Amplify Desmos Math CALIFORNIA

Kindergarten

Math Language Development Resources

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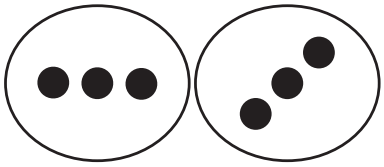
Vocabulary Cards, Unit 1

Directions: Make enough copies so that each student receives one card for each term. Pre-cut the cards and distribute them during Lesson 7.

same



same

Vocabulary Cards, Unit 1 · Lesson 7

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Vocabulary Cards, Unit 1 · Lesson 7

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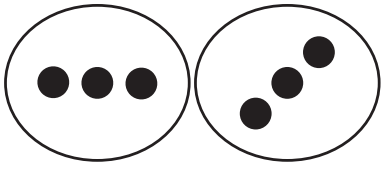

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Vocabulary Cards, Unit 1 · Lesson 7

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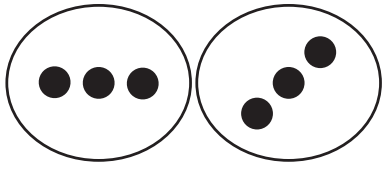

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Vocabulary Cards, Unit 1 · Lesson 7

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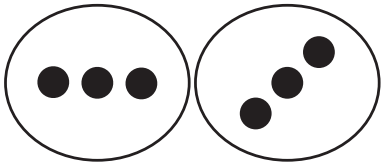

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Vocabulary Cards, Unit 1 · Lesson 7

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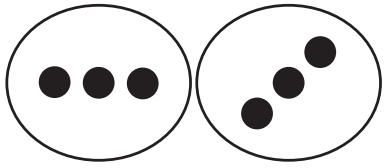

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Vocabulary Cards, Unit 1 · Lesson 7

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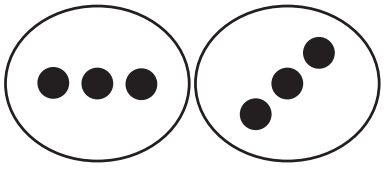

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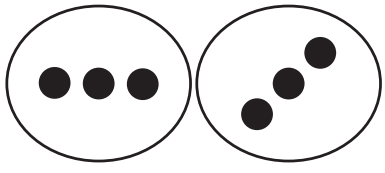
Vocabulary Cards, Unit 1 · Lesson 7

same



same

Vocabulary Cards, Unit 1 · Lesson 7

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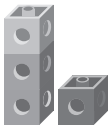
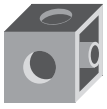
Notice and Wonder: Connecting Cubes

Use with Problem 1.

I notice . . .



the cubes are . . .

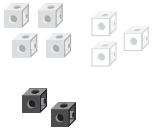


this cube is . . .

Word bank	
English	Español
big	grande
color	color
flat	plano
round	redondo
short	corto
small	pequeño
square	cuadrado
tall	alto

I wonder . . .

if I can . . .

Word bank						
Example Ejemplo						
English	build	connect	count	pattern	sort	stack
Español	construir	conectar	contar	patrón	clasificar	apilar

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Notice and Wonder: Pattern Blocks

Use with Problem 1.

I notice . . .

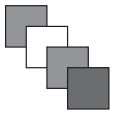
these pattern blocks are . . .

this pattern block is . . .

Word bank	
English	Español
big	grande
color	color
different	diferente
pointy	puntiagudo
round	redondo
shape	figura
similar	similar
small	pequeño
square	cuadrado
triangle	triángulo

I wonder . . .

if I can . . .

Word bank					
Example Ejemplo					
English	build	count	pattern	sort	stack
Español	construir	contar	patrón	clasificar	apilar

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Solid Shapes

Use with Problem 1.

I notice . . .

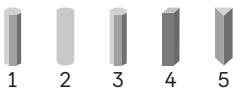
these shapes are . . .

this shape is . . .

Word bank	
English	Español
color	color
curved	curvo
flat	plano
round	redondo
shape	forma
short	corto
solid	sólido
straight	recto
tall	alto

I wonder . . .

if I can . . .

Word bank				
Example Ejemplo				
English	build	count	pattern	sort
Español	construir	contar	patrón	clasificar

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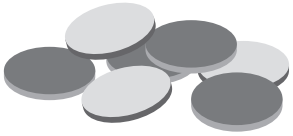
Notice and Wonder: Counters and 5-Frames

Use with Problem 1.



I notice . . .

there are . . .

some of these are . . .

I wonder . . .

if I can . . .

Word bank	
English	Español
black	negro
box	caja
circle	círculo
color	color
first	primero
five	cinco
red	rojo
round	redondo
square	cuadrado
yellow	amarillo

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Connecting Cubes

Use with Problem 1.

First, I . . .

Then I . . .

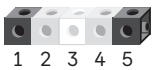
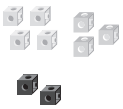
My partner started by . . .

Then my partner . . .

We both . . .

I _____, but my partner _____.

Word bank	
English	**Español**
card	tarjeta
cube	cubo
different	diferente
each	cada
object	objeto
picture	imagen
same	igual

Word bank					
Example Ejemplo					
English	build	connect	count	sort	stack
Español	construir	conectar	contar	clasificar	apilar

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Classroom Scavenger Hunt

Use with Problem 1.

I found a group of . . .

This group is . . .

There are _____ _____ in the group.
(number) *(objects)*

The _____ are similar because . . .
(objects)

The _____ are different because . . .
(objects)

Word bank	
English	**Español**
color	color
different	diferente
group	grupo
large	grande
number	número
object	objeto
shape	figura
similar	similar
size	tamaño
small	pequeño

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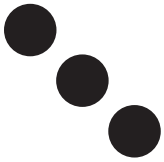
Matching Groups

Use with Problem 5.

 dots	 5-frame	 fingers

These match because . . .

These do not match because . . .

This one shows . . .

Word bank	
English	Español
card	tarjeta
different	diferente
group	grupo
match	emparejar
number	número
row	fila
same	igual
one	uno
two	dos
three	tres
four	cuatro

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Flash and Find

Use with Activity 1.

Word bank				
English	different	group	number	same
Español	diferente	grupo	número	igual

To open the backpack I need to . . .

The backpack shows _____ dots.

This group shows _____ dots.

The groups of dots _____ the same because . . .
(are/are not)

I noticed . . . I counted . . . I clicked on . . .

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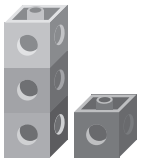
Getting the Number

Use with Problem 2.

Tools			
 connecting cubes	 counters	 5-frame	 pattern blocks

Word bank				
English	different	group	number	same
Español	diferente	grupo	número	igual

We both . . .

I showed the number _____ using _____.
(number) *(tool)*

My partner and I both showed a group of _____.
(number)

I used _____ to show my group and my partner used _____.
(tool) *(tool)*

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Skye's Polka Dot Shoes

Use with Problem 1.

The groups are the same because . . .

The groups are different because . . .

I noticed . . .

I counted . . .

_____, groups _____
(Yes/No) *(can/cannot)*
show the same number but use different arrangements.

Word bank	
English	Español
arrangement	disposición
different	diferente
group	grupo
number	número
polka dot	lunares
same	igual
shoe	zapato

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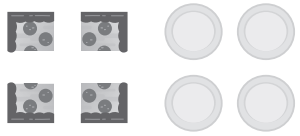
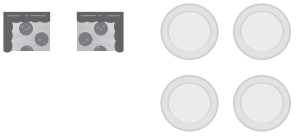
Are There Enough? (Part 1)

Use with Problem 2.

Enough	Not enough
	

I know there _____ enough because . . .
(are/are not)

I showed that there _____ enough by . . .
(are/are not)

We can figure out if there is enough by . . .

Word bank	
English	Español
different	diferente
enough	suficiente
fruit	fruta
group	grupo
lunchbox	lonchera
piece	pieza
same	igual

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Are There Enough? (Part 2)

Use with Problem 1.

Word bank					
English	different	enough	group	person	same
Español	diferente	suficiente	grupo	persona	mismo

I know there _____ enough plates because . . .
(are/are not)

I showed that there _____ enough plates by . . .
(are/are not)

We can figure out if there are enough plates by . . .

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How Many Are There?

Use with Problem 2.

First, I will . . .

Next, I will . . .

The tool I want to use is . . .

There are _____ objects in
(number)

my bag.

I figured out how many there were by . . .

Word bank	
English	Español
count	contar
group	grupo
number	número
object	objeto
tool	herramienta

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Building With Cubes

Use with Problem 2.

There were _____ cubes in my bag.
(number)

The number of cubes is

_____.
(the same/different)

I built . . .

The number of cubes _____ change because . . .
(did/did not)

Word bank	
English	Español
build	construir
count	contar
different	diferente
group	grupo
number	número
same	igual

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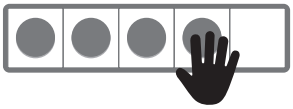
How Many Are There?

Use with Problem 1.

Strategies			
			
point and count	line up	move each	organize

I need to . . .

There were _____ objects in my bag. 
(number)

I can . . .

The strategy I used was . . .

Word bank	
English	Español
count	contar
group	grupo
number	número
object	objeto

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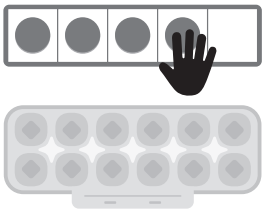
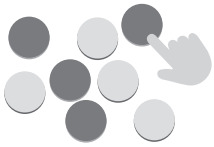
Organizing Library Books

Use with Problem 1.

Strategies			
			
line up	move each	organize	point and count

I need to . . .

There were _____ books in my bag.
(number)


I can . . .

The strategy I used was . . .

Word bank	
English	Español
count	contar
egg carton	cartón de huevos
group	grupo
number	número

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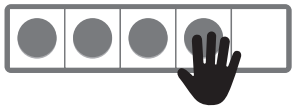
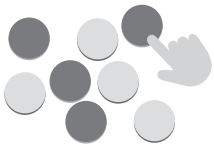
How Many Are There?

Use with Problem 1.

Strategies			
			
line up	move each	organize	point and count

First I will . . .

Next I will . . .

There are _____ objects in my bag.
(number)

I know there are _____ objects because . . .
(number)

I represented how many by . . .

Word bank	
English	Español
count	contar
drawing	dibujo
group	grupo
number	número
school bus	autobús escolar

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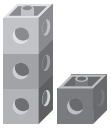
Sharing Our Creations

Use with Problem 2.

Tools				
 5-frame	 connecting cubes	 counters	 pattern blocks	 solid shapes

How many _____ did you use?
(tool)

How did you . . .?

Why did you use . . .?

I like how you . . .

Word bank	
English	Español
color	color
creation	creación
number	número
use	usar

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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.

one

Vocabulary Cards, Unit 2 · Lesson 2

two

Vocabulary Cards, Unit 2 · Lesson 2

three

Vocabulary Cards, Unit 2 · Lesson 2

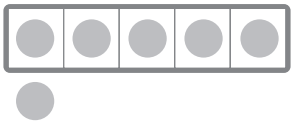
four

Vocabulary Cards, Unit 2 · Lesson 2

five

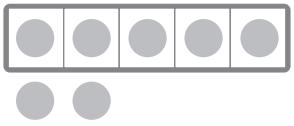
Vocabulary Cards, Unit 2 · Lesson 2

six



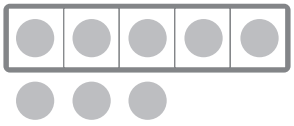
Vocabulary Cards, Unit 2 · Lesson 2

seven



Vocabulary Cards, Unit 2 · Lesson 2

eight



Vocabulary Cards, Unit 2 · Lesson 2

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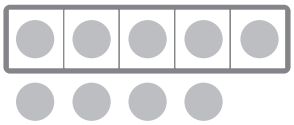
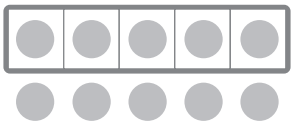
Vocabulary Cards, Unit 2

nine



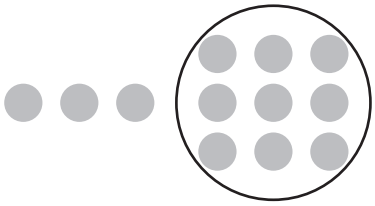
Vocabulary Cards, Unit 2 · Lesson 2

ten



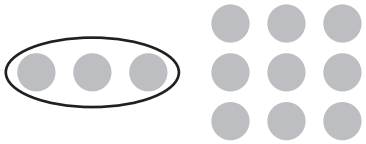
Vocabulary Cards, Unit 2 · Lesson 2

more



Vocabulary Cards, Unit 2 · Lesson 2

fewer



Vocabulary Cards, Unit 2 · Lesson 2

written number

1 2 3 4 5

6 7 8 9 10

Vocabulary Cards, Unit 2 · Lesson 2

less

8 (6)

more less

Vocabulary Cards, Unit 2 · Lesson 2

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Name _____ Date _____

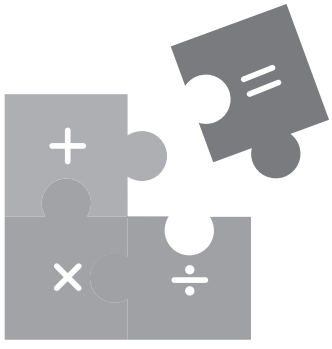
Ways to be a Mathematician
Formas de ser matemático/ matemática

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 desafiante antes de intentar resolverlo.

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

Puedo usar las matemáticas para ayudar a resolver problemas del mundo real.



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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 . . .

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Math Fingers

Use with Problem 1.

I see _____ fingers.
(number)

I know there are _____ fingers because . . .
(number)

I figured out how many by . . .

