Amplify Desmos Math CALIFORNIA

Kindergarten

Volume 2: Units 5–7

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.

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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New Africa/Shutterstock.com

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myboys.me/Shutterstock.com

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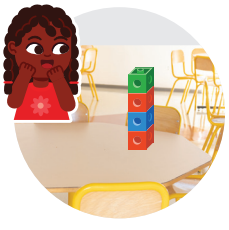

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Unit 2 Numbers 1–10

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.

Platerесca/Shutterstock.com

PhaiApirom/Shutterstock.com

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Elena Yakusheva/Shutterstock.com

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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.

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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.

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Raul Villalon/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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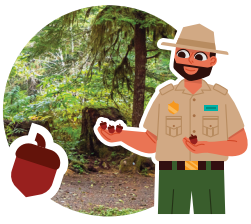

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Unit 5 Make and Break Apart Numbers Within 10

Let's explore putting together and breaking apart numbers.

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.

Best dog photo/Shutterstock.com

vitec/Shutterstock.com

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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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Freer/Shutterstock.com

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Artazum/Shutterstock.com

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Unit 7 Solid Shapes All Around Us

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

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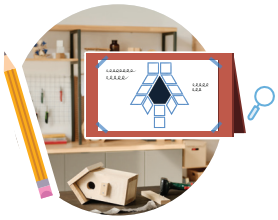
Unit Story: Everyone Needs Help In this story, River makes and repairs things made of solid shapes to help community members solve problems.



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Unit 5

Make and Break Apart Numbers Within 10

Big Ideas in This Unit

CC1 Sort and Describe Data
CC2 How Many?
CC3 Being Flexible Within 10
Model With Numbers

Questions for Investigation

- How can we put together and break apart numbers?
- How can we solve story problems about adding?
- How can equations show the parts that make a number?

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.

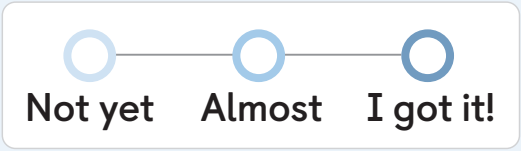
Explore: Mystery Number

How can we use clues to figure out what the mystery object looks like?

Best dog photo/Shutterstock.com

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
Put together and break apart numbers.		
Break apart numbers in more than 1 way.		
Notice patterns when I break apart numbers.		
Solve story problems in more than 1 way.		
Solve word problems using addition.		
Solve word problems using subtraction.		
Use a 10-frame to solve.		
Match representations to equations.		
Start with a number and figure out how many more I need to make 10.		

Sub-Unit

1

Making and Breaking Apart Numbers Within 9

Unit Story: Where Is Harry?

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While searching for Harry, the students found a group of crayons.

What do you think about when you break a group into 2 parts?

Name _____

Being Flexible Within 10 | Building Toward K.OA.3, SMP.1, SMP.6

Explore:
Mystery Number

How can we use clues to figure out what the mystery object looks like?

Warm-Up

eyes on teacher

We are a math community.
How did the class work together to find Harry?

Discuss What do you notice? What do you wonder?

Activity

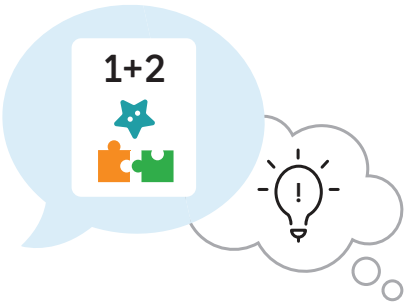
Name _____

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



Not yet Almost I got it!

Unit 5
Lesson
2

Name _____

Being Flexible Within 10 K.OA.3, SMP.6, SMP.7

Making and Breaking Apart Numbers

Let's put together and break apart numbers.

Warm-Up eyes on teacher

We are a math community. What did you notice about how the students in Mr. Romero's math class worked together?

Activity 1 7 Pattern Blocks

Hands-On

Directions: Create an object using 7 pattern blocks of triangles and squares. Draw a picture of the object and write numbers to show how many of each shape you used. Tell your partner how many triangles you used, how many squares you used, and how many pattern blocks you have altogether.

Activity 1

Name _____

7 Pattern Blocks (continued)

1 Draw

2 Discuss

- I used _____ green triangles.
- I used _____ orange squares.
- I used _____ pattern blocks altogether.

Directions: Create an object using 7 pattern blocks of triangles and squares. Draw a picture of the object and write numbers to show how many of each shape you used. Tell your partner how many triangles you used, how many squares you used, and how many pattern blocks you have altogether.

Activity 2

Name _____

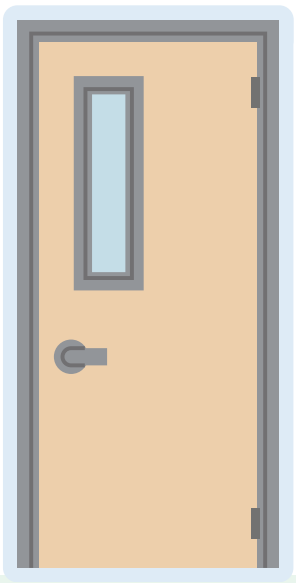
6 Connecting Cubes

Hands-On

3 Discuss

- I broke _____ cubes apart.
- The part in my hand has _____ cubes.
- The part on my desk has _____ cubes.

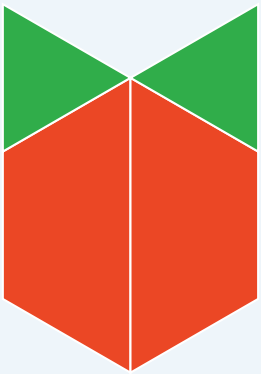
4 expression: _____ + _____

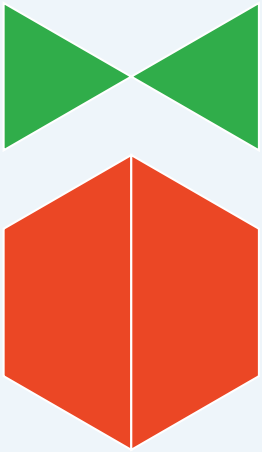


Directions: Break your cube tower into **2** *parts*. Put 1 part in your hand and 1 part on your desk. Then tell your partner how many cubes you have in total and how many are in each part. Fill in the expression to show how many cubes are in each part.

Summary 5.02

When you break a number into 2 groups, or *parts*, the total number stays the same.

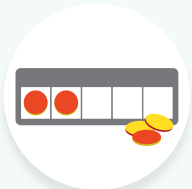




When I move the blocks apart, there are still 4.

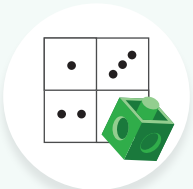
Practice 5.02

Choose from these Centers.



5-Frames

Stage 1



Rolling for Numbers

Stage 2

Shake and Spill

Stage 3

Name _____

1 Discuss

- I have _____ objects in all.
- The part on my paper has _____ objects.
- The part in my hand has _____ objects

2

Show your thinking.

3 expression: _____ + _____

Directions:

1–2. Gather 8 objects. Put some on your paper and some in your hand. Tell and show how many are in each part.

3. Fill in the expression to show how many objects are in each part.

Practice 5.02

Name _____

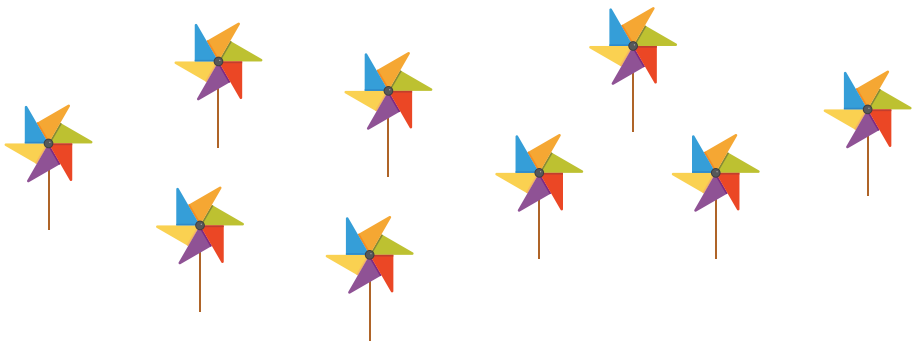
Spiral Review

Draw

4

5

6



_____

_____

Directions:

4. Draw **3** raindrops *below* the cloud.

5. Draw a sun *above* the cloud.

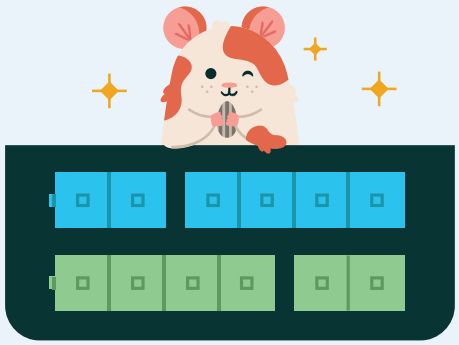
6. Write the number that tells how many.

Name _____

Being Flexible Within 10 K.OA.3, SMP.4, SMP.6

Snapping Cubes

Let's break numbers apart in more than 1 way.



Warm-Up

eyes on teacher

I am a doer of math.
How do you feel when you figure out a math problem?

Activity 1 What's Behind My Back?

Show your thinking.

1

expression: _____ + _____

2

expression: _____ + _____

Directions: Make a tower of 7 cubes. Break the tower into 2 parts. Color the cubes using 2 different colors to show how you broke apart the tower. Then fill in the addition expression.

Activity 1

Name _____

What's Behind My Back? (continued)

Show your thinking.

3

expression: ____ + ____ = ____

4

expression: ____ + ____ = ____

5

expression: ____ + ____ = ____

Directions: Make a tower of 7 cubes. Break the tower into 2 parts. Color the cubes using 2 different colors to show how you broke apart the tower. Then fill in the addition expression.

Activity 2

Name _____

More Than 1 Way

6 Show your thinking.

Number	One way	Another way
4	_____ + _____ _____ + _____	_____ + _____ _____ + _____
9	_____ + _____ _____ + _____	_____ + _____ _____ + _____

Directions: For each number, show **2** different ways to break the number into 2 parts. Show your thinking using drawings and expressions. Explain how you broke apart each number to your partner.

Activity 2

Name _____

More Than 1 Way (continued)

Show your thinking.

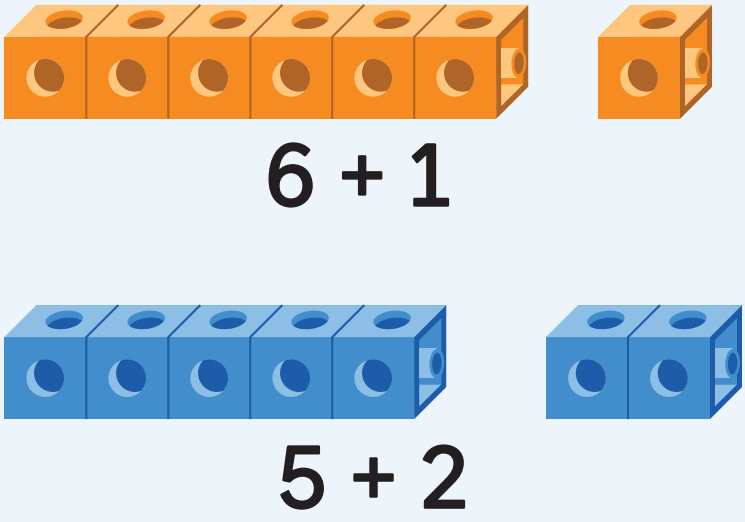
Number	One way	Another way
6	____ + ____ .... + ... ____ ____	____ + ____ .... + ... ____ ____
5	____ + ____ .... + ... ____ ____	____ + ____ .... + ... ____ ____

Directions: For each number, show **2** different ways to break the number into 2 parts. Show your thinking using drawings and expressions. Explain how you broke apart each number to your partner.

Summary 5.03

Numbers can be broken apart in more than 1 way.

No matter how the tower is broken apart, the total is still 7.



Practice 5.03

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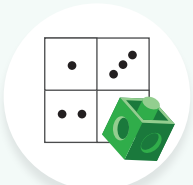
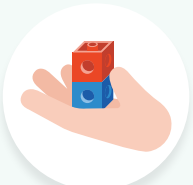


Rolling for Numbers

Stage 2

Shake and Spill

Stage 3



What's Behind My Back?

Stage 1

Practice 5.03

Name _____

Show your thinking.

1

expression: _____ + _____

2

expression: _____ + _____

3

expression: _____ + _____

Directions:

1–3. Make a tower of 5 cubes. Break the cubes into 2 parts. Color the cubes using 2 different colors. Then fill in the addition expression.

Name _____

Spiral Review

4 Clare had 8 tomatoes in her garden.
She picked 5 of the tomatoes.
How many tomatoes are left in the garden?

Show your thinking.

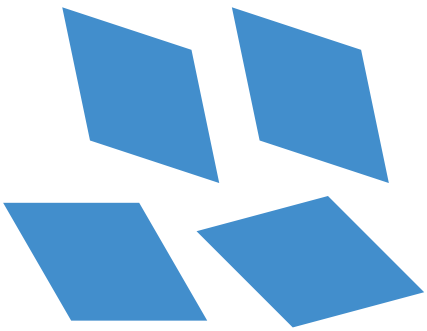
_____

_____

5

_____

_____



_____

_____

Directions:

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

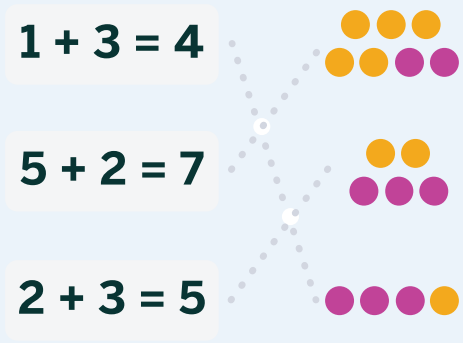
5. Write the number that tells how many. Circle the number that is *more*.

Name _____

Being Flexible Within 10 K.OA.3, SMP.7

Equations and Drawings

Let's think about how equations show the parts of a number.



Warm-Up

eyes on teacher

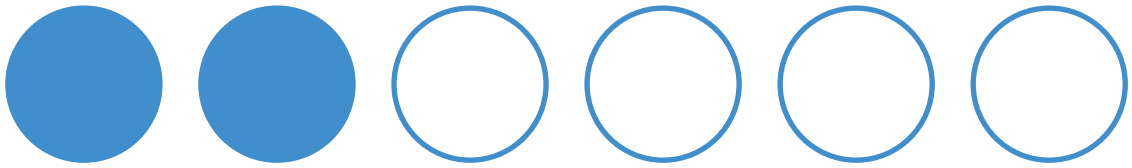
I am a doer of math.
What do you still wonder about putting together or taking apart numbers?

Activity 1

Notice and Wonder: Drawings and Equations

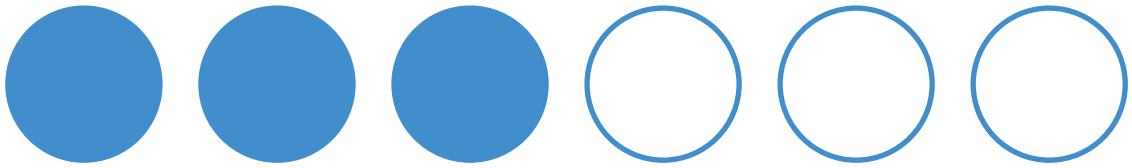
Discuss

1



$6 = 2 + 4$

2



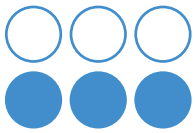
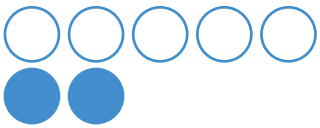
$6 = 3 + 3$

Directions: Tell your partner what you notice and what you wonder about the drawing and the equation.

Activity 2

Name _____

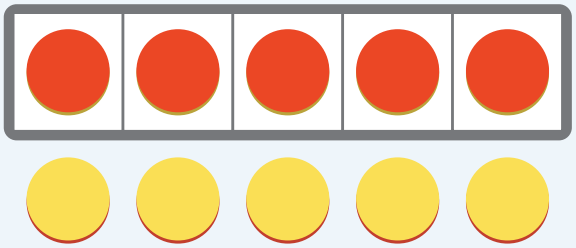
Matching Drawings With Equations

3 Drawing	Equation
	6 = 4 + 2
	4 = 1 + 3
	7 = 4 + 3
	4 = 2 + 2
	7 = 5 + 2
	6 = 3 + 3

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

Summary 5.04

Equations can show a total number and the parts.

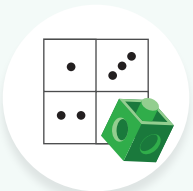


$$10 = 5 + 5$$

equation

Practice 5.04

Choose from these Centers.



Rolling for Numbers

Stage 2

Shake and Spill

Stage 3

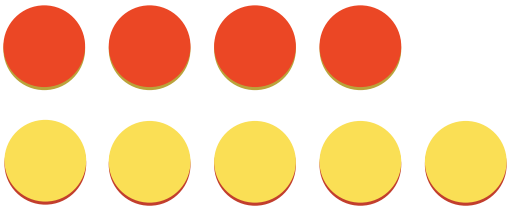
What's Behind My Back?

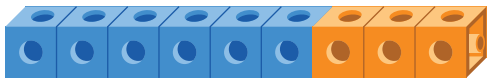
Stage 1

Practice 5.04

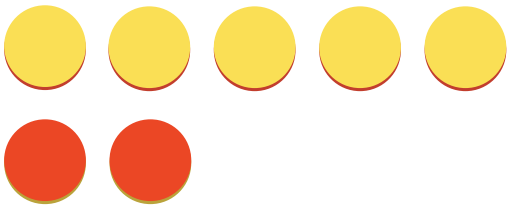
Name _____

1 $9 = 6 + 3$





2 $7 = 5 + 2$



Directions:

1–2. Circle the representation that matches the equation.

Practice 5.04

Name _____

Spiral Review

3

4

8

6

5

4

9

Directions:

3. Draw a sun *above* the house. Draw a tree *beside* the house. Draw a square *below* the house.

4–5. Circle the number that is *more*.

Unit 5
Lesson
5

Name _____

Being Flexible Within 10 K.OA.3, SMP.7, SMP.8

Harry Explores the Ocean

Let's break apart a number in as many ways as we can.

I can be all of me in math class. What is something you would like your math community to know about you?

Warm-Up

1–2 eyes on teacher

Activity 1 Ollie's Clammy Meal

3 Discuss

We can break 8 into _____ and _____.

4 Hands-On

Directions:

3 Tell your partner **1** way to break apart 8.

4 Break apart 8 in as many ways as you can. Then compare your work with a partner.

Activity 1

Name _____

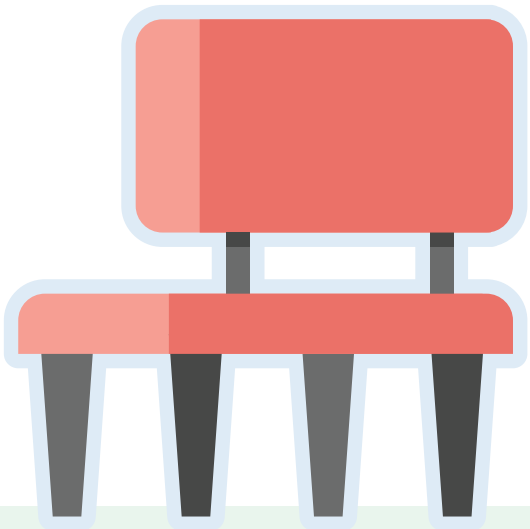
Ollie's Clammy Meal (continued)

5 Discuss

We can break 8 into _____ and _____.

6 Discuss

I notice _____.



Directions:

5 Let's share ways to break apart 8.

6 Tell your partner what patterns you notice in the expressions and the clams.

Activity 2

Name _____

Ollie's Friends

7 Discuss

We can make 5 with 1 and _____.

8-9 Hands-On

Directions:

7 Tell your partner **1** way to make 5.

8 Make 5 in as many ways as you can. Then compare your work with a partner.

9 Make 9 in as many ways as you can. Then compare your work with a partner.

Activity 2

Name _____

Ollie's Friends (continued)

10 Discuss

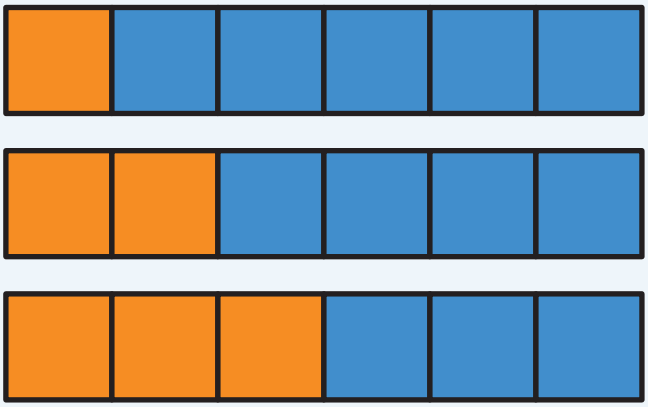
- The patterns are the same because _____.
- I used the patterns by _____.

Directions:

10 Tell your partner how the patterns for 5 and 9 are the same and how you used them to find more ways to make 8.

Summary 5.05

You can use patterns to find the ways a number can be broken apart.



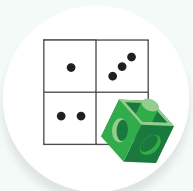
1 + 5

2 + 4

3 + 3

Practice 5.05

Choose from these Centers.



Rolling for Numbers

Stage 2

Shake and Spill

Stage 3

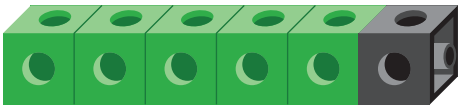
What's Behind My Back?

Stage 1

Practice 5.05

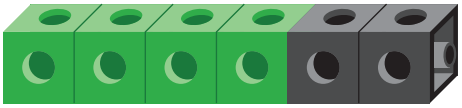
Name _____

1



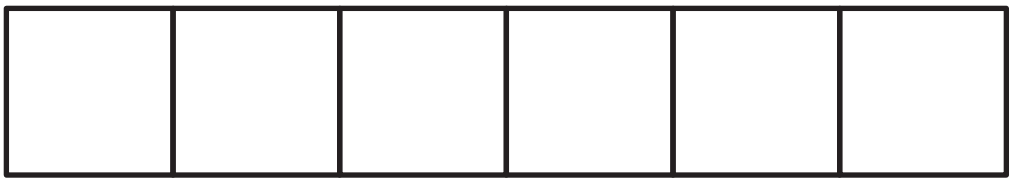
expression: _____ + _____

2



expression: _____ + _____

3



expression: _____ + _____

Directions:

1–2. Write an expression to represent the 2 parts of the tower.

3. Show another way to break the number 6 into 2 parts. Write an expression to show your thinking.

Practice 5.05

Name _____

Spiral Review

4

5

6

0 1 2 _____ _____ _____

_____ 7 _____ _____ 10

Directions:

4. Circle the item that is *beside* the recycling bin.

5. Circle the item that is *above* the fountain.

6. Write the missing numbers.

Sub-Unit

2

More Types of Story Problems

Unit Story: Where Is Harry?

hxdbzxy/Shutterstock.com

In the cafeteria, Skye and Brandon find red apples and green apples.

How could you figure out the total number of apples?

Unit 5
Lesson
6

Name _____

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

At the Playground

Let's show what we know from a math story.

Warm-Up eyes on teacher

We are a math community. How does working with a partner help you learn math?

Activity 1 Harry's Flowers

1 Harry the Hamster saw 5 flowers on the playground.

Some of the flowers were pink and some were blue.

Show your thinking.

Directions: Use objects, drawings, numbers, or words to show the math story.

Activity 2

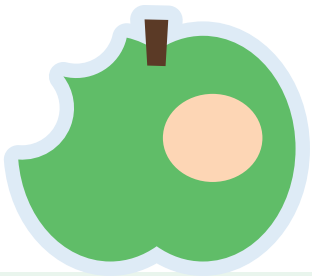
Name _____

Pawprint Clues

2 The class found 8 pawprints on the playground.

Some of the pawprints were in the garden and some were in the sandbox.

Show your thinking.

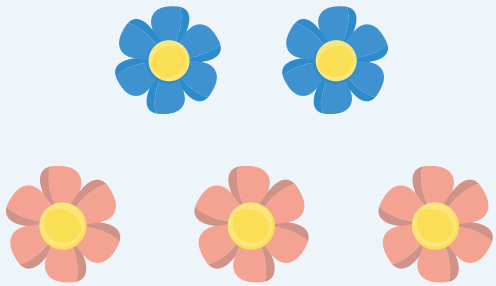


Directions: Use drawings, numbers, or words to show the math story. You can use objects if they are helpful. Then explain how your work matches the story.

Summary 5.06

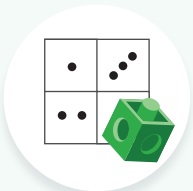
In some story problems, you know the total but you do not know the parts.

Harry the Hamster saw 5 flowers on the playground. Some of the flowers were pink and some were blue.



Practice 5.06

Choose from these Centers.

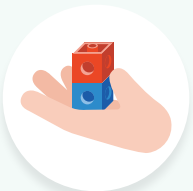


Rolling for Numbers

Stage 2

Shake and Spill

Stage 3



What's Behind My Back?

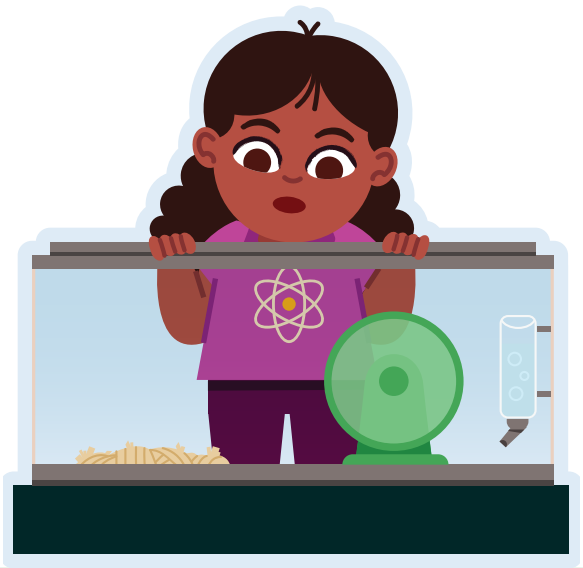
Stage 1

Name _____

1 Priya noticed 9 insects in the grass.

Some of the insects were ladybugs and some were bees.

Show your thinking.



Directions:

1. Use objects, drawings, numbers, or words to show the math story. Then explain how your work matches the story.

Name _____

Spiral Review

2 Shawn ate 2 apple slices at lunch.

Shawn ate 6 more apple slices for snack.

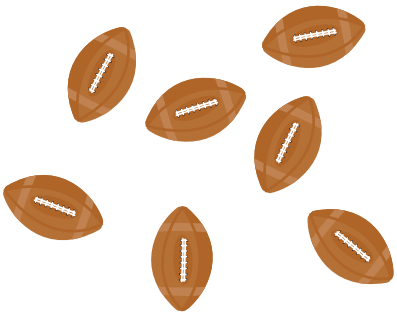
How many apple slices did Shawn eat?

Show your thinking.

_____

_____

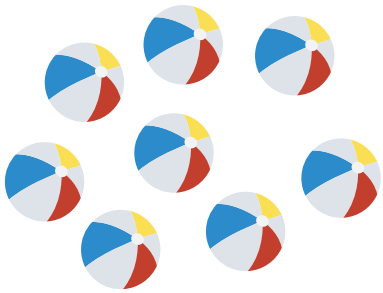
3



_____

_____

4



_____

_____

Directions:

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

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

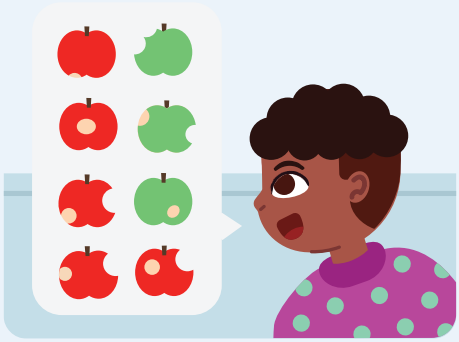
Unit 5
Lesson
7

Name _____

Being Flexible Within 10 | Model With Numbers | K.OA.1, K.OA.2, K.OA.3, SMP.2, SMP.3, SMP.4, SMP.6

In the Cafeteria

Let's solve story problems about the cafeteria.



Warm-Up eyes on teacher

I am a doer of math.
Mr. Romero's class uses math as they search for Harry. How does math help you solve problems?

Activity 1 Harry's Sweet Treats

1 Harry the Hamster found 6 apples.
Some were red and some were yellow.

Show your thinking.

He found _____ red and _____ yellow.

Directions: Solve the story problem. Show your thinking using objects, drawings, numbers, or words. Then show your answer and explain it to your partner.

Activity 2

Name _____

Clues in the Cafeteria

2 The students saw 9 cartons in the cafeteria. Some cartons had juice and some had milk.

Show your thinking.

equation: _____ 9 _____ = _____ + _____

They saw _____ juice cartons

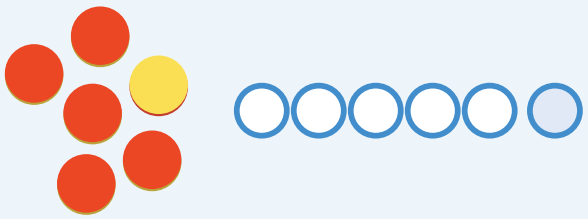
and _____ milk cartons.

Directions: Solve the story problem. Show your thinking using a drawing. Fill in the equation to match your work. Then fill in the blanks to show your answer.

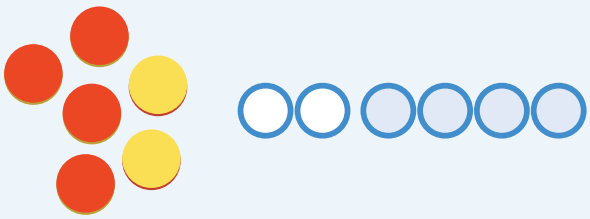
Summary 5.07

Some story problems can have more than 1 answer. Equations can help you clearly see the answers.

$6 = 5 + 1$



$6 = 2 + 4$



Practice 5.07

You'll play this Center.

Math Stories Stage 3

Let's tell and act out story problems to answer questions.

Name _____

1 Diego has 7 fish in his fish tank.

They are 2 different colors, orange and blue.

How many of the fish are orange?

How many of the fish are blue?

Show your thinking.

He has _____ orange and _____ blue.

Directions:

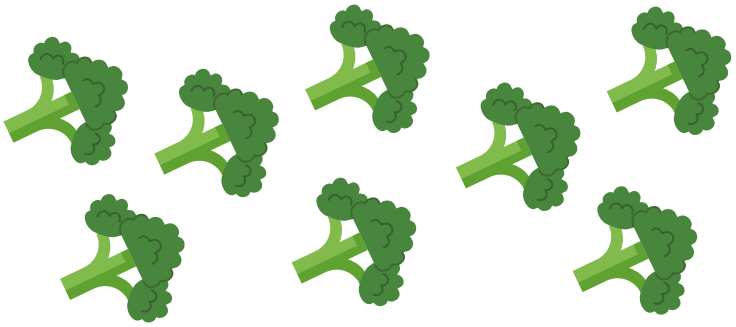
1. Solve the story problem. Show your thinking using objects, drawings, numbers, or words. Then fill in the blanks to show your answer.

Practice 5.07

Name _____

Spiral Review

2

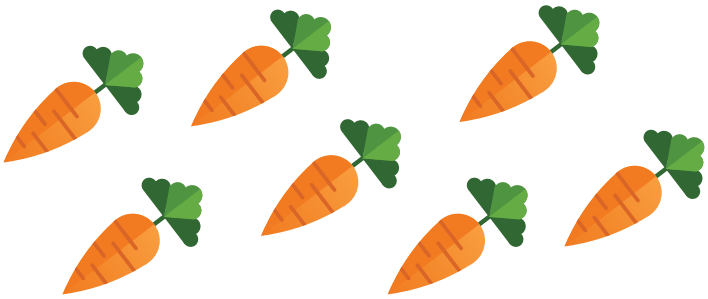


_____

_____

_____

3



_____

_____

_____

4

5

Directions:

2–3. Write the number that tells how many.

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

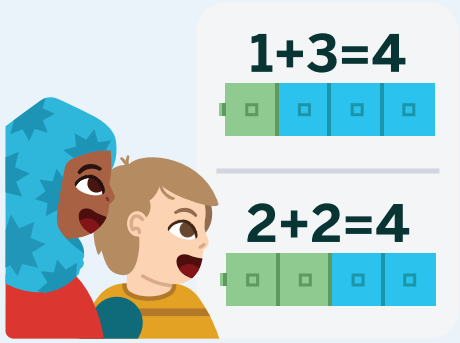
Unit 5
Lesson
8

Name _____

Being Flexible Within 10 | Model With Numbers | K.OA.2, K.OA.1, K.OA.3, SMP.2, SMP.4, SMP.7, SMP.8

In the Library

Let's figure out more than 1 answer to a story problem.



Warm-Up eyes on teacher

I am a doer of math.
Why is it important to show and explain your thinking in math class?

Activity 1 Lost in the Library?

1 Harry the Hamster knocked over 8 markers. Some of the markers were yellow and the rest of the markers were blue.

Han	Diego
y y y b b b b b	y y y (3) b b b b b (5) 8 = 3 + 5 (total: y, b)

Directions:

1. Tell your partner what you notice and wonder about Han's and Diego's drawings.

Name _____

Lost in the Library? (continued)

2 Harry the Hamster knocked over a bin of 8 markers.

Some of the markers were yellow and the rest of the markers were blue.

How many of the markers were yellow?

How many of the markers were blue?

Draw

equation: 8 = ____ + ____

Directions:

2. Work with your partner to figure out another answer to the story problem. Use a drawing to show your thinking and include number labels. Fill in the equation to show your answer.

Activity 2

Name _____

Gathering Grapes

3 Harry the Hamster spilled 7 grapes by the librarian's desk.

Some grapes were green and some were purple.

How many grapes were green?

How many grapes were purple?

Draw

Directions: Tell your partner what happened in the story problem. Then solve the story problem. Use drawings to show as many answers as you can. Fill in the equations to show your answers.

