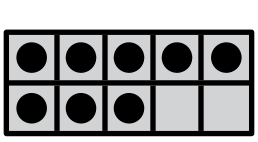


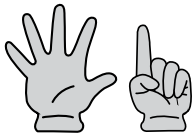
7 + 3 = 10

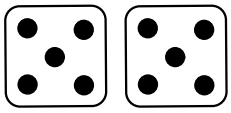
Name: _____ Date: _____

Composing and Decomposing Numbers to Solve Addition and Subtraction Word Problems Naomi

1. How many?

 **8**

 **6**

 **10**

2. Solve the problems. Write number if you just know it. Use your fingers or draw a model if you need to.

3 + 2 = **5** 1 + 3 = **4** 4 – 3 = **1**

5 – 4 = **1** 7 + 1 = **8** 6 – 1 = **5**

3. Draw a math picture and write an equation.

Naomi saw 7 birds at the beach.

4 of the birds were seagulls. The rest were hummingbirds.

How many hummingbirds did she see?

What can you draw instead of birds?

7 – **4** = **3**

Topic 4

Discovering Number Structure

Recommended ST Math Objectives:

Foundations of Place Value
Comparing Numbers
Counting to 100 (K)

Name: _____ Date: _____


Naomi

Making a Group of 10 to Count Teen Numbers

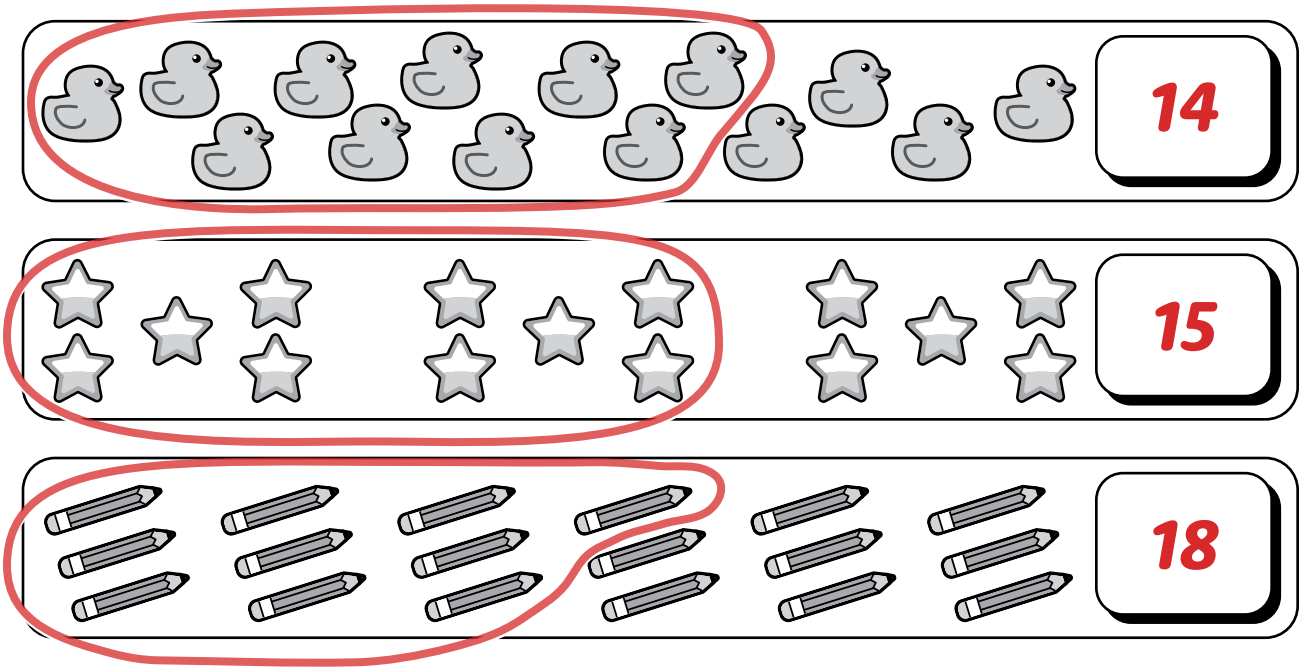
1. Draw a math picture and write an equation.

   Naomi found 7 shells. Some are white and some are gray. How many white shells and how many gray shells could Naomi have?

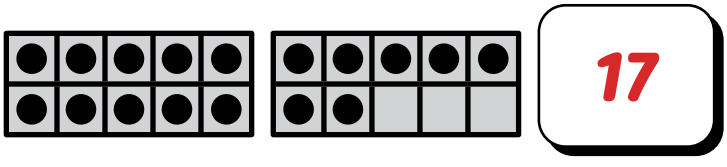
Student drawings will vary.

$\square + \square = 7$

2. Circle a group of 10. Count on from 10 to figure out how many.



3. Count on from 10 to figure out how many.



Name: _____ Date: _____


Jaymie

Representing Teen Numbers as a Group of 10 and Some More

① Count on to find the total.

3 ● ● ● **6**

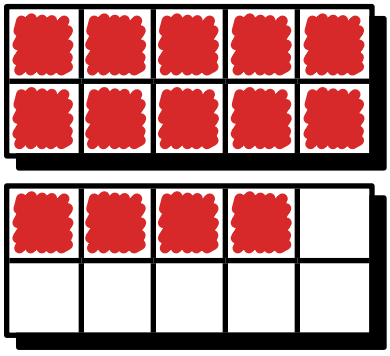
7 ● ● **9**

8 ● ● **10**

4 ● ● ● **7**

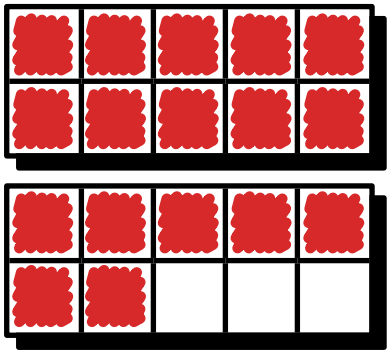
② Fill the ten frames in order.

a) Make 14.



14 is **1** group of 10 and **4** more.

b) Make 17.



17 is **1** group of 10 and **7** more.

③ Jaymie has 16 markers. Draw a math picture. Circle a group of 10. Describe Jaymie's markers.

Student drawings will vary.

1 group of 10 and **6** more markers is **16** markers in all.

Name: _____ Date: _____

Using Equations to Represent a Group of 10 and Some More

① Use the number path to help you count.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

a) Count forward from 23 to 37.

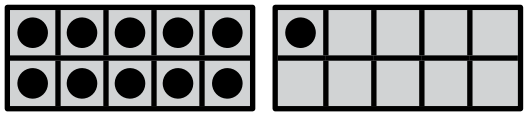
b) Count backward from 52 to 38.

c) Count forward from 45 to 60.

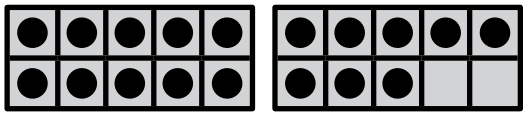
d) Count backward from 34 to 22.

Students count correctly.

② Describe each model.

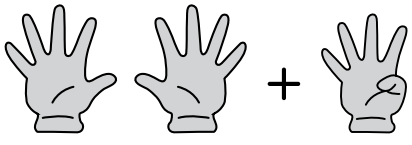


1 group of 10 and **1** more is **11**.

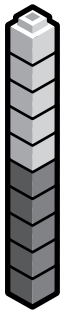


1 group of 10 and **8** more is **18**.

③ Complete the equations.



+ = **14**

12 =  + 

Name: _____ Date: _____


Miles

Using Number Bonds to Represent a Group of 10 and Some More

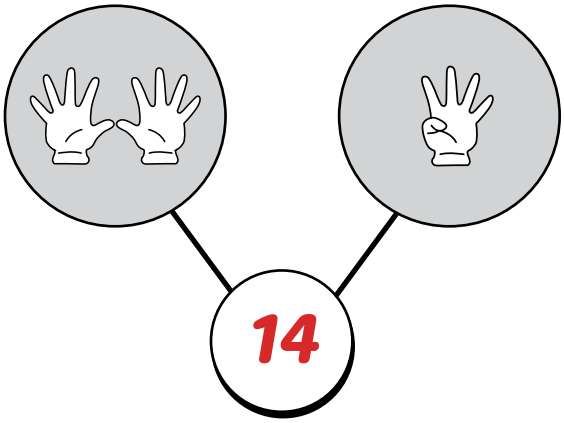
1. Draw a math picture. Write an equation.

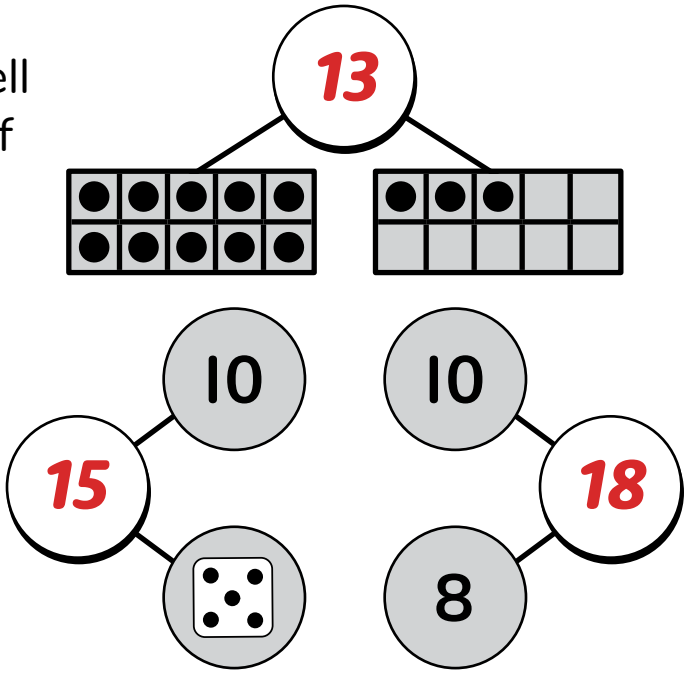
   Miles had 6 cars. He gave 2 cars to his friend. How many cars does Miles have left?

   Student drawings will vary.

   6 − 2 = 4

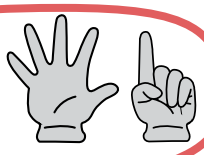
2. Fill in the number bond to tell how many. Use the group of 10 to help you count.

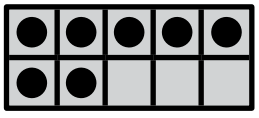




3. Circle all the ways to make 16.

10 + 

10 + 

10 + 

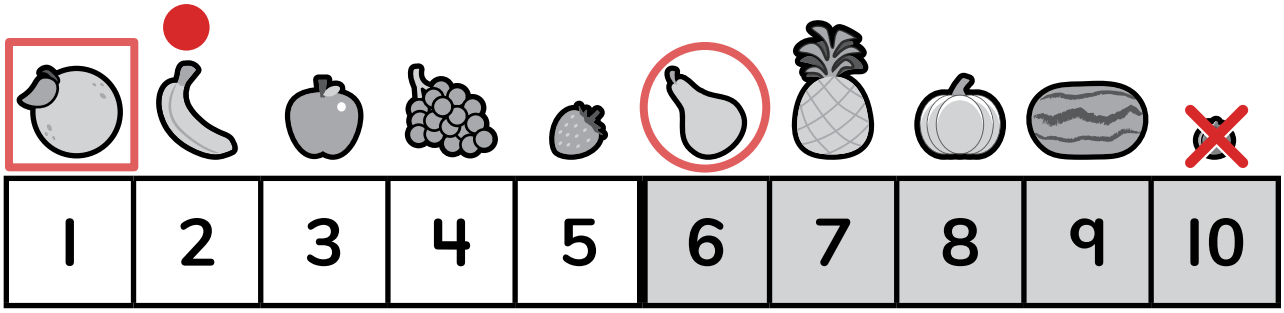
6 + 10

10 + 6

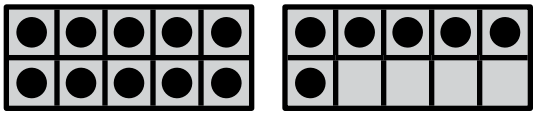
Name: Date:

Interpreting Digits in a Teen Number

1 Circle the fruit that is sixth. Put a dot over the fruit that is second. Put an X on the fruit that is tenth. Put a box around the fruit that is first.



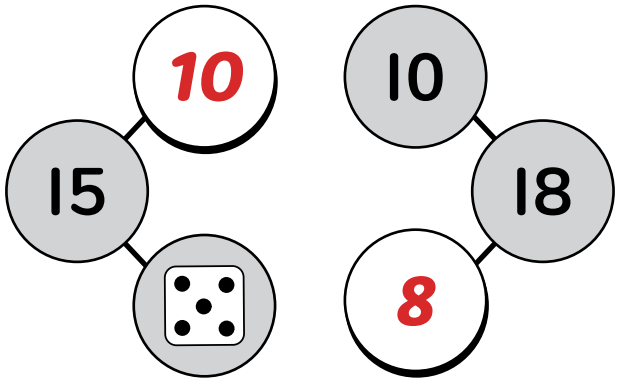
2 Show how many groups of 10 and how many more on the place value chart.



Group of 10	More
1	6

Group of 10	More
1	3

3 Complete the number bonds.



Group of 10	More
1	5

Name: _____ Date: _____

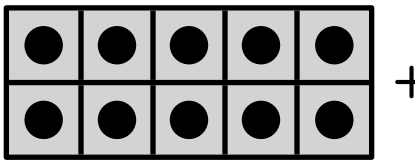
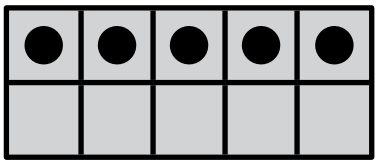
Composing and Decomposing Teen Numbers

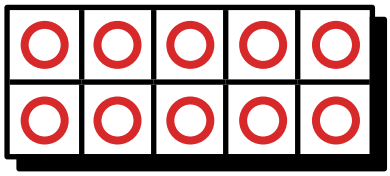
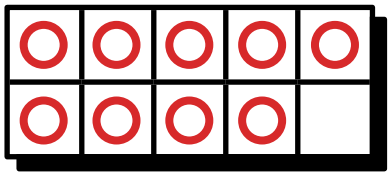
1. Draw a math picture or use your fingers to solve each equation.