1  one	2  two	3 three	4  four	5  five
6  six	7  seven	8  eight	9 nine	10  ten

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Name _____ Date _____

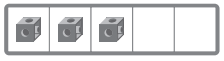
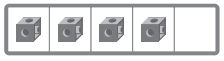
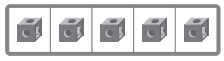
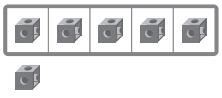
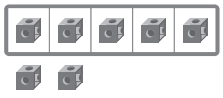
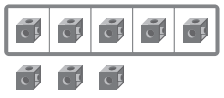
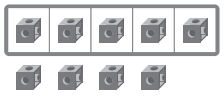
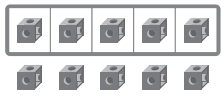
Moving and Grooving

Use with Problem 1.

I counted _____ cubes.
(number)

Now there are _____ cubes.
(number)

The cubes are _____.
(the same/different)

1  one	2  two	3  three	4  four	5  five
6  six	7  seven	8  eight	9  nine	10  ten

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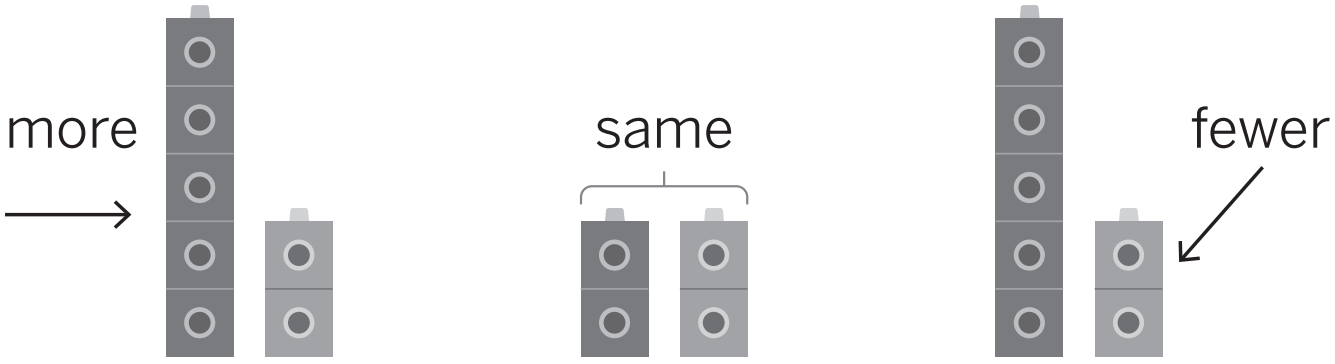
Shake and Spill

Use with Problem 2.



I noticed there are _____ yellow counters.
(number)

I noticed there are _____ red counters.
(number)

There are _____ red counters than yellow.
(more/fewer)

I know they are _____ because . . .
(more/fewer/the same)

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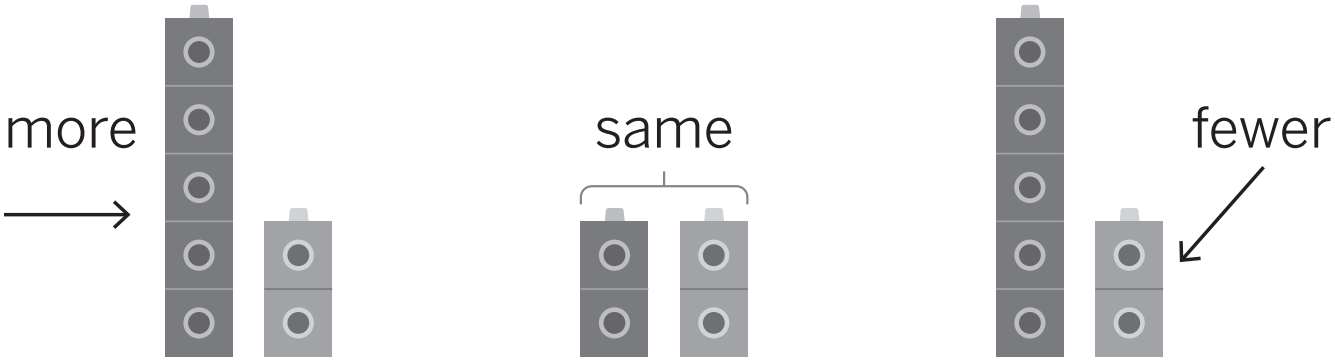
Less, Same, More

Use with Problem 2.



The top box has _____ counters.
(number)

The box has fewer counters because . . .

The box has more counters because . . .

The boxes are the same because . . .

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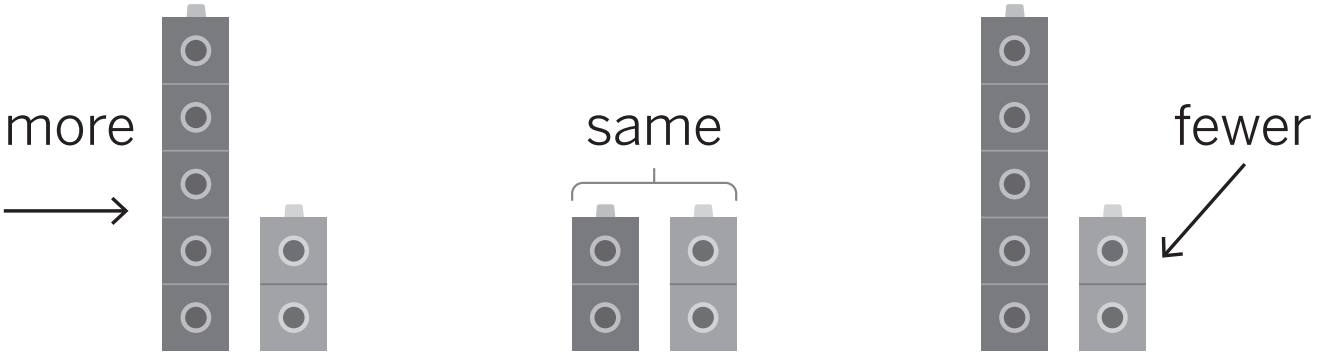
Matching Mystery Bags

Use with Problem 1.



Bag _____ has _____ red cubes than yellow cubes.
(A/B/C) *(fewer/more)*

Bag _____ has the same number of red and yellow cubes.
(A/B/C)

I know bag _____ matches because . . .
(A/B/C)

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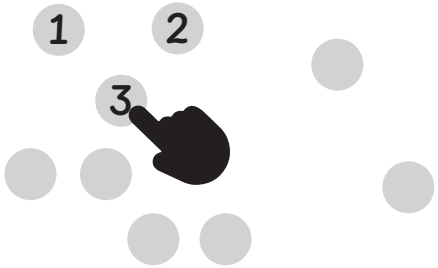
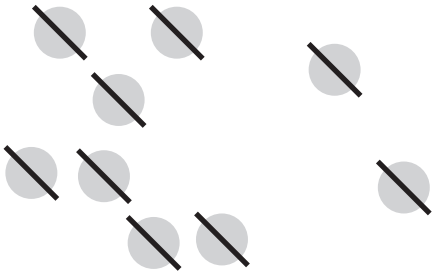
Counting Unorganized Groups

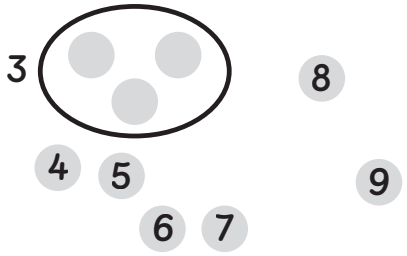
Use with Problems 2–5.



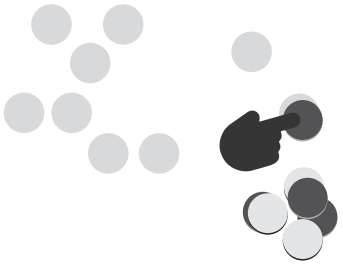
pointing and counting



crossing out dots



making groups and counting on



putting counters on the dots

I counted _____ dots.
(number)

I know there are _____ dots because I . . .
(number)

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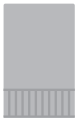
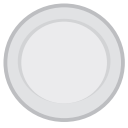
Setting the Table

Use with Problems 1–4.

Objects			
 bowl	 cup	fork	 knife
 napkin	 plate	 spoon	 straw

There are _____ _____s than _____s.
(more/fewer) *(object 1)* *(object 2)*

I know there are _____ _____s than _____s
(more/fewer) *(object 1)* *(object 2)*
because . . .

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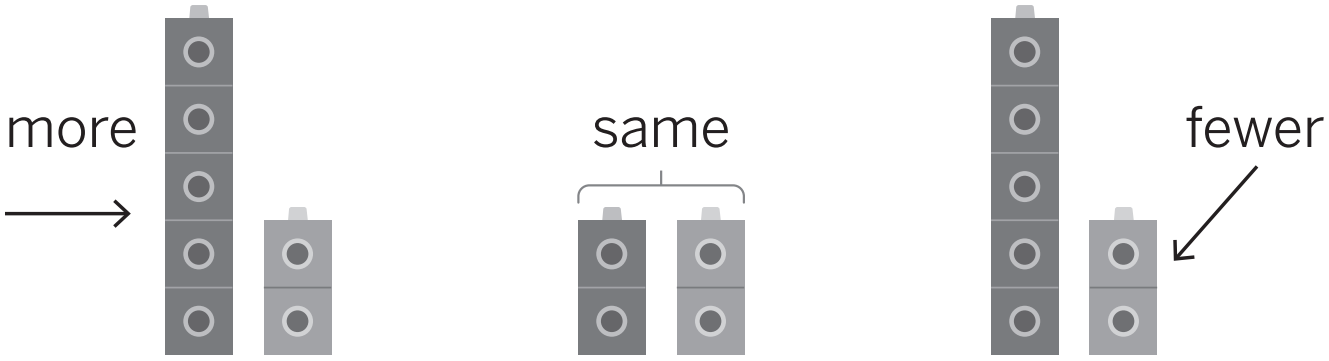
Comparing Cards

Use with Problem 1.



I have _____ dots and that is _____ than my partner.
(number) *(fewer/more/the same)*

I know I have _____ than my partner because . . .
(fewer/more/the same)

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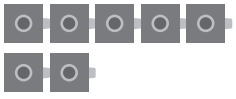
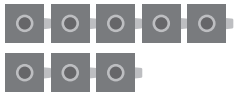
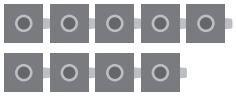
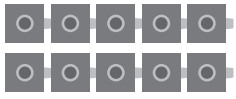
Name _____ Date _____

A Furry Feast

Use with Activity 1.

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

The top group has _____ and the bottom group has _____.
(number) *(number)*

The _____ group has _____ and I know because . . .
(top/bottom) *(more/fewer)*

I compared the groups by . . .

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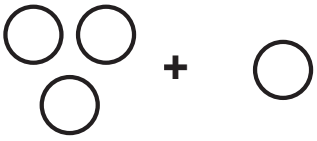
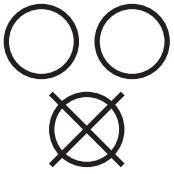
Name _____ Date _____

Less, Same, More

Use with Problem 1.

Strategies	
	
counting on	counting back

I drew _____ dots.
(number)

_____ is _____ _____.
(number) *(less than/more than/the same as)* *(number)*

The strategy I used to know it was_____was . . .
(less/more/the same)

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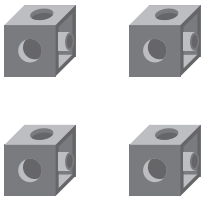
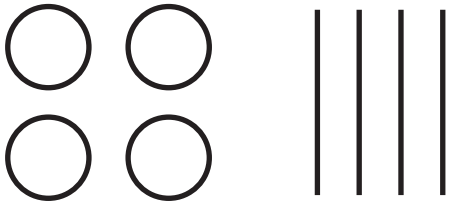
Name _____ Date _____

Which Bag Is Which?

Use with Problem 1.

picture of object	represent object	symbol
		4

I represented the number of objects by . . .

This symbol helps me remember how many by . . .

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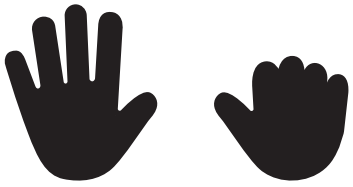
Name _____ Date _____

Different Groups, Same Number

Use with Problem 2.

6	 6
circle card	image card

The cards are _____ because . . .
(the same/different)

I know this card goes here because . . .

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Name _____ Date _____

Show That Number

Use with Problem 2.

I notice there are _____ objects in the group.
(*number*)

I wonder if all the groups have . . .

The groups are _____ because . . .
(the same/different)

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

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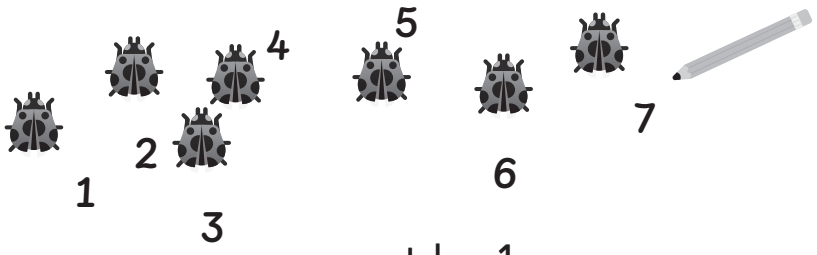
Name _____ Date _____

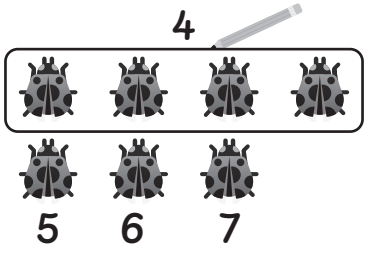
Math Libs

Use with Problem 2.

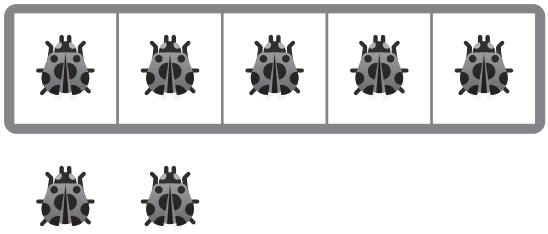
Strategies



count by 1



break into parts



use a 5-frame

I will draw _____ objects.
(number)

I used the _____ strategy to count.
(strategy name)

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Name _____ Date _____

Math Stories

Use with Activity 2.