Activity 2

Name _____

Gathering Grapes (continued)

equation: 7 = ___ + ___

equation: 7 = ___ + ___

equation: 7 = ___ + ___

equation: 7 = ___ + ___

equation: 7 = ___ + ___

equation: 7 = ___ + ___

Directions: Tell your partner what happened in the story problem. Then solve the story problem. Use drawings to show as many answers as you can. Fill in the equations to show your answers.

Summary 5.08

In story problems where you know the total but do not know the parts, you can use patterns to figure out more than 1 answer.

5 students were working in the library.
Some students were standing and some were sitting.
How many students were standing?
How many students were sitting?

2 standing 3 sitting

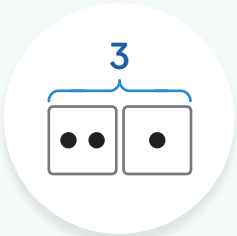
$5 = 2 + 3$

3 standing 2 sitting

$5 = 3 + 2$

Practice 5.08

You'll play this Center.



Make or Break Apart Numbers

Stage 1

Let's put 2 groups together to make a number.

Name _____

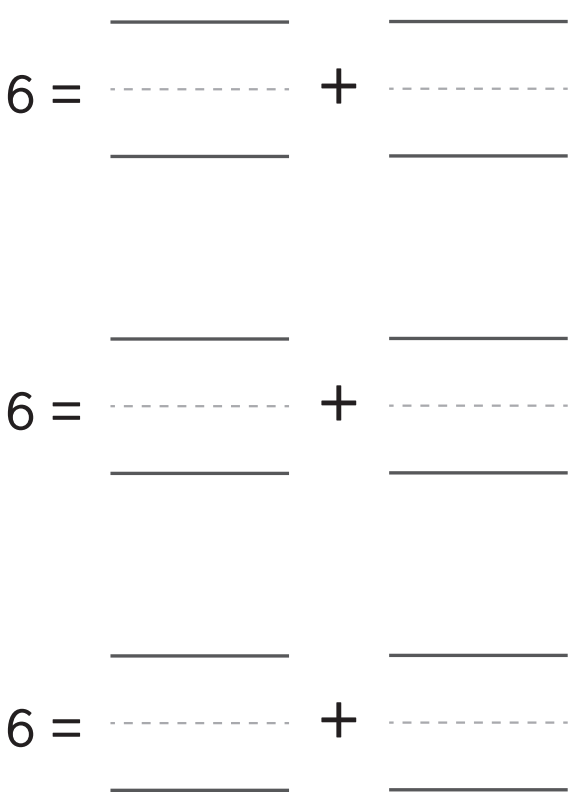
1 Priya found 6 colored pencils on the floor.

Some of them were pink and some were blue.

How many colored pencils were pink?

How many colored pencils were blue?

Draw



Directions:

1. Solve the story problem. Use drawings to show as many answers as you can. Fill in the equations to show your answers.

Practice 5.08

Name _____

Spiral Review

2

3

_____

_____

_____

4

_____

_____

_____

5

_____

_____

_____

6

_____

_____

_____

Directions:

2. Circle the animal that is *above* the pond. Put an X on the animal that is *beside* the pond. Underline the animal that is *below* the pond.

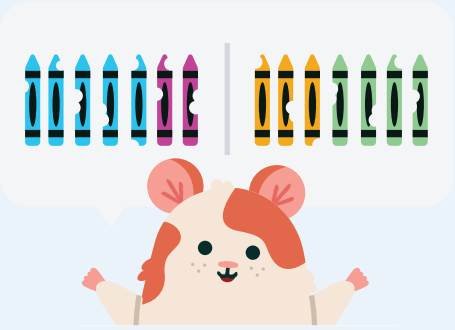
3–6. Write the number that tells how many.

Name _____

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

In the School Office

Let's compare story problems and solve them.



Warm-Up eyes on teacher

I am a doer of math.
Where have you seen 2 parts and a total outside of math class?

Activity 1 The Supply Closet

1 Harry spilled 6 bottles of paint.

Some of the bottles were blue.

The rest of the bottles were red.

2 Harry spilled some bottles of paint in the supply closet.

4 bottles of paint were blue and 2 bottles were red.

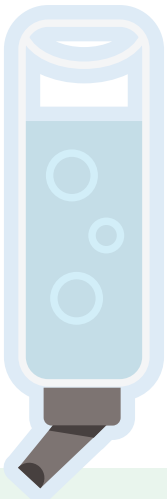
Directions: Tell your partner what happened in each story. Then tell your partner what you notice and wonder.

Name _____

The Supply Closet (continued)

3 Discuss

- I notice _____.
- I wonder _____.



Directions: Tell your partner what happened in each story. Then tell your partner what you notice and wonder.

Activity 2

Name _____

Comparing Story Problems

4 Harry spilled 6 bottles of paint.

Some of the bottles were blue.

The rest of the bottles were red.

How many bottles were red?

How many bottles were blue?

Show your thinking.

Directions: Solve each problem. Show your thinking using objects, drawings, numbers, or words. Then write equations to show your thinking. Compare your answers to each problem. Tell your partner what you notice.

Activity 2

Name _____

Comparing Story Problems (continued)

5 Harry spilled some bottles of paint in the supply closet.

4 bottles of paint were blue and 2 bottles were red.

How many bottles of paint did Harry spill?

Show your thinking.

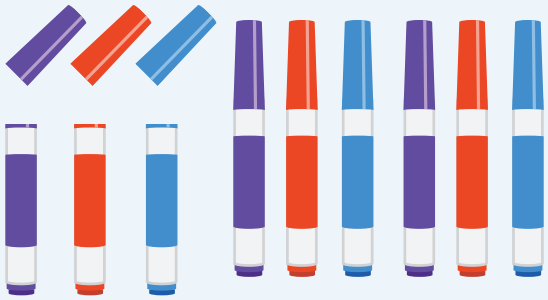
Directions: Solve each problem. Show your thinking using objects, drawings, numbers, or words. Then write equations to show your thinking. Compare your answers to each problem. Tell your partner what you notice.

Summary 5.09

When you have a story problem where you know the parts but have to figure out the total, there can be only 1 answer.

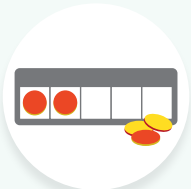
Harry the Hamster knocked over some markers.
3 markers were open.
6 markers were closed.
How many markers did Harry knock over?

$$9 = 3 + 6$$



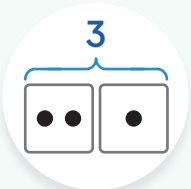
Practice 5.09

Choose from these Centers.



5-Frames

Stage 1



Make or Break Apart Numbers

Stage 1

Math Stories

Stage 3

Name _____

1 Clare saw some butterflies in the garden.

6 of the butterflies were yellow and 3 were pink.

How many butterflies did Clare see?

Show your thinking.

Directions:

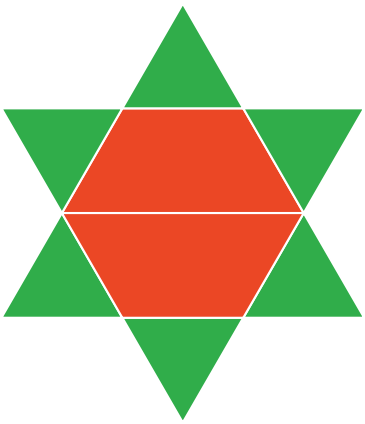
1. Solve the story problem. Show your thinking using objects, drawings, numbers, or words. Then write an equation to show your thinking.

Practice 5.09

Name _____

Spiral Review

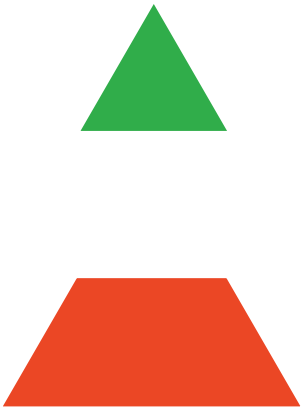
2



_____

_____

_____



3

4

Directions:

2. Write the number that tells how many for each type of pattern block.

3–4. Circle the shape that you see in the picture.

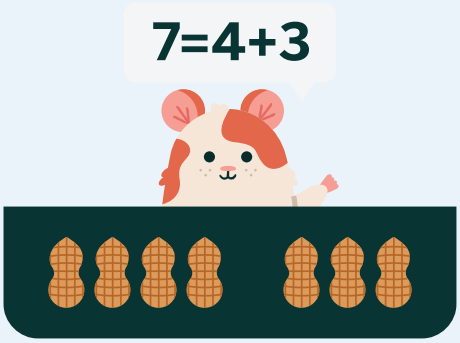
Unit 5
Lesson
10

Name _____

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

In the Teachers' Lounge

Let's think about how drawings and equations match story problems.



Warm-Up eyes on teacher

We are a math community. What strengths do you see in your math community?

Activity 1 All the Story Problems

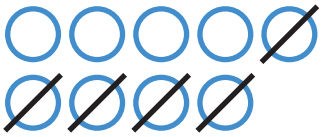
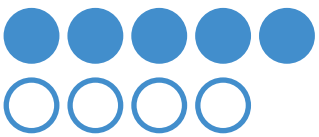
Workspace

Directions: Draw lines to match each story problem with a drawing and an equation. Use the workspace if it is helpful.

Activity 1

Name _____

All the Story Problems (continued)

1 Story problem	Drawing and equation
A	 6 p 2 w 8 = 6 + 2
B	 9 − 5 = 4
C	 p w 9 = 6 + 3
D	 5 + 4 = 9

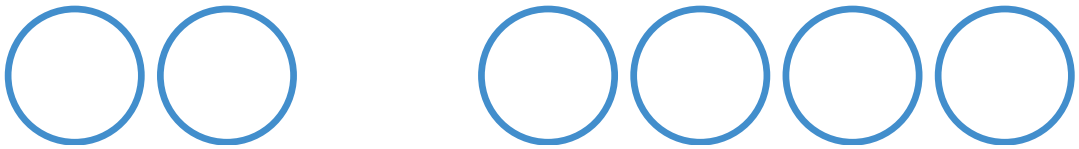
Directions: Draw lines to match each story problem with a drawing and an equation. Use the workspace if it is helpful.

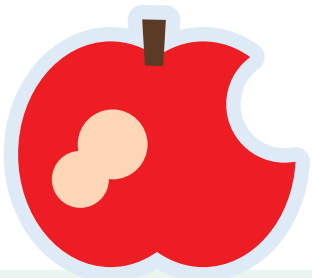
Activity 2

Name _____

Creating a Matching Story Problem

2 Discuss





Directions: Think about how the drawing shows adding. Tell your partner a story problem that matches the drawing. Fill in the equation to show your answer.

Activity 2

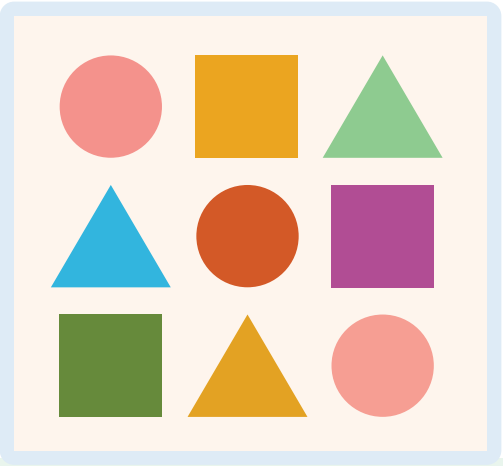
Name _____

Creating a Matching Story Problem (continued)

3

Show your thinking.

_____ = _____ + _____



Directions: Think about how the drawing shows adding. Tell your partner a story problem that matches the drawing. Fill in the equation to show your answer.

Summary 5.10

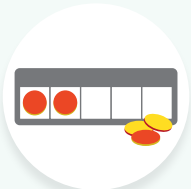
Thinking about what you know and what you do not know can help you understand and solve different types of story problems.

Harry the Hamster has 5 toys in his cage.
Some toys are for chewing and some toys are for climbing.
How many toys are for chewing?
How many toys are for climbing?

I know Harry has 5 toys. I don't know how many are for chewing and how many are for climbing.

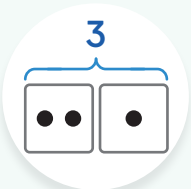
Practice 5.10

Choose from these Centers.



5-Frames

Stage 1



Make or Break Apart Numbers

Stage 1

Math Stories

Stage 3

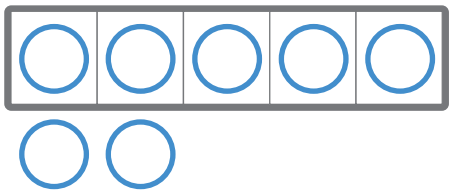
Name _____

1 Diego has some coins.

3 of the coins are silver.

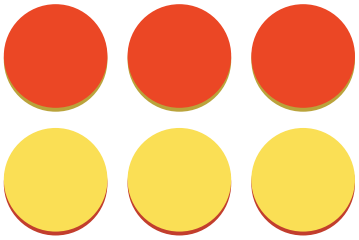
4 of the coins are gold.

How many coins does Diego have?

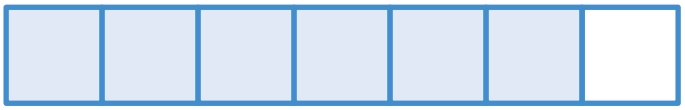


$7 + 0 = 7$

$3 + 4 = 7$



$3 + 3 = 6$



$6 + 1 = 7$

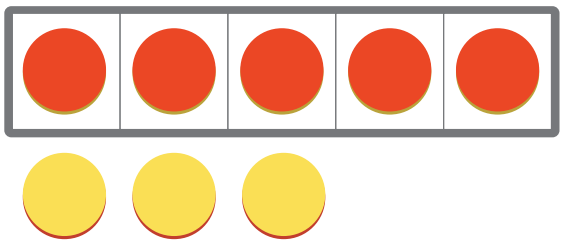
Directions:

1. Circle the student work that matches the story problem.

Practice 5.10

Name _____

2



equation: _____ = _____ + _____

Spiral Review

3

5 4

4

7 8

5

9 2

6

3 4

Directions:

2. Think about how the drawing shows adding. Tell a story problem that matches the drawing. Fill in the equation to show your story problem.

3–4. Circle the number that is *more*.

5–6. Circle the number that is *less*.

Sub-Unit

3

Making and Breaking Apart 10

Unit Story: Where Is Harry?

Szasz-Fabian Ilka Erika/Shutterstock.com

There were 9 students and 1 teacher in Mr. Romero's class. 9 and 1 is the same as 10.

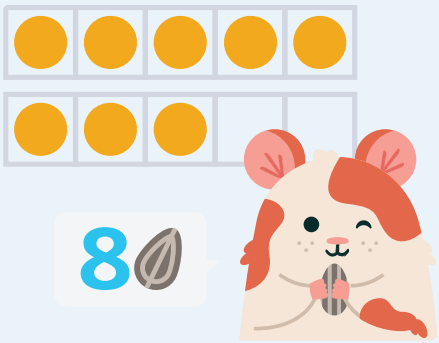
What are other ways you can make 10?

Unit 5

Lesson 11

Name _____

Sort and Describe Data | How Many? | K.CC.5, K.CC.4, SMP.7, SMP.8



Harry Is Home

Let's make and use 10-frames.

Warm-Up

eyes on teacher

I am a doer of math.
What math tools have you used in this unit? How have they helped you?

Activity 1 10-Frames

1

Directions: Use 5-frames to make each number.

Activity 1

Name _____

10-Frames (continued)

2

8

3

9

4

10

Directions: Use 5-frames to make each number.

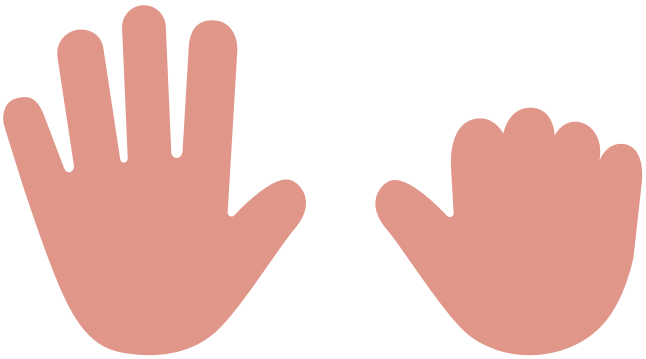
Activity 2

Name _____

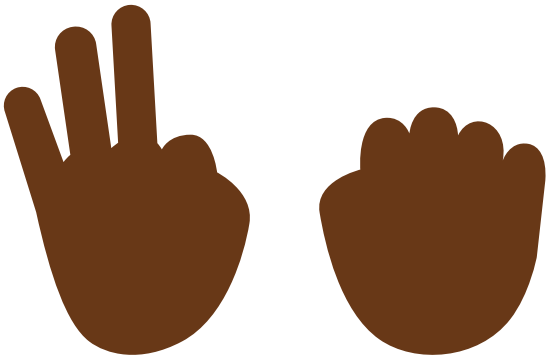
Numbers on Fingers and 10-Frames

Hands-On

5



6



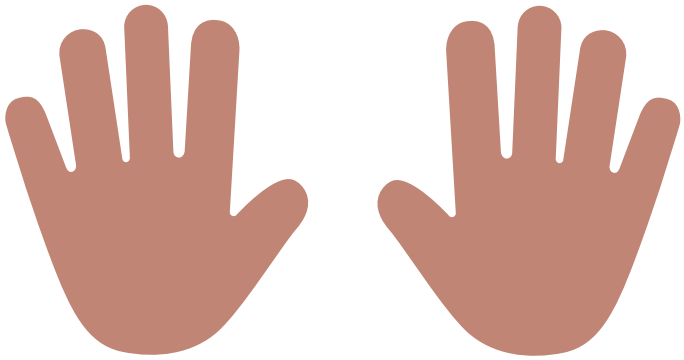
Directions: Figure out how many fingers you see and then use counters to show the same number on a 10-frame. Explain to your partner how you showed the number.

Activity 2

Name _____

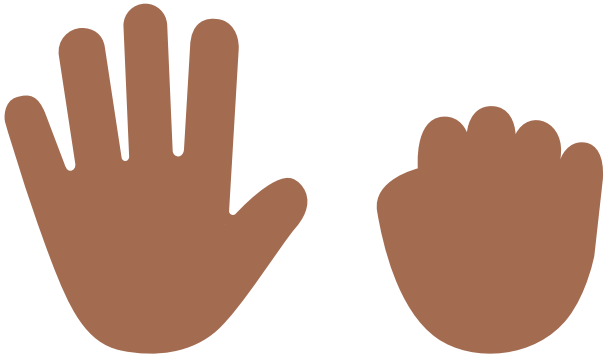
Numbers on Fingers and 10-Frames (continued)

7



8

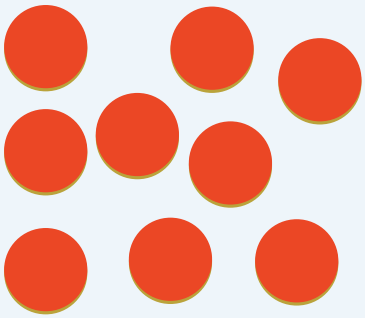
9



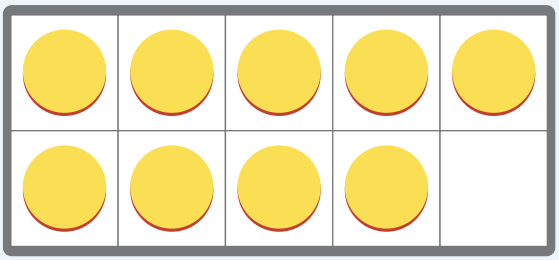
Directions: Figure out how many fingers you see and then use counters to show the same number on a 10-frame. Explain to your partner how you showed the number.

Summary 5.11

10-frames help us figure out how many because we can see numbers compared to 5 or 10.



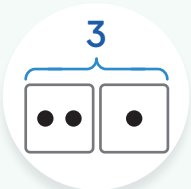
9



9

Practice 5.11

Choose from these Centers.



Make or Break Apart Numbers

Stage 1

Math Fingers

Stage 3

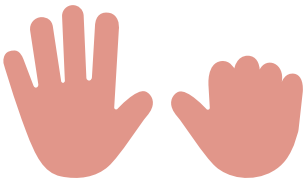
Math Stories

Stage 3

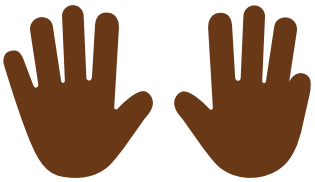
Practice 5.11

Name _____

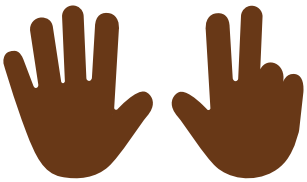
1



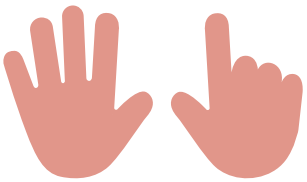
2



3



4



Directions:

1–4. For each set of fingers, use objects to show the same number on the 10-frame.

Name _____

Spiral Review

5 Clare had 10 crayons.

6 of her crayons fell on the floor.

How many crayons does Clare have now?

Show your thinking.

_____

_____

_____

6

0	_____	_____	_____	4	5
	_____	_____	_____		
	_____	_____	_____		
6	_____	_____	_____	10	
	_____	_____	_____		
	_____	_____	_____		

Directions:

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

6. Write each missing number.

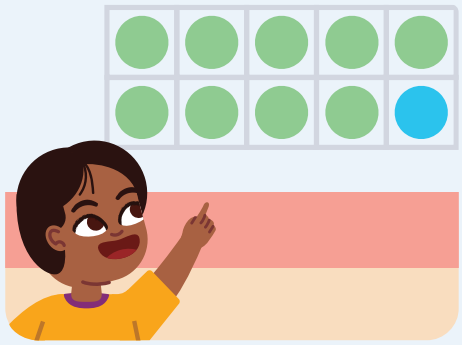
Unit 5
Lesson
12

Name _____

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

Equations That Show 10

Let's match equations with 10-frames and fingers.



Warm-Up eyes on teacher

I am a doer of math.
How are you using math tools in new ways?

Activity 1 Matching Equations and 10-Frames

1 Discuss

I noticed _____, so I matched _____.

Directions: Draw lines to match each equation with a 10-frame and explain your matches to your partner.

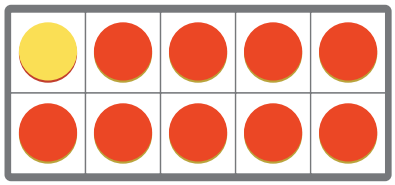
Activity 1

Name _____

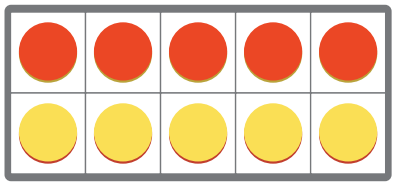
Matching Equations and 10-Frames (continued)

1

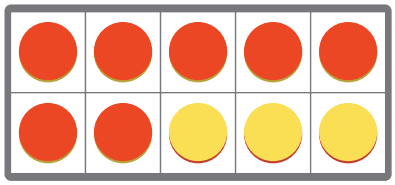
10 = 7 + 3



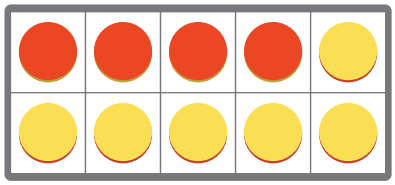
10 = 8 + 2



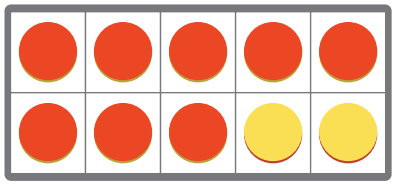
10 = 1 + 9



10 = 5 + 5



10 = 4 + 6



Directions: Draw lines to match each equation with a 10-frame and explain your matches to your partner.

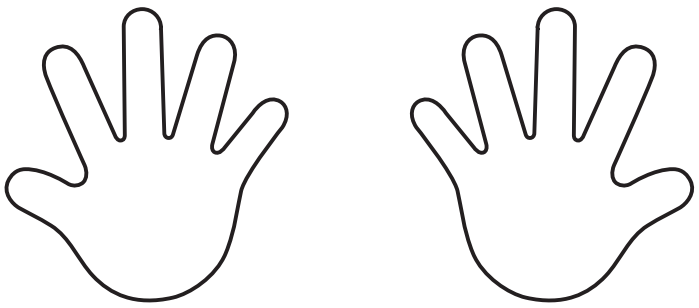
Activity 2

Name _____

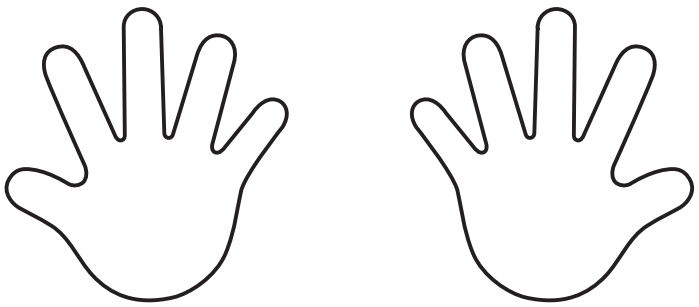
Showing Equations With Fingers

Show your thinking.

2 $10 = 6 + 4$



3 $10 = 9 + 1$



Directions: Color the fingers to show each equation. Then explain how the fingers match the equation.

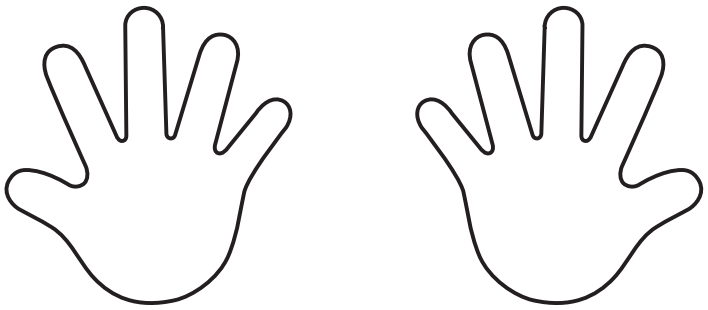
Activity 2

Name _____

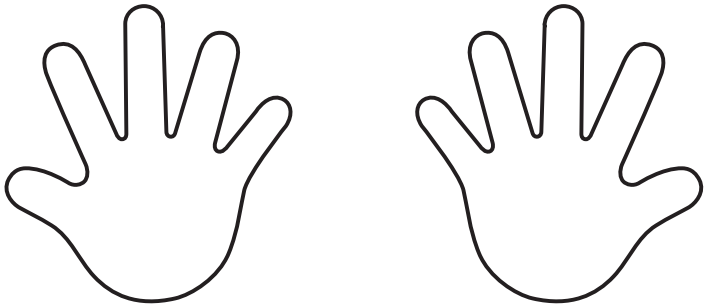
Showing Equations With Fingers (continued)

Show your thinking.

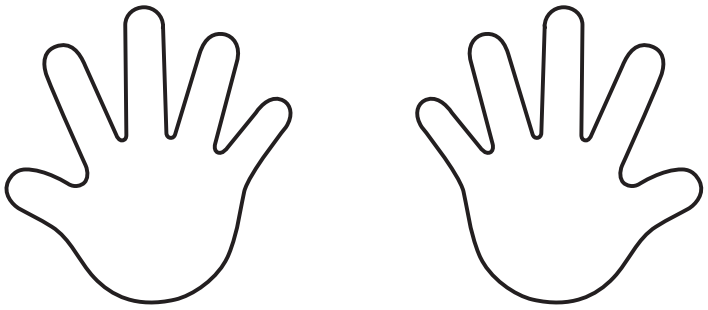
4 $10 = 8 + 2$



5 $10 = 3 + 7$



6 $10 = 5 + 5$

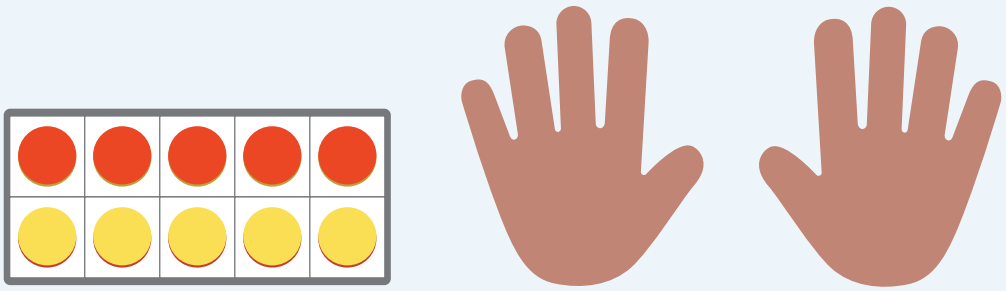


Directions: Color the fingers to show each equation. Then explain how the fingers match the equation.

Summary 5.12

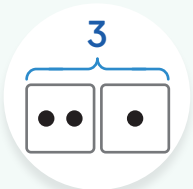
Equations, 10-frames, and fingers can all show ways to make and break apart 10.

$$10 = 5 + 5$$



Practice 5.12

Choose from these Centers.



Make or Break Apart Numbers

Stage 1

Math Fingers

Stage 3

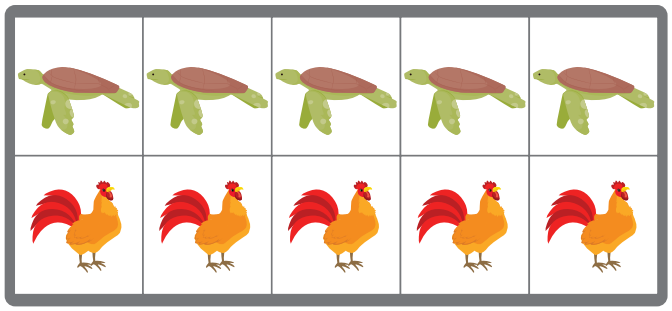
Math Stories

Stage 3

Practice 5.12

Name _____

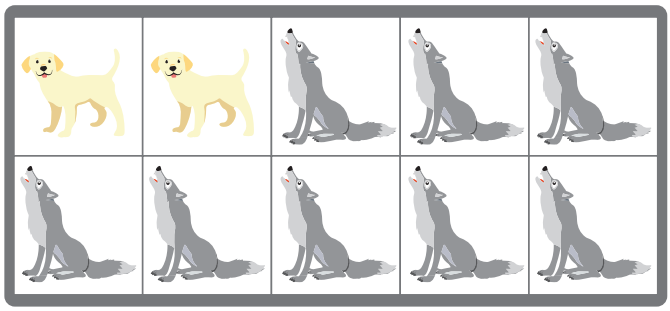
1



10 = 5 + 5

10 = 3 + 7

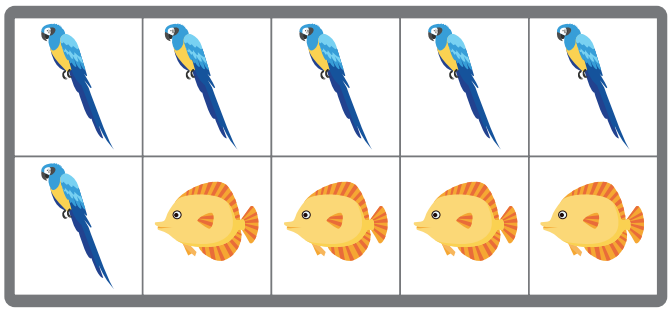
2



10 = 9 + 1

10 = 2 + 8

3



10 = _____ _____ _____ _____

Directions:

1–2. Circle the equation that matches the 10-frame.

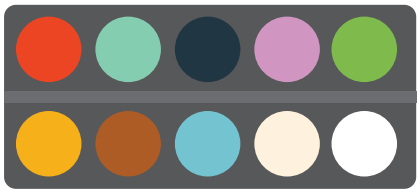
3. Fill in the equation to match the 10-frame.

Practice 5.12

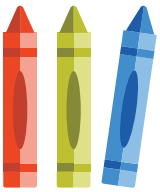
Name _____

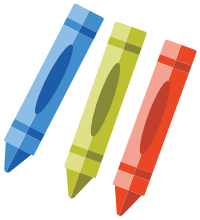
Spiral Review

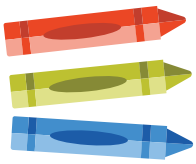
4 Draw



5





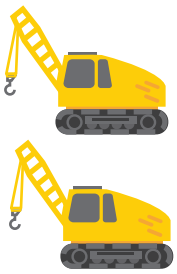


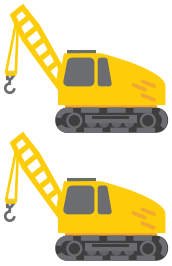
_____

_____

_____

6





_____

_____

_____

Directions:

4. Draw **2** shapes you see in the picture.

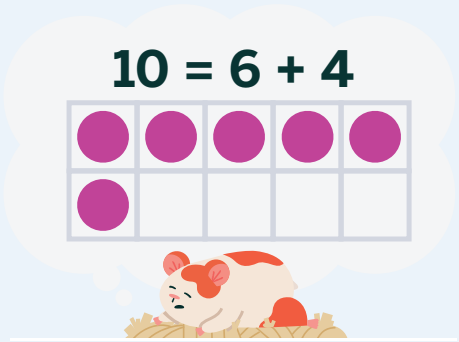
5–6. Write the number that tells how many.

Name _____

Being Flexible Within 10 | K.OA.4, K.OA.3, SMP.7, SMP.8

Harry's Hamster Wheel

Let's use 10-frames and fingers to make 10.



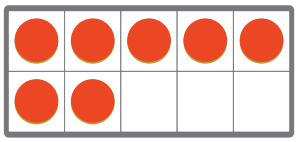
Warm-Up

eyes on teacher

I can be all of me in math class. What are you learning in math class that you want to practice more?

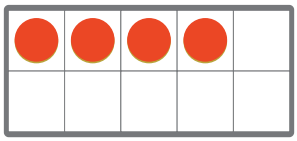
Activity 1 How Many Are Missing?

1



10 = _____ + _____

2



10 = _____ + _____

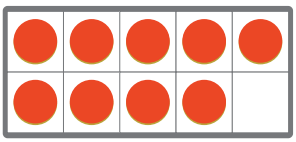
Directions: Work with your partner to figure out how many counters are needed to fill each 10-frame. Write a number to show how many counters are needed and then fill in the equation to show the 2 parts that make 10.

