

Amplify Desmos Math **CALIFORNIA**

Grade 2

**Math Language
Development Resources**

Contents

Unit 1: Working With Data and Solving Comparison Problems

Vocabulary Cards, Unit 1	2
1.01 Explore: A Pattern Puzzle (Activity)	4
1.02 Exploring Within 10 (Activity 2)	8
1.03 Ways to Make 10 (Activity 1)	10
1.04 A Tower of 10 (Activity 2)	12
1.05 What's Missing? (Activity 1)	14
1.06 Have It Your Way (Activity 2)	18
1.07 How We Get to School (Activity 2)	20
1.08 A Class Pet (Activity 1)	22
1.09 Data About Mr. Roy's Class (Activity 1)	24
1.10 Representing Data in Graphs (Activity 1)	26
1.11 Questions About Data (Activity 1)	28
1.12 Class Surveys (Activity 2)	30
1.13 Representing Data With Benita (Activity 1)	32
1.14 Awesome Aquariums (Activity 1)	34
1.15 Comparing at the Beach (Activity 2)	36
1.16 Comparing at the Library (Activity 1)	38

Contents (continued)

Unit 2: Adding and Subtracting Within 100

Vocabulary Cards, Unit 2	38
2.01 Explore: Activities at the Block Party (Activity)	42
2.02 Discovering Coins (Part 1) (Activity 1)	46
2.03 How Much Money? (Activity 1)	48
2.04 Discovering Coins (Part 2) (Activity 2)	52
2.05 The Toy Stand (Activity 2)	54
2.06 The Craft Stand at the Block Party (Activity 1)	56
2.07 Subtracting Your Way (Activity 1)	58
2.08 Hungry for Honey Cakes (Activity 2)	60
2.09 Decomposing a Ten to Subtract (Activity 1)	62
2.10 What's Your First Move? (Activity 1)	64
2.11 Subtraction Choices (Activity 2)	66
2.12 Solve the Puzzle (Activity 2)	68
2.13 Community Comparisons (Activity 2)	70
2.14 Comparing With Kyle (Activity 1)	72
2.15 Library Comparisons (Activity 1)	74
2.16 Problem Palooza (Activity 1)	76
2.17 Solving Compare Story Problems and Comparing Strategies (Activity 1)	80
2.18 Unity in the Community (Activity 1)	84
2.19 Mrs. Hernández's Farm (Activity 1)	88
2.20 Even Heroes Have Problems (Activity 1)	90
2.21 Solving It Your Way (Activity 1)	92
2.22 Story Problems Galore (Activity 1)	94

Contents (continued)

Unit 3: Measuring Length

Words With Multiple Meanings	96
Vocabulary Cards, Unit 3	98
3.01 Explore: Orson's Costumes (Activity)	100
3.02 Which Tool Will You Use? (Activity 1)	104
3.03 What's the Difference? (Activity 1)	106
3.04 About How Long Is It? (Activity 1)	108
3.05 A New Length Unit (Activity 2)	112
3.06 Lengths of Jungle Animals (Activity 1)	114
3.07 It's Customary (Activity 2)	116
3.08 How Many Inches? (Activity 1)	118
3.09 Another New Length Unit (Activity 1)	120
3.10 Desperate Times, Desperate Measures (Activity 2)	122
3.11 Almost Showtime (Activity 1)	124
3.12 Measurement Mishaps (Activity 1)	126
3.13 Messy Measurements (Activity 1)	128
3.14 Bracelets and Wristbands (Activity 2)	132
3.15 Choosing a Bookshelf (Activity 2)	134

Contents (continued)

Unit 4: Addition and Subtraction on the Number Line

Vocabulary Cards, Unit 4	136
4.01 Explore: Where Am I? (Activity)	138
4.02 Time to Line Up! (Activity 1)	142
4.03 What's That Number? (Activity 1)	144
4.04 Greater Than, Less Than, or Equal to (Activity 1)	146
4.05 In Full Bloom (Activity 2)	148
4.06 Don't Let the Bug Get Away! (Activity 1)	150
4.07 Jump Around (Activity 2)	152
4.08 Arrows Forward and Back (Activity 2)	154
4.09 A Hop, Skip, and a Jump Away (Activity 2)	156
4.10 The Space Between (Activity 1)	158
4.11 Showing Strategies (Activity 1)	160
4.12 Where Are the Tick Marks? (Activity 1)	162
4.13 Friends of Seeds (Activity 2)	164

Contents (continued)

Unit 5: Numbers to 1,000

Vocabulary Cards, Unit 5	166
5.01 Explore: A Mistake in Mom's Office (Activity)	168
5.02 What Makes a Hundred? (Activity 2)	172
5.03 Looking for Patterns (Activity 1)	174
5.04 What's the Value? (Activity 2)	176
5.05 Mail Call! (Activity 1)	178
5.06 A New Representation (Activity 1)	180
5.07 What's Your Name? (Activity 1)	182
5.08 All the Ways! (Activity 2)	184
5.09 Helping in the Mailroom (Activity 1)	186
5.10 Down to the Digit (Activity 1)	188
5.11 Where Should Ms. Morales Go? (Activity 1)	190
5.12 First Day Mail Delivery (Activity 1)	192

Contents (continued)

Unit 6: Geometry and Time

Vocabulary Cards, Unit 6	194
6.01 Explore: We're Going On A Shape Hunt! (Activity)	198
6.02 What Shape Is This? (Activity 2)	202
6.03 Artists Like Arjun (Activity 2)	204
6.04 Frame It! (Activity 1)	206
6.05 Measure It, Draw It (Activity 2)	208
6.06 More to Measure (Activity 1)	210
6.07 Exploring a New Dimension (Activity 1)	214
6.08 Let's Share! (Activity 2)	216
6.09 Plenty to Go Around (Activity 2)	220
6.10 Arjun's Equal-Part Art! (Activity 1)	224
6.11 Sharing the Whole Thing (Activity 1)	226
6.12 What Time Is It? (Activity 1)	228
6.13 Hop Around the Clock (Part 1) (Activity 2)	230
6.14 Hop Around the Clock (Part 2) (Activity 2)	232
6.15 Is it a.m. or p.m.? (Activity 1)	234
6.16 Exploring Calendars (Activity 2)	236

Contents (continued)

Unit 7: Adding and Subtracting Within 1,000


7.01 Explore: Rebuilding the River Rock Bridge (Activity)	238
7.02 Turtle Hurdles (Activity 1)	242
7.03 There's Something About Berries (Activity 1)	244
7.04 Baking With Skunk (Activity 1)	246
7.05 Beaver's Sculpture Garden (Activity 2)	248
7.06 Sorting Addition Expressions (Activity 2)	250
7.07 Working With Others (Activity 2)	252
7.08 Asking for Help (Activity 2)	254
7.09 Don't Worry, Bea's Happy (Activity 1)	256
7.10 Counting Quills (Activity 1)	258
7.11 How Many Leaves? (Activity 1)	260
7.12 Bea's Journey (Activity 2)	262
7.13 Frog's Funplex (Activity 2)	264
7.14 Pond Games (Activity 1)	266
7.15 Sharing Ideas (Activity 1)	268
7.16 Replacing Eli's Quills (Activity 2)	270
7.17 Bea's Beads (Activity 1)	272
7.18 Bye-Bye Beads (Activity 1)	274
7.19 Don't Forget to Double Check, Bea! (Activity 1)	276

Contents (continued)

Unit 8: Equal Groups

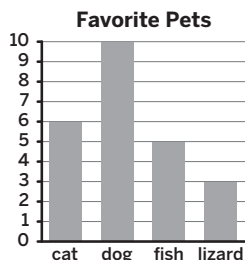
Vocabulary Cards, Unit 8	278
8.01 Explore: Explore: Organizing Teams (Activity)	280
8.02 Can You Share? (Activity 1)	284
8.03 Everybody, Find A Partner! (Activity 2)	286
8.04 Is It Even or Odd? (Activity 1)	288
8.05 Can They Play? (Activity 1)	290
8.06 Pointing Out Patterns (Activity 1)	292
8.07 Playing Hopscotch (Activity 1)	294
8.08 Arranging Equipment (Activity 2)	296
8.09 Balloon Pop (Activity 1)	298
8.10 Arrays Around the House (Activity 1)	300
8.11 Clementine Court Community Day (Activity 1)	302
8.12 Arrays and Rectangles (Activity 1)	304
8.13 Picture This! (Activity 2)	306

Vocabulary Cards, Unit 1

 **Directions:** Make enough copies so that each student receives one card for each term. Pre-cut the cards and distribute them during the lesson(s) in which the term is introduced.

bar graph

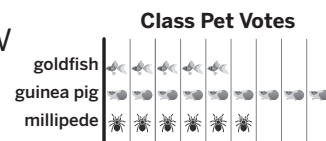
A way to show how many in each group or category using the length of the rectangles.



Vocabulary Cards, Unit 1 · Lesson 9

picture graph

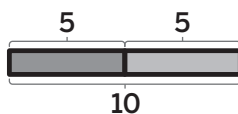
A way to show how many in each group or category using pictures of the objects or symbols.



Vocabulary Cards, Unit 1 · Lesson 8

tape diagram

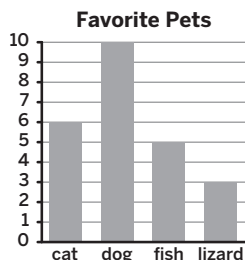
A group of rectangles put together to represent a relationship between quantities.



Vocabulary Cards, Unit 1 · Lesson 4

bar graph

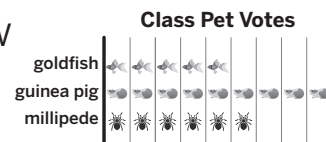
A way to show how many in each group or category using the length of the rectangles.



Vocabulary Cards, Unit 1 · Lesson 9

picture graph

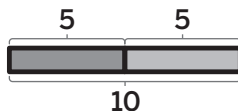
A way to show how many in each group or category using pictures of the objects or symbols.



Vocabulary Cards, Unit 1 · Lesson 8

tape diagram

A group of rectangles put together to represent a relationship between quantities.



Vocabulary Cards, Unit 1 · Lesson 4

Name _____ Date _____

Ways to be a Mathematician

Formas de ser matemático/ matemática

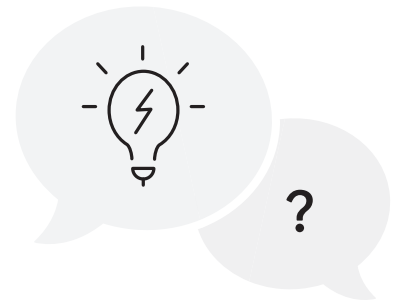
- 1** I can take my time to think about a challenging problem before trying to solve it.

Puedo tomarme mi tiempo para pensar en un problema difícil antes de intentar resolverlo.



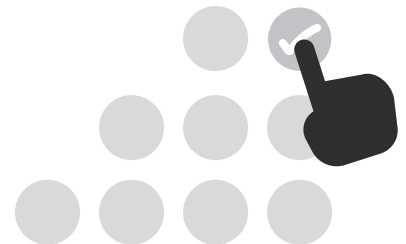
- 2** I can explain why my thinking makes sense and ask questions to understand the thinking of others.

Puedo explicar por qué mi forma de pensar tiene sentido y hacer preguntas para comprender la forma de pensar de los demás.



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

Puedo ver cómo se conectan las ideas y utilizar patrones para resolver problemas.



Name _____ Date _____

Questions and Sentence Frames

Why did you choose this statement?

Did you choose any others? Why or why not?

How did you use this thinking during the Activity?

Can you tell me more?

I chose this statement because . . .

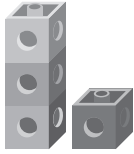

I also chose _____ because . . .

In the Activity, I . . .

Name _____ Date _____

Around the Block

Use with Problem 1.

Strategies	
 cubes	 counters

The strategy I used was . . .

I used _____ to . . .

My partner used _____ to . . .

I found the _____ by . . .
(*sum/difference*)

The expressions my partner and I wrote for
_____ are _____ because . . .
(*number*) (*alike/different*)

Word bank	
English	Español
add	sumar
alike	parecido
different	diferente
difference	diferencia
expression	expresión
pattern	patrón
subtract	restar
sum	suma

Name _____ Date _____

All the Ways to Make 10

Use with Problem 4.

Word bank					
English	adding	equation	large	pair	small
Español	sumando	ecuación	grande	par	pequeño

The pattern I notice is . . .

As the numbers on the _____ get _____, the numbers on the _____ get _____.

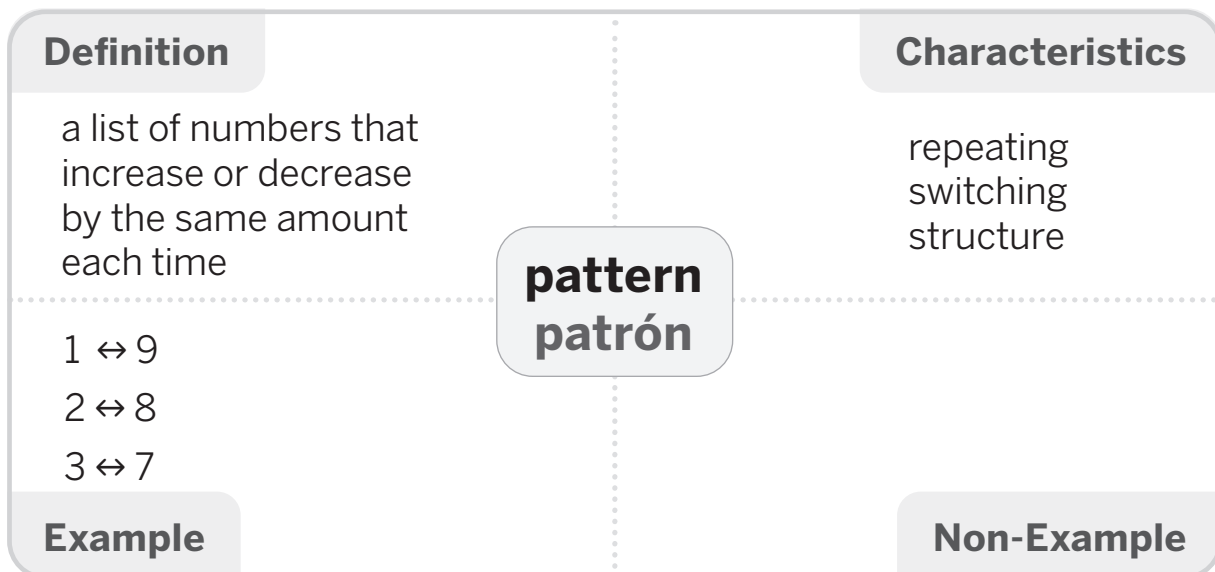
(left/right) (larger/smaller)

(left/right) (larger/smaller)

All the ways to make 10 are _____.

(shown/not shown)

Another way I can make 10 is by . . .





Name _____ Date _____

Connecting Representations

Use during the Launch.

Word bank			
English	Español	English	Español
addend	sumando	similar	semejante
different	diferente	sum	suma
equation	ecuación	total	total

The tower and the tape diagram are _____ because ...
(similar/different)

Definition	Characteristics
<p>a way to show information so we can understand it better</p>	<p>bars stack cubes numbers rectangular</p>
<p> cube tower</p> <p> tape diagram</p>	<p>representation representación</p>
Example	Non-Example

Name _____ Date _____

What's Behind My Back?, Stage 5

Use with Activity 1.