I see _____ _____.
(number) *(objects)*

How many _____ do you see?
(objects)

Objects	
 bird	 boat
 bucket	 car
 dog	 door
 house	 people
 sun	 towel
 tree	 umbrella

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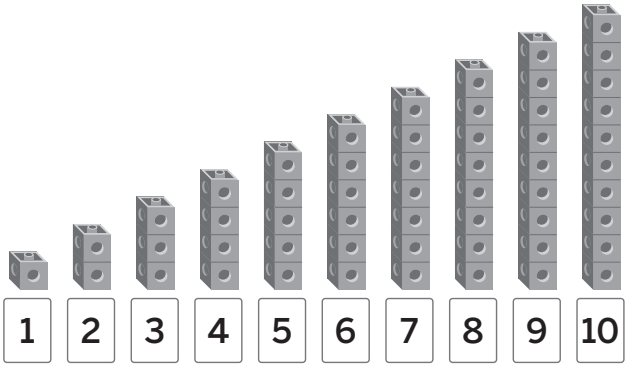
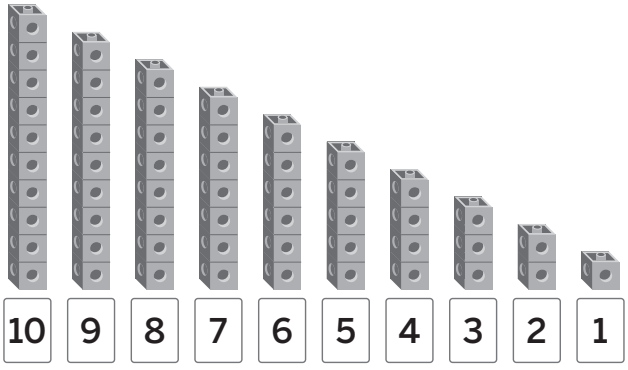
Name _____ Date _____

Organizing Cooking Tools

Use with Problem 2.



counting on



counting back

I organized my tools by _____.
(counting on/counting back)

First I organized the _____ and then the _____.
(cards/towers) *(cards/towers)*

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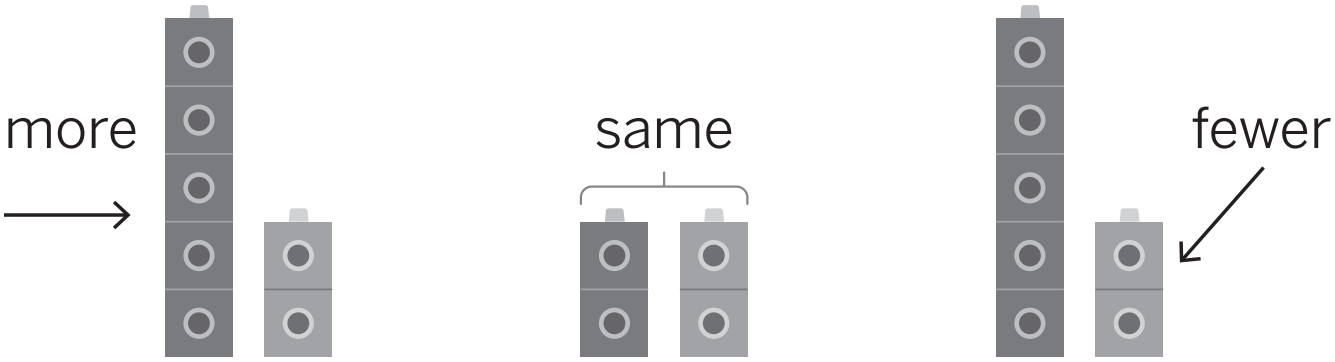
Comparing Game

Use with Problem 2.



1 less than _____ is _____.
(number) *(number)*

1 more than _____ is _____.
(number) *(number)*

I know because . . .

Counting helped me because . . .

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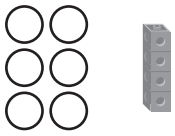
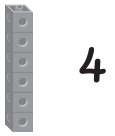
Gallery Tour: Different Representations

Use with Problem 2.

 compare objects to drawings	 4 compare objects to numbers	6 4 count to compare numbers	 explain your own way

_____ is less than _____.
(number) *(number)*

_____ is more than _____.
(number) *(number)*

I know because . . .

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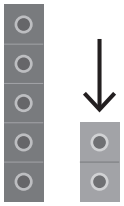
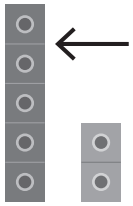
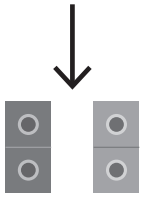
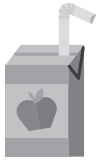
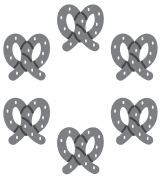
Name _____ Date _____

Which Has More?

Use with Problem 5.

 less	 more	 same
 juice box	 pretzel	 orange

 a group of images	 a written number

I can compare a group in a picture to a written number by . . .

First, I looked at . . .

Then I looked at . . .

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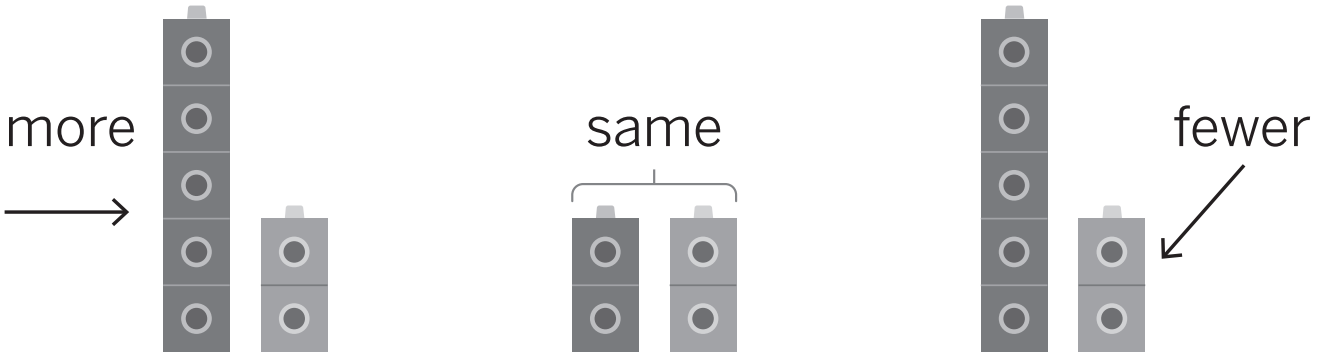
Which Number Is Less?

Use with Problems 3–5.




I rolled a _____. My partner rolled a _____.

_____ is less than _____.

I know this because . . .

1	2	3	4	5	6	7	8	9	10
one	two	three	four	five	six	seven	eight	nine	ten

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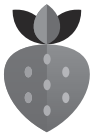
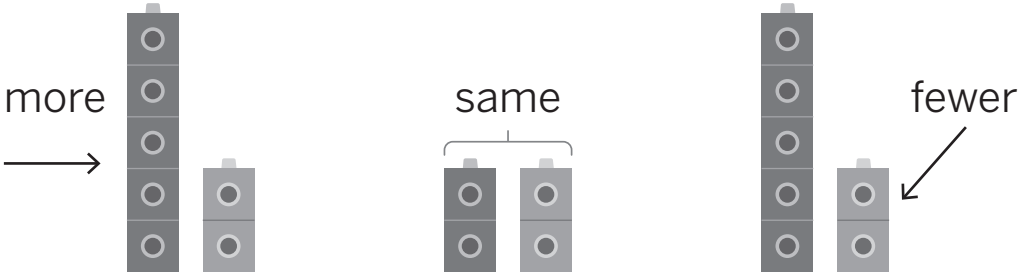
Smoothie Celebration

Use with Problem 3.

Ingredients					
					
banana	blueberry	kiwi	mango	pineapple	strawberry



_____ is more than _____.

_____ is less than _____.

_____ is the same as _____.

I used _____ _____.
(number) *(ingredient)*

My partner used _____ _____.
(number) *(ingredient)*

I used more _____ than my partner.
(ingredient)

My partner used more _____ than I did.
(ingredient)

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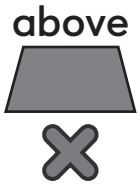
Vocabulary Cards, Unit 3

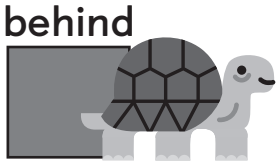
Directions: Make enough copies so that each student receives one card for each term. Pre-cut the cards and distribute them during the lesson(s) in which the term is introduced.

above



Vocabulary Cards, Unit 3 · Lesson 15

behind



Vocabulary Cards, Unit 3 · Lesson 15

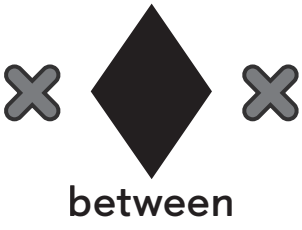
below

Vocabulary Cards, Unit 3 · Lesson 15

beside

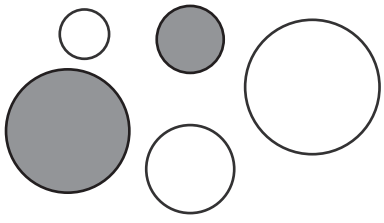
Vocabulary Cards, Unit 3 · Lesson 15

between



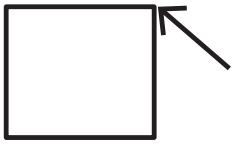
Vocabulary Cards, Unit 3 · Lesson 15

circle



Vocabulary Cards, Unit 3 · Lesson 6

corner



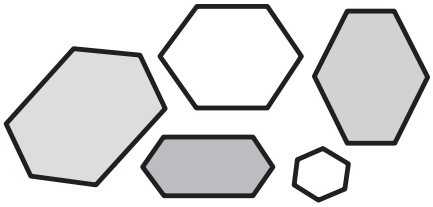
Vocabulary Cards, Unit 3 · Lesson 3

curved

Vocabulary Cards, Unit 3 · Lesson 3

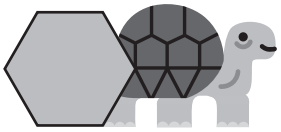
Vocabulary Cards, Unit 3

hexagon



Vocabulary Cards, Unit 3 · Lesson 10

in front of



in front of

Vocabulary Cards, Unit 3 · Lesson 15

Name _____ Date _____

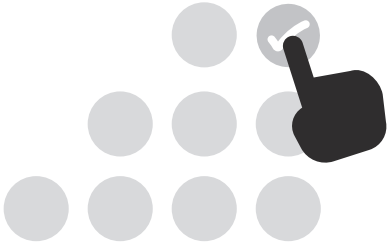
Ways to be a Mathematician
Formas de ser matemático/ matemática

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.



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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 . . .

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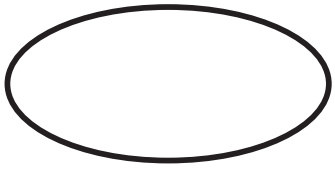
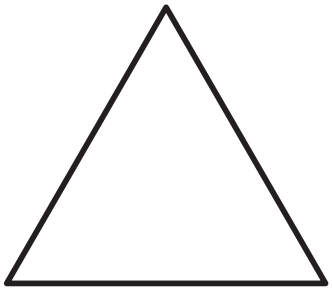
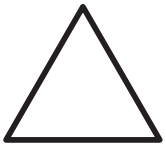
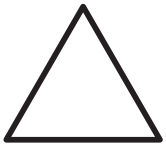
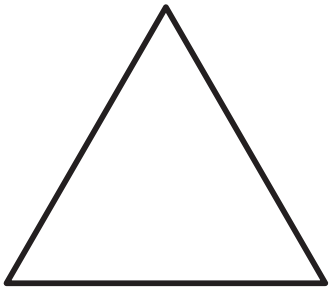
Name _____ Date _____

Mystery Shape

Use with Problem 2.

Is your shape . . .

	Yes 	No 
colored?		
pointy?		
round?		
big?		
small?		

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Name _____ Date _____

Shapes on a House

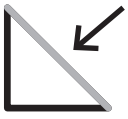
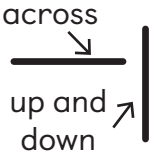
Use with Problem 5.

Parts of the house		
		
door	roof	window

The shape has _____ lines.
(description/number)

The shape matches the _____ on the house.
(part of the house)

The shapes match because they both have . . .

Word bank				
Example Ejemplo				
English	curved	slanted	squiggly	straight
Español	curvado	inclinado	ondulado	recta

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Name _____ Date _____

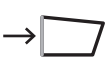
Alike and Different

Use with Problem 2.

My shape has _____ corners and _____ sides.
(number) *(number)*

They are the same because they both have . . .

They are different because . . .

Word bank						
Example Ejemplo						
English	corner	curved	side	slanted	squiggly	straight
Español	esquina	curvado	lado	inclinado	ondulado	recta

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Name _____ Date _____

Sorting Shapes

Use with Problem 2.

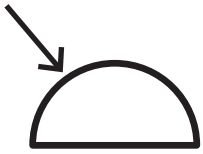
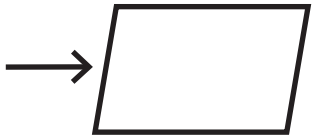
The shape has _____ sides.
(number)

The shape has _____ corners.
(number)

The shape _____ have curves.
(does/does not)

The shape is sorted into this group because . . .

The shape is ***not*** sorted into this group because . . .