Activity 1

Name _____

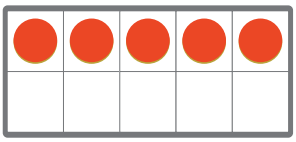
How Many Are Missing? (continued)

3



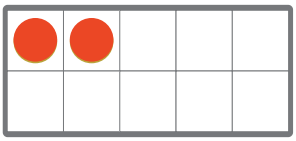
10 = _____ + _____

4



10 = _____ + _____

5



10 = _____ + _____

Directions: Work with your partner to figure out how many counters are needed to fill each 10-frame. Write a number to show how many counters are needed and then fill in the equation to show the 2 parts that make 10.

Activity 2

Name _____

Math Fingers

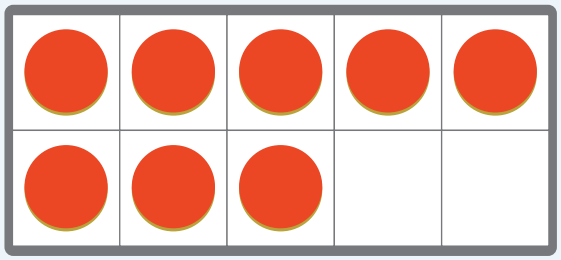
Hands-On

Equation
10 = ____ + ____
10 = ____ + ____
10 = ____ + ____
10 = ____ + ____
10 = ____ + ____

Directions: Choose a number card and show the number on your fingers. Then have your partner show the number you need to make 10 on their fingers. Fill in an equation to show the 2 parts that make 10.

Summary 5.13

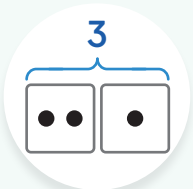
Fingers and 10-frames can help you figure out how many you need to make 10. Equations can show the parts that make 10.



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

Practice 5.13

Choose from these Centers.



Make or Break Apart Numbers

Stage 1

Math Fingers

Stage 4

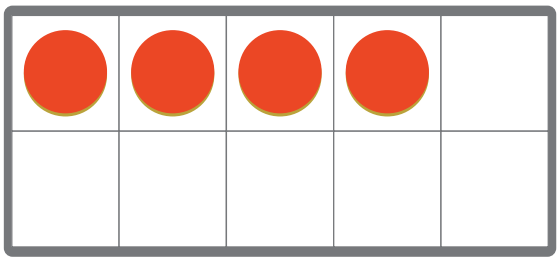
Math Stories

Stage 3

Practice 5.13

Name _____

1

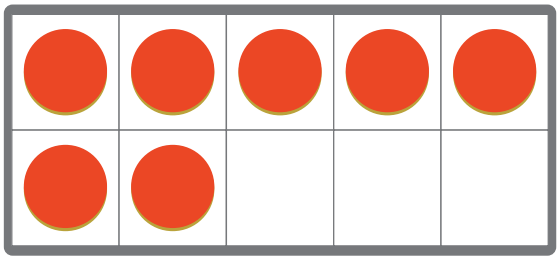


10 = _____ + _____

2

10 = _____ + _____

3



10 = _____ + _____

Directions:

1–3. Figure out how many are needed to make 10. Fill in the equation to show the 2 parts that make 10.

Practice 5.13

Name _____

Spiral Review

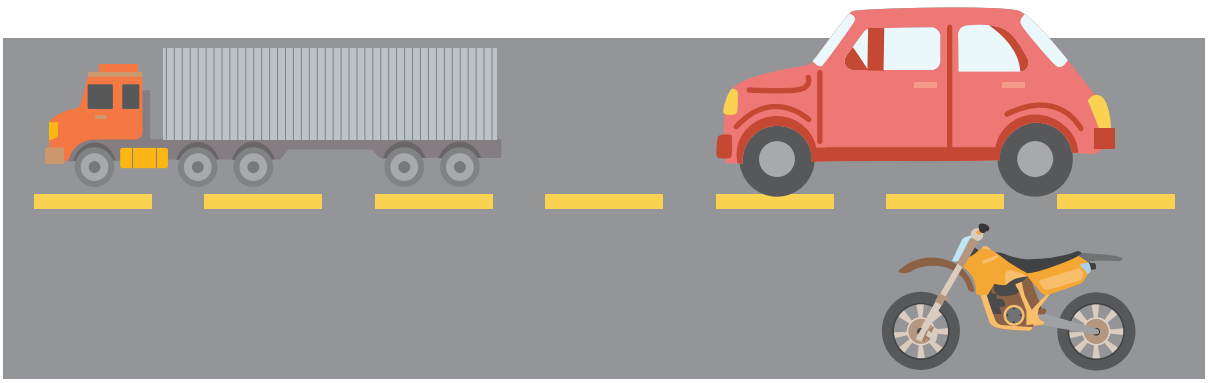
4 5 _____

5 3 _____

6 _____ 9

7 _____ 6

8



Directions:

4–5. Write a number that is *more*.

6–7. Write a number that is *less*.

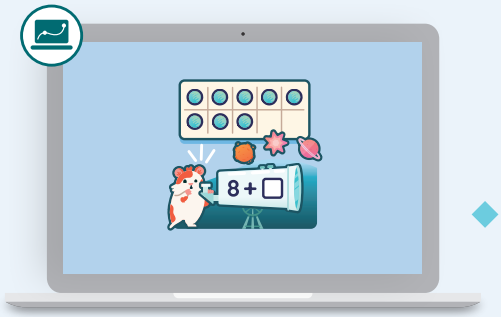
8. Draw a sun above the car. Circle the object that is *below* the car. Cross out the object that is *next to* the car.

Name _____

Being Flexible Within 10 K.OA.4, K.OA.3, SMP.7, SMP.8

Harry Explores Space

Let's use expressions and equations to show the parts that make 10.



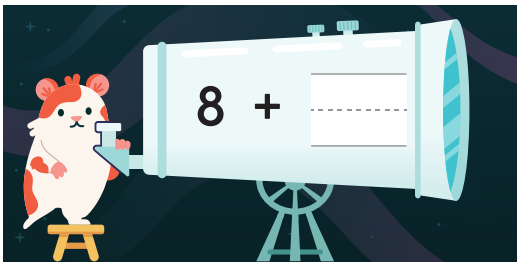
I can be all of me in math class.
Mr. Romero's class helps Harry. What do you need help with in math class?

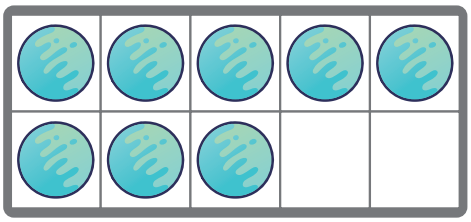
Warm-Up

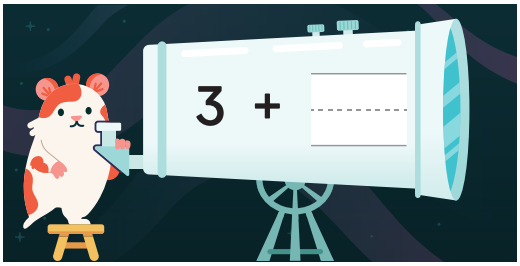
1–2 eyes on teacher

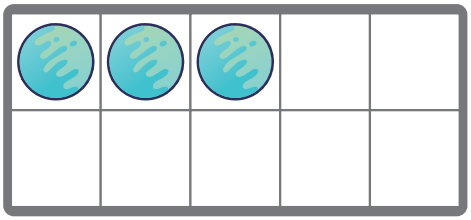
Activity 1 Telescope Time!

3









Directions:

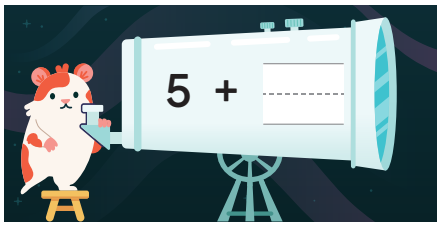
3 Fill in the expression to make 10. Explain to your partner how you figured out how to make 10.

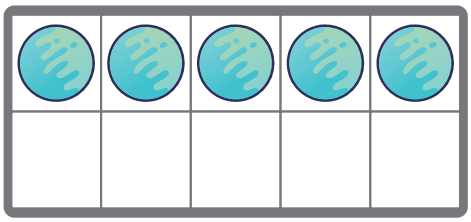
Activity 1

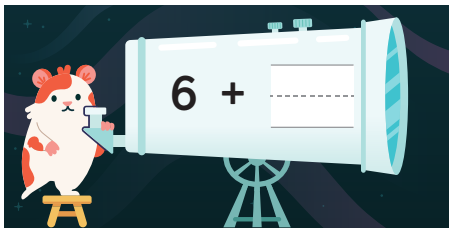
Name _____

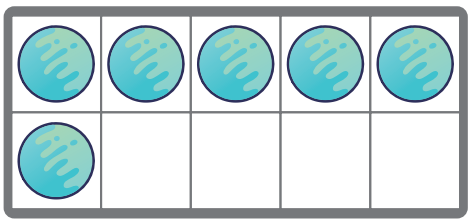
Telescope Time! (continued)

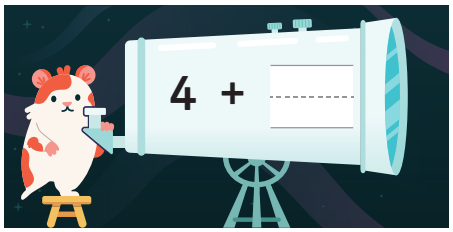
3

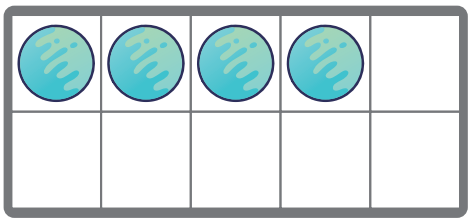


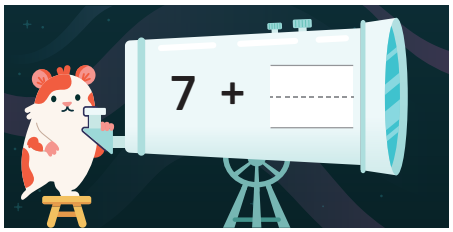


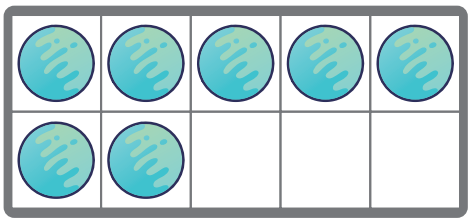












4 Discuss

I notice _____.

Directions:

3 Fill in the expression to make 10. Explain to your partner how you figured out how to make 10.

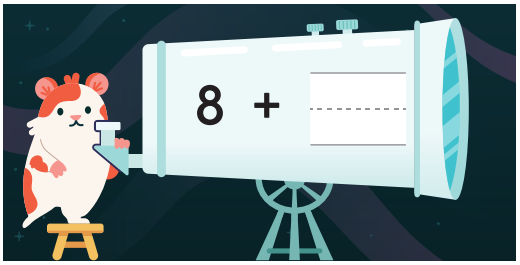
4 Tell your partner what you notice about these equations.

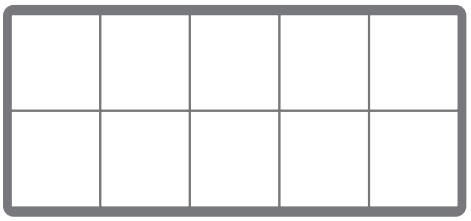
Activity 2

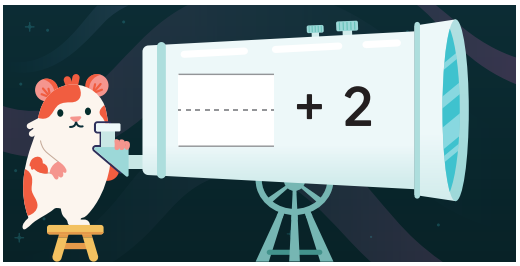
Name _____

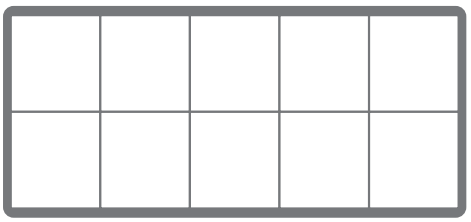
Harry Searches the Sky

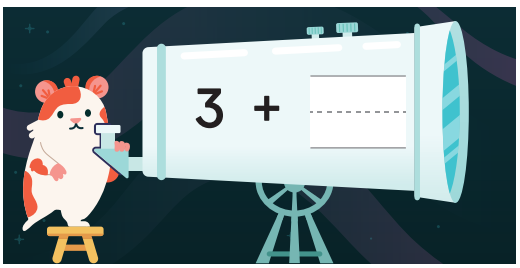
5

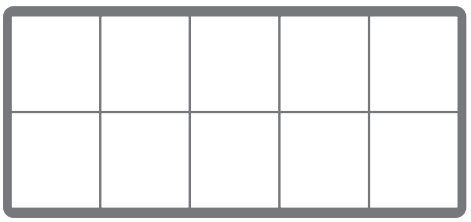












Directions:

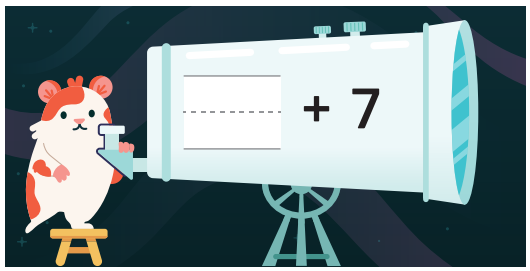
5 Fill in the expression to make 10. Explain to your partner how you figured out how to make 10.

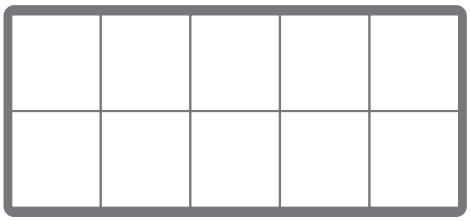
Activity 2

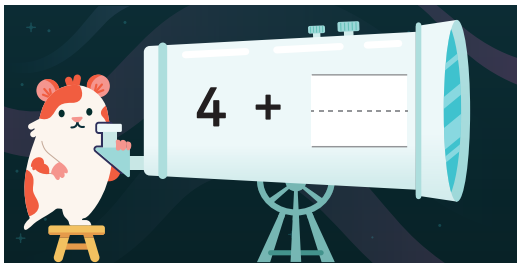
Name _____

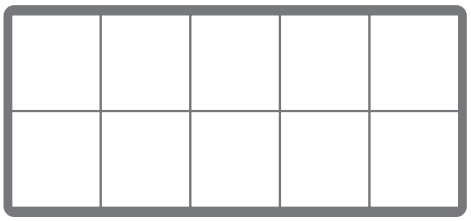
Harry Searches the Sky (continued)

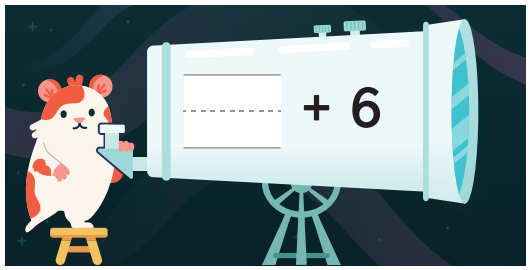
5

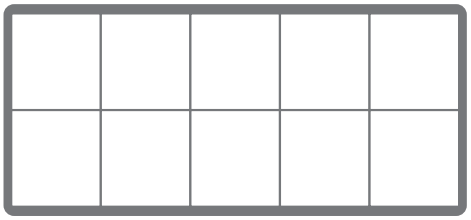












6 Discuss

I notice _____. I wonder _____.

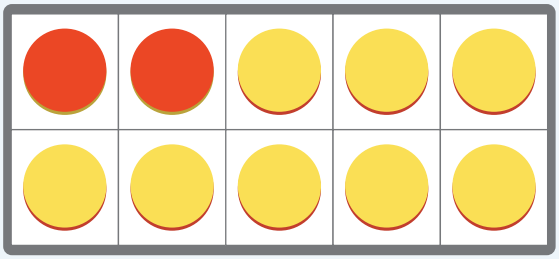
Directions:

5 Fill in the expression to make 10. Explain to your partner how you figured out how to make 10.

6 Tell your partner what you notice and wonder about these ways to make 10.

Summary 5.14

2 parts that make 10 can be written in any order and still make 10.



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

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

Practice 5.14

Choose from these Centers.

Make or Break Apart Numbers

Stage 1

Math Fingers

Stage 4

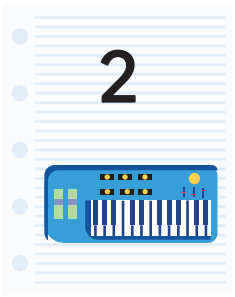
Math Stories

Stage 3

Practice 5.14

Name _____

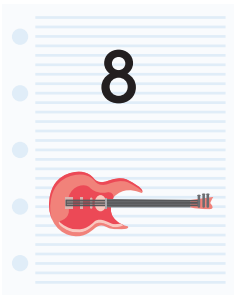
1



_____ _____ _____

10 = _____ _____ + _____ _____ _____

2



_____ _____ _____

10 = _____ _____ + _____ _____ _____

3

_____ _____ _____

10 = _____ _____ + _____ _____ _____

4

_____ _____ _____

10 = _____ _____ + _____ _____ _____

Directions:

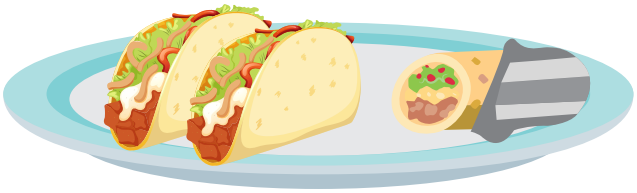
1–4. Priya and Shawn need help to make sure they have 10 of each instrument for their music class. Write the number that shows how many more are needed to make 10. Then fill in the equation to show the 2 parts that make 10.

Practice 5.14

Name _____

Spiral Review

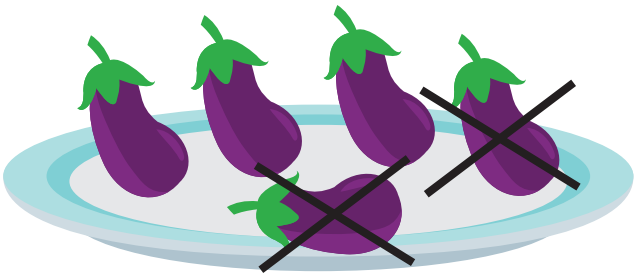
5



_____ + _____

_____ + _____

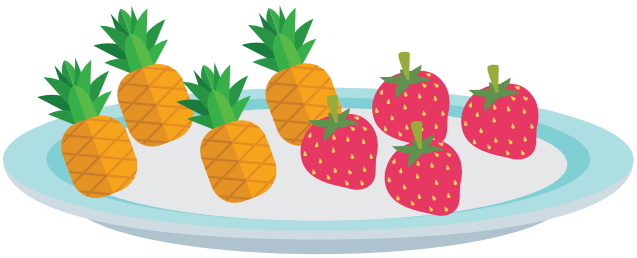
6



_____ − _____

_____ − _____

7



_____ + _____

_____ + _____

Directions:

5–7. Tell a story about the picture. Fill in the expression to match the picture.

Unit 5
Lesson
15

Name _____

Being Flexible Within 10 K.OA.3, K.OA.4, SMP.5, SMP.7

Showing What We Know About 10

Let's break 10 apart in as many ways as we can.

Warm-Up eyes on teacher

We are a math community.
How have you grown as a math partner this year?

Activity 1 Ways to Make 10 Posters

Hands-On

1 Discuss

- One way to make 10 is _____.
- Another way to make 10 is _____.

Directions: Work with your group to figure out as many ways as you can to make 10 and then show them on your poster.

Activity 2

Name _____

Gallery Tour: Ways to Make 10

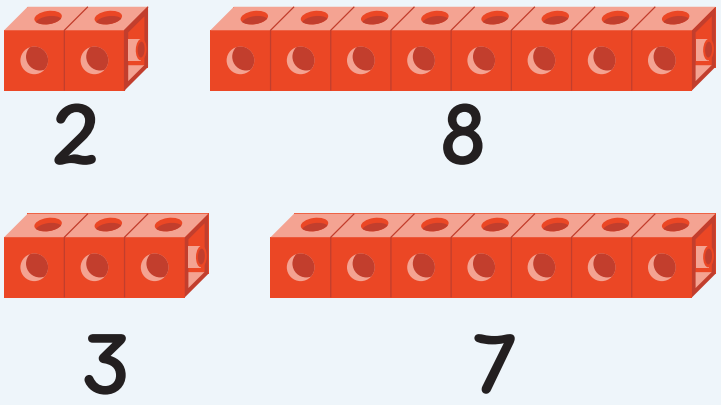
2 Discuss

- I notice _____.
- I wonder _____.
- These ways to make 10 are the same because _____.
- These ways to make 10 are different because _____.

Directions: Tell your partner what you notice and wonder. Explain what is the same and different about the ways to make 10.

Summary 5.15

There are many ways to make 10. You can use patterns to help you find ways to break the number 10 apart.



I can move a cube from one part to the other to find another way to make 10.

Practice 5.15

Choose from these Centers.

Make or Break Apart Numbers

Stage 1

Math Fingers

Stage 4

Math Stories

Stage 3

Practice 5.15

Name _____

1

10 = ____ + ____

2

10 = ____ + ____

3

10 = ____ + ____

4

10 = ____ + ____

5

10 = ____ + ____

6

10 = ____ + ____

Directions:

1–4. Fill in the equation to show the 2 parts that make 10.

5–6. Color the cubes to show 2 parts that make 10. Fill in the equation to match your work.

Practice 5.15

Name _____

Spiral Review

7 Draw

8

Directions:

7. Draw a picture using only the given shapes. Use as many of each shape as you would like.

8. Write the number that tells how many of each shape you used in Problem 7.

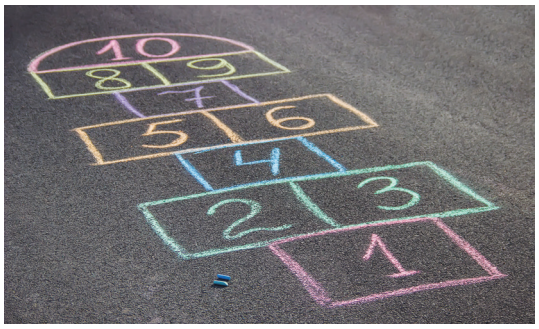
Math at Work

What is your favorite thing to do at the playground?

Playground designers create safe and fun play spaces for children. They might add to know how many swings or slides to put on the playground.

PeopleImages.com - Yuri A/Shutterstock.com. Efired/Shutterstock.com.

Math in the World



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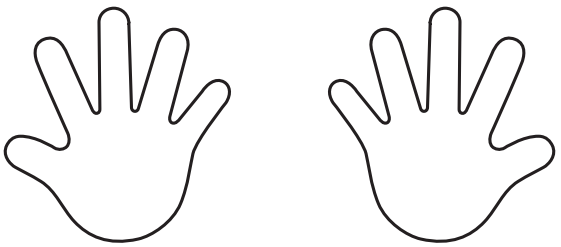
Math Mindset

$10 = 4 + 6$



Directions:
Math in the World: In Hopscotch, you toss an object into one of the areas 1–10 and then hop to collect it. If you hop to 3, how many more hops do you need to get to 10?
Math Mindset: Color the fingers to show the equation. How do the fingers match the equation?

Unit 6

Numbers 0–20

Big Ideas in This Unit

CC1 Sort and Describe Data
CC2 How Many?
CC3 Place and Position of Numbers
Model With Numbers

Questions for Investigation

- How can you use what you know about counting to figure out how many are in groups of up to 20 objects or pictures?
- What are the different ways you can show a teen number?
- How can you use what you know about counting to order and write numbers?

Explore: Packing Snacks

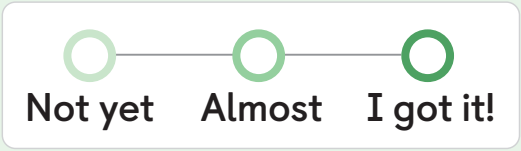
How can we put together or break apart numbers to make 10 in multiple ways?

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.

Watch Your Knowledge Grow

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



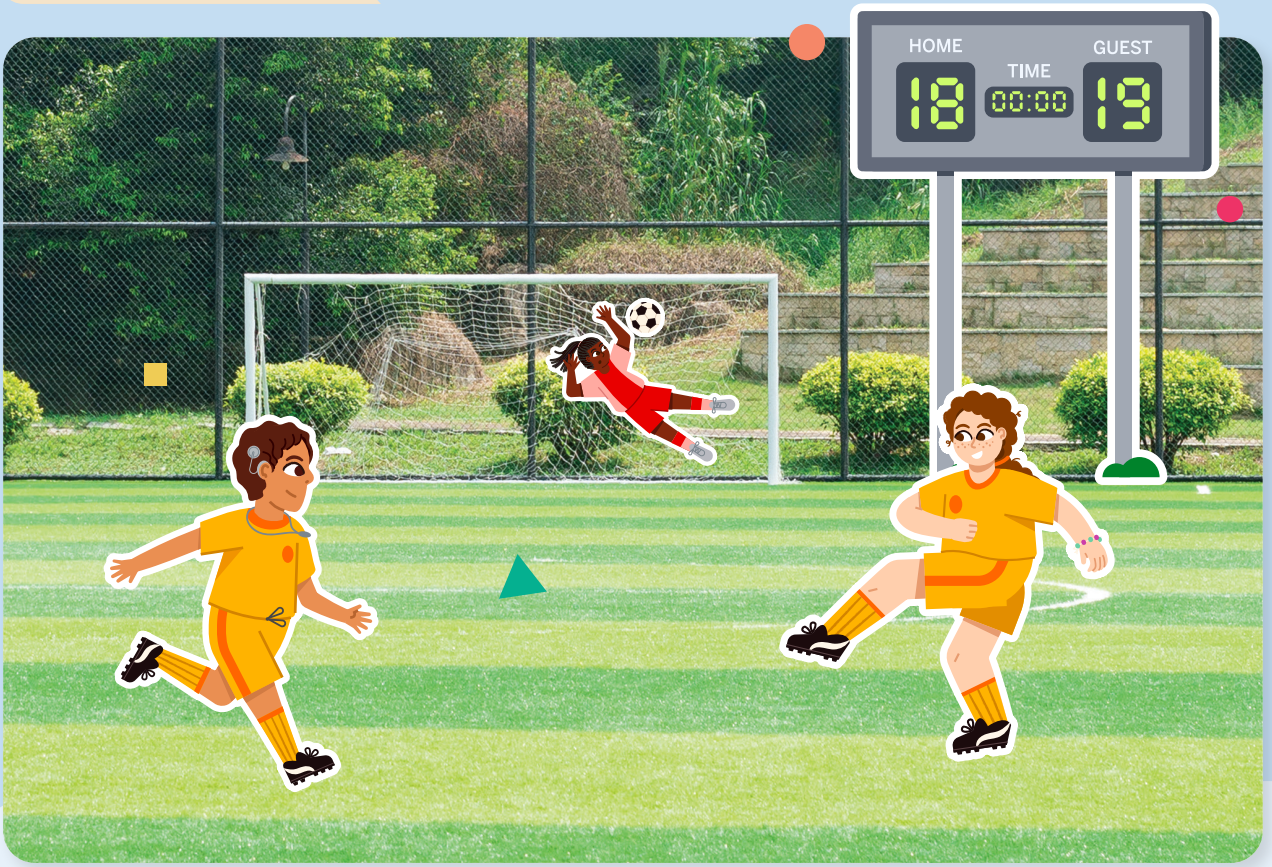
I can . . .	Before	After
Count to answer "how many?" questions for groups up to 20.		
Use a strategy for counting objects in a line, circle, rectangular array, or scattered arrangement.		
Count a group of objects no matter how they are arranged.		
Represent teen numbers as 10 and some more.		
Write and match equations to show teen numbers as 10 and some more.		
Write numbers 0–20.		

Sub-Unit

1

Counting Teen Numbers

Unit Story: Winners



Freer/Shutterstock.com

At the game, Elise's team scored 18 points.

How could you show the number 18?

Name _____

Place and Position of Numbers | Building Toward K.NBT.1, SMP.1, SMP.2, SMP.7

Explore:
Packing Snacks

How can we put together or break apart numbers to make 10 in multiple ways?

I can be all of me in math class
How did Elise work hard to be the best she could be at soccer? How can you work to be the best you can be in math class?

Warm-Up

eyes on teacher

Discuss What do you notice? What do you wonder?

Winners

Unit Story

Activity

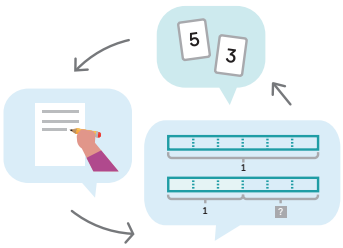
Name _____

Ways to be a mathematician

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

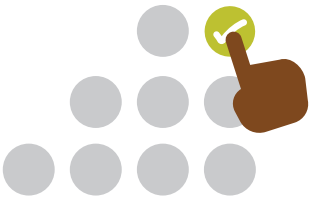
Not yet Almost I got it!

2. I can use numbers, words, and diagrams to make sense of math ideas and situations.



Not yet Almost I got it!

3. I can see how ideas are connected and use patterns to help solve problems.



Not yet Almost I got it!

Unit 6
Lesson
2

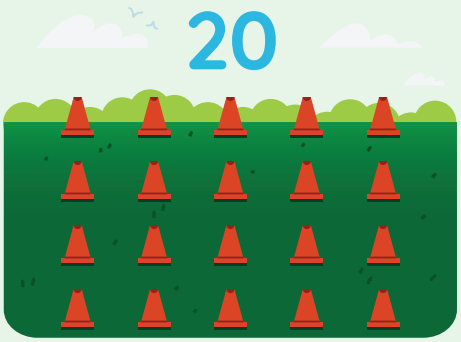
Name _____

Sort and Describe Data | How Many? | Place and Position of Numbers

K.CC.5, K.CC.1, K.CC.2, SMP.5, SMP.6

Getting Ready for the Game

Let's figure out how many objects are in a group.



Warm-Up eyes on teacher

I am a doer of math.
Elise practices kicking and passing to get better at playing soccer. How can practice help you do something new?

Activity 1 Counting Larger Groups

Hands-On

1 Discuss

I have _____ counters. I counted by _____.

Directions: Figure out how many counters are in your bag. Explain to your partner how you counted. Then trade bags with your partner.

Activity 2

Name _____

Different Ways to Keep Track

Hands-On

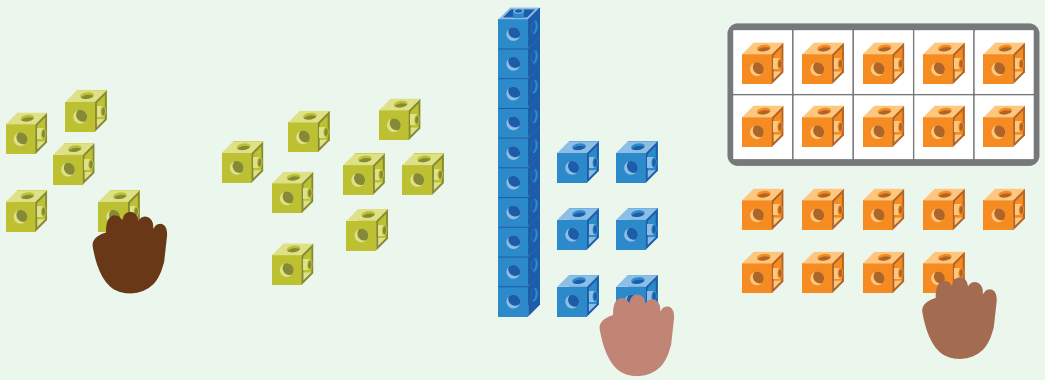
2 Discuss

I counted _____ cubes. I kept track of the cubes by _____.

Directions: Figure out how many cubes are in your bag. Explain to your partner how you kept track as you counted. Then trade bags with your partner.

Summary 6.02

Keeping track can help you count **teen numbers** by counting each object once and figuring out how many objects there are in total.



teen numbers 11, 12, 13, 14, 15, 16, 17, 18, 19

Practice 6.02

You'll play this Center.

Number Race

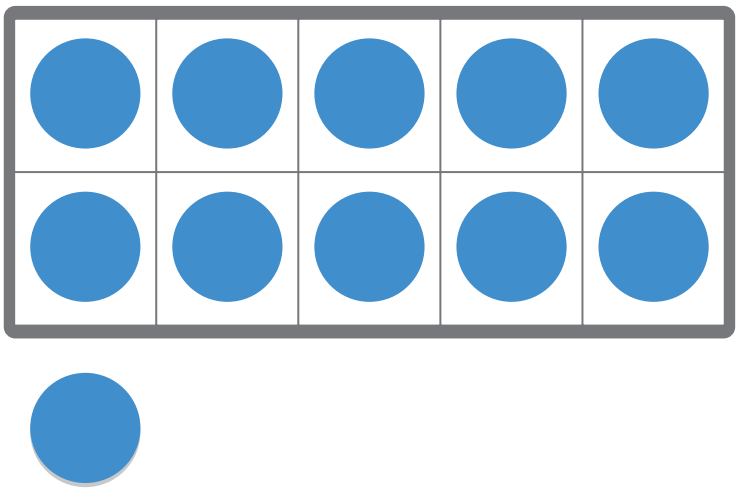
Stage 2

Let's practice writing numbers from 11 to 20.