There were _____ cubes in total.
(number)

I see _____ cubes now.
(number)

I can use a double 10-frame to help me by ...

The missing addend is _____ because ...
(number)

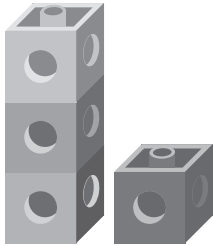
Word bank	
English	Español
count	contar
difference	diferencia
empty	vacío
equation	ecuación
missing	faltante
subtract	restar
sum	suma
total	total

Definition	Characteristics
one of the numbers added together to find the sum	before the equal sign in an addition problem
$\begin{array}{c} \underline{6} + \underline{4} = 11 \\ \uparrow \quad \uparrow \end{array}$	$6 + 4 = \underline{11}$
addend sumando	
Example	Non-Example

Name _____ Date _____

Adding Within 20

Use with Problems 5–8.

Strategies	
 <p>cubes</p>	$ \begin{array}{c} 7 + 8 \\ \swarrow \quad \searrow \\ 5 + 2 + 8 \\ \quad \quad \quad \swarrow \quad \searrow \\ \quad \quad \quad 10 \quad \quad \quad \textcircled{15} \\ 5 + 10 = \textcircled{15} \end{array} $ <p>make a ten</p>

Word bank	
English	Español
add	sumar
addend	sumando
count	contar
difference	diferencia
equation	ecuación
subtract	restar
sum	suma
total	total
value	valor

The strategy I used was . . .

I used my strategy by . . .

My partner used their strategy by . . .

Our strategies are similar/different because . . .

Name _____ Date _____

Visual Representations of Data

Use with Activity 2.

I organized my data by . . .

My partner organized their data by . . .


My data representation is _____
(similar to/different from)
my partner's data representation because . . .

Word bank	
English	Español
category	categoría
dot	punto
data	datos
number	número
organize	organizar
picture	dibujo
symbol	símbolo
word	palabra

Definition

a way to organize information
so we can understand it better

soccer 

football 

basebal 

Example

data representation
representación de
datos

Characteristics

organized
symbols
numbers
categories




A story problem.

Non-Example

Name _____ Date _____

Class Pet, Part 1

Use with Activity 1.

Categories		
		
goldfish	guinea pig	millipede

Word bank	
English	Español
category	categoría
count	contar
data	datos
picture graph	gráfico de imágenes
statement	expresión
vote	votar

I notice . . .

I can write one statement for each _____.

I know how many votes each animal got by . . .


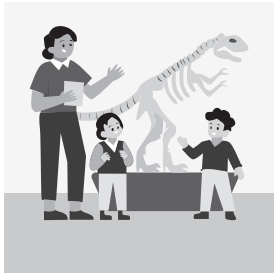


_____ students voted for _____.
(number) (category)

_____ more students voted for _____ than _____.
(number) (category) (category)

Name _____ Date _____

Field Trip Choices

Use with Activity 1.

Categories			
			
aquarium	children's museum	fire station	zoo

I notice . . .

I can write one statement for each _____.

_____ students voted for _____.
(number) (category)

_____ more students voted for _____
(number) (category)
than _____.
(category)

Word bank	
English	Español
bar graph	diagrama de barras
data	datos
more	más
picture graph	gráfico de imágenes
statement	expresión
vote	votar

Name _____ Date _____

Drawing a Picture Graph

Use with Problem 2.

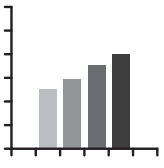

I notice . . .

Your graph is clear because . . .

Your graph could be more clear if . . .

A question I have is . . .

I think . . .

Graphs	
	What We Drink 
bar graph	picture graph

Word bank	
English	Español
category	categoría
clear	claro
data	datos
key	leyenda
marble	canica
represent	representar
sport	deporte
symbol	símbolo
title	título

Name _____ Date _____

Writing Questions Based on Graphs

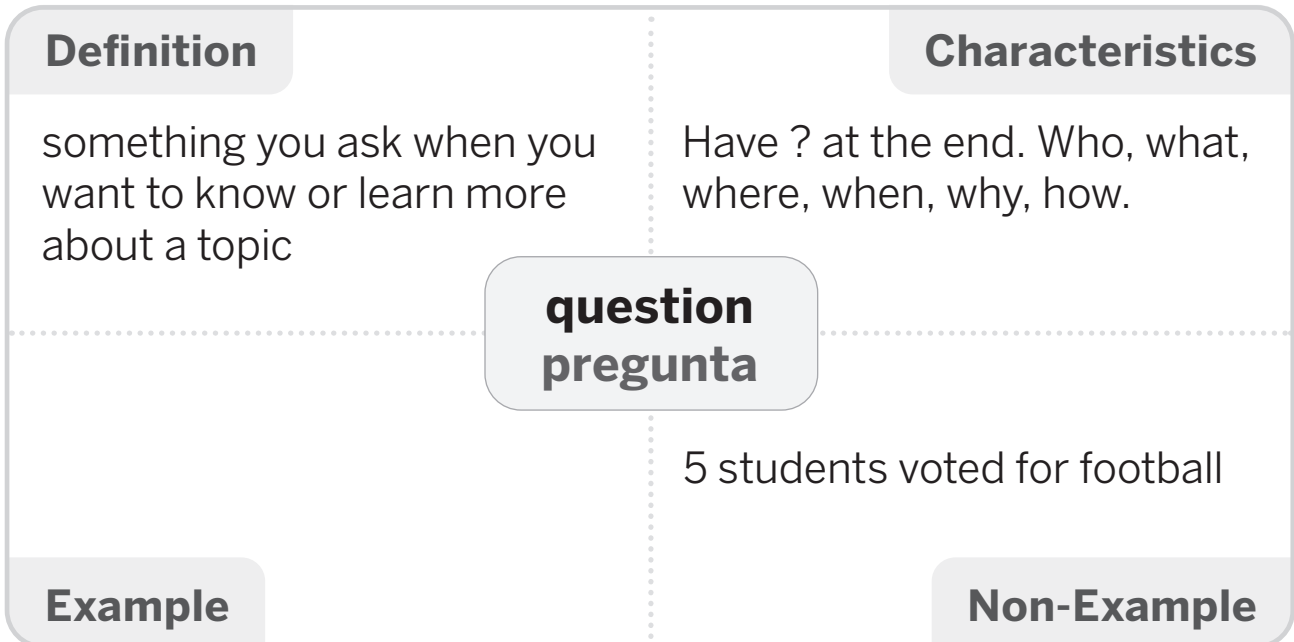
Use with Activity 1.

I notice . . .

I wonder . . .

I can ask . . .

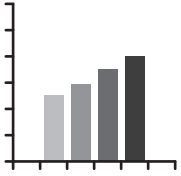

Word bank	
English	Español
bar graph	diagrama de barras
category	categoría
marble	canica
picture graph	gráfico de imágenes
sport	deporte
total	total
vote	votar



Name _____ Date _____

Representing Your Data

Use with Problems 5 and 6.

Graphs	
 <p>bar graph</p>	<p>What We Drink</p>  <p>picture graph</p>

Word bank	
English	Español
category	categoría
collect	recolectar
data	datos
label	rótulo
scale	escala
survey	encuesta
title	título
total	total
vote	votar

I need to . . .

I chose to create a _____ graph
because . . . (bar/picture)

I chose a _____ for my graph
because . . .

Next time, I would . . .

Definition

picking between 2 or more things

Characteristics

Think about what is best. My choice makes me feel happy.

**choice
elección**

I will choose a picture graph over a bar graph.

My teacher told me I need to use a bar graph.





Example

Non-Example

Name _____ Date _____

Dogs in the Park

Use with Activity 1.

Dogs			
			
husky	pug	bulldog	poodle

I need to . . .

The length of the bars can help me because . . .

Each number represents . . .

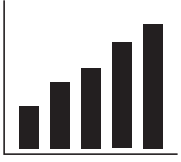
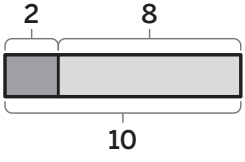
I see each equation in the bar graph because . . .

Word bank	
English	Español
bar	barra
category	categoría
compare	comparar
data	datos
fewer	menos
graph	gráfico
length	longitud
more	más
number	número
represent	representar
total	total

Name _____ Date _____

Theo's Dream Aquarium

Use with Problem 4.

Representations	
 bar graph	 tape diagram

Word bank	
English	Español
key	leyenda
label	rótulo
number	número
title	título

I notice . . .

The bar graph represents the number of frogs in a _____ way because . . .
(*similar/different*)








The information in the bar graph _____ different from the tape diagram because . . .
(*is/is not*)

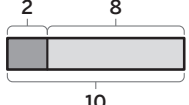
Definition	Characteristics
look at 2 or more things and see how they are alike or different	similarities differences size shape
Compare Comparar	
A bar graph uses tall bars. A picture graph uses pictures or symbols.	only looking at one thing
Example	Non-Example

Name _____ Date _____

Card Sort: At the Beach

Use with Problem 5.

At the Beach						
						
boat	chair	crab	people	seagull	shell	starfish

Representations	
$56 - 23 = 33$ equation	 tape diagram

Word bank	
English	Español
bigger	más grande
category	categoría
difference	diferencia
fewer	menos
pattern	patrón
represent	representar
smaller	más pequeño
total	total

I know . . .

_____ represents the story problem because . . .

A pattern that helps me match the story problem to the equation/tape diagram is . . .

Name _____ Date _____

A Trip to the Library

Use with Activity 1.


Word bank	
English	Español
bigger	más grande
book	libro
compare	comparar
difference	diferencia
equation	ecuación
fewer	menos
library	biblioteca
match	emparejar
represent	representar
smaller	más pequeño
tape diagram	diagrama de cinta

I know . . .

I can show . . .

I know the tape diagram/equation matches the story problem because . . .

Vocabulary Cards, Unit 2

 **Directions:** Make enough copies so that each student receives one card for each term.
Pre-cut the cards and distribute them during the lesson(s) in which the term is introduced.

cent

A unit of money.
100 cents = 1 dollar
The cent symbol is ¢.

Vocabulary Cards, Unit 2 · Lesson 2

Commutative Property of Addition

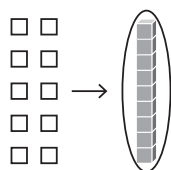
The order in which numbers are added does not change the sum.

$$8 + 3 = 3 + 8$$

Vocabulary Cards, Unit 2 · Lesson 21

compose

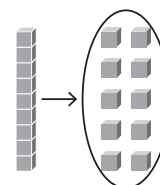
To put together.



Vocabulary Cards, Unit 2 · Lesson 12

decompose

To break apart.



Vocabulary Cards, Unit 2 · Lesson 8

dime

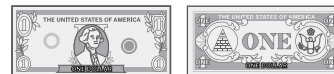
A coin worth 10 cents.



Vocabulary Cards, Unit 2 · Lesson 2

dollar

A unit of money worth 100 cents.
The dollar symbol is \$.



Vocabulary Cards, Unit 2 · Lesson 5

nickel

A coin worth 5 cents.



Vocabulary Cards, Unit 2 · Lesson 2

quarter

A coin worth 25 cents.



Vocabulary Cards, Unit 2 · Lesson 4

Vocabulary Cards, Unit 2

penny

A coin worth 1 cent.



Vocabulary Cards, Unit 2 · Lesson 2

Name _____ Date _____

Ways to be a Mathematician

Formas de ser matemático/ matemática

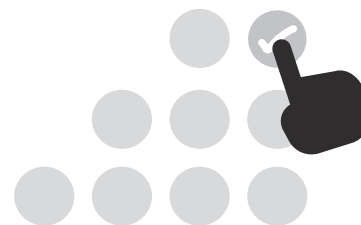
- 1** I can take my time to think about a challenging problem before trying to solve it.

Puedo tomarme mi tiempo para pensar en un problema difícil antes de intentar resolverlo.



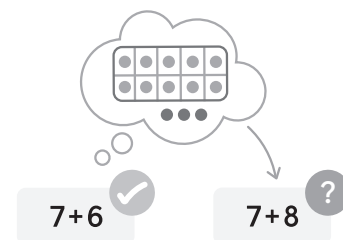
- 2** I can see how ideas are connected and use patterns to help solve problems.

Puedo ver cómo se conectan las ideas y utilizar patrones para resolver problemas.



- 3** I look for strategies that I can apply to new problems.

Busco estrategias que puedo aplicar a nuevos problemas.



Name _____ Date _____

Questions and Sentence Frames

Why did you choose this statement?

Did you choose any others? Why or why not?

How did you use this thinking during the Activity?

Can you tell me more?

I chose this statement because . . .





I also chose _____ because . . .

In the Activity, I . . .

Name _____ Date _____

Mystery Coins

Use with Problems 1–4.

Money terms			
 cent	 dime	 nickel	 penny

This coin is called _____.

It is _____.

I see the word(s) _____ on it.

It has a value of _____.

Word bank	
English	Español
big	grande
coin	moneda
color	color
copper	cobrizo
name	nombre
silver	plateada
size	tamaño
small	pequeño
value	valor

Name _____ Date _____

Groups of Mixed Coins

Use with Problems 1–3.

Coins		
 <p>penny</p>	 <p>nickel</p>	 <p>dime</p>

Word bank	
English	Español
big	grande
cent	centavo
color	color
copper	cobrizo
name	nombre
organize	organizar
silver	plateado
size	tamaño
small	pequeño
total	total
value	valor

The information in the problem is . . .

I am trying to find . . .

To solve this problem I can . . .

Name _____ Date _____

Definition

A plan or method to solve a problem

Characteristics

**strategy
estrategia**

counting



1 2 3 4 5

Guessing or answering without thinking.



Example

Non-Example

Name _____ Date _____

Let's Go Shopping!

Use with Problems 3–5.

Coins		
		
penny	nickel	dime

Word bank	
English	Español
cent	centavo
count	contar
group	grupo
name	nombre
strategy	estrategia
total	total
value	valor

The information in the problem is . . .

I am trying to find . . .

To solve this problem I can . . .

Definition

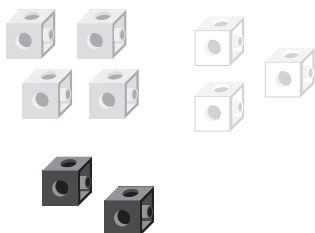
Sort or arrange things in a way that makes them easy to understand

Characteristics

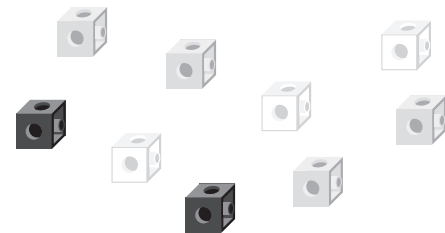
Objects in groups.

organize
organizar

Example







Non-Example



Name _____ Date _____

The Price Is Right

Use with Problem 5.

Coins			
 <p>dime</p>	 <p>nickel</p>	 <p>penny</p>	 <p>quarter</p>

I need to . . .

The groups of coins are _____
because . . . *(similar/different)*





I can represent the same amount of
money with different groups of
coins because . . .

Word bank	
English	Español
cent	centavo
count	contar
different	diferente
dollar	dólar
group	grupo
same	igual/mismo
strategy	estrategia
total	total
value	valor

Name _____ Date _____

The Craft Stand

Use with Problems 1 and 2.