Word bank			
Example Ejemplo			
English	corner	curved	side
Español	esquina	curvado	lado

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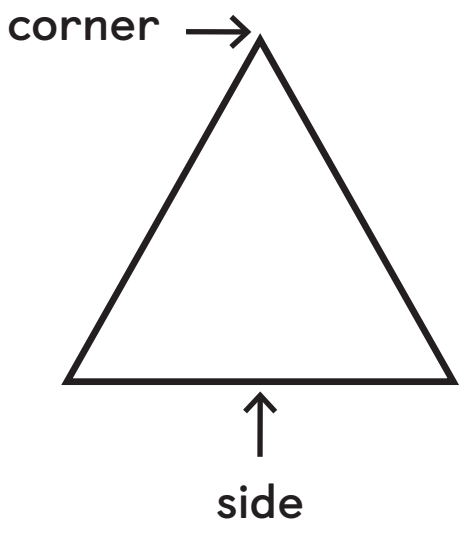
Name _____ Date _____

Sorting Triangles

Use with Problem 2.

Triangle



The shape has _____ sides.
(number)

The shape has _____ corners.
(number)

The shape _____ a triangle because . . .
(is/is not)

I sorted the shape here because . . .

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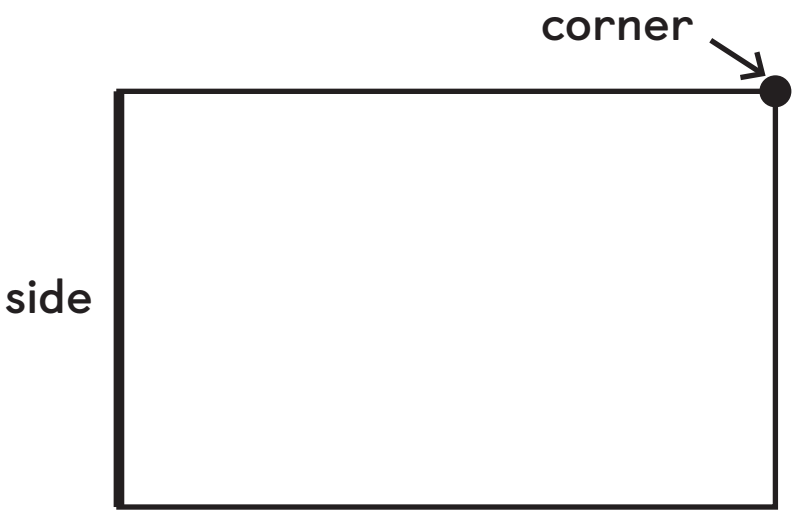
Name _____ Date _____

Sorting Rectangles

Use with Problem 1.

Rectangle



The shape has _____ sides.
(number)

The shape has _____ corners.
(number)

The shape _____ a rectangle because . . .
(is/is not)

I sorted the shape here because . . .

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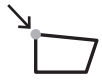
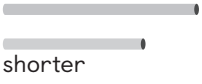
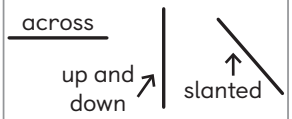
Name _____ Date _____

Building Shapes With Straws

Use with Problem 3.

Word bank					
Example Ejemplo					
English	corner	longer	side	shorter	straight line
Español	esquina	más largo	lado	más corto	linea recta

The shape has _____ sides.
(describing words)

I can describe my shape as . . .

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Name _____ Date _____

Sorting, Sorting, Sorting

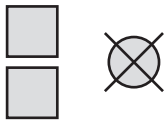
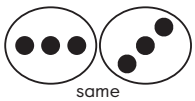
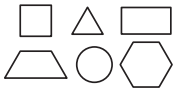
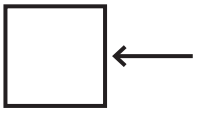
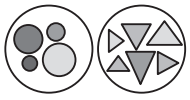
Use with Activity 1.

I notice . . .

I sorted my shape into this group because . . .

I did not sort my shape into this group because . . .

My shape belongs because . . .

Word bank					
Examples **Ejemplos**					
English	curved	corner	shapes	side	sort
Español	curvado	esquina	figuras	lado	clasificar

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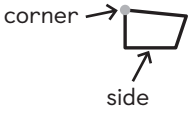
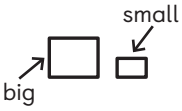
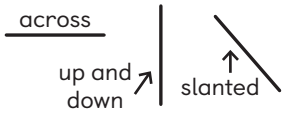
Name _____ Date _____

Can You Draw It?

Use with Activity 2.

Word bank								
English	side	corner	big	small	long	short	straight	slanted
Español	lado	esquina	grande	pequeño	largo	corto	derecho	inclinado
Example Ejemplo								

My shape has _____ sides.
(number)

My shape has _____ corners.
(number)

My shape is _____.
(big/small)

The sides are _____.
(describing word)

The shapes are _____ because . . .
(same/different)

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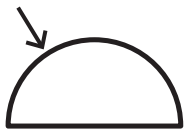
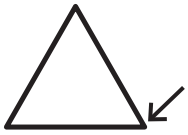
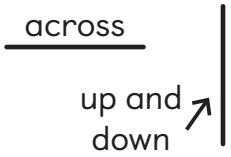
Name _____ Date _____

School Shape Search

Use with Problems 1–5.

Describing words				
				
curved	corner	side	straight	slanted

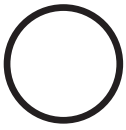
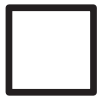
I found a . . .

It is in the shape of a  .

It has _____ corners. (*number*)

It has _____ sides. (*number*)

The lines are _____. (*describing word*)

Shapes				
				
circle	hexagon	rectangle	square	triangle

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Name _____ Date _____

Making a New Shape

Use with Problem 1.

I made a  .

I used **1** _____ and **1** _____ to build my shape.


I used **2** _____s to build my shape.

My shape has _____ sides.

My shape has _____ corners.

Shapes				
				
hexagon	square	rhombus	trapezoid	triangle

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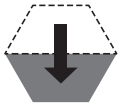
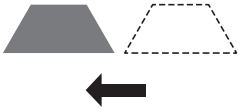
Name _____ Date _____

Completing the Puzzle

Use with Problem 1.

Word bank			
Example Ejemplo			
English	flip	turn	slide
Español	voltear	girar	deslizar

The missing pattern block is a _____. 

I know this pattern block is missing because . . .

The missing shape has _____ sides.
(number)

The missing shape has _____ corners.
(number)

I can _____ the shape and it fits.
(action)

Shapes				
				
hexagon	rhombus	square	trapezoid	triangle

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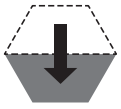
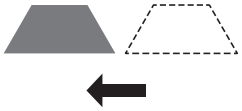
Many Ways to Make a Hexagon

Use with Problem 1.

Word bank			
Example Ejemplo			
English	flip	turn	slide
Español	voltear	girar	deslizar

I used _____ _____ to make a hexagon.
(number) *(shape)*

I used _____ _____ and _____ _____ to make a hexagon.
(number) *(shape)* *(number)* *(shape)*

I had to _____ the shape to make a hexagon.
(action)

Shapes				
				
hexagon	rhombus	square	trapezoid	triangle

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Name _____ Date _____

Match Mine

Use with Problem 1.

Word bank					
Example Ejemplo					
English	above	below	beside	next to	between
Español	arribe	abajo	al lado de		entre

I used _____ _____ to make my shape.
(number) *(shape)*

The _____ is _____ the _____.
(shape) *(position)* *(shape)*

Shapes				
				
hexagon	rhombus	square	trapezoid	triangle

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Name _____ Date _____

Finding Shapes in Quilt Art

Use with Problem 1.

Word bank					
Example Ejemplo					
English	above	below	beside	next to	between
Español	arribe	abajo	al lado de		entre

I see _____ in the quilt.
(shape/shapes)

The artist put _____ _____ the _____.
(shape) *(position)* *(shape)*

Shapes				
				
hexagon	rhombus	square	trapezoid	triangle

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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.

add

4 + 3

four plus three

Vocabulary Cards, Unit 4 · Lesson 5

expression

6 + 4 3 – 3

Vocabulary Cards, Unit 4 · Lesson 15

subtract

5 – 2

five minus two

Vocabulary Cards, Unit 4 · Lesson 6

total

6

Vocabulary Cards, Unit 4 · Lesson 2

zero

0

Vocabulary Cards, Unit 4 · Lesson 13

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Name _____ Date _____

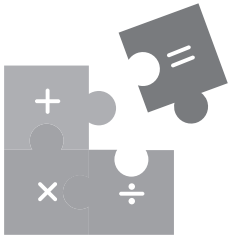
Ways to be a Mathematician
Formas de ser matemático/ matemática

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 math to help solve real-world problems.

Puedo usar las matemáticas para ayudar a resolver problemas del mundo real.



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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 . . .

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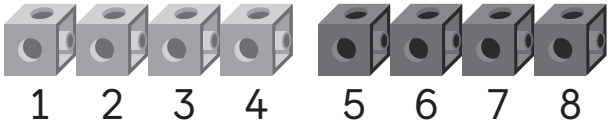
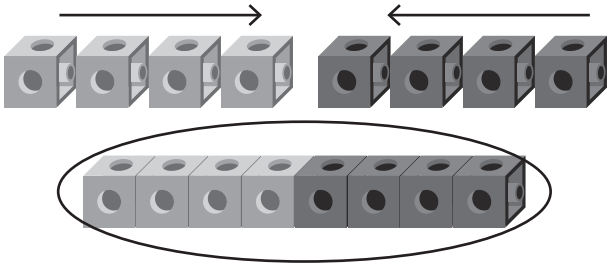
Putting Groups Together

Use with Problems 2–5.

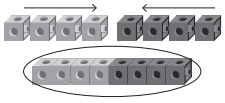
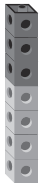
Strategies	
 count all	 put together

I have _____ cubes.

My partner has _____ cubes.

We have _____ cubes altogether.

I know we have _____ cubes because . . .

Word bank		
English	Español	Example
altogether	en total	
cube	cubo	
group	grupo	
total	total	
tower	torre	

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How Many Books?

Use with Problems 1–4.

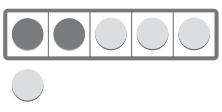
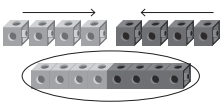
 bird book	 dog book	 librarian	 library

There are _____ bird books.

There are _____ dog books.

There are _____ books altogether.

I know the total is _____ because . . .

Word bank				
English	5-frame	altogether	count all	count on
Español	5 marcos	en total	contar todo	contar hacia adelante
Example				

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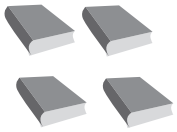
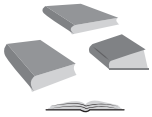
Name _____ Date _____

What's the Total?

Use with Activities 1 and 2.

 bin	 book	 librarian	 organized	 unorganized

The groups are . . .

I found the total by . . .

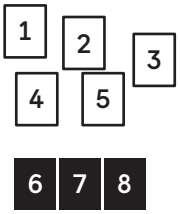
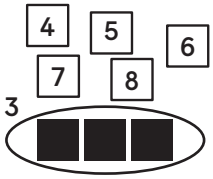
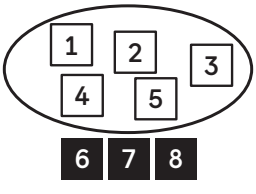
My partner found the total by . . .

It was the _____ .
(same/different)

The order _____ matter
(does/does not)

when finding the total because . . .

Word bank	
English	**Español**
count	contar
figure out	resolver
group	grupo
total	total

Counting		
 count all	 organized first	 unorganized first

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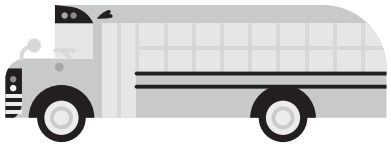
Adding Counters

Use with Problems 1–4.

 bus	 bus driver	 get on bus

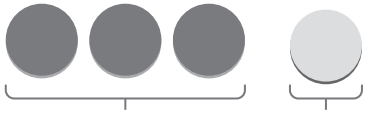
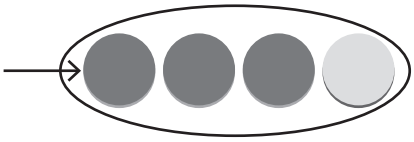
I have _____ counters.

I add _____ more counters.

There are _____ counters total.

Adding counters means . . .

Word bank	
English	Español
add	sumar
count	contar
counters	fichas
group	grupo
total	total

Strategies		
 3 count 3	 3 1 add 1	 **4 in total** find total

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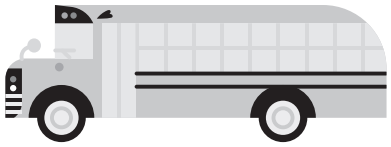
Subtracting Counters

Use with Problems 1–4.

 bus	 bus driver	 get off bus

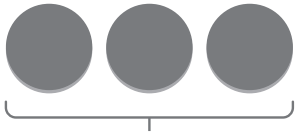
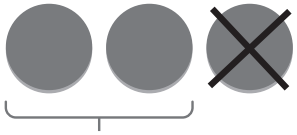
I have _____ counters.

I took away _____ counter(s).

There is/are _____ counter(s) left.

Subtracting counters means . . .

Word bank	
English	**Español**
count	contar
counters	fichas
left	izquierda
subtract	sustraer
take away	quitar

Strategies		
 3 count 3	 take away 1	 2 How many are left?

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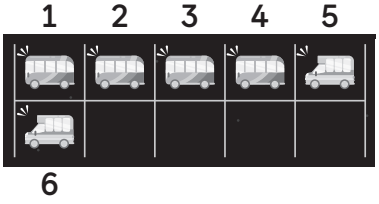
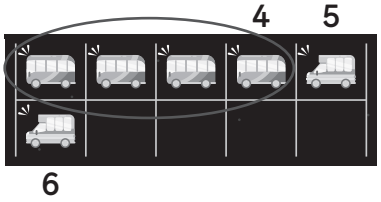
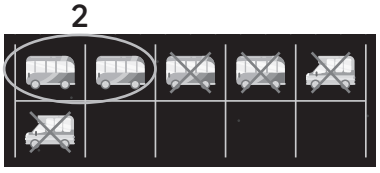
Name _____ Date _____

Adding Buses

Use with Activities 1 and 2.

