

 Amplify Desmos Math CALIFORNIA

Kindergarten

Volume 1: Units 1–4

Student Edition

About Amplify

Amplify is dedicated to collaborating with educators to create learning experiences that are rigorous and riveting for all students. Amplify creates K–12 core and supplemental curriculum, assessment, and intervention programs for today’s students.

A pioneer in K–12 education since 2000, Amplify is leading the way in next-generation curriculum and assessment. All of our programs provide teachers with powerful tools that help them understand and respond to the needs of every student.

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Amplify gratefully acknowledges the work of distinguished program advisors from English Learners Success Forum (ELSF), who have been integral in the development of Amplify Desmos Math. ELSF is a 501(c)(3) nonprofit organization whose mission is to expand educational equity for multilingual learners by increasing the supply of high-quality instructional materials that center their cultural and linguistic assets.

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Hello Curious Mind,

Welcome to Kindergarten!

Our world is filled with math, and you are a mathematician! Mathematicians are people who do math — and that's you!

As a mathematician, you will get to explore, build, play, and solve problems.

You'll also learn how to use lots of different math tools and work together with your classmates.

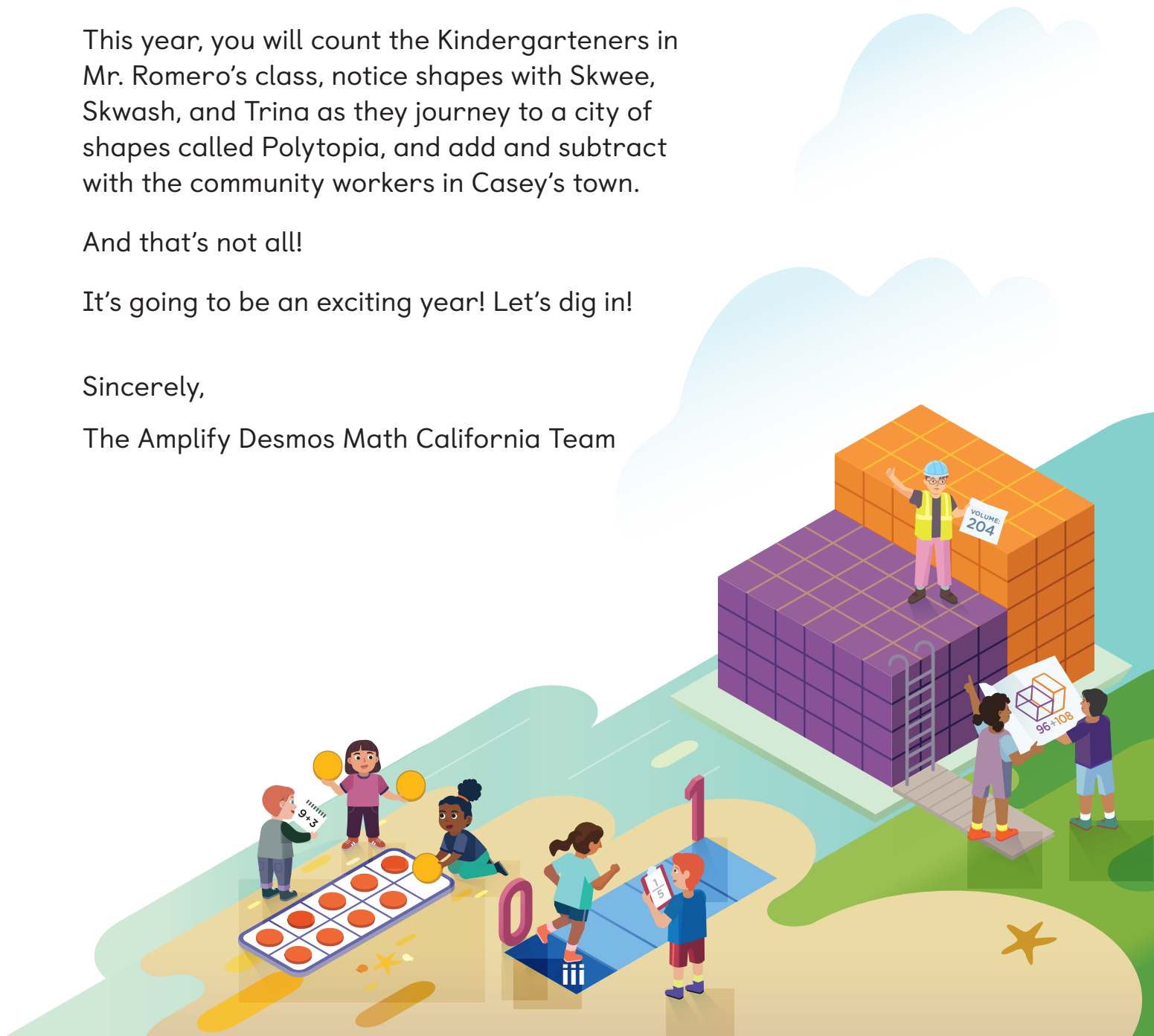
This year, you will count the Kindergarteners in Mr. Romero's class, notice shapes with Skwee, Skwash, and Trina as they journey to a city of shapes called Polytopia, and add and subtract with the community workers in Casey's town.

And that's not all!

It's going to be an exciting year! Let's dig in!

Sincerely,

The Amplify Desmos Math California Team



Unit 1 Math in Our World

Let’s learn about the tools we can use for math this year.

Unit Story: The First Day of School In this story, students notice and wonder about mathematical situations and express how they feel about their first day of school.



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Unit 2 Numbers 1–10

Let's count and create groups and compare numbers up to 10.

 **Unit Story: What's in a Restaurant?** In this story, 5 kids and their families dine at different restaurants in their town where they see different groups and numbers.




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Unit 3 Flat Shapes All Around Us

Let's describe and compare flat shapes. Let's put together small shapes to make larger shapes.



Iakov Kalinin/Shutterstock.com

Unit Story: A Great Shape Adventure In this story, shapeless globs journey out to find the city of Polytopia. Along the way, they face different obstacles that challenge them to help each other and discover who they truly are.



KYTan/Shutterstock.com

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Unit 4 Understanding Addition and Subtraction

Let's explore addition and subtraction in story problems.

Unit Story: Casey's Town In this story, Casey learns about the different people who work in her community, including the librarian, bus driver, mail carrier, grocer, waste collector, and park ranger.



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donatas1205/Shutterstock.com

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Roman Khomylyak/Shutterstock.com

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Unit 5 Make and Break Apart Numbers Within 10

Let's explore putting together and breaking apart numbers.



Best dog photo/Shutterstock.com



Unit Story: Where Is Harry? In this story, a Kindergarten class discovers that their class pet, Harry the Hamster, has escaped. Together, they pursue Harry, looking for clues he left behind.



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Unit 6 Numbers 0–20

Let's show numbers 11–19 in different ways and count up to 20.

Unit Story: Winners In this story, Sara cheers on her sister, Elise, and her soccer team. In practice and in the game, there are groups of teen numbers all around.



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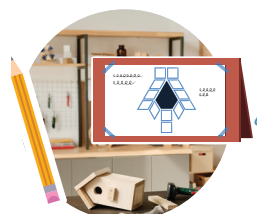
Unit 7 Solid Shapes All Around Us

Let's describe and compare solid shapes. Let's review adding and subtracting.



Pixel-Shot/Shutterstock.com

Unit Story: Everyone Needs Help Sometimes In this story, River makes and repairs things made of solid shapes to help community members solve problems.



AnnaStills/Shutterstock.com

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Unit 1

Math in Our World

Big Ideas in This Unit

- cc1 Sort and Describe Data
- cc2 How Many? Bigger or Equal?
- cc4 Shapes in the World Making Shapes From Parts

Questions for Investigation

- What are math tools and how do you use them?
- How do you figure out and show how many?

Unit Story: The First Day of School

In this story, students notice and wonder about mathematical situations and express how they feel about their first day of school.

Welcome to the School Year!

Hello caregivers and teachers. We are glad your Kindergartener will learn and grow with Amplify Desmos Math this year!

Unit 1 is different from the other units in Kindergarten. There are no in-lesson student edition pages for pencil-and-paper work in this unit. For most of the lessons, students will be working with hands-on manipulatives and talking with their classmates and teachers about the math in their world. There are a few lessons when pencil and paper are needed – for those lessons, student pages can be accessed in the digital program. The student edition also includes a student page for pencil-and-paper practice after each lesson.



Math of the Unit

What are math tools and how do you use them?

Your Kindergartener will explore connecting cubes, pattern blocks, counters, and solid shapes. They will share what they notice, ask questions, and have opportunities to try out their own ideas on how to build with, put together, sort, and count these math tools ([Lessons 1-5](#)). These tools will be used to represent mathematical ideas throughout the year.



Hands-On



How do you figure out and show how many?

Explore different ways to answer “how many?” questions	<ul style="list-style-type: none"> Look at small groups of objects in organized (Lessons 6–11 and 17) and random (Lessons 6, 7, and 10) arrangements and say how many there are without counting. Notice there are different ways to show the same number. For example, see there are 4 hats and draw a picture of 4 dots to show how many there are (Lessons 9 and 10).
Explore “are there enough?” questions	<ul style="list-style-type: none"> Figure out if there are enough plates for each person to get one, often by matching each plate to one person (Lessons 11 and 12). Practice matching and creating groups with the same number of objects by getting enough pattern blocks for each person to have one (Lesson 12).
Explore counting	<ul style="list-style-type: none"> Count aloud from 1 to 5 (Lessons 2 and 4) and 1 to 10 (Lessons 14 and 15). Count groups of up to 10 objects focusing on saying the numbers in order, matching each object with one number, and keeping track of which objects have been counted (Lessons 13–16). Understand the last number said when counting tells how many there are and notice that the number of objects doesn’t change if the same objects are moved around (Lessons 14 and 18). Use objects and drawings to show how many there are (Lesson 17).



Notes:

Watch Your Knowledge Grow

This is the math you'll explore in this unit. Rate your understanding to see how your knowledge grows!

— —
Not yet Almost I got it!

I can . . .	Before	After
Use math tools.	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>
Describe math tools.	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>
Make groups with the same number using objects and drawings.	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>
Ask and answer "are there enough?" questions.	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>
Count 1 object at a time and know the last number said tells how many.	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>
Keep track of objects as I count in different ways.	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>
Show how many are in a group using a drawing.	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>

Exploring Math Tools

✦ Unit Story: The First Day of School



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The students in the story notice and wonder about the world around them.

What do you notice and wonder about math tools?

Name _____

1

 Draw



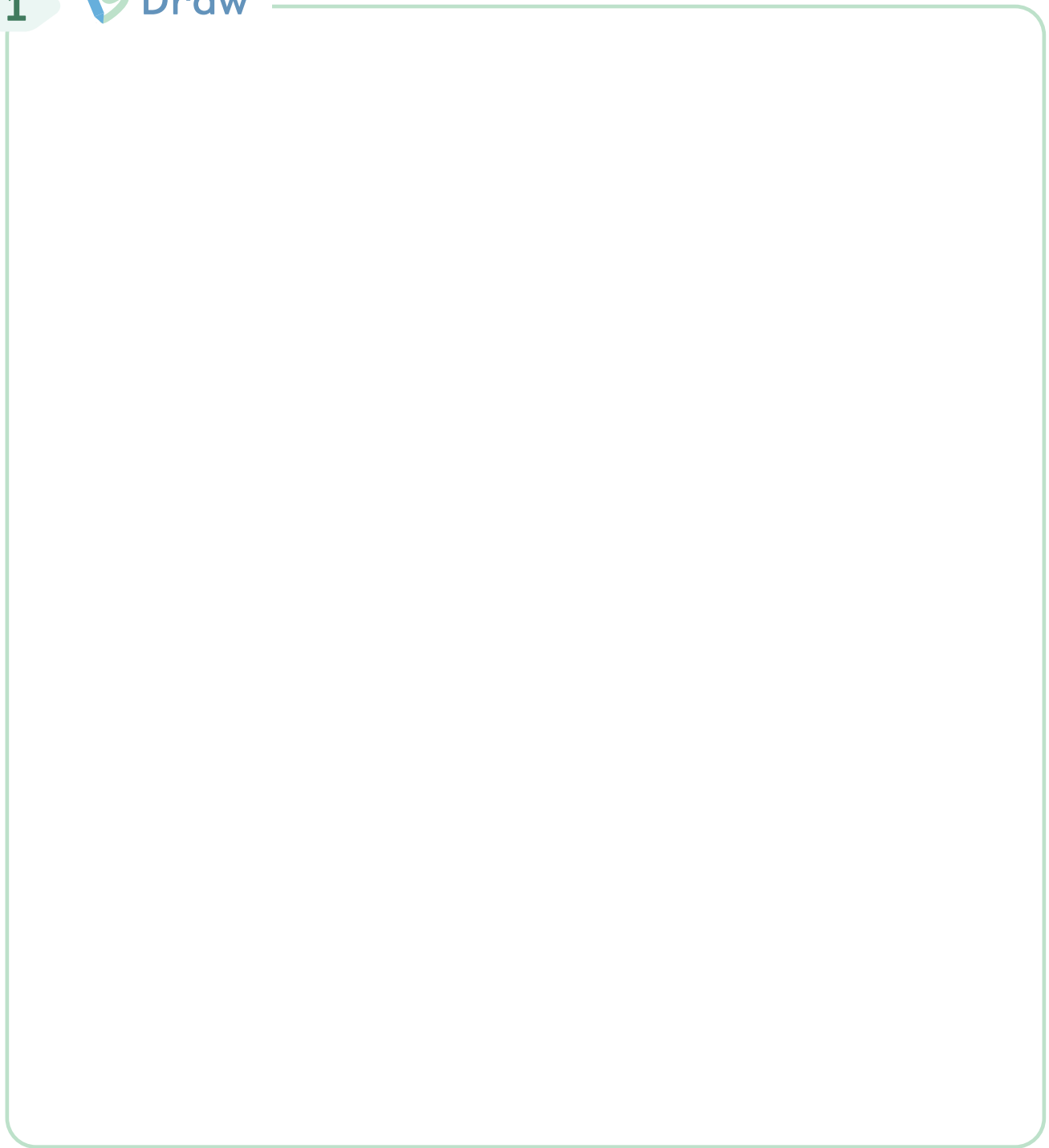
Directions:

1. Draw a picture to show what you did in math class today.

Name _____

1

 Draw



Directions:

1. Draw a picture of how you would like partner work to look, sound, or feel.

Name _____

1

 Draw



Directions:

1. Draw a picture to show what math tools you used today and how you used them.

Name _____

1

 Draw



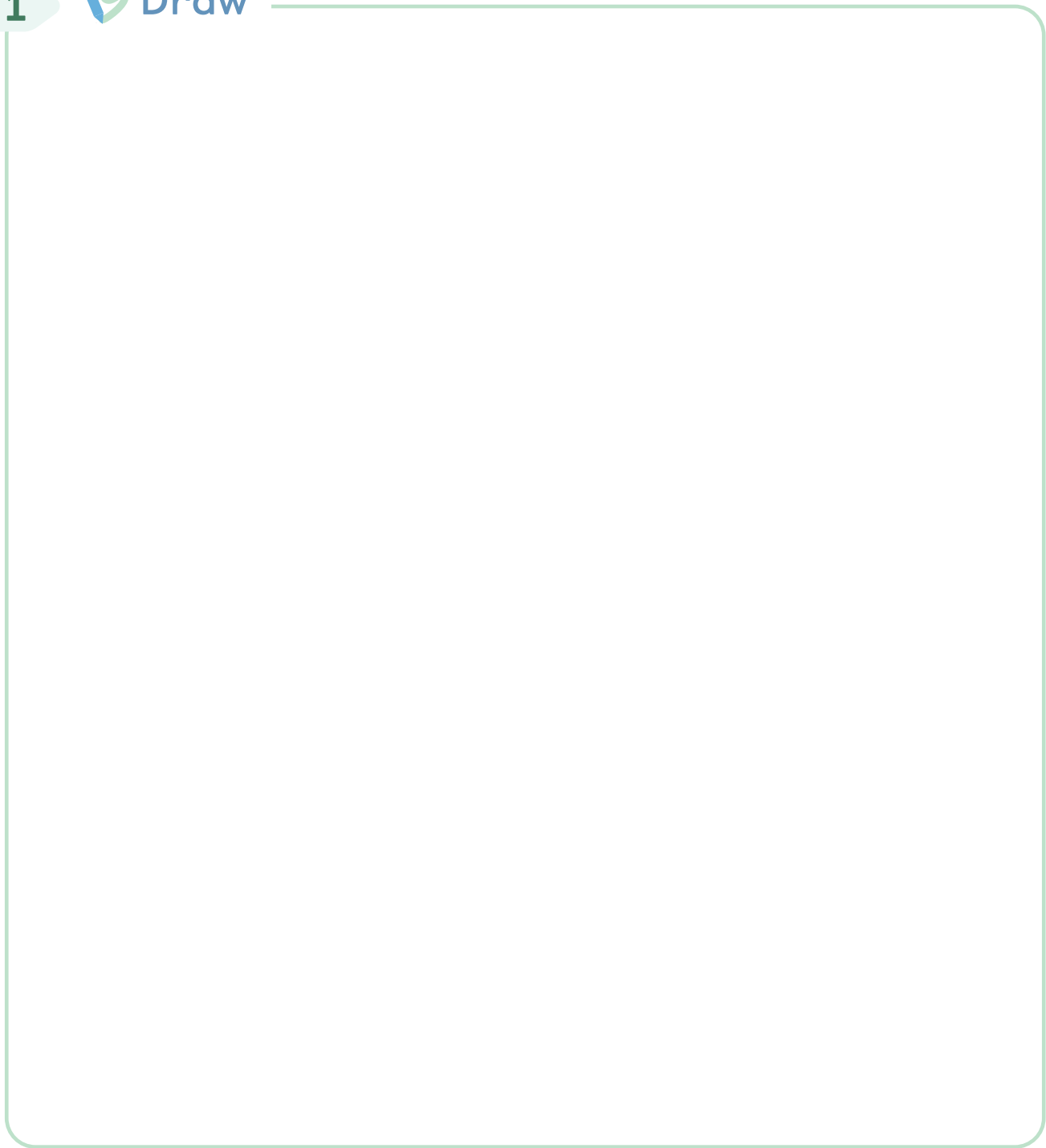
Directions:

1. Draw some math tools you explored. Tell how you could use these tools.

Name _____

1

 Draw



Directions:

1. Draw a picture to show what you have learned about math tools.

Recognizing Quantities

✦ Unit Story: The First Day of School



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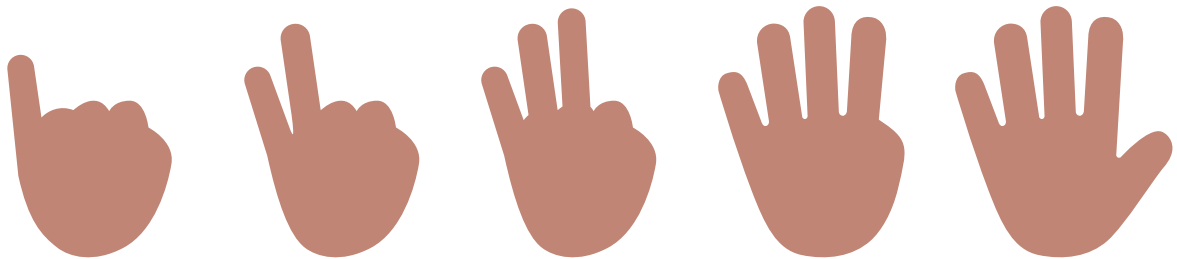
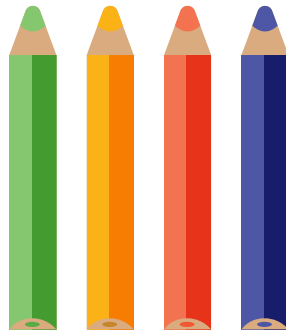
Charlie wonders about the groups of bananas he sees.

Where do you see groups of objects or pictures in the world?

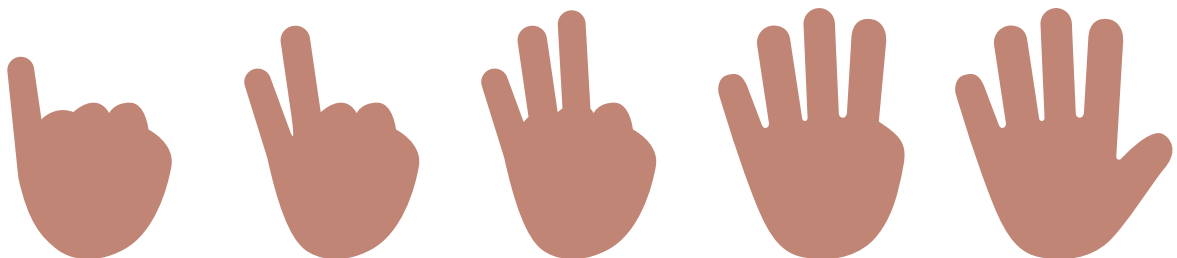
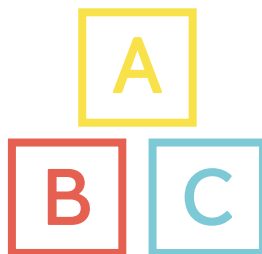
Practice 1.06

Name _____

1



2



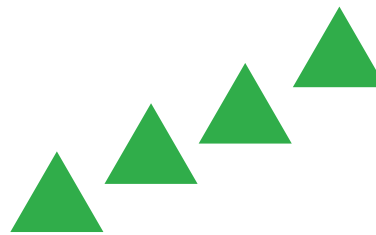
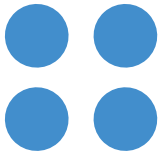
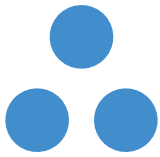
Directions:

1–2. Circle the hand that shows how many objects are in the group.

Practice 1.07

Name _____

1



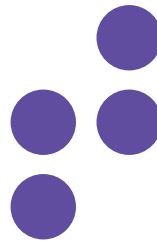
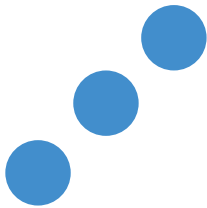
Directions:

1. Draw lines to match each group of dots with the group of math tools that shows the same number.

Practice 1.08

Name _____

1

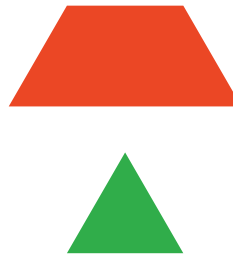
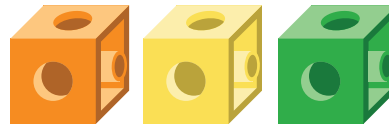
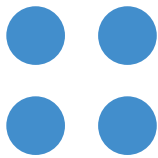
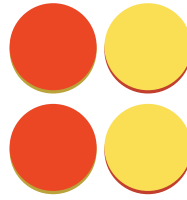


Directions:

1. Draw lines to match each group of dots with the group that shows the same number.

Practice 1.09

Name _____



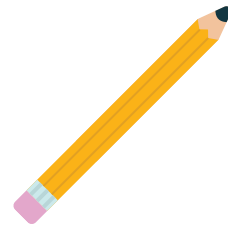
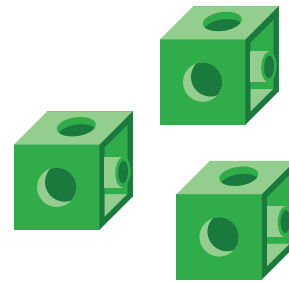
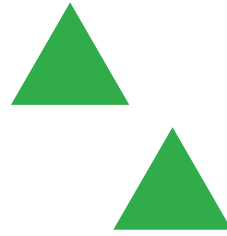
Directions:

1. Draw lines to match each group of dots with the math tool that shows the same number.

Practice 1.10

Name _____

1



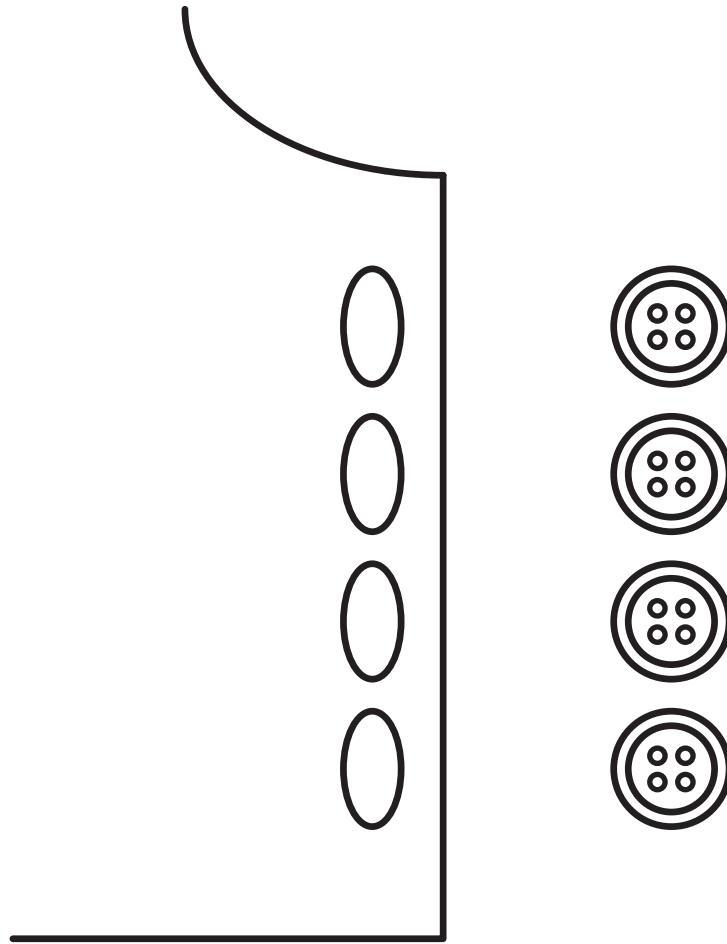
Directions:

1. Draw lines to match each picture with the picture that shows the same number.

1



Show your thinking.

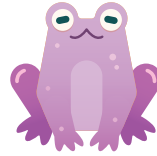


Directions:

1. Figure out if there are enough buttons for each hole on Skye's shirt.

1

 Draw



Directions:

1. Draw to show enough insects so that each frog has 1 insect.

Figuring Out How Many

✦ Unit Story: The First Day of School



sylv1rob1/Shutterstock.com

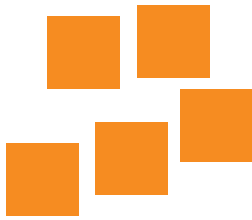
The students in the story are getting ready for a school year filled with curiosity and learning.

What have you learned about counting?

Practice 1.13

Name _____

1



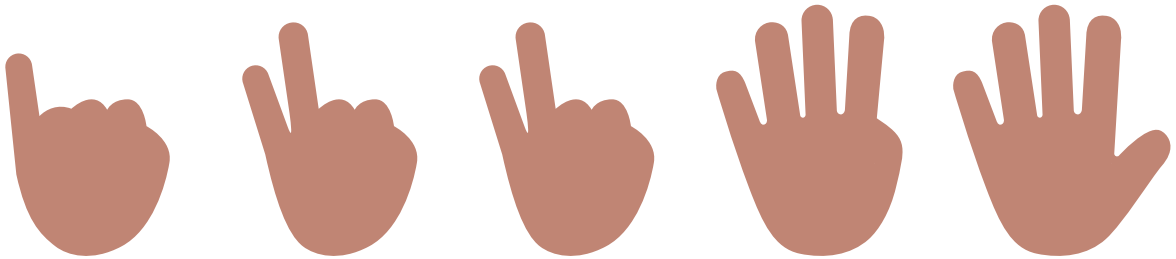
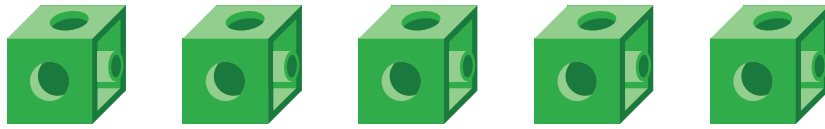
Directions:

1. Draw lines to match each set of pattern blocks with the 5-frame that shows the same number.

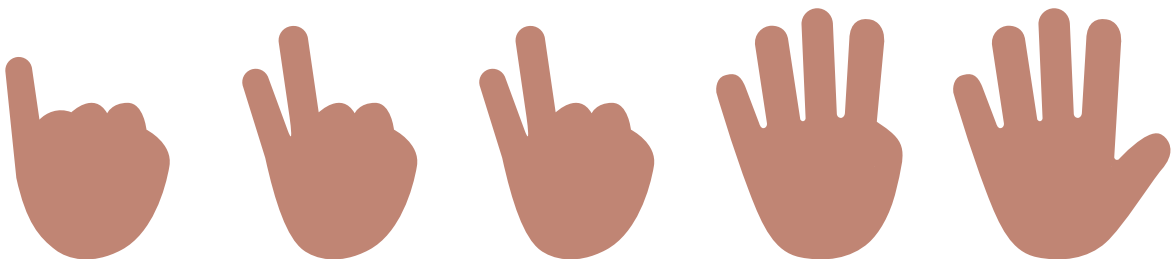
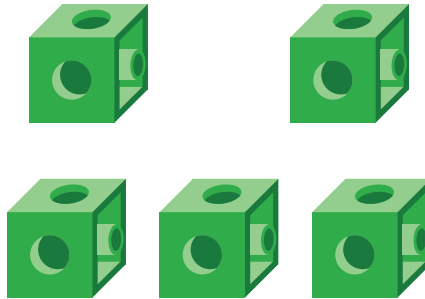
Practice 1.14

Name _____

1



2



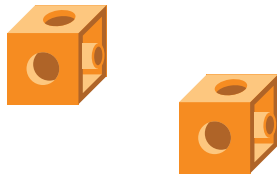
Directions:

1–2. Figure out how many cubes there are. Circle the hand that shows how many. Use a math tool if it is helpful.

Practice 1.15

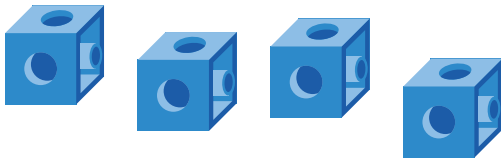
Name _____

1



--	--	--	--	--

2



--	--	--	--	--

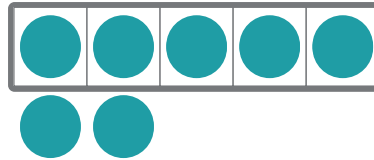
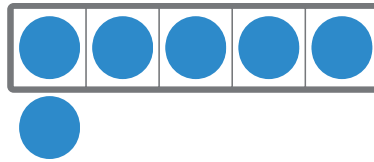
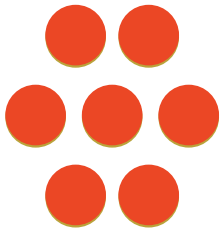
Directions:

1–2. Draw dots on the 5-frame to show how many cubes.

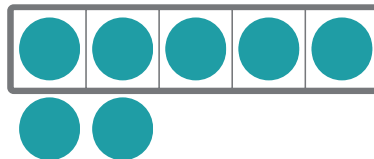
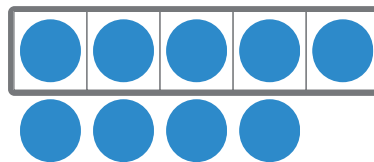
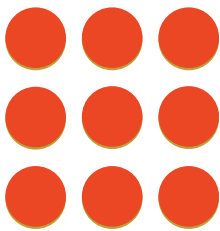
Practice 1.16

Name _____

1



2



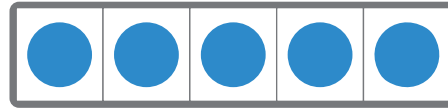
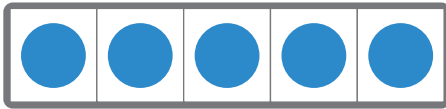
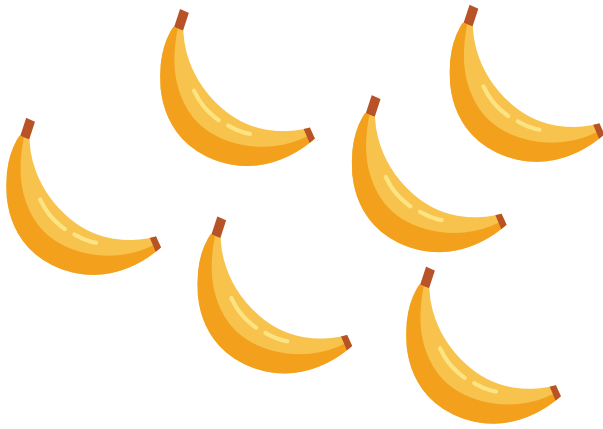
Directions:

1–2. Figure out how many counters. Circle the 5-frame that shows how many.

Practice 1.17

Name _____

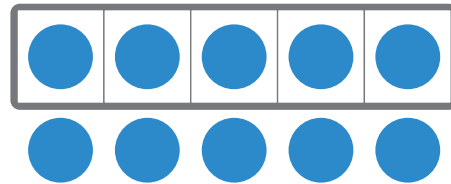
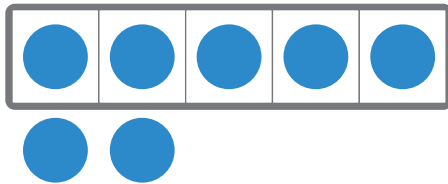
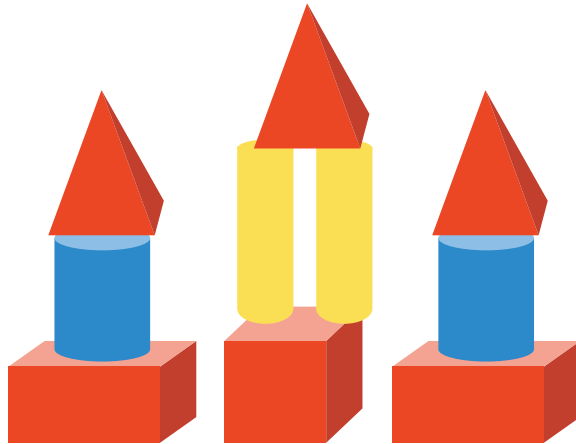
1



Directions:

1. Figure out how many bananas. Circle the 5-frame that shows how many.

1



Directions:

1. Figure out how many solid shapes. Circle the 5-frame that shows how many.

Math at Work

How do grocery stores know how many fruits and vegetables they need?

Grocery store managers help make sure the store has enough food to sell. They count how much food is sold each day.



BearFotos/Shutterstock.com. tolem929/Shutterstock.com.

Math at Home

 Draw

Math Mindset

 Draw

Directions:

Math at Home: Find a food item in your kitchen that you can count. Draw how many you have. How many do you have?

Math Mindset: Draw a picture that shows how you think about math after this unit.

Unit 2

Numbers 1–10

Big Ideas in This Unit

CC1 Sort and Describe Data CC2 How Many? Bigger or Equal?

Questions for Investigation

- How does knowing different ways to figure out how many are in a group help you compare 2 groups of objects?
- What are the different ways you can show a number?
- How can you use what you know about numbers and counting to compare written numbers?



Explore: Cafeteria Math

What math can we find in the cafeteria?



Unit Story: What's in a Restaurant?

In this story, 5 kids and their families dine at different restaurants in their town where they see different groups and numbers.



Watch Your Knowledge Grow

This is the math you'll explore in this unit. Rate your understanding to see how your knowledge grows!

— —
Not yet Almost I got it!

I can . . .	Before	After
Arrange and describe objects in groups.	<input type="radio"/> — <input type="radio"/> — <input checked="" type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input checked="" type="radio"/>
Compare 2 groups of objects using the words more, fewer, or same.	<input type="radio"/> — <input type="radio"/> — <input checked="" type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input checked="" type="radio"/>
Make groups with more, fewer, or the same amount of objects.	<input type="radio"/> — <input type="radio"/> — <input checked="" type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input checked="" type="radio"/>
Make groups to show a given number.	<input type="radio"/> — <input type="radio"/> — <input checked="" type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input checked="" type="radio"/>
Write numbers to show how many.	<input type="radio"/> — <input type="radio"/> — <input checked="" type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input checked="" type="radio"/>
Identify 1 more and 1 less than a given number.	<input type="radio"/> — <input type="radio"/> — <input checked="" type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input checked="" type="radio"/>
Figure out which number is more or less.	<input type="radio"/> — <input type="radio"/> — <input checked="" type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input checked="" type="radio"/>

Counting and Comparing Objects

✦ Unit Story: What's in a Restaurant?



PhaiApirom/Shutterstock.com

Wanda and her family order bean buns at Hong Wah Garden.

How could she figure out if there are more, fewer, or the same number of bean buns as there are people at the table?

Name _____

Sort and Describe Data

Building Toward K.CC.5, SMP.1, SMP.4

Explore: Cafeteria Math

What math can we find in the cafeteria?



Warm-Up



eyes on teacher

Discuss



What do you notice? What do you wonder?

What's In a Restaurant?

Unit Story





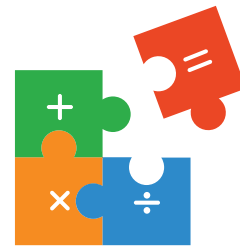
Ways to be a mathematician

- 1 I can take my time to think about a challenging problem before trying to solve it.



Not yet Almost I got it!

- 2 I can use math to help solve real-world problems.




Not yet Almost I got it!

Name _____

Sort and Describe Data

How Many?

 K.CC.1, K.CC.3, K.CC.4, SMP.2, SMP.7, SMP.8

Fingers as Math Tools

Let's show numbers with our fingers.



Warm-Up



eyes on teacher



I am a doer of math.

What do you feel confident about as a mathematician?
What are you still learning?

Activity

1

Math Fingers

Hands-On 

1

Discuss



I see _____ fingers.

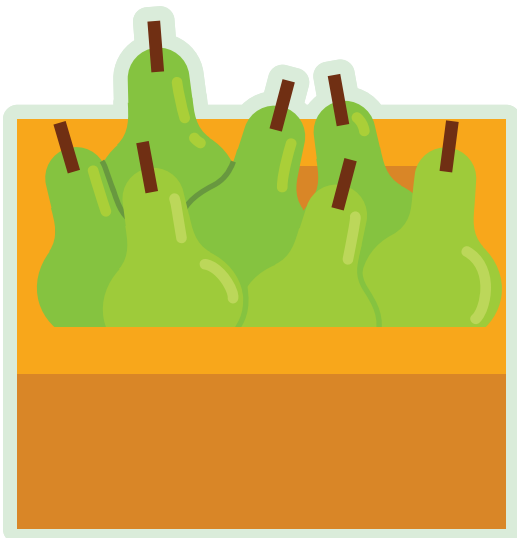
Directions: Take turns holding up the number of fingers you see on the cards. Figure out and tell how many fingers your partner is holding up.

Telling the Chef How Many

2

1
3
5
4
6

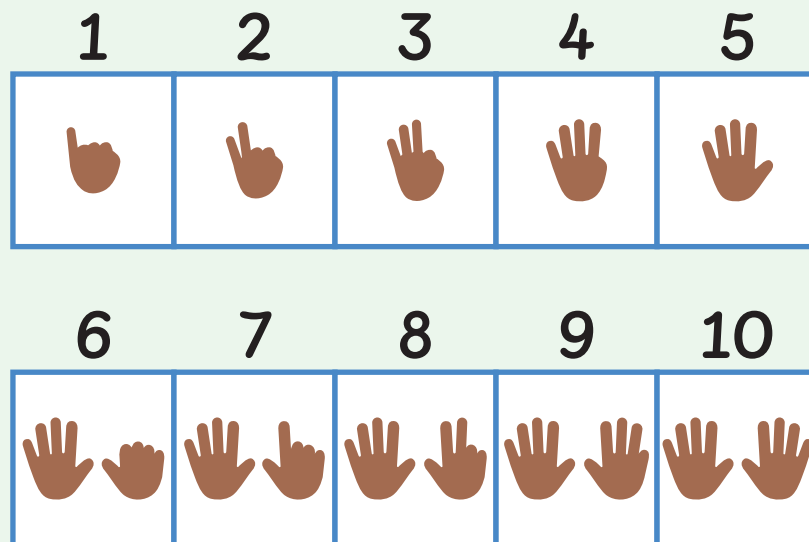
8
10
9
2
7



Directions: When you hear a number, use your fingers to show that number.

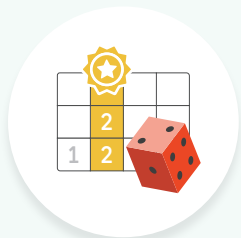
Summary 2.02

You can use your fingers as math tools to show a number.



Practice 2.02

You'll play this Center.



Number Race

Stage 1

Let's practice writing numbers to 10.

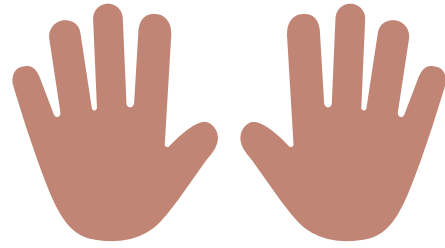
Practice 2.02

Name _____

1



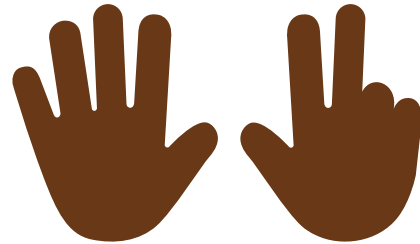
2



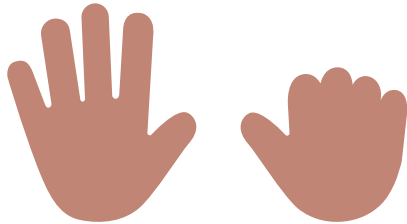
3



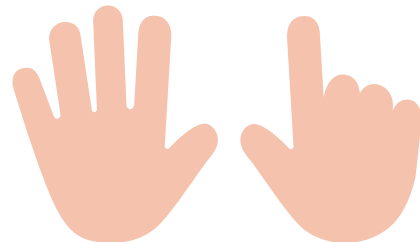
4



5



6



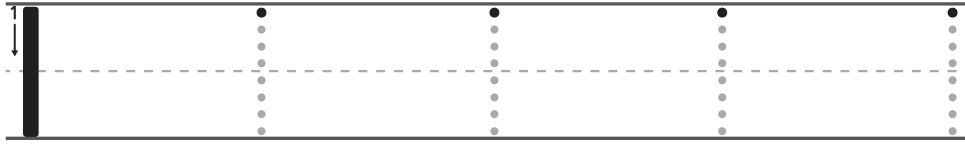
Directions:

1–6. Hold up the number of fingers you see. Tell how many fingers you are showing.

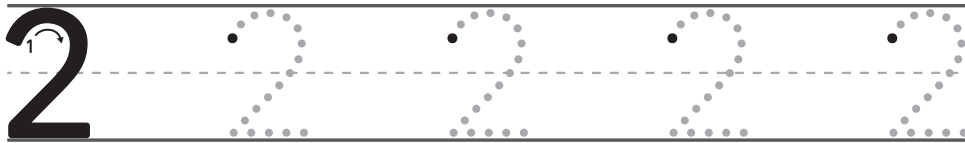
Practice 2.02

Name _____

7



8




Directions:

7–8. Trace the numbers.

Name _____

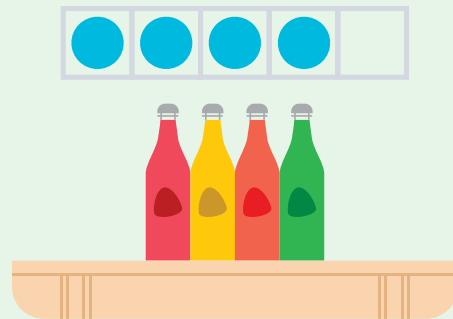
Sort and Describe Data

How Many?

 K.CC.4, K.CC.4.b, K.CC.5, SMP.2, SMP.8

Moving and Grooving

Let's figure out what happens when we rearrange objects, or things, in a group.



Warm-Up



eyes on teacher



We are a math community.

How does your math community help you learn?

Activity

1

How Many Now?

Hands-On 

1

Discuss



- There are _____ dishes.
- I know because _____.

Directions: Figure out how many and then tell your partner.

Shake and Spill

2

Discuss 

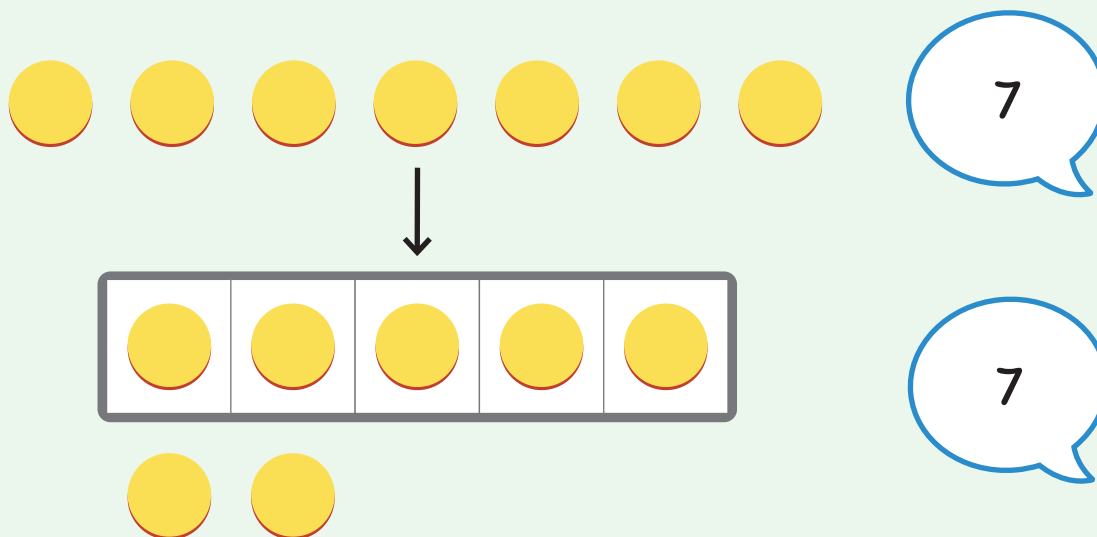
- There are _____ counters.
- I agree because _____.
- I disagree because _____.