Coins			
 <p>dime</p>	 <p>nickel</p>	 <p>penny</p>	 <p>quarter</p>

The information in the problem is . . .

I can use Problem 1 to help me solve Problem 2 because . . .

The story problems are the same because . . .

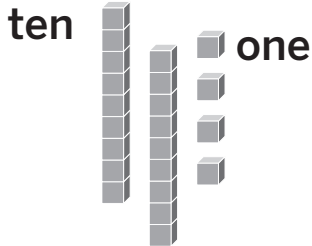
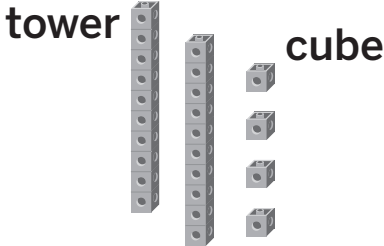
The story problems are different because . . .

Word bank	
English	Español
count	contar
different	diferente
dollar	dólar
group	grupo
same	igual/ mismo
strategy	estrategia
total	total
value	valor

Name _____ Date _____

How Do You Find the Value?

Use with Problems 1–3.

 <p style="margin-top: 20px;">base-ten blocks</p>	 <p style="margin-top: 20px;">connecting cubes</p>
--	--

I can use connecting cubes to represent the problem by . . .

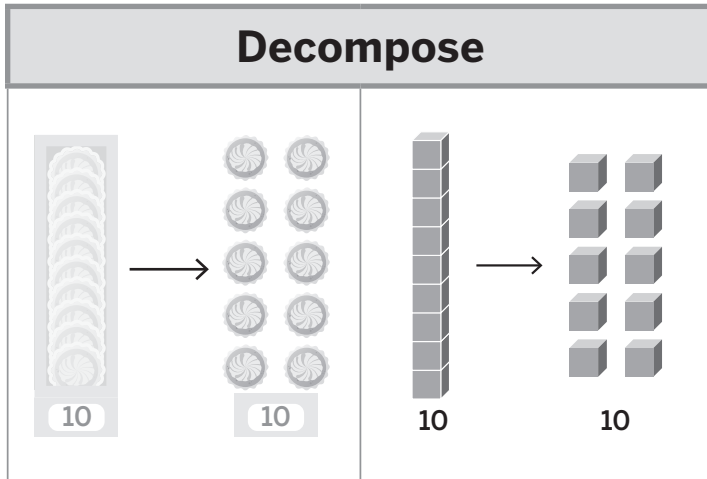
Using connecting cubes and base-ten blocks is _____ because . . .
(*similar/different*)

Word bank	
English	Español
cent	centavo
count	contar
different	diferente
represent	representar
similar	similar/mismo
total	total
value	valor

Name _____ Date _____

How Many Honey Cakes Are Left?

Use with Activity 2.



Word bank	
English	Español
agree	de acuerdo
conjecture	conjetura
difference	diferencia
disagree	desacuerdo
expression	expresión
subtract	restar

A conjecture I can make is . . .

A conjecture I _____ with is _____ because . . .
(agree/disagree)

Name _____ Date _____

Subtracting Two-Digit Numbers

Use with Problems 1–3.

To solve the problem, I . . .

Our strategies are the same because . . .

Our strategies are different because . . .

Word bank	
English	Español
base-ten blocks	bloques base diez
decompose	descomponer
different	diferente
draw	dibujar
expression	expresión
organize	organizar
same	igual/mismo

Name _____ Date _____

How Can You Solve?

Use with Problems 1–3.

Jada _____ and Shawn _____.

I can represent their work by . . .

The strategies get the same answer because . . .

Word bank	
English	Español
base-ten blocks	bloques base diez
decompose	descomponer
different	diferente
draw	dibujar
expression	expresión
organize	organizar
same	igual/mismo

Name _____ Date _____

Choosing Your Method

Use with Problems 3–7.

The strategy I want to use is _____ because . . .

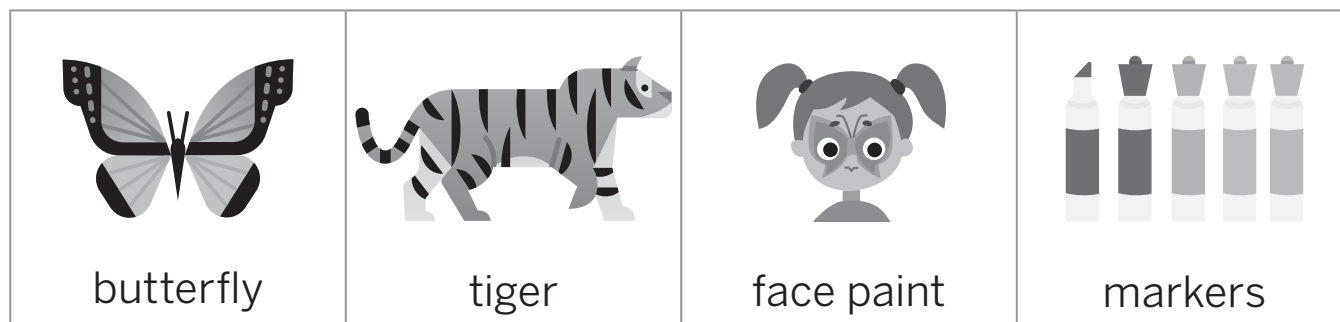
When choosing a strategy, I need to think about . . .

Word bank	
English	Español
base-ten blocks	bloques base diez
decompose	descomponer
difference	diferencia
digit	dígito
draw	dibujar
expression	expresión
organize	organizar

Name _____ Date _____

Face Painting at the Block Party

Use with Activity 2.



I can use _____ to solve
(addition/subtraction)
this problem because . . .

The words that tell me to _____
are _____. (add/subtract)

The strategy I want to try is _____.

_____ represents _____.
(number)

Another strategy I can use is _____.

Using a tape diagram helps me
understand the problem because . . .

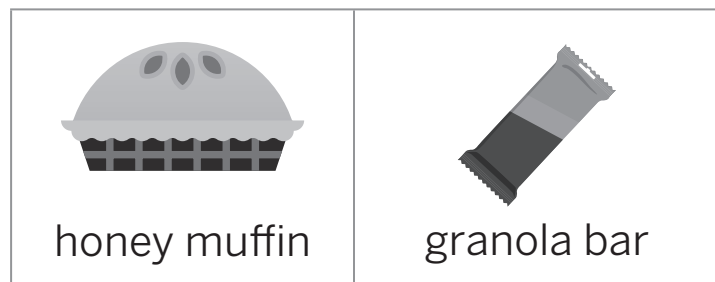
Word bank	
English	Español
addition	suma
difference	diferencia
equation	ecuación
fewer	menos
more	más
strategy	estrategia
subtraction	resta
sum	suma
tape diagram	diagrama de cinta

Name _____

Date _____

Hungry for Honey!

Use with Activity 1.



The unknown number is _____
because ...

The unknown number is the
_____ amount because ...
(*bigger/smaller*)

15 fewer means ...

The strategy I want to try is _____.

I can compare the honey muffins and
granola bars using an/a
_____ by ...
(*equation/tape diagram*)

Word bank	
English	Español
addition	suma
bigger	más grande
compare	comparar
difference	diferencia
equation	ecuación
fewer	menos
more	más
smaller	más pequeño
strategy	estrategia
subtraction	resta
sum	suma
tape diagram	diagrama de cinta
unknown	desconocido

Name _____ Date _____

Mr. Cerito's Face Painting

Use with Activity 1.



The unknown number is _____
because ... *(number)*

The unknown number is the _____ amount because ...
(bigger/smaller)

12 cents more means ...

The strategy I want to try is _____.

I can compare the butterfly and tiger face painting using an/a _____ by ...
(equation/tape diagram)

Word bank	
English	Español
addition	suma
bigger	más grande
compare	comparar
difference	diferencia
equation	ecuación
fewer	menos
more	más
smaller	más pequeño
strategy	estrategia
subtraction	resta
sum	suma
tape diagram	diagrama de cinta
unknown	desconocido

Name _____ Date _____

Thinking About the Unknown

Use with Problem 2.



The unknown number is _____
because . . .

The unknown will be _____ than
_____ because . . . (*greater/less*)

39 cents more means . . .

I can compare Jada's and her sister's
money using estimation because . . .

Word bank	
English	Español
difference	diferencia
equation	ecuación
estimate	estimación
fewer	menos
greater	mayor
more	más
smaller	más pequeño
strategy	estrategia
subtraction	resta
sum	suma
unknown	desconocido

Name _____ Date _____

Definition

To look at 2 or more things and see how they are the same or different.

Characteristics

Helps you know which is bigger, smaller, or equal

compare
comparar

only looking at one thing

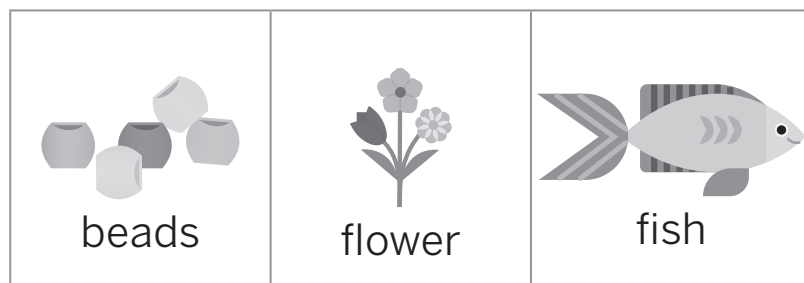
Example

Non-Example

Name _____ Date _____

Bead It

Use with Problem 4.



Word bank	
English	Español
compare	comparar
difference	diferencia
equation	ecuación
fewer	menos
greater	mayor
more	más
number	número
smaller	más pequeño
subtraction	resta
sum	suma
unknown	desconocido

The tape diagram and story problem are _____ because . . .
(*similar/different*)

I notice . . .

The relationship between the 2 numbers in the story problem changes the way the tape diagram is organized because . . .

Name _____ Date _____

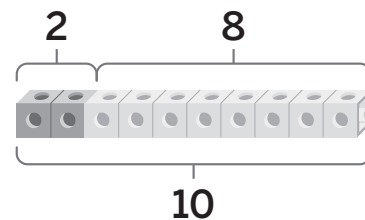
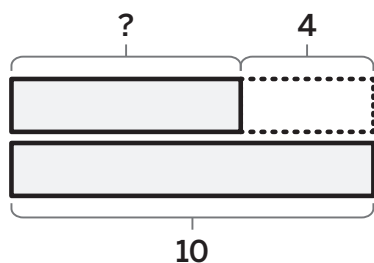
Definition

A group of rectangles put together to represent a relationship between quantities

Characteristics

- Question mark (?)
- Rectangles

tape diagram diagrama de cinta



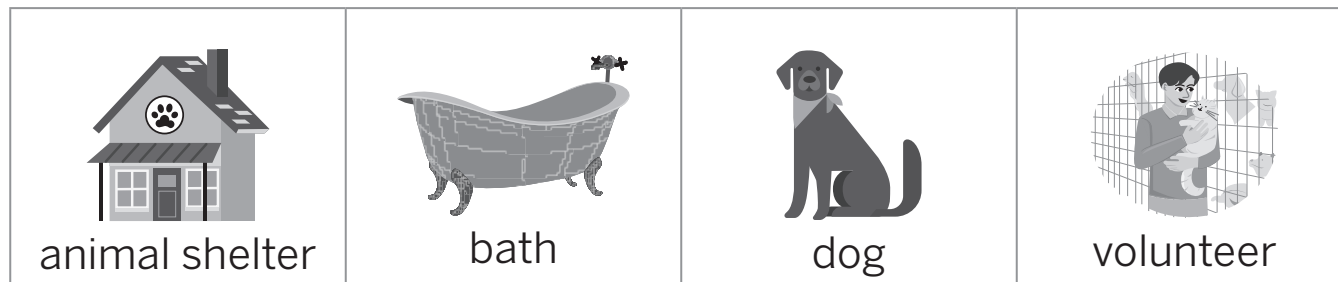
Example

Non-Example

Name _____ Date _____

At the Animal Shelter

Use with Problems 1 and 2.



I know . . .

I think the problem would ask me to . . .

_____ is missing from the problem.

The information I still need is . . .

Word bank	
English	Español
compare	comparar
difference	diferencia
equation	ecuación
fewer	menos
greater	mayor
more	más
number	número
smaller	más pequeño
solve	resolver
sum	suma
total	total
unknown	desconocido









Name _____ Date _____

Definition	Characteristics
<p>Something you ask when you want to know or learn more about something</p>	<ul style="list-style-type: none"> • Have ? at the end • Who, what, where, when, why, how
<p>question pregunta</p>	
<p>How many are there?</p>	<p>50 dogs needed a bath.</p>
Example	Non-Example

Name _____ Date _____

Card Sort: Story Problems

Use with Problem 1.

 apple	 carrot	 chick	 duckling
 egg	 hen	 horse	 worm

Word bank	
English	Español
add	sumar
big	grande
category	categoría
small	pequeño
sort	clasificar
step	paso
subtract	restar
total	total
unknown	desconocido

I notice . . .

_____ there _____ more than
(yes/no) (is/is not)
1 unknown.

It will take _____ step(s) to solve
(one/two)
the problem.

I can sort the cards by . . .

Name _____ Date _____

Checking Once, Checking Twice

Use with Activity 1.



The problem is asking . . .

This is a _____ step problem.
(one/two)

This helps me determine who is correct because . . .

_____ is correct because . . .
(Kyle/Sam)

Word bank	
English	Español
add	sumar
correct	correcto
equation	ecuación
solve	resolver
step	paso
subtract	restar
total	total
unknown	desconocido

Definition

Explain why you think something is true or to give reasons for your answer

Characteristics

- Reasons
- Proof

justify
justificar

The answer is 7 and I know because $4 + 3 = 7$.

- Just saying “I know I’m right.”
- Not explaining your answer.

Example

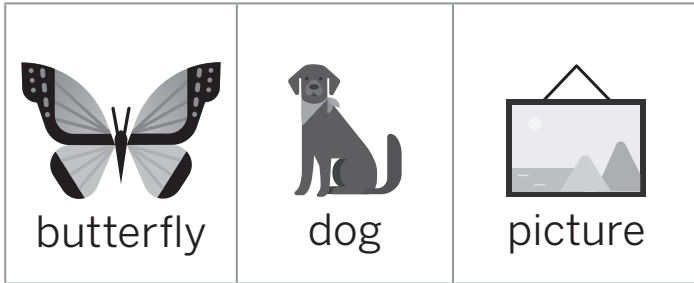
Non-Example

Name _____

Date _____

Finding Your Way

Use with Activity 1.



_____ there _____ an unknown.
(yes/no) (is/is not)

This is a _____ step problem.
(one/two)

The strategy I used is . . .

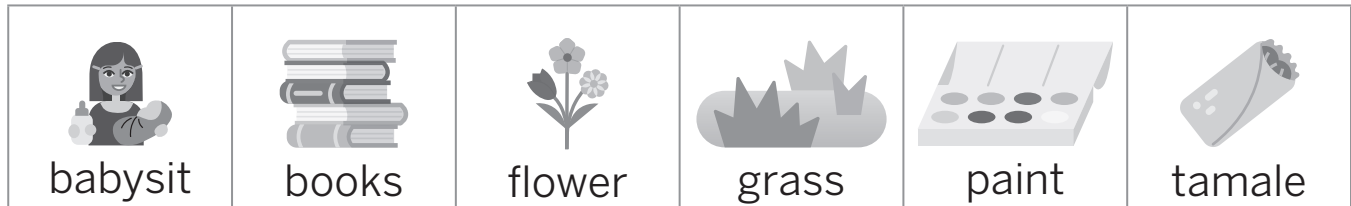
I chose these strategies because . . .

