

 Amplify Desmos Math **CALIFORNIA**

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# Grade 1

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**Intervention, Extension, and  
Investigation Resources**

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# Mini-Lessons

# Unit 1

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# Mini-Lessons

# Sorting and Representing Shapes

ML 1.02



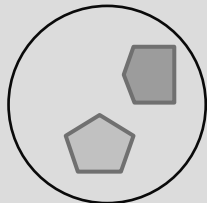
## Modeled Review



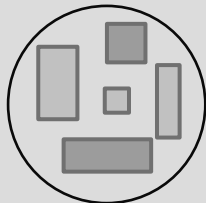
The objects are sorted by number of sides. The number of objects in each category is shown.



3 sides



5 sides



4 sides

3 sides: 4

5 sides: 2

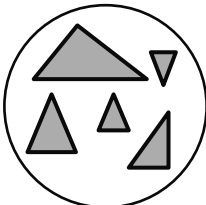
4 sides: 5



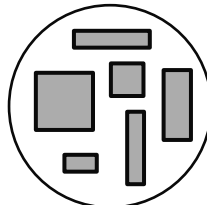
## Guided Practice



Use the image and word bank for Problems 1-4.



Category 1



Category 2

Word Bank:
rectangle
triangle

- The objects are sorted by shape.
- Category 1 has \_\_\_\_\_ shapes.
- Category 2 has \_\_\_\_\_ shapes.
- Write the number of objects in each category.

Category 1: 5

Category 2:



# Representing and Organizing Data

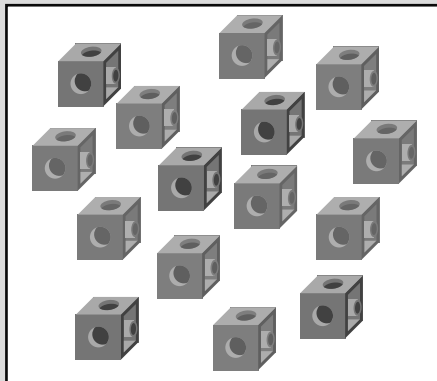
ML 1.03



## Modeled Review



Students voted on their favorite sport. The votes are shown in two ways.



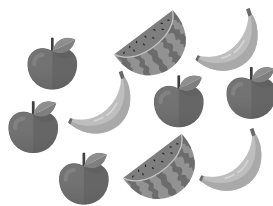
football	
baseball	
soccer	



## Guided Practice



Students voted on their favorite fruit. The votes are organized in a table in two different ways.





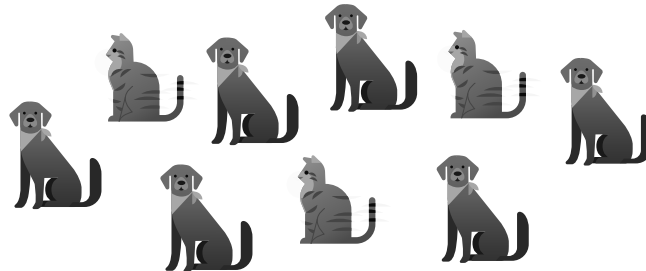
1. Circle the table that is more organized.



## Guided Practice



Students voted on their favorite pet.



2. Use connecting cubes to build two towers that represent the data.
3. How many pets are in each category?

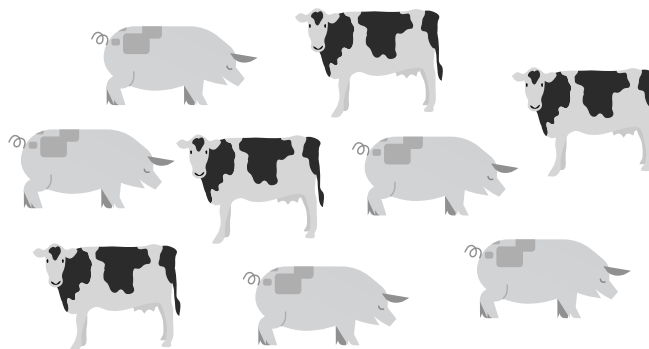
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## Check



Students voted on their favorite farm animal.



1. Use connecting cubes to build two towers to represent the data.
2. How many animals are in each category?

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# Creating and Interpreting Data Representations

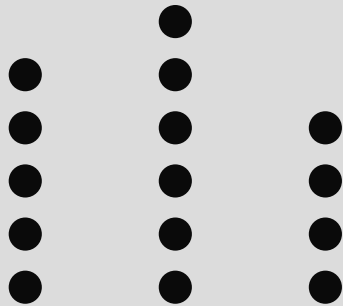
ML 1.04



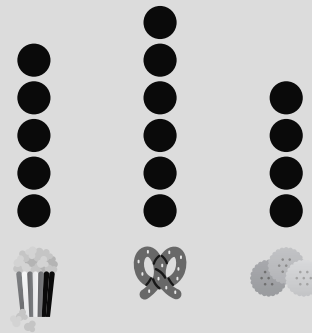
## Modeled Review



Students voted on their favorite snack. The votes are shown in two ways.



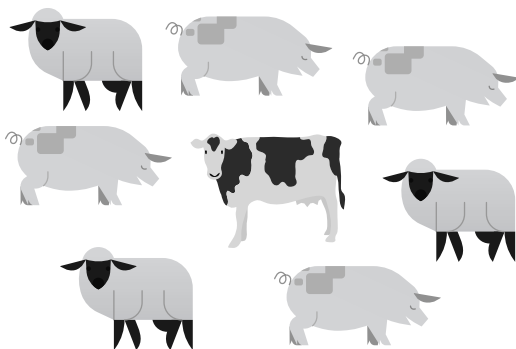
### Our Favorite Snacks



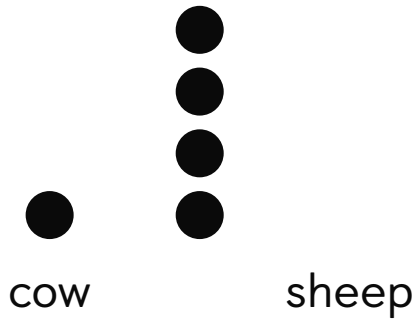
## Guided Practice



1. Students voted on their favorite farm animal. Write the missing label and draw dots to show the missing number of sheep.



### Favorite Farm Animal



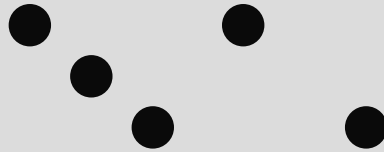


# Writing Addition Expressions

ML 1.05



## Modeled Review



addition expression: 3 + 2



## Guided Practice



Write an addition expression to represent the picture.



addition expression: 2  \_\_\_\_\_



addition expression: 4  \_\_\_\_\_



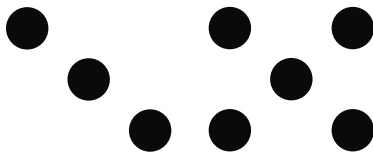
addition expression: \_\_\_\_\_  \_\_\_\_\_



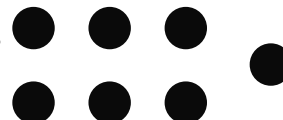
## Guided Practice



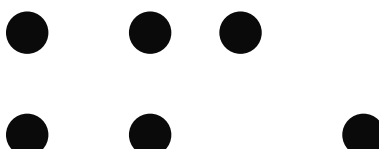
Write an addition expression to represent the dots.

4. 

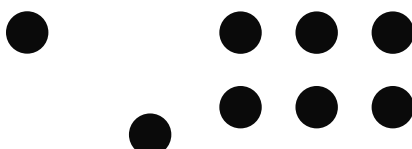
\_\_\_\_\_  \_\_\_\_\_

5. 

\_\_\_\_\_  \_\_\_\_\_

6. 

addition expression: \_\_\_\_\_

7. 

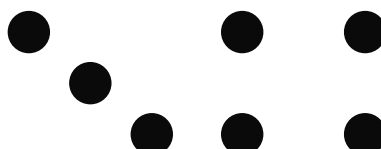
addition expression: \_\_\_\_\_



## Check



Write an addition expression to represent the dots.



addition expression: \_\_\_\_\_

# Representing and Solving Addition Story Problems

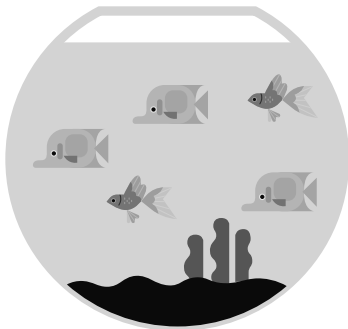
ML 1.06



## Modeled Review

Name: Clare

There are 3 yellow fish and 2 orange fish.



1. How many fish are there?

answer: 5 fish

2. Write an addition expression to match the story.

expression:  $3 + 2$



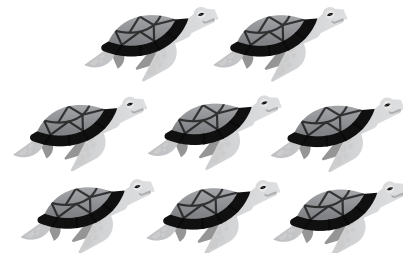
## Guided Practice



Use the stories to complete the problems.

1. Eva saw 2 turtles and Han saw 6 turtles. How many turtles did they see in all?

\_\_\_\_\_ turtles



2. There are 4 brown worms and 2 pink worms. How many worms are there in all?

\_\_\_\_\_ worms



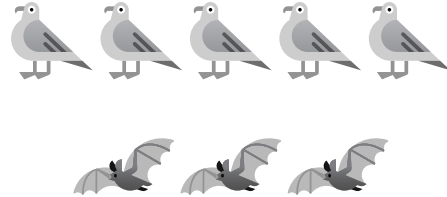


## Guided Practice



Use the stories to complete the problems. Write an expression to match each story.

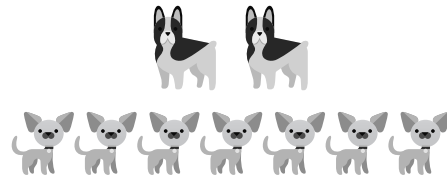
3. There are 5 birds and 3 bats.  
How many animals are there in all?



answer: \_\_\_\_ animals

expression: \_\_\_\_\_

4. Shawn saw 2 dogs and Priya saw 7 dogs. How many dogs did they see in all?



answer: \_\_\_\_ dogs

expression: \_\_\_\_\_

5. There are 3 big fish and 4 small fish. How many fish are there in all?

answer: \_\_\_\_ fish

expression: \_\_\_\_\_



## Check



Use the story to complete the problem. Write an expression to match the story.

Jada saw 6 black bears and 3 polar bears at the zoo.  
How many bears did she see in all?

answer: \_\_\_\_ bears

expression: \_\_\_\_\_

## Adding 1

ML 1.07

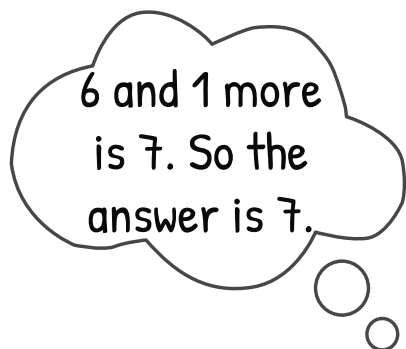


## Modeled Review

Name: Shawn

Find the sum.

$6 + 1 = \underline{7}$

Name: Priya

Find the sum.

$6 + 1 = \underline{7}$

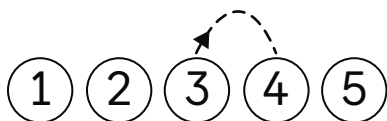


## Guided Practice



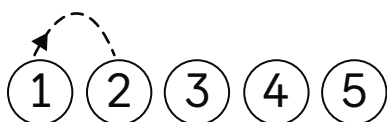
Find each sum. Use the number path if it is helpful.

1.



$3 + 1 = \underline{\quad}$

2.



$1 + 1 = \underline{\quad}$

3.



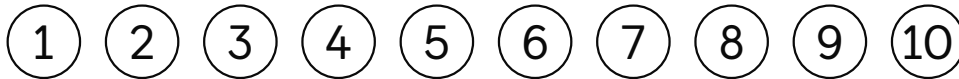
$4 + 1 = \underline{\quad}$



## Guided Practice



Find each sum. Use the number path if it is helpful.



4.  $1 + 1 =$  \_\_\_\_\_

5.  $9 + 1 =$  \_\_\_\_\_

6.  $5 + 1 =$  \_\_\_\_\_

7.  $8 + 1 =$  \_\_\_\_\_

8.  $3 + 1 =$  \_\_\_\_\_



## Check



Find the sum.

1.  $7 + 1 =$  \_\_\_\_\_

2.  $2 + 1 =$  \_\_\_\_\_

# Adding 1 and 2

ML 1.08



## Modeled Review

Name: Diego

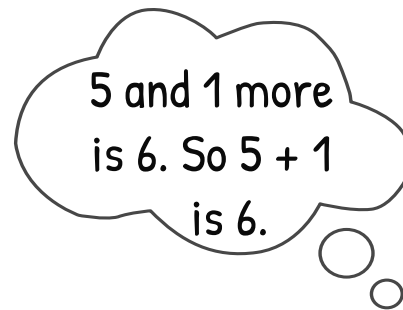
Find the sum.

$$2 + 2 = \underline{4}$$

Name: Clare

Find the sum.

$$5 + 1 = \underline{6}$$

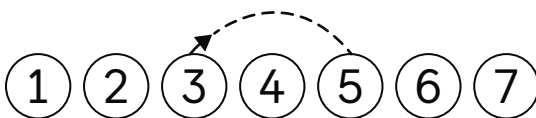


## Guided Practice



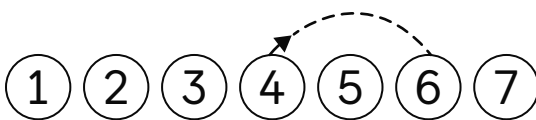
Find each sum. Use the number path if it is helpful.

1.



$$3 + 2 = \underline{\quad}$$

2.



$$4 + 2 = \underline{\quad}$$

3.



$$1 + 2 = \underline{\quad}$$

4.



$$5 + 2 = \underline{\quad}$$



## Guided Practice



Find each sum. Use the number path if it is helpful.

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

5.  $8 + 2 =$  \_\_\_\_\_

6.  $3 + 1 =$  \_\_\_\_\_

7.  $6 + 2 =$  \_\_\_\_\_

8.  $9 + 1 =$  \_\_\_\_\_

9.  $2 + 2 =$  \_\_\_\_\_



## Check



Find each sum.

1.  $7 + 2 =$  \_\_\_\_\_

2.  $4 + 1 =$  \_\_\_\_\_

# Determining if Addition Equations are True

ML 1.09



## Modeled Review



Name: Han

Circle to show if the equation is *true* or *false*.

$$9 + 6 = 1$$

6 and 1 more is 7. 7 is not equal to 9, so the equation is false.



Name: Jada

Circle to show if the equation is *true* or *false*.

$$3 + 1 = 2 + 2$$

3 and 1 more is 4. 2 and 2 more is 4. 4 and 4 are the same, so the equation is true.



## Guided Practice



Circle to show if each equation is *true* or *false*.

1.  $9 = 7 + 2$

$$9 = 7 + 2$$



2.  $5 + 1 = 3 + 3$

$$5 + 1 = 3 + 3$$



3.  $6 = 3 + 1$

$$6 = 3 + 1$$









## Guided Practice




Circle to show if each equation is *true* or *false*.

4.  $4 + 4 = 2 + 5$      

5.  $8 = 3 + 4$      

6.  $3 + 7 = 5 + 5$      



7.  $10 = 9 + 1$      



## Check



Circle to show if each equation is *true* or *false*.

1.  $3 + 2 = 5 + 1$      

---

2.  $7 = 4 + 3$      

# Representing and Solving Subtraction Story Problems




ML 1.10



## Modeled Review

Name: Shawn

Use the story to complete the problem.

<p>Mr. Patel had 3 balloons.</p> 	<p>1 popped.</p> 	<p>How many are left?</p> 
--	--	---

expression: 3 - 1

difference: 2



## Guided Practice



Use the story to solve each problem. If it is helpful, use cubes to act out the story problems.

- Diego had 4 bananas. He ate 2. How many bananas are left?

\_\_\_\_\_ bananas

- Clare had 5 apples. She ate 1. How many apples are left?

\_\_\_\_\_



## Guided Practice



Write an expression to match each story. Then solve to find the difference. If it is helpful, use cubes to act out the story problems.

3. Jack had 6 toy cars. He gave 3 to his friends. How many toy cars does Shawn have left?

expression: 6 - 3                      difference: \_\_\_\_\_

4. Priya wants to read 9 books. She has read 5. How many books does she still have to read?

expression: \_\_\_\_\_                      difference: \_\_\_\_\_

5. Ms. Hernandez had 8 pencils. She gave 2 to Han. How many pencils does she have left?

expression: \_\_\_\_\_                      difference: \_\_\_\_\_



## Check



Write an expression to match the story. Then solve to find the difference.

There were 10 fish. 3 swam away. How many fish did not swim away?

expression: \_\_\_\_\_                      difference: \_\_\_\_\_

## Subtracting 1

ML 1.11

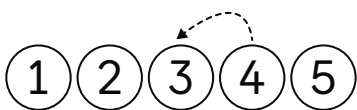


## Modeled Review

Name: Priya

Find each difference.

1.  $4 - 1 = \underline{\quad 3 \quad}$



2.  $6 - 1 = \underline{\quad 5 \quad}$

6, 5. I counted back 1 so the answer is 5.

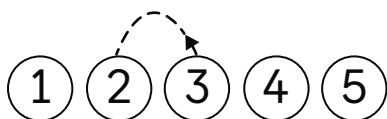


## Guided Practice



Find each difference.

1.



$3 - 1 = \underline{\quad \quad}$

2.



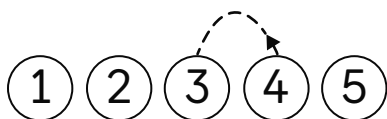
$5 - 1 = \underline{\quad \quad}$

3.



$2 - 1 = \underline{\quad \quad}$

4.



$4 - 1 = \underline{\quad \quad}$



## Guided Practice



Find each difference. Use the number path if it is helpful.

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

5.  $7 - 1 =$  \_\_\_\_\_

6.  $10 - 1 =$  \_\_\_\_\_

7.  $8 - 1 =$  \_\_\_\_\_

8.  $6 - 1 =$  \_\_\_\_\_



## Check



Find each difference.

1.  $5 - 1 =$  \_\_\_\_\_

2.  $9 - 1 =$  \_\_\_\_\_

# Subtracting 1 and 2

ML 1.12



## Modeled Review

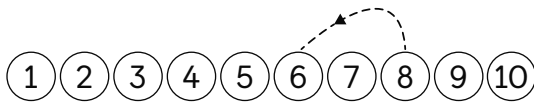


Name: Jada

Find each difference.

1.  $8 - 2 = \underline{6}$

2.  $4 - 1 = \underline{3}$



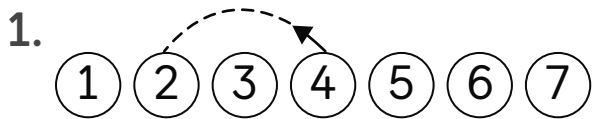
4, 3. I counted back one so the answer is 3.



## Guided Practice



Find each difference.



$4 - 2 = \underline{\quad}$



$7 - 2 = \underline{\quad}$



$3 - 2 = \underline{\quad}$



$5 - 2 = \underline{\quad}$



## Guided Practice



Find each difference. Use the number path if it is helpful.

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

5.  $6 - 2 =$  \_\_\_\_\_

6.  $8 - 1 =$  \_\_\_\_\_

7.  $10 - 2 =$  \_\_\_\_\_

8.  $7 - 1 =$  \_\_\_\_\_

9.  $7 - 2 =$  \_\_\_\_\_



## Check



Find each difference.

1.  $9 - 2 =$  \_\_\_\_\_

2.  $5 - 1 =$  \_\_\_\_\_

# Interpreting Data Represented With Tally Marks

ML 1.13.A



## Modeled Review

Name: Dylan

Students voted on their favorite instrument.  
Complete the table using the tally chart.

### Votes for Favorite Instrument

drums	piano	guitar

Instrument	Total votes
drums	5
piano	2
guitar	3



## Guided Practice



- Students voted on their favorite sport. Complete the table using the tally chart.

### Votes for Favorite Sport

soccer	football	basketball

Sport	Total votes
soccer	4
football	
basketball	



## Guided Practice



2. Students voted on their favorite animal. Complete the table using the tally chart.


### Votes for Favorite Animal

dog	cat	fish

Animal	Total votes
dog	
cat	
fish	

Use the data from Problem 2. Circle to show if each statement is *true* or *false*.

3. More students voted for cats than dogs.  

4. Fewer students voted for fish than cats.  



## Check



1. Students voted on their favorite subject. Complete the table using the tally chart.

### Votes for Favorite Subject

reading	math	science

Subject	Total votes
reading	
math	
science	

Use the data from problem 1. Circle to show if each statement is *true* or *false*.

2. There are 7 votes for math.  

3. More students voted for reading than science.  

# Representing Data as Addition Equations

ML 1.13.B



## Modeled Review

Name: Shawn

The students voted on their favorite recess activity.

Votes for Favorite Recess Activity		
swing	hopscotch	slide

Write an equation to represent the number of votes for swing and slide.

$$\underline{6 + 5 = 11}$$



## Guided Practice



The students voted on their favorite sea animal.

Votes for Favorite Sea Animal		
whale	octopus	dolphin

- Write an equation to represent the number of votes for octopus and dolphin.

$$4 + 6 = \underline{\quad}$$

- Write an equation to represent the number of votes for whale and octopus.

$$3 + \underline{\quad} = \underline{\quad}$$



## Guided Practice



Students voted on their favorite farm animal.

### Votes for Favorite Farm Animal

cow	pig	goat

3. Use the tally chart to complete the table. Write an equation to find the total number of votes for each pair of animals.

Farm animals	Equation	Total votes
cow and goat	$4 + 2 = 6$	
pig and goat	$\_\_\_ + \_\_\_ = \_\_\_$	
cow and pig		



## Check



The students voted on their favorite class pet.

### Votes for Favorite Class Pet

goldfish	rabbit	hamster

Write an equation to represent the number of votes for goldfish and hamster.

\_\_\_\_\_

## Writing and Explaining Statements About Data

ML 1.14



### Modeled Review

Name: Tristan

Jada made a tally chart to show how many times she saw different vehicles.

Vehicles Jada Saw		
bus	truck	car

Write a true statement that describes the sum of 2 categories.

Jada saw 9 cars and trucks.



### Guided Practice



Han made a tally chart to show the animals he saw at the zoo.

Animals Han Saw at the Zoo		
zebra	monkey	giraffe

Fill in the blank to make each statement true.

- Han saw \_\_\_\_\_ zebras and monkeys.
- Han saw \_\_\_\_\_ zebras and giraffes.
- Han saw \_\_\_\_\_ monkeys and giraffes.



## Guided Practice



Diego made a tally chart to show the insects he saw.

### Insects Diego Saw

butterfly	grasshopper	ladybug

4. Write a *true* statement that describes the sum of 2 categories.

---



---



## Check



Clare made a tally chart to show her friends' favorite colors.

### Votes for Favorite Color

pink	green	blue

Write a *true* statement that describes the sum of 2 categories.

---



---

## Selecting Which Questions Can Be Answered Using Data

ML 1.15



### Modeled Review




Can the question be answered using the data in the tally chart?

#### Insects Priya Saw

ant	ladybug	butterfly

No, because it shows the number of insects, not favorite insects.

What is Priya's favorite insect?  



### Guided Practice



Han made a tally chart for the rides he went on at the fair.

#### Rides Han Went on at the Fair

bumper car	carousel

Circle to show if each question can be answered using the data.

1. How many times did Han ride the carousel?



2. Did Han have fun at the fair?





## Guided Practice



Clare made a tally chart to show the number of animals she saw on the farm.

Animals Clare Saw on the Farm

cow	goat	pig

Circle to show if each question can be answered using the data. If the question can be answered, write the answer on the line.

3. Which animal did Clare like the best?



\_\_\_\_\_

4. How many cows and pigs did Clare see?



\_\_\_\_\_



## Check



Diego made a tally chart to show the number of vehicles he saw.

Vehicles Diego Saw

car	truck	bus

Circle to show if the question can be answered using the data.

1. How many trucks and buses did Diego see?



2. How fast did the trucks drive?



## Unit 2

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# Mini-Lessons

## Representing and Solving Story Problems

ML 2.02



### Modeled Review



**Story problem A describes an amount that gets larger.**

Clare had 5 balloons.

She got 3 more at the store.

How many balloons does Clare have now?

**Story problem B describes an amount that gets smaller.**

Clare had 8 balloons.

5 of them popped.

How many balloons does Clare have now?



### Guided Practice

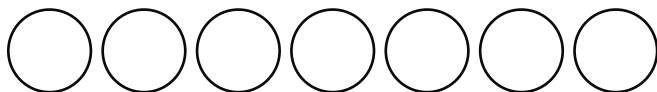


**Solve the story problem.**

1. There were 7 kids at the party.

2 of them got picked up.

How many kids are still at the party?



answer: \_\_\_ kids



## Guided Practice



Solve the story problem.

2. Avery had 4 stickers.

Maya gave her 3 more stickers.

How many stickers does Avery have now?



answer: \_\_\_\_\_

3. Maya had 9 muffins

She ate 3 of them.

How many muffins does Maya have now?

answer: \_\_\_\_\_



## Check



Solve the story problem.

Jack got 6 presents.

He opened 4 of them.

How many presents does he still have to open?

answer: \_\_\_\_\_

# Representing and Solving Story Problems With Equations

ML 2.03



## Modeled Review

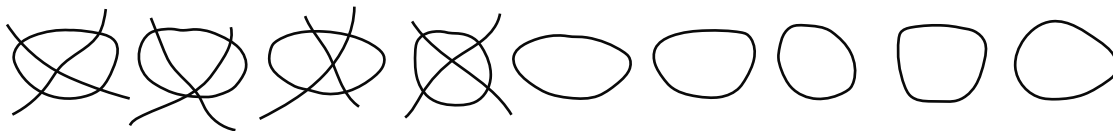
Name: Maya

Write an equation to show how you solved the story problem.

There were 9 kids in the library.

4 of them went back to class.

How many kids are in the library now?



equation:  $9 - 4 = 5$



## Guided Practice



Write an equation to show how you solved the story problem.

1. There were 6 books on a cart.

Someone put 2 more books on the cart.

How many books are on the cart now?



equation:  $6 + \underline{\quad} = \underline{\quad}$



## Guided Practice



Write an equation to show how you solved the story problem.

2. There were 5 books on the shelf.  
The students took 3 books off the shelf.  
How many books are on the shelf now?

equation: \_\_\_\_\_

3. Santiago read 4 pages.  
He reads 4 more pages.  
How many pages did Santiago read altogether?

equation: \_\_\_\_\_



## Check



Write an equation to show how you solved the story problem.

- There were 7 books on the table.  
The students took 5 of the books off the table.  
How many books are on the table now?

equation: \_\_\_\_\_

# Representing and Solving Story Problems

ML 2.04



## Modeled Review

Name: Han

Write an equation to show how you solved the story problem.

Eva had 6 marbles.

Jack gave her some more marbles.

Now she has 9 marbles.

How many marbles did Jack give her?



equation:  $6 + 3 = 9$



## Guided Practice



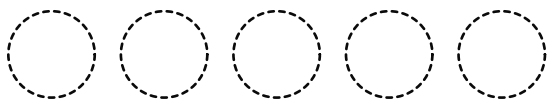
Write an equation to show how you solved the story problem.

1. Diego had 5 rocks.

He found some more rocks outside.

Now he has 8 rocks.

How many rocks did he find?



equation:  $5 + \underline{\quad} = \underline{\quad}$



## Guided Practice



Write an equation to show how you solved the story problem.

2. Han had 4 toy cars.

His dad gave him some more toy cars.

Now he has 6 toy cars.

How many toy cars did his dad give him?

equation: \_\_\_\_\_

3. Tristan had 5 trading cards.

His mom gave him some more trading cards.

Now he has 9 trading cards.

How many trading cards did his mom give him?

equation: \_\_\_\_\_



## Check



Write an equation to show how you solved the story problem.

There were 3 stickers on the page.

Jada put some more stickers on the page.

Now there are 7 stickers on the page.

How many stickers did Jada put on the page?

equation: \_\_\_\_\_

# Connecting Equations With Story Problems

ML 2.05



## Modeled Review

Name: Tristan

Circle the equation that represents the problem.

There were 3 benches at the park.  
Some more benches were built.  
Now there are 6 benches.  
How many benches were built?

$$3 + \_ = 6$$

$$3 + 6 = \_$$



## Guided Practice



Circle the equation that represents the problem.

- Jack dug two holes in the sandbox.  
Maya dug some more holes.  
Now there are 4 holes in the sandbox.  
How many holes did Maya dig?

$$2 + 4 = \_$$

$$2 + \_ = 4$$





## Guided Practice



Circle the equation that represents the problem.

2. There were 4 dogs at the park.  
6 more dogs came to the park.  
How many dogs are at the park now?

$$4 + \_ = 6$$

$$4 + 6 = \_$$

3. Priya built 3 bird houses.  
Santiago built some more bird houses.  
Now there are 5 bird houses.  
How many bird houses did Santiago build?

$$3 + \_ = 5$$

$$3 + 5 = \_$$

4. There were 4 birds on a branch.  
5 more birds landed on the branch.  
How many birds are on the branch now?

$$4 + 5 = \_$$

$$4 + \_ = 5$$



## Check



Circle the equation that represents the problem.

- Jada had 2 trading cards.  
Dylan gave her some more trading cards.  
Now she has 7 trading cards.  
How many trading cards did Dylan give her?

$$2 + 7 = \_$$

$$2 + \_ = 7$$

# Identifying Unknowns in Story Problems

ML 2.06



## Modeled Review

Name: Kai

Match each story problem with the equation that represents it.

1. There were 2 starfish.

They found some more.

Now there are 8 starfish.

How many starfish did they find?

~~$8 - 2 = \underline{\quad}$~~

2. There were 8 starfish.

2 of them went back in the ocean.

How many starfish are there

now?

~~$2 + \underline{\quad} = 8$~~



## Guided Practice



Match the story problem with the equation that represents it.

1. Avery had 6 shells.

She lost 4 of them.

How many does she have now?

$4 + \underline{\quad} = 10$

2. Avery had 4 shells.

She found some more.

Now she has 10 shells.

How many shells did she find?

$6 - 4 = \underline{\quad}$



## Guided Practice



Write an equation to show how you solved the story problem.

3. There were 3 people at the beach.  
Some more people came to the beach.  
Now there are 6 people at the beach.  
How many people came to the beach?



equation: \_\_\_\_\_

4. There were 7 people swimming in the water.  
2 people got out of the water.  
How many people are in the water now?

equation: \_\_\_\_\_



## Check



Write an equation to show how you solved the story problem.

- Dylan built 2 sand castles.  
His dad built some more sand castles.  
Now there are 5 sand castles.  
How many sand castles did Dylan's dad build?

equation: \_\_\_\_\_

# Solving Problems By Adding in Any Order

ML 2.07



## Modeled Review



Two students solved the story problem.

There are 4 red birds and 5 blue birds.

How many birds are there in total?

Clare's work

Dylan's work

(r)(r)(r)(r)(b)(b)(b)(b)(b)    (b)(b)(b)(b)(b)(r)(r)(r)(r)

equation:  $4 + 5 = 9$

equation:  $5 + 4 = 9$



## Guided Practice



Circle *two* equations that represent the problem.

1. Han has 3 dogs and Eva has 4 cats.

How many pets do they have altogether?

(d)(d)(d)(c)(c)(c)(c)

$$3 + 4 = 7$$

$$3 + 3 = 6$$

$$2 + 5 = 7$$

$$4 + 3 = 7$$



## Guided Practice



Solve the story problem and write an equation.

2. There are 5 kittens and 3 puppies in a pet store.  
How many kittens and puppies are in the store?

equation:  $\underline{\quad} + \underline{\quad} = \underline{\quad}$

3. There are 2 squirrels and 4 birds in a tree.  
How many squirrels and birds are in the tree?

equation: \_\_\_\_\_

4. There are 7 rabbits and 2 squirrels in the yard.  
How many rabbits and squirrels are in the yard?

equation: \_\_\_\_\_



## Check



Solve the story problem and write an equation.

- Priya has a tank with 3 red fish and 6 blue fish.  
How many red and blue fish are in the tank?

equation: \_\_\_\_\_

**Representing and Solving Problems**

ML 2.08

**Modeled Review**Name: Jada**Match the story problem with the equation.**

1. Tristan planted 5 flowers.

2 were lilies and the rest were roses. How many were roses?

$2 + \_ = 5$

2. Tristan planted 5 roses

and 2 lilies. How many flowers did he plant altogether?

$5 + 2 = \_$

**Guided Practice****Match the story problem with the equation.**

1. Eva has 6 flowers in a vase.

4 are tulips and the rest are daisies. How many daisies are in the vase?

$6 + 4 = \_$

2. Eva has 6 daisies and 4 tulips

in a vase. How many flowers are in the vase?

$4 + \_ = 6$

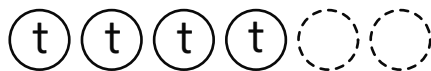


## Guided Practice



Solve the story problem and write an equation.

3. Santiago planted 4 tomato seeds and 2 cucumber seeds. How many seeds did he plant?



equation:  $4 + \underline{\quad} = \underline{\quad}$

4. There are 7 flowers in a vase.  
3 are roses and the rest are lilies.  
How many lilies are there?

equation: \_\_\_\_\_

5. Priya planted 5 daisies and 4 sunflowers.  
How many flowers did she plant?

equation: \_\_\_\_\_



## Check



Solve the story problem and write an equation.

- Dylan planted 8 seeds.  
3 were carrot seeds and the rest were tomato seeds.  
How many tomato seeds did he plant?

equation: \_\_\_\_\_

# Adding and Subtracting to Solve Story Problems

ML 2.09



## Modeled Review



Two students wrote an equation to show how they solved the story problem.

There are 10 balls in the cart.

6 are basketballs.

The rest are footballs.

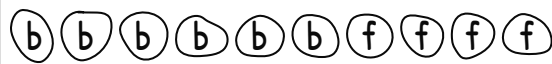
How many footballs are there?

Name: Tristan



equation:  $10 - 6 = 4$

Name: Eva



equation:  $6 + 4 = 10$



## Guided Practice



Write an equation to show how you solved the story problem.

1. 5 students are playing basketball.

The rest are playing soccer.

There are 8 students total.

How many students are playing soccer?



equation: \_\_\_\_\_



## Guided Practice



Write an equation to show how you solved the story problem.

2. There are a total of 6 tennis rackets.  
4 are being used.  
The rest are on the ground.  
How many rackets are on the ground?

equation: \_\_\_\_\_

3. There are 9 balls in the bag.  
4 of the balls are soccer balls, the rest are volleyballs.  
How many volleyballs are in the bag?

equation: \_\_\_\_\_



## Check



Write an equation to show how you solved the story problem.

- There are 7 students playing sports. 3 are playing tennis.  
The rest are playing baseball.  
How many are playing baseball?

equation: \_\_\_\_\_

# Making Connections Between Representations in Story Problems

ML 2.10

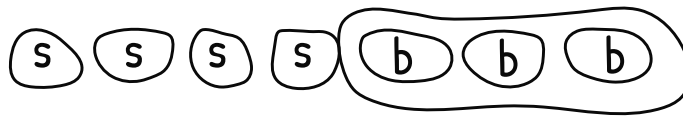


## Modeled Review

Name: Jack

Write an equation to show how you solved the story problem.

There are 7 pieces of fruit in a bowl.  
There are 4 strawberries. The rest are blueberries.  
How many blueberries are in the bowl?



equation:  $4 + 3 = 7$



## Guided Practice



Write an equation to show how you solved the story problem.

- There are 5 apples in the bowl.  
3 are green apples and the rest are red apples.  
How many apples are red?



equation:  $5 - 3 =$  \_\_\_\_\_



## Guided Practice



Write an equation to show how you solved the story problem.

2. Clare put 5 oranges and 4 apples in the bowl.  
How many pieces of fruit are in the bowl?

equation: \_\_\_\_\_

3. There are 6 pieces of fruit in the bowl.  
2 are peaches and the rest are oranges.  
How many oranges are in the bowl?

equation: \_\_\_\_\_



## Check



Write an equation to show how you solved the story problem.

- There are 8 grapes in the bowl.  
There are 4 green grapes in the bowl.  
The rest are purple grapes.  
How many purple grapes are in the bowl?

equation: \_\_\_\_\_

# Representing Story Problems with Equations

ML 2.11



## Modeled Review

Name: Santiago

Write as many equations as you can to represent the situation.

Avery grabs 4 marbles out of a bag. Some are green and some are blue. How many of each color could she have grabbed?

g	b	
0	+	4 = 4
1	+	3 = 4
2	+	2 = 4
3	+	1 = 4
4	+	0 = 4



## Guided Practice



Write as many equations as you can to represent the situation.

- Tristan has 6 toy cars in his garage. Some are black and some are red. How many of each color could be in the garage?

	b		
1	+	5	= 6
2	+	_____	= 6
_____	+	3	= 6
4	+	_____	= _____
_____	+	_____	= _____



## Guided Practice



Write as many equations as you can to represent the situation.

2. Han has blue and red blocks. He built a tower using 7 blocks. How many of each color could be in the tower?



## Check



Write as many equations as you can to represent the situation.

- Jada has 5 markers on her desk. Some are pink and some are green. How many of each color could be on her desk?

# Adding or Subtracting to Make Two Amounts Equal

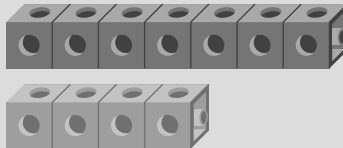
ML 2.12



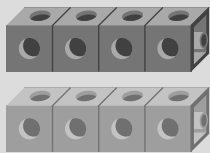
## Modeled Review



Show one way to make the towers equal and write an equation.



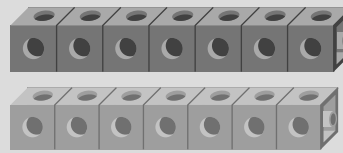
Priya's work



I subtracted  
3 cubes.

equation:  $\underline{7} - \underline{3} = 4$

Diego's work



I added  
3 cubes.

equation:  $\underline{4} + \underline{3} = 7$

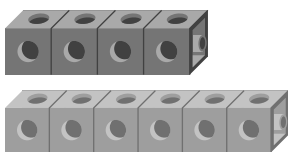


## Guided Practice



Write how many cubes to add or subtract to make the towers equal.

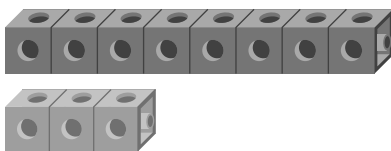
1.



add 2 cubes

subtract \_\_\_ cubes

2.



subtract \_\_\_ cubes

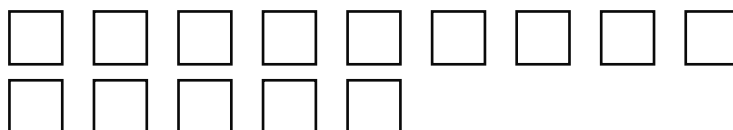
add \_\_\_ cubes



## Guided Practice



3. Maya built a tower with 9 cubes and a tower with 5 cubes. Show one way Maya can make the towers equal and write an equation.



equation: \_\_\_\_\_

4. Kai built a tower with 6 cubes and a tower with 8 cubes. Show one way Kai can make the towers equal and write an equation.

equation: \_\_\_\_\_



## Check



- Shawn built a tower with 10 cubes and a tower with 7 cubes. Show one way Shawn can make the towers equal and write an equation.

equation: \_\_\_\_\_

# Representing and Solving Story Problems

ML 2.13



## Modeled Review

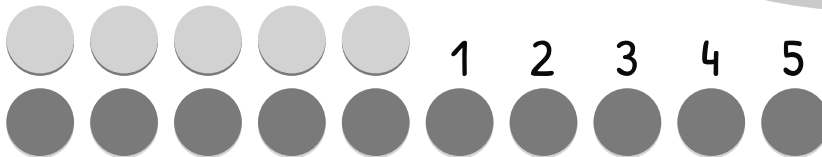


Name: Kai

Solve the story problem.

There are 5 desks and 10 chairs. How many *more* chairs are there than desks?

There are 5 more chairs than desks.

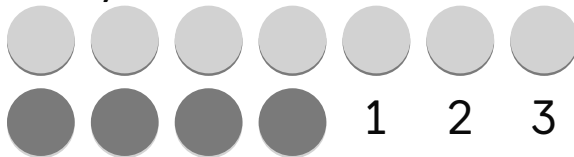


## Guided Practice



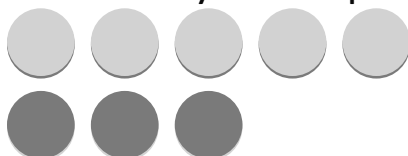
Solve each story problem.