Directions: Figure out how many counters. Put the counters back into the cup, shake them, and then spill them again. Have your partner figure out how many counters.

Summary 2.03

When objects are rearranged, the number of objects does not change.



Practice 2.03

Choose from these Centers.



Math Fingers

Stage 1



Number Race

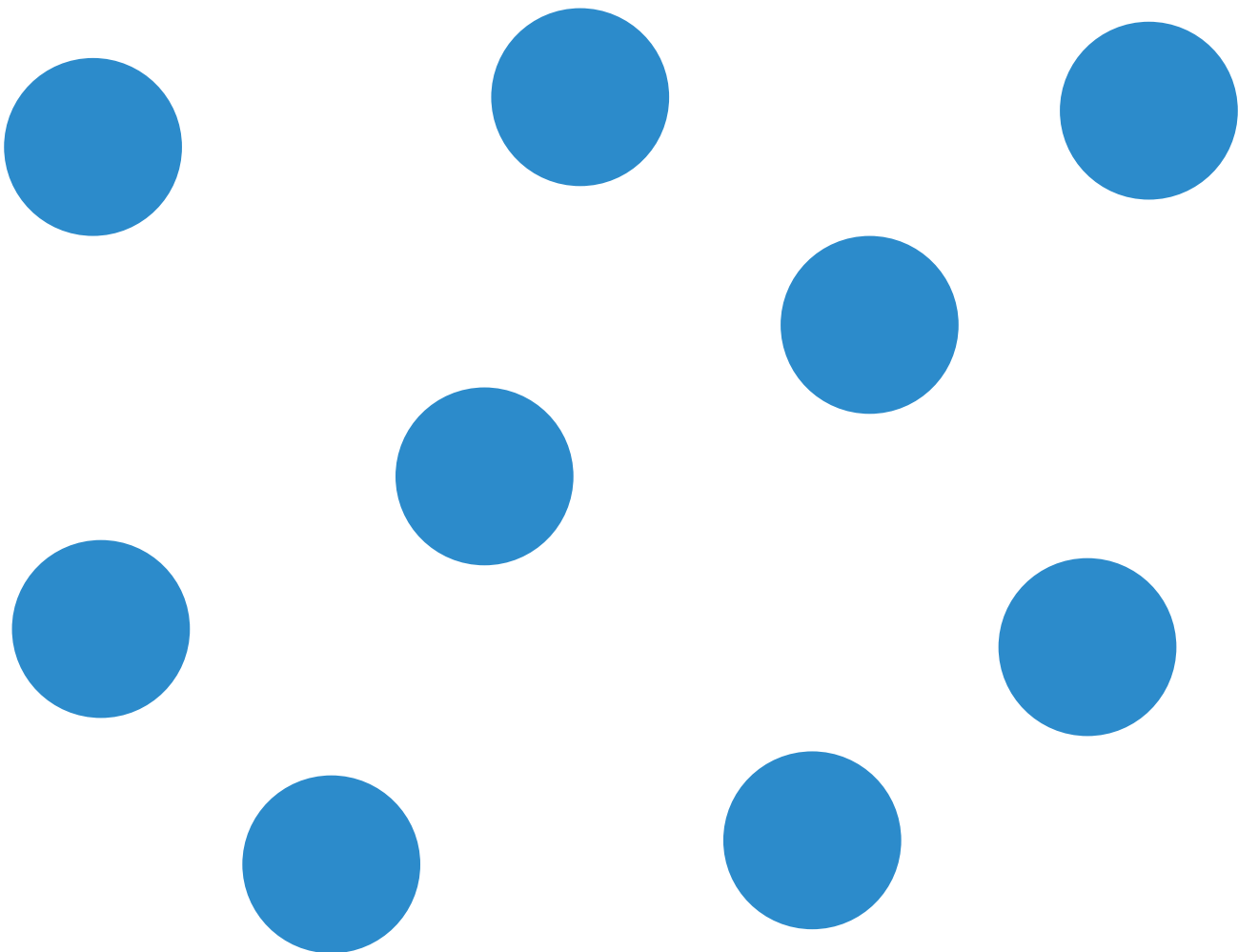
Stage 1



Shake and Spill

Stage 1

1



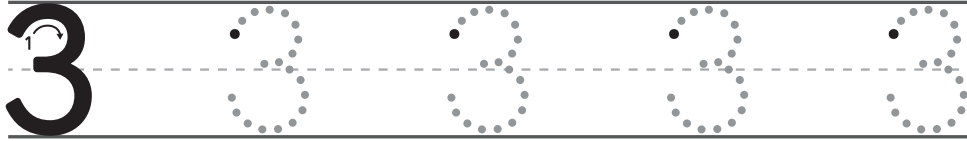
Directions:

1. Put 1 object on each dot. Figure out how many and then tell how many.

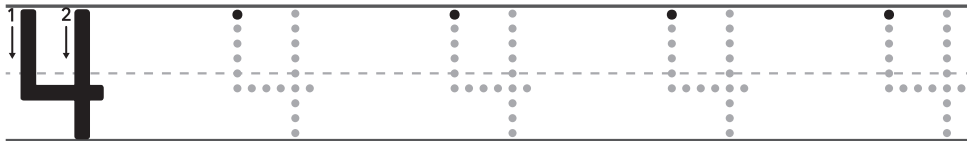
Practice 2.03

Name _____

2



3



Directions:


2-3. Trace the numbers.

Name _____

Sort and Describe Data

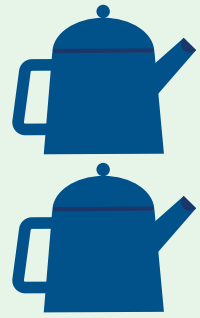
How Many?

Bigger or Equal?

 K.CC.4, K.CC.5, K.CC.6, SMP.6, SMP.7

More, Fewer, or the Same

Let's describe groups
of objects.



Warm-Up



eyes on teacher



I can be all of me in math class.

Our story takes place in different
restaurants. What groups might
you see in a restaurant?

Activity

1

Clearing the Table

Hands-On 

1

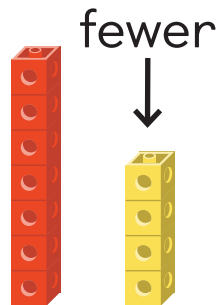
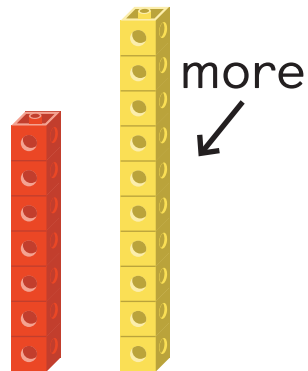
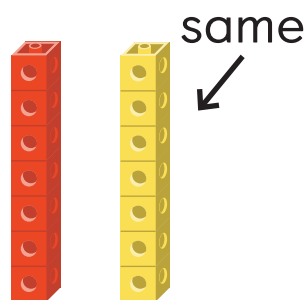
Discuss 

- I notice _____.
- I wonder _____.

Directions: Tell your partner what you notice and wonder about the 2 groups.

Shake and Spill

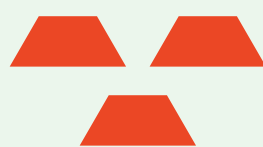
2

Discuss fewermoresame

Directions: Compare the 2 groups of counters using the words *fewer*, *more*, and *same*.

Summary 2.04

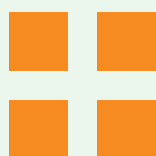
You can compare the number of objects in 2 groups by using the words **more**, **fewer**, or *same*.



more



fewer



the same number

Practice 2.04

Choose from these Centers.



Number Race

Stage 1



Shake and Spill

Stage 1



Shake and Spill

Stage 2

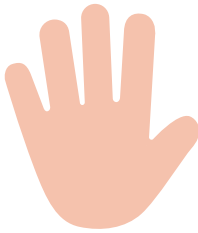
Practice 2.04

Name _____

1



2



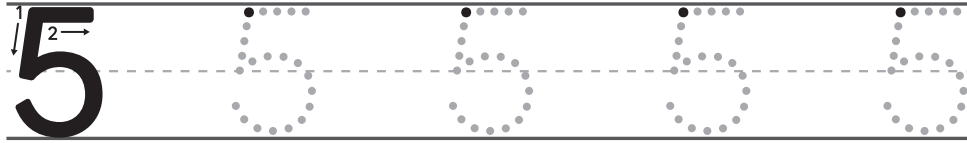
Directions:

1. Hold up the number of fingers you see on each hand. Circle the hand that shows *more* fingers.
2. Hold up the number of fingers you see on each hand. Circle the hand that shows *fewer* fingers.

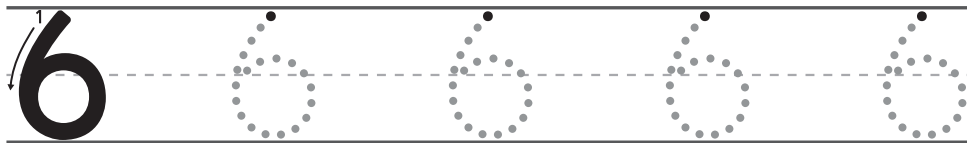
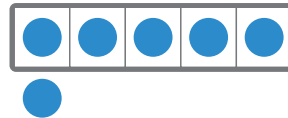
Practice 2.04

Name _____

3



4



Directions:

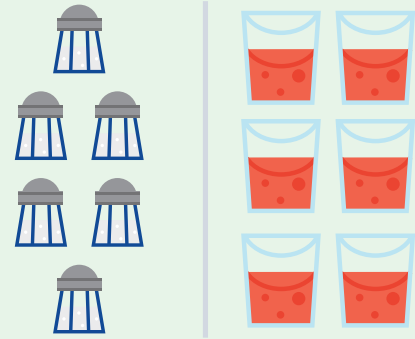
3-4. Trace the numbers.

Name _____

Sort and Describe Data How Many? , Bigger or Equal? K.CC.4, K.CC.5, K.CC.6, SMP.3, SMP.7, SMP.8

Fingers and Counters

Let's make groups with more, fewer, or the same number of objects.



Warm-Up



eyes on teacher



I am a doer of math.

When do you hear or say the words *more* or *fewer* at home?

Activity

1

Math Fingers

Hands-On 

1

Discuss



- The card shows _____ fingers.
- _____ fingers are fewer fingers than _____ fingers.
- _____ fingers are more fingers than _____ fingers.

Directions: Work with your partner to show *fewer* fingers and *more* fingers than the number of fingers on the card.

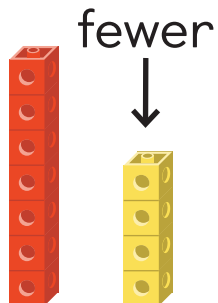
Less, Same, More

2

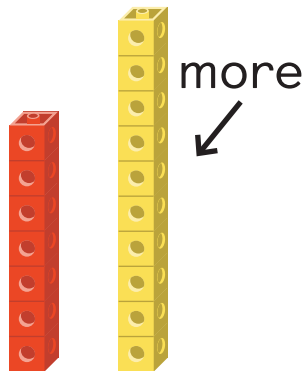
Discuss



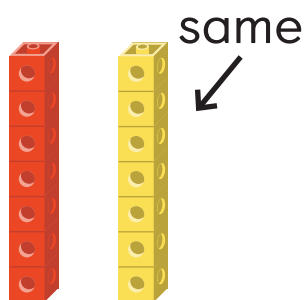
fewer



more



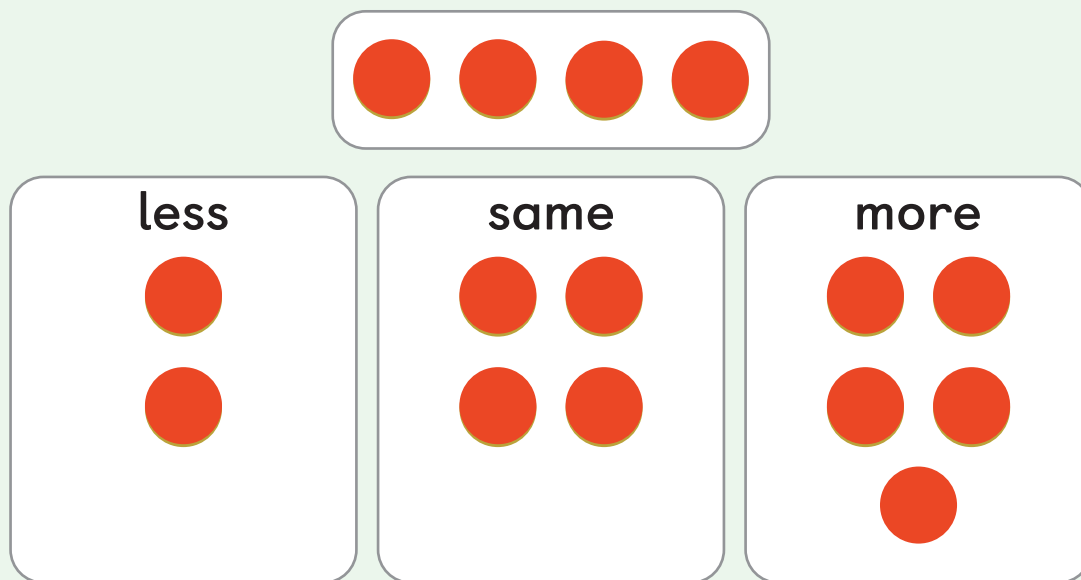
same



Directions: Use counters to make a group that has *fewer* objects, a group that has *more* objects, and a group that has the *same* number of objects as the number of objects shown.

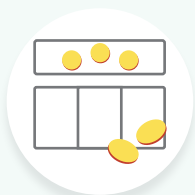
Summary 2.05

You can make a group of objects that has *fewer* objects, the *same* number of objects, or *more* objects than another group.



Practice 2.05

Choose from these Centers.



Less, Same,
More

Stage 1



Math
Fingers

Stage 2



Shake and
Spill

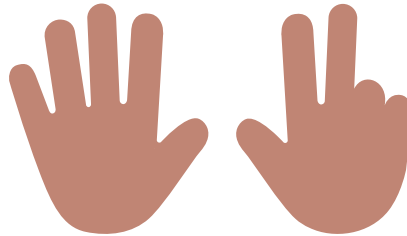
Stage 2

Name _____

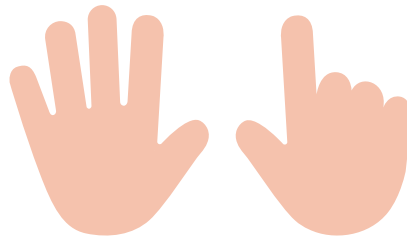
1



2



3



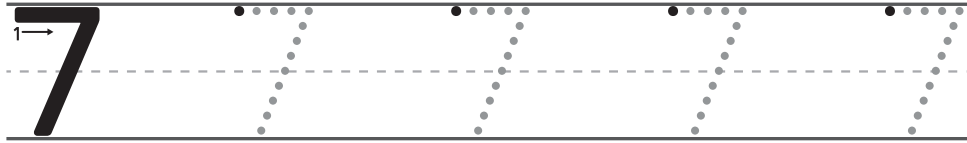
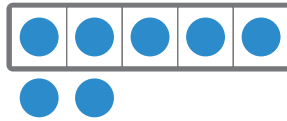
Directions:

1–3. Show *more* fingers and *fewer* fingers than the number of fingers shown. Then compare the number of fingers you are holding up using the words *more* or *fewer*.

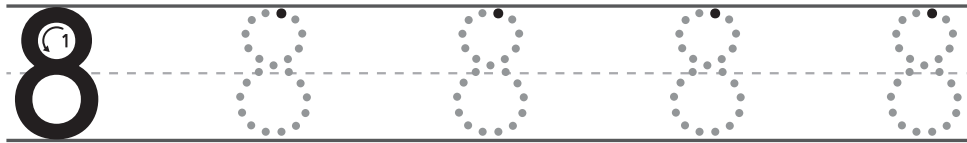
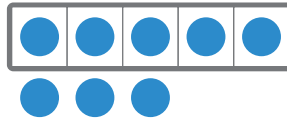
Practice 2.05

Name _____

4



5



Directions:


4–5. Trace the numbers.

Name _____

Sort and Describe Data

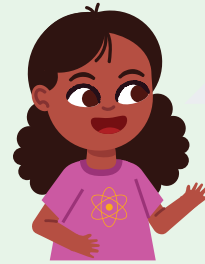
How Many?

Bigger or Equal?

 K.CC.5, K.CC.6, SMP.6, SMP.7

Comparing Words

Let's use *more*, *fewer*, and the *same* number to compare groups.



Warm-Up



eyes on teacher



I am a doer of math.

When do you hear or say the word *same* at home?

Activity

1

Matching Mystery Bags

Hands-On 

1

Discuss 

I know that Bag _____ has _____ red cubes than yellow cubes because _____.

Directions: Listen to the sentences that describe the cubes in the bag. Find the bag that matches the sentence and explain to your partner how you know it matches.

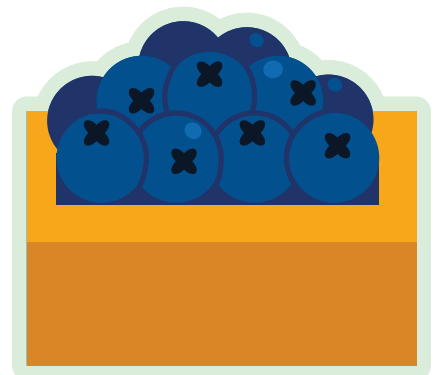
Mix and Mingle: Comparing Cubes

Hands-On 

2

Discuss 

My group has _____
your group.



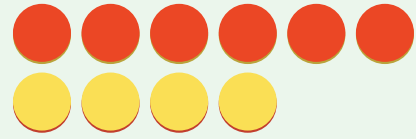
Directions: Figure out if your group has *more*, *fewer*, or the *same* number of cubes as your partner's group. Explain to your partner what you figured out.

Summary 2.06

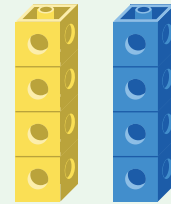
You can use the words *more*, *fewer*, and the *same* number to compare 2 groups of objects.

There are *more* red counters than yellow counters.

There are *fewer* yellow counters than red counters.



There are the *same* number of yellow cubes and blue cubes.



Practice 2.06

Choose from these Centers.



Less, Same,
More

Stage 1



Math
Fingers

Stage 2



Shake and
Spill

Stage 2

Practice 2.06

Name _____

1



2



3



4



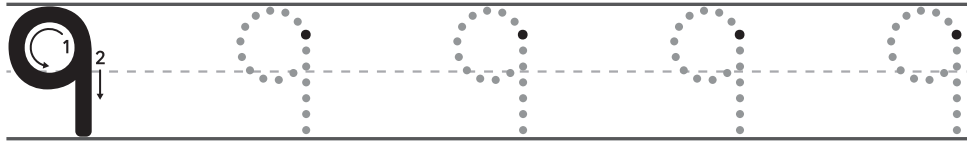
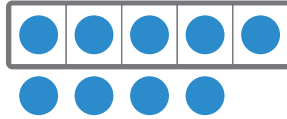
Directions:

1–4. Compare the cube towers. Circle the tower that has *more* cubes. Put an X on the tower that has *fewer* cubes. Underline both towers if they have the *same* number of cubes.

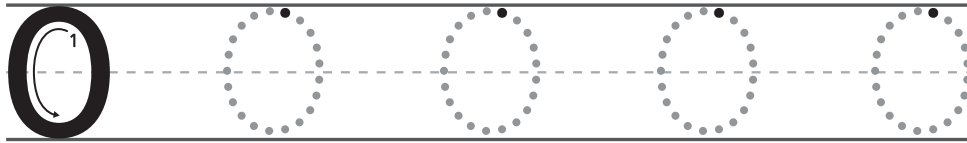
Practice 2.06

Name _____

5



6

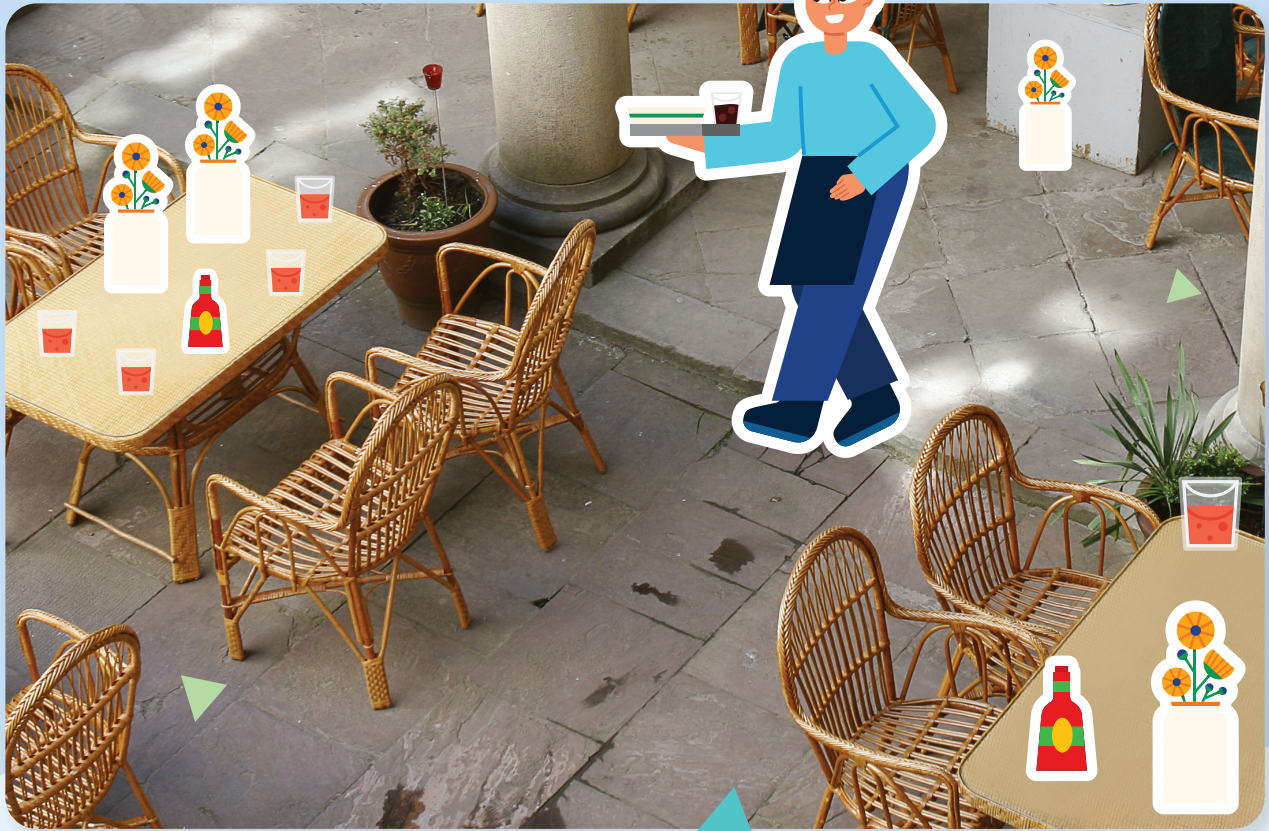


Directions:

4–5. Trace the numbers.

Counting and Comparing Images

✦ Unit Story: What's in a Restaurant?



Elena Yakusheva/Shutterstock.com


At Bella Trattoria, Dez sees objects scattered throughout the restaurant.

How do you keep track as you count scattered objects in pictures?

Name _____

Sort and Describe Data

How Many?

 K.CC.4.b, K.CC.5, SMP.6, SMP.8


Seats at the Table

Let's figure out how many objects are in the pictures.



Warm-Up



 eyes on teacher



We are a math community.
How do you tell someone that you disagree with their math solution or answer?

Activity

1

Seating Arrangements

Hands-On 

1

Discuss 

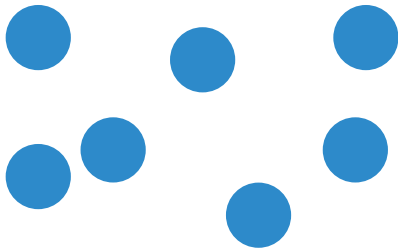
- There are _____ dots.
- I know because _____.

Directions: Take turns figuring out how many dots are on the card. Then explain how you figured it out.

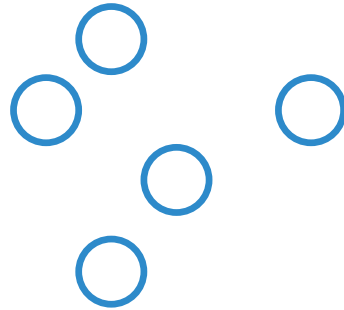
Counting Unorganized Groups

Discuss 

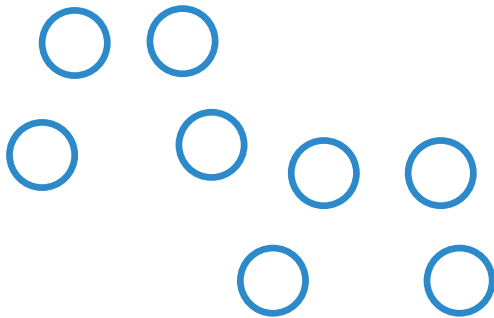
2



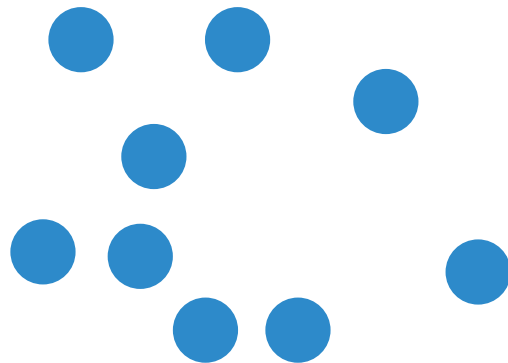
3



4



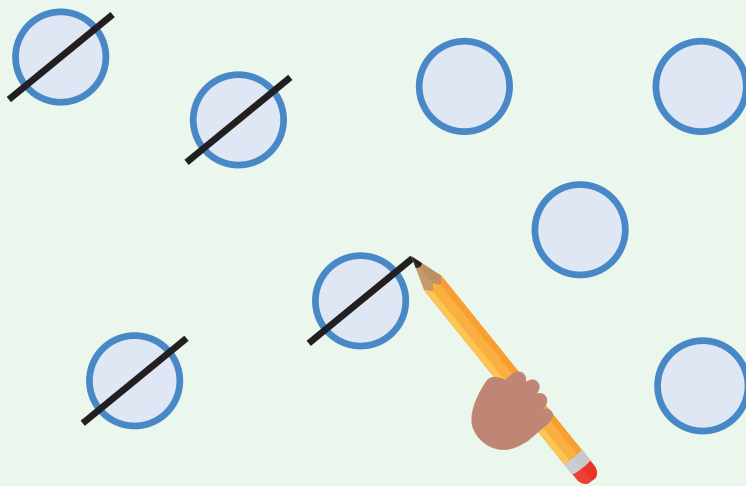
5



Directions: Figure out how many dots there are for each problem. Then tell your partner how many there are and explain how you figured out how many.

Summary 2.07

You can figure out how many objects are in a picture by keeping track of the objects you count.



Practice 2.07

You'll play this Center.



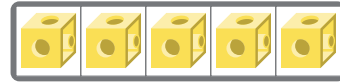
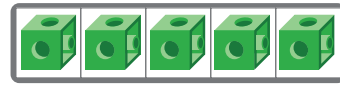
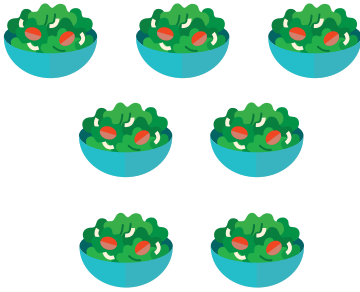
Math Stories Stage 1

Let's tell and answer
how many? questions.

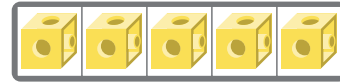
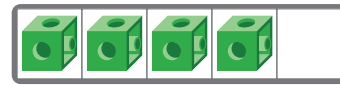
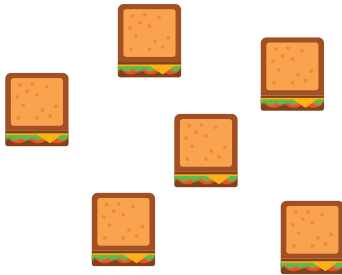
Practice 2.07

Name _____

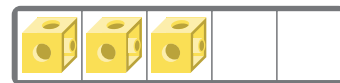
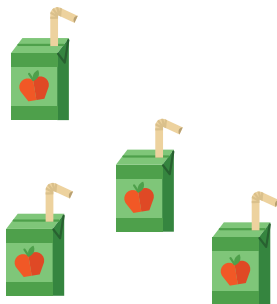
1



2



3



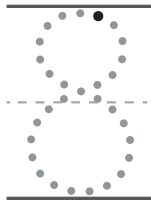
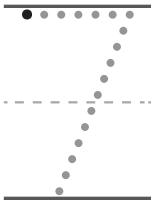
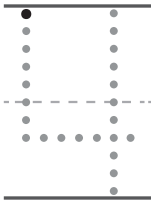
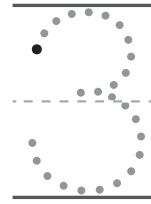
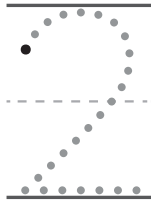
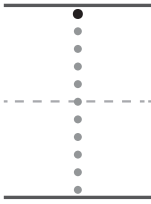
Directions:

1–3. Circle the 5-frame that shows how many.

Practice 2.07

Name _____

4



Directions:


4. Trace each number.

Name _____

Sort and Describe Data

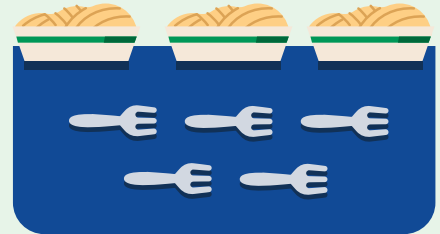
How Many?

Bigger or Equal?

 K.CC.5, K.CC.6, SMP.7

Preparing the Tables

Let's compare 2 groups of objects in pictures.



Warm-Up



eyes on teacher

I can be all of me in math class.

When do you see people compare groups at home or at school?

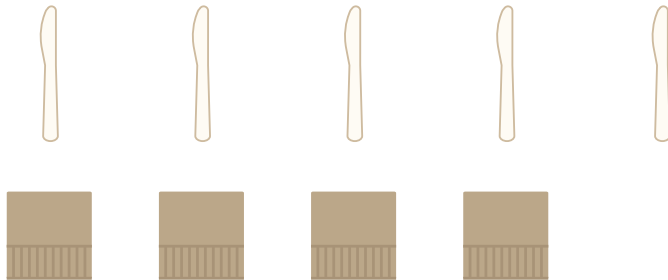
Activity

1

Setting the Table

Discuss

1

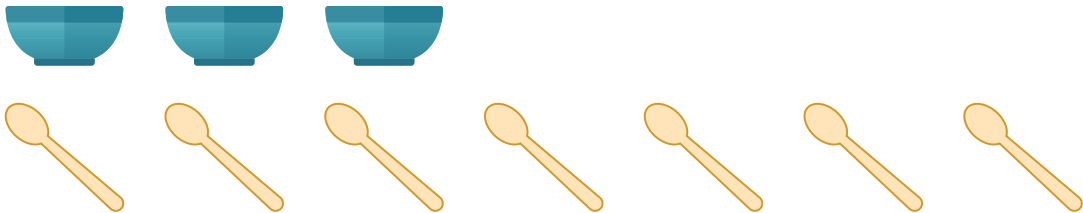


Directions: Compare the 2 groups in each picture. Explain to your partner how you know which group has *more*, which group has *fewer*, or if the 2 groups have the *same* number.

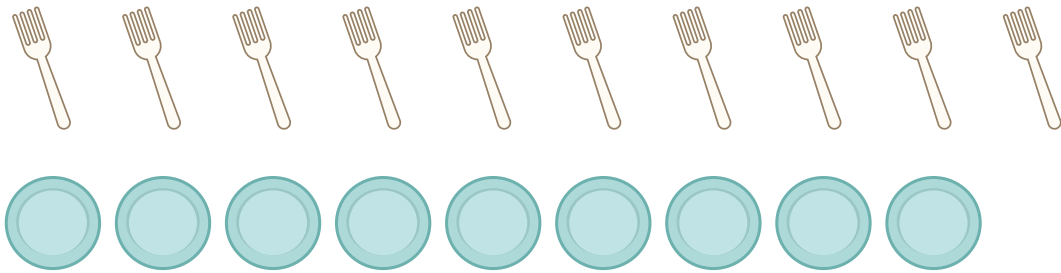
Setting the Table (continued)

Discuss 

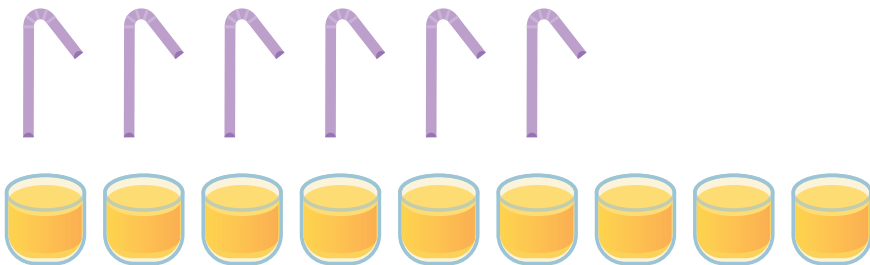
2



3



4



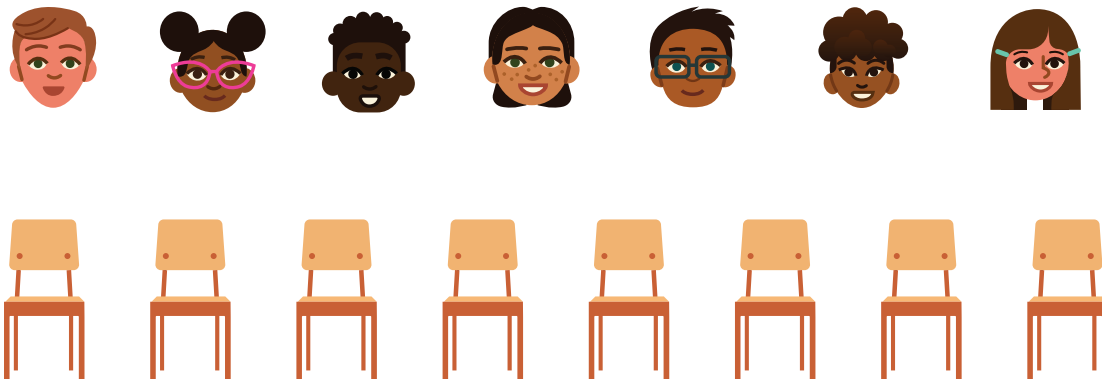
Directions: Compare the 2 groups in each picture. Explain to your partner how you know which group has *more*, which group has *fewer*, or if the 2 groups have the *same* number.

Seating the Guests

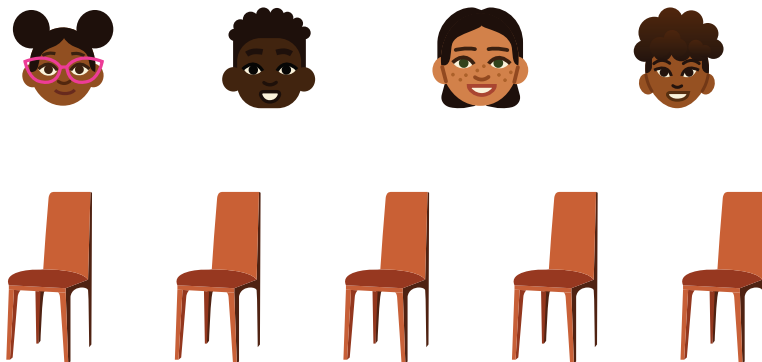


Show your thinking.

5



6

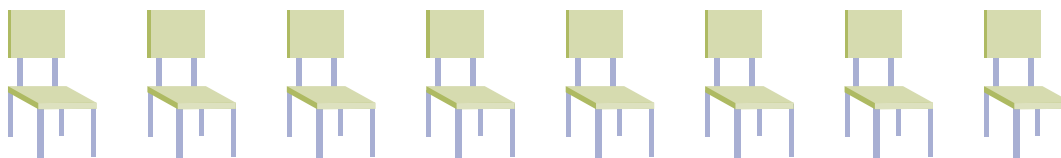


Directions: Compare the 2 groups in each picture. Tell your partner what you figured out.

Seating the Guests (continued)

 Show your thinking.

7



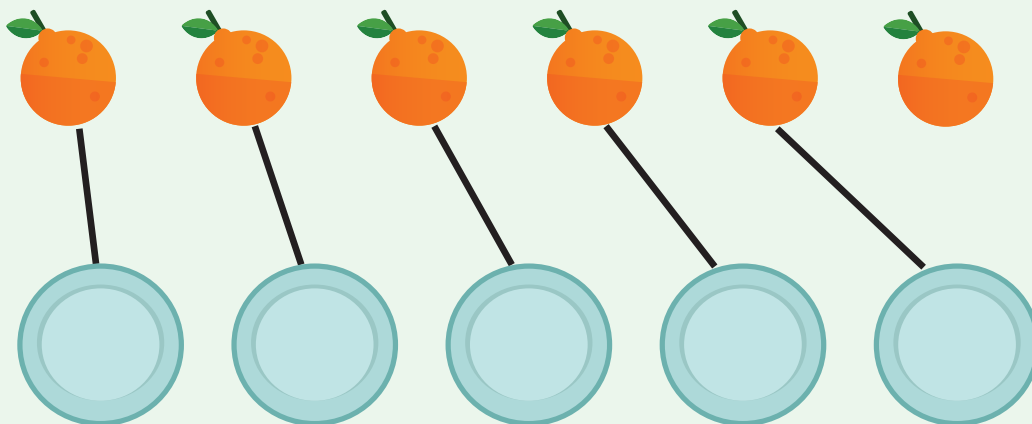
8



Directions: Compare the 2 groups in each picture. Tell your partner what you figured out.

Summary 2.08

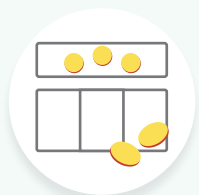
When 2 groups in a picture are not matched up, you can draw lines to match up the objects in the picture or count to compare the groups.



There are 6 oranges and 5 plates.
6 is more than 5.

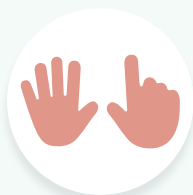
Practice 2.08

Choose from these Centers.



Less, Same,
More

Stage 1



Math Fingers

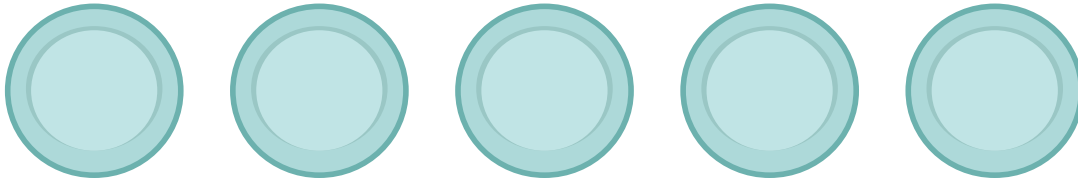
Stage 2



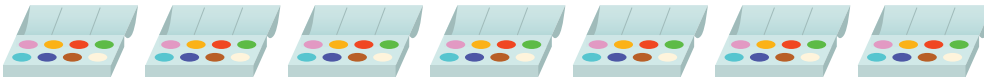
Math Stories

Stage 1

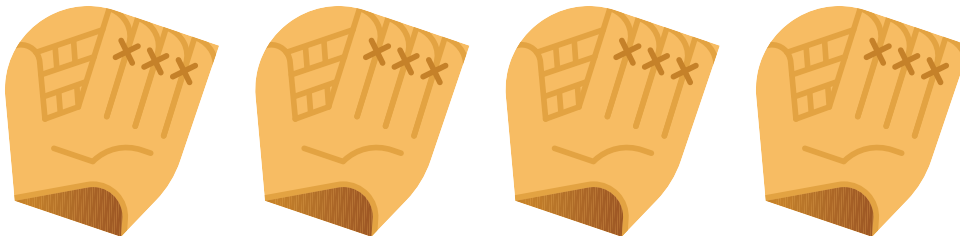
1



2



3

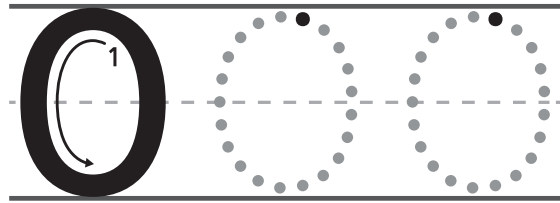


Directions:

1–3. Compare the 2 groups in the picture. Explain how you know which group has *more*, which group has *fewer*, or if the 2 groups have the *same* number of objects.

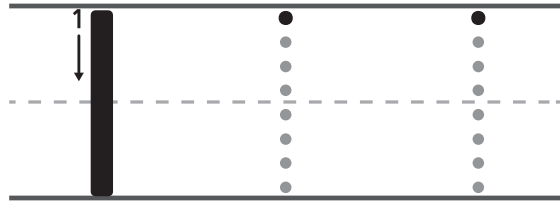
4

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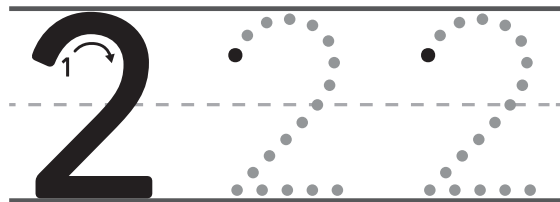
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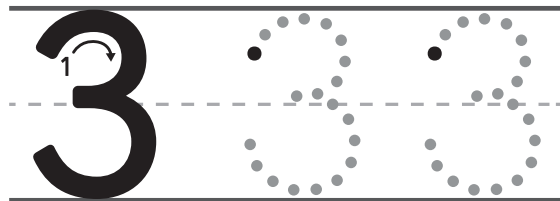
6

				
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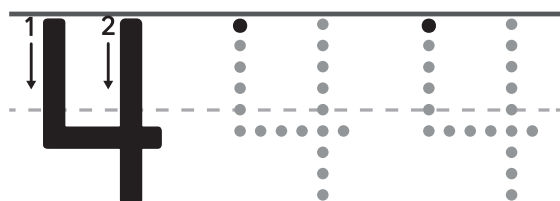
7

				
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8

				
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Directions:


4–8. Trace the numbers to show how many butterflies are in the group.

Name _____

Show and Describe Data

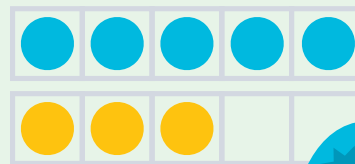
How Many?

Bigger or Equal?

 K.CC.4, K.CC.5, K.CC.6, SMP.7

Fingers and 5-Frames

Let's figure out if there are more, fewer, or the same number of dots.



I am a doer of math.

What is challenging about counting or comparing groups of objects in pictures?

Warm-Up



eyes on teacher

Activity

1

Comparing Cards

Hands-On 

1

Discuss



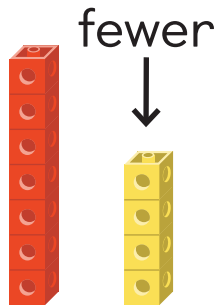
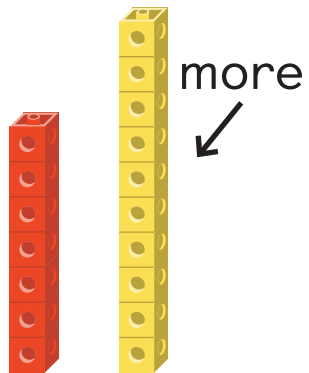
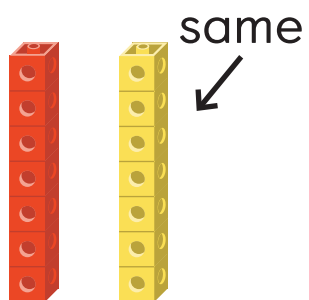
My card has _____ dots. I know because _____.

Directions: Flip over a card and figure out how many dots there are. Compare your card to your partner's card. Explain how you know your card has *more* dots, *fewer* dots, or the *same* number of dots as your partner's card.

More and Fewer With 5-Frames and Fingers

2

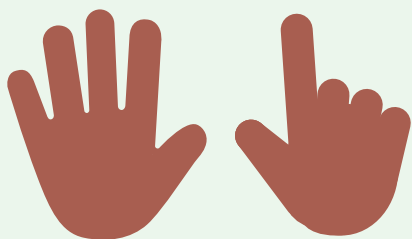
Discuss

fewermoresame

Directions: Use your fingers to show *fewer* than, *more* than, and the *same* number as the dots.

Summary 2.09

Tools can help you know if a group has *fewer* than, the *same* as, or *more* than 5 objects.



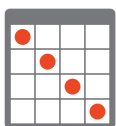
If you use 2 hands, there are *more* than 5 fingers.



If the 5-frame is not full, there are *fewer* than 5 dots.

Practice 2.09

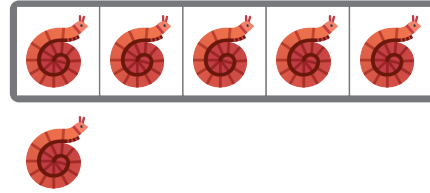
You'll play this Center.