Strategies		
 count all	 count on	 take away

Word bank			
English	add	subtract	total
Español	sumar	sustraer	total

There are _____ buses.

I know because _____ and _____ is _____ .

I found the total by . . .

Adding means . . .

There are _____ buses left.

I know because _____ take away _____ is _____ .

Subtracting means . . .

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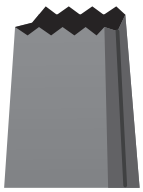
What Is Happening?

Use with Problem 1.

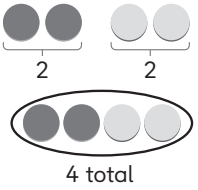
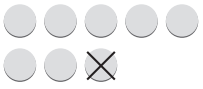
 bag	 can	 grocer	 Group 1 Group 2 group	 pick up

I see _____ in the picture.

The cans could be . . .

There are _____ cans.

Adding means . . .

Word bank		
English	Español	Example
add	sumar	
subtract	sustraer	

Story problem
There are _____ cans in the bag.
Then the grocer . . .
Now there are _____ cans in the bag.

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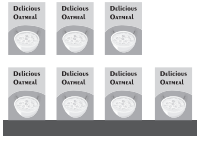
What Happens Next?

Use with Problems 4–7.

Word bank						
English	add to	finish	next	story	subtract	take from
Español	añadir	terminar	siguiente	historia	sustraer	quitar

Grocery store stories			
			
4. There were 8 customers waiting in line at the grocery store.	**5.** There were 7 boxes of oatmeal on the shelf.	**6.** There were 2 pumpkins on the produce stand.	**7.** There were 4 shopping carts outside the grocery store.

I can use _____ counters to show . . .

Next, I can . . .

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Asking Math Questions

Use with Problems 1–2.

Word bank					
Example			?		
English	box of cereal	can of corn	question	shelf	shopping cart
Español	caja de cereal	lata de maíz	pregunta	estante	carrito de compras

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

How many _____ do they have?

How many _____ are . . . ?

How many _____ are left?

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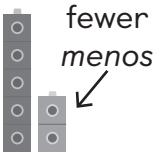
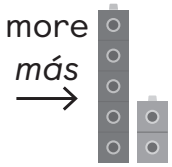
The Mail Carrier (Part 1)

Use with Problems 1–2.

Word bank					
Example					
English	envelope	fewer/ less	mail carrier	more	predict
Español	sobre	menos	cartero	más	predecir

I predict there will be _____ envelopes.
(more/fewer)

I predict there will be _____ because . . .

My prediction was _____ because . . .
(right/wrong)

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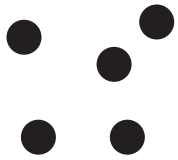
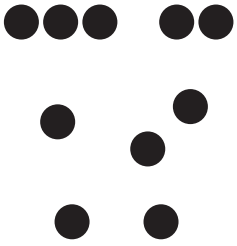
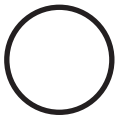
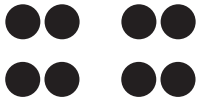
Story Problem Drawings

Use with Problem 2.

Story problem drawings examples				
				
1 group (unorganized)	2 groups (organized)	different	circle	same

There are _____ in the story problem.

Priya used _____ to show envelopes.

Shawn used _____ to show envelopes.

The drawings are the same because . . .

The drawings are different because . . .

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Recycling Collection Day

Use with Problem 2.

Word bank					
Example					 0 left
English	bag	dumpster	recycling	sanitation worker	zero
Español	bolsa	contenedor de basura	reciclaje	trabajador de saneamiento	cero

There are _____ in the story problem.

I can draw  to show the recycling bags.

My drawing shows that . . .

There are _____ bags left.

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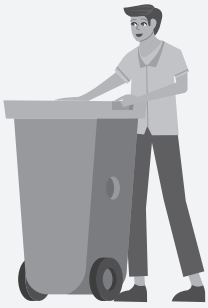
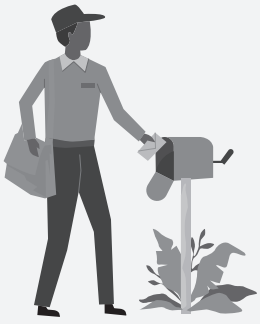
Creating Our Story Problems

Use with Problems 1–2.

 Sanitation worker story problem words			
	bag	dumpster	recycling
	bolsa	contenedor de basura	reciclaje

 Mail carrier story problem words			
	boxes	envelope	letter
	cajas	sobre	carta

My story problem is about . . .  or 

My story problem starts with . . .

Then . . .

How many . . .

My drawing shows that . . .

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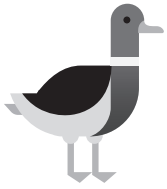
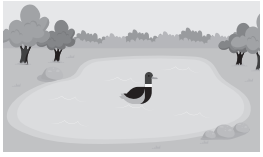
Name _____ Date _____

Ducks in a Pond

Use with Problem 1.

Word bank			
Example			
English	duck	pond	swim
Español	pato	estanque	nadar

There are _____ ducks in the story problem.

Then _____ ducks . . .

My drawing shows that . . .

_____ and _____ is _____.


There are _____ ducks in the pond.

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Which Expression?

Use with Problems 3–6.

expressions

$6 - 4$ $3 + 2$

minus sign plus sign

3 + 2

expression matches the story

The story problem is asking . . .

The expressions . . .

The expression _____ matches the story problem.

I know this expression matches because . . .

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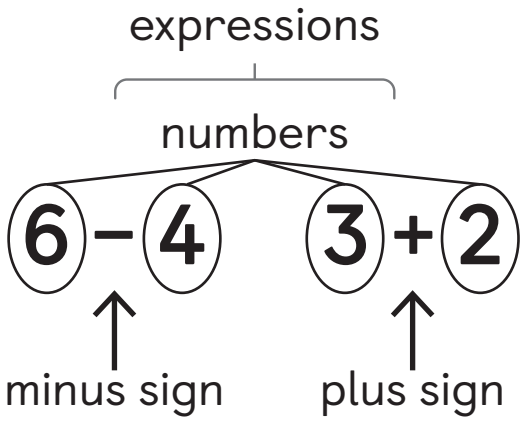
Matching Drawings With Expressions

Use with Activities 1 and 2.



The drawing shows . . .

there are _____ red circles.

there are _____ yellow circles.

_____ circles are crossed off.

The expression shows . . .

It is a(n) _____ expression.
(addition/subtraction)

_____ matches the drawing because . . .

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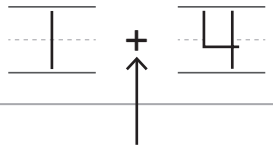
Finding the Value

Use with Problems 1–6.

Expression	Total
	

Word bank	
English	**Español**
minus sign	signo de menos
number	número
plus sign	signo de más
value	valor

The expression . . .

The numbers are _____ and _____.

It is a(n) _____ expression.
(addition/subtraction)

I can _____ to find the value.

I used _____ to show my thinking.

The value is _____ .

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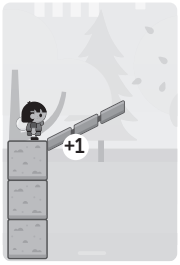
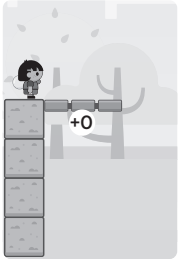
Adding 0 and 1

Use with Activities 1 and 2.

+ 1	+ 0	1, 2, 3	3 + 0	− 1	− 0
add 1	add 0	count	expression	subtract 1	subtract 0

	When I <u>add 1</u>, . . . I notice Casey . . . I noticed the number . . .
	When I <u>add 0</u>, . . . I notice Casey . . . I notice the number . . .

I wonder what happens if I . . .

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Choose Your Expression

Use with Activities 1 and 2.

Expression			Value

Story problem	
In the beginning, there were . . .	
Then . . .	
(+) more came	(−) went away
How many _____ are there?	

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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.

equation

$6 = 4 + 2$

Vocabulary Cards, Unit 5 · Lesson 7

equation

$6 = 4 + 2$

Vocabulary Cards, Unit 5 · Lesson 7

equation

$6 = 4 + 2$

Vocabulary Cards, Unit 5 · Lesson 7

equation

$6 = 4 + 2$

Vocabulary Cards, Unit 5 · Lesson 7

equation

$6 = 4 + 2$

Vocabulary Cards, Unit 5 · Lesson 7

equation

$6 = 4 + 2$

Vocabulary Cards, Unit 5 · Lesson 7

equation

$6 = 4 + 2$

Vocabulary Cards, Unit 5 · Lesson 7

Name _____ Date _____

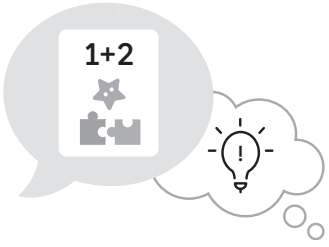
Ways to be a Mathematician
Formas de ser matemático/ matemática

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.



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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 . . .

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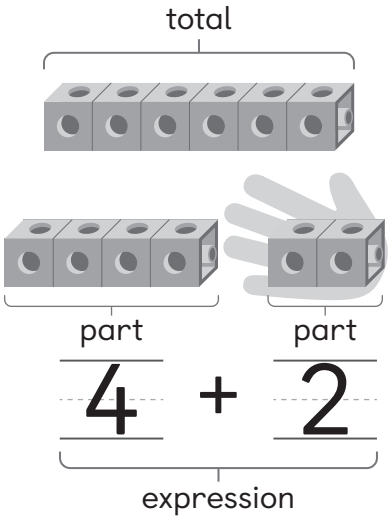
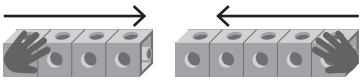
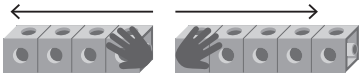
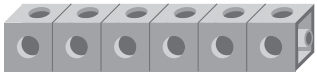
6 Connecting Cubes

Use with Problems 3–4.



Word bank		
English	Español	Example
add	sumar	
break apart	descomponer	
cube	cubo	
tower	torre	

I broke my tower into _____ and _____ cubes.

The expression is . . .

The total _____ change when you break it apart.
(does/does not)

I _____ break it up in another way.

_____ and _____ cubes.

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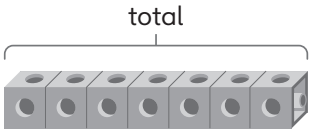
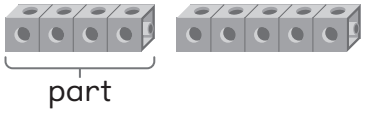
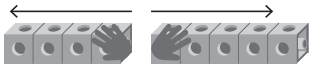
More Than 1 Way

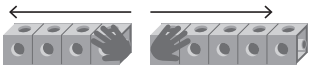
Use with Problems 3–4.



one way	another way
 3 + 4	 2 + 5

Word bank		
English	Español	Example
break apart	descomponer	
part	parte	 part

I can use _____  to break apart the number by . . .
(math tool)


I can break apart the number by . . .


Another way to break apart the number is . . .

The expression is . . .

The total _____ change because . . .
(does/does not)

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Matching Drawings With Equations

Use with Problem 3.

Drawings		
 2 unshaded circles	 3 shaded circles	 5 = 2 + 3 equation

The drawing shows . . .

 

_____ shaded circles and _____ unshaded circles.

The equation shows . . .

_____ and _____ circles in each group.

There are _____ total circles.

_____ matches the drawing because . . .
(equation)

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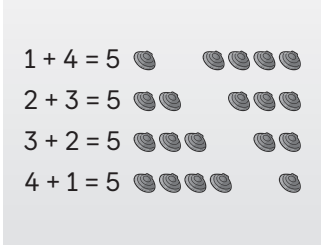
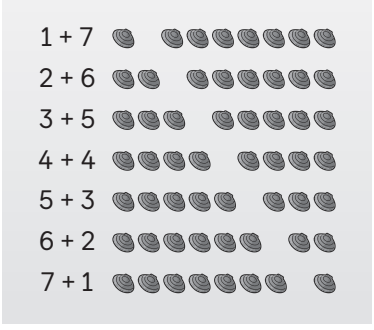
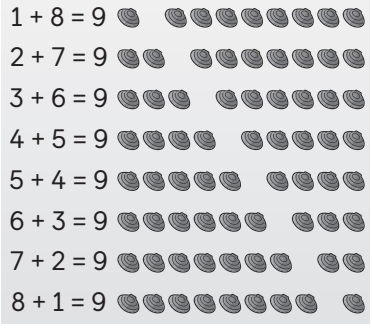
Ollie's Friends

Use with Activity 2.

Word bank					
English	add	equation	expression	pattern	total
Español	sumar	ecuación	expresión	patrón	total

		
making 5	making 8	making 9

I can start to break apart the number by . . .

The patterns I notice are . . .

I can _____ to the **first** part.

I can _____ from the **second** part.

The patterns are the same because . . .

The first number gets _____, and the second number gets _____.

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Pawprint Clues

Use with Problem 2.

The class found 8 pawprints on the playground.

Some of the pawprints were in the garden

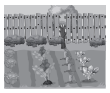
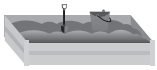
and some were in the sandbox.

I can _____ to show pawprints in the garden.

I can _____ to show pawprints in the sandbox.

My drawing matches the story because . . .

_____ matches the story because . . .
(equation)

Word bank					
Example Ejemplo	5= 3 + 2				
English	equation	garden	pawprint	playground	sandbox
Español	ecuación	jardín	huella	parque infantil	arenero

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Harry's Sweet Treats

Use with Problem 1.

  

Harry the Hamster found 6 apples in the cafeteria.

 

Some were red and some were yellow.

Solutions		
 6 = 4 + 2	 6 = 3 + 3	 6 = 5 + 1

I notice the different answers . . .

They match the story problem because . . .

A story problem can have different answers because. . .

Word bank	
Example Ejemplo	**5= 3 + 2**
English	equation
Español	ecuación

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Gathering Grapes

Use with Problem 3.