1. There are 7 paint colors and 4 paint brushes. How many *fewer* brushes are there than paint colors?



\_\_\_\_\_ fewer paint brushes

2. There are 5 pencils on the table. There are 3 students. How many *more* pencils are there than students?



\_\_\_\_\_ more pencils



## Guided Practice



Use two-color counters to solve the story problems.

3. There are 3 markers and 5 crayons.  
How many *fewer* markers are there than crayons?

answer: \_\_\_\_\_

4. There are 9 erasers and 5 pencils.  
How many *more* erasers are there than pencils?

answer: \_\_\_\_\_



## Check



Use two-color counters to solve the story problem.

- There are 5 pieces of paper and 8 students. How many *more* students are there than pieces of paper?

answer: \_\_\_\_\_

# Interpreting Representations to Solve Compare, Difference Unknown Problems

ML 2.14



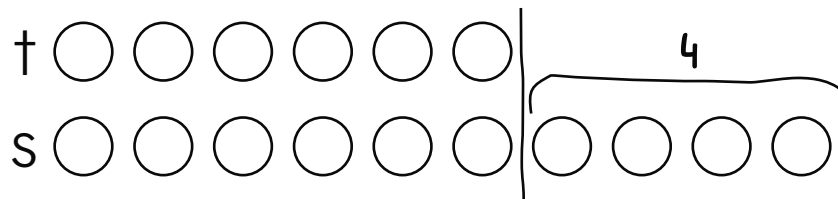
## Modeled Review



Name: Avery

Use the representation to solve the story problem.

There are 6 books on the table and 10 books on the shelf. How many *fewer* books are on the table than the shelf?



answer: 4 fewer books

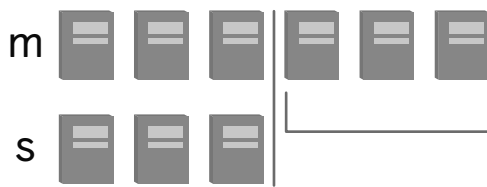


## Guided Practice



Use the representation to solve the story problem.

- There are 6 math books and 3 science books. How many *fewer* science books are there than math?



answer: \_\_\_\_\_ fewer science books



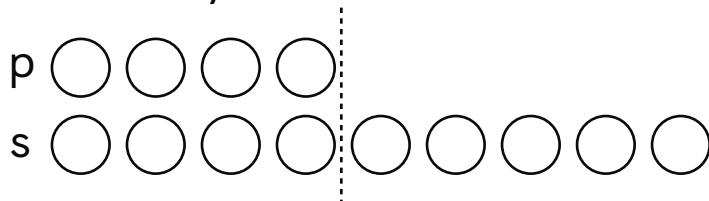
## Guided Practice



Use the representation to solve the story problem.

2. There are 4 pencils and 9 students.

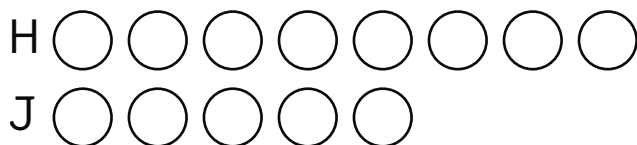
How many *more* students are there than pencils?



answer: \_\_\_\_\_

3. Han read 8 pages. Jack read 5 pages.

How many *fewer* pages did Jack read than Han?



answer: \_\_\_\_\_



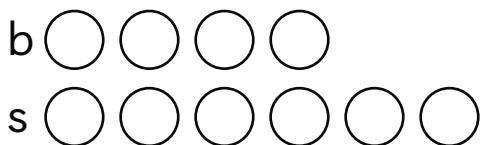
## Check



Use the representation to solve the story problem.

There are 4 books and 6 students.

How many *fewer* books are there than students?



answer: \_\_\_\_\_

# Representing Compare Problems With Equations

ML 2.15



## Modeled Review



Name: Santiago

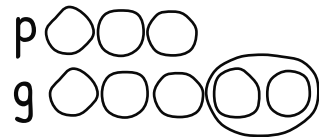
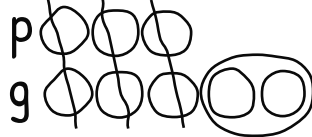
Circle the equations that could be used to find the difference.

There are 3 ducks in the pond. 5 ducks are on the grass. How many *more* ducks are on the grass?

$$3 + 5 = \underline{8}$$

$$5 - 3 = \underline{2}$$

$$3 + \underline{2} = 5$$



## Guided Practice



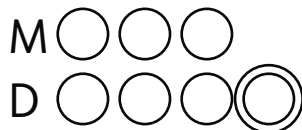
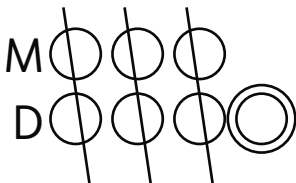
Circle the equations that could be used to find the difference.

1. Maya saw 3 frogs by the pond. Dylan saw 4 frogs. How many *more* frogs did Dylan see?

$$4 - 3 = \underline{1}$$

$$3 + \underline{1} = 4$$

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





## Guided Practice



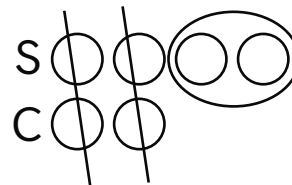
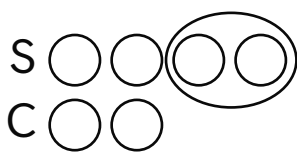
Circle the equations that could be used to find the difference.

2. There are 4 squirrels and 2 chipmunks in a park. How many *fewer* chipmunks are there than squirrels?

$$2 + \underline{2} = 4$$

$$4 + 2 = \underline{6}$$

$$4 - 2 = \underline{2}$$



3. There are 2 lions and 6 tigers in a zoo. How many *more* tigers are there than lions?

$$6 + 2 = \underline{8}$$

$$6 - 2 = \underline{4}$$

$$2 + \underline{4} = 6$$

4. Jack saw 5 butterflies in the garden. Eva saw 4. How many *fewer* butterflies did Eva see?

$$5 - 4 = \underline{1}$$

$$4 + \underline{1} = 5$$

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



## Check



Circle the equations that could be used to find the difference.

- Kai has 2 goldfish. Clare has 7 goldfish. How many *more* goldfish does Clare have?

$$2 + 7 = \underline{9}$$

$$7 - 2 = \underline{5}$$

$$2 + \underline{5} = 7$$

# Answering 'How many more' and 'How many fewer' Questions About Data

ML 2.16



## Modeled Review

Name: Shawn

Use the data from the table to write an equation to solve each problem.

Favorite sport	Number of votes
basketball	9
football	4
soccer	6

1. How many *more* students voted for soccer than football?

$$\underline{6 - 4 = 2}$$

2. How many *fewer* students voted for football than basketball?

$$\underline{9 - 4 = 5}$$



## Guided Practice



Use the data from the table to write an equation to solve each problem.

Favorite fruit	Number of votes
orange	5
apple	8
banana	2

1. How many *fewer* students voted for banana than apple?

$$8 - 2 = \underline{\quad}$$

2. How many *more* students voted for orange than banana?

$$\underline{\quad}$$



## Guided Practice



Use the data from the table to write an equation to solve each problem.

Favorite color	Number of votes
blue	9
green	7
red	3

3. How many *fewer* students voted for red than blue?

\_\_\_\_\_

4. How many *more* students voted for green than red?

\_\_\_\_\_

5. How many *fewer* students voted for green than blue?

\_\_\_\_\_



## Check



Use the data from the table to write an equation to solve each problem.

Favorite pet	Number of votes
fish	2
cat	4
dog	8

1. How many *fewer* students voted for cat than dog?

\_\_\_\_\_

2. How many *more* students voted for dog than fish?

\_\_\_\_\_

# Describing, Representing, and Solving Story Problems

ML 2.17



## Modeled Review

Name: Diego

Solve the story problem.

There are 6 pieces of paper on the table. 2 are green and the rest are blue. How many pieces of paper are blue?

(g) (g) (b) (b) (b) (b)

answer: 4 blue pieces

There are 6 pieces of paper so I'm going to draw 6 circles. I know 2 are green. I need to find how many are blue.



## Guided Practice



Solve the story problem.

- 6 students are in the library and 3 students are in the classroom. How many *more* students are in the library?

library ○ ○ ○ ○ ○ ○

classroom ○ ○ ○

answer: \_\_\_\_\_ students



## Guided Practice



Solve each story problem.

2. 5 glue sticks are on the table. 2 more glue sticks are put on the table. How many glue sticks are on the table now?

answer: \_\_\_\_\_

3. There are 9 students total. 4 students are reading. The rest are doing math. How many students are doing math?

answer: \_\_\_\_\_



## Check



Solve the story problem.

There are 8 desks and 5 chairs. How many *fewer* chairs are there than desks?

answer: \_\_\_\_\_

# Representing and Solving Story Problems With Different Questions

ML 2.18



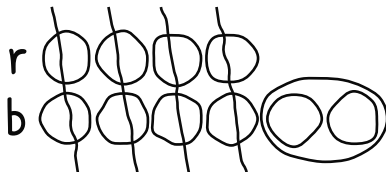
## Modeled Review



Name: Eva

Solve the story problem and write an equation.

1. Avery has 4 red pens and 6 blue pens.  
How many *fewer* red pens does she have?



equation:  $6 - 4 = 2$

2. Avery has 4 red pens and 6 blue pens.  
How many pens does she have?



equation:  $4 + 6 = 10$



## Guided Practice

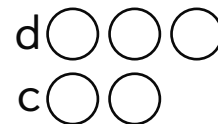


Choose an equation from the bank that matches each story problem.

$3 - 2 = \_$

$3 + 2 = \_$

1. Jack saw 3 dogs and 2 cats.  
How many *more* dogs did he see?



\_\_\_\_\_

2. Jack saw 3 dogs and 2 cats.  
How many animals did he see?



\_\_\_\_\_



## Guided Practice



Solve the story problem and write an equation.

3. There were 2 roses and 6 tulips in a vase.  
How many flowers were in the vase?

equation: \_\_\_\_\_

4. There were 2 roses and 6 tulips in a vase.  
How many *fewer* roses were in the vase?

equation: \_\_\_\_\_



## Check



Solve each story problem and write an equation.

1. Han has 5 purple blocks and 4 orange blocks.  
How many *more* purple blocks does he have?

equation: \_\_\_\_\_

2. Han has 4 orange blocks and 5 purple blocks.  
How many blocks does he have?

equation: \_\_\_\_\_

## Determining Which Equations Represent Story Problems

ML 2.19



### Modeled Review

Name: Dylan

Circle *all* the equations that represent the story problem.

There are 9 students and 6 chairs. How many *more* students are there than chairs?

$$9 - 6 = \underline{3}$$

$$9 + 6 = 15$$

$$6 + \underline{3} = 9$$



### Guided Practice



Circle *all* the equations that represent each story problem.

1. There are 4 students at the library. 2 more students come to the library. How many students are in the library now?

$$4 + 2 = \underline{\quad}$$

$$4 - 2 = \underline{\quad}$$

2. There are 8 students creating art. 5 are drawing and the rest are painting. How many students are painting?

$$8 - 5 = \underline{\quad}$$

$$5 + \underline{\quad} = 8$$



## Guided Practice



Circle *all* the equations that represent each story problem.

3. There are 3 books on the table. 2 more books are put on the table. How many books are on the table now?

$3 + 2 = \underline{5}$

$2 + \underline{1} = 3$

$3 - 2 = \underline{1}$

4. Priya drew 6 pictures. Avery drew 4. How many *fewer* pictures did Avery draw than Priya?

$6 - 4 = \underline{2}$

$6 + 4 = 10$

$4 + \underline{2} = 6$

5. There are 9 markers in the pack. 4 are being used. How many are still in the pack?

$9 + 4 = \underline{13}$

$4 + \underline{5} = 9$

$9 - 4 = \underline{5}$



## Check



Circle *all* the equations that represent the story problem.

There are 5 books and 7 students. How many *more* students are there than books?

$7 - 5 = \underline{2}$

$5 + 7 = \underline{12}$

$5 + \underline{2} = 7$

# Representing and Solving Story Problems

ML 2.20

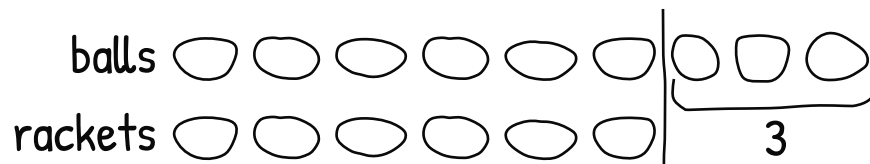


## Modeled Review

Name: Maya

Write an equation to show how you solved the story problem.

There are 9 tennis balls and 6 tennis rackets.  
How many *more* tennis balls are there than tennis rackets?



equation:  $9 - 6 = 3$



## Guided Practice



Write an equation to show how you solved the story problem.

- There are 5 basketballs and 3 soccer balls.  
How many *fewer* soccer balls are there?

basketballs ○ ○ ○ ○ ○

soccer balls

equation: \_\_\_\_\_



## Guided Practice



Write an equation to show how you solved the story problem.

2. There are 9 basketballs in the cart. The students take out 5 of them. How many are in the cart now?

equation: \_\_\_\_\_

3. There are 8 balls total. There are 4 soccer balls. The rest are basketballs. How many basketballs are there?

equation: \_\_\_\_\_



## Check



Write an equation to show how you solved the story problem.

- There are 6 students and 4 swings. How many *fewer* swings are there than students?

equation: \_\_\_\_\_

## Unit 3

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# Mini-Lessons

# Using Patterns to Find Sums Within 10

ML 3.02



## Modeled Review



Name: Han

Use the pattern in the equations to find the sum without adding.

$2 + 2 = 4$		
$2 + 3 = 5$		
$2 + 4 = 6$		
$2 + 5 = 7$		



## Guided Practice



1. Use the pattern in the equations to find the sum without adding.

$3 + 5 = 8$	
$3 + 4 = 7$	
$3 + 3 = 6$	
$3 + 2 = \underline{\quad}$	



## Guided Practice



Use the pattern in the equations to find the sum without adding.

$$2. 5 + 5 = 10$$

$$3. 6 + 1 = 7$$

$$5 + 4 = 9$$

$$6 + 2 = 8$$

$$5 + 3 = \underline{\quad}$$

$$6 + 3 = \underline{\quad}$$

$$5 + 2 = \underline{\quad}$$

$$6 + 4 = \underline{\quad}$$

$$4. 2 + 7 = 9$$

$$5. 1 + 3 = 4$$

$$2 + 6 = 8$$

$$1 + 4 = 5$$

$$2 + 5 = \underline{\quad}$$

$$1 + 5 = \underline{\quad}$$

$$2 + 4 = \underline{\quad}$$

$$1 + 6 = \underline{\quad}$$



## Check



Use the pattern in the equations to find the sum without adding.

$$4 + 2 = 6$$

$$4 + 3 = 7$$

$$4 + 4 = \underline{\quad}$$

$$4 + 5 = \underline{\quad}$$

# Using Patterns to Find Differences Within 10

ML 3.03



## Modeled Review



Name: Eva

Use the pattern in the equations to find each difference without subtracting.

$9 - 2 = 7$	}	-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
$9 - 3 = 6$		-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
$9 - 4 = \underline{5}$		-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
$9 - 5 = \underline{4}$				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>



## Guided Practice



1. Use the pattern in the equations to find each difference without subtracting.

$6 - 5 = 1$	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
$6 - 4 = 2$	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
$6 - 3 = 3$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
$6 - 2 = \underline{\quad}$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>



## Guided Practice



Use the pattern in the equations to find each difference without subtracting.

$$2. 10 - 9 = 1$$

$$3. 5 - 1 = 4$$

$$10 - 8 = 2$$

$$5 - 2 = 3$$

$$10 - 7 = \underline{\quad}$$

$$5 - 3 = \underline{\quad}$$

$$10 - 6 = \underline{\quad}$$

$$5 - 4 = \underline{\quad}$$

$$4. 8 - 6 = 2$$

$$5. 10 - 1 = 9$$

$$8 - 5 = 3$$

$$10 - 2 = 8$$

$$8 - 4 = \underline{\quad}$$

$$10 - 3 = \underline{\quad}$$

$$8 - 3 = \underline{\quad}$$

$$10 - 4 = \underline{\quad}$$



## Check



Use the pattern in the equations to find each difference without subtracting.

$$7 - 2 = 5$$

$$7 - 3 = 4$$

$$7 - 4 = \underline{\quad}$$

$$7 - 5 = \underline{\quad}$$

# Using Addition to Find Differences

ML 3.04



## Modeled Review



Name: Kai

Use an addition equation with an unknown addend to find the difference.

	Addition equation	Difference
$10 - 7 =$	$7 + \underline{\quad} = 10$	$10 - 7 = \underline{3}$

I can add 3 to 7 to make 10 so the difference between 7 and 10 must be 3.



## Guided Practice



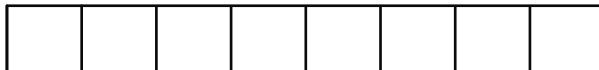
Use an addition equation with an unknown addend to find the difference. Use the representation if it is helpful.

1.  $6 - 2 =$



addition equation:  $2 + \underline{\quad} = 6$     difference:  $6 - 2 = \underline{\quad}$

2.  $8 - 5 =$



addition equation: \_\_\_\_\_    difference:  $8 - 5 = \underline{\quad}$



## Guided Practice



3. Use an addition equation with an unknown addend to find the difference.

	Addition equation	Difference
$5 - 3 =$		$5 - 3 = \underline{\quad}$
$9 - 4 =$		$9 - 4 = \underline{\quad}$
$10 - 6 =$		$10 - 6 = \underline{\quad}$
$8 - 2 =$		$8 - 2 = \underline{\quad}$



## Check



Use an addition equation with an unknown addend to find the difference.

	Addition equation	Difference
$7 - 3 =$		$7 - 3 = \underline{\quad}$
$6 - 5 =$		$6 - 5 = \underline{\quad}$

# Representing Teen Numbers as a Ten and Some Ones

ML 3.05

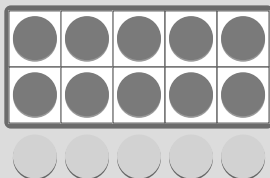


## Modeled Review



Two students used counters to represent the number 15 as a ten and some ones.

Jack's work



Clare's work

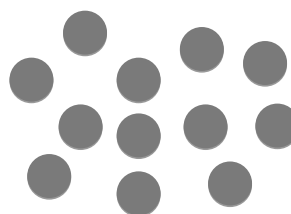
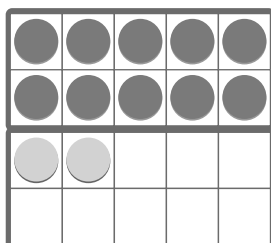


## Guided Practice

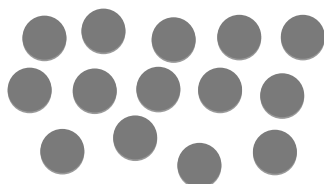


Circle the representation that shows the number as a ten and some ones.

1. 12



2. 14





## Guided Practice



Use counters to represent the teen number as a ten and some ones.

3. 19

4. 13

5. 18



## Check



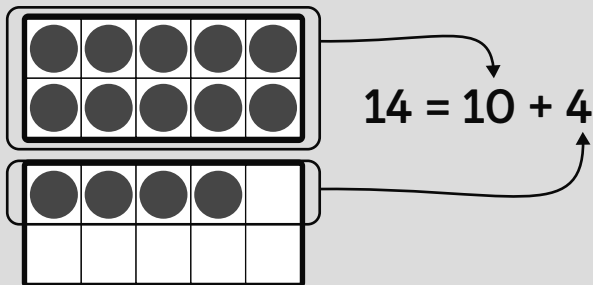
Use counters to represent the number 16 as a ten and some ones.

# Representing Teen Numbers as Equations With a Ten and Some Ones

ML 3.06



## Modeled Review

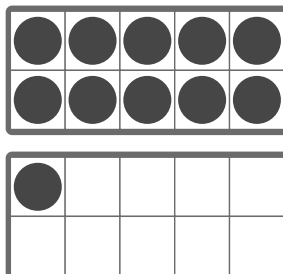


## Guided Practice

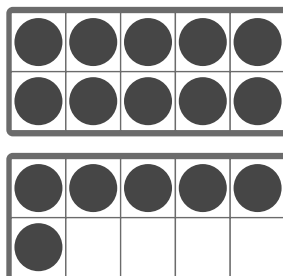


Complete the equations. Use the 10-frames if they are helpful.

1.  $11 = 10 + \underline{\quad}$



2.  $16 = \underline{\quad} + \underline{\quad}$





## Guided Practice



Complete the equations. Use the 10-frames if they are helpful.

3.  $19 = 10 + \underline{\quad}$


4.  $12 = 10 + \underline{\quad}$


5.  $13 = \underline{\quad} + \underline{\quad}$


6.  $18 = \underline{\quad} + \underline{\quad}$




## Check



Complete the equations. Use the 10-frames if they are helpful.

1.  $17 = \underline{\quad} + \underline{\quad}$


2.  $15 = \underline{\quad} + \underline{\quad}$


# Solving Story Problems With Teen Numbers

ML 3.07



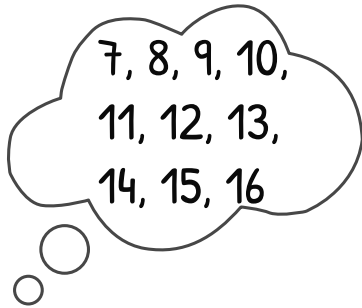
## Modeled Review



Name: Diego

Solve the story problem and write an equation.

Eva has some markers. Kai gave her 6 more markers. Now she has 16 markers. How many markers did Eva have to start?



$$\underline{\quad\quad} + 6 = 16$$



equation: 10 + 6 = 16



## Guided Practice



Solve the story problem and complete the equation.

- Tristan put some stickers on the page. Avery put on 10 more. Now there are 14 stickers. How many stickers did Tristan put on the page?

_____	+	10	=	14
stickers		stickers		total
Tristan		Avery		stickers
put on		put on		

equation:        + 10 = 14



## Guided Practice



Solve each story problem and write an equation.

2. Dylan had some crayons. Han gave him 7 more. Now he has 17 crayons. How many crayons did Dylan start with?

equation: \_\_\_\_\_

3. Maya had some pencils on her desk. Jada gave her 10 more. Now she has 13 pencils. How many pencils were on Maya's desk before?

equation: \_\_\_\_\_



## Check



Solve the story problem and write an equation.

- Jack had some books. Shawn gave him 5 more books. Now he has 15 books. How many books did Jack start with?

equation: \_\_\_\_\_

# Adding Ones to a Teen Number

ML 3.08



## Modeled Review

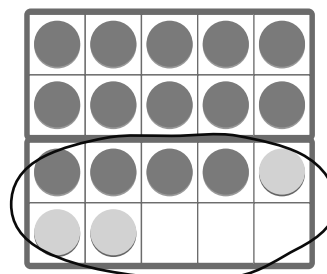


Name: Priya

Find the sum. Show your thinking.

$$14 + 3 = \underline{17}$$

$$\begin{array}{r} 14 + 3 \\ \swarrow \quad \searrow \\ 10 + 4 + 3 \\ \quad \quad \quad \swarrow \quad \searrow \\ \quad \quad \quad 10 + 7 = 17 \end{array}$$



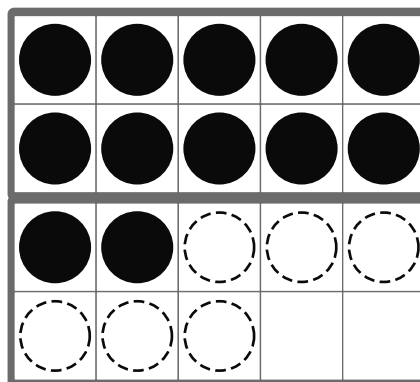
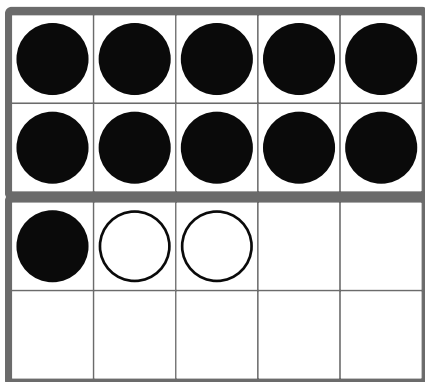
## Guided Practice



Complete each problem to find the sum.

1.  $11 + 2 = \underline{\quad}$

2.  $12 + 6 = \underline{\quad}$



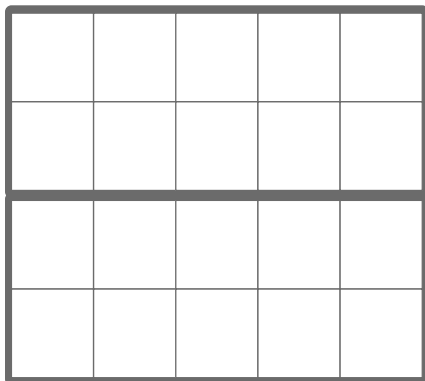


## Guided Practice



Find the sum. Show your thinking.

3.  $14 + 5 = \underline{\quad}$



$$14 + 5$$

$$10 + 4 + 5$$

$$10 + \underline{\quad} = \underline{\quad}$$

4.  $2 + 15 = \underline{\quad}$

5.  $\underline{\quad} = 16 + 3$



## Check



Find the sum. Show your thinking.

1.  $4 + 12 = \underline{\quad}$

2.  $\underline{\quad} = 13 + 5$

# Subtracting Ones From a Teen Number

ML 3.09



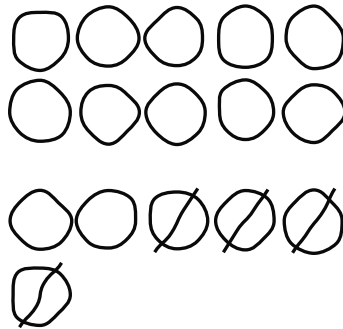
## Modeled Review



Name: Tristan

Find the number that makes the equation true.

$$16 - 4 = \underline{12}$$



$$16 = 10 + 6$$

$$6 - 4 = 2$$

$$10 + 2 = 12$$



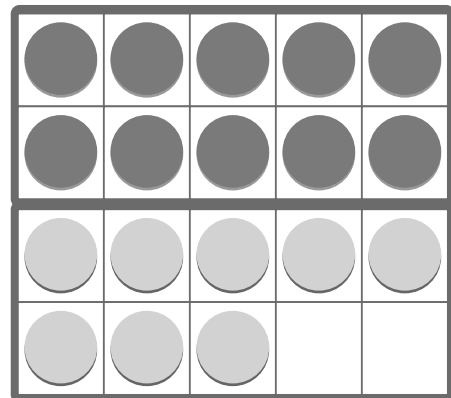
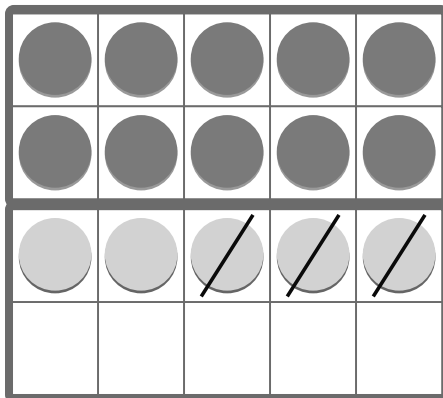
## Guided Practice



Find the number that makes the equation true.

1.  $15 - 3 = \underline{\quad}$

2.  $18 - 5 = \underline{\quad}$





## Guided Practice



Find the number that makes the equation true.

3.  $17 - 3 = \underline{\quad}$



$17 = 10 + 7$



$7 - 3 = \underline{\quad}$



$10 + \underline{\quad} = \underline{\quad}$



4.  $18 - 4 = \underline{\quad}$

5.  $\underline{\quad} = 14 - 3$



## Check



Find the number that makes the equation true.

1.  $17 - 5 = \underline{\quad}$

2.  $\underline{\quad} = 19 - 3$

# Solving Story Problems With 3 Addends

ML 3.10

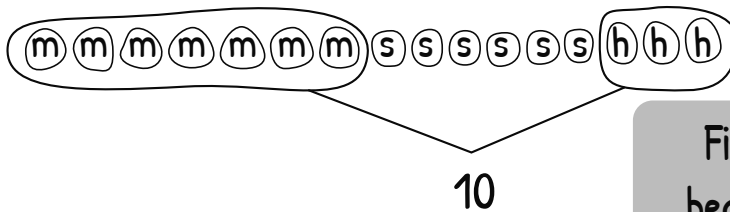


## Modeled Review



Name: Priya

Solve the story problem and write an equation.  
Santiago has 7 math books, 6 science books, and 3 history books. How many books does Santiago have in total?



First, I added 7 and 3 because that makes 10. Then, I just had to add 10 + 6 which I already know is 16.

equation:  $7 + 3 + 6 = 16$

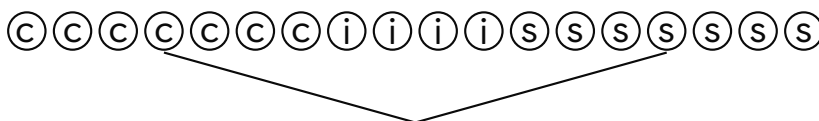


## Guided Practice



Solve the story problem and write an equation.

- Avery read 7 books about cooking, 4 books about instruments, and 7 books about sports. How many books did she read in total?



$7 + 7 = \underline{\quad}$

$\underline{\quad} + 4 = \underline{\quad}$

equation:  $7 + 4 + 7 = \underline{\quad}$



## Guided Practice



Solve each story problem and write an equation.

2. Tristan read 6 pages, Shawn read 3 pages, and Clare read 6 pages. How many pages did they read in total?

equation: \_\_\_\_\_

3. Jack read 8 books about animals, 4 books about planets, and 2 books about trains. How many books did he read in total?

equation: \_\_\_\_\_



## Check



Solve the story problem and write an equation.

- Jada read 4 books on Monday, 7 books on Tuesday, and 6 books on Wednesday. How many books did she read in total?

equation: \_\_\_\_\_

# Rewriting Expressions as a Ten and Some Ones

ML 3.11



## Modeled Review

Name: Jada

Write an expression with  $10 +$  some ones that has the same value as the given expression. Then find the value.

Expression with 3 addends	$10 +$ ____ expression	Value
$6 + 7 + 4$	$10 + 7$	$6 + 7 + 4 = \underline{17}$



## Guided Practice



Circle to show if the equation is true or false.

1.  $7 + 5 + 3 = 10 + 5$



2.  $10 + 6 = 6 + 4 + 6$



3.  $2 + 8 + 6 = 10 + 7$





## Guided Practice



4. Write an expression with  $10 +$  some ones that has the same value as the given expression. Then find the value.

Expression with 3 addends	$10 +$ _____ expression	Value
$  \begin{array}{c}  8 + 7 + 2 \\  \swarrow \quad \searrow \\  10  \end{array}  $	$10 + 7$	$8 + 7 + 2 = \underline{\quad}$
$5 + 9 + 5$		$5 + 9 + 5 = \underline{\quad}$
$9 + 4 + 1$		$9 + 4 + 1 = \underline{\quad}$



## Check



Write an expression with  $10 +$  some ones that has the same value as the given expression. Then find the value.

Expression with 3 addends	$10 +$ _____ expression	Value
$6 + 8 + 4$		$6 + 8 + 4 = \underline{\quad}$
$4 + 7 + 3$		$4 + 7 + 3 = \underline{\quad}$

# Making Ten to Solve Addition Problems Within 20

ML 3.12

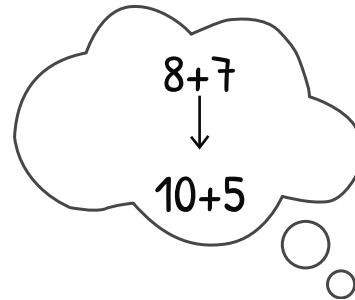
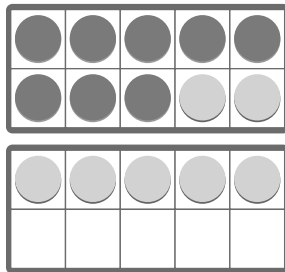


## Modeled Review

Name: Shawn

Break an addend into parts to make 10. Then find the sum.

$$8 + 7 = \underline{15}$$



## Guided Practice



Use counters to represent the expression. Then move the counters to show breaking apart an addend to make a ten.

1.  $4 + 7$

2.  $6 + 9$



## Guided Practice



Break an addend into parts to make 10 and find the sum.  
Use counters and the double 10-frame if it is helpful.



$3. 8 + 4 = \underline{\quad}$

$4. 9 + 7 = \underline{\quad}$

$5. 6 + 8 = \underline{\quad}$

$6. 7 + 5 = \underline{\quad}$



## Check



Break an addend into parts to make 10. Then find the sum.

$6 + 7 = \underline{\quad}$

# Making Equivalent Addition Expressions

ML 3.13



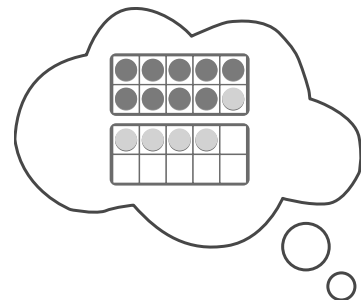
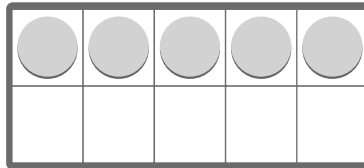
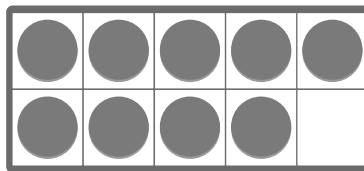
## Modeled Review



Name: Clare

Break an addend into parts to make 10. Then find the sum.

$$9 + 5 = 10 + \underline{4}$$



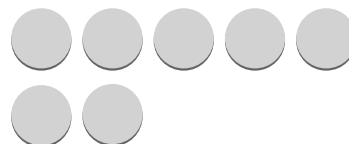
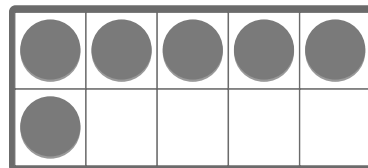
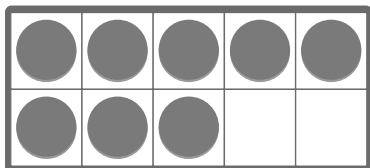
## Guided Practice



Circle the number of yellow counters to fill the 10-frame. Then write the number of remaining yellow counters to make each equation true.

1.  $8 + 4 = 10 + \underline{\quad}$

2.  $6 + 7 = 10 + \underline{\quad}$



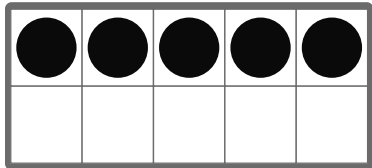


## Guided Practice

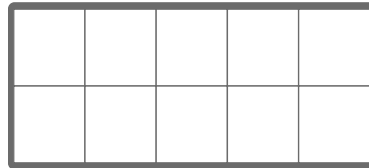


Write the addend that makes the equation true. Use the 10-frame if it is helpful.

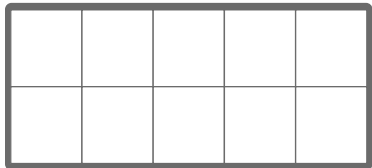
3.  $5 + 7 = 10 + \underline{\quad}$



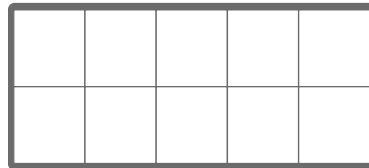
4.  $6 + 8 = 10 + \underline{\quad}$



5.  $9 + 3 = 10 + \underline{\quad}$



6.  $5 + 6 = 10 + \underline{\quad}$



7.  $4 + 7 = 10 + \underline{\quad}$

8.  $7 + 8 = 10 + \underline{\quad}$



## Check



Write the addend that makes the equation true.

1.  $8 + 5 = 10 + \underline{\quad}$

2.  $6 + 9 = 10 + \underline{\quad}$

# Using Known Facts to Find Unknown Sums Within 20

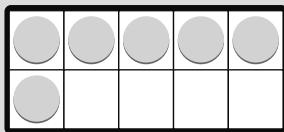
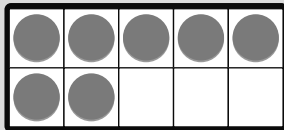
ML 3.14



## Modeled Review



Diego, Avery, and Priya are finding the value of  $7 + 6$ .



Diego

$$7 + 3 + 3$$

Avery

$$6 + 6 + 1$$

Priya

$$7 + 7 - 1$$



## Guided Practice



Circle all the expressions that match the value of the given expression.

1.  $8 + 5$

$$8 + 2 + 3$$

$$3 + 5 + 5$$

$$8 + 8 + 3$$

2.  $7 + 4$

$$3 + 4 + 4$$

$$7 + 7 + 4$$

$$7 + 3 + 1$$



## Guided Practice



Find the sum. Use a known sum if it is helpful.

3.  $9 + 7 = \underline{\quad}$

4.  $7 + 8 = \underline{\quad}$

first step:  $9 + 1 = 10$

first step:  $7 + 7 = 14$

next step:  $10 + \underline{\quad} = \underline{\quad}$

next step:  $\underline{\hspace{2cm}}$

5.  $5 + 9 = \underline{\quad}$

6.  $6 + 5 = \underline{\quad}$



## Check



Find the sum. Use a known sum if it is helpful.

1.  $8 + 6 = \underline{\quad}$

2.  $5 + 7 = \underline{\quad}$

# Adding Three Numbers Within 20

ML 3.15



## Modeled Review

Name: Santiago

Find the sum.

$$4 + 7 + 5 = \underline{16}$$

$$4 + 7 + 5$$

$$3 + 7 = 10$$

$$1 + 5 = 6$$

$$10 + 6 = 16$$

Name: Tristan

Find the sum.

$$4 + 7 + 5 = \underline{16}$$

$$4 + 7 + 5$$

$$4 + 5 = 9$$

$$9 + 7 = 16$$



## Guided Practice



Use connecting cubes to represent the addends in the expression. Then show a strategy you could use to find the sum.

1.  $9 + 2 + 4$

2.  $6 + 8 + 3$



## Guided Practice



Find the sum. Show your thinking.

3.  $4 + 9 + 6 =$  \_\_\_\_\_

$4 + 6 =$  \_\_\_\_\_

\_\_\_\_\_  $+ 9 =$  \_\_\_\_\_

4.  $8 + 3 + 5 =$  \_\_\_\_\_

5.  $7 + 4 + 8 =$  \_\_\_\_\_

6.  $5 + 9 + 4 =$  \_\_\_\_\_



## Check



Find the sum. Show your thinking.

1.  $6 + 5 + 7 =$  \_\_\_\_\_

2.  $3 + 7 + 4 =$  \_\_\_\_\_

# Finding Differences Within 20

ML 3.16

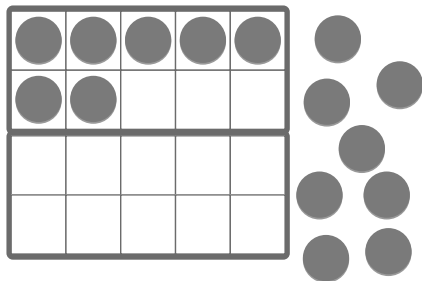


## Modeled Review



Name: Han

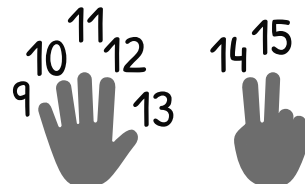
$$15 - 8 = \underline{7}$$



I started with 15 counters and took away 8. I counted how many were left. The difference is 7.

Name: Eva

$$15 - 8 = \underline{7}$$



I thought about  $8 + \underline{\quad} = 15$ . I counted up from 8 until I got to 15. The difference is 7.

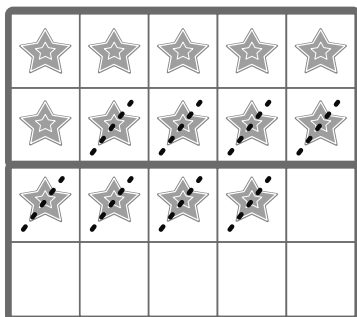


## Guided Practice

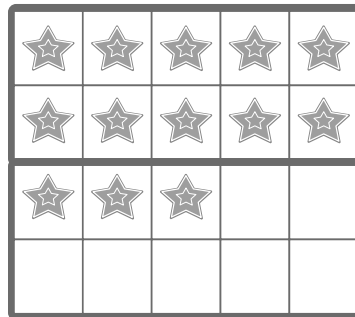


Cross out the stickers that could be removed to show each subtraction expression.