$4 + 3 =$ **7** $\qquad 5 - 2 =$ **3**

$4 + 1 =$ **5**

2. Complete each equation to make both sides equal.

 +  = **15**

19 =  + 

$17 =$ **10** $+$ **7** $\qquad 10 +$  $=$ **11**

3. Write an equation to show this amount.

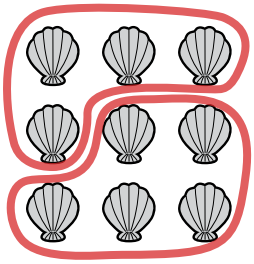
13 $=$ **10** $+$ **3**

Name: _____ Date: _____

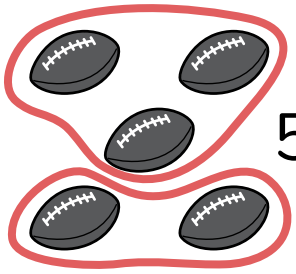

Jaymie

Using Ten Frames and Number Bonds to Represent 10 and 20

1. Subtract by making a group. How many are in the other group?

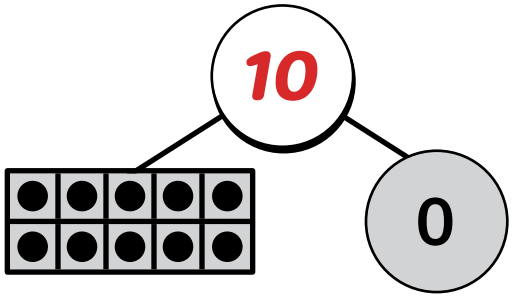


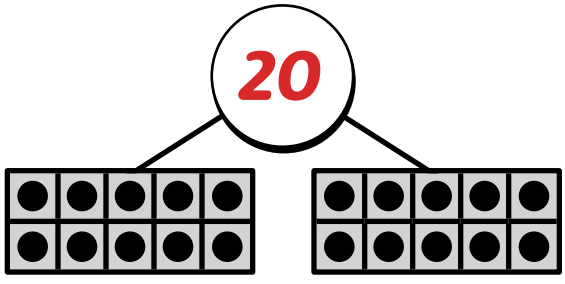
9 – 4 = **5**



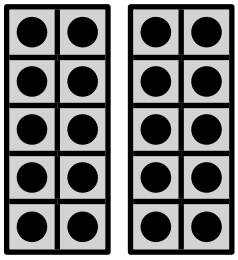
5 – 3 = **2**

2. a) Complete the number bonds.





b) Show how many in the place value charts.



Group of 10	More
2	**0**

3. Jaymie has 20 pencils. Draw a math picture. Circle groups of 10. Describe Jaymie's pencils.

Student drawings will vary.

2 groups of 10 and **0** more pencils is **20** pencils in all.

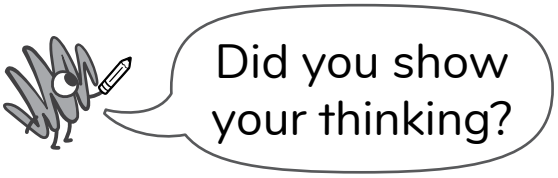
Name: _____ Date: _____


Miles

Counting by Groups of 10

1. Miles packed 6 crackers for a snack. He ate 4 crackers. How many crackers are left? Draw a math picture to show your thinking.

Student drawings will vary.



6 − **4** = **2**

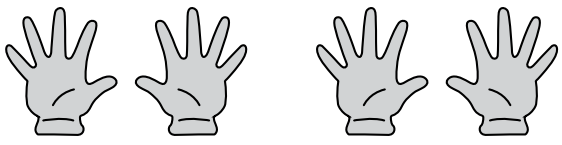
2. a) Skip count by groups of 10. Circle the numbers.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

b) Skip count by groups of 10 out loud.
Can you do it without looking at the number path?

Students skip count correctly.

3. Write an equation to show how many.

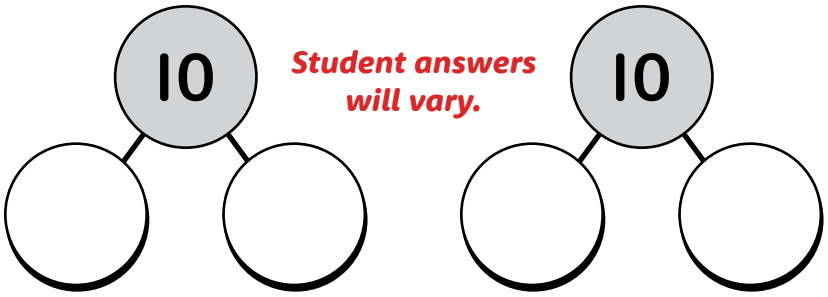


20 = **10** + **10**

Name: _____ Date: _____

Representing Numbers in Different Ways

1. Show two different ways to make 10. You can use your fingers to help.

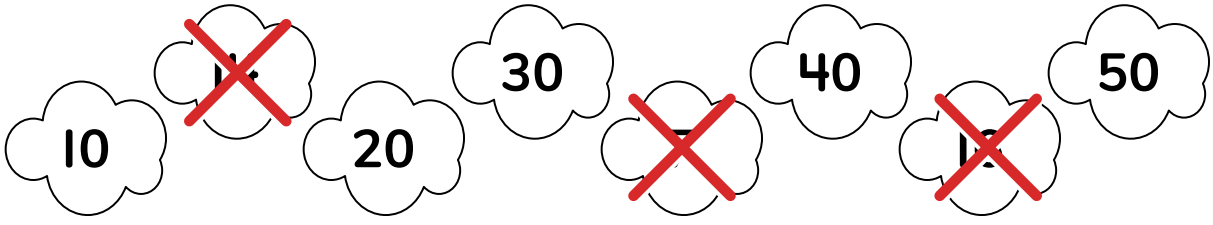


Student answers will vary.

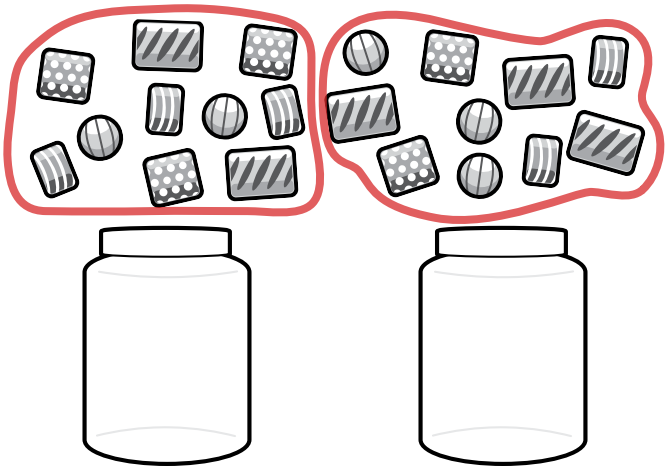
2. a) Skip count by groups of 10. *Students skip count correctly.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

b) Skip count by groups of 10. Cross off the numbers that don't belong.



3. Vivi spilled her beads. She had 10 in each jar. Circle groups of ten. How many beads does Vivi have?

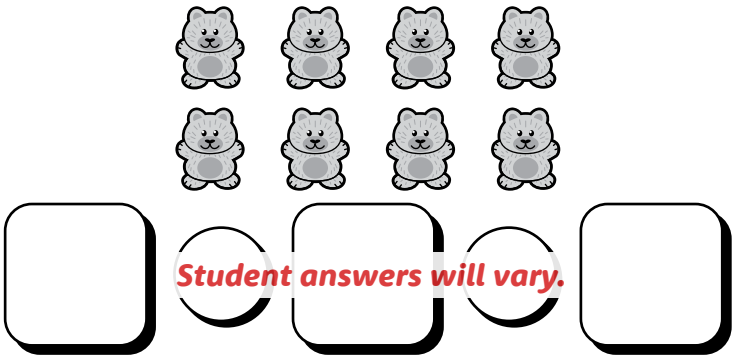


20 beads

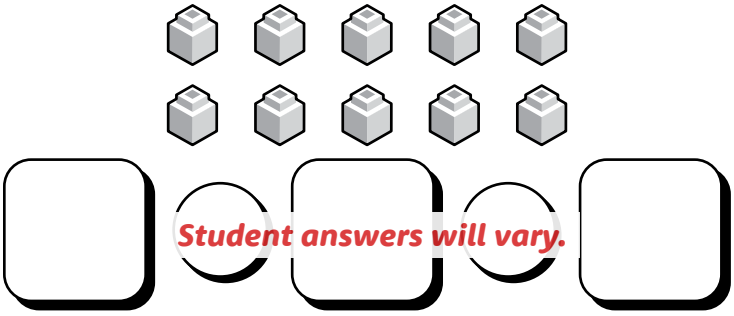
Name: Date:

Using Organized Arrangements to Compare Quantities Within 11 to 20

1 Count the objects. Make 2 groups by circling. Write the equation you made.

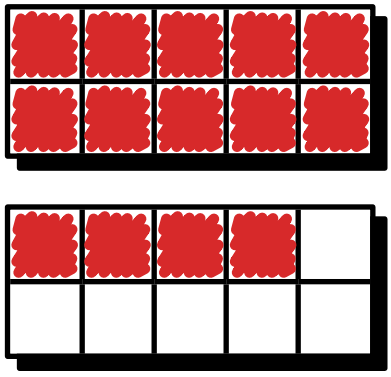


Student answers will vary.



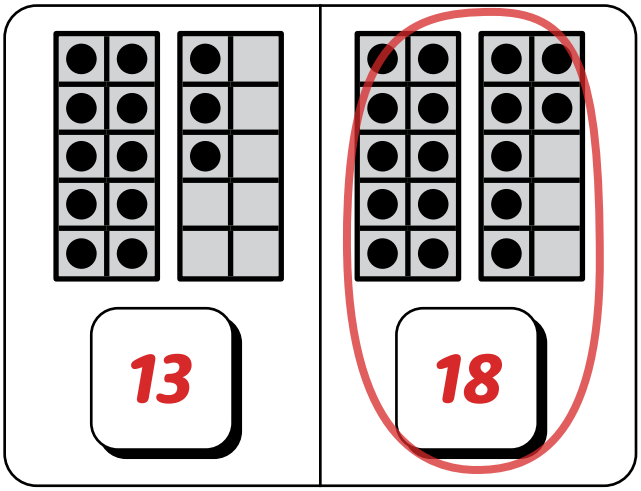
Student answers will vary.

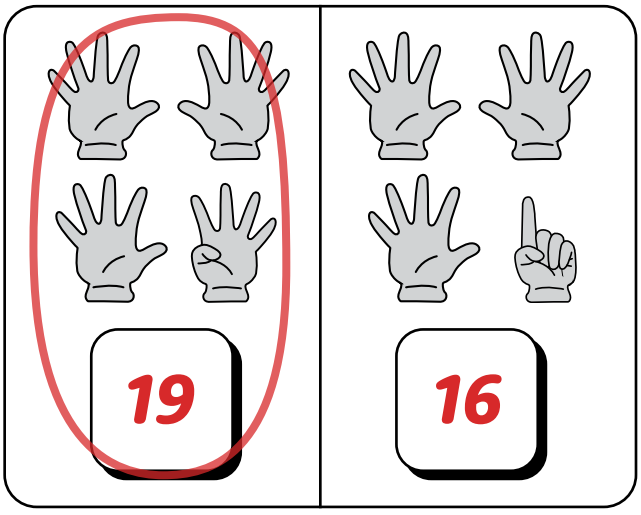
3 Fill in the ten frames to show 1 group of 10 ten and 4 more. Write the number.

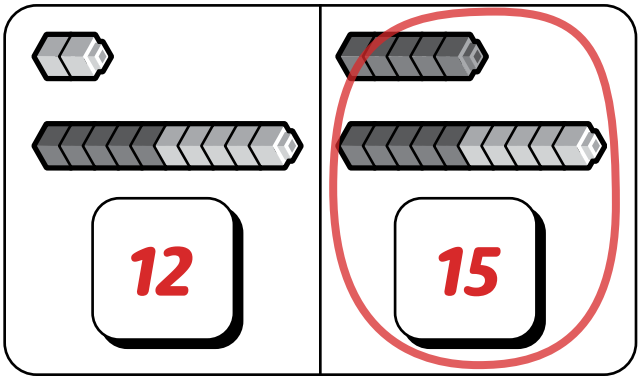


14

2 Write how many. Circle the side with more.





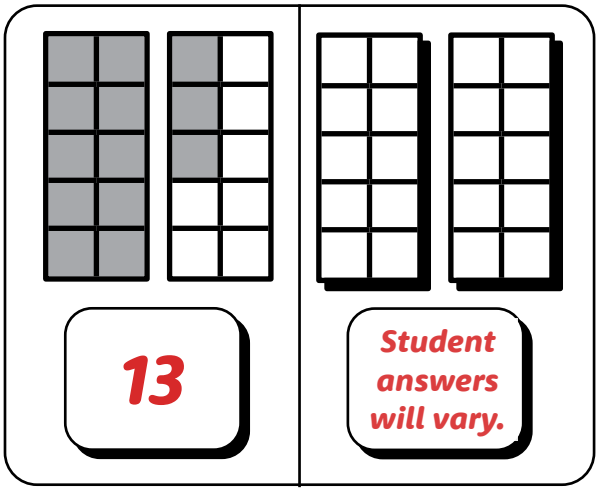


Name: _____ Date: _____

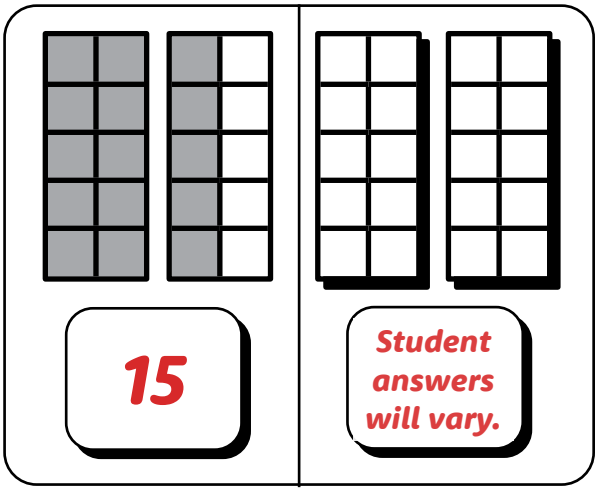
Using Visual Models to Compare Quantities Within 11 to 20

1. Put an X on the objects that are similar to cones. Draw a line under the objects that are similar to spheres. Draw a circle around the objects that are similar to cubes.