   

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

 

Some grapes were green and some were purple.

I can show the story problem by . . .

I can show the different answers by . . .

 

_____ green grapes and _____ purple grapes.

I notice the different answers . . .

The pattern I notice is . . .

Word bank	
Example Ejemplo	**5= 3 + 2**
English	equation
Español	ecuación

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Comparing Story Problems

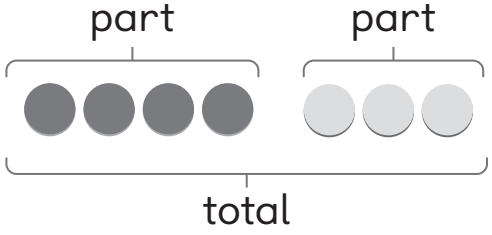
Use with Problems 4–5.

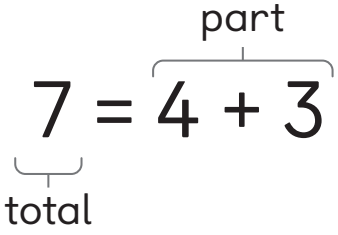
Problem 4	Problem 5
Harry spilled 6 bottles of paint.   Some were blue.  The rest were red.	Harry spilled some bottles of  of paint in the supply closet.  4 bottles of paint were blue and 2 bottles were red. 

We _____ the parts in Problem _____.
(know/ don't know) *(4/5)*

We _____ the total in Problem _____.
(know/ don't know) *(4/5)*

Problem _____ has _____ answer(s) because . . .
(4 or 5) *(one/ more than 1)*





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Creating a Matching Story Problem

Use with Problem 2.

Choose one for your story				
WHO is the story about?	 Harry the hamster	 friend	 teacher	pick your own
WHAT is the story about?	 apple	 markers	 flowers	

_____ has _____.
(WHO) *(WHAT)*

Some are _____, and some are _____.

How many . . . ?

OR

_____ has _____ and _____.
(WHO) *(WHAT)* *(WHAT)*

How many . . . ?

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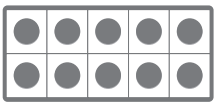
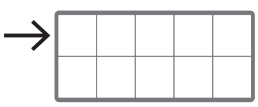
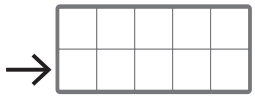
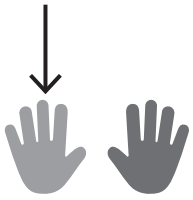
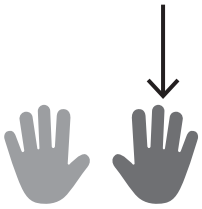
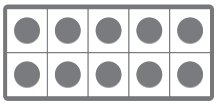
Numbers on Fingers and 10-Frames

Use with Problems 5–9.

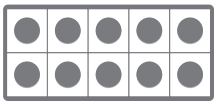
10-frames and fingers

10-frame	top row	bottom row	left hand	right hand	fingers
					

The picture shows _____ fingers.



I can show the number in the 10-frame by . . .



Fingers and 10-frames are similar because . . .

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Showing Equations With Fingers

Use with Problems 3–7.

Word bank				
Example Ejemplo	10 = 6 + 4		10 = 6 + 4	10 = 6 + 4
English	equation	fingers	part	total
Español	ecuación	dedos	parte	total

The equations show . . .

I can use fingers to show the equations by . . .

The fingers match the equation because . . .

Fingers help us show parts of 10 because . . .

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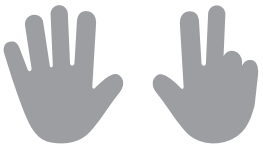
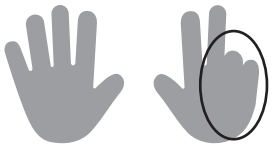
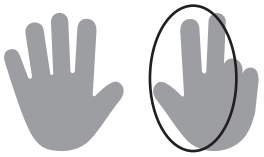
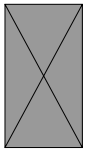
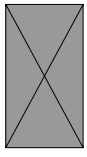
Math Fingers

Use with Activity 2.

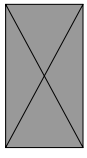
Strategies		
8. . . <u>9</u>, <u>10</u>  count up to 10	2  count fingers that are down	 3 + 2 = 5 count up on one hand



I can use fingers to show the number by . . .



My partner is holding up _____ fingers.



We need _____ fingers to make 10.

The equation is 10 = _____ + _____.

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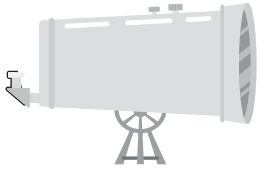
Telescope Time!

Use with Activity 1.

Word bank				
English	equation	part	pattern	total
Español	ecuación	parte	patrón	total

			
Harry	planet	space	telescope

The equations are _____ because . . .
(the same/different)

The pattern I notice is . . .

As 1 part gets _____, the other part gets _____.
(larger/smaller) *(larger/smaller)*

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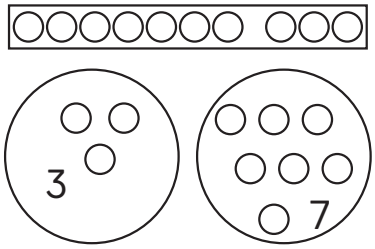
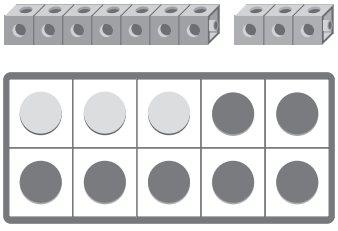
Gallery Tour: Ways to Make 10

Use with Problem 2.

Word bank				
English	equation	order	part	total
Español	ecuación	orden	parte	total

Ways to show 10		
7 + 3 = 10 3 + 7 = 10 equations	 drawings	 math tools

They made 10 by . . .

They showed it by . . .

The ways are _____ because . . .
(the same/different)

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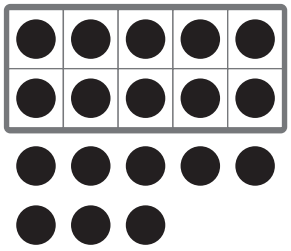
Vocabulary Cards, Unit 6

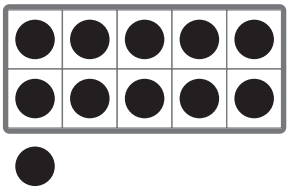
Directions: Make enough copies so that each student receives one card for each term. Pre-cut the cards and distribute them during the lesson(s) in which the term is introduced.

eighteen



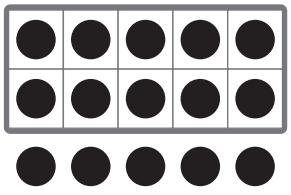
Vocabulary Cards, Unit 6 · Lesson 2

eleven



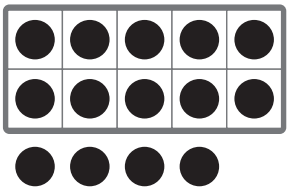
Vocabulary Cards, Unit 6 · Lesson 2

fifteen



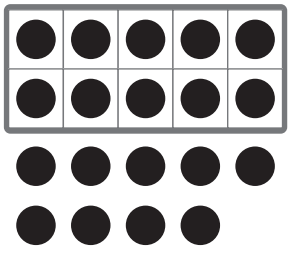
Vocabulary Cards, Unit 6 · Lesson 2

fourteen



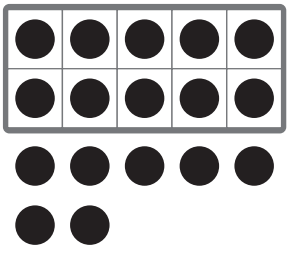
Vocabulary Cards, Unit 6 · Lesson 2

nineteen



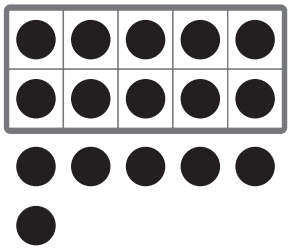
Vocabulary Cards, Unit 6 · Lesson 2

seventeen



Vocabulary Cards, Unit 6 · Lesson 2

sixteen



Vocabulary Cards, Unit 6 · Lesson 2

teen number

11 12 13 14 15

16 17 18 19

Vocabulary Cards, Unit 6 · Lesson 2

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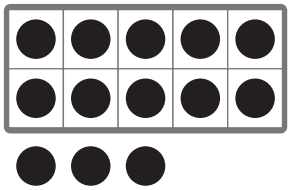
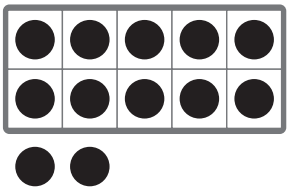
Vocabulary Cards, Unit 6

thirteen



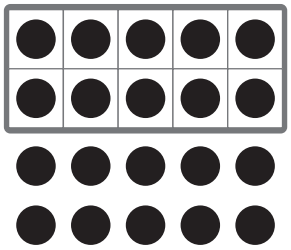
Vocabulary Cards, Unit 6 · Lesson 2

twelve



Vocabulary Cards, Unit 6 · Lesson 2

twenty



Vocabulary Cards, Unit 6 · Lesson 2

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Name _____ Date _____

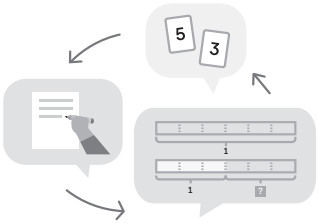
Ways to be a Mathematician
Formas de ser matemático/ matemática

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.

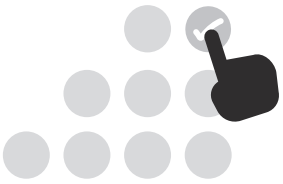
2. I can use numbers, words, and diagrams to make sense of math ideas and situations.

   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.



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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 . . .

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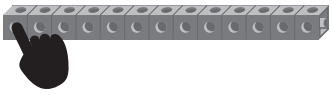
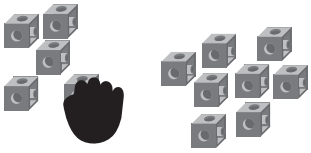
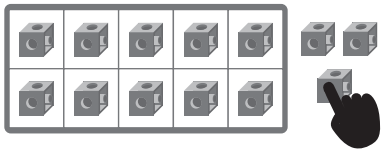
Different Ways to Keep Track

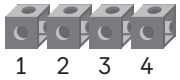
Use with Problem 2.

Strategies		
		
make a line	move and count	use a 10-frame

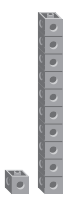
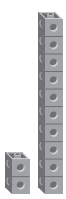
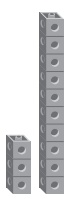
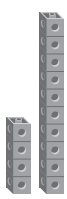
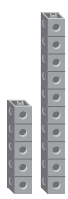
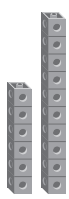
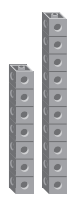
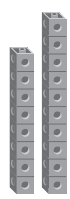
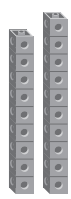
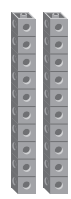
I counted _____ cubes.
(number)

I kept track of counting the cubes by . . .

I can also use _____ by . . .
(strategy)



I made sure I counted each cube 1 time by . . .

Teen numbers									
11	12	13	14	15	16	17	18	19	20
									
eleven	twelve	thirteen	fourteen	fifteen	sixteen	seventeen	eighteen	nineteen	twenty

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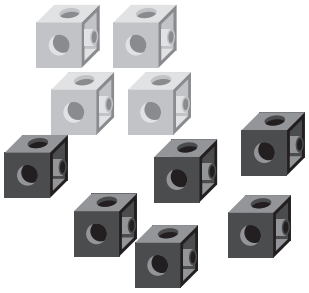
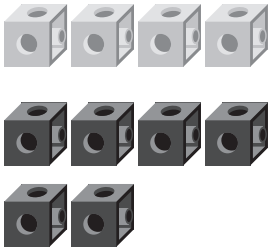
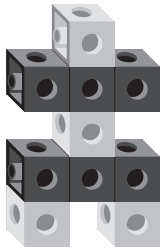
Counting Carefully With Friends

Use with Activities 1 and 2.

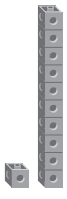
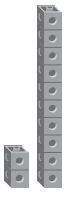
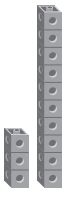
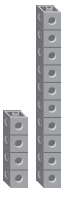
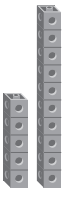
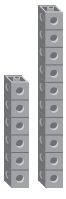
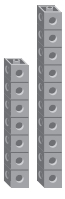
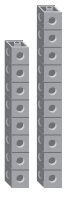
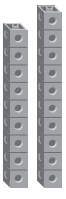
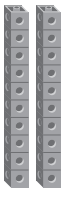
Arranging groups of cubes		
		

There are _____ cubes altogether.

I used _____ to figure it out.
(strategy)

I think all the students can be right because . . .

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

Teen numbers									
11	12	13	14	15	16	17	18	19	20
									
eleven	twelve	thirteen	fourteen	fifteen	sixteen	seventeen	eighteen	nineteen	twenty

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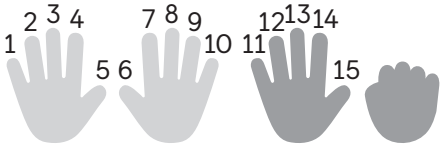
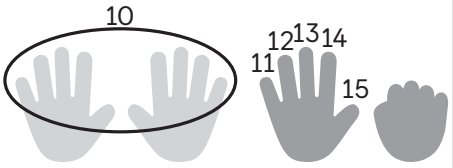
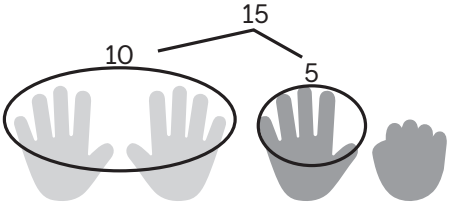
Name _____ Date _____

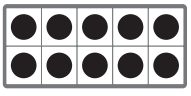
Fingers to 10-Frames

Use with Problems 2–5.