1.  $14 - 8$



2.  $13 - 5$



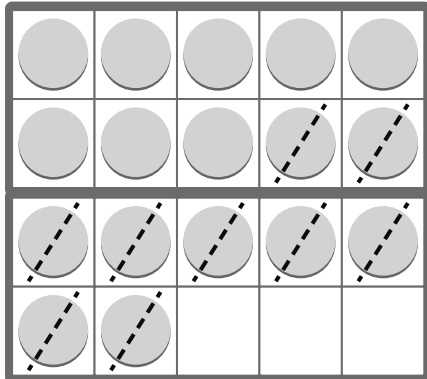


## Guided Practice

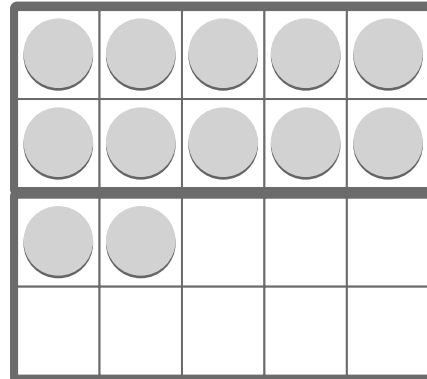


Find the difference. Show your thinking.

3.  $17 - 9 = \underline{\quad}$



4.  $12 - 7 = \underline{\quad}$



5.  $15 - 7 = \underline{\quad}$

6.  $11 - 4 = \underline{\quad}$



## Check



Find the difference. Show your thinking.

1.  $16 - 9 = \underline{\quad}$

2.  $18 - 9 = \underline{\quad}$

# Subtracting Teen Numbers Within 20

ML 3.17



## Modeled Review



Name: Avery

Find the difference. Subtract in parts if it is helpful.

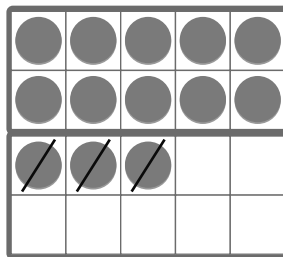
$$13 - 7 = \underline{6}$$



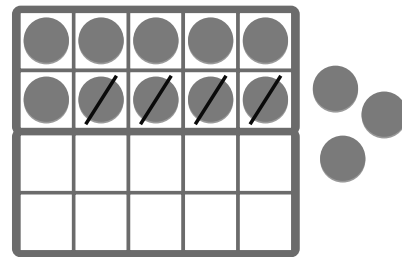
$$13 - 3 = 10$$

$$10 - 4 = 6$$

First Part



Next Part



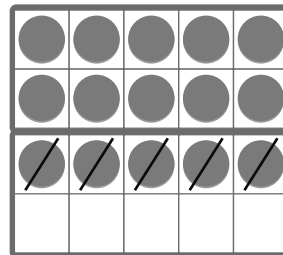
## Guided Practice



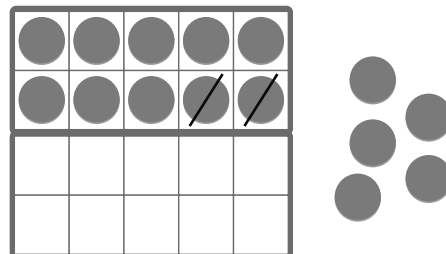
Complete the equations to subtract in parts.

1.  $15 - 7 = \underline{\quad}$

first part:  $15 - 5 = 10$



next part:  $10 - \underline{\quad} = \underline{\quad}$





## Guided Practice

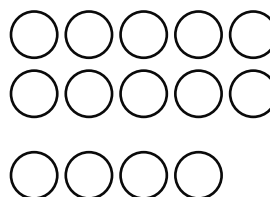


Find the difference. Subtract in parts if it is helpful.

2.  $14 - 8 =$  \_\_\_\_\_

first part: \_\_\_\_\_

next part: \_\_\_\_\_



3.  $12 - 5 =$  \_\_\_\_\_

4.  $11 - 7 =$  \_\_\_\_\_



## Check



Find the difference. Subtract in parts if it is helpful.

1.  $16 - 9 =$  \_\_\_\_\_

2.  $13 - 5 =$  \_\_\_\_\_

# Solving Subtraction Story Problems Within 20

ML 3.18



## Modeled Review



Clare has 17 pens. She gives 12 pens to her friends. How many pens does Clare have now?

Shawn

$$12 + \underline{5} = 17$$

Kai

$$17 - 10 = 7$$

$$7 - \underline{2} = 5$$

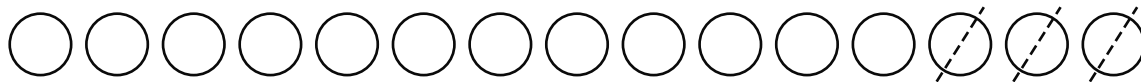


## Guided Practice



Solve the story problem and complete the equation.

- Santiago has 15 colored pencils on his desk. He put 3 of them away. How many colored pencils are still on his desk?



equation:  $15 - 3 = \underline{\quad}$



## Guided Practice



Solve the story problem and write an equation.

2. Maya had 18 colored pencils. She lost 13 of them.  
How many colored pencils does she still have?

equation: \_\_\_\_\_

3. Tristan has 14 markers. He gave 6 of them to Kai.  
How many markers does Tristan have now?

equation: \_\_\_\_\_



## Check



Solve the story problem and write an equation.

- Dylan had 16 crayons. He let his friends borrow 14 of them. How many crayons does he still have?

equation: \_\_\_\_\_

# Solving Subtraction Story Problems Within 20

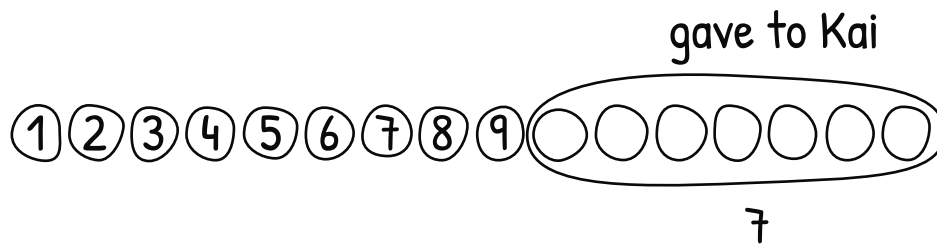
ML 3.19



## Modeled Review

Name: Maya

Solve the story problem and write an equation.  
Diego had 16 crayons. He gave Kai some of the crayons. Now he has 9 crayons. How many crayons did Diego give to Kai?



equation:  $16 - 7 = 9$

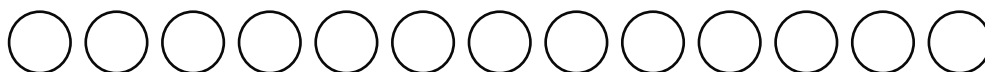


## Guided Practice



Solve the story problem and complete the equation.

- Dylan had 13 pencils. He lost some of them. Now he has 8 pencils. How many pencils did he lose?



equation:  $13 - \underline{\quad} = 8$



## Guided Practice



Solve each story problem and write an equation.

2. Clare had 12 pens. She gave Eva some of them. Now she has 8 pens. How many pens did she give to Eva?

equation: \_\_\_\_\_

3. Santiago has 15 colored pencils on his desk. He put some of them away. Now there are 7 colored pencils on his desk. How many pencils did he put away?

equation: \_\_\_\_\_



## Check



Solve the story problem and write an equation.

- Han has 14 markers. He gave some of them to Shawn. Now he has 8 markers. How many markers did he give to Shawn?

equation: \_\_\_\_\_

# Solving Addition and Subtraction Story Problems Within 20

ML 3.20

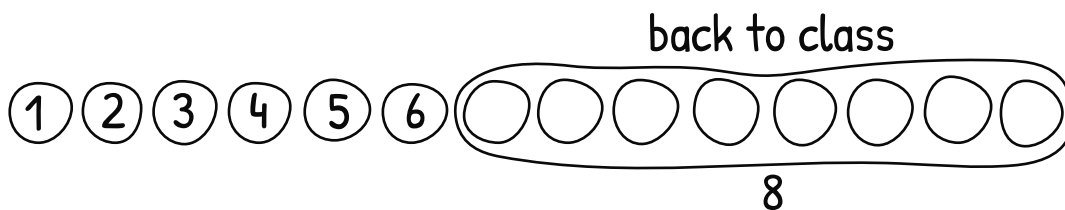


## Modeled Review

Name: Dylan

Solve the story problem and write an equation.

There are 14 students in the library. Some went back to class. Now there are 6 students in the library. How many students went back to class?



equation:  $14 - 8 = 6$



## Guided Practice



Solve the story problem and complete the equation.

- Maya put some books on the table. Jack put on 7 more. Now there are 12 books on the table. How many books did Maya put on the table?

_____	+	7	=	12
Maya's		Jack's		total
books		books		books

equation:     + 7 = 12



## Guided Practice



Solve the story problem and write an equation.

2. Han had 17 pencils. He gave Diego some of them. Now he has 11 pencils. How many pencils did he give to Diego?

equation: \_\_\_\_\_

3. Priya put some stickers on the page. Clare put 7 more on. Now there are 19 stickers on the page. How many stickers did Priya put on the page?

equation: \_\_\_\_\_



## Check



Solve the story problem and write an equation.

- Avery has some markers. Shawn gave her 6 more. Now Avery has 15 markers. How many markers did Avery start with?

equation: \_\_\_\_\_

## Unit 4

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# Mini-Lessons

# Counting Groups of 10

ML 4.02

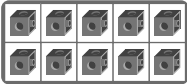


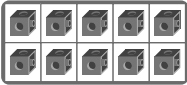



## Modeled Review



Name: Tristan

Count by 10s to find the total number of cubes and circle the number that shows how many.

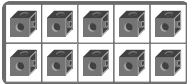
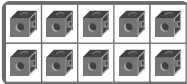
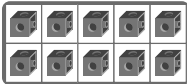
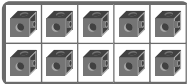

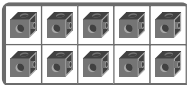
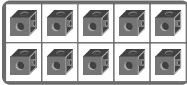
 10	 20	 30
 40	 50	
40	60	<u>50</u>



## Guided Practice



1. Match the ten-frames with the numeral.

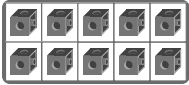
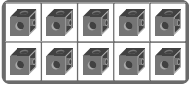

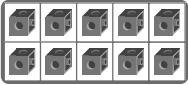
		20
		
		10
		40

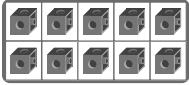
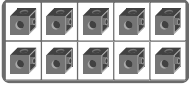




## Guided Practice



Count by 10s to find the total number of cubes and circle the number that shows how many.

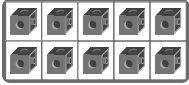
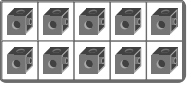

2.  10  20  30  40

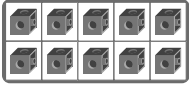
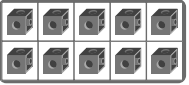

 50  60  70  80

70

60

80

3.   

60

70



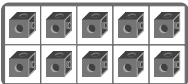
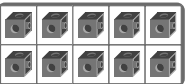
50


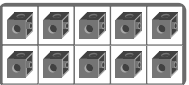
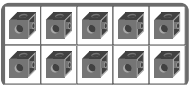


## Check



Count by 10s to find the total number of cubes and circle the number that shows how many.

80

70

60

# Matching Different Representations of the Same Number of Tens

ML 4.03

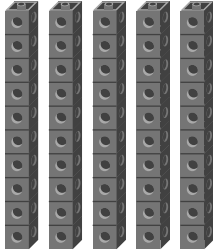


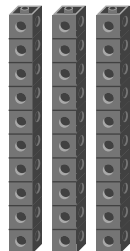
## Modeled Review



Name: Shawn

Circle the numerical value that matches the representation.

1.  5 tens 6 tens

2.  20 30

*I counted each tower as a ten. There are 5 tens.*

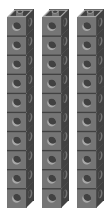
*10, 20, 30. There are 30.*



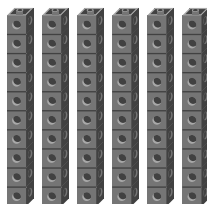
## Guided Practice



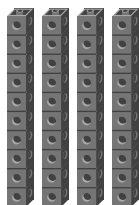
1. Draw lines to match each representation with a numerical value.



6 tens



40



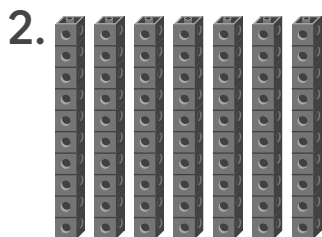
3 tens



## Guided Practice

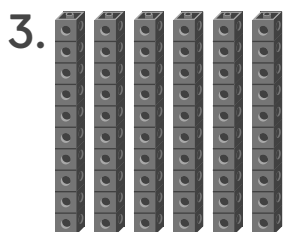


Circle the numerical value that matches the representation.



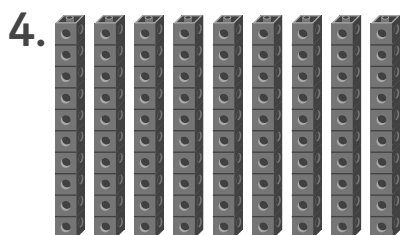
70

40



6 tens

5 tens



80

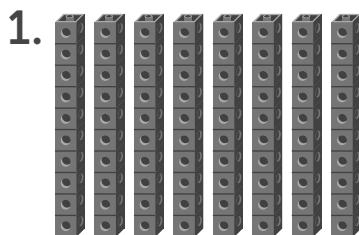
9 tens



## Check

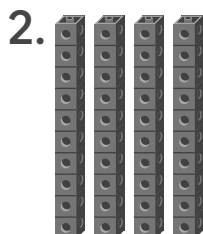


Circle the numerical value that matches the representation.



60

80



4 tens

5 tens

# Adding and Subtracting 10

ML 4.04

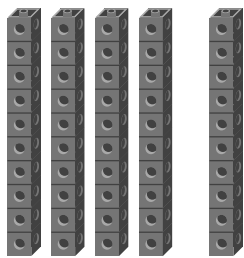


## Modeled Review

Name: Avery

Solve each problem using any strategy.

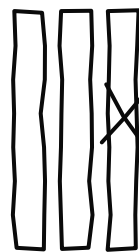
1. Start with 40. Add a ten. What is the sum?



40 and 10  
more is 50!

answer: 50

2. Start with 3 tens. Subtract one ten. What is the difference?



I drew 3 towers  
of ten then  
crossed one out.

answer: 20

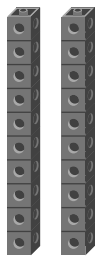


## Guided Practice



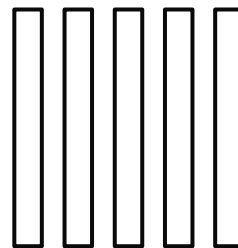
Solve each problem. Show your work.

1. Start with 20. Subtract a ten. What is the difference?



answer: \_\_\_\_\_

2. Start with 5 tens. Add a ten. What is the sum?



answer: \_\_\_\_\_



## Guided Practice



Solve each problem using any strategy. Show your work.

3. Start with 20. Add a ten. What is the sum?
4. Start with 4 tens. Subtract a ten. What is the difference?

answer: \_\_\_\_\_

answer: \_\_\_\_\_

5. Start with 60. Subtract a ten. What is the difference?
6. Start with 7 tens. Add a ten. What is the sum?

answer: \_\_\_\_\_

answer: \_\_\_\_\_



## Check



Solve each problem using any strategy. Show your work.

1. Start with 30. Add a ten. What is the sum?
2. Start with 9 tens. Subtract a ten. What is the difference?

answer: \_\_\_\_\_

answer: \_\_\_\_\_

# Adding and Subtracting Multiples of 10

ML 4.05

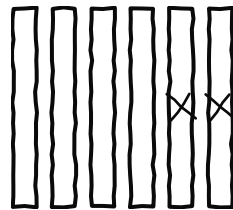


## Modeled Review

Name: Jack

Solve the problem using any strategy.

There are 6 towers of ten cubes. Han takes away 20 cubes. How many cubes are left?



6 tens = 60 cubes

answer: 40 cubes

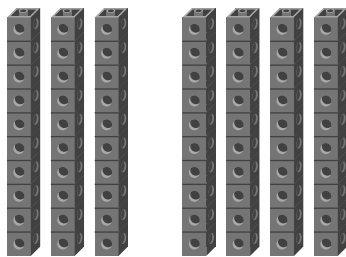


## Guided Practice



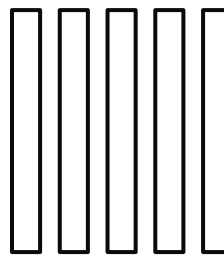
Solve each problem using any strategy.

1. There are 3 towers of 10 cubes. Jada added 4 towers of 10 cubes. How many total cubes are there?



answer: \_\_\_\_\_ cubes

2. There are 5 towers of 10 cubes. 20 cubes are removed. How many cubes are left?



answer: \_\_\_\_\_ cubes



## Guided Practice



Solve each problem using any strategy. Use cubes if it is helpful.

3. There are 6 towers of 10 cubes. Priya added 20 cubes. How many cubes are there?

answer: \_\_\_\_\_ cubes

4. There are 4 towers of ten cubes. 10 cubes are removed. How many cubes are left?

answer: \_\_\_\_\_ cubes



## Check



Solve the problem using any strategy. Use cubes if it is helpful.

- There are 7 towers of 10 cubes. Han removes 30 cubes. How many cubes are left?

answer: \_\_\_\_\_ cubes

# Writing Equations to Represent Sums and Differences of Multiples of 10

ML 4.06



## Modeled Review

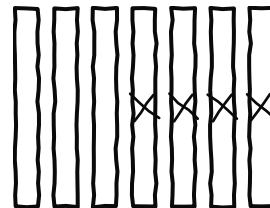
Name: Han

Find the sum or difference. Write an equation to show your work.

1. 4 tens plus 2 tens

2. 7 tens take away 4 tens

$$4 + 2 = 6$$



$$7 - 4 = 3$$

equation:  $40 + 20 = 60$

equation:  $70 - 40 = 30$



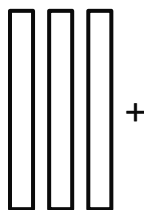
## Guided Practice



Find the sum or difference. Then, complete the equation to represent the problem.

1. 3 tens plus 2 tens

2. 60 take away 2 tens



30    10 10

equation:  $30 + 20 = \underline{\quad}$

equation:  $60 - \underline{\quad} = \underline{\quad}$



## Guided Practice



Find the sum or difference. Then, write an equation to represent the problem.

3. 7 tens take away 30

4. 60 plus 3 tens

equation: \_\_\_\_\_

equation: \_\_\_\_\_

5. 7 tens plus 2 tens

6. 9 tens take away 50

equation: \_\_\_\_\_

equation: \_\_\_\_\_



## Check



Find the sum or difference. Then, write an equation to represent the problem.

1. 8 tens take away 40

2. 4 tens plus 3 tens

equation: \_\_\_\_\_

equation: \_\_\_\_\_

# Counting a Collection With Tens and Ones

ML 4.07

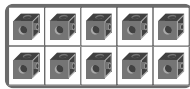


## Modeled Review

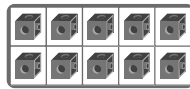


Name: Eva

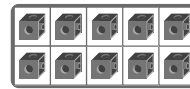
Count the objects and write the total.



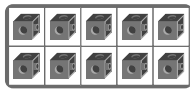
10



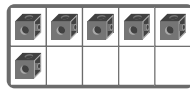
20



30



40



41, 42, 43,  
44, 45, 46


total: 46

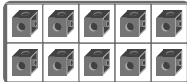


## Guided Practice




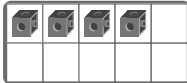
Count the objects and write the total.


1.  10

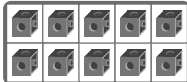
 20

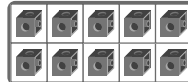
total: \_\_\_\_\_

 30




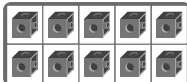
2.  10

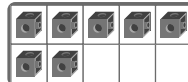
 20

 30

total: \_\_\_\_\_

 40

 50



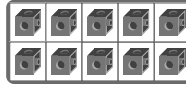
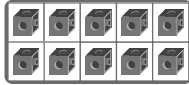
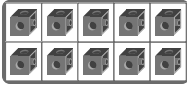


## Guided Practice



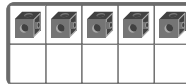
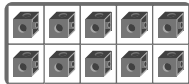
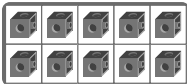
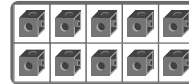
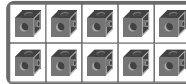
Count the objects and write the total.

3.



total: \_\_\_\_\_

4.



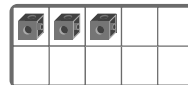
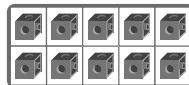
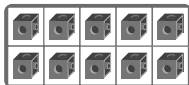
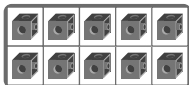
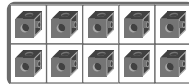
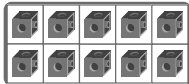
total: \_\_\_\_\_



## Check



Count the objects and write the total.



total: \_\_\_\_\_

# Representing Two-Digit Numbers With Tens and Ones

ML 4.08

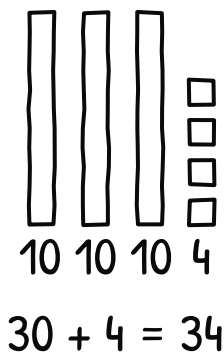


## Modeled Review



Name: Kai

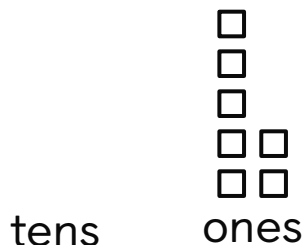
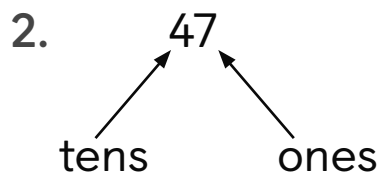
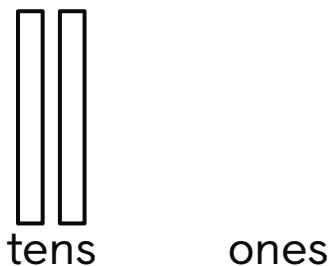
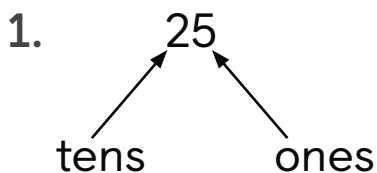
Represent 34 with a drawing.



## Guided Practice



Represent the two-digit number with a drawing.





## Guided Practice



Represent the two-digit number with a drawing.

3.36

4.51

5.68

6.72



## Check



Represent the two-digit number with a drawing.

1.84

2.46

# Matching Representations of Two-Digit Numbers

ML 4.09



## Modeled Review



10   10   1   23   20 + 3   2 tens 3 ones

1

1

1



## Guided Practice



1. Match the representations of two-digit numbers that show the same value.

10   10   10   10   1   67

1

1

1

1

1

34   40 + 5

60 + 7   3 tens 4 ones

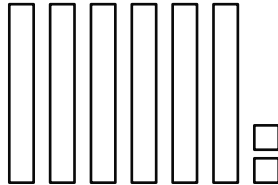


## Guided Practice



Circle to show if the representations show the same value.

2.  $60 + 2$

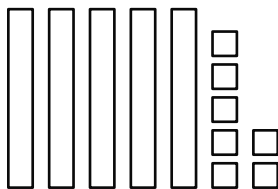


3. 8 tens 9 ones

89



4.



7 tens 5 ones

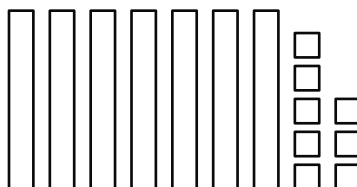


## Check



Circle to show if the representations show the same value.

$70 + 8$



# Representing Two-Digit Numbers in More Than One Way

ML 4.10

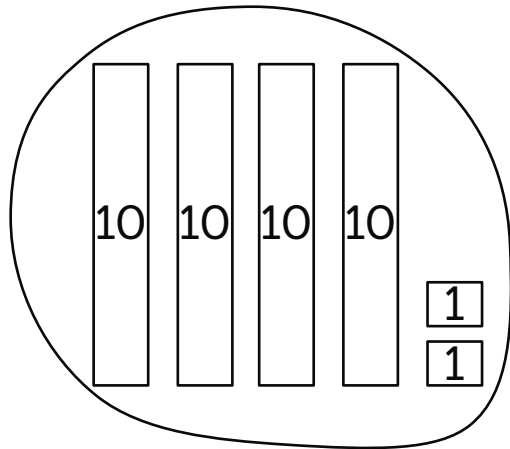


## Modeled Review



Name: Jada

Circle *all* of the representations that have the value 42.



2 tens 4 ones

$40 + 2$



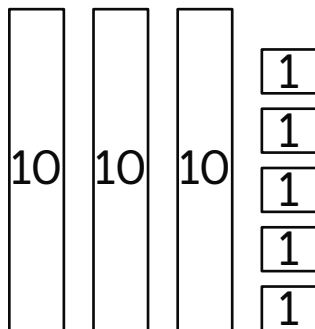
## Guided Practice



1. Match the representation to the number with the same value.

7 tens 4 ones

58



35

$50 + 8$

74



## Guided Practice

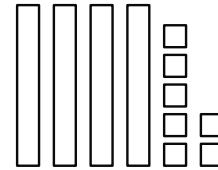


Circle *all* the representations that show the same value.

2. 47

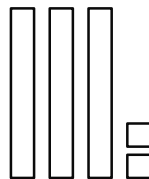
$40 + 7$

7 tens 4 ones

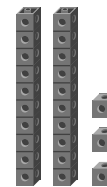


3. 23

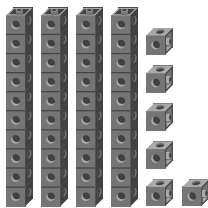
2 tens 3 ones



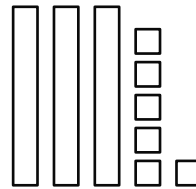
$30 + 2$



4. 64



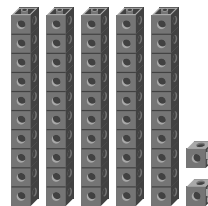
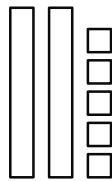
$60 + 4$



6 tens 4 ones

5. 52

2 tens 5 ones



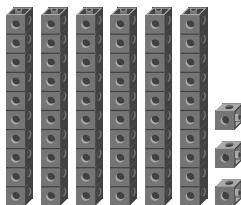
$50 + 2$



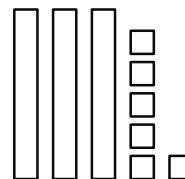
## Check



Circle *all* of the representations that have the value 36.



3 tens 6 ones



$60 + 3$

# Writing Two-Digit Numbers for Base-Ten Representations

ML 4.11

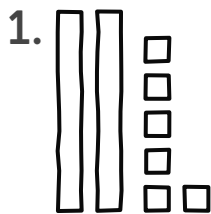


## Modeled Review



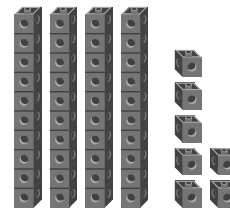
Name: Dylan

Write a two-digit number to match each representation.



number: 26

2. 4 tens 7 ones



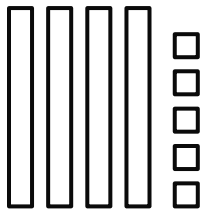
number: 47



## Guided Practice



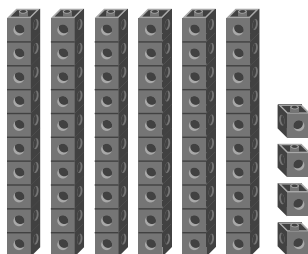
1. Match each representation to the two-digit number it represents.



3 tens 8 ones

38

64



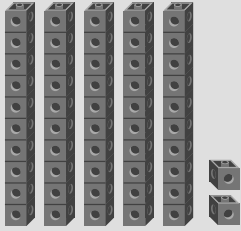

45



## Guided Practice



2. Write the two-digit number that is shown by each representation.

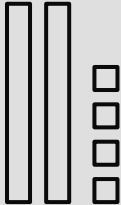
Base-ten representation	Two-digit number
	
	
8 tens 7 ones	



## Check



Write the two-digit number that is shown by each representation.

Base-ten representation	Two-digit number
3 tens 9 ones	
	

# Adding Multiples of 10 and Two-Digit Numbers

ML 4.12



## Modeled Review

Name: Santiago

Find the sum using any strategy.

$$1. 42 + 30 = \underline{72}$$

4 tens    2 ones

$$4 \text{ tens} + 3 \text{ tens} = 7 \text{ tens}$$

$$7 \text{ tens} + 2 \text{ ones} = 72$$

$$2. 65 + 20 = \underline{85}$$

65, 75, 85

20 is only two tens away so I skip counted.



## Guided Practice



Solve each problem. Show your work.

$$1. 47 + 20 = \underline{\quad}$$

47,     ,     

$$2. 32 + 30 = \underline{\quad}$$

3 tens + 3 tens =      tens

     tens +      ones =



## Guided Practice



Solve each problem. Show your work.

$3.55 + 20 = \underline{\quad}$

$4.38 + 30 = \underline{\quad}$

$5.62 + 30 = \underline{\quad}$

$6.29 + 50 = \underline{\quad}$



## Check



Solve each problem. Show your work.

$1.54 + 20 = \underline{\quad}$

$2.67 + 30 = \underline{\quad}$

**Finding 10 More and 10 Less**

ML 4.13

**Modeled Review**Name: Priya

Find *10 more* and *10 less* than the starting number.

10 less	Starting number	10 more
46	56	66

**Guided Practice**

Complete the equations.

1.  $40 - 10 = \underline{\hspace{2cm}}$

2.  $45 - 10 = \underline{\hspace{2cm}}$

3.  $50 + 10 = \underline{\hspace{2cm}}$

4.  $52 + 10 = \underline{\hspace{2cm}}$



## Guided Practice



5. Find *10 more* and *10 less* than the starting number.

10 less	Starting number	10 more
	30	
	65	
	27	
	74	
	58	
	89	



## Check



Find *10 more* and *10 less* than the starting number.

10 less	Starting number	10 more
	43	

# Comparing Two-Digit Numbers

ML 4.14



## Modeled Review



Name: Diego

1. Circle the number that is *greater than* the other number.

53

71

2. Circle the number that is *less than* the other number.

64

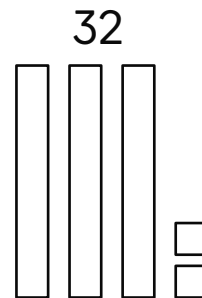
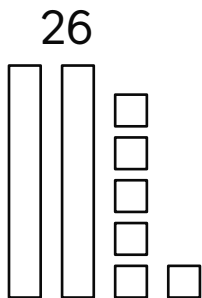
68



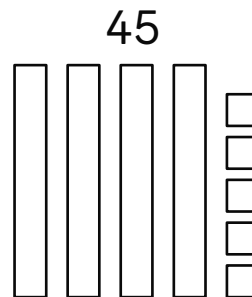
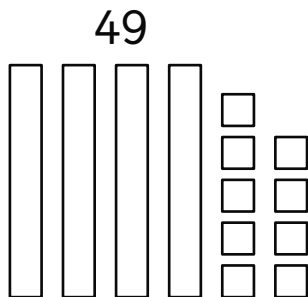
## Guided Practice



1. Circle the number that is *greater than* the other number.



2. Circle the number that is *less than* the other number.





## Guided Practice



3. Circle the number that is *greater than* the other number.

34

17

4. Circle the number that is *less than* the other number.

56

54

5. Circle the number that is *greater than* the other number.

13

31

6. Circle the number that is *less than* the other number.

46

62

7. Circle the number that is *greater than* the other number.

79

75

8. Circle the number that is *less than* the other number.

93

84



## Check



1. Circle the number that is *greater than* the other number.

43

38

2. Circle the number that is *less than* the other number.

67

56

# Making Comparison Statements About Two-Digit Numbers

ML 4.15



## Modeled Review

Name: Clare

Compare the numbers. Write *greater* or *less* to make each statement true.

1.  $22$  is less than  $40$ .

2.  $35$  is greater than  $32$ .

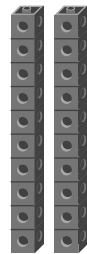
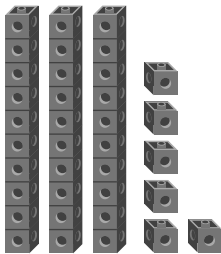


## Guided Practice

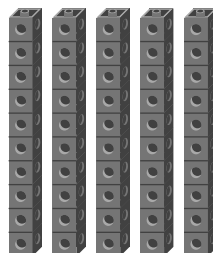
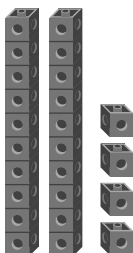


Compare the numbers. Write *greater* or *less* to make each statement true.

1.  $36$  is \_\_\_\_\_ than  $20$ .



2.  $24$  is \_\_\_\_\_ than  $50$ .





## Guided Practice



Compare the numbers. Write *greater* or *less* to make each statement true.

3. 18 is \_\_\_\_\_ than 45.

4. 98 is \_\_\_\_\_ than 72.

5. 63 is \_\_\_\_\_ than 61.

6. 87 is \_\_\_\_\_ than 89.

7. 28 is \_\_\_\_\_ than 35.

8. 56 is \_\_\_\_\_ than 53.



## Check



Compare the numbers. Write *greater* or *less* to make each statement true.

1. 70 is \_\_\_\_\_ than 65.

2. 42 is \_\_\_\_\_ than 52.

# Exploring Comparison Symbols

ML 4.16



## Modeled Review



>  
greater than

$70 > 24$   
70 is greater than 24.

<  
less than

$35 < 80$   
35 is less than 80.

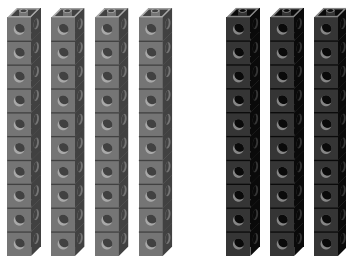


## Guided Practice

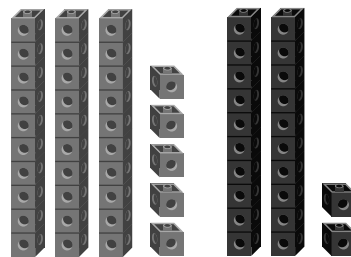


Is the comparison true? Circle or .

1.  $40 < 30$



2.  $35 > 22$





## Guided Practice



Is the comparison true? Circle  or .

3.  $40 < 70$



4.  $95 > 80$



5.  $30 > 50$



6.  $68 > 64$



## Check



Is the comparison true? Circle  or .

1.  $45 > 65$



2.  $85 > 83$



## Using Comparison Symbols

ML 4.17



## Modeled Review

Name: Tristan

1. Compare the numbers. Fill in  $>$ ,  $<$ , or  $=$  to make the statement true.

$$82 \text{ } > \text{ } 64$$

2. Fill in a digit that makes the statement true.

$$45 < \boxed{5} 5$$

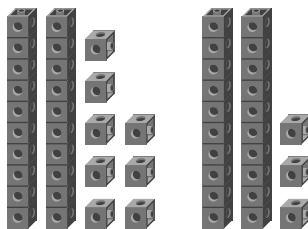


## Guided Practice

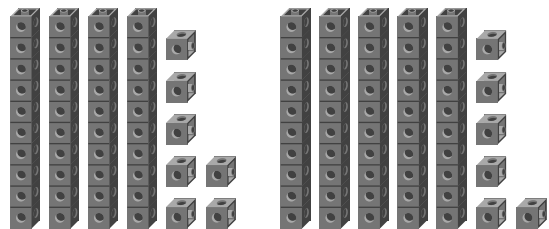


Compare the numbers. Fill in  $>$ ,  $<$ , or  $=$  to make the statement true.

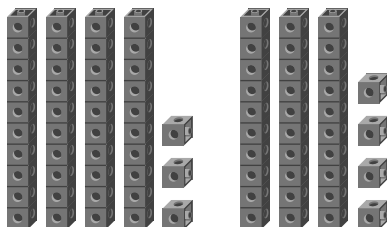
1.  $28 \text{ } \underline{\hspace{1cm}} \text{ } 23$



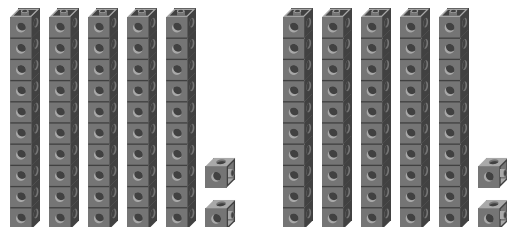
2.  $47 \text{ } \underline{\hspace{1cm}} \text{ } 56$



3.  $43 \text{ } \underline{\hspace{1cm}} \text{ } 34$



4.  $52 \text{ } \underline{\hspace{1cm}} \text{ } 52$





## Guided Practice



Fill in a digit that makes the statement true. Use the number bank if it is helpful.

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

$5.3 \square < 36$

$6.48 > \square 9$

$7. \square 2 > 54$

$8.76 < 7 \square$



## Check



1. Compare the numbers. Fill in  $>$ ,  $<$ , or  $=$  to make the statement true.

$27 \underline{\quad} 32$

2. Fill in a digit that makes the statement true.

$\square 1 > 53$

## Writing Two Different Comparison Statements About the Same Numbers

ML 4.18



### Modeled Review

Name: Kai

Using the numbers 35 and 22, write **two** true comparison statements using the  $>$  and  $<$  symbols.

$$\underline{35} > \underline{22}$$

$$\underline{22} < \underline{35}$$

35 is greater than 22. The greater than symbol opens to the left.

22 is less than 35. The less than symbol opens to the right.



### Guided Practice



Using the numbers 62 and 31, write **two** true comparison statements using the  $>$  and  $<$  symbols.

1.  $62 > \underline{\quad}$

2.  $31 < \underline{\quad}$

Using the numbers 43 and 27, write **two** true comparison statements using the  $>$  and  $<$  symbols.

3.  $\underline{\quad} > \underline{\quad}$

4.  $\underline{\quad} < \underline{\quad}$



## Guided Practice



5. Write **two** true comparison statements using the  $>$  and  $<$  symbols.

Numbers	Comparison 1	Comparison 2
70, 30	70 ___ 30	30 ___ 70
54, 38	54 ___ ___	___ ___ ___
81, 95	___ ___ ___	___ ___ ___
18, 24		
65, 69		
45, 75		



## Check



Using the numbers 63 and 78, write **two** true comparison statements using the  $>$  and  $<$  symbols.

1. \_\_\_\_\_

2. \_\_\_\_\_

# Comparing and Ordering One- and Two-Digit Numbers

ML 4.19



## Modeled Review

Name: Jada

Write the numbers in order from *least* to *greatest*.

52

6

48

23

6 , 23 , 48 , 52  
 least greatest



## Guided Practice



Use the number bank to complete Problems 1–2.

32

96

65

1. Fill in the number to make each statement true.

\_\_\_ < 65

96 > \_\_\_\_\_

2. Write the numbers from the bank in order from *least* to *greatest*.

\_\_\_\_\_, 65, \_\_\_\_\_  
 least greatest



## Guided Practice



Write the numbers in order from *least* to *greatest*.

3.

34

8

71

\_\_\_\_\_

least

\_\_\_\_\_ greatest

4.

84

68

21

64

\_\_\_\_\_

least

\_\_\_\_\_ greatest

5.

38

73

56

7

\_\_\_\_\_

least

\_\_\_\_\_ greatest

6.

66

24

93

27

\_\_\_\_\_

least

\_\_\_\_\_ greatest



## Check



Write the numbers in order from *least* to *greatest*.

43

87

9

36

\_\_\_\_\_

least

\_\_\_\_\_ greatest

# Creating Different Representations of Two-Digit Numbers

ML 4.20



## Modeled Review



Name: Priya

Draw two representations of the number 45.

Representation 1	Representation 2

4 tens  
5 ones

3 tens  
15 ones

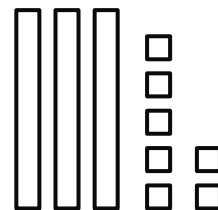


## Guided Practice



1. Draw lines to match the two-digit numeral to the representation that matches it.

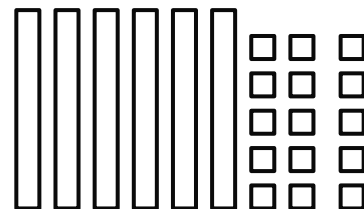
52



75

5 tens 2 ones

37

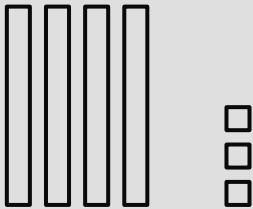
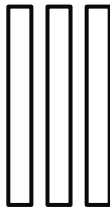




## Guided Practice



2. Draw two representations of the given number.

Numbers	Representation 1	Representation 2
43	 4 tens 3 ones	 3 tens 13 ones
38		
72		



## Check



Draw two representations of the number 64.

Representation 1	Representation 2

# Representing the Same Two-Digit Number in Different Ways

ML 4.21



## Modeled Review



Name: Han

Create three representations of the number 37.