Word bank	
English	Español
addend	sumando
addition	suma
equation	ecuación
subtraction	resta
sum	suma
tape diagram	diagrama de cinta
total	total
unknown	desconocido

Name _____ Date _____

Matching Them Up!

Use with Activity 1.



The story problem is asking . . .

This is a _____ step problem.
(one/two)

The symbol(s)/operation(s) that will be used in this equation are _____.

This equation represents the story problem because . . .

Word bank	
English	Español
addition	suma
equation	ecuación
minus	menos
operation	operación
plus	más
step	paso
subtraction	resta
symbol	símbolo

Name _____ Date _____

Words With Multiple Meanings


Draw a picture or write in words to show the math meaning and another meaning of the term.

Math meaning

foot

Another meaning

Vocabulary Cards, Unit 3

 **Directions:** Make enough copies so that each student receives one card for each term. Pre-cut the cards and distribute them during the lesson(s) in which the term is introduced.

a centimeter / centimeters

A unit of length measurement in the metric system. 100 centimeters is equal to 1 meter.



1 centimeter

Vocabulary Cards, Unit 3 · Lesson 2

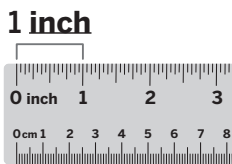
a foot / feet

A unit of length measurement in the U.S. customary system that is 12 inches long. The plural of foot is feet.

Vocabulary Cards, Unit 3 · Lesson 9

an inch / inches

A unit of length measurement in the U.S. customary system. There are 12 inches in a foot.



1 inch

Vocabulary Cards, Unit 3 · Lesson 7

line plot

A graph that shows data plotted on a number line using symbols, such as dots.

Vocabulary Cards, Unit 3 · Lesson 13

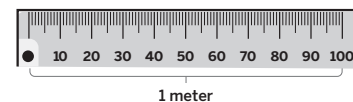
a meter / meters

A unit of length measurement in the metric system. 1 meter is equal to 100 centimeters.

Vocabulary Cards, Unit 3 · Lesson 5

meterstick

A tool for measuring length in centimeters and meters that is exactly one meter long.



Vocabulary Cards, Unit 3 · Lesson 5

ruler

A tool used to measure length that shows the distance from 0 in equal length units.



Vocabulary Cards, Unit 3 · Lesson 3

Name _____ Date _____

Ways to be a Mathematician

Formas de ser matemático/ matemática

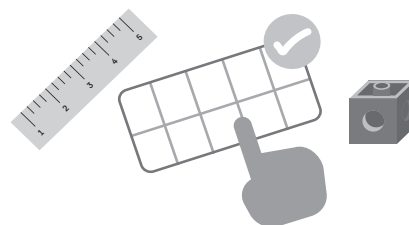
- 1** I can take my time to think about a challenging problem before trying to solve it.

Puedo tomarme mi tiempo para pensar en un problema difícil antes de intentar resolverlo.



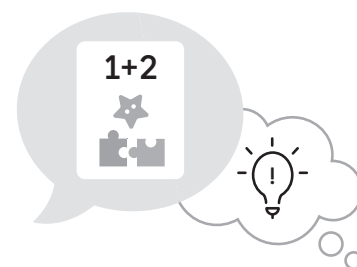
- 2** I can choose the tool that is just right for the problem I am solving.

Puedo elegir la herramienta adecuada para el problema que estoy resolviendo.



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

Puedo trabajar con cuidado y tratar de ser claro/clara cuando comparto mis ideas.



Name _____ Date _____

Questions and Sentence Frames

Why did you choose this statement?

Did you choose any others? Why or why not?

How did you use this thinking during the Activity?

Can you tell me more?

I chose this statement because . . .

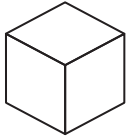

I also chose _____ because . . .

In the Activity, I . . .

Name _____ Date _____

Two Different Tools

Use with Problem 3.

Measurement tools	
	
centimeter cube	centimeter rod

Word bank	
English	Español
costume	traje
designer	diseñador
different	diferente
material	material
measure	medir
length	longitud
longer	más largo
prefer	preferir
shorter	más corto
similar	similar

I notice . . .

These tools are similar because . . .

These tools are different because . . .

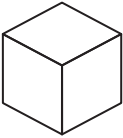


I use centimeter _____ by . . .
(cubes/rods)

I prefer to use centimeter _____ because . . .
(cubes/rods)

Name _____ Date _____

Comparing Rulers and Cubes

Use with Activity 1.

Measurement tools		
 centimeter cube	 centimeter rod	 ruler

Word bank	
English	Español
different	diferente
length	longitud
longer	más largo
measure	medir
prefer	preferir
shorter	más corto
similar	similar

I am trying to measure _____.

These tools are similar because . . .

These tools are different because . . .

I use _____ by . . .
(centimeter cubes/a ruler)

I prefer to use _____ because . . .
(centimeter cubes/centimeter rods)

Name _____ Date _____


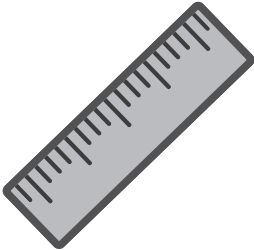
Estimating Lengths in Centimeters (continued)

Definition	Characteristics
a guess you make about a value based on what you know	guess reasonable near
estimate estimación	
the marker is about 6 inches long	an exact answer
Example	Non-Example

Name _____ Date _____

Measuring Trees

Use with Problems 1 and 2.

Measurement tools	
	
ruler	meterstick

Word bank	
English	Español
centimeter	centímetro
different	diferente
length	longitud
longer	más largo
measure	medir
meter	metro
prefer	preferir
shorter	más corto
similar	similar
tree	árbol

I am trying to find _____.

I would like to use a _____ to measure because . . .


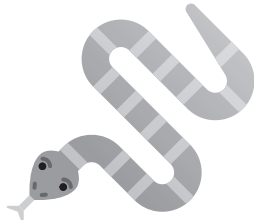
Their measurements were similar/different because . . .

In the future, I prefer to use a _____ because . . .
(*ruler/meterstick*)

Name _____ Date _____

Whose Reptile is Longer?

Use with Activity 1.

Reptiles	
 lizard	 snake

Word bank	
English	Español
amount	cantidad
centimeter	centímetro
difference	diferencia
length	longitud
longer	más largo
measure	medir
shorter	más corto
story	historia
unknown	desconocido

The story problem is about . . .

From the story problem, I know . . .

To solve the problem, I . . .

The unknown amount is the _____.
(longer length/shorter length/difference)

I know because . . .

Name _____ Date _____

Target Measurements

Use with Activity 2.

To play the game you . . .

The target measurement is _____.
(number, unit)

I know a _____ is about _____.
(object) (number, unit)

The actual measurement is _____.
(number, unit)

The actual measurement was



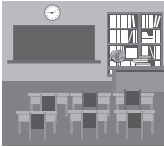
(longer/shorter)
than the target measurement.

Word bank	
English	Español
centimeter	centímetro
game	juego
inch	pulgada
length	longitud
longer	más largo
measure	medir
object	objeto
shorter	más corto
target	objetivo

Name _____ Date _____

Estimating Lengths in Inches

Use with Problems 1 and 2.

Objects		
		
dry-erase marker	scissors	windowsill

Word bank	
English	Español
centimeter	centímetro
estimate	estimar
inch	pulgada
length	longitud
longer	más largo
measure	medir
object	objeto
shorter	más corto
strategy	estrategia

I am trying to . . .

I can use objects I know the length of to help me because . . .

The strategy I used was . . .

I think my estimate is right because . . .

The strategy Diego used was . . .

Name _____ Date _____

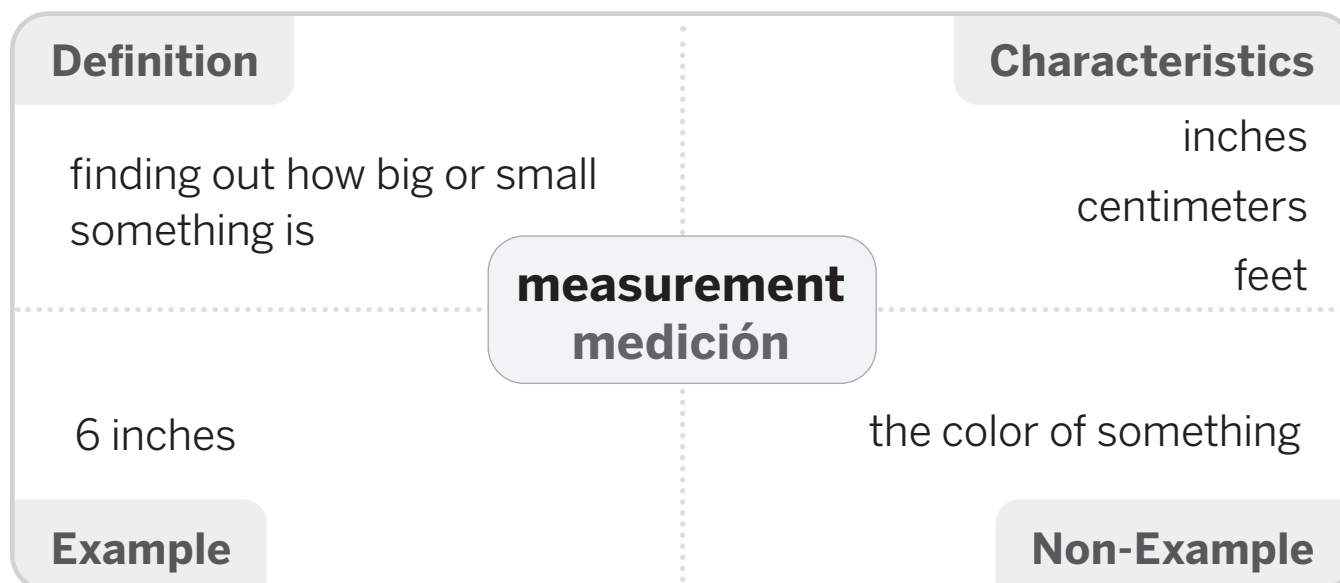
Measuring the Lengths of Props

Use with Activity 1.

I used my ruler to measure the tape strips by . . .

I noticed . . .

Word bank	
English	Español
centimeter	centímetro
estimate	estimación
foot	pie
inch	pulgada
length	longitud
less	menos
measure	medir
more	más
ruler	regla



Name _____ Date _____

Caterpillar Chaos

Use with Problem 6.

I notice . . .

I can use the structure of the ruler to measure the length of the caterpillar by . . .

I can use _____ to find the length of the caterpillar by . . .
(addition/subtraction)

Word bank			
English	Español	English	Español
addition	adición	ruler	regla
count	contar	space	espacio
end	fin	start	inicio
inch	pulgada	subtraction	resta

Definition	Characteristics
the measure of how long an object is from endpoint to endpoint	inches centimeters feet
18 feet	How heavy something is This is weight .
Example	Non-Example

length
longitud

Name _____ Date _____

Decorating the Auditorium

Use with Problems 3 and 4.

I know . . .

The story problem is asking me to find . . .

_____ represents . . .
(number)

There are _____ steps in this story problem.
(number)

There are _____ unknowns in this story problem because . . .
(number)

Word bank			
English	Español	English	Español
add	sumar	represent	representar
banner	banderín	solve	resolver
equation	ecuación	step	paso
identify	identificar	subtract	restar
inche	pulgada	total	total
number	número	unknown	incógnita

Name _____

Date _____

Final Preparations

Use with Problem 2.

I know . . .

The story problem is asking me to find . . .

My _____ step was _____.
(*first/second*) (equation)

_____ represents . . .
(*number*)

Word bank	
English	Español
add	sumar
centimeter	centímetro
equation	ecuación
feet	pies
foot	pie
inch	pulgada
meter	metro
number	número
solve	resolver
subtract	restar
tape	cinta
total	total

Name _____ Date _____

Let's Get Organized!

Use with Problem 5.

The whiteboard and line plot are _____ because . . .
(similar/different)

The whiteboard shows . . .

The line plot shows . . .

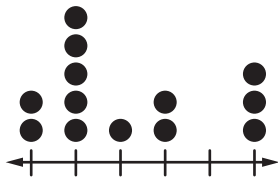
Word bank	
English	Español
data	datos
different	diferente
dot	punto
inch	pulgada
number	número
order	orden
repeat	repetir
similar	similar
stack	apilar
whiteboard	pizzara blanca

Name _____ Date _____

Let's Get Organized! (continued)

Definition

number line with dots above each number showing how often it happens

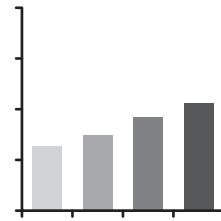


Example

Characteristics

dots
number line

line plot
gráfica de puntos



Non-Example

Name _____ Date _____

Lena's Wristbands

Use with Problem 5.

I _____ the line plot at _____ because . . .
(started/ended) (number)

I used _____ to represent the data in my line plot.

Word bank	
English	Español
centimeter	centímetro
data	datos
dot	punto
length	longitud
line plot	gráfico de líneas
longest	más largo
represent	representar
shortest	más corto
symbol	símbolo
wristband	correa

Name _____ Date _____

Answering Questions

Use with Problem 7.


The line plot shows . . .

This data helps me choose the best shelf for my books because . . .

Shelf _____ is a better choice for my books because . . .
(A/B)

Word bank	
English	Español
centimeter	centímetro
data	datos
height	altura
inch	pulgada
line plot	gráfico de líneas
short	corto
tall	alto

Vocabulary Cards, Unit 4

 **Directions:** Make enough copies so that each student receives one card for each term.
Pre-cut the cards and distribute them during the lesson(s) in which the term is introduced.

number line

A diagram that represents numbers as distances from 0 using equally-spaced tick marks.



Vocabulary Cards, Unit 4 · Lesson 2

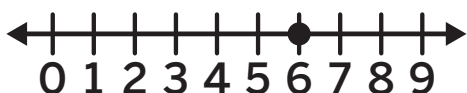
open number line

A blank number line on which tick marks, points, numbers, and arrows can be added.

Vocabulary Cards, Unit 4 · Lesson 12

point

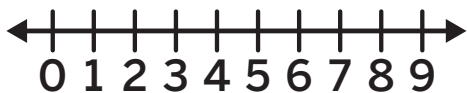
A location on a number line or graph.



Vocabulary Cards, Unit 4 · Lesson 2

number line

A diagram that represents numbers as distances from 0 using equally-spaced tick marks



Vocabulary Cards, Unit 4 · Lesson 2

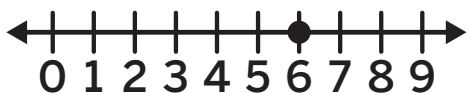
open number line

A blank number line on which tick marks, points, numbers, and arrows can be added.

Vocabulary Cards, Unit 4 · Lesson 12

point

A location on a number line or graph.