Practice 6.02

Name _____

1

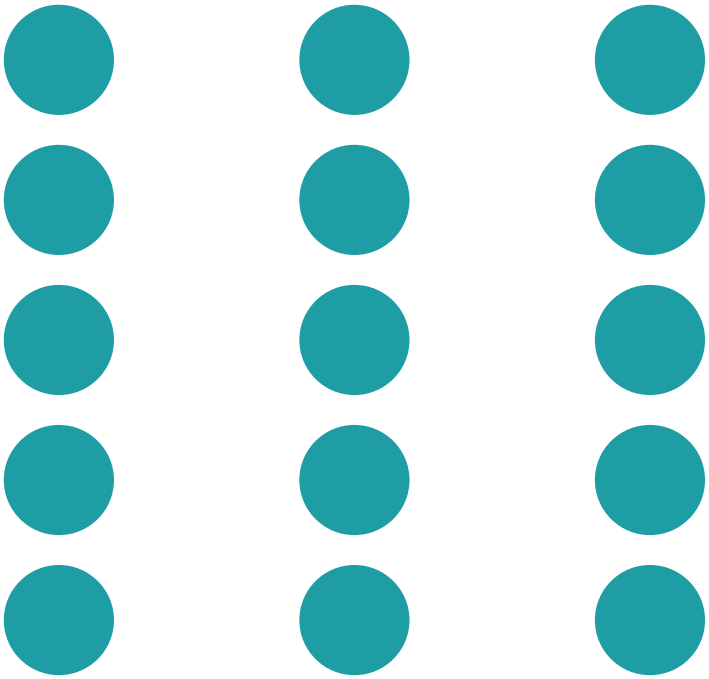


11

12

13

2



14

15

16

Directions:

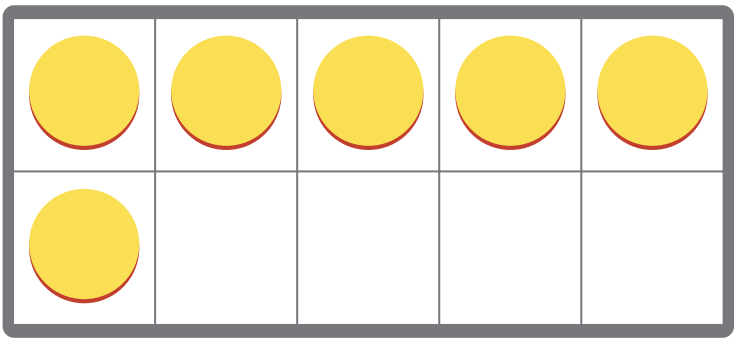
1–2. Put an object on each dot to keep track as you count. Circle the number that tells how many.

Practice 6.02

Name _____

Spiral Review

3

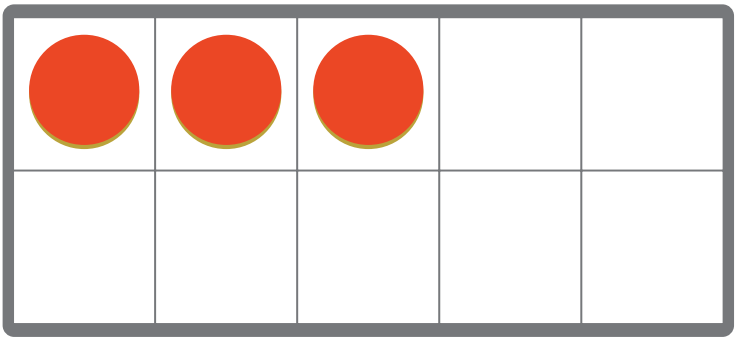


_____

_____

_____

4



_____

_____

_____

5 7 9

6 6 3

Directions:

3–4. Write the number that tells how many more are needed to make 10.

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

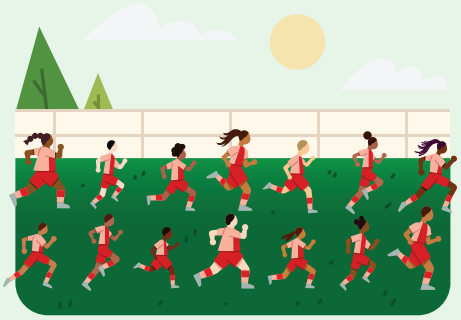
Unit 6
Lesson
3

Name _____

Sort and Describe Data | How Many? | Place and Position of Numbers

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

How Many on the Field?



Let's figure out how many objects there are when the objects are rearranged.

Warm-Up eyes on teacher

We are a math community. Have you ever had a different answer than your partner when solving a math problem? What did you do? What did you learn?

Activity 1 Counting Carefully With Friends

Sara, Wanda, and Skye all counted the same group of cubes. Can they *all* be right?

Student	Sara	Wanda	Skye
Cubes	15	16	17

1 Discuss

- I think all the students can be right because _____.
- I do not think all the students can be right because _____.

Directions: Figure out how many cubes there are. Then tell your partner if all the students can be right. Explain why or why not.

Activity 2

Name _____

Does the Number Change?

Hands-On

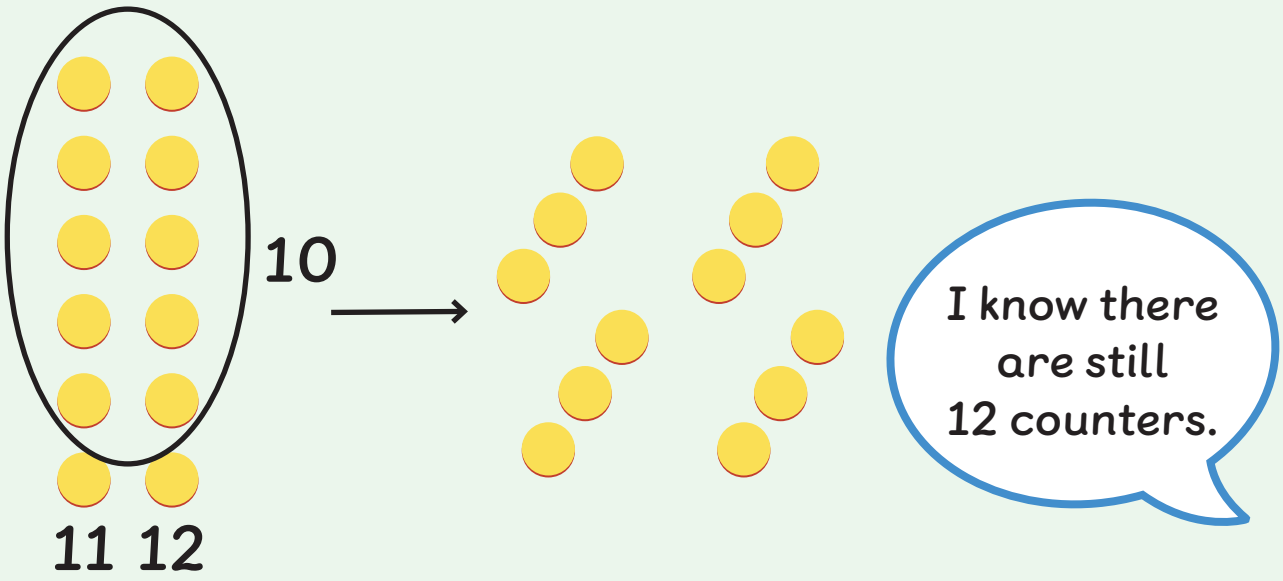
2 Discuss

- There are _____ connecting cubes.
- I know because _____.

Directions: Work with your partner to figure out how many connecting cubes you have. Then rearrange the connecting cubes. Tell your partner how many connecting cubes there are and explain how you know.

Summary 6.03

After a group of counted objects is rearranged, you do not need to count them again because the total number of objects will be the same.



Practice 6.03

You'll play this Center.

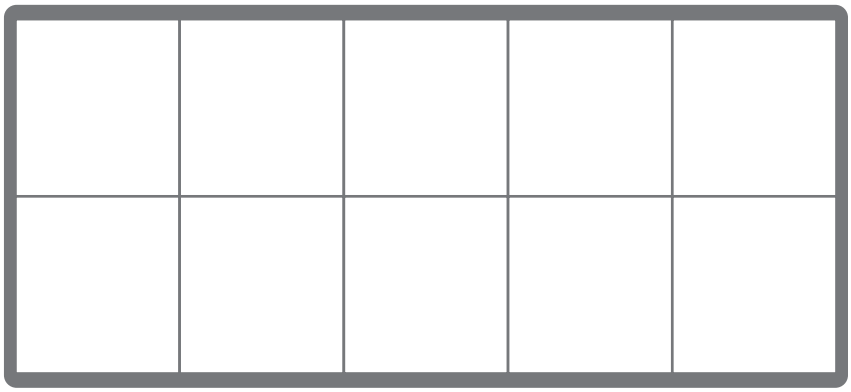
Counting Collections Stage 2

Let's count and show how many.

Practice 6.03

Name _____

1



2

Directions:

1. Gather a handful of objects. Write the number to show how many objects there are. Use the 10-frame if it is helpful.
2. Rearrange the objects from Problem 1. Write the number to show how many objects there are.

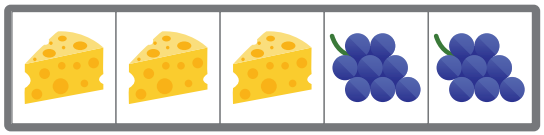
Practice 6.03

Name _____

Spiral Review

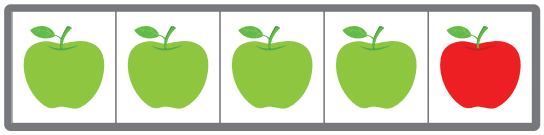
3

4



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

5



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

Directions:

3. Circle the group of shapes that could be used to fill the hexagon.

4–5. Fill in the equation to show the 2 parts that make 5.

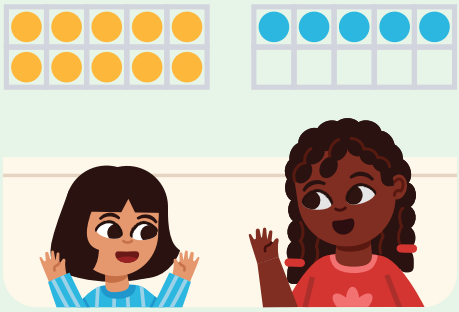
Unit 6
Lesson
4

Name _____

Sort and Describe Data | How Many? | Place and Position of Numbers | K.CC.5, SMP.7

Pass, Shoot, Score

Let's show teen numbers on fingers and 10-frames.



I am a doer of math.
Think about a time you made a mistake in math class. What did you learn? How did you feel?

Warm-Up

eyes on teacher

Activity 1 How Many Passes?

1 Discuss

I know we are showing _____ fingers because _____.

Directions: Work with your partner to show the number with your fingers. Tell your partner how you know you are showing that many fingers.

Activity 2

Name _____

Fingers to 10-Frames

2

3

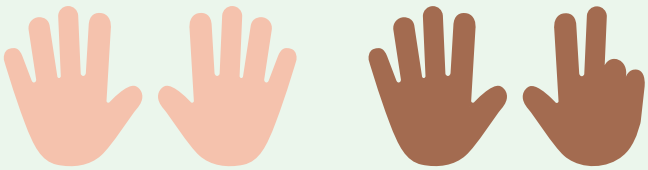
4

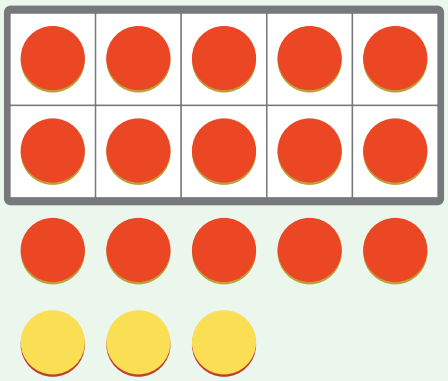
5

Directions: Work with your partner to show each number on a 10-frame. Explain to your partner how you know the number on the 10-frame matches the number shown on the fingers.

Summary 6.04

You can use fingers and 10-frames to show how a teen number is the same as 10 and some more.





Practice 6.04

You'll play this Center.

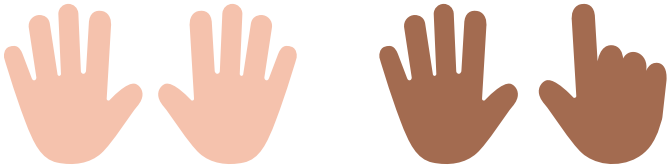
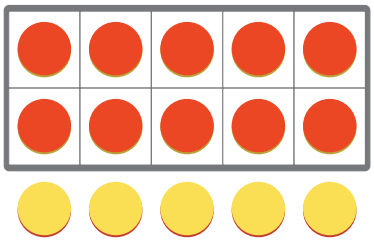
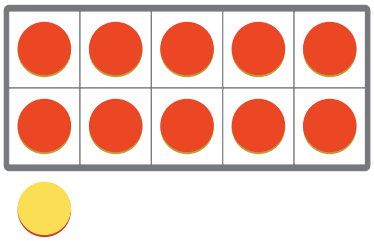
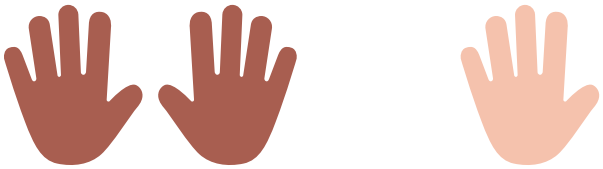
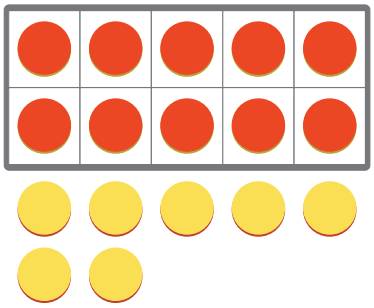
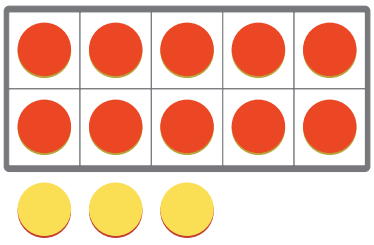
Number Race

Stage 2

Let's practice writing numbers from 11 to 20.

Practice 6.04

Name _____

	Fingers	10-Frames
1		
2		
3		
4		

Directions:

1–4. Draw a line to match the set of fingers with the 10-frame that shows how many.

Name _____

Spiral Review

5 | 2 | 10 = ___ + ___

6 | 4 | 10 = ___ + ___

7 | 9 | 10 = ___ + ___

Directions:

5–7. Figure out how many more are needed to make 10. Fill in the equation to show the 2 parts that make 10.

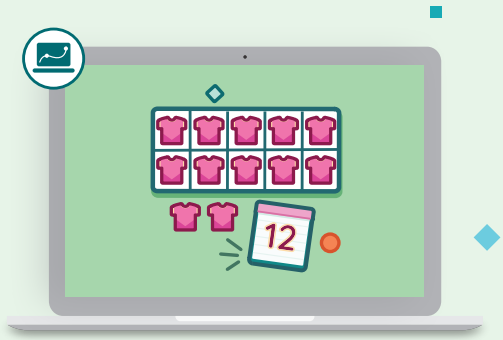
Unit 6
Lesson
5

Name _____

Sort and Describe Data | How Many? | Place and Position of Numbers | K.CC.5, K.CC.2, SMP.7

Jersey Jam!

Let's match groups of jerseys to written numbers.



I am a doer of math.
Why might it be helpful to share your mistakes with your math community?

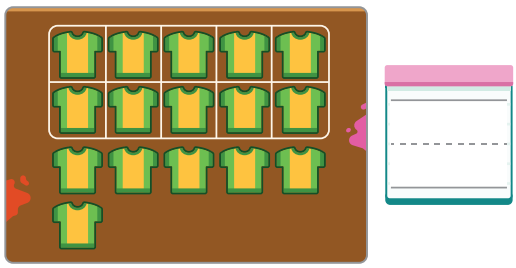
Warm-Up

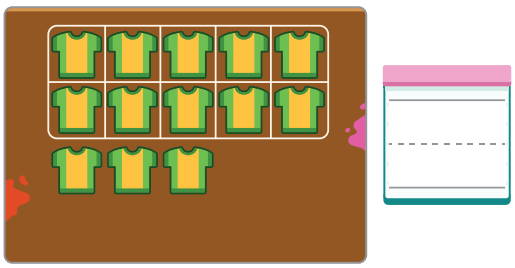
1–2 eyes on teacher

Activity 1 Labeling with Logos

3

11	12	13	14	15	16	17	18	19





Directions:

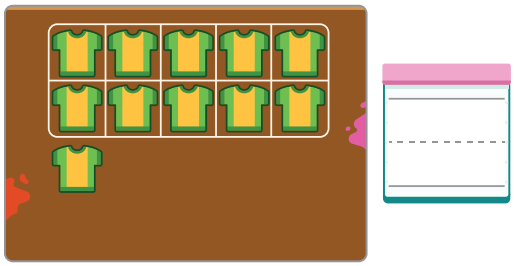
3 Use the number bank to write a number that shows how many jerseys. Then explain to your partner how you figured out which number shows how many.

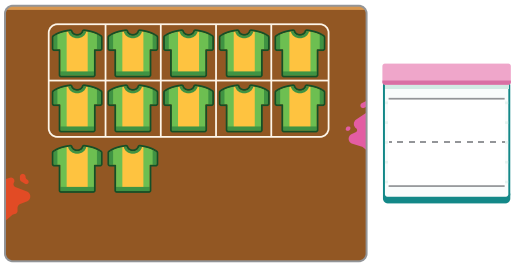
Activity 1

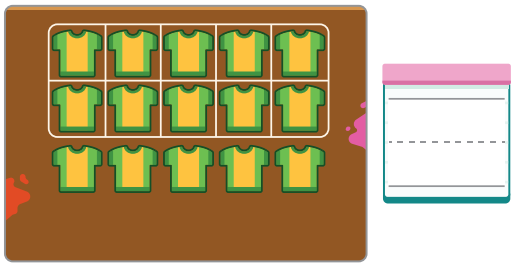
Name _____

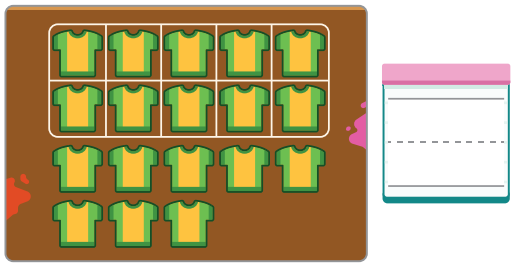
Labeling with Logos (continued)

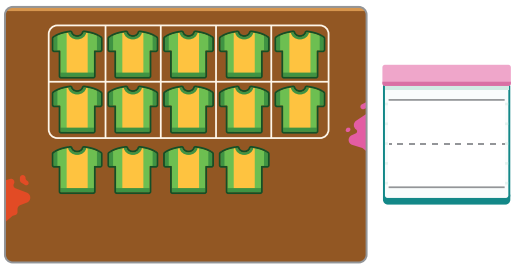
3

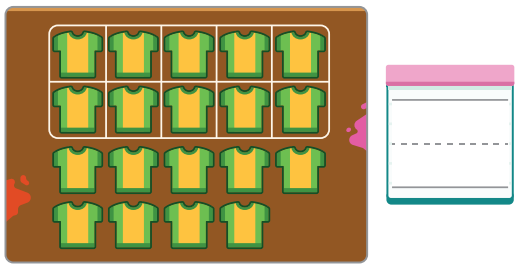












4 Discuss

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

Directions:

3 Use the number bank to write a number that shows how many jerseys. Then explain to your partner how you figured out which number shows how many.

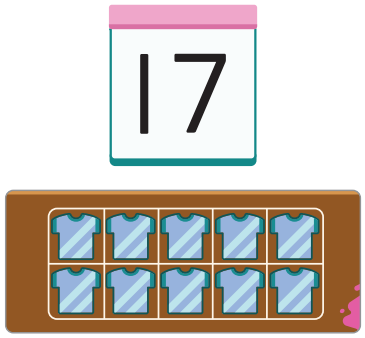
4 Tell your partner how many jerseys and how you know.

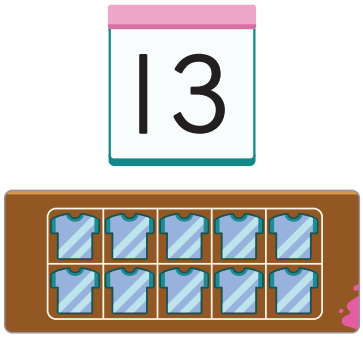
Activity 2

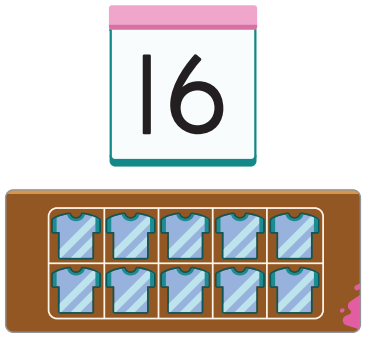
Name _____

Matching the Ticket

5 Show your thinking.







Directions:

5 Draw jerseys to create a group that shows the number.

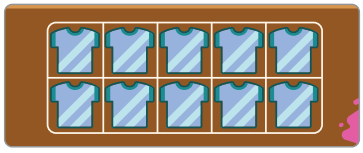
Activity 2

Name _____

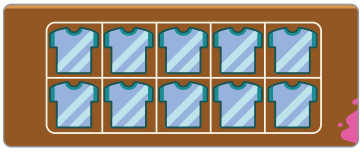
Matching the Ticket (continued)

5 Show your thinking.

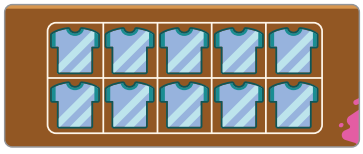
12



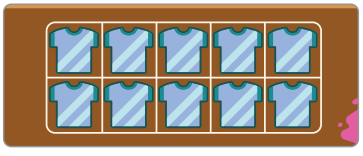
11



15



19



6 Discuss

- They are the same because _____.
- They are different because _____.

Directions:

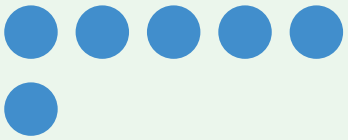
5 Draw jerseys to create a group that shows the number.

6 Tell your partner how the written numbers and the groups of jerseys are the same or different.

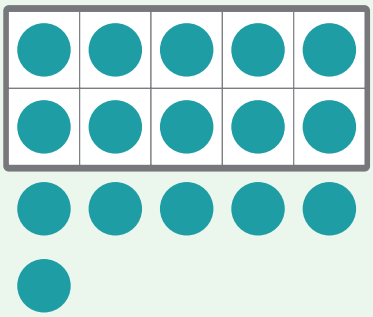
Summary 6.05

You can use patterns in written numbers to help you understand how many are in a group.

6

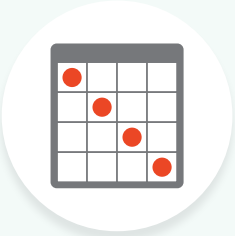


16



Practice 6.05

You'll play this Center.



Bingo Stage 4

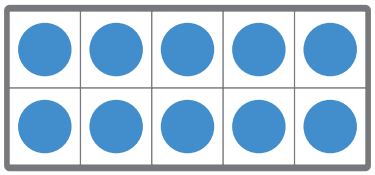
Let's match numbers and images.

Name _____

Draw

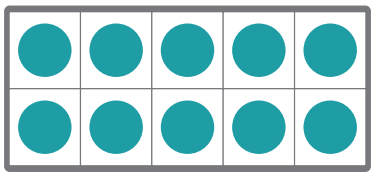
1

15



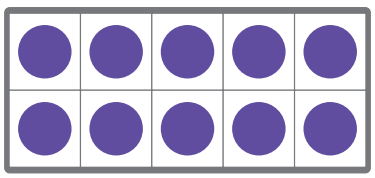
2

19



3

17



Directions:

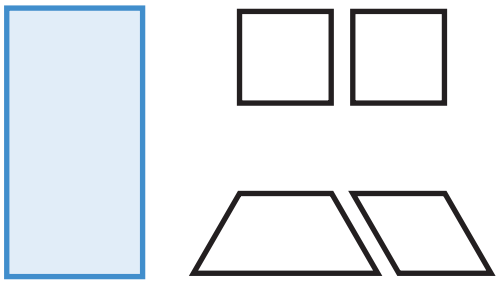
1–3. Draw dots to create a group that shows the number.

Practice 6.05

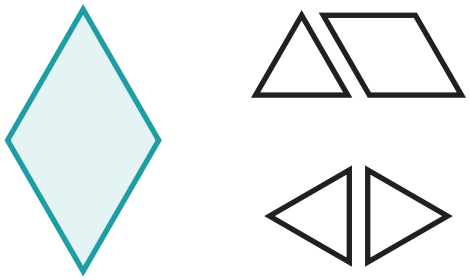
Name _____

Spiral Review

4



5



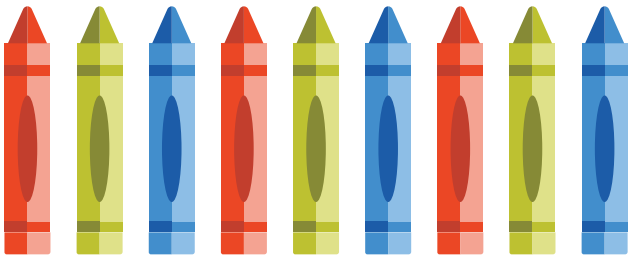
6

$2 + 1 =$ _____

7

$4 - 2 =$ _____

8



_____

Directions:

4–5. Circle the group of shapes that could be used to fill in the shaded shape.

6–7. Find the value of the expression and write your answer.

8. Write the number that shows how many.

Unit 6
Lesson
6

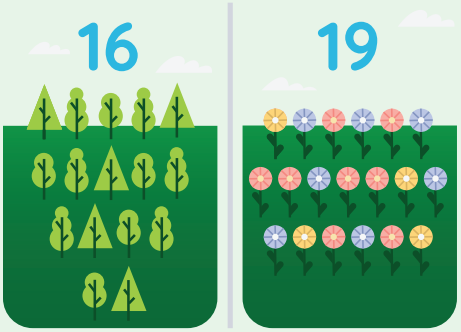
Name _____

Sort and Describe Data | How Many? | Place and Position of Numbers

K.CC.2, K.CC.3, K.CC.4, K.CC.5, SMP.6, SMP.7

People at the Park

Let's figure out how many pictures are in a group.



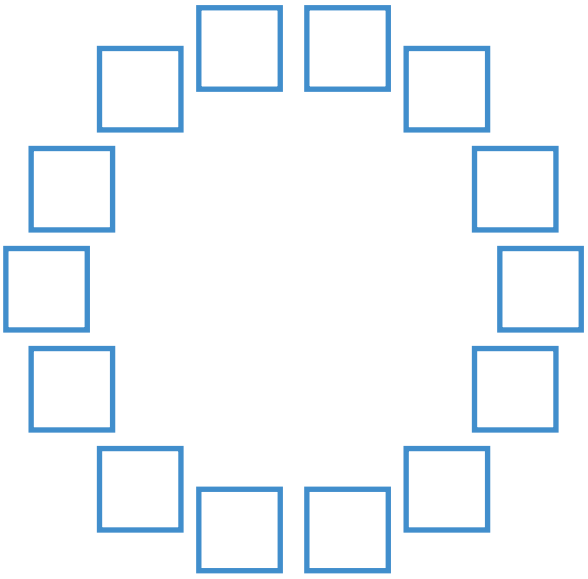
We are a math community. Sara and her friends supported Elise at her game. What makes you feel supported in math class?

Warm-Up

eyes on teacher

Activity 1 Huddle Up!

1



_____

_____

_____

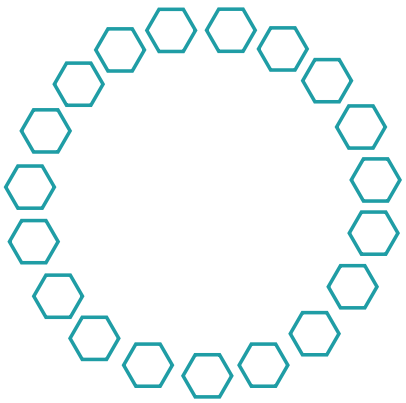
Directions: Work with your partner to show the number with your fingers and then write the number on the page. Tell your partner how you know you are showing that many fingers.

Activity 1

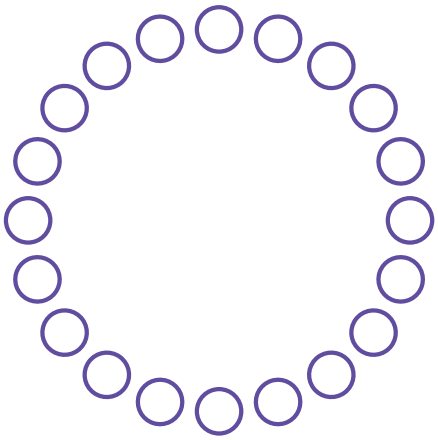
Name _____

Huddle Up! (continued)

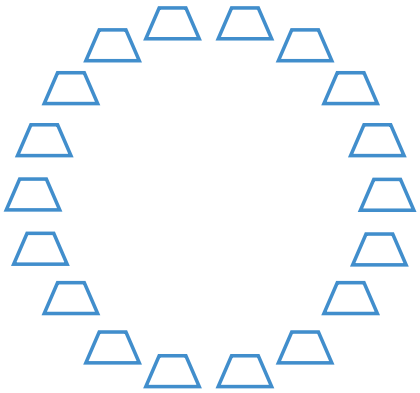
2



3



4



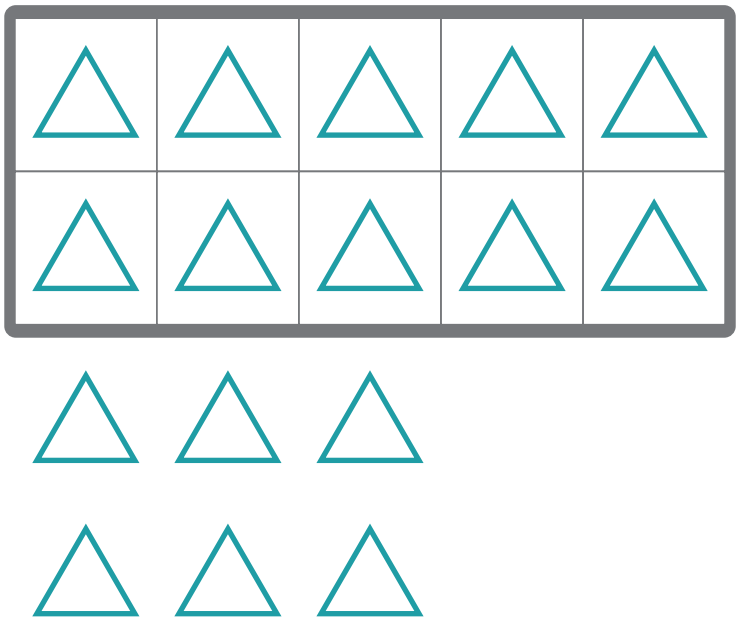
Directions: Work with your partner to show the number with your fingers and then write the number on the page. Tell your partner how you know you are showing that many fingers.

Activity 2

Name _____

Fans in the Stands

5

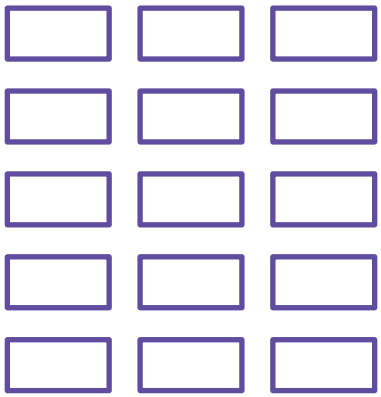


_____

- - - - - - - - -

_____

6



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- - - - - - - - -

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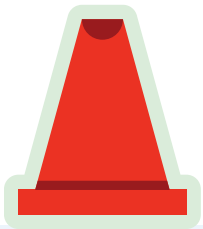


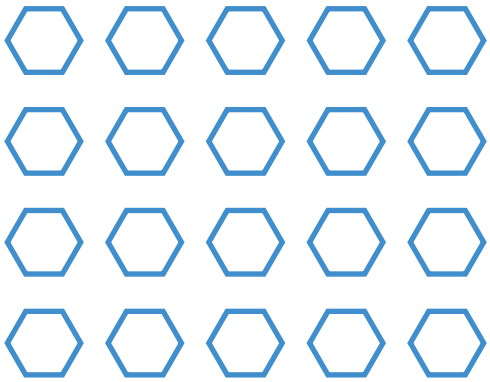
Directions: Figure out how many shapes there are. Write a number to show how many shapes there are. Explain to your partner how you figured out the number of shapes.

Activity 2

Name _____

Fans in the Stands (continued)

7



_____

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8

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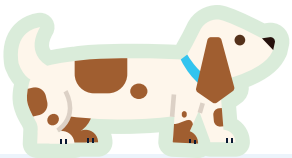
_____

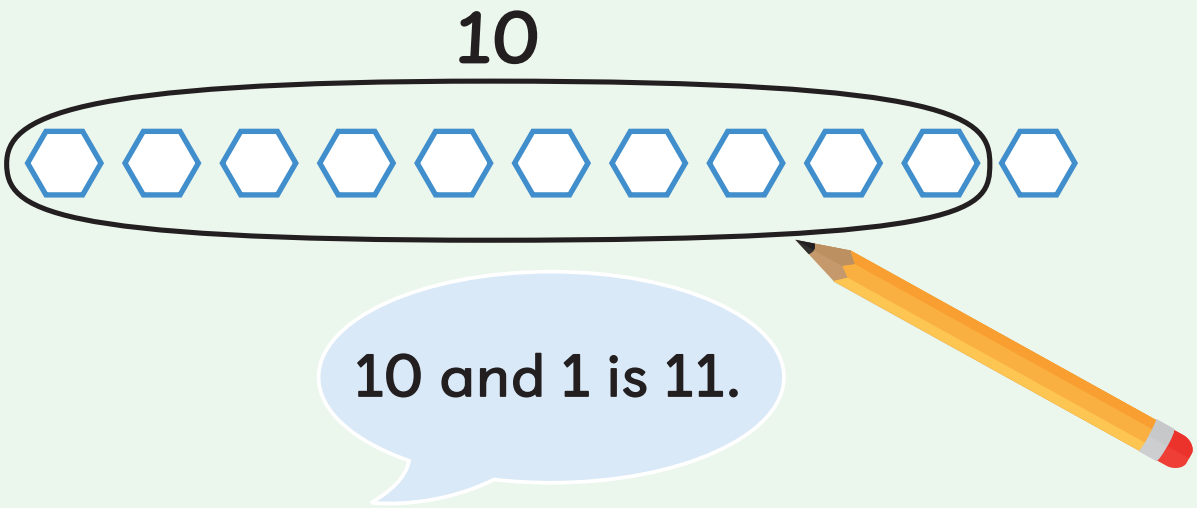
_____



Directions: Figure out how many shapes there are. Write a number to show how many shapes there are. Explain to your partner how you figured out the number of shapes.

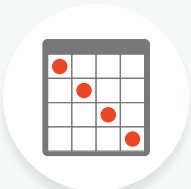
Summary 6.06

You can count a group of 11 to 20 pictures by finding 10 first and then seeing how many more there are.