Strategies		
		
count each finger	count on	count by 5 or 10

I see _____ on the hands.
(number)

I used _____ to count because . . .
(strategy)



I showed the same number on the 10-frame by . . .

I know this is the same number because . . .

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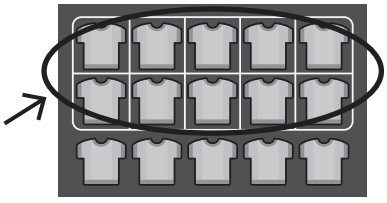
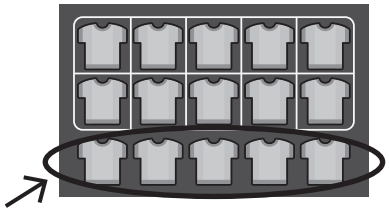
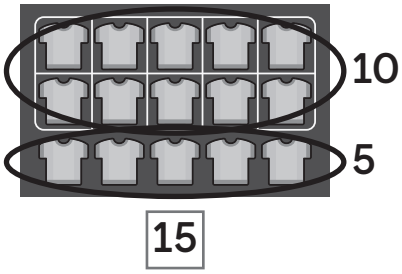
Matching the Ticket

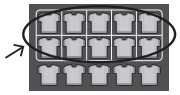
Use with Activity 2.

Showing teen numbers with 10-frames

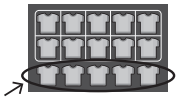
		
count **inside** the 10-frame	count **outside** the 10-frame	put them **together**

There are _____ jerseys.

I can show the written number by putting . . .



_____ inside the 10-frame.



_____ outside the 10-frame.

It shows _____ because . . .
(written number)

I can show a teen number in a 10-frame by . . .

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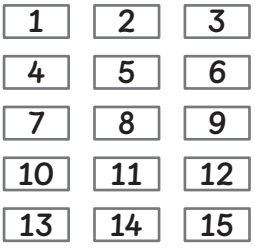
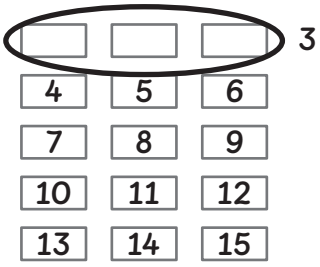
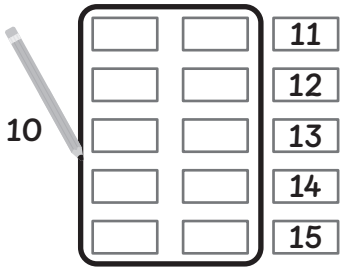
Fans in the Stands

Use with Problems 5–8.

Strategies		
		
count each shape	find a group and count on	find 10 and count on

There are _____ shapes.

I found the number of shapes by . . .

Another way I can find the number of shapes is . . .

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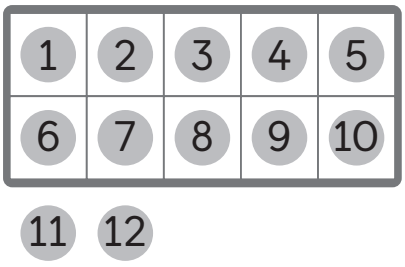
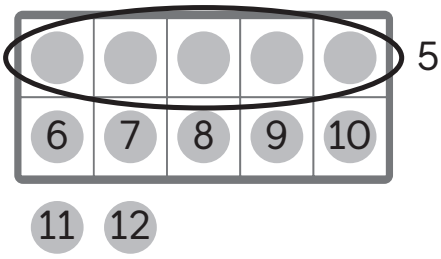
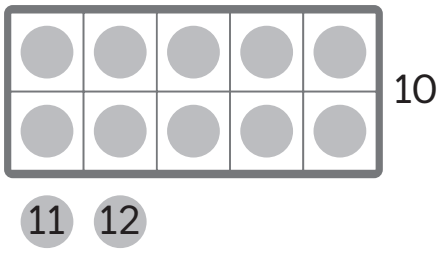
Adding More Counters

Use with Problems 2–5.

Strategies		
		
count all	find a group and count on	start with 10 and count on

I started with _____ counters.

I added _____ counters.

There are _____ counters altogether.

I notice all the numbers are _____.

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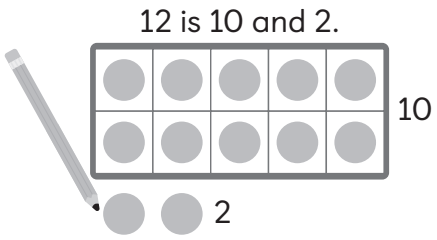
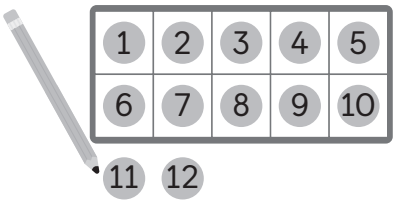
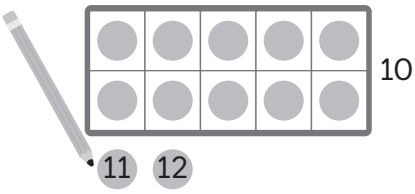
Name _____ Date _____

Show Each Number

Use with Problems 2–5.

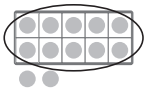
Drawing teen numbers		
		
break number apart	draw all dots	draw 10 dots and count on

I drew _____ dots in the 10-frame.

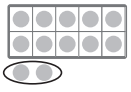
I can draw a teen number by . . .

I drew the number _____ by . . .

I broke apart teen numbers by putting . . .



_____ dots **inside** the 10-frame.



_____ dots **outside** the 10-frame

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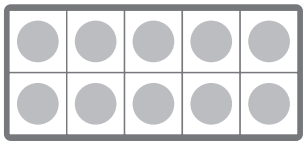
Setting Up

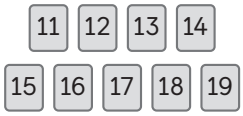
Use with Activity 1.

Word bank			
Example Ejemplo			
English	bag	expression	group of ten
Español	bolsa	expresión	grupo de diez

The group of cones . . .

The expression _____ matches the group of cones. 

I know the expression matches because . . .



The expressions that show teen numbers . . .

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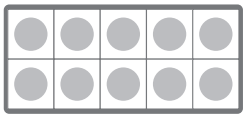
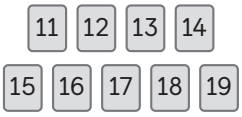
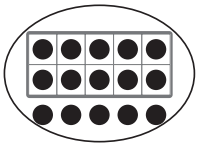
Making the Equations True

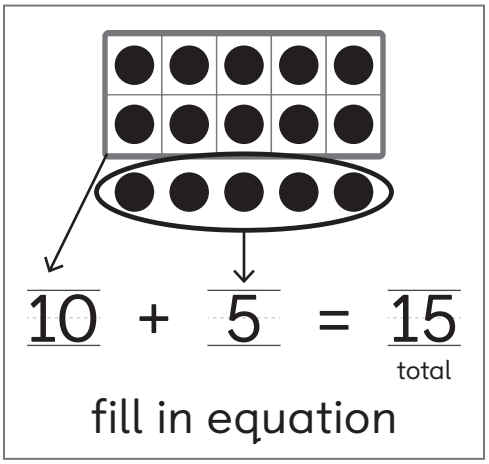
Use with Problems 1–6.

$10 + 5 = 15$ equation	 group of ten	 teen number	 total

I notice the dots . . .

I need to fill in _____.

_____ makes the equation true.
(total)



fill in equation

_____ and _____ make the equation true.
(number) *(number)*

The dots match the numbers in the equation because . . .

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Ordering Numbers

Use with Activity 1.

Word bank					
English	aloud	count	number	order	pattern
Español	en voz alta	contar	número	orden	patrón

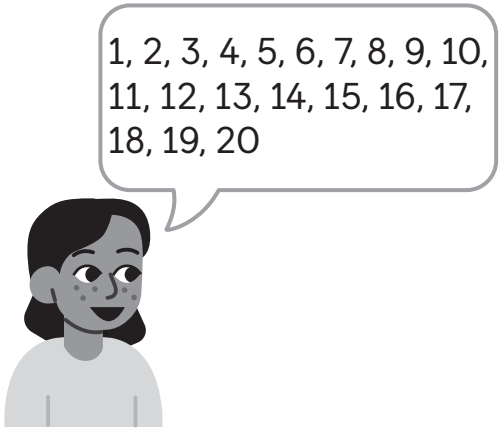
I started with . . .

The next numbers are . . .

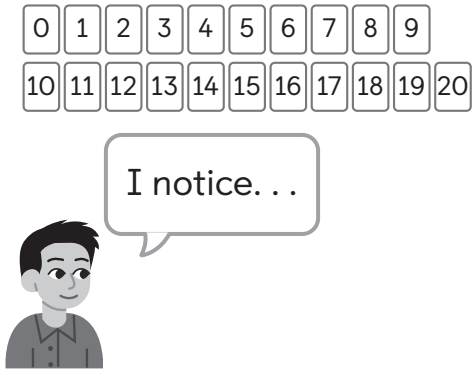
I put the teen numbers in order by . . .

The pattern I noticed is . . .

Ordering number strategies



counting aloud



look for a pattern

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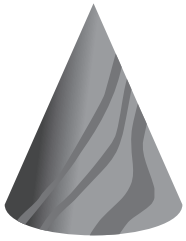
Vocabulary Cards, Unit 7

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.

cone



Vocabulary Cards, Unit 7 · Lesson 6

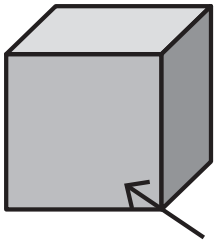
cube

Vocabulary Cards, Unit 7 · Lesson 6

cylinder

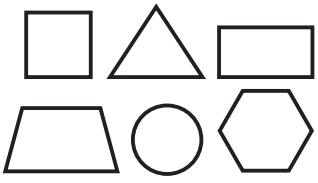
Vocabulary Cards, Unit 7 · Lesson 6

face



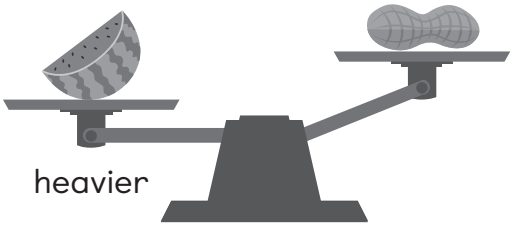
Vocabulary Cards, Unit 7 · Lesson 5

flat shapes



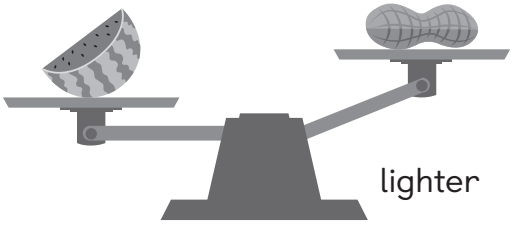
Vocabulary Cards, Unit 7 · Lesson 2

heavier



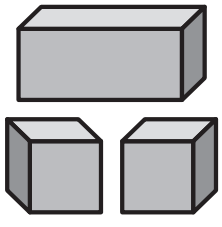
Vocabulary Cards, Unit 7 · Lesson 3

lighter



Vocabulary Cards, Unit 7 · Lesson 3

prism



Vocabulary Cards, Unit 7 · Lesson 7

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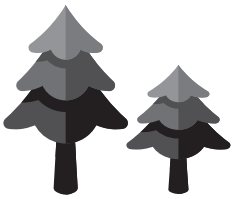
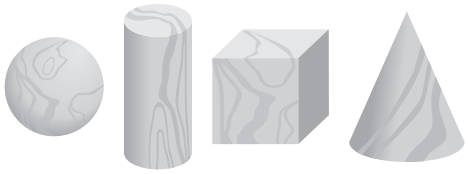
Vocabulary Cards, Unit 7

shorter



Vocabulary Cards, Unit 7 · Lesson 7

solid shapes

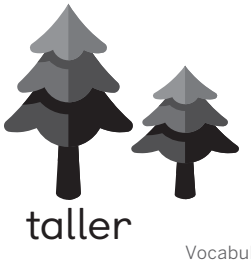


Vocabulary Cards, Unit 7 · Lesson 2

sphere

Vocabulary Cards, Unit 7 · Lesson 6

taller



Vocabulary Cards, Unit 7 · Lesson 7

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Name _____ Date _____

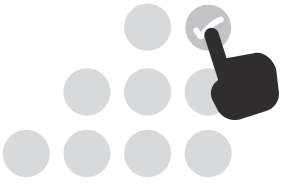
Ways to be a Mathematician
Formas de ser matemático/ matemática

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.



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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 . . .

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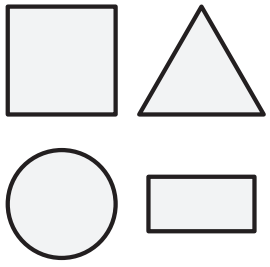
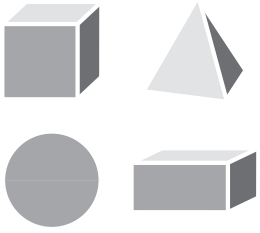
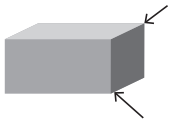
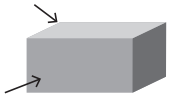
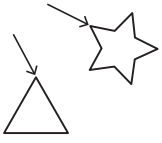
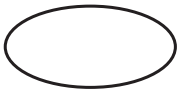
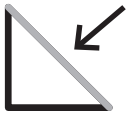
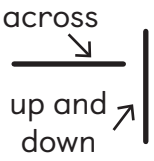
Solid Shape Search

Use with Activities 1 and 2.