Vocabulary Cards, Unit 4 · Lesson 2

Name _____ Date _____

Ways to be a Mathematician

Formas de ser matemático/ matemática

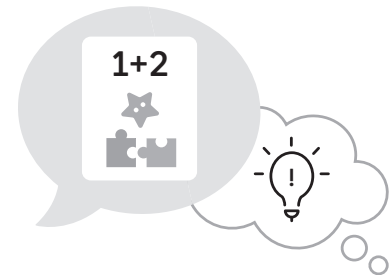
- 1** I can take my time to think about a challenging problem before trying to solve it.

Puedo tomarme mi tiempo para pensar en un problema difícil antes de intentar resolverlo.



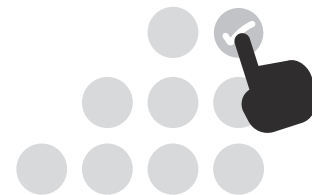
- 2** I can work carefully and try to be clear when I share my ideas.

Puedo trabajar con cuidado y tratar de ser claro/clara cuando comparto mis ideas.



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

Puedo ver cómo se conectan las ideas y utilizar patrones para resolver problemas.



Name _____ Date _____

Questions and Sentence Frames

Why did you choose this statement?

Did you choose any others? Why or why not?

How did you use this thinking during the Activity?

Can you tell me more?

I chose this statement because . . .

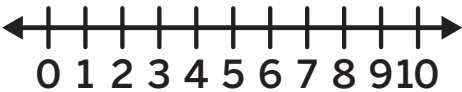
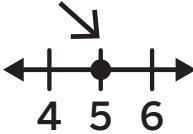

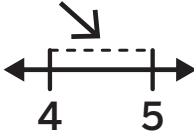
I also chose _____ because . . .

In the Activity, I . . .

Name _____ Date _____

What Is a Number Line?

Use with Problems 1 and 2.

Representations			
 <p>number line</p>	 <p>point</p>	 <p>ruler</p>	 <p>space</p>

I notice . . .

The numbers _____ in the
(are/are not)
correct order because . . .

The spaces between the numbers
_____ equal because . . .
(are/are not)

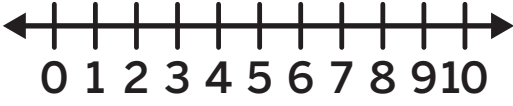
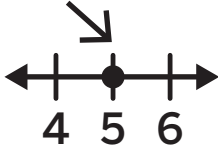
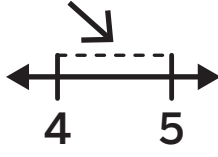
I would change . . .

Word bank	
English	Español
change	cambiar
equal	igual
large	grande
length	longitud
order	orden
small	pequeño

Name _____ Date _____

Locating the Numbers

Use with Problems 1–5.

Number line vocabulary		
 <p>number line</p>	 <p>point</p>	 <p>space</p>

The number I am looking for is _____.
(number)




The numbers represented on the number line are _____.
(numbers)

Every number does not have to be marked on a number line because . . .

Name _____ Date _____

Rolling to Compare

Use with Problems 1 and 2.

Comparing symbols		
		
greater than	less than	equal to

Word bank	
English	Español
conjecture	conjetura
number line	recta numérica
strategy	estrategia

I can make the number _____.
(number)

The strategy I can use is to ...

_____ is greater than _____. I know because ...
(number) (number)

Name _____ Date _____

From Seeds to Flowers

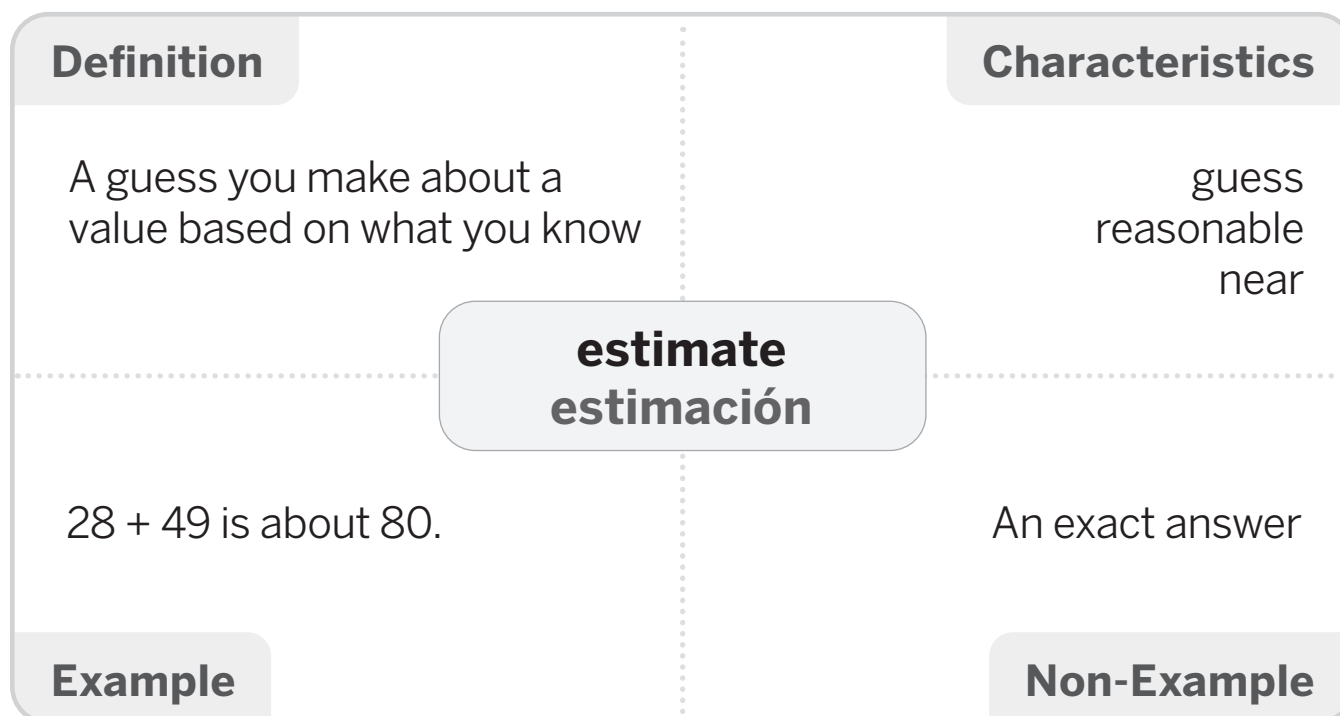
Use with Problem 12.

I notice the plant is located . . .

I can use 0 and 60 to estimate the plant's location because . . .

My estimate is because . . .
(number)

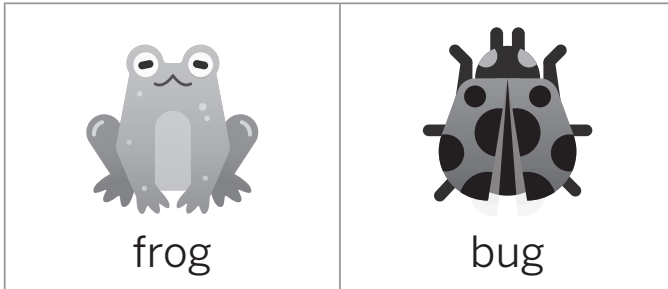
Word bank	
English	Español
halfway	a la mitad
less	menos
locate	localizar
more	más
number line	línea numérica
point	punto
space	espacio



Name _____ Date _____

Navigating Number Lines

Use with Problem 2.



Word bank	
English	Español
distance	distancia
increase	aumento
label	etiqueta
number line	línea numérica
point	punto
position	posición
skip count	conteo saltado
structure	estructura

I see _____ and _____ already labeled on the number line.
(number) (number)


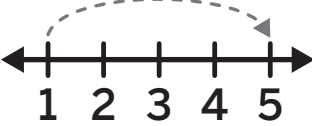


The distance between _____ and _____ is _____.
(number) (number) (number)

I used the structure of the number line to find the bug's position by . . .

Name _____ Date _____

Following the Arrow

Use with Problems 1–5.

 arrow	$11 + 13 = 24$ equation	 jump	 left	 right
--	----------------------------	--	---	--

I notice the arrows . . .

An arrow pointing to the (left/right) represents . . .

I can write the equation _____.


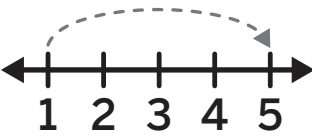


The equation is the (same as/different from) my partner's.

Word bank	
English	Español
different	diferente
locate	localizar
number line	recta numérica
partner	compañero
point	punto
same	mismo
tick mark	marca

Name _____ Date _____

Comparing Representations

Use with Problems 5–7.

 arrow	$11 + 13 = 24$ equation	 jump	 left	 right
--	----------------------------	--	---	--

I can show my thinking by ...

I notice ...

The number line shows more than 1 jump because ...

The representations are similar because ...

Word bank	
English	Español
different	diferente
locate	localizar
number line	recta numérica
partner	compañero
point	punto
same	mismo
tick mark	marca

Name _____ Date _____

To Jump or Not to Jump?

Use with Problems 4–6.

Word bank	
English	Español
add	sumar
compose	componer
decompose	descomponer
number line	recta numérica
representation	representación

The representation I will create is . . .

A number line represents an equation because . . .

Someone might choose a number line because . . .

Name _____ Date _____

Different Ways to Find the Difference

Use with Problems 1–4.

Word bank	
English	Español
add	sumar
compose	componer
decompose	descomponer
left	izquierda
number line	recta numérica
representation	representación
right	derecha
strategy	estrategia
subtract	sustraer

The representation I will create is . . .

The subtraction strategies are (similar/different) because . . .

The conjecture I can make is _____ because . . .

Name _____ Date _____

Where Is the Unknown Value?

Use with Problems 1–3.

 <p>Ballarat, Australia</p>	 <p>day</p>	 <p>Silver wattle tree</p>	 <p>sunny</p>	 <p>year</p>
--	--	---	---	---

The story is about . . .

The known amounts are _____
and _____.
(number) (number)

The known amounts are
represented by . . .

The unknown amounts are
represented by . . .

The unknown amount is
represented in different
places because . . .

Word bank	
English	Español
amount	cantidad
equation	ecuación
fewer	menos
known	conocido
more	más
number line	recta numérica
represent	representar
story	historia
unknown	desconocido

Name _____ Date _____

Card Sort: Representing Stories

Use with Activity 1.



Word bank	
English	Español
amount	cantidad
different	diferente
equation	ecuación
known	conocido
number line	recta numérica
represent	representar
same	mismo
story	historia
unknown	desconocido

The story is about . . .

The known amount is _____.
(number)

The unknown amount is _____.
(number)

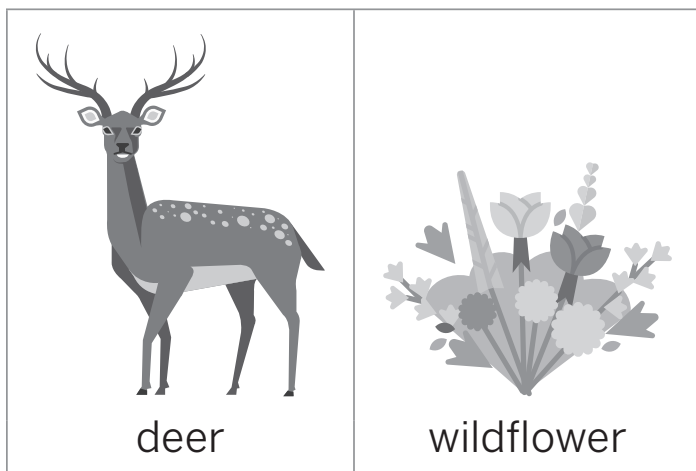
The representations are the same because . . .

The representations are different because . . .

Name _____ Date _____

Lunch in the Wild

Use with Problems 5 and 6.



Word bank	
English	Español
different	diferente
helpful	útil
represent	representar
same	mismo
story	historia

The story is about . . .


I will represent the story problem by . . .

The representations are displaying the problem by . . .

Each representation is helpful because . . .

The representations are (the same/different) because . . .

Vocabulary Cards, Unit 5

 **Directions:** Make enough copies so that each student receives one card for each term.
Pre-cut the cards and distribute them during the lesson(s) in which the term is introduced.

expanded form

A representation of
a number as an
addition expression
that shows the
value of each digit.

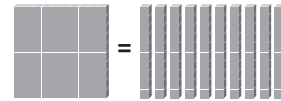
367

$300 + 60 + 7$

Vocabulary Cards, Unit 5 · Lesson 6

a hundred / hundreds

A group of 10 tens or 100 ones.
The plural of a hundred
is hundreds.



Vocabulary Cards, Unit 5 · Lesson 2

standard form

A representation
of a number using
only digits to
represent place values.

367

Vocabulary Cards, Unit 5 · Lesson 4

expanded form

A representation of
a number as an
addition expression
that shows the
value of each digit.

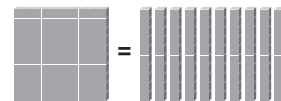
367

$300 + 60 + 7$

Vocabulary Cards, Unit 5 · Lesson 6

a hundred / hundreds

A group of 10 tens or 100 ones.
The plural of a hundred
is hundreds.



Vocabulary Cards, Unit 5 · Lesson 2

standard form

A representation
of a number using
only digits to
represent place values.

367

Vocabulary Cards, Unit 5 · Lesson 4

Name _____ Date _____

Ways to be a Mathematician

Formas de ser matemático/ matemática

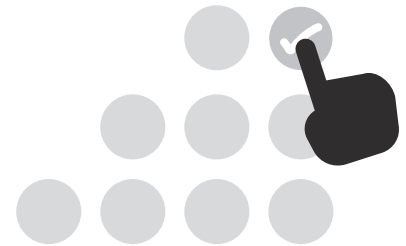
- 1** I can take my time to think about a challenging problem before trying to solve it.

Puedo tomarme mi tiempo para pensar en un problema difícil antes de intentar resolverlo.



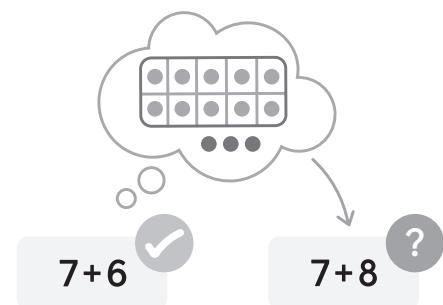
- 2** I can see how ideas are connected and use patterns to help solve problems.

Puedo ver cómo se conectan las ideas y utilizar patrones para resolver problemas.



- 3** I look for strategies that I can apply to new problems.

Busco estrategias que pueda aplicar a nuevos problemas.



Name _____ Date _____

Questions and Sentence Frames

Why did you choose this statement?

Did you choose any others? Why or why not?

How did you use this thinking during the Activity?

Can you tell me more?

I chose this statement because . . .

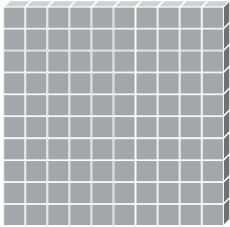


I also chose _____ because . . .

In the Activity, I . . .

Name _____ Date _____

Organizing Paper Clips

Use with Problems 1–3.

Base-ten blocks		
		
hundred	ten	one

Word bank	
English	Español
compose	componer
count	contar
number	número

I am trying to . . .