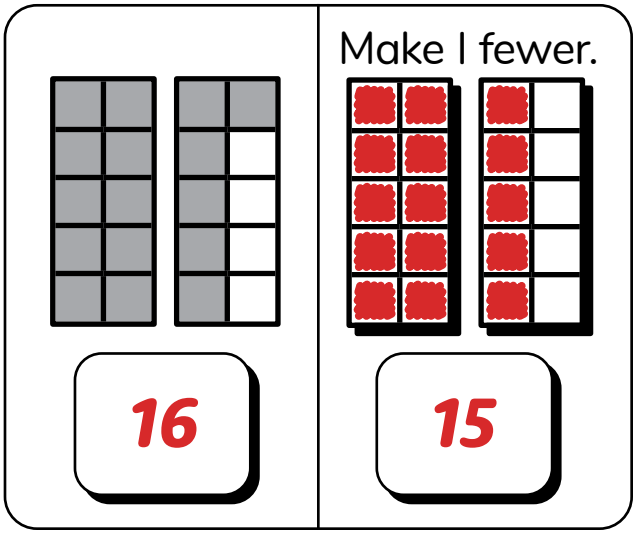
2. a) Fill in the ten frames to make an amount that is greater. Write the number.

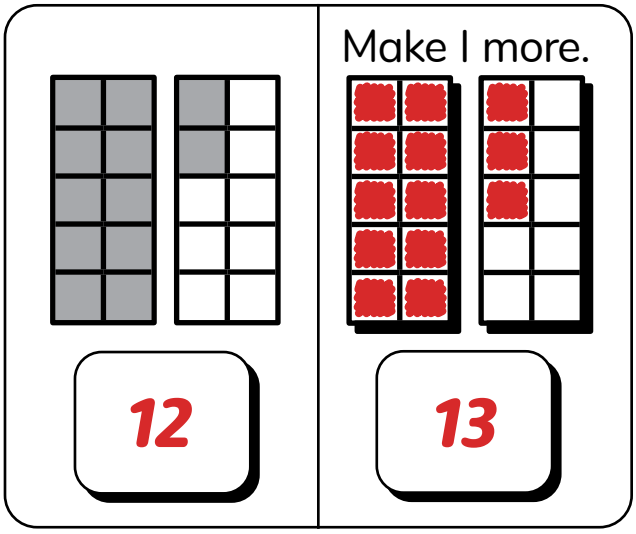


b) Fill in the ten frames to make an amount that is less. Write the number.



3. Follow the instructions to fill in the 10 frames. Write the number.





Name: Date:

Comparing Quantities to Numerals Within 11 to 20

1. Subtract. Use your fingers if you need help.

$4 - 3 =$ **1**

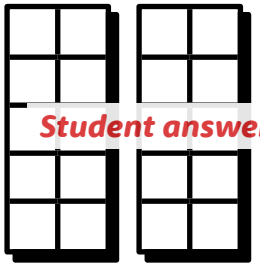
$3 - 3 =$ **0**

$5 - 2 =$ **3**

$5 - 4 =$ **1**

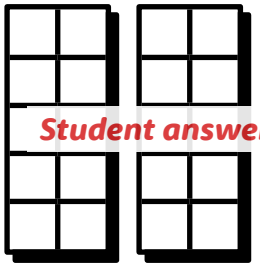
2. Follow the instructions to fill in the ten frames. Write the number you made.

More than 11



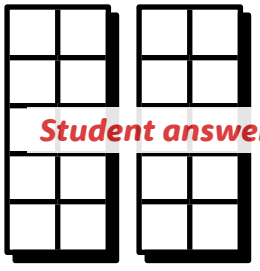
Student answer will vary.

Fewer than 18



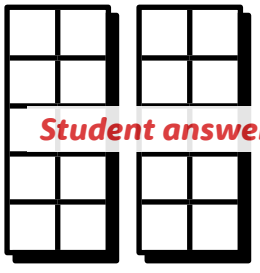
Student answer will vary.

More than 14



Student answer will vary.

Fewer than 17



Student answer will vary.

3. Write the number that is 1 greater or 1 less.

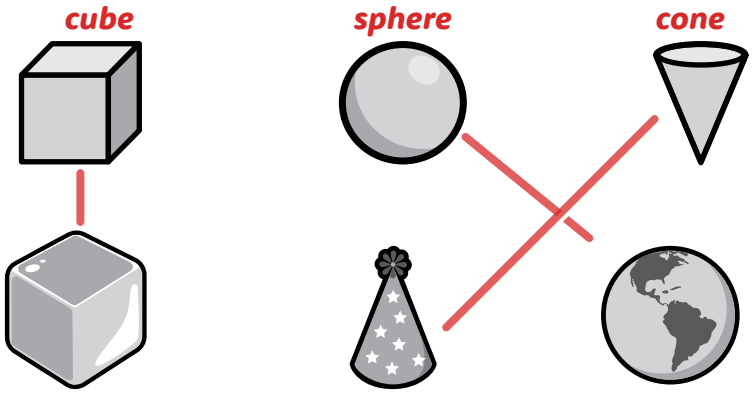
17	13	10
18	**12**	**11**
1 greater	1 less	1 greater

Name: Date:

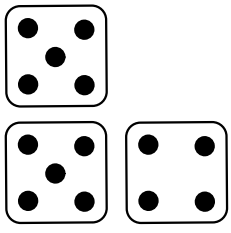
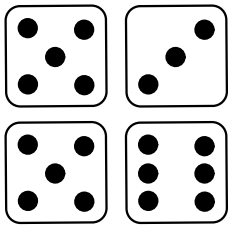
Comparing Numerals Within 20

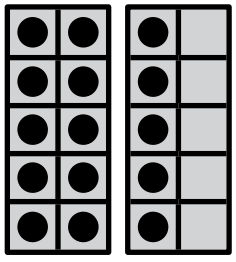
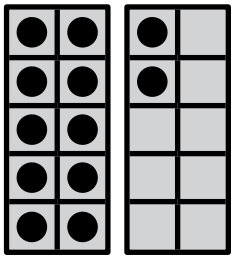
1. Say the name of each shape.

   Draw a line to the object that looks like that shape.



2. Circle the correct word to compare the amounts.


is (more / fewer) than

.


is (more / fewer) than

.

18 is (greater / less) than **14**.

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

3. Write a number to complete each sentence.

Student answers will vary.

_____ is greater than 12.

_____ is less than 12.

_____ is 1 greater than 17

_____ is 1 less than 20.

Topic 5

Discovering Data

Recommended ST Math Objectives:

Sorting and Classifying
Comparing Numbers
Measurable Attributes

Name: _____ Date: _____

Sorting Objects into Data Categories

1. Skip count by groups of 10. Can you do it without looking?

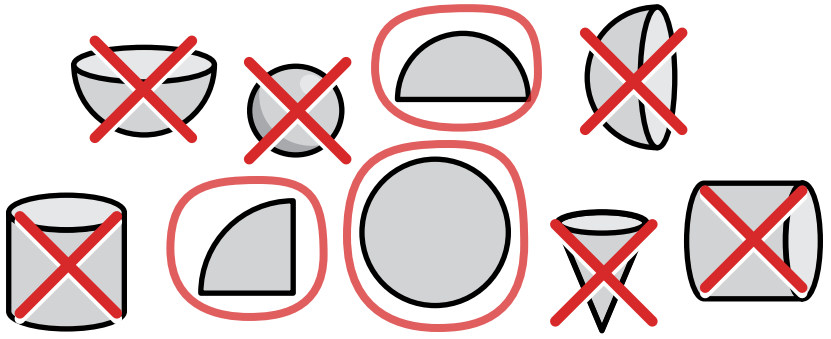
10 20 30 40 50 60 70 80 90 100

Students skip count correctly.

2. Make 5 in different ways. *Possible answers:*

0 + 5 = 5 4 + 1 = 5

3. a) Circle the flat shapes. Put and X on the solid shapes. Write how many are in each category.

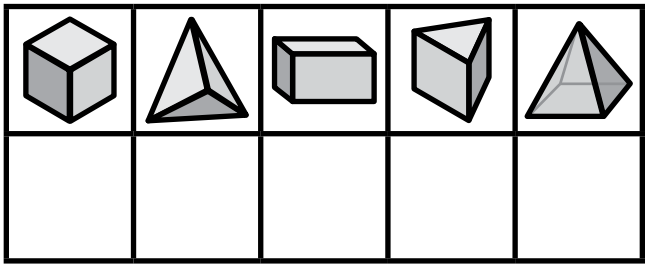


3 flat

6 solid

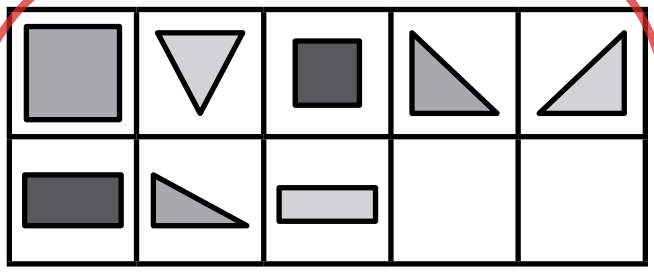
b) How many are in each category? Circle the category that has more.

Solid Shapes



5

Flat Shapes



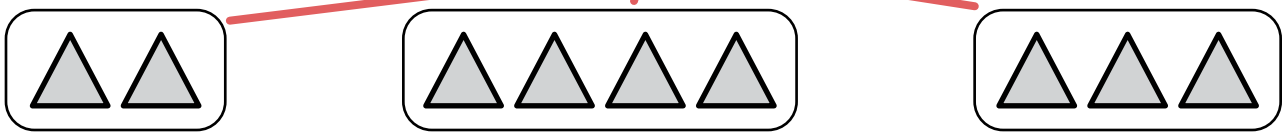
8

Name: _____ Date: _____

Using Real-Object Graphs to Compare Data

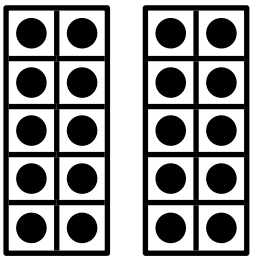
1. Match the number word to the group that shows how many.

three four two



2. Describe the number.

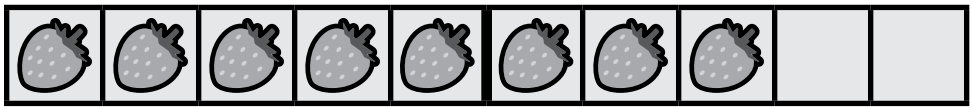
12 is 1 group of 10 and 2 more.



20 is 2 groups of 10 and 0 more.

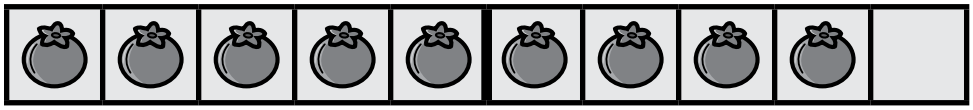
3. a) Write a letter for each label. How many in each row? How many in all?

s



8

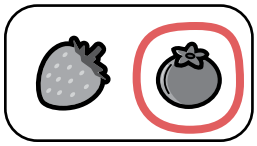
b



9

17 in all

b) Which category has more?



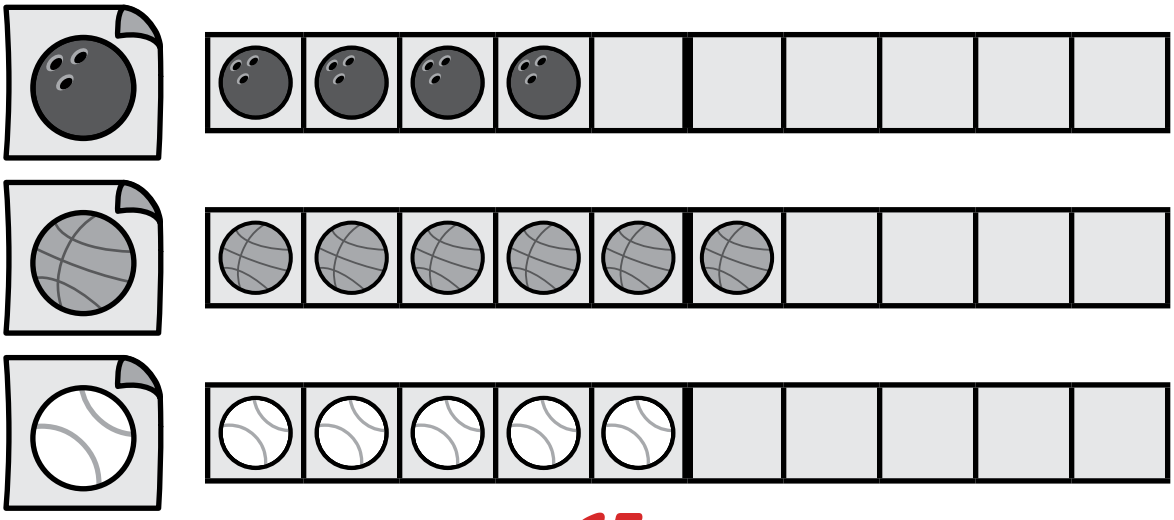
Name: Date:

Using Picture Graphs to Compare Data

① Complete the equations. You can use your fingers to help.

$2 + 3 =$ **5** $\quad 1 + 3 =$ **4** $\quad 5 - 1 =$ **4**

② How many in each row? How many in all?