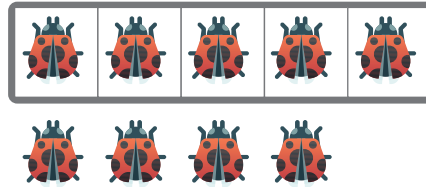
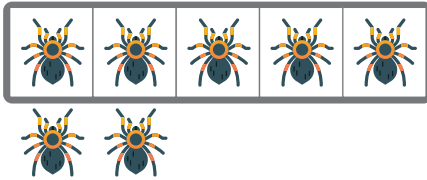
Bingo Stage 1

Let's match images that show the same number.

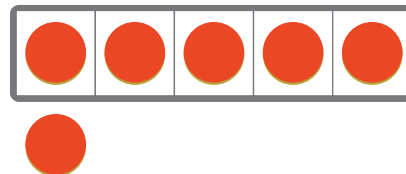
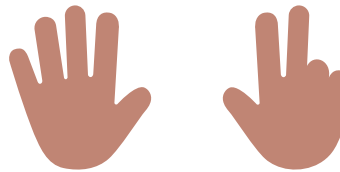
1



2



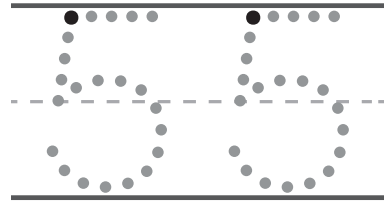
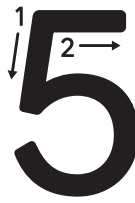
3



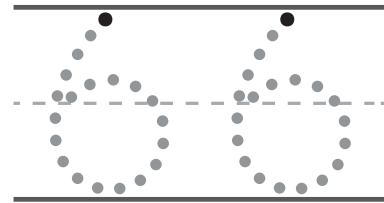
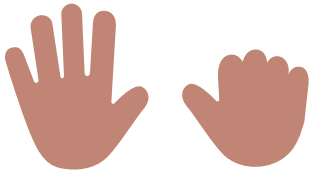
Directions:

- 1–2. Priya noticed some creatures in the garden. Circle the group that has *fewer* creatures.
3. Circle **2** groups that show *more* than 5.

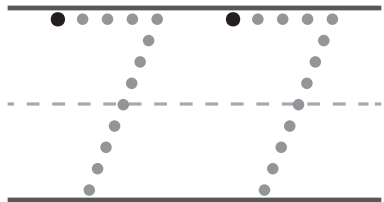
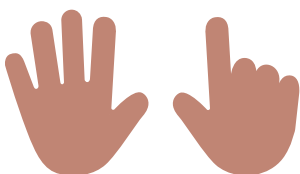
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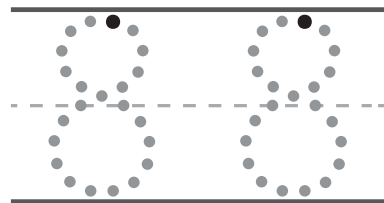
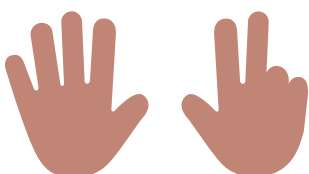
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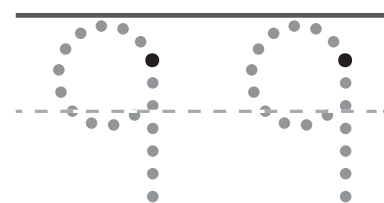
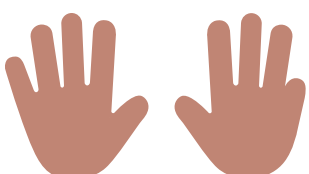
6



7



8



Directions:

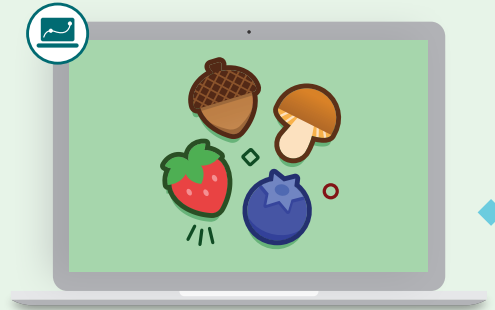
4–8. Trace the numbers to show how many fingers are shown.

Name _____

Sort and Describe Data How Many? Bigger or Equal? K.C.C.5, K.C.C.6, SMP.7, SMP.8

Forest Friends

Let's help animals find the group with *more* or *fewer*.



Warm-Up

1 eyes on teacher

I am a doer of math.
What math strengths did you use today?

Activity

1 A Furry Feast

2

Directions: Help the bear by circling each path that shows the group with *more*.

A Furry Feast (continued)

3

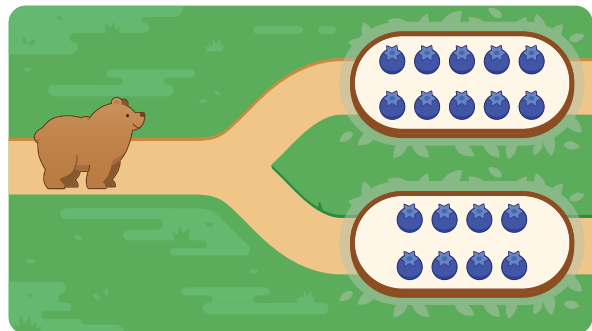
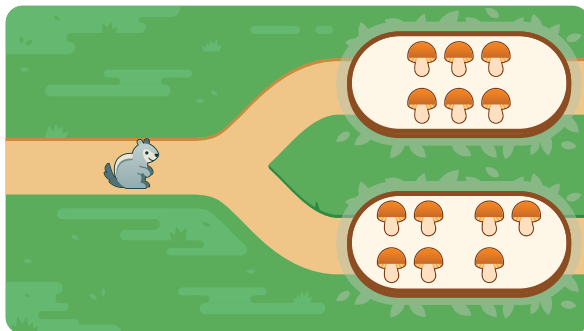
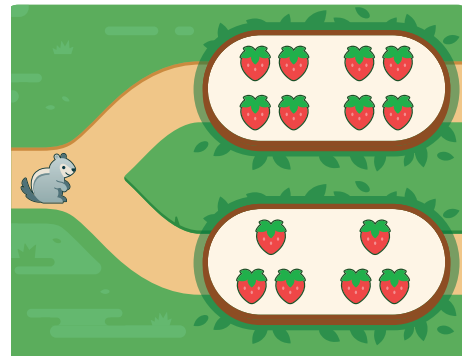
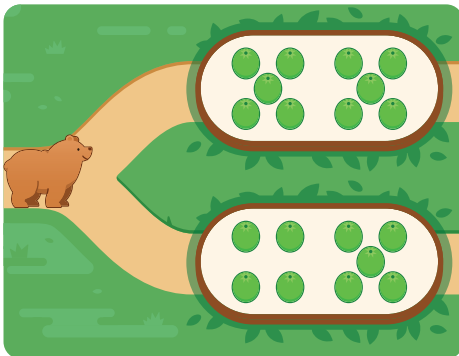
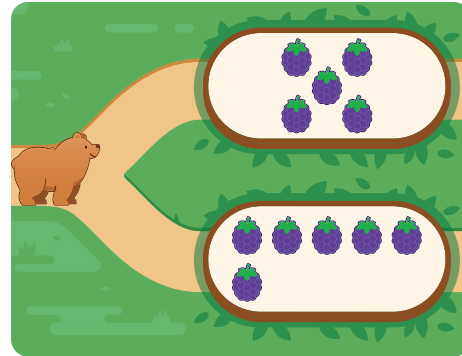
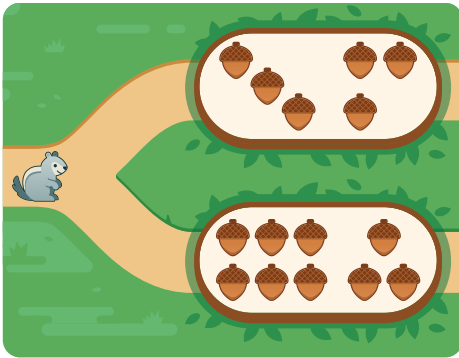
The activity consists of four panels, each showing a squirrel on the left and two paths leading to a bowl of food. The top path always contains more food than the bottom path. The food items are blueberries, acorns, strawberries, and mushrooms.

- Top-left panel: Top path has 10 blueberries, bottom path has 8 blueberries.
- Top-right panel: Top path has 7 acorns, bottom path has 8 acorns.
- Bottom-left panel: Top path has 8 strawberries, bottom path has 6 strawberries.
- Bottom-right panel: Top path has 4 mushrooms, bottom path has 6 mushrooms.

Directions: Help the squirrel by circling each path that shows the group with *fewer*.

A Furry Feast (continued)

4



Directions:

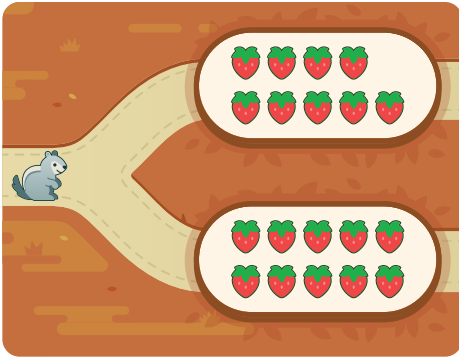
For the squirrel, circle the path that shows the group with *fewer*. For the bear, circle the path that shows the group with *more*.

A Furry Feast (continued)

5

Discuss 

How did you compare these groups?



- I compared the groups by _____.
- The ways they compared were the same because _____.
- The ways they compared were different because _____.

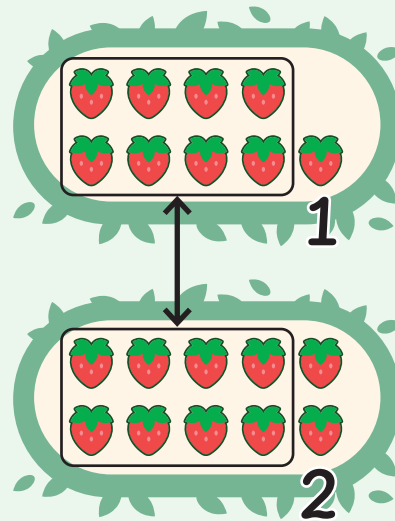
Directions: Let's look at the picture.

Summary 2.10

There are different ways to compare groups to figure out which group shows *more* or *fewer*.



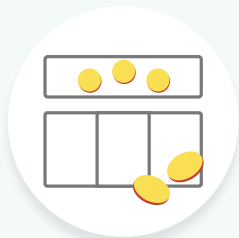
I counted and I know that 10 is more than 9.



I saw the part that is the same. The first group has 1 left over and the second group has 2 left over.

Practice 2.10

You'll play this Center.



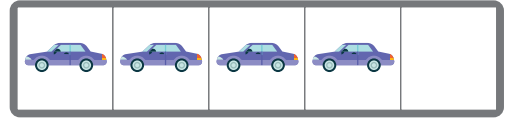
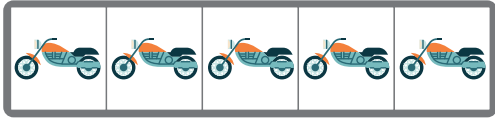
Less, Same, More Stage 2

Let's sort cards to show *less*, *more*, and the *same* number.

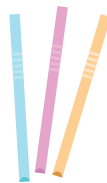
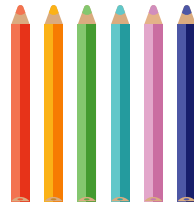
Practice 2.10

Name _____

1



2



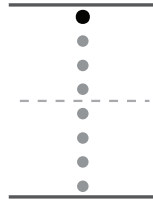
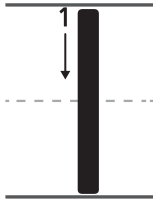
Directions:

1. Cross out the group that has *fewer* vehicles.
2. Circle the group that has *more* than 5.

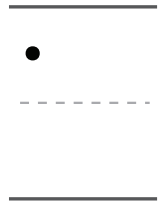
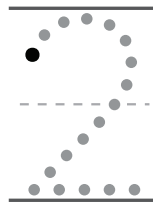
Practice 2.10

Name _____

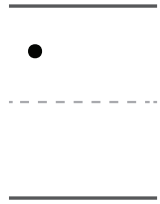
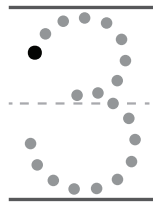
3



4



5



Directions:

3–5. Start on the black dot. Trace the number. Then write the number.

Name _____

Sort and Describe Data

Bigger or Equal?

 K.CC.5, K.CC.6, SMP.7, SMP.8

Drawing Groups

Let's draw groups with more, fewer, or the same number.



Warm-Up



eyes on teacher



I can be all of me in math class.
What was the best thing that happened yesterday in math class?

Activity

1

Less, Same, More

Hands-On 

1

Discuss 

- I made a group with fewer by _____.
- I made a group with the same number by _____.
- I made a group with more by _____.

Directions: Place a card in the first box. Draw a group that has *fewer*, a group that has the *same*, and a group that has *more* objects than the group on the card. Explain to your partner how you made each group.

Making Reservations

2



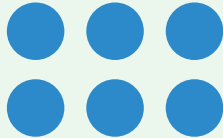
Draw

My group	My partner's group

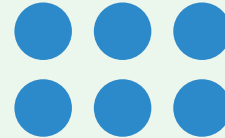
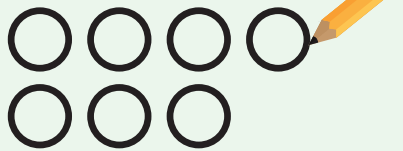
Directions: Draw a group and tell your partner to draw *more* objects, *fewer* objects, or the *same* number of objects. Compare your groups using the words *more*, *fewer*, or *same*.

Summary 2.11

To show *more* or *fewer*, you can figure out how many are in a group, draw the *same* number, and change the drawing to show *more* or *fewer*. You can also use what you know about counting.



I copied the 6 dots and then drew another dot to show more.

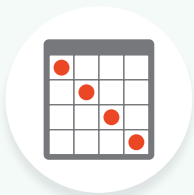


I saw 6 dots. I know 7 comes after 6 when I count, so I drew 7 dots.



Practice 2.11

Choose from these Centers.



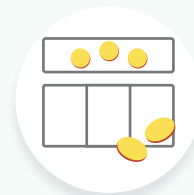
Bingo

Stage 1



**Less,
Same, More**

Stage 2



**Less,
Same, More**

Stage 3

Practice 2.11

Name _____

1



2

 Draw

A large, empty rectangular box with rounded corners, intended for drawing.

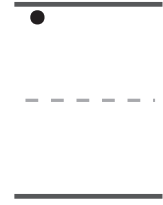
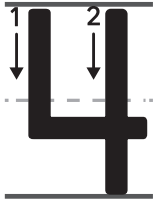
Directions:

1. Priya saw butterflies and mushrooms in her garden. Cross out the group that has *more* objects.
2. Look at the mushrooms in Problem 1. Draw a group that has *fewer* objects.

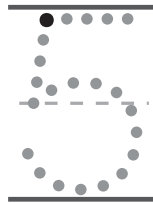
Practice 2.11

Name _____

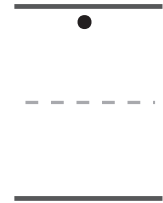
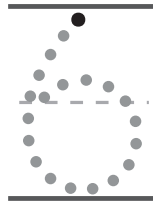
3



4



5



Directions:

3–5. Start on the black dot. Trace the number. Then write the number on your own.

Connecting Quantities and Numbers

✦ Unit Story: What's in a Restaurant?



n_defender/Shutterstock.com

The kids see numbers shown in many different ways in the restaurants.

Why might you use a written number to show how many?

Name _____

Sort and Describe Data

How Many?

 K.CC.3, K.CC.5, SMP.2

Which Number Is It?

Let's figure out which groups of objects go with which numbers.



Warm-Up



eyes on teacher



We are a math community.

Where do you see numbers in your community?

Activity

1

Which Bag Is Which?

Hands-On 

1


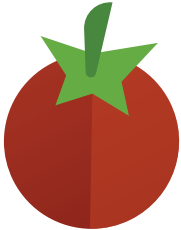

Discuss



This is the bag with _____ counters.

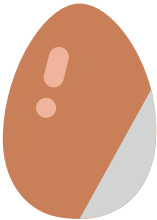
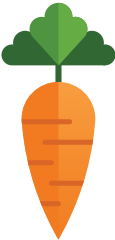
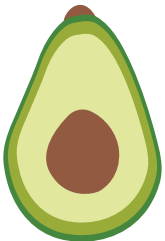
Directions: Figure out how many objects are in each bag.

Ingredient Mix-Up

Bag	How many?
<p>2</p> 	<hr/> <hr/> <hr/>
<p>3</p> 	<hr/> <hr/> <hr/>
<p>4</p> 	<hr/> <hr/> <hr/>

Directions: Figure out how many. Then use a written number to show how many.

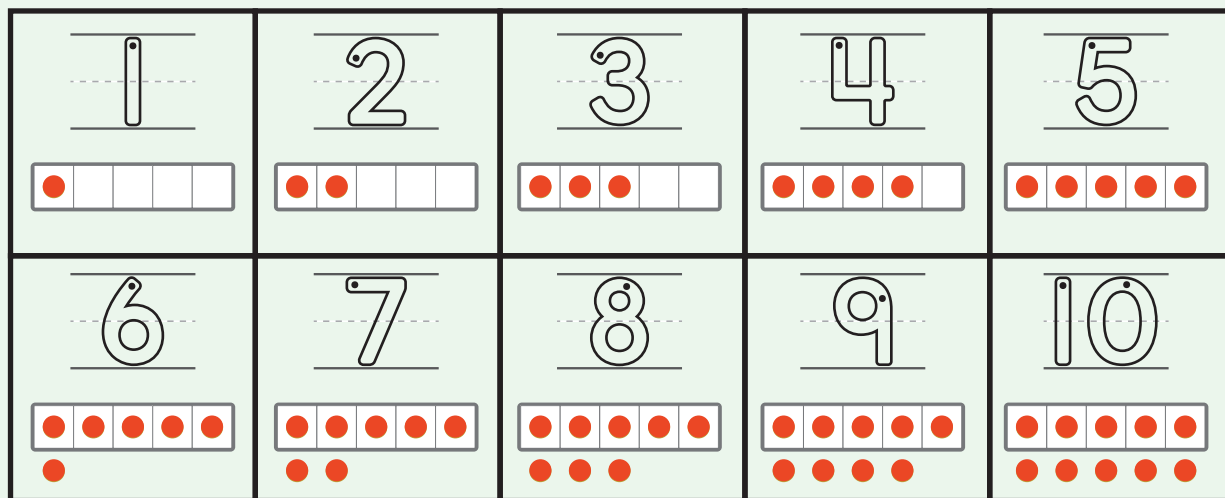
Ingredient Mix-Up (continued)

Bag	How many?
<p data-bbox="191 541 279 604">5</p> 	<p data-bbox="1003 548 1260 562">_____</p> <p data-bbox="1003 646 1260 661">-----</p> <p data-bbox="1003 745 1260 760">_____</p>
<p data-bbox="191 936 279 999">6</p> 	<p data-bbox="1003 947 1260 961">_____</p> <p data-bbox="1003 1045 1260 1060">-----</p> <p data-bbox="1003 1140 1260 1155">_____</p>
<p data-bbox="191 1331 279 1394">7</p> 	<p data-bbox="1003 1346 1260 1360">_____</p> <p data-bbox="1003 1444 1260 1459">-----</p> <p data-bbox="1003 1535 1260 1549">_____</p>

Directions: Figure out how many. Then use a written number to show how many.

Summary 2.12

You can show how many with a written number.



Practice 2.12

You'll play this Center.



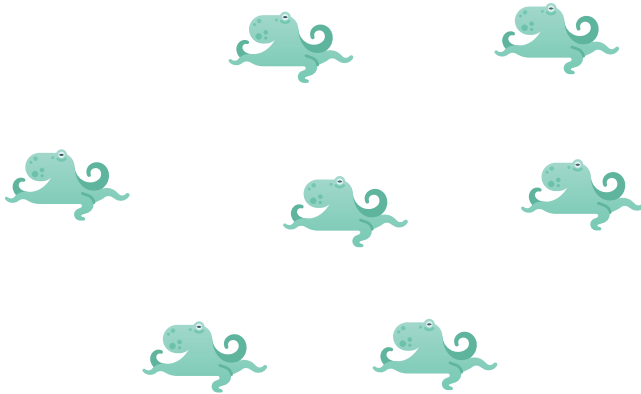
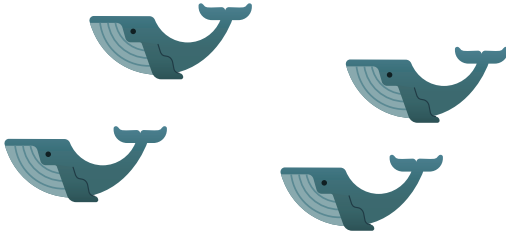
Number Race Stage 1

Let's practice writing numbers to 10.

1

Animal

Number



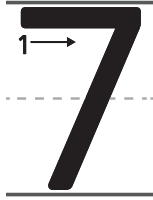
Directions:

1. Draw lines to match each group of animals with the number that tells how many. Then trace the numbers.

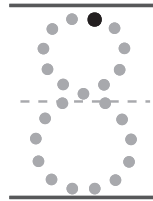
Practice 2.12

Name _____

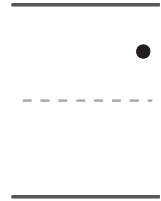
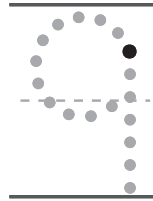
2



3



4



Directions:

2-4. Start on the black dot. Trace the number. Then write the number on your own.

Name _____

Sort and Describe Data

How Many?

K.CC.3, K.CC.4, K.CC.4.b, K.CC.5, SMP.2, SMP.3, SMP.7

That Number Looks Different

Let's figure out which groups of objects in the picture go with which numbers.

5



3



7



I am a doer of math.

What is something you have accomplished in math class?

Warm-Up



eyes on teacher

Activity

1

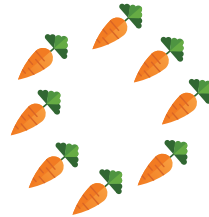
Matching Ingredients

1

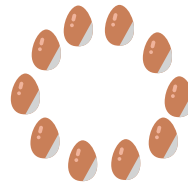
9



10



7



8



Directions: Draw lines to match each written number with the group of ingredients that shows that number.

Different Groups, Same Number

Hands-On 

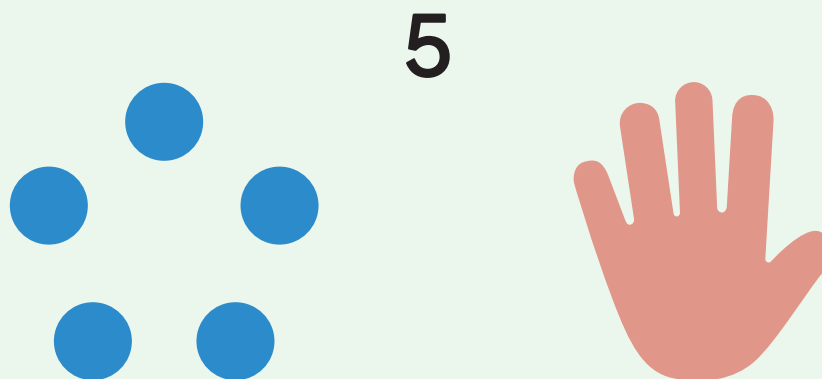
2 Discuss 

I knew there were _____ objects
because I _____.

Directions: Take turns flipping over a card and placing each card with the written number it matches. Explain to your partner how you know the card matches the written number.

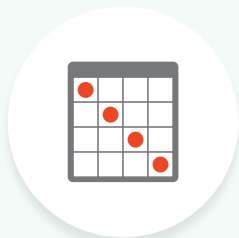
Summary 2.13

Groups can look different and still show the same number.



Practice 2.13

You'll play this Center.



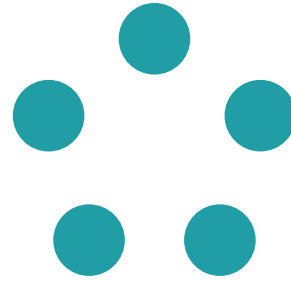
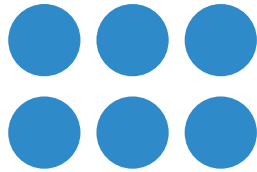
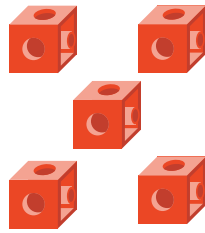
Bingo Stage 2

Let's match numbers and images.

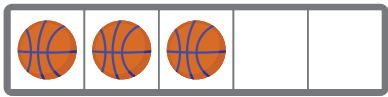
Practice 2.13

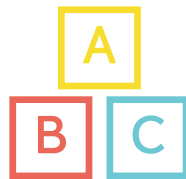
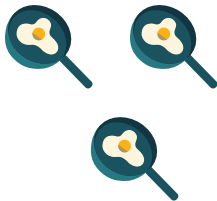
Name _____

1



2





Directions:

1. Circle 3 groups that match the number.
2. Write the number that shows how many in each group.

Practice 2.13

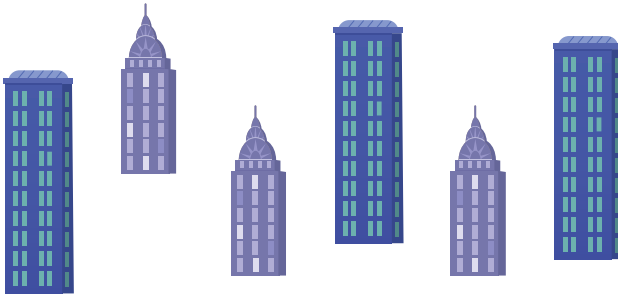
Name _____

3





4



5




Directions:

3–5. Write the number that shows how many buildings.

Name _____

Sort and Describe Data

How Many?

 K.CC.3, K.CC.4.b, K.CC.5, SMP.2, SMP.7

Showing Numbers

Let's make groups to show a given number.

2



Warm-Up



eyes on teacher



I am a doer of math.

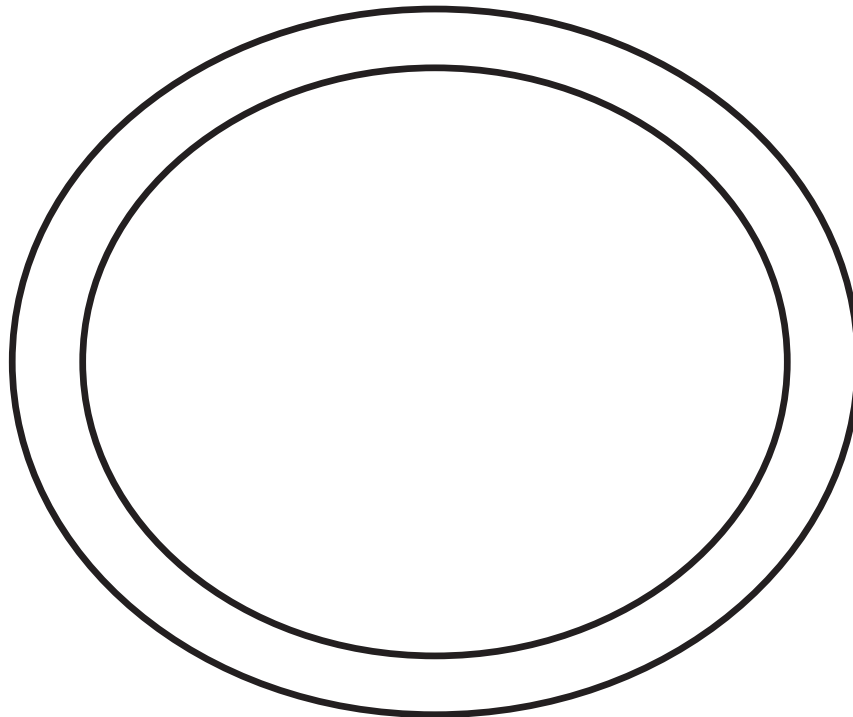
Tell about a time you needed to get a specific, or exact, number of something.

Activity

1

Salad Toppings

1



Directions: Look at the written number on the card. Put that number of toppings on the salad.

Show That Number

Hands-On 

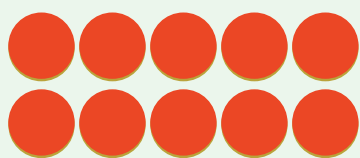
2 Discuss 

- I notice _____.
- I wonder _____.

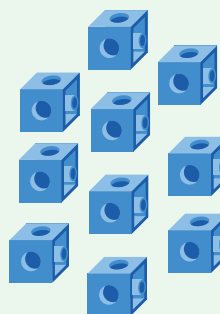
Directions: Look at the written number on the sticky note. Using objects from our classroom, create groups of objects to show the number in different ways.

Summary 2.14

You can count out objects to show written numbers. Different objects in different arrangements can show the same written number.

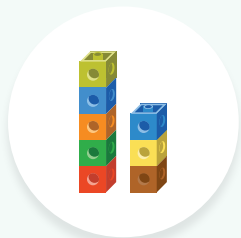


10



Practice 2.14

You'll play this Center.



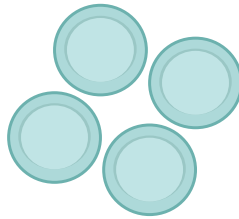
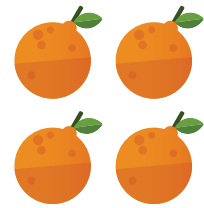
Towers Stage 1

Let's count and build a tower to 10.

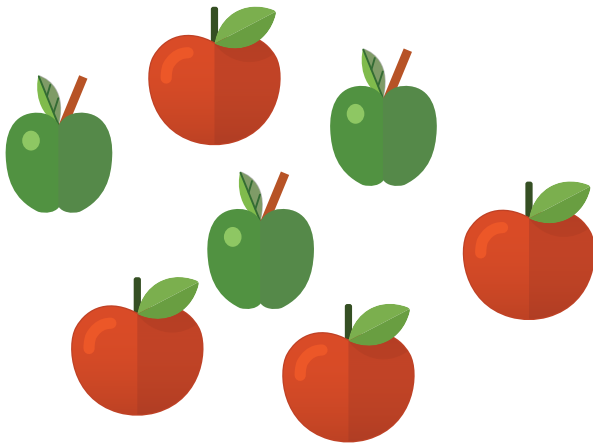
Name _____

1

4



2



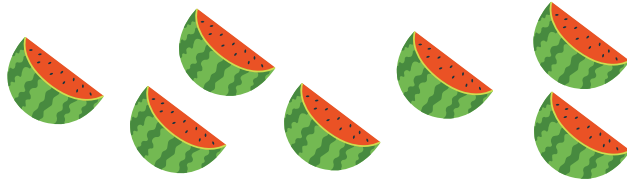
Directions:

1. Circle 3 groups that match the number.
2. Use a written number to show how many apples.

Practice 2.14

Name _____

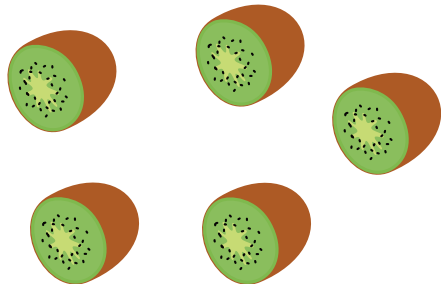
3



4



5



6




Directions:

3–6. Figure out how many pieces of fruit are in the group. Use a written number to show how many.

Name _____

Sort and Describe Data

How Many?

 K.CC.3, K.CC.4, K.CC.5, SMP.2, SMP.7

Drawing Numbers

Let's draw groups to show a given number.



Warm-Up



eyes on teacher



I am a doer of math.

How can drawing help you in math class?

Activity

1

Number Posters

Hands-On

1

Discuss

- Our groups are the same because _____.
- Our groups are different because _____.

Directions: Draw as many groups as you can to show the written number on your poster. Explain how your groups are the same and different.

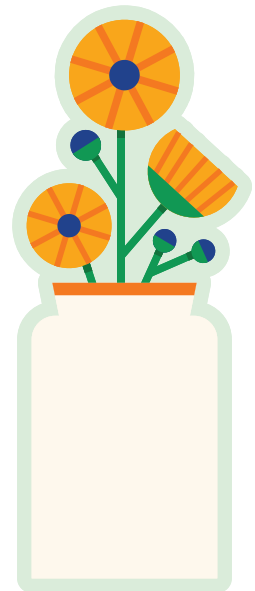
Math Libs

Hands-On 

2

Discuss 

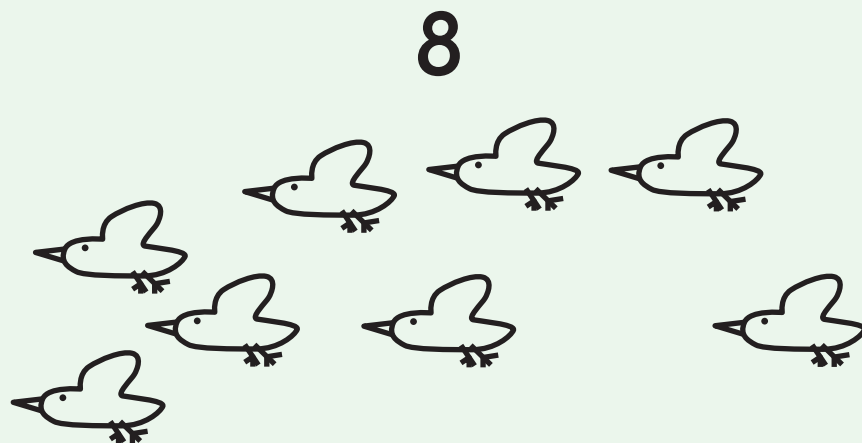
I know this group shows _____ because _____.



Directions: Flip over a number card and write the number next to the object. Draw a group that shows the number and explain how you know. Then repeat with the next object.

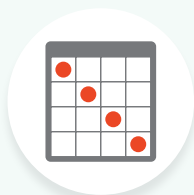
Summary 2.15

You can draw pictures to show written numbers.



Practice 2.15

Choose from these Centers.



Bingo

Stage 2



Math Libs

Stage 1



Towers

Stage 1

 Draw

1



2



3



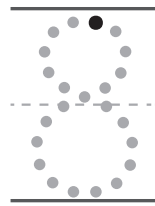
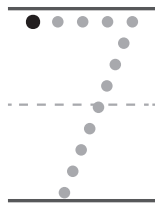
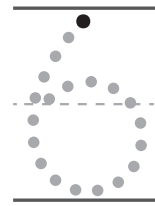
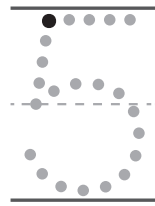
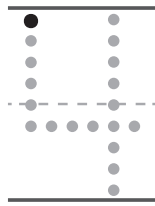
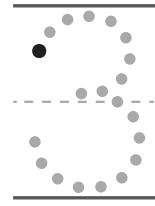
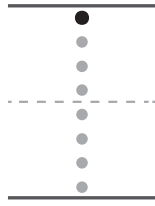
Directions:

1–3. Draw a group of objects that shows the number.

Practice 2.15

Name _____

4



Directions:

4. Trace each number. Fill in the missing number.

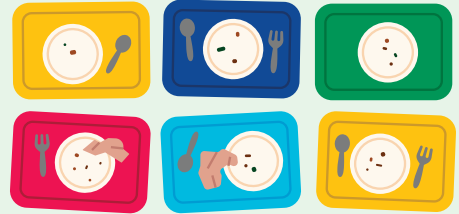
Name _____

Sort and Describe Data How Many?  K.CC.3, K.CC.4, K.CC.5, SMP.2, SMP.7

How Many?

Let's write numbers to show how many.

6



Warm-Up



eyes on teacher



I am a doer of math.

Have you ever struggled to explain a math idea? How did that feel?

Activity

1

Rolling for Numbers

_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____

Directions: Roll the cube onto the mat. Figure out how many dots are in the group and write a number to show how many.

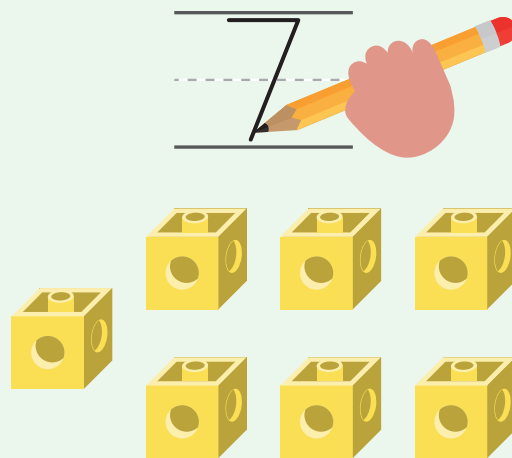
Math Stories

How many?

Directions: When your partner asks you a “how many?” question, show your answer using drawings and a written number.

Summary 2.16

Writing the number is the quickest way to show how many objects you counted.



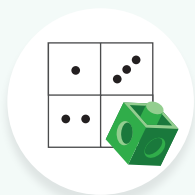
Practice 2.16

Choose from these Centers.



Math Stories

Stage 1



**Rolling for
Numbers**

Stage 1



Towers

Stage 1

Practice 2.16

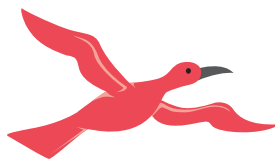
Name _____



1



2

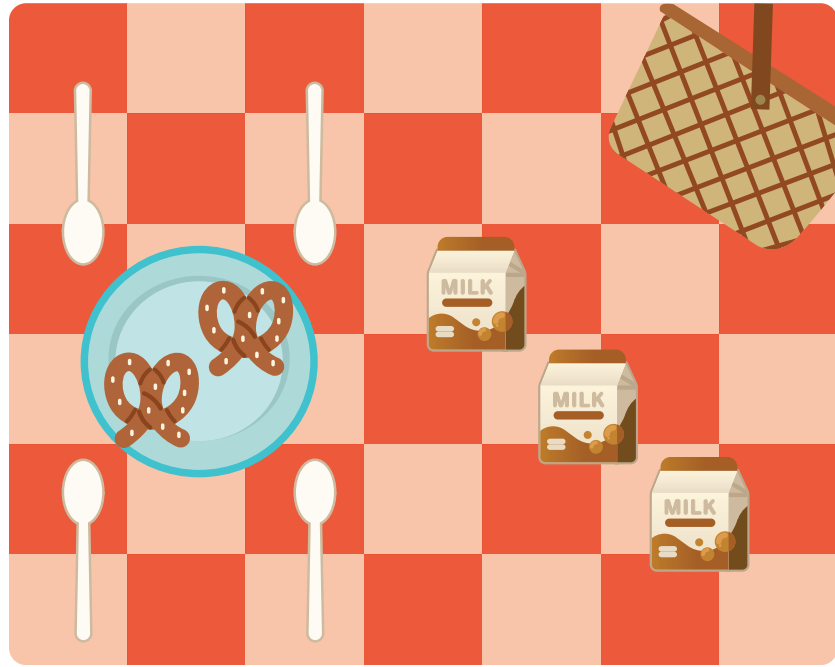


Directions:

1–2. Clare is counting at the park. Write a number to show how many.

Practice 2.16

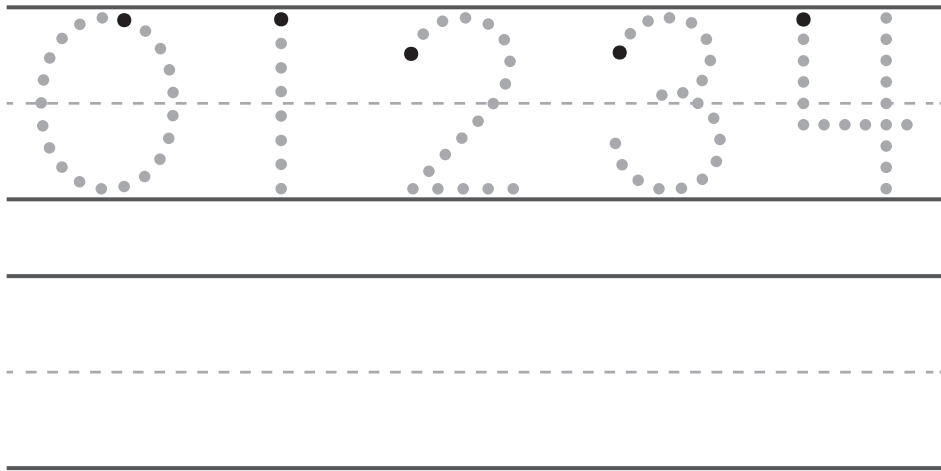
Name _____



3



4



Directions:

3. Clare is figuring out how many pretzels are at the picnic. Write a number to show how many.
4. Trace the numbers. Then write the numbers.



Notes:

Comparing Numbers

✦ Unit Story: What's in a Restaurant?



GentleJune/Shutterstock.com


There are many ways to compare groups and numbers in our story.

What do you think about when you compare 2 written numbers?

Name _____

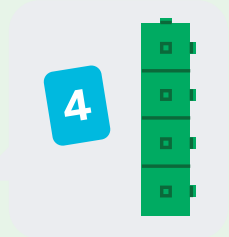
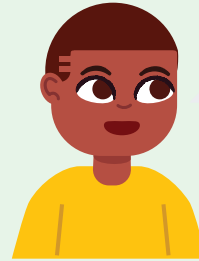
Sort and Describe Data

How Many?

 K.CC.4, K.CC.5, SMP.2, SMP.4, SMP.6, SMP.7

Cooking Tools

Let's organize numbers and cube towers.



Warm-Up



eyes on teacher



I am a doer of math.

What does it mean to put things in order?

Activity

1

Counting Cooking Tools

Hands-On 

1

Discuss 

I know the tower has _____ cubes because _____.

Directions: Choose a number card and build a cube tower with that number of cubes. Explain to your partner how you know the number of cubes in your tower matches the number shown on the card. Then choose another card and build a new tower.

Organizing Cooking Tools

Hands-On 

2 Discuss 

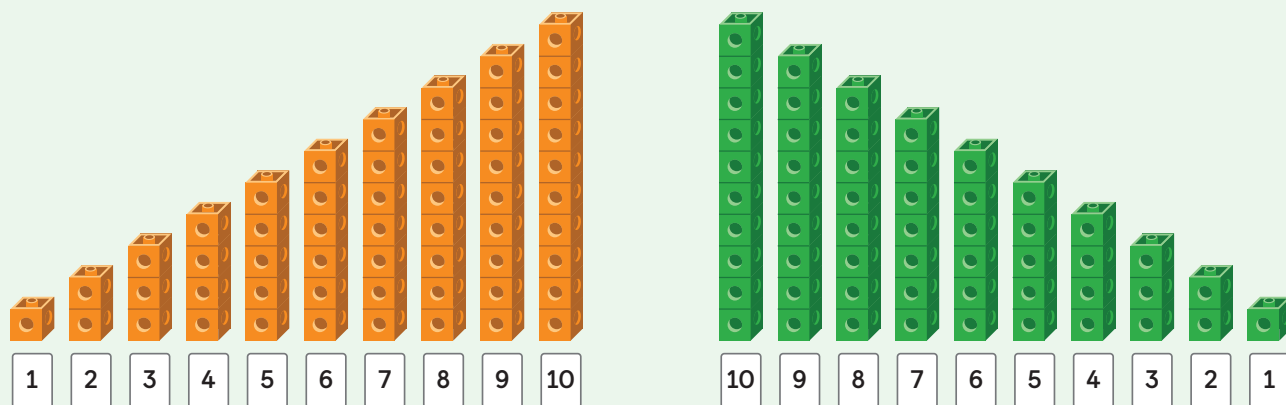
- First, I _____.
- Then, I _____.



Directions: Organize your cube towers and numbers in a way that makes sense to you. Explain to your partner how you organized them.

Summary 2.17

You can put groups and numbers in order.



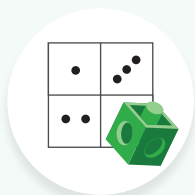
Practice 2.17

Choose from these Centers.



Math Stories

Stage 1



**Rolling for
Numbers**

Stage 1









Towers

Stage 1




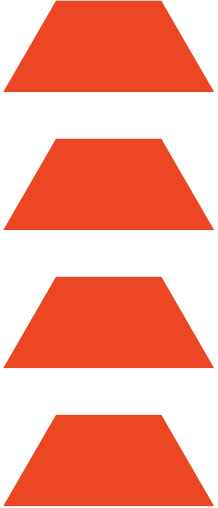
Practice 2.17

Name _____

1

					
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">5</div>	_____	_____	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">8</div>	_____	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">10</div>
	-----	-----		-----	
	_____	_____		_____	

2

			
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

Directions:

1–2. Fill in the numbers to show how many.

Practice 2.17

Name _____

3

5 6 7 8 9

4

 Draw


Directions:

- Trace the numbers. Then write the numbers.
- Choose a number and write it on the line. Then draw the same number of objects.

Name _____

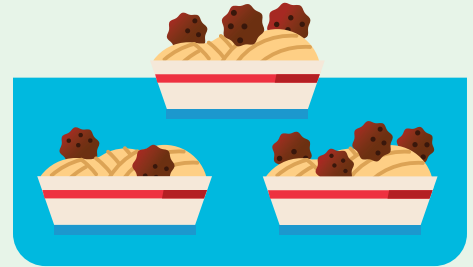
Sort and Describe Data

How Many?

 K.CC.1, K.CC.4.c, K.CC.6, SMP.7, SMP.8

What's Missing?

Let's find 1 more or 1 less than a number.



Warm-Up



eyes on teacher



We are a math community.

How have you shared an idea with your math community recently?

Activity

1

Chaos in the Kitchen

Hands-On 

1

Discuss



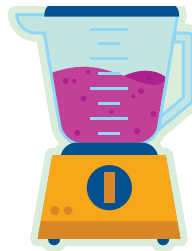
I think _____ is missing because _____.

Directions: Explain to your partner how you know which number and tower are missing.