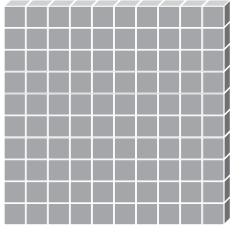


I can use the hundreds flat by . . .

I can put tens and ones together to make a hundred by . . .

Name _____ Date _____

Patterns With Tens

Use with Problems 1–10.

Base-ten blocks		
		
hundred	ten	one

Word bank	
English	Español
compose	componer
count	contar
number	número
pattern	patrón

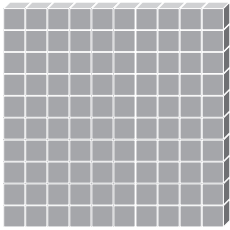


The pattern I notice is . . .

I think this happens because . . .

Name _____ Date _____

Sorting It Out

Use with Problems 6–12.

Base-ten blocks		
 <p>hundred</p>	 <p>ten</p>	 <p>one</p>

Word bank	
English	Español
compose	componer
conjecture	conjetura
count	contar
number	número
pattern	patrón
represent	representar
value	valor

I can sort them by . . .

The total value is _____.

I represented this value by . . .

I used _____ hundred(s).

I used _____ ten(s).

I used _____ one(s).

Definition

A representation of a number using only digits to represent place values

346

Example

Characteristics

digits only
no words or pictures

fifty-six

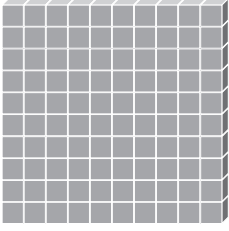


Non-Example

standard form
forma estándar

Name _____ Date _____

Mail Mix Up

Use with Problems 6–12.

Base-ten blocks		
		
hundred	ten	one

Word bank	
English	Español
compose	componer
number	número
represent	representar
standard form	forma estándar
value	valor

I notice . . .

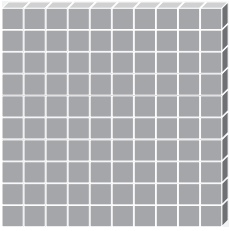


I can represent it in standard form by writing _____.

The order of the digits relates to the value because . . .

Name _____ Date _____

Same Value, Different Ways

Use with Problem 1.

Base-ten blocks		
		
hundred	ten	one

Word bank	
English	Español
compose	componer
expression	expresión
number	número
represent	representar
value	valor

I know . . .

I would represent the number in expanded form by . . .

The addition expression represents the total because . . .

Definition	Characteristics
A representation of a number as an addition expression that shows the value of each digit	uses addition to show the value of each digit
$365 = 300 + 60 + 5$	3 hundreds, 4 tens, 2 ones
Example	Non-Example

expanded form
forma expandida

Name _____ Date _____

Mix and Mingle: Reading Numbers

Use with Activity 1.

The number represented on the card is _____.

I know this is the number because . . .

I agree with _____ because . . .

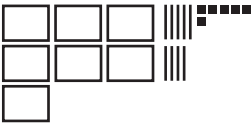
I disagree with _____ because . . .

Word bank	
English	Español
card	tarjeta
expanded form	forma expandida
hundred	centena
number	número
one	unidad
represent	representar
standard form	forma estándar
ten	decena
value	valor

Name _____ Date _____

The Representation Rumba

Use with Activity 2.

Ingredients			
 <p>base-ten diagram</p>	<p>6 hundreds 19 tens 6 ones</p> <p>written units</p>	<p>$700 + 90 + 6$</p> <p>expanded form</p>	<p>seven hundred ninety-six</p> <p>written form</p>

The base-ten diagram represents the value . . .

The written units represent the value . . .

The expanded form expression represents the value . . .

The written form represents the value . . .

I know because . . .

The hundreds . . .

The tens . . .

The ones . . .

Name _____ Date _____

Crates of Mail

Use with Activity 1.

Symbols		
$=$	$>$	$<$
equal to	greater than	less than

Word bank	
English	Español
compare	comparar
conjecture	conjetura
symbol	símbolo

I can compare the numbers by ...

The symbol you use is ...

I know the comparison statement is true because ...

A conjecture I can make is ...

Name _____ Date _____

Place Value Comparisons

Use with Activity 1.

Symbols		
=	>	<
equal to	greater than	less than

Word bank	
English	Español
compare	comparar
digit	dígito
equal	igual
hundred	centena
one	unidad
ten	decena

I can use place value to help me by . . .

I made all of the statements true by . . .

There _____ other numbers that could make the
(were/were not)
 comparison true.

I chose this number because . . .

Name _____ Date _____

Delivering Packages

Use with Activity 1.

Symbols	
$=$	$>$
equal to	greater than
$<$	\longleftrightarrow
less than	open number line

Word bank	
English	Español
compare	comparar
digit	dígito
equal	igual
hundred	centena
one	unidad
ten	decena

I know she should walk _____ because ...
(left/right)

The relationship between the numbers is ...

Name _____ Date _____

Let's Sort This Out!


Use with Activity 1.

Symbols		
$=$	$>$	$<$
equal to	greater than	less than

I ordered the numbers by ...

I placed this number here because ...

Vocabulary Cards, Unit 6

 **Directions:** Make enough copies so that each student receives one card for each term. Pre-cut the cards and distribute them during the lesson(s) in which the term is introduced.

a.m.

The period of time from midnight to noon.

Vocabulary Cards, Unit 6 · Lesson 15

p.m.

The period of time from noon to midnight.

Vocabulary Cards, Unit 6 · Lesson 15

hexagon

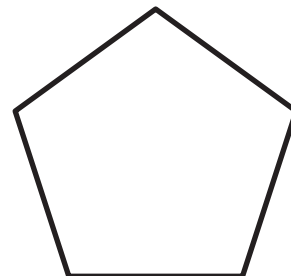
A shape with 6 sides and 6 corners.



Vocabulary Cards, Unit 6 · Lesson 2

pentagon

A shape with 5 sides and 5 corners.



Vocabulary Cards, Unit 6 · Lesson 2

quadrilateral

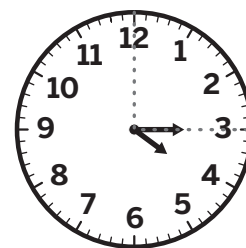
A shape with 4 sides and 4 corners.



Vocabulary Cards, Unit 6 · Lesson 2

quarter past

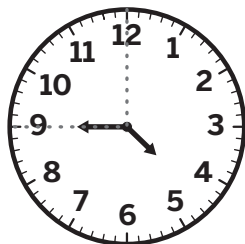
The time when the minute hand is 1 quarter (15 minutes) after the hour.



Vocabulary Cards, Unit 6 · Lesson 12

quarter to

The time when the minute hand is 1 quarter (15 minutes) before the next hour.



Vocabulary Cards, Unit 6 · Lesson 12

a third / thirds

Each part of a whole that is split into 3 equal parts. The plural of third is thirds.

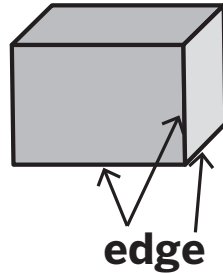


Vocabulary Cards, Unit 6 · Lesson 8

Vocabulary Cards, Unit 6

edge

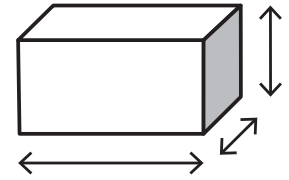
The line where 2 faces of a solid shape meet.



Vocabulary Cards, Unit 6 · Lesson 6

three-dimensional

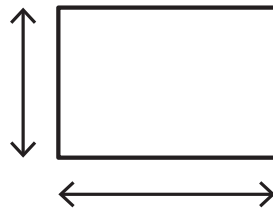
Objects that have 3 measurable dimensions: length, width, and height.



Vocabulary Cards, Unit 6 · Lesson 6

two-dimensional

Objects that have 2 measurable dimensions: length and width.



Vocabulary Cards, Unit 6 · Lesson 6

Name _____ Date _____

Ways to be a Mathematician

Formas de ser matemático/ matemática

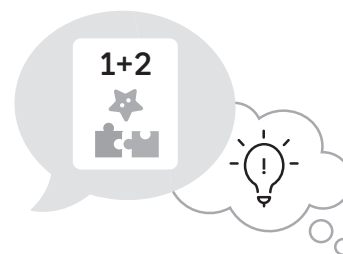
- 1** I can take my time to think about a challenging problem before trying to solve it.

Puedo tomarme mi tiempo para pensar en un problema difícil antes de intentar resolverlo.



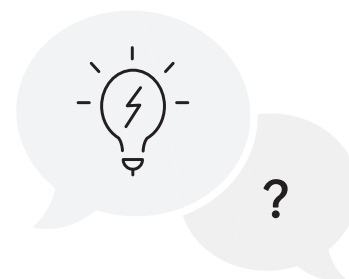
- 2** I can work carefully and try to be clear when I share my ideas.

Puedo trabajar con cuidado y tratar de ser claro/clara cuando comparto mis ideas.



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

Puedo explicar por qué mi razonamiento tiene sentido y hacer preguntas para comprender el razonamiento de los demás.



Name _____ Date _____

Questions and Sentence Frames

Why did you choose this statement?

Did you choose any others? Why or why not?

How did you use this thinking during the Activity?

Can you tell me more?

I chose this statement because . . .

I also chose _____ because . . .

In the Activity, I . . .

Name _____ Date _____

Penta-What?

Use with Activity 2.

I grouped these shapes together because . . .

They are similar because they all have . . .

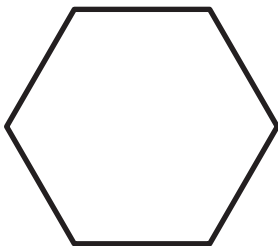
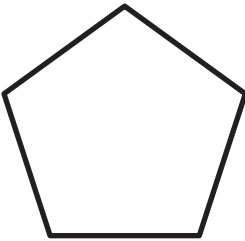

The shapes with _____ could be called . . .

The shapes have _____ sides.

The shapes have _____ corners.

The lengths of the shapes are the _____.
(same/different)

It is useful to use shape names because . . .

Shapes		
 hexagon	 pentagon	 cuadrilátero

Word bank					
English	category	corner	group	side	shape
Español	categoría	esquina	grupo	lado	figura

Name _____ Date _____

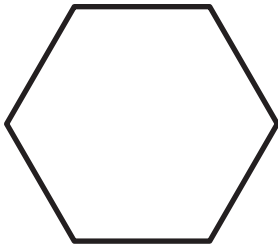
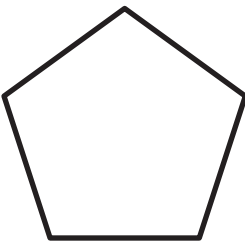

Drawing Shapes

Use with Problem 4.

Our _____ are the same
(quadrilaterals/pentagons/hexagons)
because they both have . . .

Our _____ are different because mine . . . while theirs . . .

These _____ always true
(similarities/differences) (are/aren't)
because . . .

Shapes		
 hexagon	 pentagon	 quadrilateral

Word bank						
English	corner	conjecture	sides	shape	square corner	straight
Español	esquina	conjetura	lados	figura	esquina cuadrada	recto

Name _____ Date _____

Shapes at the Museum

Use with Screen 2.

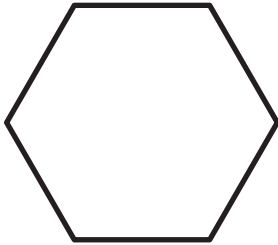
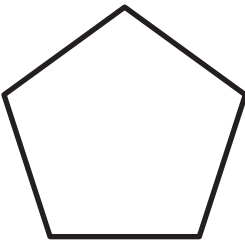

The artist sorted the shapes into _____ and _____.

I know because . . .

All _____ have _____ sides.

All _____ have _____ corners.

The shape has to have . . .

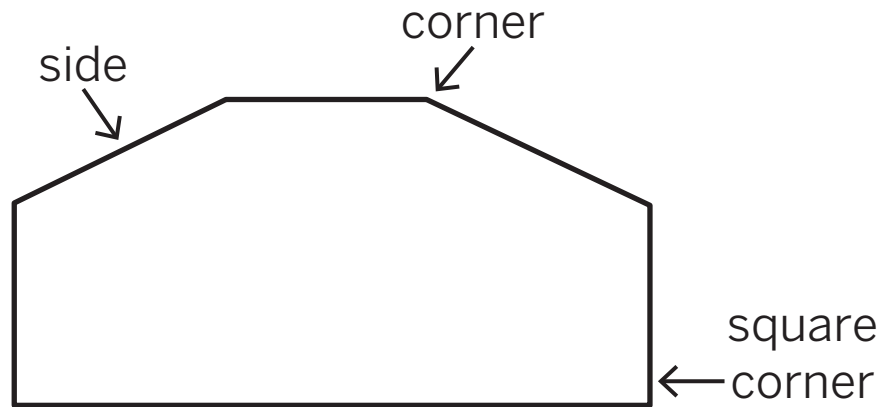
Shapes		
		
hexagon	pentagon	quadrilateral

Word bank				
English	corner	sides	shape	similar
Español	esquina	lados	figura	similar

Name _____ Date _____

Choosing Your Own Attributes

Use with Problem 7.



I drew a shape with ...

My partner drew ...

The shape has _____ sides.

The shape has _____ corners.

The shape has _____ square corners.

The side lengths are _____ inches.

I _____ make a shape with those attributes because ...
(*can/can't*)

Word bank					
English	centimeter	hexagon	inch	pentagon	quadrilateral
Español	centímetro	hexágono	pulgada	pentágono	cuadrilátero

Name _____ Date _____

Measuring Three-Dimensional Shapes

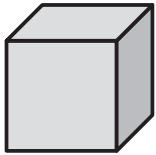
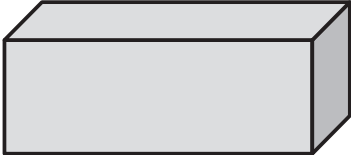
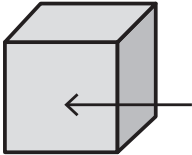
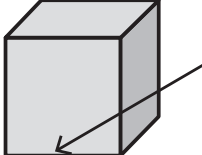
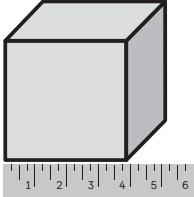
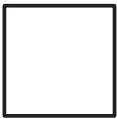

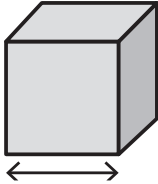
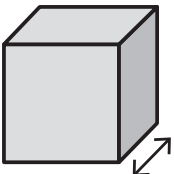
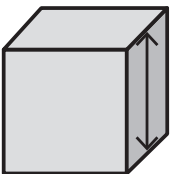
Use with Problems 1 and 2.

My solid shape is a . . .

It has _____ faces.
 (number) (shape)

I measured the _____ of the _____ face.

I also measured . . .

Shape Vocabulary				
cube (3D) 	rectangular prism (3D) 	face 	edge 	measure 
square (2D) 	rectangle (2D) 	length 	width 	height 

Name _____ Date _____

Measuring Three-Dimensional Shapes (continued)

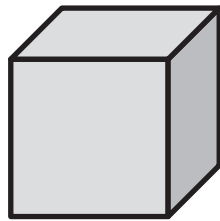
Definition

Objects that have 3 dimensions that can be measured: length, height, and width.