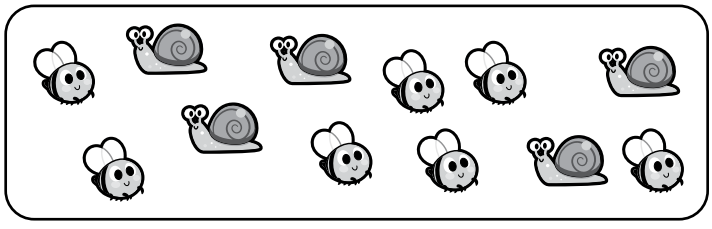
4

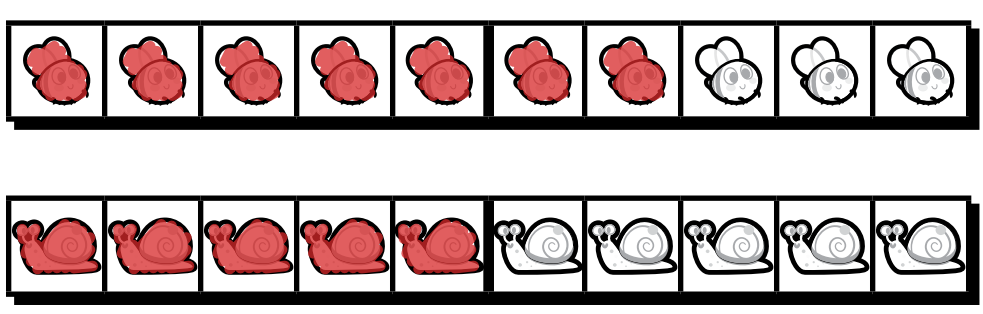
6

5

15 in all

③ How many bees?
How many snails?
Write how many and color in the picture graph.





7

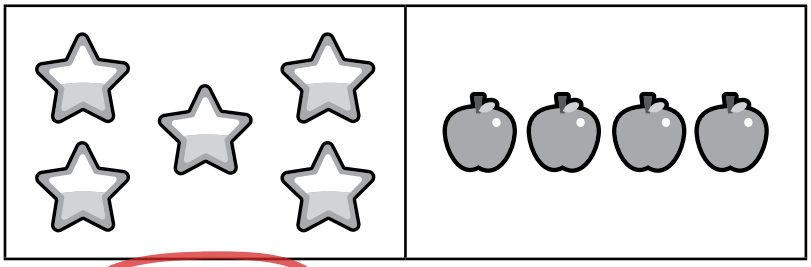
5

12 in all

Name: Date:

Using Picture Graphs to Make Decisions

1. Write how many.
Circle the greater number.

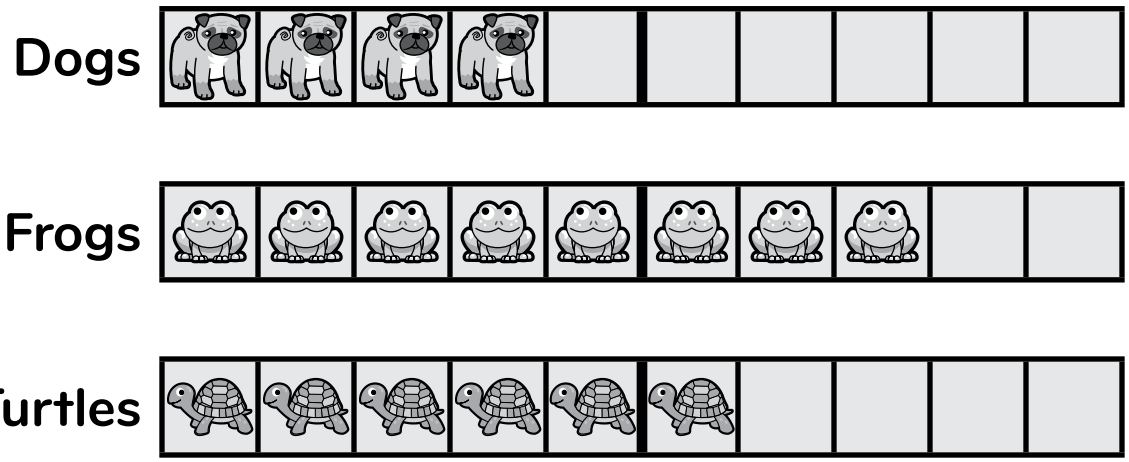


5 4

2. Write the number that is one greater and one less.

3	3	4
5	6	7

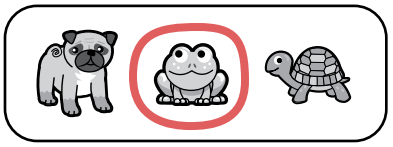
3. Look at the picture graph. How many in each row? How many in all?



4 8 6

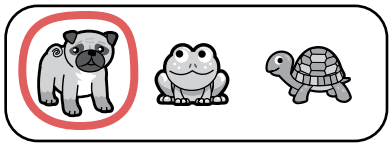
18 in all

a) The category with the **most** is



.

b) The category with the **fewest** is



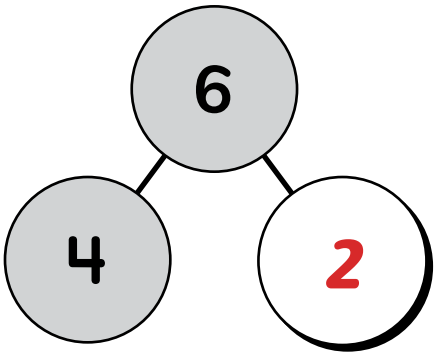
.

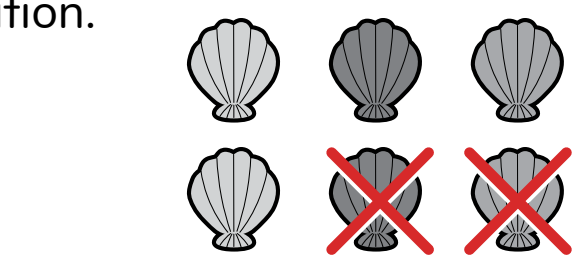
Name: _____ Date: _____


Brian

Using Tables and Picture Graphs to Display and Compare Data

1. Use the picture to make two groups. Complete the number bond. Then write an equation.

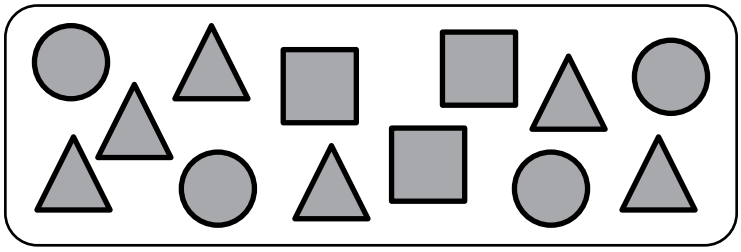




6 – 2 = 4

2. Use the picture to make a table. Show how many of each shape.

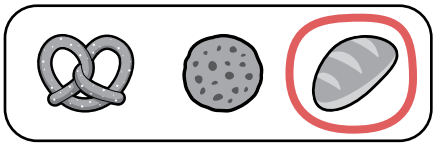
4	6	3



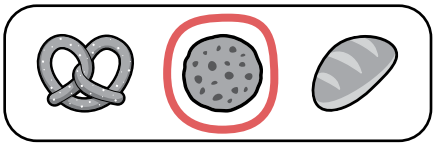
3. Brian made a table to show what he sold at a bake sale. What does the table show?

7	2	8

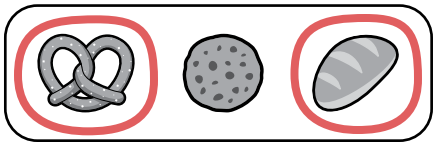
a) Circle which sold the **most**.



b) Circle which sold the **least**.



c) What do you think Brian should bake next time? Circle 2 things.



Name: Date:

Using Tables to Display Voting Data

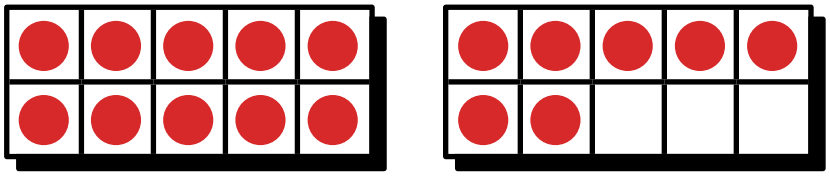
① Compose 5.

$5 = \boxed{0} + 5$ $5 = \boxed{1} + 4$ $5 = \boxed{2} + 3$

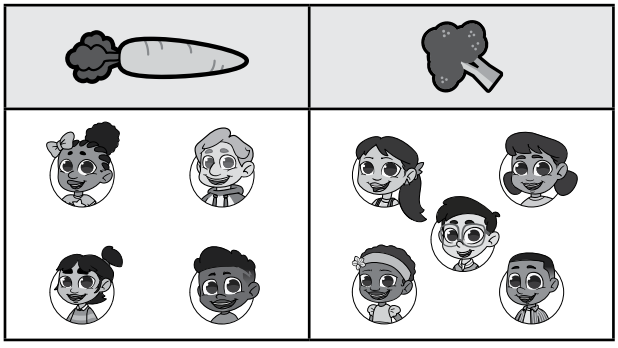
$5 = \boxed{3} + 2$ $5 = \boxed{4} + 1$ $5 = \boxed{5} + 0$

② Fill in the ten frames to match the place value chart.

Group of 10	More
1	7



③ Look at the table. How many people voted for each vegetable? How many voted in all?

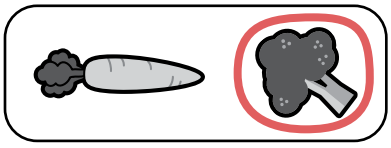


4 voted for 

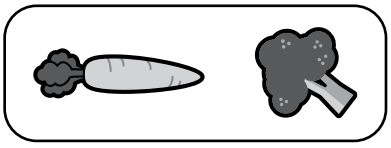
5 voted for 

9 voted for all

a) Circle which vegetable is the class favorite.



b) Circle which is your favorite.



Student answers will vary.

Name: _____ Date: _____

Using Picture Graphs to Display Voting Data

1. Draw math pictures to solve.

How many  ?	$2 + 5 =$ **7**
	

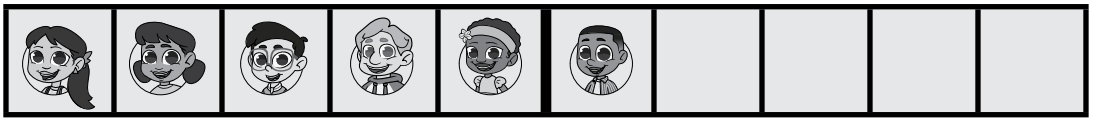
How many  ?	$3 + 4 =$ **7**
	

2. a) Count backward from 20 to 0 out loud.

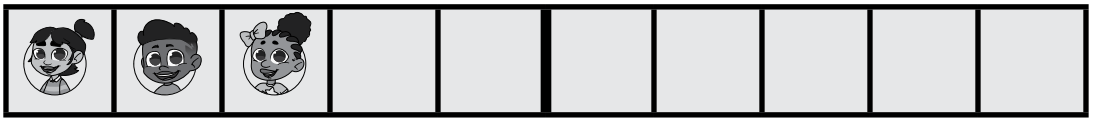
   b) Count backward from 17 to 3 out loud.

Students count backward correctly.

3. a) Vivi's class is voting on a class pet. Use the data from the graph to figure out how many votes.

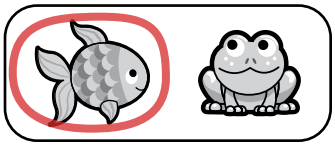
6

3

9 in all

   b) Based on the data, which pet should the class get? Circle one.



Name: _____ Date: _____


Naomi

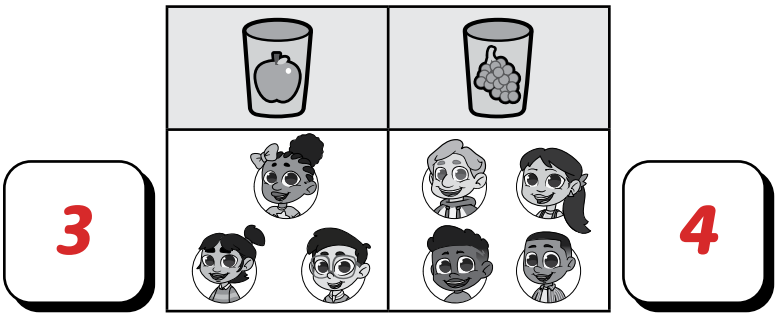
Using a Generic Picture to Represent Voting Data

1 a) Count to 100 out loud. ***Students count correctly.***

b) Skip count by groups of 10 out loud. ***Students skip count correctly.***

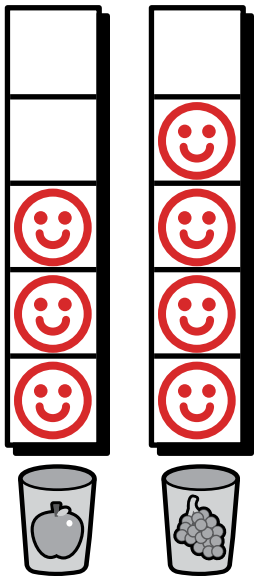
10 20 30 40 50 60 70 80 90 100

2 Naomi asked her friends, "What is your favorite type of juice?" How many people voted for each type of juice? In all?

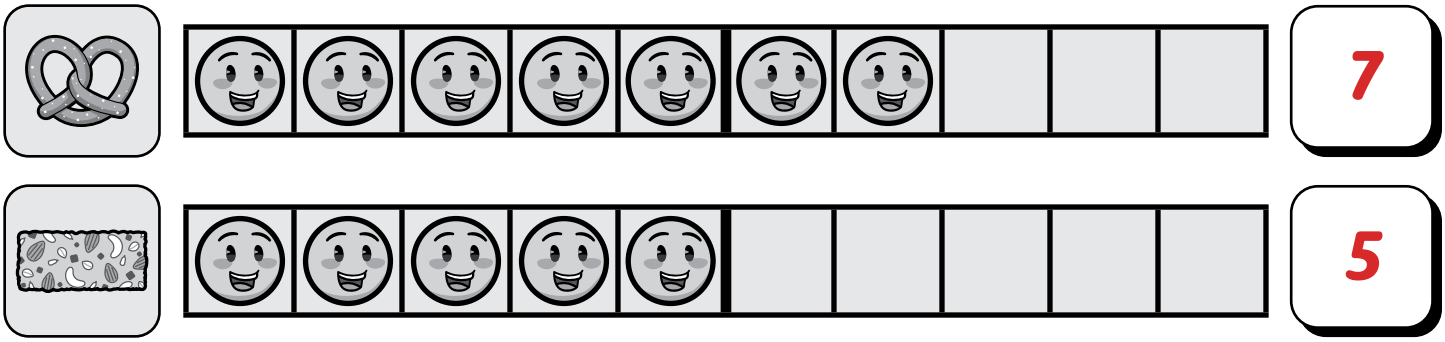


7 in all

Draw smiley faces to make a picture graph of the data.