Comparing Game

2

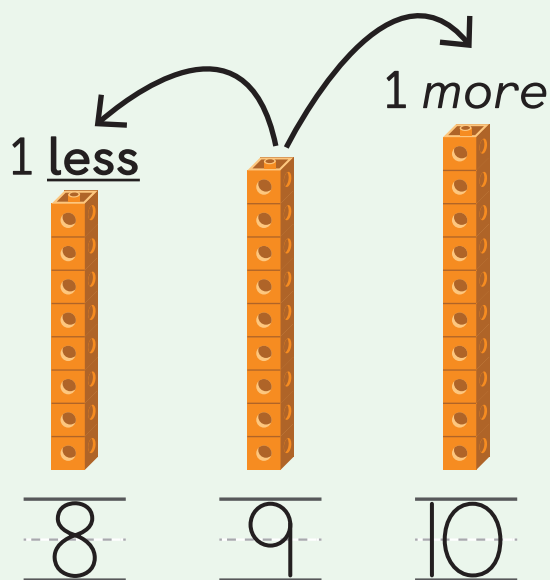
1 less	My tower	1 more
_____	_____	_____
-----	-----	-----
_____	_____	_____



Directions: Build a tower and write how many cubes under “My tower.” Your partner will build a tower with 1 *more* and a tower with 1 *less*. Write a number to show how many are in each of your partner’s towers.

Summary 2.18

When you count up, the number that comes before a number is 1 **less**, and the number that comes after a number is 1 *more*.



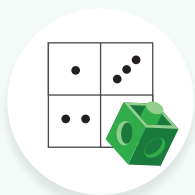
Practice 2.18

Choose from these Centers.



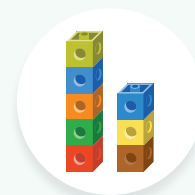
Math Stories

Stage 1



Rolling for
Numbers

Stage 1



Towers

Stage 1

Practice 2.18

Name _____

1



1 less	Priya's tower	1 more
_____	_____	_____
-----	-----	-----
_____	_____	_____

2



1 less	Priya's tower	1 more
_____	_____	_____
-----	-----	-----
_____	_____	_____

Directions:

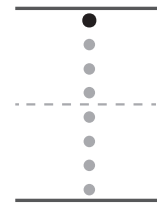
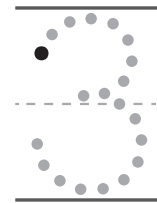
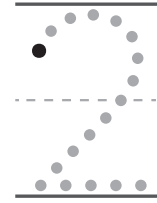
1–2. Priya built towers using connecting cubes. Write a number to show how many cubes are in Priya's tower. Then write a number to show 1 *less* and 1 *more*.

3

5-Frame



Number



Directions:

3. Draw lines to match each 5-frame with the number that tells how many. Then trace the number.


Unit 2
Lesson
19

Name _____

Sort and Describe Data

How Many?

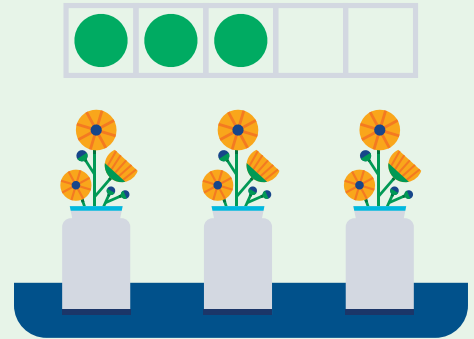
Bigger or Equal?

 K.CC.3, K.CC.5, K.CC.6, K.CC.7,

SMP.3, SMP.7

Numbers, Lots of Ways

Let's show numbers in different ways and compare them.



Warm-Up



eyes on teacher



I am a doer of math.

Tell about a time when math was fun.

Activity

1

Showing Numbers

Hands-On 

1

Discuss 

I showed the number _____ by _____.

Directions: Choose a number from 1 to 10 with your partner. Show the number in as many ways as you can.

Gallery Tour: Different Representations

2

Discuss 

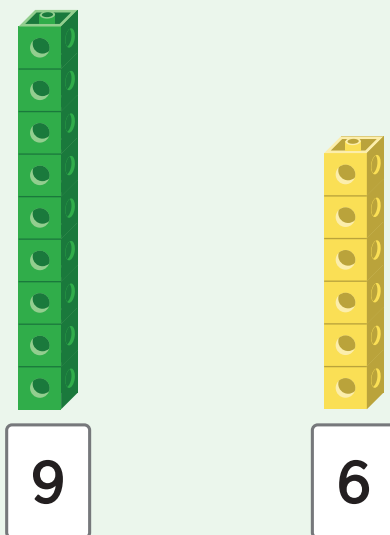
- _____ is *more* than _____.
- _____ is *less* than _____.
- I know because _____.



Directions: Compare the numbers on 2 different posters using the words *more* or *less*. Tell your partner what you used to compare the numbers.

Summary 2.19

You can show and compare numbers in different ways, including using objects, drawing a picture, or using written numbers.



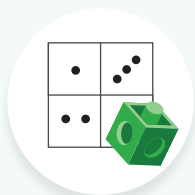
Practice 2.19

Choose from these Centers.



Math Stories

Stage 1



**Rolling for
Numbers**

Stage 1



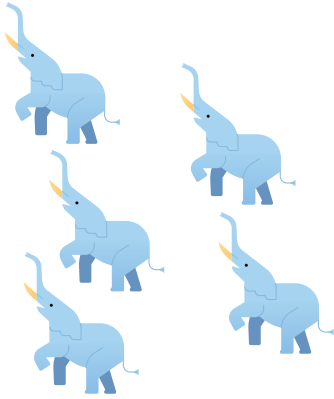
Towers

Stage 1

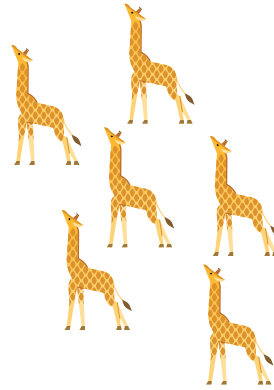
Practice 2.19

Name _____

1

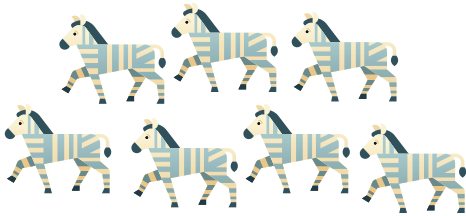


5

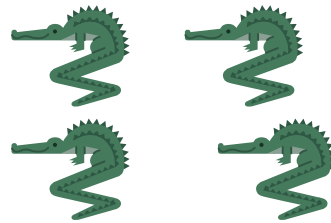


6

2



7



4

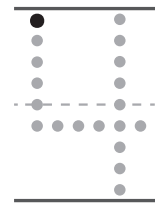
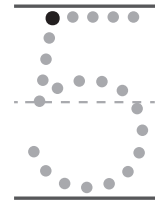
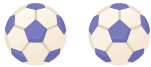
Directions:

1–2. Diego sees many different animals at the zoo. Compare the numbers. Circle the number that is *more*. Put an X on the number that is *less*.

3

5-Frame

Number



Directions:

- Draw lines to match each 5-frame with the number that tells how many. Then trace the number.

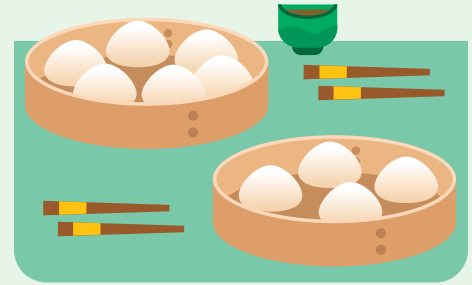
Unit 2
Lesson
20

Name _____

How Many? Bigger or Equal?  K.CC.1, K.CC.6, K.CC.7, SMP.3, SMP.7

Two Ways to Compare

Let's figure out which number is more.



Warm-Up



eyes on teacher



I can be all of me in math class.

Where do you see written numbers in your community?
How are they used?

Activity

1

Less, Same, More

1

Discuss 

- I know _____ is _____ than _____ because _____.
- I know these are the same number because _____.

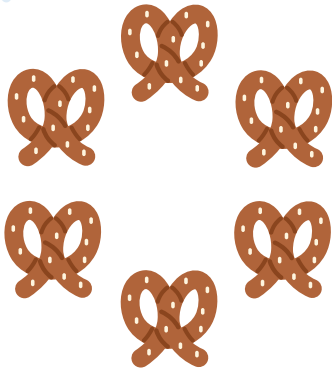
Directions: For each card, figure out if the number shown on the card is *less*, the *same*, or *more* than the number at the top of the Work Mat. Then explain how you know.

Which Has More?



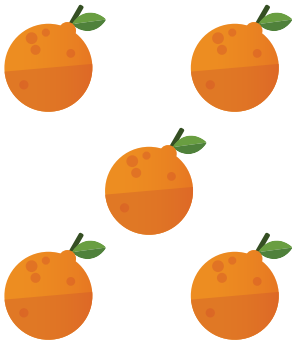
Show your thinking.

2



7

3



8

Directions: Circle the number or group that shows *more* and explain to your partner how you know. You can draw a picture or use the written numbers to help you compare.

Which Has More? (continued)



Show your thinking.

4



5

Discuss

- I know _____ is less than _____ because _____.
- I know _____ is more than _____ because _____.

Directions: Circle the number or group that shows *more* and explain to your partner how you know. You can draw a picture or use the written numbers to help you compare.

Summary 2.20

Pictures and written numbers can be compared because they both show how many.

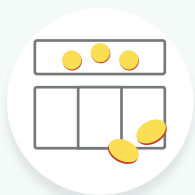
8



8 is more than 6.

Practice 2.20

Choose from these Centers.



Less, Same,
More

Stage 4



Math Libs

Stage 1



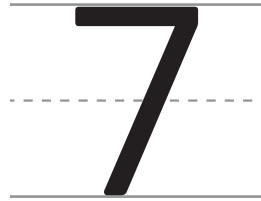
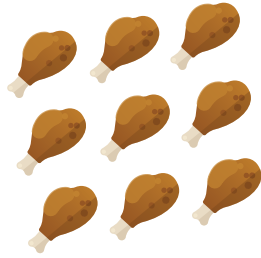
Number Race

Stage 1

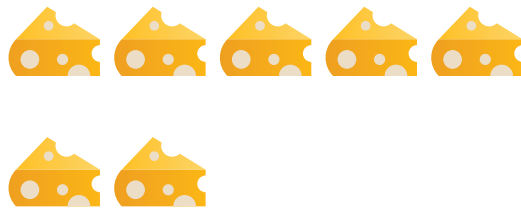
Practice 2.20

Name _____

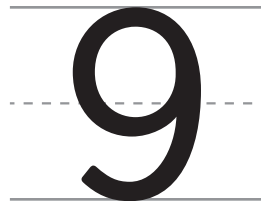
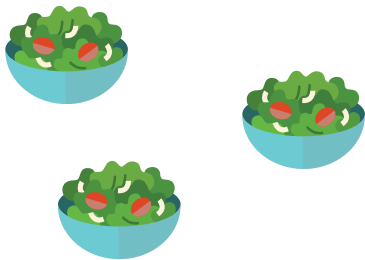
1



2



3








Directions:

1–3. Circle the number or group that shows *more*.






Practice 2.20

Name _____

4

				
_____	_____	_____	_____	_____
-----	-----	-----	-----	-----
_____	_____	_____	_____	_____

5

				
_____	_____	_____	_____	_____
-----	-----	-----	-----	-----
_____	_____	_____	_____	_____

Directions:

4–5. Write the number that shows how many cubes are in each tower.

Name _____

Bigger or Equal?  K.CC.4.c, K.CC.7, SMP.7

More or Less

Let's figure out which number is more and which is less.

6	5
4	2



Warm-Up



eyes on teacher



We are a math community.

How could you use comparing to solve a problem in real life?

Activity

1

Which Number Is More?



Show your thinking.

1



Food Ticket

7	
9	

Thank you!

2

Food Ticket

8	
6	

Thank you!

Directions: Circle the number that shows *more*. Explain to your partner how you know.

Which Number Is Less?

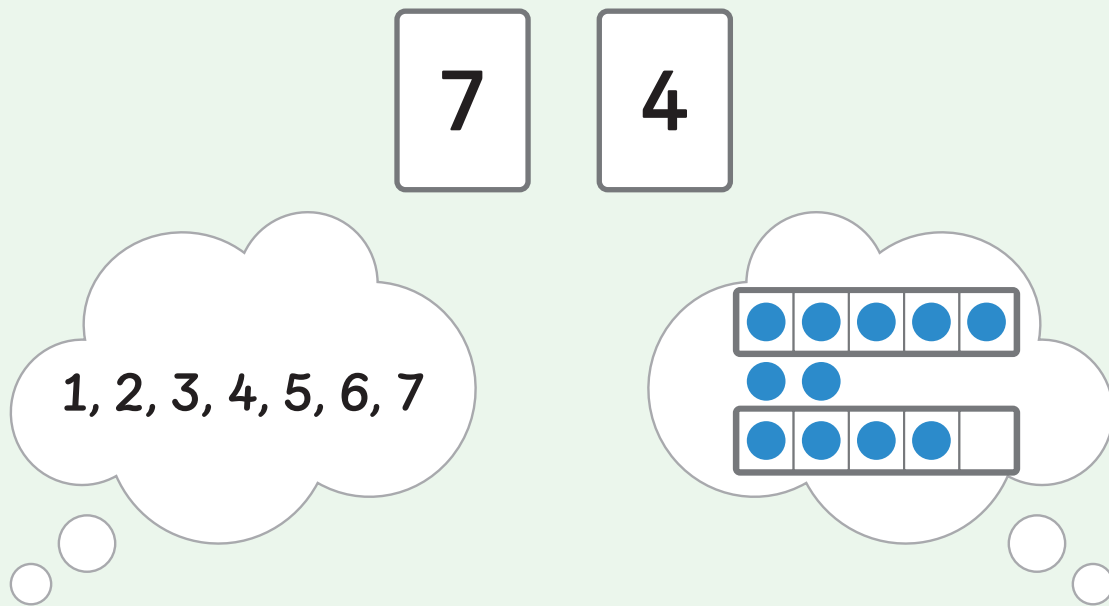
Your number	Partner's number
3 _____ _____ _____	_____ _____ _____
4 _____ _____ _____	_____ _____ _____
5 _____ _____ _____	_____ _____ _____



Directions: Write the number you roll. Then your partner will write their number next to your number. Circle the number that shows *less*. Explain to your partner how you know.

Summary 2.21

Thinking about how many a written number shows or the order of numbers can help you figure out which is *more* and which is *less*.



Practice 2.21

Choose from these Centers.



Less, Same,
More

Stage 4



Math Libs

Stage 1





Number Race

Stage 1

1

Food Ticket


5 


3 

Thank you!

2

Food Ticket


2 


4 

Thank you!

3

Food Ticket


8 


10 

Thank you!

4

Food Ticket

9 

6 

Thank you!

Directions:

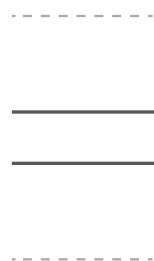
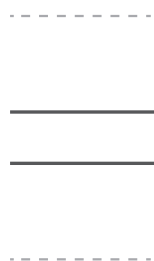
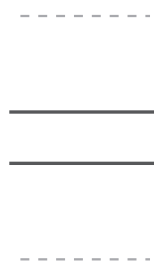
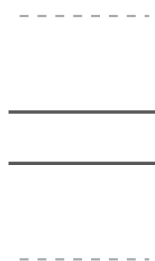
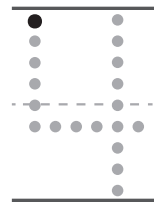
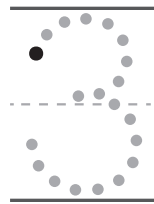
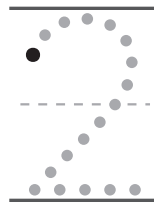
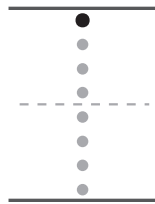
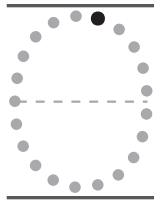
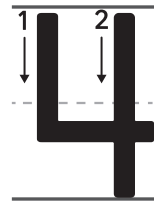
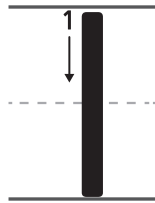
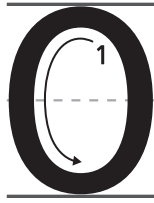
1–2. Circle the written number that is *more*.

3–4. Put an X on the written number that is *less*.

Practice 2.21

Name _____

5



Directions:


5. Trace each number. Then write each number in the next 3 rows.

Name _____

Sort and Describe Data

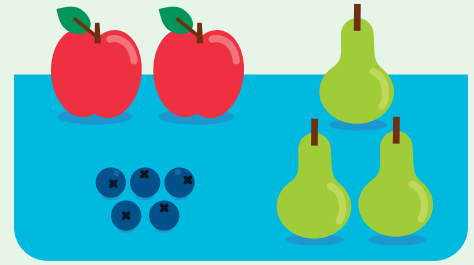
How Many?

Bigger or Equal?

 K.CCC.3, K.CC.5, K.CC.7, SMP.2, SMP.3

Selling Smoothies

Let's make groups of ingredients and compare the number of ingredients.



Warm-Up



eyes on teacher



I can be all of me in math class.

When have you used something you learned in math class outside of school?

Activity

1

Blending It Up

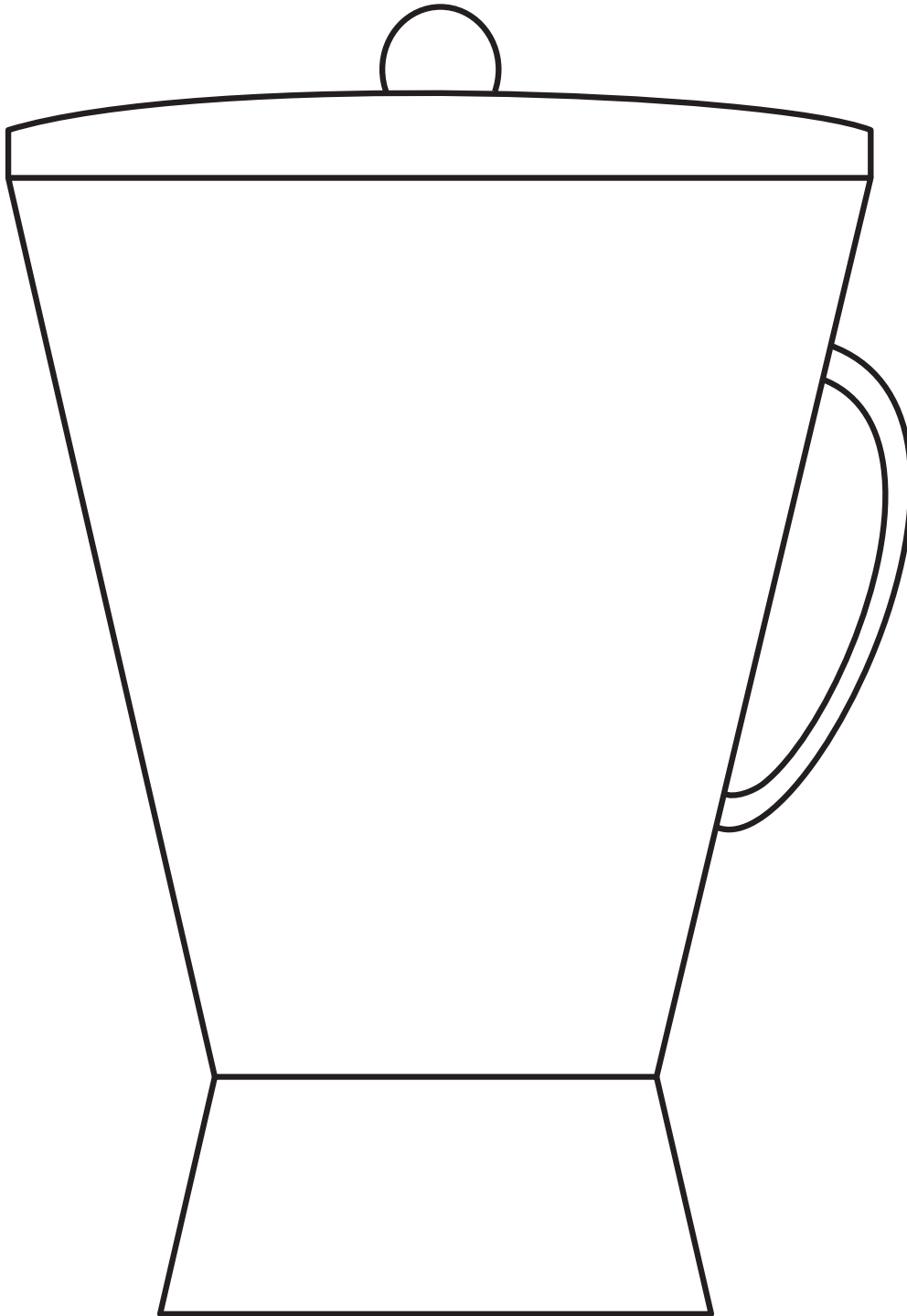
1

	_____ ----- _____		_____ ----- _____
	_____ ----- _____		_____ ----- _____
	_____ ----- _____		_____ ----- _____

Directions: Write a number to show how many of each ingredient to use. Next, make the smoothie by drawing the right number of each ingredient in the blender.

Blending It Up (continued)

2



Directions: Write a number to show how many of each ingredient to use. Next, make the smoothie by drawing the right number of each ingredient in the blender.

Smoothie Celebration

3

My smoothie	My partner's smoothie
_____ - - - - - _____	_____ - - - - - _____
_____ - - - - - _____	_____ - - - - - _____
_____ - - - - - _____	_____ - - - - - _____

Directions: Find an ingredient you and your partner both used. Write how many of each ingredient. Circle the number that is *more*. Cross out the number that is *less*. If they are the *same*, circle both numbers.

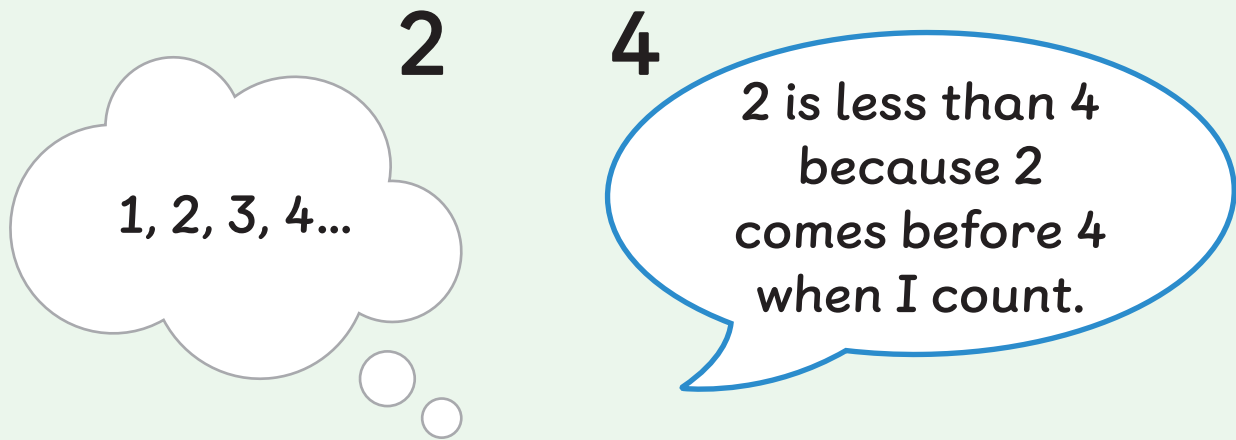
Smoothie Celebration (continued)

My smoothie	My partner's smoothie
_____ _____	_____ _____
_____ _____	_____ _____
_____ _____	_____ _____
_____ _____	_____ _____

Directions: Find an ingredient you and your partner both used. Write how many of each ingredient. Circle the number that is *more*. Cross out the number that is *less*. If they are the *same*, circle both numbers.

Summary 2.22

Knowing the order of numbers helps you make groups, figure out how many are in a group, and compare 2 groups.



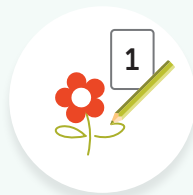
Practice 2.22

Choose from these Centers.



Less, Same,
More

Stage 4



Math Libs

Stage 1



Number Race

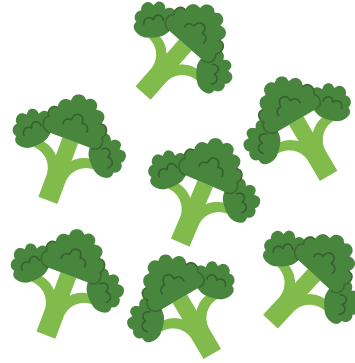
Stage 1

Practice 2.22

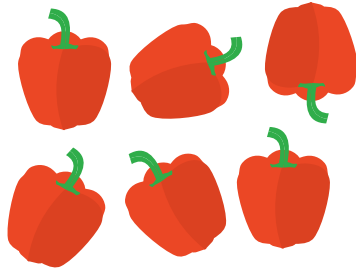
Name _____

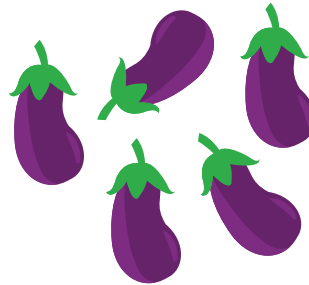
1





2





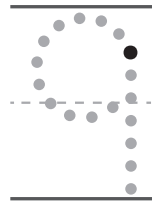
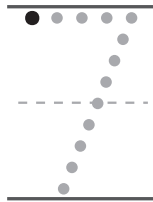
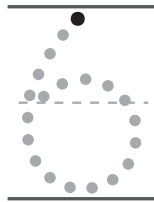
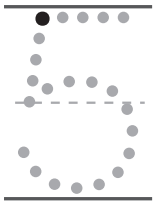
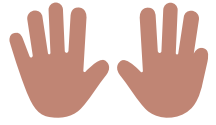
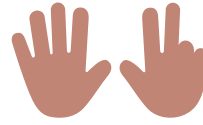
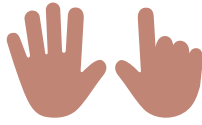
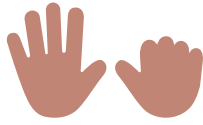
Directions:

1. Count the vegetables. Write the number that tells how many vegetables. Circle the number that is *less*.
2. Count the vegetables. Write the number that tells how many vegetables. Circle the number that is *more*.

Practice 2.22

Name _____

3



Directions:

3. Trace each number. Then write each number in the last 3 rows.



Notes:

Math at Work

Can you smell the fresh baked challah bread?

Bakers use math to count the loaves of bread they make and sell. This tells them if they need to make more or less.



PeopleImages.com - Yuri A/Shutterstock.com. Yana Rubin/Shutterstock.com.

Math in the World



Math Mindset

7



Directions:

Math in the World: Write a number to show how many loaves of challah bread there are.

Math Mindset: Circle the number or group that shows more. How do you know?



Unit 3

Flat Shapes All Around Us

Big Ideas in This Unit

CC1 Sort and Describe Data **CC2** How Many? Bigger or Equal?

CC4 Shapes in the World Making Shapes From Parts

Questions for Investigation

- How can we describe and compare shapes?
- How can small shapes be put together to make larger shapes?



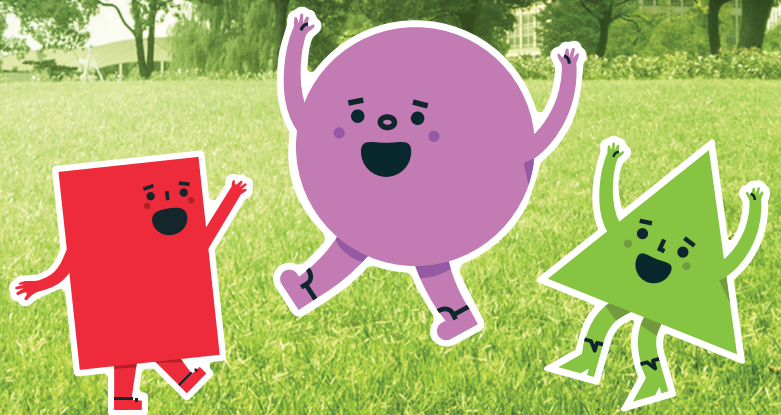
Explore: Shapes Challenge

Which shapes can we use?



Unit Story: A Great Shape Adventure

In this story, shapeless globs journey out to find the city of Polytopia. Along the way, they face different obstacles that challenge them to help each other and discover who they truly are.



Watch Your Knowledge Grow

This is the math you'll explore in this unit. Rate your understanding to see how your knowledge grows!

— —
Not yet Almost I got it!

I can . . .	Before	After
Find shapes that match.	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>
Compare shapes.	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>
Describe shapes.	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>
Organize and count shapes.	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>
Count the sides and corners of a shape.	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>
Sort shapes into groups.	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>
Name shapes such as circles, triangles, and rectangles.	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>
Draw and make shapes using objects.	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>
Use simple shapes to build larger shapes.	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>

Exploring Shapes in Our Community

✦ Unit Story: A Great Shape Adventure



KYTan/Shutterstock.com

Skwee, Skwash, and Trina have many adventures together as they set out to discover their true selves.

How are Skwee, Skwash, and Trina alike and different?

Name _____

Shapes in the World

Making Shapes From Parts

🕒 Building Toward K.G.4, K.G.2, K.G.6, SMP.1,

SMP.3, SMP.7

Explore: Shapes Challenge

Which shapes can we use?



Warm-Up

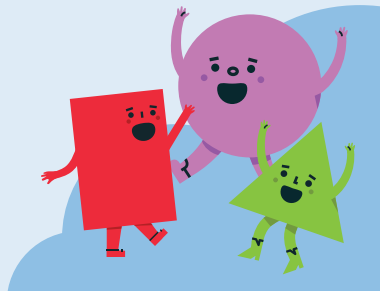


eyes on teacher

Discuss  What do you notice? What do you wonder?

A Great Shape Adventure

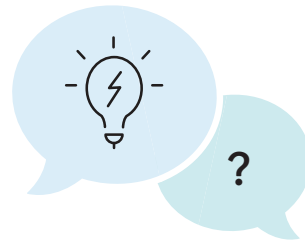
Unit Story





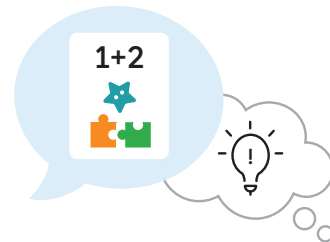
Ways to be a mathematician

- 1 I can explain why my thinking makes sense and ask questions to understand the thinking of others.



— —
Not yet Almost I got it!

- 2 I can work carefully and try to be clear when I share my ideas.



— —
Not yet Almost I got it!

Directions: Use the materials to show a place or places in your community.

What We Know About Shapes

Let's talk about shapes.



Warm-Up



eyes on teacher



I can be all of me in math class.
What does it mean to belong to a math community?

Activity

1

Finding Shapes in Polytopia

1

Discuss 

- I notice _____.
- I wonder _____.

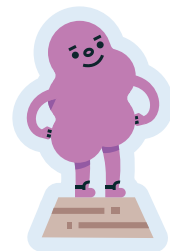
Directions: Tell your partner what you notice and wonder about the shapes in the pictures.

Mystery Shape

Hands-On 

2 Discuss 

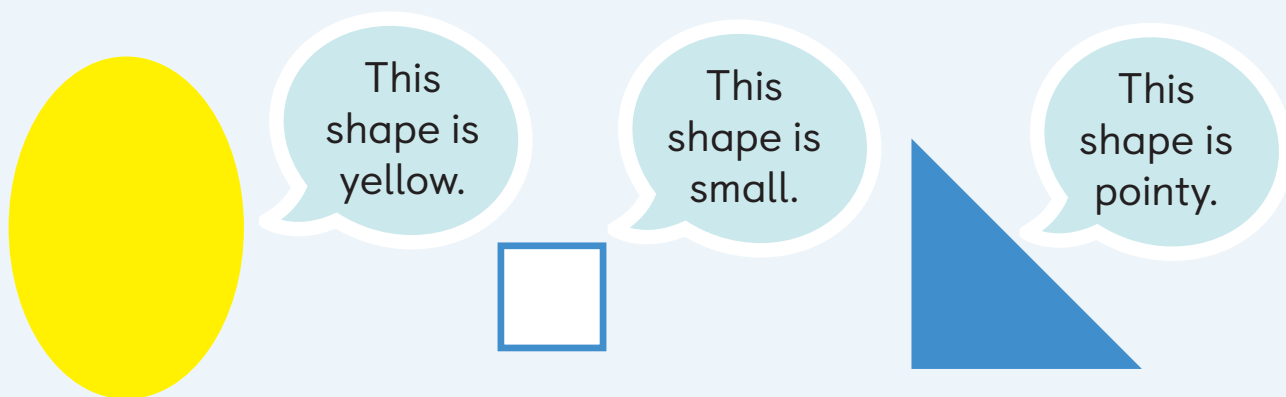
My shape _____.



Directions: Ask your partner *yes* or *no* questions to figure out their mystery shape. Cover up shapes that are *not* their mystery shape. Tell your partner which shape is the mystery shape when you know it.

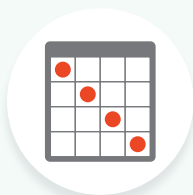
Summary 3.02

There are different ways to describe shapes, like by their colors, sizes, or parts.



Practice 3.02

Choose from these Centers.



Bingo

Stage 2



Mystery Shape

Stage 1



Pattern Blocks

Stage 3

1

 Draw

2

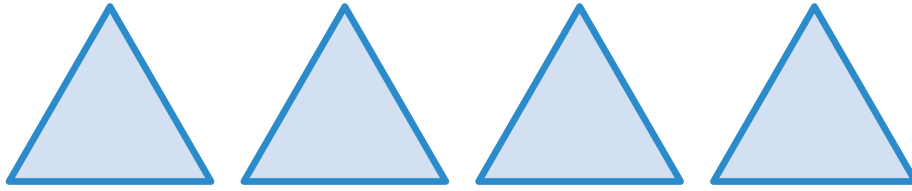


Directions:

1. Draw a pointy shape and a round shape.
2. Cross out the shapes on the playground that match each shaded shape.

Spiral Review

3

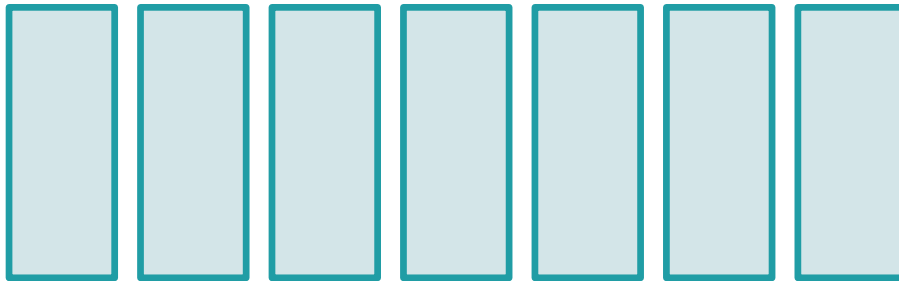


6

4

5

4

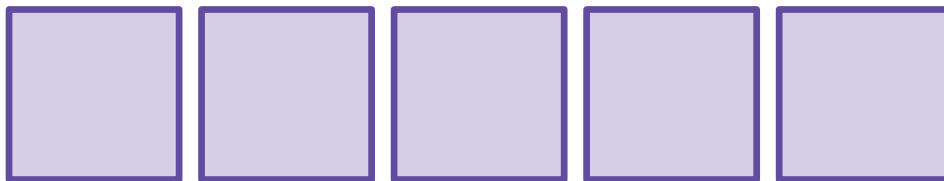


7

9

8

5



4

5

6

Directions:

3–5. Circle the number that tells how many.

Which Shapes Match?

Let's find shapes that match.



Warm-Up



eyes on teacher



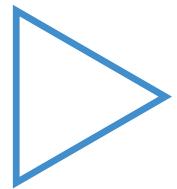
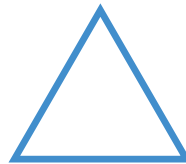
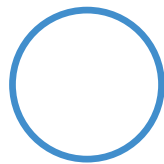
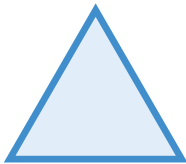
I am a doer of math.
What shapes do you see every day?

Activity

1

Which Shapes Match?

1



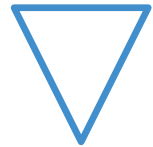
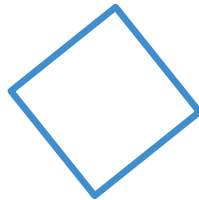
Directions: In each row, color 2 shapes that match the first shape.

Which Shapes Match? (continued)

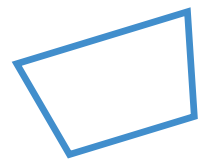
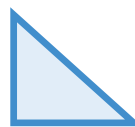
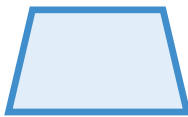
2



3



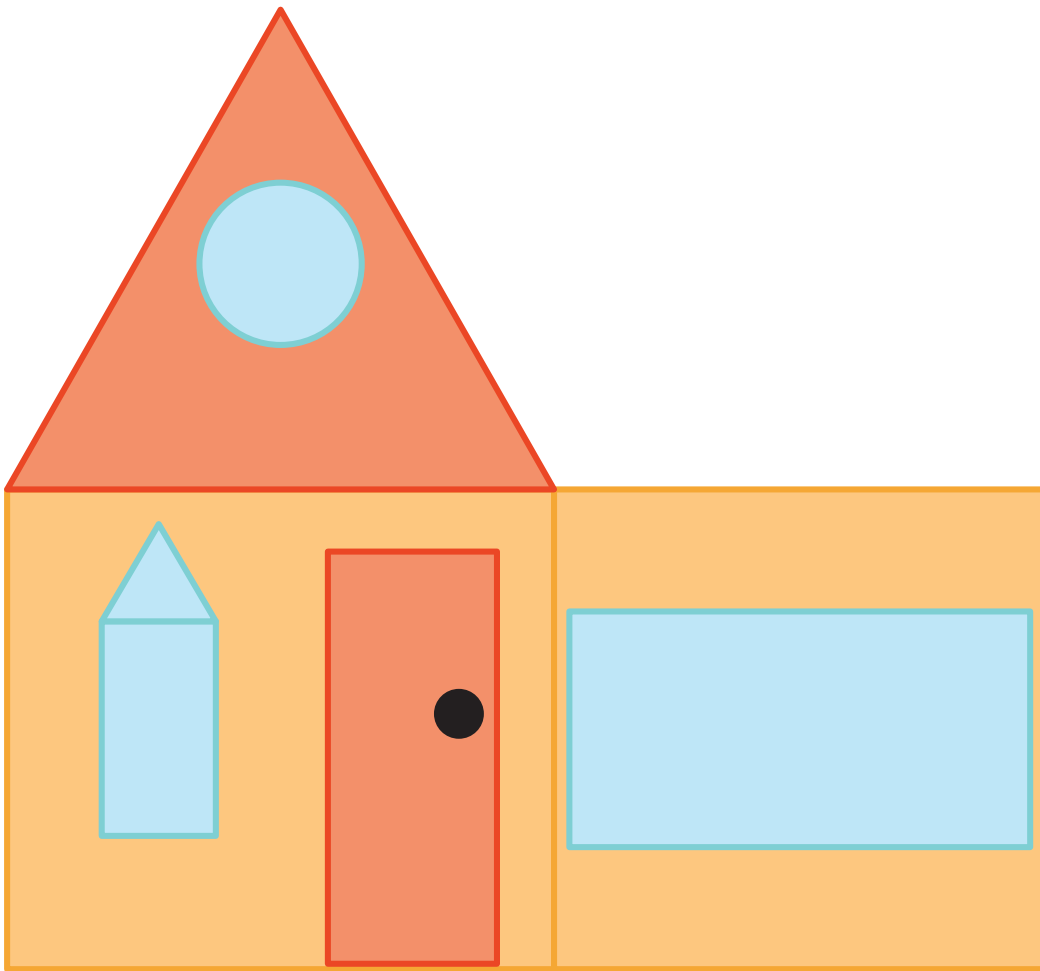
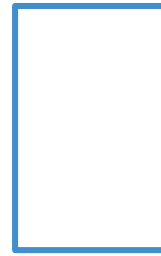
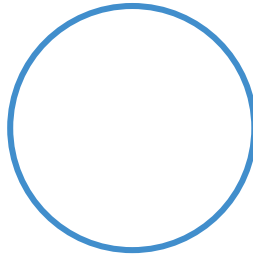
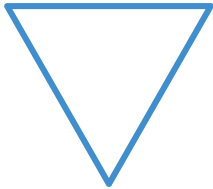
4



Directions: In each row, color 2 shapes that match the first shape.

Shapes on a House

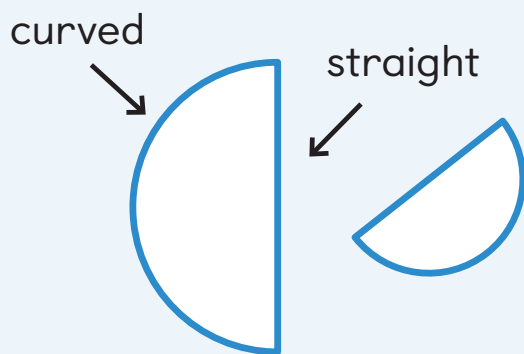
5



Directions: Draw lines to match each shape at the top of the page with shapes in the picture. Then explain to your partner why the shapes match.

Summary 3.03

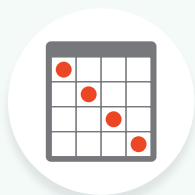
Shapes can be the same, even if they are different sizes or turned in different ways.



“These are the same shapes because they have 1 curved part and 1 straight part.”

Practice 3.03

Choose from these Centers.



Bingo

Stage 2



Mystery Shape

Stage 1



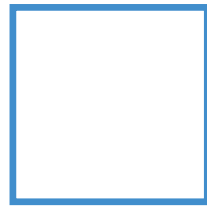
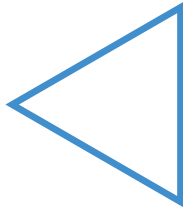
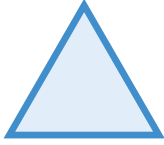
Pattern Blocks

Stage 3

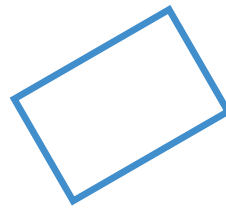
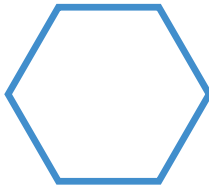
Practice 3.03

Name _____

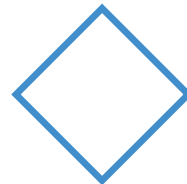
1



2



3

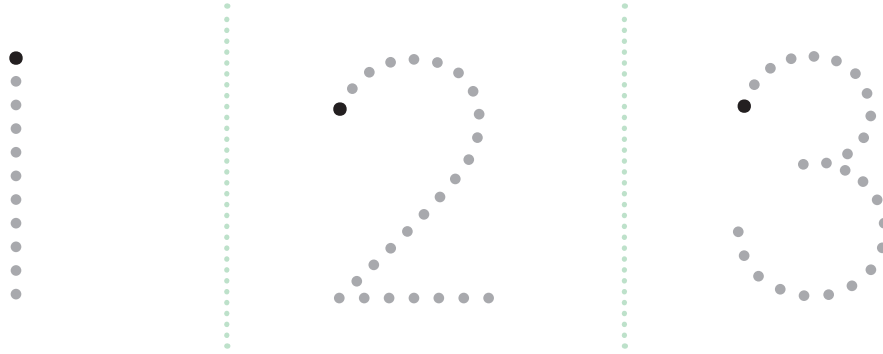


Directions:

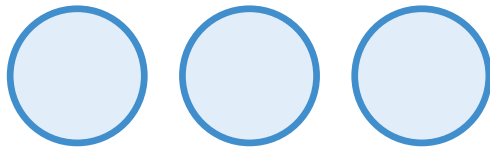
1–3. Circle the shape that matches the shaded shape.

Spiral Review

4



5



6



Directions:

4. Trace each number.

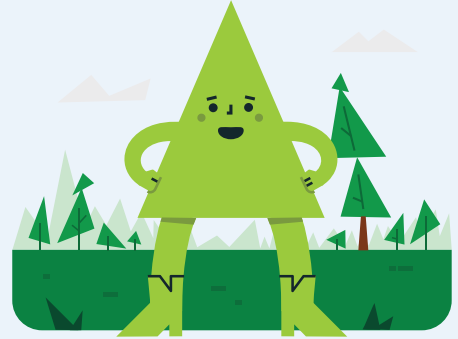
5–6. Write the number that tells how many.

Name _____

Shapes in the World K.G.4, SMP.3, SMP.6, SMP.7

Comparing Shapes

Let's describe and compare shapes.



Warm-Up



eyes on teacher



I can be all of me in math class.
How would you describe yourself as a math learner?

Activity

1

Comparing Shapes



Directions: Choose a shape in the picture. Then compare your shape with your partner's shape.

Comparing Shapes (continued)

1

Discuss 

- Our shapes are alike because _____.
- Our shapes are different because _____.

Directions: Choose a shape in the picture. Then compare your shape with your partner's shape.