Characteristics

- not flat
- can be held or touched

**three-dimensional
tridimensional**



Example


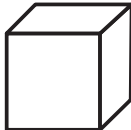
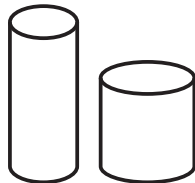

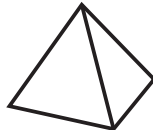
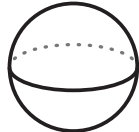
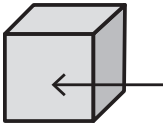

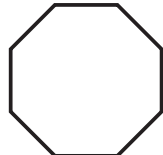

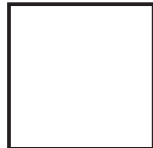
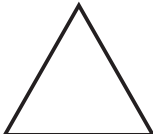
Non-Example

Name _____ Date _____

Let's Play Mystery Shape, Stage 4

Use with the Center Recording Sheet.

Questions	Answers
Does it have any _____ faces? (shape)	My shape _____ faces. (has/doesn't have) (shape)
How many _____ faces does it have? (shape)	My shape has _____ faces. (number) (shape)
Is your shape a _____? (three-dimensional shape)	My shape is a _____. (three-dimensional shape)

Word bank					
 cone (3D)	 cube (3D)	 cylinder (3D)	 prism (3D)	 pyramid (3D)	 sphere
 face	 hexagon (2D)	 octagon (2D)	 rectangle (2D)	 square (2D)	 triangle (2D)

Name _____ Date _____

Comparing Equal Parts

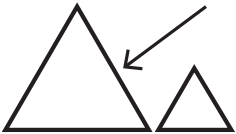
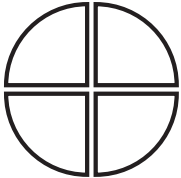

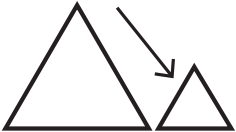

Use with Problem 8.

I agree with _____ because ...
 (Han/Clare)

_____ are bigger than _____
 because ...

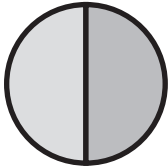
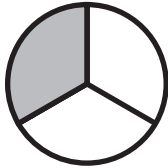
_____ are smaller than _____
 because ...

When the number of parts is _____,
 the size of each part is _____.

Word bank	
bigger	
fourths/ quarters	
halves	
smaller	
thirds	

Name _____ Date _____

Comparing Equal Parts (continued)

Definition	Characteristics
A shape with all parts.	<ul style="list-style-type: none">• a full shape• no missing parts
whole entero	
	
Example	Non-Example

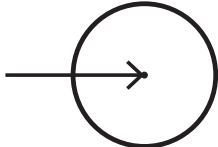
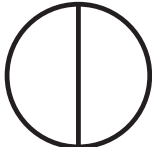

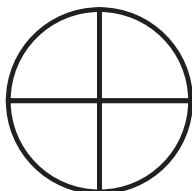
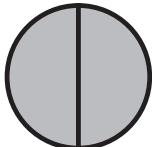
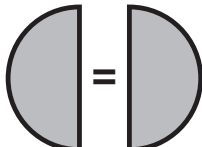
Name _____ Date _____

Identifying Equal Parts

Use with Problems 6–8.

This is an example of _____
 because . . .

This is not an example of _____
 because . . .

Word bank	
center	
halves	
thirds	
fourths	
whole	
equal parts	

Name _____ Date _____

Identifying Equal Parts (continued)

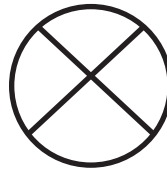
Definition

A whole that is divided into pieces that are all the exact same size.

Characteristics

- same size pieces
- cut in the same pieces

equal parts
partes iguales



Example

Non-Example

Name _____ Date _____

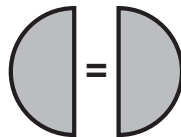
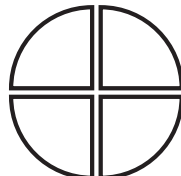
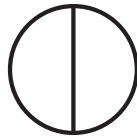


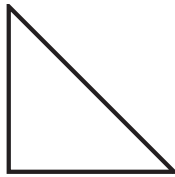
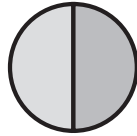
We Don't Waste Paint Around These Parts

Use with Screen 4.

I notice that these canvases . . .

Something that is the same about these equal parts is . . .

Something that is different about these equal parts is . . .

Word bank	
equal parts	
fourths	
halves	
square	
thirds	
triangle	
whole	

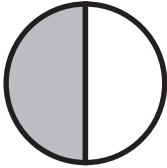

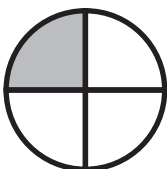
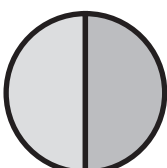
Name _____ Date _____

Sharing Pupusas

Use with Problems 1–6.

_____ will eat _____ of the pupusa.

Together they will eat _____.

Word bank	
one half	
one third	
one fourth	
whole	

Name _____ Date _____

Card Sort: Halves, Quarters and Time

Use with Problems 1–4.

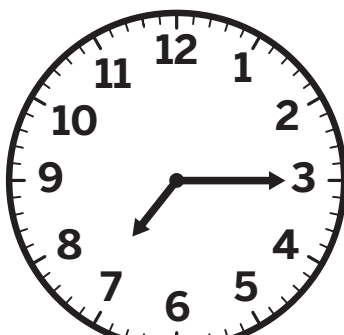
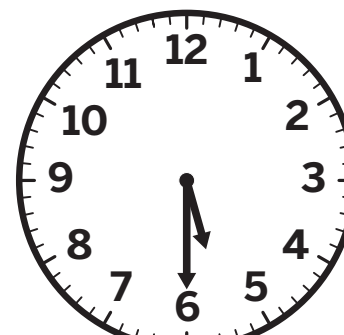
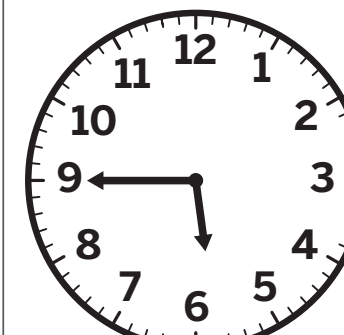
The similarities are ...

The differences are ...

Quarter past is ...

Quarter to is ...

Word bank	
English	Español
halfway	a mitad de camino
hour hand	manecilla de la hora
longer	más largo
minute hand	minutero
shorter	más corto

Clock terms		
 <p>quarter past</p>	 <p>half past</p>	 <p>quarter to</p>

Name _____ Date _____

Field Trip Times

Use with Problem 9.

I _____ skip count because ...
(*did/did not*)

I notice that the hour hand is ...

Word bank	
English	Español
halfway	a mitad de camino
hour hand	manecilla de hora
minute hand	minutero
skip count	contar salteado

Name _____ Date _____

Different Ways to Count

Use with Problems 9 and 10.

The strategy I used was . . .

A counting strategy I could use is . . .

Word bank			
English	halfway	hour hand	minute hand
Español	a mitad de camino	manecilla de la hora	minutero

Name _____ Date _____

What Is the Time of Day?

Use with Problem 7.

Word bank		
English	afternoon	morning
Español	tarde	mañana

A.m. is ...

In the a.m. some things you might do are ...

P.m. is ...

In the p.m. some things you might do are ...

_____ is before noon and _____ is after noon.
(A.m./P.m.) (a.m./p.m.)

I know because ...

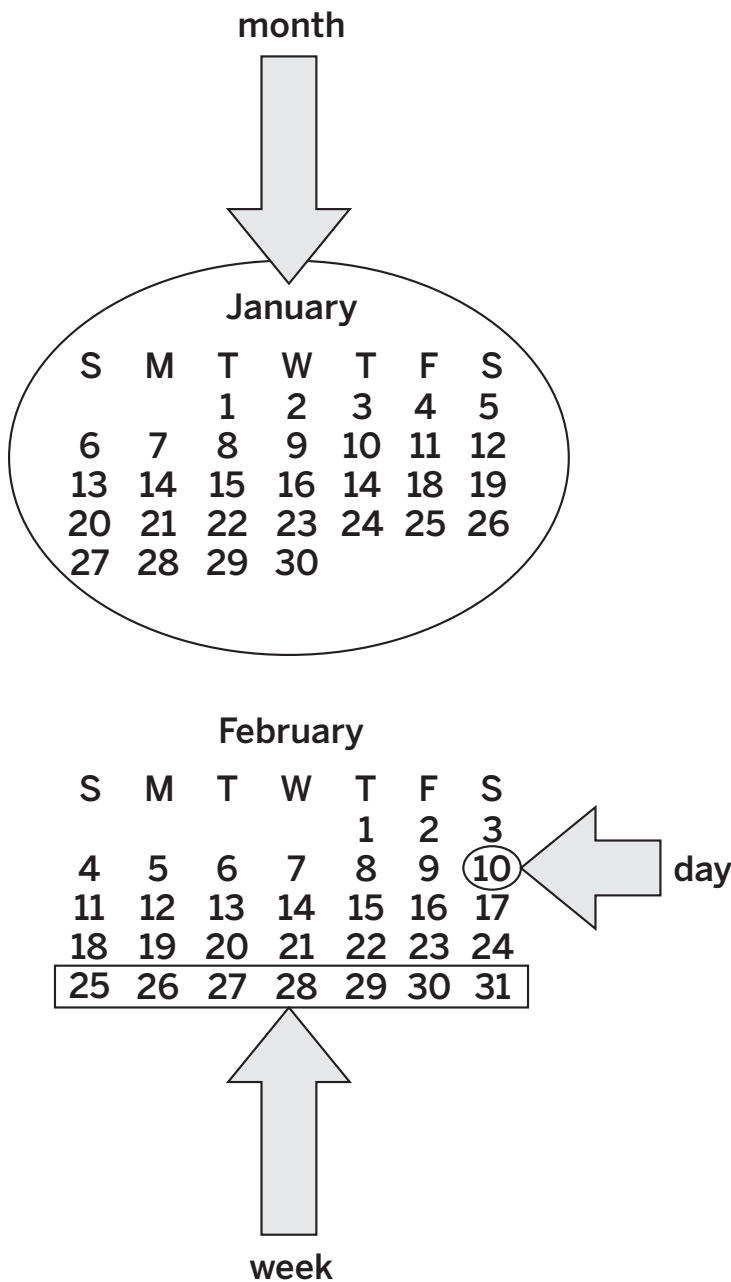
Name _____ Date _____

Times of Your Life

Use with Activity 2.

I notice ...

I wonder ...



Name _____ Date _____

Ways to be a Mathematician

Formas de ser matemático/ matemática

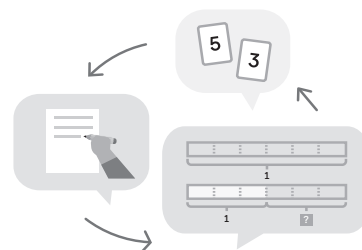
- 1** I can take my time to think about a challenging problem before trying to solve it.

Puedo tomarme mi tiempo para pensar en un problema difícil antes de intentar resolverlo.



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

Puedo usar números, palabras y diagramas para entender ideas y situaciones matemáticas.



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

Puedo ver cómo se conectan las ideas y utilizar patrones para resolver problemas.



Name _____ Date _____

Questions and Sentence Frames

Why did you choose this statement?

Did you choose any others? Why or why not?

How did you use this thinking during the Activity?

Can you tell me more?

I chose this statement because . . .




I also chose _____ because . . .

In the Activity, I . . .

Name _____ Date _____

A Shell-y Situation

Use with Problems 3 and 5.

Word bank					
English	hundred	increase	one	pattern	ten
Español	centena	aumentar	unidad	patrón	decena
Example Ejemplo		7 ... 8 ... 9		1 <u>1</u> 0, 1 <u>2</u> 0, 1 <u>3</u> 0	

Word bank	
English	Español
digit	dígito
equation	ecuación
sum	suma

When counting by tens, the pattern I notice is ...




When counting by hundreds, the pattern I notice is ...

The number increases by _____ each time.

Name _____ Date _____

Preparing for Pie

Use with Problem 5.

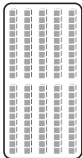
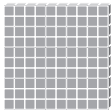


Word bank					
English	expression	hundred	one	sum	ten
Español	expresión	centena	unidad	suma	decena
Example Ejemplo	$8 + 4 = 12$			$3 + 4 = \underline{7}$	

Strategies	
Counting up	I started at 305 and counted up by . . .
Adding by place value	I started with _____ hundreds, _____ tens, and _____ ones and added by . . .
Another way	First, I . . . Then, I . . . Finally, I . . .

Name _____ Date _____

How Many Berries?

Use with Problem 6.

Word bank						
English	addend	compose	expression	hundred	one	ten
Español	sumando	componer	expresión	centena	unidad	decena
Example Ejemplo	$\underline{7} + \underline{3} = 10$		$\underline{8} + \underline{4} = 12$			

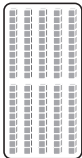
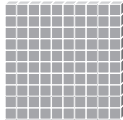


I solved the problem by . . .

I _____ compose a ten because . . .
(*did / did not*)

Name _____ Date _____

Beaver's Branches

Use with Problem 10.

Word bank						
English	addend	compose	expression	hundred	one	ten
Español	sumando	componer	expresión	centena	unidad	decena
Example Ejemplo	$\underline{7} + \underline{3} = 10$		$\underline{8} + \underline{4} = 12$			

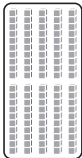
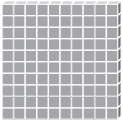


I solved the problem by . . .

I _____ compose a hundred because . . .
(*did / did not*)

Name _____ Date _____

What's the Sum?

Use with Problem 5.

Word bank						
English	addend	compose	expression	hundred	one	ten
Español	sumando	componer	expresión	centena	unidad	decena
Example Ejemplo	$\underline{7} + \underline{3} = 10$		$\underline{8} + \underline{4} = 12$			

The problems are similar because . . .

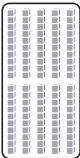
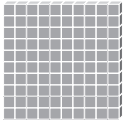


The problems are different because . . .

I knew I needed to compose a ten/hundred because . . .

Name _____ Date _____

Is the Order Important?

Use with Activity 2.

Word bank					
English	compose	hundred	one	sum	ten
Español	componer	centena	unidad	suma	decena
Example Ejemplo				$8 + 4 = \underline{12}$	

I _____ with Clare because . . .
(agree/disagree)

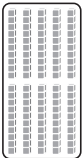
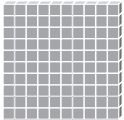


When adding by place value, the order in which you begin

_____ change the sum because . . .
(does/does not)

Name _____ Date _____

Communicating With Others

Use with Problems 1 and 2.

Word bank				
English	compose	hundred	one	ten
Español	componer	centena	unidad	decena
Example Ejemplo				

The strategy we will use is . . .

We will represent our thinking by . . .

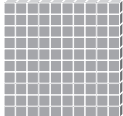


We will make our thinking clear to others by . . .

Name _____ Date _____

Bea's Bridge Back

Use with Screen 6.

5 ... 4 ... 3 decreased	5 ... 5 ... 5 stayed the same
----------------------------	----------------------------------

Word bank						
English	digit	difference	equation	hundred	ten	one
Español	dígito	diferencia	ecuación	centena	decena	unidad
Example Ejemplo	8	$7 - 4 = \underline{3}$	$\underline{7} + 2 = 9$			

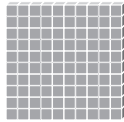


I noticed that ...