Practice 6.06

Choose from these Centers.



Bingo

Stage 4

Counting Collections

Stage 2

Number Race

Stage 2

Practice 6.06

Name _____

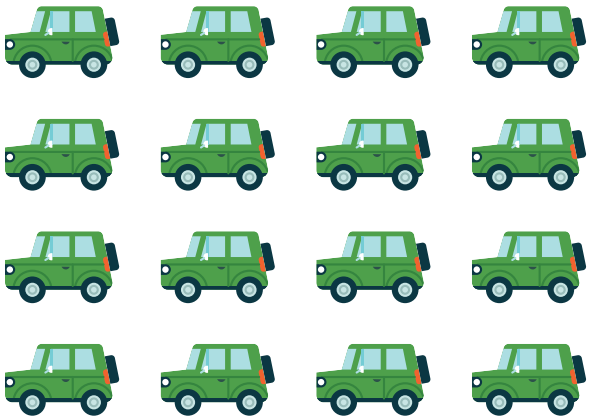
1

_____

_____

_____

2

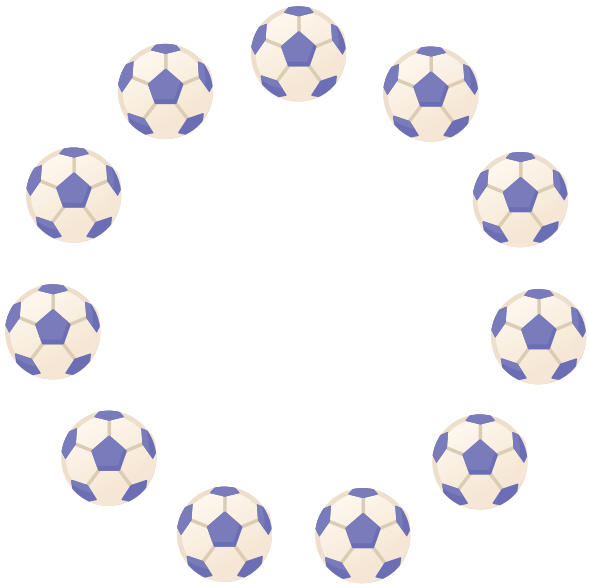


_____

_____

_____

3



_____

_____

_____

Directions:

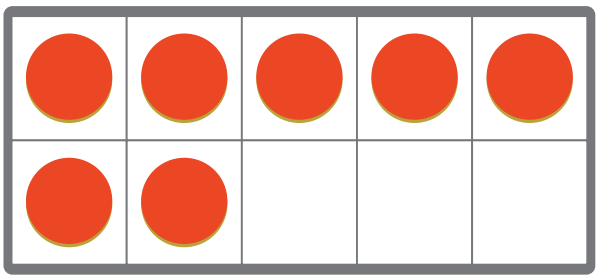
1–3. Write the number that tells how many.

Practice 6.06

Name _____

Spiral Review

4



10 = _____ + _____

5 5 − 1 = _____

6 3 − 2 = _____

Directions:

4. Figure out how many more are needed to make 10. Fill in the equation to show the 2 parts that make 10.

5–6. Find the value of the expression and write your answer.

Sub-Unit

2

10 Ones and Some More

Unit Story: Winners

Artazum/Shutterstock.com

In the backyard, Elise lines up 12 cones.

How could you break 12 cones apart into 10 cones and some more cones?

Unit 6
Lesson
7

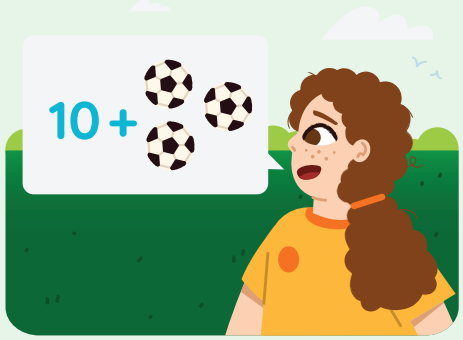
Name _____

How Many? | Place and Position of Numbers | Model With Numbers

K.NBT.1, K.CC.2, K.CC.3, K.CC.5, SMP.7, SMP.8

After the Game

Let's make teen numbers using 10-frames, dots, and counters.



Warm-Up eyes on teacher

We are a math community.
What can you say or do to help your classmates when they make a mistake in math?

Activity
1

Making Teen Numbers

Hands-On

1 Discuss

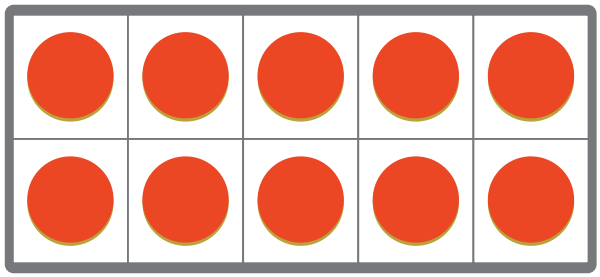
- I have _____ dots.
- We have _____ dots altogether.

Directions: Tell your partner how many dots you have on your card. Then work together to figure out how many dots you have altogether.

Activity 2

Name _____

Adding More Counters



2 _____ - - - - - - - - - - _____

3 _____ - - - - - - - - - - _____

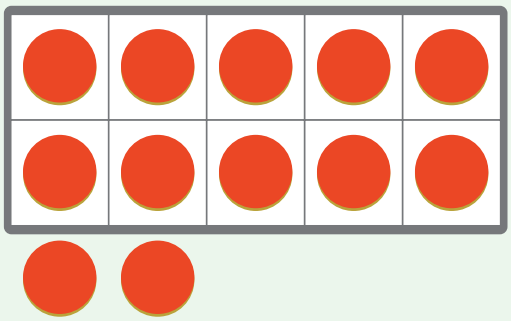
4 _____ - - - - - - - - - - _____

5 _____ - - - - - - - - - - _____

Directions: Flip over a number card. Add that many counters to your 10-frame. Write a number to show how many counters there are altogether. Explain how you figured out how many counters there are altogether.

Summary 6.07

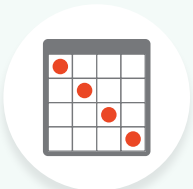
You can put together 10 and a number less than 10 to make a teen number.



12

Practice 6.07

Choose from these Centers.



Bingo

Stage 4

Counting Collections

Stage 2

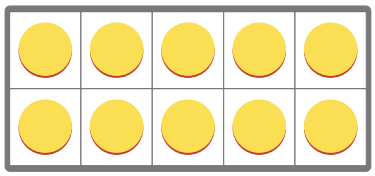
Number Race

Stage 2

Practice 6.07

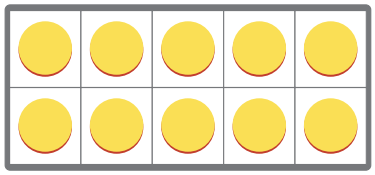
Name _____

1



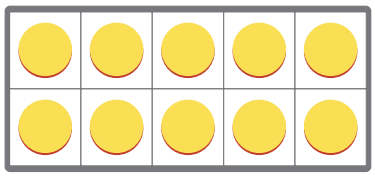
7

2



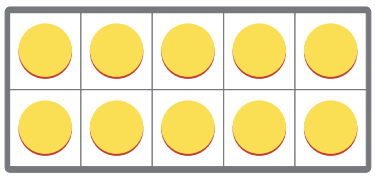
3

3



9

4



1

Directions:

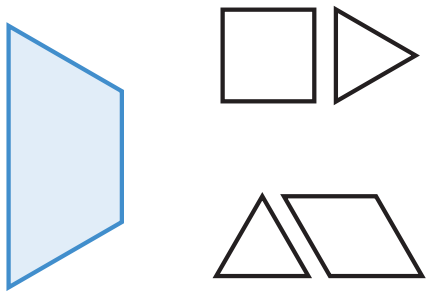
1–4. Add the number shown on the card to the number of counters on the 10-frame. Write the number that tells how many there are altogether.

Practice 6.07

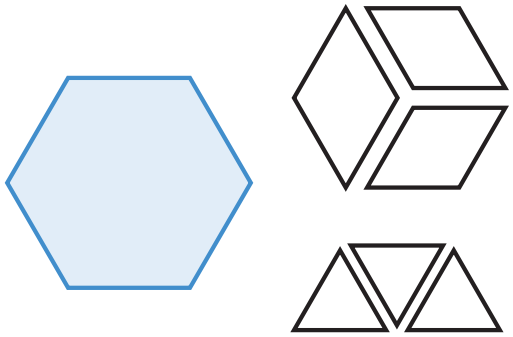
Name _____

Spiral Review

5



6



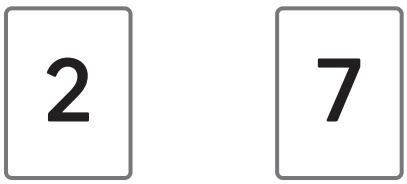
7

$1 + 3 =$ _____

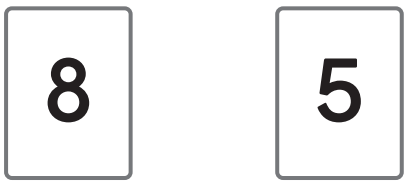
8

$5 - 2 =$ _____

9



10



Directions:

5–6. Circle the group of shapes that can be used to fill the shaded shape.
7–8. Find the value of the expression and write your answer.
9. Circle the number card that shows *more*.
10. Circle the number card that shows *less*.

Unit 6
Lesson
8

Name _____

Model With Numbers | Place and Position of Numbers | K.NBT.1, K.CC.5, SMP.7, SMP.8

Group Photos

Let's break apart teen numbers into 10 and some more.

Warm-Up eyes on teacher

I am a doer of math.
What could you do if you feel confused or unsure about a math idea?

Activity 1 Posing for Pictures

Hands-On

1 Discuss

I notice _____.

Directions: Draw a number card. Use counters to show the number on the card. Break apart the group of counters into **2** groups — 10 counters and some more counters. Tell your partner what you notice.

Activity 2

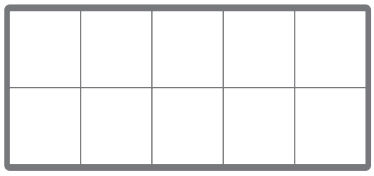
Name _____

Show Each Number

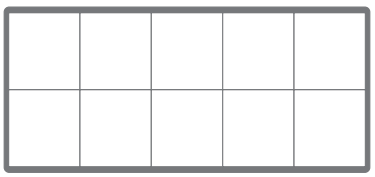
Draw

2 **19**

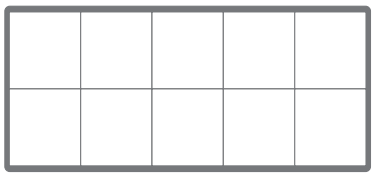
3 **15**



4 **17**



5 **14**

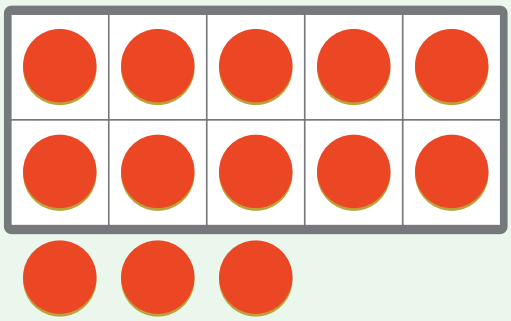


Directions: Use the 10-frame to draw dots to show the parts that make each number. Then explain to your partner how you know your drawing shows the number.

Summary 6.08

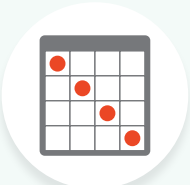
All teen numbers can be broken apart into 10 and some more.

13



Practice 6.08

Choose from these Centers.



Bingo

Stage 4

Counting Collections

Stage 2

Number Race

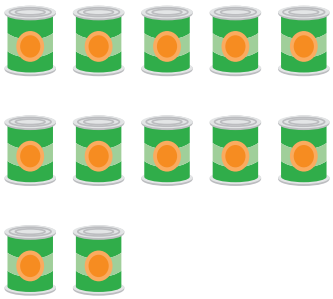
Stage 2

Practice 6.08

Name _____

Show your thinking.

1



_____

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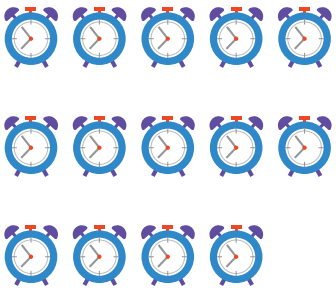
2



_____

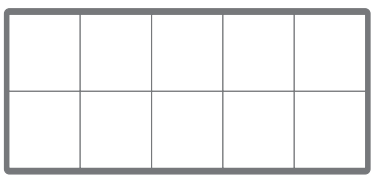
_____

_____

Draw

3

16



Directions:

1–2. Circle a group of 10. Write the number that tells how many.

3. Use the 10-frame to draw the parts that make the number shown on the card.

Practice 6.08

Name _____

Spiral Review

4

5

10 = ____ + ____

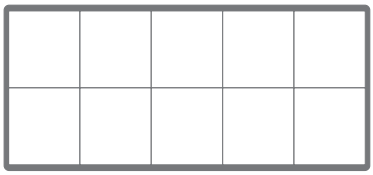
5

1

10 = ____ + ____

Draw

6



10 = ____ + ____

Directions:

4–5. Figure out how many more are needed to make 10. Fill in the equation to show the 2 parts that make 10.

6. Fill in the 10-frame and equation to show another way to make 10.

Name _____

Model With Numbers | Place and Position of Numbers | K.NBT.1, K.CC.1, K.CC.2, K.CC.3, SMP.7, SMP.8

Persistent Practice

Let's look at expressions that show teen numbers.

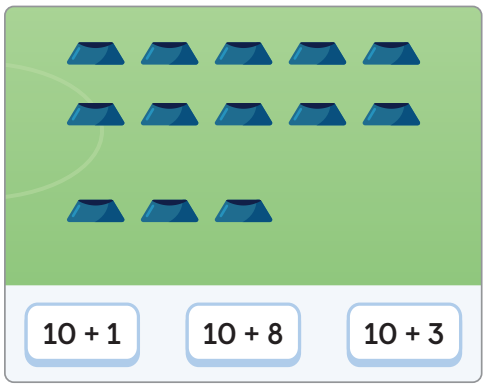
Warm-Up

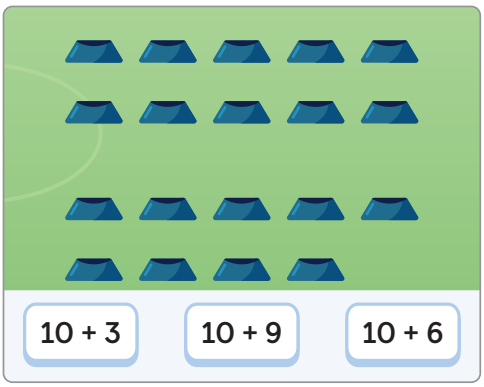
1 eyes on teacher

I am a doer of math.
When have you learned something new?

Activity 1 Setting Up

2





Directions:

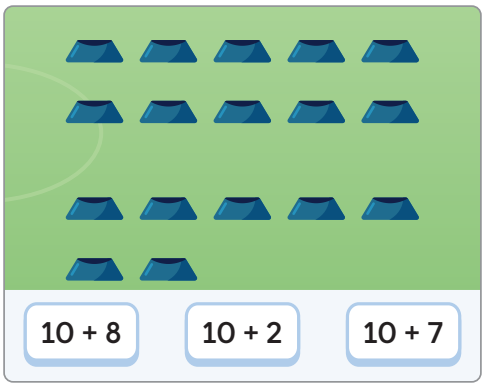
2 Circle the expression that matches the group of cones.

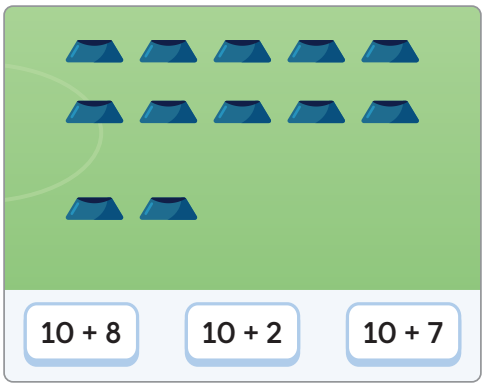
Activity 1

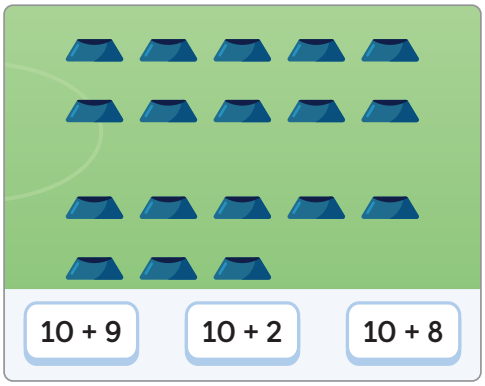
Name _____

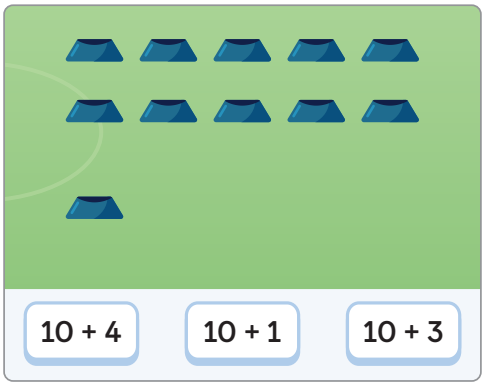
Setting Up (continued)

2









3 Discuss

- I know they match because _____.
- I notice _____.

Directions:

2 Circle the expression that matches the group of cones.

3 Tell your partner which expression matches and how you know.

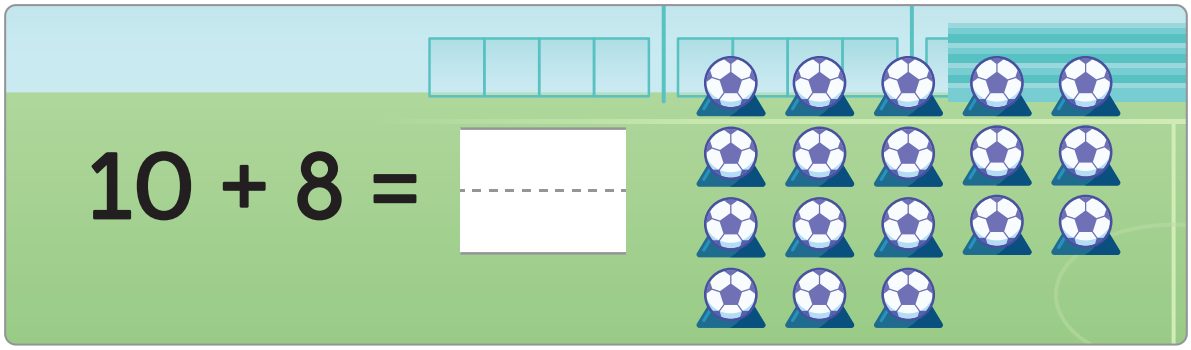
Activity 2

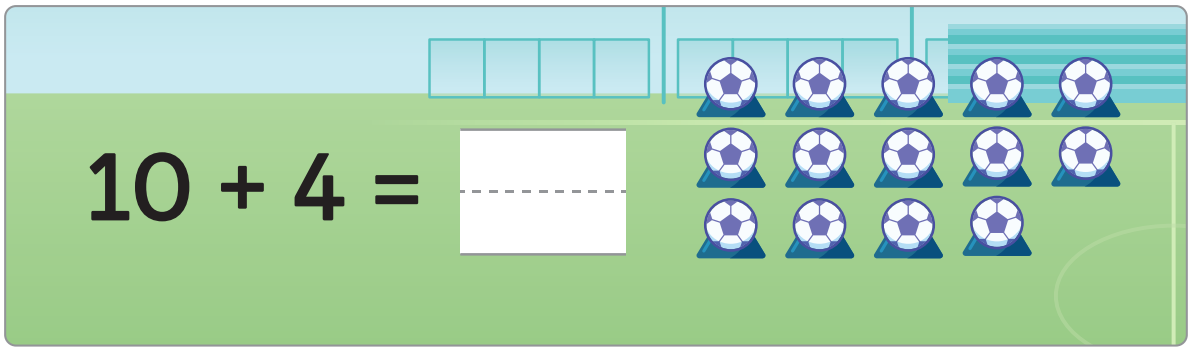
Name _____

Getting Goals

4

11 12 13 14 15 16 17 18 19





Directions:

4 Use the number bank to write the number that shows how many soccer balls.

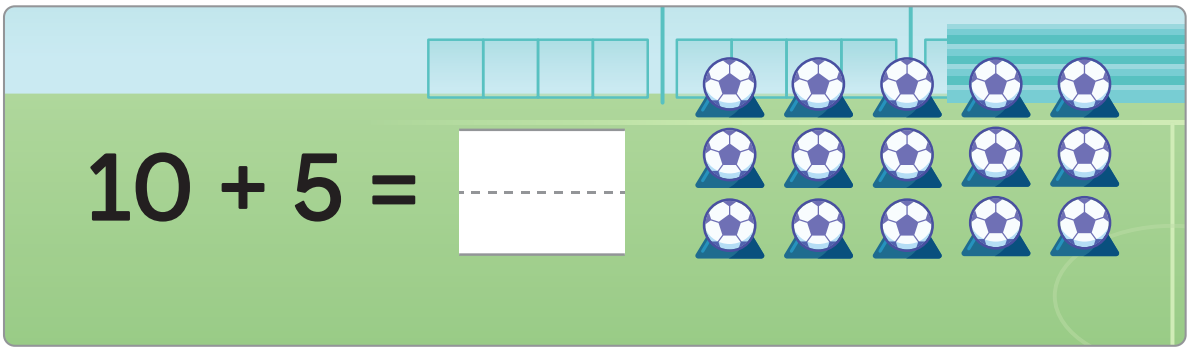
Activity 2

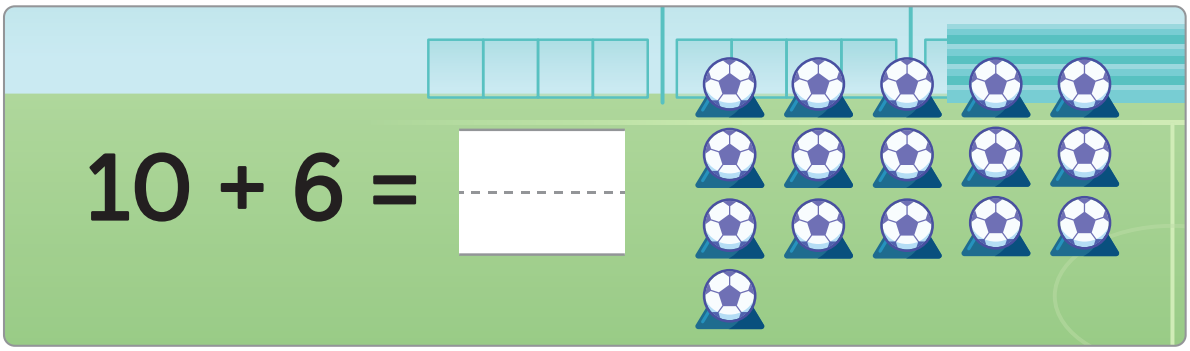
Name _____

Getting Goals (continued)

4

11 12 13 14 15 16 17 18 19





5 Discuss

- I notice _____.
- I wonder _____.

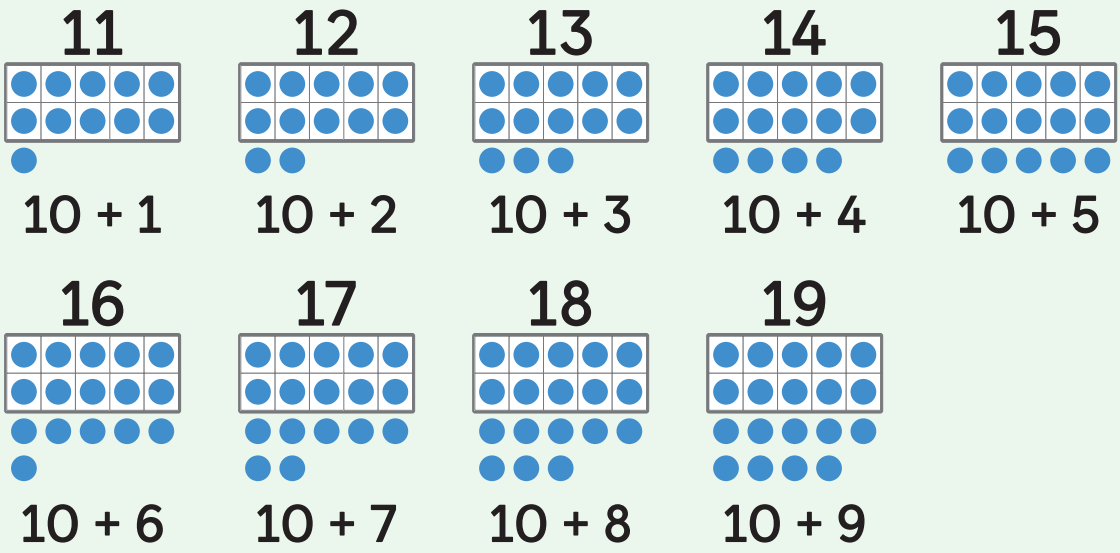
Directions:

4 Use the number bank to write the number that shows how many soccer balls.

5 Tell your partner what you notice about the expressions and written numbers.

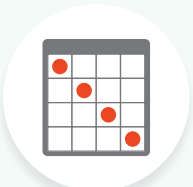
Summary 6.09

You can notice and use patterns in teen numbers.



Practice 6.09

Choose from these Centers.



Bingo

Stage 4

Counting Collections

Stage 2

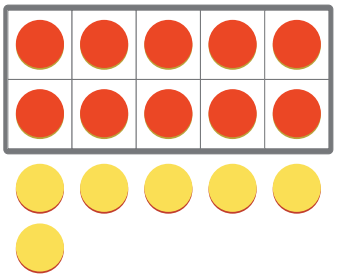
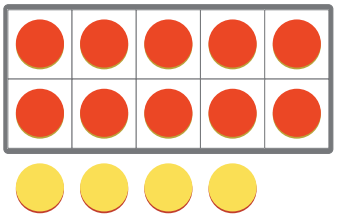
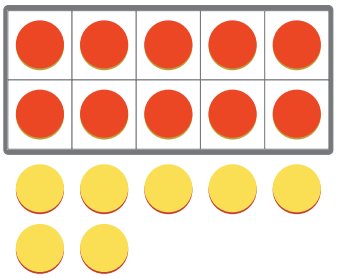
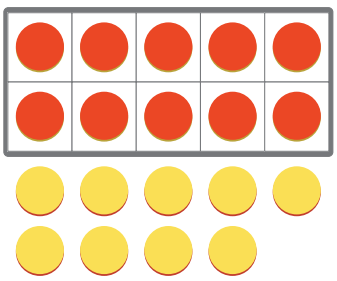
Number Race

Stage 2

Practice 6.09

Name _____

1

Equation	10-Frame
10 + 6 = 16	
10 + 9 = 19	
10 + 4 = 14	
10 + 7 = 17	

Directions:

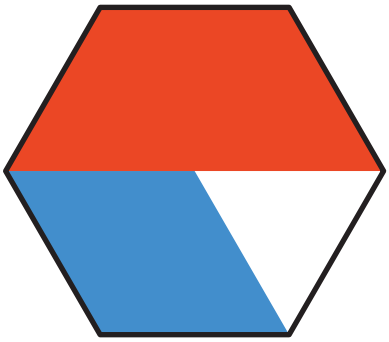
1. Draw lines to match each equation with a group of dots on a 10-frame.

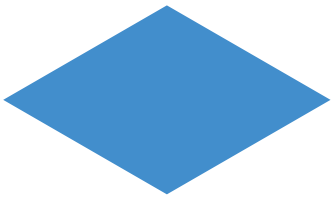
Practice 6.09

Name _____

Spiral Review

2





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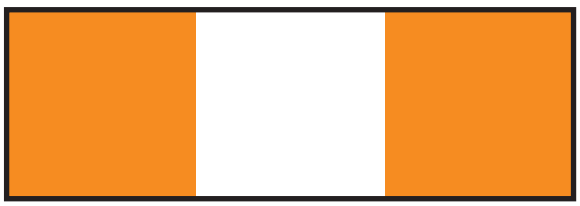


Directions:

2. Circle the shape that can be used to fill the hexagon.

3. Circle the shape that can be used to fill the rectangle.

Unit 6

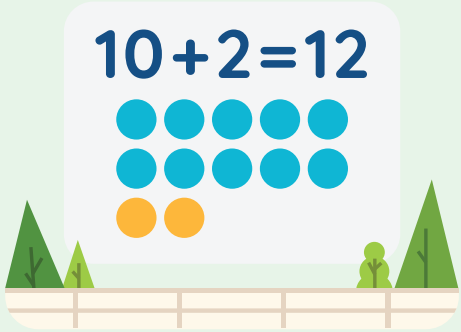
Lesson 10

Name _____

Place and Position of Numbers | Model With Numbers | K.NBT.1, K.CC.2, K.CC.3, SMP.2, SMP.5, SMP.8

Making Equations True

Let's write equations to show teen numbers.



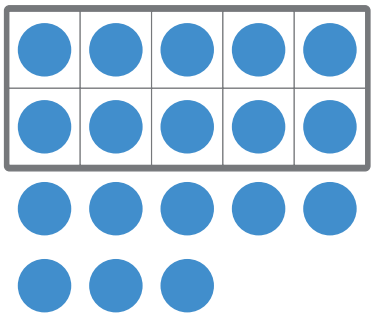
Warm-Up

eyes on teacher

We are a math community. Elise says she will teach Sara how to kick a soccer ball. When have you helped someone learn something new?

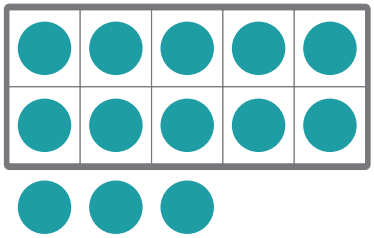
Activity 1 Making the Equations True

1



$10 + 8 =$ _____

2



$10 + 3 =$ _____

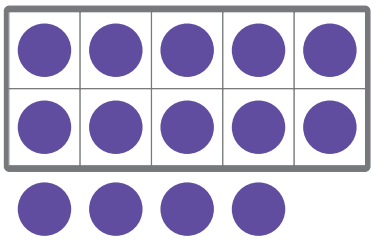
Directions: Fill in the numbers that make each equation true. Then explain to your partner how you know the equation is true.

Activity 1

Name _____

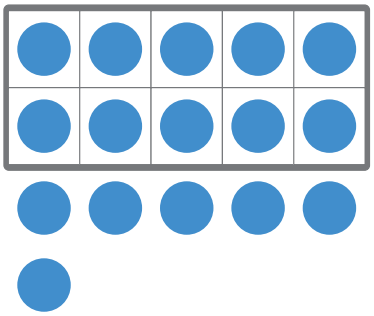
Making the Equations True (continued)

3



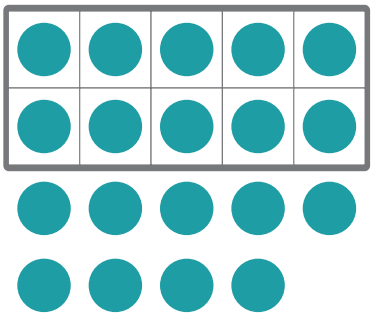
10 + 4 = ____

4



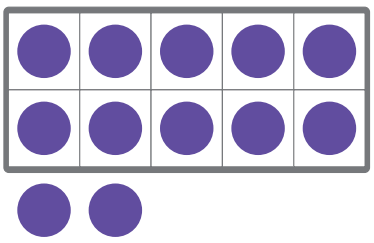
____ + ____ = 16

5



____ + ____ = 19

6



____ + ____ = 12

Directions: Fill in the numbers that make each equation true. Then explain to your partner how you know the equation is true.

Activity 2

Name _____

What Is Missing?

7 $10 + 0 = \square$

8 $\square + \square = 15$

9 $\square + \square = 17$

10 $10 + 1 = \square$

Directions: Fill in the numbers that make each equation true. You can use objects, drawings, or 10-frames to help you. Then explain to your partner how you figured out how to make each equation true.

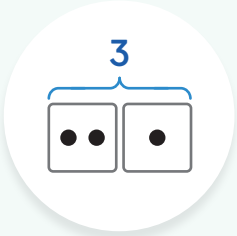
Summary 6.10

An equation is true when the amounts on both sides of the equal sign are the same.

10 + 2 = 12

Practice 6.10

You'll play this Center.



Make or Break Apart Numbers

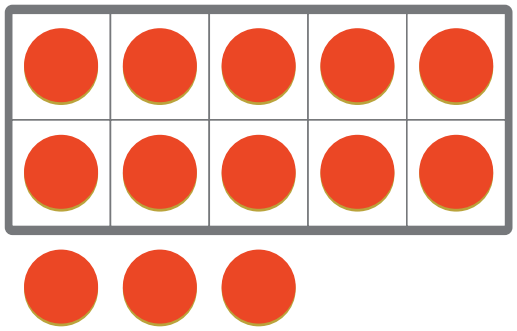
Stage 2

Let's put 2 groups together to make a number.

Practice 6.10

Name _____

1



_____ + _____ = 13

2

10 + 5 = _____

3

_____ + _____ = 18

Directions:

1–2. Fill in the equation to match the picture.

3. Find the numbers that make the equation true. You can use objects, drawings, or 10-frames to help you.

Practice 6.10

Name _____

Spiral Review

4 $5 + 0 =$ _____

5 $3 + 1 =$ _____

6 $2 + 2 =$ _____

7

8

Directions:

4–6. Fill in the equation to show the total.

7–8. Circle the number card that shows *less*.

Unit 6
Lesson
11

Name _____

Place and Position of Numbers | K.CC.3, K.CC.1, K.NBT.1, SMP.7, SMP.8

Organizing Jerseys

Let's order and think about different ways to show numbers up to 20.

Warm-Up eyes on teacher

We are a math community. What can you and your math community do to help you be successful in math class?