Representation 1	Representation 2	Representation 3
	20 tens 17 ones	$10 + 27$

I changed the representation by breaking a ten into ones.



## Guided Practice

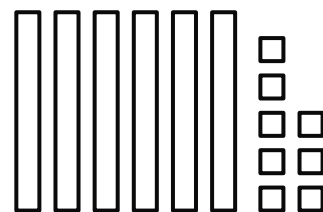


1. Draw lines to match the two-digit numeral to the representation that matches it.

56

4 tens 16 ones

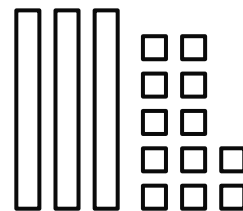
84



42

$80 + 4$

68

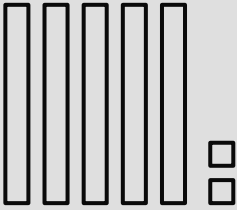




## Guided Practice



2. Create three representations of the given number.

Number	Representations		
52		4 tens 12 ones	
64	$60 + 4$		
78			



## Check



Create three representations of the number 47.

Representation 1	Representation 2	Representation 3

# Comparing Different Representations of Two-Digit Numbers

ML 4.22



## Modeled Review



Name: Maya

Write a true comparison statement using the  $>$ ,  $<$ , or  $=$  symbol.

3 tens 22 ones	$30 + 5$
$30 + 22 = 52$	$30 + 5 = 35$
<u><math>52 &gt; 35</math></u>	

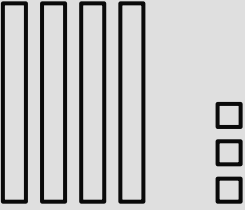


## Guided Practice



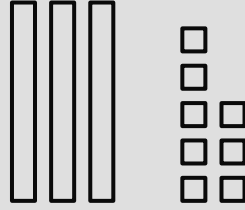
Write a true comparison statement using the  $>$ ,  $<$ , or  $=$  symbol.

1.

 <p>4 tens 3 ones</p>	<p><math>30 + 4</math></p>
--	----------------------------

43 \_\_\_\_\_

2.

 <p>3 tens 8 ones</p>	<p>2 tens 18 ones</p>
---	---------------------------

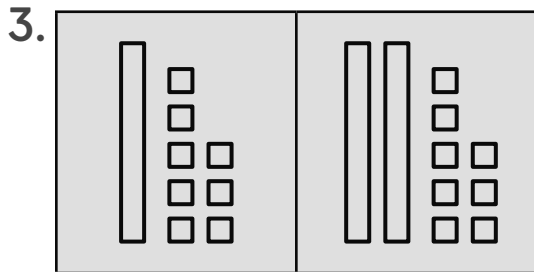
\_\_\_\_\_



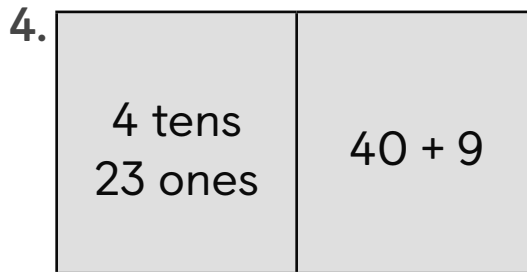
## Guided Practice



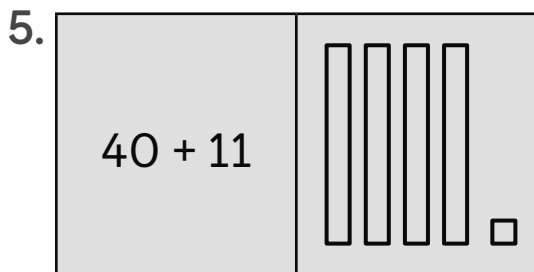
Write a true comparison statement using the  $>$ ,  $<$ , or  $=$  symbol.



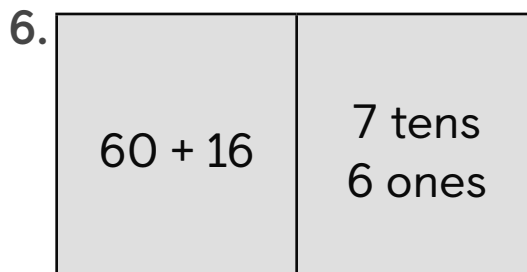
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



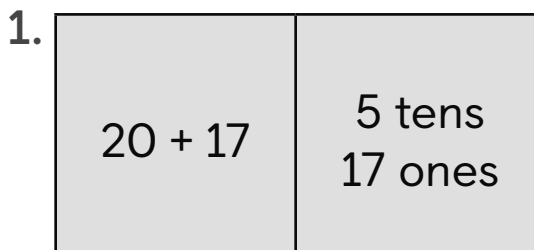
\_\_\_\_\_



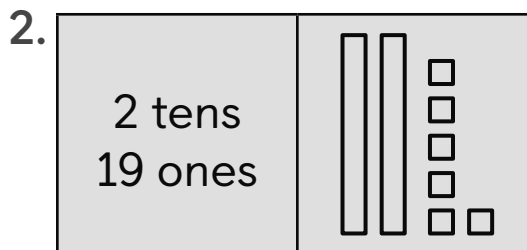
## Check



Write a true comparison statement using the  $>$ ,  $<$ , or  $=$  symbol.



\_\_\_\_\_



\_\_\_\_\_

## Unit 5

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# Mini-Lessons

# Adding Tens or Ones to a Two-Digit Number

ML 5.02



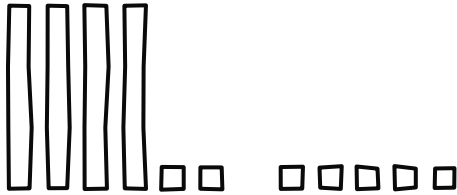
## Modeled Review



Name: Maya

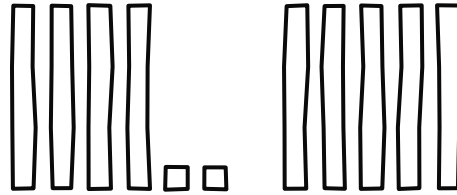
Find the number that makes the equation true.

1.  $42 + 5 = \underline{47}$



2 + 5 is less than 10, so only the ones will change.

2.  $42 + 50 = \underline{92}$



50 has a zero in the ones place, so only the tens will change.

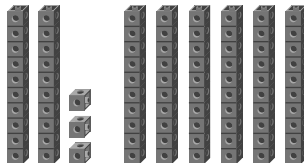


## Guided Practice

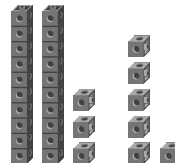


Find the number that makes the equation true.

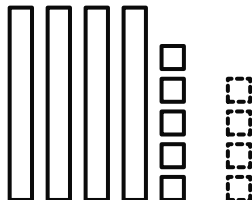
1.  $23 + 60 = \underline{\hspace{2cm}}$



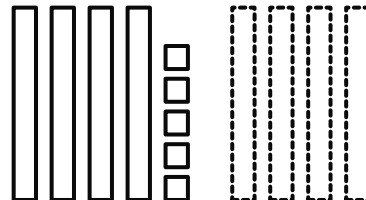
2.  $23 + 6 = \underline{\hspace{2cm}}$



3.  $45 + 4 = \underline{\hspace{2cm}}$



4.  $45 + 40 = \underline{\hspace{2cm}}$





## Guided Practice



Find the number that makes the equation true.

$5. 31 + 20 = \underline{\hspace{2cm}}$

$6. 31 + 2 = \underline{\hspace{2cm}}$

$7. 56 + 3 = \underline{\hspace{2cm}}$

$8. 56 + 30 = \underline{\hspace{2cm}}$



## Check



Find the number that makes the equation true.

$1. 64 + 20 = \underline{\hspace{2cm}}$

$2. 64 + 2 = \underline{\hspace{2cm}}$

# Adding Two-Digit Numbers Without Making a Ten

ML 5.03



## Modeled Review

Name: Tristan

Find the sum.

$$54 + 42 = \underline{96}$$

$$\begin{array}{cccccc}
 54 & 64 & 74 & 84 & 94 & 95 & 96 \\
 \swarrow & \swarrow & \swarrow & \swarrow & \swarrow & \swarrow & \swarrow \\
 +10 & +10 & +10 & +10 & +1 & +1 & 
 \end{array}$$

42 is 4 tens and  
2 ones.



## Guided Practice



Find the sum.

1.  $15 + 34 = \underline{\quad}$

$$\begin{array}{ccccccc}
 15, & 25, & 35, & 45, & 46, & 47, & \underline{\quad}, \underline{\quad} \\
 \swarrow & \swarrow & \swarrow & \swarrow & \swarrow & \swarrow & \swarrow \\
 +10 & +10 & +10 & +1 & +1 & +1 & +1
 \end{array}$$

2.  $71 + 25 = \underline{\quad}$

71, 81, 91, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3.  $32 + 43 = \underline{\quad}$

32, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4.  $27 + 62 = \underline{\quad}$

27, \_\_\_\_\_



## Guided Practice



Find the sum. Count on by 10s and then by 1s if it is helpful.

5.  $65 + 14 =$  \_\_\_\_\_

6.  $31 + 27 =$  \_\_\_\_\_

7.  $23 + 46 =$  \_\_\_\_\_

8.  $52 + 35 =$  \_\_\_\_\_



## Check



Find the sum. Count on by 10s and then by 1s if it is helpful.

$42 + 37 =$  \_\_\_\_\_

# Finding Sums Using Equations

ML 5.04



## Modeled Review

Name: Avery

Find the sum. Use equations to show your thinking.

$$42 + 36 = \underline{78}$$

$$40 + 30 = 70$$

$$2 + 6 = 8$$

$$70 + 8 = 78$$



## Guided Practice



1. Find the sum. Use equations to show your thinking.

Equations	Place Value
$54 + 32 =$	$5 \text{ tens} + 3 \text{ tens} = \underline{\quad} \text{ tens}$ $4 \text{ ones} + 2 \text{ ones} = \underline{\quad} \text{ ones}$ $\underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
$26 + 43 =$	$2 \text{ tens} + 4 \text{ tens} = \underline{\quad} \text{ tens}$ $\underline{\quad} \text{ ones} + 3 \text{ ones} = \underline{\quad} \text{ ones}$ $\underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
$73 + 24 =$	$70 + 20 = \underline{\quad}$ $3 + 4 = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$



## Guided Practice



Find the sum. Use equations to show your thinking.

$2. 76 + 13 = \underline{\hspace{2cm}}$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

$3. 41 + 37 = \underline{\hspace{2cm}}$

$4. 56 + 43 = \underline{\hspace{2cm}}$

$5. 63 + 24 = \underline{\hspace{2cm}}$



## Check



Find the sum. Use equations to show your thinking.

$34 + 52 = \underline{\hspace{2cm}}$

# Making Ten to Solve Addition Problems

ML 5.05



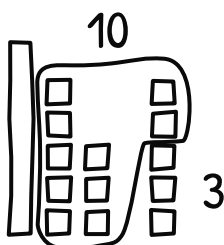
## Modeled Review



Name: Priya

Find the sum by making a ten.

$$18 + 5 = \underline{\quad 23 \quad}$$



18 has 8 ones, so I needed 2 ones from the 5 to make a new ten.



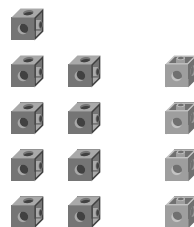
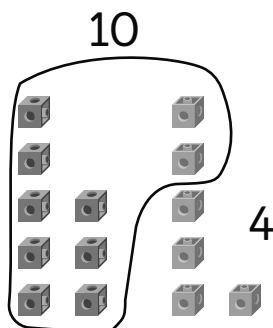
## Guided Practice



Find the sum by making a ten.

1.  $8 + 6 = \underline{\quad \quad}$

2.  $9 + 4 = \underline{\quad \quad}$





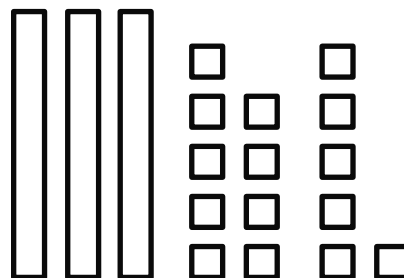
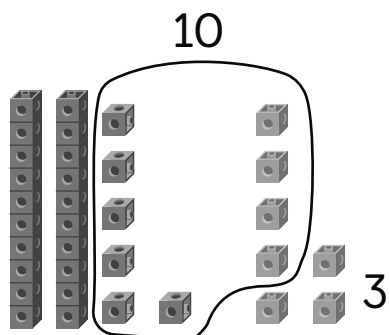
## Guided Practice



Find the sum by making a ten.

3.  $26 + 7 =$  \_\_\_\_\_

4.  $39 + 6 =$  \_\_\_\_\_



5.  $15 + 8 =$  \_\_\_\_\_

6.  $38 + 4 =$  \_\_\_\_\_



## Check



Find the sum by making a ten.

$27 + 5 =$  \_\_\_\_\_

# Solving Addition Problems Using Place Value Understanding

ML 5.06



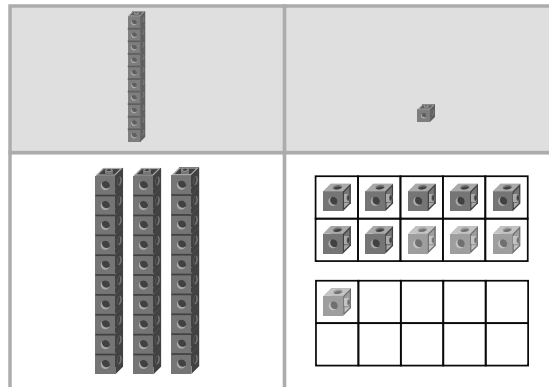
## Modeled Review



Name: Shawn

Find the sum by using the place value chart.

$$37 + 4 = \underline{41}$$



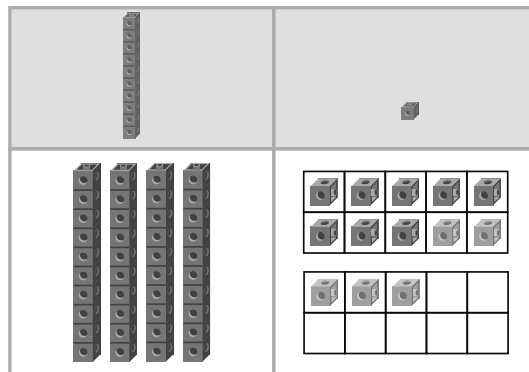
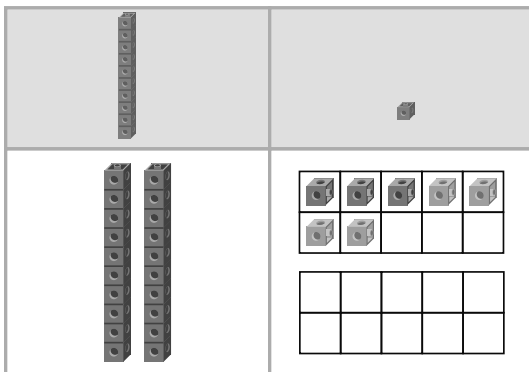
## Guided Practice



Find the sum by using the place value chart.

1.  $23 + 4 = \underline{\quad}$

2.  $48 + 5 = \underline{\quad}$



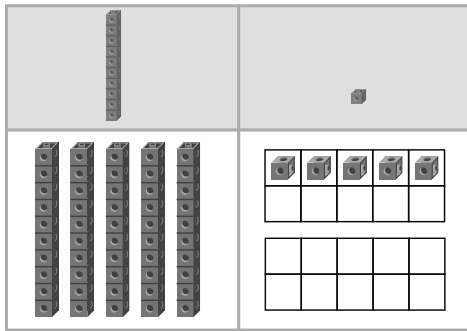


## Guided Practice

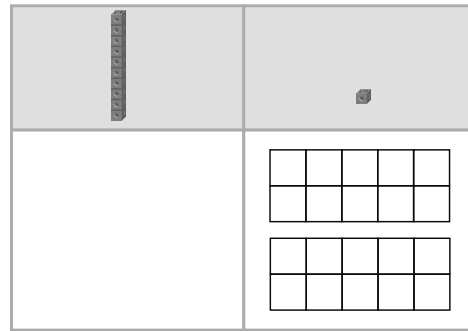


Find the sum by using the place value chart.

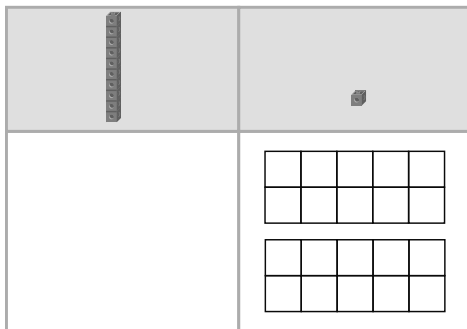
$3. 55 + 3 = \underline{\hspace{2cm}}$



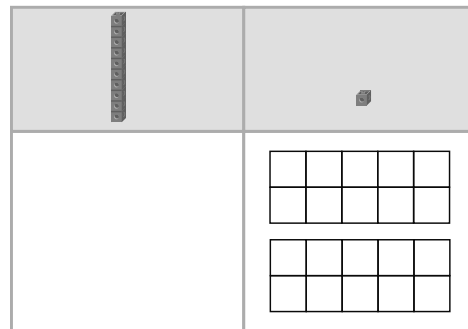
$4. 8 + 24 = \underline{\hspace{2cm}}$



$5. 7 + 48 = \underline{\hspace{2cm}}$



$6. 29 + 4 = \underline{\hspace{2cm}}$

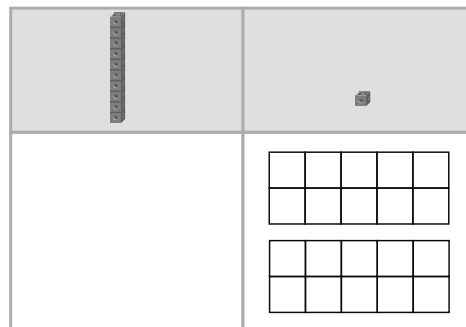


## Check



Find the sum by using the place value chart.

$36 + 7 = \underline{\hspace{2cm}}$



# Finding Sums by Making a Ten

ML 5.07



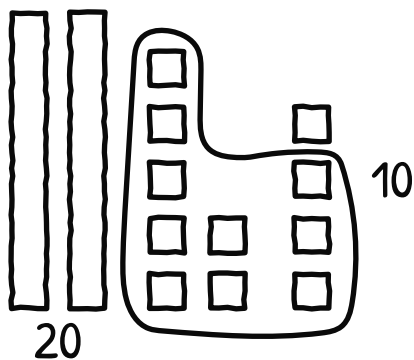
## Modeled Review



Name: Jack

Find the sum. Show your thinking.

$$27 + 4 = \underline{31}$$



I needed 3 more ones to make the next ten. Then I had 1 one left.

$$27 + 3 = 30$$

$$30 + 1 = 31$$



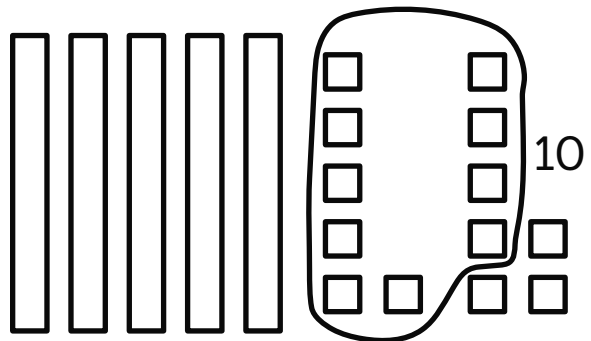
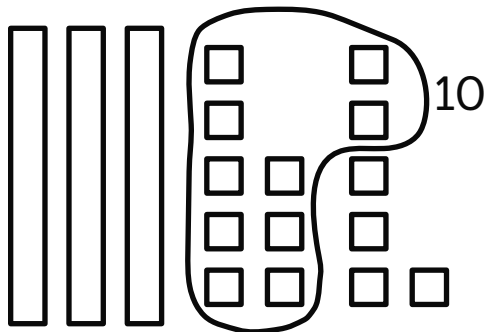
## Guided Practice



Find the sum. Show your thinking.

1.  $38 + 6 = \underline{\quad}$

2.  $56 + 7 = \underline{\quad}$



$$38 + 2 = 40$$

$$56 + \underline{\quad} = \underline{\quad}$$

$$40 + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

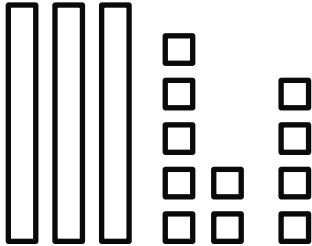


## Guided Practice



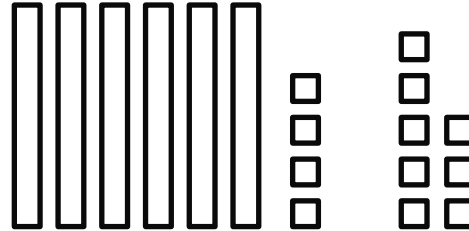
Find the sum. Show your thinking.

3.  $37 + 4 =$  \_\_\_\_\_



$$\begin{array}{r} \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad} \\ \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad} \end{array}$$

4.  $64 + 8 =$  \_\_\_\_\_



5.  $58 + 5 =$  \_\_\_\_\_

6.  $25 + 7 =$  \_\_\_\_\_



## Check



Find the sum. Show your thinking.

$46 + 8 =$  \_\_\_\_\_

# Identifying Expressions That Require Making a Ten

ML 5.08



## Modeled Review

Name: Avery

Circle *all* of the expressions in which a new ten will be made when finding the sum.

$$\begin{array}{r} 43 + 2 \\ \diagdown \quad \diagup \\ 3 + 2 = 5 \end{array}$$

$$\begin{array}{r} 69 + 2 \\ \diagdown \quad \diagup \\ 9 + 2 = 11 \end{array}$$

11 is more than 10, so I will have to make a new ten.



## Guided Practice



Will the expression have *more* or *less* than 10 ones?

1.  $47 + 7$     *More than 10 ones*    *Less than 10 ones*

2.  $73 + 5$     *More than 10 ones*    *Less than 10 ones*

3.  $26 + 3$     *More than 10 ones*    *Less than 10 ones*

4.  $84 + 8$     *More than 10 ones*    *Less than 10 ones*



## Guided Practice



Circle *all* of the expressions in which a new ten will be made when finding the sum.

5.  $41 + 5$        $83 + 7$

6.  $52 + 9$        $63 + 4$        $88 + 4$

7.  $14 + 3$        $75 + 5$        $29 + 6$

8.  $37 + 3$        $52 + 9$        $16 + 2$        $68 + 1$



## Check



Circle *all* of the expressions in which a new ten will be made when finding the sum.

$83 + 6$        $24 + 9$        $52 + 5$        $18 + 7$

# Adding 2 Two-Digit Numbers by Breaking Apart the Addends

ML 5.09

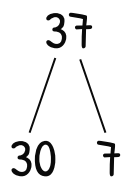
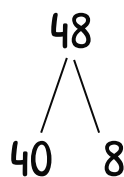


## Modeled Review

Name: Dylan

Find the sum.

$$48 + 37 = \underline{85}$$



$$40 + 30 = 70$$

$$8 + 7 = 15$$

$$70 + 15 = 85$$

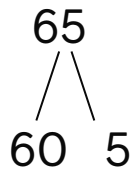
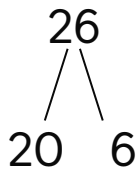


## Guided Practice



Find the sum.

$$1. 26 + 65 = \underline{\quad\quad}$$

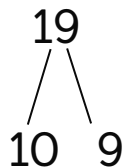
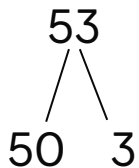


$$20 + 60 = 80$$

$$6 + 5 = \underline{\quad\quad}$$

$$80 + \underline{\quad\quad} = \underline{\quad\quad}$$

$$2. 53 + 19 = \underline{\quad\quad}$$



$$50 + \underline{\quad\quad} = \underline{\quad\quad}$$

$$3 + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

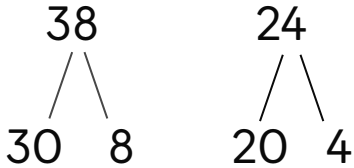


## Guided Practice



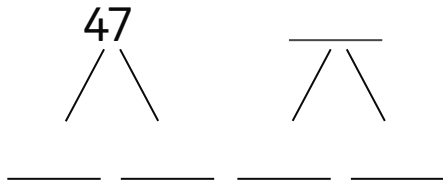
Find the sum.

3.  $38 + 24 =$  \_\_\_\_\_



_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____

4.  $47 + 49 =$  \_\_\_\_\_



_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____

5.  $64 + 27 =$  \_\_\_\_\_



## Check



Find the sum.

$56 + 38 =$  \_\_\_\_\_

# Adding 2 Two-Digit Numbers by Making a Ten

ML 5.10



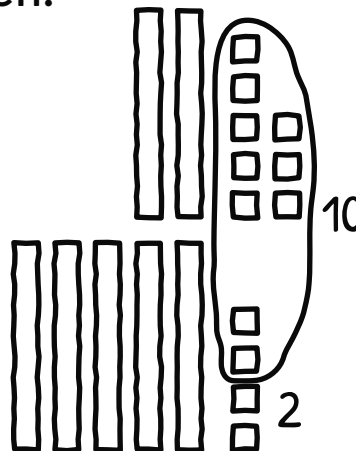
## Modeled Review



Name: Clare

Find the sum by making a ten.

$$28 + 54 = \underline{82}$$



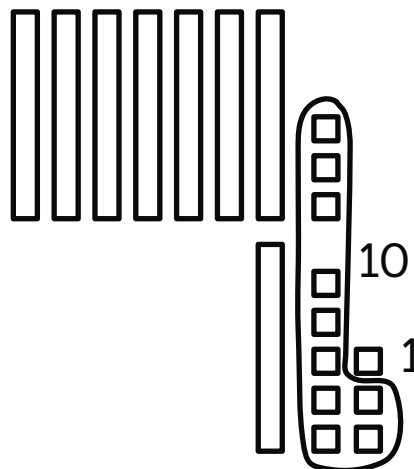
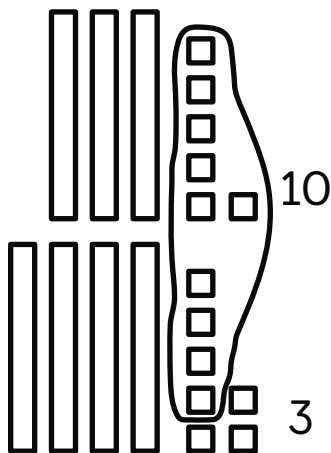
## Guided Practice



Find the sum by making a ten.

1.  $36 + 47 = \underline{\hspace{2cm}}$

2.  $73 + 18 = \underline{\hspace{2cm}}$





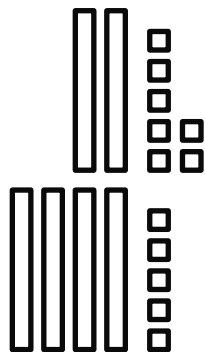
## Guided Practice



Find the sum by making a ten.

3.  $27 + 45 =$  \_\_\_\_\_

4.  $39 + 53 =$  \_\_\_\_\_



5.  $68 + 26 =$  \_\_\_\_\_

6.  $56 + 17 =$  \_\_\_\_\_



## Check



Find the sum by making a ten.

$43 + 38 =$  \_\_\_\_\_

# Making Sense of Sums

ML 5.11



## Modeled Review

Name: Shawn

Find the sum. Think about the number of tens in the sum before solving if it is helpful.

$$55 + 38 \quad \underline{93}$$

$$\underline{50} + \underline{30} = \underline{80}$$

$$\underline{5} + \underline{8} = \underline{13}$$

$$\underline{80} + \underline{13} = \underline{93}$$

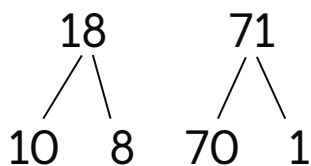


## Guided Practice



Find the sum. Think about the number of tens in the sum before solving if it is helpful.

$$1. \quad 18 + 71 \quad \underline{\hspace{2cm}}$$

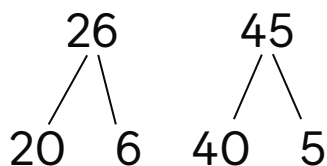


$$10 + 70 = 80$$

$$8 + 1 = 9$$

$$80 + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

$$2. \quad 26 + 45 \quad \underline{\hspace{2cm}}$$



$$20 + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

$$6 + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$



## Guided Practice



3. Find the sum. Think about the number of tens in the sum before solving if it is helpful.

Expression	Place value
$52 + 24$	$5 \text{ tens} + 2 \text{ tens} = \underline{\quad} \text{ tens}$ $2 \text{ ones} + 4 \text{ ones} = \underline{\quad} \text{ ones}$ $\underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
$28 + 36$	$2 \text{ tens} + 3 \text{ tens} = \underline{\quad} \text{ tens}$ $\underline{\quad} \text{ ones} + \underline{\quad} \text{ ones} = \underline{\quad} \text{ ones}$ $\underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
$64 + 19$	$60 + 10 = \underline{\quad}$ $4 + 9 = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$
$15 + 36$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$



## Check



Find the sum. Think about the number of tens in the sum before solving if it is helpful.

$39 + 18 \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

# Adding 2 Two-Digit Numbers Using Place Value

ML 5.12



## Modeled Review

Name: Avery

Find the sum. Use equations to show your thinking.

$$67 + 25 = \underline{92}$$

$$60 + 20 = 80$$

$$7 + 5 = 12$$

$$80 + 12 = 92$$



## Guided Practice



1. Find the sum. Use equations to show your thinking.

Expression	Place value
46 + 12	4 tens + 1 ten = _____ tens 6 ones + 2 ones = _____ ones _____ tens + _____ ones = _____
19 + 26	1 ten + 2 tens = _____ tens _____ ones + _____ ones = _____ ones _____ tens + _____ ones = _____
52 + 37	50 + 30 = _____ 2 + 7 = _____ _____ + _____ = _____



## Guided Practice



Find the sum. Use equations to show your thinking.

2.  $25 + 27$  \_\_\_\_\_

$$\begin{array}{r} \phantom{2} + \phantom{2} \\ \hline \phantom{2} + \phantom{2} \\ \hline \phantom{2} + \phantom{2} \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{2} + \phantom{2} \\ \hline \phantom{2} + \phantom{2} \\ \hline \phantom{2} + \phantom{2} \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{2} + \phantom{2} \\ \hline \phantom{2} + \phantom{2} \\ \hline \phantom{2} + \phantom{2} \\ \hline \end{array}$$

3.  $33 + 24$  \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.  $59 + 35$  \_\_\_\_\_

5.  $19 + 76$  \_\_\_\_\_



## Check



Find the sum. Use equations to show your thinking.

$48 + 36$  \_\_\_\_\_

# Adding Within 100

ML 5.13



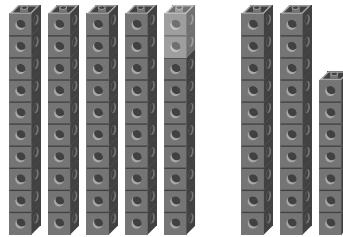
## Modeled Review



Name: Dylan

Find the sum by changing an addend. Show your thinking.

$$48 + 27 = \underline{75}$$



$$50 + 27 = 77$$

$$77 - 2 = 75$$



## Guided Practice



1. Find the sum by changing an addend.

Expression	Base-ten representation	Workspace
26 + 19		$30 + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
12 + 34		$10 + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$



## Guided Practice



Find the sum. Change an addend if it is helpful.

2.  $56 + 18$  \_\_\_\_\_

3.  $14 + 22$  \_\_\_\_\_

4.  $11 + 18$  \_\_\_\_\_

5.  $37 + 44$  \_\_\_\_\_

6.  $59 + 14$  \_\_\_\_\_

7.  $71 + 15$  \_\_\_\_\_



## Check



Find the sum. Change an addend if it is helpful.

1.  $26 + 46$  \_\_\_\_\_

2.  $32 + 55$  \_\_\_\_\_

# Adding Within 100 to Make Sense of Data

ML 5.14



## Modeled Review

Name: Eva

Use the data from the table to answer the question.

How many beads are blue and red?

$$19 + 36$$

$$10 + 30 = 40$$

$$9 + 6 = 15$$

$$40 + 15 = 55$$

answer: 55 beads

Color	Number of beads
green	27
blue	19
red	36



## Guided Practice



Use the data from the table to answer each question.

Color	Number of beads
purple	38
brown	43
orange	24

1. How many beads are purple and brown?

$$38 + 43$$

$$30 + 40 = \underline{\quad}$$

$$8 + 3 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

answer:        beads

2. How many beads are orange and purple?

$$24 + \underline{\quad}$$

$$20 + \underline{\quad} = \underline{\quad}$$

$$4 + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

answer:



## Guided Practice



Use the data from the table to answer each question.

Color	Number of beads
pink	16
yellow	34
green	48

3. How many beads are pink and green?

$$\begin{array}{r} \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

answer: \_\_\_\_\_

4. How many beads are green and yellow?

answer: \_\_\_\_\_



## Check



Use the data from the table to answer the question.

How many beads are yellow and purple?

Color	Number of beads
blue	51
yellow	28
purple	47

answer: \_\_\_\_\_

## Unit 6

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# Mini-Lessons

# Ordering Lengths of Objects

ML 6.02



## Modeled Review

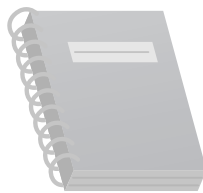


Name: Tristan

List the objects in order from *shortest* to *tallest*.



glue bottle



notebook



eraser

eraser  
shortest

glue bottle

notebook  
tallest



## Guided Practice



1. Circle the object that is *longer*.



2. Circle the object that is *taller*.



3. Circle the object that is *shorter*.

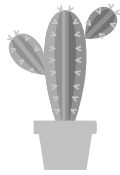




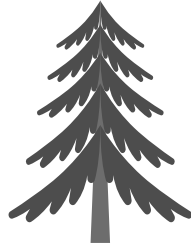
## Guided Practice



4. List the objects in order from *shortest* to *tallest*.



cactus



tree



sunflower

\_\_\_\_\_ **shortest**

\_\_\_\_\_ cactus \_\_\_\_\_

\_\_\_\_\_ **tallest**

5. List the objects in order from *shortest* to *longest*.



marker



sharpener



crayon

\_\_\_\_\_ **shortest**

\_\_\_\_\_ **longest**



## Check



List the objects in order from *shortest* to *tallest*.



giraffe



flamingo



kangaroo

\_\_\_\_\_ **shortest**

\_\_\_\_\_ **tallest**

# Comparing Lengths of Two Objects Using a Third Object

ML 6.03

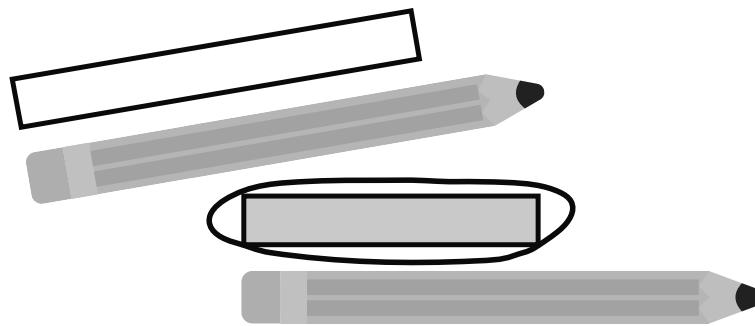


## Modeled Review



Name: Maya

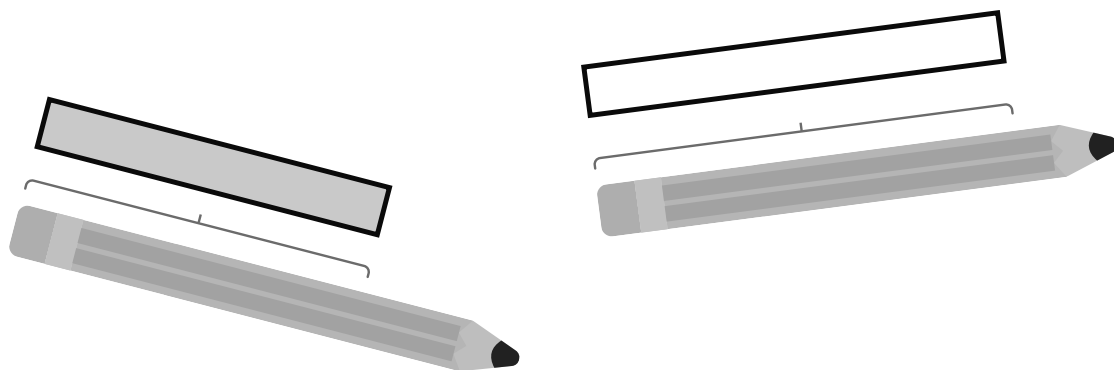
Use the pencil to figure out which rectangle is *shorter*. Circle the rectangle that is *shorter*.



## Guided Practice



1. Use the pencil to figure out which rectangle is *longer*. Circle the rectangle that is *longer*.

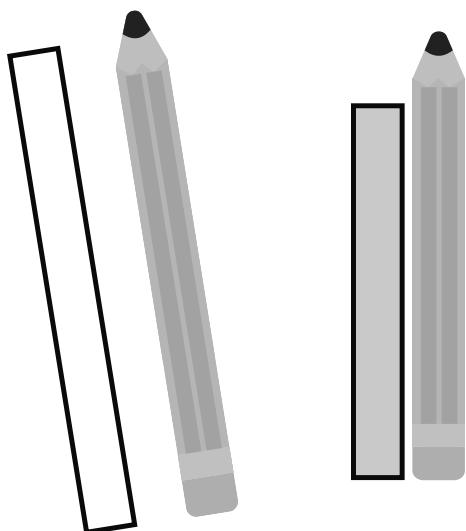




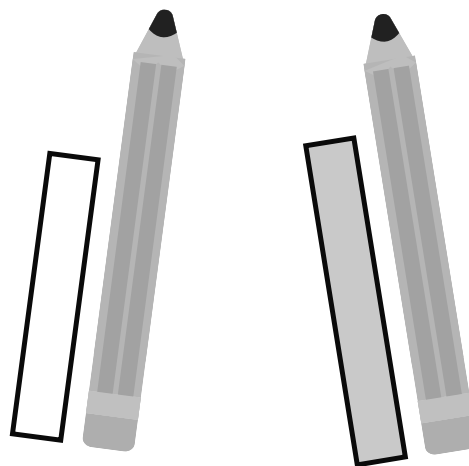
## Guided Practice



2. Use the pencil to figure out which rectangle is *taller*. Circle the rectangle that is *taller*.



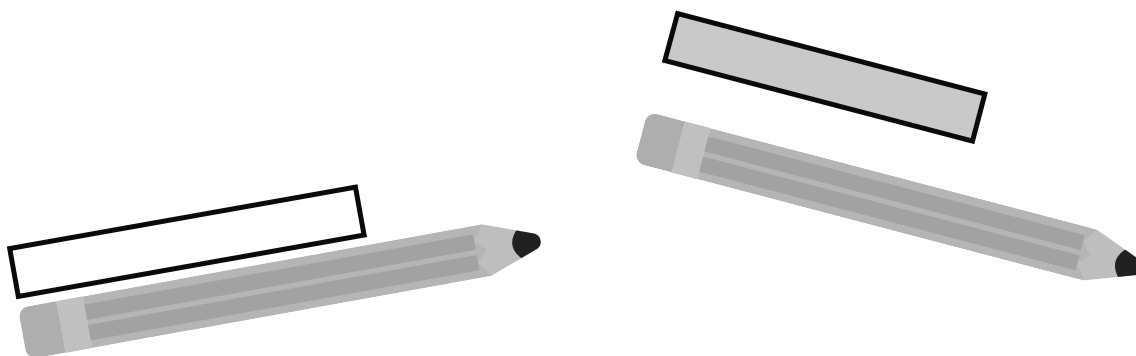
3. Use the pencil to figure out which rectangle is *shorter*. Circle the rectangle that is *shorter*.



## Check



Use the pencil to figure out which rectangle is *shorter*. Circle the rectangle that is *shorter*.



# Measuring Length With Connecting Cubes

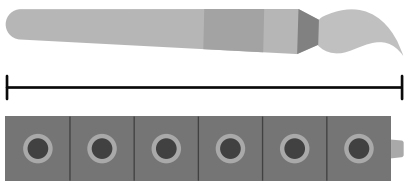
ML 6.04



## Modeled Review

Name: Priya

Use connecting cubes to measure the length of each object. Fill in the blanks to make each sentence true.



1, 2, 3, 4, 5, 6.  
The paintbrush is  
6 cubes long.

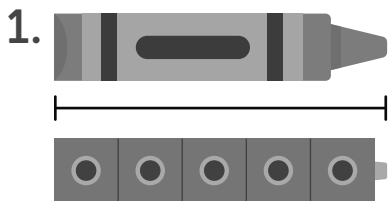
The length of the paintbrush is 6 connecting cubes.