3 How many people voted for each snack?



a) Circle the snack that **fewer** people voted for.

b) Circle the snack that **more** people voted for.

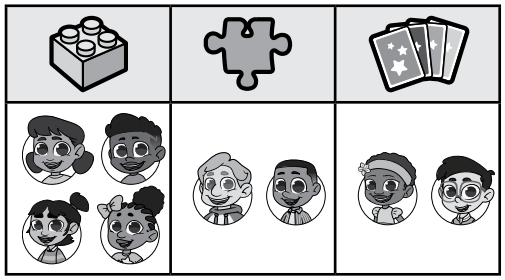
Name: _____ Date: _____

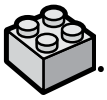
Using Data to Make Decisions in Complex Situations

1. Complete the equations.

10 + **4** = 14 10 + **7** = 17 **10** + 9 = 19

2. a) Vivi's class collected data on what they want to play indoors. What does the table show?

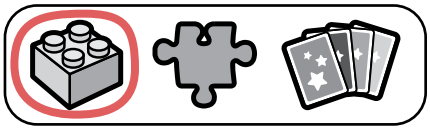


4 students want to play  .

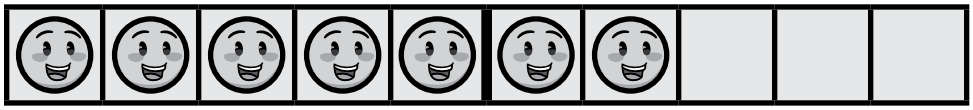
2 students want to play  .

2 students want to play  .

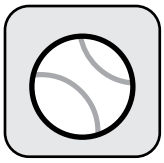
b) Circle which got the **most** votes.

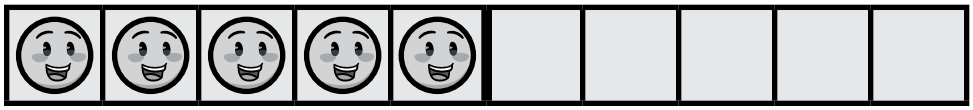


3. Vivi's class collected data on what they want to play outside. Show how many votes.



7

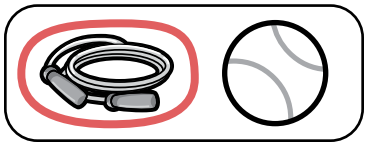




5

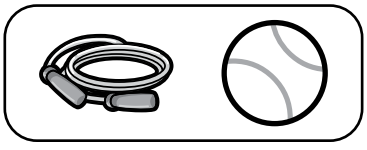
12 in all

a) Circle which has the most votes.



b) Which would you rather play?

Student answers will vary.



Name: _____ Date: _____

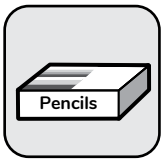

Naomi

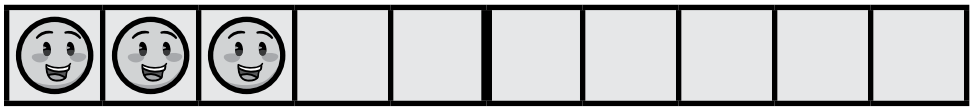
Making Predictions About Data

(1) Cross out to subtract.

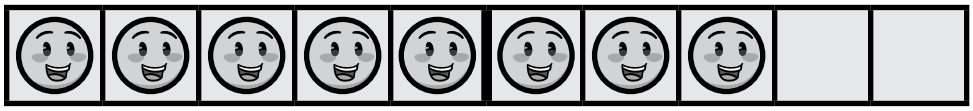
$10 - 6 =$ **4**

(3) a) Naomi's class voted on what to do in art class. Show how many votes.





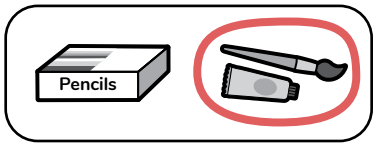
3



8

11 in all

b) Circle what the class should choose.



(3) a) Naomi's class is going on a trip. The students and the teachers both voted for their favorite trip. Circle the trip that each group liked the most.

Students

museum	park
8	10

Teachers

museum	park
5	3

b) Explain out loud. Why might students and teachers vote differently? ***Student explanations will vary.***

Topic 6

Discovering Financial Literacy

Recommended ST Math Objectives:

Numbers and Objects to 10
Comparing Numbers
Greater Than, Less Than, Equal To

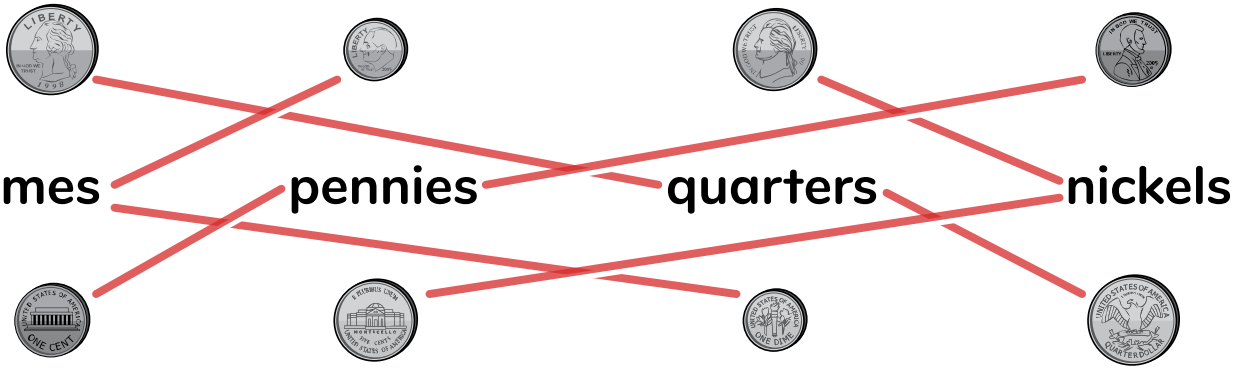
Name: _____ Date: _____

Identifying U.S. Coins

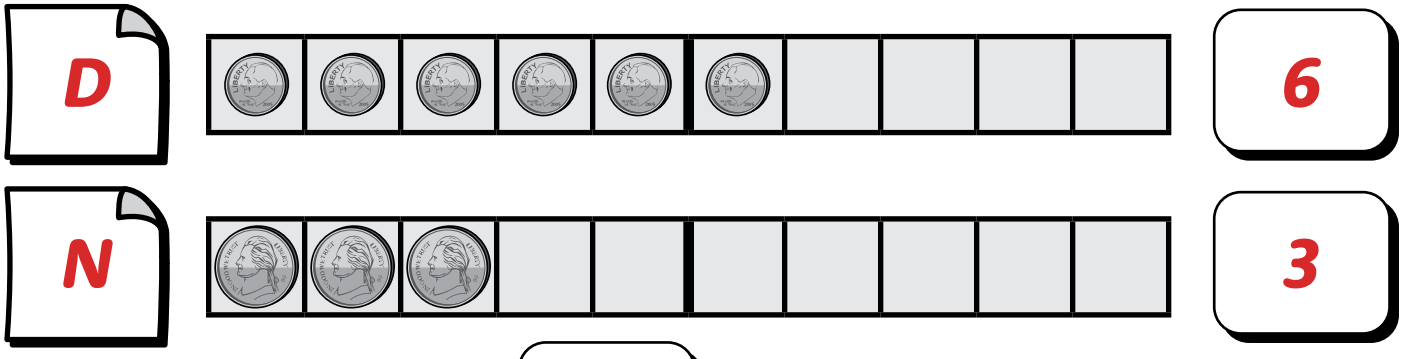
1. Draw more than 14 circles. Write how many.

Student answers will vary.

2. Match each coin to its name. Listen to the sound of the first letter to help you.



3. Label each row with the first letter of the coin name. How many coins are there?



9 in all

a) Which row has the most coins? N **D**

b) Which row has the fewest coins? **N** D

Name: _____ Date: _____

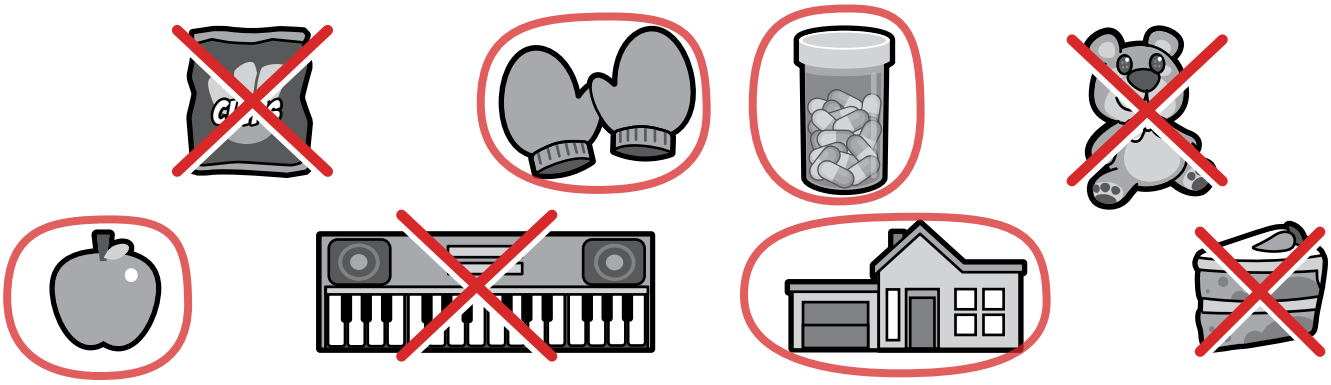
Distinguishing Between Needs and Wants

1. Circle the best answer.

12 is **more than** / **less than** / **equal to** 11.

14 is **more than** / **less than** / **equal to** 14.

2. Circle the things that are needs.
Put an X on things that are wants.



3. Draw an example of something you need and something you want.

Need	Want
Student answers will vary.	*Student answers will vary.*

Name: _____ Date: _____


Brian

Identifying Sources of Money

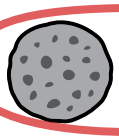
1. There are 7 apples. Put the apples in 2 groups. Then write an equation.

Possible answers:
7 + 0 = 7; 6 + 1 = 7; 5 + 2 = 7; 4 + 3 = 7; 3 + 4 = 7; 2 + 5 = 7; 1 + 6 = 7; 0 + 7 = 7

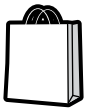
2. Brian wants to buy new sneakers. Circle all the ways that a kid like Brian could **earn** money by doing a job.


Put Dishes Away


Fix Cars

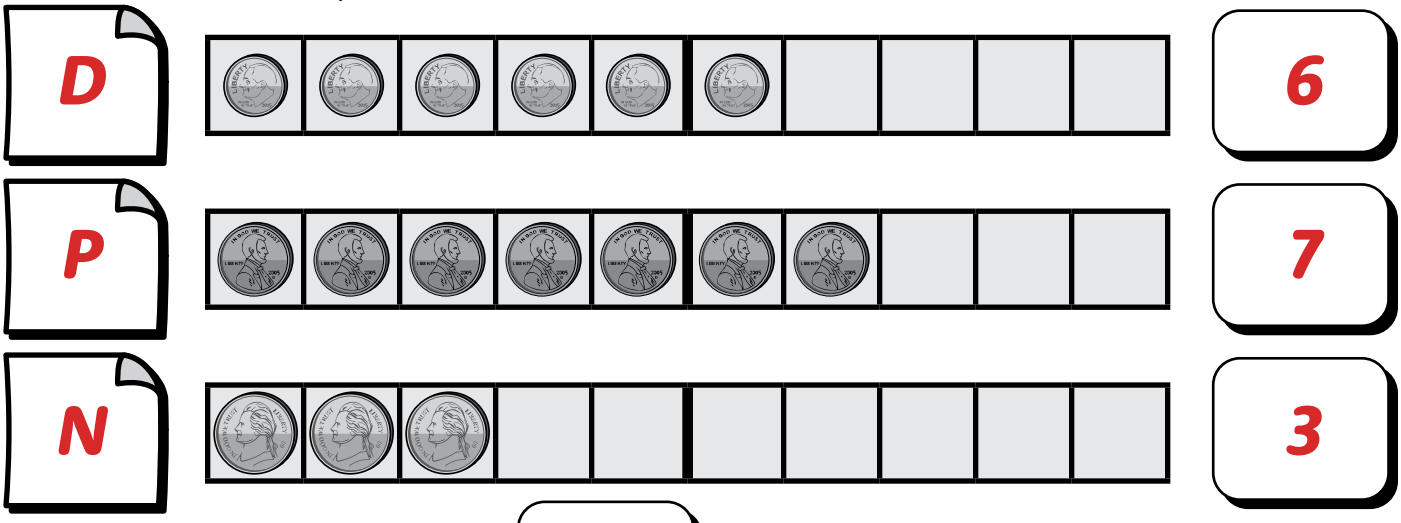

Sell Cookies


Office Job


Ask his Grandpa for a Gift


Birthday Money

3. Label each row with the first letter of the coin name. How many coins are there?



16 in all

a) Which row has the most coins? **P** N D

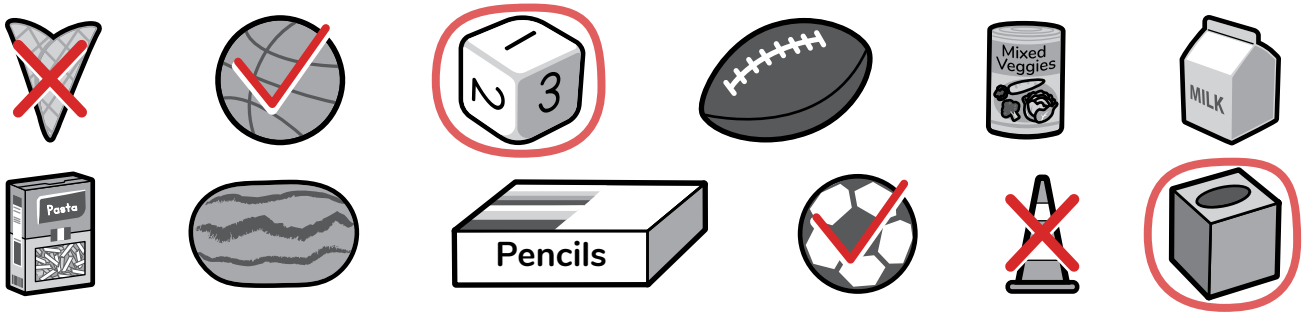
b) Which row has the fewest coins? P **N** D

Name: _____ Date: _____


Jaymie

Exploring Types of Jobs

1. Put X on the things that are similar to cones. Circle the things that are similar to cubes. Write a ✓ on the things that are similar to spheres.