Alike and Different

Hands-On 

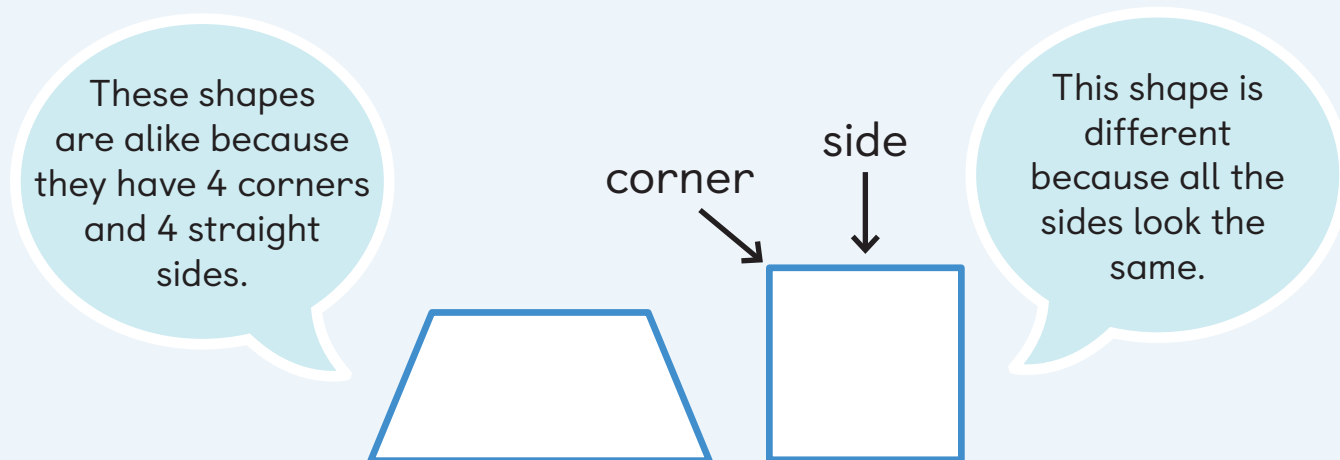
2 Discuss 

- Our shapes are alike because _____.
- Our shapes are different because _____.

Directions: Compare your shape with your partner's shape.

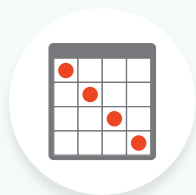
Summary 3.04

Two shapes can be compared by explaining how their **sides** and **corners** are alike and different.



Practice 3.04

Choose from these Centers.



Bingo

Stage 2



Mystery Shape

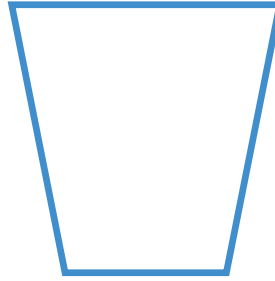
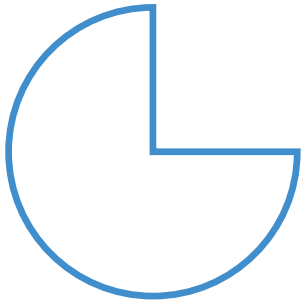
Stage 1



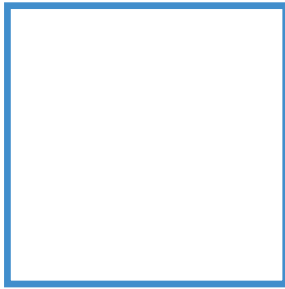
Pattern Blocks

Stage 3

1



2

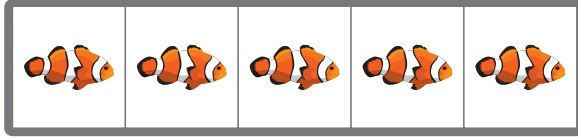


Directions:

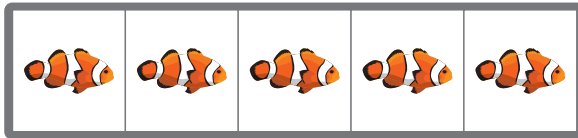
1. Circle **1** part of each shape that is alike.
2. Circle **2** parts of each shape that are alike.

Spiral Review

3



4



5



Directions:

3–4. Write the number that tells how many.


5. Trace each number.

Name _____

Sort and Describe Data

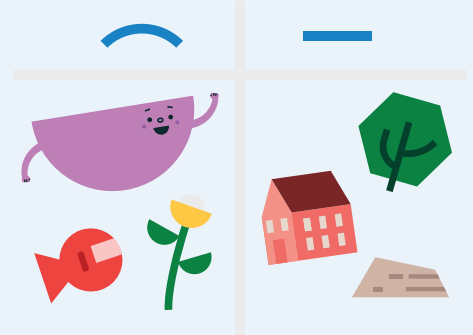
How Many?

Shapes in the World

 K.MD.3, K.CC.1, K.G.4, SMP.3, SMP.7

So Much Sorting

Let's sort pictures of objects and shapes into groups.



Warm-Up



eyes on teacher



We are a math community.
What makes you the same as or different from a person in our math community?

Activity

1

Sorting Objects

1

Discuss 

The object belongs in this group because _____.

Directions: Describe the shape of the object to your partner. Then tell your partner which group the object belongs to and explain why.

Sorting Shapes

Hands-On 

2

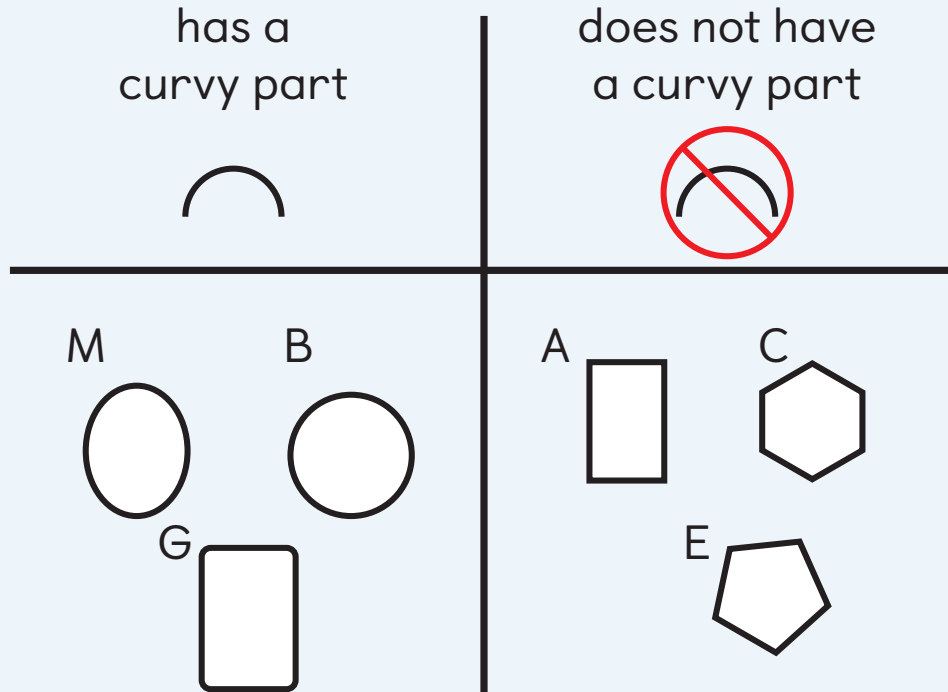
Discuss 

- This shape is the same as these shapes because _____.
- This shape is different from these shapes because _____.

Directions: Use the sorting rule at the top of the mat to sort the shapes.

Summary 3.05

You can **sort** shapes into groups using the parts of the shapes that are the same.



Practice 3.05

You'll play this Center.



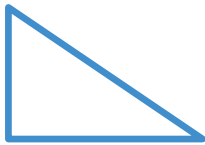
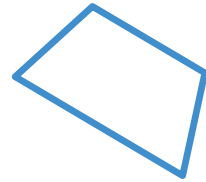
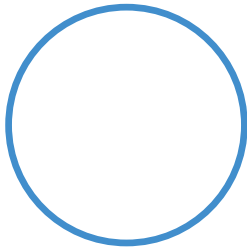
Counting Collections Stage 1

Let's sort, count, and show how many.

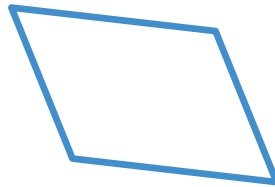
Practice 3.05

Name _____

1



2



Directions:

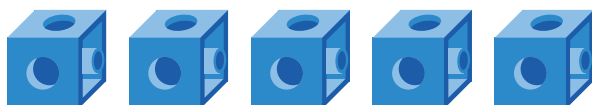
1–2. Cross out **3** shapes that have curved sides. Explain how you would describe the shapes that are not crossed out.

Spiral Review

3



4



6



5



4

Directions:

3. Trace each number.


4. Count the connecting cubes. Draw a line to the number that tells how many.

Name _____

Sort and Describe Data

How Many?

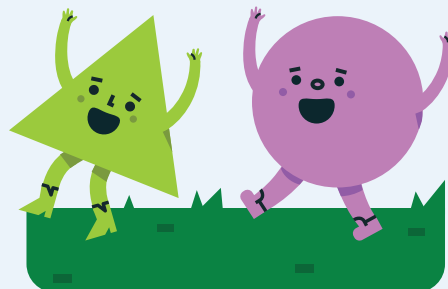
Shapes in the World

 K.G.2, K.G.4, K.MD.3, K.CC.4,

K.CC.5, SMP.2, SMP.3, SMP.6, SMP.7

What's That Shape Called?

Let's figure out which shapes are circles and triangles.



Warm-Up



eyes on teacher



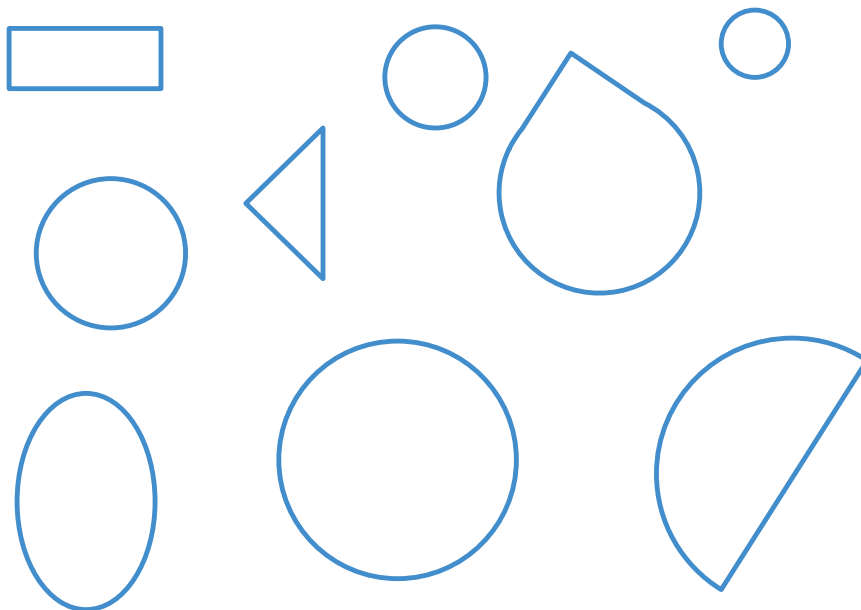
We are a math community.
How do the things that make us alike and different make our math community better?

Activity

1

Coloring Circles

1



Directions: Find and color **4** circles on the page. Then explain to your partner how you know each shape you colored is a circle.

Sorting Triangles

Hands-On 

2

triangles



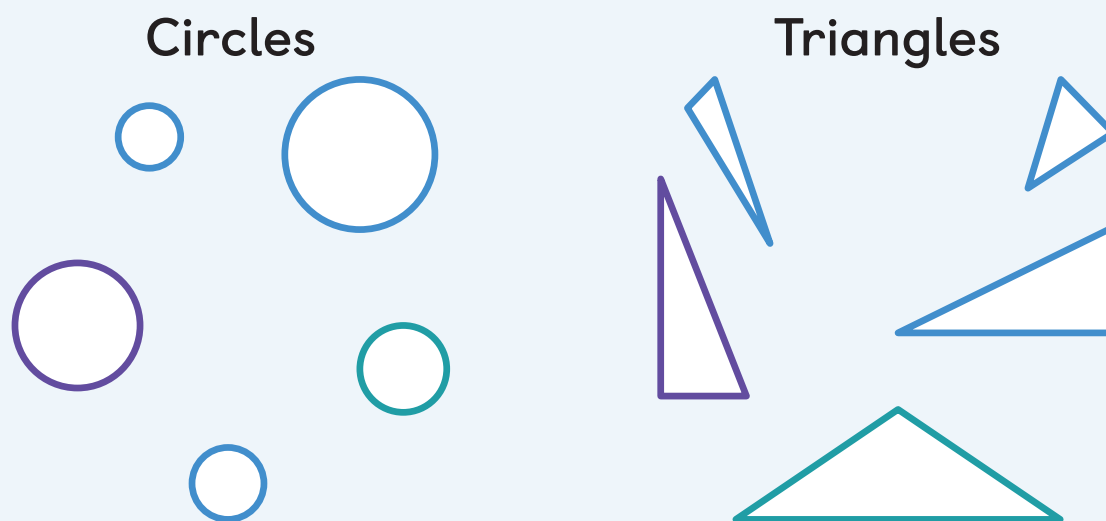
not triangles



Directions: Sort the shapes into **2** groups: triangles and not triangles. As you sort each shape, explain to your partner why you think the shape belongs in that group. Then write numbers to show how many shapes are in each group.

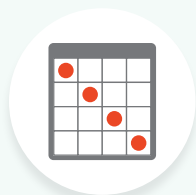
Summary 3.06

Circles are round, have no straight sides, and no corners. **Triangles** have 3 straight sides and 3 corners.



Practice 3.06

Choose from these Centers.



Bingo

Stage 2



**Counting
Collections**

Stage 1



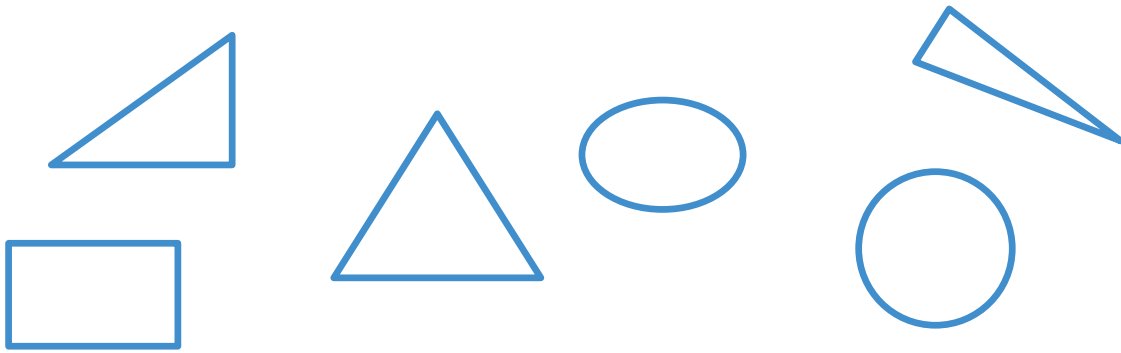
Mystery Shape

Stage 1

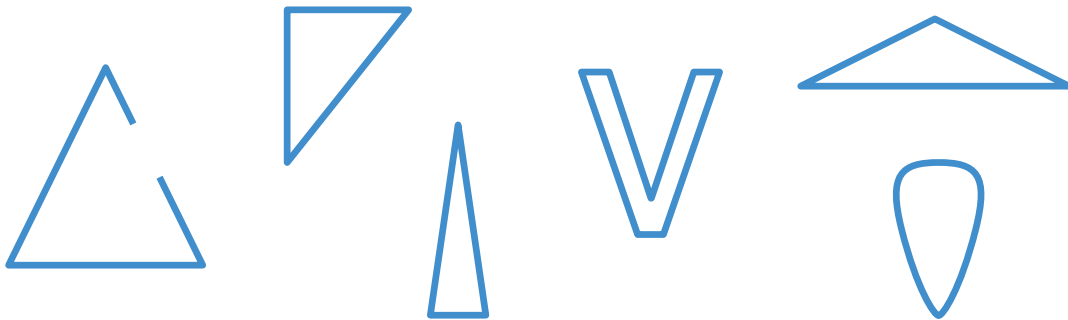
Practice 3.06

Name _____

1

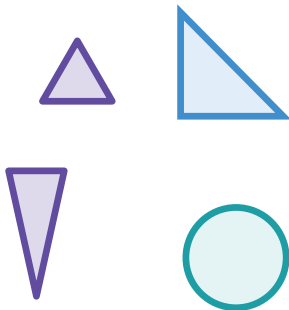


2



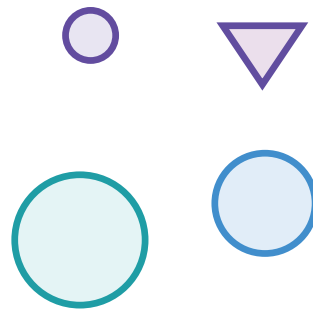
3

 triangles



4

 circles



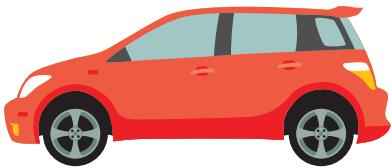
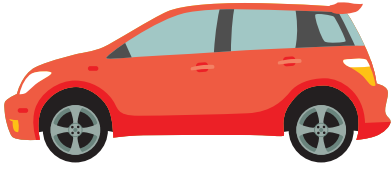
Directions:

1–2. Color **3** triangles. Cross out the shapes that are not triangles.

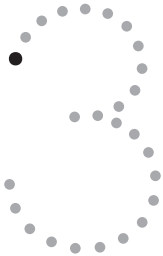
3–4. Cross out the shape that does not belong.

Spiral Review

5



6



--	--	--	--	--

Directions:

5. Cross out the circles in each picture. Count the circles and write the number that tells how many.

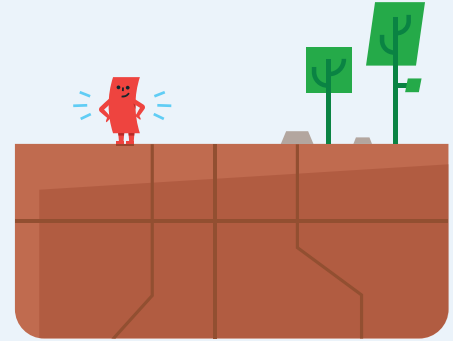
6. Trace the number and then fill in the 5-frame to show 3.

Name _____

Sort and Describe Data How Many? Bigger or Equal? Shapes in the World K.MD.1, K.MD.2, K.MD.3, K.G.2, K.G.4, K.CC.4, SMP.2, SMP.7

Another Shape

Let's work with rectangles.



Warm-Up



eyes on teacher



We are a math community.
Think about the Unit Story.
How did the characters' differences help them?

Activity

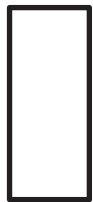
1

Sorting Rectangles

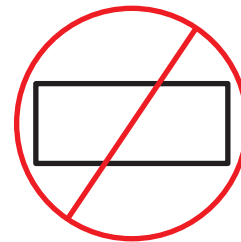
Hands-On

1

rectangles



not rectangles



Directions: Sort the shapes into **2** groups: rectangles and not rectangles. As you sort each shape, explain to your partner why you think the shape belongs in that group. Then write numbers to show how many shapes are in each group.

Comparing Lengths of Rectangles

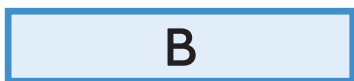
2



3



4



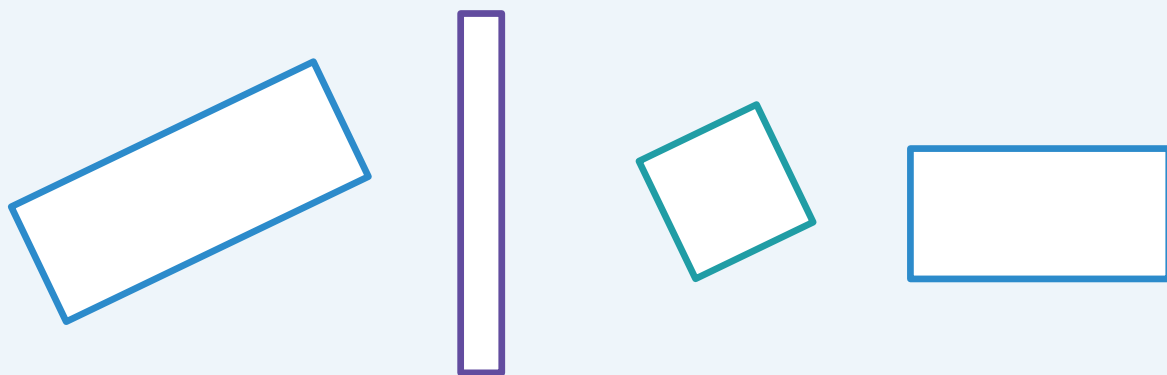
5



Directions: Put an X on the rectangle that is longer. Explain to your partner how you know.

Summary 3.07

Rectangles are shapes that have 4 straight sides and 4 corners. All the sides connect and all the corners look the same. Sometimes, rectangles have 2 sides that are **short** and 2 sides that are **long**.



Practice 3.07

You'll play this Center.



Estimate and Measure

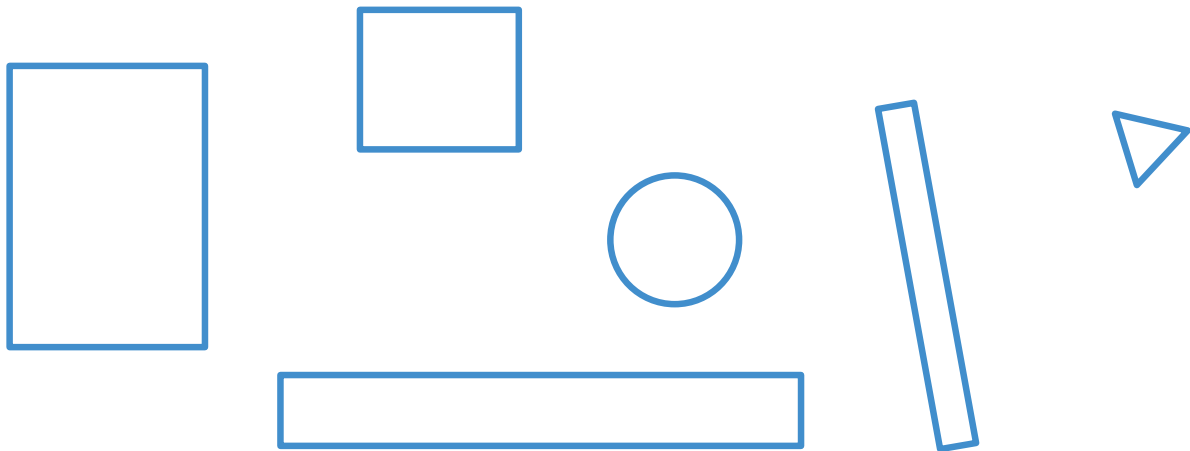
Stage 1

Let's make predictions and comparisons about lengths.

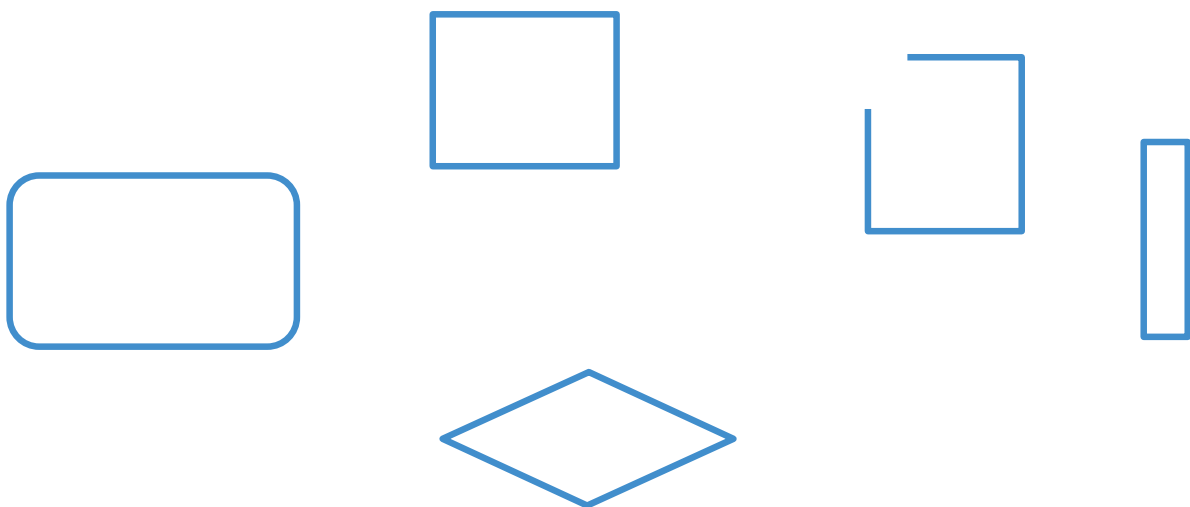
Practice 3.07

Name _____

1



2



3

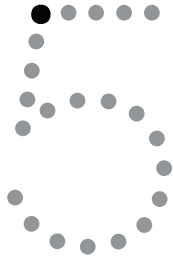


Directions:

1. Color **4** rectangles. Cross out the shapes that are not rectangles.
2. Color **2** rectangles. Cross out the shapes that are not rectangles.
3. Circle the triangle. Cross out the circle. Color the square. Underline the rectangle.

Spiral Review

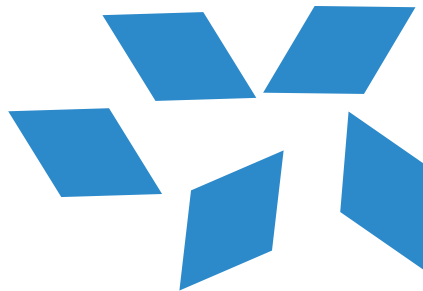
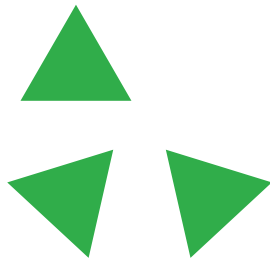
4



5



6



Directions:

4–5. Trace the number and then fill in the 5-frame to show that amount.

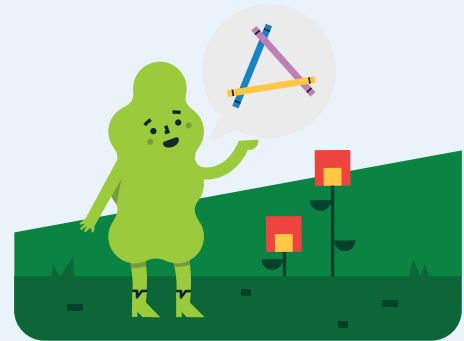
6. Circle the group of objects that shows more. Write the number that tells how many are in that group.

Name _____

Sort and Describe Data How Many? Bigger or Equal Shapes in the World K.MD.1, K.MD.2, K.MD.3, K.G.2, K.G.4, K.G.5, K.CC.1, SMP.6, SMP.7

Building Shapes With Straws

Let's compare the lengths of straws and then use them to build shapes.



I am a doer of math.
When is it useful to know which object is longer and which is shorter?

Warm-Up



eyes on teacher

Activity

1

Shorter or Longer?

Hands-On 

1 There are _____ straws that are *shorter* than the line.

2 There are _____ straws that are *longer* than the line.

Directions: Compare the lengths of the straws to the line. Sort them into straws that are *shorter than* and straws that are *longer than* the line. Write numbers to show how many straws are in each group.

Building Shapes With Straws

Hands-On 

3

Discuss 

longer



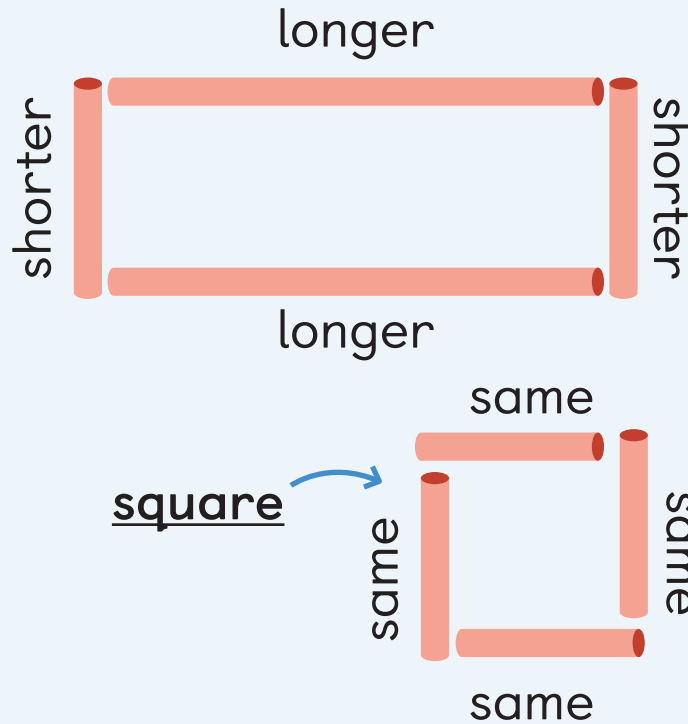
shorter



Directions: Use 4 straws to make a shape. Show and describe your shape to your partner using the words *longer* and *shorter*. Then use 4 straws to make a new shape and describe your new shape to your partner.

Summary 3.08

Shapes can have sides that are the same length or sides that are different lengths. Rectangles that have sides that are the same length are a special type of rectangle called a **square**.



Practice 3.08

You'll play this Center.



Build Shapes Stage 1

Let's build flat shapes.

Practice 3.08

Name _____

1



2



3



4

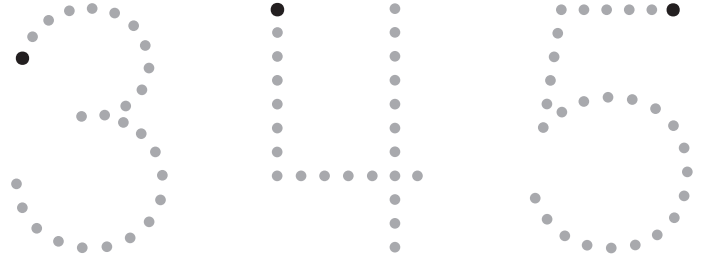
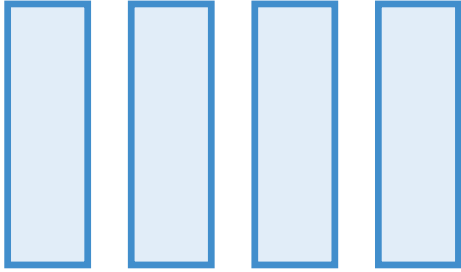


Directions:

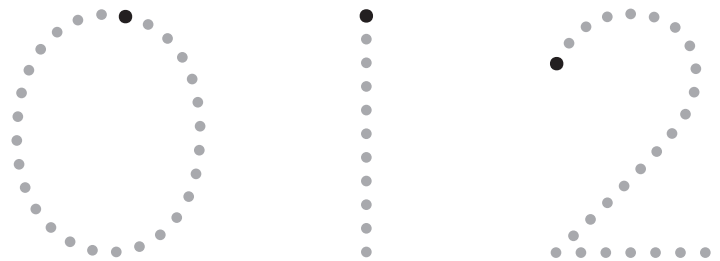
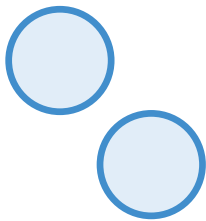
1–4. Cross out the rectangle that is *longer*.

Spiral Review

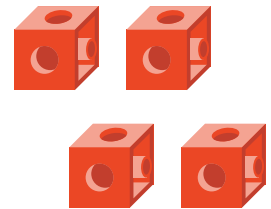
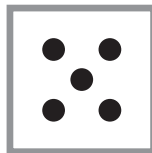
5



6



7




Directions:

5–6. Count the shapes. Trace the number that shows how many.

7. Circle 2 groups that show 5.

Name _____

Shapes in the World  K.MD.3, K.G.2, K.G.4, SMP.6, SMP.7


Polytopia's Annual Kite Festival

Let's sort shapes into more than 1 group.



Warm-Up

1-2

 eyes on teacher



I am a doer of math.
When have you sorted things at home or at school?

Activity

1

Sorting, Sorting, Sorting

3-7

Hands-On 

We sort the shapes into _____, _____
and _____.

We sort the shapes into _____ and
_____.

Directions:

3, **5**, **7** Sort the shapes.

4, **6** Let's watch the video.

Sorting, Sorting, Sorting (continued)

8**Discuss** 

- I notice _____.
- I wonder _____.
- I predict _____.

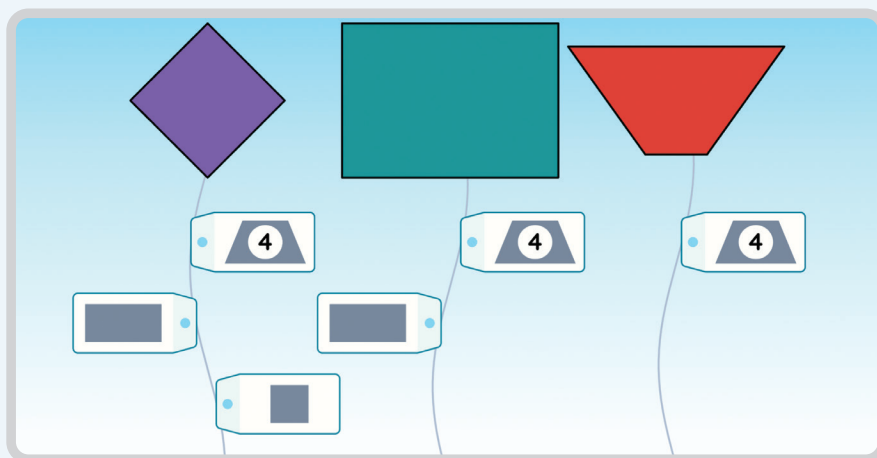
9**Discuss** 

- My prediction matched because _____.
- My prediction did not match because _____.

Directions:**8**, **9** Let's look at the picture.

Summary 3.09

A shape can be sorted into more than 1 group. For example, a square can be sorted into these groups: shapes with 4 sides, rectangles, and squares.



Practice 3.09

Choose from these Centers.



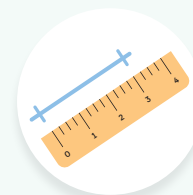
Build Shapes

Stage 1



Counting Collections

Stage 1



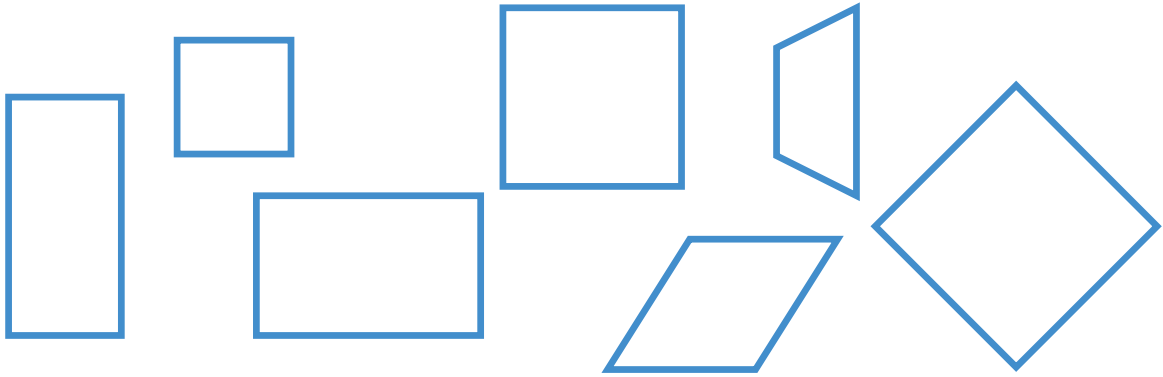
Estimate and Measure

Stage 1

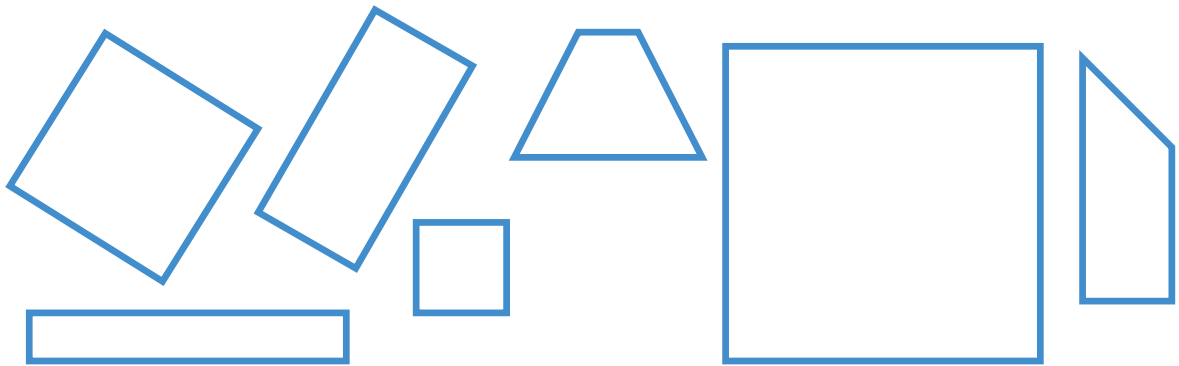
Practice 3.09

Name _____

1

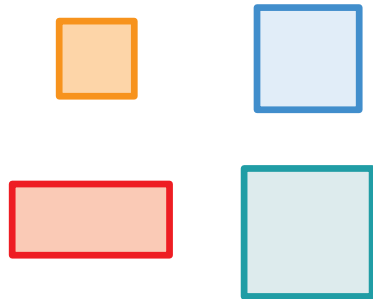


2



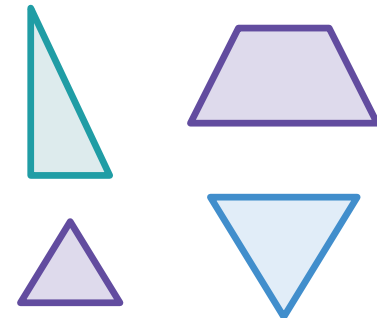
3

 squares



4

 triangles



Directions:

1–2. Color 3 squares. Cross out the shapes that are *not* rectangles.

3–4. Cross out the shape that does not belong.

Spiral Review

5



6



--	--	--	--	--

Directions:


5. Cross out the rectangles. Count the rectangles and write the number that tells how many.

6. Trace the number and then fill in the 5-frame to show 7.

Name _____

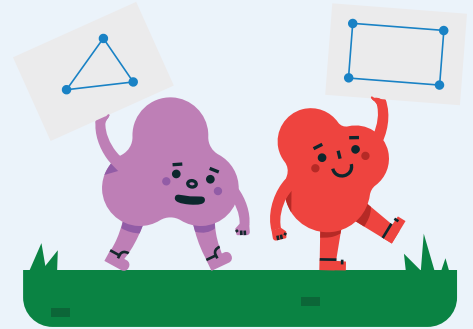
Bigger or Equal

Shapes in the World

 K.G.1, K.G.2, K.G.4, K.G.5, SMP.6

Points and Lines

Let's draw and describe shapes.



I am a doer of math.

When have you seen a person make a mistake in math class? How did they learn from the mistake and what did they do next?

Warm-Up



eyes on teacher

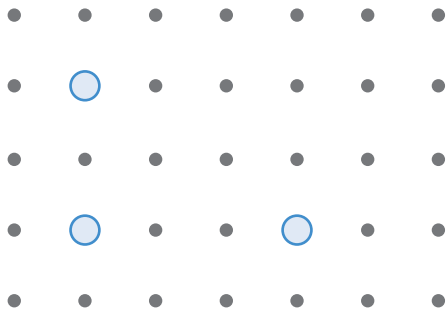
Activity

1

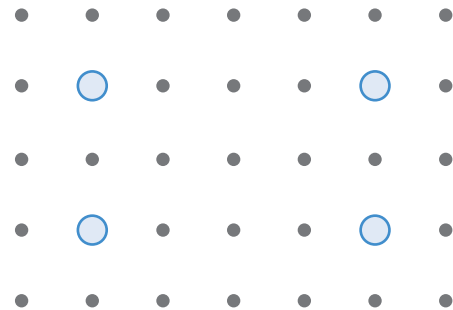
Connecting the Points

 Draw

1



2

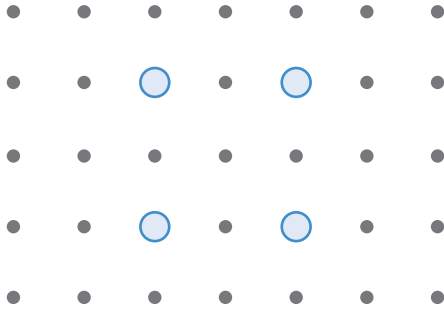


Directions: Draw straight lines to connect the points to make each shape. Color each shape and then describe it to your partner.

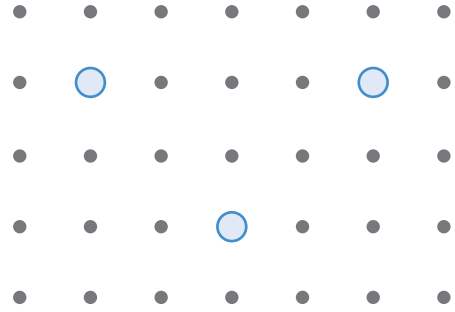
Connecting the Points (continued)

 Draw

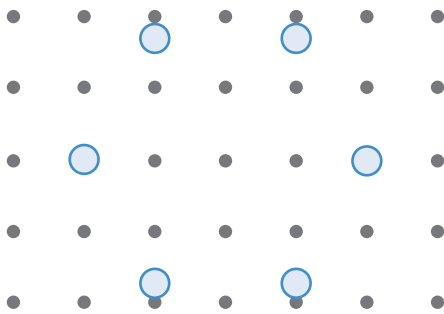
3



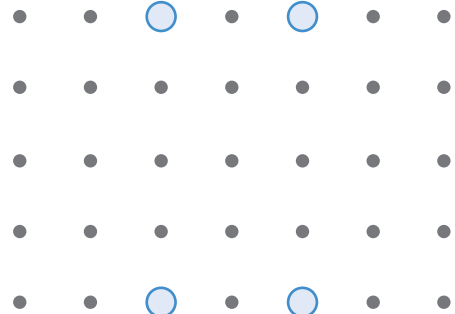
4



5



6



Directions: Draw straight lines to connect the points to make each shape. Color each shape and then describe it to your partner.

Can You Draw It?

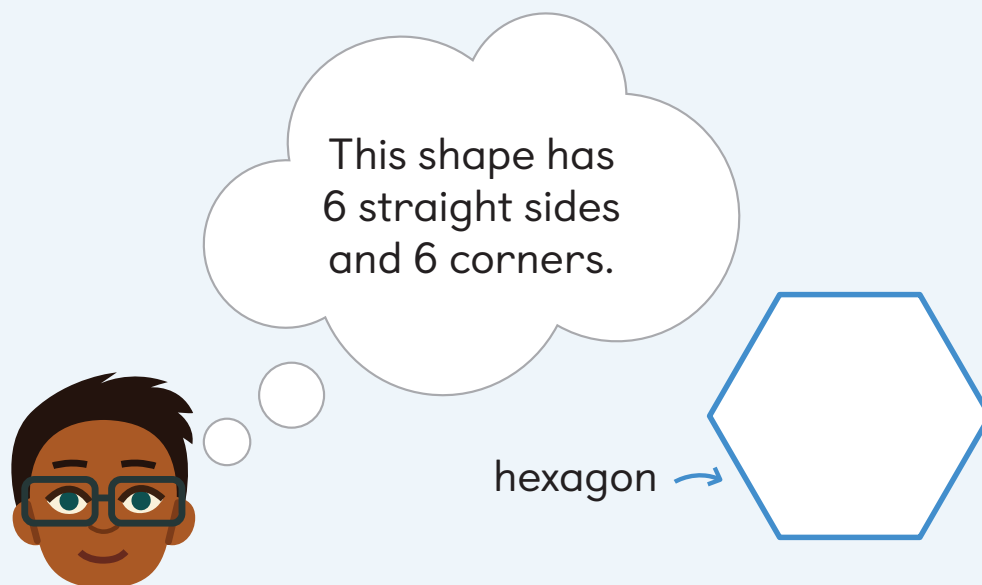


Round	Drawing	Round	Drawing
1	• •	4	• •
2	• •	5	• •
3	• •	6	• •

Directions: Take turns describing and drawing shapes with your partner.

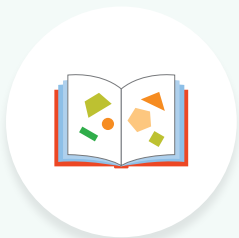
Summary 3.10

You can describe and draw shapes by using what you know about shapes, like the number of sides and corners, the lengths of the sides, and what the corners look like.



Practice 3.10

You'll play this Center.



Picture Books Stage 2

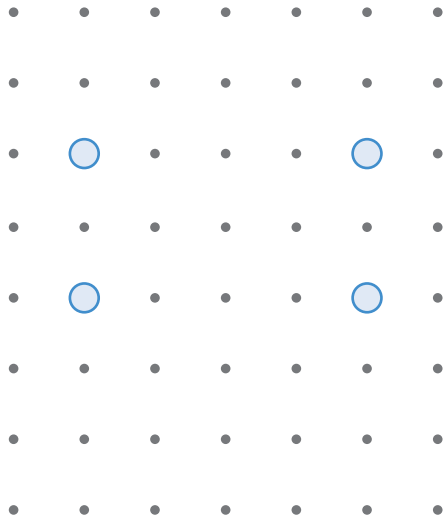
Let's find shapes and talk about them.