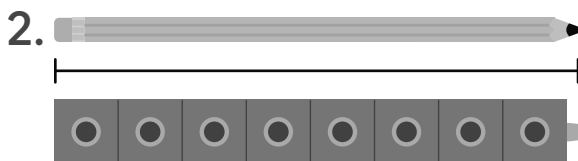
## Guided Practice



Use the connecting cubes to measure the length of each object. Fill in the blanks to make each sentence true.



The length of the crayon is \_\_\_\_\_ connecting cubes.



The length of the pencil is \_\_\_\_\_ connecting cubes.



## Guided Practice



Use connecting cubes to measure the length of each object. Fill in the blanks to make each sentence true.

3.



\_\_\_\_\_

The length of the glue stick is \_\_\_\_\_ connecting cubes.

4.



\_\_\_\_\_

The length of the marker is \_\_\_\_\_ connecting cubes.

5.



\_\_\_\_\_

The length of the eraser is \_\_\_\_\_ connecting cubes.



## Check



Use connecting cubes to measure the length of the object. Fill in the blank to make the sentence true.



\_\_\_\_\_

The length of the colored pencil is \_\_\_\_\_ connecting cubes.

# Measuring Length Without Gaps or Overlaps

ML 6.05



## Modeled Review

Name: Han

Use paper clips to measure the length of the object. Fill in the blank to make the sentence true.



1, 2, 3, 4. The highlighter is 4 paper clips long.

The highlighter is 4 paper clips long.



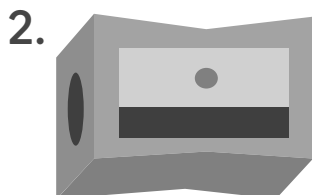
## Guided Practice



Use the paper clips to measure the length of each object. Fill in the blanks to make each sentence true.



The colored pencil is 6 paper clips long.



The pencil sharpener is 2 paper clips long.



## Guided Practice



Use paper clips to measure the length of each object. Fill in the blanks to make each sentence true.



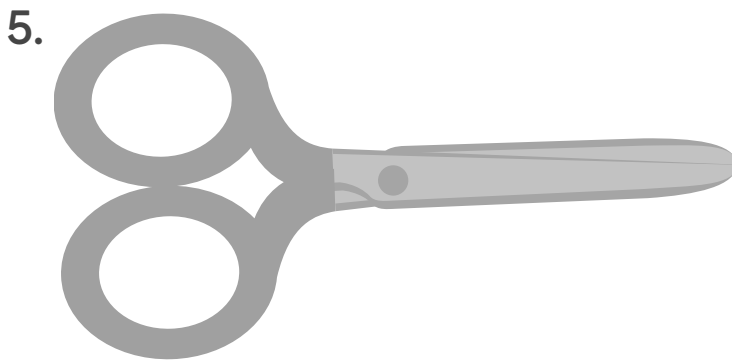
\_\_\_\_\_

The crayon is \_\_\_\_\_ paper clips long.



\_\_\_\_\_

The paint brush is \_\_\_\_\_ paper clips long.



\_\_\_\_\_

The scissors are \_\_\_\_\_ paper clips long.



## Check



Use paper clips to measure the length of the object. Fill in the blank to make each sentence true.



\_\_\_\_\_

The marker is \_\_\_\_\_ paper clips long.

# Measuring Length With Different Units

ML 6.06



## Modeled Review

Name: Santiago

Measure and record the length of the rectangle using the connecting cubes and paper clips.

length: 7 connecting cubeslength: 5 paper clips

## Guided Practice



Record the length of the object using the connecting cubes and paper clips.

length: 6 connecting cubeslength:      paper clipslength:      connecting cubeslength:      paper clips



## Guided Practice



Measure and record the length of the object using the connecting cubes and paper clips.



length: \_\_\_\_\_

length: \_\_\_\_\_



length: \_\_\_\_\_

length: \_\_\_\_\_



## Check



Measure and record the length of the object using the connecting cubes and paper clips.



length: \_\_\_\_\_

length: \_\_\_\_\_

# Measuring Length Up to 120 Length Units

ML 6.07

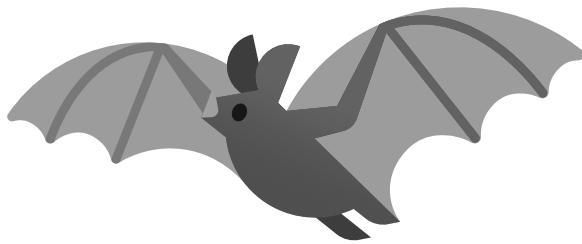


## Modeled Review



Name: Jada

Record the length.



length: 32 connecting cubes



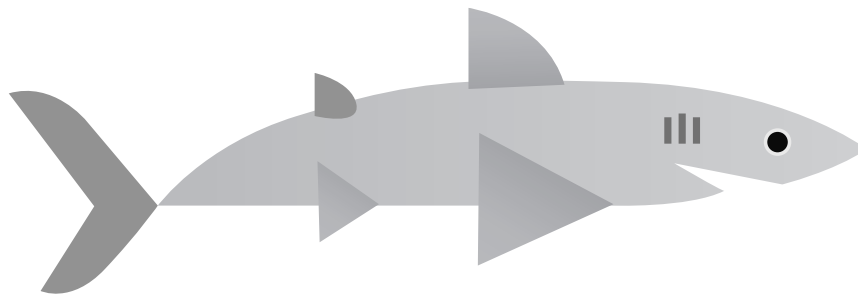
10, 20, 30, 31, 32



## Guided Practice



1. Record the length.



10, 20, 30, 40,   ,   ,   

length:        connecting cubes

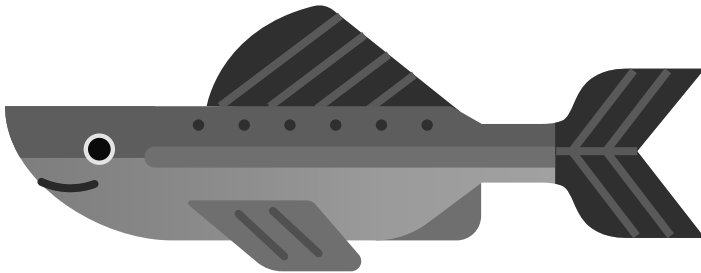


## Guided Practice



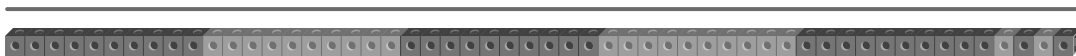
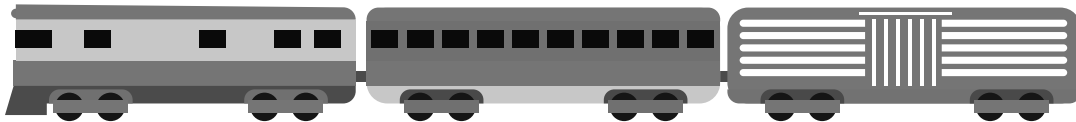
Record the length.

2.



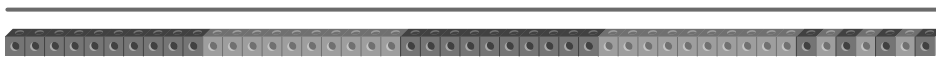
length: \_\_\_\_\_ connecting cubes

3.



length: \_\_\_\_\_

4.



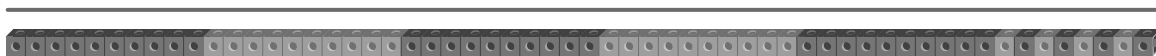
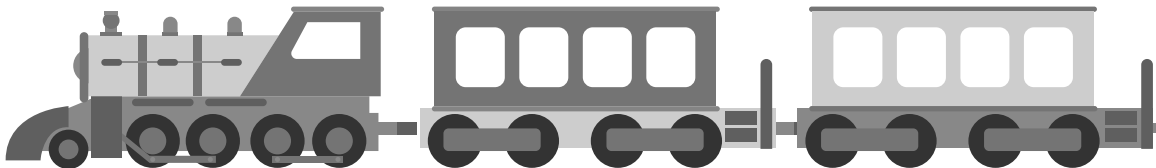
length: \_\_\_\_\_



## Check



Record the length.



length: \_\_\_\_\_

# Measuring Length Using Tens Rods

ML 6.08

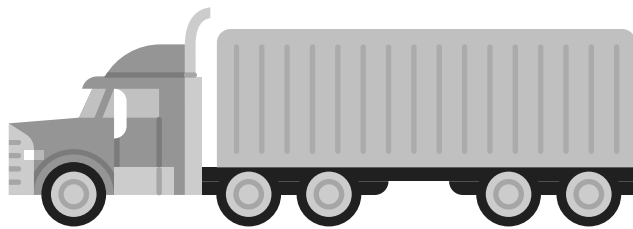


## Modeled Review



Name: Kai

Record the length.



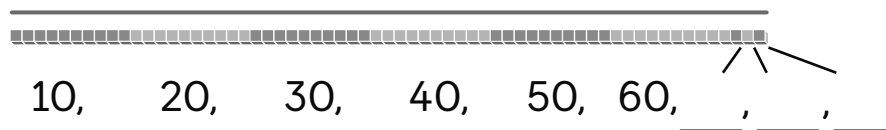
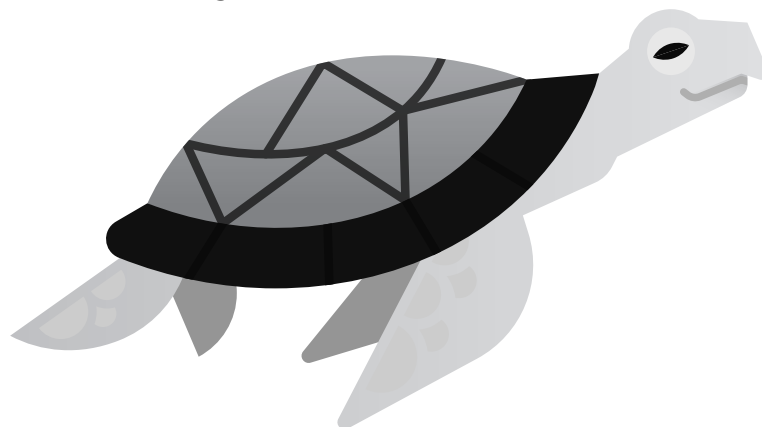
length: 52 unit cubes



## Guided Practice



1. Record the length.



length: \_\_\_\_\_ unit cubes

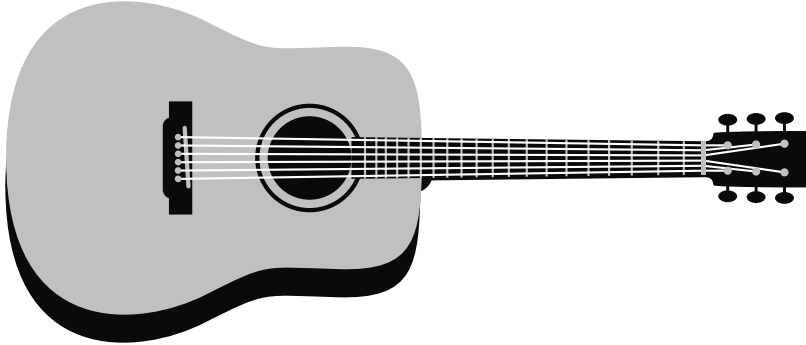


## Guided Practice



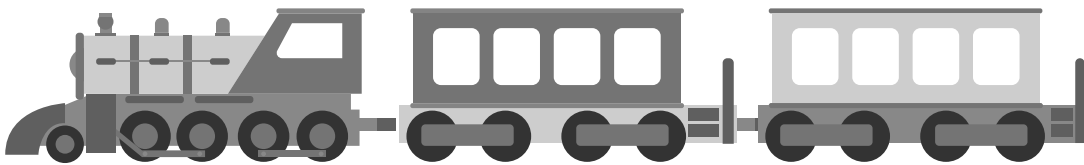
Record the length.

2.



length: \_\_\_\_ unit cubes

3.



length: \_\_\_\_\_

4.



length: \_\_\_\_\_



## Check



Record the length.



length: \_\_\_\_\_

# Representing Base-Ten Blocks Using Written Numbers

ML 6.09

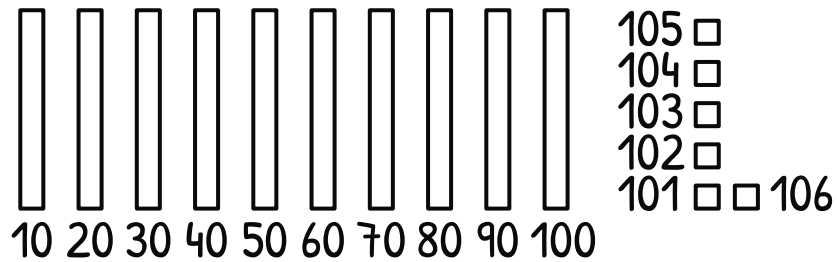


## Modeled Review



Name: Jack

Find the total number of unit cubes in the representation.



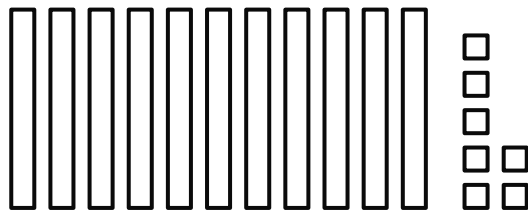
106 unit cubes



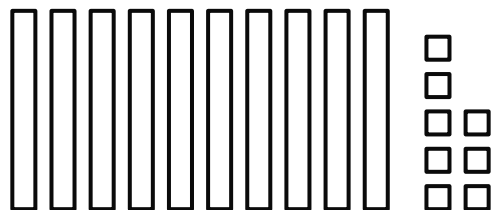
## Guided Practice



1. Match the base-ten representation to the numeral.



108



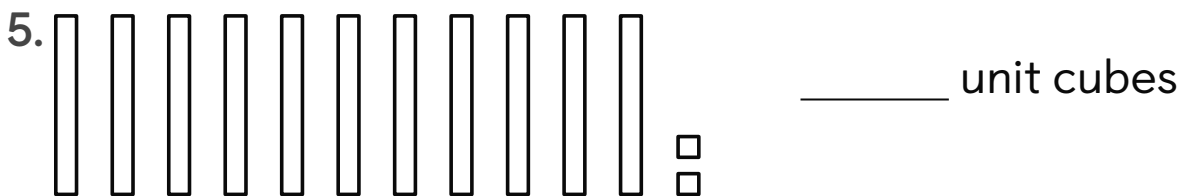
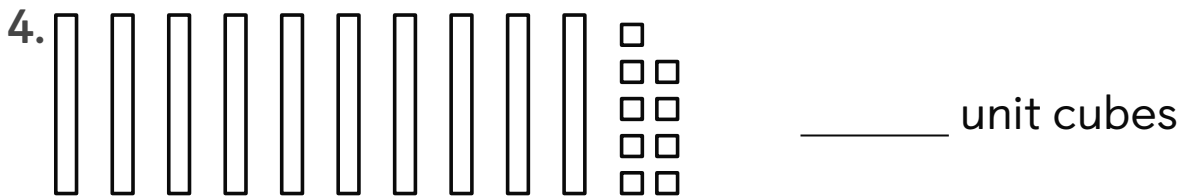
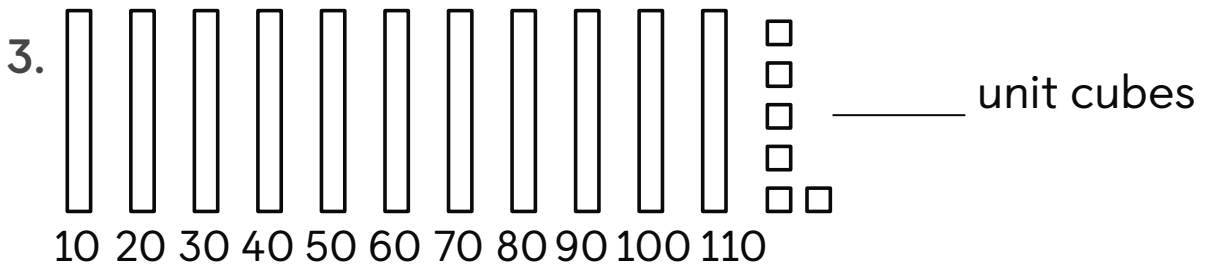
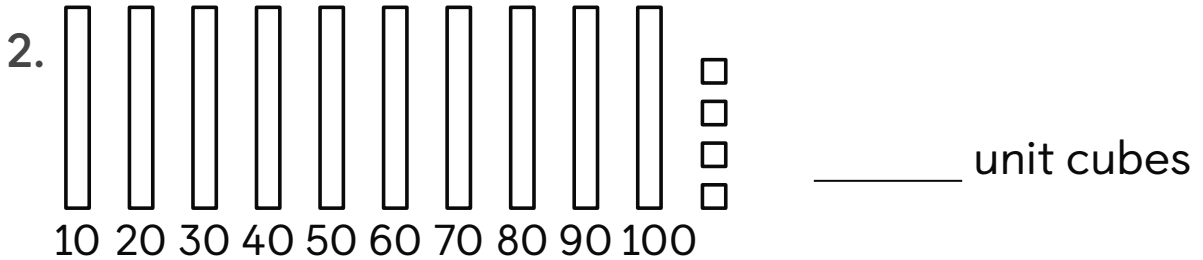
117



## Guided Practice



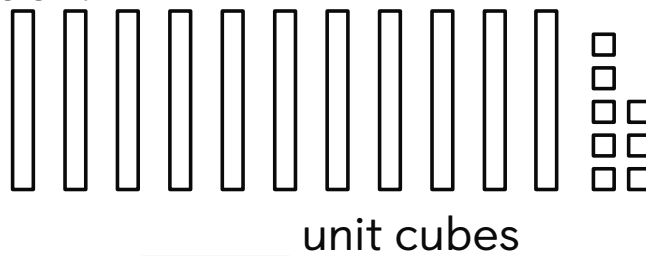
Find the total number of unit cubes in each representation.



## Check



Find the total number of unit cubes in the representation.



## Solving Story Problems About Length

ML 6.10

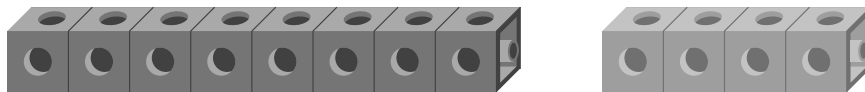


### Modeled Review

Name: Clare

Solve the problem and write an equation.

Priya has a ribbon that is 8 connecting cubes long. She has another ribbon that is 4 connecting cubes long. What is the total length of the two ribbons?



answer: 12 connecting cubes      equation:  $8 + 4 = 12$

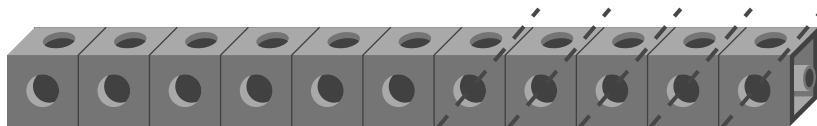


### Guided Practice



Solve the problem and write an equation.

- Dylan built a block train that was 11 connecting cubes long. His brother took 5 of the connecting cubes off the train. How many connecting cubes is the train now?



answer:     connecting cubes      equation:  $11 - 5 = \underline{\quad}$



## Guided Practice



Solve the problem and write an equation.

2. Maya had a string that was 8 connecting cubes long. She has another string that is 7 connecting cubes long. What is the total length of the two strings?

answer: \_\_\_\_\_ connecting cubes    equation: \_\_\_\_\_

3. Han has a piece of paper that is 14 connecting cubes long. He cuts off a piece that is 6 connecting cubes long. How long is the piece of paper now?

answer: \_\_\_\_\_    equation: \_\_\_\_\_



## Check



Solve the problem and write an equation.

- Avery's flower was 13 connecting cubes tall. The flower grew 4 connecting cubes taller. How many connecting cubes tall is the flower now?

answer: \_\_\_\_\_    equation: \_\_\_\_\_

# Solving *Compare* Story Problems About Length

ML 6.11



## Modeled Review

Name: Shawn

Solve the problem and write an equation.

Jack grew a flower that was 6 connecting cubes tall.

Eva grew a flower that was 5 connecting cubes taller than Jack's.

How many connecting cubes tall is Eva's flower?

answer: 11 connecting cubes

equation:  $6 + 5 = 11$

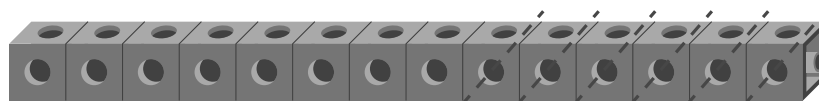


## Guided Practice



Solve the problem and write an equation.

- Clare's ribbon is 14 connecting cubes long. Kai's ribbon is 6 connecting cubes shorter than Clare's. How many connecting cubes long is Kai's ribbon?



answer:      connecting cubes equation:  $14 - 6 =$



## Guided Practice



Solve the problem and write an equation.

2. Diego built a tower that was 16 connecting cubes tall. Maya built a tower that was 9 connecting cubes shorter than Diego's. How many connecting cubes tall is Maya's tower?

answer: \_\_\_\_ connecting cubes equation: \_\_\_\_\_

3. Han's stick is 12 connecting cubes long. Priya's stick is 4 connecting cubes longer than Han's. How long is Priya's stick?

answer: \_\_\_\_\_ equation: \_\_\_\_\_



## Check



Solve the problem and write an equation.

Jada's toy train is 14 connecting cubes long. Santiago's toy train is 5 connecting cubes shorter than Jada's. How many connecting cubes long is Santiago's toy train?

answer: \_\_\_\_\_ equation: \_\_\_\_\_

Solving *Take From* Story Problems

ML 6.12



## Modeled Review

Name: Dylan

Solve the problem and write an equation to show how you solved it.

Avery had some stickers.

She gave Maya 5 stickers and now she has 8 stickers.

How many stickers did Avery have to start?

$$\underline{\quad} - 5 = 8 \quad \text{answer: } \underline{13 \text{ stickers}}$$

$$8 + 5 = 13 \quad \text{equation: } \underline{13 - 5 = 8}$$



## Guided Practice



Solve the problem and write an equation to show how you solved it.

1. Jack had 11 blocks.

He gave some to Han and now he has 4 blocks.

How many blocks did Jack give to his friend?

$$\begin{array}{ccccccc} 11 & - & \underline{\quad\quad\quad} & = & 4 \\ \text{blocks Jack} & & \text{blocks he} & & \text{blocks he} \\ \text{had to start} & & \text{gave to Han} & & \text{has now} \end{array}$$

answer:     blocks

equation:  $11 - \underline{\quad} = 4$



## Guided Practice



Solve the problem and write an equation to show how you solved it.

2. Eva had some markers.

She gave Priya 6 markers. Now she has 7 markers.  
How many markers did Eva start with?

answer: \_\_\_\_\_ markers                      equation: \_\_\_\_\_

3. Tristan had 14 toy cars.

He gave some to Diego. Now he has 8 toy cars.  
How many toy cars did Tristan give to Diego?

answer: \_\_\_\_\_                                      equation: \_\_\_\_\_



## Check



Solve the problem and write an equation to show how you solved it.

Jada has some flowers.

She gave Clare 4 flowers. Now she has 12 flowers.  
How many flowers did Jada start with?

answer: \_\_\_\_\_                                      equation: \_\_\_\_\_

# Identifying Two Equations That Represent the Same Story Problem

ML 6.13



## Modeled Review

Name: Eva

Circle *two* equations that could be used to find the unknown amount.

Priya built a tower with 17 red and blue blocks. 11 blocks were blue. The rest were red. How many blocks were red?

$$17 - 11 = \underline{\quad}$$

$$11 + \underline{\quad} = 17$$

$$11 + 17 = \underline{\quad}$$



## Guided Practice



Circle *two* equations that could be used to find the unknown amount.

- Tristan has 9 shells. Clare has 7 more shells than Tristan. How many shells does Clare have?

$$9 + 7 = \underline{\quad}$$

$$9 - 7 = \underline{\quad}$$

$$7 + 9 = \underline{\quad}$$



## Guided Practice



Circle *two* equations that could be used to find the unknown amount.

2. Santiago had some marbles.

Jada gave him 7 more marbles.

Now he has 15 marbles.

How many marbles did he start with?

$7 + 15 = \underline{\quad}$

$7 + \underline{\quad} = 15$

$15 - 7 = \underline{\quad}$

3. Jack has 13 toy cars.

Maya has 5 fewer toy cars than Jack.

How many toy cars does Maya have?

$5 + \underline{\quad} = 13$

$13 + 5 = \underline{\quad}$

$13 - 5 = \underline{\quad}$



## Check



Circle *two* equations that could be used to find the unknown amount.

Avery had 18 stickers.

She gave some of them to Diego.

Now she has 11 stickers.

How many stickers did she give to Diego?

$18 + 11 = \underline{\quad}$

$11 + \underline{\quad} = 18$

$18 - 11 = \underline{\quad}$

# Finding Unknown Amounts

ML 6.14



## Modeled Review

Name: Diego

Find the value that makes each equation true.

1.  $\underline{8} + 5 = 13$



$$13 - 5 = 8$$

2.  $18 - \underline{6} = 12$



$$18 - 12 = 6$$



## Guided Practice



Find the value that makes each equation true.

1.  $15 - \underline{\quad} = 8$



$$15 - 8 = \underline{\quad}$$

2.  $19 - \underline{\quad} = 11$

$$19 - \underline{\quad} = \underline{\quad}$$



## Guided Practice



Find the value that makes each equation true.

3.  $8 + \underline{\quad} = 14$



$14 - 8 = \underline{\quad}$

4.  $7 + \underline{\quad} = 11$

$11 - 7 = \underline{\quad}$

5.  $9 + \underline{\quad} = 16$



## Check



Find the value that makes each equation true.

1.  $7 + \underline{\quad} = 12$

2.  $17 - \underline{\quad} = 9$

## Representing and Solving Story Problems About Data

ML 6.15



### Modeled Review

Name: Avery

Use the data in the table to answer the question.  
Write an equation to show your thinking.

Flower	Height
tulip	8 unit cubes
rose	13 unit cubes
lily	10 unit cubes

How many unit cubes *longer* is the rose than the tulip?

equation:  $13 - 8 = 5$ answer: 5 unit cubes

### Guided Practice



Use the data in the table to answer the question.  
Write an equation to show your thinking.

Object	Length
folder	15 unit cubes
pencil	6 unit cubes
book	9 unit cubes

1. How many unit cubes *shorter* is the pencil than the book?

equation:  $9 - 6 = \underline{\quad}$ answer:     unit cubes



## Guided Practice



Use the data in the table to answer the question.  
Write an equation to show your thinking.

Tower	Height
green tower	7 unit cubes
blue tower	16 unit cubes
red tower	11 unit cubes

2. How many unit cubes *taller* is the blue tower than the green tower?

equation: \_\_\_\_\_

answer: \_\_\_\_\_

3. How many unit cubes tall are the green and red towers altogether?

equation: \_\_\_\_\_

answer: \_\_\_\_\_



## Check



Use the data in the table to answer the question.  
Write an equation to show your thinking.

Object	Length
yellow ribbon	12 unit cubes
pink ribbon	5 unit cubes
green ribbon	14 unit cubes

How many unit cubes *longer* is the yellow ribbon than the pink ribbon?

equation: \_\_\_\_\_

answer: \_\_\_\_\_

## Unit 7

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# Mini-Lessons

# Finding Three-Dimensional Shapes

ML 7.02

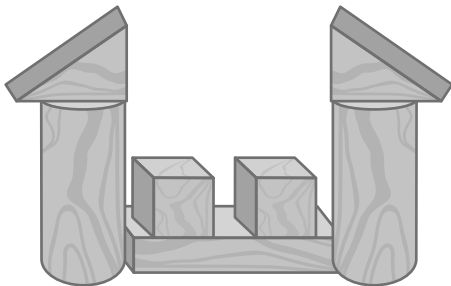


## Modeled Review



Name: Santiago

Circle the names of 4 solid shapes you see.



triangular prism

cone

rectangular prism

cube

sphere

cylinder



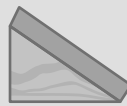
## Guided Practice



1. Circle the names of 2 solid shapes you see.



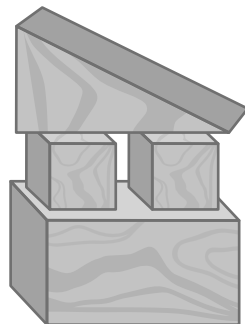
rectangular prism



triangular prism



cone



triangular prism

rectangular prism

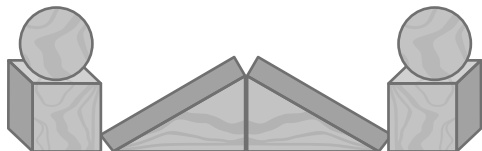
cone



## Guided Practice



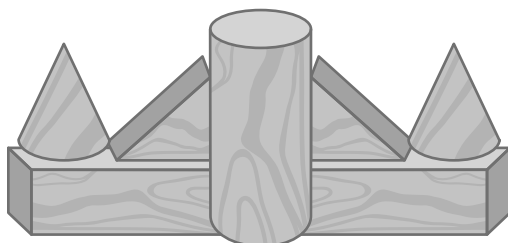
2. Circle the names of **3** solid shapes you see.



triangular prism      sphere

cylinder      cube

3. Circle the names of **4** solid shapes you see.



triangular prism      cylinder

rectangular prism      cube

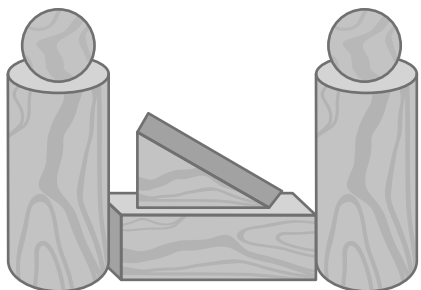
sphere      cone



## Check



Circle the names of **4** solid shapes you see.



triangular prism      cone

rectangular prism      cube

sphere      cylinder

# Finding Common Attributes in Two-Dimensional Shapes

ML 7.03

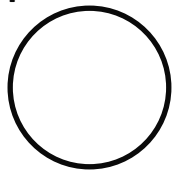


## Modeled Review



Name: Kai

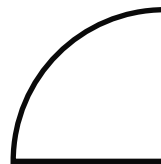
Look at the shapes. Circle the **1** attribute the shapes have in common.



straight sides



curved lines



1 corner



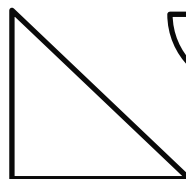
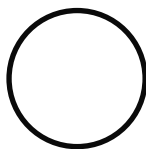
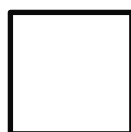
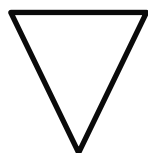
## Guided Practice



Use the word bank for Problems 1-4.

corner →  side →  curved →  straight  ←

1. Point to the shapes that have curved lines.
2. Point to the shapes that have straight sides.
3. Point to the shapes that have 4 corners.
4. Point to the shapes that have 3 corners.

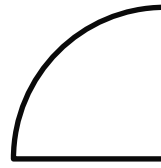
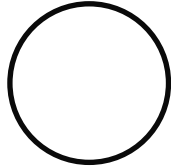




## Guided Practice



5. Look at the shapes. Circle the **1** attribute the shapes have in common.

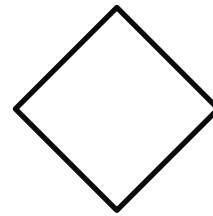


straight sides

curved lines

4 corners

6. Look at the shapes. Circle the **1** attribute the shapes have in common.



3 corners

curved lines

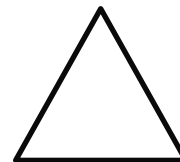
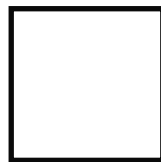
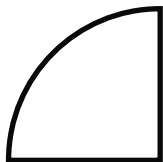
4 corners



## Check



Look at the shapes. Circle the **1** attribute the shapes have in common.



straight sides

curved lines

3 corners

# Drawing Triangles and Rectangles

ML 7.04



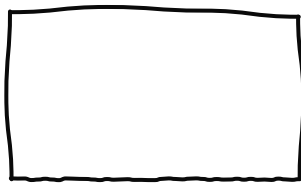
## Modeled Review



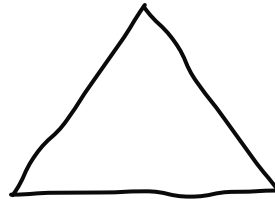
Name: Priya

Draw each shape.

1. Rectangle



2. Triangle

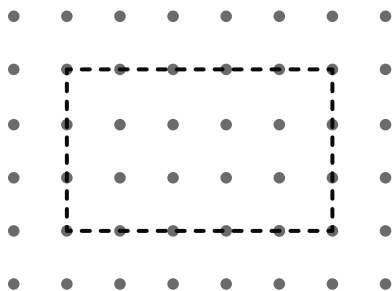


## Guided Practice

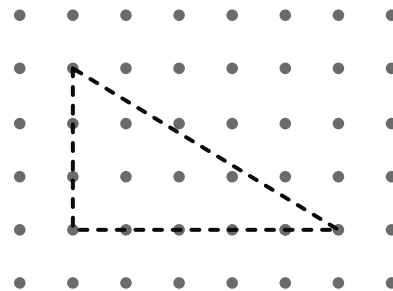


Draw each shape.

1. Rectangle



2. Triangle



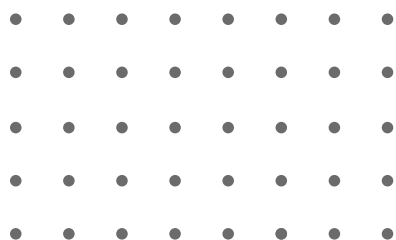


## Guided Practice



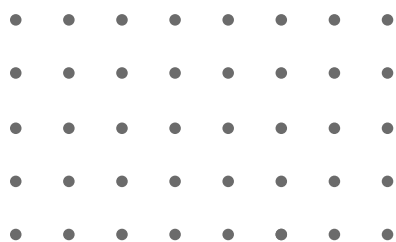
Draw each shape.

3. Rectangle



4. Rectangle

5. Triangle



6. Triangle



## Check



Draw each shape.

1. Rectangle

2. Triangle

# Identifying Triangles

ML 7.05



## Modeled Review



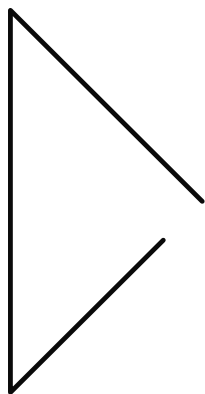
triangles	not triangles



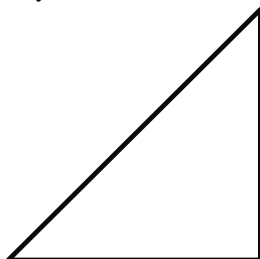
## Guided Practice



1. Match the drawing with the description.



triangle



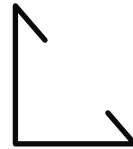
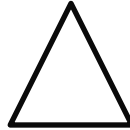
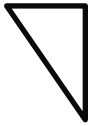
not a triangle



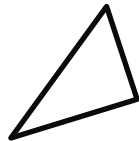
## Guided Practice



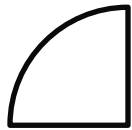
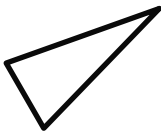
2. Circle *all* the triangles.



3. Circle *all* the triangles.



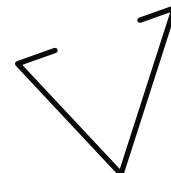
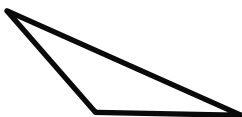
4. Circle *all* the triangles.



## Check



Circle *all* the triangles.



# Identifying Squares and Rectangles

ML 7.06



## Modeled Review

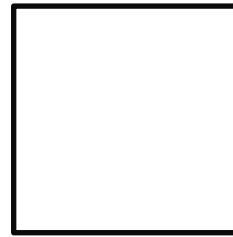


### Rectangle



- 4 square corners
- 4 sides that are touching

### Square



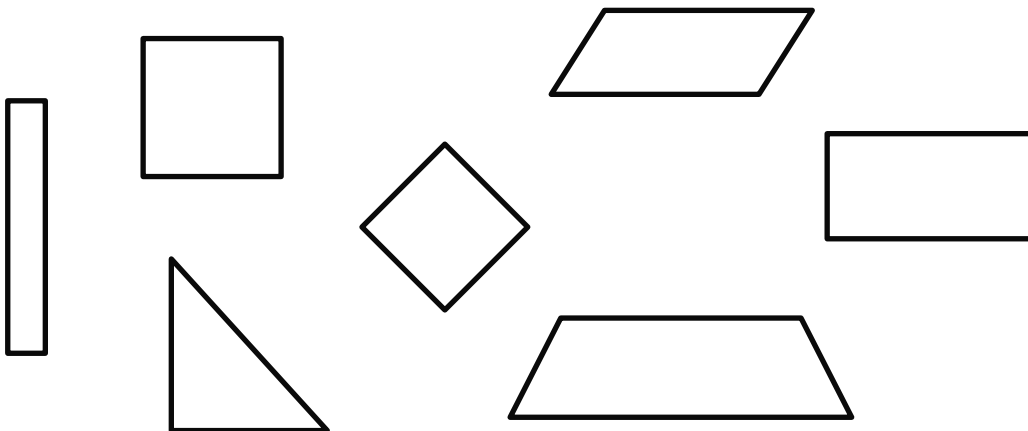
- type of rectangle
- sides are the same length



## Guided Practice



1. Cross out **3** shapes that are *not* rectangles.





## Guided Practice



Use the shape to complete Problems 2–3.

2. Is the shape a square?

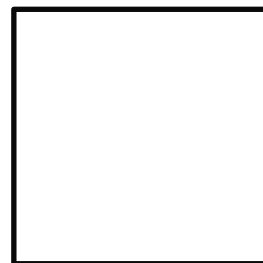


3. Is the shape a rectangle?



Use the shape to complete Problems 4–5.

4. Is the shape a square?



5. Is the shape a rectangle?

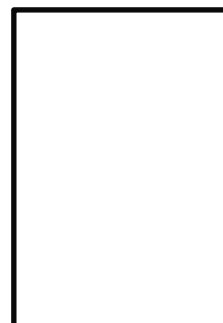


## Check



Use the shape to complete Problems 1–2.

1. Is the shape a square?



2. Is the shape a rectangle?



# Building Flat Shapes

ML 7.07

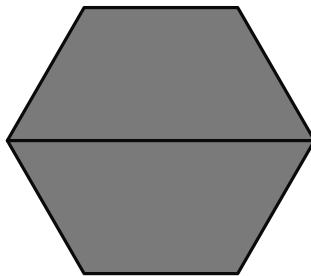
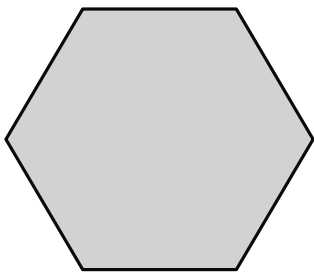


## Modeled Review



Name: Shawn

Build the hexagon using smaller pattern blocks.



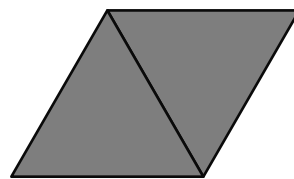
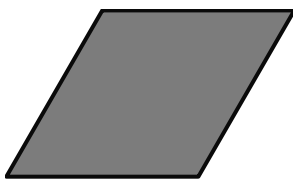
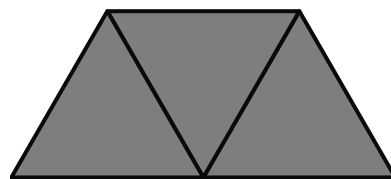
I used 2 red trapezoids to make a hexagon.



## Guided Practice



1. Match the pattern block with smaller pattern blocks that make the same shapes.





## Guided Practice

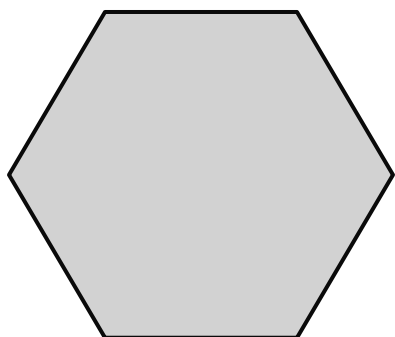


Use pattern blocks to build the shapes in a different way. Then describe what you built to a partner.

2.



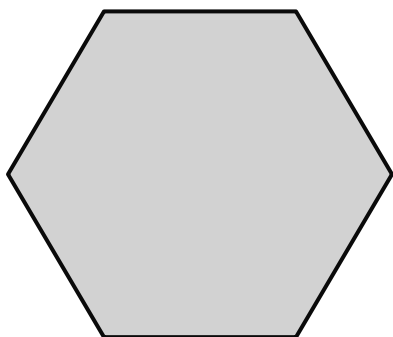
3.



## Check



Use pattern blocks to build the shape in a different way. Then describe what you built to a partner.