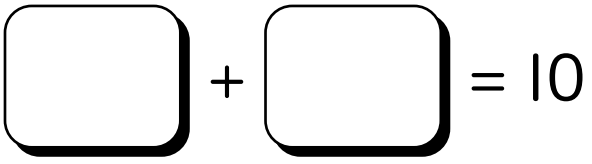


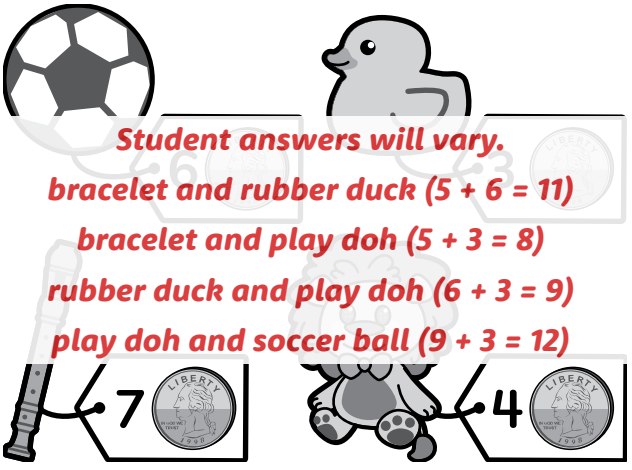
2. Think about the jobs that people have in your family and community. If you know someone who has one of these jobs, circle it. ***Student answers will vary.***

Medical Jobs **Sales Jobs** **Food Jobs** **Science Jobs**

Office Jobs **Service Jobs** **Education Jobs** **Building Jobs**

3. Vivi earned 10 quarters by selling bracelets. Circle two things Vivi can buy that have a total cost of 10 quarters. Then write an equation.





Student answers will vary.
bracelet and rubber duck (5 + 6 = 11)
bracelet and play doh (5 + 3 = 8)
rubber duck and play doh (6 + 3 = 9)
play doh and soccer ball (9 + 3 = 12)

Name: _____ Date: _____


Brian

Exploring Skills Needed for Jobs

① Subtract. Can you solve without using your fingers?

5 – 2 = **3** 4 – 2 = **2** 5 – 4 = **1**

② Draw a line from each job to the skills needed to do it.

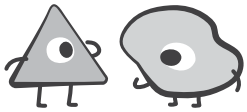

Use Tools


Construction Worker

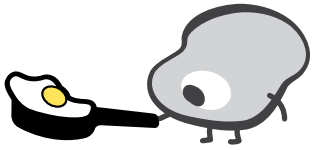

Measure


Use a Computer

All could be connected, but student answers will vary.


Be a good listener


Read


Cook

1 2 3
Count

③ Brian sold muffins at a bake sale
Count how many coins Brian **earned**.

dimes	pennies	quarters	nickels	total coins
5	4	6	3	18

Topic 7

Building Number Sense and Fluency

Recommended ST Math Objectives:

Subitizing (K)
Addition and Subtraction Facts within 5
Counting on the Number Line

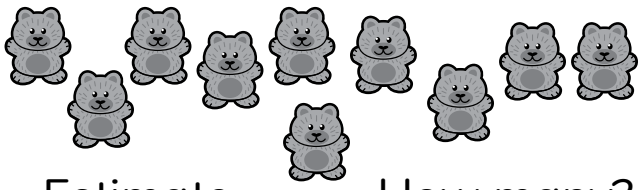
Name: _____ Date: _____

Estimating, Counting, and Subitizing Quantities Within 20

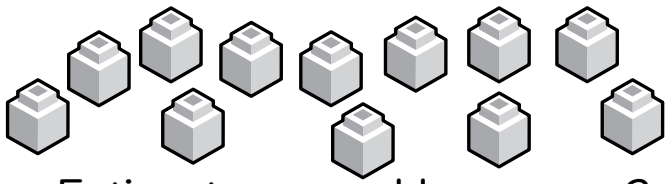
1. Draw a line under the shapes with right angles.
Color in the shapes with 3 vertices.
Put an X on the shapes that have sides with equal lengths.

2. Write your estimate. Then count to see how close your estimate is to the amount.

Student estimates will vary.



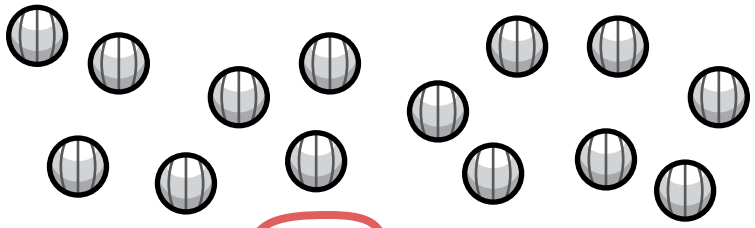
Estimate _____ How many? **10**



Estimate _____ How many? **12**

Estimate _____ How many? **8**

3. Vivi needs 12 beads to make a bracelet. She estimates she has enough beads. Count the beads. How many beads does she have?



a) How many? **14**

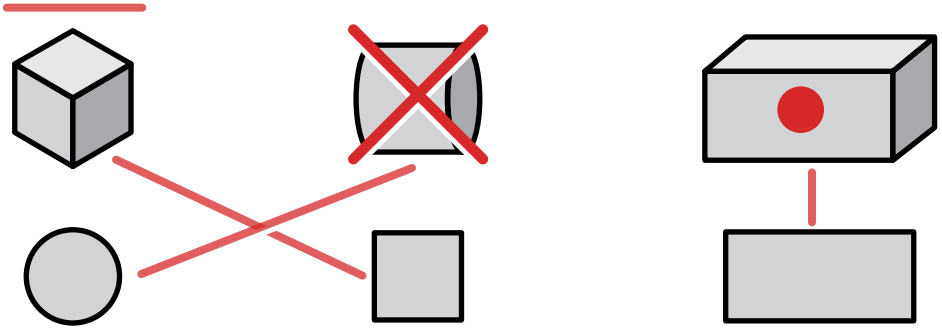
b) Did Vivi make a good estimate? **Yes** No

Name: _____ Date: _____


Brian

Comparing Quantities Represented in Different Ways

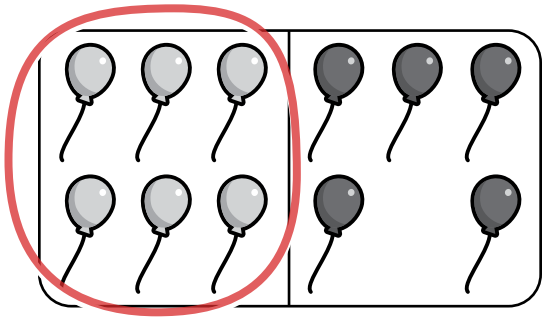
1 a) Put a dot on the rectangular prism.
Put an X on the cylinder. Draw a line over the cube.



b) Connect the solid shape to the flat shape with the same face.

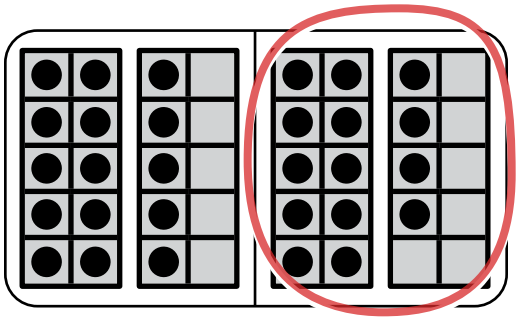
2 Compare the amounts.

a) Circle the amount that is greater.



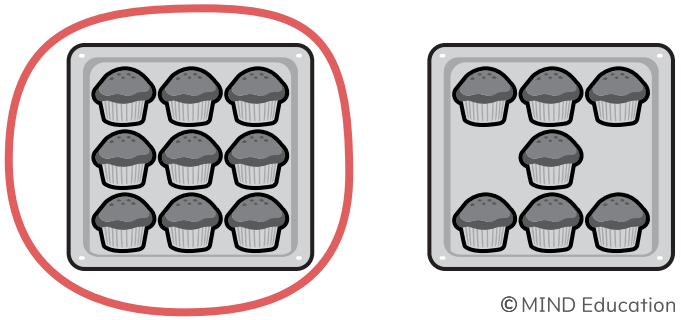
5	7

b) Circle the amount that is fewer.



5 + 2	5 + 3

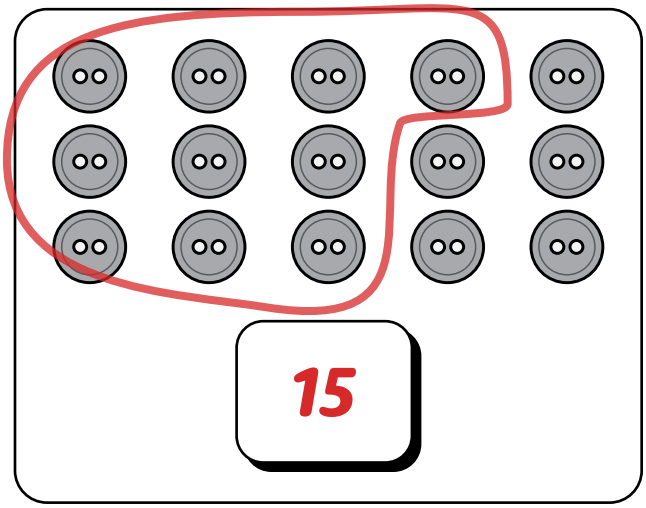
3 Brian wants to take the tray that has more muffins to a party. Circle the tray that Brian should take.

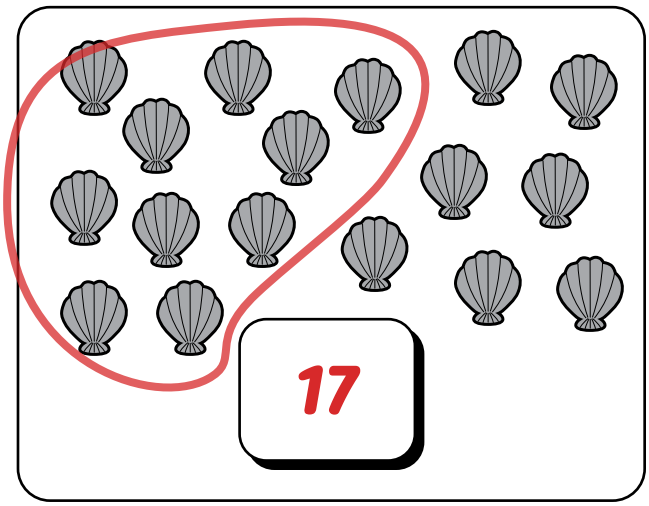


Name: _____ Date: _____

Generating Numbers Greater Than or Less Than Given Numbers

1. Circle groups of 10. How many are there in all?





2. Write the number.

8 eight	**16** 1 greater than 15	**3** 1 less than 4
10 1 greater than 9	**10** 1 less than 11	**2** two

3. Lillian made 17 pictures. If Isaiah made **fewer** pictures than Lillian, how many pictures could he have made?

Any number less than 17

Name: _____ Date: _____


Louis

Fluently Adding Numbers Within 5

① Use the number path if you need help counting.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

a) Skip count by groups of 10 to 80.

b) Count forward from 67 to 84.

Students count correctly.

c) Count backward from 100 to 78.

② Add. Can you solve them all without using your fingers?

2 + 3 = **5**

3 + 1 = **4**

2 + 2 = **4**

5 + 0 = **5**

1 + 4 = **5**

1 + 2 = **3**

③ Draw a math picture and write an equation.
Louis was playing basketball. He scored 2 points and then he scored 6 points. How many points did Louis score in all?

Student drawings will vary.

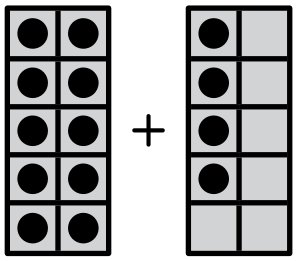
2 + **6** = **8**

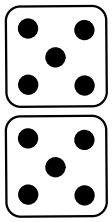
Name: _____ Date: _____

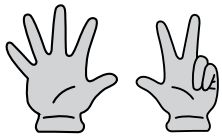

Miles

Fluently Subtracting Numbers Within 5

① Add.

 + = **14**

 +  = **16**

18 = 10 + 

② Subtract. Can you solve without using your fingers?

3 – 1 = **2** 5 – 2 = **3** 4 – 3 = **1**

4 – 0 = **4** 5 – 4 = **1** 4 – 2 = **2**

③ Draw a math picture and write an equation.
Miles is doing a magic trick. He has 5 coins.
He makes 5 coins disappear. How many coins are left?

Student drawings will vary.