Word bank		
Example Ejemplo		
English	flat shape	solid shape
Español	figura plana	cuerpo geométrico

Describing solid shapes						
						
corner	curved	flat	pointy	round	slanted	straight

The solid shape . . .

The _____ matches my solid shape.
(object)

My object matches my solid shape because . . .

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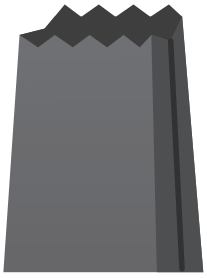
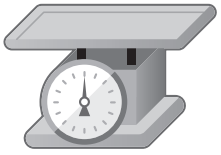
Comparing Boxes and Bags

Use with Problem 1.

Word bank					
Example Ejemplo					
English	**bag**	**heavier**	**lift**	**lighter**	**weight**
Español	bolsa	más pesado	levantar	más liviano	peso

Bag _____ is **heavier** than Bag _____.

It is harder to **lift** Bag _____.

Bag _____ is **lighter** than Bag _____.

It is easier to **lift** Bag _____.

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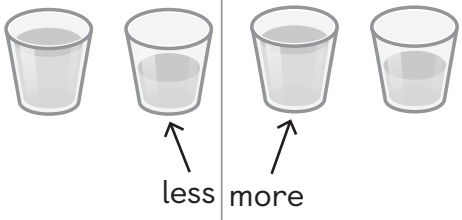
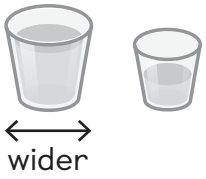
River's Bird Feeder

Use with Problem 1.

Word bank					
Example Ejemplo					
English	container	less	more	pour	predict
Español	recipiente	menos	más	verter	predecir

Comparing containers		
		
bigger or smaller	taller or shorter	wider

I notice . . .

Container _____ can hold more water because . . .

Container _____ holds less water because . . .

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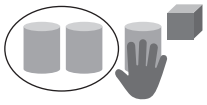
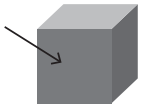
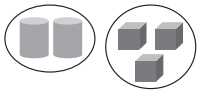
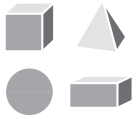
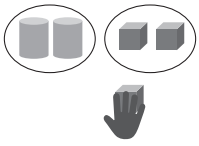
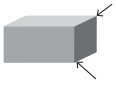
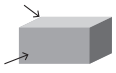
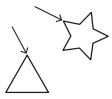
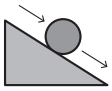
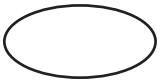
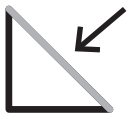
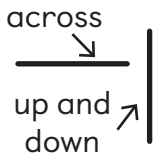
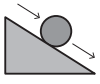
Sorting Solid Shapes

Use with Problem 2.

Word bank					
Example Ejemplo					
English	belong	face	group	solid shape	sort
Español	pertenecer	cara	grupo	cuerpo geométrico	clasificar

Describing solid shapes							
							
corner	curved	flat	pointy	roll	round	slanted	straight



This shape belongs in the group that can roll because . . .

This shape belongs in the group that cannot roll because . . .

The shapes in the group are similar because . . .

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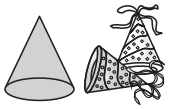
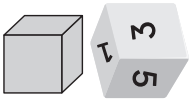
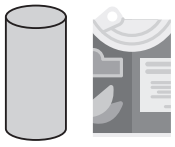
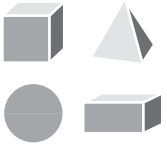
Making Solid Shapes

Use with Problem 2.

Word bank					
Example Ejemplo					
English	cone	cube	cylinder	solid shape	sphere
Español	cono	cubo	cilindro	cuerpo geométrico	esfera

The shape looks like a _____.

I can make this shape with clay by . . .

We can call this shape a _____ because . . .

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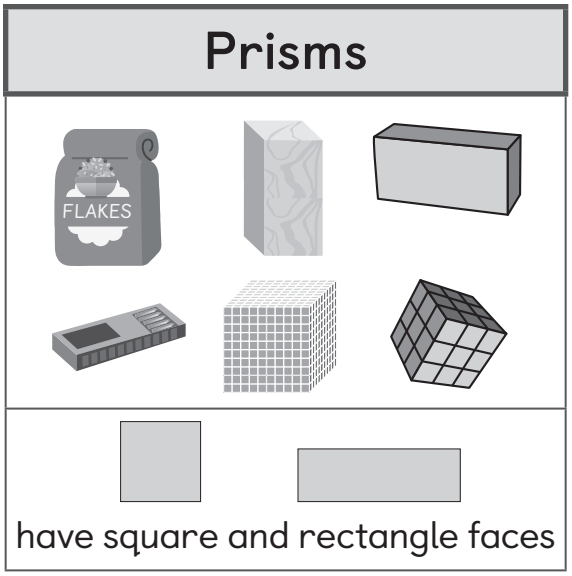
Building Prisms

Use with Activities 1 and 2.

I can build a prism by . . .

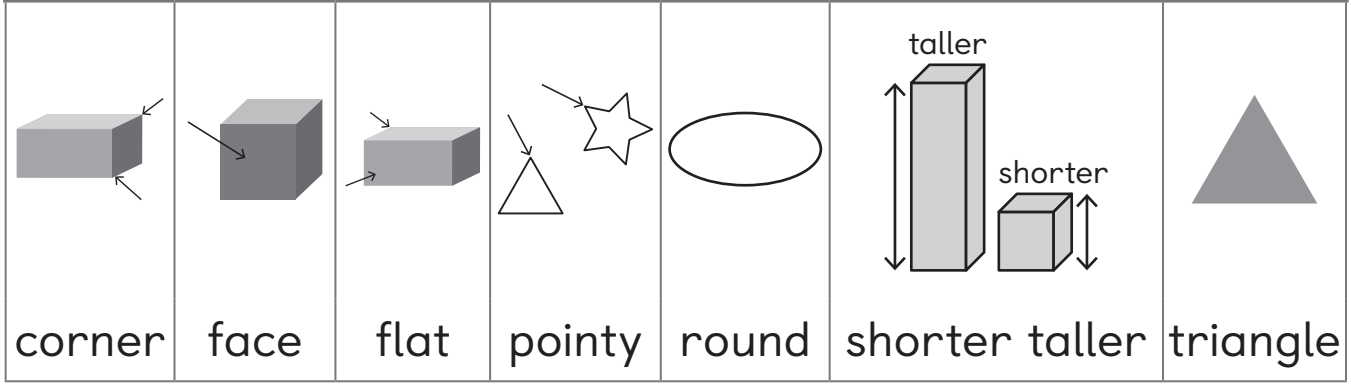
Our prisms are alike because . . .

Our prisms are different because . . .



My prism is _____ than my partner's prism.
(taller/shorter)

Comparing solid shapes



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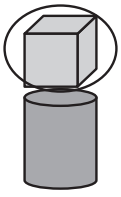
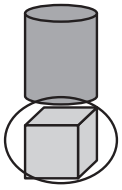
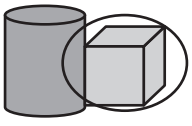
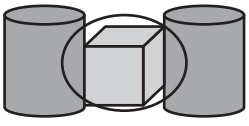
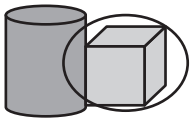
Building Matching Shapes

Use with Problem 2.

Word bank				
Example Ejemplo				
English	cone	cube	cylinder	sphere
Español	cono	cubo	cilindro	esfera

				
above	below	beside	between	next to
The cube  is _____ the cylinder  .				

I am going to build . . .

I will put the shape _____ the _____.


I used _____ to make my object.


I put the shape _____ the _____.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Tool Time

Use with Activities 1 and 2.

Word bank					
Example Ejemplo	+	2 + 1 = 3 3 - 1 = 2	2 + 1 3 - 1	−	2 + 1 = <u>3</u> 3 - 1 = <u>2</u>
English	add	equation	expression	subtract	value
Español	sumar	ecuación	expresión	restar	valor

Strategies		
1, 2, <u>3</u> 2 + 1 counting	 2 + 1 picture groups	1 more than 2 is <u>3</u> 2 + 1 use the parts

I know the number . . .

The expressions . . .

The expression _____ matches the number.

I know they have the same value because . . .

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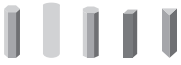
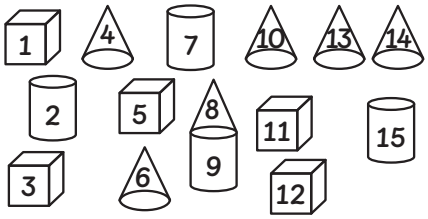
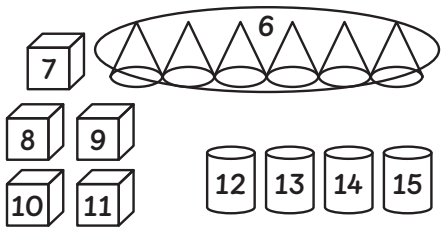
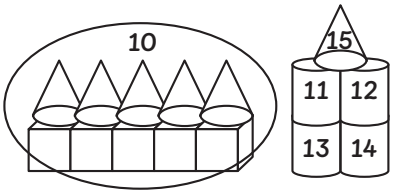
Counting Shapes

Use with Problem 2.

Word bank					
Example Ejemplo					
English	arrange	count	fewer	more	shapes
Español	disponer	contar	menos	más	figura

Strategies		
		
count all	make groups	make 10

 
I can count the shapes by . . .

 
I can arrange the shapes by . . .


There are _____ shapes.

I know this because . . .

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Designing a Birdhouse

Use with Problem 1.

Word bank						
Example Ejemplo	 fewer	 more				
English	fewer	more	rhombus	same	square	trapezoid
Español	menos	más	rombo	mismo	cuadrado	trapecio

I notice the puzzle . . .

I used _____ squares. I used _____ rhombuses.

There are more _____ than _____.
or or

There are fewer _____ than _____.
or or

I know this because . . .

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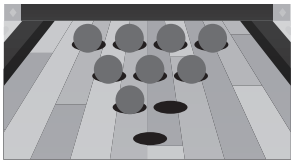
So Many Strikes

Use with Activity 2.

Strategies			
. . 9, 10 8 + ___ counting	9 10 8 + ___ fingers	 8 + ___ picture 10	1 + 9 2 + 8 3 + 7 4 + 6 5 + 5 patterns

I can start with _____ and _____ makes 10.

Starting with 1 and _____ makes 10 helps because . . .

Patterns help find the ways to make 10 because . . .

As 1 part gets _____, the other part
(larger/smaller)

gets _____.
(larger/smaller)

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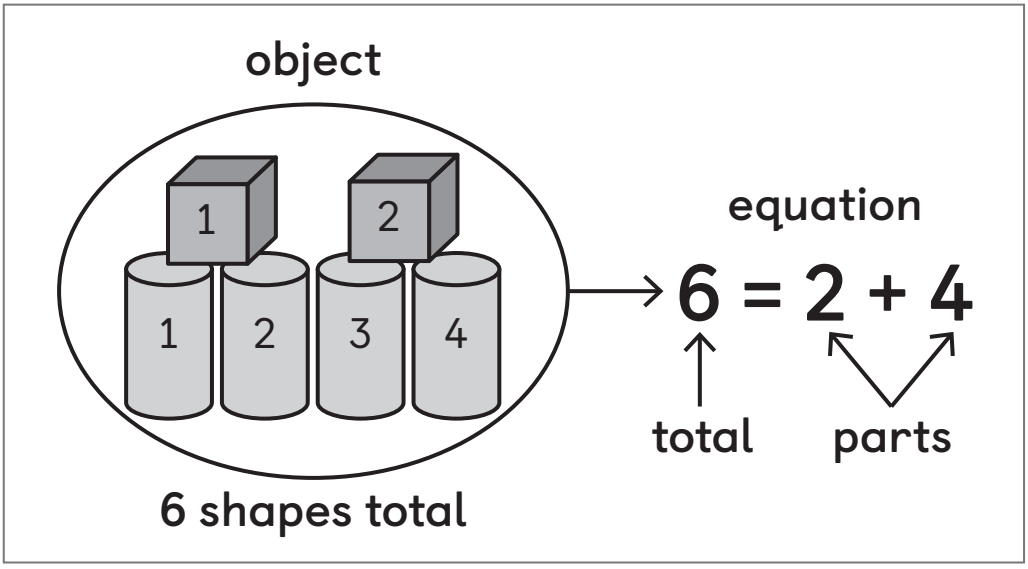
Matching Equations With Objects

Use with Activities 1 and 2.



I notice the equation . . .

I notice the object . . .

The total is _____.

The parts are _____ and _____.

The equation matches the object because . . .

The object matches the equation because . . .

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Which Equation Matches?

Use with Problems 1–2.

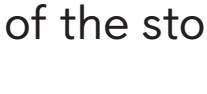
Clare made a shape with 7 pattern blocks.

Her brother took 3 of the pattern blocks.

How many pattern blocks does Clare have now?

Han made a shape with 7 pattern blocks.

Jada put 3 more pattern blocks on the shape.



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

At the beginning of the story . . .

Next, . . .

I can draw . . .

The equation _____ matches the story because . . .

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Stories About Subtracting

Use with Problems 3–4.

Mr. Guzman was so excited to have his shelf fixed that he

put 10 books on the shelf for his neighbors to borrow.

Story Problem
In the beginning, there were . . .
Then _____ were borrowed. (–)
How many _____ are there?

_____		_____		_____
- - - - - - - - - -	–	- - - - - - - - - -	=	- - - - - - - - - -
_____		_____		_____
starting number		take away		number left

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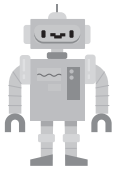
Telling and Solving Story Problems

Use with Problem 2

Choose one for your story				
WHO is the story about?	 robot	 friend	 teacher	
WHAT is the story about?	 solid shapes			pick your own

_____ has _____.
(WHO) *(WHAT)*

Next, ... (+ or −)

How many . . . ?

The equation is . . .

_____ + _____ = _____

_____ − _____ = _____

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