Practice 3.10

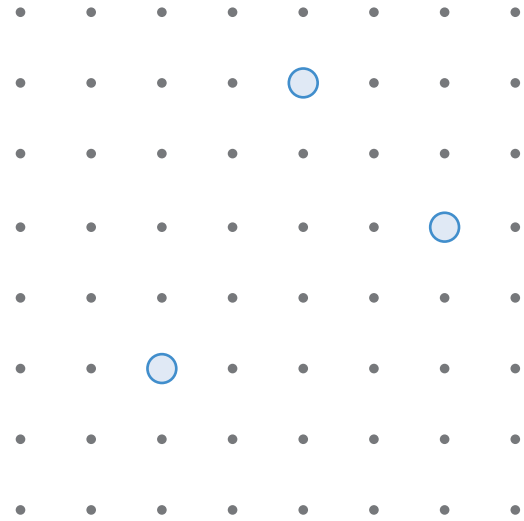
Name _____



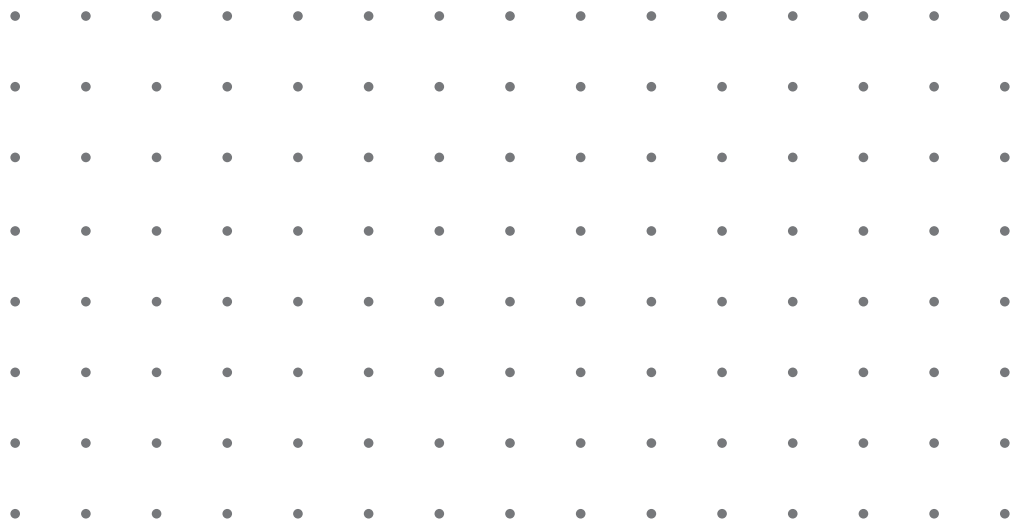
1



2



3



Directions:

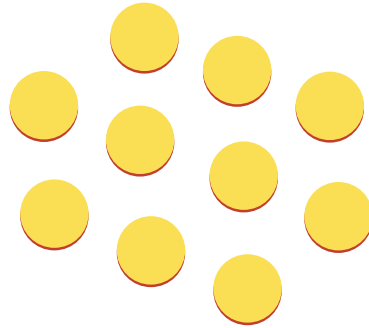
1–2. Connect the points and then tell the name of each shape.

3. Draw a shape with 4 sides and 4 corners. Color the shape.

Spiral Review

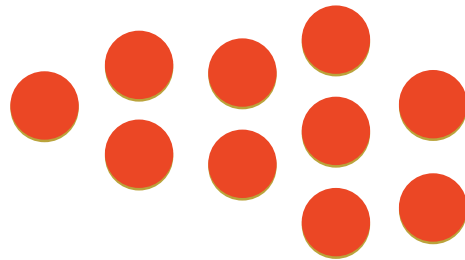
4

6

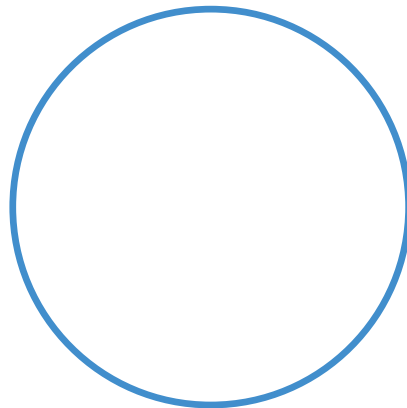


5

9



6



Directions:

4–5. Circle the counters to match the number.

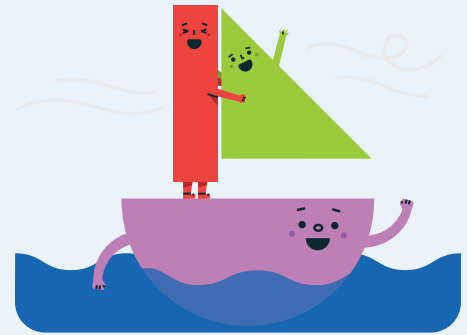
6. Write a number from 1 to 9. Draw dots inside the circle to match your number.

Name _____

Bigger or Equal? Shapes in the World K.G.1, K.G.2, K.G.4, K.G.5, SMP.2, SMP.4

Shapes Are Everywhere

Let's find shapes in our community.



Warm-Up



eyes on teacher



I am a doer of math.
When do you feel proud of your work in math class?

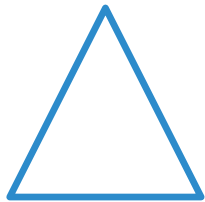
Activity

1

School Shape Search

 Draw

1



2

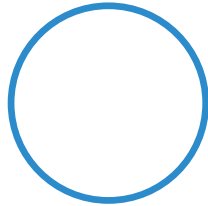


Directions: Look for triangles, rectangles, circles, squares, and hexagons in your community. Draw a picture of the object you find that has the same shape.

School Shape Search (continued)

 Draw

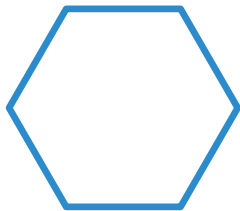
3



4



5



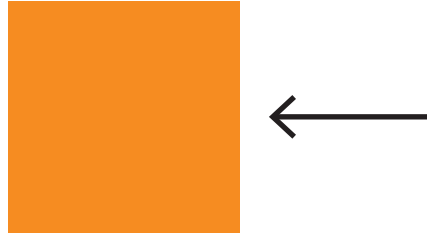
Directions: Look for triangles, rectangles, circles, squares, and hexagons in your community. Draw a picture of the object you find that has the same shape.

Asking Questions About Shapes

6

Discuss 

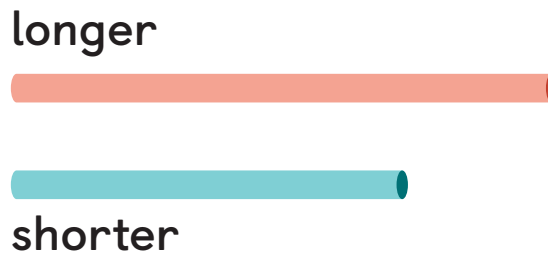
side



corner



longer
shorter

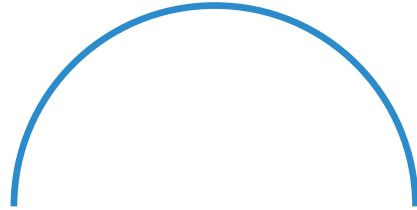


Directions: Ask and answer each other's questions about the shapes you found on the shape search.

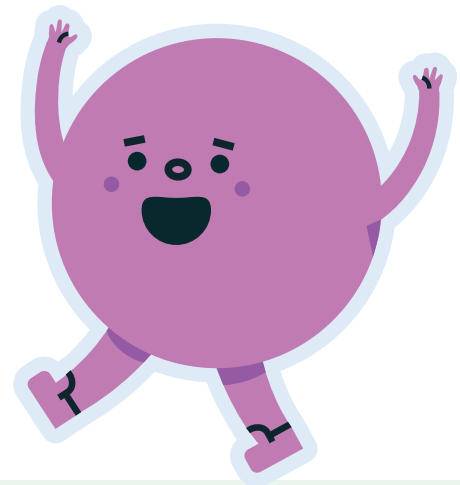
Asking Questions About Shapes (continued)

Discuss 

curved



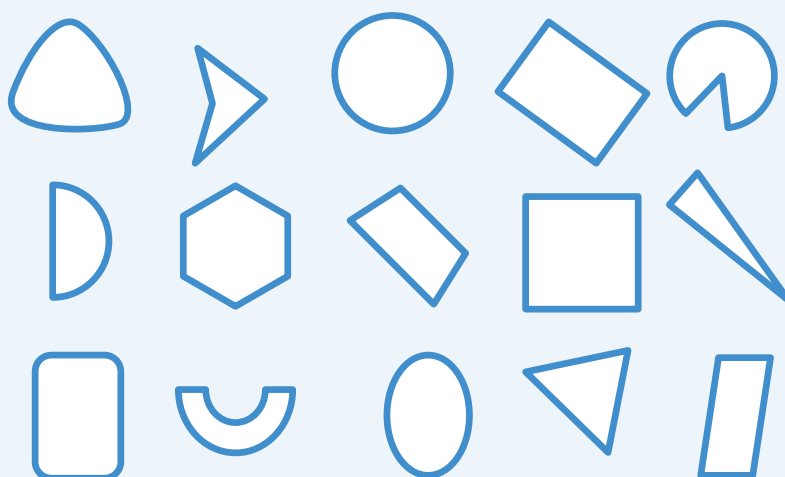
straight



Directions: Ask and answer each other's questions about the shapes you found on the shape search.

Summary 3.11

You can notice and wonder about shapes all around you.



Practice 3.11

Choose from these Centers.



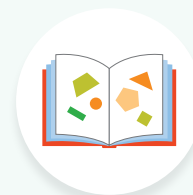
Build Shapes

Stage 1



Can You Draw It?

Stage 1

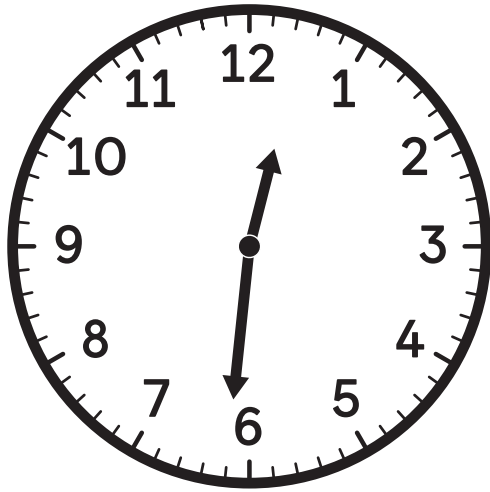


Picture Books

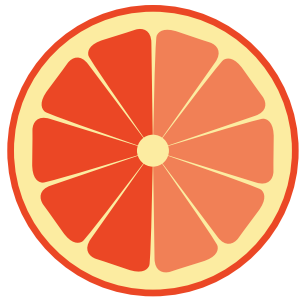
Stage 2

 Draw

1



2

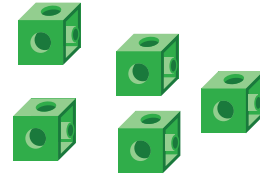
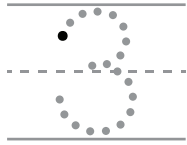


Directions:

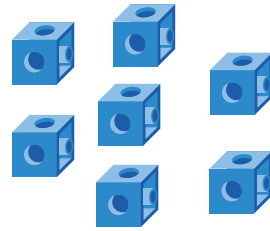
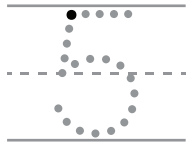
1–2. Draw 2 shapes you see in each picture.

Spiral Review

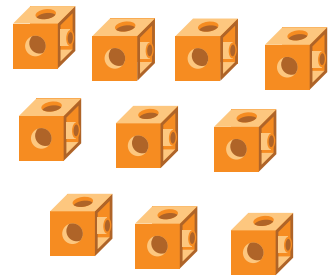
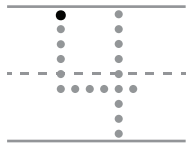
3



4



5

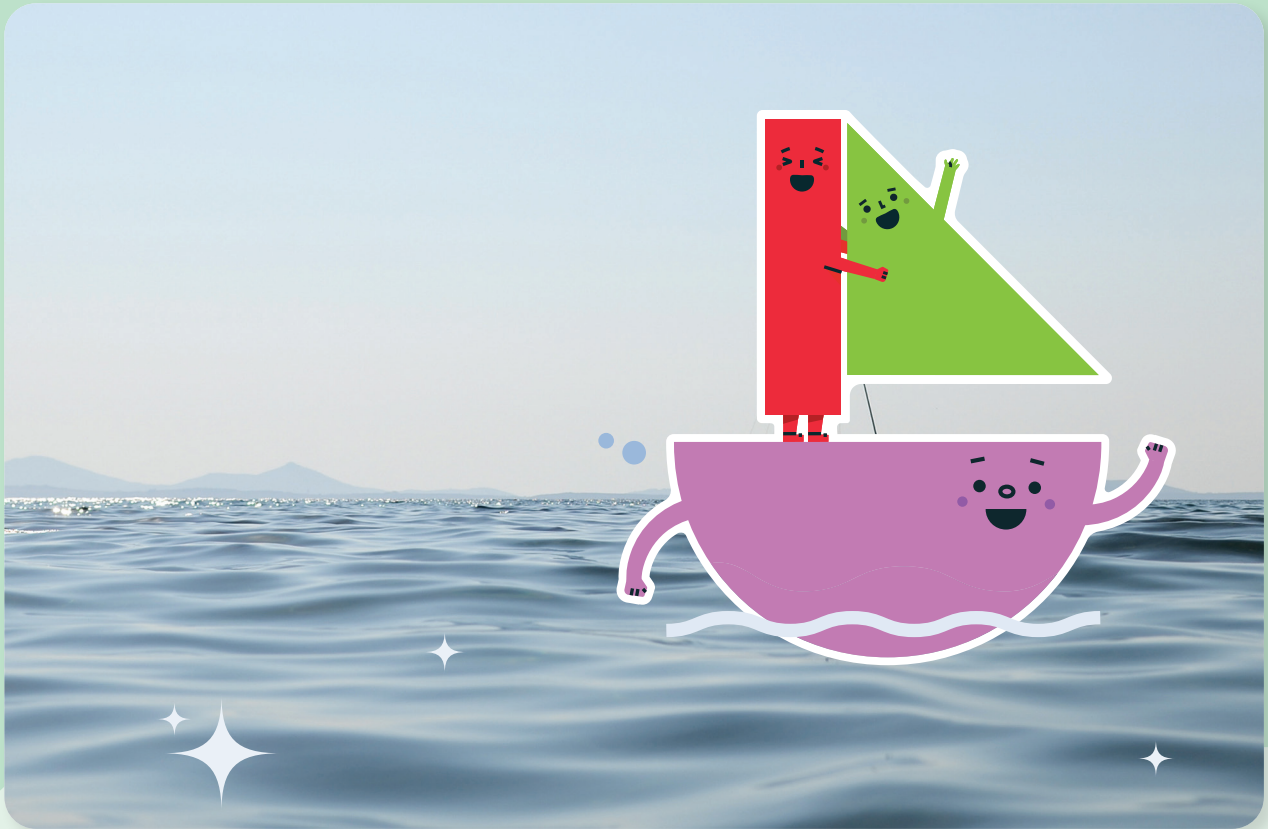


Directions:

3–5. Trace the number. Draw dots to match the number. Then circle the connecting cubes to match the number.

Putting Shapes Together

 Unit Story: A Great Shape Adventure



Raul Villalon/Shutterstock.com

Skwee, Skwash, and Trina worked together to solve problems.

What could they create by working together?


Name _____

Sort and Describe Data

How Many?

Shapes in the World

Making Shapes From Parts

 K.G.6, K.CC.5, K.CC.6, SMP.3, SMP.6, SMP.7

Putting Shapes Together

Let's put smaller shapes together to make larger shapes.



We are a math community.

In the Unit Story, the shapes join together to solve a problem. How do you work with others to solve problems in math class?

Warm-Up



eyes on teacher

Activity

1

Making a New Shape

Hands-On 

1 Discuss 

- I used _____ to make my shape.
- The shape I made has _____.

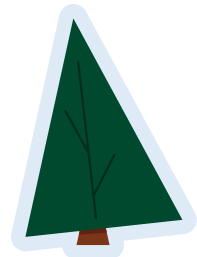
Directions: Work with your partner to put together 2 shapes to make a larger shape. Describe the new shape to your partner.

Pattern Blocks

Hands-On 

2

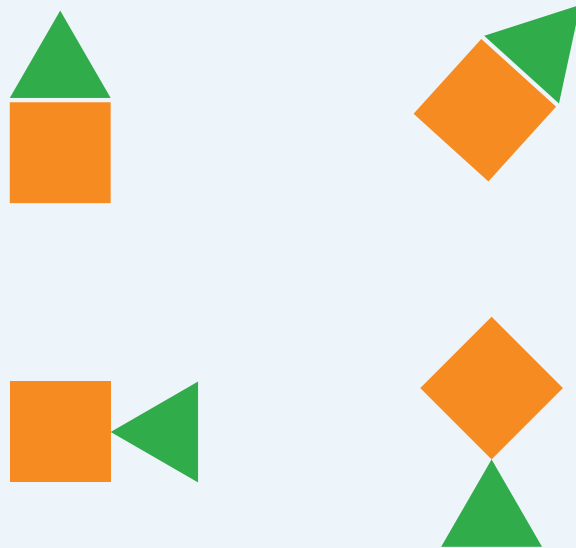
I have more _____ than _____.



Directions: Count out the pattern blocks you need and use them to build an object on your Work Mat. Then show your partner what you made and fill in the sentence with a word or drawing.

Summary 3.12

Shapes can be put together in different ways to form larger shapes.



Practice 3.12

Choose from these Centers.



Build Shapes

Stage 1



Can You Draw It?

Stage 1



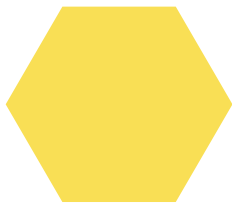
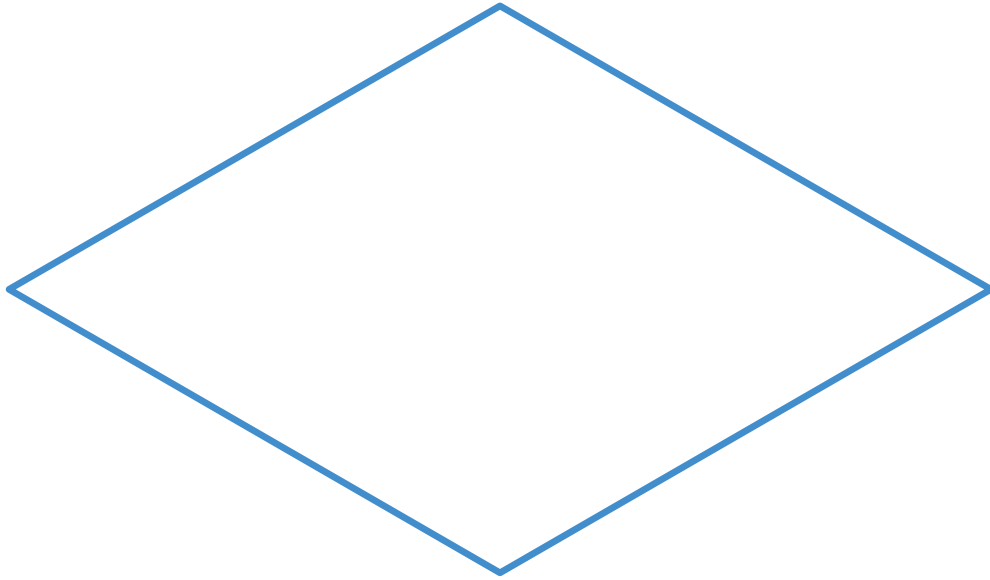
Pattern Blocks

Stage 4

Practice 3.12

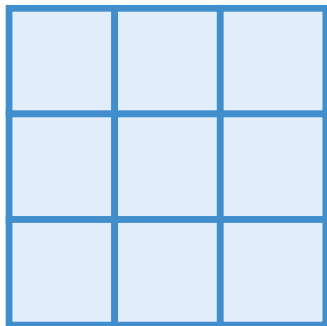
Name _____

1





2



----- Small

----- Large

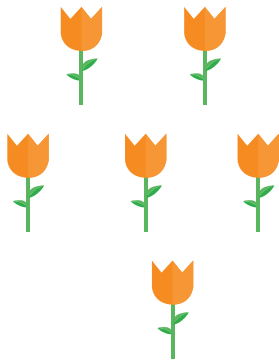
Directions:

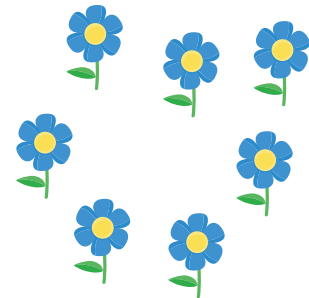
1. Fill the shape with hexagon and triangle pattern blocks. Then color the shapes. Write a number to show how many of each shape you colored.

2. Count the different-sized squares. Write a number to show how many.

Spiral Review

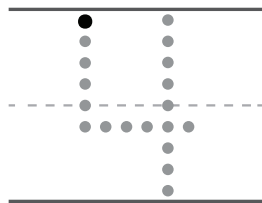
3



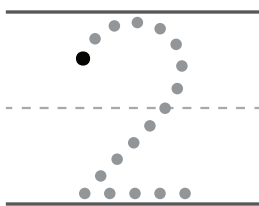


Draw

4



5



Directions:


3. Count the flowers inside each group. Write the number that tells how many. Circle the group that has *fewer* flowers.

4–5. Trace the number. Draw dots to match the number.

Unit 3
Lesson
13

Name _____

Sort and Describe Data How Many? Shapes in the World Making Shapes From Parts

 K.G.2, K.CC.3, K.CC.5, K.CC.6, K.G.6, SMP.7

Pieces of a Puzzle

Let's figure out how to move small shapes to fit them together in a larger shape.



Warm-Up



eyes on teacher



We are a math community.
How could you help others today in math class?

Activity

1

Completing the Puzzle

Hands-On 

1 Discuss 

I know this pattern block is missing because _____.

Directions: Fill the empty space to complete the puzzle. Then explain to your partner how you filled the puzzle.

Pattern Blocks

Hands-On 

2

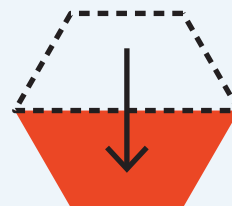
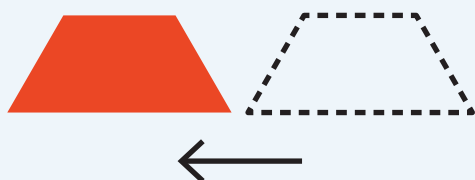
Discuss 

I used fewer _____ than _____.

Directions: Use pattern blocks to fill the puzzle and record a number to show how many of each pattern block you used. Then show your partner your puzzle and ask a question using the word *fewer*.

Summary 3.13

You can slide, turn, and flip small shapes as you put them together to make larger shapes.



Practice 3.13

Choose from these Centers.



Estimate and
Measure

Stage 1



Pattern Blocks

Stage 4



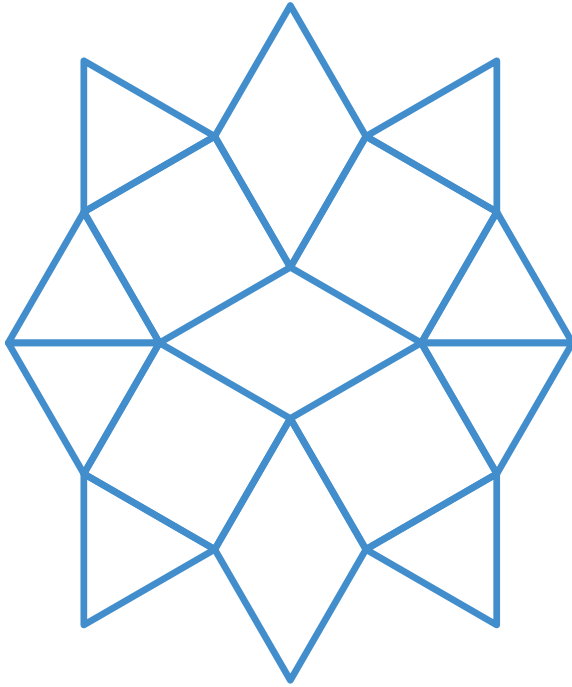
Pattern Blocks

Stage 5

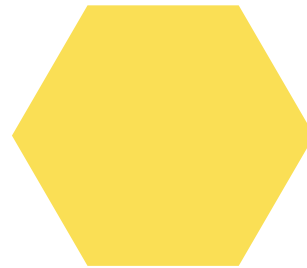
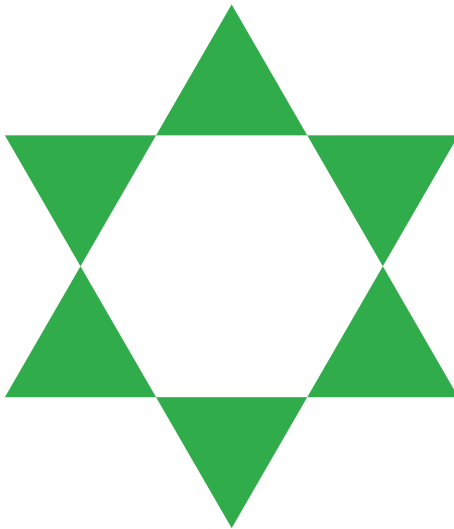
Practice 3.13

Name _____

1



2



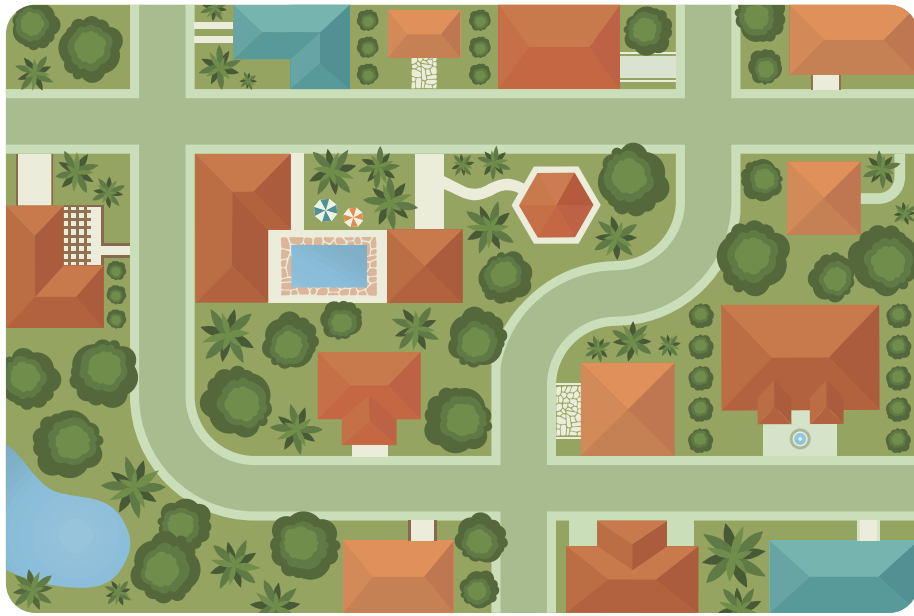
Directions:

1. Color the squares. Write a number to show how many squares you colored.
2. Circle the pattern block that fits in the empty space.

Practice 3.13

Name _____

3



Spiral Review

4






Directions:

3. Draw lines from the shapes to the shapes in the picture that match.

4. Figure out how many shapes are in each group. Then write a number to show how many. Circle the group that has *more* shapes.

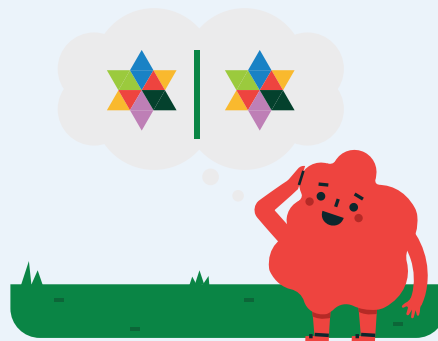
Name _____

Sort and Describe Data How Many? Shapes in the World Making Shapes From Parts

 K.G.4, K.G.6, K.CC.3, K.CC.5, K.CC.6, SMP.7


Different Designs

Let's figure out how many different ways we can make the same shape.



Warm-Up



 eyes on teacher



We are a math community.
What do you do differently from your friends in math class?

Activity

1

Many Ways to Make a Hexagon

Hands-On 

1 Discuss 

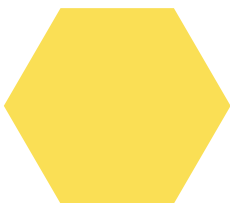
I made my hexagon by _____.



Directions: Find different ways to make hexagons with pattern blocks. Then explain how you created your hexagons to your partner.

Pattern Blocks

Hands-On 













Directions: Use pattern blocks to fill each puzzle. Write numbers to show how many of each pattern block you used.

Summary 3.14

Shapes can be put together in different ways to make the same larger shape.



Practice 3.14

You'll play this Center.

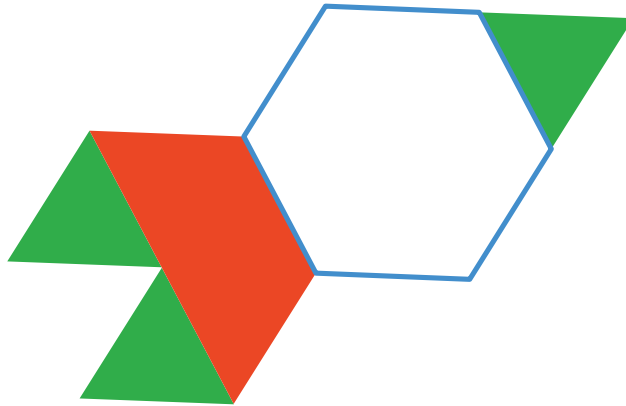


Pattern Blocks Stage 6

Let's put together pattern blocks.

Practice 3.14

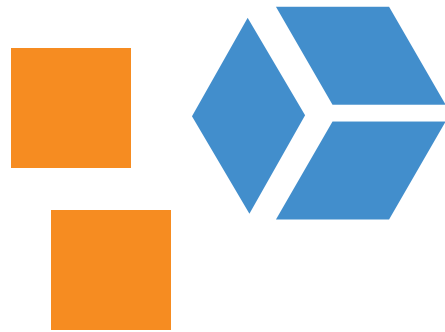
Name _____



1



2



Directions:

1–2. Diego is building a rocket. He cannot find a hexagon. Circle the shapes that Diego could use to fill the hexagon.

Spiral Review

 Draw

3



4



5



6

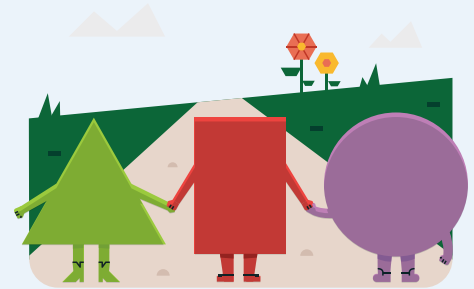


Directions:

3–6. Trace the number. Draw a group of objects to match the number.

Thinking About Location

Let's describe the location of shapes.



Warm-Up



eyes on teacher



We are a math community.

How is working with a partner different from working on your own?

Activity

1

Match Mine

Hands-On 

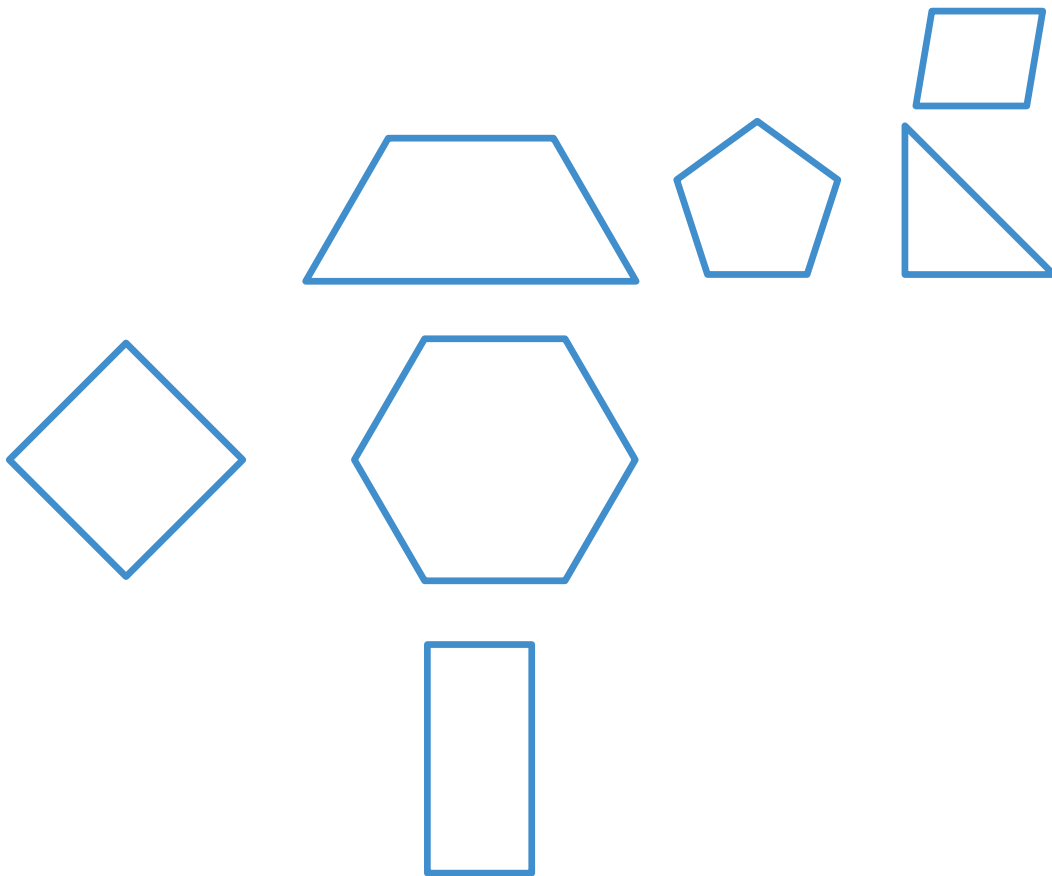
1 Discuss 

- Our shapes match because _____.
- Our shapes do not match because _____.

Directions: Take turns describing and building shapes. Explain to your partner why your shapes match or do not match.

Where Are the Shapes?

2



Directions:

Put an X on the shape that is *above* the hexagon.

Put a check on the shape that is *next* to the triangle.

Draw a smiley face on the shape that is *below* the hexagon.

Color the shape that is *beside* the hexagon.

Draw a circle *between* the hexagon and the square.

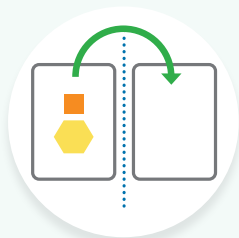
Summary 3.15

You can use words to describe the location of an object, such as **above**, **behind**, **below**, **beside**, **between**, **in front of**, and **next to**.



Practice 3.15

You'll play this Center.

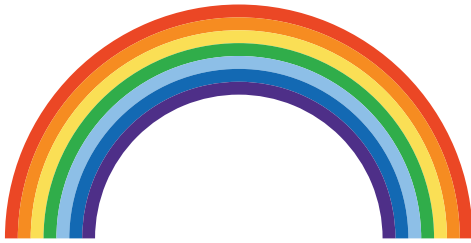


Match Mine Stage 1

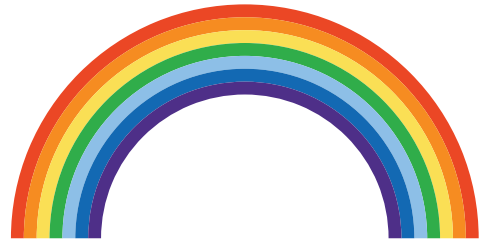
Let's build and describe shapes.

 Draw

1



2



3



Directions:

1. Draw a sun *above* the rainbow.
2. Draw a cloud *below* the rainbow.
3. Circle the shape that is *beside* the lion.

Spiral Review

4



5



 Draw

6



Directions:


4–5. Circle the group that has *fewer*.

6. Trace the number. Draw a group of objects that is *fewer*.

Name _____

Shapes in the World

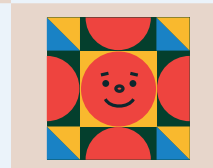
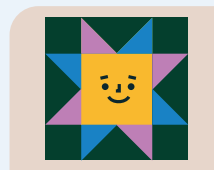
Making Shapes From Parts

 K.G.5, K.G.1, K.G.2, K.G.4, K.G.6, SMP.4,

SMP.6

Quilts From Around the World

Let's explore and create quilt art.



Warm-Up



eyes on teacher



We are a math community.
What differences do you see and appreciate in another person's math work?

Activity

1

Finding Shapes in Quilt Art

1

Discuss 

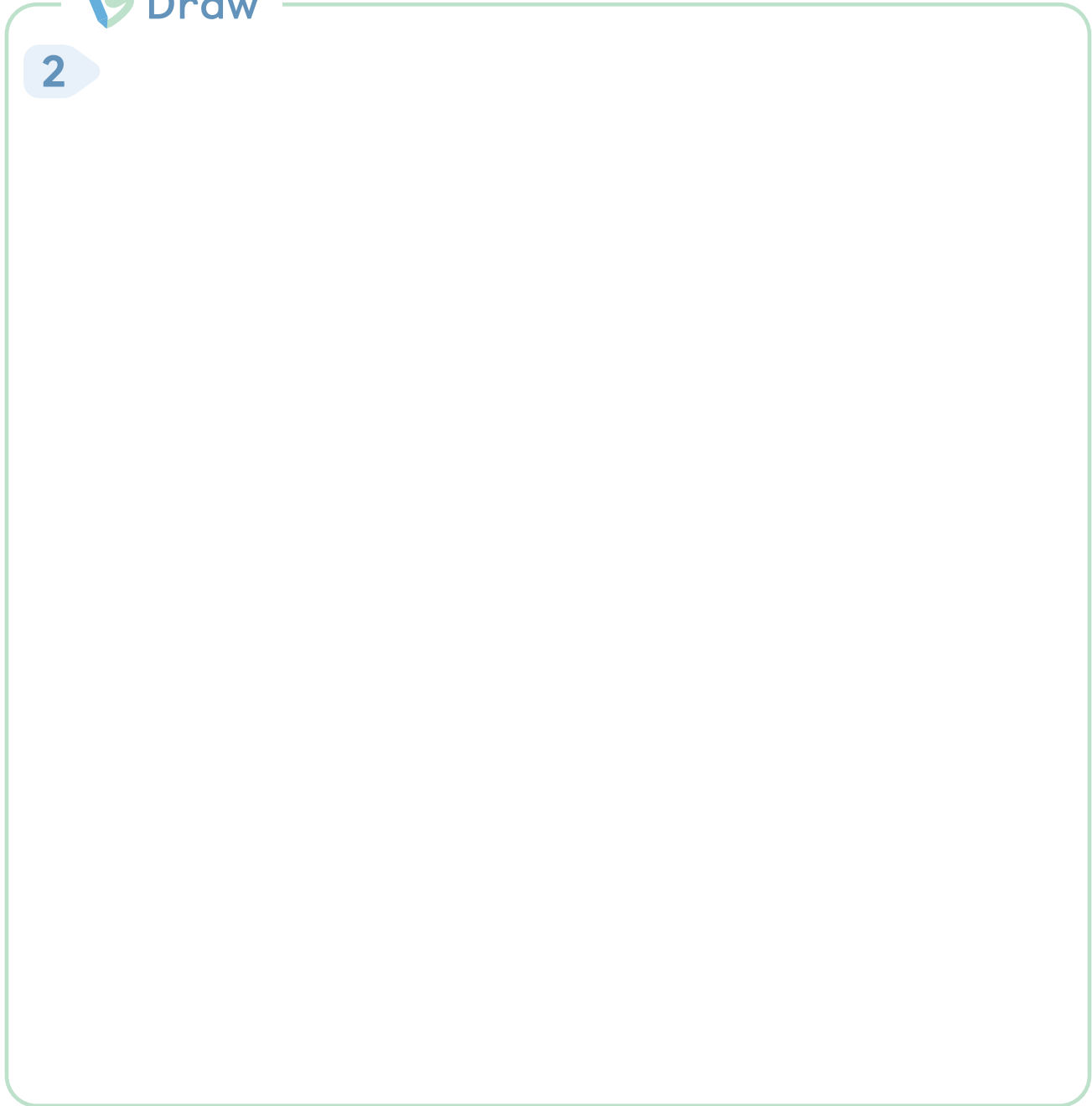
- This piece is shaped like a _____.
- The artist put a _____ and a _____ together.

Directions: Tell your partner about the shapes you see in the quilt.

Making Quilts With Shapes

 Draw

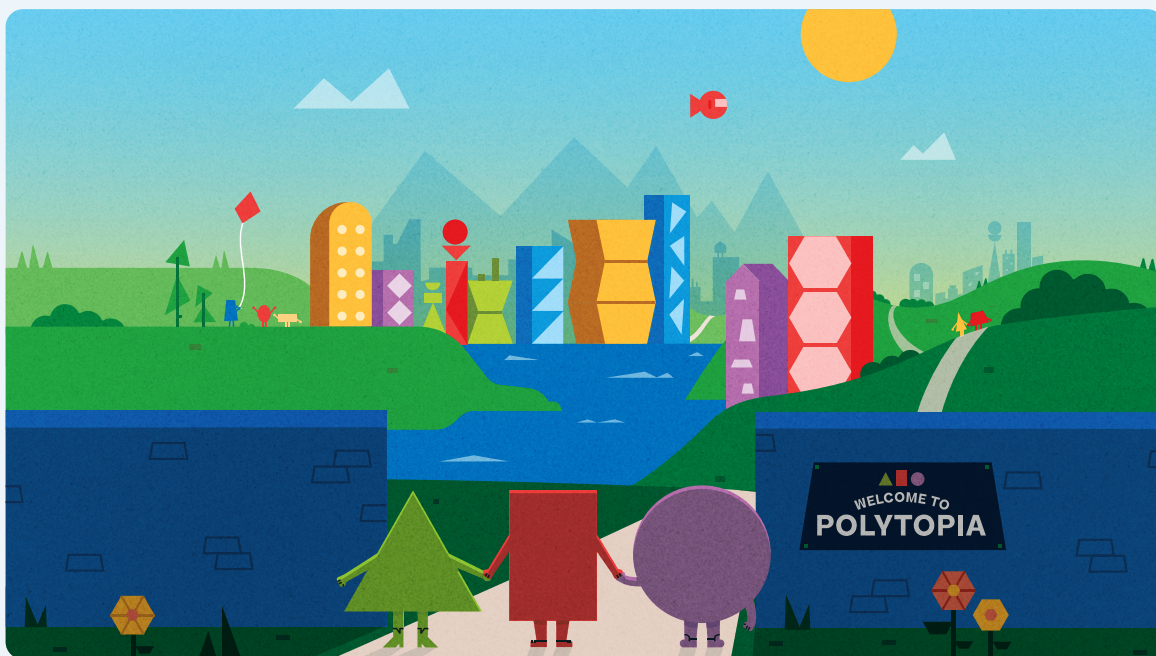
2



Directions: Plan a quilt design to show things that are important to you. Then, on a square piece of paper, use any materials to make your quilt design.

Summary 3.16

Knowing about shapes can help you describe, compare, and create objects in our world.



Practice 3.16

Choose from these Centers.



Match Mine

Stage 1



Pattern Blocks

Stage 6



Picture Books

Stage 2

Practice 3.16

Name _____

1



Victory1103/Shutterstock.com

 Draw

2

Directions:

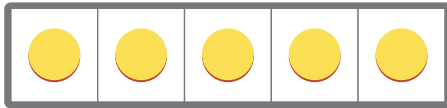
1. Put an X on a shape you know. Tell your partner the name of that shape.
2. Draw a quilt block that could be added to the quilt. Tell your partner the names of the shapes you used.

Spiral Review

3



4



5



Directions:

3–4. Write the number that tells how many.

5. Trace each number.



Notes:

Math at Work

In some jobs, people think about how shapes fit together.

Landscape designers use different shapes of bricks to create walking paths. They make patterns with shapes and colors.

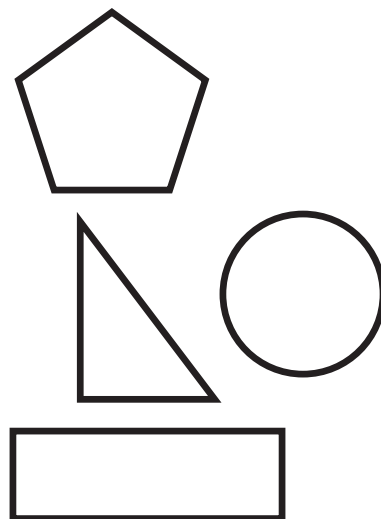


Krakenimages.com/Shutterstock.com.
Africa Studio/Shutterstock.com.

Math at Home

 Draw

Math Mindset



Directions:

Math at Home: Choose one room in your home. Draw 2 shapes in that room.

Math Mindset: Use words from this unit to describe the location of these shapes.

Unit 4

Understanding Addition and Subtraction

Big Ideas in This Unit

CC1 Sort and Describe Data CC2 How Many?

CC3 Being Flexible Within 10 Model With Numbers

Questions for Investigation

- What does it mean to add and subtract?
- How can we show and solve story problems about adding and subtracting?
- How do expressions show adding, subtracting, and story problems?



Explore: Casey's Town

What math questions can we ask and answer about stories?



Unit Story: Casey's Town

In this story, Casey learns about the different people who work in her community, including the librarian, bus driver, mail carrier, grocer, waste collector, and park ranger.




Watch Your Knowledge Grow

This is the math you'll explore in this unit. Rate your understanding to see how your knowledge grows!



I can . . .	Before	After
Count to figure out how many objects are in a group.		
Count to figure out how many objects there are total in 2 groups.		
Use counting and objects to show addition and find the total of 2 groups.		
Represent and solve a story problem by acting it out, using drawings, words, numbers, and objects.		
Match expressions to drawings and story problems.		
Write an expression to match a story problem.		

Counting to Add and Subtract

 Unit Story: Casey's Town



donatas1205/Shutterstock.com

The librarian in Casey's town needs to keep track of the number of books.

How could you figure out how many books there are?

Name _____

How Many? Being Flexible Within 10 Model With Numbers

Building Toward K.OA.2, SMP.1, SMP.4

Explore: Casey's Town

What math questions can we ask and answer about stories?



Warm-Up



eyes on teacher



We are a math community.

What are ways you can see math in the communities where you live?

Discuss



What do you notice? What do you wonder?





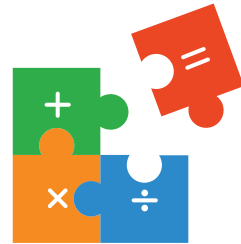
Ways to be a mathematician

- 1 I can take my time to think about a challenging problem before trying to solve it.