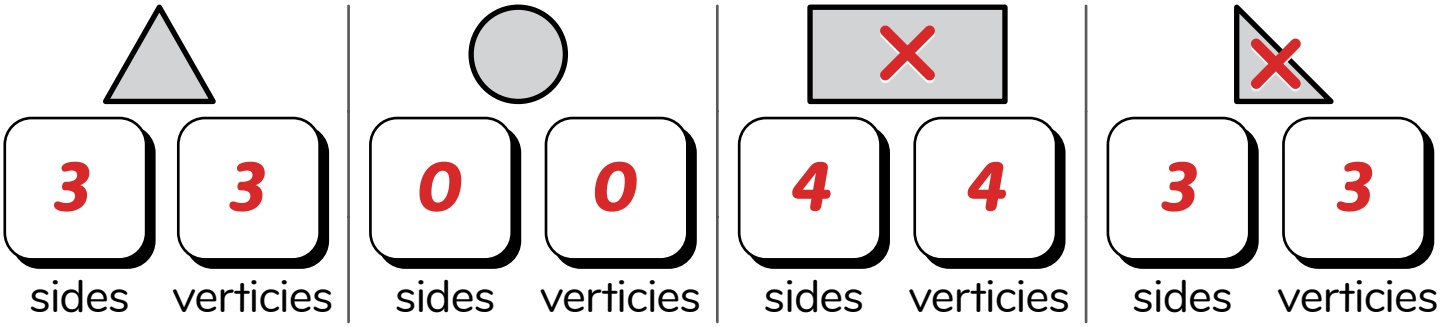
5 **–** **5** **=** **0**

Name: _____ Date: _____

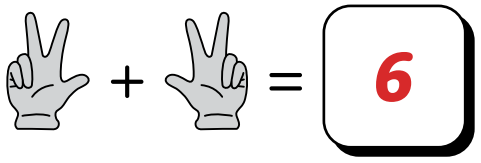
Recognizing and Generating Doubles Within 10

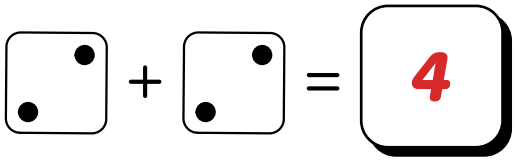
1 a) Count the sides.
Count the vertices.

b) Put an X on the shapes with right angles.

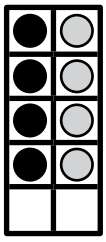


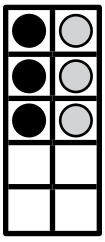
2 a) Add the doubles.





b) Write a doubles equation for the dots on each ten frame.





4 + 4 = 8

3 + 3 = 6

3 Draw a math picture and write an equation.
Lillian and Isaiah each have 4 pencils.
How many pencils do they have together?

Student drawings will vary.

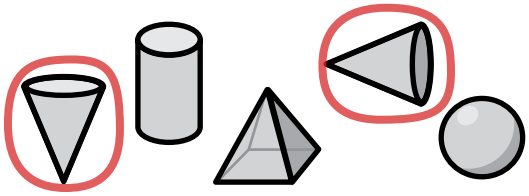
4 + 4 = 8

Name: _____ Date: _____

Representing and Solving Problems Involving Doubles Within 10

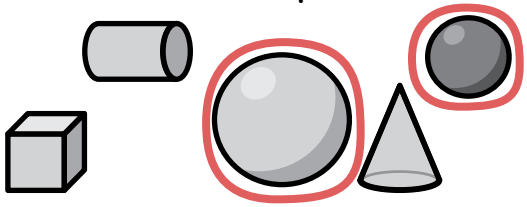
1

Circle the cones.

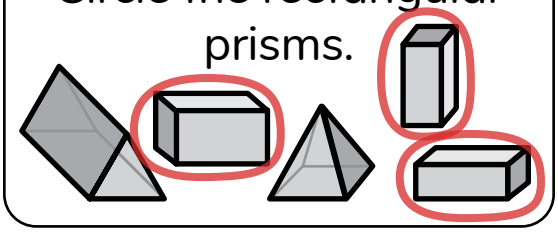


Circle the cylinders.

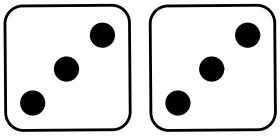
Circle the spheres.



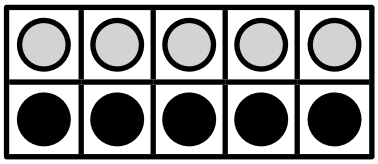
Circle the rectangular prisms.



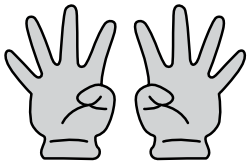
2 Write an equation for each double.



6 = 3 + 3



5 + 5 = 10



4 + 4 = 8

3 Draw a math picture and write an equation.
Isaiah and Lillian take turns reading a book.
They each read 2 pages. How many pages did they read?

Student drawings will vary.

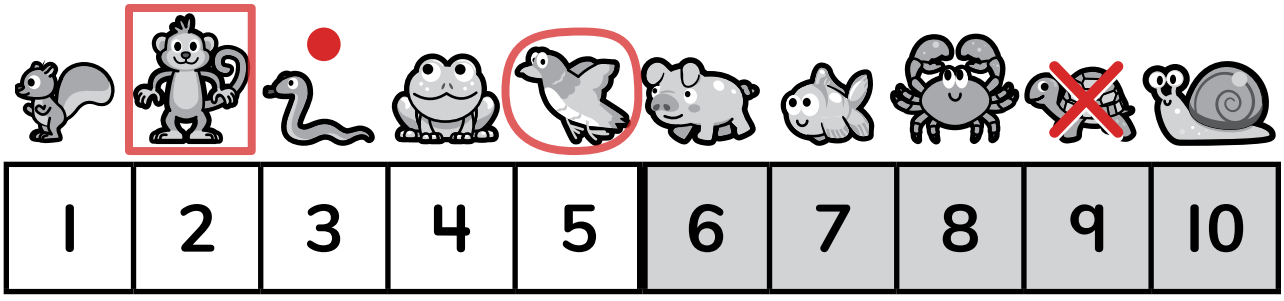
2 + 2 = 4

Name: _____ Date: _____

Jaymie

Decomposing and Composing 10 to Identify Unknown Parts

1. Circle the animal that is fifth. Put a dot over the animal that is third. Put an X on the animal that is ninth. Put a box around the animal that is second.



1	2	3	4	5	6	7	8	9	10

2. Fill in the missing number in the equation.

10 = **5** + 5 10 = **3** + 7 10 = **8** + 2

0 + 10 = **10** 1 + **9** = 10 4 + **6** = 10

3. Draw a math picture and write an equation.
Jaymie has 10 pencils. Some are red and some are blue.
How many red pencils and how many blue pencils could Jaymie have?

Student drawings will vary.

Possible answer:

10 = **8** + **2**

Name: _____ Date: _____

Using Different Models to Add and Subtract Within 10

1. Write the numbers that come before and after on the number path.

8	9	10

7	6	8

0	1	2

3	4	5

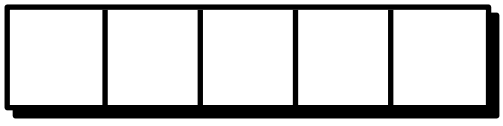
2. Model the expression on the five frame by coloring, making groups, or crossing out.

$3 + 2 =$ **5**

$4 - 1 =$ **3**

Student drawings will vary.

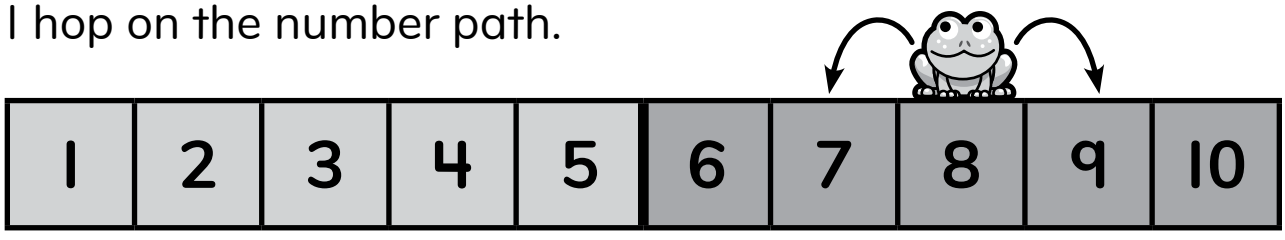
$5 - 4 =$ **1**



$4 + 1 =$ **5**

Student drawings will vary.

3. Complete the equations to show how the frog could make 1 hop on the number path.



$8 - 1 =$ **7**

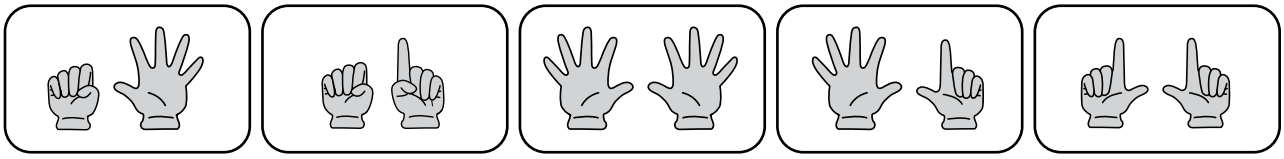
$8 + 1 =$ **9**

Name: Date:

Choosing and Comparing Addition and Subtraction Models

1. Match the amount to the number word.

one ten five four seven



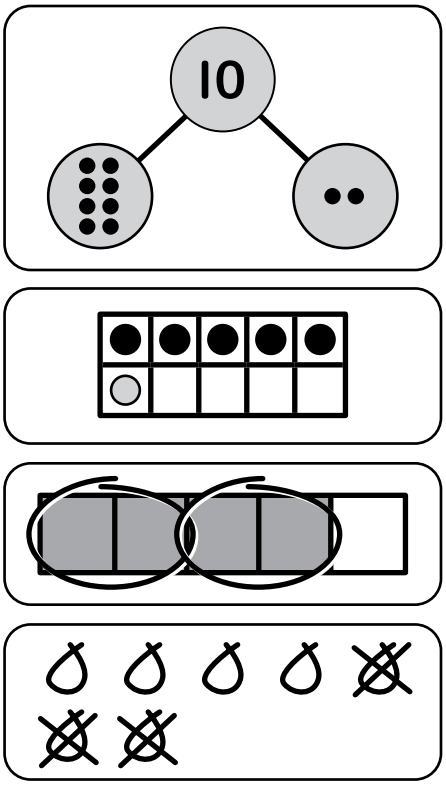
2. Match the equation to the model.

5 + 1 = 6

7 – 3 = 4

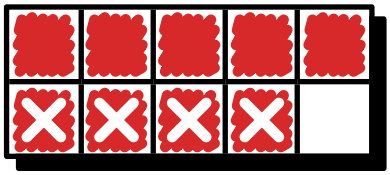
2 + 8 = 10

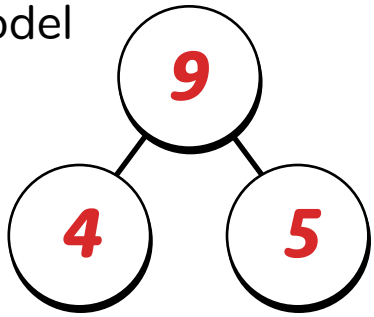
4 – 2 = 2



3. Use the number bond and ten frame to model the equation.

9 – 4 = 5



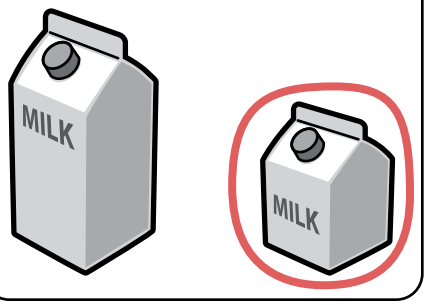


Name: _____ Date: _____

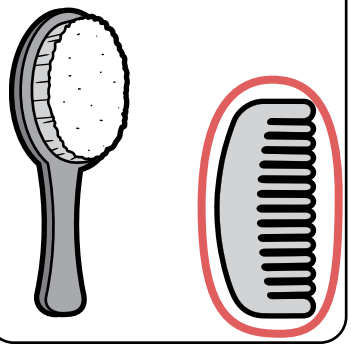
Using Words, Number Bonds, and Equations to Represent Addition and Subtraction Situations

① Compare.

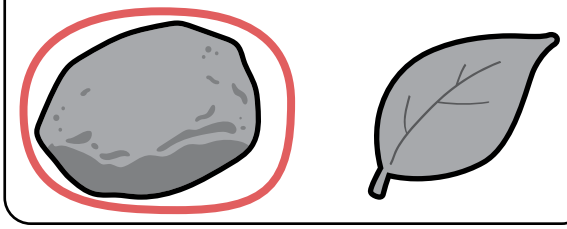
Which holds less?



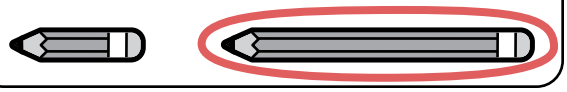
Which is shorter?



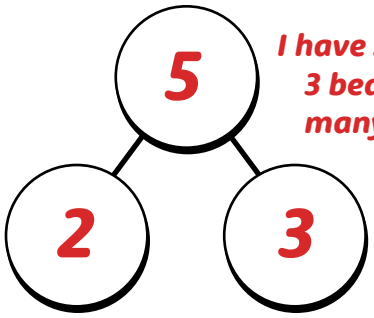
Which is heavier?



Which is longer?



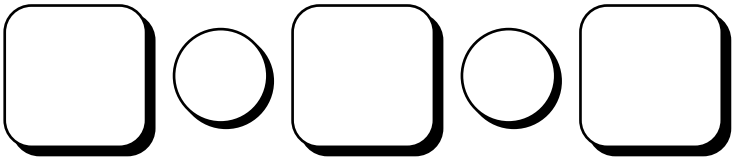
② Look at the picture. Fill in the number bond and write an equation to match. What addition or subtraction story can you tell?



Possible answer:
I have 2 beads inside the jar and 3 beads outside the jar. How many beads do I have in all?