# Splitting Shapes Into Fourths

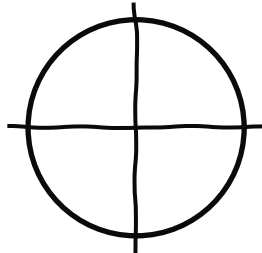
ML 7.08



## Modeled Review

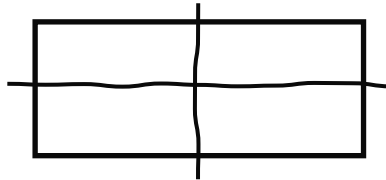
Name: Jack

1. Draw lines to split the circle into *fourths*.



Splitting into fourths means splitting shapes into 4 equal parts.

2. Draw lines to split the rectangle into *fourths*.



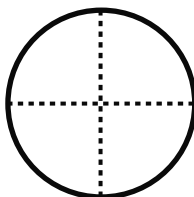
## Guided Practice



1. Draw lines to split the rectangle into *fourths*.



2. Draw lines to split the circle into *fourths*.





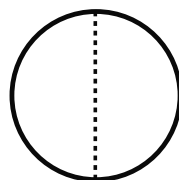
## Guided Practice



3. Draw lines to split the rectangle into *fourths*.



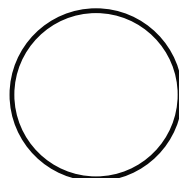
4. Draw lines to split the circle into *fourths*.



5. Draw lines to split the rectangle into *fourths*.



6. Draw lines to split the circle into *fourths*.



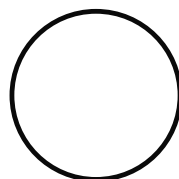
## Check



1. Draw lines to split the rectangle into *fourths*.



2. Draw lines to split the circle into *fourths*.



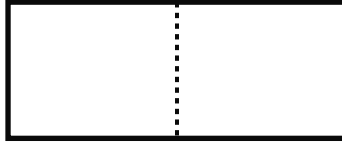




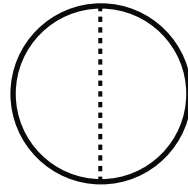
## Guided Practice



3. Draw a line to split the rectangle into *halves*.



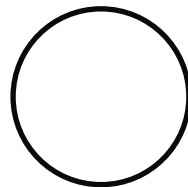
4. Draw a line to split the circle into *halves*.



5. Draw a line to split the rectangle into *halves*.



6. Draw a line to split the circle into *halves*.



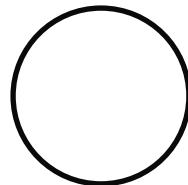
## Check



1. Draw a line to split the rectangle into *halves*.



2. Draw a line to split the circle into *halves*.



# Recognizing Halves and Fourths

ML 7.10

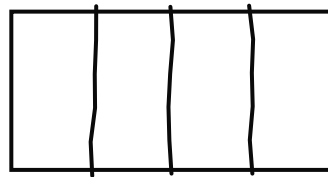
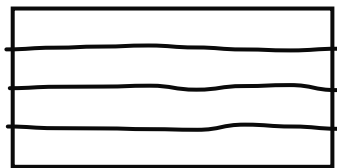


## Modeled Review



Name: Eva

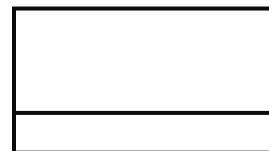
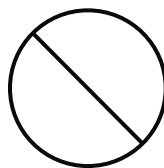
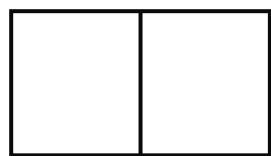
Draw lines to split the rectangles into *fourths* in different ways.



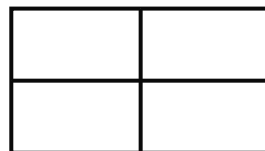
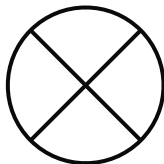
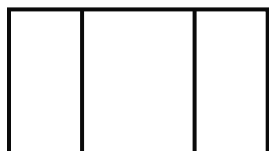
## Guided Practice



1. Circle 2 shapes that are split into *halves*.



2. Circle 2 shapes that are split into *fourths*.





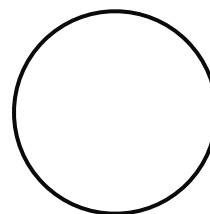
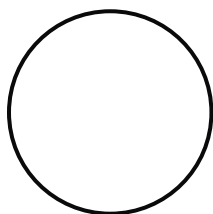
## Guided Practice



3. Draw lines to split the rectangles into *halves* in different ways.



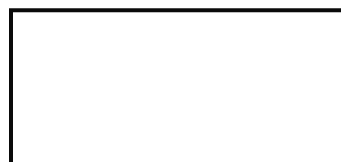
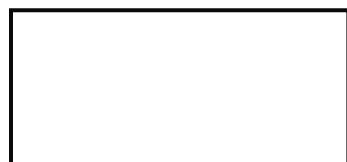
4. Draw lines to split the circles into *fourths* in different ways.



## Check



Draw lines to split the rectangles into *fourths* in different ways.





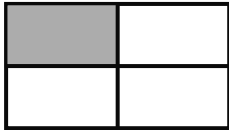
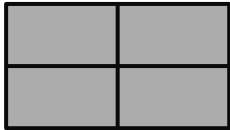
# Naming Equal Parts

ML 7.11



## Modeled Review



a half shaded	2 of the halves shaded
	
a fourth shaded	4 of the fourths shaded
	



## Guided Practice



Use the word bank to write how much of the shape is shaded.

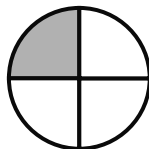
a half

a fourth

2 of the halves

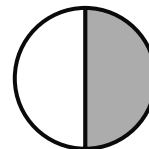
4 of the fourths

1.



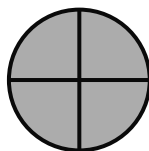
\_\_\_\_\_

2.



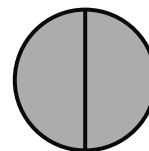
\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_



## Guided Practice



For Problems 5-6, circle a label to describe the shaded part of the shape.

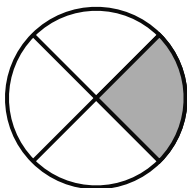
5.



a fourth

a half

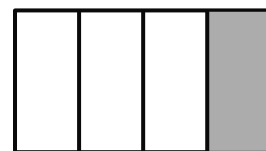
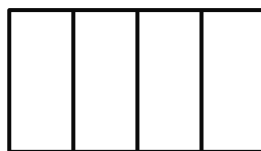
6.



a fourth

a half

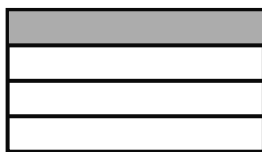
7. Circle the shape with a *fourth* shaded.



## Check



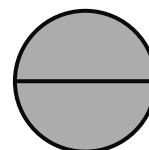
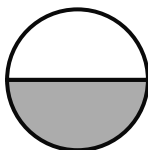
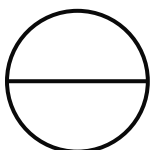
1. Circle the label that describes the shaded part of the shape.



a fourth

a half

2. Circle the shape with a *half* shaded.



# Comparing the Size of Halves and Fourths

ML 7.12

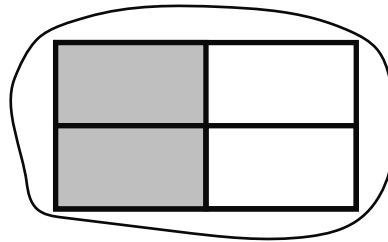


## Modeled Review

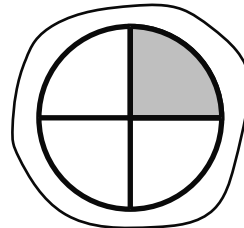
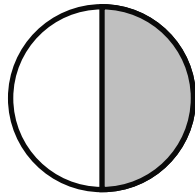


Name: Maya

1. Circle the shape with the *greater* amount shaded.



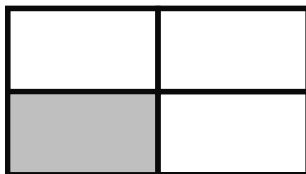
2. Circle the shape with the *smaller* amount shaded.



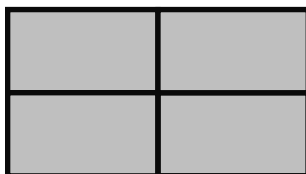
## Guided Practice



1. Match the rectangle with the amount shaded.



*greater* amount shaded



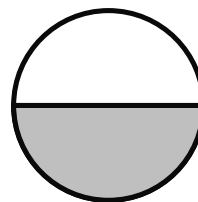
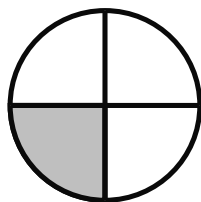
*smaller* amount shaded



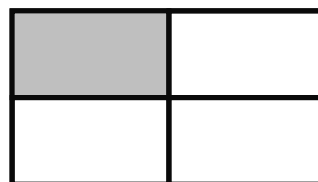
## Guided Practice



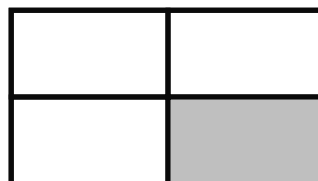
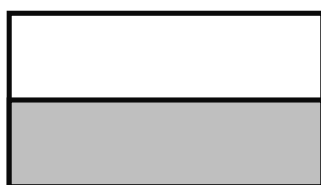
2. Circle the shape with the *greater* amount shaded.



3. Circle the shape with the *smaller* amount shaded.



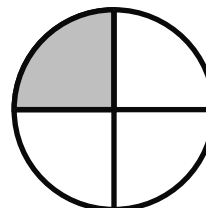
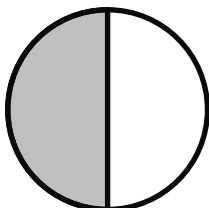
4. Circle the shape with the *greater* amount shaded.



## Check



1. Circle the shape with the *greater* amount shaded.



2. Circle the shape with the *smaller* amount shaded.



# Telling Time to the Hour

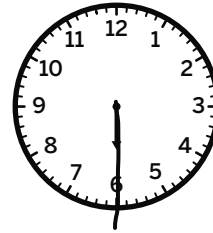
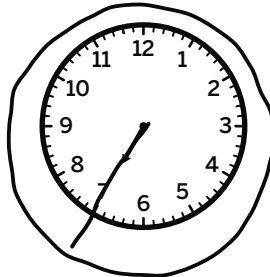
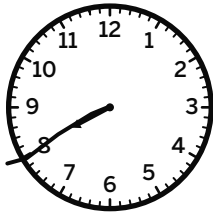
ML 7.13



## Modeled Review

Name: Han

1. Circle the clock that shows 7 o'clock.



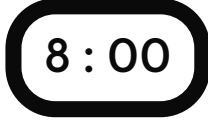
2. Circle the clock that shows 3 o'clock.



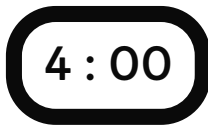
## Guided Practice



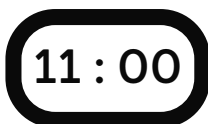
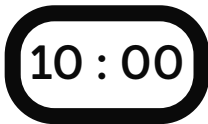
1. Circle the clock that shows 8 o'clock.



2. Circle the clock that shows 5 o'clock.



3. Circle the clock that shows 11 o'clock.

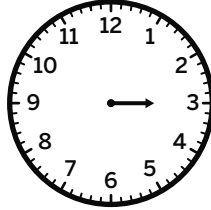
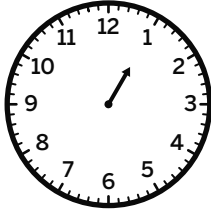




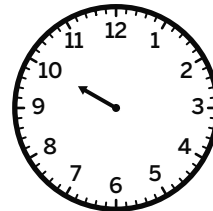
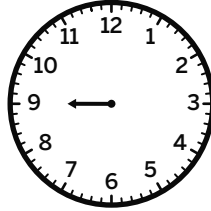
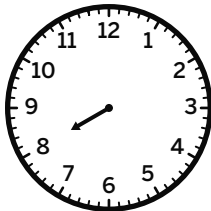
## Guided Practice



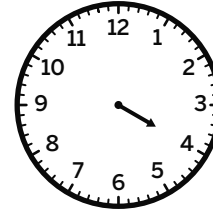
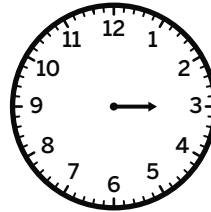
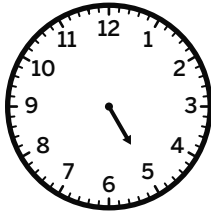
4. Circle the clock that shows 1 o'clock.



5. Circle the clock that shows 9 o'clock.



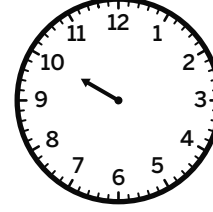
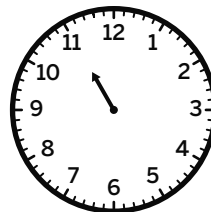
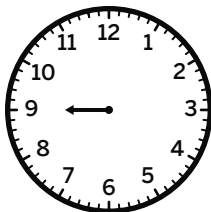
6. Circle the clock that shows 4 o'clock.



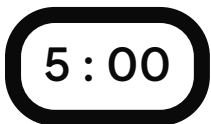
## Check



1. Circle the clock that shows 10 o'clock.



2. Circle the clock that shows 6 o'clock.

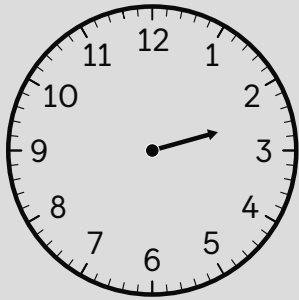


# Telling Time to the Half Hour

ML 7.14



## Modeled Review



At half past the hour, the hour hand is halfway between that hour and the next hour. This clock shows half past 2.

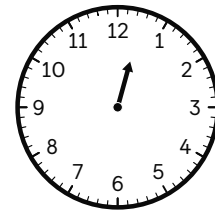


## Guided Practice

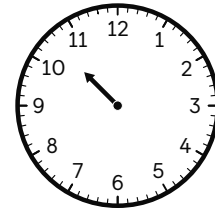


1. Draw a line to the clock that shows the same time.

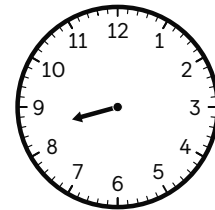
half past 10



half past 8



half past 12

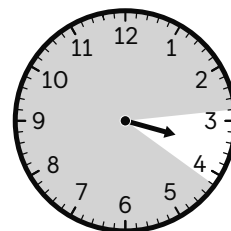
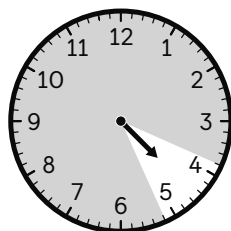
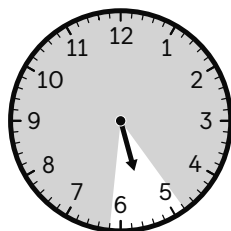




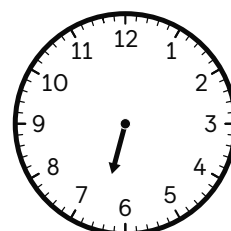
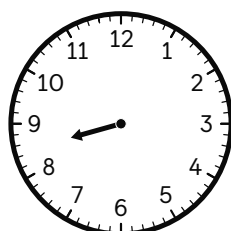
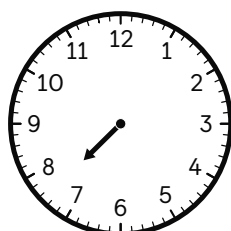
## Guided Practice



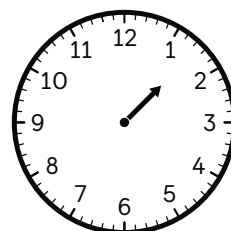
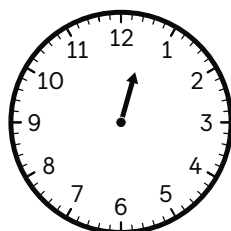
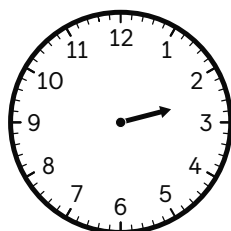
2. Circle the clock that shows half past 4.



3. Circle the clock that shows half past 7.



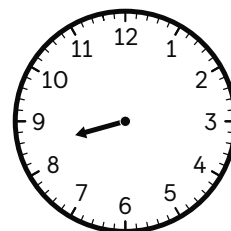
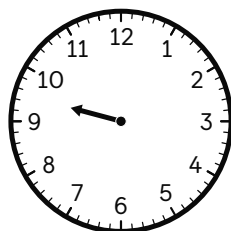
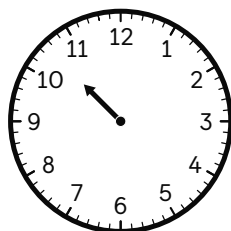
4. Circle the clock that shows half past 1.



## Check



Circle the clock that shows half past 9.



# Telling Time to the Hour and Half Hour

ML 7.15



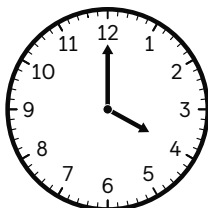
## Modeled Review



Name: Avery

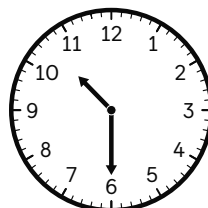
Circle the time that matches the clock.

1.



4 o'clock half past 4

2.



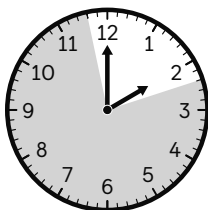
10 o'clock half past 10



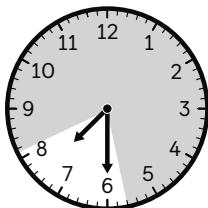
## Guided Practice



1. Match the clock to the time.



half past 7



2 o'clock

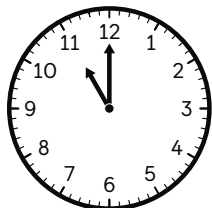


## Guided Practice



Circle the time that matches the clock.

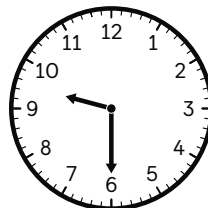
2.



11 o'clock

half  
past 11

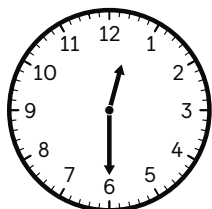
3.



9 o'clock

half  
past 9

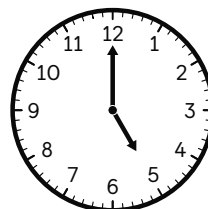
4.



12 o'clock

half  
past 12

5.



5 o'clock

half  
past 5

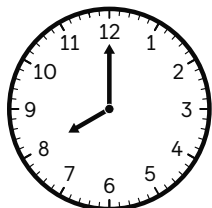


## Check



Circle the time that matches the clock.

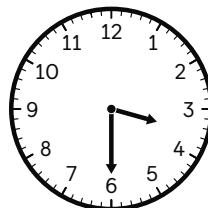
1.



8 o'clock

half  
past 8

2.



3 o'clock

half  
past 3

# Writing Time to the Hour and Half Hour

ML 7.16

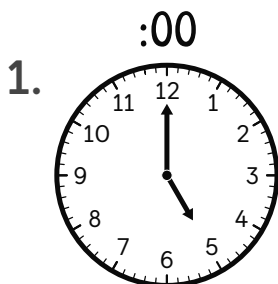


## Modeled Review

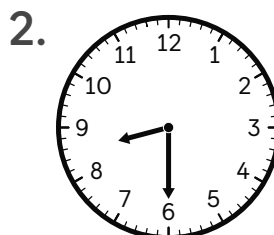


Name: Dylan

Write the time shown on each clock.



5:00



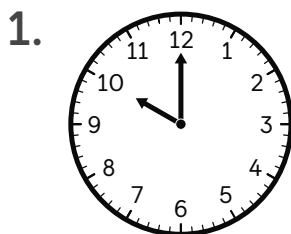
8:30



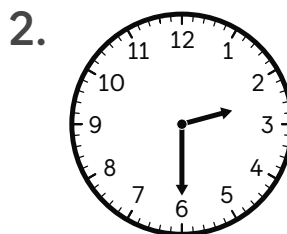
## Guided Practice



Write the time shown on each clock.



:00



2:

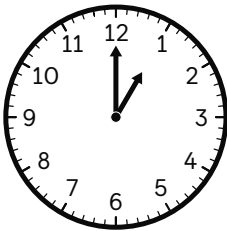


## Guided Practice

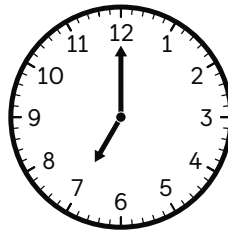


Write the time shown on each clock.

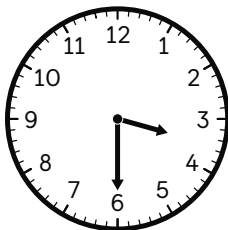
3.



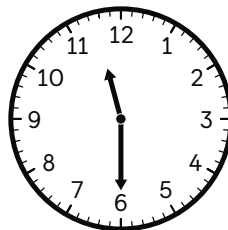
4.



5.



6.

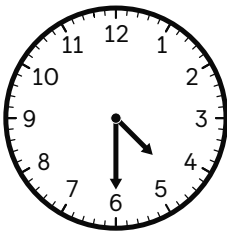


## Check

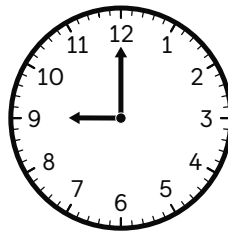


Write the time shown on each clock.

1.



2.



# Describing the Time Shown on Clocks

ML 7.17



## Modeled Review



Name: Tristan

Circle to show if each statement about the clock is *true* or *false*.

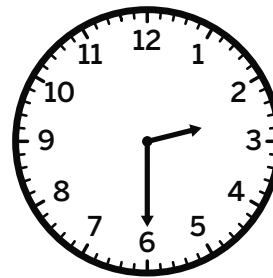
1. It is half past 2.



2. It is 2 o'clock.



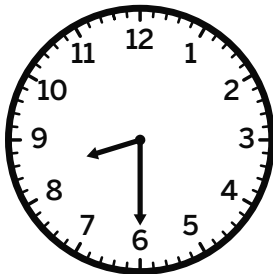
3. The time is 2:30.



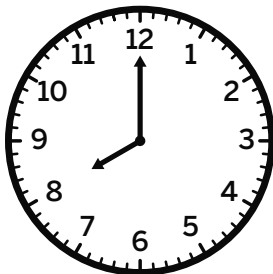
## Guided Practice



1. Match the clock to the statement.



half past 8



8 o'clock

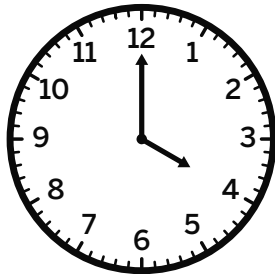


## Guided Practice



Circle to show if each statement about the clock is *true* or *false*.

2.



It is half past 3.



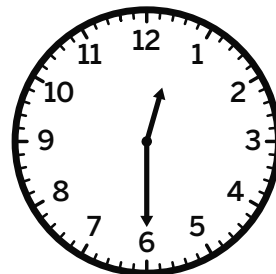
It is 4 o'clock.



The time is 3:00.



3.



It is half past 12.



It is 12 o'clock.



The time is 12:30.



## Check



Circle to show if each statement about the clock is *true* or *false*.

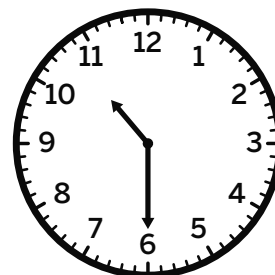
1. It is half past 10.



2. It is 11 o'clock.



3. The time is 11:30.



**Prerequisite Skills  
and Concepts**

---

**Mini-Lessons**

# Comparing Objects Using *More*, *Fewer*, and the *Same*

ML 2.06

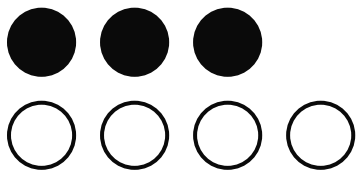


## Modeled Review



Name: Avery

Compare the groups of dots using *more*, *fewer*, or the *same*.



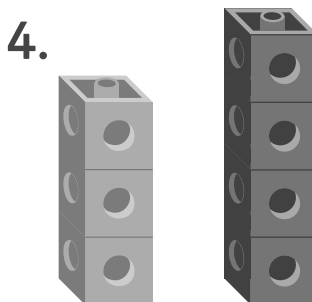
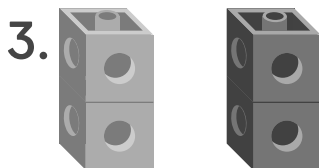
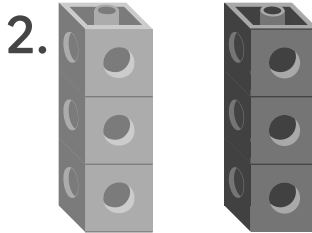
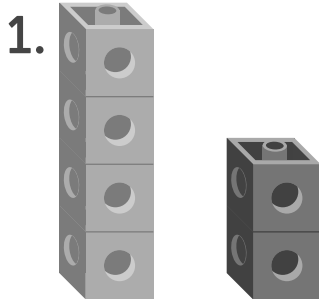
There are more white dots than black dots.  
There are fewer black dots than white dots.



## Guided Practice



Compare the cube towers using *more*, *fewer*, or the *same*.





## Guided Practice



Compare the groups of dots using *more*, *fewer*, or the *same*.

5. ● ● ●  
○ ○ ○ ○ ○ ○

---

6. ● ● ● ●  
○ ○ ○ ○

---

7. ● ● ● ● ● ● ● ●  
○ ○ ○ ○ ○ ○



## Check



Compare the groups of dots using *more*, *fewer*, or the *same*.

● ● ● ● ●  
○ ○ ○ ○ ○ ○

# Counting Objects in Scattered Arrangements

ML 2.07

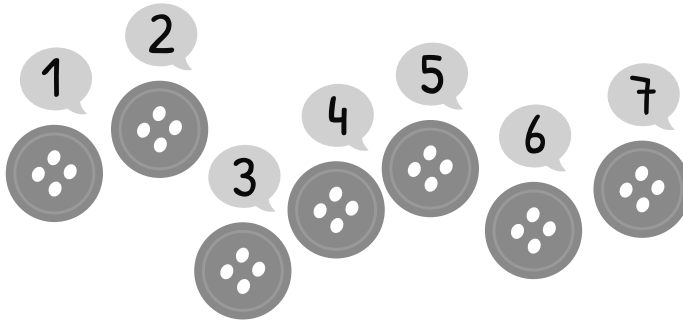


## Modeled Review



Name: Priya

Count to find how many.



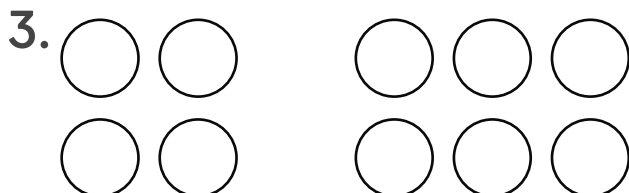
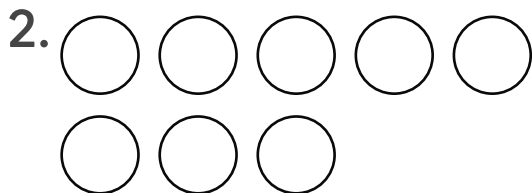
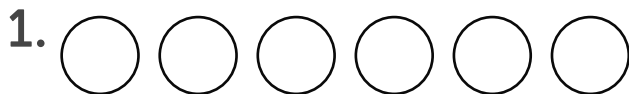
There are 7 buttons.



## Guided Practice



Count to find how many.



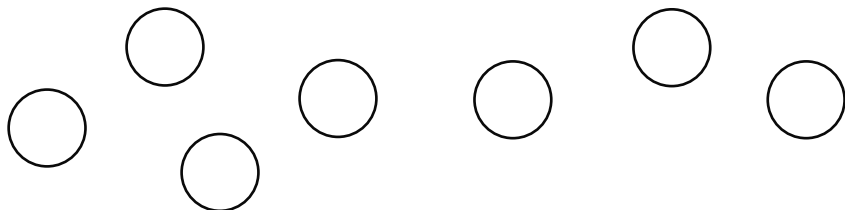


## Guided Practice

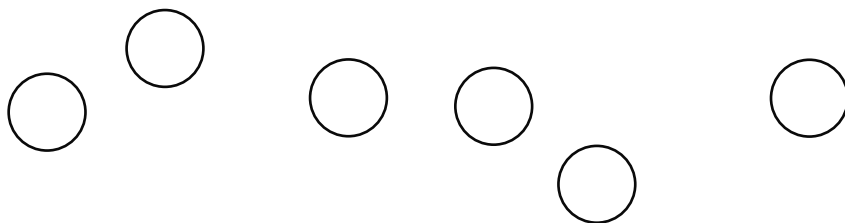


Count to find how many.

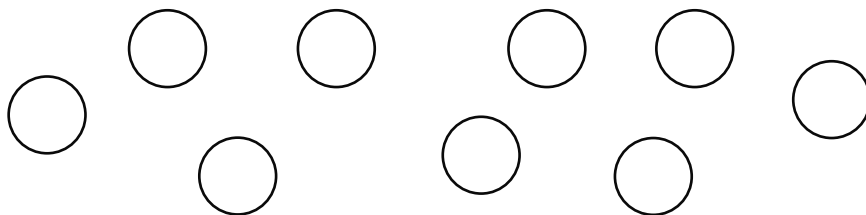
4.



5.



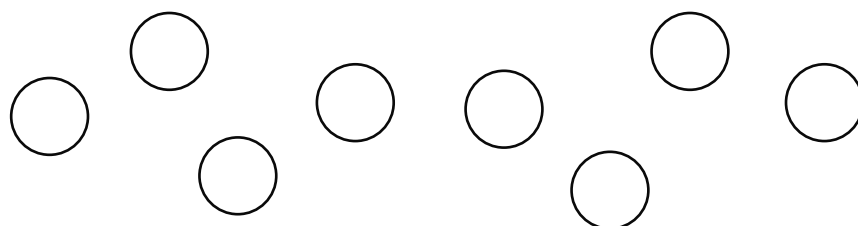
6.



## Check



Count to find how many.



# Drawing Objects to Represent a Written Number

ML 2.15

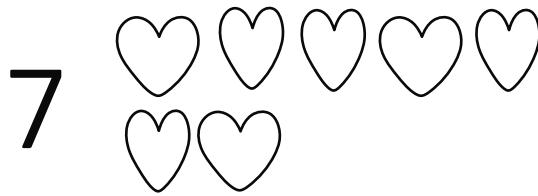


## Modeled Review



Name: Jack

Draw a group of objects to show the number.



I know the number is 7, so I drew 7 hearts.



## Guided Practice



Draw circles in the 5-frame to show the number.





## Guided Practice



Draw circles to show the number.

4.

7

5.

9

6.

6



## Check



Draw circles to show the number.

8

# Comparing Two Written Numbers

ML 2.21



## Modeled Review



Name: Han

Circle the written number that shows *more*.

5



7



1,2,3,4,5,6,7.  
7 comes after 5.  
7 is more than 5.



## Guided Practice



Circle the written number that shows *more*.  
Use counters or drawings if it is helpful.

1.

6



4



2.

3

5



## Guided Practice



Circle the written number that shows *less*. Use counters or drawings if it is helpful.

3.

8

5



4.

2

3

5.

4

7



## Check



Circle the written number that shows *more*. Use counters or drawings if it is helpful.

9

7

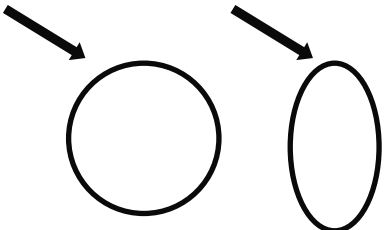
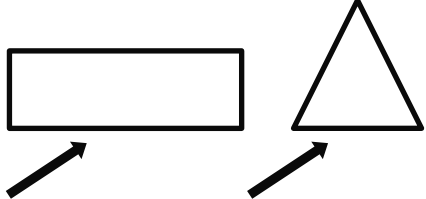
# Sorting Shapes Into Categories

ML 3.05



## Modeled Review



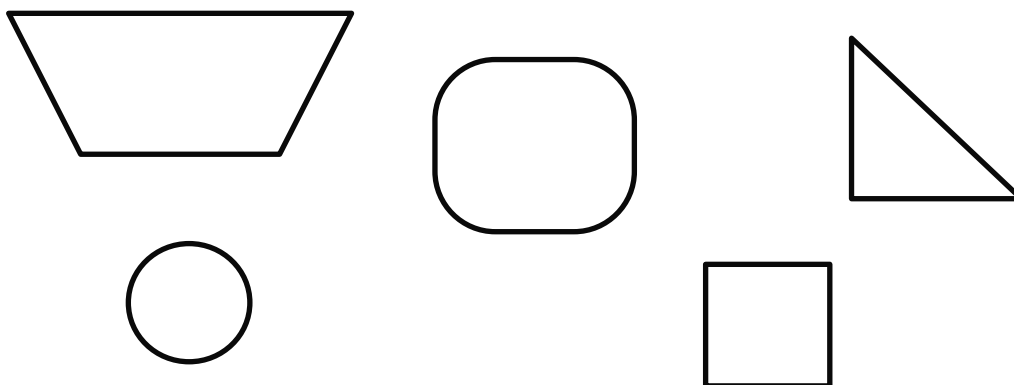
curved	straight
	



## Guided Practice



Use the following shapes for Problems 1-2.



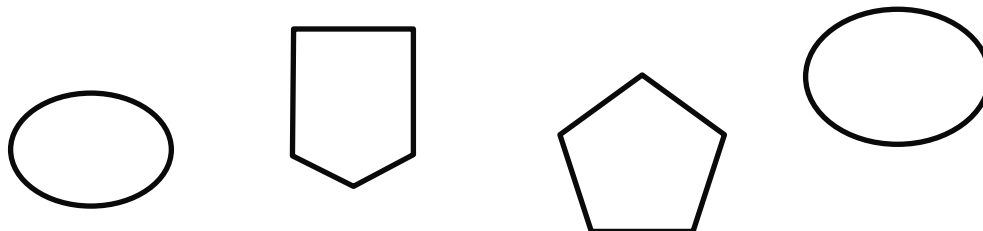
1. Circle the shapes that have *curved* parts.
2. Color the shapes that have *straight* sides.



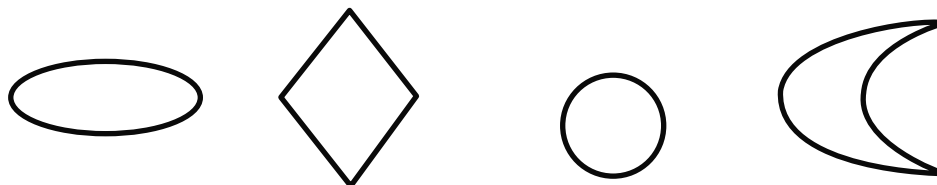
## Guided Practice



3. Circle the shapes that *do not* have curved parts.



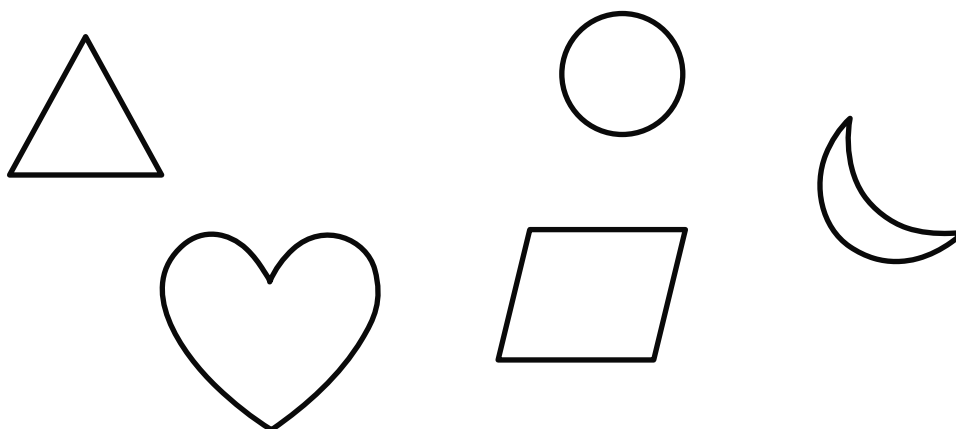
4. Circle the shapes that *do not* have straight sides.



## Check



Use the following shapes for Problems 1-2.



1. Circle the shapes that *do not* have curved parts.

2. Color the shapes that *do not* have straight sides.

# Identifying Circles and Triangles

ML 3.06

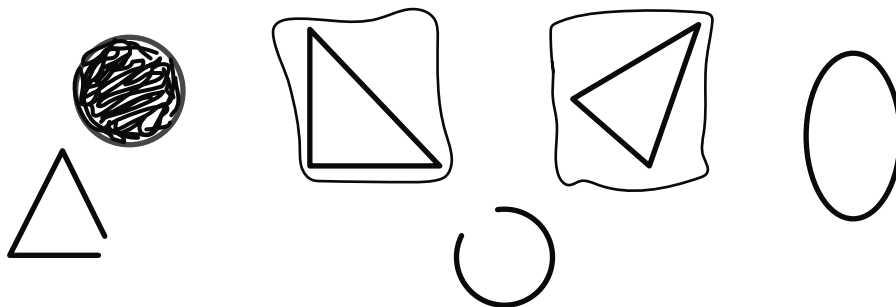


## Modeled Review



Name: Jack

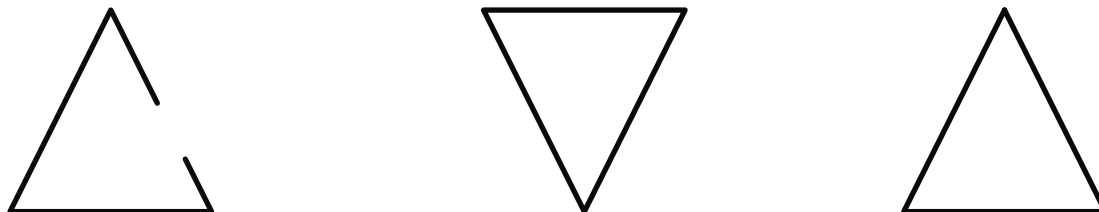
Color *all* the circles. Draw a box around *all* the triangles.



## Guided Practice



1. Color *all* the triangles.



2. Color *all* the circles.

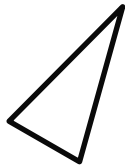
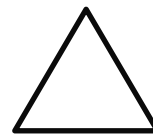
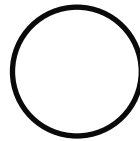
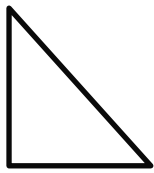




## Guided Practice



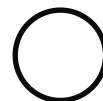
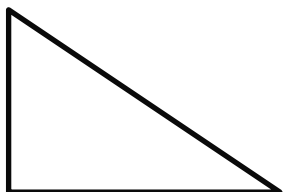
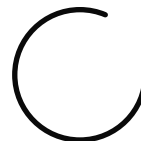
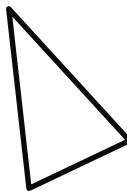
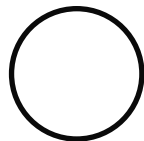
3. Color *all* the circles. Draw a box around *all* the triangles.



## Check



Color *all* the circles. Draw a box around *all* the triangles.



# Identifying and Comparing Rectangles

ML 3.07

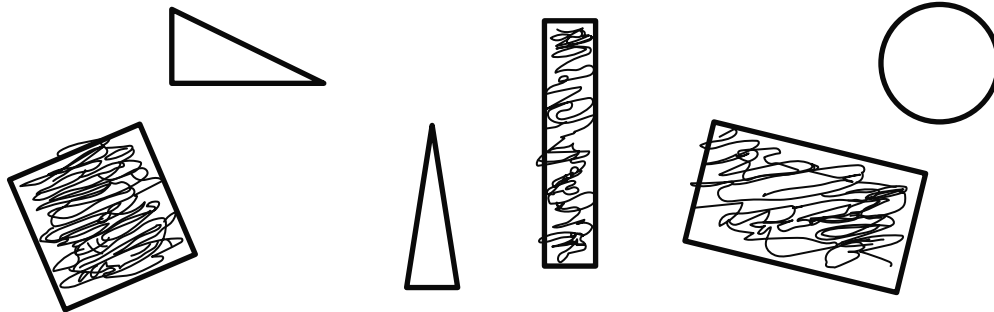


## Modeled Review



Name: Avery

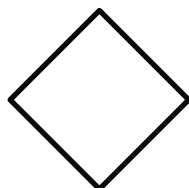
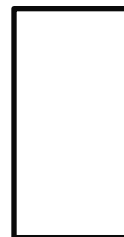
Color *all* the rectangles.