Not yet Almost I got it!

- 2 I can use math to help solve real-world problems.



Not yet Almost I got it!

Unit 4
Lesson
2


Name _____

Sort and Describe Data

How Many?

Being Flexible Within 10

Model With Numbers

 K.CC.5, K.OA.1, SMP.3, SMP.6, SMP.7

How Many Objects?

Let's explore what we can do with 2 groups.



Warm-Up



eyes on teacher



We are a math community.

Where have you seen community helpers in the communities where you live?

Activity

1

Exploring 2 Groups

1

Discuss 

- I notice _____.
- I wonder _____.

Directions: Tell your partner what you notice and wonder. Then show your partner how you could figure out the answer to your wondering.

Putting Groups Together

2

I have _____ cubes.

My partner has _____ cubes.

We have _____ cubes altogether.

3

I have _____ cubes.

My partner has _____ cubes.

We have _____ cubes altogether.

Directions: Figure out and write how many cubes you have, how many cubes your partner has, and how many cubes you have altogether.

Putting Groups Together (continued)

4

I have _____ cubes.
_____My partner has _____ cubes.
_____We have _____ cubes altogether.

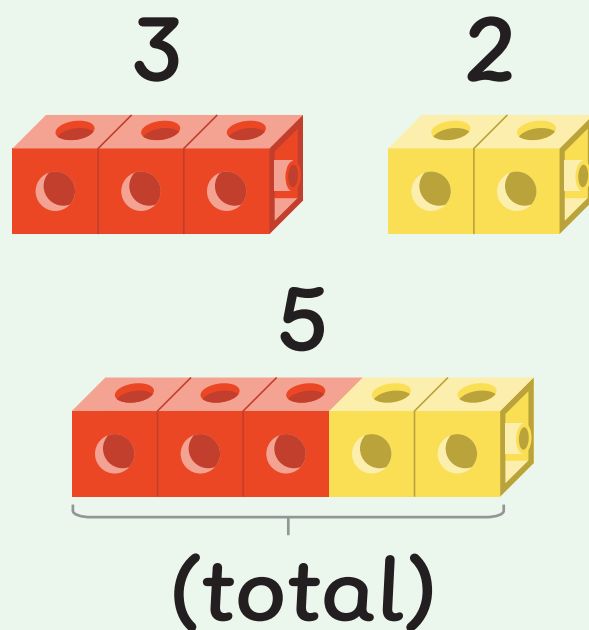
5

I have _____ cubes.
_____My partner has _____ cubes.
_____We have _____ cubes altogether.

Directions: Figure out and write how many cubes you have, how many cubes your partner has, and how many cubes you have altogether.

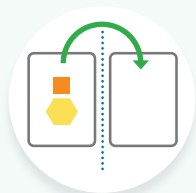
Summary 4.02

You can put 2 groups together to find the **total**.



Practice 4.02

Choose from these Centers.



Match Mine

Stage 1



Math Stories

Stage 1



Shake and Spill

Stage 1

Name _____

1

Priya

5

Diego

4

total

2

Priya

4

Diego

1

total

3

Priya

3

Diego

3

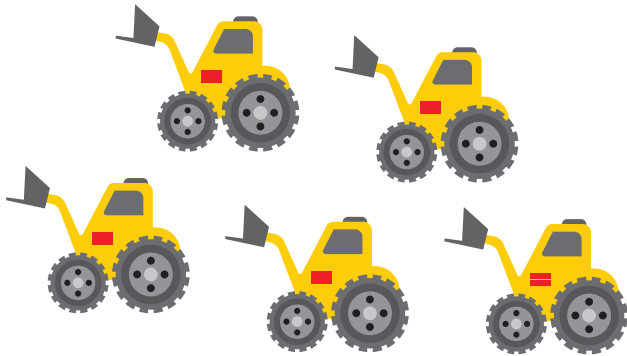
total

Directions:

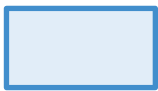
1–3. Priya and Diego are working with connecting cubes. Use objects to show how many cubes Priya and Diego have. Then find the total and write the number on the line.

Spiral Review

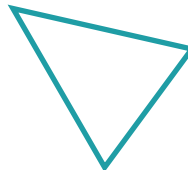
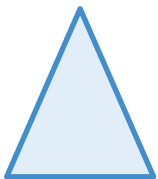
4



5



6



Directions:

4. Write the number that shows how many.

5–6. Circle the shape that matches the shaded shape.


Unit 4
Lesson
3

Name _____

Sort and Describe Data

How Many?

Model With Numbers

 K.CC.5, K.CC.1, K.CC.3, K.OA.1, SMP.6, SMP.7

How Many Objects in Pictures?

Let's figure out the total number of objects in pictures.



Warm-Up



eyes on teacher

We are a math community.
Where do you see math in a library?

Activity

1

How Many Books?

1

There are

books.



Directions: Figure out how many dog books and how many bird books. Next, figure out and write how many books there are altogether. Then tell your partner and explain how you know.

How Many Books? (continued)

2

There are

books.



3

There are

books.



4

There are

books.



Directions: Figure out how many dog books and how many bird books. Next, figure out and write how many books there are altogether. Then tell your partner and explain how you know.

Putting Together Dots

Hands-On 

How many dots?

5

6

7

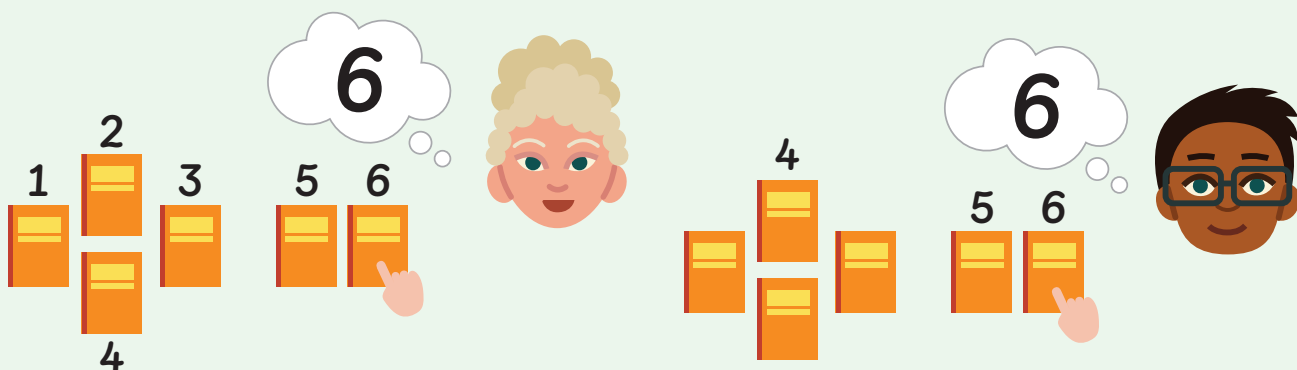
8

9

Directions: Roll 2 cubes onto the mat. Figure out and write the total number of dots. Explain to your partner how you figured out how many dots there are altogether.

Summary 4.03

You can count all the objects or count on to figure out the total of 2 groups of pictures.



Practice 4.03

You'll play this Center.



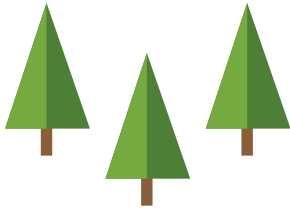
Shake and Spill Stage 3

Let's figure out how many red counters, yellow counters, and the total.

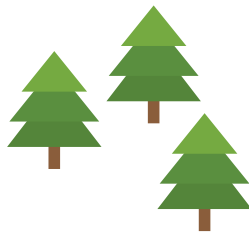
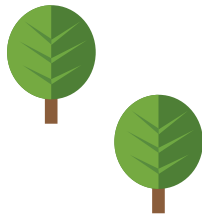
Practice 4.03

Name _____

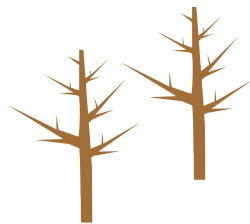
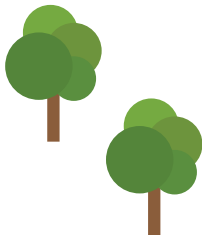
1



2



3



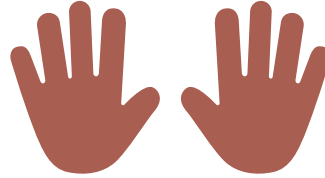
Directions:

1–3. Figure out the total number of trees. Write the total on the line.

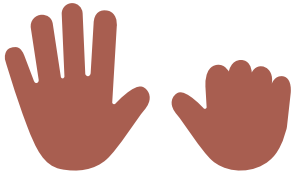
Spiral Review

4





5





Directions:


4–5. Write the number that shows how many. Circle the number that shows *less*.

Name _____

Sort and Describe Data

How Many?

Model With Numbers

 K.CC.1, K.CC.5, K.OA.1, SMP.6, SMP.7, SMP.8

How Will You Count?

Let's figure out the total of 2 groups that are arranged differently.



Warm-Up



eyes on teacher

We are a math community.

The people in Casey's town work hard to help their community. How can you be a helper in your math community?

Activity

1

What's the Total?

1



There are _____ books.

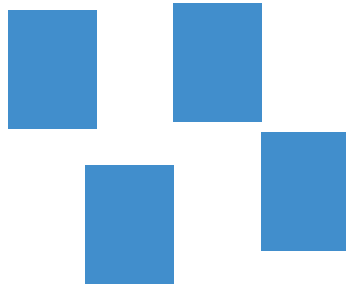
Directions: Figure out and write the total number of books. Explain to your partner how you figured out the total.

What's the Total? (continued)

2

There are

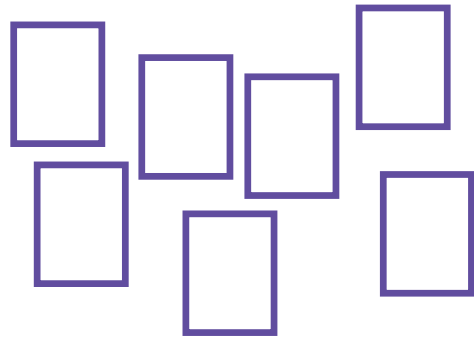
books.



3

There are

books.



4

There are

books.



Directions: Figure out and write the total number of books. Explain to your partner how you figured out the total.

Organizing Books

Hands-On 

5

Discuss 

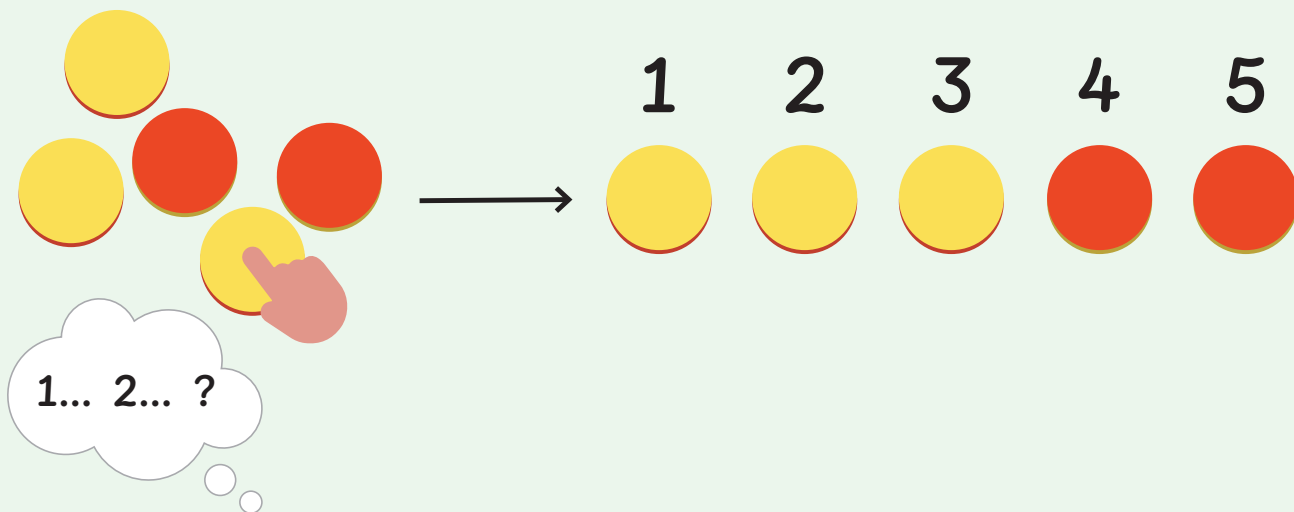
I figured out the total by _____.



Directions: Figure out the total number of connecting cubes. Explain to your partner how you figured out the total.

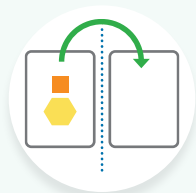
Summary 4.04

You can figure out the total number of objects or pictures more clearly when they are organized.



Practice 4.04

Choose from these Centers.



Match Mine

Stage 1



Math Stories

Stage 1

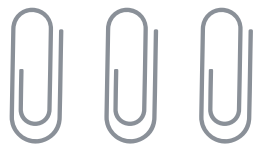


Shake and Spill

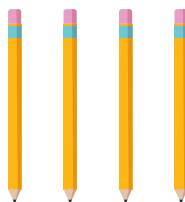
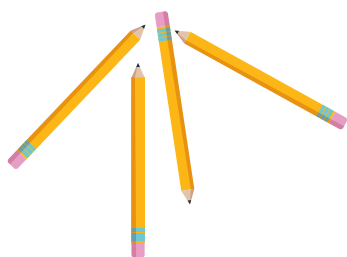
Stage 3

Name _____

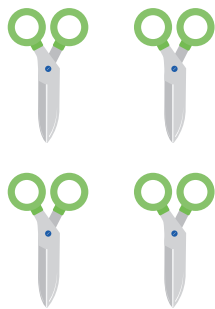
1



2



3

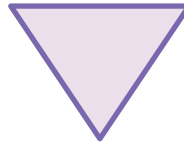
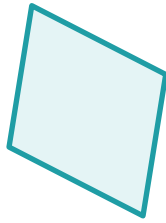
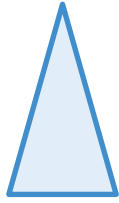


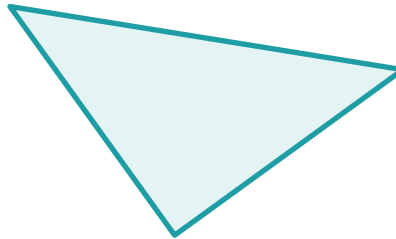
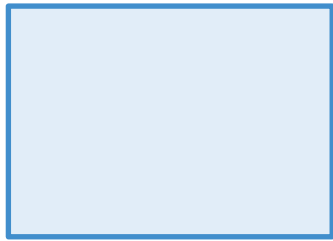
Directions:

1–3. Figure out the total number of objects. Write the total on the line.

Spiral Review

4





5



6



Directions:

4. Find and circle **3** triangles. Write the number that shows how many triangles.

5–6. Circle the number card that shows *more*.

Name _____

Sort and Describe Data How Many? Model With Numbers

 K.OA.1, K.CC.2, K.CC.5, K.OA.2, K.OA.5, SMP.7, SMP.8

What Does It Mean to Add?

Let's use counters to add.



Warm-Up



eyes on teacher



I am a doer of math.
What do you know about counting?

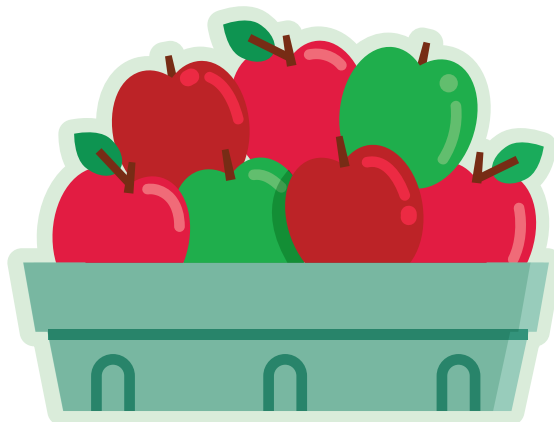
Activity

1

Adding Counters

- Count out 2 counters.
Add 2 more counters.

There are _____ in total.



Directions: Write a number to show how many counters you have in total.

Adding Counters (continued)

- 2 Count out 5 counters.
Add 3 more counters.

There are in total.

- 3 Count out 4 counters.
Add 6 more counters.

There are in total.

- 4 Count out 1 counter.
Add 7 more counters.

There are in total.



Directions: Write a number to show how many counters you have in total.

5-Frames

Hands-On 

--	--	--	--	--

Directions: Fill the 5-frame with counters. Roll a cube onto the Number Mat and add that number of counters. Figure out how many counters there are in total.

5-Frames (continued)

Words and numbers

5 and _____ is _____.

5 and _____ is _____.

5 and _____ is _____.

5 and _____ is _____.

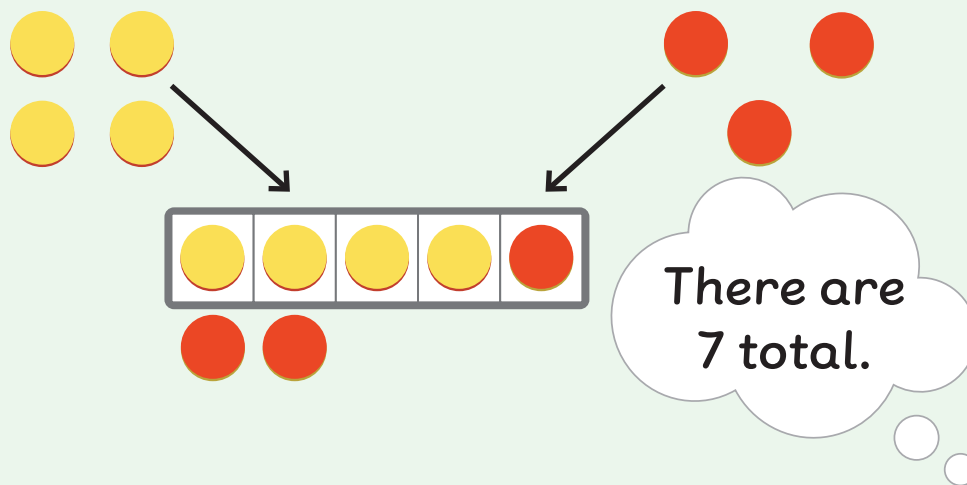
5 and _____ is _____.

5 and _____ is _____.

Directions: Fill the 5-frame with counters. Roll a cube onto the Number Mat and add that number of counters. Figure out how many counters there are in total.

Summary 4.05

Adding is putting groups together to figure out the total.



Practice 4.05

You'll play this Center.



Math Fingers Stage 3

Let's add fingers on 2 hands.

Practice 4.05

Name _____

- 1** Count out 5 objects.
Add 2 more objects.

There are objects in total.

- 2** Count out 6 objects.
Add 3 more objects.

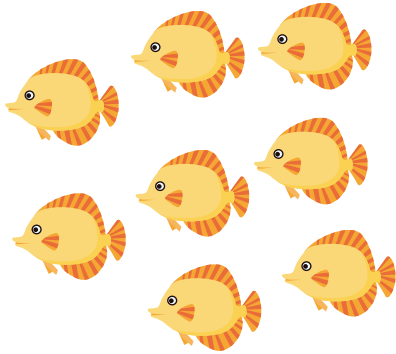
There are objects in total.

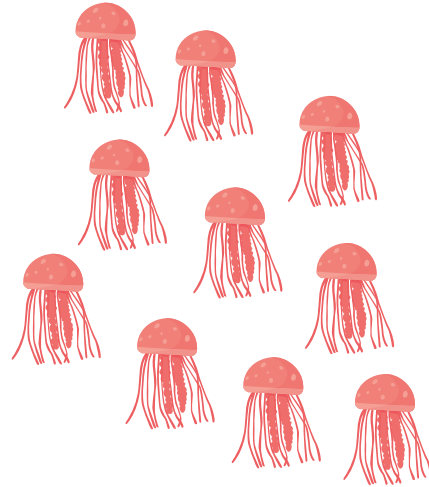
Directions:

1–2. Write a number that shows how many objects you have in total.

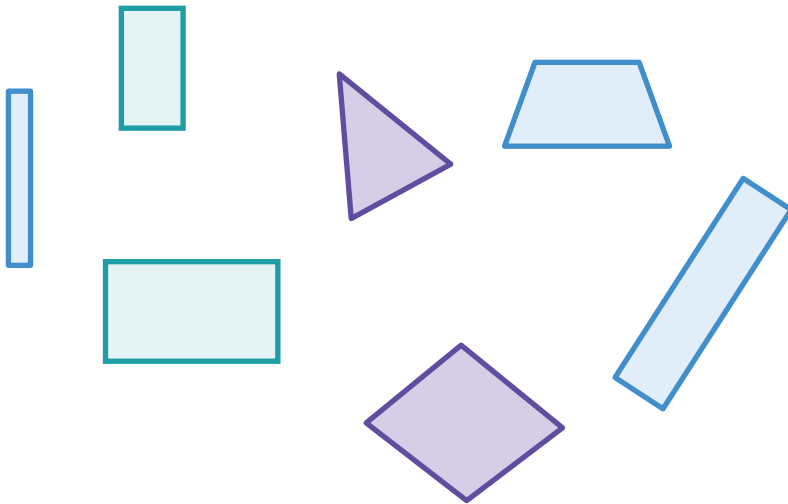
Spiral Review

3





4




Directions:

- 3. Jada counted different types of fish at the aquarium. Write the number that shows how many. Circle the number that shows *less*.
- 4. Find and circle 4 rectangles. Write the number that shows how many rectangles.

Name _____

Sort and Describe Data How Many? Model With Numbers

 K.OA.1, K.CC.5, K.OA.2, K.OA.5, SMP.7, SMP.8

What Does It Mean to Subtract?

Let's use counters to subtract.



Warm-Up



eyes on teacher



I am a doer of math.

What do you think about when you hear the word add?

Activity

1

Subtracting Counters

- 1 Count out 8 counters.
Take away 7 counters.

There is _____
----- counter left.

Directions: Write a number to show how many counters you have left.

Subtracting Counters (continued)

- 2 Count out 10 counters.
Take away 5 counters.

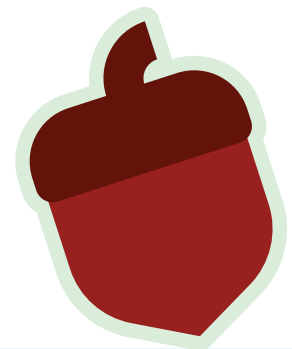
There are counters left.

- 3 Count out 7 counters.
Take away 1 counter.

There are counters left.

- 4 Count out 9 counters.
Take away 3 counters.

There are counters left.



Directions: Write a number to show how many counters you have left.

5-Frames

Hands-On 

--	--	--	--	--

Directions: Fill the 5-frame with counters. Roll a cube onto the Number Mat and take that number of counters away. Figure out how many counters are left.

5-Frames (continued)

Words and numbers

5 take away _____ is _____ .

5 take away _____ is _____ .

5 take away _____ is _____ .

5 take away _____ is _____ .

5 take away _____ is _____ .

5 take away _____ is _____ .

Directions: Fill the 5-frame with counters. Roll a cube onto the Number Mat and take that number of counters away. Figure out how many counters are left.

Summary 4.06

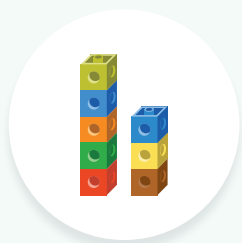
Subtracting is taking some away from a group and figuring out how many are left.

When I take 4
away from 10, I
have 6 left.



Practice 4.06

You'll play this Center.



Towers Stage 2

Let's subtract using connecting cubes.

Name _____

- 1 Count out 7 objects.
Take away 4 objects.

There are objects left.

- 2 Count out 10 objects.
Take away 6 objects.

There are objects left.

Directions:

1–2. Write a number that shows how many objects you have left.

Spiral Review

3



4



5




Directions:

3–4. Circle the number that shows *less*.

5. Write the number that shows how many for each type of pattern block.

Name _____

Being Flexible Within 10 Model With Numbers  K.OA.1, K.CC.5, SMP.7, SMP.8


The Bus Depot

Let's add and subtract buses.



Warm-Up

1-2

 eyes on teacher

I can be all of me in math class.

Casey explores her community with her dad. Where do you see math in your communities?

Activity

1

Adding Buses

3-4

Hands-On 

There will be _____ buses in the parking lot.

There will be _____ buses in the parking lot.

Directions:

3-4 Work with your partner to add some buses. Use a number to show how many buses there will be in the parking lot. Write the number. Do as many as you have time for.

5 Let's watch a video.

Adding Buses (continued)

3-4

There will be _____ buses in the parking lot.

There will be _____ buses in the parking lot.

There will be _____ buses in the parking lot.

5

Discuss 

I knew there would be _____ buses because _____.

Directions:

3-4

Work with your partner to add some buses. Use a number to show how many buses there will be in the parking lot. Write the number. Do as many as you have time for.

5

Let's watch a video.

Subtracting Buses

6-7Hands-On 

There will be _____ buses in the parking lot.

There will be _____ buses in the parking lot.

There will be _____ buses in the parking lot.

Directions:**6-7**

Work with your partner to take some buses away. Use a number to show how many buses will be left in the parking lot. Write the number. Do as many as you have time for.

8

Let's watch a video.

Subtracting Buses (continued)

6-7

There will be _____ buses in the parking lot.

There will be _____ buses in the parking lot.

8Discuss 

I knew there would be _____ buses because _____.

Directions:**6-7**

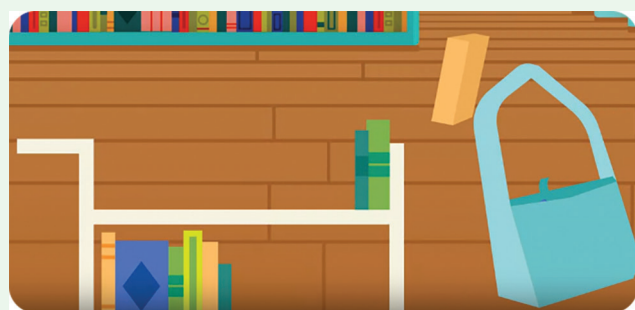
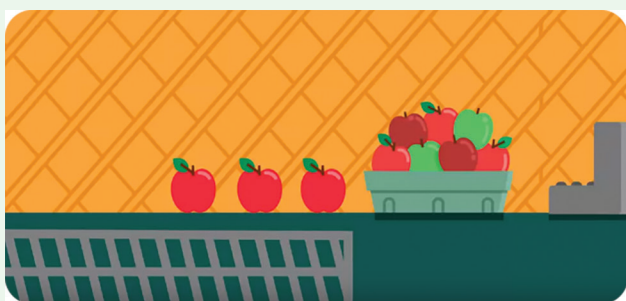
Work with your partner to take some buses away. Use a number to show how many buses will be left in the parking lot. Write the number. Do as many as you have time for.

8

Let's watch a video.

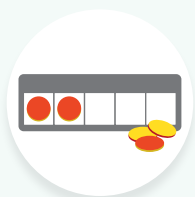
Summary 4.07

Math happens all around us in the world. Adding happens when an amount is added to a group. Subtracting happens when an amount is taken away from a group.



Practice 4.07

Choose from these Centers.



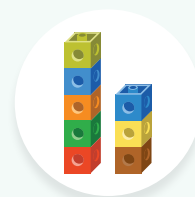
5-Frames

Stage 1



5-Frames

Stage 2



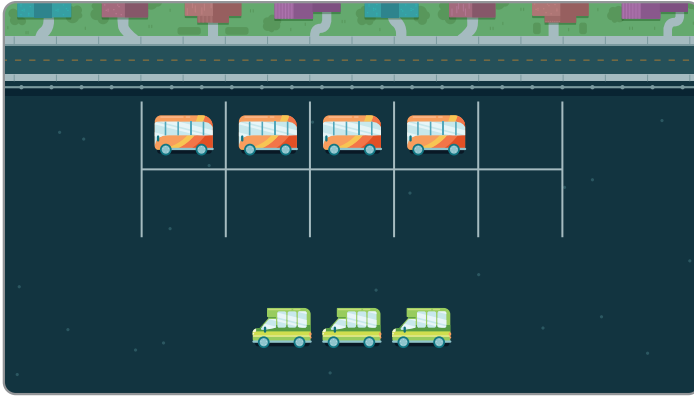
Towers

Stage 2

Practice 4.07

Name _____

1



There will be buses in total.

2



There will be buses left.

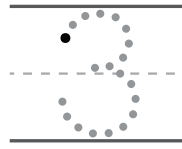
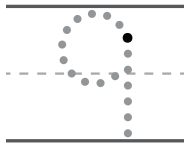
Directions:

1. Write a number to show how many buses there will be in total.
2. Write a number to show how many buses will be left.

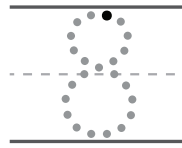
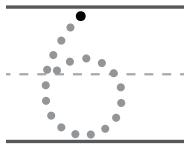
Practice 4.07

Name _____

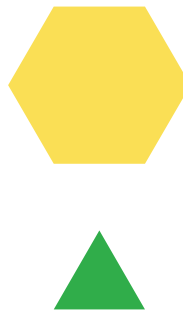
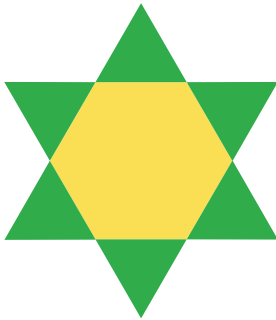
3



4



5



Directions:

3–4. Trace the numbers. Then circle the number that shows *more*.

5. Write the number that shows how many for each type of pattern block.

Representing and Solving Story Problems

✦ Unit Story: Casey's Town



athurstock/Shutterstock.com

Casey's dad had some bananas in his bag and then he added more.

How could you figure out how many bananas are in the bag now?

Name _____

Being Flexible Within 10 Model With Numbers K.OA.1, K.OA.2, SMP.2, SMP.4

Math Stories

Let's tell and act out math stories.



Warm-Up



eyes on teacher



We are a math community.
How do you feel when you are helping others in math class?

Activity

1

What Is Happening?

1



Directions: Tell your partner a story that uses numbers to describe what is happening in this picture.

Acting Out Stories

- 2 There were 4 customers waiting in line at the grocery store.

Then 2 more customers joined the line.

- 3 There were 6 customers waiting in line at the grocery store.

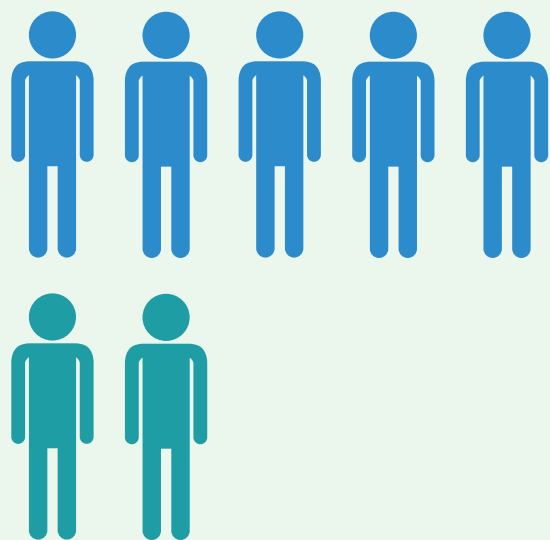
Then 3 of the customers left the line.



Directions: Tell your partner what happened in the story. Then act out the story with your group.

Summary 4.08

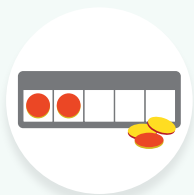
Acting out a math story can help you figure out what is happening.



5 customers were waiting in line. Then 2 more customers joined the line.

Practice 4.08

Choose from these Centers.



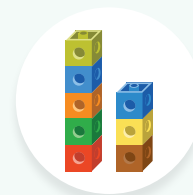
5-Frames

Stage 1



5-Frames

Stage 2



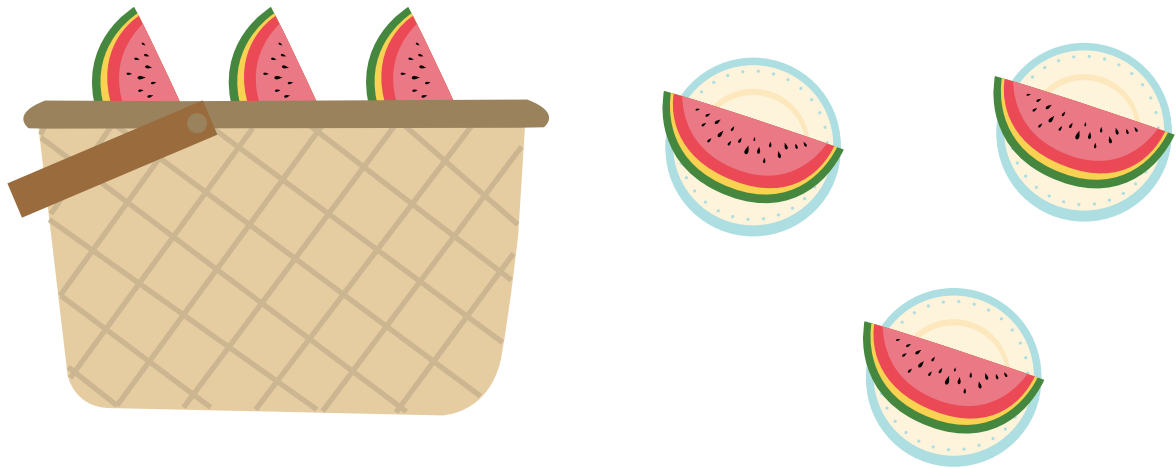
Towers

Stage 2

1



2



Directions:

1–2. Tell a story that uses numbers to describe what is happening in the picture.

Spiral Review

3





4





5



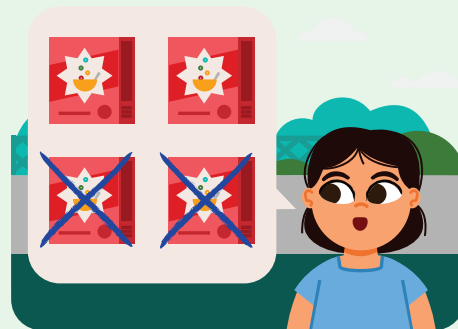


Directions:

3–5. Write a number that tells how many cubes are in the tower. Circle the number card that shows *more* than the number you wrote.

A Trip to the Grocery Store

Let's use objects to show what is happening in each math story.



Warm-Up



eyes on teacher



We are a math community.

People in Casey's town have jobs to help the community run and grow. What jobs do we have in our math community?

Activity

1

In Line at the Grocery Store

Hands-On

1 There were 3 customers waiting in line at the grocery store.
3 more customers joined the line.

2 There were 9 customers waiting in line at the grocery store.
7 of the customers left the line.

3 There were 6 customers waiting in line at the grocery store.
4 of the customers left the line.

Directions: Use counters to show and tell what is happening in the story.

What Happens Next?

Hands-On

4 There were 8 customers waiting in line at the grocery store.

5 There were 7 boxes of oatmeal on the shelf.

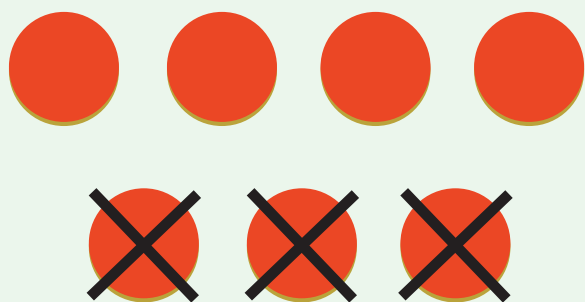
6 There were 2 pumpkins on the produce stand.

7 There were 4 shopping carts outside the grocery store.

Directions: Listen to the beginning of the story and think about what could happen next. Then finish the story by using counters. Show and tell the story you created to your partner.

Summary 4.09

You can use objects to show what is happening in a math story.



There were
7 bananas on the shelf.
Then a customer took
3 bananas away.

Practice 4.09

Choose from these Centers.



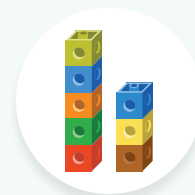
Math Fingers

Stage 3



Shake and Spill

Stage 3



Towers

Stage 2

1 There were 7 apples on the table.

3 of the apples fell off the table.

2 There were 6 squirrels in the tree.

4 more squirrels joined them.

3 9 people were on the bus.

6 of the people got off the bus.

--	--	--	--	--

Directions:

1–3. Use objects to show what is happening in the story. Use the 5-frame if it is helpful.

Spiral Review

4



10

6

5



4

9

6



5

2

Directions:

4–6. Write the number that tells how many cubes are in the tower. Circle the number card that shows *less* than the number you wrote.


More Grocery Store Stories

Let's ask and answer questions about math stories.



Warm-Up



 eyes on teacher



We are a math community.
How do you share your ideas in math class?

Activity

1

Asking Math Questions

- 1 There were 10 boxes of cereal on the shelf. A person took 4 boxes of cereal from the shelf to buy them.
- 2 A customer put 6 cans of corn in the cart. Then the customer put 2 more cans of corn in the cart.

Directions: Tell your partner what happened in the story. Then ask your partner a math question about the story.

From a Math Story to a Story Problem

- 3 The grocer cut 4 slices of ham at the deli. Then the grocer cut 6 more slices of ham. How many slices of ham did the grocer cut?

 Show your thinking.

The grocer cut _____ slices.

Directions: Solve the story problem. Show your thinking using objects, drawings, numbers, or words. Write your answer on the line.

Summary 4.10

Retelling and showing each part of a story problem can help you understand what is happening and solve the story problem.

The grocery store had 6 strawberry muffins.



Then the baker made 3 lemon muffins. How many muffins does the grocery store have now?

Practice 4.10

You'll play this Center.



Math Stories Stage 2

Let's tell, act out, and answer questions.

Practice 4.10

Name _____

- 1 There were 4 people riding the bus.
At the bus stop, 5 more people got on the bus.
How many people are on the bus now?

 Show your thinking.

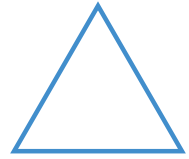
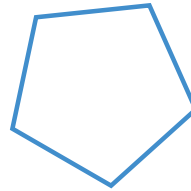
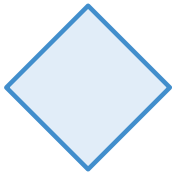
There are _____
..... people.

Directions:

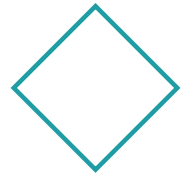
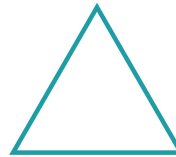
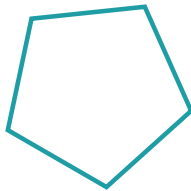
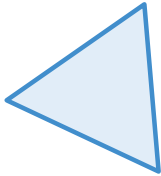
1. Solve the story problem. Show your thinking using objects, drawings, numbers, or words. Write your answer on the line.

Spiral Review

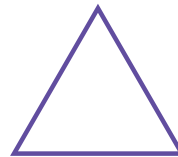
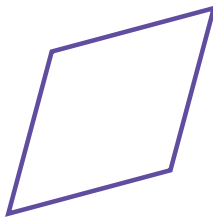
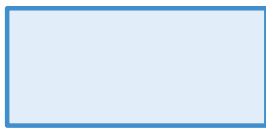
2



3



4



Directions:

2–4. Circle the shape that matches the shaded shape.

The Mail Carrier

Let's make predictions about the answers to story problems.



Warm-Up



eyes on teacher



I can be all of me in math class.
When do you feel the best in math class?

Activity

1

The Mail Carrier (Part 1)

- 1 There were 5 envelopes in the mail carrier's bag. The mail carrier put 3 more envelopes into the bag.

How many envelopes are in the bag now?

My prediction:



more than 5



less than 5

Directions: Predict whether the answer will be *more* or *less* than 5. Circle your prediction. Then solve the story problem and show your thinking using objects, drawings, numbers, or words. Write your answer on the line.

The Mail Carrier (Part 1) (continued)

2



Show your thinking.

There are _____ envelopes.

Directions: Predict whether the answer will be *more* or *less* than 5. Circle your prediction. Then solve the story problem and show your thinking using objects, drawings, numbers, or words. Write your answer on the line.

The Mail Carrier (Part 2)

- 3 There were 5 envelopes in the mail carrier's bag.

The mail carrier took 3 envelopes from the bag and put them into a mailbox.

How many envelopes are in the bag now?

My prediction:



more than 5



less than 5

Directions: Predict whether the answer will be more or less than 5. Circle your prediction. Then solve the story problem and show your thinking using objects, drawings, numbers, or words. Write your answer on the line.

The Mail Carrier (Part 2) (continued)

4



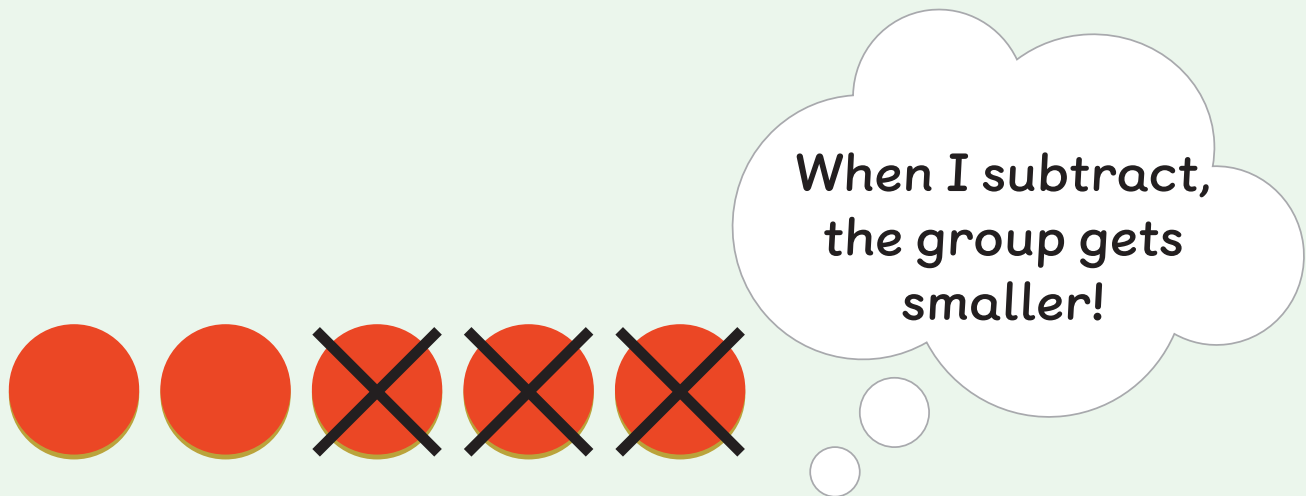
Show your thinking.

There are _____ envelopes.

Directions: Predict whether the answer will be more or less than 5. Circle your prediction. Then solve the story problem and show your thinking using objects, drawings, numbers, or words. Write your answer on the line.

Summary 4.11

When you add, the answer is *more* than what you started with. When you subtract, the answer is *less* than what you started with.



Practice 4.11

Choose from these Centers.



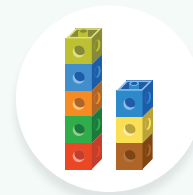
Math Stories

Stage 2



Shake and Spill

Stage 3



Towers

Stage 2

Practice 4.11

Name _____

- 1 Clare saw 7 butterflies in the garden.
Then 3 of the butterflies flew away.
How many butterflies are left in the garden?



Show your thinking.

There are _____ butterflies.

Directions:

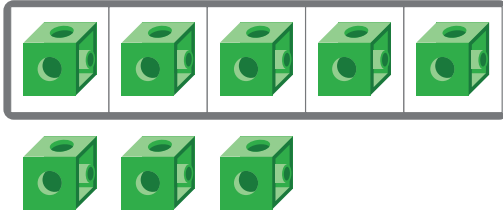
1. Solve the story problem. Show your thinking using objects, drawings, numbers, or words. Write your answer on the line.

Spiral Review

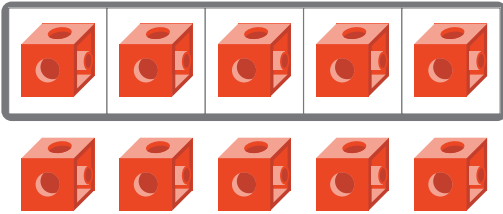
2

5-frame

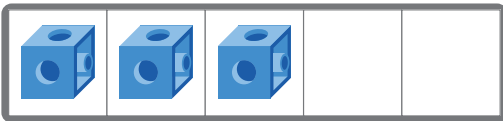
Number



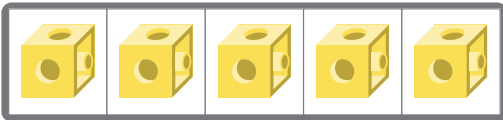
8



3



5




10

Directions:

2. Draw lines to match each 5-frame with the number that shows how many.

Name _____

Being Flexible Within 10 Model With Numbers  K.OA.2, K.OA.1, SMP.1, SMP.2, SMP.4

One Story, Two Drawings

Let's think about how drawings can show a story problem.



Warm-Up



eyes on teacher



I can be all of me in math class.
What do you do when you face a challenge?

Activity

1

Collecting Envelopes

- 1 The mail carrier collected 2 envelopes. Then they collected 6 more envelopes. How many envelopes did they collect?



Show your thinking.