③ Tell your own addition or subtraction story about 8 orange slices. Circle the groups. Write the equation to match your story.

Student answers will vary.

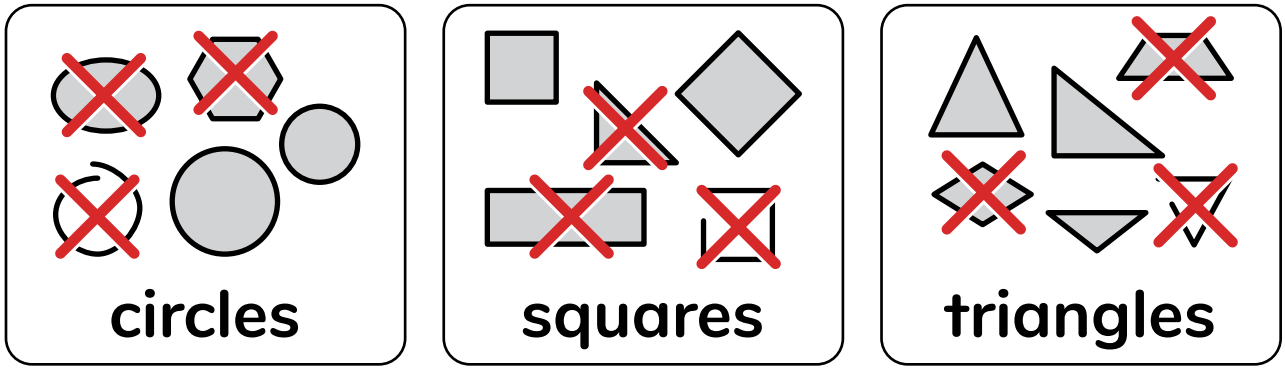


Name: _____ Date: _____

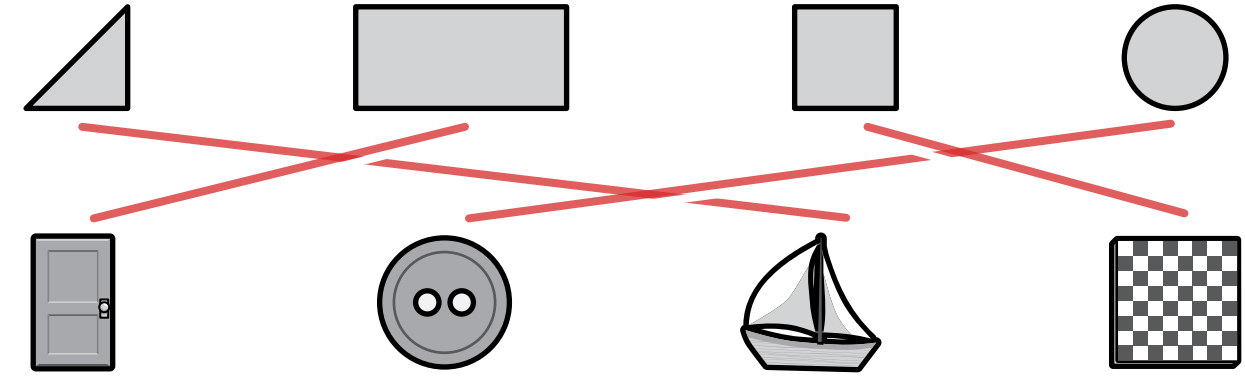

Brian

Writing Equations to Represent Addition Word Problems

1. Cross off the shapes that don't belong.

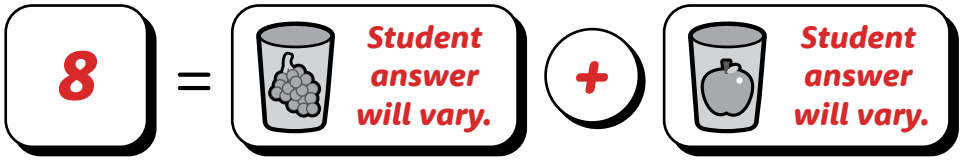


2. Match the shape to the object that is close to the shape. Name the shape.



3. Draw a math model and write an equation.
Brian is pouring 8 drinks. How many drinks should be grape juice and how many should be apple juice?

Student drawings will vary.

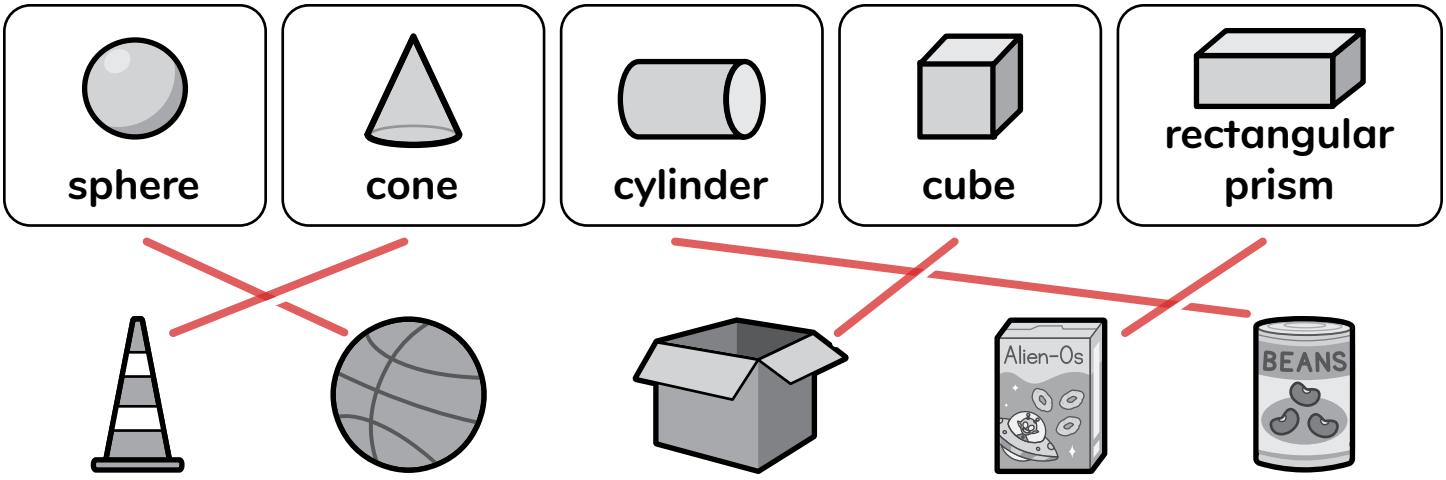


Name: _____ Date: _____


Naomi

Choosing Models to Represent an Addition Word Problem

① Draw a line to the object that is close to the solid shape. Say the name of the solid shape.



② Find ways to make 10. Use your fingers if you need help. ***Possible answers:***

10 = **0** + **10**

10 = **4** + **6**

10 = **8** + **2**

10 = **1** + **9**

③ Naomi is making sand castles with exactly 10 shells in them. How many of each type of shell does she need to make 10?

10 = 4 + **6**

10 = **3** + 7

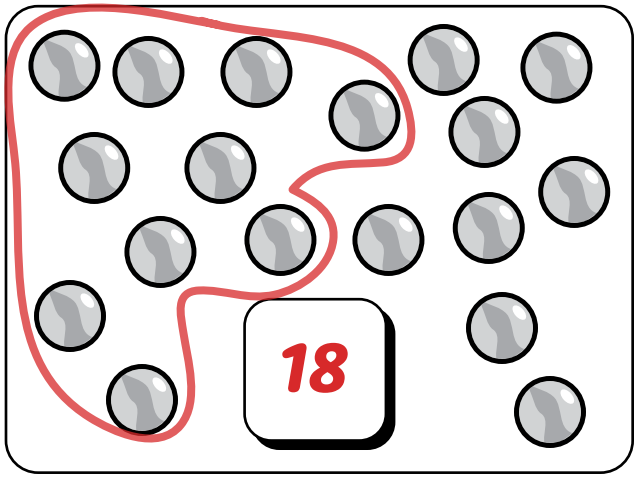
10 = 1 + **9**

Name: _____ Date: _____


Aarifa

Choosing Tools to Model and Solve Addition and Subtraction Word Problems

1. Circle groups of 10. How many are there?



2. Draw a math picture and write an equation.

There are 8 bugs. 3 bugs go home. How many bugs are left?

Student drawings will vary.

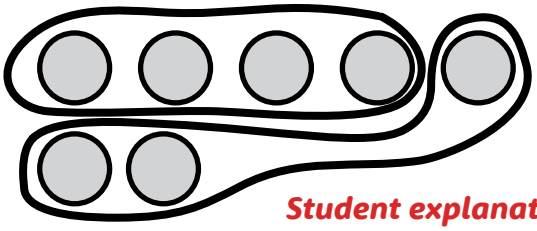
Possible answer: 8 − 3 = 5

There are 4 cats. There are 6 dogs. How many pets in all?

Student drawings will vary.

Possible answer: 4 + 6 = 10

3. Aarifa drew a math picture to show how many big robots and small robots she has. Write the equation and tell a math story.



7 = 4 + 3

Student explanations will vary.

Name: _____ Date: _____


Louis

Writing and Solving Addition and Subtraction Word Problems

① Complete the equations.

10 + **6** = 16 10 + **3** = 13 10 + **5** = 15

② Draw a math picture and write an equation.

There are 8 cars that are blue or green.
2 of the cars are green.
How many cars are blue?

Possible answer:

8 − **2** = **6**

Student drawings will vary.

3 frogs are on the log.
6 frogs are on the sand.
How many frogs in all?

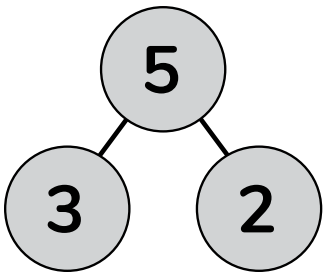
Possible answer:

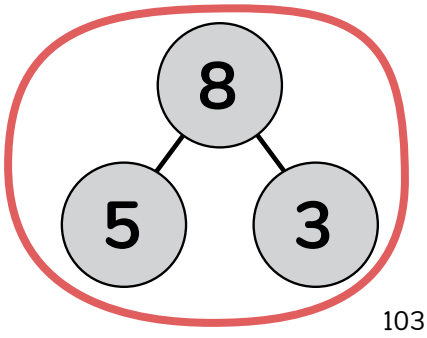
3 + **6** = **9**

Student drawings will vary.

③ Circle the number bond that shows the problem.

Louis made 5 baskets.
Then he made
3 more baskets.
How many baskets
did he make?





Name: Date:

Choosing Strategies to Solve Addition and Subtraction Problems

① Can you complete the equations without using your fingers?

$2 + 3 =$ **5** **4** $= 5 - 1$ $2 + 2 =$ **4**

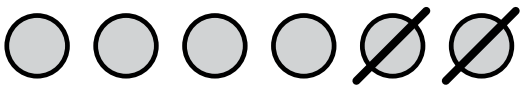
$4 - 2 =$ **2** **2** $= 5 - 3$ $4 - 3 =$ **1**

② Use your fingers to solve.

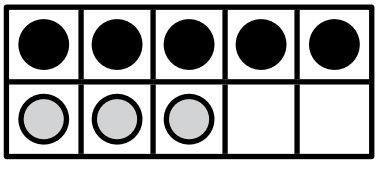
$5 + 4 =$ **9** **7** $= 6 + 1$ $3 + 5 =$ **8**

$10 - 2 =$ **8** **3** $= 6 - 3$ $7 - 4 =$ **3**

③ Write the equation that matches each model.

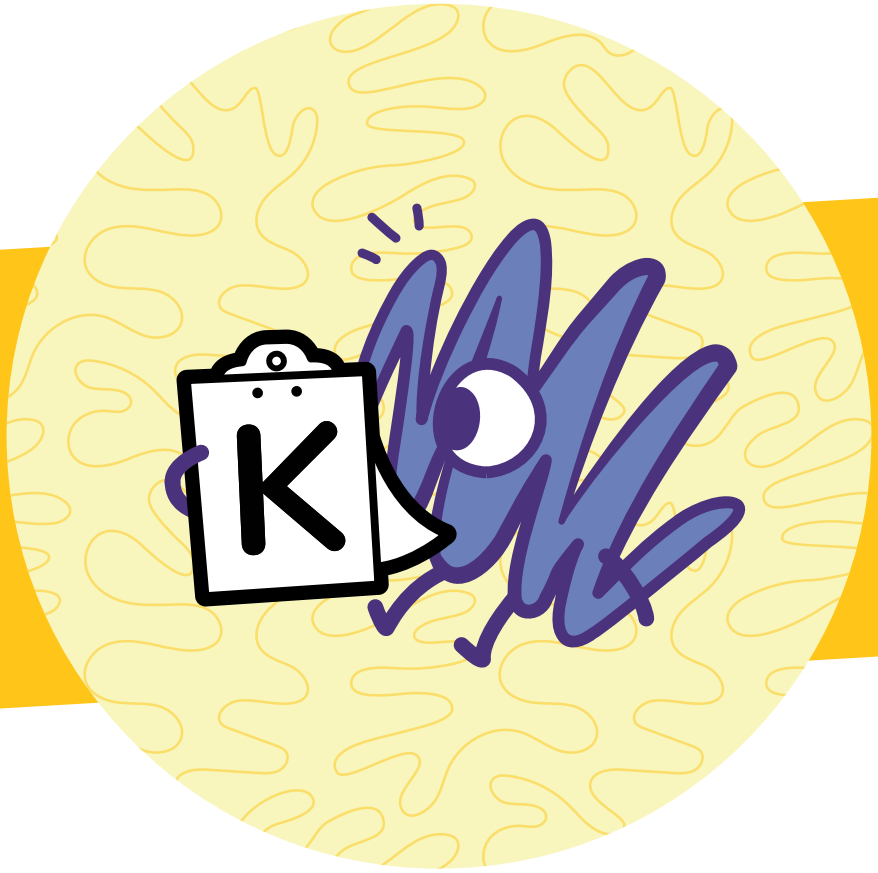


6 **−** **2** **=** **4**



5 **+** **3** **=** **8**

ST Math Texas



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