Activity 1 Ordering Numbers

1 Discuss

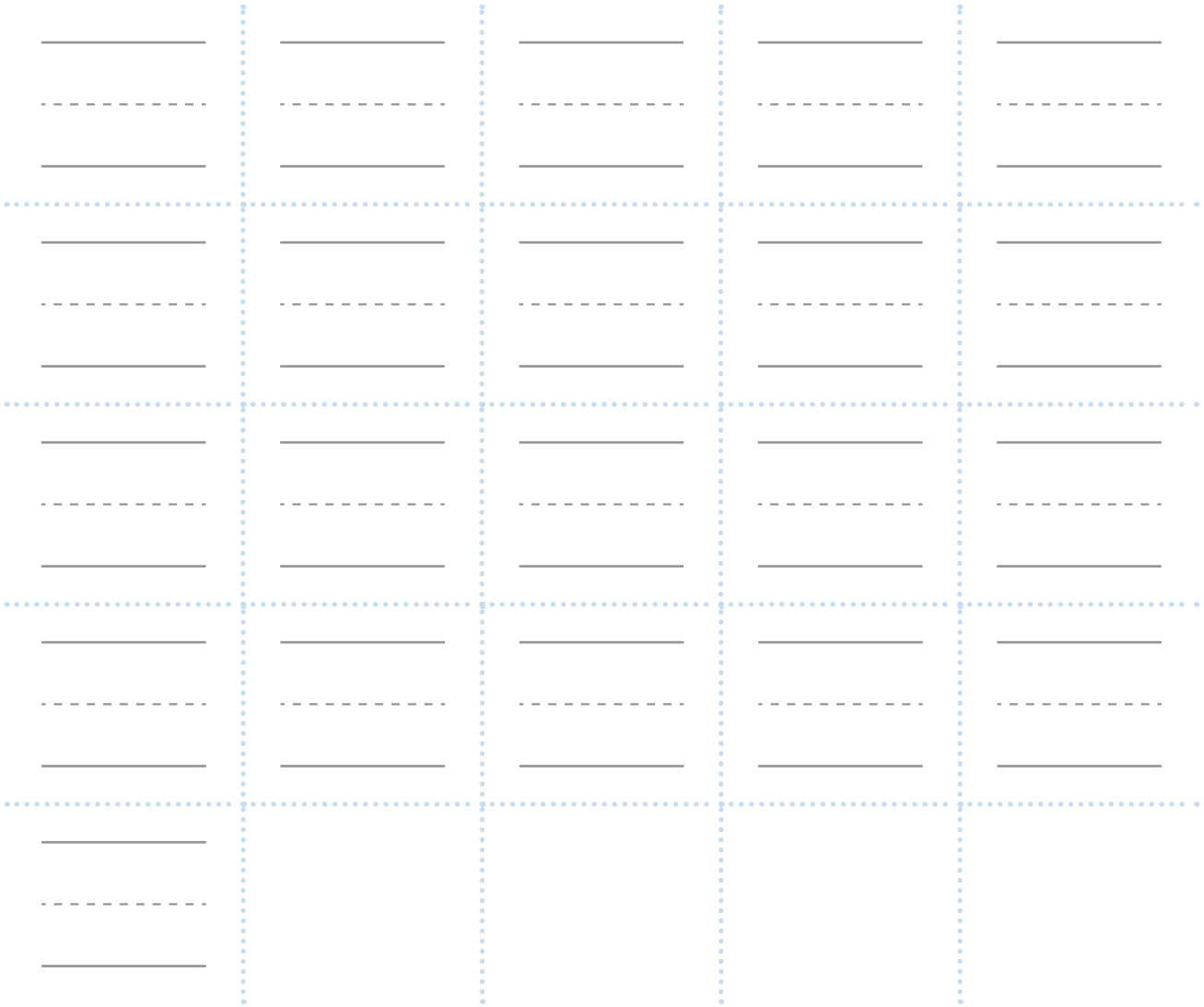
- The first number is _____.
- The next number is _____.
- The number after that is _____.

Directions: Work with your group to put the number cards in order. Then write the numbers in order.

Activity 1

Name _____

Ordering Numbers (continued)



Directions: Work with your group to put the number cards in order. Then write the numbers in order.

Activity 2

Name _____

Make a Match

Hands-On

2 Discuss

I know this card matches this number because _____.

Directions: Draw a card. Figure out which teen number the card shows and match it to that teen number on your Sorting Mat. Explain how you know the card and the number match.

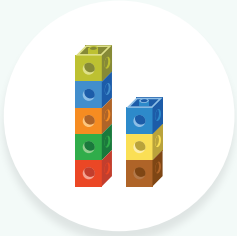
Summary 6.11

You can write, read, count, show, and order numbers up to 20.

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

Practice 6.11

You'll play this Center.



Towers Stage 3

Let's count and build a tower to 20.

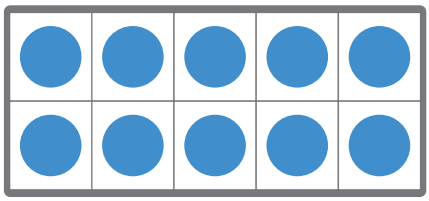
Practice 6.11

Name _____

1

11		13		15
	17			20

2 Draw



_____ + _____ = 16

Directions:

1. Fill in the missing numbers.
2. Draw dots and fill in the equation to show 16.

Practice 6.11

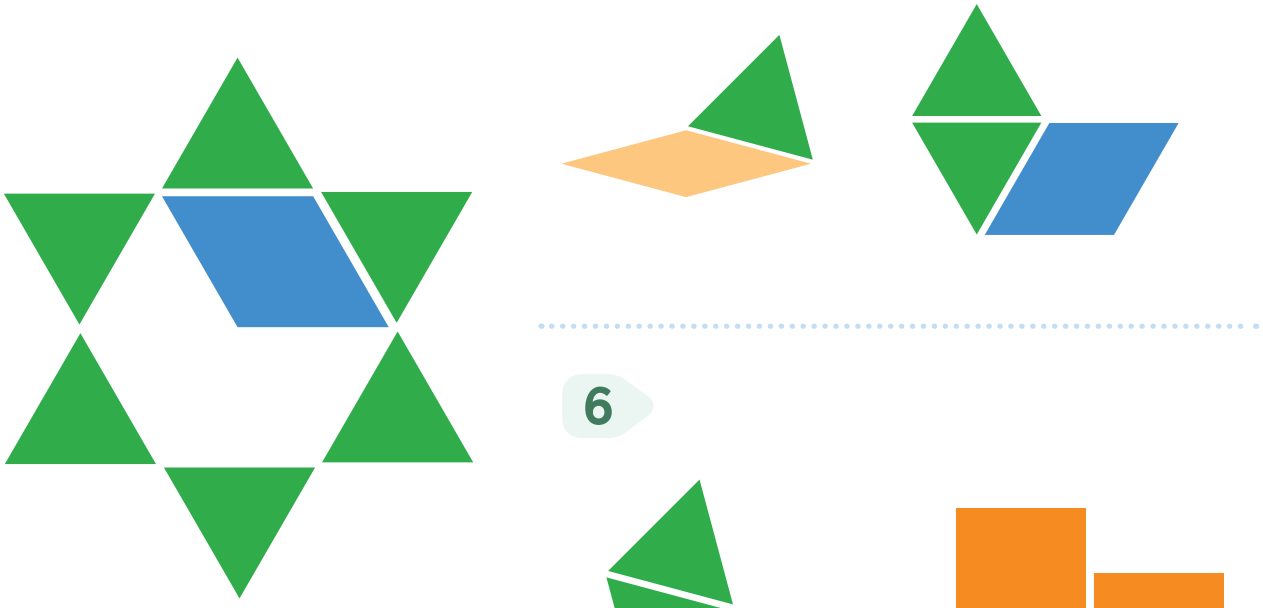
Name _____

Spiral Review

3 $4 + 1 =$ _____

4 $5 - 4 =$ _____

5



6

Directions:

3–4. Find the value of the expression and write your answer.

5–6. Shawn is building a sun with pattern blocks. Shawn cannot find a trapezoid. Circle the shapes that Shawn could use to fill in the sun.

Notes:

Math at Work

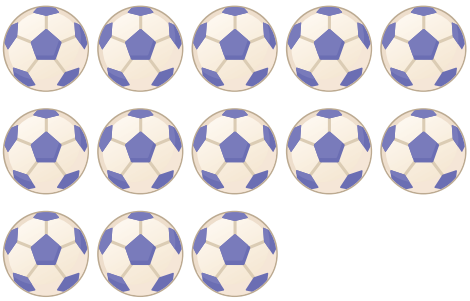
Do you like to play or watch sports? What math might you see at a sports game?

Sports coaches train athletes for games. They might use teen numbers as they keep track of the sports equipment or players on their team.

Roman Samborskyi/Shutterstock.com. Pixel-Shot/Shutterstock.com.

Math in the World

Draw



Math Mindset

Draw

$10 + \_\_\_\_ = 16$

Directions:
Math in the World: How many soccer balls are there? How can you draw a 10-frame to help you?
Math Mindset: Write a number to make a true equation. How do you know the equation is true?

Unit 7

Solid Shapes All Around Us

Big Ideas in This Unit

CC1 Sort and Describe Data
CC2 How Many? Bigger or Equal?
CC3 Being Flexible Within 10
Model With Numbers
CC4 Shapes in the World
Making Shapes From Parts

Questions for Investigation

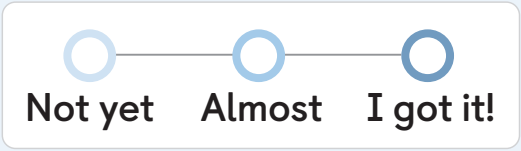
- How can we distinguish between flat shapes and solid shapes?
- How can we describe and compare solid shapes?
- How can solid shapes be put together to make larger shapes?

Explore: River's Projects
What kinds of shapes can we use to make one of River's projects?

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

Watch Your Knowledge Grow

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



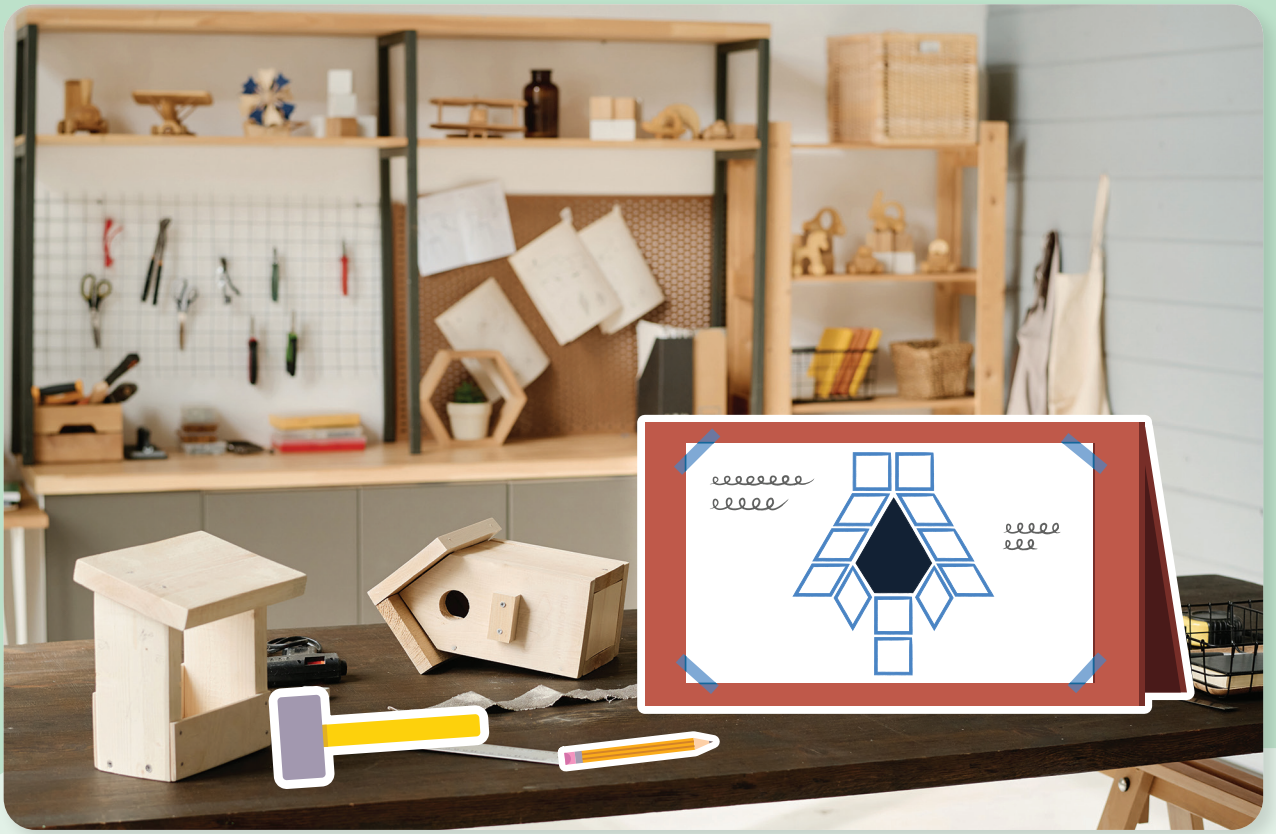
I can . . .	Before	After
Name solid shapes.		
Describe and compare solid shapes.		
Describe objects using length and weight measurements.		
Use shapes to build larger shapes.		
Build models of shapes using objects and clay.		
Count solid shapes in a large shape.		
Compare the amount of shapes in a larger shape.		
Solve story problems about shapes.		

Sub-Unit

1

Exploring Solid Shapes

Unit Story: Everyone Needs Help Sometimes



AnnaStills/Shutterstock.com

River used flat shapes in his plan for the birdhouse and solid shapes to build it.

How are flat shapes and solid shapes alike and different?

Name _____

Shapes in the World | Making Shapes From Parts | Building Toward 1.G.1, SMP.1, SMP.3, SMP.7

Explore:
River's Projects

What kinds of shapes can we use to make one of River's projects?

Warm-Up

eyes on teacher

Discuss What do you notice? What do you wonder?

Activity

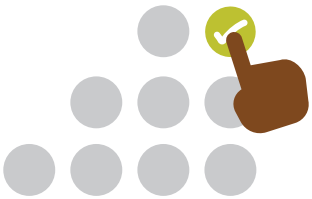
Name _____

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 see how ideas are connected and use patterns to help solve problems.



Not yet — Almost — I got it!

Unit 7
Lesson
2

Name _____

Making Shapes From Parts | Shapes in the World | K.G.1, K.G.3, K.G.4, K.G.5, SMP.4, SMP.7

Solid Shapes Around Us

Let's find solid shapes in the world.

We are a math community. River helped his neighbors. What are some ways that you help others in our classroom?

Warm-Up

eyes on teacher

Activity 1 Solid Shape Search

Hands-On

1 Discuss

My object matches this shape because _____.

Directions: Find objects around the room that look like solid shapes. Explain to your partner how the shape and your object look the same. Then put your object in a group with the matching shape.

Activity 2

Name _____

Making Shapes in the World

Hands-On

2 Discuss

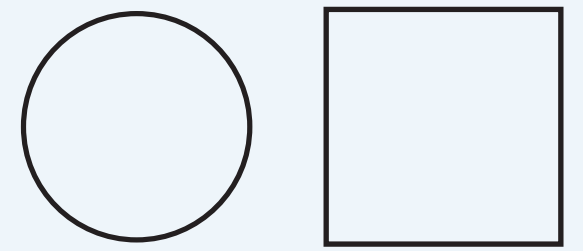
- This solid shape has _____.
- I made this solid shape by _____.

Directions: Use clay to make each solid shape. Describe the shape you made to your partner and explain how you made it.

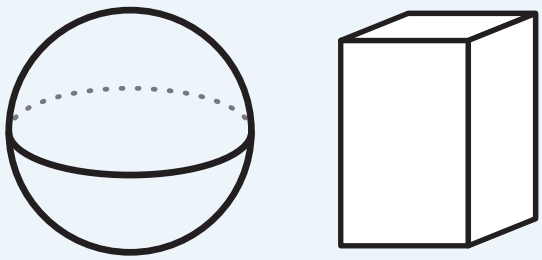
Summary 7.02

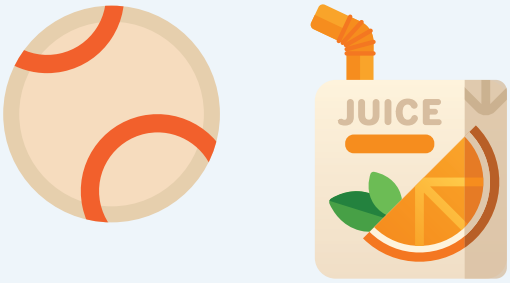
We can find objects in our world that look like **flat shapes** and **solid shapes**.

Flat Shapes



Solid Shapes





Practice 7.02

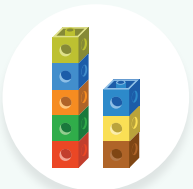
Choose from these Centers.

Counting Collections

Stage 2

Solid Shapes

Stage 2



Towers

Stage 3

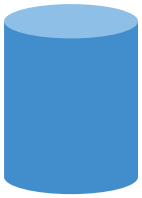
Practice 7.02

Name _____

Draw

1

2



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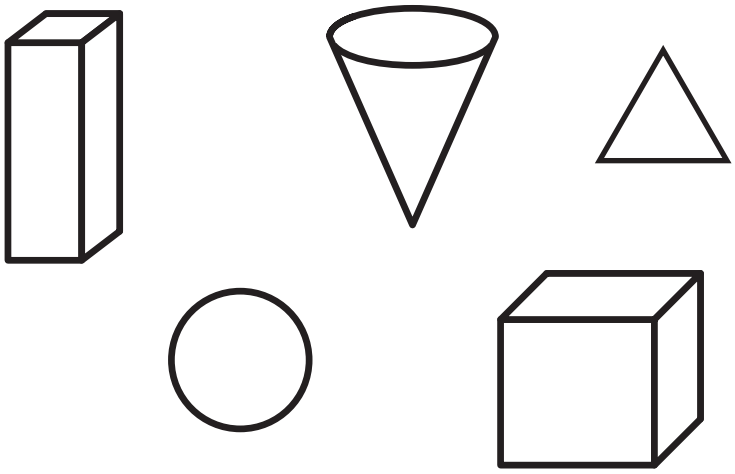


Directions:

1–2. Find and draw an object that matches the solid shape.

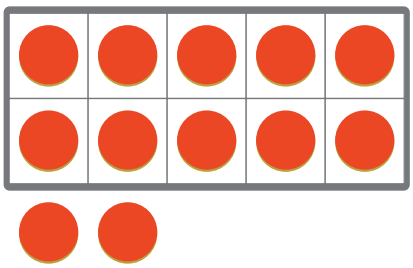
3. **Circle** the solid shapes. **Cross out** the flat shapes.

Practice 7.02

Name _____

Spiral Review

4



$12 = \_\_\_ + \_\_\_$

5

$10 + 7 = \_\_\_$

6

10 _____ _____ _____ 14 15

16 _____ _____ _____ 20

Directions:

4–5. Fill in the missing parts of the equation to match the picture.

6. Write each missing number.

Unit 7
Lesson
3

Name _____

Sort and Describe Data | Shapes in the World | Making Shapes From Parts

K.MD.1, K.MD.2, SMP.3

Heavier or Lighter?

Let's find out which object is heavier and which is lighter.

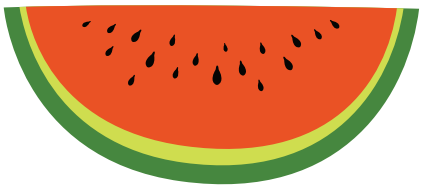
I can be all of me in math class. What objects do you see, at home or at school, that look like solid shapes?

Warm-Up

eyes on teacher

Activity 1 Comparing Boxes and Bags

heavier



lighter

1 Discuss

- _____ is heavier than _____.
- _____ is lighter than _____.

Directions: Compare the weights of the bags and tell your partner what you notice using *heavier than* and *lighter than*.

Activity 2

Name _____

Heavier or Lighter?

2 Draw

Object 1	Object 2

3 Discuss

- _____ is heavier than _____.
- _____ is lighter than _____.

Directions: Choose **2** objects. Draw a picture of each object. Circle the object that is *heavier* and draw an **X** on the object that is *lighter*. Then explain how you know which object is *heavier* and which is *lighter*.

Summary 7.03

You can compare the weights of 2 objects. Holding both objects can help you figure out which is **heavier** and which is **lighter**.

Practice 7.03

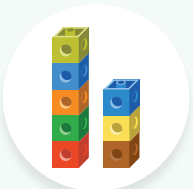
Choose from these Centers.

Counting Collections

Stage 2

Solid Shapes

Stage 2



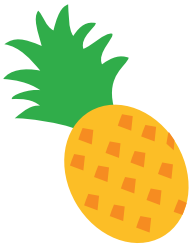
Towers

Stage 3

Practice 7.03

Name _____

1



2

Directions:

1. Circle the object that is *heavier*.

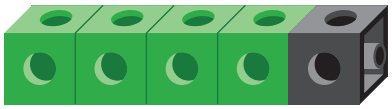
2. Circle the object that is *lighter*.

Practice 7.03

Name _____

Spiral Review

3

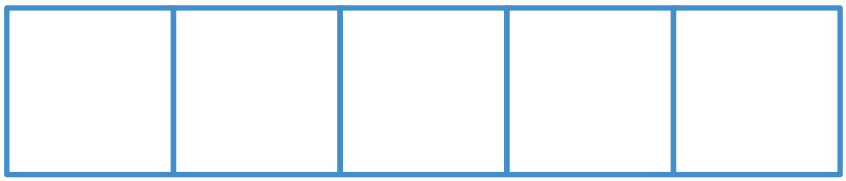


expression: _____ + _____

4

expression: _____ + _____

5



expression: _____ + _____

Directions:

3–4. Write an expression to show the 2 parts.

5. Show another way to break the number 5 into 2 parts. Write an expression to show your thinking.

Unit 7
Lesson
4

Name _____

Sort and Describe Data | Shapes in the World | Making Shapes From Parts

K.MD.2, K.MD.1, SMP.1, SMP.3

Which Can Hold More?

Let's figure out which object holds more.

Warm-Up eyes on teacher

I can be all of me in math class.
What can you do if things do not go as planned in math class?

Activity 1 River's Bird Feeder

1 Discuss

- Container _____ can hold more water because _____.
- Container _____ can hold less water because _____.

Directions: Tell your partner which container you predict can hold *more* water. Explain your prediction.

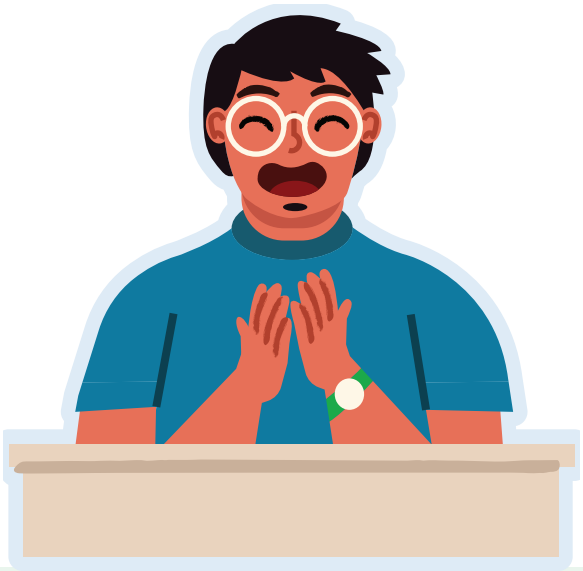
Activity 2

Name _____

Which Container Can Hold More Water?

2 Discuss

- This container holds more because _____.
- This container holds less because _____.



Directions: Tell your partner which container holds *more* and which container holds *less*. Explain how you know.

Summary 7.04

You can compare objects by measuring which holds more or which holds less.

Smart Calendar/Shutterstock.com

Design tech art/Shutterstock.com

Practice 7.04

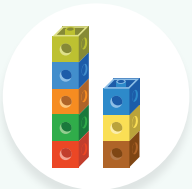
Choose from these Centers.

Counting Collections

Stage 2

Solid Shapes

Stage 2



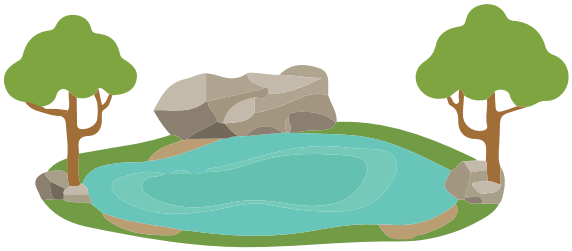
Towers

Stage 3

Practice 7.04

Name _____

1



2

3

Draw

Directions:

1. Circle the container that can hold *more* water.

2. Circle the container that can hold *less* water.

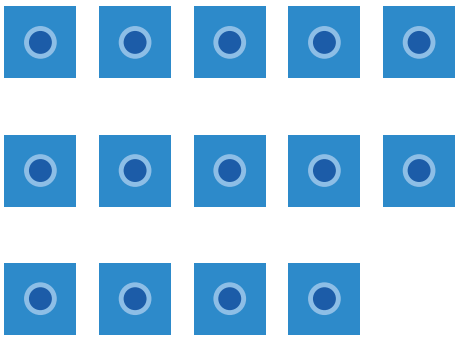
3. Draw a container that can hold *more* water than the glass.

Practice 7.04

Name _____

Spiral Review

4

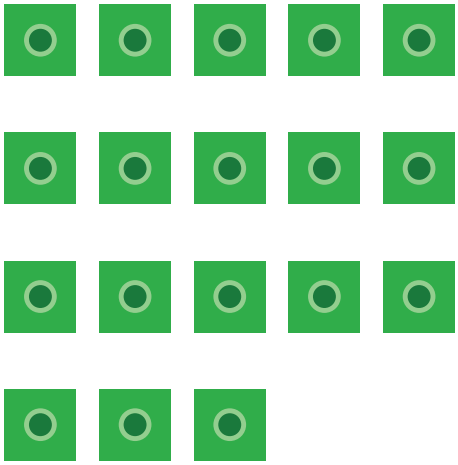


_____

_____

_____

5



_____

_____

_____

6

7	4

7

3	5

Directions:

4–5. Circle a group of 10. Write the number that tells how many.

6–7. Circle the number that is *less*.

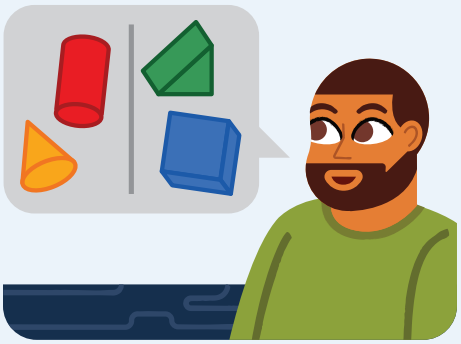
Unit 7
Lesson
5

Name _____

Sort and Describe Data | Shapes in the World | K.G.4, K.G.3, K.MD.3, K.OA.5, SMP.3, SMP.7, SMP.8

Sorting Solid Shapes

Let's describe how solid shapes are alike and different.



Warm-Up

eyes on teacher

We are a math community.
Have you ever had a different idea than a math partner? What did you do?

Activity 1 Comparing Solid Shapes

Hands-On

1 Discuss

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

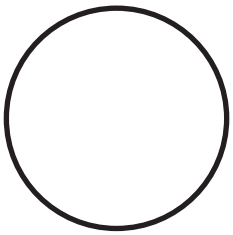
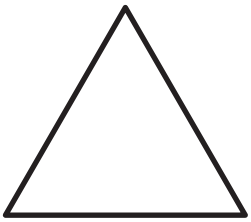
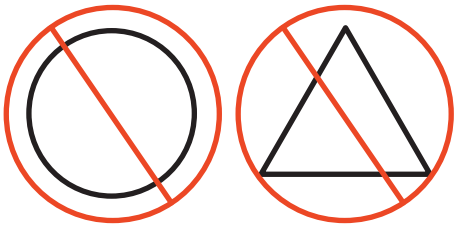
Directions: Choose **2** shapes. Tell your partner at least 1 way the shapes are *alike* and 1 way they are *different*.

Activity 2

Name _____

Sorting Shapes

2

Circles	Triangles	Neither
		
_____	_____	_____
_____	_____	_____

3

_____ _____ _____

least greatest

Directions: Sort solids into categories based on the shape of their faces. Count how many are in each category. Then, order the categories from the least number of faces to the greatest.

Activity 2

Name _____

Sorting Shapes (continued)

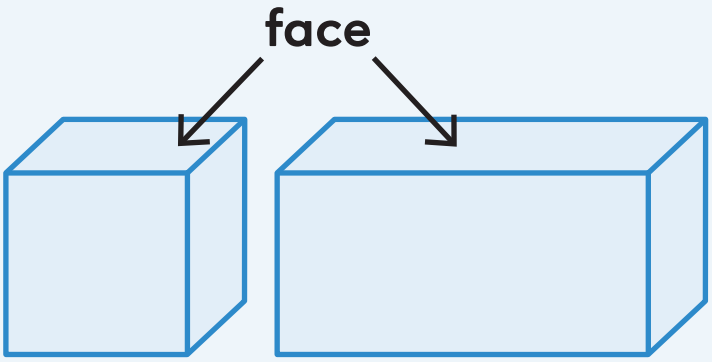
4 Discuss

There are more solids with _____ faces than _____ faces. I know because . . .

Directions: Share with your partner which category has the most solids and explain how you know.

Summary 7.05

Solid shapes have **faces**. We can compare shapes by looking at the faces of a shape.



Practice 7.05

You'll play this Center.

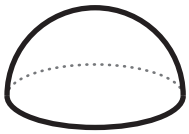
Solid Shapes Stage 3

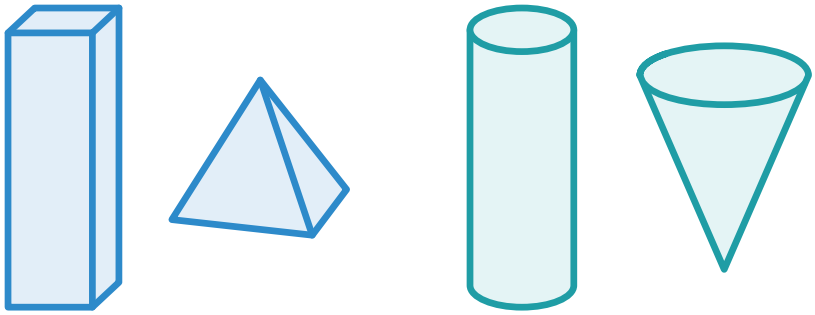
Let's describe solid shapes so your partner can find them.

Practice 7.05

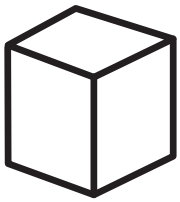
Name _____

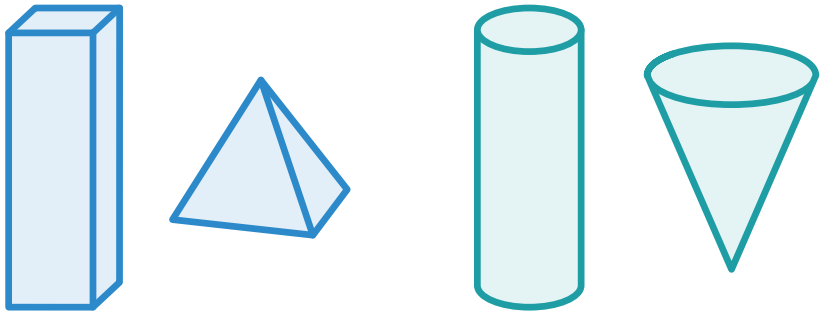
1



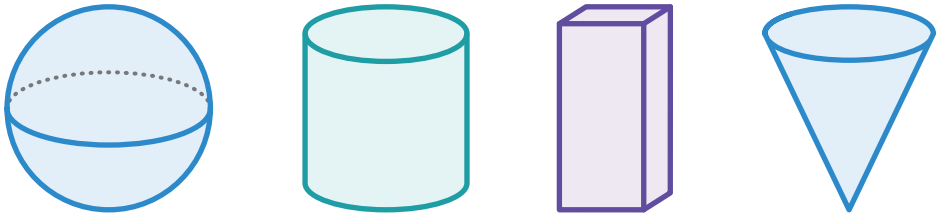


2





3



Directions:

1–2. Circle the group the shape belongs in.

3. Cross out the shape that does *not* belong in the group. Explain why it does not belong.

Practice 7.05

Name _____

Spiral Review

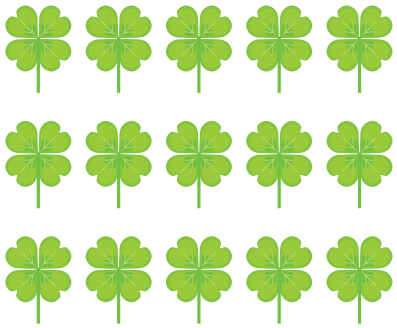
4

_____

_____

_____

5

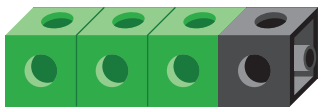


_____

_____

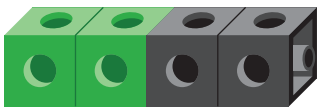
_____

6



_____ + _____ = _____

7



_____ + _____ = _____

Directions:

4–5. Write the number that tells how many.

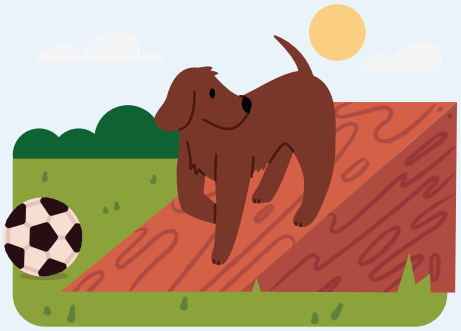
6–7. Write an expression to show the 2 parts.

Name _____

Shapes in the World K.G.2, K.G.1, K.G.3, K.G.4, K.G.5, SMP.3, SMP.6, SMP.7

What's That Shape?

Let's name solid shapes.



I am a doer of math.
What tools have you used in math class this year? How have they helped you?