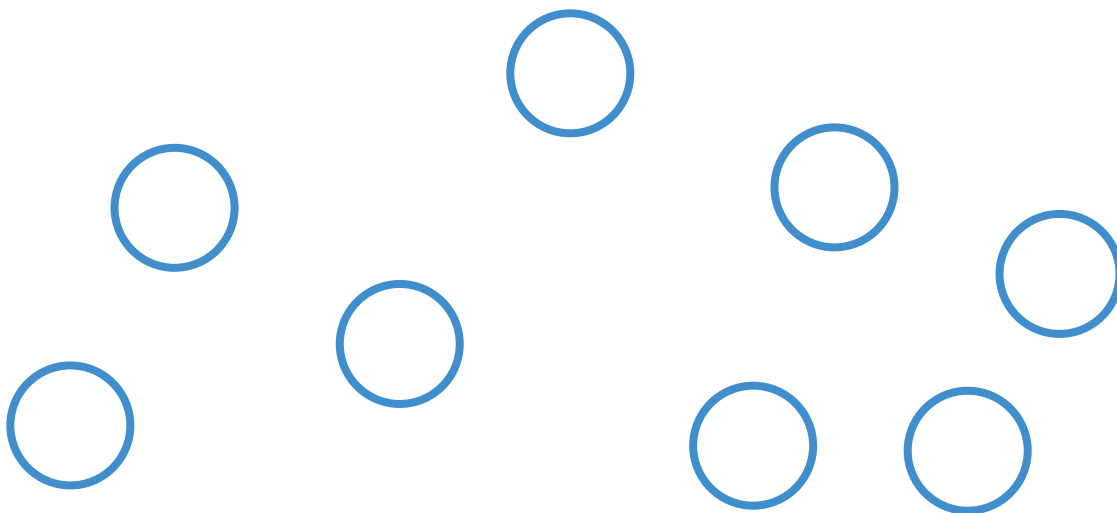
The mail carrier collected _____ envelopes.

Directions: Solve the story problem. Show your thinking using objects, drawings, numbers, or words. Write your answer on the line and explain your thinking to your partner.

Story Problem Drawings

2

Priya



Shawn



Directions: Tell your partner if each drawing shows what happened in the story problem. Then explain how you know.

Summary 4.12

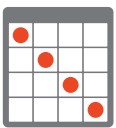
When drawings of a story problem are simple and organized, it can help you understand what is happening in the story problem.



I can see how many there are when 6 and 3 are put together if it is drawn clearly!

Practice 4.12

You'll play this Center.

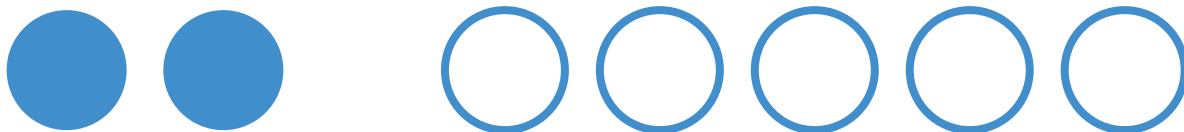


Bingo Stage 3

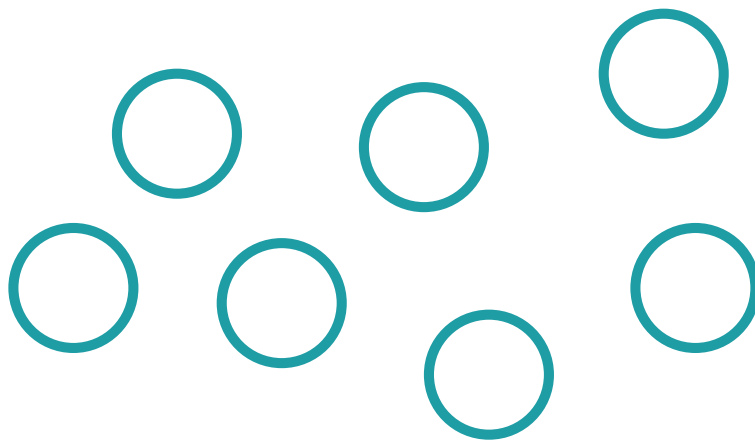
Let's add numbers.

- 1 Jada had 2 rocks.
She found 5 more rocks.
How many rocks does Jada have now?

Student A



Student B

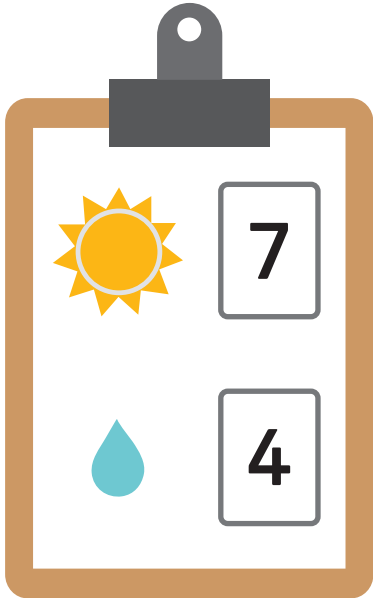


Directions:

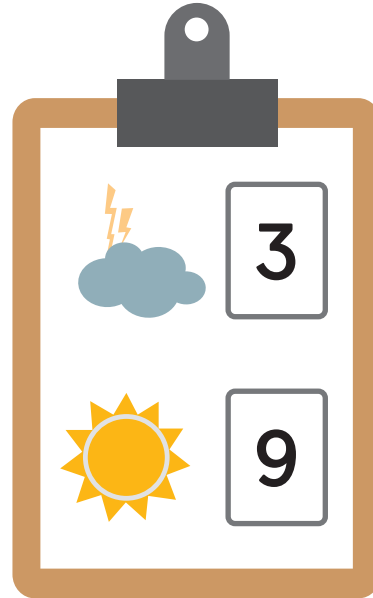
1. Circle the drawing that clearly shows what is happening in the story problem.

Spiral Review

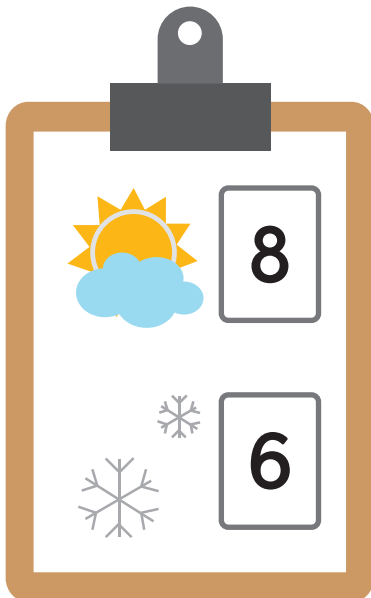
2



3



4



5

**Directions:**

Clare is tracking the weather.

2–3. Circle the number that shows *more*.

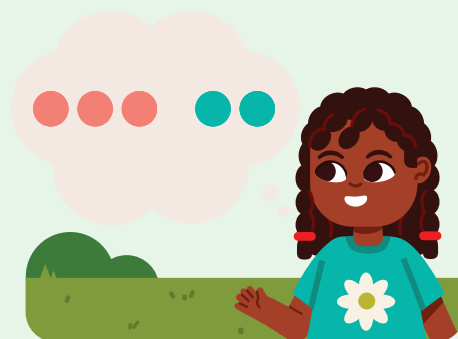
4–5. Circle the number that shows *less*.

Name _____

Being Flexible Within 10 Model With Numbers  K.OA.2, K.CC.1, K.CC.3, K.OA.1, SMP.2, SMP.4

Trash Day

Let's use drawings to show what happened in a story problem.



Warm-Up



eyes on teacher



We are a math community.
What does it look like to be a good partner in math class?

Activity

1

The Sanitation Workers

- 1 There were 7 bags of trash in the dumpster. The sanitation workers moved 5 of the bags. How many bags are still in the dumpster?

 **Show your thinking.**

There are _____
bags.

Directions: Solve the story problem. Show your thinking using a drawing and write your answer on the line.

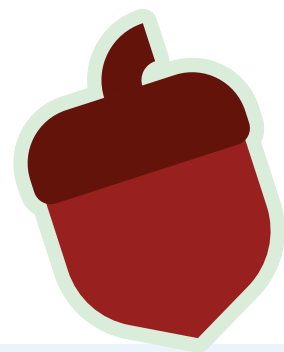
Trash Collection Day

- 2 There were 5 bags of trash in the dumpster. The sanitation workers moved 5 of the bags. How many bags are in the dumpster now?



Show your thinking.

There are _____ bags.



Directions: Use a drawing to show what happened in the story problem. Tell your partner what you notice about the group that is left.

Summary 4.13

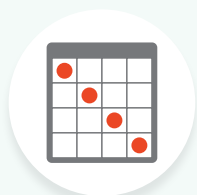
Drawings can help us solve story problems. Sometimes, a drawing shows there is nothing left. You can use the number **zero** to say there is nothing.



0

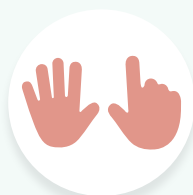
Practice 4.13

Choose from these Centers.



Bingo

Stage 3



Math Fingers

Stage 3



Math Stories

Stage 2

- 1 Priya had 9 apple slices.
She ate 6 apple slices.
How many apple slices does she have left?

 Show your thinking.

Priya has _____

_____ apple slices.

- 2 Diego had 3 stickers.
He gave 3 stickers to his sister.
How many stickers does he have now?

 Show your thinking.

Diego has _____

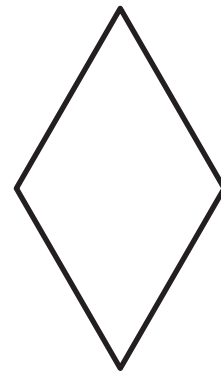
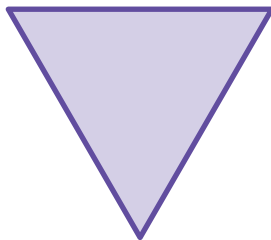
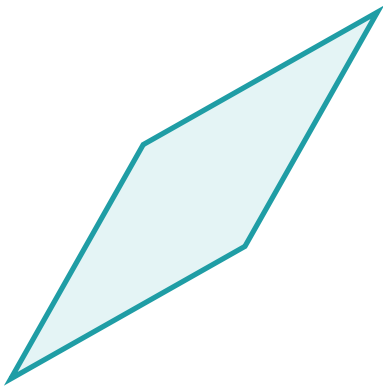
_____ stickers.

Directions:

- 1–2. Solve the story problem. Show your thinking using a drawing and write your answer on the line.

Spiral Review


3



Directions:

3. Draw lines to match each shape with another shape that is the same.

Name _____

Being Flexible Within 10 Model With Numbers  K.OA.2, K.CC.1, K.OA.1, SMP.1, SMP.4

Our Story Problems

Let's create, show, and solve our own story problems.



Warm-Up



eyes on teacher



We are a math community.
How do you see community members use math to solve problems?

Activity

1

Creating Our Story Problems

1



Directions: Use the picture to tell your own story problem. Then solve the story problem. Show your thinking using a drawing and write your answer on the line.

Creating Our Story Problems (continued)

2



Show your thinking.

A large rounded rectangular box with a light blue border, intended for drawing and writing. At the bottom center of the box, there are three horizontal lines for writing an answer: a solid line, a dashed line, and another solid line.

Directions: Use the picture to tell your own story problem. Then solve the story problem. Show your thinking using a drawing and write your answer on the line.

Telling and Solving Our Story Problems

Hands-On 

3



Show your thinking.

Directions: Listen to your partner's story problem. Then solve the story problem. Show your thinking using a drawing and write your answer on the line.

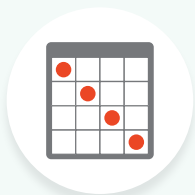
Summary 4.14

You can create a story problem by thinking of a math story that has numbers, describing what happens or changes, and asking a question.

There were 3 bags of trash in the sanitation worker's truck.
Then the sanitation worker put 2 more bags in the truck.
How many bags are in the truck now?

Practice 4.14

Choose from these Centers.



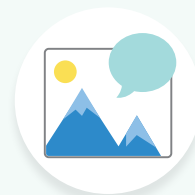
Bingo

Stage 3



Math Fingers

Stage 3



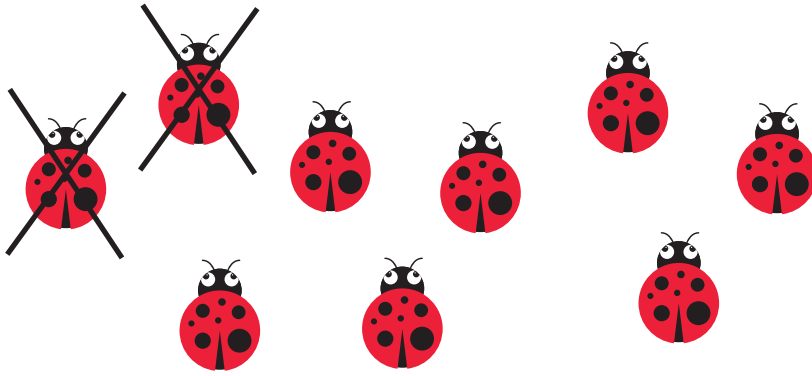
Math Stories

Stage 2

Practice 4.14

Name _____

1



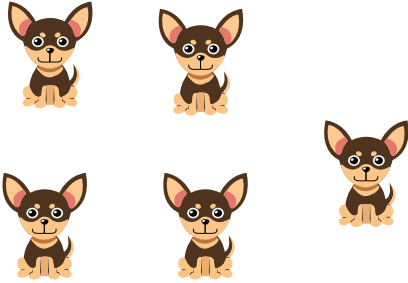
 Show your thinking.

Directions:

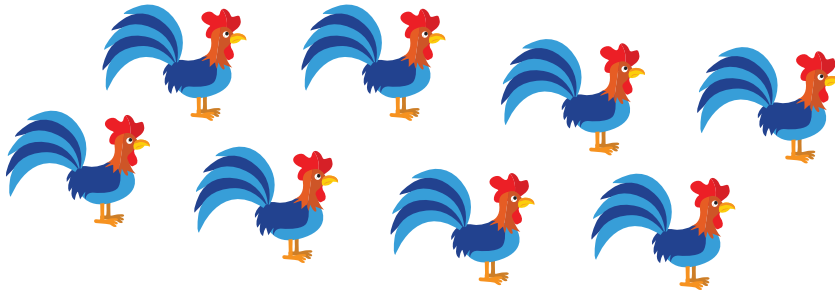
1. Use the picture to tell your own story problem. Then solve the story problem. Show your thinking using a drawing and write your answer on the line.

Spiral Review

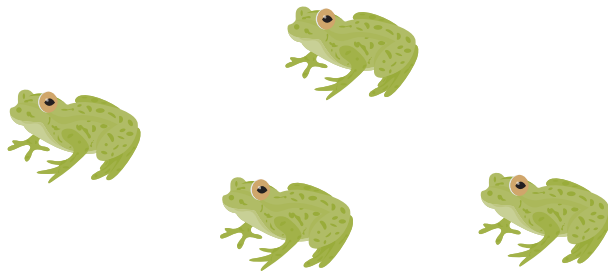
2



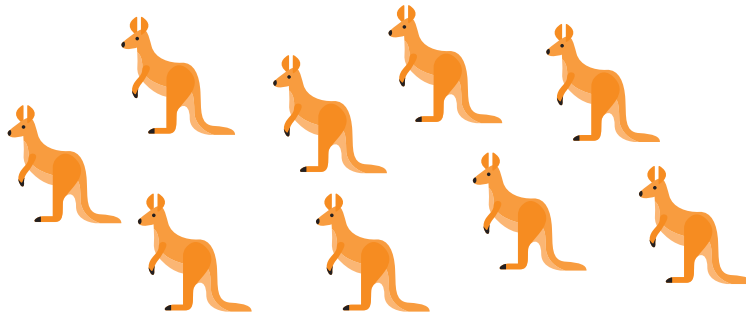
3



4



5



Directions:

2–5. Write the number that shows how many.



Notes:

Addition and Subtraction Expressions

Unit Story: Casey's Town




Roman Khomlyak/Shutterstock.com

The park ranger is holding acorns.

What are the different ways you could show how many acorns he has?

Name _____

Being Flexible Within 10 Model With Numbers  K.OA.1, K.OA.2, SMP.2, SMP.7

Exploring Expressions

Let's explore a new way to show what is happening in a story problem.

$$6 - 1$$



Warm-Up



eyes on teacher

I can be all of me in math class.
What are your strengths as a mathematician?

Activity

1 Ducks in a Pond

- 1 There were 6 ducks in the pond.
3 more ducks came to the pond to swim.
How many ducks are in the pond now?

 **Show your thinking.**

There are _____ ducks.

Directions: Tell your partner what happened in the story problem. Then solve the story problem. Show what happened in the story problem in as many different ways as you can. Write your answer on the line.

Ducks Swim Ashore

- 2 There were 6 ducks swimming in the pond. Then 3 of the ducks waddled away onto the grass. How many ducks are swimming in the pond now?



Show your thinking.

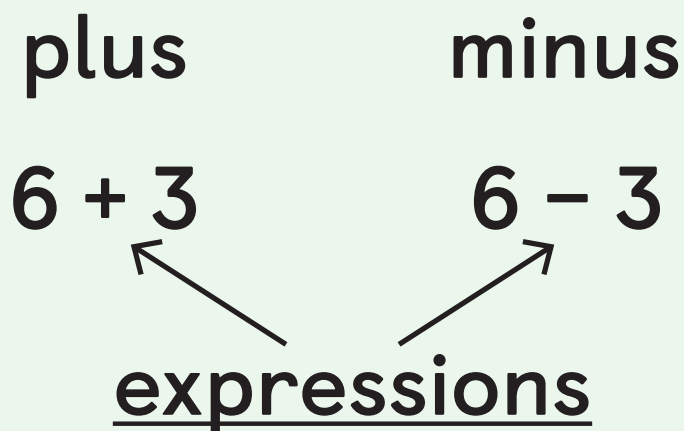
There are _____ ducks.



Directions: Tell your partner what happened in the story problem. Then solve the story problem. Show what happened in the story problem in as many different ways as you can. Write your answer on the line.

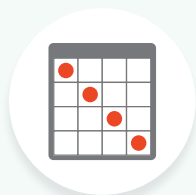
Summary 4.15

When you write an **expression**, you use symbols and numbers. A plus sign is a symbol you can use for adding. A minus sign is a symbol you can use for subtracting.



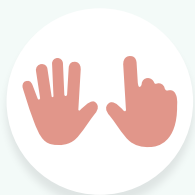
Practice 4.15

Choose from these Centers.



Bingo

Stage 3



Math Fingers

Stage 3



Math Stories

Stage 2

Practice 4.15

Name _____

- 1** There were 2 birds in the nest.
4 more birds returned to the nest.
How many birds are in the nest now?

i Show your thinking.

There are _____ birds.

Directions:

- 1.** Solve the story problem. Show what happened in the story problem in as many different ways as you can. Then write your answer on the line.

Spiral Review

2



3




Directions:

2. Write the number that shows how many. Circle the number that shows *more*.
3. Circle the number that shows *less*.

Unit 4
Lesson
16

Name _____

Being Flexible Within 10 Model With Numbers  K.CC.1, K.CC.2, K.OA.1, K.OA.2, SMP.2, SMP.3, SMP.7

Expressions and Story Problems

Let's use expressions to show what happened in a story problem.

$4+2$ 

$3-2$ 



Warm-Up



eyes on teacher



I am a doer of math.

What are some things you are still learning about adding and subtracting?

Activity

1

Notice and Wonder: Story Problems and Expressions

Discuss

- 1 The park ranger saw 9 people riding bikes in the park.
Then 6 of the people stopped riding to have lunch.
How many people are still riding their bikes?

$$9 - 6$$

Directions: Tell your partner what you notice and what you wonder about each story problem and each expression.

Notice and Wonder: Story Problems and Expressions (continued)

Discuss

2

The park ranger saw 3 squirrels in a tree. Then 3 more squirrels climbed into the tree. How many squirrels are in the tree now?

$$3 + 3$$

Directions: Tell your partner what you notice and what you wonder about each story problem and each expression.

Which Expression?

- 3 There were 2 rocks in the park ranger's jar. The park ranger put 4 more rocks into the jar. How many rocks are in the jar now?

$3 + 3$

$6 - 2$

$2 + 4$

- 4 Discuss 

I know this expression matches the story problem because _____.

Directions: Circle the expression that shows what happened in the story problem. Then explain to your partner how you know the expression matches the story problem. You can use objects or draw a picture to help you.

Which Expression? (continued)

- 5 There were 8 rocks in the jar.
3 of the rocks fell out of the jar.
How many rocks are in the jar now?

$8 - 3$

$3 - 3$

$8 + 3$

- 6 Discuss 

I know this expression matches the story problem because _____.



Directions: Circle the expression that shows what happened in the story problem. Then explain to your partner how you know the expression matches the story problem. You can use objects or draw a picture to help you.

Summary 4.16

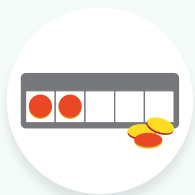
An expression that matches a story problem uses the same numbers and uses a plus sign or a minus sign to show what happened in the story.

The park ranger collected 5 leaves in the morning. Then the park ranger collected 5 more leaves in the afternoon. How many leaves did the park ranger collect in all?

$$5 + 5$$

Practice 4.16

Choose from these Centers.



5-Frames

Stage 1



Math Fingers

Stage 3



Shake and Spill

Stage 3

- 1 There were 9 pretzels on the table.
Priya put 5 of the pretzels in her lunch box.
How many pretzels are on the table now?

$9 - 5$

$4 + 5$

$9 + 2$

- 2 Shawn saw 6 birds in a tree.
Then 4 more birds flew into the tree.
How many birds does Shawn see in the tree now?

$8 - 3$

$6 + 4$

$6 - 4$

- 3 There were 5 pencils on Diego's desk.
3 of his pencils fell on the floor.
How many pencils are on Diego's desk now?

$5 + 3$

$3 + 4$

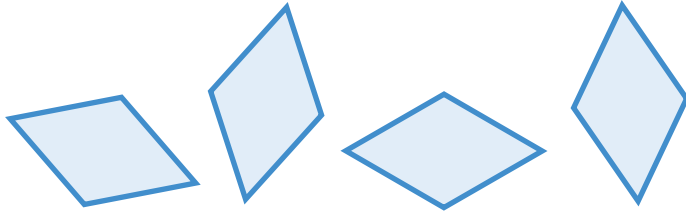
$5 - 3$

Directions:

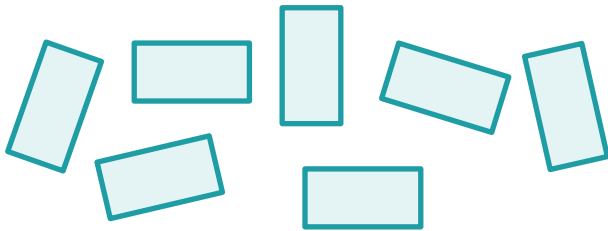
1–3. Circle the expression that shows what happened in the story problem. You can use objects or draw a picture to help you.

Spiral Review

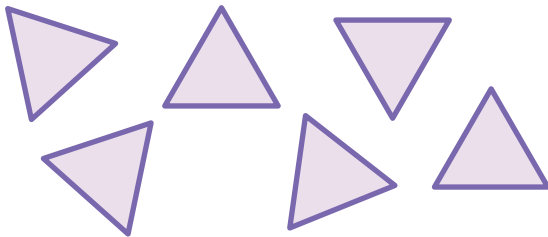
4



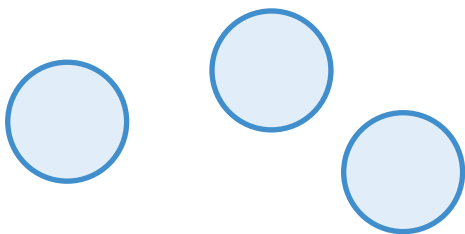
5



6




7



Directions:

4–7. Write the number that shows how many.

Name _____

Being Flexible Within 10 Model With Numbers  K.OA.1, SMP.2, SMP.6


Expressions and Drawings

Let's think about how expressions and drawings show adding and subtracting.



Warm-Up



 eyes on teacher



We are a math community.
Casey's town is full of community helpers. Who are some of the people who help our math community?

Activity

1

Matching Drawings With Expressions

1

Discuss 

I know they match because _____.

Directions: Draw lines to match each drawing with an expression. Explain your matches to your partner.

Matching Drawings With Expressions (continued)

Drawing

Expression



$$9 - 2$$



$$6 - 3$$



$$4 + 2$$



$$6 + 3$$



$$3 + 5$$



$$7 + 0$$

Directions: Draw lines to match each drawing with an expression. Explain your matches to your partner.

Missing Expressions and Drawings

Expression

Drawing

2

_____ + _____
 ----- + -----
 _____ + _____



3

4 - 0

4

_____ - _____
 ----- - -----
 _____ - _____



5

2 + 2

Directions: Fill in the missing expression or drawing.

Missing Expressions and Drawings (continued)

Expression

Drawing

6 $8 - 2$

+	



8 $1 + 6$

-	



9

Directions: Fill in the missing expression or drawing.

Summary 4.17

You can draw to show what is happening in an expression and you can write an expression to show what is happening in a drawing.

$$5 - 3$$



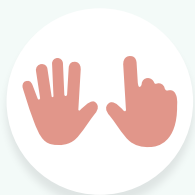
Practice 4.17

Choose from these Centers.



5-Frames

Stage 1



Math Fingers

Stage 3



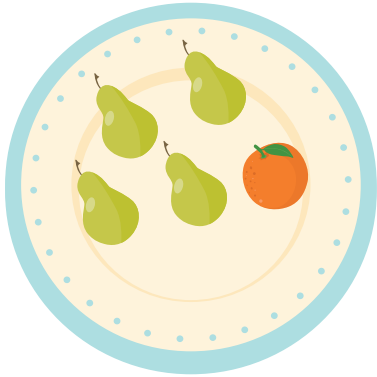
Shake and Spill

Stage 3

Practice 4.17

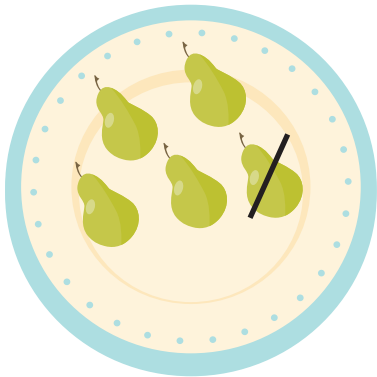
Name _____

1



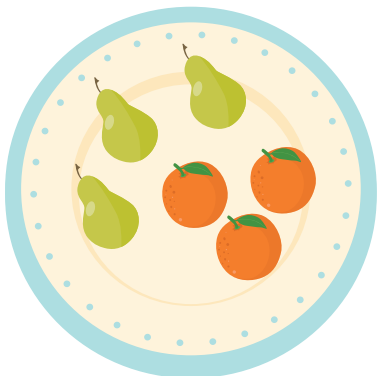
$$\begin{array}{r} \text{_____} \\ - \text{-----} \\ \text{_____} \end{array} + \begin{array}{r} \text{_____} \\ - \text{-----} \\ \text{_____} \end{array}$$

2



$$\begin{array}{r} \text{_____} \\ - \text{-----} \\ \text{_____} \end{array} - \begin{array}{r} \text{_____} \\ - \text{-----} \\ \text{_____} \end{array}$$

3



$$\begin{array}{r} \text{_____} \\ - \text{-----} \\ \text{_____} \end{array} + \begin{array}{r} \text{_____} \\ - \text{-----} \\ \text{_____} \end{array}$$

Directions:

1–3. Tell a story about the picture. Write numbers to fill in the expression.

Spiral Review

4







5



6




Directions:

4. Say the number on each card as you count up to 9. Fill in the missing numbers.

5–6. Circle the number that shows *more*.

Name _____

Being Flexible Within 10 Model With Numbers  K.OA.1, K.OA.2, K.OA.5, SMP.2, SMP.6

What Is the Value?

Let's find the values of expressions.



Warm-Up



eyes on teacher



We are a math community.

How does listening to a partner help you learn in math class?

Activity

1

Rolling for Numbers

Expression	Total
_____ + _____	_____ _____
_____ + _____	_____ _____

Directions: Roll 2 cubes onto the Number Mat and fill in an expression. Find the value of the expression and write your answer. Use the workspace if it is helpful.

Rolling for Numbers (continued)

Expression	Total
$\begin{array}{ccc} \underline{\quad\quad\quad} & & \underline{\quad\quad\quad} \\ \text{-----} & + & \text{-----} \\ \underline{\quad\quad\quad} & & \underline{\quad\quad\quad} \end{array}$	$\begin{array}{c} \underline{\quad\quad\quad} \\ \text{-----} \\ \underline{\quad\quad\quad} \end{array}$
$\begin{array}{ccc} \underline{\quad\quad\quad} & & \underline{\quad\quad\quad} \\ \text{-----} & + & \text{-----} \\ \underline{\quad\quad\quad} & & \underline{\quad\quad\quad} \end{array}$	$\begin{array}{c} \underline{\quad\quad\quad} \\ \text{-----} \\ \underline{\quad\quad\quad} \end{array}$

Workspace

Directions: Roll 2 cubes onto the Number Mat and fill in an expression. Find the value of the expression and write your answer. Use the workspace if it is helpful.

Finding the Value

	Expression	Total
1	$3 + 1$	_____ ----- _____
2	$6 - 3$	_____ ----- _____
3	$5 - 4$	_____ ----- _____
4	$7 + 2$	_____ ----- _____
5	$5 + 0$	_____ ----- _____
6	$9 - 4$	_____ ----- _____

Directions: Find the value of each expression. Write your answer on the line. Use the workspace if it is helpful.

Finding the Value (continued)

Workspace

Directions: Find the value of each expression. Write your answer on the line. Use the workspace if it is helpful.

Summary 4.18

Changing the symbol can change the value of an expression.

$$4 + 1 \quad \bigcirc \quad \bigcirc \quad \bigcirc \quad \bigcirc \quad \bigcirc$$

$$4 - 1 \quad \bigcirc \quad \bigcirc \quad \bigcirc \quad \cancel{\bigcirc}$$

Practice 4.18

You'll play this Center.



Shake and Spill Stage 4

Let's find how many counters are covered.

Practice 4.18

Name _____

1

$$7 + 1$$

2

$$8 - 3$$

3

$$5 - 2$$

Workspace

Directions:

1–3. Find the value of the expression. Write your answer on the line. Use the workspace if it is helpful.

Spiral Review

4

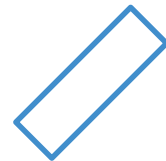
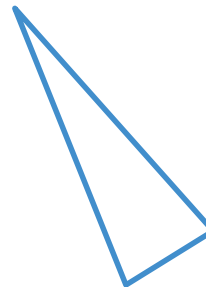
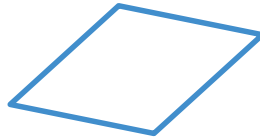
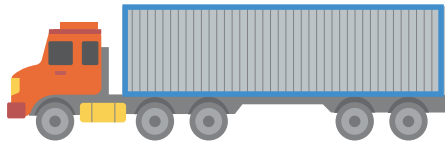









5



Directions:

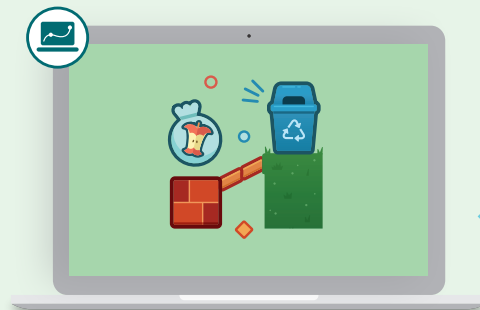
- 4. Say the number on each card as you count up to 9. Fill in the missing numbers.
- 5. Find and color 4 rectangles.

Name _____

Being Flexible Within 10 Model With Numbers  K.OA.2, K.CC.4.c, SMP.7, SMP.8

Casey Cleans the Park

Let's see what happens when we add and subtract 0 and 1.



Warm-Up

1

 eyes on teacher

I can be all of me in math class.
How have you become a better mathematician this year?

Activity

1

Adding 0 and 1

2

Let's watch a video.

3

$$3 + 1$$



$$4 + 0$$



$$4 + 1$$



Directions:

2

Let's watch a video.

3

Find the value of each expression.

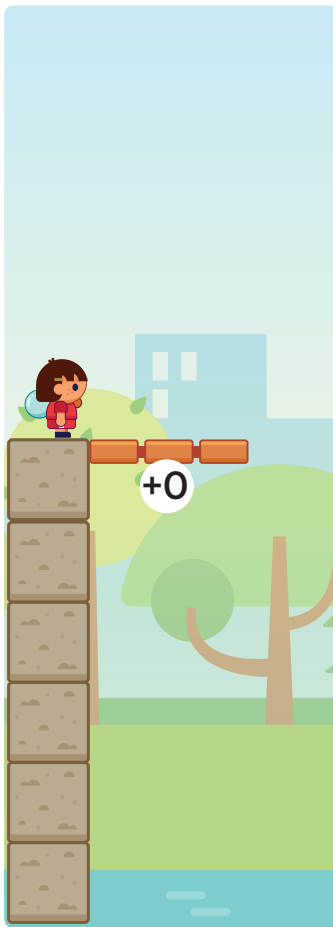
Adding 0 and 1 (continued)

3

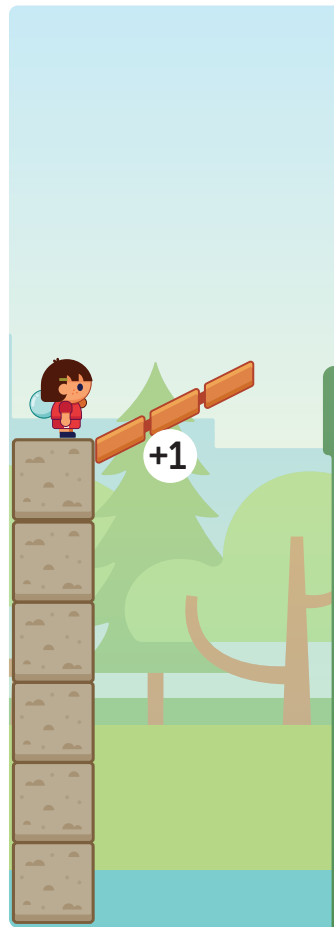
$5 + 1$



$6 + 0$



$6 + 1$



4

Discuss 

I notice _____. I wonder _____.

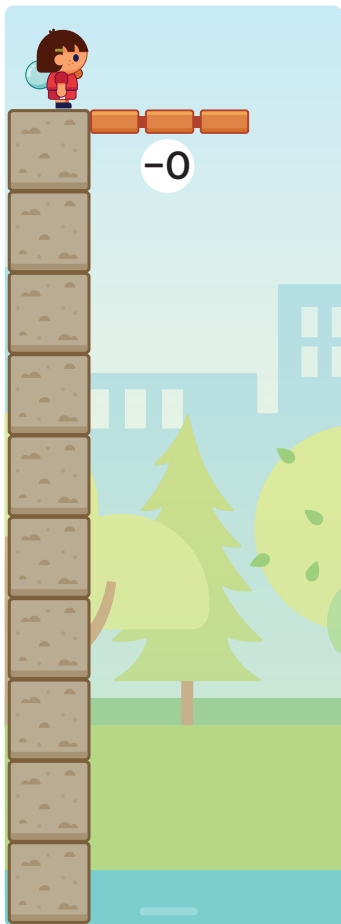
Directions:

- 3 Find the value of each expression.
- 4 Tell your partner what you notice and wonder about adding 0 and 1.

Subtracting 0 and 1

5-6

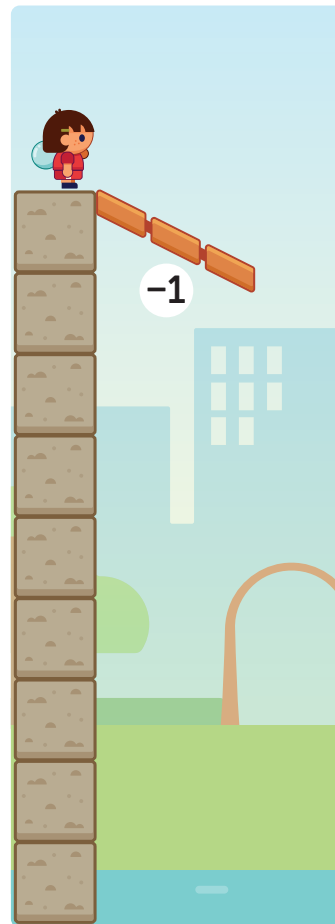
$10 - 0$



$10 - 1$



$9 - 1$



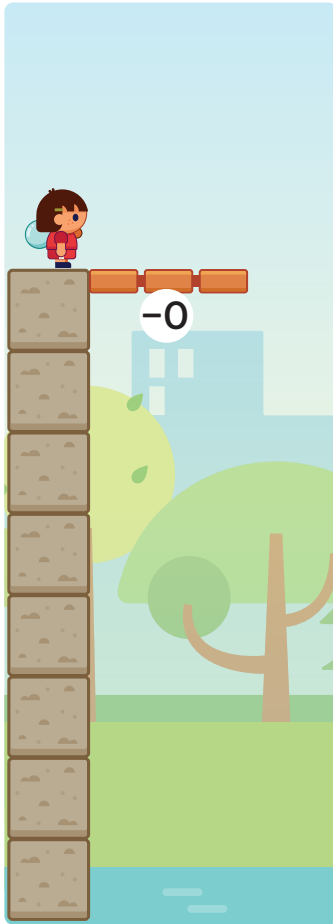
Directions:

- 5** Find the value of each expression.
- 6** If you have time, find the value of each expression.

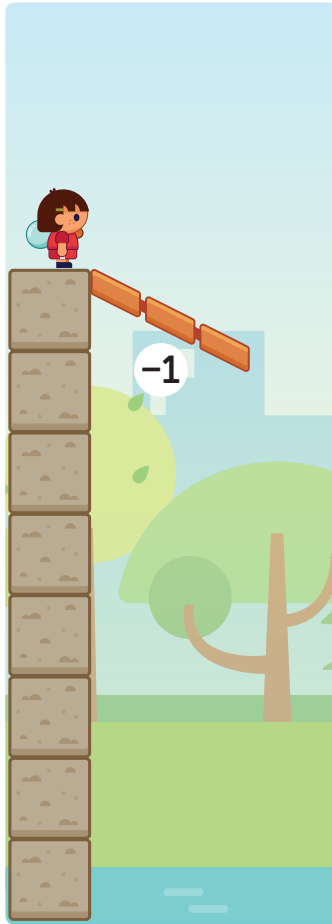
Subtracting 0 and 1 (continued)

5-6

$8 - 0$



$8 - 1$



$7 - 1$



7

Discuss 

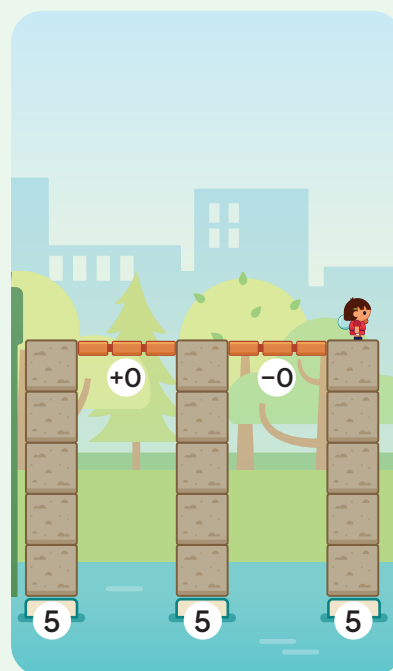
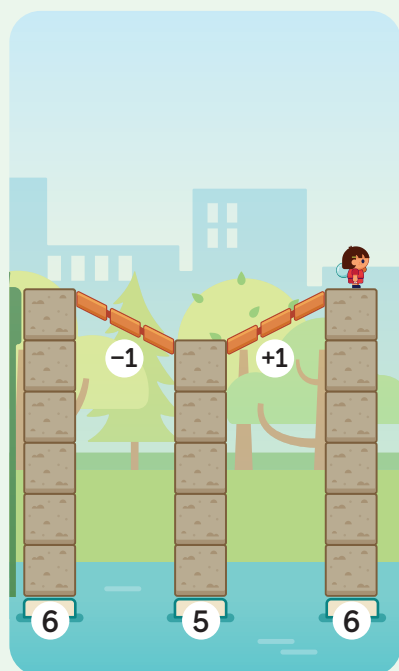
I notice _____. I wonder _____.

Directions:

- 6** If you have time, find the value of each expression.
- 7** Tell your partner what you notice and wonder about subtracting 0 and 1.

Summary 4.19

When 0 is added to or subtracted from a number, the number stays the same. When 1 is added to a number, the answer is 1 more. When 1 is subtracted from a number, the answer is 1 less.



Practice 4.19

Choose from these Centers.



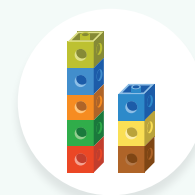
5-Frames

Stage 1



5-Frames

Stage 2



Towers

Stage 2

1

Expression

Value

$9 - 1$

4

$9 - 0$

3

$4 - 1$

9

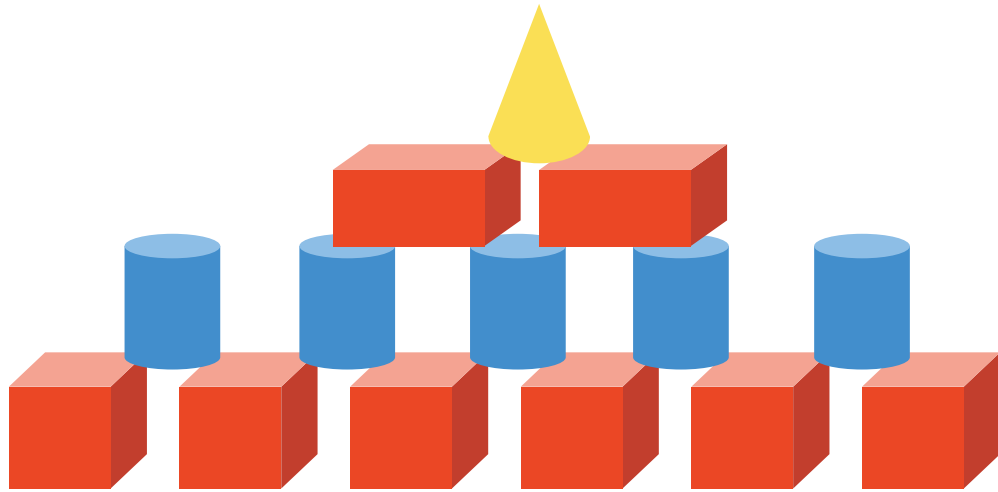
$4 - 0$

8

Directions:

1. Draw lines to match each expression with its value.

Spiral Review



2





3





Directions:

2–3. Write the number that shows how many. Circle the number that shows *more*.

Name _____

Being Flexible Within 10 Model With Numbers K.OA.2, K.CC.1, K.CC.2, K.OA.1, SMP.2, SMP.4, SMP.7

Show and Tell

Let's create and tell story problems that match expressions.



Warm-Up



eyes on teacher



We are a math community.
How could you use math to solve problems in your community?

Activity

1

Choose Your Expression

1

Expression

Value

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



Show your thinking.

Directions: Choose an expression and write it on the lines. Create a story problem that matches the expression. Solve the story problem and write the value of the expression.

Mix and Mingle: Story Problems and Expressions

Expression

Value

2

_____	□	_____
-----		-----
_____		_____

3

_____	□	_____
-----		-----
_____		_____

4

_____	□	_____
-----		-----
_____		_____

5

_____	□	_____
-----		-----
_____		_____

Directions: Listen to your partner's story problem. Fill in an expression that matches the story problem. Then write the value of the expression.

Summary 4.20

Story problems can show expressions and expressions can show story problems.

$$4 + 5$$

There were 4 people at the park.

5 more people came to the park later.

How many people are at the park in total?

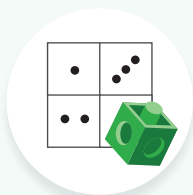
Practice 4.20

Choose from these Centers.



5-Frames

Stage 1



Rolling for
Numbers

Stage 2



Shake and Spill

Stage 4

Practice 4.20

Name _____

- 1** Jada was collecting sticks in the park.
She found 5 sticks.
Then she found 4 more sticks.

How many sticks does Jada have now?



Show your thinking.

Jada had _____ sticks

$5 + 4$

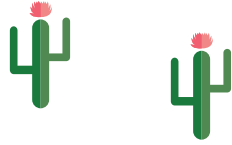
$5 - 4$

Directions:

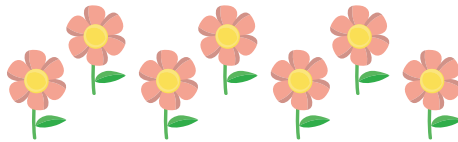
- 1.** Solve the story problem and write your answer on the line. Use drawings, numbers, or words to show your thinking. Circle the expression that matches your thinking.

Spiral Review

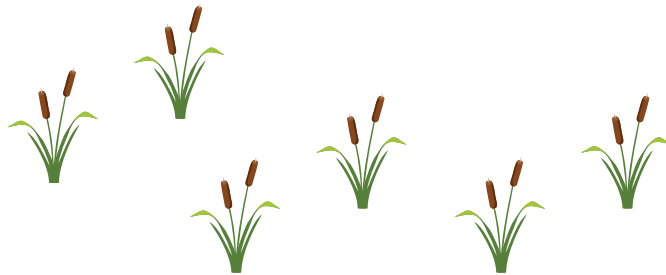
2



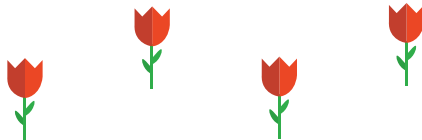
3



4



5



Directions:

2–5. Write the number that shows how many.

Math at Work

When you recycle or throw something away, where does it go?

Sanitation workers collect trash or recycling to help keep cities clean. They might add or subtract to know how many bins they need to collect.



KANGWANS/Shutterstock.com, saravutpics/Shutterstock.com

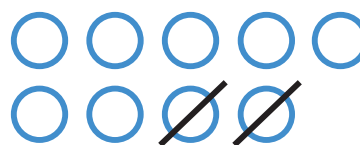
Math in the World

There are 3 recycle bins. 3 more bins are added. How many recycle bins are there now?

 Show your thinking.

There are _____ bins.

Math Mindset



$$9 - 2$$

Directions:

Math in the World: Use a drawing to show what happened in the story problem.

Math Mindset: Look at this drawing and expression. How do they match?