The digit in the _____ place _____.

Name _____ Date _____

How Many Quills Are Left?

Use with Problem 5.

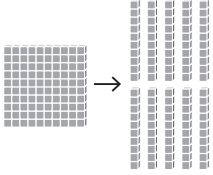
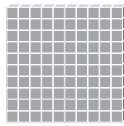


Word bank					
English	difference	expression	hundred	one	ten
Español	diferencia	expresión	centena	unidad	decena
Example Ejemplo	$7 - 4 = \underline{3}$	$\underline{7} + \underline{2} = 9$			

Strategies	
Counting back	I started at 493 and counted back by . . .
Counting up	I started at 232 and counted up by . . .
Subtracting by place value	I started with _____ hundreds, _____ tens, and _____ ones and subtracted by . . .
Another way	First, I . . . Then, I . . . Finally, I . . .

Name _____ Date _____

Brilliant Branches

Use with Problem 6.

Word bank				
English	decompose	hundred	one	ten
Español	descomponer	centena	unidad	decena
Example Ejemplo				

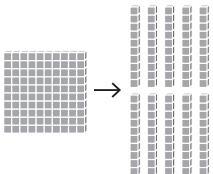
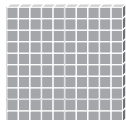


I used base-ten blocks by . . .

I _____ decompose a unit because . . .
(*did/did not*)

Name _____ Date _____

Planning Bea's Route

Use with Problem 6.

Word bank				
English	decompose	hundred	one	ten
Español	descomponer	centena	unidad	decena
Example Ejemplo				

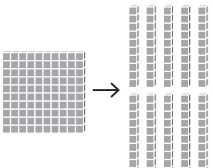
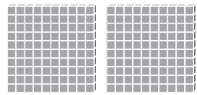

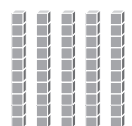
Sometimes I need to decompose when subtracting because . . .

I know I need to decompose when . . .

Name _____ Date _____

How Many Tokens?

Use with Problem 9.

Word bank					
English	decompose	expression	hundred	one	ten
Español	descomponer	expresión	centena	unidad	decena
Example Ejemplo		$7 + 2 = 9$			

The problems are similar because . . .

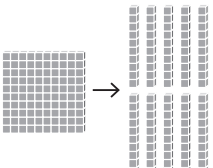
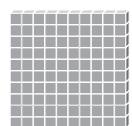


The problems are different because . . .

I knew I needed to decompose a _____ because . . .
(ten/hundred)

Name _____ Date _____

Keeping Score

Use with Problem 1.

Word bank					
English	decompose	expression	hundred	one	ten
Español	descomponer	expresión	centena	unidad	decena
Example Ejemplo		$\underline{7} + 2 = 9$			

The strategies are similar because . . .

The strategies are different because . . .

Newt's strategy will work because . . .

Name _____ Date _____

Keeping Score

Use with Problem 1.

Word bank	
English	Español
decompose	descomponer
diagram	diagrama
difference	diferencia
equation	ecuación
hundred	centena
one	unidad
ten	decena
representation	representación
sum	suma
subtraction	resta

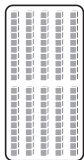


The representations are similar because . . .

The representations are different because . . .

Name _____ Date _____

Refill the Quills

Use with Problem 4.

Word bank					
English	addend	compose	one	sum	ten
Español	sumando	componer	unidad	suma	decena
Example Ejemplo	$\underline{8} + \underline{2} = 10$			$3 + 4 = \underline{7}$	

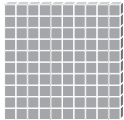


I found the sum by . . .

Place value helped me because . . .

Name _____ Date _____

How Many Beads?

Use with Problem 4.

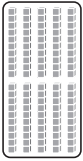
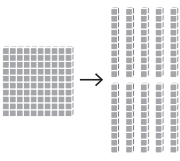

Word bank				
English	addend	hundred	one	ten
Español	sumando	centena	unidad	decena
Example Ejemplo	$\underline{8} + \underline{2} = 10$			

I _____ use different strategies for different problems because . . .
(*did/did not*)

Name _____ Date _____

How Many Beads Are Left?

Use with Problem 4.

Word bank				
English	addend	compose	decompose	difference
Español	sumando	componer	descomponer	diferencia
Example Ejemplo	$\underline{8} + \underline{2} = 10$			$7 - 4 = \underline{3}$
English	hundred	subtract		
Español	centena	restar		
Example Ejemplo		$7 - 4 = 3$		

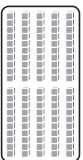
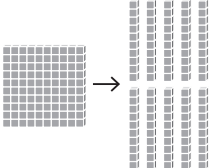

The strategy I used was . . .

I can use rounding to help me find the sum by . . .

Name _____ Date _____

About How Many Beads?

Use this resource with Problems 2, 4, and 6.

Word bank					
English	compose	decompose	difference	one	sum
Español	componer	descomponer	diferencia	unidad	suma
Example Ejemplo			$7 - 4 = \underline{3}$		$7 + 1 = \underline{8}$

I estimated my answer by . . .

The strategy I used was . . .

Vocabulary Cards, Unit 8

✂ - **Directions:** Make enough copies so that each student receives one card for each term. Pre-cut the cards and distribute them during the lesson(s) in which the term is introduced.

array

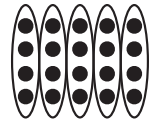
An arrangement of objects in equal rows and equal columns.



Vocabulary Cards, Unit 8 · Lesson 8

column

In an array, a column goes up and down.



Vocabulary Cards, Unit 8 · Lesson 9

even

A number is even if that number of objects can be split into 2 equal groups or groups of 2 without any objects left over.

Vocabulary Cards, Unit 8 · Lesson 3

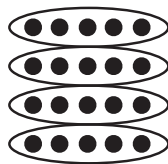
odd

A number is odd if that number of objects cannot be split into 2 equal groups or groups of 2 without any objects left over.

Vocabulary Cards, Unit 8 · Lesson 3

row

In an array, a row goes side to side.



Vocabulary Cards, Unit 8 · Lesson 8

Name _____ Date _____

Ways to be a Mathematician

Formas de ser matemático/ matemática

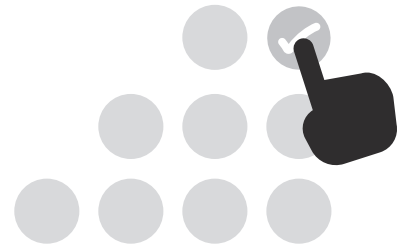
- 1** I can take my time to think about a challenging problem before trying to solve it.

Puedo tomarme mi tiempo para pensar en un problema difícil antes de intentar resolverlo.



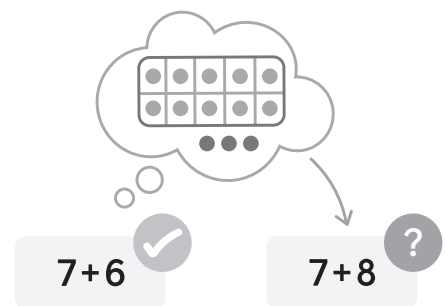
- 2** I can see how ideas are connected and use patterns to help solve problems.

Puedo ver cómo se conectan las ideas y utilizar patrones para ayudar a resolver problemas.



- 3** I look for strategies that I can apply to new problems.

Busco estrategias que pueda aplicar a nuevos problemas.



Name _____ Date _____

Questions and Sentence Frames

Why did you choose this statement?

Did you choose any others? Why or why not?

How did you use this thinking during the Activity?

Can you tell me more?

I chose this statement because . . .

I also chose _____ because . . .

In the Activity, I . . .

Name _____ Date _____


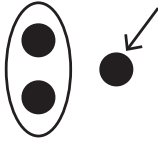

Ted and Ned's Fair Share

Use with Activity 2.

I notice that when there are _____ blocks in each group, there are _____ left over.

There were blocks left over when . . .

There were no blocks left over when . . .

Word bank			
English	equal groups	leftover	unequal groups
Español	grupos iguales	sobrante	grupos desiguales
Example Ejemplo			


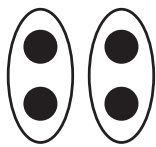
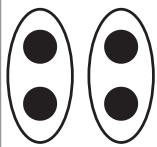
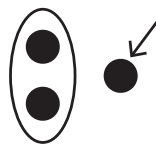
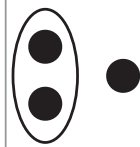

Name _____ Date _____

Do You Have Any Leftovers?

Use with Problem 7.

Splitting objects into groups of 2 is similar to splitting objects into 2 groups because . . .

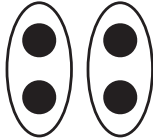
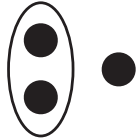
Splitting objects into groups of 2 is different from splitting objects into 2 groups because . . .

Word bank						
English	2 equal groups	groups of 2	even	leftover	odd	unequal groups
Español	2 grupos iguales	grupos de 2	par	sobrante	impar	grupos desiguales
Example Ejemplo						

Name _____ Date _____

Even or Odd?

Use with Problem 7.

Word bank		
English	even	odd
Español	par	impar
Example Ejemplo		

Word bank	
English	Español
addend	sumando
equal	igual
equation	ecuación
group	grupo
leftover	sobrante
representation	representación
sum	suma

_____ is an even number because . . .

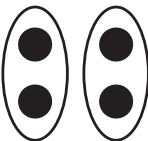
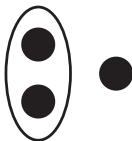
_____ is an odd number because . . .

I created _____ groups of _____ with _____ left over.

Name _____ Date _____

Card Sort: Even or Odd

Use with Problem 2.

Word bank			
English	addend	even	odd
Español	sumando	par	impar
Example Ejemplo	$5 + 6 = 11$ ↑		

I notice the addends . . .

Two addends are _____, while the other addend is . . .

The sum is even because . . .

The sum is odd because . . .

Word bank	
English	Español
equal	igual
equation	ecuación
group	grupo
leftover	sobrante
representation	representación
sum	suma

Name _____ Date _____

Adding 1 and 2 More, Part 1

Use with Problem 5.

Word bank				
English	even	odd	pattern	sum
Español	par	impar	patrón	suma

	Adding 1	Adding 2
Even Numbers	<p>When I add 1 to an even number ...</p> <p>The sum is ...</p> <p style="text-align: center;">even odd</p> <p>I know because ...</p>	<p>When I add 2 to an even number ...</p> <p>The sum is ...</p> <p style="text-align: center;">even odd</p> <p>I know because ...</p>
Odd Numbers	<p>When I add 1 to an odd number ...</p> <p>So the sum is ...</p> <p style="text-align: center;">even odd</p> <p>I know because ...</p>	<p>When I add 2 to an odd number ...</p> <p>So the sum is ...</p> <p style="text-align: center;">even odd</p> <p>I know because ...</p>

Comparing	
Adding 1 to an even number is different from adding 1 to an odd number because ...	Adding 2 to an odd number is different from adding 2 to an odd number because ...

Name _____ Date _____

Hopscotch Patterns

Use with Problem 2.

A pattern I noticed was . . .

The digit in the ones place . . .

The digit in the tens place . . .

I noticed that even numbers . . .

I noticed that odd numbers . . .

Word bank					
English	digit	even	odd	pattern	repeat
Español	dígito	par	impar	patrón	repetir

Name _____ Date _____

Describing Arrays

Use with Activity 2.

My array has _____ rows.

Each row has . . .

In total, there are . . .

Word bank

Word bank					
English	array	each	equal	row	total
Español	disposición	cada	igual	fila	total

Name _____ Date _____

Count the Columns, Colin!

Use with Activity 1.


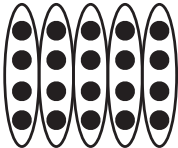
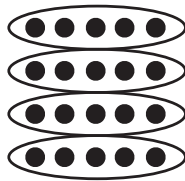
They are similar because . . .

They are different because . . .

This array has _____ columns/rows.

_____ balloons can fit into each column/row.

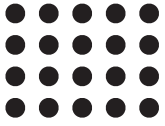
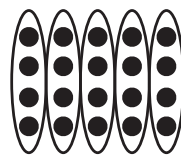
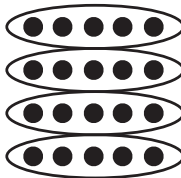
Word bank		
English	even	odd
Español	par	impar

Word bank			
English	array	column	row
Español	disposición	columna	fila
Example Ejemplo			

Name _____ Date _____

Arrays in the Kitchen

Use with Problem 4.

Word bank			
English	array	column	row
Español	disposición	columna	fila
Example Ejemplo			

My equation is . . .

This equation represents the array because . . .

There are _____ columns/rows.

There are _____ objects in each column/row.

Word bank	
English	Español
addend	sumando
conjecture	conjetura
equation	ecuación
sum	suma

Name _____ Date _____

Relay Races

Use with Problem 2.

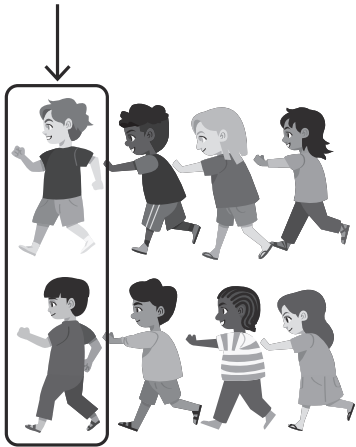
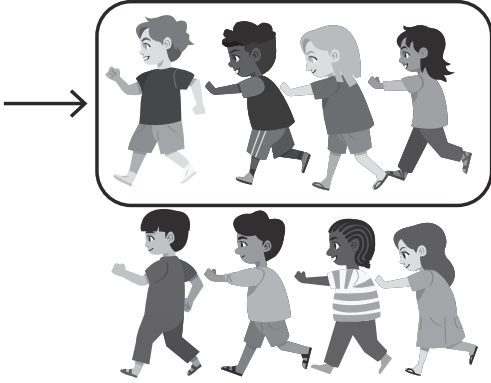
I chose to add each _____ because . . .

Each _____ had _____ children.

There are _____ rows/columns.

So my equation is . . .

Word bank	
English	Español
addend	sumando
array	disposición
equation	ecuación
sum	suma

Word bank		
English	column	row
Español	columna	fila
Example Ejemplo		

Name _____ Date _____


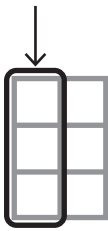
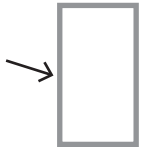
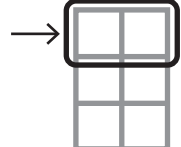

Playing With Inch Tiles

Use with Activity 1.

I notice the rectangle . . .

The array has . . .

Word bank	
English	Español
compose	componer
equal	igual

Word bank					
English	array	column	length	row	width
Español	disposición	columna	longitud	fila	ancho
Example Ejemplo					

Name _____ Date _____

Photo Finish

Use with Activity 2.

I made an array with _____ rows
and _____ columns.

There are _____ square photos
total.

I know this because . . .

Word bank	
English	Español
equal	igual
fourth	cuarto
half	mitad
third	tercio

Word bank			
English	array	column	row
Español	disposición	columna	fila
Example Ejemplo	