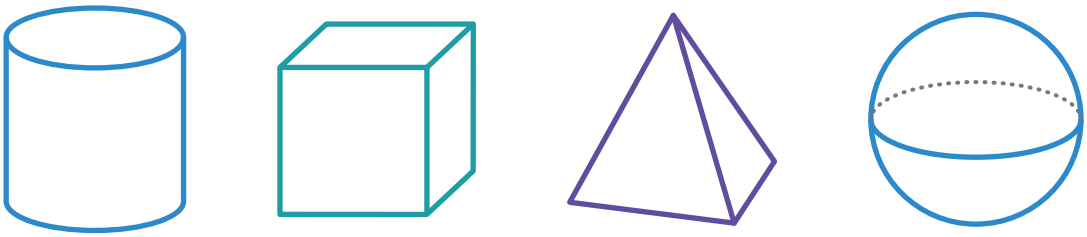
Warm-Up

eyes on teacher

Activity 1 Shape Clues

Let's look at 3 groups of shapes.

1 Which shape belongs in Group 1?



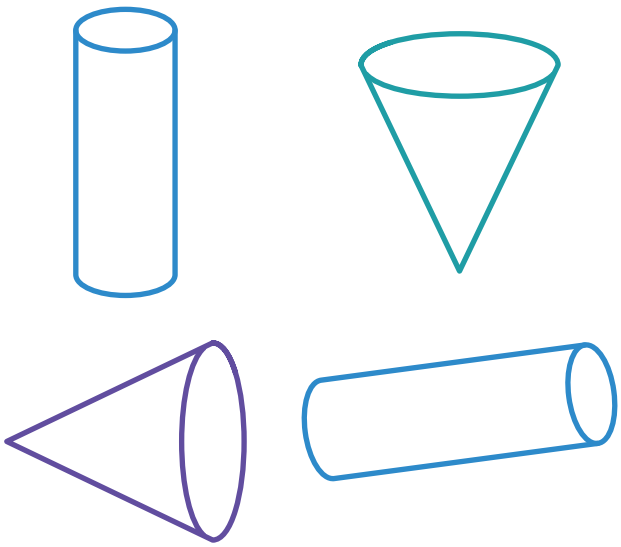
Directions: Circle **1** shape that belongs in Group 1. Explain to your partner why you chose that shape.

Activity 1

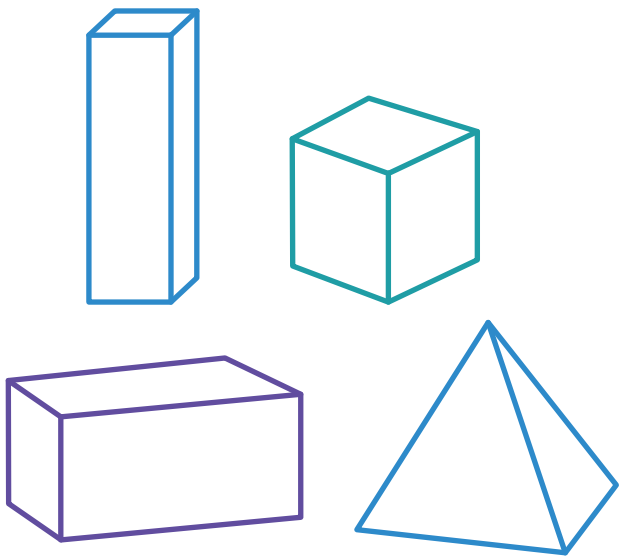
Name _____

Shape Clues (continued)

Group 1



Group 2



Group 3

Directions: Circle **1** shape that belongs in Group 1. Explain to your partner why you chose that shape.

Activity 2

Name _____

Making Solid Shapes

Hands-On

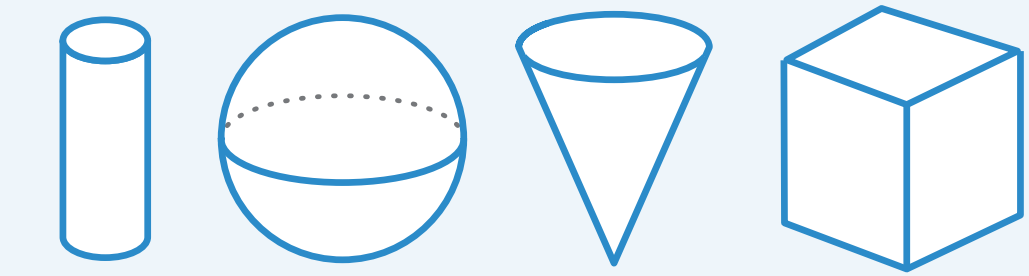
2 Discuss

- This shape looks like _____.
- We can call this shape a _____.

Directions: Figure out which solid shape looks like the object. Use clay to make the same shape.

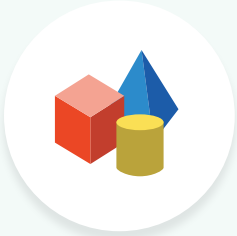
Summary 7.06

You can figure out the names of solid shapes, such as **cylinders**, **spheres**, **cones**, and **cubes**, by noticing their parts.



Practice 7.06

You'll play this Center.



Solid Shapes Stage 4

Let's guess the solid shape without looking at it.

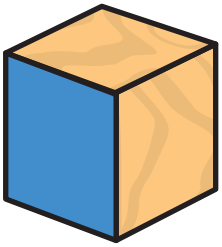
Practice 7.06

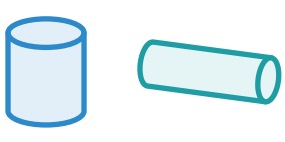
Name _____

cube

cone

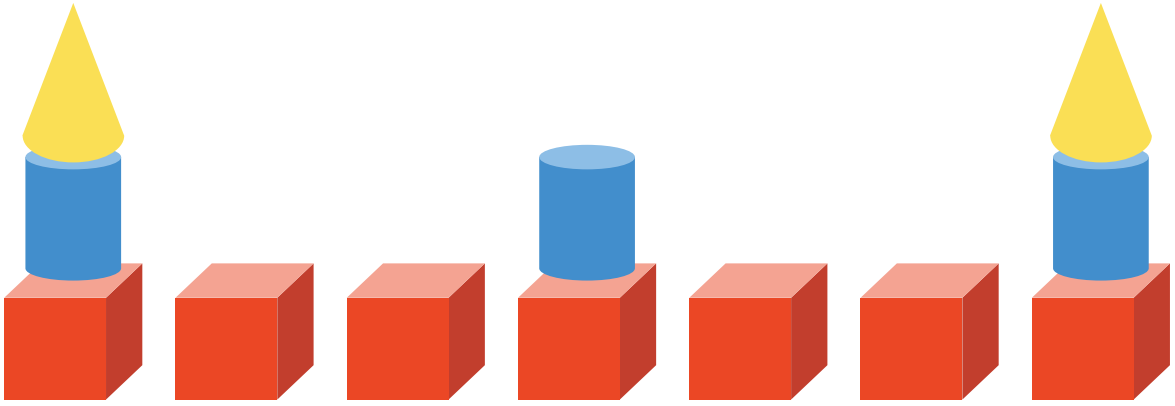
face →





cylinder

1



Directions:

1. Diego and Clare used solid shapes to build a wall. Use the words to name and describe the shapes that Diego and Clare used.

Practice 7.06

Name _____

Draw

2

3

Spiral Review

4

7	5

5

2	5

6

13 _____ _____ _____ 17 18

Directions:

2–3. Find an object that looks like a solid shape. Draw the object and tell your partner its name.
4–5. Circle the number that is *less*.
6. Fill in each missing number.

Unit 7
Lesson
7

Name _____

Shapes in the World | Making Shapes From Parts

K.G.5, K.G.2, K.G.4, K.MD.1, K.MD.2, SMP.6, SMP.7

Building Solid Shapes

Let's build solid shapes and describe them.

I am a doer of math.
When did you make something you were proud of in math class?

Warm-Up

eyes on teacher

Activity 1 Building Prisms

Hands-On

1 Discuss

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

Directions: Build a prism using connecting cubes. Compare your prism to your partner's prism and explain how your prisms are alike and how they are different.

Activity 2

Name _____

Build Shapes

Hands-On

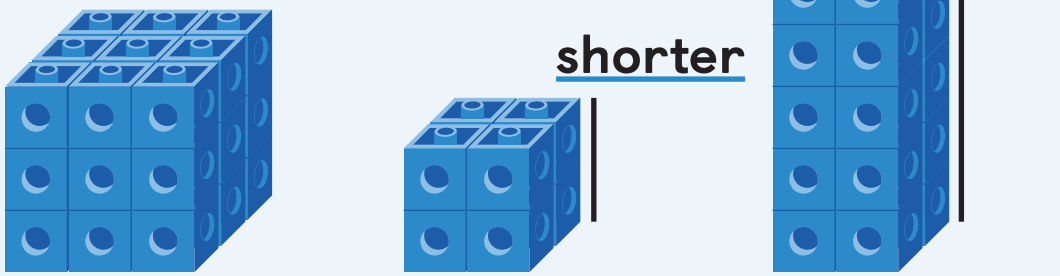
2 Discuss

- These shapes are the same because _____.
- These shapes are different because _____.

Directions: Use straws and clay to build a solid shape. Then compare your shape with your partner's shape to see if they match.

Summary 7.07

Prisms have rectangular and square faces. Cubes are a type of prism where all the faces are the same length. Other prisms can be **shorter** or **taller**.



Practice 7.07

Choose from these Centers.

Build Shapes

Stage 3

Solid Shapes

Stage 3

Solid Shapes

Stage 4

Name _____

1 Draw

2 Discuss

I used _____ to make _____.

Directions:

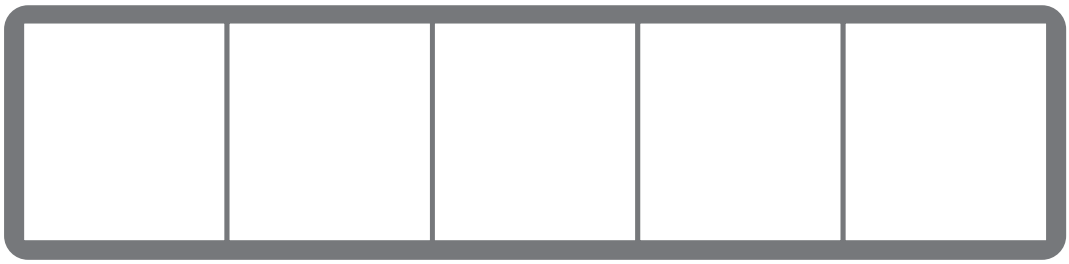
1. Use solid shapes to build something. Draw a picture of what you made.

2. Tell your partner about what you made. Use shape names if it is helpful.

Practice 7.07

Name _____

Spiral Review



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

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

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

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

Directions:

3. Find as many ways as you can to make 5. Fill in the equations. You can use objects and the 5-frame if they are helpful.

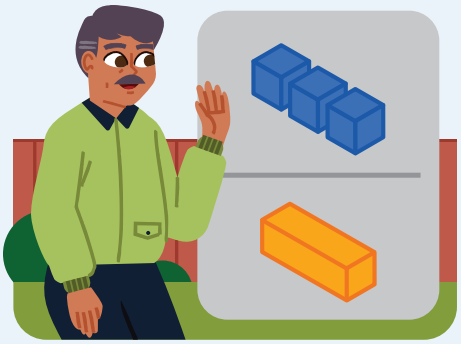
Unit 7
Lesson
8

Name _____

Shapes in the World | Making Shapes From Parts | K.G.6, K.G.1, K.G.5, K.OA.5, SMP.1 SMP.6, SMP.7, SMP.8

Putting Solid Shapes Together

Let's build with solid shapes.



We are a math community. How can you celebrate each other's work in math class?

Warm-Up

eyes on teacher

Activity 1 Building With Solid Shapes

Hands-On

1 Discuss

- I made a _____.
- I used _____ to make _____.

Directions: Use solid shapes to build something for our community. Describe what you built to your partner.

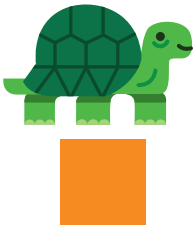
Activity 2

Name _____

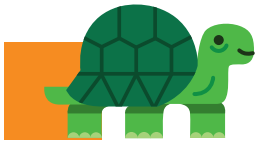
Building Matching Shapes

Hands-On

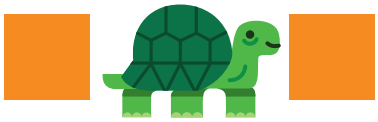
2 Discuss



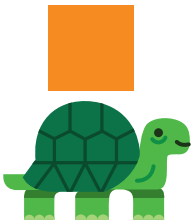
above



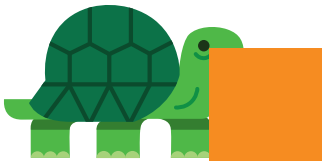
in front of



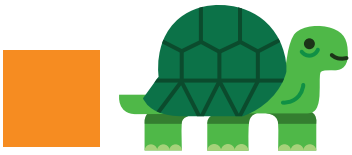
between



below



behind

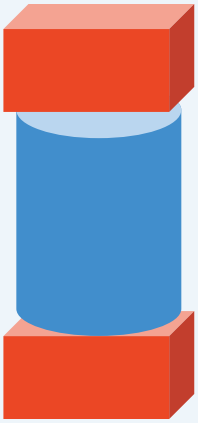


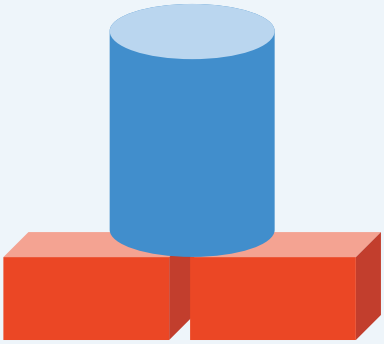
beside/ next to

Directions: Use solid shapes to build an object that matches your partner's object. Name or describe the shapes you are using and tell your partner where you are putting them.

Summary 7.08

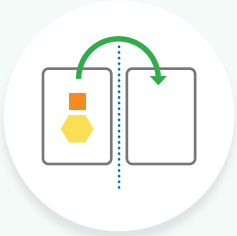
Solid shapes can be put together in different ways to make larger shapes.





Practice 7.08

You'll play this Center.



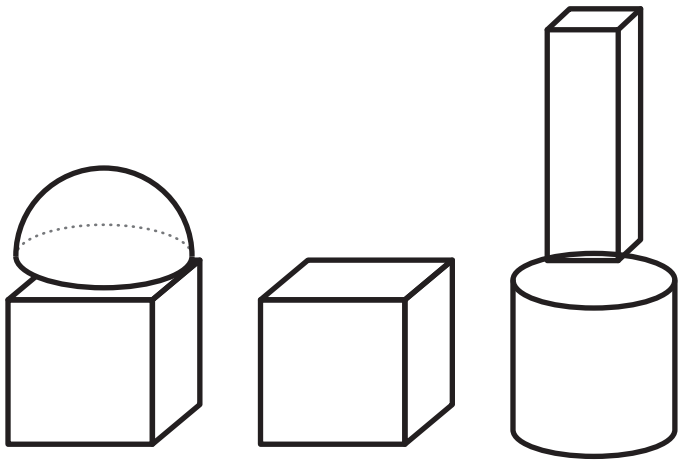
Match Mine Stage 2

Let's build and describe shapes.

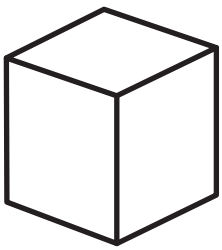
Practice 7.08

Name _____

1



2 Draw



Directions:

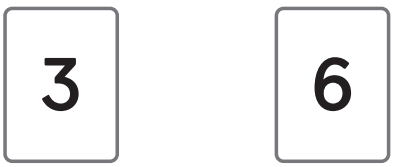
1. Circle the shape that is *next to* the cylinder. Put an X on the shape that is *above* the cube. Color in the shape that is *below* the rectangular prism.
2. Draw a circle *next to* the cube and a triangle *above* the cube.

Practice 7.08

Name _____

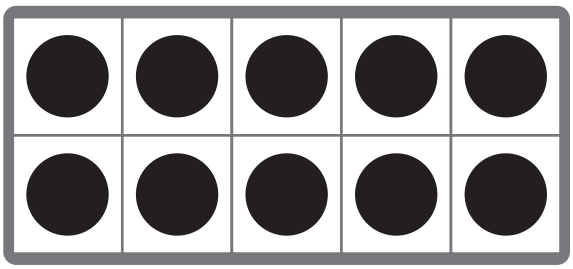
Spiral Review

3



4

5



Directions:

3–4. Circle the number that is *more*.

5. Draw more under the 10-frame to show 15. Write the numbers that make the equation true.

Sub-Unit

2

Adding and Subtracting With Shapes

Unit Story: Everyone Needs Help Sometimes

Jason Finn/Shutterstock.com

River put shapes together to build and repair things in his community.

How can you use numbers to show how many shapes you put together?

Name _____

Being Flexible Within 10 | Model With Numbers | K.OA.5, K.CC.4, K.OA.1, SMP.2, SMP.7

Building Birdhouses

Let's match expressions with values 1–5.

I am a doer of math.
What is something you are better at now than you were when you started Kindergarten?

Warm-Up

1–2 eyes on teacher

Activity 1 Tool Time

3

1 + 1

2 + 1

3 + 1

3 + 3

3 + 1

4 + 1

Directions:

3 Circle the expression that has the same value as the number.

Activity 1

Name _____

Tool Time (continued)

3

2 + 1

1 + 1

2 + 2

2 + 1

2 + 2

2 + 3

3 + 3

1 + 3

3 + 2

1 + 2

1 + 4

3 + 1

1 + 1

1 + 2

2 + 2

1 + 4

1 + 3

1 + 1

4 Discuss

I know they have the same value because _____.

Directions:

3 Circle the expression that has the same value as the number.

4 Explain how you know the expression has the same value as the number.

Activity 2

Name _____

Paint Party

5

1	2	3	4	5

$4 + 1 =$ _____

$4 - 1 =$ _____

$5 - 2 =$ _____

$3 + 2 =$ _____

$3 - 2 =$ _____

$2 + 2 =$ _____

$5 - 1 =$ _____

$1 + 2 =$ _____

Directions:

5 Use the number bank to write the value of each expression.

Activity 2

Name _____

Paint Party (continued)

5

$4 - 2 =$ _____ $5 - 3 =$ _____

$2 - 1 =$ _____ $3 + 1 =$ _____

6 Discuss

- They are the same because _____.
- They are different because _____.

7 Discuss

The parts and totals are connected because _____.

Directions:

5 Use the number bank to write the value of each expression.

6 Compare the 2 equations.

7 Explain how the parts and totals in the equations are connected.

Summary 7.09

Different expressions can have the same value.

Practice 7.09

You'll play this Center.

Find the Pair Stage 1

Let's find pairs that make 5.

Practice 7.09

Name _____

1 $5 = 0 + \square$

$5 = 1 + \square$

$5 = 2 + \square$

$5 = 3 + \square$

$5 = 4 + \square$

$5 = 5 + \square$

Directions:

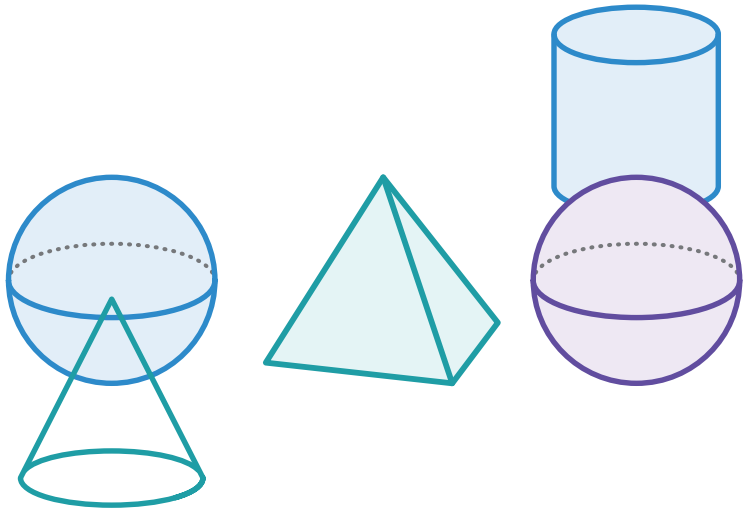
1. Find the number that makes each equation true.

Practice 7.09

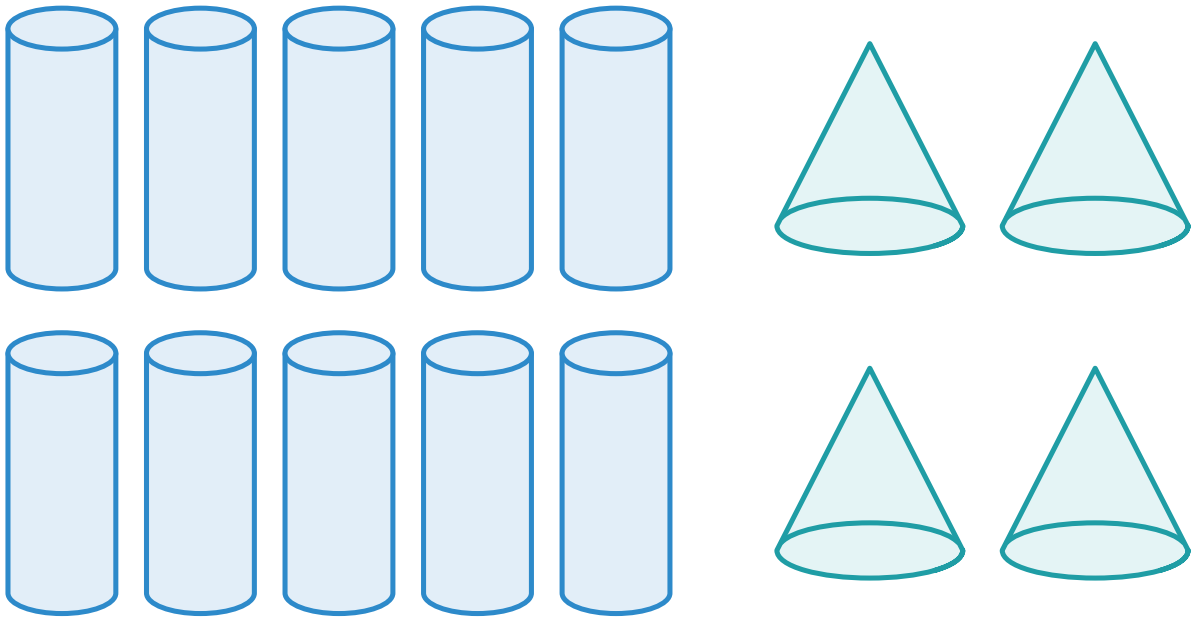
Name _____

Spiral Review

2



3



_____ + _____ = _____

_____ + _____ = _____

Directions:

2. Circle the shape that is *between* the spheres. Put an X on the shape that is *behind* a sphere. Color the shape that is *in front* of a sphere.

3. Write an equation that shows the number of cylinders, the number of cones, and the total number of solid shapes.

Unit 7
Lesson
10

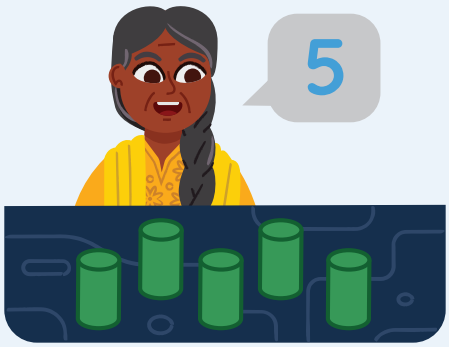
Name _____

How Many? | Making Shapes From Parts | Shapes in the World

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

Tall Towers

Let's build and count solid shapes.



Warm-Up eyes on teacher

I am a doer of math.
River used math to solve problems. When have you used math to solve a problem?

Activity 1 Building Towers

Hands-On

1 Discuss

- I put a _____ in my tower because _____.
- I did not put a _____ in my tower because _____.

Directions: Use solid shapes to build a tall tower. Explain to your group which shapes you used in your tower and why.

Activity 2

Name _____

Counting Shapes

Hands-On

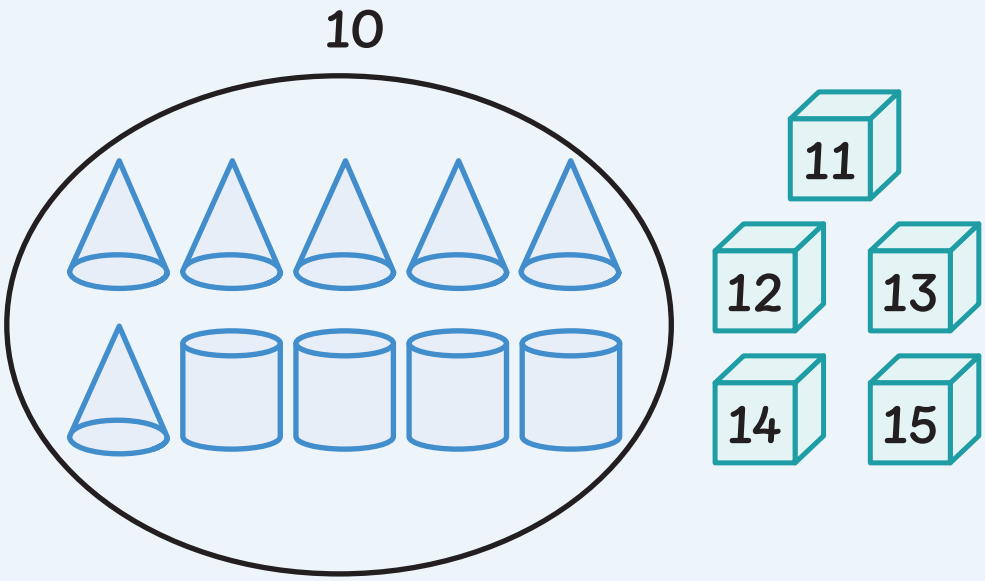
2 Discuss

- There are _____ shapes.
- I know this because I _____.

Directions: Figure out how many solid shapes are in your tower. Explain how you arranged and counted your shapes with your group.

Summary 7.10

You can group objects together in a way that helps you count them.

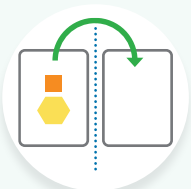


Practice 7.10

Choose from these Centers.

Find the Pair

Stage 1



Match Mine

Stage 2

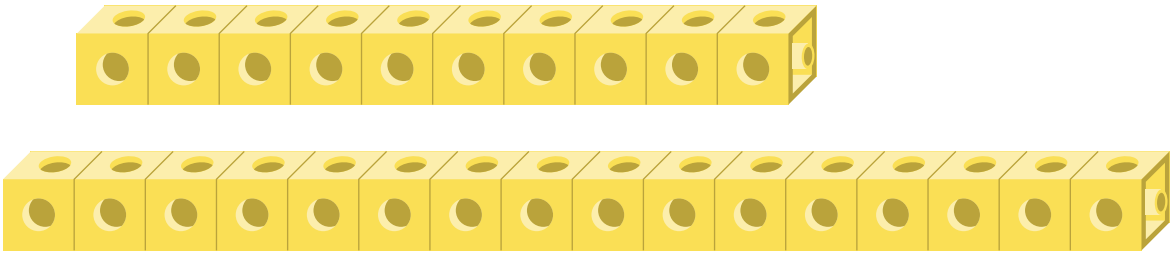
Solid Shapes

Stage 3

Practice 7.10

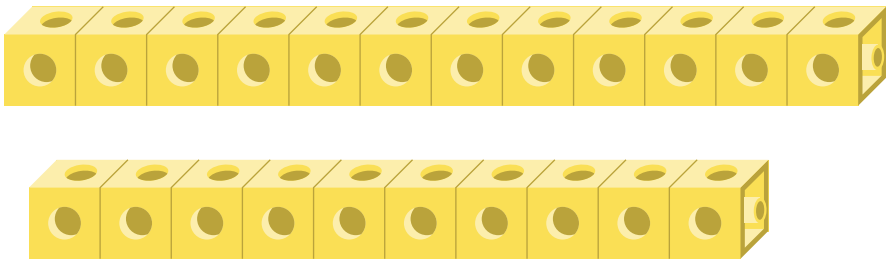
Name _____

1



16

2



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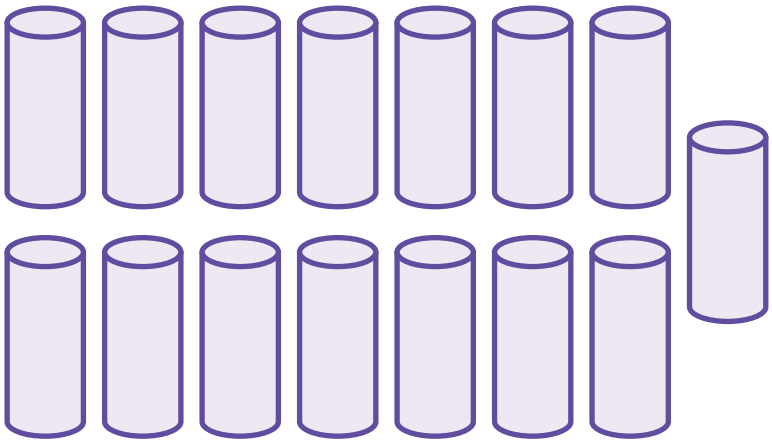
3



_____

_____

Directions:

1–2. Circle the tower that has the same amount of shapes as the number.

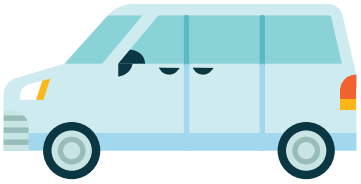
3. Write the number that tells how many.

Practice 7.10

Name _____

Spiral Review

4 Draw



5

10 11 12 _____ _____ _____

_____ 17 _____ _____ 20

Directions:

4. Draw **2** shapes you see in the picture.

5. Write each missing number.

Unit 7
Lesson
11

Name _____

How Many? | Bigger or Equal | Making Shapes From Parts

K.CC.6, K.CC.1, K.CC.5, K.G.4, K.G.5, K.G.6, SMP.2, SMP.7

Comparing Groups of Shapes

Let's figure out whether there are *more*, *fewer*, or the *same* number of shapes.

Warm-Up

eyes on teacher

We are a math community.
What have you learned from working with partners in math class this year?

Activity 1 Designing a Birdhouse

Hands-On

1 Show your thinking.

_____
_____
_____

_____
_____
_____

Directions: Use blue rhombuses and orange squares to fill the birdhouse. Figure out and write a number to show how many of each shape you used. Tell your partner about your shapes using the words *more*, *fewer*, and *same*.

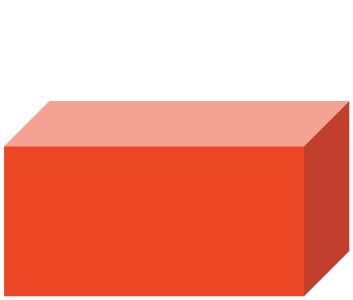
Activity 2

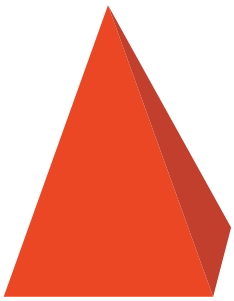
Name _____

Counting Faces

Hands-On

2 Show your thinking.





_____ _____ _____

_____ _____ _____

Directions: Count the faces of your solid shapes. Figure out and write a number to show how many faces each shape has. Tell your partner how you counted the faces.

Summary 7.11

You can compare the number of shapes in 2 groups using the words *more*, *fewer*, and *same*.

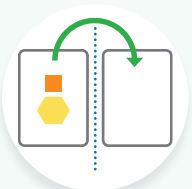
There are more rhombuses than squares.
There are fewer squares than rhombuses.

Practice 7.11

Choose from these Centers.

Find the Pair

Stage 1



Match Mine

Stage 2

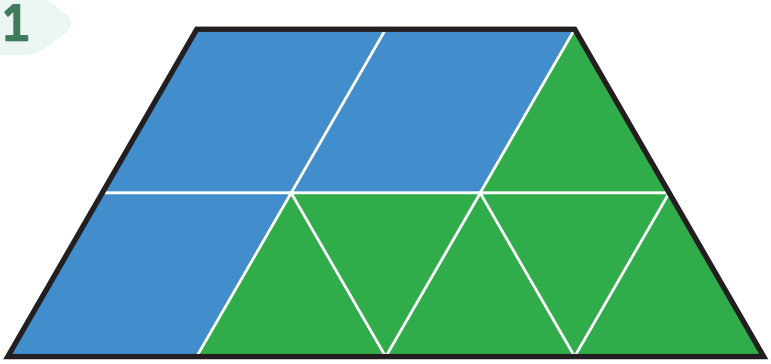
Solid Shapes

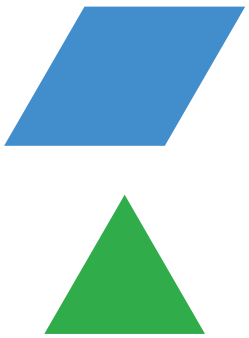
Stage 3

Practice 7.11

Name _____

1





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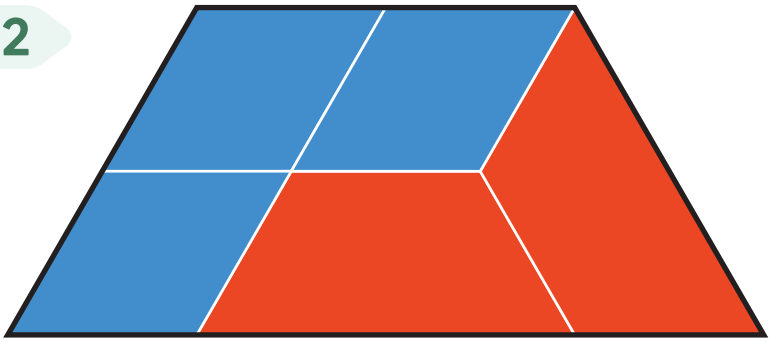
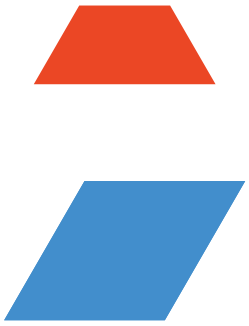
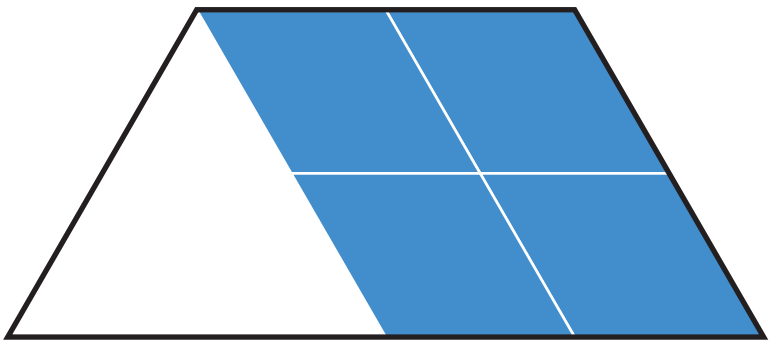
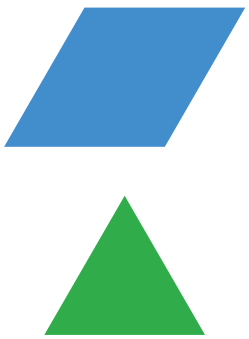




3

Draw





4

Directions:

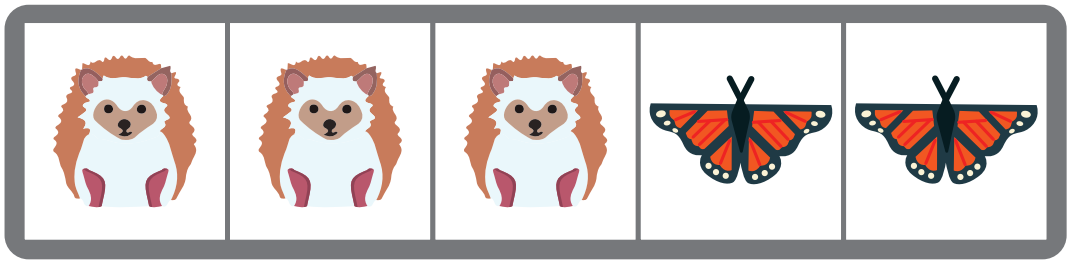
1. Write the number that tells how many. Circle the shape that has *more*.
2. Write the number that tells how many. Circle the shape that has *fewer*.
3. Draw to fill in the rest of the shape with the same amount of triangles. Write the number that tells how many.