## Guided Practice



1. Color *all* the rectangles.

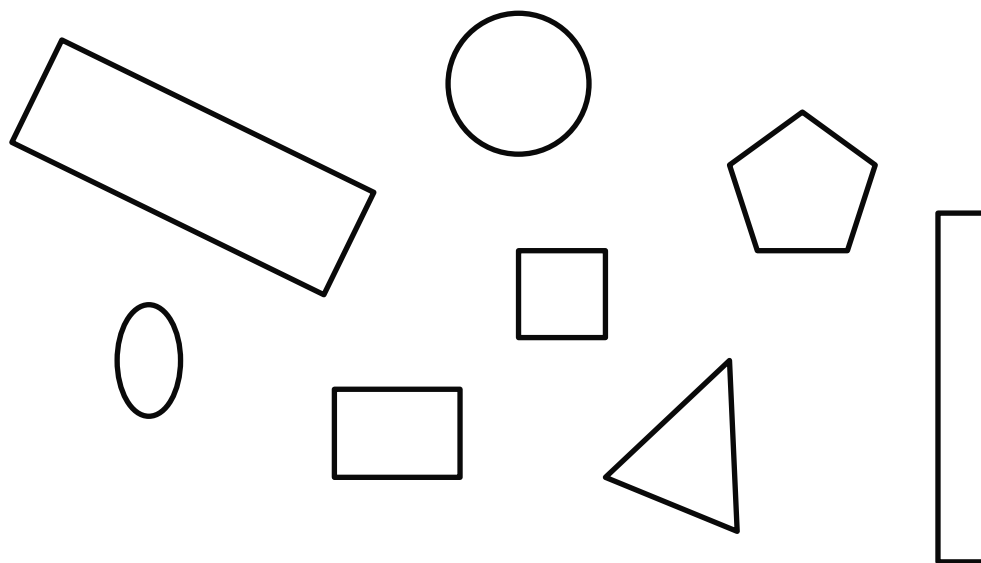




## Guided Practice



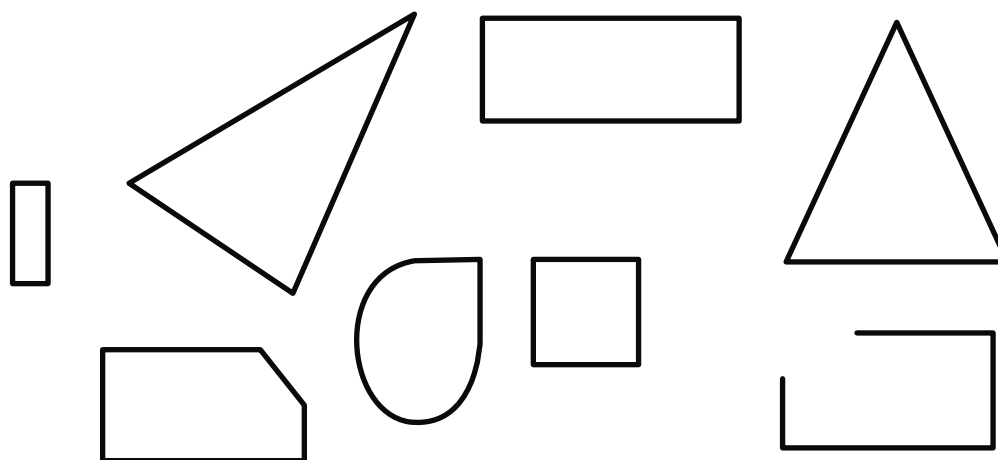
2. Color *all* the rectangles. Explain your thinking.



## Check



Color *all* the rectangles. Explain your thinking.



# Using *Longer* and *Shorter* to Compare Lengths

ML 3.08

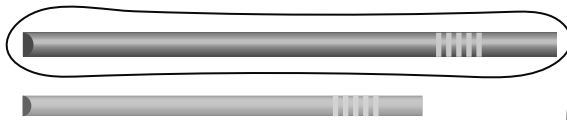


## Modeled Review

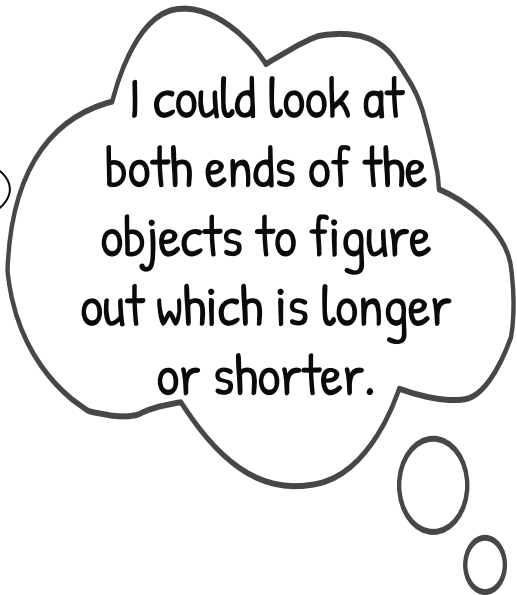
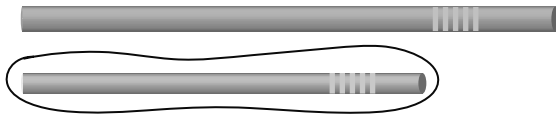


Name: Han

1. Circle the object that is *longer*.



2. Circle the object that is *shorter*.



## Guided Practice

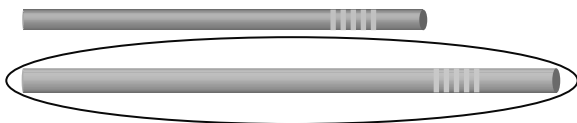


Draw lines to match the word with the circled image that represents it.

1. longer



2. shorter



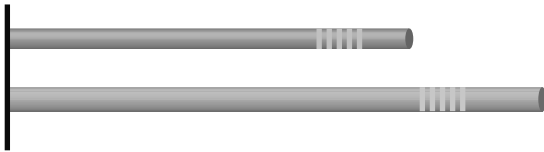


## Guided Practice

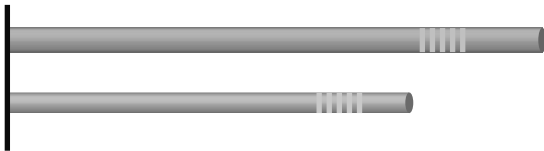


Draw circles to match the word with the image that represents it.

3. longer



4. shorter



5. longer



## Check



Draw circles to match the word with the image that represents it.

1. longer



2. shorter



# Sorting Shapes Into Subcategories

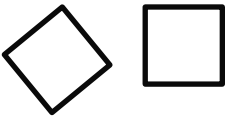
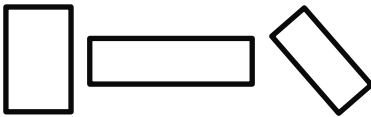
ML 3.09



## Modeled Review



Eva sorted the shapes into 2 subcategories.

Squares	Rectangles but <i>not</i> squares
 <p>These shapes have sides that are all the same length.</p>	 <p>These shapes have two long sides and two short sides.</p>



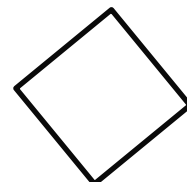
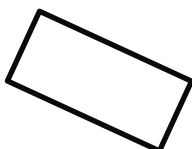
## Guided Practice



1. Color the shape with 2 long sides and 2 short sides.



2. Color the shape with 4 equal sides.

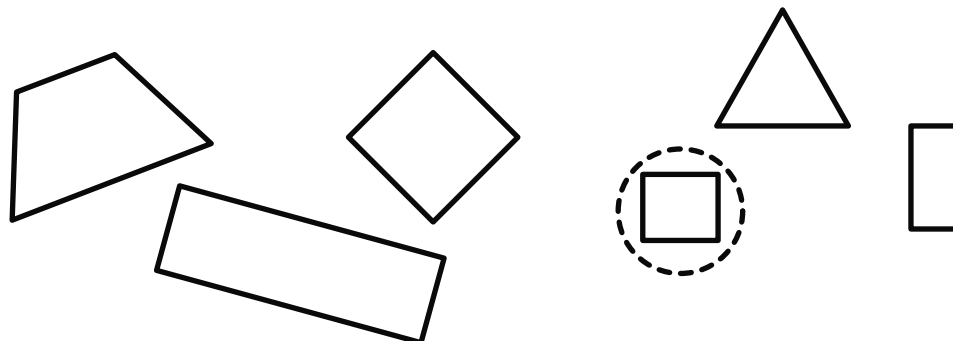




## Guided Practice



Use the following shapes for Problems 3–4.



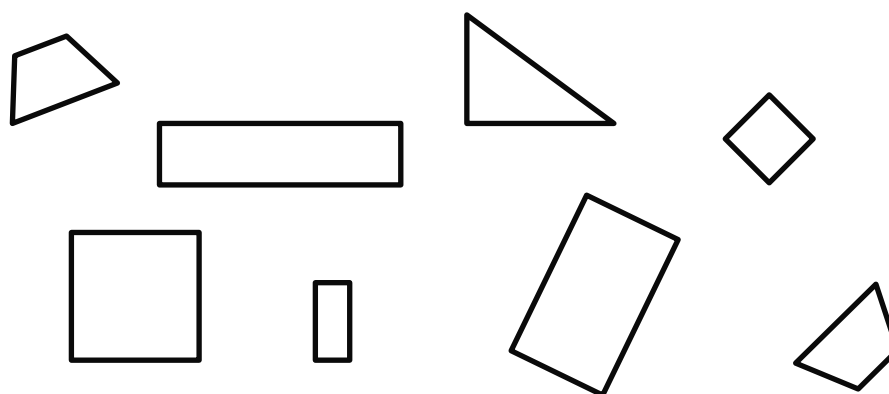
3. Color the 2 shapes that are rectangles but *not* squares.
4. Circle *all* the squares.



## Check



Use the following shapes for Problems 1–2.



1. Circle the 3 shapes that are rectangles but *not* squares.
2. Color *all* the squares.

# Putting Shapes Together to Form Larger Shapes

ML 3.12



## Modeled Review

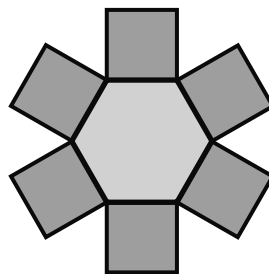


Name: Shawn

Count out the pattern blocks you need and use them to build an object. Then describe the object you made.

6  orange squares

1  yellow hexagon



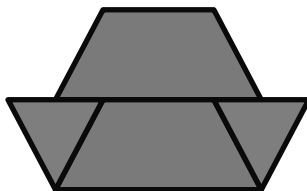
I made a sun!



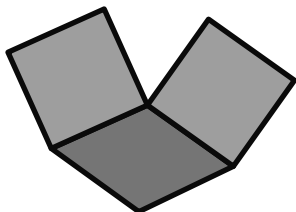
## Guided Practice



1. Match the objects to the pattern blocks used to create them.



2  orange squares  
1  blue rhombus



2  red trapezoids  
2  green triangles



## Guided Practice



Count out the pattern blocks you need and use them to build an object. Then describe the object you built.

2. 2  green triangles

3. 2  blue rhombuses

2  orange squares

2  red trapezoids

1  yellow hexagon

3  green triangles



## Check



Count out the pattern blocks you need and use them to build an object. Then describe the object you built.

2  yellow hexagons

2  blue rhombuses

4  green triangles

## Describing the Position of Shapes

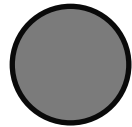
ML 3.15



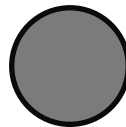
## Modeled Review



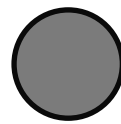
Where is the circle?



above



below



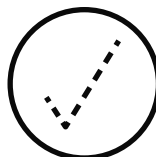
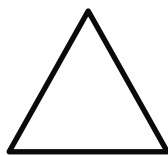
next to



## Guided Practice



Use the image below for Problems 1–3.



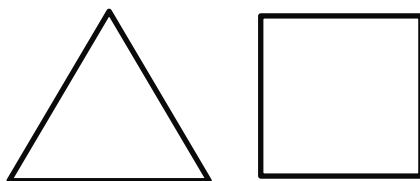
1. Put a check on the shape that is *above* the square.
2. Color the shape that is *below* the triangle.
3. Put an X on the shape that is *next to* the circle.



## Guided Practice



Use a pattern block and the image below for Problems 4–5.



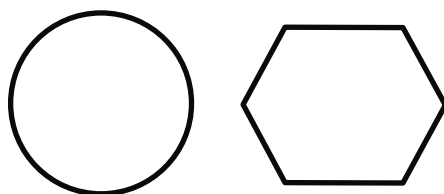
4. Put your pattern block *above* the square.
5. Put your pattern block *next* to the triangle.



## Check



Use a pattern block and the image below for Problems 1–2.



1. Put your pattern block *below* the hexagon.
2. Put your pattern block *next* to the circle.

# Counting to Find the Total Number of Objects in Two Groups

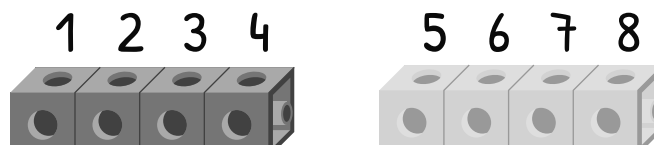
ML 4.02



## Modeled Review

Name: Shawn

Count to find the total number of cubes. Then fill in the sentence.



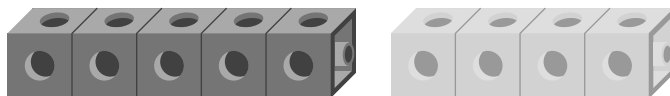
There are 8 cubes.



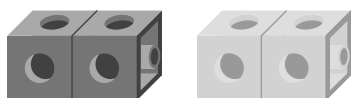
## Guided Practice



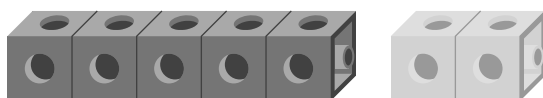
- Count to find the total number of cubes. Draw a line from the cubes to the number that matches the count.



4



7



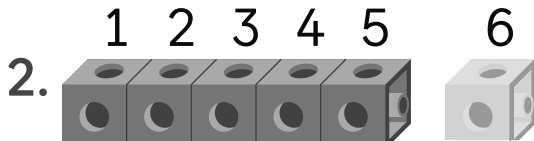
9



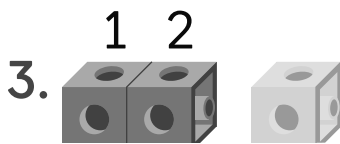
## Guided Practice



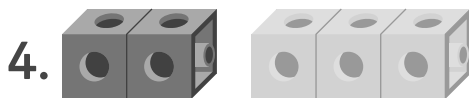
Count to find the total number of cubes. Then fill in each sentence.



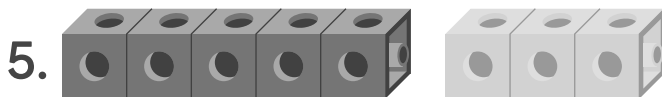
There are          cubes.



There are          cubes.



There are          cubes.



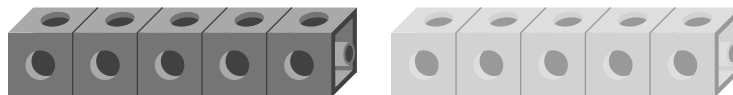
There are          cubes.



## Check



Count to find the total number of cubes. Then fill in the sentence.



There are          cubes.

# Representing Addition With Objects

ML 4.05

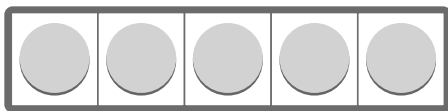


## Modeled Review

Name: Eva

Use the 5-frame to show how many counters there are in total. Fill in the sentence.

Start with 5. Add 2 more.



5

There are 7 in total.

6,7



## Guided Practice



Write a number to show how many counters there are in total.

1. There are 3. Add 2 more.

There are 5 in total.

2. There is 1. Add 2 more.



There are \_\_\_\_\_ in total.

3. There are 3. Add 1 more.



There are \_\_\_\_\_ in total.



## Guided Practice



Use the 5-frame to show how many counters there are in total. Fill in the sentence.

--	--	--	--	--

4. Start with 3.  
Add 3 more.

5. Start with 3.  
Add 5 more.

There are        in total. There are        in total.



## Check



Use the 5-frame to show how many counters there are in total. Fill in the sentence.

--	--	--	--	--

Start with 5. Add 4 more. There are        in total.

# Representing Subtraction With Objects

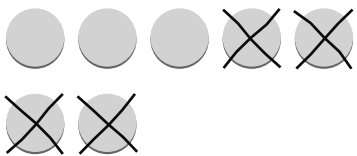
ML 4.06



## Modeled Review

Name: Avery

Write a number to show how many counters are left. Start with 7 counters. Take away 4 counters.



There are 3 counters left.



## Guided Practice



Write a number to show how many counters are left.

1. Start with 5 counters. Take away 1 counter.



There are \_\_\_\_\_ left.

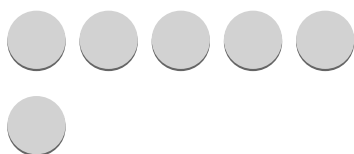
2. Start with 8 counters. Take away 3 counters.



There are \_\_\_\_\_ left.



3. Start with 6 counters. Take away 4 counters.



There are \_\_\_\_\_ left.



## Guided Practice



Write a number to show how many counters are left.

4. Start with 10 counters. Take away 4 counters.

There are  $\frac{\quad}{\quad}$  left.

5. Start with 8 counters. Take away 7 counters.

There is  $\frac{\quad}{\quad}$  left.

6. Start with 7 counters. Take away 3 counters.

There are  $\frac{\quad}{\quad}$  left.



## Check



Write a number to show how many counters are left.

Start with 9 counters. Take away 2 counters.

There are  $\frac{\quad}{\quad}$  left.

# Solving Addition Story Problems

ML 4.10



## Modeled Review



Name: Santiago

Solve the problem. Show your thinking. Write your answer on the line.

There are 5 squirrels in a tree. 2 more squirrels climb up the tree. How many squirrels are in the tree?



1, 2, 3, 4, 5



6, 7

There are 7 squirrels.



## Guided Practice



Solve the problem. Show your thinking using the 5-frame. Write your answer on the line.

1. There are 3 birds in a nest. Then 2 more birds fly into the nest. How many birds are in the nest now?

--	--	--	--	--

There are \_\_\_\_\_ birds.

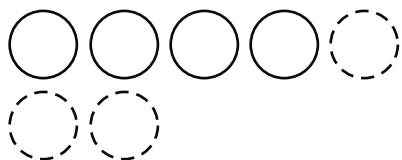


## Guided Practice



Solve each problem. Show your thinking. Write your answer on the line.

2. 4 bunnies hopped in the grass. 3 more bunnies joined them. How many bunnies are in the grass?



There are         
       bunnies.

3. Avery saw 6 ducks swimming in a pond. 2 more ducks came to swim. How many ducks are swimming in the pond now?

There are         
       ducks.



## Check



Solve the problem. Show your thinking. Write your answer on the line.

Eva collected 5 red leaves. Then she collected 4 yellow leaves. How many leaves did Eva collect?

There are         
       leaves.

## Solving Subtraction Story Problems

ML 4.11

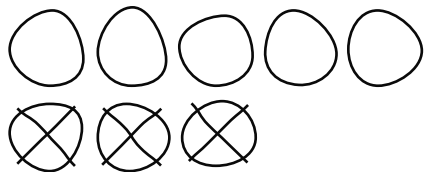


## Modeled Review

Name: Diego

Solve the problem. Show your thinking. Write your answer on the line.

Dylan had 8 pencils. He gave away 3 pencils. How many pencils does Dylan have left?



There are 5 pencils.

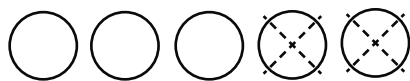


## Guided Practice



Solve the problem. Show your thinking. Write your answer on the line.

1. Clare has 5 crayons. She gave 2 crayons to Jack. How many crayons does she have left?



There are      crayons.

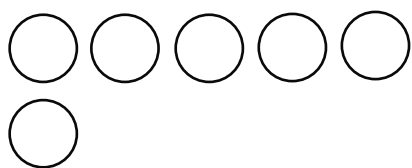


## Guided Practice



Solve each problem. Show your thinking. Write your answer on the line.

2. There were 6 glue sticks on the table. 3 glue sticks rolled off the table. How many glue sticks are left on the table?



There are         
       glue sticks.

3. There were 7 colored pencils in the box. Maya took 3 colored pencils out to use. How many are left in the box?

There are         
       colored pencils.



## Check



Solve the problem. Show your thinking. Write your answer on the line.

There were 6 markers in the pack. Han used 4 markers. How many markers are left in the pack?

There are         
       markers.

# Representing Story Problems With Expressions

ML 4.16



## Modeled Review

Name: Avery

Circle the expression that shows what happened in the story problem.

At the zoo, Kai saw 7 pandas in a tree. Then 2 more climbed into the tree. How many pandas are in the tree?

The story starts with 7 then 2 more are added.

$4 - 2$

$5 + 4$

$7 + 2$



## Guided Practice



Circle the expression that shows what happened in the story problem.

- Jada saw 5 flamingos. Then 3 flamingos flew away. How many flamingos are left?



$3 + 4$

$5 - 3$



## Guided Practice



Circle the expression that shows what happened in the story problem.

2. Han saw 4 lions at the zoo. Then he saw 2 more lions. How many lions did Han see?

$4 + 2$

$2 + 6$

$8 - 2$

3. Dylan saw 6 butterflies on a plant. 3 more butterflies flew on the plant. How many butterflies are on the plant?

$3 + 3$

$6 + 3$

$6 - 3$

4. Kai saw 8 birds in a tree. 5 birds flew away. How many birds are left?

$8 - 5$

$4 + 3$

$5 + 3$



## Check



Circle the expression that shows what happened in the story problem.

Eva saw 7 elephants in the grass. 2 more elephants walked over. How many elephants are in the grass?

$7 - 3$

$6 + 2$

$7 + 2$

# Finding More Than One Answer to a Story Problem

ML 5.08



## Modeled Review



Name: Avery

Solve the story problem in *two* ways. Use drawings to show your thinking.

There are 8 toy cars. Some are green and the rest are blue. How many of each color could there be?

Answer 1	Answer 2

I drew 8 circles first, then found two different answers.



## Guided Practice



Solve the story problem in *two* ways. Color the circles to show your thinking.

- There are 6 toy trains. Some are red and the rest are blue. How many of each could there be?

Answer 1	Answer 2

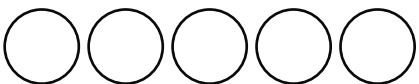
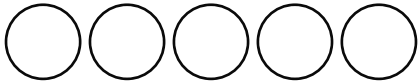


## Guided Practice



Solve the story problem in *two* ways. Use drawings to show your thinking.

2. There are 5 stickers. Some are pink and the rest are yellow. How many of each could there be?

Answer 1	Answer 2
	

3. There are 9 pattern blocks. Some are green and the rest are orange. How many of each could there be?

Answer 1	Answer 2



## Check



Solve the story problem in *two* ways. Use drawings to show your thinking.

- There are 7 blocks. Some are red and the rest are green. How many of each could there be?

Answer 1	Answer 2

# Representing and Solving Story Problems

ML 5.09

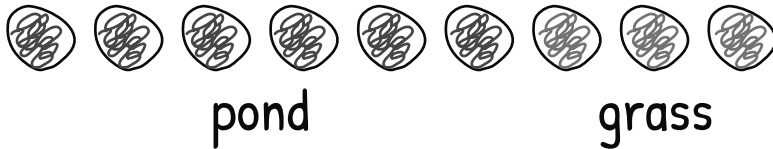


## Modeled Review

Name: Dylan

Solve the problem. Show your thinking. Fill in the equation to match your work.

There are 6 ducks in the pond and 3 on the grass. How many ducks are there?



$$\underline{\quad 9 \quad} = 6 + 3$$

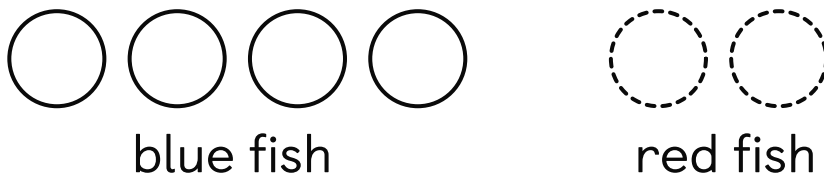


## Guided Practice



Solve the problem. Show your thinking. Fill in the equation to match your work.

- There are 4 blue fish and 2 red fish in the pond. How many fish are there?



$$\underline{\quad 6 \quad} = 4 + 2$$



## Guided Practice



Solve the problem. Show your thinking. Fill in the equation to match your work.

2. There are 2 red birds and 5 yellow birds in the tree. How many birds are there?

$$\begin{array}{r} \underline{\quad\quad} \\ \text{-----} \\ \underline{\quad\quad} \end{array} = 2 + 5$$

3. There are 6 baby squirrels and 2 adult squirrels. How many squirrels are there?

$$\begin{array}{r} \underline{\quad\quad} \\ \text{-----} \\ \underline{\quad\quad} \end{array} = 6 + 2$$



## Check



Solve the problem. Show your thinking. Fill in the equation to match your work.

There are 5 turtles swimming and 4 on the grass. How many turtles are there?

$$\begin{array}{r} \underline{\quad\quad} \\ \text{-----} \\ \underline{\quad\quad} \end{array} = 5 + 4$$

# Writing Equations to Represent Story Problems

ML 5.10



## Modeled Review

Name: Shawn

Write an equation to represent the story problem. Use drawings or counters if it is helpful.

There were 7 zebras in the grass. 3 zebras walked away. How many zebras are left?

$$\underline{4} = \underline{7} - \underline{3} \quad \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$$



## Guided Practice



Write an equation to represent the story problem.

- There are 5 adult giraffes and 2 baby giraffes. How many giraffes are there?

$$\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \quad \bigcirc \bigcirc \quad \underline{\quad} = \underline{5} + \underline{2}$$

- There are 6 lions on the rock. 4 jumped off the rock. How many lions are still on the rock?

$$\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \quad \underline{\quad} = \underline{\quad} - \underline{\quad}$$



## Guided Practice



Write an equation to represent the story problem.  
Use drawings or counters if it is helpful.

3. There are 8 flamingos in the water. 3 left the water. How many flamingos are still in the water?

$$\begin{array}{c} \underline{\quad\quad} \\ \text{-----} \\ \underline{\quad\quad} \end{array} = \begin{array}{c} \underline{\quad\quad} \\ \text{-----} \\ \underline{\quad\quad} \end{array} - \begin{array}{c} \underline{\quad\quad} \\ \text{-----} \\ \underline{\quad\quad} \end{array}$$

4. There are 3 monkeys in the tree. 7 more climb the tree. How many monkeys are in the tree?

$$\begin{array}{c} \underline{\quad\quad} \\ \text{-----} \\ \underline{\quad\quad} \end{array} = \begin{array}{c} \underline{\quad\quad} \\ \text{-----} \\ \underline{\quad\quad} \end{array} \square \begin{array}{c} \underline{\quad\quad} \\ \text{-----} \\ \underline{\quad\quad} \end{array}$$

5. There are 9 gorillas in the tree. 2 climbed out of the tree. How many gorillas are still in the tree?

$$\begin{array}{c} \underline{\quad\quad} \\ \text{-----} \\ \underline{\quad\quad} \end{array} = \begin{array}{c} \underline{\quad\quad} \\ \text{-----} \\ \underline{\quad\quad} \end{array} \square \begin{array}{c} \underline{\quad\quad} \\ \text{-----} \\ \underline{\quad\quad} \end{array}$$



## Check



Write an equation to represent the story problem.  
Use drawings or counters if it is helpful.

- There are 4 elephants. 5 more came to join them. How many elephants are there now?

$$\begin{array}{c} \underline{\quad\quad} \\ \text{-----} \\ \underline{\quad\quad} \end{array} = \begin{array}{c} \underline{\quad\quad} \\ \text{-----} \\ \underline{\quad\quad} \end{array} \square \begin{array}{c} \underline{\quad\quad} \\ \text{-----} \\ \underline{\quad\quad} \end{array}$$

# Finding Number Pairs That Make 10

ML 5.13

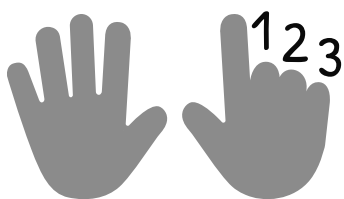


## Modeled Review



Name: Kai

Write an equation to show how many more to make 10.



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



## Guided Practice



Write an equation to show how many more to make 10.

1. 

●	●	●	●	●
●	○	○	○	○

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

2. 

●	●	●	●	●

$$10 = \underline{5} + \underline{\quad}$$

3. 

●	●	●		

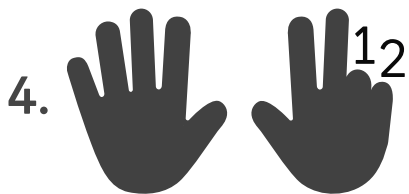
$$10 = \underline{\quad} + \underline{\quad}$$



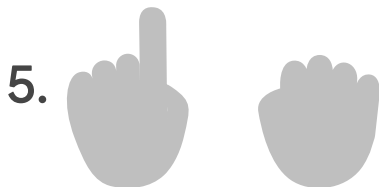
## Guided Practice



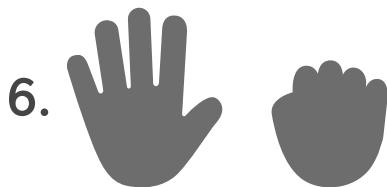
Write an equation to show how many more to make 10.



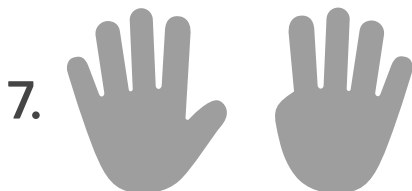
$$10 = \underline{8} + \underline{\quad}$$



$$10 = \underline{1} + \underline{\quad}$$



$$10 = \underline{\quad} + \underline{\quad}$$



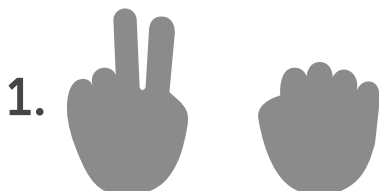
$$10 = \underline{\quad} + \underline{\quad}$$



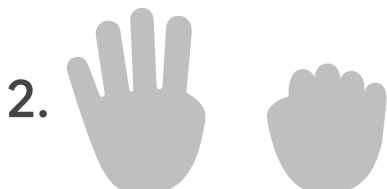
## Check



Write an equation to show how many more to make 10.



$$10 = \underline{\quad} + \underline{\quad}$$



$$10 = \underline{\quad} + \underline{\quad}$$

# Making Teen Numbers With 10 and Some Ones

ML 6.07

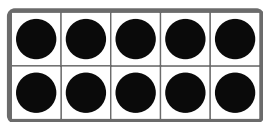


## Modeled Review

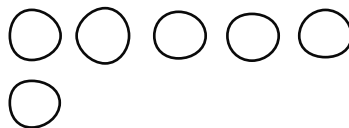


Name: Han

Add the number on the card to the counters on the 10-frame. Then, write the total number.



6



16

10

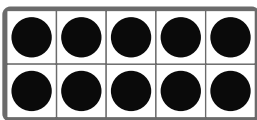

11, 12, 13, 14, 15, 16

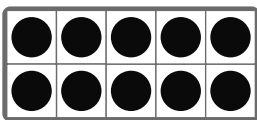



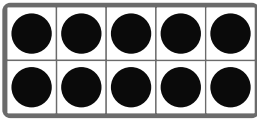
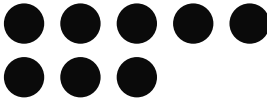
## Guided Practice



Write the total number of counters.

1.      10      11 12 13 14 15      \_\_\_\_\_  


  
 \_\_\_\_\_  
 \_\_\_\_\_

2.      10      \_\_\_\_\_  


  
 \_\_\_\_\_  
 \_\_\_\_\_

3.      \_\_\_\_\_  


  
 \_\_\_\_\_  
 \_\_\_\_\_



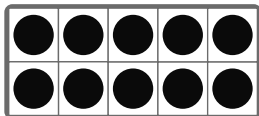
## Guided Practice



Add the number on the card to the counters on the 10-frame. Then, write the total number.

4.

10



4

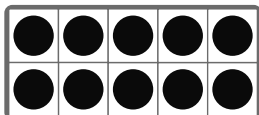
11 12 13 14



\_\_\_\_\_  
-----  
\_\_\_\_\_

5.

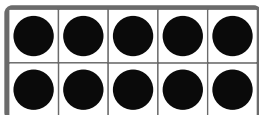
10



3

\_\_\_\_\_  
-----  
\_\_\_\_\_

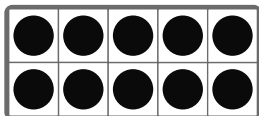
6.



1

\_\_\_\_\_  
-----  
\_\_\_\_\_

7.



9

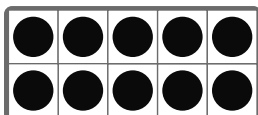
\_\_\_\_\_  
-----  
\_\_\_\_\_



## Check



Add the number on the card to the counters on the 10-frame. Then, write the total number.



7

\_\_\_\_\_  
-----  
\_\_\_\_\_

# Breaking Apart Teen Numbers Into 10 and Some Ones

ML 6.08

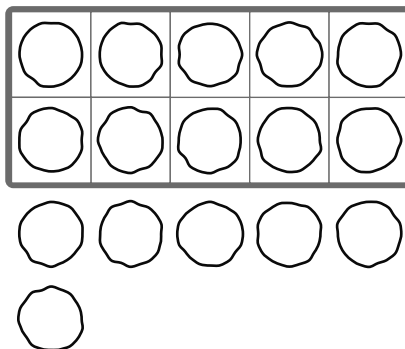


## Modeled Review



Name: Maya

Draw circles to show 16 on the 10-frame.

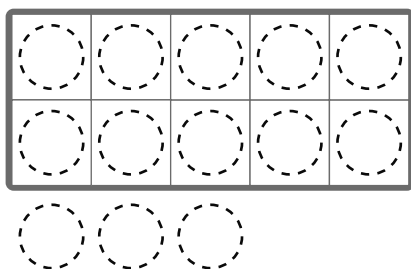


## Guided Practice

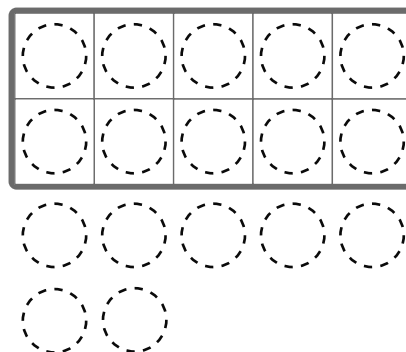


Draw circles to show the teen number on the 10-frame.

1. 13



2. 17





## Guided Practice



Draw circles to show the teen number on the 10-frame.

3. 12


4. 15


5. 18


6. 11




## Check



Draw circles to show the teen number on the 10-frame.

1. 14


2. 19








# Extensions

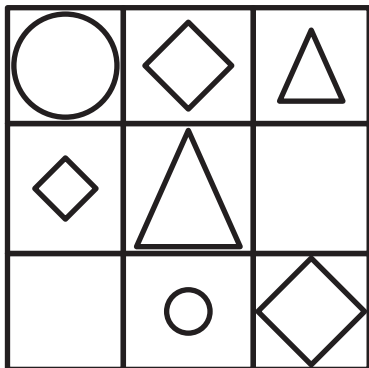
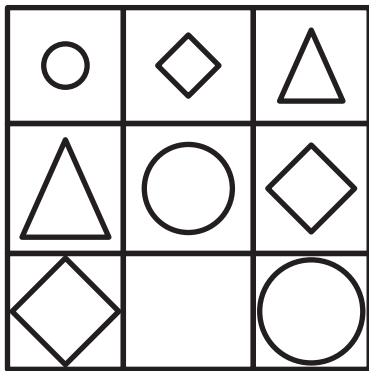
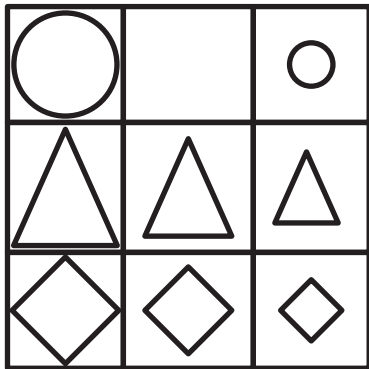
Name .....

**You Choose!**

Pick any problem to start with.

**1**

Look at each set of shapes and draw the missing shape.



Name .....

2

Han asked 9 people about vegetables.

## Our Favorite Green Vegetables

●            ●            ●  
broccoli    peas          spinach

People liked spinach the most and they liked peas more than broccoli.

Han started the data representation. Draw what the rest of the data representation could look like.

Name .....

**You Choose!**

Pick any problem to start with.

**1**

Look at how the Romans wrote down numbers.

1 is I.

4 is IV.

7 is VII.

2 is II.

5 is V.

8 is VIII.

3 is III.

6 is VI.

9 is IX.

Circle to show if each equation is *true* or *false*.

$$IX - II = VII$$



$$IV + III = IX$$



Name .....

**2** Create a true equation using Roman numerals.

equation: \_\_\_\_\_

**3** Create a false equation using Roman numerals.

equation: \_\_\_\_\_

**4** These equations are written using Roman numerals and are made using sticks. Show how to move **1** stick in each equation to make the equation true.

$$\text{IV} + \text{III} = \text{IX}$$

$$\text{IX} - \text{V} = \text{VI}$$

You'll need . . .



## What Does the Data Tell Us?

Name .....

**You Choose!**

Pick any problem to start with.

**1**

Here is data on seashells found on the shore.

Student	Number of seashells found
Priya	2
Clare	7
Shawn	3

If the answer to a question about this data is 5,  
what could the question be?

---

---

Name .....

**2**

There are 10 pattern blocks in a bag. There are squares, triangles, and hexagons.

Pattern blocks	Number of pattern blocks
squares	3
triangles	
hexagons	

How many triangles could be in the bag?

How many hexagons could be in the bag?

Find as many solutions as you can.

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## Story Problems in Maui

Name .....

**You Choose!**

Pick any problem to start with.

**1**

Diego had some bananas and Shawn had some bananas.

Together, they had a total of 10 bananas.

Diego gave 6 of his bananas to Shawn.

How many bananas do they have altogether now?

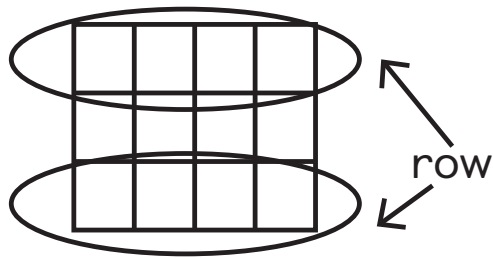


Show or explain your thinking.

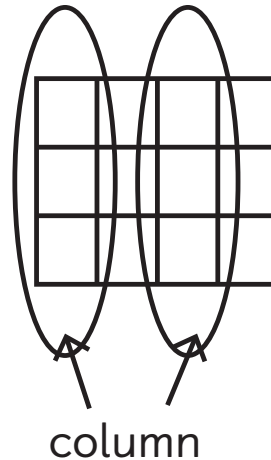
answer: \_\_\_\_\_

Name .....

Rows



Columns



2

Use the numbers 1, 2, 3, or 4 to fill in the empty boxes so that each row, each column and each small square uses each number only once.

2		3	1
3	1		4
4	3	1	
	2	4	3

3	4		1
	2		3
	1	3	4
4	3	1	

1			2
	2	4	
	3	1	4
	1	2	

2		1	
	1		2
1		4	
	4		1

## Story Problems in the Garden

Name .....

**You Choose!**

Pick any problem to start with.

**1**

Jada and Han each had a box with 10 apples. First, Han ate some apples from his box and had some left.

Then, Jada ate the same number of apples that Han had left in his box from her box.

How many apples are left in both boxes altogether?