Practice 7.11

Name _____

Spiral Review

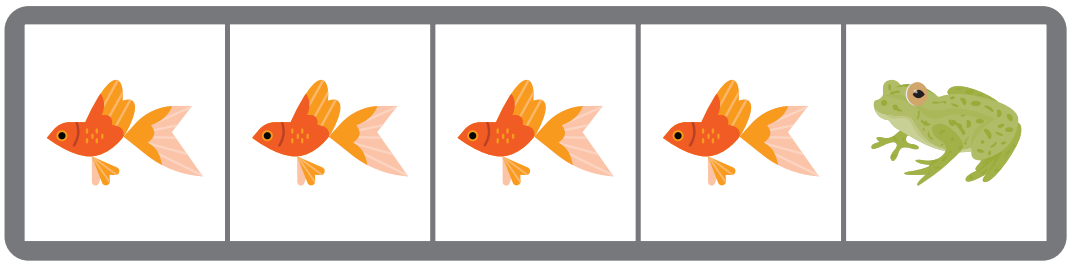
4



$5 = 3 + 2$

$5 = 1 + 4$

5



$5 = 4 + 1$

$5 = 0 + 5$

6

8

9

7

7

6

Directions:

4–5. Circle the equation that matches the 5-frame.

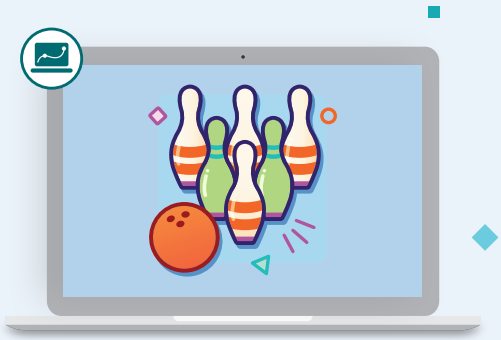
6–7. Circle the number card that shows *less*.

Name _____

Being Flexible Within 10 | Model With Numbers | K.OA.4, K.OA.3, SMP.7, SMP.8

Let's Keep the Ball Bowling

Let's show what we know about making 10.



We are a math community. River's neighbors were grateful for River's help. What are you grateful for in math class?

Warm-Up

1 eyes on teacher

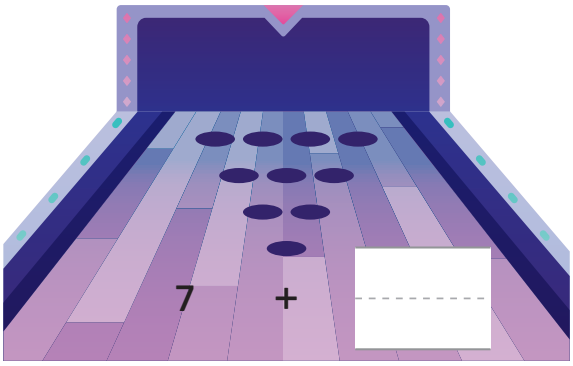
Activity 1

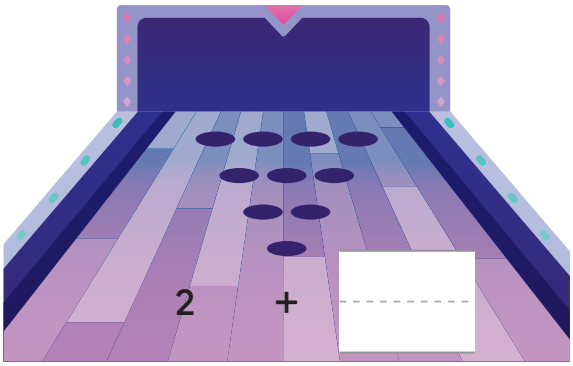
10 Pins Make a Strike

2

0 1 2 3 4 5 6 7 8 9 10

Show your thinking.





Directions:

2 Fill in the expression to make 10.

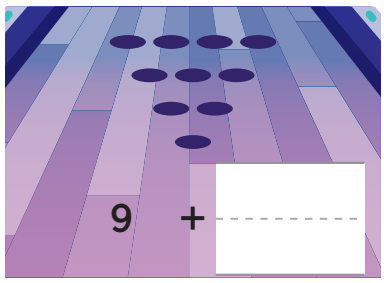
3 Tell your partner how you can fill in the expression to make 10 and explain how you know.

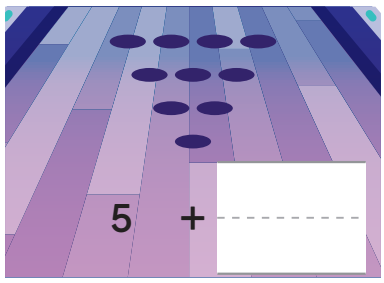
Activity 1

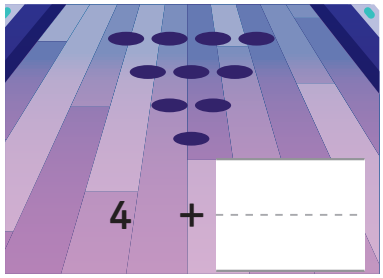
Name _____

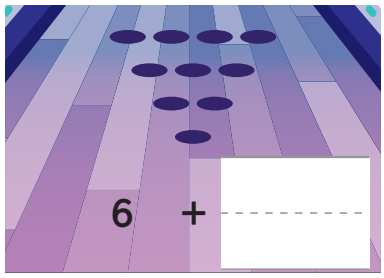
10 Pins Make a Strike (continued)

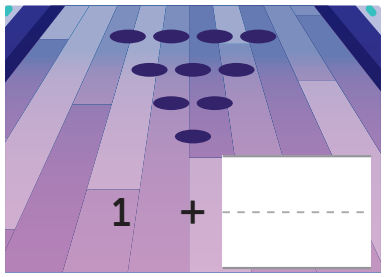
2 Show your thinking.

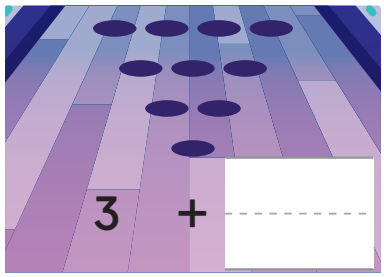












3 Discuss

- I know _____ and 6_____ make 10.
- I know because _____.

Directions:

2 Fill in the expression to make 10.

3 Tell your partner how you can fill in the expression to make 10 and explain how you know.

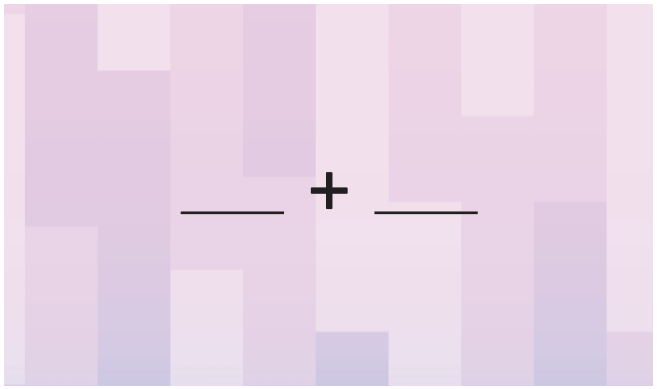
Activity 2

Name _____

So Many Strikes

4

0 1 2 3 4 5 6 7 8 9 10



Show your thinking.

Directions:

4 Make 10 in as many ways as you can.

5 Tell your partner what you notice. Then tell your partner which ways to make 10 are missing, if any, and explain how you know.

Activity 2

Name _____

So Many Strikes (continued)

4 Show your thinking.

5 Discuss

- I notice _____.

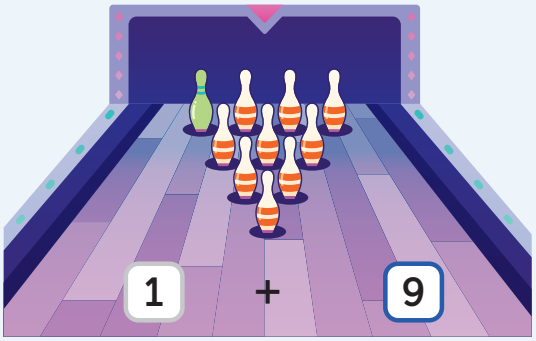
Directions:

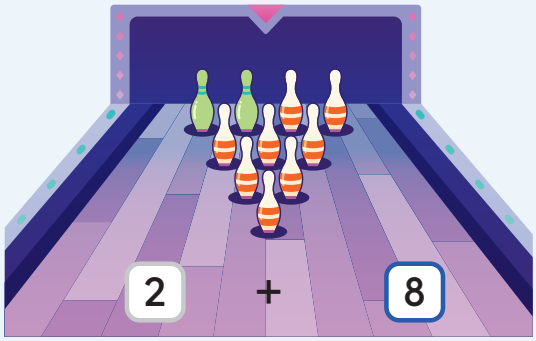
4 Make 10 in as many ways as you can.

5 Tell your partner what you notice. Then tell your partner which ways to make 10 are missing, if any, and explain how you know.

Summary 7.12

There are different ways to make and show 10.



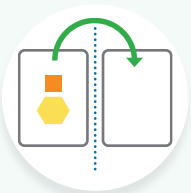


Practice 7.12

Choose from these Centers.

Find the Pair

Stage 1



Match Mine

Stage 2

Solid Shapes

Stage 3

Name _____

1 Clare used 10 pattern blocks to make a puzzle. She used trapezoids and triangles.

How many trapezoids did Clare use?

How many triangles did Clare use?

Show your thinking.

Directions:

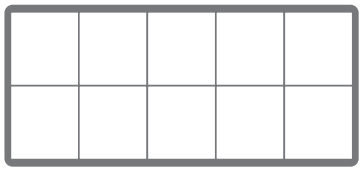
1. Solve the story problem in more than 1 way. Show your thinking using objects, drawings, numbers, or words. Then write an equation to show your thinking.

Practice 7.12

Name _____

Draw

2



18

3

$$18 = \_\_\_ + \_\_\_$$

4

10

4

5

3

5

Directions:

2. Use the 10-frame to draw the parts that make the number.

3. Find the numbers that make the equation true.

4–5. Circle the number card that shows *more*.

Unit 7
Lesson
13

Name _____

Being Flexible Within 10 | Making Shapes from Parts | Shapes in the World

K.OA.1, K.G.6, SMP.2, SMP.7

Shapes and Equations

Let's use equations to show the 2 parts and the total number of shapes.

Warm-Up

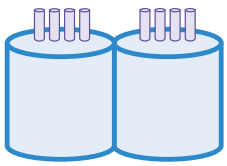
eyes on teacher

I am a doer of math.
What have you enjoyed doing in math class this year?

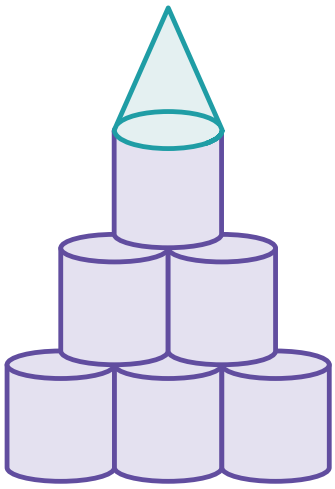
Activity 1

Matching Equations With Objects

1



6 + 1 = 7



10 = 2 + 8

Directions: Draw lines to match each object with an equation. Explain your matches to your partner.

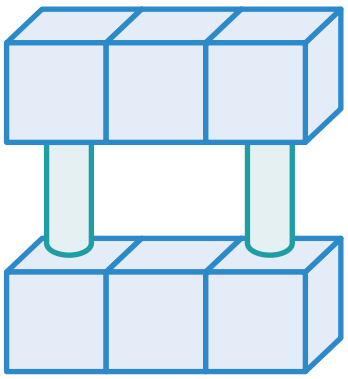
Activity 1

Name _____

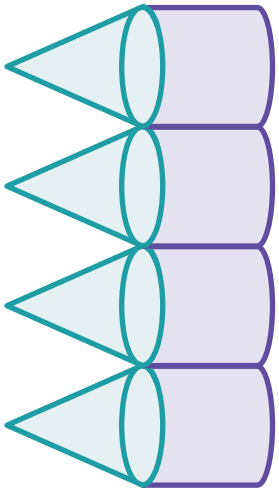
Matching Equations With Objects (continued)

1

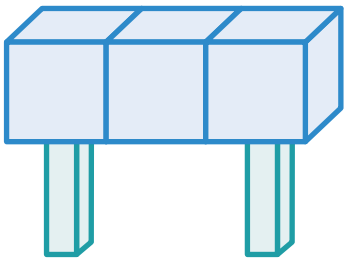
8 = 4 + 4



2 + 3 = 5



8 = 6 + 2



Directions: Draw lines to match each object with an equation. Explain your matches to your partner.

Activity 2

Name _____

Making a Shape to Match

Hands-On

$7 = 2 + 5$

$10 + 0 = 10$

$5 + 4 = 9$

$8 = 2 + 6$

$3 + 3 = 6$

Directions: Choose an equation and put shapes together to match the equation. Then draw or trace your shape and write the matching equation. Explain to your partner how your shape and equation match.

Activity 2

Name _____

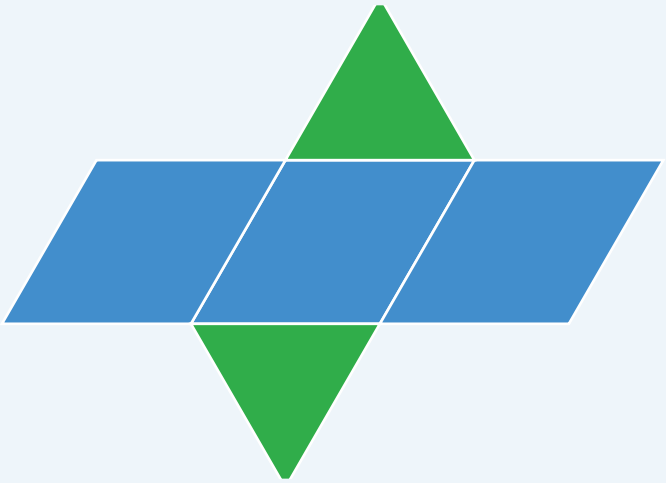
Making a Shape to Match (continued)

2 Draw

Directions: Choose an equation and put shapes together to match the equation. Then draw or trace your shape and write the matching equation. Explain to your partner how your shape and equation match.

Summary 7.13

Equations about adding can look different.



$2 + 3 = 5$

$3 + 2 = 5$

$5 = 2 + 3$

$5 = 3 + 2$

Practice 7.13

You'll play this Center.

Pattern Blocks Stage 7

Let's count out pattern blocks and use them to build a shape.

Practice 7.13

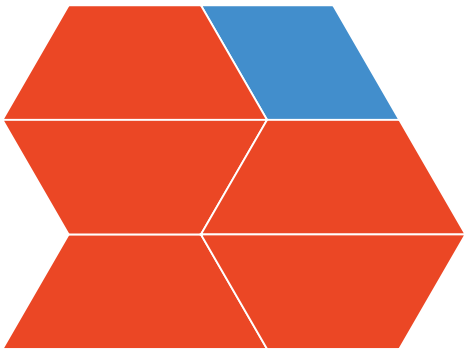
Name _____

1

$6 = 5 + 1$

$1 + 6 = 7$

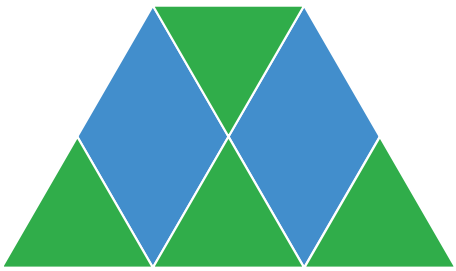
2



$5 = 1 + 4$

$6 = 5 + 1$

3



_____ = _____ _____ _____

Directions:

1–2. Circle the equation that matches the picture.

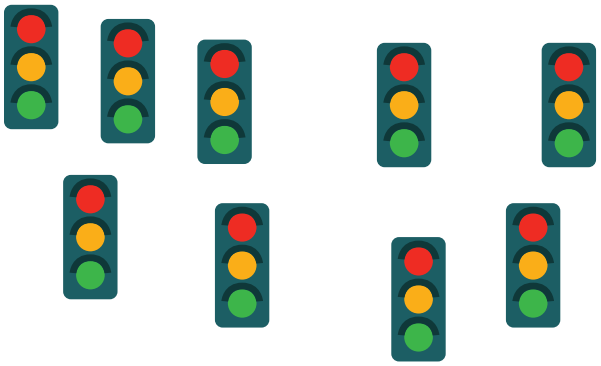
3. Write an equation to match the picture.

Practice 7.13

Name _____

Spiral Review

4



_____

_____

_____

5

_____

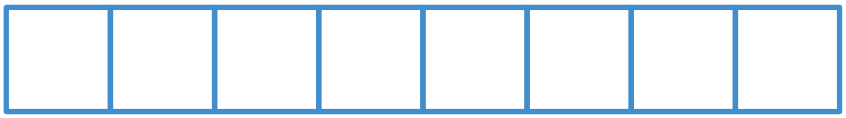
_____

_____

6

_____ + _____ = _____

7



Directions:

4–5. Write the number that tells how many.

6. Fill in the expression to show the 2 parts that make 8.

7. Show another way to break the number 8 into 2 parts.

Unit 7
Lesson
14

Name _____

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

Showing and Solving Shape Stories

Let's solve story problems and match them with equations.

Warm-Up

eyes on teacher

I am a doer of math.
In what ways have you grown as a mathematician this year?

Activity 1 Which Equation Matches?

1 Clare made a shape with 7 pattern blocks. Her brother took 3 of the pattern blocks. How many pattern blocks does Clare have now?

Show your thinking.

7 = 4 + 3 7 − 3 = 4 7 + 3 = 10

Directions:

1–2. Solve the story problem. Show your thinking using drawings, numbers, or words. Circle the equation that matches the story.

Activity 1

Name _____

Which Equation Matches? (continued)

2 Han made a shape with 7 pattern blocks.
Jada put 3 more pattern blocks on the shape.

How many pattern blocks are in Han and Jada's shape?

Show your thinking.

$7 = 4 + 3$ $7 - 3 = 4$ $7 + 3 = 10$

Directions:

1–2. Solve the story problem. Show your thinking using drawings, numbers, or words. Circle the equation that matches the story.

Activity 2

Name _____

Solving Story Problems

3 Diego put together 4 solid shapes to make an object.

Then he put 4 more solid shapes on the object.

How many solid shapes are in Diego's object now?

Show your thinking.

equation: _____ = _____ + _____

Directions:

3–4. Solve the story problem. Show your thinking using drawings, numbers, or words. Use solid shapes if they are helpful. Fill in the equation to show what happened in the story problem.

Activity 2

Name _____

Solving Story Problems (continued)

4 Priya used 9 solid shapes to make a train. Then she took 3 of the solid shapes off the train and put them back in the bucket.

How many solid shapes are in Priya's train now?

Show your thinking.

equation: _____ − _____ = _____

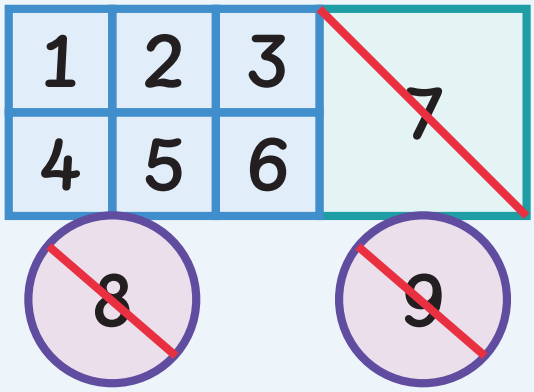
Directions:

3–4. Solve the story problem. Show your thinking using drawings, numbers, or words. Use solid shapes if they are helpful. Fill in the equation to show what happened in the story problem.

Summary 7.14

We can show story problems about adding and subtracting with drawings and equations.

Jada built a train with 9 solid shapes.
She put 3 solid shapes away.
How many solid shapes are left?



$9 - 3 = 6$

Practice 7.14

Choose from these Centers.

Build Shapes

Stage 3

Make or Break Apart Numbers

Stage 2

Pattern Blocks

Stage 7

Name _____

1 Clare put 8 pattern blocks together to make a shape.

Then 3 of the pattern blocks fell on the floor.

How many pattern blocks does Clare have now?

Show your thinking.

_____

_____

2 8 − 3 = 5 8 − 5 = 3 5 + 3 = 8

Directions:

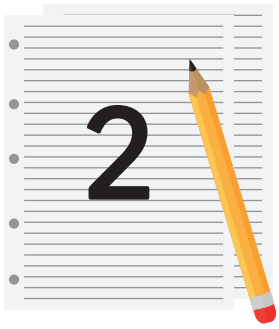
1. Solve the story problem. Show your thinking using drawings, numbers, or words. Write your answer on the line.
2. Circle the equation that matches the story problem.

Practice 7.14

Name _____

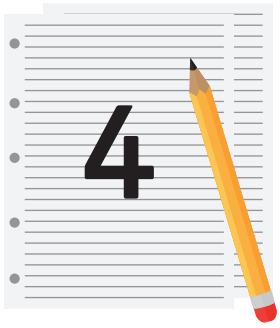
3 10 _____ 20

4



5 = _____ + _____

5



5 = _____ + _____

Directions:

3. Fill in each missing number.

4–5. Diego and Priya are writing books at school. They each need to write 5 pages to complete their book. Write the number that shows how many more are needed to make 5. Then fill in the equation to show the 2 parts that make 5.

Unit 7
Lesson
15

Name _____

Being Flexible Within 10 | Model With Numbers | K.OA.2, K.OA.1, SMP.2, SMP.4, SMP.5

Subtracting Shapes

Let's solve and create story problems about subtracting shapes.

I am a doer of math.
What is a math idea that you are excited to learn more about next year?

Warm-Up

eyes on teacher

Activity 1 River's Lost Materials

1 River put 9 blocks in his wagon.
On his walk, 6 blocks fell out of his wagon.
How many blocks were left in his wagon?

Show your thinking.

_____ _____ _____

_____ − _____ = _____

equation: _____ _____ _____

Directions:

1–2. Solve the story problem. Show your thinking using drawings, numbers, or words. Then fill in the equation to show your thinking.

Activity 1

Name _____

River's Lost Materials (continued)

2 River built a tower using 7 blocks.

He took 4 blocks off the tower to give to a friend.

How many blocks were left on his tower?

Show your thinking.

equation: _____ − _____ = _____

Directions:

1–2. Solve the story problem. Show your thinking using drawings, numbers, or words. Then fill in the equation to show your thinking.

Activity 2

Name _____

Stories About Subtracting

3 Show your thinking.

4

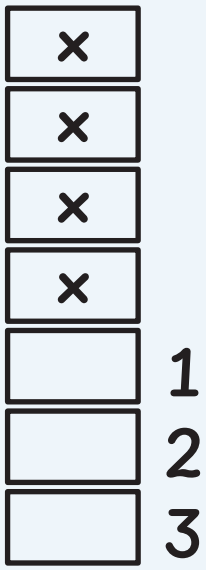
equation: _____ – _____ = _____

Directions:

Solve your partner's story problem. Show your thinking using drawings, numbers, or words. Fill in the equation to show your thinking.

Summary 7.15

Subtraction story problems can be shown and solved using drawings, numbers, words, or equations.



take away

↓

$7 - 4 = 3$

↑

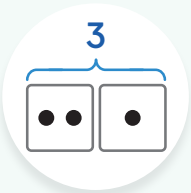
left

Practice 7.15

Choose from these Centers.

Build Shapes

Stage 3



Make or Break Apart Numbers

Stage 2

Pattern Blocks

Stage 7

Practice 7.15

Name _____

1 $9 - 4 = 5$ $9 - 5 = 4$ $5 + 4 = 9$

Show your thinking.

Directions:

1. Create a story problem about River that matches 1 of the equations. Circle the equation you chose and solve your story problem.

Practice 7.15

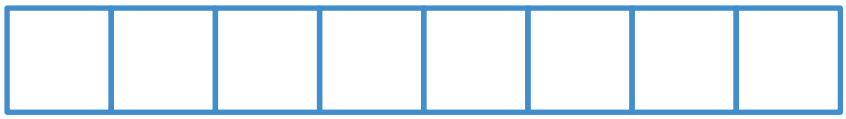
Name _____

Spiral Review

2

_____ + _____

_____ + _____



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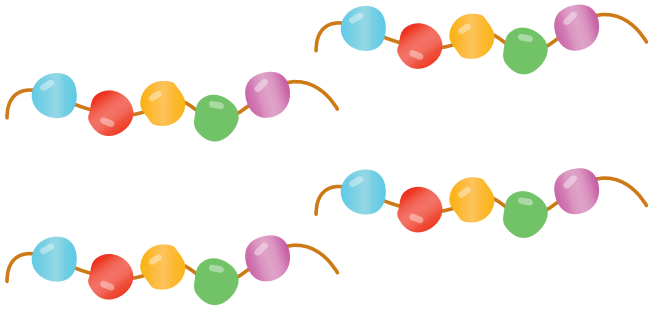


_____

_____

Directions:

2. Fill in the expression to show the 2 parts in the picture. Then show another way to make 8.

3. Write the number that tells how many.

Unit 7
Lesson
16

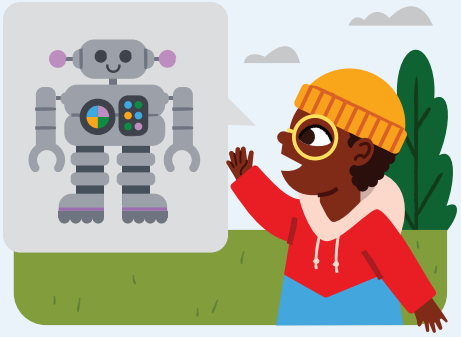
Name _____

Model With Numbers | Shapes in the World | Making Shapes From Parts

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

Shape Robots

Let's use shapes to make a problem-solving robot.



I am a doer of math.
What is your favorite thing you have learned about in math class this year?

Warm-Up

eyes on teacher

Activity 1 Building a Shape Robot

Hands-On

1 Discuss

My robot will help by _____.

I made my robot with _____.

Directions: Use solid shapes to build a robot that will solve a problem in our classroom. Describe the shapes you use to your partner.

Activity 2

Name _____

Telling and Solving Story Problems

Choose 1 expression.

5 + 3	9 + 1	4 + 5
9 − 3	8 − 6	7 − 3
4 + 3	7 + 2	

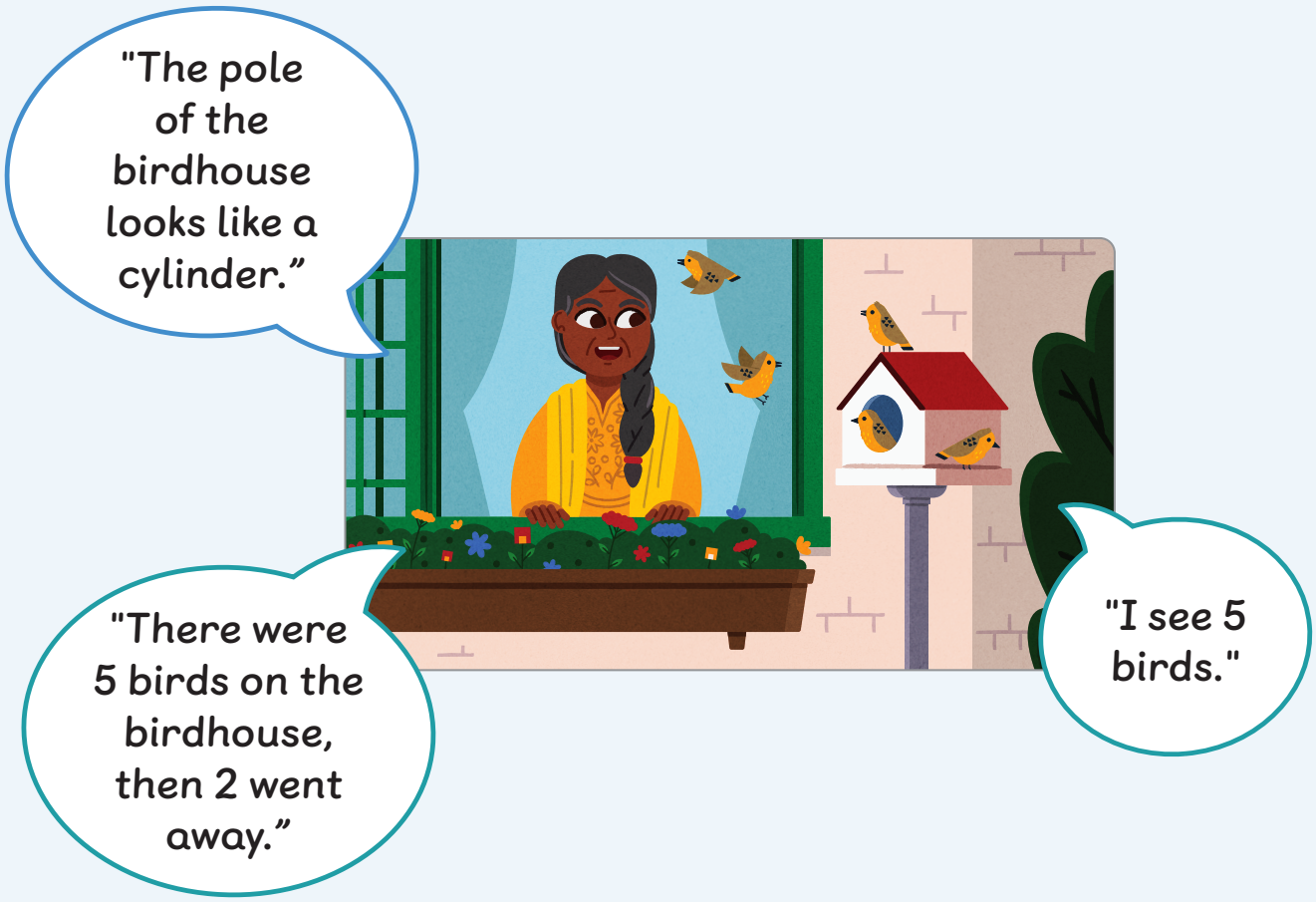
2 Show your thinking.

equation: _____

Directions: Choose 1 expression and create a story problem to match. Solve your partner's story problem. Show your thinking using drawings, numbers, or words. Write an equation to show your thinking.

Summary 7.16

You can think about the math you see in the world.

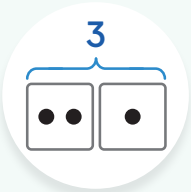


Practice 7.16

Choose from these Centers.

Build Shapes

Stage 3



Make or Break Apart Numbers

Stage 2

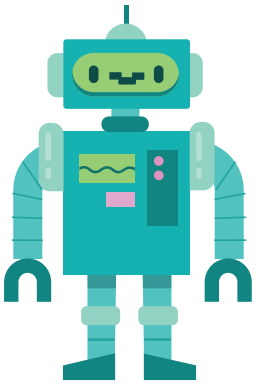
Pattern Blocks

Stage 7

Practice 7.16

Name _____

1



Show your thinking.

Directions:

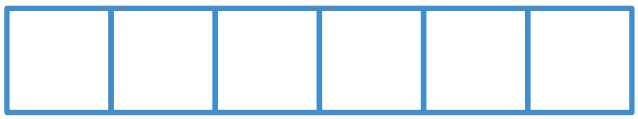
1. Create a story problem about the picture. Solve your story problem using objects, drawings, numbers, or words.

Practice 7.16

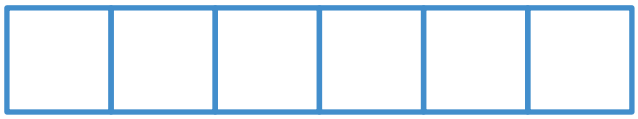
Name _____

Spiral Review

2



$6 = \_\_ + \_\_$



$6 = \_\_ + \_\_$

3

2 4

4

9 5

Directions:

2. Show **2** ways to make 6. Fill in the equations to show the parts.

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

Notes:

Math at Work

Building new things can be fun and can help people.

Carpenters build structures that have solid shapes. They might first draw their plans using flat shapes.

KlingSup/Shutterstock.com. afotostock/Shutterstock.com.

Math at Home

Draw

Math Mindset

Directions:
Math at Home: Draw a flat or solid shape that you see in your home or neighborhood. What shape did you draw?
Math Mindset: Look at these everyday objects. What shapes do you see?