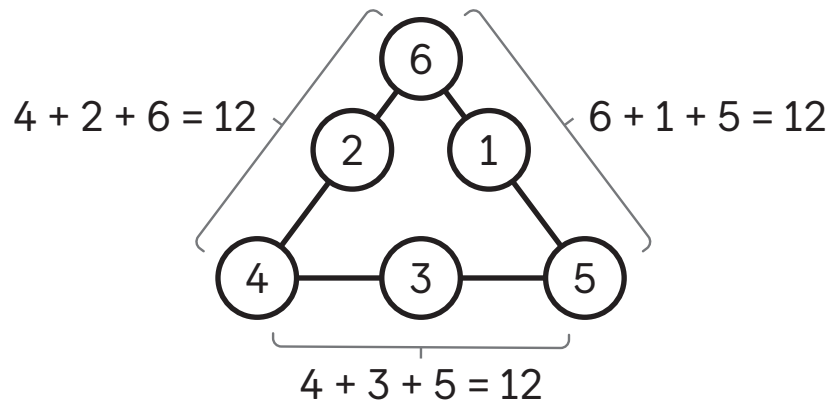
Show or explain your thinking.

answer: \_\_\_\_\_

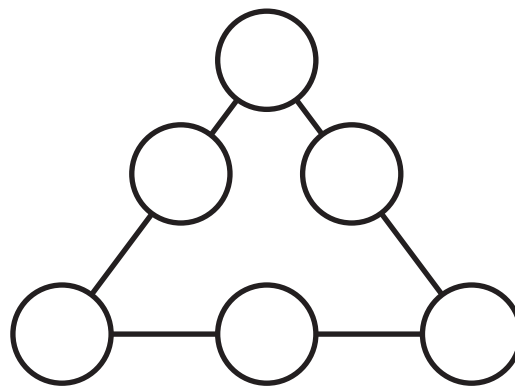
Name .....

2

In this example, the numbers 1, 2, 3, 4, 5, and 6 were placed in the circles so the sum on each side of the triangle is 12.



Place the numbers 1, 2, 3, 4, 5, and 6 in the circles so the sum on each side of the triangle is 9.



## Story Problems With Data

Name .....

**You Choose!**

Pick any problem to start with.

**1**

Clare and Priya each had 6 oranges.  
Priya gave 3 oranges to Clare.  
How many more oranges does Clare have  
than Priya now?



Show or explain your thinking.

answer: \_\_\_\_\_

Name .....

**2**

Draw walls to split up each grid into sections. The numbers in each section should have a sum of 10.

Here is an example.

9	2	8
1	3	7
1	3	6

$$9 + 1 = 10$$
$$2 + 8 = 10$$
$$3 + 7 = 10$$
$$1 + 3 + 6 = 10$$

5	3	2
3	2	6
1	4	4

1	9	2
3	4	6
2	1	2

3	6	1
7	2	4
3	1	3

## All Kinds of Story Problems

Name .....

**You Choose!**

Pick any problem to start with.

**1**

Han has 6 more pineapples than Jada.

Han gives 1 pineapple to Jada.

How many more pineapples does Han have than Jada now?



Show or explain your thinking.

answer: \_\_\_\_\_

Name .....

2

Write a story with a question that could go with the picture.



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---

---

Write an equation that matches your story.

equation: \_\_\_\_\_

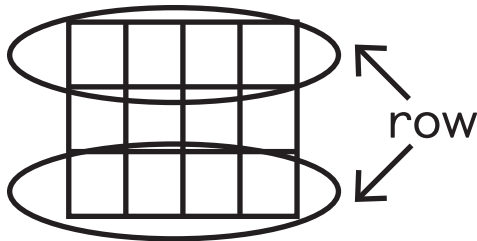
Name .....



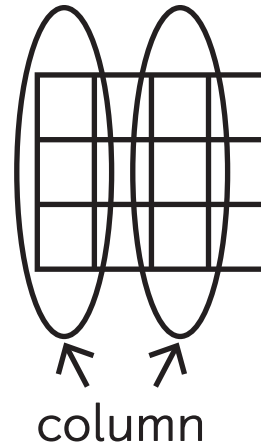
**You Choose!**

Pick any problem to start with.

**Rows**



**Columns**



**1**

Each bordered part shows a target number and an operation.

Fill in the boxes with the numbers 1, 2, and 3 so that each bordered part makes the target number using the given operation. If only 1 box is bordered, then there is only a target

number. Each row and each column uses each number only once.

Here is an example.

<sup>3+</sup> 1	<sup>5+</sup> 2	<sup>3</sup> 3
2	3	<sup>1-</sup> 1
<sup>2-</sup> 3	1	2

- 3+     1 + 2 = 3
- 5+     2 + 3 = 5
- 3       3
- 2-     3 - 1 = 2
- 1-     2 - 1 = 1

2	3+	4+
4+		
	5+	

5+		3+
4+	1	
	5+	

5+		1-
4+		
2	2-	

Name .....

2

Fill in the boxes with the numbers 1, 2, 3, and 4 so that each row, each column, and each bordered square part uses each number only once.

1	4		2
3		1	4
	1	4	
4			1

4	1	3	
	3		
3		4	
	4		3

4	1		
	2		4
2		3	
			2

			1
2			
			3
	4		

Name .....

**You Choose!**

Pick any problem to start with.

**1**

Elena had some coins.

Diego gave Elena 1 coin, Shawn gave her 2 coins,  
and Priya gave her 4 coins.

Now, Elena has a total of 13 coins.

How many coins did Elena have to start?



Show or explain your thinking.

answer: \_\_\_\_\_

**2**Use each number 0-9 once to make the  
equations true.

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

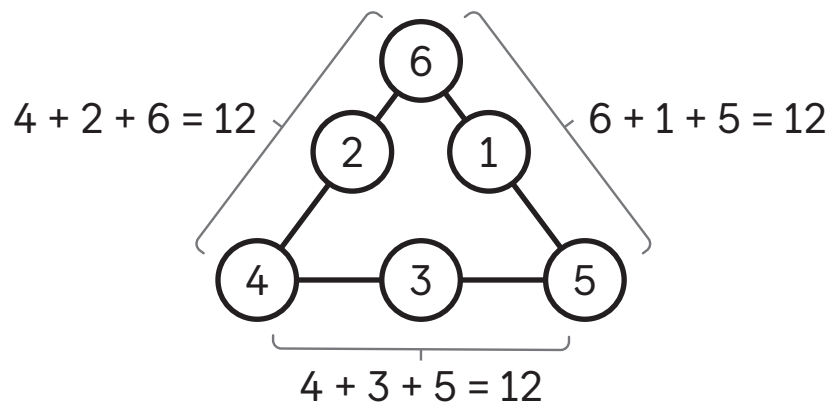
$$\square + \square = \square$$

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

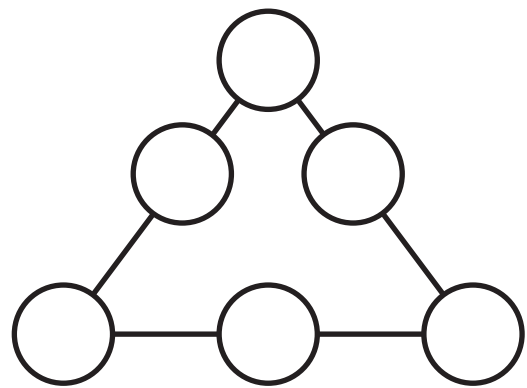
Name .....

**3**

In this example, the numbers 1, 2, 3, 4, 5, and 6 were written in the circles so the sum of each side of the triangle was 12.

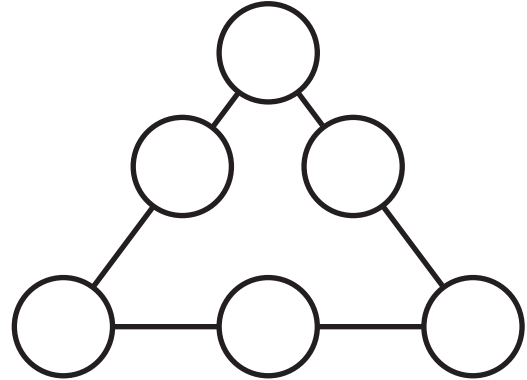


Write the numbers 1, 2, 3, 4, 5, and 6 in the circles so the sum of each side of the triangle is 10.



Name .....

Write the numbers 1, 2, 3, 4, 5, and 6 in the circles so the sum of each side of the triangle is 11.



Is it possible to write the numbers 1, 2, 3, 4, 5, and 6 in the circles so the sum of each side of the triangle is 13?

Name .....

**1**

Draw lines to split each grid into parts. The numbers in each part should have a sum of 20.

Here is an example.

7	13	5
4	9	11
16	11	4

$$7 + 13 = 20$$

$$4 + 16 = 20$$

$$9 + 11 = 20$$

$$5 + 11 + 4 = 20$$

6	5	9
20	12	8
8	5	7

7	13	11
12	20	9
8	14	6

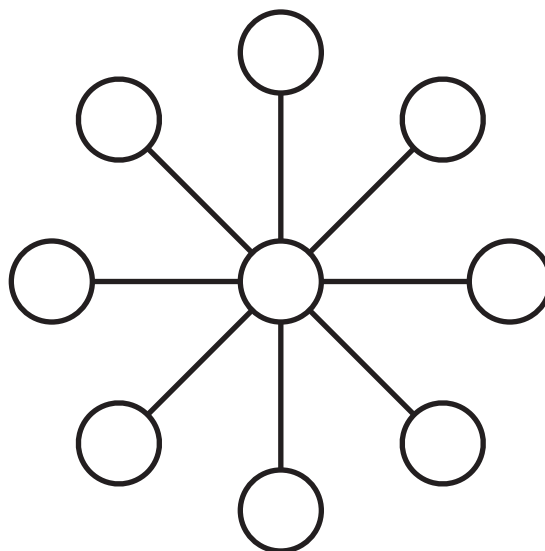
7	6	7
13	2	5
7	3	10

Create your own.


Name .....

**2**

Write the numbers 1, 2, 3, 4, 5, 6, 7, 8, and 9 in the circles so that the sum of the 3 numbers along each line is 15.

**3**

The letters A, B, and K each represent a one-digit number. The same letter represents the same number.

Solve the puzzle  $A + B = BK$ .



Show or explain your thinking.

A: \_\_\_\_\_

B: \_\_\_\_\_

K: \_\_\_\_\_

Name .....

**You Choose!**

Pick any problem to start with.

**1**

Jada had 17 cards on her desk.

She gave Han 4 cards.

Now Han and Jada have the same number of cards.

How many cards were on Han's desk to start?



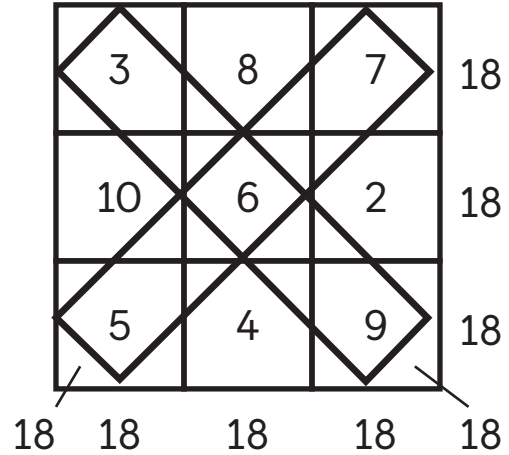
Show your thinking.

answer: \_\_\_\_\_

Name .....

2

A square is a magic square if all the numbers are different and the sums of the numbers in each row, column, and both diagonals are the same. In this example, the sums of the numbers in each row, column, and both diagonals equal 18.



Check to see if this square is a magic square.



Show your thinking.

3	10	5
8	6	4
7	2	9

Fill in each empty box with one of the numbers 1, 2, 3, 4, 5, 6, 7, 8, or 9 to make each square a magic square.

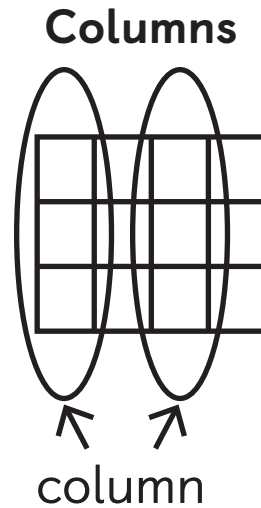
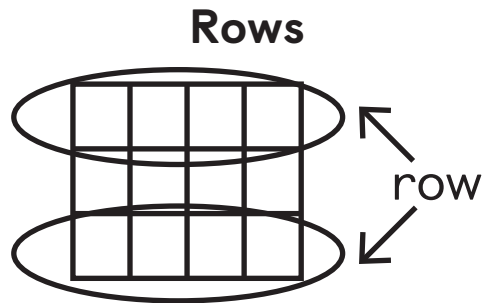
8	1	6
	5	
4		2

		8
9		1
2	7	

Name .....

**You Choose!**

Pick any problem to start with.

**1**

Cross out numbers so that each row and each column equals the target number.

Here is an example.

Target: 40

<del>30</del>	20	20
20	<del>30</del>	20
20	20	<del>30</del>

Target: 50

20	10	20
10	20	30
30	20	30

Target: 80

20	50	10
50	20	30
10	30	40

Target: 90

20	30	40	30
30	30	10	50
40	40	40	10
30	20	40	40

Name .....

**2**

All the numbers of 1 to 99 can be written in 1 line to make a new number.

How many 5s are in the number?



Show or explain your thinking.

answer: \_\_\_\_\_

How many 0s are in the number?



Show or explain your thinking.

answer: \_\_\_\_\_

Name .....

**You Choose!**

Pick any problem to start with.

**1**

Look at how the ancient Babylonians wrote numbers.

2 is

3 is

10 is

12 is

20 is

Figure out each Babylonian number.



\_\_\_\_\_



\_\_\_\_\_

Write each number as a Babylonian number.

23

\_\_\_\_\_

31

\_\_\_\_\_

13

\_\_\_\_\_

For each expression written with Babylonian numbers, find the sum or difference.

+

\_\_\_\_\_

-

\_\_\_\_\_

+

\_\_\_\_\_

Name .....

**2**

How many two-digit numbers are there between the numbers 1 and 100?



Show or explain your thinking.

answer: \_\_\_\_\_

Name .....

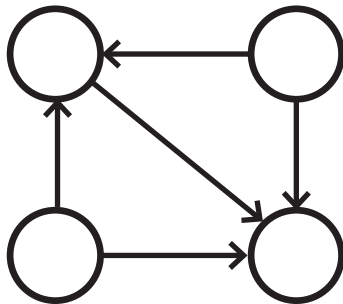
**You Choose!**

Pick any problem to start with.

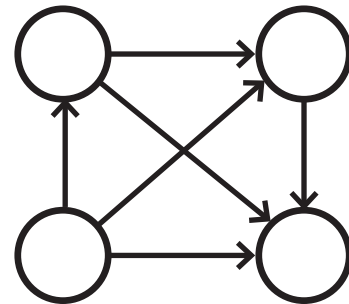
**1**

Write each number in a circle so that the arrows point to the smaller numbers.

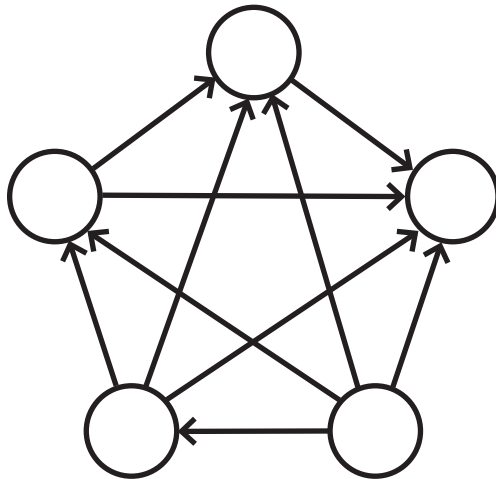
18, 37, 21, 15



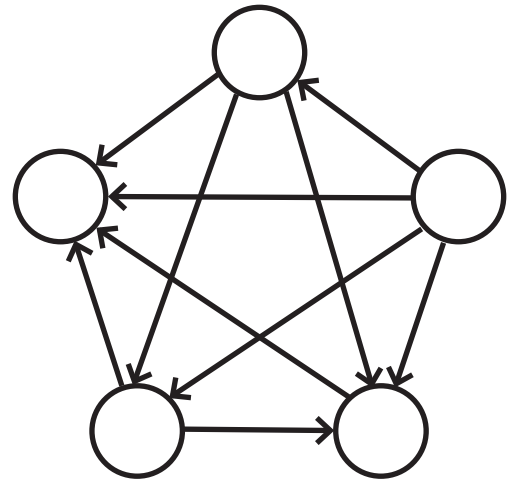
29, 9, 23, 32



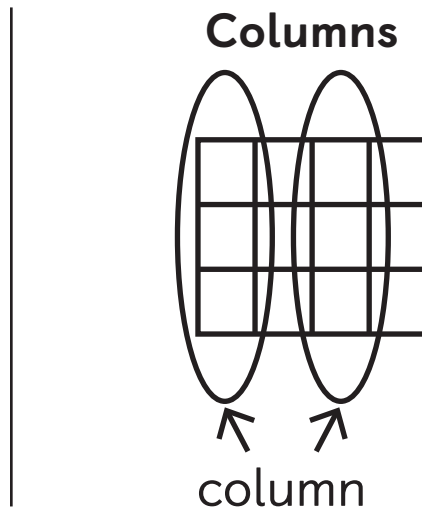
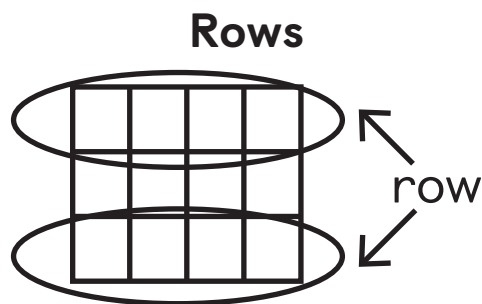
56, 21, 35, 63, 31



98, 60, 93, 75, 57



Name .....



**2**

Use the numbers to fill in the boxes so that each number appears once in each row and once in each column, and all the < or > symbols represent true statements.

48, 12, 23	35, 71, 9	60, 38, 59
$\boxed{12} < \boxed{23} < \boxed{\phantom{00}}$ $\quad \quad \quad \wedge$	$\boxed{\phantom{00}} < \boxed{\phantom{00}} > \boxed{\phantom{00}}$ $\quad \quad \quad \vee$	$\boxed{\phantom{00}} \quad \boxed{\phantom{00}} \quad \boxed{\phantom{00}}$ $\quad \quad \quad \quad \quad \quad \wedge$
$\boxed{\phantom{00}} \quad \boxed{48} \quad \boxed{\phantom{00}}$ $\quad \quad \quad \wedge$	$\boxed{\phantom{00}} \quad \boxed{\phantom{00}} < \boxed{\phantom{00}}$	$\boxed{\phantom{00}} \quad \boxed{\phantom{00}} \quad \boxed{\phantom{00}}$
$\boxed{48} \quad \boxed{\phantom{00}} \quad \boxed{\phantom{00}}$	$\boxed{\phantom{00}} \quad \boxed{\phantom{00}} \quad \boxed{\phantom{00}}$	$\boxed{\phantom{00}} < \boxed{\phantom{00}} < \boxed{\phantom{00}}$

## Different Ways to Make a Number

Name .....

**You Choose!**

Pick any problem to start with.

**1**

Han is thinking of a two-digit number. He makes the number with tens and ones in 8 different ways. In one way, there is 1 more ten than there are ones. What is Han's number?



Show or explain your thinking.

answer: \_\_\_\_\_

Name .....

2

Fill in the blanks so that all 3 expressions represent the same number.

7 tens + \_\_\_\_\_ ones

2 tens + \_\_\_\_\_ ones

\_\_\_\_\_ tens + 35 ones

Is there more than 1 way you could fill in the blanks? Write *yes* or *no*.

 Show or explain your thinking.

answer: \_\_\_\_\_

## Adding Without Making a Ten

Name .....

**You Choose!**

Pick any problem to start with.

**1**

Move 1 toothpick to make the equation true.

Name .....

**2**

Consecutive numbers are numbers that follow each other. For example, 1, 2, 3, 4 or 19, 20, 21 are consecutive numbers.

Find 3 consecutive numbers whose sum is 15.

\_\_\_\_\_

Find 3 consecutive numbers whose sum is 30.

\_\_\_\_\_

Find 3 consecutive numbers whose sum is 45.

\_\_\_\_\_

Can you find 3 consecutive numbers whose sum is 51?



Explain your thinking.

Name .....

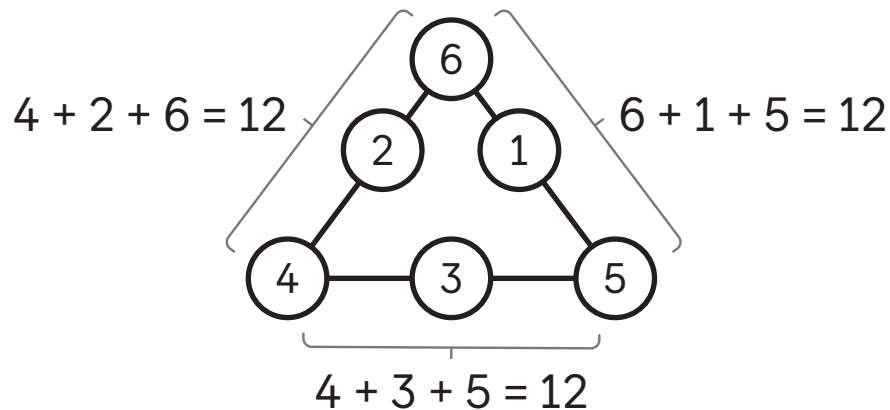


**You Choose!**

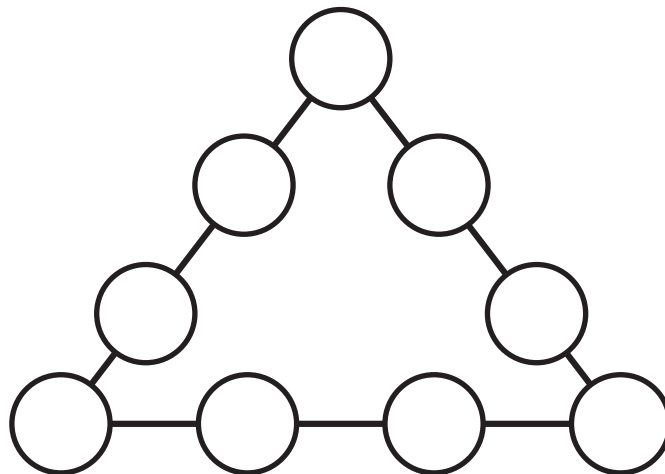
Pick any problem to start with.

**1**

In this example, the numbers 1, 2, 3, 4, 5, 6 were placed in the circles so the sum on each side of the triangle is 12.



Place the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9 in the circles so the sum on each side of the triangle is 20.



Name .....

**2**

Find each sum.



Show your thinking.

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

answer: \_\_\_\_\_

$$2 + 4 + 6 + 8 + 10 + 12 + 14 + 16 + 18$$

answer: \_\_\_\_\_

$$3 + 4 + 5 + 6 + 7 + 8 + 9 + 10 + 11 + 12$$

answer: \_\_\_\_\_

Name .....

**You Choose!**

Pick any problem to start with.

**1**

Switch the positions of 2 cards to make the equation true.

2	6	+	3	4	=	7	1
---	---	---	---	---	---	---	---

**2**

Find 1 two-digit number that will increase by 9 when the digits are switched.

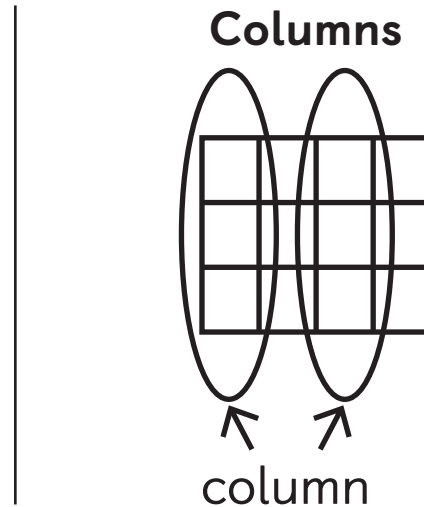
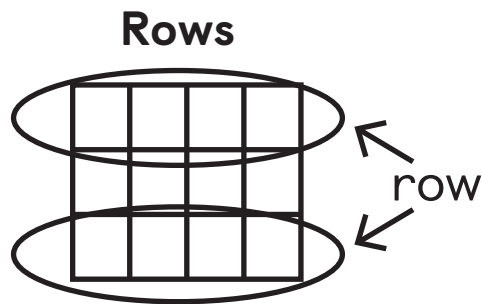
answer: \_\_\_\_\_

Find as many of these two-digit numbers as possible.



Show your thinking. \_\_\_\_\_

Name .....

**3**

Fill in the empty cells with numbers between 1 and 16 so that the sum of the numbers in each row and in each column is the same. Each number is only used once.

12	7	9	6
1	14	4	15
8	11		
13	2		

Name .....

**You Choose!**

Pick any problem to start with.

**1**

Priya has 4 pieces of string. The purple string is longer than the red string but shorter than the green string. The blue string is shorter than the green string but longer than the red string.

Which string is the longest?



Show your thinking.

answer: \_\_\_\_\_

Can you tell if the purple or blue string is shorter?



Show your thinking.

answer: \_\_\_\_\_



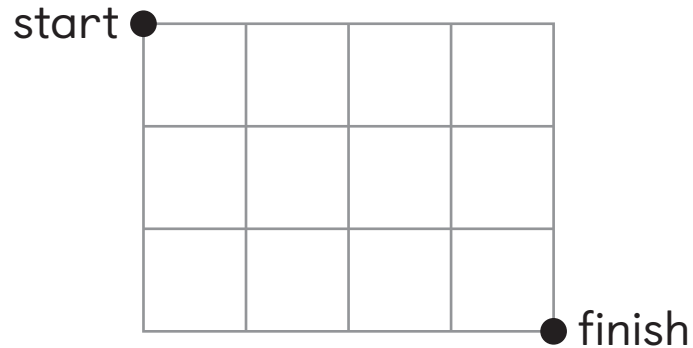
Name .....

**3**

Draw a path that is 9 blocks long from start to finish.



Draw the shortest path from start to finish.



Do you think there are more than 10 ways to build the shortest path?



Show your thinking. \_\_\_\_\_

A large, empty rounded rectangular box for writing the student's response.

Name .....



**You Choose!**

Pick any problem to start with.

**1**

Diego cut pieces of tape into 12 pieces. How many pieces of tape did he have initially if he made 10 total cuts?



Show your thinking.

answer: \_\_\_\_\_

**2**

Clare walks up from the 3rd floor to the 5th floor and takes 18 steps. How many steps does she need to take to walk up from the 3rd floor to the 10th floor?



Show your thinking.

answer: \_\_\_\_\_

Name .....

3

Jada has 2 strings, one with a length of 9 connecting cubes and another with a length of 4 connecting cubes.

How could she use the strings to help her draw a flower that is 5 connecting cubes tall?



Show your thinking.

A large, empty rounded rectangular box for writing the student's response to the first question.

How could she use the strings to help her draw a caterpillar that is 1 connecting cube long?



Show your thinking.

A large, empty rounded rectangular box for writing the student's response to the second question.



Name .....

**3**

7 years ago, Jada was 12 years old. How old will she be in 10 years?



Show or explain your thinking.

\_\_\_\_\_ years old

Clare was 11 three years ago and her sister, Priya, will be 16 in 2 years. Who is older, Clare or Priya?



Show or explain your thinking.

answer: \_\_\_\_\_

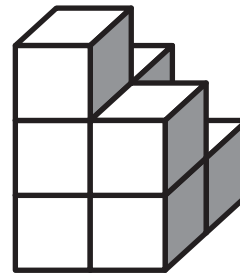
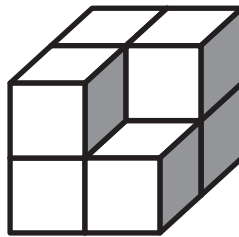
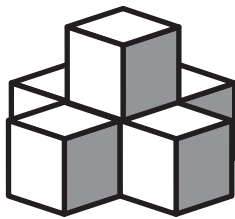
Name .....

**You Choose!**

Pick any problem to start with.

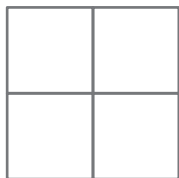
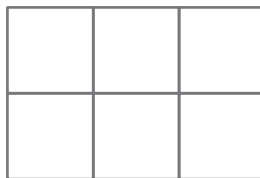
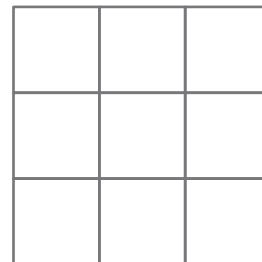
**1**

How many cubes do you need to build each shape?

**2**

How many squares are in each shape?

How many rectangles are in each shape?

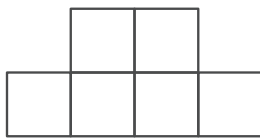
**Shape A****Shape B****Shape C**

Name .....

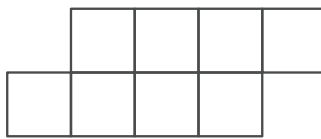
**1**

Split each shape into identical halves.

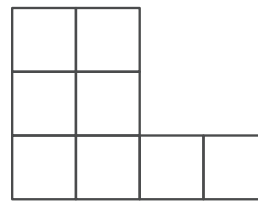
Shape A



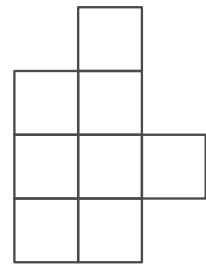
Shape B



Shape C

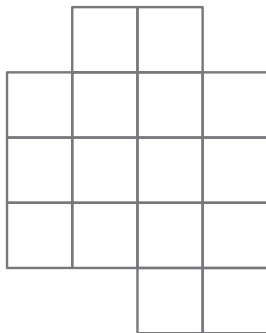


Shape D

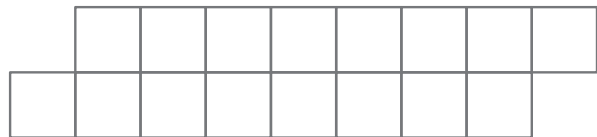
**2**

Split each shape into identical quarters.

Shape A



Shape B

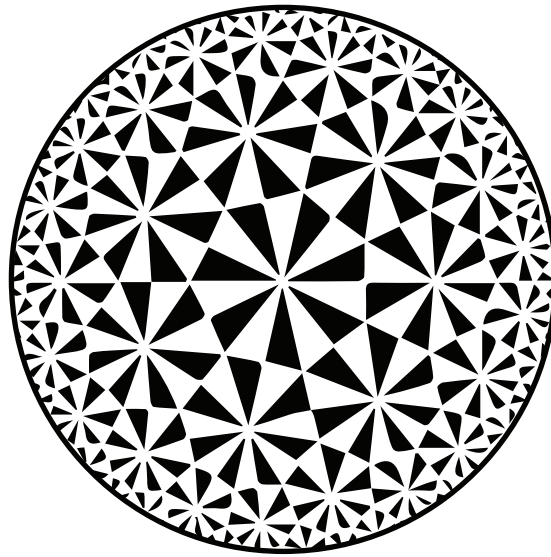


Name .....

3

Han wonders if half the circle is black.

What do you think?



## Tell Time in Hours and Half Hours

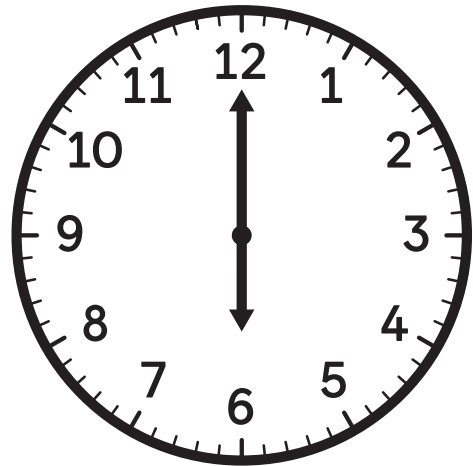
Name .....

**You Choose!**

Pick any problem to start with.

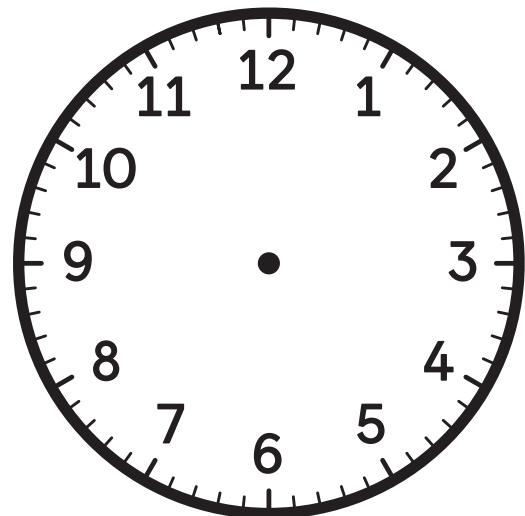
**1**

This is Priya's watch.  
It is 30 minutes behind.



This is Diego's watch.  
It is 30 minutes fast.

Draw Diego's watch.

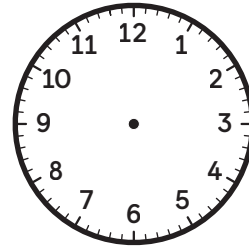


Name .....

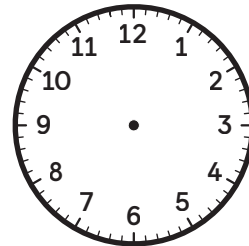
**2**

Draw the time during the day when you might do each of these activities.

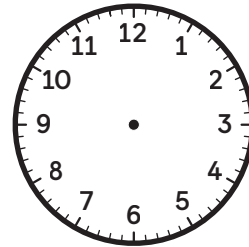
Wake up in the morning



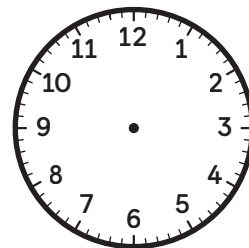
Go to school



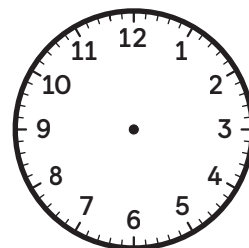
Have a snack



Go out to play for recess



Have lunch





# Investigations

# Investigation 1

## Meteorologists in Training



CC1 Make Sense of Data CC2 Equal Expressions 1.1.MD.4, 1.NBT.3, 1.NBT.4, 1.OA.3, 1.OA.5, 1.OA.6, SMP.1, SMP.2, SMP.4, SMP.6





### Task 1

Name \_\_\_\_\_

## Weather Predictions

Record your predictions about the weather conditions.

1 Which city will have more \_\_\_\_\_ days?

	Prediction	Result
sunny 		
cloudy 		
rainy 		
snowy 		

2 Which city will have the \_\_\_\_\_ temperature?





	Prediction	Result
highest		
lowest		

Task  
**2**

Name \_\_\_\_\_

# Weather Data Comparison

- Record the number of sunny, cloudy, and rainy days for each city using tally marks.

Weather Type	City: _____	City: _____
sunny 		
cloudy 		
rainy 		
snowy 		

- Write the highest and lowest temperatures for each city:

City: _____	City: _____
Highest temp: _____	Highest temp: _____
Lowest temp: _____	Lowest temp: _____



Task

2

Name \_\_\_\_\_

## Weather Data Comparison (continued)

3 How many days were sunny in both cities altogether?

\_\_\_\_\_

4 How many days were cloudy in both cities altogether?

\_\_\_\_\_

5 Which city had more sunny days?

\_\_\_\_\_

How many more sunny days did it have?

\_\_\_\_\_



Task

2

Name \_\_\_\_\_

## Weather Data Comparison (continued)

6 Discuss  What do you notice about your data?

- \_\_\_\_\_ has (more/less) \_\_\_\_\_ days than \_\_\_\_\_.
- The (highest/lowest) temperature for \_\_\_\_\_ is \_\_\_\_\_.

7 Reflect Record 2 questions you can ask your classmates about your data.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_




Task

3

Name \_\_\_\_\_

## Poster Planning

 Draw Share your findings by creating a poster to represent the weather data you collected.

This poster must include:

- How many sunny, rainy, or cloudy days each city had.
- The highest and lowest temperatures for each city.
- Any other interesting weather facts!









































 Draw \_\_\_\_\_

Name \_\_\_\_\_

# Daily Weather Record

Use the charts to record temperature and weather conditions for your location and one other location.

1 City: \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday
Day 1	Day 2	Day 3	Day 4	Day 5
				
				
Day 6	Day 7	Day 8	Day 9	Day 10
				
				
Day 11	Day 12	Day 13	Day 14	Day 15
				
				
Day 16	Day 17	Day 18	Day 19	Day 20
				
				

# Investigation 2

## Geometric Art



CC4 Equal Parts Inside Shapes 1.G.3, SMP.2, SMP.6, SMP.7

### Task 1

Name \_\_\_\_\_

## The Shapes of Art

Let's look carefully at the artwork inspired by Piet Mondrian.

### 1 Discuss

What do you notice?

What do you wonder?

I notice . . .

I wonder . . .



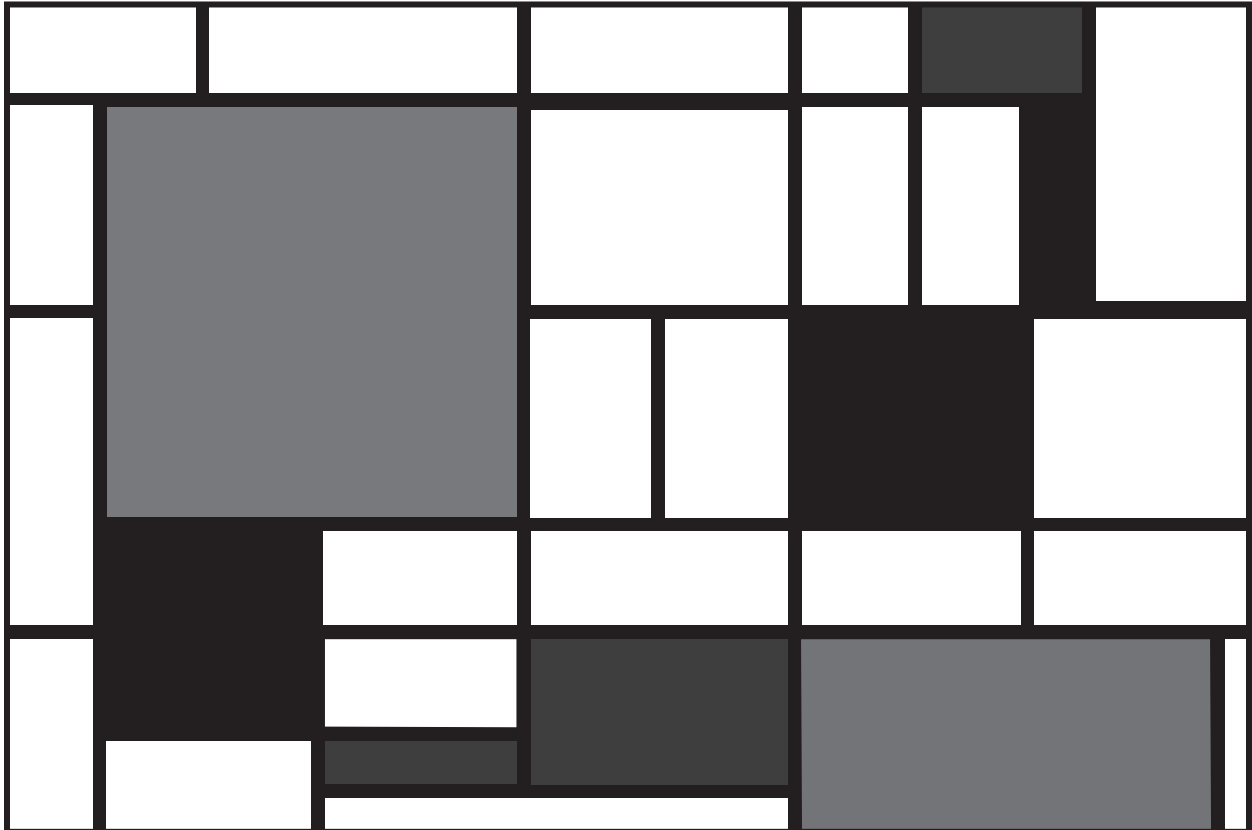
Task

1

Name \_\_\_\_\_

## The Shapes of Art (continued)

Let's look carefully at a second piece of artwork inspired by Piet Mondrian.





Task

1

Name \_\_\_\_\_

### The Shapes of Art (continued)

2 What shapes do you see in this painting?

---

---

3 Discuss 

Do you notice any *halves* or *quarters* in this painting?

Let's compare the two paintings inspired by Piet Mondrian.

4 Discuss 

What is similar about these paintings?

What is different about these paintings?



## Task

## 2

Name \_\_\_\_\_

# Rectangle Art

You will be given a rectangle to create your own artwork.

1



Draw

Choose **3** colors to use in your artwork.

Rectangle A:

- Draw 1 line to partition the rectangle into 2 halves.
- Color in 1 half.

Rectangle B:

- Draw lines to partition the rectangle into *quarters*.
- Color 1 *quarter* of the rectangle.

Rectangle C:

- Draw lines to partition the rectangle into *quarters* in a different way than Rectangle B.
- Color 2 *quarters* of the rectangle.

Rectangle D:

- Draw 1 line to partition the rectangle into 2 *halves*.
- Color in 1 half.



Task

3

Name \_\_\_\_\_

## Gallery Tour

Let's compare our Rectangle Art.

1

Discuss 

Compare your artwork with your partner.

- What is similar about your artwork? What is different?
- What shapes do you see in each piece of artwork?
- Did you both create halves the same way?
- Did you both create quarters the same way?
- Are there other ways to create halves or quarters?

Name \_\_\_\_\_

# Rectangle Art

